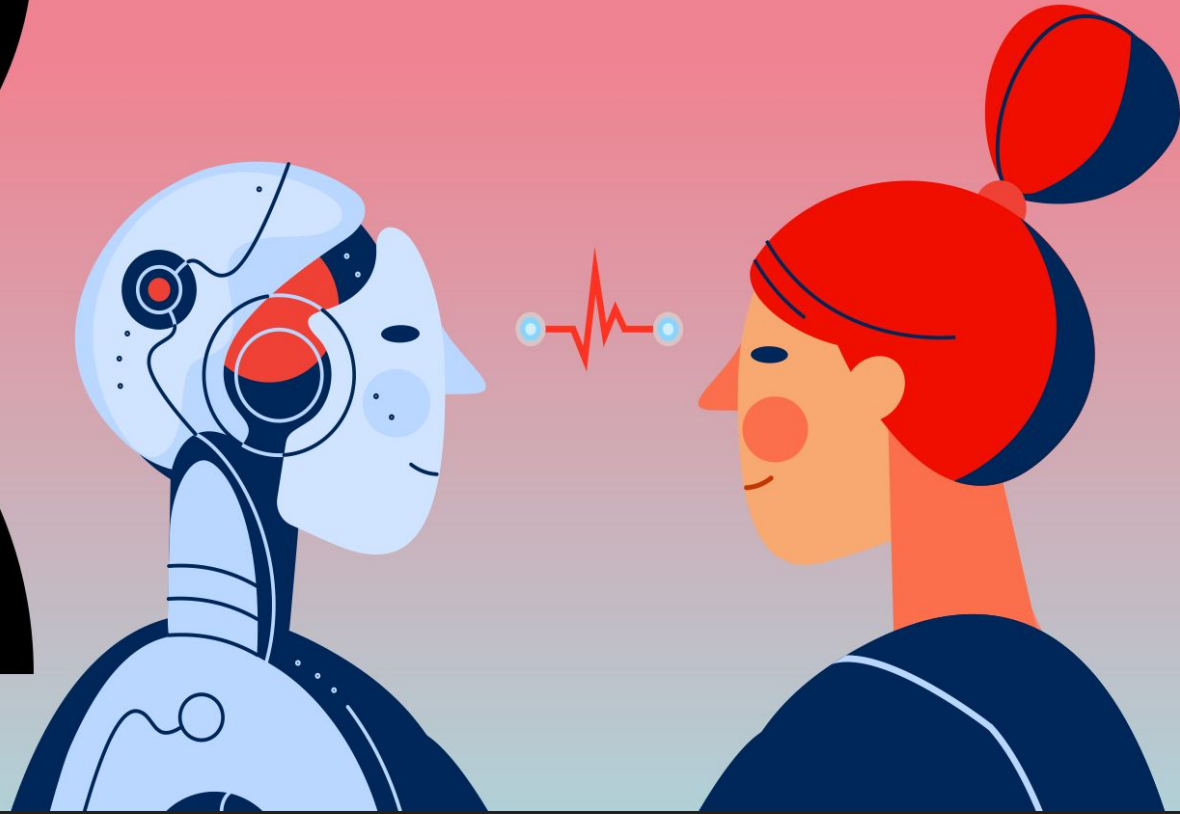


TALK  
ABOUT:

APPROPRIATE  
USES OF  
GENERATIVE AI



February 27, 2024

Christina Michaud, Master Lecturer

| [cmichaud@bu.edu](mailto:cmichaud@bu.edu)

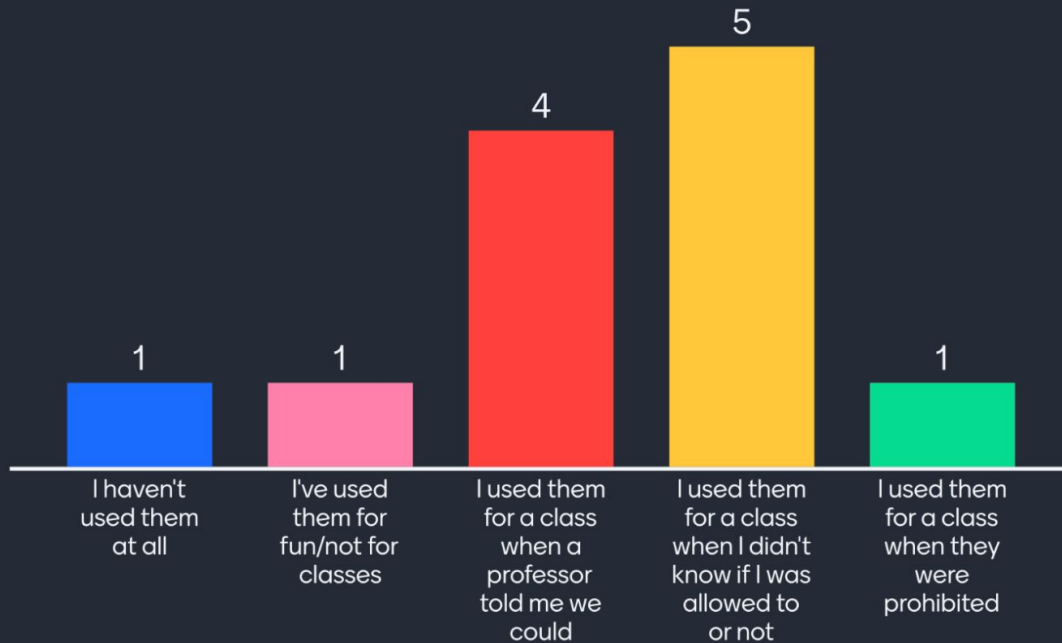


Arts & Sciences  
Writing Program

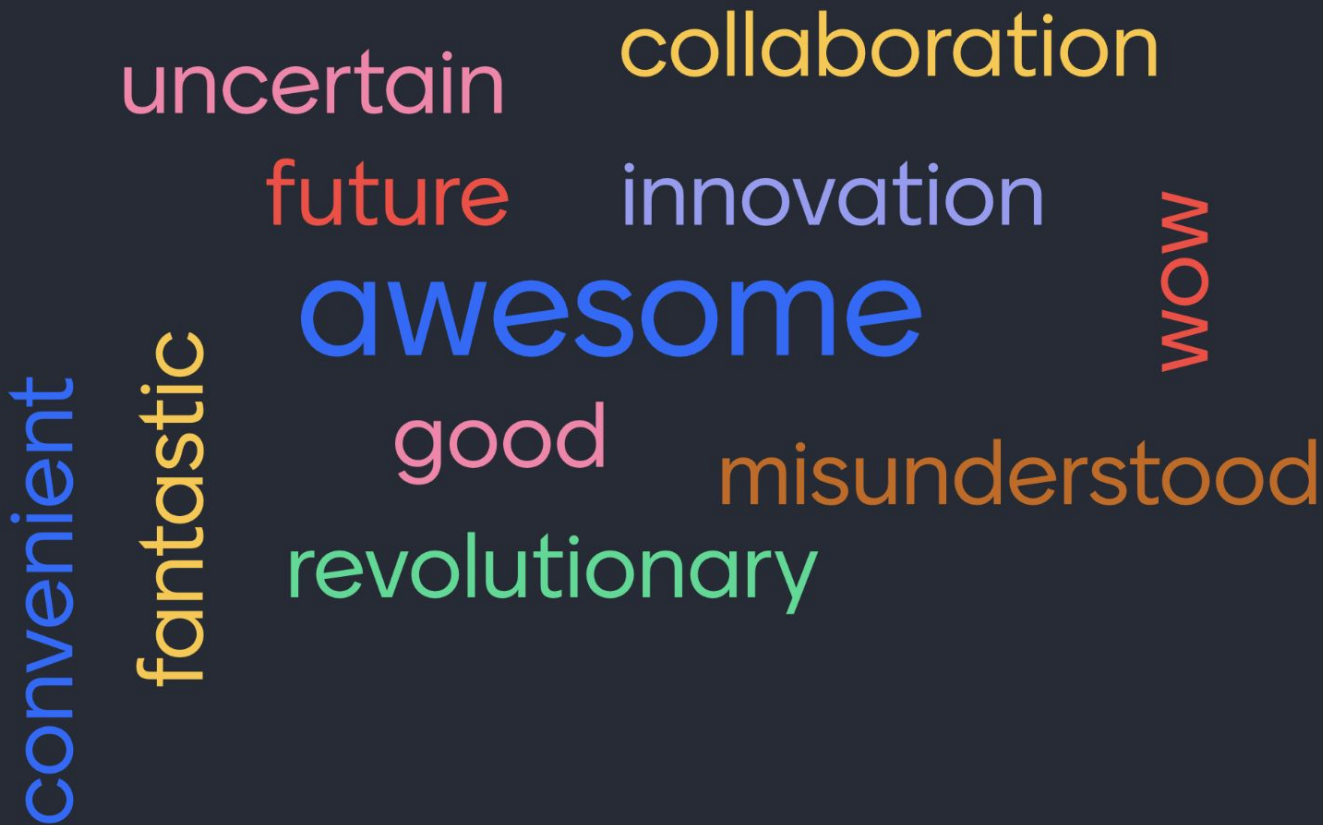
# How do *you* use generative AI (GAI)?

(results from live Mentimeter poll)

# How have you used ChatGPT or other generative AI programs?



In one word, how do you feel about generative AI?



## What's the last thing you used generative AI for? (school or not--either way)

Email writing

correct my grammars

To paraphrase an email communication

cooking recipe

Both school and other writing needs

Generated pictures, paraphrasing

Summarize a Book I from Class

Asked for a simple explanation of tech topic

Email writing

crafting appropriate messages to recruiters

Structure Assignments and Essays

Structure

# Agenda:

- What is GAI?
- What are the ethical and/or appropriate uses of it in an academic setting?
- What are GAI “detectors,” and can your instructor tell if you used GAI?
- What concerns are there about bias with GAI and multilingual students?
- How can I get help with my writing at BU beyond GAI?

# Background: What is GAI?

ChatGPT 3.5 ▾



How can I help you today?

**Show me a code snippet**  
of a website's sticky header

**Help me pick**  
an outfit that will look good on camera

**Brainstorm edge cases**  
for a function with birthdate as input, horosco...

**Write a thank-you note**  
to a guest speaker for my class

Message ChatGPT...



ChatGPT can make mistakes. Consider checking important information.

UNIVERSITY NEWS

## BU Forms AI Task Force

Faculty experts from across the University are charged with developing best practices and assessing potential problems



<https://www.bu.edu/articles/2023/bu-forms-ai-task-force/>

# Why is using GAI for coursework a problem?

## *BU faculty say:*

- “I don’t want to be a police officer! I like reading students’ writing—it’s why I got into this job!”
- “Students need to work on critical thinking and on making connections with the course content. AI can’t do that for them.”
- “I care about the process, not the product. Students don’t get that.”
- “I worry that students who use it will cheat themselves of learning—they’ll use the tools to ‘think’ for them, and their own work will decline.”
- “What about us as faculty? Students who use AI may be dissatisfied with the course and then give us low course evaluations as a result.”
- “I want students to explore their own ideas, and I want to teach students how to learn better, not just copy and paste what a robot says.”



# How are colleges handling students' use of artificial intelligence?

WBZ  
NEWS

By **Kristina Rex**

Updated on: November 29, 2023 / 6:14 AM EST / CBS Boston

In fact, when WBZ-TV surveyed random students at Boston University and Northeastern, many said they, too, use it for schoolwork.

"It's pretty convenient to give you a broad view," one Northeastern student said. "I've been using ChatGPT for most of my assignments and it works really well," a BU student said.

"I sometimes use it as a background resource to get information on a subject and then I go from there," another added.

There are obvious concerns: plagiarism, inaccurate information, and students not learning how to write their own papers or do their own work.

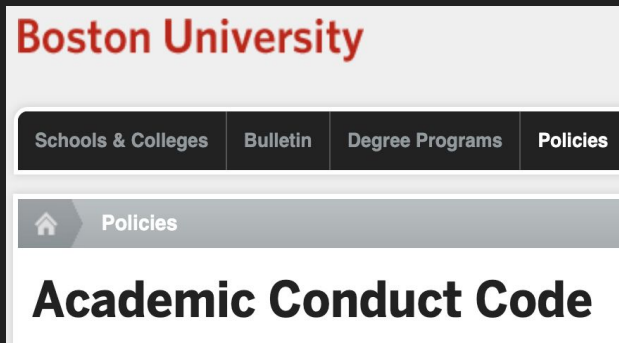
<https://www.cbsnews.com/boston/news/colleges-ai-artificial-intelligence-student-policy-question-everything/>

# Violations of the Academic Conduct Code

involve attempts to be dishonest or deceptive in the performance of academic work in or out of the classroom, alterations of academic records, alterations of official data on paper or electronic resumes, or unauthorized collaboration with another student or students. Violations include, but are not limited to:

**Plagiarism:** Representing the work or ideas of another\* as one's own and/or using another's work or ideas without appropriately crediting the source.

**Plagiarism includes, but is not limited to, the following:** copying the answers of another student



The image shows a screenshot of the Boston University website. At the top, the text "Boston University" is displayed in red. Below it is a navigation menu with four items: "Schools & Colleges", "Bulletin", "Degree Programs", and "Policies". The "Policies" item is highlighted. Below the navigation menu is a grey bar with a home icon and the word "Policies". At the bottom of the screenshot, the text "Academic Conduct Code" is displayed in large, bold, black letters.

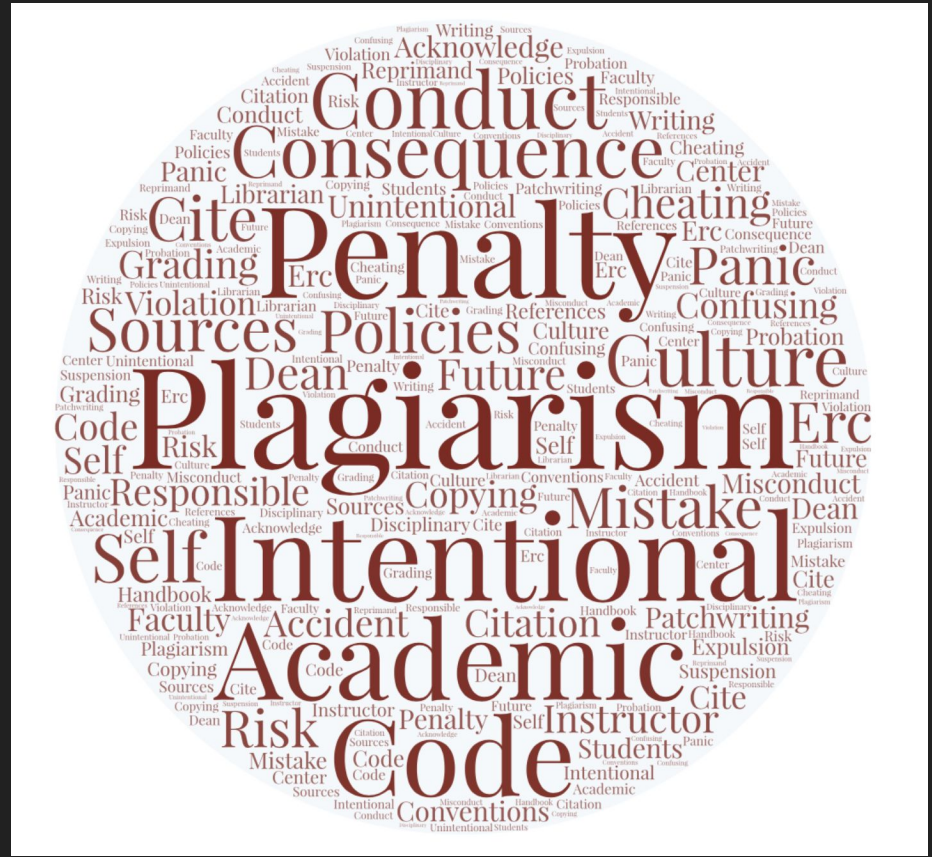
on an examination; copying or restating the work or ideas of another person/persons or artificial intelligence software in any oral or written work (printed or electronic) without appropriately citing the source; using visuals, audio, or video footage that comes from another source (including work done by another student) without permission and/or acknowledgement of that source; and collaborating with someone else in an academic endeavor without acknowledging their contribution. Plagiarism can consist of acts of commission (appropriating the words or ideas of another as one's own), or omission (failing to acknowledge/document/credit the source or creator of words or ideas).

<https://www.bu.edu/academics/policies/academic-conduct-code/>

\*"Another" may refer to anything that can be a source of information or work product, including (but not limited to) individuals, books, online sources, academic journals, and software/programs (e.g., artificial intelligence software/programs).

# What is plagiarism?

Plagiarism is presenting the words or ideas of another (including an AI program) as if they were your own.



# Can my instructor tell if I used GAI?

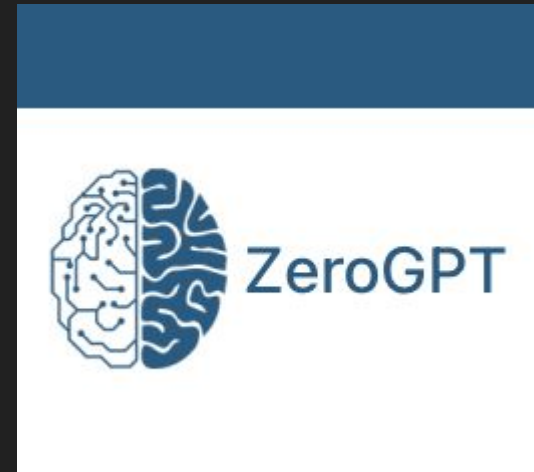
Well, yes and no....

# AI “Detectors”

Studies reveal flaws and bias in AI “detectors” such as ZeroGPT.



The screenshot shows the top of a news article on the Stanford University Human-Centered Artificial Intelligence (HAI) website. The header includes the HAI logo, the text "Stanford University Human-Centered Artificial Intelligence", and a search bar. Below the header is a navigation menu with items: About, Centers, Research, Education, Policy, News, and Events. The article title is "AI-Detectors Biased Against Non-Native English Writers". Below the title is a sub-headline: "Design and Human-Computer Interaction, Language Processing, Machine Learning". The main text begins with "Don't put faith in detectors that are 'unreliable and easily gamed,' says scholar." Below the text are social media icons for Twitter, Facebook, YouTube, LinkedIn, and Instagram, along with the date "May 15, 2023" and the author "Andrew Myers". At the bottom of the article preview is a colorful illustration featuring silhouettes of people, a large eye, and abstract shapes.



<https://hai.stanford.edu/news/ai-detectors-biased-against-non-native-english-writers>

# Let's talk about using GAI for

Coursework

and then for


Everything else

# GAI uses for coursework that

Are not okay

May be okay

Probably are okay



always  
ask your  
instructor

# GAI uses for coursework that



Are not okay





**Don't** ask GAI to write your paper, annotated bibliography, draft, etc. for you.

**Don't** ask GAI to revise or rewrite your paper for you.

**Don't** use GAI for anything course-related without checking with your instructor first AND documenting and citing your usage of it.

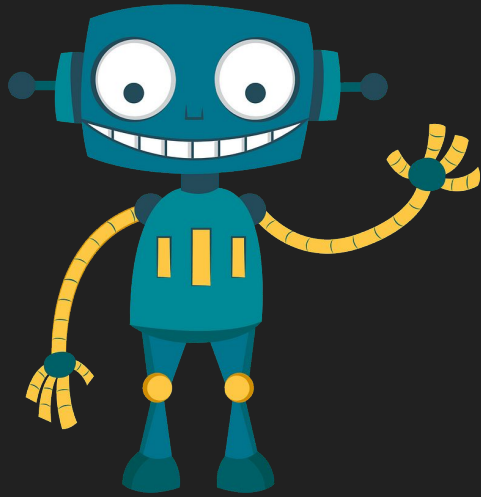
# GAI uses for coursework that



**Probably are okay**

*generally, no citation is needed for these uses*

always  
ask your  
instructor



Ask GAI to **define** a word or term from your course reading.

Ask GAI to **summarize** a dense course reading that you have already read, to check your understanding.

Ask GAI to **suggest some synonyms** for a word you are trying to use in writing.

Ask GAI to help **break down** a prompt or essay assignment and **explain the key terms** in it.

Ask GAI a very **simple grammatical query** about a specific sentence you are writing.

Ask GAI to suggest some **preliminary directions for research** on a specific topic (if this is a research assignment).

Ask GAI to write some sample test questions on a unit, and provide answers, **to test yourself while studying**.

# GAI uses for coursework that



May be okay

*citation may be required for these uses*

# Ask GAI for **detailed feedback** on your writing

- **Do not** say something vague, such as “make this more academic” or “make this more convincing.”
- **Do ask for specific suggestions:**
  - Can you offer some suggestions for varied word choice in this paragraph?
  - Can you check for run-on sentence errors?
  - Can you check my verb tenses and explain all the changes you made?
  - Can you suggest where to break this long paragraph into two paragraphs, and explain why?

# Ask GAI for **help in the research process** for research projects.

- **Do not** use it for queries when an expert (instructor, librarian) would be more useful.
- **Do not** use it to substitute for library database searches.
- **Do use it critically:**
  - Can you suggest some keywords for research given my research question \_\_\_\_\_?
  - Can you suggest some ways I can revise my research question and add sub-questions?
  - Can you identify various stakeholders to my research design, and possible counterarguments they may hold?

# How do you cite GAI properly?

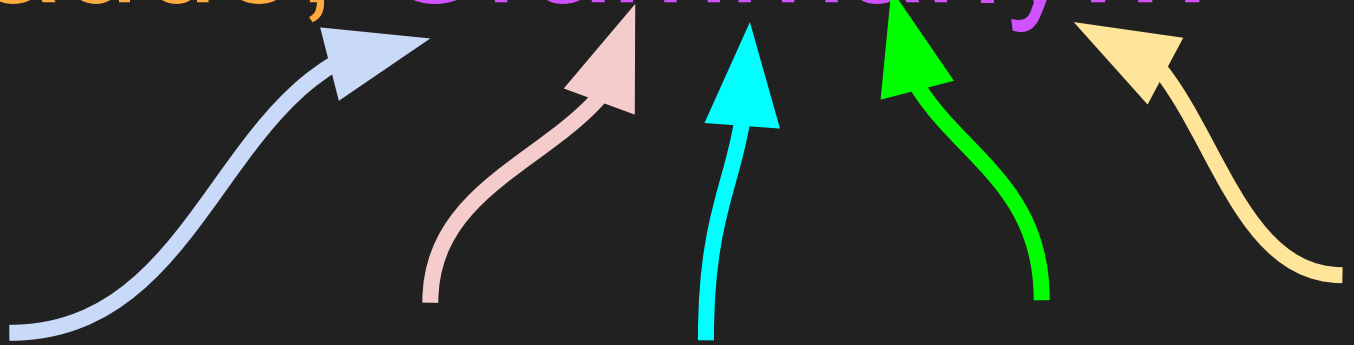
- [Purdue OWL guide](#) to citing GAI content
- Citing GAI in [MLA style](#)
- Citing GAI in [APA style](#)
- Citing GAI in [Chicago style](#)
- Follow the citation guides for your course or school.



- **Informal GAI documentation best practices** for students:
  - Save your writing before using GAI.
  - Consider seeing your instructor to discuss your writing before using GAI
  - ASK YOUR INSTRUCTOR ABOUT USING GAI.
  - Save the prompt you use with GAI and export the chat.
  - Screenshot your interactions with GAI if you are being very safe.
  - Ask GAI to give feedback on your writing, rather than to correct or change it.
  - Make any changes to your writing thoughtfully and take responsibility for your work.
  - Check and double-check: GAI is [often inaccurate](#) and may [entirely fabricate sources](#).

but wait...

ChatGPT, Bard, Bing,  
Claude, Grammarly...





# Special Course/School Policies

- [CDS GAIA Policy](#): All CDS classes
- CAS WR AI Use Guidelines: All WR classes (primarily undergraduate)



**CDS ADOPTS  
GENERATIVE AI  
ASSISTANCE  
POLICY**

# USING GENERATIVE AI IN COURSEWORK

## **CDS Generative AI Assistance (GAIA) Policy**

### **Intent**

Students should learn how to use AI text generators and other AI-based assistive resources (collectively, AI tools) to enhance rather than damage their developing abilities as writers, coders, communicators, and thinkers. Instructors should ensure fair grading for both those who do and do not use AI tools. The GAIA policy stresses transparency, fairness, and honoring relevant stakeholders such as students eager to learn and build careers, families who send students to the university, professors who are charged with teaching vital skills, the university that has a responsibility to attest to student competency with diplomas, future employers who invest in student because of their abilities and character, and colleagues who lack privileged access to valuable resources. To that end, the GAIA policy adopts a few commonsense limitations on an otherwise embracing approach to AI tools.



Arts & Sciences  
Writing Program

# CAS Writing Program AI Use Guidelines

In this class, we will discuss conventions for using and citing sources in academic papers and in other genres we study. Cases of plagiarism will be handled in accordance with the disciplinary procedures described in Boston University's Academic Conduct Code. All WR students are subject to the CAS code, which can be read online. At orientation, you learned that it is only allowable to use generative AI tools (such as ChatGPT) to “generate ideas, words, designs, or any other type of work product” when the use of AI has been authorized.

*Please note that the following AI uses are authorized across all WR classes:*

- Using AI tools to learn about or translate terms or vocabulary words (*not* translate entire papers)
- Using AI tools to offer you feedback on whether your grammar and usage conform with standard academic English. (Note: There may be times when the choice not to use standard academic English in your writing is appropriate and/or effective.)

It is not necessary to cite the AI tool for these two Writing Program-authorized uses.

# Bottom Line:

## For GAI uses for coursework

- PAY CLOSE ATTENTION to any GAI-related language on your syllabus and/or assignment sheet.
- ASK YOUR INSTRUCTOR if in doubt about what is okay, such as the peer review activity described on the following slide.



# Use GAI as a Peer Reviewer of Your Writing

"I have written a [type of paper] on [your topic], and I'd like for you to take on the role of my peer and review the paper for me based on a set of criteria I will give. I will give you these criteria one by one, and I would like you to give me feedback and offer suggestions for improvement." → *Ask follow up questions, engage with GAI critically, remain skeptical, and carefully consider its feedback rather than accepting it all.*

1. **Claim Clarity and Argumentation:** "How clear is the claim in articulating the paper's stance on [your topic]?"
2. **Critical Engagement with Sources:** "Does the paper critically engage with [the sources you are trying to analyze]? How can this analysis be improved?"
3. **Evidence and Support:** "Evaluate the evidence used to support the main argument. Is the evidence relevant, sufficient, and effectively integrated into the argument?"
4. **Organization and Structure:** "Assess the organization of the paper. Is the argument presented in a logical, coherent manner that is easy to follow?"
5. **Use of Language and Style:** "Evaluate the clarity, precision, and appropriateness of the language and style. How can the readability of the paper be improved?"
6. **Conclusion and Implications:** "Is the conclusion effective in summarizing the main points and reinforcing the paper's stance? Does it discuss the broader implications of the findings?"
7. **Recommendations for Improvement:** "Based on your assessment, what are the top three recommendations you would make to improve this paper?"

*Previous slide adapted from and  
used with permission of Pary Fassihi,  
CAS Writing Program Senior Lecturer  
and BU AI Task Force member*

# GAI uses for non-coursework

- Get help writing an email asking a professor for a letter of recommendation
- Proofread cover letters when applying for jobs or internships
- Plan an agenda for a student club meeting
- And more!

Are okay

# Always remember the limitations of GAI:

“The lesson for learners and teachers: don’t ask it to do more than it can. Give it facts, but don’t ask for them. Give it disciplinary concepts rigorously defined elsewhere if you are going to ask it to work with them. Supply specific context when needed. Don’t ask for or expect it to express interests.”

Cope, Bill and Mary Kalantzis, "A Multimodal Grammar of Artificial Intelligence: Measuring the Gains and Losses in Generative AI," *Multimodality and Society*, Online First, 2023, doi: <https://doi.org/10.1177/26349795231221699>.



## Academic Resource Guide

Connecting you to the wide net of academic resources across BU's campus.

I'm looking for help in...

### Writing Resources/Centers



#### ERC Writing Assistance

\*Available to ALL students

Writing Fellows are available to help with at any stage of writing process: brainstorming, drafting, or revising. Appointment and drop ins available.



#### ERC Graduate Writing Support

\*For masters, professional, and doctoral students

A family of services that brings BU graduate students together for structured writing time.



#### ERC Online Writing Resources

Check out our library of online resources for academic writers! You'll find tips and tools for grammar, citation, and more.

BU Libraries

## Research Appointments & Services

### Appointments via Zoom

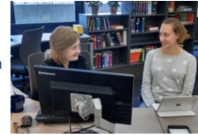
Having trouble researching a topic for a paper or other project? Schedule a 30-minute individual or group research consultation with one of your BU librarians via Zoom.

Schedule an appointment via Zoom  
M-F 11am-4pm

*To make an appointment with librarians at the Medical, Law, or Theology libraries please contact those libraries.*

### More Ways to Get Help

- Contact a subject specialist for in-depth, expert assistance
- For general help, email, or chat, visit [Ask a Librarian](#)
- Search or browse [Library FAQs](#)
- View [Research Guides](#), [Course Guides](#), & [How-to Guides](#)

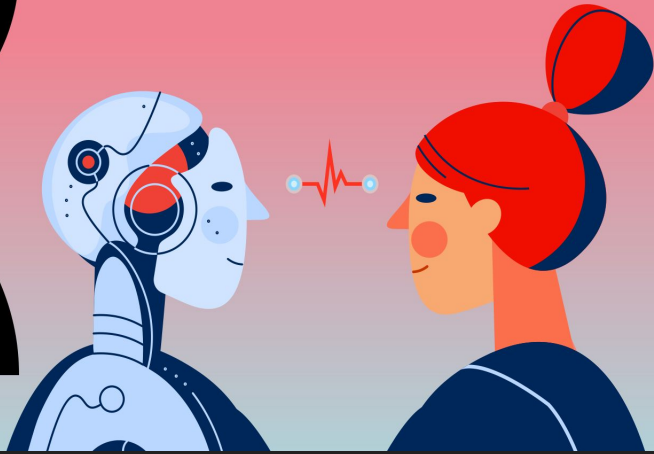


Get help  
with your  
writing  
beyond GAI

- [Talk with a BU Librarian](#) for help doing research
- [See an ERC or other Writing Tutor](#) for help getting started or revising a paper

TALK  
ABOUT:

APPROPRIATE  
USES OF  
GENERATIVE AI



<http://tinyurl.com/talk-about-gai>

*View or download these slides*



Christina Michaud, Master Lecturer

| [cmichaud@bu.edu](mailto:cmichaud@bu.edu)



Arts & Sciences  
Writing Program