Term Information

Effective Term	Autumn 2024

General Information

Course Bulletin Listing/Subject Area	Educ Sts: Learning Technologie
Fiscal Unit/Academic Org	EHE Educational Studies - D1280
College/Academic Group	Education & Human Ecology
Level/Career	Undergraduate
Course Number/Catalog	3315
Course Title	Surviving the Infocalypse: Digital Citizenship in the Age of Artificial Intelligence
Transcript Abbreviation	Dig Citizen SyMed
Course Description	This course provides students with the opportunity to develop their critical digital citizenship skills in the context of the explosion of synthetic media.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
	Greater or equal to 50% at a distance
	Less than 50% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture, Recitation, Workshop
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings	

Subject/CIP Code

Subject/CIP Code	13.0501
Subsidy Level	General Studies Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

Citizenship for a Diverse and Just World

Course Details

Course goals or learning objectives/outcomes
- Apply the nine elements of digital citizenship
- Identify different forms of synthetic media
- Describe the technological underpinnings of synthetic media
- Demonstrate five different applications of synthetic media
- Understand the major harm produced by synthetic media including dis/misinformation, gender-based violence and cyber-bullying
- Utilize at least five strategies to identify synthetic media
- Identify the legal issues that deep fakes present
- Explain the fundamental concepts of Blockchain and understand how blockchain can be used to combat synthetic media
- Apply a variety of strategies to address synthetic media within the nine digital citizenship elements
- Develop a personal plan for how to integrate synthetic media into your educational, personal and profession life
- Find a constructive application of synthetic media by creating your own synthetic media production
- Project how synthetic media will impact society in the next 10 years

Content Topic List
- Course Introduction
  9 Elements of Digital Citizenship
  Global Digital Citizenship
  Introduction to Synthetic Media
  History of synthetic media
- How is synthetic media created?
  Synthetic Media applications Part 1 – Entertainment and Commerce
  Synthetic Media Application Part 2 - Educational Possibilities
  Synthetic Media and Misinformation
- Synthetic Media and Legal Issues – Copyright and Defamation Related Laws
  Identifying Synthetic Media
  Combatting Malicious Synthetic Media - Blockchain
  The Future of Synthetic Media – Surviving the Infocalypse

Sought Concurrence   No

Attachments

- Syllabus ESLTECH 3315 Surviving_the_Infoc revised[1].docx

  (Syllabus. Owner: Allen,Ann Marie)

- QM11_Rubrics Surviving the Infocalypse.pdf: QM review

  (Other Supporting Documentation. Owner: Allen,Ann Marie)

- GE Theme course submission worksheet[57].docx: GE Submission Form

  (Other Supporting Documentation. Owner: Allen,Ann Marie)

- Political Science Concurrence.pdf: Political Science

  (Concurrence. Owner: Bagent,Aaron Michael)

- Request for Concurrence - ACCAD.pdf: ACCAD

  (Concurrence. Owner: Bagent,Aaron Michael)

- Department of Art Concurrence.pdf: Art

  (Concurrence. Owner: Bagent,Aaron Michael)

- Re_ Request for Concurrence - School of Communi....pdf: Communication

  (Concurrence. Owner: Bagent,Aaron Michael)

- Request for Concurrence - Philosophy.pdf: Philosophy

  (Concurrence. Owner: Bagent,Aaron Michael)

Comments

- Please note that the Department of Philosophy did not respond. Communication attempts attached. *(by Bagent,Aaron Michael on 01/22/2024 02:00 PM)*

- Please request concurrences from the following units: School of Communication, Philosophy, Political Science, Art, and ACCAD (Advanced Computing Center for the Arts and Design). Thank you. *(by Vankeerbergen,Bernadette Chantal on 12/03/2023 06:45 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Allen,Ann Marie	11/14/2023 03:47 PM	Submitted for Approval
Approved	Allen,Ann Marie	11/14/2023 03:47 PM	Unit Approval
Approved	Bagent,Aaron Michael	11/14/2023 03:53 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	12/03/2023 06:45 PM	ASCCAO Approval
Submitted	Allen,Ann Marie	01/25/2024 10:14 AM	Submitted for Approval
Approved	Allen,Ann Marie	01/25/2024 10:14 AM	Unit Approval
Approved	Bagent,Aaron Michael	01/25/2024 10:20 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	01/25/2024 10:20 AM	ASCCAO Approval

ESLTECH 3315 - Surviving the Infocalypse: Digital Citizenship in the Age of Artificial Intelligence

Fall, 2024, 3 CREDIT HOURS, U/G

Instructor: Rick Voithofer, Ph.D.
Email address: voithofer.2@osu.edu
Phone number: (614) 247-7945
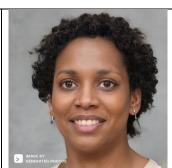**Office hours:** MW 2-4 (via zoom)
Format: Online
GE Thematic Category – Citizenship for Diverse and Just World

Course Information

Course times and location: Distance Learning Course - No required scheduled meetings; course instruction occurs in Carmen. There will be one synchronous session at the end of the semester to present the synthetic media production.
Mode of delivery: Distance Learning

Course Overview

This course provides students with the opportunity to develop their critical digital citizenship skills in the context of the explosion of artificial intelligence.

Description / Rationale

The faces in the images above belong to people who have never existed. They are examples of synthetic media which uses artificial intelligence to create realistic images, videos, and audio recordings that are increasingly difficult to discern from human representations and human produced media. Synthetic media, sometimes called deep fakes, are increasingly being produced for various educational, entertainment, commercial, misinformation, and hostile intents. The growing number of synthetic media are part of an impending crisis of misinformation, that Aviv Ovadha called the "Infocalypse" before the 2016 presidential election in the US. The Infocalypse describes a time when sophisticated information campaigns with different forms of synthetic media will saturate our lives trying to influence our opinions, purchasing decisions, attitudes, beliefs, and actions.

To be able to become an educated and informed citizen you will face a growing number of synthetic media. It will not only be important for you to be able to identify synthetic media to make choices across your personal and professional life, but to be able to produce synthetic media as a means of personal, political, and professional expression.

Being able to understand the technical, sociological, financial, legal contours of synthetic media will provide you with a critical capacity to discern information about your political and civic choices.

This hands-on online class will help you navigate a world where any public figure can be made to believably say anything desired by a synthetic media producer. By finding, evaluating, and producing your own synthetic media, you will discover your own answers to these questions.

Prerequisites: None

Relation to Other Courses
This course will complement other GE Citizenship courses which address citizenship in relationship to traditional media, music, and literature including:

- COMM 3450: Media and Citizenship
- MUSIC 3364 Musical Citizenship: Activism, Advocacy and Engagement in Sound
- ENGLISH 3110: Citizenship, Justice, and Diversity in Literatures, Cultures, and Media

Learning Objectives

LO1. Apply the nine elements of digital citizenship

> Digital Access: full electronic participation in society (DL1: Access).
> Digital Commerce: electronic buying and selling of goods. (DL2: Commerce)
> Digital Communication: electronic exchange of information. (DL3: Communication)

Digital Literacy: process of teaching and learning about technology and the use of technology. (DL4: Literacy)

Digital Etiquette: electronic standards of conduct or procedure. (DL5: Etiquette)

Digital Law: electronic responsibility for actions and deeds (DL6: Law)

Digital Rights & Responsibilities: those freedoms extended to everyone in a digital world. (DL7: Rights)

Digital Health & Wellness: physical and psychological well-being in a digital technology world. (DL8: Wellness)

Digital Security (self-protection): electronic precautions to guarantee safety. (DL9: Security)

LO2. Identify different forms of synthetic media

LO3. Describe the technological underpinnings of AI and synthetic media

LO4. Demonstrate five different applications of synthetic media

LO5. Understand the major harm produced by synthetic media including dis/misinformation, gender-based violence and cyber-bullying

LO6. Utilize at least five strategies to identify synthetic media

LO7. Identify the legal issues that deep fakes present

LO8. Explain the fundamental concepts of Blockchain and understand how blockchain can be used to combat synthetic media

LO9. Apply a variety of strategies to address synthetic media within the nine digital citizenship elements

LO10. Develop a personal plan for how to integrate synthetic media into your educational, personal and profession life

LO11. Find a constructive application of synthetic media by creating your own synthetic media production

LO12. Project how synthetic media will impact society in the next 10 years

Course Materials

Required book: Schick, N. (2020). Deepfakes: The Coming Infocalypse. New York. Twelve.

Materials: Additional materials will be provided in Carmen. See materials column of course schedule.

Thematic General Education Course (TGE) outcomes:

TGE 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. Please briefly identify the ways in which this course represents an advanced study of the focal theme.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.

Students will be scaffolded through learning experiences that will challenge them to develop their digital citizenship within the context of their personal and professional lives.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

Students will build on the following outcomes developed in the Foundations courses:

Writing and Information Literacy

- **Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and contexts.**
- **Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.**

Historical and Cultural Studies

- **Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.**
- **Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.**

Social and Behavioral Sciences

- **Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.**
- **Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.**

Race, Gender and Ethnicity

- **Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.**

- **Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.**

TGE 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Students will apply every aspect of what they learn to their out of classroom experiences including digital habits, information literacies, educational experiences, civic engagement, and professional experiences.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

In this course students will develop their sense of the nine elements digital citizenship in the context of learning about the foundations, applications, dangers, and opportunities presented by synthetic media.

This course will build upon students' previous coursework in relationship to being able to critically read, analyze and synthesize multiple scholarly, journalistic, and popular publications and media. Understanding synthetic media will build on students existing information literacy skills. They will be asked to represent their learning in multiple forms including writing, graphics production, infographics, and actual synthetic media. They will trace the history of synthetic media to understand its trajectory. The overarching framework of citizenship broadly and ethics will provide the context to explore synthetic media from multiple perspectives. Students will consistently be asked to apply their class learning to their personal lives and the trajectory of their professional development.

Citizenship for a Just and Diverse World (CJDW) outcomes:

CJDW 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

Students learn the differences and similarities between digital citizenship and global digital citizenship.

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

Students will explore how different cultures approach ideas of both citizenship and digital literacy in order to develop their capacity to collaborate across cultures in the context of the Infocalypse.

CJDW 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

Students will explicitly analyze examples of deepfakes that have been produced to influence the public around issues related to diversity, equity and inclusion related to lived experiences.

ELO 2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

Students will be able to identify issues around access to technology and the power differentials created by the ability to produce and identify sophisticated synthetic media.

Students will analyze deep fakes designed to distort social discourse and manipulate elections, question faith in institutions, and shed doubt on journalism. In the process they will develop literacies to understand the mechanisms by which deep fakes can impact how individuals come to

understand and form attitudes around social and cultural difference, participate in a democracy, and have agency for social change.

This is a citizenship course because it prepares students to become informed citizens in the context of sophisticated technologies that are designed to influence students' perspectives, actions, and attitudes on variety of subjects related to their participation in society. The course provides students with a broad understanding of citizenship and then contextualizes how digital citizenship fits within these broad understandings. Through historical, technical, and scholarly perspectives students will develop the capacity to utilize a variety of reasoning, scholarly, experiential, and technical tools to maintain active citizenship while developing the capacity to understand intersections of power, justice, and social change.

Embedded Literacy: Technology Literacy outcomes (TL)

TL1: Successful students develop a critical appreciation of the relations between technologies and their contexts (social, cultural, and historical), and of the range of effects and consequences (legal, ethical, political) produced or enabled by particular technologies.

> TL1.1 Critically describe the relationships between technology and society in historical and cultural contexts.
>
> > **Students will situate their learning within the history of synthetic media. This will include studying how educational institutions have been used as a source of political influence.**
>
> TL 1.2 Recognize how technologies emerge and change.
>
> > **Students will explore the interplay between technology advancements and how individuals form their identities as citizens.**
>
> TL 1.3 Evaluate the social and ethical implications of technology.
>
> > **Students will explore the legal issues around copyright and defamation related to synthetic media.**
>
> > **Students will learn about the current and potential future impacts of synthetic media.**

In this course students will understand the history of synthetic media and its growing impact on various cultural elements including journalism, commerce, and politics. This historical overview will trace the reasons for the evolution of synthetic media including technological advancements and growing integration of mediated experiences within society. Over the span of the course students will engage with a variety of social and ethical implications of synthetic media.

This course meets the criteria of an embedded literacy course because students will critically describe the relationships between synthetic media and society in historical and cultural contexts. The historical study will provide students with the critical literacies to understand the social and cultural implications of synthetic media as they become more sophisticated and widespread.

The course will be designed around the following nine elements of Digital Citizenship (DC):

DC1: Digital Access is about the equitable distribution of technology and online resources. Crucial Digital Access related to synthetic media will include:

- *Ensuring the communities to which you are committed have access to tools and technologies to detect synthetic media.*

DC2: Digital Commerce is the electronic buying and selling of goods and focuses on the tools and safeguards in place to assist those buying, selling, banking, or using money in any way in the digital space. Crucial Digital Commerce competencies related to synthetic media will include:

- *Recognize when synthetic media is being used to influence your buying behaviors*

DC3: Digital Communication and Collaboration is the electronic exchange of information. All users need to define how they will share their thoughts so that others understand the message. Crucial Digital Communication and Collaboration competencies related to synthetic media will include:

- *Developing personal principles for when to use synthetic media in personal, political and professional communications.*

DC4:   Digital Etiquette refers to electronic standards of conduct or procedures and has to do with the process of thinking about others when using digital devices. Crucial Digital Etiquette competencies related to synthetic media will include:

- *Avoid using synthetic media to manipulate others for unethical purposes.*

DC5: Digital Fluency is the process of understanding technology and its use. Digital fluency includes the discussion of media literacy and the ability to discern good information from poor, such as "fake news" from real news. Crucial Digital Fluency competencies related to synthetic media will include:

- *Recognize when synthetic media is being used to distort particular*
- *Understand the technologies underlying the creation of synthetic media*
- *Possess a basic ability to create synthetic media to support communication*

DC6:   Digital Health and Welfare refers to the physical and psychological well-being in a digital world. Technology provides many opportunities for enjoyment, but knowing how to segment use with the needs of ourselves and others is key to a healthy, balanced life. Crucial Digital Health and Welfare competencies related to synthetic media will include:

- *Recognize when synthetic media is being used to create unrealistic lifestyle expectations.*

DC7:   Digital Law refers to the electronic responsibility for actions and deeds and has to do with the creation of rules and policy that address issues related to the online world. Crucial legal understandings related to synthetic media will include:

- *Understand the legal implications of using synthetic media. This includes issues related to the violation of personal rights, liability, damage to reputation, data protection, and intellectual property.*

DC8:   Digital Rights and Responsibilities are those requirements and freedoms extended to everyone in a digital world. Crucial Digital Rights and responsibility competencies related to synthetic media will include:

- *The responsibility for being transparent in the use of synthetic media.*
- *The responsibility to cite the origins of the representations that make up a piece of synthetic media*
- *The right to digital privacy when one is the consumer of synthetic media*

- *The right to controls one's representations in synthetic media*

DC9: Digital Security and Privacy are the electronic precautions to guarantee safety. Privacy forms one of the basic principles of human rights of any liberal democracy. Democracies are premised on the belief that individuals may legitimately keep certain areas of their life private - free from unwanted scrutiny and interference. Crucial digital security and privacy competencies related to synthetic media will include:

- *An understanding of how synthetic media can threaten privacy and security*
- *The capacity to take steps to address those threats to privacy and security*

Course Learning Outcomes Mapped to GE Outcomes

Course Learning Outcome	GE Learning Outcome
LO1. Understand the nine elements of digital citizenship	CJDW 1
Digital Access: full electronic participation in society (DC1: Access).	CJDW 1,2
Digital Commerce: electronic buying and selling of goods. (DC2: Commerce)	CJDW 1
Digital Communication: electronic exchange of information. (DC3: Communication)	CJDW 1
Digital Literacy: process of teaching and learning about technology and the use of technology. (DL4: Literacy)	CJDW 1
Digital Etiquette: electronic standards of conduct or procedure. (DC5: Etiquette)	CJDW 1,2
Digital Law: electronic responsibility for actions and deeds (DC6: Law)	CJDW 1,2
Digital Rights & Responsibilities: those freedoms extended to everyone in a digital world. (DC7: Rights)	CJDW 1,2
Digital Health & Wellness: physical and psychological well-being in a digital technology world. (DC8: Wellness)	CJDW 1,2
Digital Security (self-protection): electronic precautions to guarantee safety. (DL9: Security)	CJDW 1
LO2. Identify different forms of synthetic media	TGE 1, TL1

LO3. Describe the technological underpinnings of synthetic media	TL1
LO4. Demonstrate five different applications of synthetic media	TGE 2
LO5. Understand the major harm produced by synthetic media including dis/misinformation, gender-based violence and cyber-bullying	CJDW 2, TL1
LO6. Utilizing at least five strategies to identify synthetic media	TL1
LO7. Identify the legal issues that synthetic media present	CJDW 2, TL1
LO8. Explain the fundamental concepts of Blockchain and understand how blockchain can be used to combat synthetic media	TL1
LO9. Apply a variety of strategies to address synthetic media within the nine digital citizenship elements	TL1
LO10. Develop a personal plan for how to integrate synthetic media into your educational, personal and profession life	TGE 2
LO11. Find a constructive application of synthetic media by creating your own synthetic media production	TGE 1
LO12. Project how synthetic media will impact society in the next 10 years	TGE 1

Course Requirements/Evaluation

Assignment / Category	Percent of Grade
Introduction Screencast	10%
Synthetic Media Identification Project	10%
Synthetic Media Citizenship Action Plan	10%
Synthetic Media Production Plan	10%
The Future of Synthetic Media Policy White Paper	5%
Synthetic Media Production	20%
Weekly Quizzes (2% per quiz)	15%
Carmen Activities	20%
TOTAL	**100.00%**

Late Assignments

Due dates for every assignment are provided on the course syllabus and course schedule (and posted in Carmen). Unless otherwise stated, assignments are due on those days. However, I recognize that sometimes "life happens." In these instances, you may use your allotted two flex days. These days allow you to submit an assignment up to two days late without penalty. You can use these days for any assignment and for any reason. You do not need to provide me with the reason: simply email me and tell me how many of your flex days you would like to use.

Once you've exhausted your flex days, then point deductions will occur for any assignment submitted after the deadline. An assignment submitted 24 hours of the due date will only be eligible for 80% of the maximum number of points allotted. Assignments submitted more than 24 hours after the due date will not be accepted. If you experience extenuating circumstances (e.g., you are hospitalized) that prohibit you from submitting your assignments on time, please let me know. I will evaluate these instances on a case-by-case basis.

Grading Policy (determined by earned % of total possible points)

A 93-100%	A- 90-92%	B+ 87-89	B 83-86%	B- 80-82%	
C+ 77-79%	C 73-76%	C- 70-72%	D+ 67-69%	D 60-66%	E 59% and below

Assignment Descriptions

Introduction Screencast (10%)

Produce a short 5-minute screencast introduction to synthetic media for a specific audience. For example, if you are interested in medicine produce an introduction to the topic for a group of medical professions. Consider how synthetic media may impact medicine. How can you make it relevant for your audience of choice? No problem if you don't have a major. Consider an audience like your parents or your friends. Your introduction should explain to your audience the different types of synthetic media and how each type is created.

Consider using a program like screen-cast-o-matic for your presentation. Your presentation should meet the following criteria:

- All of the visuals on the screen are relevant to the overall topic of the screencast.
- The introduction presents the overall topic and draws the audience into the presentation with compelling questions or by relating to the audience's interests or goals.
- The entire narration is recorded at a good level with minimal pauses and disruption.
- Copyright and fair use guidelines are met for all media included
- Excellent planning and organization prior to creation of screencast. Organization of screencast makes sense.
- Covers topic in-depth with details and examples. Subject knowledge is excellent.
- Includes introduction & conclusion.

Course and GE Outcomes Assessed:

- **Course Learning Outcomes: LO: 2-4**
- **GE Learning Outcomes: TGE 1 & 2 – ELO1.1**

Synthetic Media Identification Project (10 %)

For this project you will be presented with a variety of media examples. You will use the tools provided in class to analyze these media and determine if they are authentic or synthetic. You should evaluate all aspects of each example including claims and evidence. This means that the results of a study

Course and GE Outcomes Assessed:

- Course Learning Outcomes: LO: LO6
- GE Learning Outcomes: TGE 2, IC1

Synthetic Media Citizenship Action Plan (10 %)

Digital citizenship has been described as the quality of habits, actions, and consumption patterns that impact the ecology of digital content and communities. Another way of

saying that might be the self-monitored habits that sustain and improve the digital communities you enjoy or depend on. Create a 5-page double spaced synthetic media action for how you plan to integrate a critical approach to synthetic media in your educational, personal, and professional life as it pertains to be being a citizen. In your plan describe the kinds of synthetic media that you might encounter in your daily life and how they may impact your ability to participate as a digital citizen. Your plan should address each of the nine aspects of Digital Citizenship including Access, Commerce, Communication, Etiquette, Law, Rights, Wellness, and Security. In your plan consider how the use of synthetic media may impact your capacity to understand the history of an issue, the consideration of the stakeholders related to an issue, and what actions you can take to support your positions on an issue.

Questions to address in each section:

Element of Digital Citizenship	Question to address:
Access	Not everyone has equal access to digital technologies.
Commerce	How will you take synthetic media into account when buying and selling goods and making safe and informed decisions.
Communication	How will you continue to learn about the different modes and mediums of digital technology and when to appropriately use them?
Etiquete	Thinking about your future professional and professional life how will you develop appropriate code of conduct and procedures when using digital devices and encountering and producing synthetic media?
Law	How will you keep up your understanding of the evolving laws around synthetic media?
Rights	What will you do to protect your rights and the rights of others around privacy, autonomy, and freedom of expression as they pertain to synthetic media?
Wellness	Thanking about the different elements that make up wellness including mental health, how will develop ways to consume and create synthetic media while maintaining a state of wellnesses?
Security	What digital security precautions can you take to ensure that are not the victim of a social media production made without your consent?

Course and GE Outcomes Assessed:

- **Course Learning Outcomes: LO:1, 5-8**
- **GE Learning Outcomes: CJDW 1 & 2, IC1, IC 2**

Synthetic Media Production Plan (10 %)

For your final project you will work in groups of three to create a synthetic media production that is designed to teach something new to an audience. Your project plan should identify a clear set of goals and audience. You should think about teaching broadly to include a production that is designed to teach someone new knowledge or a new skill.

Course and GE Outcomes Assessed:

- **Course Learning Outcomes: LO: 9-11**
- **GE Learning Outcomes: CJDW 2, IC 2, TL1**

The Future of Synthetic Media Policy White Paper (5%)

- Summarizes the background of your specific issue to be addressed by your White Paper
- Identifies what is being done currently by societal (political, economic, social, cultural) actors
- PROVIDES A CLEAR PUBLIC POLICY POSITION that is supported by some legislative step (supporting/creating new legislation or repealing existing law) or executive action (supporting/creating new policy/regulation or repealing existing policy/regulation), which will bring society one step closer to a solution.
- What benefits we will receive from adopting this solution, and What positive and negative impacts this solution will have on citizens in American society today.

 Course and GE Outcomes Assessed:

- **Course Learning Outcomes: LO:12**
- **GE Learning Outcomes: TGE 1 & 2: CJDW 1**

Synthetic Media Production (20%)

In addition to the media production each team member should submit a reflection that describes their goals for the project, what they learned about synthetic media in the process, and summarizes their contributions to the team. Each group will present their production at the end of the semester at a public online presentation. You will be asked to invite members of your stakeholder group to the presentation.

Evaluation Criteria:

1. Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
2. Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts and professionals are questioned thoroughly.
3. Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
4. Articulates a thorough and complex understanding of the issues, resources, assets, and cultures of the community in which they are working.
5. Connects, analyzes, and extends knowledge (facts, theories, etc.) from course content to production.
6. Student thoroughly evaluates the impacts of the research and creative activity on themselves, the organization, and also considers the long-term impact of the work.
7. Student completes peer evaluation of one other students project based on the following criteria:
   a. Does the project clearly identify an issue or problem and provide sufficient background information on the issue or problem?
   b. Does the project support it's claims and assertation with valid sources?
   c. Does the project document the assumption it makes systematically and methodically?
   d. Does the project demonstrate a thorough and complex understanding of the issues, resources, assets, and cultures of the community it addresses?
   e. Does the project integrate course material?
   f. Does the project consider the long-term impact of the issue or problem on the population or community addressed?
   g. Does the project meaningfully integrate synthetic media?

Course and GE Outcomes Assessed:

• **Course Learning Outcomes: LO: 9-11**
• **GE Learning Outcomes: CJDW 2, IC 1 & 2, TL1**

Weekly Quizzes (15 % of final grade)

At the end of each week (1-8) there will be a quiz on the major themes of the week. The multiple choice 20 question quiz will be on the assigned readings.

Course Outcomes Assessed: LO1-LO8

Carmen Activities (20 % of final grade)

During weeks 2-10 you will work on an activity related to that week's topics. You will complete the activity with a rotating group of four other students.

While the activity each week will be unique, your participation should meet the following expectations:

- Quality of Collaboration - Appropriate comments: thoughtful, reflective, and respectful of other' s contributions
- Relevance of Communication. Posts communication related to discussion topic; prompts further discussion of topic
- Contribution to the Learning Community - Aware of needs of community; attempts to motivate the group discussion; presents creative approaches to topic

Course Outcomes Assessed: LO1-LO8

COURSE POLICIES

Communication Guidelines

As a member of a community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication. The following communication and discussion guidelines help improve the readability of your messages, keeps conversations focused, increases trust, and creates a more positive experience for all participants.

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Be professional and do not use language that is considered foul or abusive. Be careful when using sarcasm or humor, a remark meant to be humorous could come across as offensive or hurtful especially in written form.

- **Respectful dialogue:** Respond to peers honestly but thoughtfully, respectfully, and constructively. Address the ideas, not the person, when responding to others. Honor people's rights to their opinions; respect the right for people to disagree.

- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics. Avoid writing in all caps as it can convey shouting and anger. Avoid font styles, colors like yellow and green, and sizes that are difficult to read for accessibility reasons.

- **Citing your sources**: When we have written academic discussions, please cite your sources to back up what you say. When citing course materials, like the textbook or other readings, list at least the title and page numbers. For online sources, include a link. Do not distribute copyrighted materials, such as articles and images. Share links to those materials instead to avoid unintentionally violating copyright.

- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into our online discussion.

The university's official mode of communication is via university email. Students should use their buckeyemail when emailing their professor, and faculty will use their OSU email when emailing students.

Response Times: I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** or use 8help@osu.edu at any time if you have a technical problem.)
- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **E-mail:** I will reply to e-mails within **48 hours on school days**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

Netiquette

As a member of a community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication. Following the rules of etiquette on the Internet (netiquette) helps improve the readability of your messages, keeps conversations focused, increases trust, and creates a more positive experience for all participants. Netiquette includes, but is not limited to, the following guidelines: [adjust the following sample guidelines to your personal preferences. Multiple netiquette policies exist online for your guidance.]

- Honor people's rights to their opinions; respect the right for people to disagree.
- Be professional; use language that is not considered foul or abusive.
- Respond to peers honestly but thoughtfully, respectfully, and constructively.
- Avoid writing in all caps – it conveys shouting and anger.
- Avoid colors like red and green for accessibility reasons; avoid font styles, colors, and sizes that are difficult to read.
- Address the ideas, not the person, when responding to messages or discussions.
- Be careful when using sarcasm or humor – without social cues like facial expressions or body language, a remark meant to be humorous could come across as offensive or hurtful.
- Don't distribute copyrighted materials, such as articles and images (most things online are not licensed as "fair use"). Share links to those materials instead and be sure to properly cite all sources to avoid unintentional plagiarism.

Technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at https://ocio.osu.edu/help/hours, and support for urgent issues is available 24x7.

- **Self-Service and Chat support**: http://ocio.osu.edu/selfservice
- **Phone**: 614-688-HELP (4357)
- **Email**: 8help@osu.edu
- **TYY**: 614-688-8743

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- Navigating CarmenCanvas (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration and recording, editing and uploading video (go.osu.edu/video-assignment-guide)

Student Resources

Technology:
  EHE Tech Help   OSU Tech Support

Academics:

EHE Homepage
OSU Advising
Dennis Learning Center
OSU Office of Research

EHE Advising
OSU Library
EHE Office of Research

Student Life:
OSU Student Health Services
OSU Student Life
OSU Student Financial Aid
OSU Career Counseling and Support Services
EHE Office of Diversity, Inclusion, and Community Engagement

EHE Undergraduate Student Services
OSU Student Advocacy Center
EHE Career Services
OSU Office of Diversity and Inclusion

Course Schedule

(Each week's projects and activities are due by Sunday @ midnight)

Week	Learning & Digital Citizenship Outcomes	GE Outcomes	READING(S) & ACTIVITIES	ASSIGNMENTS & ASSESSMENTS
Week 1	LO: 1 (elements of digital citizenship) Overview of DC1-DC9 (Digital citizenship components)	ELO 1.1 CJDW 1: (Range of perspective that constitute citizenship)	**Week Summary** In the first week of the course, you will be introduced to you the course. You will learn about the basic elements of digital citizenship. As part of understanding digital citizenship, you will explore what it means to be a global digital citizen. You will apply what you learn by completing an introduction in Carmen that addresses each aspect of digital citizenship. In subsequent weeks we will cover each individual element of digital citizenship and relate it to synthetic media which you'll learning about next week. Finally, you will complete the weekly quiz which will be a 20-question multiple choice test on the week's readings. **Topics and Readings** **Course Introduction** **9 Elements of Digital Citizenship** Hintz, A., Dencik, L., & Wahl-Jorgensen, K. (2018). Digital citizenship in a datafied society. John Wiley & Sons. Chapters 1-3 The 9 elements of Digital Citizenship your students need to know: https://blog.neolms.com/the-9-elements-of-digital-citizenship-your-students-need-to-know/ **Global Digital Citizenship** What is a Global Digital Citizen and Why Does the World Need Them? - https://medium.com/future-focused-learning/what-is-a-global-digital-citizen-and-why-does-the-world-need-them-8b94ace7803	Weekly Quiz Read the syllabus Introduction post in Carmen

| Week 2 | LO: 2 (Forms of SM)

LO: 3 (Technical underpinning of SM)

DC5 - Digital Fluency

LO4 (Applications of SM) | TL1 – Appreciation of Technology and their contexts

CJDW 1: (Range of perspective that constitute citizenship) | **Week Summary**

This week you will be introduced to synthetic media. In Carmen you will work in small groups to answer a set of questions about the underlying technologies and implementations of AI and synthetic media. You will study begin to study the implications of synthetic media on digital citizenship. Finally, you will complete the weekly quiz which will be a 20-question multiple choice test on the week's readings.

Topics and Readings

Introduction to Synthetic Media

Chapters 1-4 of The Coming Infocalypse

Synthetic Media: How deepfakes could soon change our world - https://www.cbsnews.com/news/deepfake-artificial-intelligence-60-minutes-2022-07-31/

Synthetic media and deepfakes are here–but our economy isn't ready - https://fortune.com/2022/07/27/synthetic-media-deepfakes-economy-claims-consumers-tech-fraud-insurance-ai-mounir-ibrahim/

History of synthetic media

Deepfakes: How it all began – and where it could lead us https://the-decoder.com/history-of-deepfakes/ | Weekly Quiz

Complete Small group discussion on the fundamentals of synthetic media and how they relate to digital citizenship. |

| Week 3 | LO: 3

DC5 - Digital Fluency | CJDW 1: (Range of perspective that constitute citizenship) | **Week Summary**

An informed understanding of synthetic media involves gaining insight into how they are produced. This week you will gain insight into the different tools that are used to create synthetic media. In your weekly small group discussion, you will discuss how your responsibilities as a digital citizen apply to synthetic media. Finally, you will complete the weekly quiz which will be a 20-question multiple choice test on the week's readings.

Topics and Readings

How is synthetic media created?

Mirsky, Y., & Lee, W. (2021). The creation and detection of deepfakes: A survey. ACM Computing Surveys (CSUR), 54(1), 1-41.

Millière, R. (2022). Deep learning and synthetic media. Synthese, 200(3), 1-27.

This is How I Deepfake David Dobrik - https://www.youtube.com/watch?time_continue=23&v=8_Bp1ZRVD3o&feature=emb_logo

Deepfake: What's the Technology Behind It? https://all3dp.com/2/deepfake-technology-simply-explained/ | Weekly Quiz

Complete Carmen Activity on the creation of synthetic media |

| Week 4 | LO: 4 DC 2: Digital Commerce | CJDW 1: (Range of perspective that constitute citizenship) | **Weekly Summary:** This week you will start to examine at the application of synthetic media on commerce and entertainment. By the end of the week, you will understand the different ways the synthetic media are being used to entertain you and to influence your buying decisions. Your synthetic media introduction is due next week and so you'll spend time planning your first project in the course.   Finally, you will complete the weekly quiz which will be a 20-question multiple choice test on the week's readings. **Topics and Readings** **Synthetic Media applications Part 1 – Entertainment and Commerce** Campbell, C., Plangger, K., Sands, S., Kietzmann, J., & Bates, K. (2022). How deepfakes and artificial intelligence could reshape the advertising industry: The coming reality of AI fakes and their potential impact on consumer behavior. Journal of Advertising Research, 62(3), 241-251. Who is Lilmiquala? - https://www.instagram.com/lilmiquela/?hl=en Reanimating the deceased: https://labs.sogeti.com/ai-and-synthetic-media/ Can synthetic media drive new content experiences? https://www.bbc.co.uk/blogs/internet/entries/b81f12d4-39b7-4624-86ab-01647d2800ec | Weekly Quiz Complete Small group discussion on synthetic media and commerce and how they relate to digital citizenship. |

| Week 5 | LO: 4 | DC 2: Digital Commerce

TGE 1(advanced in-depth study of focal theme)

TGE 2 (Connect to out of classroom experiences)

CJDW 1: (Range of perspective that constitute citizenship) | **Week Summary**

Synthetic media provide unique opportunities for teaching and learning. These opportunities also present challenges that must be considered. As you learn about some of the ways that digital media has been used to teach, you will consider the implications of learning with an experience that has been fully generated by a computer. A crucial question you will answer in your small groups this week is what does media literacy look like in the age of synthetic media. Make sure you turn in your Synthetic media production by the end of the week. Finally, you will complete the weekly quiz which will be a 20-question multiple choice test on the week's readings.

Topics and Readings

Synthetic Media Application Part 2 - Educational Possibilities

John F Kennedy's lost 'last' speech recreated
https://www.bbc.com/news/av/uk-scotland-43436361

Edtech company Udacity uses deepfake tech to create educational videos automatically
https://www.fanaticalfuturist.com/2019/08/edtech-company-udacity-uses-deepfake-tech-to-create-educational-videos-automatically/

Your Loved Ones, and Eerie Tom Cruise Videos, Reanimate Unease With Deepfakes - https://www.nytimes.com/2021/03/10/technology/ancestor-deepfake-tom-cruise.html

MyHeritage now lets you animate old family photos using deepfakery
https://techcrunch.com/2021/02/26/myheritage-now-lets-you-animate-old-family-photos-using-deepfakery/

Media Literacy in the age of deepfakes - | Synthetic Media Introduction Production

Weekly Quiz

Complete Carmen activity on the educational uses of synthetic media |

| Week 6 | LO:5 (Harm and SM) | DC 5 – Digital Fluence, 6 – Digital Health DC 7 Digital Law, DC 8 Rights and Responsibilities, DC 9 - Digital Security and Privacy

TGE 2 (Connect to out of classroom experiences)

CJDW 1: (Range of perspective that constitute citizenship)

CJDW 2: (Justice and Citizenship) | **Week Summary**

Synthetic media present tremendous potential for harm. They have already been used by individuals to harass others and by nation states to influence the social climate of adversaries. As you examine various examples of this harm you will also develop your digital citizenship skills to formulate a set of strategies to protect your security, privacy, and wellness from the influence of those attempting to do harm through SM. Finally, you will complete the weekly quiz which will be a 20-question multiple choice test on the week's readings.

Topics and Readings

Synthetic Media and Misinformation

Deepfakes Pose a Growing Danger, New Research Says - https://www.cnet.com/tech/services-and-software/deepfakes-pose-a-growing-danger-new-research-says/

Pennsylvania Woman Accused of Using Deepfake Technology to Harass Cheerleaders https://www.nytimes.com/2021/03/14/us/raffaela-spone-victory-vipers-deepfake.html

FBI alert warns of Russian, Chinese use of deepfake content https://www.cyberscoop.com/fbi-foreign-actors-deepfakes-cyber-influence-operations/

https://venturebeat.com/2021/03/05/study-warns-deepfakes-can-fool-facial-recognition/ Study warns deepfakes can fool facial recognition | Complete Carmen Activity on Misinformation

Weekly Quiz |

| Week 7 | LO:7 (Legal Issue and SM) | DC7: Digital Law DC8: Digital Rights and Responsibilities

TGE 2 (Connect to out of classroom experiences)

CJDW 1: (Range of perspective that constitute citizenship)

CJDW 2: (Justice and Citizenship) | **Week Summary**

Synthetic media overlaps with a number of laws include intellectual property and privacy. The technology is moving faster than laws can address. This week we gain an understanding of the laws that you as a global digital citizen should understand as a responsible citizen. In your small group discussion, you will make connections between synthetic media, the law, and your future profession. Questions that you will consider include what are your rights and responsibilities around synthetic media under the law. Your synthetic media detection project is due next week. Finally, you will complete the weekly quiz which will be a 20-question multiple choice test on the week's readings.

Topics and Readings

Synthetic Media and Legal Issues – Copyright and Defamation

Related Laws

Copyright and AI With Nancy Wolff https://medium.com/dmla-insights/copyright-and-ai-with-nancy-wolff-1607c8554d09

The Legal, Ethical, and Efficacy Dimensions of Managing Synthetic and Manipulated Media https://carnegieendowment.org/2019/11/15/legal-ethical-and-efficacy-dimensions-of-managing-synthetic-and-manipulated-media-pub-80439

Related Laws: https://www.asisonline.org/security-management-magazine/latest-news/today-in-security/2021/january/U-S-Laws-Address-Deepfakes/ | Complete Carmen Activity on SM and the law

Weekly Quiz |

| Week 8 | LO:6 (ID SM) | CJDW 1: (Range of perspectives that constitute citizenship) | **Week Summary**

Just as there are technology tools to create synthetic media, there are tools to detect it. Some of these tools only exist in labs while others are publicly available. This week we will survey different methods that you can use to differentiate synthetic media from traditional media. While trying some of these tools you will learn their strengths and weaknesses and be able to apply your reflections to next week's project – your synthetic media detection project.
Finally, you will complete the weekly quiz which will be a 20-question multiple choice test on the week's readings.

Topics and Readings

Identifying Synthetic Media

Real-time deepfakes can be beaten by a sideways glance - https://www.theregister.com/2022/08/08/deepfakes_sideways_attack/

Deepfakes and Synthetic Media: Updated Survey of Solutions against Malicious Usages https://blog.witness.org/2019/06/deepfakes-synthetic-media-updated-survey-solutions-malicious-usages/

Deepware – Tool to ID SM https://deepware.ai

Deepfakes and Synthetic Media: Survey of Solutions against Malicious Usages https://blog.witness.org/2018/07/deepfakes-and-solutions/

Computer tool spots deepfakes via tiny reflections in the eyes https://newatlas.com/computers/computer-tool-deepfakes-94-percent-accuracy/

Skin in the Game: Modulate AI and Addressing the Legal and Ethical Challenges of Voice Skin Technology https://cyber.harvard.edu/publication/2020/modulate-case-study | Complete Carmen Activity

Weekly Quiz |

| Week 9 | LO:8 (Blockchain)-LO: 9 (Strategies for DS and SM) | TGE 2 (Connect to out of classroom experiences)

CJDW 1: (Range of perspective that constitute citizenship)

CJDW 2: (Justice and Citizenship) | **Week Summary**

After you detect synthetic media, you need to have some sense of what to do with that knowledge as a digital citizen. This week you will consider areas in your current and future life where you might encounter synthetic media that's not transparent and begin to develop a set of practices to be proactive with that knowledge around some key ideas including justice. You will also learn about blockchain, a technology that is being used in a variety of contexts to create trust in a digital artifact whether that's a cryptocurrency, a medical file, or a piece of media. Finally, you will complete the weekly quiz which will be a 20-question multiple choice test on the week's readings.

Topics and Readings

Combatting Malicious Synthetic Media - Blockchain

The Blockchain Solution to Our Deepfake Problems, Wired Magazine https://www.wired.com/story/the-blockchain-solution-to-our-deepfake-problems/

Using the power of blockchain to combat deepfake videos https://www.opendemocracy.net/en/democraciaabierta/cómo-usar-el-poder-de-blockchain-para-combatir-videos-deepfake-en/

Can blockchain help in our fight against deepfakes? https://www.allerin.com/blog/can-blockchain-help-in-our-fight-against-deepfakes | Weekly Quiz

Synthetic Media Identification Project |

Week 10	LO:10 (Personal Plan) &12 (Future of SM)	TGE 2 (Connect to out of classroom experiences) CJDW 1: (Range of perspective that constitute citizenship) CJDW 2: (Justice and Citizenship)	**Week Summary** Next week you will be turning in your synthetic media action plan. This will include how you plan to be a digital citizen during the age of synthetic media. In order to help you think about your future as a digital citizen, you will consider different ideas of synthetic media might evolve in the coming decade. Finally, you will complete the weekly quiz which will be a 20-question multiple choice test on the week's readings. **Topics and Readings** The Future of Synthetic Media – Surviving the Infocalypse 'Deepfake is the future of content creation' https://www.bbc.com/news/business-56278411 One Solution to AI's Diversity Problem? Artificial People of Color https://medium.com/swlh/one-solution-to-ais-diversity-problem-artificial-people-of-color-2e49fc36079e The terrifying future of fake news: https://www.buzzfeednews.com/article/charliewarzel/the-terrifying-future-of-fake-news#.auEWOgLKA	Weekly Quiz Complete Carmen Activity
Week 11	LO:11 (SM production)	TGE 2 (Connect to out of classroom experiences)	**Week Summary** In the final phase of the course, you will create a piece of synthetic media that will integrate the various elements of digital citizenship. This will week you will work in small groups to discuss your ideas for your media production. Once you receive feedback, you will begin to work on your media production proposal which is due next week. **Topics and Readings** Synthetic Media Production Part – 1 – Audio & Images https://www.descript.com/overdub?lyrebird=true https://deepfakesweb.com https://www.myheritage.com/ai-time-machine	Synthetic Media Action Plan

Week 12	LO:11 (SM production)		**Week Summary** Once you receive feedback on your proposal you will write your media production plan which is due next week. You will apply the information about production planning provided in Carmen to complete the production plan template that will be provided to you. **Topics and Readings** Creating a Project Plan • Identifying Project Goals • Breaking down tasks • Developing a schedule Synthetic Media Production Part – 2 – Video https://deepfakesweb.com	Media Production Proposal
Week 13	LO:11 (SM production)	•	Week Summary After you receive feedback on your production plan you will begin production work on your project. Make sure that meet your due dates for each major task.	Media Production Plan
Week 14	LO:11 (SM production)		**Week Summary** Production Week You will dedicate the full week into working on your production. At the end of the week, you will provide an update on your production process.	Production update
Week 15	LO:1-12		**Week Summary** During this week we will schedule a day and time to present your projects to the class.	Present Final Projects

INSTITUTIONAL POLICIES

Academic Integrity

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. Other sources of information on academic misconduct (integrity) to which you can refer include:
- The Committee on Academic Misconduct web pages (COAM Home)
- *Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)*
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Accessibility Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services (SLDS). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. *In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.* **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

This course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor. Carmen (Canvas) accessibility documentation.

Accessibility of course technology

This course may use approved EHE digital technologies such as Hypothesis, H5P, and ThingLink as a part of course requirements. If you encounter an issue with access to these tools, please contact your instructor at their OSU email address and EHE-Accessibility@osu.edu. Accommodation and assistance will be arranged for you to complete any work required with this tool free of penalty

Grievances

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Copyright Disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

- **Course Audio and Video Recording**: Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct or Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.
- **Student Generated materials**: Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- **Course materials**: These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course but this does not apply to uses outside of the course.

Content Warning: Some content in this course may involve media that may elicit a traumatic response in some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, or Counseling and Consultation Services at 614-292-5766 and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and 10th floor of Lincoln Tower. **You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.**

Diversity Statement

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different, as discrimination on the basis of age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches the University's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, mental health status, or veteran status.

Statement on Title IX: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

The Office of Diversity and Inclusion provides holistic support for qualifying student parents enrolled at Ohio State. To learn more, contact the "Child Care Access Means Parents in School" (CCAMPIS) Program at 614-247-7092/ lewis.40@osu or visit **odi.osu.edu/ccampis**

Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Weather or other short-term closing

Unless otherwise announced by the university, online or distance-learning classes will occur as scheduled. Please visit the Weather or Other Short-Term Closings websiteto learn more about preparing for potential closings and planning ahead for winter weather.

Met	See Notes	Rubric Standards	QM Standard
		Heading of Syllabus • School/Academic Area • Course Number, Title, level, and credit hr. • Instructor Name • Instructor Contact Information • Office Hours (Location/Days/Times)	
		Description/Rationale • Is there a description of the course that explains the need for and purpose of the course?	QM 1.2
		Relationship to Other Courses/Curricula • Does the syllabus explain how this course relates to other courses in the curriculum? • Are the prerequisites and prerequisite knowledge requirements listed?	QM 1.6
		Learning Objectives • Are the course objectives listed? • Do the course objectives describe measurable outcomes? • Are the learning objectives are suited to the level of the course? • Are all course objectives are clearly stated? • Are all course objectives written from the learner's perspective? • Is the relationship between learning objectives and assignments or course activities clearly stated or marked?	QM 2.1 QM 2.3 QM 2.4 QM 2.5 QM 4.5
		Text/Reading List/Bibliography (Course Materials) • Is the purpose for instructional materials, and how they are to be used, clearly explained? • Are all materials appropriately cited? • Are all materials current? • Is the distinction between required and optional materials clearly explained?	QM 4.2 QM 4.3 QM 4.4 QM 4.6
		Course Evaluation/Assessments and Grading Policy • Are the Letter Grades/Grading Breakdowns included and clearly stated? • Is the Late Work policy included and clearly stated? • Are the assessments are explicitly connected to the course objectives? • Do the assessments (assignments, tests and quizzes) measure the stated learning objectives or competencies? • Are the assessment types varied? • Do the assessments build on one another and/or increase in complexity?	QM 3.1 QM 3.2 QM 3.4
		Assignment Descriptions • Are there clear instructions for how students can get started and where to find course components? • Are there detailed descriptions of all assignments with an explanation of how the work will be assessed? • Are the assignments tied to the grading policy?	QM 1.1 QM 3.3

Met	See Notes	Rubric Standards	QM Standard
		Communication and Course Policies • Is there a communication policy – how to reach the instructor, the expected turnaround on replies, how soon to expect feedback on assignments? • Are the requirements for learner interaction, via email, discussion boards and in synchronous sessions, laid out clearly (Netiquette)? • Is there a statement of online communication etiquette expectations (Netiquette)?	QM 1.3 QM 5.3 QM 5.4
		Technology • Are minimum technology requirements clearly stated and instructions provided for use? • Are the minimum technical skills for students clearly stated? • Is information about Technology Accessibility provided? • Is information about Technical Support offered along with links or instructions for how to access it?	QM 1.5 QM 1.7 QM 7.1 QM 8.2

		Institutional Policies
		• Does the syllabus contain all of the following policies?
		   • Academic Integrity
		   • Office of Disability Services Statement (Accessibility Accommodations)
		   • Title IX
		   • Grievances Statement
		   • Intellectual Property (Copyright Disclaimer)
		   • Mental Health Statement
		   • Diversity Statement
		Optional Statements:
		   • Trigger Warning
		   • Off-Campus Field Experiences
		The following polices can be links, rather than statements:
		   • Academic Support Services and Resources
		   • Explanation of how student support can help
			QM 1.4
			QM 7.2
			QM 7.3
			QM 7.4

		Topical Outline • Is there a list of topics to be covered in each of the sixteen weeks of the Semester (or eight weeks of the session)?	

		Any Applicable Appendices
		   • NCATE Standards
		   • ISLLC Standards
		   • Other
		   • Not Applicable	

QUALITY MATTERS
QM

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Quality Matters™ Rubric Standards
Fifth Edition, 2014, with Assigned Point Values ■ ■ ■

Standards		Status

Course Overview and Introduction

1.1 Instructions make clear how to get started and where to find various course components.
1.2 Learners are introduced to the purpose and structure of the course.
1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.
1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.
* 1.5 Minimum technology requirements are clearly stated and instructions for use provided.
1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.
1.7 Minimum technical skills expected of the learner are clearly stated.
1.8 The self-introduction by the instructor is appropriate and is available online.
1.9 Learners are asked to introduce themselves to the class.

Learning Objectives (Competencies)

2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.
2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.
2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.
2.4 The relationship between learning objectives or competencies and course activities is clearly stated.
2.5 The learning objectives or competencies are suited to the level of the course.

Assessment and Measurement

3.1 The assessments measure the stated learning objectives or competencies.
3.2 The course grading policy is stated clearly.
3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.
3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.
3.5 The course provides learners with multiple opportunities to track their learning progress.

Instructional Materials

4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.
4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.
4.3 All instructional materials used in the course are appropriately cited.
4.4 The instructional materials are current.
4.5 A variety of instructional materials is used in the course.
4.6 The distinction between required and optional materials is clearly explained.

Learner Activities and Learner Interaction

5.1 The learning activities promote the achievement of the stated learning objectives or competencies.
5.2 Learning activities provide opportunities for interaction that support active learning.
5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.
5.4 The requirements for learner interaction are clearly stated.

Course Technology

6.1 The tools used in the course support the learning objectives and competencies.
6.2 Course tools promote learner engagement and active learning.
* 6.3 Technologies required in the course are readily obtainable.
6.4 The course technologies are current.
* 6.5 Links are provided to privacy policies for all external tools required in the course.

Learner Support

* 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.
* 7.2 Course instructions articulate or link to the institution's accessibility policies and services.
* 7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.
* 7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.

Accessibility and Usability

8.1 Course navigation facilitates ease of use.
* 8.2 Information is provided about the accessibility of all technologies required in the course.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.
8.4 The course design facilitates readability.
8.5 Course multimedia facilitate ease of use.

The highlighted standards above indicate standards that could be present in your syllabus. Non-highlighted standards are important, but would be present in the course. Standards preceded by an asterics indicates the standard would be met if the LOR is added to your course.

GE Theme course submission worksheet: Citizenship for a Just & Diverse World

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes <u>and</u> those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

In a sentence or two, explain how this class "fits' within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)
This course provides students with the opportunity to develop their critical digital citizenship skills in the context of the explosion of artificial intelligence.

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing "readings" without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their "coverage" in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	Students will be scaffolded through learning experiences that will challenge them to develop their digital citizenship within the context of their personal and professional lives.
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	Students will build on the following outcomes developed in the Foundations courses: **Writing and Information Literacy** • Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and contexts. • Successful students will develop the knowledge, skills, and habits of mind needed for information literacy. **Historical and Cultural Studies** • Successful students will critically investigate and analyze historical and contemporary ideas, events, persons, material culture and artifacts to understand how they shape society and people. • Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

	Social and Behavioral Sciences • Successful students will critically analyze and apply theoretical and empirical approaches within the social sciences, including modern principles, theories, methods, and modes of inquiry. • Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts. **Race, Gender and Ethnicity** • Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems. • Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	Students will apply every aspect of what they learn to their out of classroom experiences including digital habits, information literacies, educational experiences, civic engagement, and professional experiences.
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	In this course students will develop their sense of the nine elements digital citizenship in the context of learning about the foundations, applications, dangers, and opportunities presented by artificial intelligence and synthetic media. The final portion of the course will be to create a synthetic media production to teach something to the class. In the context of this production, they will be required to address the various legal, ethical, cultural, and social issues that are presented in the creation of synthetic media. In this process they evaluate the impact of this production on their own world view and positionality, along with the impact on local communities and global political and educational system. In the process they will develop an informed opinion on the place of synthetic media as an educational tool.

Example responses for proposals within "Citizenship" (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 *Engage in critical and logical thinking.*	Students will be required to engage with the problem of how to address the nine elements of digital citizenship in the age of and AI and synthetic media. In the process of engaging with the issues they must articulate the potential issues around access, commerce, communication, literacy, etiquette, law, rights, wellness, and security. Completion of 6 assignments which build skills in connecting individual experiences with broader themes around AI and digital citizenship (Synthetic Media Identification Project, Synthetic Media Citizenship Action Plan, The Future of Synthetic Media Policy White Paper, Synthetic Media Production) Completion of 10 weekly quizzes in which students demonstrate comprehension of the course readings and materials.

ELO 2.1 *Identify, describe, and synthesize approaches or experiences.*	Students engage in advanced exploration of each module topic through a combination of lectures videos, readings, and discussions. **Lecture videos** Course materials come from a variety of sources to help students engage in the relationship between AI and digital citizenship at an advanced level. Each of the 12 modules has an overview video lectures that introduces the big themes of that module along with the support material which will include news media, book sections, and scholarly writings. **Reading** The textbook for this course provides background information on the broad concept of synthetic media and its relationship to digital citizenship. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts. **Discussions** Students do weekly asynchronous discussions about the week's topic. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they can explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others. *Activity Example:* **Synthetic Media Citizenship Action Plan** Digital citizenship has been described as the quality of habits, actions, and consumption patterns that impact the ecology of digital content and communities. Another way of saying that might be the self-monitored habits that sustain and improve the digital communities you enjoy or depend on. Create a 5-page double spaced synthetic media action for how you plan to integrate a critical approach to synthetic media in your educational, personal, and professional life as it pertains to be being a citizen. In your plan describe the kinds of synthetic media that you might encounter in your daily life and how they may impact your ability to participate as a digital citizen. Your plan should address each of the nine aspects of Digital Citizenship including Access, Commerce, Communication, Etiquette, Law, Rights, Wellness, and Security. In your plan consider how the use of synthetic media may impact your capacity to understand the history of an issue, the consideration of the stakeholders related to an issue, and what actions you can take to support your positions on an issue.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	For the final project students will work in groups of three to create a synthetic media production that is designed to teach something new to an audience. The project plan should identify a clear set of goals and audience. Students should think about teaching broadly to include a production that is designed to teach someone new knowledge or a new skill. In addition to the media production each team member should submit a reflection that describes their goals for the project, what they learned about synthetic media in the process, and summarizes their contributions to the team. Each group will present their production at the end of the semester at a public online presentation. You will be asked to invite members of your stakeholder group to the presentation. Each group will present their production during a synchronous zoom event at the end of the semester.

Goals and ELOs unique to Citizenship for a Just & Diverse World

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their "coverage" in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

GOAL 4: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.	Students learn the differences and similarities between digital citizenship and global digital citizenship.
ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	Students will explore how different cultures approach ideas of both citizenship and digital literacy to develop their capacity to collaborate across cultures in the context of the Infocalypse.

ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	Students will explicitly analyze examples of deepfakes that have been produced to influence the public around issues related to diversity, equity and inclusion related to lived experiences.
ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.	Students will be able to identify issues around access to technology and the power differentials created by the ability to produce and identify sophisticated synthetic media. Students will analyze deep fakes designed to distort social discourse and manipulate elections, question faith in institutions, and shed doubt on journalism. In the process they will develop literacies to understand the mechanisms by which deep fakes can impact how individuals come to understand and form attitudes around social and cultural difference, participate in a democracy, and have agency for social change. This is a citizenship course because it prepares students to become informed citizens in the context of sophisticated technologies that are designed to influence students' perspectives, actions, and attitudes on variety of subjects related to their participation in society. The course provides students with a broad understanding of citizenship and then contextualizes how digital citizenship fits within these broad understandings. Through historical, technical, and scholarly perspectives students will develop the capacity to utilize a variety of reasoning, scholarly, experiential, and technical tools to maintain active citizenship while developing the capacity to understand intersections of power, justice, and social change.

Example responses for proposals within "Citizenship" (Hist/Relig. Studies 3680, Music 3364; Soc 3200):

ELO 3.1 *Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, national, global, and/or historical communities.*	Students learn the differences and similarities between digital citizenship and global digital citizenship.

	Throughout the class students will be required to engage with questions about what constitutes digital citizenship and how it differs across contexts.

The course content addresses digital citizenship questions at the global (see week #1), national (see weeks #3-9 on digital citizenship related to U.S.), and personal level (see week #10). Specific activities addressing different perspectives on digital citizenship include Synthetic Media Citizenship Action Plan, where students develop a plan for how they plan to integrate a critical approach to synthetic media in your educational, personal, and professional life as it pertains to be being a citizen. In the plan they will describe the kinds of synthetic media that they might encounter in their daily life and how they may impact your ability to participate as a digital citizen. The plan should address each of the nine aspects of Digital Citizenship including Access, Commerce, Communication, Etiquette, Law, Rights, Wellness, and Security.

In addition, The Future of Synthetic Media Policy White Paper, requires student to provide a clear public policy position around digital citizenship and AI that is supported by legislative steps (supporting/creating new legislation or repealing existing law) or executive action (supporting/creating new policy/regulation or repealing existing policy/regulation), which will bring society one step closer to a solution.

Finally, the weekly discussions (e.g., AI, Synthetic media and commerce, education, harm, bias, law, detection, policy) have the students engage the readings on different perspectives of digital citizenship and reflect on what constitutes digital citizenship in the age of AI and synthetic media. |
| **ELO 3.2** *Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.* | Students will explore how different cultures approach ideas of both citizenship and digital literacy to develop their capacity to collaborate across cultures in the context of the Infocalypse.

This course supports the cultivation of "intercultural competence as a global citizen" through rigorous and sustained study of multiple forms of synthetic media, from the grass-roots productions to commercially created examples.

Students will view and identify varied examples of synthetic media each week, through their reading and assignments, and reflect on them via online discussions and assignments. These questions will be prompted with probing questions about the implications on the examples |

	on equity, representation, diversity, bias, and digital citizenship. What are the possibilities and constraints of their current and emerging digital citizenship? What might they carry forward in our own lives and labors as digital citizens. Further, students will be encouraged to apply their emergent intercultural competencies as global, digital citizens in their assignments and weekly course topics.
***ELO 4.1** Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.*	Students will explicitly analyze examples of deepfakes that have been produced to influence the public around issues related to diversity, equity and inclusion related to lived experiences. Through contemporary case studies and examples students will have numerous opportunities to examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, as well as a variety of lived experiences. The cases highlight the challenges of living being a digital citizen in society where AI generated content is trying to influence their decisions and behaviors. They also consider the intersections of cultural differences with other categories of difference, including race and gender. For example, AI embeds numerous biases in its output. In a weekly reflection post, they will address this question directly, particularly in Week 6 on Harm, and Week 7 on Legal Issues. In their weekly reflection posts and other written assignments, students will be invited to analyze the implications of different examples of AI and Synthetic media for questions of diversity, equity, and inclusion.

ELO 4.2 *Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.*	Students will be able to identify issues around access to technology and the power differentials created by the ability to produce and identify sophisticated synthetic media.
	Students will analyze deep fakes designed to distort social discourse and manipulate elections, question faith in institutions, and shed doubt on journalism. In the process they will develop literacies to understand the mechanisms by which deep fakes can impact how individuals come to understand and form attitudes around social and cultural difference, participate in a democracy, and have agency for social change.
	As students analyze specific case studies, they will assess law and policies' role in and capacity for enacting justice, managing difference, and influencing democratic processes and individual rights and freedoms. This goal is met through lecture videos, course readings, discussion, and written assignments.
	For example, the units on AI and synthetic media on commerce, law, harm, and learning will invite students to consider why current polices and laws in the US have not adequately address the potential for these technologies to create social unrest, bias against certain groups, and manipulate citizens.
	Three class assignments – the Synthetic Media Identification Project, the Future of Synthetic Media Policy White Paper, and the Synthetic Media Citizenship Action Plan – will effectively guide students in analyzing and critiquing the intersection of concepts like justice, difference, citizenship, and their interactions with cultural traditions, structures of power, and advocacy for social change. Here's how each assignment can contribute to this understanding:
	1. The Synthetic Media Identification Project This project will involve students in identifying and analyzing different forms of synthetic media (such as deepfakes, AI-generated texts, etc.). It's an opportunity to understand how technology can create realistic yet fabricated content. Students will explore how synthetic media may distort truth, affect justice (e.g., in legal settings), and raise ethical concerns.: Analyzing synthetic media across different cultural contexts will help students understand how it might perpetuate stereotypes or reinforce cultural biases, thus impacting perceptions of difference.
	2. The Future of Synthetic Media Policy White Paper

	Writing a policy white paper enables students to delve into how regulations and guidelines can be formulated to govern the use of synthetic media. They can explore how such policies can balance innovation with ethical concerns and societal well-being. This assignment will prompt students to think about how policy can be a tool for social change. For instance, policies that ensure transparent use of synthetic media can prevent misinformation and protect vulnerable populations.By engaging in policy-making processes, students can understand their role as informed citizens in shaping technology's impact on society. 3. Synthetic Media Citizenship Action Plan This project will involve creating an action plan for responsible use and advocacy around synthetic media. Students can propose initiatives to educate the public, engage in community discussions, or collaborate with policymakers. The action plan can include strategies to respect cultural traditions while addressing the challenges posed by synthetic media. It could involve promoting media literacy in diverse cultural settings or advocating for inclusive representation in digital media. This assignment will allow students to apply concepts of justice and citizenship in a tangible way and explore how to create equitable access to technology, combat digital divides, and ensure that advancements in synthetic media don't exacerbate social inequalities.

Hi Aaron,

Pardon the slow reply!

I've checked with my colleagues and we see no reason to deny concurrence.

Looks like a great course!

All best,

George

George Rush
Associate Professor of Art
Department of Art
The Ohio State University
College of Arts and Sciences
Pronouns: he/him/his

From: Bagent, Aaron <bagent.14@osu.edu>

Date: Monday, December 11, 2023 at 11:05 AM

To: Rush, George <rush.172@osu.edu>

Subject: FW: Request for Concurrence - Department of Art

Good morning Dr. Rush,

I wanted to follow up with you on this request for concurrence. University policy requires a response within 10 days. Otherwise, concurrence is assumed. Could you please respond by December 18th?

Thanks!

Aaron Bagent
Curriculum Specialist
College of Education and Human Ecology Office of Undergraduate Education
The Ohio State University
A100 PAES Building, 305 Annie and John Glenn Ave, Columbus, OH 43210
614-292-7190
bagent.14@osu.edu
Pronouns: he/him/his

From: Bagent, Aaron
Sent: Monday, December 4, 2023 12:59 PM
To: Rush, George <rush.172@osu.edu>
Subject: Request for Concurrence - Department of Art

Good afternoon Dr. Rush,

The College of Education and Human Ecology's Department of Educational Studies would like to offer a new course: ESLTECH 3315 - Surviving the Infocalypse: Digital Citizenship in the Age of Artificial Intelligence. This would be a new GE Theme – Citizenship for a Just & Diverse World course. Bernadette Vankeerbergen, Arts and Science's Associate Dean for Curriculum, asked us to obtain concurrence from the Department of Art for this course. Does this have your concurrence? The syllabus and GE Theme Worksheet are attached.

Thanks!

Aaron Bagent
Curriculum Specialist
College of Education and Human Ecology Office of Undergraduate Education
The Ohio State University
A100 PAES Building, 305 Annie and John Glenn Ave, Columbus, OH 43210
614-292-7190
bagent.14@osu.edu
Pronouns: he/him/his

From:	Caldeira, Gregory
To:	Bagent, Aaron
Subject:	We concur
Date:	Tuesday, December 5, 2023 5:57:04 AM

ESLTECH 3315 - Surviving the Infocalypse: Digital Citizenship in the

Greg Caldeira

Get Outlook for iOS

Hi Aaron,

Thanks! I forwarded this to the relevant folks, our department chair (Greg Caldeira) will get back to you soon!

Vlad Kogan

From: Bagent, Aaron <bagent.14@osu.edu>
Sent: Monday, December 4, 2023 12:57 PM
To: Kogan, Vladimir <kogan.18@osu.edu>
Subject: Request for Concurrence - Department of Political Science

Good afternoon Dr. Kogan,

The College of Education and Human Ecology's Department of Educational Studies would like to offer a new course: ESLTECH 3315 - Surviving the Infocalypse: Digital Citizenship in the Age of Artificial Intelligence. This would be a new GE Theme – Citizenship for a Just & Diverse World course. Bernadette Vankeerbergen, Arts and Science's Associate Dean for Curriculum, asked us to obtain concurrence from the Department of Political Science for this course. Does this have your concurrence? The syllabus and GE Theme Worksheet are attached.

Thanks!

Aaron Bagent
Curriculum Specialist
College of Education and Human Ecology Office of Undergraduate Education
The Ohio State University
A100 PAES Building, 305 Annie and John Glenn Ave, Columbus, OH 43210
614-292-7190
bagent.14@osu.edu

Pronouns: he/him/his

Hi Aaron,

Sorry about the delay.

ACCAD faculty find the proposal exciting and grant concurrence.

Yana

Yana Hashamova, PhD (she/her)
Arts and Sciences Distinguished Professor of Slavic Studies
Interim Director, Advanced Computing Center for the Arts and Design
Director of Graduate Studies, Department of Slavic and East European Languages and Cultures
Core/Affiliate Professor, Theatre, Film, and Media Arts; Comparative Studies; Women's, Gender, and Sexuality Studies; and Mershon Center for International Security
The Ohio State University
Editor, *Slavic and East European Journal*

Recently Published: *Cultures of Mobility and Alterity: Crossing the Balkans and Beyond* (Liverpool U P, September 2022; co-edited with Oana Popescu Sandu and Sunnie Rucker-Chang)
Book trailer

From: Bagent, Aaron <bagent.14@osu.edu>
Sent: Monday, December 11, 2023 11:06 AM
To: Hashamova, Yana <hashamova.1@osu.edu>
Subject: FW: Request for Concurrence - ACCAD

Good morning Dr. Hashamova,

I wanted to follow up with you on this request for concurrence. University policy requires a response within 10 days. Otherwise, concurrence is assumed. Could you please respond by December 18th?

Thanks!

Aaron Bagent
Curriculum Specialist
College of Education and Human Ecology Office of Undergraduate Education
The Ohio State University

A100 PAES Building, 305 Annie and John Glenn Ave, Columbus, OH 43210

614-292-7190

bagent.14@osu.edu

Pronouns: he/him/his

From: Bagent, Aaron
Sent: Monday, December 4, 2023 1:01 PM
To: Hashamova, Yana <hashamova.1@osu.edu>
Subject: Request for Concurrence - ACCAD

Good afternoon Dr. Hashamova,

The College of Education and Human Ecology's Department of Educational Studies would like to offer a new course: ESLTECH 3315 - Surviving the Infocalypse: Digital Citizenship in the Age of Artificial Intelligence. This would be a new GE Theme – Citizenship for a Just & Diverse World course. Bernadette Vankeerbergen, Arts and Science's Associate Dean for Curriculum, asked us to obtain concurrence from ACCAD for this course. Does this have your concurrence? The syllabus and GE Theme Worksheet are attached.

Thanks!

Aaron Bagent
Curriculum Specialist
College of Education and Human Ecology Office of Undergraduate Education
The Ohio State University
A100 PAES Building, 305 Annie and John Glenn Ave, Columbus, OH 43210
614-292-7190
bagent.14@osu.edu
Pronouns: he/him/his

Dear Mr. Bagent,

I'm happy to report that the School of Communication can provide a concurrence for ESLTECH3315.

Best,

Dr. Susan L. Kline
Associate Professor
Undergraduate Communication Program Chair

From: Bagent, Aaron <bagent.14@osu.edu>
Sent: Monday, December 18, 2023 10:44 AM
To: Kline, Susan <kline.48@osu.edu>
Subject: RE: Request for Concurrence - School of Communication

Good morning Dr. Kline,

That should be just fine. Thank you for letting me know!

Aaron Bagent
Curriculum Specialist
College of Education and Human Ecology Office of Undergraduate Education
The Ohio State University
A100 PAES Building, 305 Annie and John Glenn Ave, Columbus, OH 43210
614-292-7190
bagent.14@osu.edu
Pronouns: he/him/his

From: Kline, Susan <kline.48@osu.edu>
Sent: Monday, December 18, 2023 10:22 AM
To: Bagent, Aaron <bagent.14@osu.edu>
Subject: Fw: Request for Concurrence - School of Communication

Dear Mr. Bagent,

Unfortunately, to provide a concurrence for ESLTECH 3315, I will need to have the School of Communication's undergraduate program committee review the syllabus, given overlap with our present courses. We will need an extension to consider the request in January, so we would like to take you up on your offer of more time. We have another concurrence request to decide as well. Would 1/22 be a satisfactory deadline for you?

I appreciate the offer of more time.

Kind regards,

Dr. Susan L. Kline
Associate Professor
Undergraduate Communication Program Committee Chair

From: Garrett, Kelly <garrett.258@osu.edu>
Sent: Monday, December 4, 2023 12:59 PM
To: Kline, Susan <kline.48@osu.edu>
Subject: Fw: Request for Concurrence - School of Communication

Here's the second concurrence request of the day.

From: Bagent, Aaron <bagent.14@osu.edu>
Sent: Monday, December 4, 2023 12:51 PM
To: Garrett, Kelly <garrett.258@osu.edu>
Subject: Request for Concurrence - School of Communication

Good afternoon Dr. Garrett,

The College of Education and Human Ecology's Department of Educational Studies would like to offer a new course: ESLTECH 3315 - Surviving the Infocalypse: Digital Citizenship in the Age of Artificial Intelligence. This would be a new GE Theme – Citizenship for a Just & Diverse World course. Bernadette Vankeerbergen, Arts and Science's Associate Dean for Curriculum, asked us to obtain concurrence from the School of Communication for this course. Does this have your concurrence? The syllabus and GE Theme Worksheet are attached.

Thanks!

The Ohio State University

Aaron Bagent

Curriculum Specialist
College of Education and Human Ecology Office of Undergraduate Education
The Ohio State University
A100 PAES Building, 305 Annie and John Glenn Ave, Columbus, OH 43210
614-292-7190
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Pronouns: he/him/his

Good morning Dr. Samuels,

I wanted to follow up with you on this request for concurrence. University policy requires a response within 10 days. Otherwise, concurrence is assumed. Could you please respond by December 18th?

Thanks!

From: Bagent, Aaron
Sent: Monday, December 4, 2023 12:54 PM
To: Samuels, Richard <samuels.58@osu.edu>
Subject: Request for Concurrence - Department of Philosophy

Good afternoon Dr. Samuels,

The College of Education and Human Ecology's Department of Educational Studies would like to offer a new course: ESLTECH 3315 - Surviving the Infocalypse: Digital Citizenship in the Age of Artificial Intelligence. This would be a new GE Theme – Citizenship for a Just & Diverse World course. Bernadette Vankeerbergen, Arts and Science's Associate Dean for Curriculum, asked us to obtain concurrence from the Department of Philosophy for this course. Does this have your concurrence? The syllabus and GE Theme Worksheet are attached.

Thanks!

Aaron Bagent
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