

HONESTY & AI POLICY



Participation in any Lukeion course presumes all parties are aware of this policy and understand the repercussions of dishonesty as outlined below. All Lukeion instructors apply these standards in the definition of cheating and dishonesty even if parents or students have different *opinions* about what a student should or should not be able to use during the creation and submission of work in our courses. The following descriptions are subdivided by type of work submissions in detail.

In general, cheating / dishonesty is characterized as such when any type of student work (short or long compositions, translations, answers (long or short) to questions in assignments, quizzes, exams, or literally any other type of assigned work) is assigned and submitted as representing the product of a student's own efforts and thoughts but is actually the product of any other entity's efforts, thoughts, compositions, ideas, words. That other entity could be any other human (alive or dead), print sources, online sources, apps, or artificial intelligence (hereafter listed as AI).

CHEATING & DISHONESTY ON HOMEWORK / TRANSLATION INCLUDES:

- **In all language courses**, submitting translations on homework **that you did not personally create using your brain and the data available in your assigned textbook/readings, textbook dictionary, regular dictionary, and class notes, is considered cheating.**
- **In all non-language courses**, submitting answers on homework that you did not personally create using your brain and the data available in your assigned textbook/readings, instructor suggested (or provided) resources, and class notes, is considered cheating.

Examples include but are not limited to:

- Using Google translate (or any translation program or app)
- Using AI in any way
- Scouring the internet for answers or translations and then copying these answers in whole or in part
- Using translations found on flashcard apps like Quizlet or similar apps
- Copying a classmate's, sibling's, tutor's, teacher's, or parent's answers and presenting them as your own (this includes claims of photographic memory since you are still not translating or using your brain to generate the answers using critical thinking)
- *Paraphrasing* someone else's work in such a way that the answers have been primarily created by another person.
- Rearranging someone else's word order and submitting the work as your own

CHEATING & DISHONESTY ON QUIZZES OR EXAMS IN ALL CLASSES

*Students are ***always*** permitted to begin any quiz with a piece of **blank** scrap paper and a writing tool to facilitate thought, composition, outlines, or translation for language assignments.

The following constitute cheating:

- Looking at notes (of any kind), books, websites, computers, apps, or charts during any quiz/exam
- Consulting other persons (tutors, siblings, parents, etc.) for content help (students with disabilities may have permission for an assistant to help with typing and input but never content).
- Consulting or employing an AI program in anyway (as app or generated text of any kind)

All exams and quizzes, unless **explicitly stated otherwise** in the exam description provided by the instructor are “closed book” meaning that a student should not have access to any source of information besides what is stored in his or her mind. **ZERO outside helps are permitted during quizzes or exams** unless the instructor has made it very clear to the entire class that there is some type of exception in particular assignments.

Other examples of dishonesty in quizzes and exams:

- Writing out questions/answer options from any multi-try format exam in any course and then studying those specific questions or answers. This is especially applicable to the PSQ and / or any multi-attempt enabled quiz or exam in any class.
- Asking other people (classmates, friends, siblings) about questions/answers from weekly exams that they have already completed but the student himself or herself has not.
- Having tutors (both formal or informal) devise answers on behalf of the student during an exam.

AI AND TO ITS USE IN LUKEION PROJECT COURSES

At the collegiate and professional level, the use of artificial intelligence (and all related applications) is lauded as the bright new path to innovation and streamlining human tasks. We have no doubt that AI applications will be (and are) used extensively at the college, graduate, and professional level in addition to thousands of other more mundane applications. Many view the increasing collection of AI platforms and applications as an excellent “collaboration tool” for communication and, specifically, compositions of written words. Armed with such glowing descriptions, students may quickly see AI as a fast shortcut to producing top-notch work for class submissions. In education models where the highest good is the highest grade, we provide below an apology (a formal justification or defense) for our AI policies:

AI is not a collaboration tool. Collaboration implies two or more equal partners at work to accomplish the same goal. The use of AI in thinking and writing wholly subtracts the student from both thinking and writing.

AI is only as good as the information fed to it. Artificial intelligence is poorly named, at least at this point. AI applications are not “intelligent” but draw exclusively from the source material upon which the model has been trained. Here we may use the old but still useful phrase “garbage in, garbage out.” AI trained primarily on all the random bits of the internet, for example, will not derive answers based on astutely reasoned scholarly data sets. AI often draws on nothing more than the vast sea of often contradictory and biased information upon which its designers trained it. More than likely your AI-generated essay or research project will be insipid and riddled with errors.

AI training will likely be a part of your college experience but our goals in Lukeion classes differ from college demands. If you were handed a calculator in kindergarten instead of being given fundamental lessons in addition and then subtraction, your development would remain limited to the basic skills necessary for input using that calculating device. Having stalled out from failing the most basic concepts, you would fail to advance to more complex ideas beyond being able to punch some buttons. While you may or may not compute correct answers using your calculator, you would lack the basic skills necessary to know when mistakes have been made.

The goal in all Lukeion courses is to build each student’s ability to read, write, analyze, evaluate scholarly sources, pursue persuasive arguments, discard insubstantial scholarship, compose compelling analysis,

editing for clarity, citing / quoting scholarly sources appropriately, etc. More than likely, our classes will be your first and last chance to develop these skills. Anyone can type in a prompt and wait for AI to spit out an essay. This is not what you are being asked to do in our classes.

WHAT HAPPENS WHEN A STUDENT TURNS IN WRITTEN ASSIGNMENTS

All Lukeion instructors will begin the feedback and grading process for compositions (small and large) by running written submissions through at least two AI detectors. Even so-called word spinner apps (used to help make writing seem more human) read as machine writing to most scans. Two apps will be used to help avoid false positives and false negatives. Naturally, 100% AI scans will result in immediate removal from any course. Depending on results, we may or may not be willing to have a conversation about a student's use of AI before assessing the work as a zero and/or removing him or her from the course.

TIPS:

AI detectors are not looking for superior writing. Machine writing is distinctly formulaic but not “good writing,” per se. AI detectors will therefore not penalize students for writing well. Results of scans that return a high percentage likelihood of AI generation are looking for specific patterns that are, at least for now, distinctly non-human. AI tests are not failsafe, but they generally give us a good idea that things are amiss and provide more solid evidence beyond your instructors having a good hunch that you cheated (as, indeed, we usually do).

TO AVOID FALSE POSITIVES, STUDENTS CAN DO THE FOLLOWING:

1. Save all phases of your writing process (from outline, thesis, rough draft, to finished product) as separate files. Some word processing apps will even allow you to record the whole process. Take care when you name each stage as a different file so that you do not inadvertently erase your work.
2. If English is your second language, notify your instructors. Most translation programs will read as AI generated.
3. Never use AI generated research materials since any quotes you use will scan as AI (all while reducing the accuracy and quality of your research).
4. Be extremely judicious in your use of editing apps. Grammarly (and others like it) will, if given the chance, rearrange and rewrite your work for you based on how you apply the app to your work. Even if you did 90% of the work but let Grammarly fix your writing at the end, your file will scan as a high percentage AI generated. Use old fashioned editing (let mom, dad, or a sibling read your work to investigate clarity of writing, for example). Spell-checking apps or basic Word Editor will not scan as AI provided only a few items are changed for clarity.
5. When assigned an essay on a quiz or exam in Quia or Canvas, do **not** compose that essay in another app then copy/paste. Unless your instructor specifies otherwise, all exam essays are meant to be composed inside Quia or Canvas **ONLY**. We would much prefer seeing typos and grammar issues in a real human essay over having to remove you from a course because you fed the prompt to an AI app.

CHEATING IS A BAD IDEA ... AND IT IS EXPENSIVE

Besides the inherent evils of cheating as outlined by nearly every major social and religious system world-wide, doing so will also ensure your failure in your studies and life goals. Once you allow yourself to be dishonest, you will find it sweet and easy at first. Then you will quickly fall behind and fail dramatically in the end. Short term gain will be replaced by dramatic exploding disaster, weeping, and (hopefully) some serious embarrassment at being outed as a cheat. **It always ends badly. Cheaters usually fail to learn the basics because shortcuts are made well before cheating advances. They can't just stop cheating and go back to clean living with success in the course because they missed the chance to learn how to work with the material.**

Discovering a cheater, alas, is not very difficult. Doing so will use up time your instructor doesn't have so no accusations are ever made lightly. Every good impression your educator ever had about the quality of your work will evaporate instantly. He or she will **not** think, "oh, I'll give a zero for this one dishonestly completed assignment and then we'll move on." Your educator will assume that everything you have ever done in the course was fabricated and, since your work was not the product of your own effort, you will no longer merit any attention. **Your instructor will present conclusive evidence to the parent, guardian, or admin and then state that the cheater has been dropped from the course.**

If you are caught cheating, there will be no discussion, refund, nor credit of any kind. If you decide to cheat on "that one course that I absolutely need for my graduation plans and college admission," too bad.

RESULTS:

- Immediate removal from the course.
- While you will not be removed from other Lukeion courses, cheating in one course goes into school records visible to all Lukeion educators.
- No Lukeion instructor will write a college (or other) recommendation letter on your behalf, even if cheating was in a different course under a different instructor.
- Dishonesty at the college level might cost thousands of dollars in addition to expulsion and legal penalties. At the Lukeion Project, no refunds or credits will be given, even if a student cheats on the first assignment OR the last one of the semester.

PARENTS/GUARDIANS/ADMINISTRATORS CAN HELP

Please proctor your student. Ask him/her to complete work in public/family spaces rather than in private rooms unsupervised. Spend a few moments explaining this to your student to prevent future issues.

Students should likewise avoid temptation by being proactive: Take quizzes, exams, and complete translations in a public space. ***There are no exceptions in this honesty policy for younger students who "don't know better," brilliant students, or students with any type of special challenge.*** **Students should only enroll once they have the maturity to understand there are serious consequences for cheating.** Parents should have a talk before the start of each semester to ensure students understand what is at risk.