

MODULE 5

Transparent Policies, Academic Integrity, and the Equity/Ethics

Lecture 5.2

Core Intellectual Substance and Student-Facing Policy



Core Intellectual Substance (CIS)

In this course, Core Intellectual Substance means the thinking, judgment, and final claims the student must own.

- This varies by course, but it must be named explicitly.
- If the policy cannot say what CIS is, the assignments cannot be assessed honestly.

argument

interpretation

calibrated professional judgment

Three policy failure modes



Blanket ban without assignment-level rationale, enforced primarily through detection — fragile, inequitable, drives behavior underground.



Anything-goes — collapses the integrity floor; students cannot tell what is expected.



Vague "responsible use" — burden on student to guess; inequitable because some students are better guessers than others.

Seven components of a defensible policy

Policy foundation

- 1 **Stance** — one sentence.
- 2 **Rationale** — one sentence on learning.
- 3 **General expectation** — what is permitted and prohibited at the course level.

Operational expectations

- 4 **Documentation** — what students record when they use AI.
- 5 **Privacy warning** — what not to enter.
- 6 **Help-seeking invitation** — where to ask.
- 7 **Assignment-specific note** — AIAS varies by assignment.

Aim for 150–250 words total. Longer is not better.

Syllabus Tone test

Legalese

Lawyer writing to defendant

Any use of generative artificial intelligence, including but not limited to, is plagiarism and will result in failure.....

Colleague

Thoughtful colleague writing to thoughtful student

AI can be useful for some kinds of thinking and harmful for others. Here is how this course thinks about that distinction, and what you should do if you are not sure.

If a tired student cannot understand the policy after one careful read, revise it.

Retain required institutional language, but pair it with a plain-language explanation.



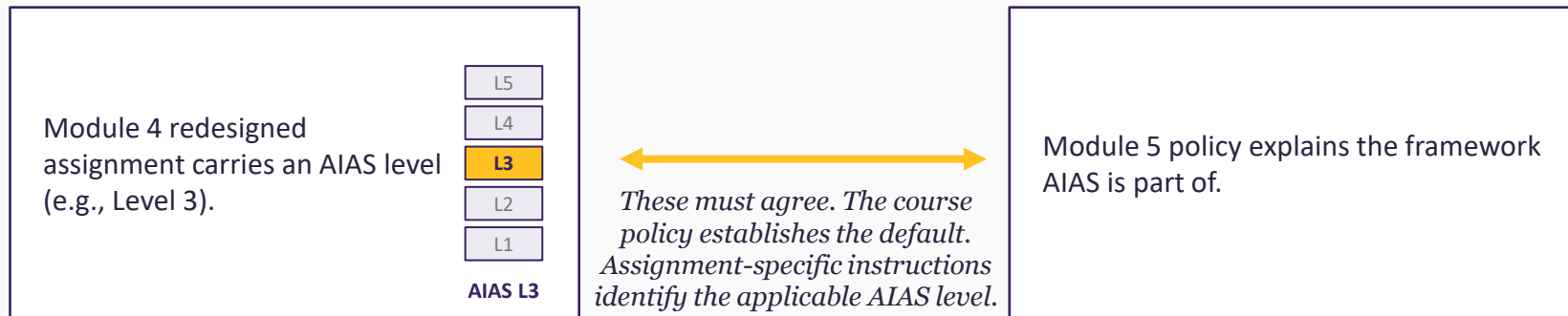
Read the policy aloud as if you were the student.

- ② Does it invite questions?

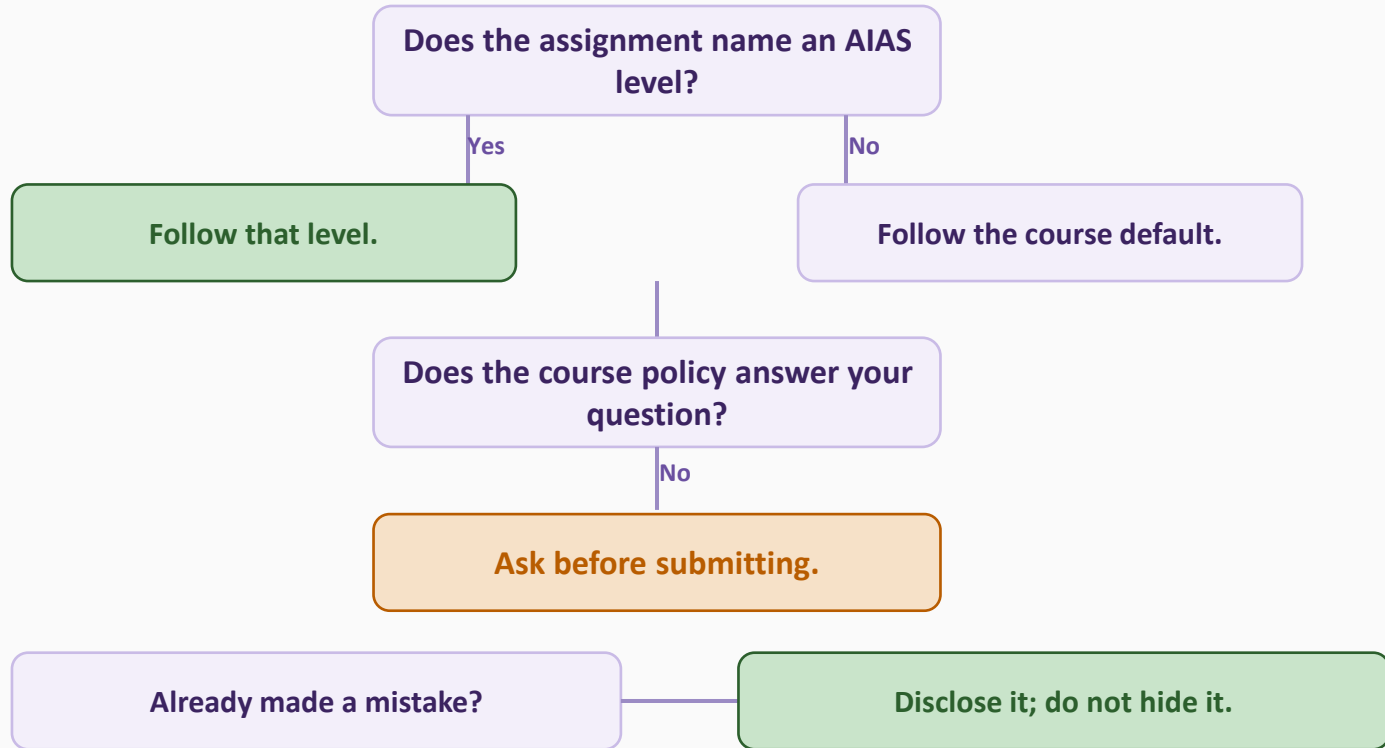
- ② Does it raise or lower the floor of help-seeking?

- ② Does it tell you what to do if you make a mistake?
- ② **Can I identify what AI use is permitted, prohibited, and documented?**

Policy + Assignment must agree



Decision tree for the student



Print this decision tree in your syllabus. Students will use it.

First-week norm-building, asynchronously



Scenario quiz

five short scenarios; student picks the AIAS level that matches and why.



Anonymous question form

students submit AI-use questions anonymously; instructor publishes synthesized response by end of Week 1.



Policy quiz

open-book, five multiple-choice items + one short answer.



Reflective scenario

student writes 200 words on one scenario; submission is reading evidence, not graded for stance.

Pick one. Build it for asynchronous independent use.



Elaboration micro-task *In one sentence, name the core intellectual substance — the thinking and judgment — your students must own.*