Teaching Writing with/ without Artificial Intelligence (AI)

WHAT YOU CAN DO:

- **Have a policy (A.I. or no A.I.) and state it clearly in your syllabi**. Explain _why_ you have adopted your policy (what skills do you want students to develop/ acquire?)

- **Discuss expectations with students.** You can even collaborate with students on your AI policy and/or assignment design.

- Discuss differences between GenAI tools, so students can make informed decisions about which to integrate into their writing. Remind students that library databases are already vetted and more reliable than AI.

- **Don't rely on AI detection software** – it is often inaccurate and produces false positives.

- **DO rely on the writing PROCESS** by assigning writing in multiple stages (prewriting and brainstorming activities, drafts, revision, peer review, etc.) and assign reflections about their writing process.

- If you suspect a student of using AI without permission, first **talk to them;** ask: "Tell me about your writing process..."

A.I. IN ASSIGNMENTS:

- What purpose does the assignment to serve? AI can define and summarize better than it can evaluate, judge, critique, analyze, etc.

- Does it make sense to include A.I.? Why/why not?

- What role should A.I. play in this assignment? Which A.I. tools specifically? (and how will you demonstrate usage?)

- At what stage of development is it appropriate for A.I. to be part of the process? (Brainstorming? Organizing? Final grammar checks*?)

- Citation for A.I. usage (give resources like Purdue A.I. Citation Guide

- Incorporate reflection, emphasize human experience

- Remind students they are welcome to visit the Connors Writing Center at any stage of their writing process.

*caution students against copy/pasting their work all at once, but paste rather in small chunks at a time

University Writing Programs

A.I. Resources from UNH E3/ Teaching & Learning Hub

Faculty Resources from the UNH Writing Programs