

# CORNERSTONE

## INTEGRATED LIBERAL ARTS

### 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 or another 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 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 on multiple occasions. 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, becoming 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 for copy-pasting or other unusual activity.

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:

If you suspect a student has submitted AI-generated writing, 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. I use this one: <https://copyleaks.com/ai-content-detector>. Daniel Schiff recommends this resource: <https://www.eweek.com/artificial-intelligence/ai-detector-software> to evaluate options (performance, cost, features like browser extensions, etc.) that may help your work.

But none of these detection sites are foolproof, as all have false positives and negatives, and you need to be wary, especially with non-native English speakers. Basic strategies like paraphrasing text are sufficient to fool many detectors.

In the end, you remain the best judge, and AI detectors should be seen only as a tool. 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 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.

**Step 2:** Please 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, ask them some questions 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 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 (revision history is often available through Google Docs or Word).

**Step 3:** If you are convinced that the student cheated, fail them on the assignment and issue a report; see: [https://cm.maxient.com/reportingform.php?PurdueUniv&layout\\_id=10](https://cm.maxient.com/reportingform.php?PurdueUniv&layout_id=10)

You can give the student a second chance, and that might be determined by the student’s attitude.

As always, I am here to help.