

Faculty Resources: AI and Writing

The term generative AI refers to technology that can generate new text, images, sounds, or videos based on examples and information drawn from the internet using the words, phrases, and/or sentences a creator has entered as the prompt. While AI has long been used to help us compose on computers (think of Word's Spellcheck or Grammarly, which are AI tools), new technology such as ChatGPT and Microsoft Copilot have blurred the lines between machine and human generated texts.

A Statement on Generative AI usage from The University of New Hampshire

“While Artificial Intelligence (AI) technologies have existed for years, the recent arrival of widespread generative AI writing tools such as ChatGPT has provoked varied reactions in the scholarly community worldwide. Undoubtedly easy access to such tools may help to level the scholarly playing field for certain groups, particularly those with limited writing skills or proficiency with English as the primary language for written and oral communication of research and scholarship. There are, however, concerns about these tools, including, but not limited to, the accuracy, consistency, and bias of the information generated, appropriate acknowledgement of source material, and the tools' lack of ability to reason or to understand meaning when generating output. This simple guide was developed to assist researchers and trainees to understand the fundamental issues with these technologies regarding research integrity.”

To view the full guide, visit <https://www.unh.edu/teaching-learning-resource-hub/teaching-learning/artificial-intelligence-eg-chatgpt>

What AI can do

- ✓ Help brainstorm for a paper
- ✓ Reorganize information
- ✓ Generate quizzes for studying material
- ✓ Make a schedule
- ✓ Check for spelling and grammatical errors
- ✓ Basic translation of text or audio
- ✓ Offer examples of different genres and formats

What AI Can't Do

- ✓ Write for you and complete assignments
- ✓ Research (AI often makes up information and/or lies)
- ✓ Ask questions and engage in conversation
- ✓ Explain itself or its answers
- ✓ Replace human interaction
- ✓ Perform analysis and provide response

Detecting and Deterring AI Use

There is no entirely accurate tool that can detect AI usage. There are some programs that advertise AI detection ([Trinka](#), [GPTZero](#), [Scribbr](#), [WriterAI](#), [Turnitin](#)), but they often produce both false positives and false negatives. Below are some tactics to curb the use of AI:

- Set clear boundaries: Put your expectations clearly in the syllabus with expectations and acceptable/unacceptable uses.
- Clear Prompts: Design assignment prompts that refer directly to course materials or use course material such as lectures, images, or other media discussed in class.
- Require Reflection: This might look like asking students to reflect on their writing and/or research process through assignments such as such as a letter to the reader. This also builds on their metacognitive skills.
- Low Stakes Writing: Low stakes writing assignments are short, informal, possibly ungraded writing assignments that encourage critical thinking while taking the pressure off.
- Drafts: Writing is a process, and asking for drafts will help to track revision and to get a sense of student voice and writing patterns.

Resources

Using AI in Class:

<https://stars.library.ucf.edu/cgi/viewcontent.cgi?article=1097&context=oer>
oneusefulthing.org

<https://www.readwritethink.org/professional-development/strategy-guides/promoting-student-directed-inquiry>

<https://www.nytimes.com/2023/05/25/technology/ai-chatbot-chatgpt-prompts.html>

<https://aipedagogy.org/>

<https://wac.colostate.edu/repository/collections/textgened/>

<https://www.usu.edu/empowerteaching/publications/books/teaching-ai/>

AI Usage:

- APA guidance on how to [cite ChatGPT](#)
- MLA Style Center on [Student Guide to AI Literacy](#)
- [The University of Queensland](#) - guide on ChatGPT and other AI generative tools; includes citation suggestions and information on using AI as sources.
- The University of Arizona page on [Using ChatGPT effectively](#)

Detecting AI Usage:

<https://mitsloanedtech.mit.edu/ai/teach/ai-detectors-dont-work/>

<https://guides.library.ttu.edu/artificialintelligencetools/detection>

Further Reading and Research:

<https://www.mollyisawesome.com/040391355937>

<https://www.insidehighered.com/news/tech-innovation/artificial-intelligence/2024/02/09/professors-proceed-caution-using-ai>