**ENGLISH DEPARTMENT GUIDANCE ON ARTIFICIALLY INTELLIGENT TEXT GENERATORS**

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**AI Text Generators & the Mission of the English Department**

The mission of GSU’s Department of English is to “Read the World and Write the Future,” an aim that invites both instructors and students “to explore the power of language to render the complexity and diversity of human experience and to imagine new selves and futures” (English.gsu.edu). The purpose of this document is to help teachers and students at all levels of the English department consider the practice of using AI text generators in a fashion that honors our department’s goals and upholds university standards.

While keeping students from practicing intellectual dishonesty and preserving the integrity of assessment of student work are important considerations from an institutional perspective, the English department’s mission mandates thoughtful engagement with emerging composing tools and reflection upon their impact (positive and negative) on our ways of writing, reading, and teaching.

Although AI has been a subject of academic interest since at least the 1960s, it is only since 2020 that it has captured popular attention. There is a lot of hype and some fear about what these tools can do and what effect their uses will have on work and creativity. The MLA-CCCC Joint Task Force on Writing and AI Working Paper urges “educators to respond out of a sense of our own strengths rather than operating out of fear” (MLA-CCCC) and to “support ongoing open and iterative processes” rather than look for quick fixes.

In this spirit, we offer guidance for department instructors, including helpful links, language for syllabus statements, and ideas for meaningfully integrating AI in support of literacy-based instruction and guidance for students as they navigate the shifting landscape of AI technology. We hope that teachers will advance the department’s mission and share their understanding of the value and potential risks of AI text generators with their students. This guidance acknowledges that AI is an evolving and dynamic technology, and as such, will call for ongoing conversations about its use over time.

**To Instructors**

AI text generators can be powerful tools for drafting, revising, and editing. They can also be used to foster critical thinking and inspire thoughtful conversations. They can, in other words, greatly accelerate and enhance activities associated with sound writing instruction ([CCCC](https://cccc.ncte.org/cccc/resources/positions/postsecondarywriting/)). But of course, they can also provide erroneous advice, nonsense presented in an authoritative voice, and cultural biases that can render their output seriously problematic. Some instructors may choose to emphasize these risks to students and not allow any use of AI generators in submitted assignments. Others may choose to require that students document AI use for submitted assignments or incorporate AI into pedagogy. It is important for instructors who engage AI in their teaching to model for students how to use it in meaningful and ethical ways.

**GSU Guidance on AI Use**

University guidance regarding AI and Academic Integrity is spelled out in the Center for Excellence in Teaching, Learning, and Online Education’s “Update: ChatGPT, Turnitin and Guidance on Artificial Intelligence and Academic Integrity” dated April 5, 2023. Further guidance is available on the CETLOE website.

The authors of that document provide the following as a means of encouraging “the submission of original content” and enabling instructors to assess students’ originality:

• After a paper is submitted, ask all your students to write a succinct summary of their work, by hand, during class.

• Ask your students to generate an AI response to the question or topic of the assignment and submit it along with their original work.

• Integrate the use of AI into the assignment. For example, ask the student to counter the assumptions that an AI makes on a topic.

Of these three points, the English Department affirms most strongly the first clause of the third point, “integrate the use of AI into the assignments.” Toward this end, we provide below a list of useful links to support critical and pedagogically sound integration of AI in the teaching of writing.

**Resources for Instructors**

We encourage everyone to visit Dr. George Pullman’s website devoted to AI-assisted Composition. It includes assignment ideas as well as pedagogical tips and helpful links for the use of AI in the teaching of writing.

***Dr. George Pullman’s Resources:***

[Some in house thoughts in AI-Assisted Composition](http://www.gpullman.com/ai)

***Helpful Links***:

[MLA page explaining how to cite generative AI](https://style.mla.org/citing-generative-ai/)

[MLA/CCCC AI Task Force](http://aiandwriting.hcommons.org/working-paper-1)

***A Sample Syllabus Statement:***

Joel Gladd, Ph.D.: <https://docs.google.com/document/d/1WpCeTyiWCPQ9MNCsFeKMDQLSTsg1oKfNIH6MzoSFXqQ/edit>

***Texas A&M* Generative AI Syllabus Statement Considerations:**

[**https://cte.tamu.edu/getmedia/1d5e4ef6-97f1-4065-987f-3c9dfecbb7bd/TAMU-CTE\_GenAI-SyllabusStatementConsiderations.pdf**](https://cte.tamu.edu/getmedia/1d5e4ef6-97f1-4065-987f-3c9dfecbb7bd/TAMU-CTE_GenAI-SyllabusStatementConsiderations.pdf)

**To Students**

Passing off as your own writing what was written by someone else, human or digital, is a form of academic dishonesty that could lead to your expulsion from the University ([link](https://deanofstudents.gsu.edu/student-conduct/#academic-honesty)). There are digital tools in iCollege and elsewhere that make it relatively easy to discover how much of a paper might have been computer generated. There are also ways to attempt to defeat these tools, but given the amount of work required to defeat them, it would be more efficient just to do the work yourself.

The English Department, however, recognizes that there are legitimate uses for AI text generators. It also understands that text generators are quickly becoming standard office tools, not unlike spell check and grammar check. That said, while some instructors may incorporate these tools in submitted assignments, others may prohibit their use. Be sure to read your course syllabus carefully and ask your instructor questions if you don’t understand any stated policies. As long as you can provide evidence that you used these tools to facilitate your own work, and not to stand in for it, you are not liable to charges of academic dishonesty. Keep your notes as you write. Keep track of where your information and your drafts and revisions came from. If a teacher challenges your authorship, you need to be able to show your work.

[MLA page explaining how to cite generative AI](https://style.mla.org/citing-generative-ai/)