U of T Syllabus Language – Use of Generative AI in Assignments

Generative Artificial Intelligence (AI), and specifically foundational models that can create writing, computer code, and /or images using minimal human prompting, are proliferating and becoming ubiquitous. This includes not only GPT-4 (and its siblings ChatGPT and Bing), but many writing assistants that are built on this or similar AI technologies. There are now hundreds of these systems that are readily available. AI assistants are becoming more proficient at:

- Creating an outline for a paper, or bullet points and graphics for slides.
- Writing longer coherent prose in multiple languages.
- Providing explanations or ideas for a literature review with mostly accurate citations.
- Summarizing longer articles, text, or a corpus of texts.
- Suggesting a response to a question, such as on a short answer or multiple-choice test, or for a discussion board posting.
- Translating text more accurately.
- Creating computer code in multiple languages.
- Assisting users with formulas inside applications such as Excel.

These are only a few examples. Many AI assistant applications give the user a choice of templates (e.g., email, essay, memo, plan) and a choice of tone to tailor the generated text to the user's need.

We strongly encourage you to familiarize yourself with the type of functionality these systems offer and to have a conversation with your class about these technologies, in addition to including language about these technologies on your syllabus. You may also find this FAQ helpful which contains up to date information on use of the technology, including the institutional stance on detectors.

We recognize that some instructors may want to allow, or even encourage, their students to use these technologies, and others may want to prohibit their use. The following suggested statements are intended to help you shape the message you provide to your students on a course syllabus and/or on assignment instructions to reinforce a shared understanding of what is, and is not, allowed.

✓ **Can use Generative AI tools**

In indicating on a syllabus and/or assignment instructions that students may use generative AI, the instructor should decide to what degree and on which assignments the students may use these tools. This is similar to indicating to students when they may collaborate, and to what degree, with their classmates, and when an assignment should be solely their own work.

Here are some suggested example statements that might be used, combined, or adapted for your course or assignments:

- Students are encouraged to make use of technology, including generative artificial intelligence tools, to contribute to their understanding of course materials.
- Students may use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce assignments. However, students are ultimately accountable for the work they submit.
- Students must submit, as an appendix with their assignments, any content produced by an artificial intelligence tool, and the prompt used to generate the content.

- Any content produced by an artificial intelligence tool must be cited appropriately. Many organizations that publish standard citation formats are now providing information on citing generative AI (e.g., MLA: https://style.mla.org/citing-generative-ai/).
- Students may choose to use generative artificial intelligence tools as they work through the assignments in this course; this use must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, and how the results from the AI were incorporated into the submitted work.

Note that some generative AI applications may require a subscription fee. Please consider offering students a choice to opt-out of using a system if they have concerns about the cost, privacy, security or other issues related to the technology.

⚠️ Can use Generative AI in certain instances or specific ways

It is important to be very specific about the boundaries and limitations of artificial intelligence use in completing course work, if there are boundaries you want to set. Please consider the difficulty for students, who are trying to navigate AI rules in multiple courses before setting up elaborate limitations in your course. However, there are reasons why you may want, or need, students to engage with generative AI tools in a specific way or on a specific assignment.

Here are some suggested example statements that might be used, combined, or adapted for your course or assignments:

- Students may use artificial intelligence tools for creating an outline for an assignment, but the final submitted assignment must be original work produced by the individual student alone.
- Students may not use artificial intelligence tools for taking tests, writing research papers, creating computer code, or completing major course assignments. However, these tools may be useful when gathering information from across sources and assimilating it for understanding.
- Students may not use artificial intelligence tools for taking tests in this course, but students may use generative AI tools for other assignments.
- Students may use the following, and only these, generative artificial intelligence tools in completing their assignments for this course: …. No other generative AI technologies are allowed to be used for assessments in this course. If you have any question about the use of AI applications for course work, please speak with the instructor.

❌ Cannot use Generative AI

In indicating on a syllabus that students may not use generative artificial intelligence, the instructor should decide to what degree and on which assignments the students may not use these tools. This is similar to indicating to students when they may, or may not, collaborate with classmates and to what degree. Note that as AI tools become incorporated into commonly used systems (e.g., Google docs), it will become increasingly important to be clear about what functionalities are allowed or disallowed in your course.

Here are some suggested example statements that might be used, combined, or adapted for your course or assignments:

- The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT and other AI writing or coding assistants, is prohibited.
- The knowing use of generative artificial intelligence tools, including ChatGPT and other AI writing and coding assistants, for the completion of, or to support the completion of, an examination, term test, assignment, or any other form of academic assessment, may be considered an academic offense in this course.
- Representing as one's own an idea, or expression of an idea, that was AI-generated may be considered an academic offense in this course.
- Students may not copy or paraphrase from any generative artificial intelligence applications, including ChatGPT and other AI writing and coding assistants, for the purpose of completing assignments in this course.
- The use of generative artificial intelligence tools and apps is strictly prohibited in all course assignments unless explicitly stated otherwise by the instructor in this course. This includes ChatGPT and other AI writing and coding assistants. Use of generative AI in this course may be considered use of an unauthorized aid, which is a form of cheating.
- This course policy is designed to promote your learning and intellectual development and to help you reach course learning outcomes.

Notes to faculty to accompany the syllabus language:

- Consider an "opt out" option for students if you are encouraging the use of any third-party software in your courses, as the software may require a subscription fee and has not undergone a security review by the University. For more information on the use of educational software see https://teaching.utoronto.ca/resources/tools-beyond-quercus/ .
- Note that if you choose to use, or encourage use of, applications like ChatGPT, the terms of use may change without notice during the term.
- If you are allowing or disallowing AI tools in your course, clarify for the students why this decision was made, and how AI assistance supports or, alternatively, negatively impacts the pedagogical goals of the course or assignment.