



GENERATIVE AI USES FOR ACADEMIC WRITING

This document helps students and faculty explore different uses of generative AI for graduate-level academic research and writing. It can help faculty set specific expectations for acceptable use of AI in assignments, courses, and thesis and dissertation projects.

Faculty are encouraged to include syllabus language in which they establish expectations about AI use for a whole course or for each assignment. If students are not aware of specific instructions or permissions from faculty, students should ask for guidance before using AI in their work.

Disclosing how generative AI was used to support one's work is an emerging standard. The following use cases focus on language models like ChatGPT, Claude, and CoPilot. These examples help writers think through how they use AI and how to describe this use accurately. While the intention is to offer a broad range of possibilities, this document cannot serve as an exhaustive list of all current uses; as the technology advances, more uses will emerge.

The examples strive to promote learning and help users stay within ethical use boundaries. Cautions are added where misuse is more likely to occur and where careful prompting is needed.

Large language models (LLMs) cannot perform certain tasks. While AI-enhanced software may exist to support these tasks, "chatbot" tools like ChatGPT, Claude, and CoPilot cannot perform them.

	Cannot be used for fact-checking. LLMs generate information based on patterns in their training data but cannot verify facts, provide reliable sources, or explain the origins of the information they generate.
	Cannot be used for plagiarism checking. LLMs don't have access to the specific examples they were trained on once training is complete, nor can they compare inputs with a database of known texts.
	Cannot be used for AI-use detection. LLMs cannot compare inputs with a database of known AI-generated texts and cannot link a piece of text back to a specific generative process.

Apply certain cautions to any use of generative AI.

	Verify and cross-check information that LLMs provide. LLMs regularly provide fabricated or biased content.
	Ensure information entered into LLMs is publicly releasable. LLM platforms might be vulnerable to hacking or unauthorized access, and the information could be leaked, misused, or otherwise compromised.
	Proactively confirm how and to what extent you are permitted to use language models and other AI tools to support your work.

Phase of the Writing Process	Use Type	Sample Prompt(s)	Sample Disclosure Language. Follow disclosure statement guidance to create complete statements.	Cautions
Getting Started	GENERATING INITIAL IDEAS OR TOPICS: Using AI to brainstorm or suggest approaches to a topic, including potential research questions.	<i>"What are ten very different approaches to studying the topic of AI use to detect cyber threats in naval networks?"</i>	I used (AI tool) for brainstorming and topic development.	CAUTION. LLMs are trained to complete predictable patterns. Ideas generated by AI are unlikely to be innovative or fully original.
Getting Started	UNDERSTANDING PAPER TYPES AND STRUCTURAL EXPECTATIONS: Asking AI to explain or model a type of paper or typical section (e.g., a literature review).	<i>"What are standard elements and expected structure for a policy memo?"</i>	No disclosure needed.	CAUTION. AI-provided structures may not align perfectly with specific assignment or publication requirements.
Developing Argument	DEVELOPING HYPOTHESES OR RESEARCH QUESTIONS: Interacting with AI to help formulate hypotheses or research questions relevant to a topic.	<i>"Suggest five possible research questions to explore use of AI to identify bots on social media."</i>	The construction of the research question was informed by interaction with (AI tool).	CAUTION. Human researchers need to be the primary agents responsible for designing their research.
Developing Argument	DEVELOPING THESIS STATEMENT: Asking AI for feedback on the thesis statement a writer has drafted.	<i>"Based on this thesis statement, what is the reader expecting the paper to include?"</i>	Feedback from (AI tool) helped me craft a more specific thesis statement.	CAUTION. Always write your own thesis statement. Using an AI-generated thesis statement is academic dishonesty : it bypasses your own critical thinking and original thought.
Developing Argument	DEVELOPING ARGUMENTS OR ANALYSIS: Interacting with AI to refine argument and determine the strength of evidence.	<i>"How could the structure or organization of my paper's argument be improved?"</i>	I asked (AI tool) to assess the strength of my evidence and provide suggestions for improvement.	CAUTION. Ensure your paper's argument is your own, not generated by AI, to maintain academic integrity .

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Developing Argument	EXPLORING DIFFERENT PERSPECTIVES OR COUNTERARGUMENTS: Asking AI to present various viewpoints or counterarguments related to an argument or topic.	<i>"I argue the Cuban Missile Crisis was a good example of gunboat diplomacy. What might counterarguments be?"</i>	I asked (AI tool) for potential counterarguments to help me focus my thesis and expand my evidence.	CAUTION. In some courses, being able to identify and respond to counterarguments is a key learning objective. Using AI to identify counterarguments in such an assignment would violate academic integrity .
Research and References	RESEARCH ASSISTANCE: Asking AI to summarize the state of research or range of research perspectives on a topic or suggest search keywords.	<i>"What themes dominate recent scholarship on international maritime cooperation?"</i>	<i>No disclosure needed.</i>	CAUTION. Traditional research and information skills must also be applied; AI tools may not present all relevant perspectives and may include biased viewpoints.
Research and References	SUMMARIZING RESEARCH MATERIALS: Using AI to summarize source material for research notes to get a sense of an article's content before reading it.	<i>"Provide a 50-word synopsis of this article, focusing on its value for my topic."</i>	<i>No disclosure needed.</i>	CAUTION. Master the skill of summarizing before outsourcing to AI. Reviewing summaries cannot stand in for reading the full text. AI tools may misrepresent nuances or leave out key information.
Research and References	SPECIFIC SUBJECT-RELATED QUESTIONS: Using AI to develop preliminary understanding of a topic by requesting explanations or answers to specific topic-related queries.	<i>"Tell me about structural vulnerabilities specific to military bases and installations in the Arctic region."</i>	<i>No disclosure needed.</i>	CAUTION. Generative AI sometimes makes up information (including citations) or offers biased responses. Always verify and cross-check AI output, and cite credible sources as evidence in your work.

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Research and References	READING SUPPORT: Using AI tools to review source texts and help understand or interpret them.	<i>"What questions should I be able to answer after reading this article?"</i> <i>"Summarize this social science article so an engineer can understand it."</i>	<i>No disclosure needed.</i>	CAUTION. Reviewing AI summaries and explanations of source materials cannot substitute for reading sources yourself. Relying on AI-generated insights for the substance of your paper is a form of academic dishonesty .
Citation and Attribution	GENERATING CITATIONS: Using AI to create, format, or check citations and references.	<i>"Generate a properly formatted citation in APA style for the following reference: [reference details]."</i>	<i>No disclosure needed.</i>	CAUTION. AI tools may be unreliable in formatting citations and references correctly. Use a reliable source like the DKL Citation Guide to check AI-generated citations and references.
Citation and Attribution	UNDERSTANDING WHERE CITATION IS NEEDED: Asking AI to mark sentences in a text where citation is needed.	<i>"Mark where I may need to include citations in the following passage, including every quote, paraphrase, and information that is not common knowledge to readers in my field. Err on the side of caution."</i>	<i>No disclosure needed.</i>	CAUTION. Without careful prompting, AI tools are likely to underestimate how often citation is needed and may not correctly indicate where citations should be placed.

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Citation and Attribution	PARAPHRASING: Asking AI for help evaluating language paraphrased from a cited source.	<i>"Please compare this original text and my paraphrase of it to determine if my paraphrase is thorough enough."</i>	I used (AI tool) to check several paraphrases and accepted some of the AI-generated revisions in my final draft.	CAUTION. If you accept sentence revisions offered by an AI tool or AI-enhanced tool (like Grammarly's paid version), you must seek permission and disclose this use.
Translation	REVERSE TRANSLATION TO CHECK DRAFT: After drafting text in English, asking AI to translate it into writer's native language to help identify where intended meaning may not be expressed.	<i>"Please translate this text into [language]."</i>	<i>No disclosure needed.</i>	CAUTION. AI tools may not be capable of quality translation in some languages, and may make confusing mistakes.
Translation	TRANSLATION OF DRAFT: After drafting text in native language, asking AI to translate it into English.	<i>"Please translate this text into English."</i>	After securing Professor Smith's permission to do so, I used (AI tool) to translate my draft from (my language) to English.	CAUTION. Submitting an AI-translated draft as your own work may be considered academic dishonesty if not properly permitted and disclosed . You must seek permission and disclose this use.
Drafting the Paper	OUTLINING THE PAPER: Asking for suggestions to improve a drafted outline, or asking AI to generate options for outlining or structuring a paper.	<i>"Based on my rough notes on the topic so far, how might I outline this paper? Give me several options."</i>	The outline of my paper was shaped by interaction with (AI tool).	CAUTION. Outlines generated by AI may need significant refinement.

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Drafting the Paper	SUGGESTING CONTENT: Asking AI to suggest content (facts, ideas, or information) to include in paragraphs or sections of a document.	<i>"I'm writing a background chapter for my thesis on microgrids. What topics should I include to help non-specialist readers understand the results and significance of my research findings?"</i>	I used (AI tool) to ensure my discussion of the background of my topic would support readers' understanding of my results.	CAUTION. Always verify and cross-check AI output , and cite credible sources as evidence in your work. When a paper or other assignment is intended to assess learning or demonstrate your knowledge of a topic, asking AI to suggest content is a form of academic dishonesty .
Drafting the Paper	GENERATING TEXT: Asking AI to generate text (phrases, sentences, or paragraphs) that is then included in academic work.	<i>At NPS, this use is not allowed.</i>		CAUTION. Submitting AI-generated text as your own work is considered academic dishonesty .
Revision	FEEDBACK IMPLEMENTATION: Asking AI for help interpreting feedback from instructor, advisor, or other reader.	<i>"My advisor made a comment about passive voice on this sentence, but I'm not sure what they mean or how to fix it."</i>	<i>No disclosure needed.</i>	CAUTION. AI tools may not be able to properly interpret human feedback.
Revision	IMPROVING COHERENCE AND FLOW: Asking AI for suggestions to improve the coherence and logical flow of a paper.	<i>"Identify the themes in my paper and suggest alternative ways to sequence information to improve flow."</i>	I asked (AI tool) to make suggestions for improving the logical flow of the paper, and reordered paragraphs based on its suggestions.	CAUTION. Understand that asking for feedback is not the same as asking AI to revise or rewrite your text for you ; the latter is considered academic dishonesty .

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Revision	LANGUAGE AND GRAMMAR CHECKS: Inputting text and asking AI to provide feedback on grammar, spelling, and mechanics.	<i>"Use a table format to compare the original text and a corrected version. Bold the grammar errors in the original text and include a column to explain the error and correction."</i>	I asked (AI tool) to review my paragraphs for grammar errors and syntax issues, and accepted individual AI-generated revisions in my final draft.	CAUTION. Use careful AI prompting and maintain control of your draft. Carefully choose which suggestions to adopt. If you accept sentence revisions offered by an AI tool or AI-enhanced tool (like Grammarly's paid version), you must seek permission and disclose this use.
Revision	STYLE AND TONE ADJUSTMENTS: Inputting text and asking AI to provide feedback on the style or tone of the writing.	<i>"Assess the academic tone and style of the following passage and make recommendations."</i>	I asked (AI tool) for suggestions to make my style and tone more formal, and accepted some of the recommended changes to word choice and sentence structure.	
Revision	REWRITING SECTIONS: Inputting text of academic work and asking AI to rewrite it to make corrections, improve clarity or effectiveness, or adjust style or tone.	<i>At NPS, this use is not allowed.</i>		CAUTION. Submitting AI-generated text as your own work is considered academic dishonesty .

This document was developed with the assistance of ChatGPT 4o, which generated text for some of the disclosures and cautions. All AI-generated content was reviewed, revised, and edited by humans.