

Syllabus Statements for AI – March 26, 2024 by FACT2

Here is a link to the guide: <https://fact2ai.pressbooks.sunycreate.cloud/>

Recordings

Playlist for AI webinar series:

<https://www.youtube.com/playlist?list=PL2s9RSt3uchjEzPu2UMI1TPSeQiiIBjfa>

[Setting Expectations in Your Classes – SUNY FACT2 Guide to Optimizing AI in Higher Education \(sunycreate.cloud\)](#)

<https://fact2ai.pressbooks.sunycreate.cloud/chapter/setting-expectations-in-your-classes/>

Guide

<https://www.fitnyc.edu/gateways/employees/faculty-academic-support/cet/aitaskgroup-fact2-document-101223.pdf#page54>

It looks like the download function hasn't been enabled on the Pressbook version. Here's a PDF version on the SUNY FACT2 site:

<https://fact2.suny.edu/wp-content/uploads/GuideAITaskGroup-FACT2-101223.pdf>

Citing – MLA/APA/Chicago

MLA: <https://style.mla.org/citing-generative-ai/>

APA: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Chicago:

<https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html>

Additional Resources:

Here is a website with a collect of statements

<https://www.brandeis.edu/teaching/resources/syllabus/ai-statements.html#:~:text=AI%20is%20a%20tool%2C%20but,of%20the%20academic%20honesty%20policies>. I think these are a little

harsh and AI could help with humanizing them.

AI Guide <https://aipedagogy.org/guide/>

These examples are in the guide as well:

Example #1 - No/ Limited AI Use

One of my favorite parts about teaching is helping students build their writing skills. Nobody will ever be more interested in your writing than I am! Writing clearly and effectively is necessary for your academic and professional success but it isn't easy to do. However, in over twenty years of teaching, I've found that every single student—with effort, practice, feedback, and support—can improve their writing. While AI tools can generate written statements and even whole assignments, I am here as an expert writer to help you develop the ability to express your own unique and individual ideas in written form. That's what your tuition dollars are paying for! As part of our co-created class values statement, I hope we will decide together to limit the use of ChatGPT and other AI in this class so everyone in our learning community will have the maximum opportunity to develop their writing voice.



- Jessamyn Neuhaus, SUNY Plattsburgh

Example #2 - Some Use with Guidelines

Representing work generated by artificial intelligence as one's own work is academically dishonest. This class uses AI tools to reinforce your learning, using this approach:

1. Learn to use AI tools skillfully, as benefit increases with user skills;
2. Cross-check AI tools' responses, even factual, against authentic sources, evaluating them carefully;
3. Cite all instances of words/ ideas borrowed from AI tools, using the MLA style;
4. For purposes beyond the cited text/ ideas, indicate what AI tools you used and how in an endnote;
5. Don't use AI tools when not appropriate, such as for logical or ethical reasons.



- Shyam Sharma, SUNY Stony Brook

Example #3 - Expected/ Required Use

Within this course, you are welcome to use generative artificial intelligence (AI) models (ChatGPT, DALL-E, GitHub Copilot, and anything after) with acknowledgment. However, you should note that all large language models have a tendency to make up incorrect facts and fake citations, they may perpetuate biases, and image generation models can occasionally come up with offensive products. You will be responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit regardless of whether it originally comes from you or an AI model.

If you use an AI model, its contribution must be cited and discussed:
What was your prompt?
Did you revise the AI model's original output for your submission?
Did you ask follow-up questions?
What did you learn?

Having said all these disclaimers, the use of AI models is encouraged, as it may make it possible for you to submit assignments and your work in the field with higher quality and in less time.



- Pam Harland, Plymouth State University

Example #4 - Expected/ Required Use (Explicit)

- a. I expect you to use AI (e.g., ChatGPT, Dall-e-2) in this class. In fact, some assignments will require it. Learning to use AI is an emerging skill, and I will provide basic tutorials about how to leverage it for our work. However, be aware of the limits of these software systems.
- b. AI is vulnerable to discrimination because it can inadvertently (or intentionally) perpetuate existing biases present in the data it is trained on. For example, if an AI system is trained on data that contains a bias against a certain group of people, the system may make decisions that are unfair or discriminatory towards that group.
- c. There are several reasons why AI systems can perpetuate discrimination:
 - i. Bias in the training data: If the training data contains biases, the AI system may learn and replicate those biases in its decision-making.
 - ii. Lack of diversity in the training data: If the training data does not include a diverse range of examples, the AI system may not perform well on diverse inputs, which may lead to discrimination.
 - iii. Lack of transparency: Some AI systems can be difficult to understand and interpret, making it challenging to detect and correct for biases.
 - iv. Lack of accountability: Without proper oversight and accountability, it can be difficult to identify and address discrimination in AI systems.
 - v. It is important to keep in mind that these biases can be unconscious, unintended and hard to detect, but they can have serious consequences if they are not addressed.
- d. AI can be a valuable tool for augmenting human decision-making and critical thinking, but it is not a replacement.
- e. AI is a tool, just like a pencil or a computer. However, unlike most tools you need to acknowledge using it. Pay close attention to whatever information you use in your own work that is produced from AI, and explain how/what you used at the end of assignments. My recommendation is to screenshot and save everything (i.e., what prompts you used, what answers were produced, where, why, and how). This is new territory, but basic attribution rules still apply. Cite everything, otherwise you are likely violating academic integrity policies.
- f. If you provide minimum effort prompts, you will get low quality results. You will need to refine your prompts to get better outcomes. This will take time and practice.
- g. Don't trust anything the systems says. Assume it is wrong, unless you already know the answer and can verify with trusted sources. It works best for topics you deeply understand.
- h. Use your best judgement to determine if/where/when to use these tools. They don't always make products easier and/or better.
- i. Large language models and chatbots are "look back" machines. They don't advance knowledge (yet). ChatGPT-3 uses data from 2021 and earlier (a lot has changed since 2021).

Note...some of this was written with AI; OpenAI. (2021). GPT-3 API. Retrieved from <https://beta.openai.com/docs/api-reference/introduction>
- Ryan Gagnon, Clemson University

Example Prompt to ask AI to generate the AI specification



AI Tools and Academic Integrity

This course is designed to develop your critical thinking and research skills in the exciting field of astrobiology. To achieve these goals, the use of AI-powered tools to generate content for assignments is strictly prohibited.

Here's why:

- **Learning Through Exploration:** AI tools can produce summaries of existing information, but they may not foster a deep understanding of the subject. Completing assignments yourself allows you to grapple with complex concepts, ask questions, and develop your own interpretations.
- **Critical Thinking and Research Skills:** A core aspect of astrobiology is critically analyzing evidence and forming your own conclusions. By independently researching and writing your assignments, you'll hone these crucial skills that are valuable in any field.
- **Academic Integrity:** Submitting AI-generated content is a form of plagiarism. This course emphasizes ethical research practices, and all work submitted must be your own original analysis and writing.

If you have questions about appropriate research methods or need help finding reliable sources, please don't hesitate to ask. I'm here to support your learning journey, not replace it with AI shortcuts.

Additional AI Tools; Claud, Gemini, Bard, copilot

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Student documentation of and reflection on AI use

Case 1: No AI use

- "Honor code" statement

Case 2: AI use allowed

- Most need for use parameters
- What tool used and why? For what parts of the assignments?
- How did you validate results?
- How did AI use impact what you got out of the assignment?
- Example

Case 3: AI use required

- Platforms and uses built into assignments



Statement in syllabus (grad level information science):

Use of Artificial Intelligence (AI) in Course Assignments:

During this course, you may use generative AI (e.g. ChatGPT, Bard, Copilot) to assist with assignments providing that you also do the following:

1. Include a disclaimer statement at the start of your submission that states which AI tool was used, and for what purpose. Examples: Grammarly was used to assist with proofreading. ChatGPT was used to develop an outline for this section.
2. Validate the output and reflect on why this non-peer reviewed source is a useful addition to your assignment. Submit the AI Use Statement and Reflection (available on Brightspace) along with your assignment. Attach or paste in the contents the file to your discussion board post or hyperlink it in your disclaimer statement.

Failure to acknowledge the use of AI on course assignments will result in a required 1-on-1 meeting where we will discuss the topic and I will assign you a grade based on your ability to explain (not recite) your submission. If you cannot appropriately demonstrate your understanding of the course material, you will receive a Violation of Academic Integrity Report (VAIR) submission, a zero on the assignment and required resubmission for no credit to proceed in the course.

Kaitlin Faughnan 10:52 AM

I know students will use it. I developed a syllabus statement for this semester: **Generative AI Tools:** All submitted work must be produced by the students themselves, whether individually or collaboratively. Use of generative AI tools such as ChatGPT should be limited to assistive research and all work submitted must be the students original work. Using AI (such as ChatGPT) as a sole content generator to complete coursework is a form of academic dishonesty. If you have questions about AI use and what constitutes academic dishonesty, you should reach out to your instructor to discuss the issue.

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AI Use Statement & Reflection

Fill out this form and attach it to your assignment uploads. If this is a discussion board post, you may copy and paste the contents to the end of your posting. You will not be graded on the contents of this document, but rather this document will be used to demonstrate that you used AI with academic integrity. If you have questions about what it means to use AI with academic integrity, please contact Dr. Rath at lrath@albany.edu.

1. **Name of AI used:**
ChatGPT/Bard/Copilot/Grammarly
2. **How was the AI used:**
Brief description of how you used AI.
3. **Initial Prompt Submitted:**
Paste prompt here.
4. **Initial Output from AI:**
Paste response here.
5. **How did you modify the output?**
Describe the changes you made to the original output. You do not need to use complete sentences here (bullet points are okay). For each change, explain your thought process. Specifically:
 - If you kept part of the output, validate the output of the AI. Explain why you know

Here is a link to the student reflection form (above):

https://docs.google.com/document/d/17Rx6eS8y9C_2nNt2A8UBgebQY6-01ztQ/copy

Steven Sturman - UB 10:45 AM

I think I would have an assignment that prompts students to use AI to do this, then have them reflect on the results and describe why they are innovative or creative. Identify which ones they had already thought of, and which ones pushed the boundary of their thinking. Then have them see if they can come up with additional creative ideas on their own building off of what the AI came up with. I think this is kind of the same process of working in groups or with peers, except that "other" is now AI instead of a person.

Upcoming Opportunities

Remaining [webinar sessions](#)

- 4/2 & 4/5 AI as an Assistant
- 4/9 & 4/12 AI Tools to Help Build your Course

5/21 [AI Symposium at CIT](#) - Registration open!



Webinar Link: <https://sunycpd.eventsair.com/fact2-ai>

Symposium link: <https://sunycpd.eventsair.com/fact2sym/>