

GENERATIVE AI

Developed in collaboration with Writing at Queens and
CETLL's Generative AI in the Classroom Faculty Fellows (2024-2025)

IN THE CLASSROOM

BEST PRACTICES: A CETLL GUIDE

TABLE OF CONTENTS

Introduction	3
Begin with Your Own Experience	3
Develop & Communicate Guidelines	4
Cultivate Dialogue & Transparency	5
Design Assessments	6
Detecting AI	7
Data from QC Student Survey on AI	8
Teaching Resources	9
Syllabus Statements	10
Activities & Assignments	11
Other Resources	13
Resources/Bibliography	15

Introduction

Artificial intelligence tools that generate, edit, and proofread written text have been available for many years. Many of us have become accustomed to features like predictive text in our word processing programs and phones, or support offered through programs like Grammarly. However, the introduction of Chat GPT in 2022 and rapid growth of these technologies has produced increased awareness, curiosity, and concern about the impacts of generative artificial intelligence on the world we live and work in, and the ways these technologies impact how we teach and learn in the college classroom.

Currently, there is no specific CUNY or QC policy on the use of artificial intelligence in the classroom outside of mentions of AI in the [CUNY Academic Integrity Policy](#). This means that, as instructors, we have a lot of flexibility and responsibility to consider how and when the use of generative AI is acceptable in our classes to clearly communicate these parameters to our students as we prepare them for the integration of these technologies in work and life. Or, as English scholar Annette Vee states, we have an opportunity to make our

1. Begin with your own experience with generative AI, including your own knowledge and questions about these technologies.

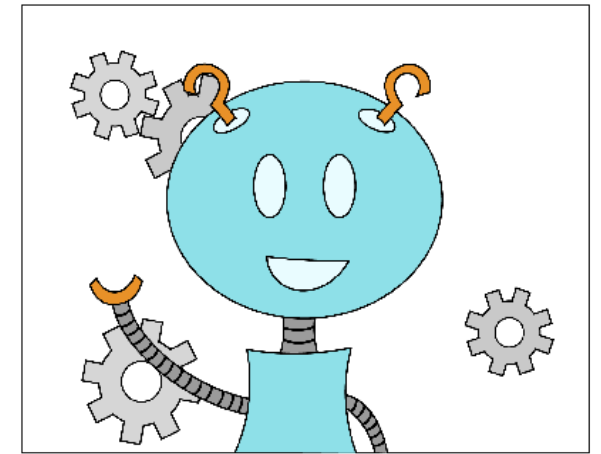
How does your own relationship to generative AI affect your views on your students' use of it in your courses? Do you use generative AI in your teaching or research, and for what purpose? What do you need to know about what it does and how it works to be able to have an informed approach to these questions in your teaching?

Here are some resources that can help to get you started:

[About AI \(from the Teach@CUNY AI Toolkit\)](#)

[What IS Generative AI anyway??](#)

[How exactly does Generative AI work? And how do LLMS work? \(jargon-free, please!\)](#)



courses more "[AI aware.](#)"

To that end, here are some best practices to follow, drawn from our discussions with CETLL's Generative AI in the Classroom Faculty Fellows (2024–2025) and other resources. At the end of this guide, we have included sample syllabus statements, assignments, and resources developed by the Faculty Fellows as well as recommended readings and resources for your use.

We encourage you to be in touch with us at CETLL for additional support or information: CTLOnline@qc.cuny.edu

2. Develop and communicate clear guidelines for the use of AI in your courses.

Generative AI tools may be used for brainstorming, writing, image production, slide/presentation production, coding, summarizing, translation, and more—your students may have other ideas about ways that they have used or could use generative AI.

Reflect on what you consider to be acceptable or unacceptable use of generative AI in your classes, and across different aspects of the course. As you think about your guidelines, you may also want to consider what kinds of generative AI tools are already used or not used in your field and what norms around generative AI usage are shifting in the areas that students are developing their careers.

You may decide that you will generally discourage the use of these tools for any purpose. It may be that you are comfortable with students using generative AI for very specific uses (e.g. writing assistants such as Grammarly or Word's built-in Spelling & Grammar checker for correcting grammar, spelling, or punctuation; recording lectures and producing notes from them; brainstorming research topics) and not others. You may be comfortable with their use of generative AI for some types of assignments and not others. You may ask them to actively engage with these tools in their assignments. It also may be that within an assignment, there are different guidelines for acceptable use at different stages and/or for different tasks.

The most effective policies will be ones that are clear, direct, and explain your rationale and/or thinking. It's also important to be explicit about the process or, if applicable, specific consequences that students face for not following the guidelines.

You may want to consider the following questions as you develop your course policy:

- ★ How are students allowed to use generative AI in your class?
- ★ What uses are not allowed in your class?
- ★ Will the guidelines around generative AI in your class apply to all assignments, or will they change? If the latter, make sure that instructions for each assignment are specific. What is your rationale? How does your generative AI policy align with the overall learning goals of the class and the work you want your students to do?
- ★ If the students are allowed to use generative AI, how should they communicate their use (e.g. citations, documentation)?

Here are some resources that can help you get started:

A [list of sample statements](#) that reflect a range from "permissive" to "mixed" policies.



A [resource with information about citing Generative AI use](#).



An [example of a Gen AI disclosure statement](#) that students can submit with assignments.

We also recommend that you share how you, as the instructor, will or will not use generative AI in the class. This is especially important when it comes to student work and grading.

NOTE ABOUT TURNITIN: If you are an instructor who uses Turnitin to check assignments for plagiarism, please note that it uses artificial intelligence tools to check content for plagiarism. If you do use this tool, **we recommend that you do not select "submit papers to standard paper repository" when you set up your assignments**, so that student work will not be added to the Turnitin database. If you do select this option, it's important that you communicate this to your students so that they can consent to where their work is being submitted.¹

3. Cultivate dialogue and transparency with your students about generative AI.

Developments in generative AI have opened up larger questions for all of us about knowledge production and technology. Many faculty are feeling pressure to figure out these questions on our own (or with other faculty). We recommend that faculty engage with these questions directly with your students, including by admitting that we don't already know all the answers.

Invite students to share their own experiences, use, and questions about generative AI without shame or fear of punishment. Open conversation will support building an environment of trust on both ends, which will ultimately be a more effective way to ensure that guidelines around generative AI are being followed.

Discussions about generative AI in the classroom are not just related to academic integrity. These developments in technology have different social, political, and economic dimensions that are shaping the future of the world we live in. You may want to ask students to directly engage in discussions or assignments that invite them to learn more about the ways that these technologies are affecting their fields of interest.



4. Design assessments to encourage appropriate generative AI use.

Implement strategies that decrease the chances that students will use generative AI tools in ways outside of the parameters you've established.

- ★ Support conversations about students' learning goals in the class so that they can connect with what matters to them and what motivates them.
- ★ Focus on the process of learning instead of, or in addition to, the final product. Have students document their process by submitting outlines of their intentions as well as process reflections, to encourage them to be deliberate about the ways they did or did not use generative AI. You can ask them to use Track Changes or Comments in Word documents or version histories in Google docs to make their writing and revision process visible.
- ★ Scaffold assignments: break larger assignments into smaller ones, giving students feedback throughout the process.
- ★ For in-person or hybrid writing courses, assign an in-class writing assignment early in the semester to get a sample of your students' writing styles.
- ★ Design experiential learning activities that AI cannot complete for your student (e.g. hands-on activities, service learning, and field trips).
- ★ Assign student reflections that encourage metacognition. For example, you can use [exam wrappers](#), which ask students to reflect on their performance. Where did they do well and how can they improve their performance in the future?
- ★ Assign collaborative projects using social annotation tools such as [Hypothes.is](#), where students engage with the text and their peers.
- ★ Require written exams based on in-class discussions. Ask reflective questions that only students who participated in the discussion can answer. Generative AI can't scrape the content if it doesn't have access to the discussions.

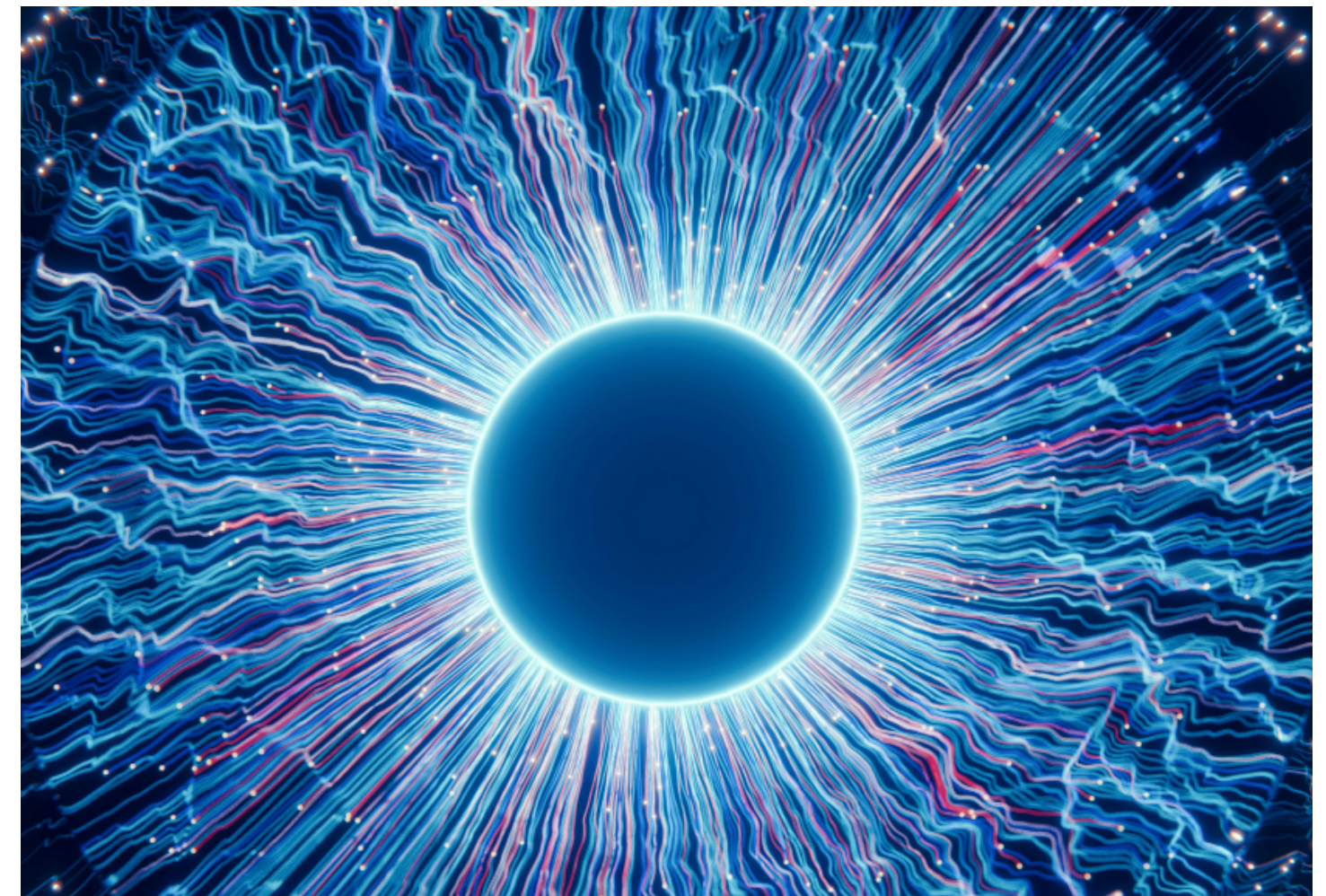


5. Detecting AI

CETLL discourages the use of AI-detection tools. There is ample evidence that AI detection simply does not work: the [software is unreliable](#) and [its use raises ethical and equity concerns](#) due to its errors, false positives, and/or biases (e.g. [against non-native English speakers](#), [Black students](#), and [neurodiverse students](#) (or [here](#))).

Instead, we encourage the above steps to facilitate clear communication with students about the parameters of acceptable generative AI use in the class, build trust with students so that there is space to ask questions, and design assignments that align with your approach to generative AI use.

If you are in a situation where you suspect a student has used generative AI outside of your course guidelines, talk to your student. Ask them to share the creative, developmental and decision-making processes that went into the assignment, whether it was to write an essay or solve a math problem. If generative AI was used in an unacceptable way, consider giving your student an opportunity to revise their submission. We also encourage you to talk to your student about why this happened so that you can better understand if there is anything that you, as the faculty, can do differently next time. For example, did the student have difficulty understanding the policy or assignment instructions, and are there ways you can communicate this information more effectively? You can always reach out to CETLL if you would like to talk through additional strategies.



Data from Queens College Student Survey on AI

A Fall 2024 survey of students in QC's English 110 classes showed that 41% of respondents used AI for writing assignments, mostly to generate explanations (80%), summarize texts (66%), and to brainstorm ideas (76%). Far fewer said they used AI to generate paragraphs or essays (<21%). 31% of the respondents said they use AI even when an instructor said not to.

On enjoying the process of writing: 50% of respondents said AI has had a positive effect, while only 8% said it's had a negative effect.

63% of the respondents said AI programs can be leveraged to develop students' writing skills. 11% of respondents said no, and 26% were unsure.

The survey also demonstrated that faculty are engaging with their students about generative AI: 82% of respondents said they had at least one instructor that discussed the pros and cons of AI.

The survey illuminates the range of faculty positions on generative AI:

- ★ 85% of respondents said they had at least one instructor that prohibited the use of AI.
- ★ 38% of respondents said they had at least one instructor that encouraged use of AI.



Photo Credit: Kareena Khan

Photo Credit: Meagan Sullivan



Generative AI In the Classroom Faculty Fellows' Teaching Resources

In 2024-2025, in collaboration with Amy Wan, Professor of English and Special Assistant to the Provost for Writing, CETLL hosted a Generative AI in the Classroom Faculty Fellowship. This fellowship supported an interdisciplinary cohort of thirteen faculty members to critically engage the different concerns and opportunities that generative AI presents for our work as educators.

CETLL's Generative AI in the Classroom Faculty Fellows included Lindsey Albracht (English), Claudia Brumbaugh (Psychology), Ashlyn Cavitt (Design), Antonia Cucchiara (Political Science), Emily Drabinski (GSLIS), S.E. Hackney (GSLIS), Brandon Jeffries (GSLIS), Delaram Kahrobaei (Computer Science), Robin Naughton (Library), Yael Neumann (LCD), Joshua Rogers (CMAL), Annalee Roustio (Writing Center), and Holly Weisberg (Psychology). The program was facilitated by Jean Kelly (CETLL), Soniya Munshi (CETLL/Urban Studies), and Amy Wan (English).

We are pleased to share teaching resources developed by the Generative AI in the Classroom Faculty Fellows through their participation in this program.

Photo Credit: Meagan Sullivan



Faculty Fellows pictured from left to right: Joshua Rogers, Soniya Munshi, Emily Drabinski, S.E. Hackney, Claudia Brumbaugh, Annalee Roustio, Brandon Jeffries, and Robin Naughton

Not pictured: Lindsey Albracht, Ashlyn Cavitt, Antonia Cucchiara, Delaram Kahrobaei, Jean Kelly, Yael Neumann, Amy Wan, and Holly Weisberg

Syllabus Statements, Policies, and Related Activities

Emily Drabinski

Graduate School of Library and Information Science

[Syllabus Policy Development Activity](#)

“ This activity invites students to co-create with faculty a policy about the use of generative AI in the classroom. ”

S.E. Hackney

Graduate School of Library and Information Science

[Syllabus Statement and Activities](#)

“ This resource presents an information sciences focused syllabus statement, in-class discussion, and class group activity around the use of GenAI in the classroom, and its role in the larger information environment. ”

Brandon Jeffries

Graduate School of Library and Information Science

[Syllabus Statement](#)

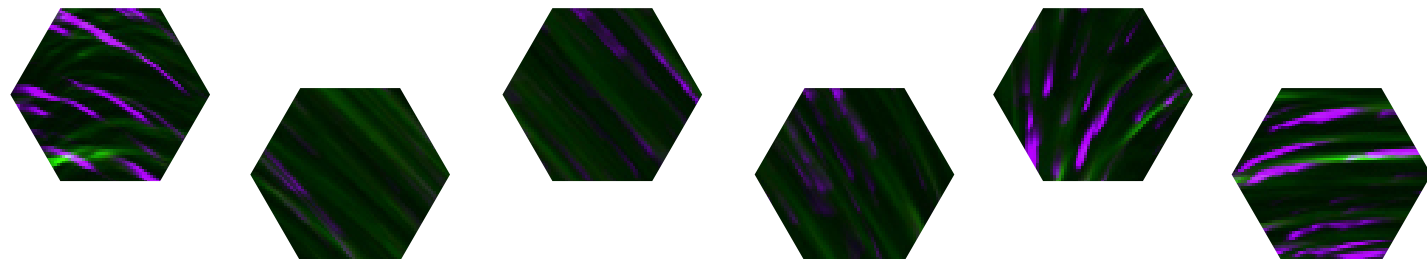
“ I developed a Generative AI policy I will incorporate into the GSLIS class “LBSCI 700 – Technology of Information.” Additionally, research articles have been gathered as well as activities for the lecture revolving around generative AI. ”

Joshua Rogers

Classical Middle Eastern and Asian Languages and Cultures

[Syllabus Statement \(slides 3-8\)](#)

“ I have written a syllabus statement in which I try to frame AI use as an important pedagogical and moral choice for students, rather than a set of more legalistic policy which cannot be practically enforced. ”



Holly Weisberg

Psychology

[Syllabus Statement](#)

“ [This syllabus statement] was shared with the [Psychology] department and may be used as an example for other faculty... that may find it useful. ”

Yael Neumann

Linguistics and Communications Disorders

[Syllabus Statement \(slide 3\)](#)

“ The syllabus statement clearly communicates that all assignments, quizzes, and projects must be completed in students' own words, establishing academic integrity expectations from the start. However, rather than take a punitive approach, my goal is to open a dialogue with students about AI's role in learning. With the assignments below, these resources aim to cultivate transparency, discernment, and thoughtful engagement with AI, helping students understand not just how to use these tools, but when and why they should—or shouldn't. ”

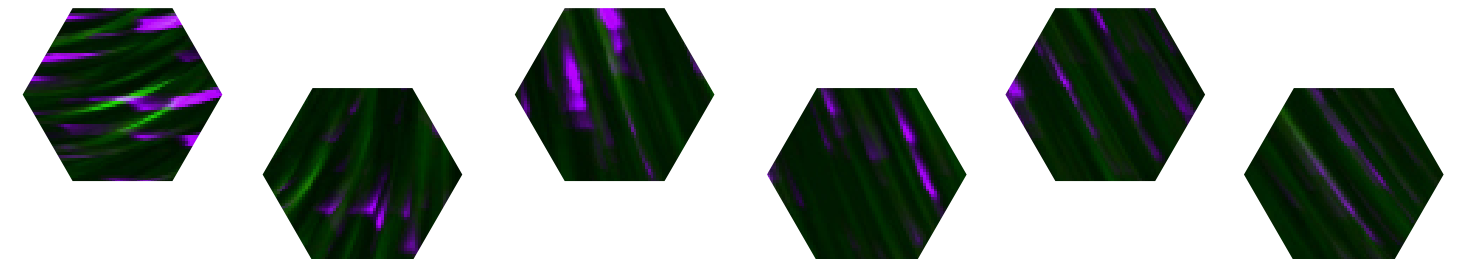
Activities and Assignments

Ashlyn Cavitt

Design

[Case Study: Advertising Design](#)

“ My teaching resource shows my approach to creating a AI policy for a visual design course. I encourage students to think of AI as their creative collaborators, where they maintain the ultimate authority on the design and art direction, but are able to utilize AI tools to further the overall success of the work. ”



Claudia Brumbaugh
Psychology

[Close Relationships Assignment \(Psych 375\)](#)

“ This assignment will be given in my Close Relationships (PSYCH 375) course. In the first quarter of the class, we cover the topic of romantic attraction. This assignment will be given in the context of that topic. AI is already assisting people find a match as they sort through endless potential partners. AI also is available to help people pick their profile photos, offer digital aids that help users write their profiles, and helps identify users' own desires in mates. Through this assignment, I would like to get students thinking more deeply about the implications of AI use for the purposes of attracting and meeting romantic partners. ”

◆
Joshua Rogers

Classical Middle Eastern and Asian Languages and Cultures

[AI Early-semester Workshop](#)

“ I wrote a “workshop” unit to use in the first class session that encourages students to write about and discuss AI, and possibly commit in writing to not using it in class. ”

◆
Yael Neumann

Linguistics and Communications Disorders

[Discussion Board Activity \(slide 4\)](#)

[Hands-on Student Assignment and Reflections \(slides 5-7\)](#)

“ I designed a sequence of discussion board prompts and reflection assignments. The discussion board activity invites students to share their thoughts on the use of generative AI, setting the tone for meaningful and respectful conversation throughout the semester. The three reflection assignments are designed to help students explore the strengths and limitations of generative AI. These include comparing their own article summaries with AI-generated ones, fact-checking AI-generated content, and participating in a collaborative activity where human- and AI-written summaries are evaluated and discussed. With the syllabus statement above, these resources aim to cultivate transparency, discernment, and thoughtful engagement with AI, helping students understand not just how to use these tools, but when and why they should—or shouldn't. ”

Other Resources

Lindsey Albracht
English

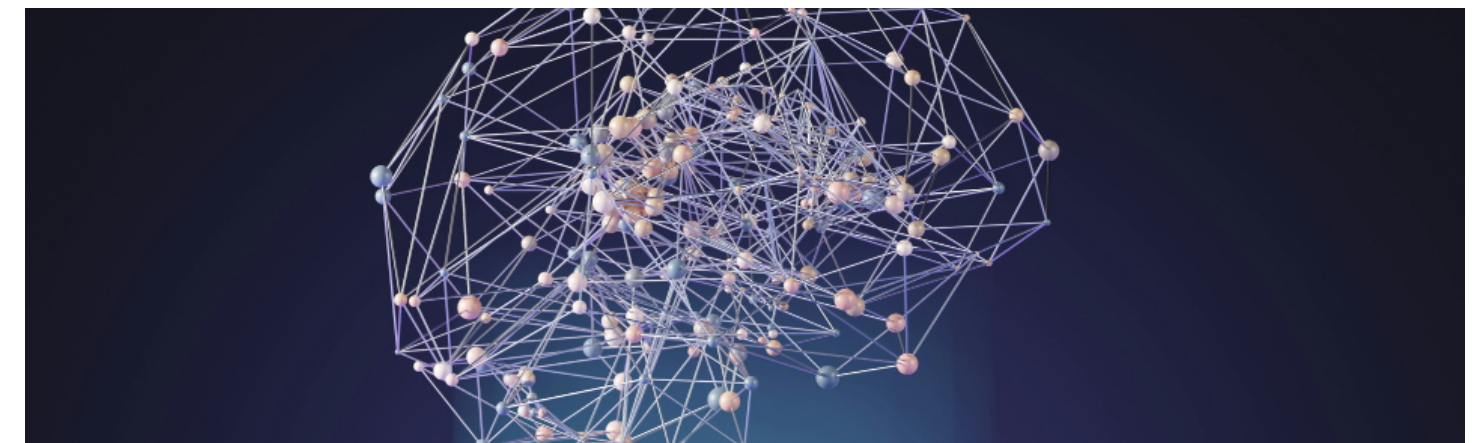
[Faculty Development Module for New Instructors in the First Year Writing Program](#)

“ This is an asynchronous faculty development module that I've developed for newly hired part-time instructors in the first-year writing program. My purpose with this resource is to raise awareness of some of the different approaches that faculty take to incorporating (or not!) generative AI into their writing classes, to dissuade faculty from relying on detection software, to model some more effective policy strategies, and to encourage faculty to test their own assignments to see what AI tools are capable of producing in order to make the assignments better at serving student writers. So far, this module is the fifth and final module in a larger professional development resource. ”

◆
Robin Naughton
Library

[Fall 2025 Forum on Faculty AI Experience](#)

“ The teaching resource I developed is a faculty forum for the Fall 2025 semester that centers the faculty as the core audience. It is focused on the faculty because much of the discussions around AI and teaching has centered on student learning, which is being tackled in multiple ways and by multiple methods. The faculty forum will try to address faculty AI user experience and needs as it relates to generative AI. The resource includes two discussion sessions with QC faculty over the course of the semester with goals to provide tangible resources and methods for librarians to help faculty going forward. ”



Annalee Roustio
Writing Center

[Writing Center Tutor Panel: Generative AI and Writing slides](#) and [recording](#).

“
*The teaching resource I developed relied heavily on kairos, in that I organized and moderated a panel of current Queens College Writing Center tutors on the state of Generative AI and writing at the college, particular in their writing center work. All tutors who participated in the panel were current undergraduate or graduate students at Queens College. Though this was a live event, we recorded the panel so instructors could review it or even assign it. I believe the recording can act as a teaching/learning resource because, while I'm sure writers, faculty, staff, and students are sure to learn from the panel's content in context, it will be really interesting and hopefully fruitful to return to this "moment" in future semesters. What's captured in the panel represents **current** (as in, spring of 2025) attitudes and approaches to GenAI: they are sure to develop over time! It's for this reason that our panel aimed to be descriptive rather than prescriptive. The goal was to illuminate the audience on the experience of a peer writing tutor right **now**, navigating this new digital technology and ever-changing AI landscape.*
”



Resources/Bibliography

Generative AI and Teaching/Higher Education

"AI is Unavoidable, Not Inevitable" by Marc Watkins (2025)

"How Can Your Course Be AI Aware?" by Annette Vee (2025)

"Some Ethical Considerations for Teaching and Generative AI in Higher Education." (Lydia Wilkes, 2024)

[Resources on Refusing, Rejecting, and Rethinking Generative AI in Writing Studies and Higher Education](#) by Maggie Fernandes, Megan McIntyre and Cara Marta Messina (2024). This bibliography includes references on different topics, including:

- ★ [Algorithmic Bias and Oppression](#)
- ★ [Debunking GenAI Hype](#)
- ★ [Educational Technology and Surveillance](#)
- ★ [Intellectual Property, Labor, and GenAI](#)
- ★ [Surveillance, Data Privacy, and GenAI](#)
- ★ [Environmental Damage and GenAI](#)

"[Practicing GenAI Refusal in Writing Studies](#)" by Megan McIntyre, Maggie Fernandes and Jennifer Sano-Franchini (2025)

[A.I. and Critical Thinking: Is There a Correlation?](#) (13:28) (Hard Fork, New York Times, 2025)

Policies and Statements

[CUNY's Academic Integrity Policy](#)

[AI syllabus statements from the QC English department](#)

[Ball State Writing Program Statement on AI](#)

[Syllabus Policies for AI Generative Tools](#) (crowdsourced)

[Generative AI Syllabus Statement Tool](#) (Seaver College)

[GenAI Disclosure Statement](#)

Assignment ideas and teaching strategies, including teaching about AI

[Teach@CUNY AI Toolkit](#) (CUNY Graduate Center's Teaching and Learning Center)

[Teaching AI Literacy without AI](#) (Carleton College)

[Teachable Pieces on GenAI](#), in [Resources on Refusing, Rejecting, and Rethinking Generative AI in Writing Studies and Higher Education](#) by Maggie Fernandes, Megan McIntyre and Cara Marta Messina (2024).

[Engaging Students through AI Activities](#) | Annette Vee (58:13)

[Speculative Ethics Classroom Exercises](#) (Internet Rules Lab)

[Generative-AI-resistant assignments](#) (Northern Illinois University's Center for Innovative Teaching and Learning)

[Rethinking assessment strategies in the age of artificial intelligence \(AI\)](#) (Charles Sturt University)

[Exam Wrappers](#) (Carnegie Mellon University's Eberly Center)

[Teaching Students about AI, Plagiarism, and Academic Misconduct](#) (Carleton College)

Booklet Design by Kareena Khan & Meagan Sullivan, CETLL