

# Worksheet: Co-Writing an AI Policy with Students

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## Overview

This activity helps educators co-create classroom policies around AI tools like ChatGPT with students. Instead of top-down rules, students collaboratively decide what counts as ethical or inappropriate use, building trust, agency, and digital literacy.

## Step 1: Set the Tone

Introduce the activity with language that emphasizes growth and community over grades. Example: "Imagine you're in a writing group-not a university classroom. You're not here for grades, but to grow as a thinker, writer, and community member. One of the tools we may use is AI, but how should that look?" This language is similar to the work of "Contract Grading" by Asao Inoue which you can find more of [here](#). For access to my full [Contract Grading Worksheet](#) you can click here. The language in this worksheet helps to set the tone for the values and intrinsic learning you may hope to instill in students.




## Step 2: Prompt Students

Ask students guiding questions such as:

- What types of AI use feel ethical, helpful, or appropriate in a writing course?
- When does AI help you learn-and when might it hinder your growth?
- How can we ensure AI use doesn't reproduce bias or replace your voice?
- What boundaries should we draw for transparency, citation, or credit when using AI tools?
- How can we support each other in learning to use AI responsibly?
- How does AI prevent critical thinking? And what boundaries can you put in place to prevent this?

Please see "Discussion Board Example Image 1" below for a visual example of how you might facilitate this conversation.

Due Jul 11 11:59pm 0 points possible

 **Sydney Sullivan** Author 2 Replies  

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## Contract Grading and AI Policy Creation

In this class, we use something called a [grading contract](#) instead of traditional points-based grading. That means your final grade is based on the *labor* you put in—not how polished your writing is or how well you meet subjective standards. This approach encourages risk-taking, collaboration, and reflection, rather than competition for points. You can read our full contract [HERE](#). One of the most important parts of this system is that we co-create some of the policies that guide our classroom together.

You **MUST** read the contract before participating in this discussion board activity.

### What's the role of AI in our writing?

Imagine you're in a home studio writing group—not a university classroom. You're not trying to earn a grade, but to grow as a thinker, writer, and community member. In this space, we use tools, learn from each other, and figure things out together. One of those tools might be **AI (Artificial Intelligence)**, but what should that look like?

Please share your thoughts on this Padlet to help us **co-create an AI Policy** that aligns with our values of compassion, equity, curiosity, and care. Your responses can be in any format—short paragraphs, questions, guidelines, do/don't lists, or even a meme or comic that gets your point across.

**You might consider:**

- What types of AI use feel ethical, helpful, or appropriate in a writing course?
- When does AI help you learn—and when might it hinder your growth?
- How can we ensure AI use doesn't reproduce bias, widen inequalities, or replace your voice?
- What boundaries should we draw for transparency, citation, or credit when using AI tools?
- How can we support each other in learning how to use AI responsibly and creatively?

**Start your post with your name and one sentence that summarizes your stance or question.** You can respond to others, too—this is an open conversation space.

Together, we'll weave your ideas into a living AI policy that reflects our classroom culture and community agreements.

<https://padlet.com/scsullivan2/please-share-your-thoughts-on-this-padlet-to-help-us-co-crea-zvb9gypvvlk8kvnt>

\*\*\*I will give a "complete" on this discussion board once I see you have posted once to the Padlet and REPLIED to two others. Please do all work in Padlet for this activity and NOT in the discussion board.

◀ Previous Next ▶

### Discussion Board Example Image 1

## Step 3: Facilitate the Conversation

Use a collaborative tool like [Padlet](#), [Google Docs](#), or Canvas Discussion Boards for student responses.

Encourage them to reply to at least two peers. Allow flexible formats: short paragraphs, do/don't lists, or questions.

## Step 4: Synthesize into a Policy

Compile student responses into a class policy. Suggested categories:

- Appropriate Uses of AI (e.g., brainstorming, clarifying readings, grammar help)
- Inappropriate Uses of AI (e.g., writing full essays, replacing your voice, undisclosed heavy use)
- Transparency Expectations (e.g., include a note in author's memo if AI was used significantly)

You can find examples of finalized AI Policies on [my website](#).

\*\*\*Important: You should attach this policy to your official syllabus so there is no confusion.

## Step 5: Revisit & Revise

Return to the policy mid-semester to see if views have shifted.

Keep it a "living document" that evolves with student experience and AI tools.

## Optional Reflection

Invite students to reflect: "How does this policy reflect our class values of compassion, equity, curiosity, and care?"

This reinforces the connection between policy-making and classroom culture.

## Fill-in-the-Blank Policy Template

Appropriate Uses of AI:

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Inappropriate Uses of AI:

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Transparency Expectations:

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Our Shared Commitment:

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