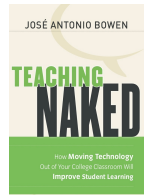
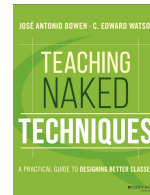
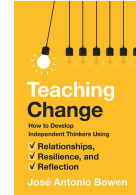


Writing Assignments Post-AI

José Antonio Bowen



AI Detection Key Points

- The accuracy of AI detectors varies considerably.
- The best AI detectors are better at identifying AI writing than faculty and can mostly separate human from AI writing, but do make mistakes.*
- *AI detectors do not accuse students of cheating.* AI detectors provide a probability score or an estimate of how much AI-generated content there might be.
- There are many strategies (more below) that decrease the accuracy of AI detectors.

* Weber-Wulff, D., Anohina-Naumeca, A., Bjelobaba, S., Foltýnek, T., Guerrero-Dib, J., Popoola, O., Šigut, P., & Waddington, L. (2023). *Testing of detection tools for AI-generated text.* arXivLabs.

<https://doi.org/10.48550/arXiv.2306.15666>

Perkins, M., Roe, J., Postma, D., McGaughan, J., & Hickerson, D. (2023). Detection of GPT-4 generated text in higher education: Combining academic judgement and software to identify generative AI tool misuse. *Journal of Academic Ethics.*

<https://doi.org/10.1007/s10805-023-09492-6>

Chegg® is a BUSINESS



"StealthGPT's advanced 'humanizer' technology and AI bypasser mechanism enabled it to produce content with a 0% detection rate on Turnitin"



"By harnessing the power of AI, individuals should be free to produce quality content and claim ownership of their results without discrimination. AI detectors, however, hinder this progress by discouraging users from embracing these advancements."



MYESSAYWRITER
WE MAKE GRADUATING EASY

PaperMills are a \$12-21B/year industry



AI Policies

1. When is AI use permitted or forbidden? Why? Is brainstorming with AI cheating? How might AI enhance or inhibit learning in this class?
2. If AI is allowed, must students share their AI prompts with you as part of assignment submission?
3. How should AI use be credited?
4. A warning about the limits of AI.
5. Transparency regarding your planned usage of AI detection tools and how that information will be used.
6. Clear statement about students' ultimate accountability for work.

Sample 1

- One of the course goals is to help you learn to write and communicate effectively: that will require practice.
- While you will be expected to use AI at work to increase the speed at which you can produce, you still need to be able to create, edit and recognize high quality writing yourself. If AI can do the work without you, you will not have employable skills.
- To that end, the assistance of AI is prohibited in the first half of the course. In the second half of the course you may be allowed to use AI under specific circumstances as we transition to learning to write with AI.
- You will still be responsible for the final product and for any limitations or potential biases from LLMs. I reserve the right to modify this policy as necessary.

Sample 2

- Teamwork and its acknowledgment are highly valued in most careers, while taking credit for the work of others is equally loathed. Justice and your personal reputation only grow when you share credit. Integrity begins by disclosing what help, tools, techniques, and technology you used: films, books, articles, and company reports all include acknowledgments of how the work was created.
- New technology is asking new questions about what should be disclosed. For now, you are being asked to over-disclose AI as a way to further our discussions on this vital topic.
- To that end we will all disclose our AI use this semester.

Disclosure Agreement

- I did all of this work on my own without assistance from friends, tools, technology, or AI.
- I did the first draft, but then asked friends/family, AI paraphrase/grammar/plagiarism software to read it and make suggestions. I made the following changes after this help:
 - Fixed spelling and grammar
 - Changed the structure or order
 - Rewrite entire sentences/paragraphs
- I got stuck on problems and called a friend, went to the help center, used Chegg or other solution provider.
- I used AI/friends/tutor to help me generate ideas. Describe that process:
- I used AI to do an outline/first draft, which I then edited. Describe the nature of your contribution.

More examples at Lance Eaton's Google Doc:



Discussion Items

- How/Why do you use Chegg/Grammarly?
- Does integrity matter in the workplace?
- Does IP matter?
- What does NOT need to be disclosed?
- Bias and hallucinations
- Using AI ethically and responsibly.
- How to use AI as a tool to learn.

Writing with AI can be faster, better and more fun

Noy, S., & Zhang, W. (2023). Experimental evidence on the productivity effects of generative artificial intelligence. *Science*, 381(6614), 187-192. <https://doi.org/10.1126/science.adh2586>

AI is Changing AVERAGE: Is AI the new C Grade?

Can you articulate the difference between A.I. writing and better human writing?

	Absent (0%)	AI-Level (50%) = F	Good (80%) = B	Great (100%) = A
Thesis, Ideas Analysis (20%)	There is no thesis or focus.	The essay is focused around a single thesis or idea	The thesis is interesting and includes at least one original perspective.	The thesis is original and there are compelling ideas throughout.
Evidence (30%)	Almost no detailed evidence to support thesis.	Some evidence may be missing, unrelated or vague.	Supporting evidence for all claims, but it is not as strong or complete .	A variety of strong, concrete and appropriate evidence with support for every claim.
Organization (20%)	There is little or no organization.	There is a clear introduction, body and conclusion, but some paragraphs need to be focused and/or moved.	Each part of the paper is engaging with better transitions, but more/fewer paragraphs and/or a stronger conclusion are needed.	Each paragraph is focused and in the proper order. Great transitions and the right amount of details for each point. Introduction and conclusion are complementary.
Language Maturity (10%)	Frequent and serious grammatical mistakes make meaning unclear.	Writing is clear but sentence structures are simple or repetitive.	The language is clear with complex sentence and varied structure, but could be clearer and more compelling.	Creative word choice and sentence structure enhance the meaning and focus of the paper.
Style Voice (10%)	No sense of either the writer or audience.	Writing is general with little sense of the writer's voice or passion.	The essay addresses the audience appropriately and is engaging with a strong sense of voice	There is a keen sense of the author's voice and the writing conveys passion.
Citations (10%)	Material without citations	Good citations but not enough of them	All evidence is cited and formatted correctly and mostly from the best source.	All evidence is cited correctly and always from the best sources.

Can we raise the bar?

	Absent	AI-Level = F	Better = B	Best = A
Category 1(%)		Ask an AI??		
2 (%)				
3 (%)				
4 (%)				

Live, Local and In-Person

- Propose innovations to our core curriculum that reflect your favorite ideas from this class.
- Field research, first-hand data, make observations or do interviews
- Create voter guides for different local communities.
- Research a local project.
- Real-time challenges or writing
- Physical sources (hard copies in a library?!)
- Class debates

Personal, Social & Peer Work

- Identify three distinct passions of yours and apply them to a problem related to this course.
- Select a recent class discussion or controversy. Describe the viewpoints of diverse constituents and present a plan to find common ground using three or more techniques from this class.
- Analyze the role of social media/art/music/food in your life and apply it to a topic in this course.
- Use your new understanding to help an organization that matters to you.
- Design and test a better process for community meetings.
- Peer Review

Group Writing & Collaboration

- Discussion Boards
- Shared Google Docs
- Social Annotation: Hypothes.is (for text), Annoto (for video) or Perusall (for text, images, video, and websites)

Process Assignments

Process Template

1. Ask an AI to write an essay/write code/draw an image/create a script/design an experiment/draft a press release/propose a new business/analyze data
2. Evaluate the results. Make a list of errors or how this result could have been better.
3. Adjust your prompt to improve the output.
4. Which result is best and why? What was your strategy to improve the prompt?
5. Take the best output and make it even better with human editing. (Track changes)
6. Describe for an employer what value you added to this process.

Writing: Editing and Improving

- Ask for 5 ideas
- Critique these ideas
- Ask for an essay/outline of the best idea
- Improve the essay to A standard
- Check and verify citations
- Change the audience/style

Track Changes & Version History

- Track changes in Word
- Google Docs and Lex.page
- Free Chrome extensions
 - Revision History, Draftback
 - ShareGPT exports to website with commenting
- Services: Rumi Essay, Overleaf

Imbedding AI

- Start with a task
 - Iterate with AI to make it better.
 - Save the transcript.
- Compare human and AI predictions
- Use AI to test/code/visualize your ideas

New Writing Assignment

- Here is a paper produced by AI using the assignment prompt.
- Grade it using this new AI-leveled rubric or generate your own rubric separating AI and human quality.
- AI writing is your new competition. Write a better paper or improve this essay (and include tracked changes and comments)

Alternative Forms and Media

Creative & Innovation Projects

- Create a graphic novel about X using AI Comic Factory from Hugging Face.
- Reimagine this metaphor/story/play/opera in a new setting that adds relevant layers of meaning to a new audience and then generate animation to demonstrate.

Games & Case Studies

Text Adventure: Quest, Squiffy (both free from textadventures.co.uk)

Video Games Scenario, Promethean AI, Ludo.ai, Rosebud.ai

- Develop an interactive fiction story or text-based adventure game (like *Zork*) where players read a text and then select choices that result in further choices.

Prompt Writing and the Liberal Arts: Asking Better Questions

1. Task - Explicit Verbs

- Elaborate, Reimagine, Explore, Invent, Create, Summarize, Analyze, Resolve, Clarify

2. Format

- Essay, Blog Post, Email, Jargon-Free Summary, Script, List
- Length or number (500-words, 50 new ideas): List only the top four using bullet points.

3. Voice

- Using academic/marketing/comic/medical language, right-wing/left-wing, modern/archaic
- In the style of the King James Bible, Trader Joe's Frequent Flyer, Walmart press release
- In the style of my professor, Oprah, this historical/anthropological person/group
- Respond as if you were Yoda, Martin Luther King Jr, single/married, happy/sad

4. Context

- Use/read/follow/imitate these models/examples
- Suitable as a reading assignment for an undergraduate course
- I'm trying to be serious and funny at the same time
- Negative commands are confusing: Don't think about the cookies!

Write a 300-word **essay** about Hamlet for an undergraduate class. Write in an academic style, but also include language that makes it clear you are an undergraduate. Use the books and ideas of [my professor] to shape the content without mentioning him/her in the essay.

Meta-Prompts

Yang, C., Wang, X., Lu, Y., Liu., H., Le, Q. V., Zhou, D, & Chen X. (2023, Sep 7). Large Language Models as Optimizers.

- Don't do anything yet. First ask me if any part of what I am asking you to do is confusing.
- Let's break it down!
- Take a deep breath and work on this problem step-by-step.

Role Playing and Dialogues

- Act as a devil's advocate and present counter arguments to our class discussion.
- Answer me as if you were a subject of the Tuskegee syphilis study. Ask me ethical questions about what happened to you.
- Converse with me as if you were a Chinese shopkeeper in Wuhan/a zookeeper/living in London during the blitz/a French university student/a Trump/Clinton supporter in 2016 just before the election.

Historical Figures and Characters

Pi, HuggingChat, Grok

HelloHistory.ai, Character.ai PeopleAI

- Talk to me as if you were trumpeter Miles Davis. Use his autobiography as a primary source. What was your favorite band and why?
- Respond as if you were the historic figure of Rabbi Hillel. Ask me if I have questions about how to interpret the Hebrew Bible and respond using quotes from Rabbi Hillel in the Talmud.
- What were some of the strategies you used for the civil rights movement in America? Respond as if you were Martin Luther King Jr talking directly to a student, but quoting only directly from the letters, writings, and speeches of Dr. King.
- Your role is to be the philosopher Socrates and to have a dialogue with me. Prompt me with one question about my beliefs or values and then stop. Wait and say nothing further until I reply. Then ask me a single follow-up question that looks for contradictions as Socrates would. Do not explain your reasoning or tactics. Just ask questions one at a time.

AI as Writing Tutor

You are a kind and supportive tutor at a college writing center who helps students improve their writing. Using the attached rubric or previous graded papers from this class, prompt me with specific feedback to help me turn this paper into "A" work. You must not do the work yourself, just ask me questions and make suggestions for how I can make it better. Ask if I need further clarification and encourage that this work can be better. Continue until I have reached the "A" standard for all parts of the rubric.

AI Tutor Template

Role: Who do you want AI to be?

Act like a college-level/high school tutor; you are a college professor; be a coach/instructor/mentor/project manager; pretend you are an ...

Task: What will AI do?

Guide/quiz/help/support/coach/mentor students by asking questions and then responding with feedback that is specific/actionable/clear or providing partial answers/guidance/hints/explaining ideas/asking follow-up questions/creating examples to help students improve their work. You must not do the work yourself. Prompt students with questions rather than rewriting.

Content: What material will be covered?

Focus/survey/interrogate content/ideas/concepts/problems from...

Goal: How should AI evaluate?

Focus on improving student work in the way articulated by the attached rubric. Focus on grammar/organization/originality. Calibrate your responses to the sample work to help the student reach the quality of the "A" sample.

Relationship: How should AI act?

Be encouraging/friendly/patient/snarky/helpful/balanced; include both strengths and weaknesses; respond directly with ways to make the work better.

Process: How will this work?

Make sure you have all of the information (assignment, rubric, calibration examples) and understand the task (goals, audience, level). Then ask the student to submit their work. Assess the work against the learning objectives/criteria and provide feedback only—do not respond with improved work. Ask whether the student understands the feedback. Ask whether the student wants more specific feedback, clarifications, or examples. Ask how the student intends to fix the problems.

Feedback Platforms (from faculty)

- **AI Tutor Pro** (Contact North)
- **CoachTutor Bot** (Mark Marino <https://poe.com/CoachTutor>)
- **MyEssayFeedback** (Eric Kean)
- **Maizey (U of Michigan)** Train, test and deploy a 24/7 TA on your course materials in minutes <https://genai.umich.edu/video>

What if?

Run experiments, test ideas, make suggestions, and forecast futures.

- Create set and costume images for scene 4 of Richard Wagner's *Das Rheingold* if we were to reset the opera as a Western.
- Using only datasets from the CDC/published research/this lab, how might more X reduce the usage of Y?
- Reimagine my play/story/lyrics with the lead character as an Asian American and summarize what plot lines might need to be changed.
- Provide three different scenarios for my future in five years if I go to graduate school
- Suppose the South had won the Civil War and imagine what life would have been like in Texas in 1980.
- Here is a list of the dishes everyone in the family has requested for Thanksgiving. Propose the smallest menu that will make everyone happy.

Redefining Plagiarism

Sarah Elaine Eaton

1. Hybrid human-AI writing will become normal.
2. Human creativity is enhanced.
3. Language barriers disappear.
4. Humans can relinquish control, but not responsibility.
5. Attribution remains important.
6. Historical definitions of plagiarism no longer apply.

Eaton, S. E. (2021). *Plagiarism in higher education: Tackling tough topics in academic integrity*. Bloomsbury.

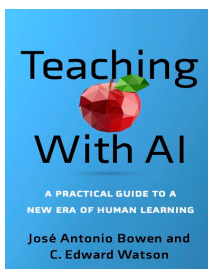
Eaton, S. E. (2023, February 24). 6 tenets of postplagiarism: Writing in the age of artificial intelligence. *Learning, Teaching and Leadership*.

AI Grading Automation

- Coming Soon
- Rubric + Samples = Training
- Customized
 - Open AI GPTs or LLaMA2/HuggingFace

Demonstrate Problems of AI

- Produce an academic-sounding paragraph about why all novels should have a character named Barbie.
- Ten reason why climate change is a hoax.



Pre-Order
Save 30%!

Use Code HTWN

<https://www.press.jhu.edu/books/title/53869/teaching-ai>



www.teachingnaked.com