WAKE FOREST
UNIVERSITY

AI Syllabus Statements

This list was compiled by the Center for the Advancement of Teaching to help Wake Forest instructors explore a range of possibilities when crafting their own approach. If you are a WFU faculty member or administrator who has developed policies you would like to include, please email them to Megan Hobbs at mhobbs@wfu.edu.

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School of Business

Four School-Suggested Options

Brief Statement

In this course, Generative AI tools like ChatGPT may be used to enhance learning. Students must use these tools ethically, transparently and responsibly. Always validate AI outputs, acknowledge output that is predominantly AI-generated, and adhere to assignment-specific guidelines where stated.

Broad Statement

Generative AI tools, such as ChatGPT, offer transformative capabilities for academic pursuits. However, their use requires discernment and responsibility:

- **Purpose -** These tools can stimulate ideas, assist in analysis, and augment learning. They are not a replacement for critical thinking or original work.
- **Accountability -** Students are responsible for verifying the accuracy of AI outputs. Students should assume potential biases or errors exist in the output and validate with trusted sources.
- **Transparency -** Clearly document the use of Generative AI tools in assignments, including prompts and the tool's contribution to the final product.
- **Ethics -** Do not submit confidential or personal information to Generative AI systems. Respect assignment-specific guidelines on Generative AI use, which may supersede general best practices.

Detailed Guidelines

Generative AI tools like ChatGPT can be used to create new content, such as text, code, images, and audio. They can be a valuable tool for students, but it is important to use them responsibly and ethically. The following guidelines include general usage, use in assignments and how to source:

Usage

- AI should be used as a thinking tool, not a substitute for human thought. Students should use AI to generate ideas and insights, but they should always take full ownership of their work.
- Students are responsible for any errors or misinformation in AI outputs they use. They should always verify the accuracy of AI-generated content and cite the underlying sources.
- Students should document where and how they used AI tools in their work. This includes explaining the role AI played in their process and how they verified the accuracy of the AI-generated content.
- Instructors may have specific guidelines on how students can use AI tools in their courses. Students should always follow their instructor's instructions.

Assignments

- AI tools can be used for a variety of assignments, including writing, research, and presentations. However, it is important to use AI tools appropriately and ethically.
- For example, students should not use AI tools to generate entire essays or research papers. AI tools can be used to generate ideas and insights, but students should still do their own research and writing.
- Students should also be careful not to use AI tools to cheat on exams. AI tools can be used to generate practice questions and answers, but they should not be used to generate answers to actual exam questions.

Sourcing AI Content

- When students use AI tools to generate content, they should always cite the underlying sources. They should also cite the AI tool they used to generate the content.
- For example, if a student uses ChatGPT to generate a paragraph of text, they should cite the following sources:
    - The original sources that ChatGPT used to generate the text.
    - The ChatGPT language model.
- Students should also label AI-generated content as "synthesized content." This will help readers understand that the content was not written by a human.

Ethics and Integrity Statement

- Students must use AI tools transparently and responsibly.
- Direct AI outputs should not be submitted without critical review and modification.
- Always validate and cross-check AI-generated content.
- Adhere to course-specific guidelines and prioritize ethical considerations in AI use.

Business Analytics

Generative AI (ChatGPT and the like) Policy

Artificial intelligence (AI) language models, such as ChatGPT, may be used for the discussion post and the project with appropriate citation, but not for any quizzes or tests. If you are in doubt as to whether you are using AI language models

appropriately in this course, I encourage you to discuss your situation with me. Examples of citing AI language models are available at: https://www.scribbr.com/ai-tools/chatgpt-citations/

- Make sure to include not only the prompt used, but also how you used the output to arrive at your final product.
- If you used AI in an assignment, please include a paragraph at the end explaining what you used the AI for and what prompts you used to get the results.
- It is not appropriate to simply submit anything generated from AI tools without checking/modifying in some way for your use (just like putting quotes from another author in your own words).
- 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 it with another source. You will be responsible for any errors or omissions provided by the tool.

— Chris Smith, Associate Teaching Professor

Generative AI Guidelines

Introduction

Generative AI tools like ChatGPT offer exciting new capabilities but must be used thoughtfully. While immensely useful, they have limitations:

- Outputs may contain biases or factual errors, even if seeming authoritative.
- Ownership and copyright of AI content is legally ambiguous.

This syllabus provides guidance on utilizing these technologies ethically and effectively.

Usage Philosophy

- **AI as thinking tool, not substitute.** Employ generative AI to stimulate ideas and analysis. But take full ownership of final work product.
- **User accountability.** You remain responsible for any errors or misinformation in AI outputs used. Validate facts, attributions, logic.
- **Transparency required.** Document where and how generative tools informed your work. Explain their contribution.
- **Instructor guidelines rule.** Course policies supersede these best practices. Follow professor specifications on AI use.
- **Handle personal data ethically.** Do not submit confidential info to AI systems.

Assignment Use

- **Writing and presentations:** May use AI generation if properly documented. Show your process.
- **Data analysis:** Use AI to identify patterns but verify with your own calculations.
- **Math/stats:** Same as above. AI can stimulate but you must validate.
- **Simulations:** May use AI to brainstorm but not to cheat. Document AI role.

Exams

- **Written:** Follow professor guidelines. AI use likely prohibited without permission.
- **Oral:** No AI use allowed.

Sourcing AI Content

- Verify accuracy, don't assume truth. Cite underlying sources, not AI itself.
- Attribute both original sources AND AI tool used.
- Label AI quotes as "synthesized content."

Use generative AI wisely and ethically to augment your skills. But avoid becoming over-reliant on black box outputs. Validate, question, and take ownership of final work product.

— Shannon McKeen, Associate Teaching Professor

School of Law

Legal Analysis, Writing, and Research Courses

Policy Prohibiting Use of Generative AI in LAWR Courses
August 17, 2023

Your LAWR courses teach you fundamental legal thinking, reading, reasoning, and writing skills. Generative Artificial Intelligence tools, like ChatGPT and Google Bard, generate writing from scratch and are a very new development in writing technology. These tools can interfere with your learning if they are used before you have the fundamental legal skills in place.

Your LAWR professors recognize that GenAI technology is growing and that the profession must embrace new technology as part of a lawyer's core competency. That said, GenAI is not a substitute for critical thinking, and many law firms and courts have strict policies governing its use.

For example, many firms currently take the position that the use of GenAI is not acceptable for (1) generating legal research, memorandums, or briefs or written work product for clients or court or (2) inputting non-public client data into third-party GenAI systems for document reviews, summaries, or the like. The reasoning behind this position is that using GenAI for these purposes could violate many ethical rules, independent of breaching the standard of care, including ABA Model Rule 1.1 (competence), Rule 1.4 (client communications and transparency), Rule 1.6 (confidentiality), and Rule 8.4 (misconduct and dishonesty).

As for the bench, some judges now require attorneys and pro se litigants to certify either that no portion of any filing will be drafted by GenAI or that any language drafted by GenAI will be checked for accuracy by a human being.

One United States District Court judge has explained his concerns about GenAI as follows:

> These platforms are incredibly powerful and have many uses in the law: form divorces, discovery requests, suggested errors in documents, anticipated questions at oral argument. But legal briefing is not one of them. Here's why. These platforms in their current states are prone to hallucinations and bias. On hallucinations, they make stuff up—even quotes and citations. Another issue is reliability or bias. While attorneys swear an oath to set aside their personal prejudices, biases, and beliefs to faithfully uphold the law and represent their clients, generative artificial intelligence is the product of programming devised by humans who did not have to swear such an oath. As such, these systems hold no allegiance to any client, the rule of law, or the laws and Constitution of the United States (or, as addressed above, the truth). Unbound by any sense of duty, honor, or justice, such programs act according to computer code rather than conviction, based on programming rather than principle. (https://www.txnd.uscourts.gov/judge/judge-brantley-starr)

Based on the concerns above, the following policy applies to all LAWR 1, 2, and 3 courses:

Students are prohibited from using Generative Artificial Intelligence tools, including paraphrasing tools, to complete any assignments unless (1) otherwise permitted in the assignment instructions or (2) as part of an in-class exercise under your professor's supervision.

NOTE: Use of Gen AI will be strictly prohibited on the LAWR 2 Brief and the Appellate Advocacy Brief; a uniform "No GenAI" policy is required for these assignments, since students in all sections will be using the same problem materials and may be submitting their briefs to Moot Court for competition purposes.

It is an Honor Code violation (under the Code's prohibition of cheating) to use GenAI on any assignment except (1) as expressly permitted in the assignment instructions or (2) as part of an in-class exercise under your professor's supervision.

This prohibition does not include all artificial intelligence research and writing tools, only those that are generative. You are permitted to use legal research tools that employ artificial intelligence; you will be learning how to use those tools in your legal research class. You are also permitted to use Word's Editor function or Grammarly basic, for example; these are not generative tools. You are also permitted to use programs such as Core Grammar, Interactive Citation Workbook, and Mastering the Bluebook Interactive Exercises, as your professor may require; again, these are not generative tools.

If you have any questions about whether a particular tool is permitted or prohibited on any assignment, **please ask your professor before using that tool.**

Your LAWR professor may require you to attach to any assignment a certification that you have not used GenAI on that assignment. Your LAWR professor may also elect to use AI detection programs such as Turnitin to monitor students' compliance with this Policy.

— Collaborative Document Developed by All LAWR Faculty

Undergraduate College

Health & Exercise Science

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

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Drafting an outline to organize your thoughts
- 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 reading response prompts assigned to you
- Generating sources for any writing assignment
- Completing group work that your group has assigned to you
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

Using AI in a way that is not permitted is considered a violation of the Honor Code. If you are uncertain about whether or not you can use ChatGPT in any other instance please ask!

— Abbie Wrights, Associate Teaching Professor

History

You are welcome to use AI programs to help you generate and brainstorm ideas. However, please note that the material generated by these programs may be inaccurate, incomplete, informed by the biases of its sources, or otherwise problematic. Overreliance on AI can stifle your own independent thinking and creativity. You may not submit any work generated by an AI program as your own.

— Barry Trachtenberg, Professor

Psychology

Ethical Use of Artificial Intelligence

Note: This policy's language was adapted from this reddit post

As artificial intelligence becomes more prevalent in our daily lives, it is crucial for students to understand the ethical considerations surrounding its use in academic settings. In my courses, I expect students to use AI in a manner that aligns with the values of academic integrity. In general, the use of AI should never compromise development in critical thinking, research, and analysis. Along that line, the use of AI to generate content, manipulate the tone of work, or create data is considered academic dishonesty and strictly prohibited.

However, students are encouraged towards using AI to assist in the research and writing process in ways which encourage the learning process, mitigate menial tasks, or accommodate disabilities. For example, I use AI to enhance my speech recognition software and other assistive software that I have written. In that spirit, I think students may use AI to develop personalized learning and reading plans. I consider receiving AI assistance with grammar and spelling errors is akin to using Grammarly, a tool that helps users improve their writing skills.

Please note that any unethical use of AI in my courses will be considered academic dishonesty and may result in disciplinary action. Students are responsible for ensuring that their use of AI is in compliance with the course policies on academic integrity.

— S. Mason Garrison, Assistant Professor

Spanish

[Department Recommended Option 1: Blocked Entirely]

Artificial Intelligence (AI) tools are powerful and are reshaping the educational landscape and our lives in general. However, I want to make it clear that **we will not be integrating or permitting the use of any AI tools in this course**. The remainder of this document provides important information to understand as a participant in this course.

What are AI tools?

AI tools mean something different to everyone, so I am grouping them into categories and naming a few tools for each. Please note that countless AI tools exist, and **the omission of a specific tool doesn't mean its use is permitted**.

Type	**What they do**	**Example tools**
Chatbots	Generates written responses, answers questions, & checks work	ChatGPT (and GPT-4), Google Bard, Bing AI, Jasper AI
AI writing assistants	Edits, rephrases, & rewrites text to improve writing	Grammarly, QuillBot, Hemingway Editor
Applications	Answers questions & completes numerous "homework help" tasks	Course Hero, Photomath, Wolfram Alpha, Socratic
Voice assistants	Takes voice commands to provide answers to questions & operate portions of devices.	Siri, Alexa, Google Assistant, Cortana

Acceptable AI use

Use of AI tools **is not permitted** in any aspect of this course, including exams, quizzes, projects, or any activities.

The negative impact of using AI tools

The prohibition of AI tools in this course doesn't mean I won't leverage technologies for different aspects of this course. However, AI tools currently pose challenges related to academic dishonesty and data privacy:

1. Many AI tools quickly answer test questions and even generate in-depth written responses that can be rephrased to go undetected by plagiarism detection tools. ***You need to know that your classmates are not***

submitting, as their own, work that is NOT their own, and receiving credit for it.

2. Equally important, AI tools put your data privacy at risk. For example, everything you type into ChatGPT is saved and may be given as a response to other users. If you accidentally provide personally identifiable information when you use it to check your work (i.e. if you copy and paste all the text in your document including your name, Wake Forest University, SPA 212, date and time, and my name), that information alone is enough for someone to know *who you are and where you will be at a specific time*.

AI Policy enforcement

Wake Forest takes academic integrity very seriously. I will address any violations of this policy and follow Wake Forest's disciplinary policies and procedures. If I identify signs that you may have used AI to edit, rephrase, or rewrite text that you are turning in as your own, or that you may have used AI to generate a written response or answer to an essay prompt, you will be required to demonstrate and verify for me, off-line, by the means required by the circumstances, that the work you turned in was your own.

Any sign of plagiarism or AI use will be regarded as a violation of the Honor Code and will be awarded a grade of 0 and submission to the Judicial Council.

If you have any questions about the information, policies, and guidelines in this statement, please contact me to discuss them. This policy goes into effect on the first day of this course, August 28, 2023.

Note: this policy is based on a template downloaded from Honorlock Online Proctoring, at https://mail.google.com/mail/u/0/?pli=1#trash/FMfcgzGtwgjqMPQRHjGVNxkCvbNXrsWL, accessed August 8, 2023.

[Department Recommended Option 2: Allowed at Certain Times]

Artificial Intelligence (AI) tools have the potential to improve your education. In this course therefore, we will integrate them into certain course activities with full transparency about their use.

What are AI tools?

AI tools include many things, so I am grouping them into categories and naming a few tools for each. Please note that countless AI tools exist, and the omission of a specific tool doesn't mean its use is permitted. If you have questions about a certain tool, do not use it until we've discussed it and I indicate that its use is allowed.

Type	**What they do**	**Example tools**
Chatbots	Generates written responses, answers questions, & checks work	ChatGPT (and GPT-4), Google Bard, Bing AI, Jasper AI
AI writing assistants	Edits, rephrases, & rewrites text to improve writing	Grammarly, QuillBot, Hemingway Editor
Applications	Answers questions & completes numerous "homework help" tasks	Course Hero, Photomath, Wolfram Alpha, Socratic
Voice assistants	Takes voice commands to provide answers to questions & operate portions of devices.	Siri, Alexa, Google Assistant, Cortana

Acceptable AI use

We'll use AI in this course to enrich your learning experience with interactive activities and as a way for you to gain practical experience with important technologies.

Key takeaways for AI use in this course:

- **Do not use any AI tools during any exams or quizzes.**
- Do not use AI tools during any assignments or activities without specific permission and instructions.
- Credit and cite any time you use AI.
- Except during exams and quizzes, you may use writing assistants to check your written work for grammar and punctuation.
- Writing assistants and other AI should not be used to write, paraphrase, or change the style and composition of your writing.
- Using AI as a supplement is permitted. Examples include using browser extensions or apps to check your answers to practice questions.
- Never enter any personally identifiable information or other relevant information into AI tools.

Rationale

Integrating AI into course activities helps create interactive and engaging learning experiences. However, AI tools currently pose challenges related to your learning, your class standing, and your safety:

The goal of this course is to teach you human skills that AI doesn't have; the ability to speak and write Spanish *yourself*, the ability to think critically and analyze, the ability to empathize with peoples of a different culture, and the ability to feel confident in your own voice and writing process. Used unwisely, AI can prevent your progress toward each of these goals.

AI tools can devalue your education. Many AI tools quickly answer test questions and even generate in-depth written responses that can be rephrased to go undetected by plagiarism detection tools. *You need to know that your classmates are not using AI tools inappropriately to gain an unfair advantage*. Inappropriate use of AI tools can jeopardize your class standing and the integrity of this institution in which you have invested.

Equally important, AI tools can put you and your data privacy at risk. For example, everything you type into ChatGPT is saved and may be given as a response to

other users. If you accidentally provide personally identifiable information when you use it to check your work (i.e. if you copy and paste all the text in your document including your name, Wake Forest University, SPA ###, date and time, and my name), *that information alone is enough for someone to know who you are and where you will be at a specific time*. So, please do not use any personally identifiable information or other relevant information about yourself or others in any AI tools.

AI Policy enforcement

I take this course and your academic integrity very seriously, and I will address any violations of this policy and follow Wake Forest's disciplinary policies and procedures. If I suspect that you may have used AI to write, paraphrase, or change the style and composition of your writing, I will require you to demonstrate to me, off-line and by the means required by the nature of the case/ potential infraction, that the work you turned in was your own.

Any sign of plagiarism or inappropriate AI use will be regarded as a violation of the Honor Code and will be awarded a grade of 0 and submission to the Judicial Council.

If you have any questions about the information, policies, and guidelines in this statement, I urge you to contact me to discuss them. This policy goes into effect on the first day of this course, August 28, 2023.

Note: this policy is based on a template downloaded from Honorlock Online Proctoring, at https://mail.google.com/mail/u/0/?pli=1#trash/FMfcgzGtwgjqMPQRHjGVNxkCvbNXrsWL, accessed August 8, 2023.

Study of Religions

Artificial Intelligence
[note: this is an ethics class where The Good Place will be a central theme, and the students have been watching it this summer]

Imagine you lived in a world where everyone had immediate access to an anthropomorphized vessel of knowledge built to make their lives easier—an all-knowing informational assistant that was not a human, but not exactly a robot, either. Imagine, that is, we had a *Janet*. Yet this Janet had also just been rebooted, so she would sometimes give us a cactus when we asked for water. How would you use this Janet, if at all? And how would schools need to adapt? Would we even *need* school if Janet were fully functioning?



Although large language models like GPT-4 are a lot less fun than Janet, they raise many of the same questions. Those of us spending most of our time teaching or learning (e.g., you and me!) have a lot to think about, and we will all be experimenting with different approaches before there is anything like a settled view of how AI should be used within an educational setting. This means you will likely need to navigate various—and sometimes conflicting—policies in your courses semester. This will be a pain, but I hope you will also see it as an opportunity to shape your own thinking about artificial intelligence and the regulations we may (or may not!) need to ensure our use is aligned with our deepest values.

In that spirit, the (tentative) policy for AI use in this course can be summarized in two sentences: **You may not use AI if your use will make it harder for you to learn or harder for me to assess whether you have learned. All other uses are welcome and encouraged.** Importantly, this does not mean you are free to use AI whenever you wish, or that you can use it if you don't *think* it will be harmful. What, then, does it mean?

You are all welcome and encouraged to use AI to:

1. **Explain the course material to you** (i.e., help you better understand the concepts/arguments/relationships/processes you need to learn)

2. **Demonstrate and/or model the skills you are learning** (e.g., request examples of worked problems, critical questions, or well-written essays)

3. **Self-assess your learning** (e.g., ask for feedback on works-in-progress, ask to be quizzed on the subject matter, or ask to be engaged in a Socratic dialogue)

4. **Complete activities that explicitly require AI use** (e.g., activities designed to develop or assess your AI literacy)

With the exception of activities that explicitly require AI use, you may *not* use AI to:

1. **Complete practice assignments**. Most of the assignments in this course are opportunities for you to learn through practice. In these assignments, it is the *process* that matters and not the result. If you wanted to learn to swim, you might ask Janet to explain it to you, to show you how to swim, and maybe even provide feedback on your stroke. *But you wouldn't ask her to show up at the gym at 6 AM and swim your practice laps for you.* Unlike the other support she is providing, this would actually make it *harder* for you to learn. In fact, practice is so essential to learning that it's doubtful you would ever learn to swim at all.

   Note that, among other things, this course aims to develop your ability to "read increasingly sophisticated texts," and you will practice this skill by completing the assigned readings before each class period. This means you may not use AI summaries or explanations as a *replacement* for doing the actual reading. AI may be a useful pre- or post-reading aid, but understanding the substance of the text is not the same as understanding how to read that text.

2. **Demonstrate that you have learned.** Although most activities in this course are designed to help you learn, some are designed to assess what you've learned at specific points throughout the semester. In most cases, I'm interested in your *independent* development, so I need to determine whether your work, on its own, demonstrates growth. In these cases, I need to see what you can do without AI assistance. If I wanted to know how well you could swim, I would need to watch *you* swim, not Janet.

This is a lot to keep in mind this semester, so I will be sure to let you know when I want you to complete an assignment, or part of an assignment, without AI assistance. But as a general rule, remember that you will get the most out of AI if you think of it as a tutor, helping you to develop, rather than replace, your own thinking.

One last very important point: remember that the Janet we have has just been rebooted, and may give us a 🌵cactus 🌵at any moment. You should be prepared for these mistakes and verify all results before you rely on them. It is ultimately you, not Janet, who will be responsible for what you've learned.

— Betsy Barre, Executive Director, Center for the Advancement of Teaching

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Note: I am not going to include the following language this semester because I'm still unsure how I would make it work logistically, but I include it here in case anyone wants to be more ambitious than me:

In some situations, negotiated with me in advance, students may also make targeted use of AI to overcome learning challenges peripheral to the goals of the assignment (e.g., second-language learners could use AI tools to translate exam questions into their native language). However, these accommodations do not extend to the knowledge, skills, or dispositions that are the primary focus of the assignment.

Writing Program

A Word About Academic Integrity

Plagiarism, which is passing off another's work as your own, is a violation of the honor code. But the important part is not that you're using "another's work." All writers use others' work. The important part is the "passing off" part—the part where you claim that you did something you did not do. Plagiarism, in my experience, is almost never a strategy. It's a Hail Mary, a desperate 2 a.m. decision made not because you want to cheat, but because you stayed up so late studying

for calculus that you forgot about your history essay. The solution *used* to be simple: if you borrow another's words or ideas, cite them. You know this.

But the chatbots are complicating these questions. We will discuss how chatbots can help us get over writer's block, brainstorm, or generate a sort of "template" for an unfamiliar genre. Of course, any AI tool, like a human, can make mistakes. ***Unlike a human, though, it cannot think for you***. It may seem like you're dealing with a real consciousness, but you're not; you're dealing with a very sophisticated language prediction tool.

That said, I do not think forbidding the use of AI is realistic or smart. It's probably here to stay, so we need to learn to use it ethically and responsibly—just as we do other research and writing supports and tools. Almost no writing is solely the product of a single consciousness; rather, almost *all* writing is shot through with the ideas and voices of others. Still, there is a difference between using other voices (including a robot's) to enhance your thinking and learning—and using other voices (including a robot's) to do that work for you. So the question you must ask yourself is, if you use any sort of chatbot, *did the chatbot enhance my learning* ***and how***? If you can't honestly answer that question affirmatively, then you cannot claim the work as your own. To ensure that we are mindful of this, I will ask you to sign off on each paper certifying that the work you are submitting is your own.

— Erin Branch, Teaching Professor & Director, Writing Program