

# Spring 2025 Syllabus

# COLLEGE AND CAREER WITH AI

## PART 1: COURSE INFORMATION

- **ID 96i - Exp Offerings Interdisciplinary Studies | Section 01 | Course ID: 201570 | Class Number: 349903**
- **Instructor:** Dr. Sasha Sidorkin, [sidorkin@csus.edu](mailto:sidorkin@csus.edu)
- **Mondays and Wednesdays** 5:30-6:45, on Zoom <https://csus.zoom.us/j/81842759818>
- **Materials:** No textbook is required, however a paid version of ChatGPT is strongly encouraged (\$20/month).
- **Grading:** Letter Graded
- **Office Hours:** By appointment, use the [Bookable calendar](#)

ID 96i-01: *College and Career with AI* is a 3-unit course that introduces students to the real-world applications of Artificial Intelligence. Open to learners from various backgrounds, including high school students eligible for Sac State credit, this course offers a hands-on approach to understanding AI's role in contemporary society. Students will explore how AI can be utilized as an information aggregator, coach, counselor, and more, equipping them with valuable skills for academic success, career growth, and enhanced work performance.

## COURSE STRUCTURE

ID96I is a fully online partially synchronous course accessed through Canvas. Students will expect to spend about 3 hours of synchronous course content each week during this 14-week course (total = 42 academic hours) plus an additional 6 hours a week in independent study, per the CSU Credit hour policy.

Online sessions will be a blend of synchronous group activities and self-paced work using Canvas and other Web sites. Activities will consist of demos, discussion, group and individual projects.

## TECHNOLOGICAL REQUIREMENTS

- For this course, you are encouraged to have access to a properly functioning computer or tablet, stable high-speed Internet connection, video camera, microphone, and access to Canvas throughout the semester. You will need your device(s) to access, complete, and upload assigned work on Canvas.
- Please create an account with OpenAI for the use of ChatGPT 4o at <https://chatgpt.com>. Paid version (Plus, at \$20/month) is encouraged but not required.
- Technical Skills, including [how to navigate Canvas](#).

## TECHNICAL ASSISTANCE

- If you do not have a computer, information on checking out a laptop (short-and long-term) can be found [on the IRT webpage](#).
- If you need technical assistance at any time during the course or to report a problem with Canvas, you can:
  - [Submit a Ticket](#) to Report a Problem to the Information Resources and Technology Support Team
  - Call the Canvas Support line at Sac State: M–F 8a.m. – 5p.m. (916) 278-2450.
  - [Schedule a Consultation](#) to get assistance with Canvas and other Academic technologies.
  - Visit the [Canvas Student Video Guides](#)
  - Visit the Canvas [Student Web Tutorials](#)

## PART 2: COURSE OBJECTIVES

Upon completion of this course, you will be able to:

1. Apply fundamental AI concepts in academic and professional settings
2. Use AI tools for research, learning, and problem-solving
3. Critically evaluate AI output to identify strengths, limitations, biases, and logical fallacies, ensuring reasoned and evidence-based conclusions
4. Apply logical reasoning to analyze and evaluate AI-generated outputs and identify biases, fallacies, or errors in AI outputs.

Objectives in this course will be met through assignments and activities below. If you are struggling to keep up with the schedule, please reach out to me as soon as possible. Together we can strategize solutions.

## ASSESSMENTS / ASSIGNMENTS

## IN-CLASS ACTIVITIES (27 POINTS)

Each Monday session demands full engagement in structured activities, demonstrations, and discussions around AI tools and applications. Wednesday sessions allow for independent exploration and group collaboration, with instructor support through AMA (Ask Me Anything) sessions. Activities include hands-on practice with AI tools, group problem-solving, and peer feedback sessions. Attendance and active participation with video-on earn 3 points per session, for a maximum of 27 points. Video-off participation earns 2 points. Missing more than 3 sessions may affect your ability to complete course projects successfully.

## ACADEMIC PAPER (30 POINTS)

Select either a paper from another course or develop a new academic paper (2000-3000 words) using AI assistance. Document your entire interaction history with AI tools, including prompts, responses, and your editing decisions. The submission package includes:

- Final paper
- Complete AI interaction log showing your prompt engineering process
- Reflection essay (300 words) analyzing your use of AI, discussing challenges, discoveries, and lessons learned.

Criteria	Excellent (9-10)	Proficient (7-8)	Developing (5-6)	Needs Improvement (0-4)	Points
<b>Original Idea</b>	Demonstrates a creative, well-defined idea with clear and meaningful contributions to the topic.	The idea is clear and relevant, showing some originality or thoughtful engagement with the topic.	The idea is basic or lacks originality but remains relevant to the topic.	The idea is unclear, poorly developed, or disconnected from the topic.	10
<b>Prompting Proficiency</b>	Demonstrates expert use of prompting, refining AI responses, and guiding the tool effectively.	Shows good use of prompting, with occasional missed opportunities to refine or optimize AI outputs.	Prompting is inconsistent or basic, showing limited ability to guide the AI effectively.	Little to no evidence of effective prompting or understanding of AI interactions.	10
<b>AI Output Evaluation</b>	AI output is critically evaluated, with strong edits and integration into a coherent final product.	AI output is adequately evaluated, with reasonable edits and integration into the final product.	AI output is used with minimal evaluation or editing, leading to a somewhat disjointed final product.	AI output is poorly evaluated or included without sufficient editing or critical engagement.	10

## CUSTOM BOT (30 POINTS)

Create and deploy a specialized chatbot addressing a specific need within your field of expertise. Project components:

- Knowledge base description
- Bot implementation using selected platform. You may use ChatGPT internal custom bot platform, or any kind third party custom bot builder (such as Chatbase, Botsonic or a similar).
- Testing documentation
- A copy of your bot behavior instructions
- Provide a live link to the bot

Criteria	Excellent (9-10)	Proficient (7-8)	Developing (5-6)	Needs Improvement (0-4)	Points
<b>Knowledge Base Design</b>	Knowledge base is comprehensive, well-structured, and highly relevant to the bot's purpose.	Knowledge base is appropriate and mostly relevant, though it may lack depth or structure in some areas.	Knowledge base is incomplete or contains some irrelevant or disorganized content.	Knowledge base is minimal, irrelevant, or poorly constructed, failing to support the bot effectively.	10

Criteria	Excellent (9-10)	Proficient (7-8)	Developing (5-6)	Needs Improvement (0-4)	Points
<b>Bot Functionality</b>	Bot demonstrates advanced functionality, is responsive, and effectively addresses its intended purpose.	Bot is functional and serves its purpose well, though with occasional limitations or basic functionality.	Bot has limited functionality or fails to address the purpose fully, with noticeable gaps or errors.	Bot is non-functional or poorly executed, unable to meet the intended purpose or user needs.	10
<b>Implementation and Testing</b>	Implementation is well-documented, with rigorous testing and clear evidence of iterative improvements.	Implementation is documented, with reasonable testing and some evidence of improvement.	Implementation is minimally documented or tested, showing limited improvements or refinements.	Little to no evidence of proper implementation or testing; lacks documentation or improvements.	10

### GROUP PROJECT (30 POINTS)

The project will have two options, decided on by the group. Individual group members have a right to move to another group or pursue an individual project, if they do not agree with group's decision on the direction of the project. Individual projects will have the same expectations and requirements as the group ones.

#### OPTION 1. WORKFLOW PROPOSAL

- Organizational workflow analysis through structured interviews
- AI integration solution with proof-of-concept demonstration
- Professional presentation package including implementation timeline and cost analysis.

#### OPTION 2. STARTUP PITCH

- Market analysis and problem definition
- AI-powered solution prototype or detailed mockup
- Investment pitch deck including financial projections and scaling strategy

Criteria	Excellent (9-10)	Proficient (7-8)	Developing (5-6)	Needs Improvement (0-4)	Points
<b>Problem Analysis</b>	Clear, insightful, and well-researched analysis of the problem, tailored to customers (startup) or workers (workflow).	Problem analysis is clear and relevant but may lack depth or thorough research.	Problem analysis is basic, with limited relevance or insight into customer or worker needs.	Problem analysis is vague, poorly defined, or disconnected from customer or worker needs.	10
<b>AI Integration Feasibility</b>	AI integration is innovative, feasible, and economical, with a strong justification for its approach.	AI integration is feasible and justified but may lack innovation or some clarity in cost-effectiveness.	AI integration is partially feasible or economical but lacks a clear or compelling justification.	AI integration is impractical, overly expensive, or poorly justified in terms of feasibility or utility.	10
<b>Presentation and Communication</b>	Presentation is polished, engaging, and well-organized, effectively communicating key findings and solutions.	Presentation is clear and organized, though it may lack polish or full engagement with the audience.	Presentation is somewhat clear but lacks organization or effectiveness in communicating key ideas.	Presentation is unclear, disorganized, or fails to effectively communicate key findings or solutions.	10

### PORTFOLIO (30 POINTS)

Develop a professional online presence showcasing your AI expertise:

- Project documentation with contextual analysis
- Technical skill inventory with concrete examples

- Professional narrative connecting projects to career goals

Criteria	Excellent (9-10)	Proficient (7-8)	Developing (5-6)	Needs Improvement (0-4)	Points
<b>Project Descriptions</b>	Provides clear, concise, and well-written descriptions of three projects, effectively showcasing outcomes and relevance.	Descriptions are clear and relevant but may lack depth or detail in showcasing outcomes.	Descriptions are basic or incomplete, missing key details or clarity about project outcomes.	Descriptions are unclear, incomplete, or fail to highlight project outcomes or relevance.	10
<b>Skill Inventory</b>	Presents a thorough and organized list of skills, directly tied to the projects and AI expertise gained.	Lists relevant skills with some connection to projects, though the organization may lack precision.	Skills are presented but with minimal connection to projects or limited detail on relevance.	Skills are unclear, disorganized, or show little connection to the projects.	10
<b>Format and Presentation</b>	Portfolio is polished, well-structured, and easy to navigate, demonstrating professionalism.	Portfolio is clear and easy to follow, though it may lack a polished or professional appearance.	Portfolio is somewhat organized but may be cluttered, unclear, or inconsistent in format.	Portfolio is disorganized, poorly formatted, or difficult to follow.	10

## EXTRA CREDIT

Attend [this event](#) for extra credit of 10 points.

## PART 3: TOPIC OUTLINE/SCHEDULE (MAY BE ADJUSTED)

Date	Class Format and Topics
Wed Jan 22	<b>Synchronous:</b> Course overview and basic AI concepts. Take the <a href="#">AI skills Self-test</a> .
Mon Jan 27	<b>Synchronous:</b> Academic Writing with AI fundamentals: demo 1
Wed Jan 29	<i>Asynchronous:</i> Research and outline development; AMA
Mon Feb 3	<b>Synchronous:</b> Academic Writing with AI fundamentals: demo 2
Wed Feb 5	<i>Asynchronous:</i> Paper drafting; <b>no AMA</b>
Mon Feb 10	<b>Synchronous:</b> Peer review workshop
Wed Feb 12	<i>Asynchronous:</i> Final paper revisions; AMA
Mon Feb 17	<b>Synchronous: Papers due;</b> Introduction to Custom Bots - Demo 1
Wed Feb 19	<i>Asynchronous:</i> Bot development work; AMA
Mon Feb 24	<b>Synchronous:</b> Demo 2 – Knowledge base and Instructions
Wed Feb 26	<i>Asynchronous:</i> Bot development; AMA
Mon Mar 3	<b>Synchronous:</b> Demo 3 – Testing and validating bot output
Wed Mar 5	<i>Asynchronous:</i> Bot development; AMA
Mon Mar 10	<i>Asynchronous:</i> Bot development, <b>no AMA</b>
Wed Mar 12	<i>Asynchronous:</i> Bot refinement; AMA
Mon Mar 17	<b>Synchronous:</b> Bot presentations
Wed Mar 19	<i>Asynchronous:</i> Bot presentations continue asynchronously
Mon Mar 24	<b>Synchronous:</b> Introduction to Workflow Integration/Start-up Projects
Wed Mar 26	<i>Asynchronous:</i> Group work; AMA
Mon Mar 31	(NO meeting - Cesar Chavez Day)
Wed Apr 2	(NO meeting - Spring Break)
Mon Apr 7	<b>Synchronous:</b> Group project workshop
Wed Apr 9	<i>Asynchronous:</i> Group work; AMA
Mon Apr 14	<b>Synchronous:</b> Project development workshop
Wed Apr 16	<i>Asynchronous:</i> Group work; AMA

Date	Class Format and Topics
Mon Apr 21	<b>Synchronous:</b> Group project presentations
Wed Apr 23	<i>Asynchronous:</i> Working on portfolios; AMA
Mon Apr 28	<b>Synchronous:</b> Portfolio demo
Wed Apr 30	<i>Asynchronous:</i> Working on portfolios, AMA
Mon May 5	<b>Synchronous:</b> Portfolio presentations
Wed May 7	<i>Asynchronous:</i> AMA
Mon May 12	No meeting. Portfolios are due

## PART 4. FINAL GRADE

### LETTER GRADE

Grade	Points Range				
A	137 - 147	B	122 - 127	C-	102 - 106
A-	132 - 136	B-	117 - 121	D+	97 - 101
B+	128 - 131	C+	113 - 116	D	88 - 96
		C	107 - 112	F	0 - 87

### INCOMPLETES

According to the University's Grading Policy, it is the student's responsibility to request a grade of Incomplete. An instructor may or may not grant this request and will consider such factors as student's work to-date and amount of work still to be completed in making a determination. I follow the details of the [university's grading policy for incompletes](#). Please communicate with me as soon as possible so we can discuss strategies to meet your goals.

### GRADE APPEALS

Students who wish to appeal their grade must follow [Sacramento State's Grade Appeal Policy and Procedures](#).

**Important Note:** Any form of academic dishonesty, including cheating and plagiarism, may be reported to the Office of Student Conduct. Course policies are subject to change. It is the student's responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be posted in Canvas. Important note: For more information about grading at Sac State, visit the academic policies and grading section of the university catalog.

## PART 5: STUDENT RESOURCES

### STATEMENT OF RESPECT & INCLUSION

We look forward to creating spaces where bidirectional learning, between learners and instructors, can occur. We must strive to affirm and value everyone's beliefs, backgrounds, and experiences. Every member of this learning community must be treated with dignity and respect.

### LAND ACKNOWLEDGMENT

Sacramento State is proud to recognize the California Native Nations, communities, and peoples throughout the state and acknowledge the diverse Indigenous peoples connected to this territory. Our campus operates on the traditional and ancestral homelands of the Miwok, Wintu, Maidu, Nisenan (Southern Maidu), and Patwin Native peoples.

### INFORM YOUR INSTRUCTOR OF ANY ACCOMMODATIONS NEEDED

*Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please immediately contact Disability Access Center (DAC) to discuss eligibility. A current accommodation letter from DAC*

is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. DAC is located on the first floor of Lassen Hall 1008. Phone is 916-278-6955 and e-mail is [dac@csus.edu](mailto:dac@csus.edu). For a complete listing of services and current business hours visit the [Disability Access Center website](#).

#### SAC STATE'S COMMITMENT TO BASIC FOUNDATIONAL NEEDS:

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away. The [Crisis Assistance and Resource Education Support \(CARES\)](#) office provides case management support for any enrolled student.

#### WELLNESS: STUDENT HEALTH AND COUNSELING SERVICES

Your physical and mental health are important to your success as a college student. [Student Health and Counseling Services \(SHCS\)](#) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer-led health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost.

#### TITLE IX

Sac State is committed to supporting students and fostering a campus environment free of sexual misconduct and gender-based discrimination. If a student chooses to disclose to a faculty or staff member an experience related to sexual misconduct which includes, but is not limited to rape, relationship violence, or stalking, all faculty and staff members are obligated to report this disclosure to the university's Title IX Coordinator. Contact Sac State's Title IX Coordinator, Skip Bishop, at (916) 278-5770 or email at [william.bishop@csus.edu](mailto:william.bishop@csus.edu). Upon receipt of the report, the Title IX Coordinator will contact you to inform you of your rights and options as a survivor and connect you with support resources, including resolution options for holding accountable the person who harmed you. Students who elect not to discuss their experience with the Title IX Coordinator can speak confidentially to the following confidential resources:

- Student Health & Counseling Services at The WELL
  - On Campus Phone Number: 916-278-6461
  - Website: [www.csus.edu/shcs](http://www.csus.edu/shcs)
- Campus Confidential Advocate – Laura Swartzen
  - Email: [weave@csus.edu](mailto:weave@csus.edu)
  - On Campus Phone Number: 916-278-5850 (during business hours)
  - WEAVE 24/7 Hotline: 916-920-2952

#### BUILDING RELATIONSHIPS & COMMUNICATION

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that they can help you find a solution.

#### UNDERSTAND WHEN YOU MAY DROP THIS COURSE

The University has specific deadlines for a student to drop and withdrawal from a course. According to the [University's Drop and Withdrawal Policy](#), it is the student's responsibility to understand when they need to consider disenrolling from a course. Academic counselors can help you make the right decision for your circumstances and academic progress. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family. Communicate any conflicts or challenges early so I can support your success.