

THE UNIVERSITY OF HONG KONG
FACULTY OF ARTS

Faculty Guidelines on the Use of GenAI in Writing (Teaching & Learning)

Writing – drafting, revising, arguing, interpreting, and discovering one’s own voice – is the central intellectual practice of the humanities disciplines in the Faculty of Arts. Writing remains the indispensable laboratory of humanities scholarship. Generative artificial intelligence (GenAI) tools are now part of the academic landscape. Generative AI can be a powerful assistant, but it is never a co-author and never a substitute for the rigorous, sometimes arduous, yet deeply rewarding work of thinking and crafting ideas on the page. When used transparently and responsibly, AI can accelerate certain tasks and support skill development. When used secretly or excessively, it can undermine critical thinking, introduce bias and error, erode authorship, and constitute academic misconduct. GenAI is treated as a tool that must always remain strictly subordinate to human intellectual effort and judgement. Neither blanket prohibition nor unrestricted use should be the default. The Faculty therefore adopts a flexible approach, and requests instructors to select and share their policy – from restrictive to encouraging – with students on Moodle and in class. Whether restrictive or encouraging, transparency is mandatory.

1. General Principles

Applicable to all Faculty of Arts courses unless the instructor explicitly states otherwise in the course syllabus.

- Human authorship and intellectual ownership must remain unequivocally with the student.
- The final submitted work must represent the student’s own thinking, analysis, and expression.
- Any use of GenAI in work submitted for assessment must be explicitly disclosed and fully documented.
- Undisclosed use of GenAI to generate text, ideas, structure, translations, or code constitutes plagiarism or academic misconduct under HKU regulations.
- Students are fully responsible for verifying the accuracy, appropriateness, and originality of any GenAI output they incorporate. GenAI frequently produces biased, superficial, factually incorrect, or fabricated (“hallucinated”) content.
- Over-reliance on GenAI risks “deskilling” students in precisely the abilities a humanities education aims to cultivate: close reading, original interpretation, stylistic control, and sustained argumentation.

2. Recommended Syllabus Policy Statements for the Use of AI in Teaching and Learning

Instructors are encouraged to include one of the following statements (or a similar variation) verbatim in each assessment. If there are any changes or specific restrictions for an assignment, teachers should communicate these clearly before submission. This helps ensure students understand their responsibilities. They may adopt, adapt, or replace the policies below. Please ensure that the policy is clearly articulated for your students.

A. Sample Restrictive Draft Policy (recommended for close-reading courses) “Generative AI tools may be used only for grammar/style checking or as a critical interlocutor. No AI-generated text may appear in the final submission except short quoted phrases (clearly placed in quotation marks, cited, and fully documented in the GenAI Use Declaration).”

- Generating any core analytical, interpretive, argumentative, or evaluative paragraphs is strictly prohibited. Such content must be entirely student-produced. Even a single AI-generated sentence within the analytical section is not allowed without prior instructor approval.
- Translating sentences or terms between languages when this is a fundamental component of the course is prohibited. However, translating as an additional activity to support understanding is permitted, provided all translations are manually verified and edited.
- Paraphrasing or rewriting the student's own draft using GenAI is not permitted. Students cannot input their own text into GenAI for "improvement" or "rephrasing."
- Asking GenAI to produce outlines, essay plans, or mind maps based on the assignment topic is prohibited unless using generic brainstorming prompts without assignment-specific content. Outlines reflecting the actual argument or structure must be created by the student.
- Grammar, spelling, punctuation, and basic style checks (similar to traditional tools) are permitted. Use of tools like Grammarly or built-in suggestions is acceptable; however, advanced "rewrite this essay" features are restricted.
- Generating references, bibliographies, or citations with AI is not permitted. AI-generated references often include missing or fabricated sources.
- Using GenAI to generate examples, counterexamples, or hypothetical scenarios for the essay is not permitted, as these should originate from the student's own thinking.

B. Sample Balanced Draft Policy (Faculty default for most courses) "Responsible and transparently documented use of GenAI is permitted at all stages except the generation of core analytical paragraphs or entire sections. Students are encouraged to experiment with AI as a thought partner, but the final submission must demonstrably be the student's own intellectual work. A complete GenAI Use Declaration is mandatory whenever GenAI is used."

- Creating or substantially editing images, charts, tables, or data visualizations is permitted for teaching and learning purposes, provided that all AI-generated visual elements are disclosed, including the raw prompts and outputs, along with a brief explanation of any student modifications. This exception does not apply if creating or editing visuals is a core component of the course.
- AI can significantly support coding practices, particularly by facilitating error detection. Therefore, writing or debugging code, performing statistical analyses, or handling quantitative sections are permitted when AI is used strictly as an assistant rather than an agent. All submissions must include the full prompt history and raw outputs. Students must also demonstrate understanding of the work if required.

C. Sample Encouraging Draft Policy (only for designated courses or assignments where human-AI co-writing is an explicit learning objective) "This course/assignment explicitly explores GenAI as a collaborative tool. Students may co-write with AI provided they submit (1) the full prompt history and raw AI output(s), (2) a marked-up comparison showing edits, and (3) a critical reflection on their intellectual contribution and editorial decisions. The reflection forms part of the assessment."

- The use of generative artificial intelligence is permitted or encouraged in assignments in this course, if explicitly stated (otherwise it is disallowed).
- Summarising or paraphrasing primary or secondary sources is allowed if appropriately acknowledged and cite, and with submission of raw AI output.
- Creating or substantially editing images, charts, tables, or data visualizations is permitted for teaching and learning purposes, provided that all AI-generated visual elements are

disclosed, including the raw prompts and outputs, along with a brief explanation of any student modifications. This exception does not apply if creating or editing visuals is a core component of the course.

- AI can significantly support coding practices, particularly by facilitating error detection. Writing or debugging code, performing statistical analyses, or handling quantitative sections are permitted when AI is used strictly as an assistant rather than an agent. All submissions must include the full prompt history and raw outputs. Students must also demonstrate understanding of the work if required.

3. Mandatory Disclosure and Documentation Requirements

Whenever GenAI contributes in any way to submitted work, students must append a completed GenAI Use Declaration (a template may be offered by instructors). The declaration must be signed and include, at minimum:

1. Tool(s) and version used (e.g., ChatGPT-4o, Gemini 1.5 Pro).
2. Date(s) of interaction.
3. Full text of the exact prompt(s) that generated material subsequently used.
4. Description of what was kept verbatim, heavily edited, lightly edited, or discarded.
5. Precise indication of which sections or elements of the submission (by paragraph number, line number, or appendix) received AI contribution.
6. Brief justification of why GenAI was used at each stage.

Please refer to the [template](#) (A19/1225) which may be used by students to report the use of GenAI in their work, in cases where it is permitted.

Failure to submit a complete and accurate declaration when GenAI has been used will normally be treated as academic misconduct.

4. Assignment Design Recommendations for Instructors

To preserve the pedagogical value of writing and reduce opportunities for misconduct, instructors are encouraged to incorporate one or more of the following:

- Require process artefacts (successive drafts, revision logs, annotated bibliographies, reflection journals).
- Include oral or in-class activities that are difficult for GenAI to simulate convincingly.
- Set close readings or writing tasks based on materials not widely available online or in AI training data.
- Use staged submissions (e.g., outline + AI critique → draft + revision log → final paper + GenAI Use Declaration).
- Conduct short in-class exercises comparing AI-generated and human writing to highlight limitations.

5. Detection and Handling of Suspected Misconduct

The Faculty does not exclusively rely on commercial “AI detectors” because of their high false-positive and false-negative rates. Turnitin’s AI-writing report may be consulted as supplementary evidence only. Cases will be evaluated primarily on:

- Absence or inadequacy of the required GenAI Use Declaration.
- Sudden, unexplained shifts in writing style, vocabulary, or sophistication.

- Presence of typical GenAI errors (factual hallucinations, repetitive phrasing, anachronistic references).
- Inability of the student to explain or defend their submitted work orally or in writing when requested.

Instructors should never rely on circumstantial evidence but should focus on factual, concrete evidence. All investigations and penalties will follow HKU's established academic misconduct procedures and will be based on concrete evidence rather than circumstantial indicators alone.

6. Support and Resources

- HKU Libraries: [AI Writing Detection](#)
- TALIC: [Policy on Use of GenAI for Teaching and Learning](#)
- Arts Tech Lab: [AI + Teaching Series](#)
- The Faculty of Arts has compiled [good practices and guidelines for the use of AI in writing \(Teaching and Learning\) from various overseas institutions](#) (document A20/1225). Instructors may utilize this document either as self-educational material or as a resource for sharing with students.

December 2025

Amended January 2026