



RED 6449

AI Literacy and Technology: Navigating Extended Reality, Interactive Media, Gaming, and Cyberspace

90493 001

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Instructor Name

Alexandra Panos

University Course Description

Develop the skills and cultural competencies to use digital literacies as they explore Artificial Intelligence (AI) tools, Extended Reality (XR), Interactive Media, Gaming, and Cyberspaces.

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

There will not be any scheduled synchronous sessions. However, we will offer optional informal meeting opportunities tailored to the class's needs to foster community and collaboration. These may include virtual fireside chats or open studio sessions, where you can connect to discuss your ideas, projects, and any questions regarding the topics, assignments, and technologies explored

throughout the course. Please see upcoming Canvas Announcements for more details.

Student Learning Outcomes

Develop Digital Participation Strategies to Solve Problems

- Students will be able to identify and evaluate various digital literacies and interactive media, understanding their impact on diverse communities and cultural contexts.
- Students will implement effective strategies for engaging in digital spaces, including utilizing social media for professional purposes and collaborating in virtual environments.

Analyze and Select Digital Resources

- Students will develop the skills to critically assess the credibility, relevance, and applicability of digital resources across different disciplines, using established criteria for digital literacy and scholarly standards.
- Students will be able to curate and integrate appropriate digital tools and resources into academic and professional projects, effectively enhancing content delivery and comprehension in various disciplinary contexts.

Design, Compose, and Produce Digital Materials

- Students will demonstrate proficiency in utilizing AI, XR, and interactive media to design, compose, and produce engaging and accessible materials tailored to specific audiences.
- Students will be able to create innovative digital content that incorporates interactive elements, storytelling, and immersive experiences to effectively communicate disciplinary knowledge and foster engagement.

Analyze and Communicate Research

- Students will develop the ability to critically analyze research outputs, including those generated by AI, identifying biases, limitations, and potential impacts on the field.
- Students will be able to effectively communicate their findings and insights from digital research to diverse audiences, using appropriate platforms and

formats to maximize reach and impact.

Course Objectives

1. Develop strategies to guide participation in digital literacies and interactive media to solve problems.
2. Analyze and select digital resources for effective use in various disciplinary contexts.
3. Design, compose, and produce materials leveraging AI, XR, and interactive media for relevant audiences.
4. Analyze research outputs and platforms and share results and resources with relevant audiences.

Required Texts and/or Readings and Course Materials

Perusall

How to Succeed in this Course

Online courses require students to be self-motivated, conscientious, diligent, and ethical. Online courses also require students to be excellent readers, digital navigators, and communicators. The course content is presented through text, video, and images. Students will use digital composing spaces, relevant apps, AI tools, and video conferencing. Students must be able to read and compose across multimodal sources and make connections. Students must carefully follow directions and submit work before deadlines. See Canvas modules and announcements regarding tools, applications, and resources.

Grading Scale

90-100 A

80 - 89 B

70 - 79 C

60 - 69 D

0 - 59 F

Grade Categories and Weights

Graded Items Percent of Final Grade

Readings & Background 25%

Module Assignments 25%
Proposal/Presentation 50%

Instructor Feedback Policy & Grade Dissemination

Instructor will respond to discussion board communication relevant to the subject matter within 48 hours of the date received, M-F 9a-5p. Instructor will provide feedback on assignments within one week of the posted deadline, and feedback on final papers within two weeks of the posted deadline. You can access your scores at any time using "Grades" in Canvas.

Major Topics and Course Schedule

The course is organized around four major themes. Each theme is further divided into smaller themes or units of study, which will be assigned each week. These units of study will occur within asynchronous course sessions. The content and focus of each unit will emerge based on students' needs and the collective understanding of the class. Therefore, the units of study will be assigned each week rather than preset as static content for students to process. Students are responsible for checking online materials for weekly postings and updates.

1. Changing Literacy and Technology Paradigms (Week 1)
 1. Technology as a Tool, Technology as Literacy
 2. Ethics and Transparency of AI Applications
 3. Mindfulness, Technology, and Human Interactions
2. Learning with Artificial Intelligence, Extended Reality (AR, VR, MR), and interactive media (Weeks 2, 3 & 4)
 1. Connecting with participatory culture
 2. Creating and evaluating digital texts
 3. Collaborating with others through technology and digital literacies
 4. Circulating literacies as change agents
3. Exploratory Topics and Disciplinary Connections (Weeks 5, 6, & 7)
 1. Accessibility and Inclusion
 2. Cybersecurity and Data Privacy
 3. Authorship, Copyright Issues
 4. Family Literacy in a Digital Age
 5. Physical and Psychological Considerations for Responsible Use of Technology
 6. Diverse Representation
 7. E-sports and Gamification

8. Digital Ecosystems: 5G Networks, IOT, Blockchain, and Wearable Technologies
9. Policy and Regulatory Frameworks
4. Literacy Strategies for Workplace Coaching and Professional Development (Week 8)
 1. Lifelong Learning through and with Technology
 2. Continual Professional Development in Disciplinary Contexts
 3. Cross-Disciplinary Projects and Peer-Progressive Movements

* Note: The Schedule is subject to revision

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

Late Work Policy

Attendance is mandatory in synchronous sessions. Promptness is expected in synchronous sessions. Active participation and preparation for class are essential and should be demonstrated through synchronous session tools. Assignments must be turned in on time.

There are many legitimate reasons for absences, tardies, and late work (e.g., family emergencies, illness, professional obligations, children's recitals, etc.). If you miss class, arrive late, or exit early, I know that your reasons are legitimate. Therefore, I do not "excuse" absences or tardies. However, consistent and complete attendance is necessary to engage in the participatory culture of this class. Subsequently, excessive absences (more than 1) or tardies (more than 2) will lower your course grade by one letter grade. Any tardy over 30 minutes is considered an absence.

Each late assignment (for any reason) will lower your grade on the assignment by a letter grade for each calendar day that it is late. There are no "free" late assignments. If you must turn in a late assignment, I will not accept it more than one week past its original due date.

Extra Credit Policy

This course does not include extra credit assignments.

Rewrite Policy

Rewrites are specific to the major assignment. An alternate grading rubric will be used for the rewrite, featuring an additional column that evaluates the changes made specifically.

Grade Commentary Policy

Commentary on assignments will be delivered in written format as annotations and comments in SpeedGrader. However, upon request, an alternate delivery method can be used. If desired, instructor comments will be made verbally and delivered to the student as an mp3 through Canvas.

Grades of "Incomplete"

An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

Canvas

This course is offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please consult the Canvas Student Guides. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

Netiquette Guidelines

1. Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
2. Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
3. Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
4. Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
5. Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

1. Use the subject line effectively by using a meaningful line of what your email or discussion is about.
2. Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
3. Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is

available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
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End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website.](#)

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your

Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Services](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email asctampa@usf.edu.

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)