

Ways to Reduce Student Reliance on AI

- **Have students write about/with sources that AI cannot access**, such as articles and essays about very current events, scholarly sources, and new documentaries, ads, films, etc.
- **Avoid standard prompts and common topics.** Try to get creative and strive for assignments that excite and motivate students. Determine their interests early in the semester and build assignments around those, or let them choose topics.
- **Assign in-class writing as a supplement to or launching point for take-home assignments.** Ask students to brainstorm, outline, or write parts of essays in class and have them turn in this writing along with the final product. Additionally or alternatively, ask that their writing **draw on class discussion**.
- **Assign one essay written totally in class.** Perhaps early in the semester so that it can serve as a baseline.
- **Require outlines and drafts and assess work at all stages**—i.e. scaffold assignments carefully since smaller chunks of writing are less intimidating and may lead to less cheating. As a way to scaffold, use Amber C’s “batching” technique, in which students submit pieces of essays and several pieces are workshopped anonymously in class. Show samples to the whole class and ask for feedback. Then give samples to students to work on in groups of two or three. Then ask students to work on their own writing. If students know that the instructor and peers will see their writing at multiple stages, they are less likely to turn to AI.
- **Create assignments that articulate nuanced relationships between ideas.** Such assignments could entail comparing two passages that students themselves choose from two assigned texts. Students might be asked to explain a) *why they chose these particular passages*; b) *how the chosen passages illuminate the whole of the texts from which they were excerpted*; and then c) *how the two passages compare according to instructions that bear on the course themes or content*. LLMs usually cannot do a good job of explaining how a particular passage from a longer text illuminates the whole of that longer text.
- **Require strong sources and quotations.**
- **Require robust documentation of any use of AI.** This is an effective deterrent. Here is a sample policy:

- **Documentation of Artificial Intelligence**

- For any writing assignment in which you use a generative AI tool, you will follow MLA guidelines for how to document your usage (we will learn this together). In addition, if you use AI, include an Appendix at the end of the assignment explaining how you used it. Describe in bullet points and with reference to specifics (prompts used, responses from the AI) how you engaged with the AI and how your submission moved beyond the contributions of the AI. If applicable, include the methods that you used to fact-check information provided by the AI tool. You may summarize or abbreviate lengthy responses from the AI tool, but you must provide all prompts that you entered. Note: Please document any use of Grammarly's tool "AI Writer" in your Appendix as well.

- **Penalties**

- If you plagiarize or collude on a writing assignment, you will receive a grade of zero on the assignment. You may revise the assignment once, and the final grade will be the average of zero and the new grade. For any type of second offense, you will receive a grade of *F* for the class. See the [ACC student handbook](#) for further discussion of scholastic dishonesty.

- **Assign collaborative essays.** Students will hold each other accountable.
- **Hold writing conferences.** Talk through their thought process and writing choices.
- **Demonstrate AI shortcomings.** AI writing (especially with comparison and contrast) is often superficial. Typically the system breaks down a task into bite-size pieces and conveys shallow information about each of those pieces. It also "hallucinates" by making up information and sources. Involve the students in creating prompts and assessing AI writing early in the semester so that they can see how bad it is. In a literature course, for example, have the students brainstorm thesis statements and discuss how to support them in an essay, creating a detailed outline including quotes to use. Then have them input a prompt into AI and evaluate the drivel that the AI will create.
- **Require drafting in Google Docs,** and use the "Draftback" feature to view the student's composition history. This will show the time spent on writing and revising. Copy and paste actions from AI or another source will be visible.