Looking at "Is this cheating on this Almost Weekly Letter?"

A peer-review guide

For part one:

Veracity. Did the ChatGPT (or other AI assist) cite or provide sources? If so, do they exist In Real Life? I have seen a list of five ChatGPT-provided articles, none of which I could find. Did the human co-author ask ChatGPT to provide resources, or did the bot provide them unasked? If resources were listed, did the human co-author check sources to see whether they exist?

Depth. When you look at the responses from the AI bot, do you see repetitions of phrases? Did the human co-author edit repetitions, delete them, or include other significant information?

Style. How would you characterize the style of the AI bot's responses? Did the human coauthor request responses "in the style of" someone? If so, does the style seem correct?

Prompts. If you could, what advice would you give to the AI bot about the responses it gave to the prompts supplied by the human co-author? What tips did you learn from the human co-author's prompts? What tips would you give the human co-author about prompts?

For part two:

What cautions, if any, does the human co-author note or provide in their assessment of the experience of "working with" the AI bot?

Did the human co-author restrict their interactions with the AI bot? If so, what was the reason for the restriction? If not, why not?

Generally, does your experience with the AI square with the human co-writer on the letter? Try to characterize the points of agreement and disagreement.

Overall:

Do the ChatGPT-related Almost Weekly Letter assignments change and, more important, sharpen your assessment of using Al assists for your purposes as students? Do you think Al bots assist or hinder your learning and mastery of subjects? Do you think their use alters your ability to think? If so, in what ways?

Are the AI bot letter assignments useful? Do you think that the experience of doing them and discussing them will continue to be something you'll think about after our seminar concludes?