

CTL's Evolving Guidelines for Dealing with chatGPT (last updated Feb 6, 2023)

1. When designing individual assignments:

- A. Incentivize the **process**, rather than just the final written product.
- B. Assign more **personalized writing**, the more personalized the better.
- C. Require that your students refer to material **specific to your class**, such as in-class discussions, LATTE discussions, or other unique materials.
- D. Reference **current events** in your writing prompts/essay topics. For example, ask students to apply a concept or topic for your course to a recent event or discovery.
- E. Ask students to **use evidence and cite their sources** in their papers.
- F. Incorporate **peer review** of drafts and ask students to write reflective paragraphs about how they made use of their peer's feedback as they finalized their papers.
- G. Develop assignments that require **original data collection and analysis** through interview, observation, fieldwork, archival research, or other methodology.
- H. Assign your students to create **multi-modal essays** that require sound, images, and video.

2. When thinking about your overall course structure and assessment practices:

- A. Consider lowering the value of any single homework assignment by **offering more frequent, lower-stakes** in-class or homework assignments.
- B. Consider short writing assignments **during** class (these can eventually become incorporated into students' longer papers or can be simply stand alone assignments).
- C. Consider how chatGPT intersects with the **goals** of your course.
- A. Consider changing the **modality** of your assessments. Can some written assignments be turned into oral presentations or podcasts?

3. Consider engaging with chatGPT in your course:

- A. Engage your students in **conversations** about the fundamental questions AI is forcing us to ask. How do *they* see the role of AI in their education? What ethical issues are raised by the use of AI?
- B. Tell your students that they **must vet and validate** any work produced by it as it can produce "plausible-sounding but incorrect or nonsensical" output.
- C. Ask your students to compare different texts written by machines and human authors and to **distinguish** the AI-generated texts from those written by people. Ask them what gives the AI-generated texts away?
- D. Incorporate AI into **a drafting process**. Ask your students to use chatGPT to generate a first draft of a thesis question or research proposal and then ask students to edit it.
- E. If you can envision experts and scholars in your field using chatGPT, then consider building those authentic skills into your assignments.
- F. Consider assignments that teach students to "coach" AI to generate quality writing or evaluate the quality of AI-generated writing.

- G. Try using AI as **a review partner**. Try using AI as **a review partner**. One can ask students to submit sentences and questions to chatGPT early in the writing process and ask chatGPT for feedback. It can be a good mirror for the writer's thoughts.

4. Talking with your students about the value of writing in your course and discipline

- A. Some students need a reason to want to do their own writing (rather than have chatGPT do it for them). Find opportunities to explain the value of writing in your course and discipline and to engage your students in discussions about the value of writing.
- B. Make clear that while the written piece they produce matters, the most important aspect of writing is that it facilitates and enables their learning.

5. Addressing AI tools in your syllabus:

Here is some language you may consider including in your syllabus or using to discuss chatGPT with your students:

- A. *It is important to remember that chatGPT and other AI tools are not a replacement for your own critical thinking and original ideas. The ultimate goal of this course and any tool used to submit work is to enhance your own learning and understanding, not to undermine it.*
- B. *As a college student, it is your responsibility to maintain the highest standards of academic integrity. Representing work generated by artificial intelligence as one's own work is considered to be academically dishonest. This includes (a) ensuring that all work submitted for grades is your own original work, and (b) properly citing any sources that you use.*
- C. *Having AI write your paper constitutes plagiarism. If the source of the work is unclear, I may require you to meet with me to explain the ideas and your writing process.*
- D. *If you consult with other students on an assignment, report this in the work that you turn in. If in your code you use a library or implementation from another source, indicate that as well (minimally by including a URL in a comment). Do not generate new content with prompt-based AI tools like ChatGPT or CodePilot without permission from instructors unless specifically allowed by the assignment. (Using, for example, Grammarly as a language aid is OK.) Instructors reserve the right to request an oral explanation of answers.*
- E. *If you have questions about what is permitted, please reach out to me.*

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Finally, please consider the following: As disruptive as AI-generative tools like chatGPT feel at the moment, it can help to consider them in the long line of technological advancement like Wikipedia, Google Translate, and the calculator. While each of these technologies were initially disruptive to how we approached teaching in our courses, eventually we figured out how to adapt our courses to emphasize student learning and to prepare our students to succeed in a world in which these technologies exist.