

Dr. Britt Paris, Library & Information Science, School of Communication & Information, Rutgers University: graduate level syllabus language

POLICY ON USE OF AI FOR ASSIGNMENTS

This is your education and your skill set that you are building in this course and through your career as a student. Building anything you are proud of takes work and is sometimes difficult. Your communication of your own synthesis of ideas and experiences, and yes, your struggles as you do this, are what makes you human and helps you grow as a thinker and a scholar. The goal in this course is to encourage you to hone your critical thinking skills, your ability to synthesize and communicate literature, build relationships with others, and cultivate your deep and critical understanding of data-intensive technologies. This is all in the face of the best efforts of corporate technology owners and their mouthpieces on social media, in the press, and in institutions, like the university, to encourage you to uncritically use these technologies. They are encouraging you to offload these precious skills we are working to develop in this course onto corporate-owned technologies like ChatGPT that require massive amounts of energy and resources to operate, even as these technologies are not proven helpful for education. These technologies do not even deliver on their marketing claims.

If you willingly reduce your humanity and scholarly skill set to what some LLM that guzzles water and user data provides, that's embarrassing for you. Generative AI is bad at writing, and people know slop when they see it. Generative AI technologies' interpretation of arguments is far inferior to the below-average student's abilities to do so on their own. The bulk of what I am asking you to do in your work in this class is to improve and polish your thinking through discussion, writing, and other productive practices, to understand and apply academic argumentation, crediting sources, to understand the field and your place in it, and most importantly I am interested in you cultivating your ability to communicate your ideas and be in community with other people.

I am not here to "catch you". I won't go looking to prove you used AI. It has always been my policy that students will receive point deductions for bad writing, poor in-text citation, ineffective and unsupported arguments, getting concepts wrong, and not situating yourself in the work. But if I suspect something has been written using AI, you can expect being called to account.

Dr. David Widder, Assistant Professor, School of Information, University of Texas at Austin: syllabus language

Do not use AI for writing or reading or any other coursework. If our goal here was to efficiently produce essays or snappy reading summaries, ChatGPT would be the perfect tool for us. But this isn't our goal, we're here to be messy as we learn to read, write, and think about AI better, together. Learning to read difficult texts, write new ideas not found in any training set, and think together will be hindered—not aided—by AI. If you wish to use AI, solely to audit or otherwise study it, please discuss your plans with me beforehand.

I am not the AI police, and thus won't do investigative work to examine whether you violate this policy. However, if I somehow find out that you've used generative AI for reading or writing for any classwork, you will fail this course.

Dr. Kyle M.L. Jones, Library and Information Science, Data Science, Indiana University: graduate level syllabus language

Generative AI Policy

Students in this course may use generative artificial intelligence (AI) tools (e.g., ChatGPT, Gemini, Claude, Copilot) as part of their learning process and assignment preparation, provided such use aligns with the following principles:

1. Transparency and Attribution

- Any use of generative AI must be explicitly acknowledged in the assignment. Students should state which tool was used, how it was used, and for what portion of the work. For proper APA formatting of such citations, see: [How to cite ChatGPT](#). You are responsible for fact checking statements composed by AI tools.
- Example statement: "I used ChatGPT (August 2025 version, model 5) to brainstorm initial topic ideas and to suggest revisions to my draft introduction."

2. Academic Integrity

- Students remain fully responsible for the accuracy, originality, and quality of submitted work. AI-generated text, ideas, or code must be critically evaluated, edited, and integrated by the student.
- Submitting unedited or unacknowledged AI-generated work constitutes academic dishonesty and may result in disciplinary action under the institution's academic integrity policy.

3. Limitations of AI

- Generative AI tools may produce errors, fabricated references, or biased content. Students must verify the accuracy of any information produced by AI.
- AI should be treated as a supplementary aid, not a replacement for critical thinking, independent research, or disciplinary expertise.

4. Instructor Guidance

- Some assignments may prohibit or limit AI use depending on learning objectives. Assignment instructions will specify expectations. In cases of uncertainty, students must seek clarification from the instructor before using AI.

5. Ethical and Responsible Use

- Students must not use AI in ways that compromise privacy, security, or professional standards (e.g., inputting confidential or personally identifiable information into AI systems).

By following these guidelines, students may explore generative AI responsibly while upholding the academic values of integrity, originality, and intellectual growth.

Dr. Lindsay Weinberg, John Marston Honors College - Purdue University: syllabus language

AI Policy:

My hope is that this course provides you with an opportunity to explore your ideas about technology and society in such a way that uncritically automating one's thinking, learning, or research process feels worthy of significant pause. [Critical AI scholarship](#) has investigated how many popular generative AI (GenAI) tools rely on labor exploitation, use data taken without consent, have significant implications for the environment, privacy risks, and often reproduce dominant worldviews due to biases in their design and training data. Large language models are also not designed for generating "truth," but rather, to string together plausible sounding sentences based on prediction algorithms. There is emergent research that these tools can hinder students' critical thinking faculties and [cognitive development](#), especially when used for quick answers, to circumvent collaboration with peers/instructors, or without sufficient prior knowledge of a topic.

You will not be asked or required to use GenAI in this class. Instead, this course is about equipping you with the skills to assess the social and ethical implications of technology so that you feel

empowered to make informed decisions about your own relationship to technology and participate in public debate and decision-making. Therefore, if you choose to use GenAI as part of your work process on an assignment, you must include a paragraph describing the following: 1) the name of the technology/product you used; 2) how you used it to support (and not stand in for) your own learning; and 3) how you applied ethical reasoning in deciding to use GenAI for the assignment.