

The use of **generative artificial intelligence (AI)** in the classroom represents a novel mechanism by which students may choose to complete assignments. Confusion can result when instructors are not explicit about how and whether AI is permissible. Bradley University encourages all instructional faculty to generate syllabus language that provides explicit policy information about the use of generative AI in courses.

Generally, there are 3 approaches for consideration when designing course assignments and providing clear instructions in course syllabi: 1) Allow AI on assignments with proper citation; 2) Allow AI only for certain assignments/exercises; 3) Prohibit AI for assigned coursework. The Center for Teaching, Learning, and Mentoring at the University of Wisconsin provides a variety of sample syllabi that address each of these approaches:

<https://ctlm.wisc.edu/self-serve-resources/generativeai/ai-statements-for-course-syllabi/>

Examples of syllabus language related to AI that have been collected by Bradley University's Center for Teaching Excellence and Learning are below. CTCL wishes to acknowledge the valued work of the Brad Brown and the AI Working Group with respect to these examples.

Students are encouraged to use generative AI.

Example 1

From this point forward, I will assume that all written work has been co-authored or entirely written by ChatGPT. I will grade such writing as I normally would and your grade will be a reflection of your ability to harness these new technologies as you prepare for your future in a workforce that will increasingly require your proficiency with AI-assisted work. Provide appropriate citation.

Example 2

You are welcome/expected to use generative AI tools (e.g. ChatGPT, Dall-e, etc.) in this class as doing so aligns with the course learning goal [insert the course learning goal use of AI aligns with]. You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. For example, [Insert citation style for your discipline. See these resources for APA guidance, and for other citation formats.]

Students are encouraged to use AI for a specific assignment, but prohibited from its use for other assignments.

Example 1

The aim of this assignment is to use AI generated as a starting point for learning how to write good descriptions and for you to get comfortable with revising AI to make it more interesting and robust. AI is with us; we cannot escape it. Like all tools, it is useful for some tasks, but it is woefully inadequate for others. Students are given an opportunity here to think about what AI is useful and how it falls short. I want students to learn to use it rather than depend on it because to not know how to use it is a missed opportunity, but to be dependent on it risks being able to earn future opportunities. [Bradley University].

Example 2

In this course, we will use certain AI tools and applications (e.g., ChatGPT, Zotero) to assist with research question generation and bibliography formatting. Details on when and how to use these tools will be provided in class and in conjunction with respective course modules. However, any use of these tools outside of the instructed methods is discouraged and may be considered a violation of academic integrity. It is expected that all submitted assignments will be comprised of original work created by the student.

It is my discretion, as the course instructor, to decide if a submitted assignment meets the requirements of academic integrity. Final decisions about academic dishonesty will be made following an in-person meeting with the student(s) involved where students will have an opportunity to explain and/or defend their submission. Per the university guidelines, any instance of academic dishonesty will result in a 0 for a non-final activity or a failing course grade for a final course requirement and referral to the appropriate academic administrators. [Bradley University].

Example 3

Generally speaking, you are not authorized to use artificial intelligence engines, software, or artwork generating programs (or similar) to produce work for this class EXCEPT on assignments that I have identified and for which you will have received significant guidance on appropriate use of such technologies. I will provide more information about the specific assignment when the time is appropriate in the course. You may not, however, construe this limited use as permission to use these technologies in any other facet of this course.

Example 4

We recognize that there are a variety of AI programs available to assist writers. AI programs are not a replacement for human creativity, originality, and critical thinking. Writing is a craft that you must develop over time to develop your own individual voice as a writer. However, within limited circumstances, and with proper attribution, AI programs may be used as a tool. [Bryant University]

Example 5

Effective learning, teaching and research all depend upon the ability of members of the academic community to trust one another and to trust the integrity of work that is submitted for academic credit or conducted in the wider arena of scholarly research. Such an atmosphere of mutual trust fosters the free exchange of ideas and enables all members of the community to achieve their highest potential. In all academic work, the ideas and contributions of others must be appropriately acknowledged and work that is presented as original must be, in fact, original. Using an AI-content generator (such as ChatGPT) to complete coursework without proper attribution or authorization is a form of academic dishonesty. If you are unsure about whether something may be plagiarism or academic dishonesty, please contact your instructor to discuss the issue. Faculty, students, and administrative staff all share the responsibility of ensuring the honesty and fairness of the intellectual environment at Washington University in St. Louis.

Example 6

Students are invited to use AI platforms to help prepare for assignments and projects (e.g., to help with brainstorming or to see what a completed essay might look like). I also welcome you to use AI tools to help revise and edit your work (e.g., to help identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or to simply fix citations). When submitting work, students must clearly identify any writing, text, or media generated by AI. This can be done in a variety of ways. In this course, parts of essays generated by AI should appear in a different colored font, and the

relationship between those sections and student contributions should be discussed in cover letters that accompany the essay submission. [University of Iowa]

Example 7

The use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. For example, [Insert citation style for your discipline. See these resources for APA guidance, and for other citation formats.]. Any assignment that is found to have used generative AI tools in unauthorized ways [insert the penalty here*]. When in doubt about permitted usage, please ask for clarification.

Example 8

You are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the Code of Student Conduct and any additional syllabus language. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and/or unacknowledged collaboration on any work, or the presentation of someone else's work, is plagiarism. Content generated by an Artificial Intelligence third-party service or site (AI-generated content) without proper attribution or authorization is another form of plagiarism. If you are unsure about whether something may be plagiarism or another form of academic dishonesty, please reach out to me to discuss it as soon as possible. Any allegation of academic dishonesty may be referred to Student Conduct and Community Responsibilities, a unit of the Dean of Students Office, for possible review. If found responsible for academic dishonesty, a grade penalty can also be applied.

Example 3: The use of generative AI is prohibited.

Example 1

The use of Chat GPT or other AI text generation tools is prohibited in this course. Find and use your own words. "Having the words" is a power currency, and if you delegate that skill to AI, your own intellect, vocabulary, and "word generator" remains untrained.

ChatGPT, released in November 2022, is one of the many AI tools out there. While ChatGPT is a significant advancement, the world is still figuring out its ethical uses for these reasons:

1. Work created by AI tools may not be considered original work and instead, it is considered automated plagiarism. It is derived from previously created texts from other sources that the models were trained on, yet ChatGPT doesn't cite those sources, nor does it ask for consent to use them. If prompted to cite sources, ChatGPT may produce "hallucinations" (i.e., false information). As members of the Communication discipline, accuracy, credibility, and reliability are important values.
2. AI models have built-in biases. They are trained on limited and dated underlying sources (e.g., ChatGPT3's knowledge is up until Sept 2021). They reproduce, rather than challenge, errors in those sources. Biases lead to unfair exclusion of people and ideas, errors in judgement, and ultimately bad decisions. As communicators, we need to be on the lookout for biases and call them out.
3. AI tools have limitations. They lack critical thinking to evaluate and reflect on criteria. They lack abductive reasoning to make judgments with incomplete information at hand. The AI essay writing is broad, general, and uninteresting. As communicators, we value creativity, originality, and genuine engagement with issues.

Academic integrity is a core value at Bradley University. It is the mission of the Department of Communication "to educate students to think, act, and communicate effectively, ethically, critically, and creatively in the global environment to enrich their personal and professional lives" (Self Study, 2015). We encourage students to be authentic, brave, honest, and genuine in their work (BU - Be You). **In this course, the use of ChatGPT or other language generative platforms is prohibited.** [Bradley University].

Example 2

A Note on AI: Any work written, developed, created, or inspired by artificial intelligence (AI) is considered plagiarism and will not be tolerated. While the ever-changing (and exciting!) new developments with AI will find their place in our workforces and personal lives, in the realm of education and learning, this kind of technology does not belong. This is because the use of AI robs us all of the opportunity to learn from our experiences and from each other, to play with our creative freedoms, to problem-solve, and to contribute our ideas in authentic ways. In a nutshell, college is a place for learning, and this class is specifically a space for learning how to improve our writing. AI simply cannot do that learning for us. [Colorado State University]

Example 3

The use of generative AI tools (such as ChatGPT, DALL-E, etc.) are not permitted in this class; therefore, any use of AI tools for work in this class may be considered a violation of Temple University's Academic Honesty policy and Student Conduct Code, since the work is not your own. The use of unauthorized AI tools will result in [insert the penalty here*].

Example 4

Intellectual honesty is vital to an academic community and for my fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. You may not engage in unauthorized collaboration or make use of ChatGPT or other AI composition software. [Princeton U.]

Example 5

Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism. [Texas Tech University]