Faculty instructions for use in this assignment.

1) The expectation is that this assignment will be offered in a face-to-face section of a business communication course that targets freshman and/or sophomore-level students who have previously passed through (or passed out of) their base composition courses. The current class sessions run for 75 minutes.
2) Students are introduced to the assignment (see attached) one week before an eventual "lab" class session…at the end of which the paper is due.
3) Students are to read over the assignment in class and are encouraged to ask questions about it.
4) The instructor should take pains to point out that it is not simply a short research paper, but also a paper in which a student (a) needs to decide what his or her future career is expected to be (say, 5 to 10 years down the road) and (b) to consider whether or not the availability of a contingent work option would or would not be to their advantage in that anticipated career.
5) Students are also provided access at that time to the rubric for the assignment, as well as two base articles (one that addresses some of the advantages of contingent work, while another addresses some of the disadvantages).
6) Students are encouraged to begin the paper prior to the due date. This will require them to decide on their future careers and, after reading the two base articles, find three more articles that support their perspective on why contingent work would or would not work for them in the future.
7) The instructor reiterates that students have the option to use ChatGPT to assist with the development of the paper, in contravention to the current university standard (as instructors can make exceptions to it), but the instructor does not require or necessarily even encourage the tool's use. However, it is made clear that only ChatGPT will be permitted as an AI tool in the assignment.
8) Subsequently, the instructor will walk the students through the process of performing research using standard academic databases for this topic—and will reiterate the advantages of using academic databases (as opposed to using "the Google").
9) In the intervening class between the introduction of the assignment and the eventual lab class, the instructor will ask if there are any follow-up questions to the assignment at this point.
10) Moreover, the instructor will take the time to demonstrate the process for formatting APA-style citations (including the use of citation tools in academic databases to do this). The instructor also covers how to format in-text citations using APA so that students should be versed in these topics whether or not they choose to use AI tools to help them draft or revise their papers.
11) Finally, once the "lab" class arrives (held in a computer lab hooked up to local printers), students are given the period to complete the assignment. They are both to produce a print copy of the assignment and to staple it to a rubric (for grading purposes) AND they must upload their papers to a dropbox in the LMS system, a dropbox that has both Turnitin and an AI checker embedded in it (both of which will run automatically to check each paper).
12) Once the assignments are uploaded, the instructor will examine the sources listed in every paper to determine whether or not they seem real (generally, this is done by validating the author and title versus standard academic databases).
13) Moreover, the instructor will not only have access to the automatic AI-tool's evaluation of each paper, but will also then copy/paste and/or upload each paper into GPTZero to secure an additional evaluation of the paper's "humanness" score versus the likelihood that it was

produced by a machine. The tools in GPTZero also highlight specific sentences that the checker feels were almost certainly produced by a machine.

14) Print outs of the results of those two checkers (the LMS checker and GPTZero) are appended to each print copy of a given paper.
15) The papers are then graded by the instructor using the standard rubric for the assignment. Note that the rubric requires a close evaluation of (a) in-text citations and (b) reference list entries.
16) When the papers are graded, the instructor will select a few that demonstrate typical AI-generation problems (many of which are covered in the FAQ attached here) and, frankly, will then in a subsequent class interrogate the students who appear to have relied too much on AI as to what their source authors had to say on this topic. And for the students to explain, if needed, any prose that seems to be beyond their general level of production.
17) After this in-class "managerial review," the students and the instructor discuss the cases in which AI tools might be useful in their academic and post-academic careers, as well as the potential pitfalls we see in the tools thus far (including, but not limited to, the inability of students to defend their work verbally during a subsequent set of inquiries—and how well or poorly we think that level of performance might go over with their future managers).