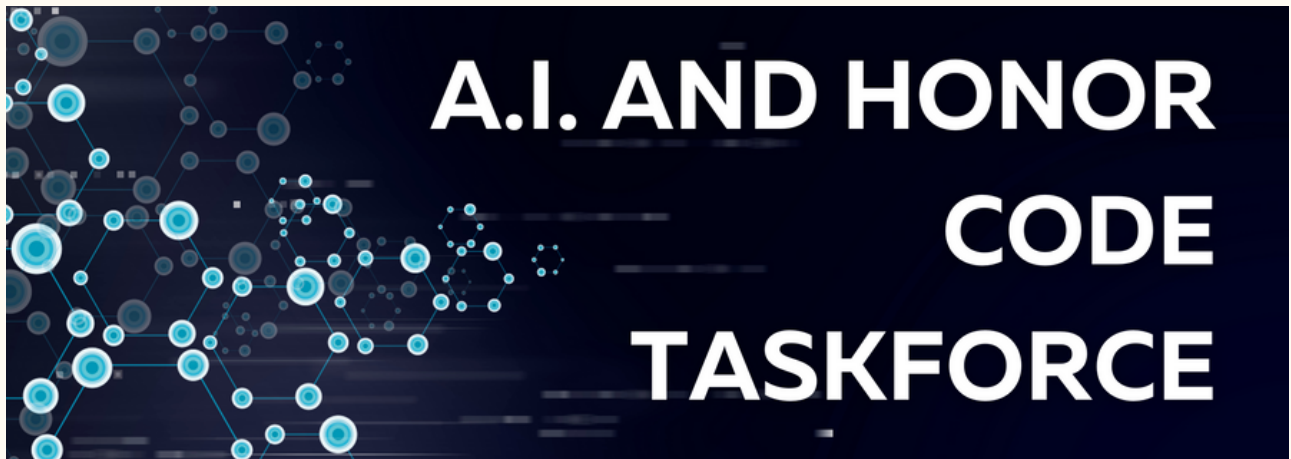




WELCOME TO OUR

Newsletter

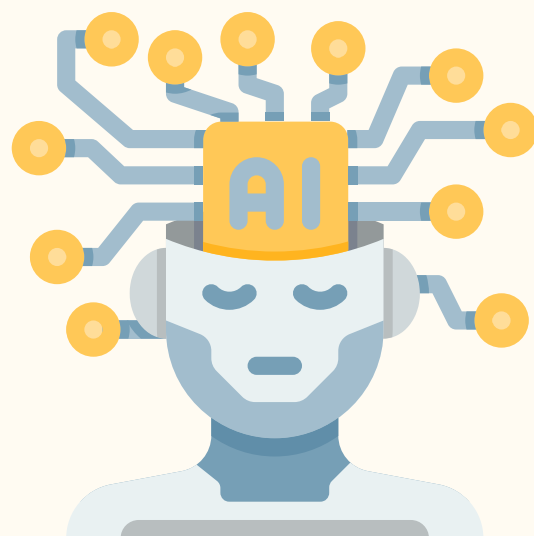
SPRING 2025

AI Update

Dear English Faculty,

The A.I. and Honor Code Taskforce has composed a departmental policy statement on A.I. usage, and we've gathered a few helpful resources instructors can consult.

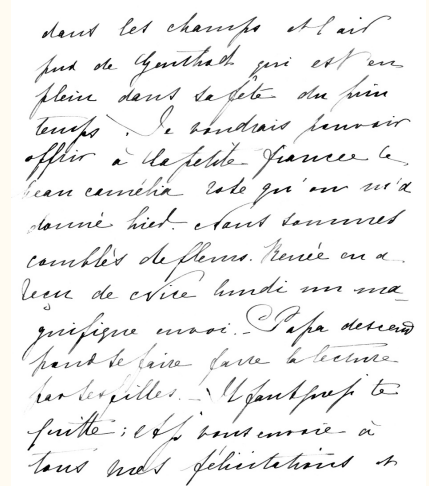
In addition, we're forwarding the following Canvas course on A.I. that the university has created for students and faculty alike: <https://canvas.txstate.edu/enroll/6T TJ6E>. We will continue to update our policy statement and send new articles/resources as further developments inevitably take place in the world of A.I.



Policy Statement

Students must engage authentically in the writing process and avoid using generative A.I. tools to replace their original thinking, creativity, and expression, upholding our commitment to human-centered learning and ethical writing practices. To that end, we encourage English faculty to adhere to the following principles:

- Implement handwritten, in-class assignments and exams when appropriate; allow revisions when possible
- Consider incorporating oral components for assignments
- Make your personal expectations regarding appropriate A.I. usage clear for every assignment, and include clear, precise language about your expectations in your course syllabi (see below for sample syllabi statements)
- Remember that faculty have discretion when grading; you can and should reduce grades for bad writing, and you can incorporate outlines, drafts, conferences, and/or revisions into the final grade for any assignment
- Incorporate reflective assignments that ask students to disclose and to track their own A.I. usage
- Dialogue with students frequently to explain the logic behind your theoretical positions on and expectations for A.I. usage
- Avoid going down unproductive and time-consuming "rabbit holes" to catch students who have used A.I. inappropriately and refrain from putting any student writing into A.I. checkers not approved for use by the University
- Consider that A.I. is not going away and will only improve with time; encourage ethical and professional A.I. use as appropriate for your course content, discipline, and goals
- See your faculty mentor or supervisor with specific concerns and/or questions



*Sample Syllabi Statements:

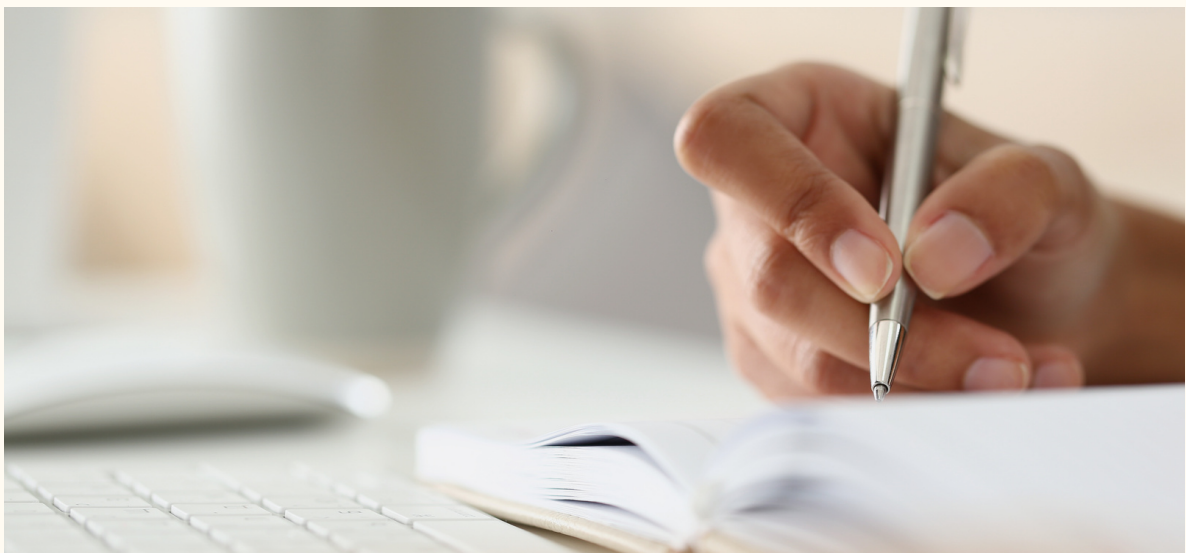
The use of generative AI tools to complete assignments is strictly prohibited. Collin College's Scholastic Dishonesty Policy explicitly forbids students to present work that they did not do and represent it as their own. In this course, the use of a generative AI tool to produce a student submission for an assignment will be treated as an instance of academic dishonesty, since the thought process, organization of ideas, and written expression of an assignment are generated by the AI tool and not by the student.

The use of generative AI will be permitted only in specific instances defined by the instructor and only with proper acknowledgement.

'In this course, we may use generative AI tools (such as ChatGPT) to examine the ways in which these kinds of tools may inform our exploration of the topics of the class. You will be explicitly informed as to when and how these tools will be used, along with clear guidance for attribution if/as needed. Any use of generative AI tools outside of these parameters constitutes an instance of academic dishonesty and will be treated as such.' (paraphrase of UT Austin's sample policy at <https://ctl.utexas.edu/chatgpt-and-generative-ai-tools-sample-syllabus-policy-statements>).

The use of generative AI to complete coursework is encouraged and permitted with proper attribution.

In this course, the use of generative AI tools is encouraged for tasks such as brainstorming, writing draft input, and all other cases in which the instructor has clearly and explicitly permitted or encouraged its use. In each instance, the student must clearly indicate what generative AI tool was employed, what part of the assignment was produced by the tool, and the dates when it was used.



Interesting Articles:

 "Make A.I. Part of the Assignment" by Marc Watkins: The essay contends that we should invite students to disclose their use of A.I. by having them submit a response to an A.I. assisted-learning form (Watkins's essay links to a sample form faculty can use). Self-disclosure will ideally make students reflect on what they did or did not learn from their A.I. use, and it will help instructors identify the benefits and pitfalls of A.I. usage. Watkins also argues that, while students may just use more A.I. to complete the form (though this could be mitigated were the form to be completed in-class and by hand), we should invite disclosure because we must otherwise rely solely on exploitative A.I. and plagiarism detection software to grapple with the A.I. issue.

 "Refusing GenAI in Writing Studies": This site/essay takes a principled stance against A.I. misuse, without outright prohibiting A.I. or failing to recognize its ubiquitousness. It offers 10 theoretical premises to suggest why we should be wary of A.I., the most compelling of which include: writing is a community-building activity (it is not just about delivering content) (premise 2); A.I. potentially homogenizes language (premise 3); A.I. masks ideological commitments (premise 5); and A.I. companies rely on questionable labor practices (premise 8).

MORE RESOURCES COMING



Coming Up

AI RESOURCES & TRAININGS

- [TXST's AI Canvas Course](#)



Resources

ACTIVITIES FOR FACULTY

- ["Ghost Citations"](#)
- ["ChatGPT Reflection Activity"](#)