

# Team Assignment

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Background materials to use in support of the assignment, exemplified with my class materials. I use these very same slides over and over again because during the 14 weeks, student forget the rules and cautions.

# For my Instructor Colleague: Adaptability

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- Select timely, discipline-relevant case - e.g., crisis scenarios.
- Provide prompting guidance (in this slide set some that I have used).
- Emphasize ethical AI use and proper citation (continuous work in my class).
- Adapt the assignment to solo work or other contexts like I have done (different learner levels and backgrounds).

# Assignment Learning Objectives (in my class for this assignment)

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- Apply crisis communication response strategies learnt in class.
- Learn collaborative creativity within your team, use generative AI as one of the team members.
- Use generative AI for ideation, not automation of the task.
- Reflect on AI's role and ethical implications in the assignment.
- Cite and document AI interactions responsibly and ethically.

# Use of generative AI in this class

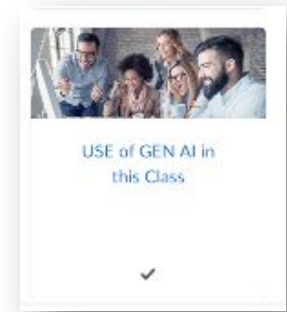


I do research on it, use it, and if you don't yet use it, you will learn to use it in this class.

**I will teach you to use it responsibly, ethically, with integrity and righteousness.**

We will also **talk about how executives use it in today's organizations.**

**And we apply certain rules in the use of it in this class, so that you're safe and don't fall into traps of plagiarism and lose your class credit.**



# Rules for Gen AI use in this class



**Clearly mark** in your assignment whether you used Gen AI tools. I will find out, trust me.



**Share the log of your prompts!** I will credit skillful prompt engineering skills.



Every individual and team **are expected to use their authentic knowledge, research, and analysis** even if you use Gen AI tools.



Therefore, **think about Gen AI as your assistant**, whom you need to guide (prompt engineering), whose work you need to manage and supervise (checking accuracy, biases, fake facts often occurring in what you get from it).



Use **critical thinking** in your **prompts**, and in **monitoring the process and output**.



Factual errors, fake references, hallucinations (=total crap coming out based on your prompt) will lead to a non-negotiable 0 p.



**Watch out also falling to plagiarism-trap** which would lead to an “F” as class grade. You do not want that. Monitor your use of Gen AI generated content very carefully!



# Useful Sources for your Gen AI use

Check [this website](#) for your [<https://guides.library.georgetown.edu/ai/tools>]

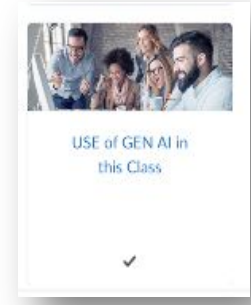
- [Citation Practices](#) (follow precisely the APA/MLA guidance: 1) provide the prompt; 2) cite in-text; 3) cite at the end
- [Prompting Practices](#) (I will teach more about intelligent prompting along the coursework)
- [AI tools for your Term Research](#) (check these and know how to use without breaking copyright !!!)

**Have you tried the Google Tools to help your learning?**

- Take a try on this one <https://notebooklm.google.com/>?

**Warning to us all:** please think about what you feed in into your Gen AI tools; all what you feed in will be used to train the platform and to be openly shared with all users.

- No personal materials, no private documents.
- No copyright materials – e.g., articles you subscribe or download via Newman Library! Or this professor's articles in this class.



# How to do the citations to Gen AI?

Example: You are using Chat GPT to gather information for your research/ your reflection paper.

How to do it?

IMPORTANT STEPS >>

**I. In your prompt rounds, ask Chat GPT where it got the information and to provide you references to sources.**

**II. Check the references against a 2nd source (or Lehman Library!):**

- Google Scholar => check if the article exists.
  - **If yes, use Google Scholar's help "cite" to format the citation MLA (APA)**
  - **If not, you cannot use the reference** but you can 'Google Scholar' if there are **other articles by the authors mentioned about your topic, or other scholarly articles about your topic.**
- It gives a website, Wikipedia, or some publicly available source => **check it** the same way and use the correct reference in your work; **cite it** according to normal practice of citing a website or Wikipedia.

Citations =  
References

# When you use AI, remember to check

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Area	Why It Matters	Sample Check
<b>Facts &amp; Data</b>	Hallucinations risk reliability	“Did this actually happen?”
<b>Tone &amp; Voice</b>	AI doesn’t know your culture	“Does this sound like us?”
<b>Legal/Compliance</b>	AI ignores legal nuance	“Any risk of breach here?”
<b>Bias &amp; Sensitivity</b>	Reinforces harmful patterns	“Are we being inclusive?”
<b>Audience Fit</b>	Writes for generic audiences	“Will our internal team relate?”

Trick	Why It Works	Example
<b>Role + Task + Tone + Format</b>	Providing full context upfront improves tone and audience fit, accuracy of the response.	“You are a comms expert. Draft a 150-word article in a positive tone.”
<b>Break Big Tasks into Steps</b>	AI handles smaller asks better	First summarize, then rewrite.
<b>Show Examples</b>	AI mirrors what it sees	“Match this sample.”
<b>Force Reflection</b>	Ask AI to self-check	“What’s missing?”
<b>Role Play</b>	Gives useful constraints	“You are a risk analyst.”
<b>Iterate</b>	Feedback loops improve quality	“Make it more formal.”
<b>Set Limits</b>	Stops overdoing it	“Max 3 bullets.”

Sources: OpenAI, Anthropic, Microsoft AI Tips

# Tricks for Prompting

# Assignment related tips for my class:

## 50 AI Public Relations Prompts for Engaging PR Content

	<b>What It Means</b>	<b>Don't Do This</b>	<b>Do This Instead</b>
<b>Clarity</b>	Write clear prompts. Vague instructions often result in irrelevant or subpar outputs. AI needs your desired outcome spelled out.	<i>Write a communication piece about our event happening soon.</i>	<i>Write a press release announcing our upcoming product launch event on [date] at [location]. Maintain an engaging, professional tone.</i> <i>You're a PR writer for [ABC company]. Write a</i>
<b>Precision</b>	Provide model-specific instructions to minimize errors or misunderstandings.	<i>Draft an informative blog post about social media management.</i>	<i>blog post outlining five tips for effective social media management in 2024. Exemplify each tip.</i>
<b>Exemplification</b>	Show, don't tell. Add concrete examples or guidelines to accelerate AI's learning process and improve performance over time.	<i>Create a media pitch. Try to make it catchy and compelling.</i>	<i>Write a PR pitch email for [details about the pitch] with a compelling subject line, brief 2-3 sentence introduction, and clear call-to-action.</i>
<b>Conciseness</b>	AI works best with clear, focused instructions. Irrelevant details can confuse it and lead to suboptimal results.	<i>[Speech transcript] Turn this into social media posts discussing the product launch, customer feedback, pricing, promotions, and influencer partnerships.</i>	<i>[Speech transcript] Write brief tweet updates from our CEO's speech focusing on our new product launch.</i>



Connecting my AI use Policy & Academic Integrity Statement; assessing the progress of student learning and mindset concerning AI use.

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## GENERATIVE AI TOOLS IN THIS CLASS

### Use of generative AI in the assignments:

- ❖ This class will be a platform to **practice and develop skills needed in the AI-infused workplaces** – critical thinking, skillful prompting and, above all, **ethics, and integrity as key criteria in the use of generative AI.**
- ❖ For all these reasons, **we will apply the following rules in use of generative AI:**
  - I. **Clearly mark in your assignment whether and how you used** generative AI tools in the process (if you didn't use gen. AI, mention that too).
  - II. **If you use Gen AI in your assignment, follow the academic rules concerning citations. Also share a log of your prompts as you used them in coming up with your final version.** Sources to learn how to do this e.g., [Georgetown University Library AI Resources](#). Screenshots of your prompting process allow me to assess your prompting skills and earn points for it!
  - III. **Every individual and team collectively are expected to use their own authentic knowledge, research, and analysis while guiding, managing, and critically monitoring the use of generative AI.**
  - IV. Most importantly, when you generate content for your assignments, **you put yourself at risk of innate hallucination, inaccuracies, or outdated information** that the publicly available generative AI tools embrace. Therefore, **never, ever use generative AI tools as a simple copy-paste shortcut to a “quick & dirty” solution for your assignment. If I find factual errors, fake references, or such in your work, the assignment receives a non-negotiable 0p. Thus: double-check what you get from your generative AI tool!**

## ACADEMIC INTEGRITY

**Academic dishonesty is unacceptable and will not be tolerated;** this is especially important concerning your Term Project as well as other written assignments. Cheating, plagiarism, and any other participation in dishonest acts undermine the college's educational mission and the students' personal and intellectual growth. If and when **using generative AI, you will put yourself at an increased risk of plagiarism.** Learning involves the pursuit of **truth, which cannot be pursued by presenting someone else's work as your own, or copy-paste product Chat GPT generates, embracing potential for striking plagiarism.**

To avoid falling to the trap of plagiarism, remember to use referencing (APA or MLA style) within the text and provide a list of sources/references at the end of the paper! This applies, like said above, to **Generative AI as well.** General rules of academic writing – **synthesize what you read, paraphrase in your own language, give an authentic voice to your writing** – will save you from falling into the trap of plagiarism. Baruch students are expected to bear individual responsibility for their work, to learn the rules and definitions that underlie the practice of academic integrity, and to uphold its ideals. Ignorance of the rules is not an acceptable excuse. Any cheating or plagiarism (which includes the failure to cite and quote properly) will result in the grade of “F.” Cases of academic dishonesty will be submitted to the Office of the Dean of Students. Please see the following Web pages for more information on the consequences of academic dishonesty and for a tutorial on plagiarism:

# SYLLABUS AI POLICY STATEMENT & ACADEMIC INTEGRITY

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# Assessment strategy 1: How has the student use and mindsets about generative AI changed from the beginning to the end of the course? (qualitative analysis of the posts)

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## FIRST DISCUSSION POST

Topic	Threads
<b>Discussion Post 1: What should leaders look for in new hires?</b> ▾ 🔑 Includes assessment. Please, read the <a href="#">Linkedin Post</a> on the expectations set to new hires in the AI age, then go to <b>Discussions on the top row in Brightspace</b> and post your views to the following two questions:	103
<ol style="list-style-type: none"><li>1. How did the reading resonate with you as a future graduate, headed to work in the AI infused workplace?</li><li>2. Which topics mentioned in the reading would you connect to executive presence and communication?</li></ol>	

## LAST DISCUSSION POST

Topic	Threads
<b>Discussion Post 2: Describe an instant when you used Generative AI (at work/in studies) DUE 4/27</b> ▾ <a href="#">Apr 14 - Apr 27</a> 🔑 Includes assessment.	94
<ul style="list-style-type: none"><li>• Discussion Board Post 2: <b>A case of when generative AI significantly changed the nature of how you accomplished a particular task</b> in the week starting now, or latest after Spring break 4/21 but before Sunday 4/27 at 11:59pm. Describe the situation in terms of<ol style="list-style-type: none"><li>a. <b>What was the task?</b></li><li>b. <b>Why did you choose to use generative AI</b> to complete this task?</li><li>c. <b>How did using generative AI change the nature of how you accomplished the task</b> and/or the outcome?</li></ol></li></ul>	

# Assessment strategy 2: How minimize undisclosed use by removing the stigma & by keeping students in check

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## CHALLENGES

Despite the Syllabus Policy clearly encouraging to use this class as a platform to explore use of generative AI, there was still a fair amount of “AI stigma” among students.

Achieving full understanding of the importance of academic citation practices concerning gen AI use, providing the prompts was an uphill battle.

Achieving full understanding of responsible use with generative AI which hallucinates and makes errors.

## STRATEGIES TO OVERCOME SOME OF THEM

Revisiting the rules of use of generative AI in this course in multiple instances during the class lectures.

Posting the rules in a clearly identifiable content box on Brightspace.

When grading:

- “Cold checks” on students’ references to “bust hallucinations” => grade deduction.
- If generative AI use was not mentioned, ask the student before publishing grade.
- Well developed prompts => positive feedback to student!