

Category 3: Neutralize the Software

1. **Hyper-customize your writing assignments.** As is the case for contract (“for hire”) writing by professionals, academic misconduct can be curtailed or detected when the writing prompts are so specific to the course and the discussions within the class that an outsider, or an AI, would have little chance of producing an output that would earn a good grade. It can also help to specify heavy citations and a specific length, both of which are difficult for the AI to deliver convincingly.
2. **Break major assignments into smaller graded chunks.** By scaffolding assignments into smaller bits, students are not only less likely to cheat, they are more likely to create stronger final products. An annotated bibliography might be an especially good idea to blunt the advantages of AI-generated writing.
3. **Prioritize writing in an authentic environment.** While some students may lack experience with in-class writing (on paper), this high-touch method of collecting and grading writing offers the best chance to eliminate academic misconduct. In larger classes, grading may be kept more manageable by assigning shorter, but more frequent, in-class writing assignments.
4. **Collect at least one diagnostic of in-person writing to compare to submitted essays.** A student whose formal essay writing style deviates significantly from their spontaneous, hand-written writing might warrant additional scrutiny.
5. **Assign writing with heavy citations.** The AI software is more likely than a student to use citations that you (let alone a student) might never think to use, making them appear suspicious. Moreover, the chosen citations might poorly reflect what you had in mind with your hyper-customized writing prompt.
6. **Be suspicious of the AI-specific pattern of writing.** AI writing is often called “voiceless” (or alternately, has been said to have the voice of a 50 year-old compliance lawyer). It can also be a warning sign if several students turn in essays that use the same topics and examples, but with different phrasings each time.
7. **If feasible, assign a writing prompt that requires information after 2021.** ChatGPT only includes information up to 2021, so anything from 2022 and beyond will stymie the software. Other LLMs like Bard and Bing Chat are, however, more up to date.
8. **Preview your writing prompt on the AI platform yourself.** The type of prose produced by ChatGPT is remarkably cohesive, but the style can be recognized over time. Certain markers, like the flat topic sentences that begin most paragraphs, can help identify the prose as machine-generated. The rhetorical level of the prose can also be a marker—for many topics, the produced essay is superficial and can be characterized more as summary than analysis. It can also be helpful to know what your students might be seeing as output if they ask the AI a similar question, which can aid in detecting misconduct on student-submitted essays. However, do not rely on plagiarism detection software (e.g. Turnitin), since an identical prompt given to ChatGPT on two occasions will yield two unique essays.
9. **Specify your policies about AI writing on the syllabus.** If you ban the use of AI writing, say so directly on the syllabus. Alternately, if you allow its use but want it acknowledged (cited, referenced, etc.), be explicit in the syllabus about your expectations. This level of detail is necessary because students might have other faculty that expect students to use AI writing, even if you do not.

10. **Don't use detection software that flags AI-generated writing.** UCF's contract with TurnItIn includes the use of their AI detector for free, and it's built into Canvas. There are others such as [ZeroGPT](#). Note that asking ChatGPT itself if it wrote a snippet of text will return a false negative: we have documented that it will claim it did not write text that it generated for someone else (note: it WILL recognize text it generated for your own account, however, especially if it's recent). Students may also use a paraphrasing website such as [QuillBot](#) or [WordAI](#) to further scramble the words and decrease the utility of the detector. Furthermore, students may ask the AI to maximize the burstiness and complexity of the output, which may decrease its chances of being detected. Finally, some AI detectors will flag as AI-generated writing that was drafted by humans but improved by tools such as Grammarly, so be cautious about jumping to conclusions. Because the detectors generate false positives and false negatives with no real way to verify anything, there is little point in consulting with them, and the numerical score is meaningless. In the absence of a student admission of guilt, often faculty have no options to pursue a case of academic misconduct when it comes to AI detection.
11. **Double-check citations (and facts!) to catch AI "hallucinations".** Since some AI generative text invents citations, it's wise to spot-check student citation submissions via Google to verify they really exist and these are the correct authors.
12. **Require citation screenshots.** If you're assigning a research essay with a bibliography, require students to append a screenshot of the citation as listed on the university library's webpage for each citation.
13. **Explore formats beyond traditional essays.** In some cases, there may be other ways to communicate thinking, analysis, or evaluation without using a written essay. Examples might include interviews, asynchronous "face the camera" extemporaneous (rather than read) videos, mind maps, podcasts, vlogs, debates, or applications (both long and short) of [interactive techniques](#).
14. **For online tests, use matching rather than multiple-choice.** M/C questions can be pasted directly from Canvas into ChatGPT and derive an answer. With matching, the formatting doesn't work for a direct paste.
15. **Ask online test questions that require examining (labeling, etc.) an image or diagram.** Images cannot currently be pasted or understood by ChatGPT.