

Artificial Intelligence (AI)

Sample Syllabus Statements

Please contact the Center for Teaching & Learning to help formulate, revise, and plan for any use of AI tools in your instruction.

Expectations for Use of Generative Artificial Intelligence (AI)

Select one of the three options below that fits your course plans and modify appropriately to meet your course needs.

For courses that prohibit generative AI use:

Generative artificial intelligence (AI) programs, such as ChatGPT, may not be used for any work or assignments required in this course. The use of generative AI programs defeats the writing requirements and critical thinking skills that are vital to achieving our learning outcomes. Submission of partial or complete work from generative AI programs is not permitted and will be treated as plagiarism as defined in [Humboldt's Student Academic Honesty Procedure](#) and handled in accordance with the Procedure.

For courses that permit limited generative AI use:

Generative artificial intelligence (AI) programs, such as ChatGPT, may be used in this course to [faculty to select appropriate use by adding or deleting from this list or listing specific course assignments/activities: brainstorm or learn more about a topic, revise your work, draft an outline or organize thoughts, check grammar, improve writing style, add other uses] with appropriate citation complying with Humboldt's Student Academic Honesty Procedure. You are responsible for fact checking statements composed by generative AI models and respecting intellectual property. Generative AI may not be used for [faculty to select inappropriate use by adding or deleting from this list or listing specific course assignments/activities: composing discussion posts or in class responses that you are instructed to write, completing assignments, writing papers or portions of papers for class assignments]. If you are uncertain about the appropriate use of generative AI in this course, you are encouraged to contact your instructor for clarification. Inappropriate use of generative AI programs is not permitted and will be treated as plagiarism as defined in [Humboldt's Student Academic Honesty Procedure](#) and handled in accordance with the Procedure.

For courses that embrace generative AI use:

This course encourages the use of generative artificial intelligence (AI) programs, such as ChatGPT. The use of generative AI programs aligns with the following course learning outcomes [faculty insert learning outcomes aligned to use of generative AI]. When using generative AI programs you must respect intellectual property, engage in fact checking, and use appropriate citation methods. The use of generative AI programs without proper attribution

violates [Humboldt's Student Academic Honesty Procedure](#). Note that many AI programs, such as [Perplexity](#) and [Consensus](#), provide citations for their responses.

ChatGPT Generated Syllabus Statement on the Use of ChatGPT in the Classroom

The utilization of ChatGPT, an advanced language model developed by OpenAI, plays a central role in this course. ChatGPT represents the forefront of Natural Language Processing (NLP) technology, offering remarkable capabilities in generating human-like text and engaging in conversations. It is essential to recognize that while ChatGPT holds immense potential, its application comes with important considerations.

Learning Tool:	Exploration of Possibilities:	Ethical Awareness:	Critical Evaluation:	Responsible Deployment:	Innovation and Customization:	Project Empowerment:
ChatGPT serves as an educational tool to deepen students' understanding of NLP concepts, language generation, and interaction with AI systems.	Through hands-on exercises, students will explore ChatGPT's capabilities, including text completion, creative writing, problem-solving, and more.	The course delves into ethical implications associated with AI language models, including bias, misinformation, and the responsible use of technology.	Students are encouraged to critically assess ChatGPT's limitations, potential biases, and the fine line between genuine content and machine-generated text.	Emphasis is placed on using ChatGPT in ways that respect ethical guidelines, avoiding harmful or deceptive applications.	The course covers customization techniques, allowing students to adapt ChatGPT to specific tasks while being mindful of ethical and societal considerations.	The project component encourages students to channel their creativity and skills into constructive applications of ChatGPT, showcasing its value in addressing real-world challenges.

It is crucial to approach the use of ChatGPT with a balanced perspective, acknowledging its potential for innovation while understanding the importance of ethical responsibility. This course aims to equip students with the knowledge and skills necessary to engage with AI language models thoughtfully and responsibly in their academic and professional endeavors.

Using Gen AI as a Scholar and Practitioner

Academic scholarship is fundamentally an act of intellectual discovery, critical analysis, and original thinking. [Generative AI tools](#) present both opportunities and challenges for research and writing. If you choose to use gen AI, take care to preserve the [core academic values](#) of intellectual rigor, original thought, and scholarly integrity. You must pair and submit any gen AI-supported course work with a methodological notes document. Carefully review [Scholarly Considerations of Using Generative AI](#).

Scholarly Considerations of Using Generative AI

Responsible AI Integration

Generative AI tools may be used as supplemental research and writing aids, with the following essential guidelines:

1. Intellectual Ownership and Original Thinking
AI tools should never replace your unique scholarly perspective. They are computational assistants, not authors or primary researchers. Your critical analysis, theoretical framing, and interpretive insights remain the essential core of academic work. Use AI to explore ideas, but ensure that your distinctive intellectual contribution remains paramount. Connect your course/program work and resources to your research and writing.
2. Research Enhancement, Not Replacement
AI can assist in:
 - Generating preliminary research questions
 - Suggesting potential bibliographic sources
 - Providing conceptual brainstorming
 - Helping structure complex arguments
3. However, you must independently verify all sources, critically evaluate suggested materials, and develop your own argumentative framework.
4. Transparency and Citation
When AI tools contribute to your work, track your work through methodological notes:
 - Explicitly disclose the specific AI tools used
 - Explain the nature and extent of AI assistance
5. Iterative Writing and Critical Reflection
AI should support, not supplant, the iterative writing process. Use AI-generated drafts or suggestions as a starting point for your own critical refinement. Engage

deeply with these suggestions, challenging and reshaping them through your scholarly lens.

6. Ask Questions, Don't Just Type in AI Prompts

Do not limit your inquiries to AI! Talk in class, and with your instructors, peers, [research librarians](#), and [Writing Studio](#) consultants. Academic work is expansive and discerning. Ask many questions, in different ways, with different experts.

Ethical Considerations

Academic integrity demands that you:

- Never submit AI-generated text as your own work
- Maintain intellectual accountability
- View AI as a collaborative tool for intellectual exploration
- Preserve the fundamental academic values of originality and critical inquiry

Recommended Process for Creating Methodological Notes

Comprehensive documentation includes:

- Specify the exact AI tool(s) used (name, version)
- Detail the specific purposes and stages of AI assistance
- Describe your iterative prompting strategy to refine questions and focus
- Explain how you critically evaluated and modified AI-generated content
- Review what research and writing AI assistance worked well for you and how you might change tools or processes in the future

Submit your methodological notes with the assignment.

CSU AI Support and Tools

In the California State University [AI Commons website](#) find [tools](#) that are currently supported and [courses and training for students](#).

Methodological Note Example for This Page

The content on this page began through submitting several prompts on scholarly use of AI and methodological notes, using [Claude 3.5 Haiku](#). The single-round of prompts helped me structure the topics to be addressed and approaches to student thinking and actions

when using gen AI. I considered Claude's responses a first draft and edited the content to integrate my reading, webinars, experience, conversations and writing about gen AI. I also added CSU and Humboldt content and links.

ARTIFICIAL INTELLIGENCE

Generative artificial intelligence (AI) programs, such as ChatGPT, may be used in this course to: brainstorm or learn more about a topic, revise your work, draft an outline or organize thoughts, check grammar, and/or improve writing style with appropriate citation complying with Humboldt's Student Academic Honesty Procedure. You are responsible for fact checking statements composed by generative AI models and respecting intellectual property. Generative AI may not be used for: composing in-class responses that you are instructed to write, completing assignments, or writing papers or portions of papers for class assignments unless prior approval is received from your professor. *Any use of artificial intelligence in your coursework must be cited and described in a footnote.* If you are uncertain about the appropriate use of generative AI in this course, please contact your instructor for clarification. Inappropriate use of generative AI programs is not permitted and will be treated as plagiarism as defined in Humboldt's Student Academic Honesty Procedure.

Artificial Intelligence Use in This Course: A Collaborative and Critical Practice

In this course, we embrace Artificial Intelligence (AI) as a powerful tool for learning, exploration, and thinking development. AI is increasingly a part of the world we inhabit—academically, professionally, and personally—and we believe that it is essential to learn how to interact with it responsibly and purposefully.

Our Stance on AI Use

You will be **encouraged—and at times required—to use AI** tools (such as ChatGPT, Copilot, etc.) during the course to:

- Generate, organize, and refine ideas
- Reflect on and critique co-created materials
- Experiment with alternate perspectives or lines of inquiry
- Receive feedback to guide your revisions

- Support collaboration and deepen interdisciplinary insight
- Critically analyze student and student-AI generated content

These interactions with AI are not meant to replace your thinking. Rather, they are designed to help you **deepen it**. AI can offer ideas, structure, and feedback, but it does not think, create, or reason in the same way you do. Assuming it does is a barrier to critical thinking and increases the risk of the [Dunning-Kruger Effect](#) or the fallacy of understanding. Your learning is built through **struggle, reflection, and engagement**—especially with challenging concepts. That effort is essential. Consequently, you will be responsible to speak to the formation, logic, and validity of any part of your work at any time.

Integrity, Transparency, and Accountability

All AI use in this class must adhere to the following principles:

- **Be transparent:** Clearly identify when and how you used AI in your assignments (e.g., “ChatGPT helped me organize this outline,” or “I asked Copilot to summarize opposing views…”).
- **Maintain academic integrity:** Do not present AI-generated content as your own original thought, particularly in assignments requiring personal analysis, synthesis, or reflection.
- **Own your choices:** You may be asked to **defend your process and product**, including how you used AI and why. Assessments may include **oral defenses** or written justifications focused on clarity, logic, accuracy, and relevance.
- **Manage your time:** Poor planning cannot be “solved” by AI. Good work still requires time to think, reflect, revise, and understand. AI is a tool—not a shortcut to learning.

Misuse of AI—such as submitting entirely AI-generated work as your own without disclosure, or relying on it to avoid engaging with the material—may be treated as an academic integrity violation. Such violations will be addressed in compliance with the University’s [academic honesty policy](#). Work found to violate this policy and our class agreements will, at the very least, receive no credit.

Instructor Use of AI

We as instructors also commit to:

- **Transparent AI use:** If we use AI to brainstorm, organize, or help prepare materials, we will disclose when and how it was used.

- **Fair and ethical AI integration:** We will not use AI to evaluate your work. All feedback you receive from us will be **authentic, personalized, and non-AI generated**.
- **Supporting your learning:** Our expertise, availability, and attention to your work are central to this class. AI does not replace access to real human educators—we are here to guide, challenge, and support you.

Why This Matters

We are preparing you not just for a single course—but for the complexities of contemporary academic and professional life. Being able to **critically engage with AI**—to ask it good questions, understand its limits, and evaluate its responses—will be a critical skill in your toolkit. Learning to do this with **integrity, creativity, and purpose** starts here.

Resources

1. We are resources, so don't hesitate to talk with us.
2. The CSU has built a student [AI Commons](#). It has a lot of useful information.