

Teaching Resources for Generative Artificial Intelligence

CLAS AI Working Group (Summer 2023)

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Sample Syllabi Statements on Generative Artificial Intelligence

CLAS requires all faculty to include language in their syllabi defining academic integrity, penalties, and allowable resources (e.g., utilizing the Writing Center, completing homework with a classmate, using ChatGPT, etc.). Many faculty have questions about how to do this in light of recent advances in generative AI such as ChatGPT.

To help students understand what is and is not allowable, **student use of generative AI should always be explicitly prohibited or authorized by individual faculty members in their syllabus.** The allowable and appropriate use of generative AI is, in all cases, determined by faculty. When making a decision about the appropriate use of generative AI keep in mind your course and program outcomes.

[CU Denver's Academic Integrity Policy](#) (Policy 7050) is already broad enough to encompass unauthorized use of generative AI:

Academic integrity standards assist in promoting an academically sound, fair, and respectful community.

In particular, students must refrain from academic misconduct, defined as (1) a student's use of unauthorized assistance with intent to deceive an instructor or other person who is assigned to evaluate the student's work in meeting course and degree requirements, or (2) actions that interfere with the ability of the instructor to fairly judge the work of the student or other students.

With this policy in mind and the challenges of generative AI, we encourage you to consider the following options and to adopt or adapt the syllabus statements provided below.

Regardless of the policy you choose, we suggest that you paste your assignment prompts into ChatGPT so you are aware of the kinds of answers it can generate.

Pros and Cons of Three Course Policies on Generative AI

Syllabus Statement	Pros	Cons
<p><u>The Prohibitive Statement</u></p> <p><i>Ban all student uses of generative AI</i></p>	<ul style="list-style-type: none"> ● Intends to limit plagiarism and academic dishonesty ● Aims to ensure student competency in core skills (e.g. writing, defining concepts, writing code, etc.) ● Requires no revisions to existing assessments or curriculum 	<ul style="list-style-type: none"> ● Detection tools are unreliable and have potential issues with student privacy ● Labor-intensive to enforce ● Potential for biased or unfair enforcement ● Does not provide students with experience or training in using generative AI, which is becoming an increasingly important educational and workplace tool
<p><u>The Limited-Use Statement</u></p> <p><i>Allow some student uses of generative AI with limitations (e.g. on specific assignments, with clear documentation of its use, etc.)</i></p>	<ul style="list-style-type: none"> ● Students gain experience using and citing a potentially useful educational and workplace tool ● Less instructor time spent on enforcing prohibitions ● Flexibility to allow generative AI when it enhances particular learning goals, assignments, etc. 	<ul style="list-style-type: none"> ● Higher learning curve for faculty to familiarize themselves with generative AI tools ● Time investment for rethinking outcomes, assignments, and assessment to account for AI use ● Requires instructing students how to use generative AI tools ● Difficult to enforce limitations of AI use ● Potential ethical and regulatory issues of generative AI
<p><u>The Unlimited-Use Statement</u></p> <p><i>Allow all student uses of generative AI without limitation</i></p>	<ul style="list-style-type: none"> ● Students gain experience using and citing a potentially useful educational and workplace tool ● No instructor time spent on enforcing prohibitions ● No potential for biased or unfair enforcement 	<ul style="list-style-type: none"> ● Higher learning curve for faculty to familiarize themselves with generative AI tools ● Time investment for rethinking outcomes, assignments, and assessment to account for AI use ● Requires instructing students how to use generative AI tools ● Students who choose not to use the tool may be at a disadvantage ● A focus on generative AI may take attention and time away from core skills and competencies (e.g. writing, defining concepts, writing code, etc.) ● Potential ethical and regulatory issues of generative AI

The Prohibitive Statement

Use of Generative Artificial Intelligence (AI):

Any work written, developed, or created with or by generative artificial intelligence (AI), such as ChatGPT, is considered unauthorized assistance and will not be tolerated. While new developments in AI are exciting and will find their place in our work and personal lives, student use of this technology does not support this course's learning goals and outcomes.

Imagine you're an aspiring musician. ChatGPT is like a music generator that can produce melodies and harmonies on demand. However, if you only use this tool to make music, you miss out on the essential aspects of becoming a skilled musician yourself: practicing how to play an instrument, understanding musical theory, or developing your own unique style.

Similarly, using ChatGPT to complete assignments might seem convenient, but it is not a substitute for critical thinking, developing research skills, and gaining a deep understanding of the subject matter. ChatGPT has many limitations (e.g., it does not always provide accurate references, aka "hallucinations") and cannot provide the same level of insight and nuanced understanding that comes from your own exploration and engagement with ideas, classmates, and the material world.

The Limited-Use Statement

Use of Generative Artificial Intelligence (AI):

Generally speaking, you are not authorized to use generative AI tools to produce work for this class except on assignments or other aspects of the course that I have identified. Use of generative AI in these cases must be explicitly disclosed and documented. I will provide more information about the specific assignment and how you need to document your use of generative AI (see [Student Disclosure Statement](#)). In all cases, you are responsible for the accuracy and integrity of your work.

The Unlimited-Use Statement

Use of Generative Artificial Intelligence (AI):

As generative AI becomes an increasingly widespread tool in the workforce, proficiency with these tools will become an ever more important part of learning. Therefore, you are allowed to use generative AI to assist you in assignments and other aspects of this course. I will grade assignments under this assumption and, in part, base my assessment on your ability to harness these new technologies. In all cases, you are responsible for the accuracy and integrity of your work.

Reviewing Generative AI Policies With Students

We highly recommend that, regardless of the policy you institute for your course, you dedicate time at the beginning of the semester for a discussion with students to go over the policy and your reasons for instituting it. Here are some example discussion questions to help facilitate that conversation. Select any of the following that fit your particular course's policy and learning goals:

- How, if at all, have you used Generative Artificial Intelligence (AI) prior to this course? What has that experience been like?
- What are some potential advantages or benefits to students using Generative AI in their coursework?
- Can you think of any potential concerns, limitations, or ethical issues that may come with students using Generative AI in their coursework?
- Do you think the use of Generative AI by students in their coursework inhibits the development of critical thinking and problem-solving skills? Or do you think that Generative AI can enhance or augment the development of those skills? Can you think of examples of both of these possibilities?
- What steps can you take to check that the information and answers produced by Generative AI are accurate or credible? Whose responsibility is it to ensure credibility?
- Do you think the instructor should use Generative AI to create assignments or to grade student work in this class? Why or why not?

Once you have finished the more open-ended discussion, review your course's syllabus policy statement on generative AI with your students and, if applicable, relevant text from the University's Academic Integrity document. Explain your reasons for adopting this policy within the specific context of your course. Ask your students: **What questions does this policy raise for you? What clarifications do you need?**

Student Disclosure Statements for Use of Generative AI

The following can be adapted by instructors who are allowing students to use generative AI (in this case, ChatGPT) and want to require students to document and disclose their use.

Directions for Disclosing use of Generative AI

You can use ChatGPT or other generative AI tools to help you with specific assignments, but if you do, I want to know how you used it.

Why should I disclose the use of generative AI?


The purpose of an AI-use disclosure statement is to acknowledge it as a source, to get credit for the original work that you did, and to reflect on the benefits and limitations of the tool. Like citing other sources, disclosing how you used AI in your assignments is an important part of academic integrity. Documenting your use of generative AI helps your instructor assess whether you are meeting the learning goals of the course.

Tips for using ChatGPT

- Generative AI chatbots like ChatGPT can provide realistic, but wrong answers: take every piece of advice or explanation critically and evaluate it. Be especially careful about sources, facts, or quotes, which may be incorrect. To use ChatGPT effectively, you will still need to understand the course materials – the bot may sound smart, it is actually not very intelligent. Some of its ideas and interpretations sound very clear and logical but are completely wrong.
- You are responsible for your own work. Before you submit your assignments in this course, you should check your work against trusted resources, such as the content pages in this course and the assigned readings.

- If you choose to use ChatGPT, please be aware that anything you share with it may be used by the company and third parties, and people have raised serious privacy concerns about this.
- It's often useful to tell ChatGPT who to be (i.e. what role to play such as a tutor or workplace colleague) and what voice to write in (professional, conversational, etc.). Explain your context to it and to ask it to try generating multiple ideas. It can often give you multiple ideas and provide a basic answer or argument, but you usually need to add more evidence, such as quotations from course materials and details from the object you are analyzing. **Note that using generative AI of any kind and asking it to write in the style of a published author, draw in the style of a known artist, speak in the style of a public figure, etc. may be considered an intellectual property violation.**

How to disclose your use of ChatGPT

At the end of any assignment in which you used ChatGPT or any generative AI, briefly summarize in a couple sentences how, if at all, you modified the answers it gave you and how it was useful or not. Then include a link to the transcript of the full chat. To do so, click on the title of the relevant session in the left-hand sidebar, click the share button () , and select the Copy Link button.

Sample Student Disclosure Statement:

I used ChatGPT to help me with this answer. Here is the transcript

<https://chat.openai.com/share/8faabf1b-4c45-40ec-8eca-0d7c3775305b>. It gave me most of the first paragraph, including the general definition and the explanation of the basics of the scene, but I reorganized the sentences to answer the assignment prompt more directly and corrected a factual error about the plot. This was also not the bot's first answer. It took a bit of back and forth for the bot to understand which scene I wanted it to analyze, and it initially assumed this scene was completely consensual, which was surprising to me. I took out the numbering in its answer and made it one paragraph, I added the quotation from the content page and my application of it to the scene, and I added the detail about the pepper spray myself, which seems really important. I also asked it to try an answer that the scene should be a 4 or 5 or a 1, just to see what it would say. This was helpful to me in writing the other two paragraphs, but only in the sense that I disagreed so strongly with what it said about giving a 4/5 rating. It gave me some ideas about how to explain that and helped me think about why I thought it was a 2 rather than a 1.