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 tools such as ChatGPT, Claude and Microsoft Copilot, but many writing assistants that are built on these or similar AI technologies and may be integrated into existing tools, such as Word or Google Docs. There are now hundreds of these systems that are readily available. Generative 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.
- Critiquing a written passage, editing text, and correcting computer code.
- 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 generative AI 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 the Generative AI in the Classroom FAQ helpful which contains up to date information on use of the technology.

Also, if you are using generative AI in your teaching, we strongly encourage you to role model best practices for your students. That is, if you are using the tools to design slides, generate case studies or test questions, or develop other course materials, be transparent how you used the tools, and appropriately cite the generated material.

We recognize that some instructors may want to allow, or even encourage, their students to use these technologies, and others may want to curtail 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 in your course. These statements may be applicable for both graduate and undergraduate level courses.

✓ **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 prompts used to generate the content.
- Students are expected to use generative artificial intelligence tools, such as Microsoft Copilot, and must include with every assignment a short reflection on how they made use of generative artificial intelligence tools in the development of their assignment.
- 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 (view the U of T Libraries *Citation Guide for Artificial Intelligence Generative Tools*).
- 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.
- Course instructors reserve the right to ask students to explain their process for creating their assignment.

Note that a protected version of Microsoft Copilot is now available to all students, faculty and staff. However, other generative AI applications may require registration and/or a subscription fee. Please consider offering students a choice to opt-out of using a system other than the protected version of Microsoft Copilot 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 use artificial intelligence tools for critiquing and editing an assignment for purposes of revision, but the first draft must be original work produced by the individual student alone.
    - new ideas introduced by the AI during the critique or editing process must be appropriately cited as generated by the AI tool.

- 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 students may be using generative AI to help explain concepts for their own learning, or pose questions for themselves (i.e., act as a personal tutor), and you probably want to allow this type of use. In addition, as generative AI tools become incorporated into commonly used systems (e.g., Google docs, Microsoft Word), 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:

- You may use generative artificial intelligence tools (e.g., ChatGPT, Gemini, Claude, etc.) for learning and practicing the concepts in this course, but these tools may NOT be used for completing assignments in this course.
- The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT, Gemini, Claude, Microsoft Copilot and other AI writing or coding assistants, is prohibited.
- The knowing use of generative artificial intelligence tools, including ChatGPT, Gemini, Claude, Microsoft Copilot 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 is considered an academic offense in this course.
- Students may not copy or paraphrase from any generative artificial intelligence applications, including ChatGPT, Gemini, Claude, Microsoft Copilot 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, Gemini, Claude, Microsoft Copilot 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 the course learning outcomes.

Notes to faculty to accompany the syllabus language:

- If you have included syllabus statements in previous offerings of the course, be aware that GenAI technology is advancing very rapidly, and the current state-of-the-art may be more sophisticated compared to when the course was last offered. Check that your syllabus statements are still appropriate in light of current capabilities.
- Consider an "opt out" option for students if you are encouraging the use of any third-party software in your courses (and remember that you must offer an alternative if you are requiring a third-party tool), as the software may require a subscription fee and has not undergone a security review by the University. To date (August 2024), the only AI tool that is available to the U of T community that has been fully vetted is Microsoft Copilot. See The Centre for Teaching Support & Innovation webpage, *Microsoft Copilot*, for more information on this tool. For more information on the use of educational software see the CTSI webpage, *Tools Beyond Quercus*.
- Note that if you choose to use, or encourage use of, applications other than Microsoft Copilot (e.g., ChatGPT, Gemini, etc.), the terms of use and/or availability of the service may change without notice during the term.
- If you are allowing or disallowing generative AI tools in your course, clarify for the students why this decision was made, and how generative AI assistance supports or, alternatively, negatively impacts the pedagogical goals of the course or assignment.