

BRAINSTORMING DOC TOWARDS AI SYLLABUS STATEMENT

What is a syllabus statement? Include examples.

What we initially noticed as a class:

Non-fiction

Defines students' responsibilities

Identifies expectations

Includes rules

Students are the audience/instructor is the author—there's a distinct power-structure in place here.

Andrea's thoughts: I heard really good conversation about the power imbalance and how Syllabus Statements are really statements of course policies. The assumption about a policy is that there are two parties involved; in the case of a syllabus, there are students and an instructor. Ideally, policies are defined for both parties, but it doesn't always feel that way. My hope is that our collaboration as a class that composes a syllabus statement together disrupts this imbalance.

Eliana, Rukhsar, Diana, Hongyan

Sample syllabus:

- https://sc.edu/about/offices_and_divisions/cte/teaching_resources/syllabus_templates/syllabus_statement_examples/index.php
 - We like it because it is very organized and gives many samples of what is acceptable to use
 - It also offers support to students when they need it.
 - It give
 - s us rich details and helps us to understand it.
 - It gives advice on how to have good study habits.
-  [ENGL 244-001 \(36629\) Syllabus.pdf](#)
 - Details exactly what is needed for this class
 - Answers any questions I, as a student, have in regards to this course

- The **function** of a syllabus is to clearly communicate with the students on what is expected, and what is not allowed. It offers resources, useful tips, exceptions, and displays deadlines.
- **Genre** is nonfiction because it is straightforward uses descriptive, explanatory language to discuss its policies
- Syllabus statements are the first step in communicating expectations with students. But this is too simple to do our definition.
- **Parts** include office hours, time, location, academic integrity, students seek help
- including mental health support, disabled student convenient supplies and tutor assistant, course description, accommodations, required materials, grading rubric, diversity inclusion, attendance, incomplete grades, technology requirements, technical support, freedom of expression, student and teacher expectation, sexual misconduct, and assignment description.
- **How it communicates with an audience:** Syllabuses have detailed explanations and requirements to their audiences of students. They utilize professional and intimidating diction. They let the student know what is acceptable and not acceptable.
- AI:

A syllabus statement is a section within a course syllabus that outlines important information about the course, including expectations, responsibilities, rules, and other pertinent details. It serves as a guide for students to understand what is expected of them throughout the duration of the course. Syllabus statements vary depending on the instructor and the institution, but they typically cover similar key points.

Here's an example of a syllabus statement: Course Syllabus Statement

Welcome to [Course Name]! Below you will find important information regarding your responsibilities, expectations, and the rules of this course:

Course Description: This course is designed to explore various aspects of non-fiction writing, including analysis, interpretation, and critical thinking skills.

Student Responsibilities:

- Attend all classes regularly and participate actively in discussions and activities.
- Complete all assigned readings and assignments on time.

- Seek help when needed and communicate any concerns with the instructor in a timely manner.

Expectations:

- Demonstrate a clear understanding of non-fiction writing techniques.
- Engage critically with assigned texts and contribute thoughtfully to class discussions.
- Produce well-organized and coherent written assignments.

Rules:

- Respect your classmates and the instructor by participating in discussions constructively.
- Adhere to the academic integrity policy of the institution.
- Turn off all electronic devices unless otherwise instructed.
- Attendance and punctuality are essential; late arrivals disrupt the learning environment.

Please review this syllabus statement carefully and refer back to it throughout the semester. If you have any questions or concerns, don't hesitate to reach out to me.

This statement provides a clear overview of the course expectations, responsibilities, and rules, helping students understand what is required of them to succeed in the class.

Persephone, Fatima, Jaqy, Katherine

<https://science.du.edu/sites/default/files/2019-04/syllabusstatementsexample.pdf>

- There is an imbalance between the expectations between the students and professors.
- Syllabus guidelines are ultimately policies for a classroom setting, which breaks down the classroom into two groups; the rule followers (the audience) and the rule enforcers (the author).
 - The rule enforcers (author, instructor) are also expected to follow policy more often than not, but the responsibility of Academic Integrity etc falls on the rule followers (the audience, the class) until it comes time for intervention.
 - Responsibility of the enforcers therefore is only relevant when the responsibilities of the followers are neglected.

- This dichotomy is not conducive for two way transparency, which lends it a direct power imbalance. While the instructors hold more context for the rules in their entirety, the students lacking this context are beholden to consequences regardless of individual context.
- This, therefore, is not conducive for a collaborative environment. Lack of transparency regarding the responsibilities of an instructor to uphold such policies are severely lacking in many syllabus statements, since often the instructor's intervention on the rules only occurs when an infraction has been perceived.
- Even when helpful material is given, it is the responsibility of the student to follow up with these materials, even in cases where navigating them may be difficult. Explicit suggestions on how a Professor might be helpful and what their role is in regards to certain aspects like plagiarism, disability, etc would most likely prove helpful.

TL;DR - **It's Parts** are normally noted by their headlines, and sorted by department of relevance (most matters regarding the disability office go under disability, Plagiarism to those who enforce Academic integrity, etc).

It's **function** is to serve as a rule set out by the Instructor, who enforces the roles, to be followed by the students.

This function enforces a dichotomy which **communicates a power imbalance to the audience**, due to a lack of transparency in regards to the instructors responsibilities and input on certain guidelines. For example, many syllabi have sections on Academic Integrity, but lack the guidelines on how the Instructor would handle infractions in the classroom.

Simran, Rebecca, Mariana, Rajeev

- There are different goals and purposes of different syllabus statement sections
- Serves as an **agreement** between the instructor and student. It **outlines policies**, **expectations**, and the **course objective**.
- Certain sections are meant to **inform** and **provide sources** (ex: students' rights.)
- **resources**
- **"threats"**

Example: Mental Health section = its goal is to provide students with helpful resources to aid and support them during stressful times. Links are provided to human agents either in person or online services that can assist students with their mental health. I like this section but the problem is that its contradictory to the final exam and assignment hand in policy.

Example: For all available mental health resources, check out [Student Health and Well-Being Mental Health](#) and the quick reference list below.

- Access the 24-hr Mental Health Support Line at (833) 664-2854.

Example: The Freedom of Speech section details that students have the right to express themselves without persecution. *“Explore [Free Speech on Campus](#) to discover how the university actively cultivates an atmosphere that values, promotes, and encourages the open exchange of ideas and information.”* The policy however does not state what the consequences would be if students are found to be violating this rule.

Example: Final exam Section - This section states that Students who are absent from final exams will receive an F and that re-examination is not permitted. Students will receive an “I” which means an incomplete grade if the instructor find’s your excuse acceptable. I do not like this syllabus statement because this policy seems rigid and unforgiving. It does not allow students to redeem themselves which can be discouraging if a student could not make it to class due to unforeseeable circumstances. I find this section restrictive as students could be dealing with mental health issues, but are now forced to go and take exam.

The assignment submission Assignments are due at times specified by the instructor. Usually, lab reports will be due at the beginning of class. **If an assignment is not handed in on time, even by a minute, then it is late.** Points are taken off as follows: Up to 24 hours from the due date = -10 points; 24 to 48 hours late = -20 points; 48 to 72 hours late = -30 points; More than 72 hours late = -50 points. I do not agree with this because

it discourages the student and makes student feel bad about themselves where they wouldn't want to do the assignment for this class anymore. Also the students will not be able to have time to work on this assignment.

What did you find related to AI syllabus statements?

Simran, Rebecca, Mariana, Rajeev

- **“Suspensions of use of artificial intelligence aids will be referred to the Office of Academic Integrity as alleged violations of Cheating, defined as “unauthorized assistance in connection with any academic work” and/or Falsification, which includes “misrepresenting or misleading others with respect to academic work or misrepresenting facts for an academic advantage”. - University of South Carolina**
- Final exam section re-written by ChatGPT: For students facing challenges related to mental health or other personal circumstances, accommodations can be arranged with the instructor. If a student is unable to attend a final examination due to these circumstances, they should promptly communicate with the instructor to discuss their situation. Upon verification and acceptance of an excused absence by the instructor, the student will be assigned a grade of "I" (Incomplete) and may complete the course requirements under conditions determined by the instructor in accordance with university policies. Deferred examinations may be arranged for excused absences from final exams, to be taken at a later date determined by the professor, provided the examination is completed within one calendar year from the date of the absence.

Rukhsar, Eliana, Diana, Hongyan

- They included a section that could be potentially found in a real syllabus.
- **“All cell phones are to be turned off or silenced during class (not on vibrate).” - University of South Carolina**
- <https://provost.umn.edu/chatgpt-syllabus-statements>

- **Copilot:** “Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject.”

Persephone, Fatima, Jaqy, Katherine

Queens College - Professor’s policy of AI: Student writing that makes use of a generative AI tool, and that is not in response to a specific assignment requiring AI, must be accompanied by a statement from the student articulating the process by which the student incorporated AI technology into their writing practice. The statement should identify the generative AI tool used, define the student’s role in the writing process, and include a reflection on the student’s decision to employ AI technology, as well as links to all potential source materials.

“Plagiarism likewise means any unattributed use of artificial intelligence, including but not limited to ChatGPT.”- Queens college Professor

“Using AI to complete assignments violates the CUNY Academic Integrity policy. Work found or suspected to be completed with AI and will be assigned a “0” grade pending investigation by the office of academic integrity. As a personal aside, I will warn you—I’m very good at spotting it.” - Queens college Professor