

CORNERSTONE

INTEGRATED LIBERAL ARTS

AI-Generated Writing & Research Guidelines

Step 1: Add a policy to your syllabus. Choose one:

- a) All AI use (e.g., chatbots, large language models, AI features in Grammarly) is forbidden:

Submitting AI-assisted writing or research as your own is academic dishonesty and carries the same penalties as **plagiarism**. If any portion of your assignment is generated by an AI-enabled tool, you are in violation of the academic integrity expectations of this course and the university. Your case will be reported to the Office of Student Rights and Responsibilities for further review of your status at this University.

- b) Some AI tools are allowed:

I will allow you to use AI-generated writing and research assistance for some assignments in this class. In these cases, it will be explicitly stated on the assignment. For all other assignments and work in this class, the use of AI tools, such as chatbots, for writing and research is strictly prohibited. Submitting AI-generated writing or research as your own is academic dishonesty and carries the same penalties as **plagiarism**.

Step 2: Discuss your policy with your students on multiple occasions. Remind them:

- Allowing AI to do your thinking is detrimental to your intellectual growth. You came to college to learn. Let us help you.
- Writing is thinking. If you cannot write on your own, you will not learn to think in a logical and organized manner. This is the best time in your life to learn these skills.
- Allowing AI to do your thinking means that you are significantly hurting your chances of understanding the world, yourself, as well as your ability to maintain a healthy life.
- Allowing AI to do your thinking will undermine your future advancement; employers want employees who can think critically and are knowledgeable. Why would an employer hire you if you are no better than an AI tool?
- It is dishonest. You are cheating by allowing AI to do your thinking, which is harmful to your classmates, teachers, and the reputation of your degree and university.
- AI lies, hallucinates, and fabricates information.
- AI does not care if you succeed or fail. We do.

Step 3: Increase your use of the required interim writing activities, such as outlines, drafts, thesis statements, peer reviews, and bibliographies. If you work with your students step by step through the writing process, they will be less likely to plagiarize or use a chatbot, and they may come to appreciate the value of the process more, becoming more intrinsically motivated.

Step 4: Create assignments that make using AI tools difficult, for example:

- *In-class writing*: Consider having your students complete more of their writing in class, potentially by hand or with instructor supervision, including drafting outlines or thesis statements.

- *Make it personal*: Ask students to incorporate personal experiences in their writing. Yes, they can ask a chatbot to write about a “personal experience.” But they generally love writing about themselves.
- *Reflections*: Ask students to respond to their peers’ specific in-class presentations or the day’s discussion of the text or an outing (such as a trip to the Ringel Gallery or the Theatre).

Step 5: Consider Requiring Google Docs. Google Docs maintains a version history that displays the progress and changes students have made to their writing over time, which they can share with you or of which they can provide screenshots. But you must be vigilant. Students can directly copy and paste or retype word-for-word content generated in another window. So, reviewing the Google Docs version history is not foolproof. However, you can look for when students are spending sufficient time on their writing and exhibit more natural editing flows.

Detecting AI-Generated Writing:

If you suspect that a student has submitted AI-generated writing and/or research as their own, I ask that you proceed with caution to avoid a false accusation. Keep in mind that this technology is rapidly changing and improving.

Step 1: In addition to Turnitin, run the paper through multi-detection sites. Keep in mind that no detection site is foolproof, and you need to be wary, especially with [non-native English speakers](#) (though Turnitin was not included in the hyperlinked study; see Turnitin’s response [here](#)). Also consider that basic strategies, such as paraphrasing text, are often sufficient to fool many detectors.

Ultimately, you remain the best judge, and AI detectors should only be viewed as one tool among the many you have at your disposal. Keep in mind that:

- Chatbots still have trouble citing specific editions of texts, and they still make up citations.
- They are also repetitive and often repeat the same argument time and again.
- They rely heavily on passive voice and summary phrases like “ultimately” or “overall.”
- They tend to use overly complex phrases and sentences.
- They tend to use the same words repeatedly (e.g., delve, crucial, potential, significant)
- They often contain inaccurate content and summaries of the readings.
- They mention topics that have not been covered in class.
- They present both sides of an argument.
- They offer generic concluding statements.
- They hallucinate sources.

You may also be tipped off by your student’s sudden ability to use more sophisticated vocabulary and avoid grammatical errors.

Step 2: Set up a meeting with the student. Simply tell them it is about their recent paper. Nothing else. When you meet with the student, ask them, “Do you know why I want to talk to you about your paper?” Allow the student to confess. If they deny having used AI in an unsanctioned way, ask them about the book/readings, the substance of the writing, and how they wrote the paper. If they still deny misconduct, tell them you need proof that they wrote the assignment, because you believe that the work they submitted was AI-generated. They need to bring that proof to you: notes, a marked book, outlines, and especially evidence of earlier versions of the paper (see discussion of Google Docs above; a version history is also often available through Word).

Step 3: If you are convinced that the student cheated, fail them on the assignment and issue a report: [Academic Dishonesty Reporting Form](#).

You can consider giving the student a second chance, which may be determined by the student's attitude.

Please feel free to reach out to me with any concerns about your students.