Sample Syllabus Statements on Generative AI

Drawn from this <u>repository</u> and the Trinity College Allan K. Smith Center for Writing and Rhetoric <u>page on AI writing</u> and effective learning.

You may also be interested in this <u>heuristic</u> for developing your own language, written by Lance Cummings (and with thanks to Tennyson O'Donnell for sharing this link).

Sample Statement 1: Required Use

I expect you to use AI (ChatGPT and image generation tools, at a minimum), in this class. In fact, some assignments will require it. Learning to use AI is an emerging skill, and I provide tutorials in Canvas about how to use them. I am happy to meet and help with these tools during office hours or after class.

Be aware of the limits of ChatGPT:

If you provide minimum effort prompts, you will get low quality results. You will need to refine your prompts in order to get good outcomes. This will take work.

Don't trust anything it says. If it gives you a number or fact, assume it is wrong unless you either know the answer or can check in with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.

AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining what you used the AI for and what prompts you used to get the results. Failure to do so is in violation of the academic honesty policies.

Be thoughtful about when this tool is useful. Don't use it if it isn't appropriate for the case or circumstance.

- Ethan Mock, Wharton School University of Pennsylvania

Sample Statement 2: Encouraged Use

In this class, the use of Generative Artificial Intelligence (such as GPT-4) to assist with your papers is absolutely encouraged. AI can be a valuable tool to help you develop ideas, constructively question sources, and integrate sources effectively into your paragraphs. However, the use of AI must be done responsibly and ethically. Here are the specific guidelines for using AI in your assignments:

Use Real Sources:
● Always ground your work in credible and authentic sources. AI can help you understand and work with these sources, but it should not replace them.

Cite AI Use:
● If you use Generative AI to help draft or edit any part of your paper, you must cite this in your paper. Treat the AI as you would another kind of source.

Document Your Interaction:
● If you use GPT-4 or a similar tool, maintain a copy of the thread used (the input you provided and the output you received). This must be available upon request to validate your work and process.
Summarize AI Usage in Bibliography:
● In your bibliography or works cited page, include a summary of how you used the AI. For example: ""Used GPT-4 to help rephrase and condense background information on [topic].""

In-text Citation for AI Assistance:
● For every paragraph where Generative AI was used in crafting or editing the content, include an in-text citation. For example: (GPT-4, 2023).

Original Thought Requirement:
● While AI can assist you in forming paragraphs and questioning sources, the majority of your paper's insights and arguments should be your own. Using AI to help with phrasing or structure is acceptable, but the core ideas and arguments must be your original thoughts.

Avoid Plagiarism:
● Remember that using AI doesn't excuse plagiarism. All work submitted must be your own and properly cited, and AI should not be used to simply generate a paper for you.

Use AI Responsibly:
● AI is a tool, not a crutch. Use it to enhance your thinking and writing, not to bypass the critical thinking and creative processes that are central to academic work.

Ask for Guidance:
● If you are unsure about how to use AI appropriately or how to cite it in your paper, please ask. I am here to help you navigate this tool responsibly.

By adhering to this policy, we can maintain a high standard of academic integrity while also taking advantage of the unique opportunities that AI technology offers for our writing and learning processes.
- Tanner Menard, University of Louisiana at Lafayette

Sample Statement 3: Conditional Use

Generative AI systems (like ChatGPT), if used correctly, can serve as powerful tools for learning and idea refinement. In this course, you can use generative AI systems to learn about concepts iteratively through a conversation (much like you would have a conversation with a peer, TA or an instructor). However, you cannot ask these systems to directly give you answers or write code for you. One reason for this is because the answers that the system generates can be inaccurate

(no matter how confident the system might sound). But more importantly, I believe the intellectual growth you can get from working through a difficult problem and discovering the answer for yourself cannot be replicated by just reading a pre-generated answer. Here are some concrete rules that exemplify this (but are not intended to be comprehensive):

Do NOT:
- Give the model a problem description and ask it to sketch an algorithm for you or write you pseudo code.
- Give the model the homework description and ask it to organize the code for you (e.g., generate the necessary function headers, write the main functions etc).
- Give the model a function description and ask it to generate code for you.
- Have your conversation with the model and your assignment open at the same time. Use your conversation with the AI as a learning experience, then close the interaction down, open your assignment, and let your assignment reflect your revised knowledge.

Using the AI system in ways as described above will count as cheating even if you cite the AI system as a source.

You CAN:
- Ask clarification questions about the fundamentals of programming (e.g., "When should I use a public vs. private method in Java?")
- Ask for conceptual clarifications (e.g., "What is the difference between average case and best case run times?")
- Try to work through the logic of something you don't understand (e.g., "Why is the run time of this algorithm [describe] n^2?")
- Given a problem description and your proposed algorithm and "talk" through the potential fallacies.

Note, for any of these models having the correct "prompt" is necessary. So you may have varying levels of success using these models to gain conceptual understanding, and in many cases just talking to your instructors/ TA/ peers or even doing straight up googling is likely to yield better results. If you do decide to use these models, it is your responsibility to also fact check the insights that you gain.

- Grusha Prashad, Colgate University

Sample Statement 4: Conditional / Discouraged Use

You may have heard by now about increasingly popular publicly-available artificial intelligence (A.I.) tools that produce writing when given human input/prompts. There have been many concerns raised by teachers across grade levels and institutions about the prospect of students using such technologies to cheat by having an A.I. write their essays or other writing assignments for them. We will doubtless have ongoing conversations in this course about the role of A.I. writing in our own processes, and even the ways that A.I. can be helpful to us as writers. However, a word of caution: any attempt to pass off A.I. writing as your own in this class constitutes a violation of Trinity College's intellectual honesty policy. As the Student Handbook explains, "Intellectual honesty assumes that students do their own work and that they

credit properly those upon whose work and thought they draw" (28-37; 28). Failure to abide by the policy may result in censure, suspension, or even expulsion. The use of A.I. writing tools for the purposes of cheating is also practically unwise for the following reasons:

- As with any other kind of cheating, **the main person you're cheating is yourself** – if you don't actually put in the work of developing your writing skills organically, you've just paid a bunch of money to learn nothing, and that lack of organic skill development will catch up with you eventually.

- In a word, **A.I. writing is not consistently good, and it's risky to use**. A.I. writing software – in its best current iteration – produces writing that is mostly formulaic and generic, lacks the ability to meaningfully integrate critical contextual detail, and cannot properly cite / synthesize sources (in fact, it often fabricates them, which is a major academic integrity violation if caught).

- **It is simply much easier to write your own work in this class**. A.I. writing tools are notoriously context-blind, and in a class where written work draws on localized concepts and points of discussion from our class (including written reflections on your own personal writing process), you're likely going to get frustrated if you try to ask an A.I. to perform these tasks for you. I've tested the writing prompts & assignments I've developed this semester with some of the best A.I. writing tools out there, and none of them can consistently produce writing that meets the standard required for this course.

- As a human reader and your teacher, I don't care what you can get an A.I. program to write. **I want to hear your unique voice** and help you develop it into something you can use and be proud of throughout your life, in a wide array of contexts. So please be genuine in your writing for this class – I promise that will make things far more enjoyable for all of us.

- Alex Helberg, Trinity College

Sample Statement 5: Prohibited Use

Use of an AI Generator such as ChatGPT, iA Writer, MidJourney, DALL-E, etc. is explicitly prohibited unless otherwise noted by the instructor. The information derived from these tools is based on previously published materials. Therefore, using these tools without proper citation constitutes plagiarism. Additionally, be aware that the information derived from these tools is often inaccurate or incomplete. It's imperative that all work submitted should be your own. Any assignment that is found to have been plagiarized or to have used unauthorized AI tools may receive a zero and / or be reported for academic misconduct.

- Tara Perrin, Middle Tennessee University