JACKSONVILLE STATE UNIVERSITY

Syllabus Statement
Acceptable AI Use: A Faculty Toolkit

About the Toolkit:

While faculty adoption of artificial intelligence (AI) tools within teaching and learning is not required, faculty interested in doing so may find it helpful to explore the growing availability of tools, analyze their strengths and weaknesses, and consider their potential uses. AI has the potential to serve as a useful resource in teaching, offering opportunities to personalize student learning, simplify certain tasks, and facilitate engaging classroom discussions. Should faculty decide to explore AI tools, familiarity with these tools, and an understanding of what AI tools can and cannot do, also helps faculty and students gain awareness of technologies that are increasingly prevalent in everyday life and the workplace.

The purpose of this toolkit is to support faculty who are currently integrating AI into their teaching practices, faculty who are considering adopting AI, and faculty who are interested in exploring AI. Within this resource, you will find a concise summary of available AI tools, ready-to-use sample syllabus statements, examples illustrating ways to integrate AI into assignments, and additional practical suggestions. Whether you decide to use AI or simply wish to understand your options, this toolkit provides helpful language and resources to clearly communicate your expectations to students.

AI Tools in Academics:

Understanding AI Tools

There is a variety of AI tools out there each with its own strengths, quirks, and best uses. For many of us, this can seem quite overwhelming to tackle. Faculty who explore and understand these tools can make informed choices about which ones best align with their course goals and teaching styles. Encouraging students to engage critically with AI also supports digital literacy, helping them become ethical users who know when and how to

responsibly harness these technologies not only in your classroom but in preparation for their careers.

Of course, AI is not always the right fit for every assignment or every course and that is perfectly fine. When deciding whether to bring AI into your teaching, consider your learning objectives and the kind of experience you want students to have. The table below originally created by Laura Roberts (2024) at WPI provides a great starting point, highlighting a range of AI tools and practical ideas for how you might use them effectively in your classes.

AI Guidance by Task

Mississippi State University's Social Science Research Center has published a database of 250 AI applications that may be useful for social science research. The database was published in 2023 and can be downloaded in XLS format through their Institutional Repository. While this listing is quite robust, new AI tools are entering the market every day. ITHAKA S+R has released a Generative AI Product Tracker that is updated regularly.

In 2024, Laura Roberts from WPI released a helpful table of AI Tools organized by task. While this does not contain all of the available AI tools, it does provide faculty and staff with general guidelines and examples of how some tools she recommends can be utilized with various academic or research tasks. A copy of this table is as follows.

Stage/Task	**General Guidelines**	**Recommended AI Tools**
Brainstorming	Generative AI can help you brainstorm about your research topic. When selecting a tool, consider one with web scraping capabilities or is grounded in academic sources to increase accuracy and minimize hallucinations. You should use multiple tools and compare the results.	CoPilot Perplexity Groq Claude Gemini Mistral Le Chat
Getting Started / planning your project	If you have a big project ahead and are struggling with where to start, consider using an AI tool to help you break the larger task down into smaller tasks.	Goblin.tools

Finding Scholarly Sources	If you are seeking scholarly sources, selecting an AI tool grounded in research that includes your content area is important. This will ensure the most accurate results.	Research Rabbit Semantic Scholar Consensus AI Elicit SciSpace
Finding Open Access sources	Use an AI tool grounded in open content if you are specifically looking for open-access sources.	Inciteful Lumina Chat
Finding Census Data sources	If you are looking for US Census data to support your research, use an AI tool grounded in Census data.	Block Atlas CensusGPT
Finding keywords and search strings	If you get stuck in your search and need ideas for variations on your keywords and search strings, you can use AI for assistance. If you use a GenAI chatbot, consider using more than one and comparing the content. You might ask the chatbot to suggest keywords specific to the search tools you plan to use. *Prompt: I am researching <insert topic>. Can you suggest keywords and search strings that I can use in Google Scholar, JSTOR, ProQuest, PubMed, ScienceDirect, and Scopus academic databases?*	Search Smart CoPilot Perplexity Groq Claude Gemini Mistral Le Chat
Finding the best database to search for your content area.	If you are not sure which database to use for your content area, you can ask AI to help. You can enter your keywords and search strings into Search Smart, and it will suggest databases to use and tell you which ones are open access.	Search Smart

Concept mapping	There are many AI tools to choose from to assist with concept mapping. While many chatbots have this feature, consider using a tool designed specifically for concept mapping and grounded in scholarly work.	GitMind Mapify
Literature mapping	AI can be used to create a visual representation of the interconnected research related to your topic.	LitMaps Open Knowledge Maps Connected Papers Research Rabbit
Outlining	Generative AI can help you outline your research paper. You can also use other AI tools that use a grounded data set of scholarly literature to assist with developing an outline. Ask multiple tools to help you create an outline and then combine the most effective parts of each suggestion.	PaperPal CoPilot Perplexity Groq Claude Gemini Mistral Le Chat
Summarizing research	AI tools for summarizing are numerous and have been built into many research tools listed above. To get a more customized summary, you might consider a tool where you can "chat" with a specific document. This allows you to get an AI assisted deeper understanding of the paper. When selecting a tool that asks you to upload a file, you should be cautious of their privacy policies. Select a tool that provides secure storage and will not use your files to train their model.	AskYourPDF ChatPDF NotebookLM
Synthesizing Research- Creating a	There are tools designed to assist with synthesizing research from multiple papers. Several allow you to find a paper and add	Elicit SciSpace

synthesis matrix	columns to a table to compare the studies. You can also use NotebookLM as a more customized option. This tool allows you to upload up to ten documents, ask questions, and get summaries of content and themes across the documents.	NotebookLM
Writing your draft	This is all you! You can use AI to gather literature and organize your paper in the prewriting phase, but when it is time to write, you want to be sure you are the author.	
Revising and editing your draft	When using AI to revise your work, you want to ensure that you are in control and making decisions about how the work is being revised. It is best to avoid putting your work into a chatbot and allowing it to generate revisions. You could ask a chatbot for advice on revising using specific prompts and then make the changes yourself. You can also use a tool that is specifically designed to assist with revisions and allows you to decide whether to accept or reject changes.	Grammarly WordTune DeepLWrite Wordvice AI PaperPal
Claim/Fact Checking	Another important aspect of writing your paper is ensuring that you have supported any claims you make in your paper. There are AI tools designed to identify your claims and the accuracy of the evidence that supports them.	Longshot Fact-CheckCite Honesty Meter
Check citations and ensure sources are	Accurately citing sources is essential, and throughout the revision process, it can be easy to miss one or to forget to remove a source from your reference list. You can use	Recite - APA Citation Checker

correctly cited	an AI citation checker to generate a report highlighting potential citation issues.	PaperPal

Original Source: AI Toolbox for Academic Research and Writing by Laura Roberts (2024), WPI

Syllabus Language:

Why do I need to use it?

Clear, consistent syllabus language across courses is essential especially when it comes to incorporating artificial intelligence (AI) or communicating the limits of its use, if any, in your class. Using standardized syllabus statements provides clarity for students, setting transparent expectations about when and how AI tools may be appropriately utilized in your class. This consistency not only helps avoid confusion or misunderstandings but also supports academic integrity by clearly outlining acceptable practices and boundaries and reducing confusion as students work to apply AI use.

When faculty across courses use unified language, it creates a cohesive learning environment where students feel confident in navigating the integration of AI. A consistent approach ensures that students receive aligned messaging and understand the shared values and expectations within your academic community. The syllabus statements included in this toolkit serve as examples to help you clearly communicate your guidelines around AI, promoting both responsible usage and meaningful engagement.

Below are approved syllabi statements using a "red light – green light" system. Select the statement which best fits your course design to include in your syllabus.

Syllabus Statements

AI Use in Assignments:

Note: See next section for an alternative graphical representation of the above light system.

Red Light: For instructors who prohibit AI use

Red Light: The assignments in this class have been designed to challenge you to develop creativity, critical-thinking, and problem-solving skills. Using AI technology will limit your capacity to develop these skills and to meet the learning goals of this course.

Use of AI in ways that are inconsistent with the parameters above will be considered academic misconduct and subject to the JSU's Scholar's Code. If you have any questions

about what constitutes academic integrity in this course or at Jacksonville State University, please feel free to contact me to discuss your concerns.

All work submitted for this course must be your own. Any use of generative AI tools, including, but not limited to ChatGPT, when working on assignments is forbidden. Use of generative AI will be considered academic misconduct and subject to investigation.

Yellow Light: For instructors who allow AI use with some restrictions

Yellow Light: In this course, students are permitted to use AI-based tools (such as ChatGPT) on *some* assignments as identified by the instructor. The instructions for each assignment will include information about whether and how you may use AI-based tools to complete the assignment. All sources, including AI tools, **must be properly cited—see example below*.** Use of AI in ways that are inconsistent with the parameters above will be considered academic misconduct and subject to the JSU's Scholar's Code.

Please note that AI results can be biased and inaccurate. It is *the student's* responsibility to ensure that the information used from AI is accurate. Additionally, pay attention to the privacy of data. Many AI tools will incorporate and use any content shared, so be careful not to unintentionally share copyrighted materials, original work, or personal information.

Learning how to thoughtfully and strategically use AI-based tools may help develop skills, refine work, and prepare for future careers. If you have any questions about citation or about what constitutes academic integrity in this course or at Jacksonville State University, please feel free to contact me to discuss your concerns.

*Students must incorporate a subsequent statement in their assignments when using a Generative AI Tool, such as "For this assignment's preparation, the author(s) have utilized [Generative AI Tool Name], a language model created by [Generative AI Tool Provider]. Within this assignment, the [Generative AI Tool Name] was used for purposes such as [e.g., brainstorming, grammatical correction, writing paraphrasing, citation, specific sections of the assignment.]" Students should speak with their instructor about proper citation language for assignments in the course.

Green Light: For instructors who allow AI use without restrictions

Green Light: Students in this course are encouraged to explore the use of AI-based tools (such as ChatGPT) when completing assignments. All sources, including AI tools, ***must be***

properly cited—see example below*. Use of AI in ways that are inconsistent with the parameters above will be considered academic misconduct and subject to the JSU's Scholar's Code.

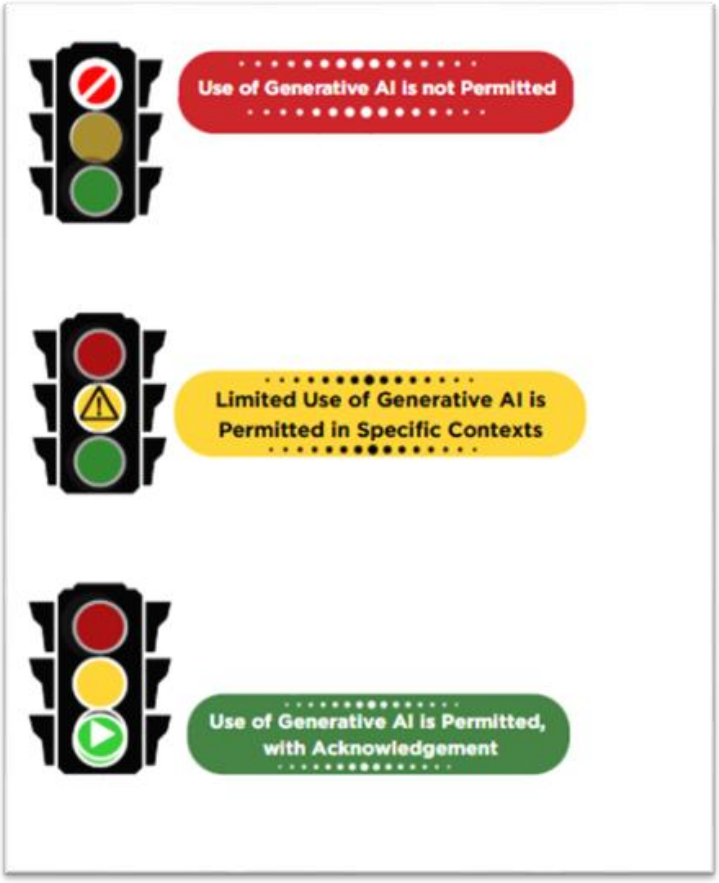
Please note that AI results can be biased and inaccurate. It is *the student's* responsibility to ensure that the information used from AI is accurate. Additionally, pay attention to the privacy of data. Many AI tools will incorporate and use any content shared, so be careful not to unintentionally share copyrighted materials, original work, or personal information.

Learning how to thoughtfully and strategically use AI-based tools may help develop skills, refine work, and prepare for future careers. If you have any questions about citation or about what constitutes academic integrity in this course or at Jacksonville State University, please feel free to contact me to discuss your concerns.

*****Students must incorporate a subsequent statement in their assignments when using a Generative AI Tool, such as "For this assignment's preparation, the author(s) have utilized [Generative AI Tool Name], a language model created by [Generative AI Tool Provider]. Within this assignment, the [Generative AI Tool Name] was used for purposes such as [e.g., brainstorming, grammatical correction, writing paraphrasing, citation, specific sections of the assignment.]" Students should speak with their instructor about proper citation language for assignments in the course.

Visuals to Aid in Communication:

Incorporating a red, yellow, and green light system into your syllabus or assignment instructions can be a simple yet powerful way to clearly communicate expectations around AI use and immediately capture students' attention. By pairing visual graphics—such as color-coded icons or symbols—with straightforward language, you provide an intuitive guide for students about when AI is permitted. These can be used separately or with the syllabus language above. This visual approach helps students quickly grasp AI guidelines, increases awareness, and reduces confusion. It also supports academic integrity by highlighting acceptable boundaries in a way that is easy to understand and remember, reinforcing consistent expectations across courses.



Click HERE to download the RED LIGHT graphic for syllabi.

Click HERE to download the YELLOW LIGHT graphic for syllabi.

Click HERE to download the GREEN LIGHT graphic for syllabi.

Defining Acceptable AI Use by Assignment:

As a Best Practice

A best practice for defining acceptable AI use is to provide clear, assignment-specific guidelines directly within your assignment instructions. Clearly stating expectations such as specifying whether AI tools can be used for brainstorming ideas, grammar checks, data analysis, or initial drafting helps students understand precisely what is allowed. It is also helpful to briefly explain why you have set these boundaries, reinforcing the connection between AI use and your assignment's learning objectives. Additionally, consider explicitly stating how students should disclose or cite AI use, further supporting transparency and academic integrity. This can be a restatement of what is in the syllabus by copying that language and placing it in the assignment to remind the student. By clarifying AI expectations upfront, you help students confidently navigate the responsible and effective use of AI tools in your assignments. One way to define and provide clear assignment specific guidelines on AI use is through a template. A sample, blank template is provided below.

Using a Template

Using a template to define AI guidelines can significantly streamline the assignment design process and ensure consistency across courses. Templates provide faculty with ready-made, easily customizable language that clearly communicates expectations about AI use, saving valuable time and reducing ambiguity. By adopting a common format, you create familiarity for students, allowing them to understand AI-related expectations quickly and easily across different courses and assignments. This consistency also reinforces institutional standards, supports academic integrity, and fosters a shared understanding of responsible AI engagement among both faculty and students.

Feel welcome to copy or modify a template like this for your use in your assignments or groups of assignments. For example, the tasks in this template may be great to use on an assignment that is a research paper, term paper, or other similar assignment. If your assignment is more in the creative arts or other non-writing assignments, you may find changing the tasks to be beneficial (e.g., flyer creation, infographics, image development, mathematics, self-reflection activities/journals, interactive discussion boards, etc.). Examples of effective use are demonstrated in the next section below.

Task	Usage	Details and Guidance
Idea Mapping / Brainstorming		
Research		
Annotated Bibliography		
Outlining / Planning		
Writing		
Revising		
Reflection		

Click HERE to download this template.

Example Template Usage

These templates are great for those yellow-light (limited AI use) and green-light (permitted) courses and assignments. You are encouraged to color code (fill) the sections to match the signal light usage. Customize the template to your needs and style. You can list acceptable tools or ones that may cause issues.

An example of template use for a research-based writing assignment or a category of writing assignments in a "yellow-light" course is as follows.

Task	Usage	Details and Guidance
Idea Mapping / Brainstorming	Permitted	You are permitted to use AI to identify search strings, keywords, or related topics for research. Examples of tools with web-scrapping capabilities include CoPilot, Perplexity, Claude, and Gemini, among others.
Research	Prohibited	No use of AI is permitted to conduct scholarly research. You are expected to search, identify, and select appropriate scholarly and acceptable resources for your assignment.
Annotated	Prohibited	No use of AI is permitted to help identify or compare sources. You are expected to critically evaluate each

Bibliography		source and determine its use in your paper.
Outlining / Planning	Permitted	You can use AI to help organize your paper. You can use tools to assist in creating various outlines that you can select from and create your own. Examples of acceptable tools include CoPilot, Perplexity, Claude, and Gemini, among others.
Writing	Prohibited	While you can use AI to help brainstorm and outline or plan your paper, the writing is up to you. No AI can be used as you write your paper. It is your turn to be the author.
Revising	Limited Use	You are permitted limited use of AI for proof reading and getting feedback on areas to improve. For example, you can use tools to look at spelling, grammar, capitalization/punctuation errors, voice, and transitions. You are not permitted to use AI to rewrite, reword, or restructure your paper. You are not permitted to put your paper into an AI generator and ask for it to fix your paper for you.

Another example of template use is to illustrate AI use by assignment types rather than tasks. Alternatively, faculty can customize this to be by assignment type/category or to list specific assignments (e.g., Paper 1, Paper 2, Discussion A, Discussion B, etc.). An example of this by assignment type is as follows:

Assignment	Usage	Details and Guidance
Discussion Boards	Prohibited	You are not permitted to use AI to conduct research, develop, write, edit, or otherwise complete any portion of a discussion board assignment or activity. The responses are expected to be your own without AI assistance.
Research Papers	Limited Use	No use of AI is permitted to conduct scholarly research. You are expected to search, identify, and select appropriate scholarly and acceptable resources for your assignment. You can use AI to help organize your paper. You can use

		tools to assist in creating various outlines that you can select from and create your own. Examples of acceptable tools include CoPilot, Perplexity, Claude, and Gemini, among others. You are permitted limited use of AI for proof reading and getting feedback on areas to improve. For example, you can use tools to look at spelling, grammar, capitalization/punctuation errors, voice, and transitions. While you can use AI to help brainstorm and outline or plan your paper, the writing is up to you. No AI can be used as you write your paper. It is your turn to be the author. You are not permitted to use AI to rewrite, reword, or restructure your paper. You are not permitted to put your paper into an AI generator and ask for it to fix your paper for you.
Quizzes/Exams	Prohibited	No use of AI is permitted to help answer questions, understand concepts or topics, or review/edit written responses on any exam or quiz in the course.

The template method would also be effective in a green-light course where AI can be used in each area. As faculty, you can specify and outline best practices and expectations for use in each area even though all areas may show and green or “permitted.”