



# University Writing Programs

## TEACHING WRITING WITH/ WITHOUT A.I.

Tips and strategies for how to  
develop policies about GenAI  
and how to communicate your  
expectations to students

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## FROM THE [CHRONICLE OF HIGHER ED](#) (JULY 17, 2025) WHAT STUDENTS USE AI FOR:

What do students use AI for? The primary answers cluster around searching for information or getting explanations (50-70 percent of respondents in the studies cited above); generating ideas or brainstorming (40-50 percent); and writing support, including checking grammar, editing, starting a paper, and drafting an essay (30-50 percent). About 25-35 percent of students use AI for things like writing entire essays, getting “exam answers” (according to a [study](#) by OpenAI), and multiple-choice tests. It turns out most students claim to use AI in supporting roles, though, as we’ll see below, what “support” means is complicated. And for those who use AI blatantly to cheat, a study [found](#) that 86 percent of students who use ChatGPT for assignments say their use was undetected; of those caught, over a third faced no negative consequences.

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From an [MLA Style interview](#) with Elizabeth Brookbank—professor and instruction librarian at Western Oregon University and coauthor of the *MLA Guide to Undergraduate Research in Literature*—and Ellen C. Carillo—professor at the University of Connecticut and the author of the *MLA Guide to Digital Literacy*:

- **EB:** When students test GenAI in an open way—for example, in a library session where they use it for certain tasks and then we analyze its results together—they come to understand that GenAI is actually not very good at doing their assignments. If I’m in the room when students realize this then I can show them resources that will really help them, like the library research databases or the writing center.
  - **ECC:** Students often don’t differentiate among GenAI tools and will default to using *ChatGPT* and other common tools without considering the specific strengths of each tool. And they often don’t even think to use some older tools that are better, more reliable, and even more efficient for certain tasks.
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- **EB:...**The way I teach students to understand a GenAI tool like *ChatGPT* is the same way I teach them to use and understand *Google* or *Wikipedia* or a library database. Librarians have accepted that students will sometimes use *Google* or *Wikipedia* to do their research, so we talk to them about the biases, inequalities, and power structures baked into those sites—and what voices and perspectives are largely missing from them. My hope is that we can get to this same place with GenAI. When I do an example prompt using AI, I teach students to approach its answer... by asking questions about the author's credentials and experience, the publisher, the sources of information and their trustworthiness. With *ChatGPT*, you can't answer most of those questions, and we talk about why that's a red flag. When students see that *ChatGPT* has created something from whole cloth or has given them unreliable information, **they realize this tool might actually be costing instead of saving them time.** GenAI is here, the tools are easily accessible, and they are widely used and talked about. As educators, we should be clear about their downsides so students can make reasoned decisions. **Just because the tools are ubiquitous doesn't mean we have to use them.**
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# EVALUATE WHERE YOU FALL ON THE A.I. ASSESSMENT SCALE...

- NO A.I.
- A.I. Planning
- A.I. Collaboration
- Full A.I.
- A.I. Exploration

(See next slide for description breakdown)

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## A.I. Assessment Scale from leonfurze.com

1	NO AI	<p>The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills.</p> <p><b>You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.</b></p>
2	AI PLANNING	<p>AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently.</p> <p><b>You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.</b></p>
3	AI COLLABORATION	<p>AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding.</p> <p><b>You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.</b></p>
4	FULL AI	<p>AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems.</p> <p><b>You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.</b></p>
5	AI EXPLORATION	<p>AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study.</p> <p><b>You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.</b></p>

## WHAT YOU CAN DO:

- Have a policy, whatever it may be, and explicitly state it in your syllabi. (We have boilerplate language you can copy/paste on our website.)
- Ask students to collaborate on your AI policy and/or assignment design.
- Discuss your expectations with your students.
- Explain why you have adopted your policy.
- If you have a policy that allows AI, talk about the strengths of different GenAI tools, so students can make informed decisions about which AI platforms to integrate into their writing. Remind students that library databases have already been vetted and are more reliable than AI.
- Don't rely on AI detection software – it is often inaccurate and produces false positives ("[Why You Should Use Caution with AI Detectors](#)")



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# PITFALLS OF A.I. DETECTION SOFTWARE

- Incorrectly flagging non-native English speakers' work as AI-generated ([Liang et al.](#))
  - Large variability in correctly identifying AI-generated work ([Elkhatat et al.](#))
  - Ethical and problematic use of student data and intellectual property (especially without their consent). **We do not recommend pasting student work into AI, especially third party sources not approved by UNH.**
  - Mistakenly accusing a student of using AI can ruin your relationship with that student or a whole class. Have a conversation with your student—start with the simple question, "Tell me about your writing process for this assignment..."
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## WHAT TO DO WHEN YOU SUSPECT A STUDENT USED AI TO WRITE A PAPER:

- First, look back at the student's previous work—how does their style compare across assignments? Their vocabulary?
  - Just as you might if you suspect a student of plagiarism (without AI), **talk to the student** and ask them to tell you about their writing process. Don't rely only on the detection software for this conversation but also be prepared to point out the inconsistencies that you noticed in their work.
  - Consider offering the student the chance to revise/ rewrite the assignment.
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# AI IN WRITING ASSIGNMENTS

- What purpose do you want the assignment to serve? What content and skills do you want students to develop?
- Does it make sense to include A.I.? Why/why not? Always explain, regardless of your policy.
- What role should A.I. play in this assignment? Which A.I. tools specifically do you want them to use? (and how do you plan to demonstrate usage of these tools effectively?)
- At what stage of development might it be appropriate for A.I. to become part of the process? (Brainstorming? Organizing? Final draft grammar checks\*?)
- Policy on citation for A.I. usage (disclosure and transparency for students; give them resources like the [Purdue A.I. guide on citation](#))
- Incorporate reflection, emphasize human experience—something A.I. cannot generate (a computer has never eaten a ham sandwich or fallen into/out of love)

\*caution students against copy/pasting their entire work all at once, but rather in small chunks (a paragraph at a time)

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# EXAMPLES OF WRITING ASSIGNMENTS WITH AI

- The Teaching & Learning Hub at UNH offers some great resources: <https://www.unh.edu/teaching-learning-resource-hub/delivery/generative-artificial-intelligence>
- <https://acue.org/blog/unlocking-human-ai-potential-10-best-practices-for-ai-assignments-in-higher-ed/>
- **AI Prompts and Activities for Courses:**
- [AI pedagogy Project \(metaLab at Harvard\) includes AI activities & implementation details](#)
- [NCFDD generated prompts for various higher education purposes \(including teaching prompts\)](#)
- **University of Central Florida:** [open source book with AI activity prompts](#) (which you could also implement in Copilot)
- **Elon University's Guide for Students:** <https://studentguidetoai.org/ai-how-to-manual/>



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# RETAIN CORE ACADEMIC VALUES

- **Critical thinking, originality**, and **human judgment** are still the gold standard.
  - AI can't replicate the **nuance of scholarly dialogue** or the **ethics of mentorship**.
  - Our job isn't to compete with AI—it's to **teach students how to think with and about it**.
  - Encourage collaborative experimentation—"Let's try this together."
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# TEACHING YOUR STUDENTS A.I. BASICS

- Ask students to use GenAI to write something about in-class material. Have students critique the response to highlight the “hallucinations,” or mistakes, that AI can make.
- Let students know that AI makes up sources
- Talk to students about how AI bots are trained.
- Counter some of the ways students may want to use AI with better resources:
  - Show them how to find quality scholarly sources (or connect them with their subject area librarian)
  - Remind students that they can visit\* the Connors Writing Center at any stage in the writing process.
  - Use part of class time for writing so that students have a jumping off point
  - Recommend Zotero bib or similar software for citation.

*\*The Writing Center operates on a voluntary visitation basis. Please do not require or provide other incentives for your students to visit.*

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# THE CONNORS WRITING CENTER AND A.I.

Defer to faculty/class policy

Default to non-usage

General rule of no copy/pasting into or out of software

The writer has agency

Writing Assistant is peer collaborator and guide, not co-author.

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# "WRITING AND A.I."

## STUDENT INFO SESSIONS @ THE WRITING CENTER

The CWC will be hosting several **info sessions for students about AI and writing** during the semester.

These are free and open to all students.

- **Dates and Times (held in the CWC – Dimond 329)**
  - Tuesday, September 16 from 1:00-2:00pm
  - Tuesday, October 21 from 1:00-2:00pm
  - Tuesday, December 2 from 1:00-2:00pm
- **What we'll be covering:**
  - What is AI and how does it work?
  - When should you use it? (Know your instructor's policy on AI usage)
  - How do you use it ethically and responsibly?
  - What are its limitations?
  - How do you cite it?
  - What other resources can you use?

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**SEND YOUR STUDENTS TO AN INFO SESSION!**



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# RESOURCES FROM EDUCATIONAL EXCELLENCE & EFFECTIVENESS (E3)

- From "Delivery" resource on the Teaching and Learning Hub: <https://www.unh.edu/teaching-learning-resource-hub/delivery/generative-artificial-intelligence>
    - AI Basics
    - USNH resources and guidance
    - Pedagogy resources from other institutions
    - E3 programming on GenAI
    - Repository of assorted AI articles
    - Resources (articles, blogs, news, videos, docs, etc.)
  - Seven essential principles for students: <https://studentguidetoai.org/7-essential-principles/>
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## ADDITIONAL RESOURCES:

- **Overview of Pedagogical Considerations for AI in Higher Education (from the E3 Teaching & Learning Hub):**
  - [Recording of FITSI Keynote Speaker José Antonio Bowen on Teaching and Thinking with A.I.](#)
  - [10 best Practices for AI Assignments in Higher Ed](#)
  - [Revised Blooms Taxonomy that includes generative AI created by Oregon State University](#)

### **UNH Guide to AI**

How Students Use It  
How Faculty Use It



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# COMING SOON!

## **Currently in final stages of development: a micro-credential for "Digital Ethics"**

- A badge that any faculty member can adopt into their Canvas course
- Approximately 2 hours of pass/fail work for students to complete modules
- Coursework can be designed to complement module content
- Participation includes readings, lessons, and interactive tasks

### **What is covered in the modules:**

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|---------------------------|--------------------------------|
| • Privacy Awareness       | • AI & Algorithm Literacy      |
| • Critical Thinking       | • Intellectual Property Ethics |
| • Cybersecurity Awareness | • Online Accountability        |
| • Digital Citizenship     | • Legal & Ethical Compliance   |
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## WHEN IN DOUBT REACH OUT TO US IN THE WRITING PROGRAMS OFFICE

- [UNH.Writing.Programs@unh.edu](mailto:UNH.Writing.Programs@unh.edu)
- Main website: [www.unh.edu/writing](http://www.unh.edu/writing)
- Faculty resources page:  
<https://www.unh.edu/student-success/university-writing-programs/university-writing-programs/faculty/faculty-resources> (scan QR code)

