

GENAI SYLLABUS POLICY EXAMPLES

See color coded examples of full statements as they would appear on a syllabus.

Color coding key

YELLOW: Why - PURPOSE

GREEN: What - POLICY

BLUE: How - ACTIONS

AI NOT APPROPRIATE

[WHY] In this seminar, developing your own voice as a scholarly writer is not just one goal among many — it is the goal. The analytical and argumentative work you do in this course requires you to wrestle with sources, sit with uncertainty, and arrive at original claims through your own reasoning process. [WHAT] For this reason, the use of generative AI tools (such as ChatGPT, Copilot, Claude, or similar) is not appropriate for any writing, research, or analytical work in this course.

[WHY] This is not primarily a concern about academic honesty, though that matters too. It is about what you are actually here to learn. AI can generate fluent text, but it cannot do your thinking, and submitting AI-assisted work would mean missing the entire point of the assignments.

[WHAT] What this means for you: All submitted work should be your own, written without the assistance of AI tools. [HOW] If you have questions about where the line is, for example, whether a grammar checker counts, or how to cite an AI tool you experimented with, please ask me. I would rather have that conversation than have you guess.

I will give us time in class at the start of the semester to discuss this statement together and address your questions. Please review it again before your major papers.

AI SELECTIVELY APPROPRIATE

[WHAT] This course uses a two-lane approach to AI (Liu & Bridgeman, 2023) because [WHY] I believe you need to develop both foundational skills and the ability to work effectively alongside AI tools — and these require different kinds of practice.

[WHAT] Lane 1 — AI-Free Assignments: Some assignments in this course ask you to work without AI assistance. These are marked [AI-Free] in the assignment instructions. [WHY] These tasks are designed this way because I want you to build and demonstrate specific core skills that require practice without shortcuts. Completing these independently is how you develop the competencies that will serve you in future courses and beyond.

[WHAT] Lane 2 — AI-Collaboration Assignments: Other assignments invite or require you to use AI tools as part of your process. These are marked [AI-Collaboration] in the assignment instructions.

[HOW] For these tasks, you are expected to: (1) use AI thoughtfully and intentionally; (2) critically evaluate and modify what AI produces rather than accepting it at face value; and (3) submit a brief GenAI Usage Disclosure describing which tools you used and how.

A note on data and privacy: When using AI tools, please do not enter personally identifiable information, confidential data, or copyrighted course materials (such as assignment prompts or case

studies) into third-party AI platforms. If you are unsure whether a tool is appropriate for a given task, ask before you use it.

For all assignments, please check the instructions for which lane applies. I will give us time in class to review these expectations before major assessments.

AI APPROPRIATE

[WHAT] In this course, you will work extensively with generative AI — not to make your work faster or easier, but to push your thinking further. [WHY] The goal is for you to become a skilled director and critical evaluator of AI outputs: someone who can set meaningful tasks for AI, assess the quality of what it produces, identify its errors and limitations, and refine the results through your own disciplinary expertise.

This approach draws on the Unblooms framework (Austin, 2025), which emphasizes a recursive cycle of human reasoning in AI-assisted work: [HOW] you will Question (formulate precise, purposeful prompts and problems), Generate (use AI as a thinking partner to produce drafts, analyses, or solutions), Critique (rigorously evaluate AI output for accuracy, bias, gaps, and appropriateness), and Refine (adapt, extend, and improve upon AI output using your own knowledge and judgment). [WHAT] Metacognitive reflection — thinking about your own thinking process — is at the center of this cycle.

[HOW] For each major assignment, you will submit a Process Reflection alongside your final work, describing: the AI tools you used and how you cited or attributed them; what you found useful, problematic, or surprising in their outputs; and how your own thinking shaped the final product. Do not input personally identifiable information, confidential data, or copyrighted materials into AI tools. If you are working with sensitive research data, consult with me before using any AI tool with that data.

[WHY] One of the central goals of this course is to develop your capacity to engage critically and thoughtfully with generative AI — not just to use it, but to understand it as a system with specific affordances, limitations, and embedded biases.

This means we will treat AI as an environment we all inhabit (not simply a tool to be learned or avoided), and we will practice the skills of evaluating, questioning, and adapting AI outputs rather than accepting them. These are increasingly essential competencies in [your field/professional practice], and this course is designed to give you structured, supported practice in developing them.