

CS8001 OLA Syllabus

Living with Artificial Intelligence

Fall 2026

Instructor Information

Instructor of Record: Ana Rusch, arusch3@gatech.edu

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General Course Information

Description

What happens to the way we think, create and relate when a machine can generate essays, suggest ideas and validate feelings just a prompt away? Adopting AI is a double-edged sword across many areas of life, and outcomes can be context-dependent and unpredictable. In the first half of this seminar, students will learn concepts and frameworks to identify and discuss benefits and risks in AI adoption through their lived experience. In the second half, students will apply Human-Computer Interaction methods to explore what works best for themselves and people around them. Whether you are fascinated, skeptical or simply curious about how AI tools can be integrated into daily work or life routines, this seminar offers a non-judgmental space to rethink your assumptions, raise questions and build your own path.

Course Learning Outcomes

Upon successful completion of this course, you should be able to:

- Identify and discuss benefits and risks in AI adoption through lived experiences
- Engage in meaningful conversations about AI related issues
- Think critically about the impact of AI in specific scenarios

Required Course Materials

No textbooks are required. Links of PDFs to all course materials will be provided including readings, podcasts and videos.

Grading Policy

This seminar is graded as pass or fail. Attendance and participation are graded as pass or fail. A passing grade is granted if the assignment is submitted on time and demonstrates reasonable effort. Case study report and final project are graded based on quality of contents, engagement with seminar materials, a strong understanding of the problem matter and originality.

Assignments

- Attendance (30%)
- Participation (30%)
- Case study report (10%)
- Final project (30%)

Students receive a passing grade with 60%.

Description of Graded Components

Attendance and Participation

Grades for attendance and participation are evaluated on a weekly basis through self-report surveys. Attendance requires a basic level of engagement with course contents and peers in weekly synchronous meetings or Ed Discussion. Participation requires further engagement, such as reflecting on weekly thinking and experiment prompts and sharing them on Ed Discussion.

Case Study

Students will investigate and analyze a real-life scenario of AI use that's connected to the seminar readings. Students are expected to describe the scenario, the reason they are interested in investigating, and leverage the concepts and examples discussed in the seminar to analyze and understand their scenarios.

Final Project

Students will identify a topic of interest within the scope of AI adoption, collect data using HCI methods, and report on their findings. Students are expected to form a research question, research related information, and gather data to gain a further understanding on their research question. Depending on the method(s) used, the project outcome may include a research paper, a website portfolio, or a presentation or talk.

Course Policies

Attendance and Participation

The seminar is designed to accommodate both synchronous and asynchronous participation. Weekly synchronous meetings will be led by the course instructor. To support a flexible schedule and learning style, discussions threads on Ed Discussion will be hosted for students who are not able to participate in the synchronous meetings. 2 unexcused absence weeks are allowed to receive full attendance and participation grade.

Discussion and Classroom Culture

Discussion and engagement are the center of this seminar. We encourage students to bring their personal experiences and perspectives to the topic and actively engage with fellow students. Certain topics discussed in this seminar could be controversial, and it is important to keep an open mind and be respectful of opinions that might be different.

Use of Generative AI

Students must not use generative AI to create content or substitute original thought. Students must engage with primary sources rather than AI-generated summaries. AI may only be used in the following three cases:

- 1) Students may include excerpts from AI-generated conversations as supporting material within their argument;
- 2) Proofreading and grammar assistance; and
- 3) As a source of feedback to students' original thinking and writing.

To uphold intellectual integrity, all AI usage must be explicitly disclosed at the beginning of a discussion post, or at the front page of the assignment.

Extensions, Late Assignments

Extensions and late submissions of attendance will be accepted upon written notice to the instructor. Late submissions to case study report and final project will be graded with 20% penalty if late for less than 24 hours, 40% penalty if late for 24-48 hours, and will not receive a grade 48 hours after the deadline.

Communications and Office Hours

Discussion threads and course updates will be posted weekly on Ed Discussion. Please email the instructor to set up office hour meetings.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Campus Resources for Students

Graduate Student Academic and Professional Success Resources:

A list of resources for graduate students is given on the [Office of Graduate and Postdoctoral Education](#) website. Specific information for [current graduate students](#) includes

- [Academic Resources](#) such as the Communications Center, Language Institute, Library, Catalog, Registrar, resources for conducting research, Advocacy and Conflict Resolution resources, and how to manage unexpected situations that may impact your academic performance;
- [Student Resources](#) such as Campus Services, Child Care/Family programs, Health & Wellness, Career Services, and the Student Resource Guide; and
- [Professional Development](#) such as *the programming from the Career Center and other professional development resources and events*

Student Well-Being:

At Georgia Tech, we are concerned about your overall physical, social, and mental well-being. A [comprehensive list](#) of wellness related resources has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-being ([student-resource-guide \(gatech.edu\)](#))