UNIVERSITY OF NORTH CAROLINA CHARLOTTE

ITIS 4360/5360 Human-Centered AI | 3 credits

Faculty instructor: Dr. Cori Faklaris, assistant professor, Dept. of Software and Information Systems, College of Computing and Informatics

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Course Description:

This course explores the intersection of artificial intelligence and human-centered design, equipping students with the knowledge and skills to develop AI systems that are not only technically advanced but also ethical, responsible, and human-centric. Through a blend of theory and practical application, students will learn about AI technologies, ethical considerations, and methods for incorporating human perspectives. Further, students will learn how to create AI systems that align with user needs and societal values, applying principles of transparency, fairness, and accountability. Course modules cover topics such as interpretability, bias mitigation, and user experience design for AI. Graduate students present real-world case studies and current events.

How will this course be conducted?

This is an in-person course designed for active learning.

Before Class: Students will study and take notes on assigned readings and videos. They will create and add to an online reference library for their project. They will complete an Activity Prep (such as a discussion slide), along with some content and assessments that are in development for a UNC system-wide GenAI literacy course.

During Class: All students will complete a weekly quiz on paper. The instructors will summarize content, answer questions, provide updates, and moderate in-class activities. Students will use the role-play model to present and discuss key papers. Graduate students will make presentations. Attendance will be taken via Poll Everywhere.

Assignments: One semester-long group research project and individual assignments (mostly tied to the AI literacy pilot) will require weekly work outside of class.

Meeting Times:

Wednesdays, 5:30-8:15p, in CHHS 161.

In-person attendance is required, tracked through geofenced Poll Everywhere check-ins. **Grades may be dropped by as much as one letter for students who miss more than 2 class meetings (including the first week)**, unless previously approved.

Course Objectives:

By the end of the course, you will be able to:

- [CO1] Understand the current state of AI systems and technologies.
- [CO2] Understand ethical considerations and methods for incorporating human perspectives in AI systems and technologies.
- [CO3] Develop professional skills for creating and evaluating human-centered AI systems and technologies.

Required Materials:

- Akshay Kore. 2022. *Designing Human-Centric AI Experiences: Applied UX Design for Artificial Intelligence*. APress, Berlin, Germany. Available online in the Niner course pack, in the Canvas course itself, or from the Atkins Library at https://charlotte.primo.exlibrisgroup.com/permalink/01UNCC_INST/1rqb8fi/cdi_skillsoft_books24x7_bks000163507

- Use of a reference manager. I recommend Zotero or EndNote, both of which are free to download and use by all in the UNC Charlotte community.

No extra purchases are required. Instead, you must use eduroam (on campus) or VPN (off campus) to access online papers from ACM SIGCHI and other organizations, journal articles, or specific chapters from books. All materials will be available through Google Scholar, the Atkins Library (connect via VPN away from campus), or Canvas.

Grading Criteria:

Category	Percentage
Project Proposal • Topic Memo + Bibliography (10%) • Slide Deck + Literature Review (10%)	20%
Assessments • Weekly Quizzes (15%) – we drop the lowest 2 • Project Report (20%)	35%
Miscellaneous (Activity Preps, Piloting, and In-Class Activities)	10%

Category	Percentage
In-Class Presentations • Assigned Paper Role 1 (10%) • Assigned Paper Role 2 for undergrad students (10%) / Case Study presentation for grad students (10%) • Hacker Role for extra credit	35%
Total (minus points for missing more than 2 class meetings)	100%

Grading Scale

Undergraduate:	Graduate:
A 100.0 % to 90.0%	A 100.0 % to 90.0%
B <90.0 % to 80.0%	B <90.0 % to 80.0%
C <80.0 % to 70.0%	C <80.0 % to 70.0%
D <70.0 % to 60.0%	U <70.0 %
F <60.0 %	

Course Policies:

Syllabus Revision:

The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by Canvas or email notice.

Classroom Conduct:

I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect that I expect in this class, you will not be permitted to participate further.

Grading Policy:

We aim to return grades and comments within one week for **on-time submissions**. Late submissions will receive delayed grades and will not be accepted after Reading Day.

All late work is subject to an automatic 2% penalty per day (lowest possible grade: 50%). Email the teaching team **>=24 hrs in advance** to request an exception. Partial credit will be given for work that is turned in on time, but incomplete *(which is better than a 0!).*

Makeups for in-class work (chiefly the Weekly Quizzes and the In-Class Role-Play

Presentations) need to be scheduled for an **in-person meeting** with an instructor either during office hours or by special appointment, unless otherwise noted on the assignment. This is the absent student's responsibility to schedule and take care of.

Academic Integrity:

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. **Students are expected to submit their own work, either as individuals or contributors to a group assignment**. Definitions and examples of plagiarism and other violations are set forth in the Code. The Code is available from the Dean of Students or online at: http://legal.charlotte.edu/policies/up-407. Faculty may require students to demonstrate that graded assignments completed outside of class are their own work.

Policy on Use of AI and Other Creative Tools:

In this course, students are encouraged to use tools such as Copilot, Gemini, and Notebook LM (sign in with UNC Charlotte email) that are university-licensed and data-protected, per the "green" status on the AI Software Guidance webpage. **No student may submit an assignment as their own that is entirely generated by means of an AI tool**. The best practice is to credit the tool and specify what it was used for. Students are responsible for identifying and removing any factual errors, biases, and/or fake references. Ask the instructor for advice about your use of non-UNC Charlotte tools.

Use of SimCheck:

Required work/papers may be subject to submission to SimCheck (or another service) for the detection of plagiarism. All submitted papers will be included as source documents in the SimCheck (or other plagiarism detection service) reference database solely for the purpose of detecting plagiarism of such papers. No student papers will be submitted to a plagiarism detection service without the student's written consent and permission (as submitted through the Canvas assignment). If a student does not provide such written consent and permission, the instructor will: (i) require a short reflection paper on research methodology; and (ii) require a draft Discussion section submitted 1 week prior to submission of the final Project Report.

Course Credit Workload:

This 3-credit course requires 8-10 hours of work a week, including group work outside of the classroom. Course work is likely to include but is not limited to completing required readings and other online content, using and updating a reference library, observing or interviewing AI users, drafting and submitting written assignments, taking weekly quizzes on paper, viewing videos, creating slides, and reviewing feedback.

Attendance and Absences:

All students are expected to attend every class and remain in class for the duration of

the session. Failure to attend class or arriving late can impact your ability to achieve course objectives, which in turn can affect your course grade. An absence, excused or unexcused, does not relieve a student of any course requirement. Regular class attendance is a student's obligation, as is a responsibility for all the work of class meetings, including tests and written tasks.

Each student gets two absences (whether excused or not) before points are deducted for unexcused absences. For more information about different types of excusable absences *(such as representing the university, parenting and pregnancy, religious observances, ill health)* and student responsibilities to account for these and provide notice and documentation, see provost.charlotte.edu/policies-procedures/academic-policies-and-procedures/course-attendance-and-participation.

The instructor will use the Poll Everywhere Attendance Management Tool to verify students' in-person attendance in the classroom or class location of record. Students will need to "check in to your presenter's location" on their devices before taking an attendance poll.

Students will need to set their devices to "Allow" Poll Everywhere to know their location. To be sure location is turned on for the device:

- *If students are using a VPN*, they will need to turn it off to complete attendance polls.
- *If students have Location Services turned off*, they will need to turn it on to complete attendance polls.
- *If a student is unable to "register their location" on their device*, they are responsible for alerting their instructor so an alternate way of confirming their attendance can be arranged.

Students are required to verify only their own attendance through Poll Everywhere. It is a violation of this syllabus policy and the Code of Student Responsibility for a student to verify attendance for another student or for a student to request that another person verify their attendance.

Non-Discrimination:

All students and the instructor are expected to engage with each other respectfully. Any harassing or discriminatory conduct based on protected characteristics, may constitute a violation of University Policy 501, Nondiscrimination. Any student suspected of engaging in such conduct will be referred to the Office of Civil Rights & Title IX.

Title IX:

UNC Charlotte is committed to maintaining an environment conducive to learning for all students and a professional workplace for all employees. The University takes active measures to create or restore a respectful, safe, and inclusive environment for community members that is free from discrimination, discriminatory harassment, and interpersonal violence. If you (or someone you know) has experienced any of these, know that you are not alone. UNC Charlotte has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with civil protective orders, and more.

Please be aware that all UNC Charlotte employees, including faculty members, are expected to relay any information or reports of discrimination,

discriminatory harassment, or sexual and interpersonal misconduct they receive to the Office of Civil Rights and Title IX. This means that if you tell me about a situation involving these matters, I am expected to report the information. Although I am expected to report, you will have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

If you wish to speak to someone confidentially, you can contact the following on-campus resources, who are not required to report the incident to the Office of Civil Rights and Title IX: (1) University Counseling Center (counselingcenter.charlotte.edu, 7-0311); or (2) Student Health Center (studenthealth.charlotte.edu, 7-7400). Additional information about your options is also available at civilrights.charlotte.edu under the "Students" tab.

Withdrawals:

Students are expected to complete all courses for which they are registered at the close of the add/drop period. **If you are concerned about your ability to succeed in this course, it is important to make an appointment to speak with me as soon as possible.** The University policy on withdrawal allows students only a limited number of opportunities available to withdraw from courses. It is important for you to understand the financial and academic consequences that may result from course withdrawal.

Incompletes:

The grade of I is assigned at the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond his/her control, completed all the work in the course. The missing work must be completed by the deadline specified by the instructor, and no later than 12 months. If the I is not removed during the specified time, a grade of F, U, or N, as appropriate is automatically assigned. The grade of I cannot be removed by enrolling again in the same course, and students should not re-enroll in a course in which they have been assigned the grade of I.

Student Support:

Disability Accommodations:

UNC Charlotte is committed to accessibility in education. **If you have a disability and need academic accommodations (e.g. for extra time on the weekly quizzes), send me your Accommodation Letter through the DS Portal as early as possible.** I encourage you to meet with me to discuss the accommodations outlined in your letter. For more information about accommodations, contact the Office of Disability Services at 704-687-0040 or disability@charlotte.edu.

Seeking Help:

It is common for college students to experience challenges that may interfere with academic success such as **academic stress, sleep problems, juggling responsibilities, life events, substance misuse concerns, relationship concerns, or**

feelings of anxiety, hopelessness, or depression. If you or a friend is struggling, we strongly encourage you to seek support. Helpful, effective resources are available on campus at no additional cost.

- If you are struggling academically with this class, please visit me during office hours or contact me by email at cfaklari@charlotte.edu.
- Meet with your academic advisor if you are struggling academically in multiple classes, unsure whether you are making the most of your time at UNC Charlotte, or unsure what academic resources are available at UNC Charlotte.
- Visit the Counseling and Psychological Services (CAPS) website at caps.charlotte.edu for information about the broad range of confidential on-campus mental health services, online health assessments, hours, and additional information.
- Call CAPS at (704) 687-0311 if interested in scheduling an appointment with a counselor. After-hours crisis support is also available through this phone number.
- Contact the Center for Wellness Promotion at (704) 687-7407, by email at wellness@uncc.edu or visit the website at wellness.charlotte.edu for more information on how to develop healthy attitudes and behaviors as it relates to relationships, mental health, alcohol, tobacco, or other drugs and sexual health.

Credits:

Some aspects of the course materials are inspired by the syllabi generously shared (either online or directly with the instructor) by Hal Daumé III at the University of Maryland, Elena Glassman at Harvard University, Chris MacLellan at Georgia Tech, and Afsaneh Razi at Drexel University, along with conversations and swapped resources with members of the "HCIresearchers" Slack workspace.

Weekly Schedule *(subject to change)*

Week	*Module*	*Assigned for Presentation / Discussion*	*Activities*	*Project*
1	Course Overview, AI Terminology, and AI Capabilities	Eric Horvitz. 1999. **Principles of Mixed-initiative User Interfaces**. In *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems* (CHI '99), 159–166. https://doi.org/10.1145/302979.303030 Saleema Amershi, Dan Weld, Mihaela Vorvoreanu, Adam Fourney, Besmira Nushi, Penny Collisson, Jina Suh, Shamsi Iqbal, Paul N. Bennett, Kori Inkpen, Jaime Teevan, Ruth Kikin-Gil, and Eric Horvitz. 2019. **Guidelines for Human-AI Interaction.** In *Proceedings of the 2019 CHI Conference on Human Factors in Computing Systems*. https://doi.org/10.1145/3290605.3300233 Others as listed in Canvas module	Fill out Intro Discussion Post on Canvas Mini-lectures and other prep materials Slides, Paper Presentations, and Class Activity Attendance Quiz Take the Syllabus Quiz on Canvas Review your presentation assignments Prepare for Week 2 presentations and discussions Study for Week 1 Quiz	
2	Foundations of AI and Intelligent Agents	Jeffrey Heer. 2019. **Agency plus automation: Designing artificial intelligence into interactive systems.** *Proceedings of the National Academy of Sciences of the United States of America* 116, 6: 1844–1850. https://doi.org/10.1073/pnas.1807184115 Margaret Mitchell, Simone Wu, Andrew Zaldivar, Parker Barnes, Lucy Vasserman, Ben Hutchinson, Elena Spitzer, Inioluwa Deborah Raji, and Timnit Gebru. 2019. **Model cards for model reporting.** In *Proceedings of the Conference on Fairness, Accountability, and Transparency*. https://doi.org/10.1145/3287560.3287596 Joon Sung Park, Joseph O'Brien,	Prep materials Week 1 Quiz Slides Attendance Quiz Paper Presentations and Discussions Prepare for Week 3 presentations and discussions Study for Week 2 Quiz	Semester Project introduced Set up reference library (time given in class) Turn in Plagiarism Help consent form or alternative reflection paper

Week	*Module*	*Assigned for Presentation / Discussion*	*Activities*	*Project*
		Carrie Jun Cai, Meredith Ringel Morris, Percy Liang, and Michael S. Bernstein. 2023. **Generative Agents: Interactive Simulacra of Human Behavior**. In Proceedings of the 36th Annual ACM Symposium on User Interface Software and Technology (UIST '23). Association for Computing Machinery, New York, NY, USA, Article 2, 1–22. https://doi.org/10.1145/3586183.3606763 Eduardo Mosqueira-Rey, Elena Hernández-Pereira, David Alonso-Ríos, José Bobes-Bascarán, and Ángel Fernández-Leal. 2023. **Human-in-the-loop machine learning: a state of the art**. *Artificial intelligence review* 56, 4: 3005–3054. https://doi.org/10.1007/s10462-022-10246-w Others as listed in Canvas module		
3	Incorporating AI in Human Tasks and Processes	Gonzalo Ramos, Christopher Meek, Patrice Simard, Jina Suh, and Soroush Ghorashi. 2020. **Interactive machine teaching: a human-centered approach to building machine-learned models.** *Human-computer interaction* 35, 5–6: 413–451. https://doi.org/10.1080/07370024.2020.1734931 Xinyue Chen, Kunlin Ruan, Kexin Phyllis Ju, Nathan Yap, and Xu Wang. 2025. **More AI Assistance Reduces Cognitive Engagement: Examining the AI Assistance Dilemma in AI-Supported Note-Taking**. Proc. ACM Hum.-Comput. Interact. 9, 7, Article CSCW451 (November 2025), 29 pages. https://doi.org/10.1145/3757632 K. J. Kevin Feng, Q. Vera Liao, Ziang Xiao, Jennifer Wortman Vaughan, Amy X. Zhang, and David W. McDonald. 2025. **Canvil: Designerly Adaptation for LLM-Powered User Experiences**. In Proceedings of the 2025 CHI Conference on Human Factors in	Prep materials Week 2 Quiz Slides Attendance Quiz Paper Presentations and Discussions Prepare for Week 4 presentations and discussions Study for Week 3 Quiz	1-slide Ideas for Project Topics due

Week	*Module*	*Assigned for Presentation / Discussion*	*Activities*	*Project*
		Computing Systems (CHI '25). Association for Computing Machinery, New York, NY, USA, Article 932, 1–22. https://doi.org/10.1145/3706598.3713139 Moshe Glickman and Tali Sharot. 2025. **How human-AI feedback loops alter human perceptual, emotional and social judgements.** *Nature human behaviour* 9, 2: 345–359. https://doi.org/10.1038/s41562-024-02077-2 Others as listed in Canvas module		
4	HCAI Research and Design	J. D. Zamfirescu-Pereira, Richmond Y. Wong, Bjoern Hartmann, and Qian Yang. 2023. **Why Johnny Can't Prompt: How Non-AI Experts Try (and Fail) to Design LLM Prompts**. In *Proceedings of the 2023 CHI Conference on Human Factors in Computing Systems* (CHI '23), 1–21. https://doi.org/10.1145/3544548.3581388 Q. Vera Liao and Jennifer Wortman Vaughan. 2024. **AI transparency in the age of LLMs: A human-centered research roadmap.** *Special Issue 5: Grappling With the Generative AI Revolution*. https://doi.org/10.1162/99608f92.8036d03b Justin D. Weisz, Jessica He, Michael Muller, Gabriela Hoefer, Rachel Miles, and Werner Geyer. 2024. **Design Principles for Generative AI Applications**. In *Proceedings of the CHI Conference on Human Factors in Computing Systems*, 1–22. https://doi.org/10.1145/3613904.3642466 Others as listed in Canvas module	Prep materials Week 3 Quiz Slides Attendance Quiz Presentations and Discussions Prepare for Week 5 Study for Week 4 Quiz	Group Formation and Work Organization (time given in class)
5	Trust and Explainability/ Interpretability	Hao-Ping (Hank) Lee, Yu-Ju Yang, Thomas Serban Von Davier, Jodi Forlizzi, and Sauvik Das. 2024. **Deepfakes, phrenology, surveillance, and more! A**	Prep materials Week 4 Quiz	Topic Selection + Bibliography Due (time given in

Week	*Module*	*Assigned for Presentation / Discussion*	*Activities*	*Project*
		taxonomy of AI privacy risks. In *Proceedings of the CHI Conference on Human Factors in Computing Systems*, 1–19. https://doi.org/10.1145/3613904.3642116 Others as listed in Canvas module	Slides Attendance Quiz Presentations and Discussions Prepare for Week 6 Study for Week 5 Quiz	class)
6	Data Pipelines, Crowdwork, Bias, and Auditing	Wesley Hanwen Deng, Wang Claire, Howard Ziyu Han, Jason I. Hong, Kenneth Holstein, and Motahhare Eslami. 2025. **WeAudit: Scaffolding User Auditors and AI Practitioners in Auditing Generative AI**. Proc. ACM Hum.-Comput. Interact. 9, 7, Article CSCW521 (November 2025), 35 pages. https://doi.org/10.1145/3757702 Others as listed in Canvas module	Prep materials Week 5 Quiz Slides Attendance Quiz Presentations and Discussions Prepare for Week 7 Study for Week 6 Quiz	Work on Project Proposal Review feedback and talk with instructors if needed
7	Fairness, Accountability, Transparency, and Ethics	Ben Green and Yiling Chen. 2019. The **Principles and Limits of Algorithm-in-the-Loop Decision Making.** *Proc. ACM Hum.-Comput. Interact.* 3, CSCW: 50:1-50:24. https://doi.org/10.1145/3359152 Others as listed in Canvas module	Prep materials Week 6 Quiz Slides Attendance Quiz Presentations and Discussions Time in class to complete the Google ML Fairness badge Prepare for Week 8 Study for Week 7 Quiz	Project Proposal Due
8	Prototyping HCAI Experiences	Hari Subramonyam, Divy Thakkar, Andrew Ku, Juergen Dieber, and Anoop K. Sinha. 2025. **Prototyping with Prompts: Emerging**	Prep materials Week 7 Quiz	Review feedback and talk with instructor if

Week	*Module*	*Assigned for Presentation / Discussion*	*Activities*	*Project*
		Approaches and Challenges in Generative AI Design for Collaborative Software Teams. In Proceedings of the 2025 CHI Conference on Human Factors in Computing Systems (CHI '25). Association for Computing Machinery, New York, NY, USA, Article 882, 1–22. https://doi.org/10.1145/3706598.3713166 Others as listed in Canvas module	Slides Attendance Quiz Presentations and Discussions Prepare for Week 10 Study for Week 8 Quiz	needed
9	**** Spring Recess ****			
10	Designing Feedback	Bryan Min and Haijun Xia. 2025. **Feedforward in generative AI: Opportunities for a design space**. *arXiv [cs.HC].* Retrieved from http://arxiv.org/abs/2502.14229 Others as listed in Canvas module	Prep materials Week 8 Quiz Slides Attendance Quiz Presentations and Discussions Prepare for Week 11 Study for Week 10 Quiz Review Module 0 and complete Module 1 for the GenAI course pilot	
11	Handling Errors	Shiye Cao, Anqi Liu, and Chien-Ming Huang. 2024. **Designing for Appropriate Reliance: The Roles of AI Uncertainty Presentation, Initial User Decision, and User Demographics in AI-Assisted Decision-Making**. Proc. ACM Hum.-Comput. Interact. 8, CSCW1, Article 41 (April 2024), 32 pages. https://doi.org/10.1145/3637318 Others as listed in Canvas module	PILOT Module 1 Quiz due Prep materials Week 10 Quiz Slides Attendance Quiz Presentations and Discussions Prepare for Week 12 Study for Week 11	Group Work Time in Class

Week	*Module*	*Assigned for Presentation / Discussion*	*Activities*	*Project*
			Quiz Complete Module 2 for the GenAI course pilot	
12	Working Effectively with AI Tech Teams	Meena Devii Muralikumar and David W. McDonald. 2024. **Analyzing collaborative challenges and needs of UX practitioners when designing with AI/ML.** *Proceedings of the ACM on human-computer interaction* 8, CSCW2: 1–25. https://doi.org/10.1145/3686986 Others as listed in Canvas module	PILOT Module 2 Quiz due Prep materials Week 11 Quiz Slides Attendance Quiz Presentations and Discussions Prepare for Week 13 Study for Week 12 Quiz Complete Module 3 for the GenAI course pilot	Group Work Time in Class
13	Supporting Human Creativity and Collaboration with AI Systems	Syeda Masooma Naqvi, Ruichen He, and Harmanpreet Kaur. 2025. **Catalyst for creativity or a hollow trend? A cross-level perspective on the role of generative AI in design**. In *Proceedings of the 2025 CHI Conference on Human Factors in Computing Systems*, 1–16. https://doi.org/10.1145/3706598.3713233 Others as listed in Canvas module	PILOT Module 3 Quiz due Prep materials Week 12 Quiz Slides Attendance Quiz Paper Presentations and Discussions Prepare for Week 14 Presentations and Discussions Study for Week 13 Quiz	Group Work Time in Class Work-in Progress Due (Memo and Early Draft of Report)
14	Unresolved Problems in Human-Machine	Jiawei Zhou, Yixuan Zhang, Qianni Luo, Andrea G. Parker, and Munmun De Choudhury. 2023.	PILOT Course Survey due	

Week	*Module*	*Assigned for Presentation / Discussion*	*Activities*	*Project*
	Systems	**Synthetic lies: Understanding AI-generated misinformation and evaluating algorithmic and human solutions**. In *Proceedings of the 2023 CHI Conference on Human Factors in Computing Systems*, 1–20. https://doi.org/10.1145/3544548.3581318 Sasha Luccioni, Yacine Jernite, and Emma Strubell. 2024. **Power Hungry Processing: Watts Driving the Cost of AI Deployment?** In *Proceedings of the 2024 ACM Conference on Fairness, Accountability, and Transparency (FAccT '24).* Association for Computing Machinery, New York, NY, USA, 85–99. https://doi.org/10.1145/3630106.3658542 Others as listed in Canvas module.	Prep materials Week 13 Quiz Slides Attendance Quiz Paper Presentations and Discussions Prepare for Week 15 presentations and discussions Study for Week 14 Quiz	Wrap up activities
15	Driving HCAI Forward	Gagan Bansal, Jennifer Wortman Vaughan, Saleema Amershi, Eric Horvitz, Adam Fourney, Hussein Mozannar, Victor Dibia, and Daniel S. Weld. 2024. **Challenges in Human-Agent Communication**. *arXiv [cs.HC]*. Retrieved from http://arxiv.org/abs/2412.10380 Uwe M. Borghoff, Paolo Bottoni, and Remo Pareschi. 2025. **Human-artificial interaction in the age of agentic AI: a system-theoretical approach**. *Frontiers in Human Dynamics* 7, 1579166. https://doi.org/10.3389/fhumd.2025.1579166 Others as listed in Canvas module.	Prep materials Week 14 Quiz Slides Attendance Quiz Paper Presentations and Discussions Turn in any missing work for partial credit	Draft of In-Class Presentation due
16	Course Wrap-Up	(none)	Project Presentations Attendance Quiz	Project Report Due in place of Final Exam

Credits:

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