

Artificial Intelligence and Academic Integrity: Expectations Worksheet*

Directions: If you knew for certain that your student used ChatGPT in one of these ways, would you find it acceptable, unacceptable, or acceptable in some conditions? Indicate your answers via the dropdown menus.

ChatGPT as a Reading Aid	
Acceptable ▾	A student asks ChatGPT to generate an overview of an assigned text, which they read <i>before</i> reading the text.
Acceptable ▾	A student reads ChatGPT's overview <i>after</i> reading the assigned text.
Acceptable ▾	A student reads ChatGPT's summary <i>instead of</i> reading the assigned text.
Acceptable ▾	A student reads ChatGPT's summary instead of coming to class unprepared. (Suppose this is a student who would not have done their reading in any case.)
Acceptable ▾	A student reads a text and asks ChatGPT clarification questions to help them understand it as they go.
Acceptable ▾	A student copies a complex passage from a text and asks ChatGPT to explain the text in simpler terms (e.g., "explain this to a five-year-old" or "explain this to a 15-year-old.")

ChatGPT as a Writing Aid	
Acceptable ▾	A student gives ChatGPT a writing prompt and asks it to give several thesis statement examples. The student uses these examples to spur their own brainstorming.
Acceptable ▾	A student gives ChatGPT a writing prompt and asks it to generate a few possible ideas for a thesis statement. The student chooses one of the ideas ChatGPT generated and writes an essay defending it.
Acceptable ▾	A student gives ChatGPT a paragraph they wrote and asks it to provide illustrative examples to support their argument. The student adds one of the examples ChatGPT generated to their draft.
Acceptable ▾	A student gives ChatGPT a writing prompt and submits its response to you wholesale.
Acceptable ▾	A student gives ChatGPT a writing prompt, edits ChatGPT's response, and submits it.
Acceptable ▾	A student writes most of an essay and asks ChatGPT to complete it.
Acceptable ▾	A student gives ChatGPT a writing prompt and uses its response as a model for the structure and scope of their response, which they write independently.

*Adapted from a worksheet developed by Dr. Ronni Gura Sadovsky, Trinity University, March 2023.

ChatGPT as an Editing Aid

Acceptable ▾

A student gives ChatGPT a paragraph and asks it for editorial feedback (e.g. "what can I do to make this clearer?") The student revises the essay based on ChatGPT's feedback and submits it.

Acceptable ▾

A student gives ChatGPT their rough draft and an example of good writing that you have provided. They ask ChatGPT to rewrite their draft, matching the style of your example. The student then submits ChatGPT's output as their first draft.

Acceptable ▾

A student gives ChatGPT a few sentences from their rough draft and an exemplary essay that you provide. They ask ChatGPT to rewrite their work, matching the style of the example. The student revises their own work based on ChatGPT's example.

Acceptable ▾

A student gives ChatGPT a first draft and your feedback and asks ChatGPT to revise the paper. The student submits the output as their revised paper.

Acceptable ▾

A student gives ChatGPT individual sentences from their paper with your feedback. They ask ChatGPT to give examples of 3-4 different ways to implement your feedback. The student selects one of them and adds it to their paper.

Acceptable ▾

A student gives ChatGPT sentences or paragraphs and asks questions like "Should I rewrite this sentence or move on?" The student follows ChatGPT's advice, using it to avoid excessive revisions.

ChatGPT as a Study Aid

Acceptable ▾

A student gives ChatGPT three sample exam questions that you have provided. The student studies ChatGPT's answers to prepare for the exam.

Acceptable ▾

A student prompts ChatGPT to help fill out a notetaking guide you have provided. The student uses ChatGPT's answers to prepare for the exam.

Acceptable ▾

A student pastes in passages from a complex text and asks ChatGPT to generate a multiple choice quiz so the student can assess their understanding of the material.

Acceptable ▾

A student asks ChatGPT to generate likely exam questions or essay questions based on passages from the course readings and uses these as a study guide.

ChatGPT as an Aid to Presentations

Acceptable ▾

A student asks ChatGPT to generate a script for an oral presentation. The student then memorizes and delivers the scripted presentation in class.

Acceptable ▾

A student writes a short paper and asks ChatGPT to convert it into an outline for a 5-minute presentation. The student then uses ChatGPT's outline as a basis for their presentation.

Acceptable ▾

A student records themselves giving a practice presentation that goes much longer than it should. They transcribe the recording and give it to ChatGPT, asking it to cut the length down by a third. The student implements ChatGPT's suggestions.

ChatGPT as an Aid to Group Work

Acceptable ▾

A student asks ChatGPT to generate a discussion forum post and post ChatGPT's response as their contribution.

Acceptable ▾

A student gives ChatGPT another student's discussion forum post and asks it to generate a response. The student submits the ChatGPT's output, after some light edits.

Acceptable ▾

A student gives ChatGPT another student's paper draft and asks ChatGPT to generate constructive feedback. The student selects two of ChatGPT's suggestions and submits them as peer feedback.

Which of the following beliefs do you think were driving your choices during this exercise?

- ☐ Students' graded work should reflect their own original ideas.
- ☐ Students need to be honest and transparent about the sources of the ideas in their writing.
- ☐ Students should engage authentically with course content, with professors, and with peers.
- ☐ ChatGPT cannot cite its sources.
- ☐ ChatGPT fabricates its sources.
- ☐ ChatGPT plagiarizes from the sources included in its training data.
- ☐ ChatGPT is error-prone and therefore unreliable.
- ☐ ChatGPT's writing is bad. (formulaic, impersonal, bland, biased...)
- ☐ It is wrong to give ChatGPT access to someone's writing without their consent.
- ☐ Many of the tasks we give students are not valuable in their own right; they are valuable because students need to do something educationally valuable in order to complete the tasks. When students use ChatGPT, these assignments no longer work as intended.
- ☐ Students need to practice using ChatGPT in order to prepare for a changing work world.
- ☐ ChatGPT is a perfectly acceptable tool when it functions as a _____. (brainstorming partner, writing tutor, search engine, etc.)