



College of Arts and Science Guide for GenAI Use Expectations
(instructors to indicate level of use permitted via checkboxes,
students always consult assessment details)



Permitted uses (see examples attached, adapt to be specific to your assessment)

- Show understanding, knowledge, skills without GenAI assistance in any form or at any time in process

- Generate examples, explanations, steps or lists to help approach learning or research
- Create outlines, suggest structure or format
- Select from ideas produced by GenAI
- (other)

- Adjust or regenerate text according to criteria
- Format from scratch or revise existing format
- Translate languages or change tone or level of language
- (other)

- Produce content for specific purpose
- Conduct analysis or according to frameworks or themes
- Code or design processes
- (other)

- Co-create using both GenAI and human capacities
- Produce finished products
- (other)

Acknowledgement practices (check what applies, see web resource)

- Statement of non-use

- Statement of permitted use
- Cite using provided format

Instructor guide to graphic

- You need to be clear when
 - Gen Ai is not permitted
 - Gen Ai can be used in specific ways
 - GenAI is permitted
- This graphic provides a consistent reference for students to help them understand instructor expectations and differences in expectations
- You may copy the graphic upon checking or adding permitted uses and include it in your syllabus and/or in assessment instructions
- Sample syllabus language related to GenAI use can be found at:
- <https://academic-integrity.usask.ca/faculty.php#Clearexpectations>

Sample acknowledgement statements can be found at:

[TBD]

Example idea generation and structuring uses

Suggest a research question, key points, topic areas	Generate examples of something that was explained in class	Recommend approaches for conducting research
Create an outline for an essay, paper or report	Sort ideas according to criteria	Identify strategies that could work for an example problem or context
Outline steps to solve certain kinds of problems	Summarize key points from text inputted as a prompt	Generate counter-arguments to key points

Example editing assistance uses

Proofread a draft for certain kinds of errors or issues	Get feedback and advice on a draft	Improve a thesis statement or research question
Rewrite a student paragraph in a different tone	Rewrite a student draft for improved grammar, verb tense	Rewrite a draft to change word count
Find ways to restate or vary word choice	Assemble drafted content into a more cohesive whole	Translate from one language into another

Example task completion uses

**** In general, these are tasks that are integral to the assessment and student is asked to do things like verify for accuracy, critique or evaluate for limitations or biases, or to improve according to criteria***

Classify content	Design an experiment or process	Analyze data for patterns, properties, interactions
Transform large data set	Simulate a process or experiment	Generate code for a standard or novel problem
Create a glossary of terms	Curate content to represent a theme or an argument	Change a text-based story into a visual, or vice versa
Generate a case study, piece of art, concept map, thematic representation	Simulate an interview with a specific person, character or persona	Redesign something to new specs