

IST414-002 – Data-Driven Inquiry

Spring 2024

Instructor: Dr. Jian Qin

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Office: 226 Hinds Hall

Course Details: Tuesday/Thursday 11:00 am – 12:20 PM

Classroom: Hinds Hall 243A

Office Hours: Thursdays 1:00 – 3:00 PM

(This syllabus was created by Dr. Jaime Banks and modified by Dr. Jian Qin)

Course Description:

This course introduces students to a variety of approaches to answer questions in different contexts (e.g., business, society, friendships, politics). Students will learn how to ask good questions and answer those questions ethically using a variety of data-driven approaches, including quantitative, qualitative, and computational.

Overview:

Playwright Stojan Steve Tesich (1942-1996) coined the term “post truth” in a 1992 essay in *The Nation* entitled, “A Government of Lies.” He applied the term to American society, which he asserted had given up on the pursuit of truth following Watergate: “We came to equate truth with bad news, and we didn’t want bad news anymore, no matter how true or vital to our health as a nation.” One remedy in a post-truth society is data-driven inquiry, a process of answering questions honestly by triangulating data from multiple sources. When people review credible previous research, obtain data to investigate a question, when methods of data collection are well designed, and when the analysis of data is conducted thoroughly and competently, it is possible to shed light on answers and to pursue discovery of the underlying truth.

This course introduces several approaches to data driven inquiry. You will learn and use data collection and analysis methods, including those commonly referred to as quantitative, qualitative, archival, and computational. By emphasizing how information can be, will be, or has been acquired, you can answer questions competently in a variety of contexts. These skills have direct applications to most professions and job roles – particularly in technology-intensive industries – and utility in many other domains such as personal health, education, and finance. The course has a body of knowledge and core skills to acquire and sharpen. Your grade will reflect, as accurately as possible, your progress towards mastery on the required skills and knowledge.

Learning Objectives:

By the end of this course, the student will be able to:

1. Describe the criteria that determine the quality of research questions;
2. Synthesize findings from published, peer-reviewed research that inform a question;
3. Generate researchable questions for various types of situations;
4. Critique various methods of obtaining data, describing pros and cons of each method;
5. Identify appropriate data collection/analysis methods for a given research question, also using guidance from published, peer-reviewed research;
6. Engage in ethical analysis of the process of conducting research and the effects of the research on individuals, organizations, and society;
7. Recognize strengths and limitations in a given research data set and/or analytic results;
8. Analyze data emerging from a research design using basic qualitative and quantitative.

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Course Learning Objectives Aligned to iSchool Undergraduate Program Learning Outcomes & the Shared Competencies:

| iSchool Undergraduate Program Learning Outcomes | IST414 Course Learning Objectives | SU Shared Competencies in Scientific Inquiry and Research Skills |
|--|---|--|
| Examine and critique how individuals, organizations and society are created and impacted by data and information technology in the age of digital transformation. | 1. Describe the criteria that determine the quality of research questions. | 1. Identify the context in which research occurs. |
| Employ critical thinking skills in identifying, evaluating, and designing innovative practices in the age of digital transformation. | 4. Critique various methods of obtaining data, describing pros and cons of each method. 7. Recognize strengths and limitations in a given research data set and/or analytic results. | |
| Identify business concepts including accounting, economics, finance, management, and marketing. | 2. Synthesize findings from published, peer-reviewed research that inform a question. | 2. Evaluate existing knowledge and theories in relation to one's research interests. |
| Use data-driven approaches (e.g., visual, quantitative, qualitative, and computational) to generate insight from data, across a range of contexts (e.g., societal, business, political). | 3. Generate researchable questions for various types of situations. 5. Identify appropriate data collection/analysis methods for a given research question, also using guidance from published, peer-reviewed research. 8. Analyze data emerging from a research design using basic qualitative and quantitative. | 3. Develop a feasible and ethical research plan based on identified knowledge gaps. 5. Communicate and engage with relevant audiences about research. |
| Examine how individuals, organizations and society are created and impacted by data and machine learning models. | 6. Engage in ethical analysis of the process of conducting research and the effects of the research on individuals, organizations, and society. | |
| Utilize data science development tools to support the full analytics life cycle. | 7. Recognize strengths and limitations in a given research data set and/or analytic results. | 4. Implement a research plan to respond to research question(s) and inform conclusion(s). |

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Course Materials:

- Primary textbook: *Social Science Research: Principles, Methods, and Practices* by Anol Bhattacharjee (full book in PDF is provided in Blackboard under syllabus for your convenience).
- Required readings: Chapters in the primary textbook and various readings will be provided via Blackboard—see the ‘weekly materials’ section.
- Required material: You must bring to each class at least 2 (two) 3”x5” index cards. These should be loose/unbound cards or can be pulled from a spiral-bound stack so long as they can be cleanly separated (no rough edges).

Course Expectations:

Participation is a core component of this course. You must complete the readings, the weekly activities, and prepare for the class in advance so that you can get the most out of it. For every 1 hour of class, you should expect to do 2 hours outside of class readings, project activities, and assignments. You will need to **read approximately 15-20 pages per class** and to do **team and individual project work** outside of class. Reading is an essential component of preparing for class. Because there is teamwork, it is critical you attend class because time will be devoted in class to team meetings. You are expected to contribute individually to every element of the course-long team project.

Course Format and Assignments:

Your mastery over the concepts and applications central to this course will be evaluated through discussions, quizzes, activities, small projects, and individual assignments. Below is a high-level outline of these course components; see Blackboard for detailed assignment instructions and see the and the schedule in this syllabus for deadlines. *Note that you MUST NOT work ahead on assignments – the course is designed so that you can have iterative feedback on your project through each assignment, and if there are shortcomings early in the process they need to be corrected before later assignments. To that point, the assignment descriptions on Blackboard may be adjusted based on class progress—they are not firm until they are assigned in class and before that are only for your general impression of assignments.*

There are multiple kinds of graded elements to this class, and it is critical that you understand their differences and do not fall behind on completing them (see the late policy later in this syllabus).

- **In-Class Interactive Activities and Discussions (20% - Individual)**
You are required to actively participate in each class period by attending and participating in in-class interactive activities. Often, these points are assigned (one per class) based on individual and/or collaborative skills activities related to course content. Sometimes it will be based on simple attendance. Each activity is worth one point (equivalent to 1 percent of your final grade). This is listed in the gradebook as ‘IX’ (for ‘interactive’) or ‘TD’ (for ‘team discussion’) and you have 22 total opportunities to earn 20 points (so up to 2 absences or missing activities do not count against you). These cannot be made up or excused if you are absent for any reason, except as required by the university.
- **Quizzes (20% - Individual)**
It is important that you understand some fundamental content on which the class assignments are based. To evaluate this understanding (and catch any challenges early), you will complete quizzes through Blackboard. These are to be individual work – you may use notes and readings and lecture material, but you may not work together. There are 12 quizzes, and each is worth 2

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points (each equivalent to 2% of your final grade), and your two lowest quiz grades will be dropped. Quizzes are to be completed after we have covered the content in class but before we begin new topics in the next week's class (see the schedule below for deadlines).

- **Assignments (15% - Individual)**

There are four individual assignments scheduled throughout the semester, with varying point values based on their level of complexity and time commitment. These assignments focus on completing tasks that help to demonstrate you have completed important individual parts of standard research processes.

- **Project Study 1: State of the Situation (15% - Individual 3 + Team 12)**

You will individually and collaboratively work to understand the state of the 'situation' around a central research question selected by your team. There are three parts. (1) You will review current, relevant scientific literature and synthesize that knowledge. (2) You will scrape social media data and analyze it using computer-assisted methods to identify patterns in that data. Those two parts completed, you will together (3) report and argue for a best answer to explain *what's going on* in relation to your research question.

- **Project Study 2: Subjective Experience (15% - Individual 5 + Team 10)**

You will individually and collaboratively work to understand people's subjective experience of your team's research topic. There are three parts. (1) You will conduct an observation of human behavior, taking careful notes, and crafting a descriptive narrative. (2) You will follow up the observation with a short interview, transcribing the interview, and then coding the transcript. Those two parts completed, you will together (3) synthesize your findings and present an answer to explain *what meaning the experience holds* for people, in relation to your question.

- **Project Study 3: Hypothesis Testing (15% - Individual 5 + Team 10)**

You will individually and collaboratively work to test a prediction that you have derived from Studies 1 and 2, which your team believes answers the research question. There are three parts. (1) You will design a two-condition experiment and develop stimulus materials that represent supporting and falsifying your hypothesis. (2) You will develop a survey that integrates the stimuli and measures dependent (effects) variables; you will collect human subjects data using that survey. Those two parts completed, you will together (3) statistically analyze your data to test the hypothesis and then use those results to present an answer as *to whether your hypothesis is supported*.

Additionally, you may earn **up to 2 XP** by participating in research studies through the CITRA Research Pool, which is a system for participating in research conducted by SU professors and students. See the policies section for more information.

Grading:

The course uses the standard A – F grade scale. As will be given for work that demonstrates excellence. Bs will be given for work that is of good quality. Cs will be given for work that meets expectations. Ds will be given for work that is below expectation. Fs will be given for work that fails to meet the basic parameters of the course. Note that I do *not* give grade 'bumps' at the end of the semester—there are opportunities for XP as well as absence/quiz drops; those *are* your potential bump.

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| Grade | Grade Points/Credit | Percentage Range |
|-------|---------------------|------------------|
| A | 4.000 | 93 – 100 |
| A- | 3.667 | 90 – 92.9 |
| B+ | 3.333 | 87 – 89.9 |
| B | 3.000 | 83 – 86.9 |
| B- | 2.667 | 80 – 82.9 |
| C+ | 2.333 | 77 – 79.9 |
| C | 2.000 | 73 – 76.9 |
| C- | 1.667 | 70 – 72.9 |
| D | 1.000 | 63 – 69.9 |
| D- | .667 | 60 – 62.9 |
| F | 0 | Grade < 60 |

Very often in the assignments, you need to offer subjective arguments and research design or analysis decisions. Simply stating your opinion does not constitute a complete argument. You must support any opinion with logic and evidence—where evidence can be direct empirical evidence (e.g., data you collect), indirect empirical evidence (e.g., data someone else has collected and analyzed and reported) and/or theoretical support (e.g., arguments developed by someone else). In all cases, any element that is not directly collected by you must be properly cited. For example, the prompt “justify why you chose an experiment to test a hypothesis” might be interpreted by a student as follows (note the associated grades A, B, C, or D):

- A: Describes what an experiment is including its key features, describes the utility of experiments for addressing certain kinds of research challenges, explains the hunch and why it aligns with the features and utility of the hunch. Presents a logical, coherent, and citation-supported argument for the fit of the method to the specific research challenge and hypothesis.
- B: Describes the nature of an experiment and its utility in hypothesis testing, offering a link between them that is not incorrect, but is more about experiments in general (rather than this specific instance), may be not entirely complete, or may lack support for some points.
- C: Describes a loose connection between experiments and the hypothesis-testing aim, but it is abstract and/or unsupported.
- D: Writes down anything you can think of about experiments, with no particular logic or link to the notion of hypothesis testing. Avoids giving conclusions, but if you do, be they are not supported by anything you have written.

UNIVERSITY and iSchool POLICIES

Syracuse University and the iSchool have a variety of policies designed to guarantee that students live and study in a community respectful of their needs and those of fellow students. **The policies and services are listed on the new Syracuse University Senate approved syllabus appendix titled, ‘Syracuse University Student Policies and Services.’ These statements are an official part of this course syllabus.** Please find them in the ‘Syllabus’ section of Blackboard.

COURSE SCHEDULE

Readings are on Blackboard – see the ‘Daily Materials’ link on the lefthand navigation bar.

SSR = Social Science Research (textbook by A. Bhattacharjee, chapters in PDF on BB),

Q = Quiz, A = Assignment, IX = Interactive in-class activity, PS = Project Study, TD = Team discussion.

See blackboard sections ‘Readings’ and ‘Interactive’ and ‘Assignment’ and ‘Quizzes’ for details.

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IX/TD will be completed in class and cannot be made up.

HW/Q/A/MP are due before class on the following week unless otherwise indicated in Blackboard.

| Week of: | Topics | Readings | Interactive | Assignment |
|---|---|---|--|--|
| Module 1: Foundations of Data-Driven Inquiry | | | | |
| <i>This module focuses on the foundational principles and frameworks for conducting social scientific research—why we do it, what the process is like, and how we embed our values in that work.</i> | | | | |
| Week 1 1/16-18 | -Introduction -Philosophies of science -GenAI intro -TAM intro | <i>Tue: Syllabus Thu: SSR, Ch1</i> | <i>IX: GenAI trials IX: Paradigm worksheet</i> | <i>A1: Replika exploration (due 1/23)</i> |
| Week 2 1/23-25 | -Scientific method -Data and dichotomies -RQs/Hs | <i>Tue: Starting where you are Thu: SSR Ch2</i> | <i>TD: Team intros, firm naming, comm plan TD: RQ interests, topic selection</i> | <i>Q1: Scientific Method Q2: Data</i> |
| Module 2: State of the Science/Situation | | | | |
| <i>This module focuses on answering broad questions about ‘What’s going on here?’ These include the fundamentals of gathering and analyzing qualitative (non-numerical) data, including decisions about how much and what kind of data, how to gather it, and how to make sense of it.</i> | | | | |
| Week 3 1/30-2/1 | -Research Ethics -Role of theory/lit -Modeling logics | <i>Tue: SSR Ch16 Thu: SSR Ch4</i> | <i>IX: Ethical Dilemmas IX: Lit Review TD: Modeling RQ/H</i> | <i>Q3: Theory A2: Project RQ (due 1/30)</i> |
| Week 4 2/6-8 | -Qualitative data -Trace data (docs and artifacts) -Social media data | <i>Tue: Wildemuth on documents as data (Chapter 18 only)</i> | <i>IX: Keyword sampling IX: Social media scraping</i> | <i>Q4: Artifacts A3: CITI Training (due 2/8, or 2/15 the latest)</i> |
| Week 5 2/13-15 | -Machine-supported text analysis -Workshop Day for Study 1 | <i>Tue: Adu on Automated text analysis</i> | <i>IX: WC/Cloud testing IX: Sentiment/topic testing</i> | <i>Q5: Text Analysis PS1-a Text data cleaning (individual, Due 2/15)</i> |
| Module 3: Understanding Subjective Experience | | | | |
| <i>This module focuses on methods for understanding individuals’ subjective experiences related to your topic, and for using qualitative (non-numerical) data to find patterns in those experiences, including decisions about how much and what kind of data, how to gather it, and how to make sense of it.</i> | | | | |
| Week 6 2/20-22 | -Qualitative data and expansion -Qualitative sampling | <i>Tue: Tracy on Qualitative quality Thu: Seidman on Why interview?</i> | <i>IX: Workshopping IX: Sampling plan</i> | <i>PS1-b – Text analysis + report (team, due 2/22)</i> |
| Week 7 2/27-29 | -Observation -Interviewing -Think-aloud protocols -Transcription | <i>Tue: Baker on observation Thu: Wolfinger on field notes</i> | <i>IX: Practice observation TD: Observation plan + interview Q</i> | <i>Q6: Observation PS2-a – observation data collection (due 3/7)</i> |

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| Week 8 3/5-7 | -Thematic analysis -Induction | <i>Tue& Thu: B&C</i> on thematic analysis | <i>TD: Share</i> <i>observation/interview</i> <i>notes</i> <i>TD: Practice deep</i> <i>reading and</i> <i>annotation</i> | <i>PS2-b – Observation</i> <i>report (due 3/21)</i> |
| Week 9 3/12-14 | <i>No Class – Spring Break, University Holiday</i> | | | |
| Week 10 3/19-21 | Study 2 Workshopping | | | |
| Module 4: Testing Hypotheses | | | | |
| <i>This module focuses on methods for making causal predictions, designing experiments to test those hypotheses, quantitatively (numerically) measuring complex concepts for that testing, performing those experiments, and then statistically analyzing the results.</i> | | | | |
| Week 11 3/26-28 | -Hypotheses + Justifications -Diagramming logics -Sampling + recruitment | <i>Tue: SSR, Ch8</i> | <i>TD: H + logic</i> <i>TD: Sampling plan</i> | <i>Q7: Sampling</i> |
| Week 12 4/2-4 | -Experimental design + causality -Manipulation -Stimuli | <i>Tue: SSR, Ch10</i> | <i>IX: Experiment logic</i> <i>IX: Stimulus</i> <i>development</i> | <i>Q8: Experiments</i> |
| Week 13 4/9-11 | -Cascade: construct to measurement -Quality in measurement + generalizability | <i>Tue: SSR, Ch6</i> <i>Thu: SSR, Ch7</i> | <i>IX: Cascade design</i> <i>TD: Scale selection</i> | <i>Q9: Measurement</i> <i>Q10: Reliability/ Validity</i> |
| Week 14 4/16-18 | -Survey structures -Descriptive stats | <i>Tue: SSR, Ch9</i> <i>Thu: SSR, Ch14</i> | <i>IX: Survey drafting</i> <i>IX: Descriptives</i> | <i>Q11: Surveys</i> <i>PS3-a – Survey</i> <i>design (due 4/23)</i> |
| Week 15 4/23-25 | -Inferential stats -Wrap-up -Final assignments | <i>Tue: SSR, Ch15</i> | <i>IX: Inference</i> | <i>Q12: Stats</i> <i>PS3-b – data</i> <i>collection + report</i> <i>(due 5/2)</i> |
| Week 16 4/30-5/2 | <i>Reflection/Report (A4) and Study 3 due at 12:20 pm on Thursday, May 2</i> | | | |

COURSE-SPECIFIC POLICIES

Contacting Dr. Qin: The quickest way to get ahold of Dr. Qin is through the Blackboard FAQ section or (for more personal matters) directly by email at jqin@syr.edu. As a matter of course, students are reminded that our course primarily uses technologies that are not designed for synchronous communication – that is, they are not technologies designed for “real-time” communication. For all e-

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mails or other course messages, **please allow for up to 48 hours for an instructor response**, however I anticipate that I will regularly be able to respond to you much more quickly. Emergencies or urgent messages should be marked as such, and I will address those communications first, though I cannot guarantee an immediate response. You are always welcome to access me during scheduled office hours as well (see below).

Office Hours: Office hours can be accessed in two ways. 1) You may schedule dedicated time in 15-minute increments using the Calendly link at the top of this syllabus. This will ensure that you have dedicated time for your questions or concerns. 2) You may drop into Dr. Qin's office during office hours to see if she is available. Note, however, that if someone has already scheduled that time through Calendly, that reservation will be prioritized and you will need to wait until that appointment has been completed.

Attendance Policy: You are expected to be present, on time, and engaged in class. Your satisfaction of this expectation is accounted for through the Interactive Activities (IX) components above. Activities (or substitute attendance) missed due to late arrival or absence may not be made up, unless an excusal, university-sanctioned absence, or day of special concern is discussed with and approved by the instructor ahead of time.

Late Policy: The general policy is that you are to submit all work on time, as it is important to keep this intense, fast-moving class on track. Because of this, late work is not accepted. The XP opportunity listed above is aimed at accounting for the fact that 'life happens.'

Professionalism (in Writing): You are expected to be civil and professional in all aspects of the course, including your behavior in class, your treatment of your peers, in your communication with the instructor, and in the completion of your assignments. Regarding the latter, keep in mind that a key part of scientific work is communicating our processes and findings clearly and professionally. Therefore, it is not acceptable to turn in assignments that are written in incomplete sentences, bullet points, lists, inconsistent formatting, poor grammar (or syntax or spelling or punctuation, etc.), or with the instructions pasted into the document. Rather, you should treat every assignment as though you are submitting it to a person who will use your work to make important decisions – as a professional document. If you submit an assignment that does not adhere to the requirements for professional communication, it will not be graded and will be given a 0 (and no opportunity to revise).

Team Work: A large portion of the points in this class are earned through team work. The class project is designed in a way that earlier work sets the foundation for later work, and individual work sets the foundation for team work. It is imperative that you complete your individual work so your team may not be successful. It is mandatory that you complete the individual portions, to be eligible to complete the team portions. If you do not complete individual portions, you will have to complete the team elements on your own. This policy is set to prevent folks from slacking on contributions while benefiting from the work of their teammates. Team work can be challenging (with various personalities, commitments, priorities, interests), but learning how to engage a team is critical to being prepared to enter team work scenarios in the 'real world.' If you are not comfortable with your grade depending in part upon team work, you should consider whether or not this class is appropriate for you.

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Academic Integrity and Citation of Sources: It is critical that you see and understand the [university's academic integrity policy](#). In this course, you are expected to create original work and to properly cite (with in-text citations and complete reference) any works referred to in your discussions or submitted as part of assignments. This includes any works that you summarize, refer to, and partially or wholly re-present in your work—and includes works assigned in the class and those you may find elsewhere. Any suspected instance of academic dishonesty will be reported for investigation according to iSchool and University policies. The course may leverage TurnItIn, which is a plagiarism detection and prevention system that compares submitted documents against documents on the Internet and against student papers submitted to Turnitin at Syracuse University and at other colleges and universities. I will take your knowledge of the subject matter of this course and your writing level and style into account in interpreting the originality report. Keep in mind that all papers you submit for this class will become part of the TurnItIn reference database used by that system solely for the purpose of detecting plagiarism in papers. You are invited to submit your work to Turnitin in advance of submitting them for grading, to check that your sources have been properly cited.

Earning Research Credit through the CITRA Portal: This course participates in the Communication, Information, and Technology Research Alliance (CITRA) Research Pool. This is a shared resource for students interested in participating in scientific research being conducted Newhouse or iSchool faculty and students, and you can earn credit for this course in exchange for volunteering for those studies.

At any time during the semester, you can visit <https://ischool.syr.edu/citra/> to read more about the study participation opportunities. Note that there may not *always* be studies available and you might not be eligible for all studies, but that the list of studies is updated frequently so you should check for new studies throughout the semester. For each study listed there are specific instructions for how to sign up and participate—if you have questions please email the researcher listed directly.

When you sign up for a CITRA study, you will earn credits equal to roughly 1 credit for each 30 minutes of study-participation time (although some studies could be worth more or less, depending on what you are asked to do). For our particular class, each CITRA Credit is worth .5 points and you are limited to earning 4 Credits—up to a total of 2% points on your final grade for the semester. Each CITRA Credit can be assigned only to one course—so be sure to specify to the researcher if you want your Credit to be assigned to this course—and study participation must be completed by the last class day of the semester.

Finally, it is important to understand that it is *not mandatory* that you participate in research to earn course credit. If you would still like to earn course credit but are not interested in volunteering for any of the CITRA Pool studies, you may contact the coordinators of the CITRA Pool for more information about alternative credit activities. For iSchool courses, your contact is the CITRA coordinator Dr. Jaime Banks (banks@syr.edu). You may also email that address for any other questions, comments, or concerns you have about the CITRA program.

Academic Integrity and Artificial Intelligence: In this course, we have a specific policy around the use of AI for course assignments; it is critical that you understand this policy especially because it may be different than policies in other classes. The use of generative artificial intelligence (e.g., ChatGPT, Bard,

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Claude, Bing AI, LaMDA, Chatsonic; Hugging Face, GitHub Copilot; Midjourney, Dall-E) *is permitted* in this class, with these specific criteria and exclusions:

- (1) Whenever you use AI to generate assignment content (in whole or part) you must annotate the portion(s) of the submission using the word processor's comment function (see [Word](#), [Pages](#) instructions). The annotation should include (a) the AI used, (b) the prompt that generated the content, and (c) how you fact-checked the generated content, including the confirming source(s).
- (2) Any content that is found to be AI generated (e.g., by the Turnitin AI-detection tool) without a complete annotation will be treated as though it was plagiarized content according to the university's academic integrity policy (see the section above).
- (3) In addition to any annotations, you must also support your arguments with reputable sources. ChatGPT is *not* a citable source because a specific exchange cannot be referred back to.
- (4) AI is not a replacement of knowledge, merely a tool to assist in the communication of your ideas. You are still responsible for fully understanding the concepts and techniques covered in the class. You may be called on to explain concepts in person to validate your understanding.
- (5) Other appropriate uses of AI outside of assignment content generation could include: to help with brainstorming, identifying flaws in reasoning, spotting confusing language, fixing citation formatting, generating illustrations, rephrasing arguments you don't understand. In those cases, there is not a specific required annotation content, but you should still work to be transparent about your use of it by indicating how AI was used in a comment.
- (6) Using AI to generate synthetic data is *NOT* permitted. All data gathered for class assignments must be gathered from actual, live humans according to the techniques covered in class.

Any instance in which these rules are not followed will be treated as academic dishonesty, and dealt with according to SU's academic integrity policies and procedures.

In spite of this permissive policy, AI tools should be used *with caution*. AI often 'hallucinates' resulting in citations/sources or events or people that are plausible but that do not actually exist, has embedded biases that may lead to problematic arguments, and often generally lacks common sense because it cannot situate answers through lived experience or in the current (2023) zeitgeist. It can be quite bad at math, often prioritizes answers that please over answers that are correct, and will itself plagiarize. Remember that you are responsible for all content submitted, so you must ensure that it is correct, logically justified, and appropriately cited.