

Department of English and American Studies

## Guidelines for Using AI in Written Assignments

The Department of English and American Studies generally encourages a critical and responsible use of (generative) artificial intelligence (AI) in academic work. However, when it comes to examinations and writing seminar papers, there must be clear rules to ensure fairness, learning success, and the academic quality of your work.

The aim of the following regulations is to create a transparent and binding framework that applies to all written texts in the context of our department's courses.

The use of AI can only be permitted in a clearly limited framework and scope to ensure that "the examinations remain skill-oriented and students are able to provide evidence of their own independent performance" (cf. [https://www.lehre.fau.de/files/2025/06/FAU\\_Leitlinien-KI-in-der-Lehre\\_Stand-April-2025.pdf](https://www.lehre.fau.de/files/2025/06/FAU_Leitlinien-KI-in-der-Lehre_Stand-April-2025.pdf)). The following page provides a list of specific scenarios and indicates:

- **whether the use of AI is permitted or not in these specific areas;**
- **under which conditions** AI can be used, if it is permitted in a certain context or for a certain purpose: In all these cases, it is **mandatory to explicitly reference the use of AI** in the body of the text and disclose the AI tool used in the bibliography of the paper!

These regulations are **binding** and not following them will result in a fail grade. Further sanctions (§17 ABMStPO Phil) may be enforced.

**General Rules for the use of AI in Assessments: Please be sure to check that your use of AI remains within the defined areas!**

Area of use	Permitted ✓ / not permitted ✘	Binding restrictions
Researching the topic and literature	✓	<b>BUT:</b> Must be documented! Students must not use generated text in their assignment.
Creating outlines / structuring texts	✘	
Assistance with wording (e.g., improving sentence structure, style)	✓	<b>BUT:</b> Only as assistance, not for generating text!
Text correction (grammar, spelling)	✓	<b>BUT:</b> Only as assistance, not for generating text!
Automatic text generation (complete sentences / paragraphs in the work)	✘	
Translations using AI tools	✘	
Using and citing AI-generated content	✘	
Creating graphs / diagrams	✓	<b>BUT:</b> Only as a supplement, students must interpret the data themselves! Must be marked explicitly!
Programming / coding	✓	No restrictions, <b>BUT:</b> must be marked explicitly!
AI-assisted summaries of academic texts and primary literature	✘	

**Every instance where you used AI for assistance in generating content or text must be made transparent! Students must acknowledge their use of AI in their declaration of originality!**

**Exception concerning the use of AI in Assessments:**

The rules on the previous slide apply in all normal cases. However, in some assignments, you may be explicitly asked to work interactively with AI systems and critique their output. When this is the case, your module tutor will provide advice about what is and is not allowed, and how you should document your workflow.

## Why is it necessary to restrict the use of generative AI in assessments?

Generative AI can serve as a useful tool in the course of your studies and learning how to use it can also help to prepare you “for the demands of an increasingly digitalized and AI-assisted society”. “However, students should [never] just use AI, but also [always] critically question it, contextualize its results, and interact with its responses in a developmental dialog. Critical thinking is encouraged as a major key skill required to recognize bias and assess the quality of AI-generated content” (cf. [https://www.lehre.fau.de/files/2025/06/FAU\\_Leitlinien-KI-in-der-Lehre\\_Stand-April-2025.pdf](https://www.lehre.fau.de/files/2025/06/FAU_Leitlinien-KI-in-der-Lehre_Stand-April-2025.pdf)).

In written assessments, the focus is on your individual performance. For this reason, clear restrictions apply in order to

➤ **ensure fairness, independent work and transparency:**

- All students should be examined under comparable conditions,
- Assessments are meant to show that you have mastered the necessary knowledge and methods yourself.
- Teaching staff must be able to understand how this result was achieved.

➤ **ensure learning success and foster long-term development of skills:**

- Effective learning comes from actively understanding, applying, and critically reflecting on what you learn. If tasks are mostly handled by AI, key learning processes like analytical thinking, argumentative writing, or critical text analysis do not happen.
- If you do not acquire foundational knowledge and skills yourself, you will lack them later in your studies.

➤ **protect quality, reliability, and academic integrity:**

- AI-generated texts often contain factual errors, unclear arguments, and ill-considered conclusions.
- Moreover, AI can misrepresent or invent sources, and generate, analyze, or edit content without revealing the underlying expertise behind them. This jeopardizes scientific standards (correct citation, careful handling of text sources) and goes against the principles of academic integrity, transparency, and ethical responsibility.

Especially in our field of study, individual language skills and expressive abilities play a central role. AI systems can imitate these abilities, but they cannot replace them!

➤ **Writing and stylistic competence:** The ability to write coherently and in a manner appropriate to the audience is fundamental to academic and later also professional success – and this can only be developed through regular, independent practice.

➤ **Ability to interpret and analyze:** Interpreting literary texts, recognizing rhetorical strategies, or placing them in historical and theoretical contexts requires independent critical thinking. AI often generates plausible but superficial or theoretically flawed interpretations.

- **Justification and argumentation:** Academic writing thrives on clear reasoning, engaging with primary and secondary sources, and original judgement. AI cannot replace these thought processes.
- **Linguistic competence:** Reflection on language – for example, in grammar, semantics, pragmatics, or stylistics – arises through active, autonomous engagement with linguistic structures. Reliance on AI prevents you from developing these skills and may have a negative impact on the development of key analytical skills.

## New Affidavit

### Affidavit

I hereby truthfully declare that

- 1) I wrote the submitted paper independently and without illicit assistance;
- 2) I did not use any materials other than those listed in the bibliography and that all passages taken from these sources in full or in part have been marked as such and their origin has been cited individually in the text stating the version (edition and year of publication), the volume and page of the cited work, and in the case of Internet sources stating the complete URL and the date of access;
- 3) All use of Artificial Intelligence tools was carried out within the boundaries of the regulations set by the department (or, for assessments that specifically ask you to use AI tools, within the boundaries set up by the assessment brief). All such AI use is documented in the submitted paper.
- 4) I have listed all institutions and persons that supported me in the preparation and production of the paper;
- 5) I have not submitted the paper to any other institution and that it has never been used for other purposes, neither in full nor in part.

I am aware that any violation of this declaration constitutes an act of willful deception and will result in a fail grade (nicht bestanden) and potential sanctions under §17 ABMStPO/Phil.

Erlangen, .....

Signature