Cornerstone and AI-Generated Writing & Research: Guidelines

1)   **Step 1: Add a policy to your syllabus**: Choose one:

a)   Chatbot use is forbidden:

Submitting AI-generated writing or research as your own is academic dishonesty and carries the same penalties as **plagiarism**. If any portion of your assignment was generated by a chatbot, 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 chatbot use is 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 chatbots for writing and research is strictly forbidden. Submitting AI-generated writing or research as your own is academic dishonesty and carries the same penalties as **plagiarism**.

2)   **Step 2: Discuss your policy** and the reasons for it with your students. You might note that chatbots are detrimental to their intellectual growth when used to replace important learning activities. Allowing a chatbot to do one's thinking is not merely dishonest, it limits one's ability to think creatively and grapple with difficult concepts and tasks, ultimately making students less competitive in the job market which highly values creative thinking. Reminding students that chatbots are prone to bias and 'hallucinations' (compelling but false output) is important.

3)   **Step 3**: **Increase your use of the required interim writing activities like 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 and be more intrinsically motivated.

4)   **Step 4: Require Google Docs**. Google Docs will keep a version history that is viewable and accessible, displaying the progress and changes students have made to their writing over time which they can share with you or provide screenshots from. Be aware that Chatbots can easily generate thesis statements and outlines that students could easily cut and paste into Google Docs so you must remain vigilant.

5)   **Step 5: Create assignments that make using chatbots more 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
- *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)

Detecting Chatbot work:

Keep in mind that this technology is rapidly changing and improving. But at this point, Chatbot-generated essays

- often contain inaccurate content and summaries of the readings
- mention topics that have not been covered in class
- present both sides of an argument
- offer generic concluding statements

Bots still struggle to cite specific editions of texts. You may also be tipped off by the student's suddenly more sophisticated vocabulary and lack of grammatical errors.

Several detection sites exist online, but none are foolproof, and you may receive false positives and negatives.

If you suspect a student has turned in AI-generated work, do not rush to accuse them. First, carefully analyze their work; secondly, inform me (mzook@purdue.edu) so we can discuss the situation. Talking to the student will be the best approach. Simply ask a few questions about the student's work: "How did you come up with the idea for your paper?" and "Tell me more about your thesis and your evidence for it." If they admit to using a Chatbot, you have several options we should discuss before you act.

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