

# An AI Solution: Using ChatGPT to Counter Plagiarism and Boost Enrollments in Hispanic Literature Courses

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This study presents an exploration into the application of the artificial intelligence chatbot ChatGPT 3.5 in the context of two Hispanic literature survey courses at the University of Delaware during the spring 2023 semester. The introduction of ChatGPT into these learning environments aimed to address two key challenges in teaching Spanish and Latin American literature: falling enrollment rates and rising instances of plagiarism. ChatGPT's role was two-pronged: it served as a component of in-class discussions and a resource for final papers. A total of twenty-one students participated in a follow-up survey designed to gauge their perceptions of ChatGPT as an innovative learning tool. The outcome revealed mixed, yet promising, responses to the use of AI technology in a literature classroom. The data suggest that the ongoing incorporation of cutting-edge tools like ChatGPT into literature courses holds the potential to captivate a diverse group of students and increase enrollment. In addition, the data collected, along with the professor's analysis of final papers, indicate that ChatGPT can be effective in curbing plagiarism. Responsible AI utilization is becoming increasingly vital in various job markets, and integrating such skills into curricula from STEM to Humanities is crucial for our students' future career success.

**Keywords:** ChatGPT, AI technology, enrollments, plagiarism, academic integrity, Hispanic literature

Este estudio presenta una exploración de la aplicación del chatbot de inteligencia artificial ChatGPT 3.5 en el contexto de dos cursos panorámicos de literatura hispana en la Universidad de Delaware durante el semestre de primavera de 2023. La introducción de ChatGPT en estos entornos de aprendizaje tenía como objetivo abordar dos desafíos clave en la enseñanza de la literatura española y latinoamericana: la caída de las tasas de inscripción y el aumento de los casos de plagio. El papel de ChatGPT fue doble: sirvió como componente de las discusiones en clase y como recurso para los trabajos finales. Un total de veintiún estudiantes participaron en una encuesta posterior

diseñada para medir sus percepciones de ChatGPT como una herramienta de aprendizaje innovadora. El resultado reveló reacciones mixtas, pero prometedoras, ante el uso de la tecnología de IA en clases de literatura. Los datos sugieren que la incorporación de herramientas de vanguardia como ChatGPT en los cursos de literatura tiene el potencial de cautivar a un grupo diverso de estudiantes y aumentar la inscripción. Además, los datos recopilados, junto con el análisis de los trabajos finales por parte de la profesora, indican que ChatGPT puede ser eficaz para controlar el plagio. El uso responsable de la IA se está volviendo cada vez más vital en varios mercados laborales y la integración de estas habilidades en los planes de estudio, desde STEM hasta Humanidades, es crucial para el futuro éxito profesional de nuestros estudiantes.

**Palabras clave:** ChatGPT, tecnología de IA, inscripciones, plagio, integridad académica, literatura hispana

## Background

In Spring 2023, I embarked on an experiment in my two 300-level Hispanic literature courses at the University of Delaware, titled “Spanish Literature from the Enlightenment through the Twenty-First Century” and “Latin American Literature of the Twentieth and Twenty-First Centuries.” These third-year, intermediate-level courses were designed to prepare students for more advanced, 400-level studies in literature and culture in the Spanish major and minor sequence. Yet, over recent years, I had observed concerning trends: declining enrollments in Hispanic literature and a concurrent increase in plagiarism.

Addressing these issues led me to integrate the now universally known artificial intelligence (AI) chatbot,<sup>1</sup> ChatGPT, into classroom activities and the final paper. This integration had dual objectives. The first was to educate students on the responsible use of AI technology, a skill anticipated to be increasingly essential for new graduates entering the workforce. The second was to enhance learning and the allure of our literature courses and, as a result, potentially attract more students.

In this essay, I will delve into the dual challenges plaguing our department: a decrease in literature course enrollments and a surge in academic dishonesty, specifically plagiarism. This will be followed by an exploration of how artificial intelligence, particularly AI chatbots, has begun to permeate writing classrooms, offering a snapshot of the educational landscape as of spring 2023. Ultimately, I will present data and insights from the classroom experiment, detailing specific

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<sup>1</sup> Bot: “a computer program that performs automatic repetitive tasks.” Chatbot: “a computer program (bot) that is designed to interact with human beings as if in a conversation.” *Merriam-Webster*, s.v. “bot,” and “chatbot,” accessed October 4, 2023, <https://www.merriam-webster.com/dictionary>.

assignments and an end-of-semester poll. The overarching aim is to probe the potential of AI chatbots to transform the Hispanic literature classroom experience, bolstering student engagement, and promoting ethical academic practices.<sup>2</sup>

## Concern 1: Enrollments

According to a 2023 MLA census, matriculation in non-English language courses dropped by 16.6% between fall 2016 and fall 2021 (Lusin et al. 2023). While Spanish is the most popular language overall, it is losing enrollments, decreasing 18% during this five-year period. This is the third MLA census in which Spanish has been losing enrollments (Lusin et al. 2023). These numbers further decreased during the COVID-19 pandemic, though few studies are available on actual impacts (Morgan and Thompson 2023). This decline is particularly true of literature courses. In my department, from 2000 through 2022, enrollments in our four 300-level Spanish courses dropped from 246 to a mere 56 students (77% loss). New offerings such as courses for the professions have proven to be more popular for the practical-minded students at our large, public university (with approximately 18,200 undergraduate and 4,200 graduate students in more than 150 majors), and many undergraduates do not perceive the relevance of literature courses to their nonlanguage fields of study. Others freely admit that they do not like to read in English, so why should they do so in Spanish?

Additionally, a 2022 *ADFL Bulletin* of the Association of Departments of Foreign Languages reported that enrollments have declined at universities such as Purdue, not because of a lack of interest in languages, but because students claim that they have difficulty fitting them into their schedules loaded with courses in their majors (Coda et al. 2022). At the University of Delaware, as at many universities in the United States, students are choosing to minor rather than major in a language. If they do major, they typically pair it with a more “practical” major such as Business, Speech Pathology, or Criminal Justice. Students studying language tend to consider it a technically-refined skill focused primarily on furthering their communication abilities (Bernstein et al. 2015).

Language programs are grappling with the challenge of boosting student registration amid dwindling resources and support (Morgan and Thompson 2023), as are other fields (Barshay 2021). Not using new technologies in the Humanities has led to a decrease in enrollments, according to the author of “The College Essay is Dead”: “As the technologists have ignored humanistic questions to their peril, the humanists have greeted the technological revolutions of the past 50 years by committing soft

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<sup>2</sup> These classes, and all the ChatGPT activities, were conducted entirely in Spanish. The final survey was done in English.

suicide. As of 2017, the number of English majors had nearly halved since the 1990s. History enrollments have declined by 45 percent since 2007 alone. Needless to say, humanists' understanding of technology is partial at best" (Marche 2022).

I agree that, in part, the reticence of the Humanities to incorporate new technologies has contributed to declining enrollments. Students are unable to see the relevance to their future of courses that do not equip them with tools to use in the workforce.

This perception grounded my experiment to determine if one way to boost matriculation in Humanities / language classes is the incorporation of new tools created by AI, such as ChatGPT. In my spring 2023 courses, I sought to increase interest in Hispanic literature offerings by incorporating the use of this chatbot into class sessions in the second half of the semester, as well as into the final course paper. All activities were conducted in Spanish, including the in-class work we did with ChatGPT and the final research paper. The twenty-seven students enrolled knew that we would be using ChatGPT from the first day when we reviewed the syllabus. While I typically notice some attrition during the first week once students realize the reading load and potential difficulty with understanding literary texts, the enrollment remained constant over the drop-add period. I attribute this noticeable difference to the incorporation of AI and the promise of learning how to use it responsibly in a writing course.

### *What is ChatGPT?*

Putting this question to ChatGPT 3.5 itself, it responded that the bot:

is an advanced language model developed by OpenAI, based on the Generative Pre-trained Transformer (GPT) architecture. First introduced in November 2022, this tool is capable of processing and generating text that closely mimics human conversation. Users interact with ChatGPT through prompts—textual inputs that guide the model on what kind of response is desired. Prompt engineering, then, is the skillful crafting of these input prompts to elicit the most accurate, relevant, or creative responses from the model. It involves understanding the model's strengths and weaknesses, the context of the request, and sometimes using specific keywords or phrases that can steer the AI in a particular direction, akin to programming with natural language.<sup>3</sup>

"It's a free chatbot that can generate an answer to almost any question it's asked. . . . ChatGPT can produce what one commentator called a 'solid A-' essay comparing theories of nationalism from Benedict Anderson and Ernest Gellner—in ten seconds.

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<sup>3</sup> Generated by ChatGPT, OpenAI, October 11, 2023.

. . . But the outputs aren't always accurate—or appropriate" (McKinsey & Company 2023, par. 5, 11, 12).

ChatGPT is "trained" through the computerized collection of existing language-use instances present in immense databases—potentially encompassing all digitized uses. ChatGPT is generative AI, meaning that it "can analyze or summarize content from a huge set of information, including web pages, books and other writing available on the internet, and use that data to create original new content" (Weed 2023).

## **Concern 2: Plagiarism / Academic "Cheating"**

First, AI created browser searches<sup>4</sup> that allowed easy access to a broad range of sources, providing information alongside the temptation to simply copy and use it as if stating personally generated insights.<sup>5</sup> Now, ChatGPT does the search and can also write it up!<sup>6</sup>

Research by the International Center for Academic Integrity (ICAI), established in 1992 to combat and prevent academic dishonesty in higher education, indicates that "more than 60% of university students freely admit to cheating in some form" (2020). On the question of unauthorized use of electronic resources for papers, projects, homework, or other assignments, 25% of undergraduate students admitted to using articles, Wikipedia, YouTube, or other sources without properly citing them. Fifteen percent of undergraduate students confessed that they paraphrased or copied sentences without citing sources.

Why do students plagiarize? The reasons / excuses are numerous:

It is easy to do; they are confident they won't get caught; laziness (usually attributed to others); there is no victim; an assignment is deemed busywork; they don't like or don't understand the class or topic; they feel pressured for grades; they procrastinate; they don't know how to avoid it; they are unaware that they are plagiarizing; they have a sense that plagiarism in school is more acceptable than in the real world; they lack the ability to rephrase; and finally, they feel the professor didn't give them enough time to complete the assignment. (Power 2009)

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<sup>4</sup> Their use is so ubiquitous that, like many other languages, Spanish has colloquial neologisms to name this practice: *googlar*, *googlear*, *guglear*...

<sup>5</sup> This is one reason why earlier academic concerns centered around questions of imitation and originality, for example, Eisner and Vicinus (2008), Power (2009), Tully-Pitchford (2012), and Carroll (2013).

<sup>6</sup> This is fraught with dangers, of course, if searches produce unvetted "facts," and AI generative tools write them up cogently and convincingly as "truths."

All these reasons may have contributed to the increasing propensity of my students to plagiarize in their presentations as well as final papers, despite the academic integrity contract that I have them sign at the start of the semester. Students who cheat can be unaware or willful in committing dishonesty, that is, through ignorance or by choice. I have witnessed this firsthand also as a member of the Appellate Board of the Office of Community Standards and Conflict Resolution at my university. The majority of the cases on which I have served were related to plagiarism and cheating in the classroom. In the spring and fall semesters of 2022, I would say that a third of my students were blatantly plagiarizing or using the web irresponsibly for their papers and presentations, despite my efforts to educate them on these topics with instruction on proper usage.

The *MLA Handbook* (2021), our style bible in the Humanities since 1951, lays out ground rules for formatting, writing mechanics, and inclusive language in 3 chapters over 93 pages, but for the topics of documenting sources, lists of works cited, citing sources in the text, and notes, it needs 4 chapters and some 200 pages, which include various specific entries on how to cite website publishers, E-books, DOIs, Permalinks, URLs, and web projects. Many undergraduate students find the use of the handbook daunting, despite the availability of an online MLA Style Center ([style.mla.org](https://style.mla.org)) and online style guides derived from MLA, such as the popular, free Purdue OWL®—Online Writing Lab ([owl.purdue.edu/owl/](https://owl.purdue.edu/owl/)).

After clarifying that “We do not recommend treating the AI tool as an author,”<sup>7</sup> the MLA Style Center provides examples to:

- cite a generative AI tool whenever you paraphrase, quote, or incorporate into your own work any content (whether text, image, data, or other) that was created by it
- acknowledge all functional uses of the tool (like editing your prose or translating words) in a note, your text, or another suitable location
- take care to vet the secondary sources it cites (MLA Style Center 2023)

Plagiarism is a complex topic, as editors Caroline Eisner and Martha Vicinus note in their introduction to the book *Originality, Imitation, and Plagiarism: Teaching Writing in the Digital Age* (2008). They argue that the proliferation of easily accessible information from the internet is rapidly increasing. The concept of plagiarism cannot

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<sup>7</sup> In contrast, the *Chicago Manual of Style*, used by *MARLAS* and many social science publications, states for citations: “ChatGPT stands in as ‘author’ of the content, and OpenAI (the company that developed ChatGPT) is the publisher or sponsor, followed by the date the text was generated. After that, the URL tells us where the ChatGPT tool may be found” (*Chicago Manual of Style* 2022, <https://www.chicagomanualofstyle.org/qa/data/faq/topics/Documentation/faq0422.html>).

be comprehensively understood without a wide-ranging approach that takes into account the definitions of originality and the role imitation plays in creating new pieces of work.

Combatting plagiarism requires a comprehensive and coordinated program, according to University of Cumbria researcher Kay Tulley-Pitchford (2012). She notes that approaches vary: many scholars agree that prevention is more efficient than detection and emphasize the importance of teaching students about academic expectations, including the necessity of proper referencing. Some suggest leveraging library support staff or creating a culture of honesty to further curb plagiarism. Others propose redesigned assessments, with formative assessments for referencing skills or shifting the focus from assessment to the learning process. Tully-Pritchard concurs with *A Handbook for Deterring Plagiarism in Higher Education* (Carroll 2013) in recommending a broad approach with clear institutional policy, transparent practices, supportive education, well-designed assessments, and consistent detection and sanctions to effectively combat plagiarism.

Despite widespread challenges and debates regarding plagiarism prevention and the need for a holistic solution, the use of AI in academic settings emerges as a potential tool. New technology, instead of adding to the problem, could be utilized as part of the solution if handled strategically. The solution, echoing Tully-Pitchford (2012), requires a comprehensive, preventative approach that educates students on academic expectations and the importance of proper referencing. In line with these thoughts, I ventured to incorporate ChatGPT into my Hispanic literature courses, viewing it as an ally against plagiarism, rather than an enemy.

## **ChatGPT: Ally or Trickster?**

ChatGPT's applications are diverse and expansive, ranging from drafting emails and writing articles to tutoring on specific topics, language translation, and even simulating characters for video games or composing poetry. While capable of generating human-like text, ChatGPT does not possess human-like understanding, opinions, or desires. Its functionality is based entirely on pattern prediction and learning from its training data. As one of its creators, Andrej Karpathy, clarified, ChatGPT is a predictor rather than a thinker, as it usually writes what statistically has come next based on the surrounding context (Karpathy 2023).

When ChatGPT first came onto the scene in November 2022, much of academia was in an uproar about student use of the new technology for plagiarism and cheating, while others regarded its incorporation into the classroom, particularly in writing classes, as inevitable. Educators and digital literacy experts are recognizing that AI tools like ChatGPT will not just become a part of the academic landscape, but

potentially reshape it entirely. This shift could be akin to how the advent of the internet or even the Gutenberg printing press transformed access to information, potentially sparking a new era of creativity and intellectual engagement in writing, much as calculators and computers did for math and science. Conversation is needed about how to incorporate these tools as aids rather than substitutes for learning.

By January 2023, two months after its launch, ChatGPT had become the fastest-growing consumer software application in history, gaining over 100 million users (Hu 2023).<sup>8</sup> *Chronicle of Higher Education* writer Beth McMurtrie brings concerns about AI to the fore:

Many academics see these tools as a danger to authentic learning, fearing that students will take shortcuts to avoid the difficulty of coming up with original ideas, organizing their thoughts, or demonstrating their knowledge. Ask ChatGPT to write a few paragraphs, for example, on how Jean Piaget's theories on childhood development apply to our age of anxiety and it can do that. Other professors are enthusiastic, or at least intrigued, by the possibility of incorporating generative AI into academic life. Those same tools can help students — and professors — brainstorm, kick-start an essay, explain a confusing idea, and smooth out awkward first drafts. (McMurtrie 2023a)

McMurtrie suggests that academia needs to reflect on its values and decide whether it wants to focus on compliance and policing or on building trust and fostering student engagement (McMurtrie 2022 and 2023b).

Challenges to clear conceptions of academic integrity can arise as confusion grows among both professors and students about the ethics of using ChatGPT, and "ChatGPT is Making Universities Rethink Plagiarism" (Barnette 2023). At one extreme, schools such as Bryn Mawr "consider any use of . . . AI platforms as plagiarism. . . . Universities are forced to reconsider their definitions of academic integrity to reasonably reflect the circumstances of society" (Barnette 2023).

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<sup>8</sup> Citing an anonymous poll run in January 2023 in Stanford University's student newspaper, *The Stanford Daily*, Beth McMurtrie notes: "Of more than 4,000 Stanford students who responded (which the newspaper noted could be an inflated figure), 17 percent said they had used ChatGPT in their fall-quarter courses. Nearly 60 percent of that group used it for brainstorming and outlining; 30 percent used it to help answer multiple-choice questions; 7 percent submitted edited material written by ChatGPT; and 6 percent submitted unedited material written by the chatbot." Data suggests that the numbers have been increasing rapidly (2023a).

A different perspective is offered in “Alarmed by AI Chatbots, Universities Start Revamping How They Teach,” which points to the institutional hesitancy to ban AI tools such as ChatGPT. Instead, the advent of such technology is compelling a transformative approach to teaching methods (Huang 2023).

Whether or not professors support the use of ChatGPT in the higher-education classroom, all agree that it must be used with caution. ChatGPT is a far-from-perfect bot, often making mistakes, or “hallucinating”:<sup>9</sup> “Fabrications and definitive statements on uncertain history . . . are common” (Marche 2022). As the internet is flawed and full of racist and xenophobic material, ChatGPT can also include these results in its output.

Even in the newest version of ChatGPT 4.0, problems that plagued our earlier version persist.<sup>10</sup> According to a report published by its creator, Open AI, GPT 4.0 has the potential to produce content that might be damaging, such as strategies for executing harmful activities or disseminating hate speech. It can reflect a range of societal biases and perspectives that might not match the user’s intended input or conform to commonly accepted values. In addition, its content is more believable than in the past, thus enhancing its potential to do harm (OpenAI 2023).

In light of these assertions, the use of ChatGPT in the higher-education classroom presents a double-edged sword. While it has the potential to foster creativity, enhance research capabilities, and facilitate learning, it can also propagate misinformation, encourage uncritical acceptance of AI-generated content, and challenge traditional notions of academic integrity. It is clear that the role of educators has become even more crucial in this digital age. The decision to use ChatGPT in the classroom necessitates training by the instructor to prepare students for its responsible use not only to avoid plagiarism and maintain academic integrity but also to evaluate sources and recognize bias and harmful content.

## Testing a Solution

In light of the potential advantages and pitfalls of AI, my objective was to devise methods to integrate this emerging technology into my literature curriculum. The aim was dual: to enhance students’ comprehension of the assigned readings through the use of ChatGPT and also to equip them with the skills to utilize the tool ethically, both in their academic work and eventual professional pursuits. Surprisingly, at the outset

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<sup>9</sup> Hallucination: “computing: a plausible but false or misleading response generated by an artificial intelligence algorithm.” *Merriam-Webster*, s.v. “hallucination,” accessed October 2, 2023, <https://www.merriam-webster.com/dictionary/hallucination>.

<sup>10</sup> I used ChatGPT 3.5 because version 4.0 was not yet available.

of the spring 2023 semester, I discovered that most of my digitally adept students were unfamiliar with ChatGPT. The idea of a technological tool aiding in writing was met with skepticism by many, prompting us to embark on a journey to discern the merits and drawbacks of ChatGPT usage. We did so by posing a simple yet fundamental question to the program: "How can ChatGPT aid in the study of Hispanic Literature?"<sup>11</sup>

Here are the pros that ChatGPT presented to us (as self-translated):<sup>12</sup>

**Advanced Literary Analysis:** ChatGPT can be used to delve deeper into literary theories and concepts such as structuralism, post-structuralism, Marxism, psychoanalysis, feminism, postcolonialism, etc. Students can discuss these concepts with the AI, clarifying their understanding and exploring their application in various literary works.

**Research Assistance:** ChatGPT can aid in the initial stages of research by helping students brainstorm research questions, find relevant literature, and outline potential arguments. It can also be used to generate abstracts, summaries, and citations.

**Feedback on Critical Essays and Theses:** ChatGPT can provide a first pass of feedback on critical essays, research papers, and even thesis drafts, checking for clarity, structure, and argument strength. It can also help with revising drafts based on received feedback.

**Exam Preparation:** ChatGPT can be used to create study guides, flashcards, and mock questions for exam preparation. It can also help students to review and consolidate their knowledge in the run-up to exams.

**In-Depth Discussion of Authors and Movements:** Students can engage in a dialogue with the AI about particular authors, literary movements, or historical periods, exploring their influences, styles, themes, and the impact of their work on literature and society.

**Multidisciplinary Connections:** In advanced literature courses, there's often a need to make connections with other fields like history, sociology, philosophy, or psychology. ChatGPT can assist students in making these connections and understanding the broader implications of literature.

**Practice in Literary Critique:** ChatGPT can simulate a literary critique session, where students analyze a piece of text, and the AI provides its own analysis,

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<sup>11</sup> The original search question was: "¿Cómo puede ChatGPT ayudar en el estudio de la literatura hispana y cuáles son los pros y los contras?" / How can ChatGPT aid in the study of Hispanic Literature? What are the pros and cons?"

<sup>12</sup> Pro and con texts generated (and translated for this essay) by ChatGPT, OpenAI, March 5, 2023, <https://chat.openai.com/chat>.

giving students a chance to compare their critique with an alternative perspective.

**Translation and Global Literature:** For students studying global literature, ChatGPT can assist in understanding translated works, provide background on foreign authors and cultures, and compare different translations of the same work.

**Peer Review Simulations:** ChatGPT can simulate a peer review process, where students can share their essays or research papers with the AI and get feedback, mimicking the constructive criticism process they might experience in a real-world academic setting.

The negatives it mentioned were equally compelling:

**Language Bias and Misrepresentation:** ChatGPT's training data is predominantly English-based. Therefore, it may not accurately represent the nuances, idioms, cultural contexts, and unique literary styles found in Hispanic literature.

**Cultural Stereotyping:** Given that AI learns from the data it's fed, it can inadvertently perpetuate harmful stereotypes and biases present in its training data. It may then produce content that inappropriately or inaccurately represents Hispanic cultures.

**Inaccuracy and Misinformation:** Despite its sophistication, ChatGPT sometimes produces inaccurate or fabricated information, which could lead to misunderstanding or misinterpretation of texts.

**Dependence and Reduced Critical Thinking:** Students might become overly reliant on ChatGPT for interpretations and analysis of literature, which could potentially undermine their own critical thinking and analytical skills.

**Academic Integrity Concerns:** The use of AI can blur the lines of what constitutes plagiarism and original work. It raises questions about academic integrity and the authenticity of student work.

**Access and Equity:** Not all students may have the access to or ability to use AI tools effectively, which could create disparities in learning outcomes.

**Learning Curve:** There might be a steep learning curve for both students and educators in terms of using and understanding the implications of AI in an academic setting.

These potential advantages and drawbacks of incorporating ChatGPT into Hispanic literature courses offered us much to consider. The benefits, such as providing a fresh and innovative approach to literature and language study, stimulating student interest, and offering an immediate, interactive study tool, were enticing to the students. They liked the idea of using it to participate actively in dynamic discussions,

employ AI to facilitate their understanding of complex literary works, and learn about the latest technology that is shaping our world.

On the flip side, we discussed strategies to address the negatives: the risk of reliance on AI to the point of intellectual dependency, the possibility of AI-generated inaccuracies or biases, and the potential for confusion regarding plagiarism. I found that addressing the potential pitfalls of ChatGPT use in class empowered students with critical thinking skills. By learning to discern AI biases, inaccuracies, and potential misuse, they gained the ability to navigate not only the tool but the broader technology-saturated world.<sup>13</sup>

The words from a UNESCO guide resonate with this approach: “Used ethically and with due consideration of the need to build individual and institutional capacity, ChatGPT could support HEIs [Higher Educational Institutions] to provide students with a more personalized and relevant learning experience, make administrative processes more efficient, and advance research and community engagement” (2023, 13).

After my experiment, in July 2023, the MLA-CCCC (Conference on College Composition and Communication) Joint Task Force on Writing and AI produced a working paper, “Overview of the Issues, Statement of Principles, and Recommendations,” regarding Large Language Models (LLMs)—models like ChatGPT trained on vast amounts of information. The paper coincides in many senses with ChatGPT’s self-perception and highlights the risks to students, teachers, and the profession while also outlining the benefits to language, literature, and writing instruction and scholarship. Regarding the risks, the working paper states:

Some of the immediate risks posed by LLMs are to the interactional and human components of teaching, research, and student engagement. Student reading practices can become uncritically automated in ways that do not aid critical writing instruction or faculty assessment approaches. The increased use and circulation of unverified information and the lack of source transparency complicate and undermine the ethics of academic research and trust in the research process. Additionally, although using LLMs to collect and synthesize preexisting information may provide students with models of writing and analysis, such models reproduce biases through the flattening of distinctive linguistic, literary, and analytical approaches. (MLA-CCCC 2023, 6)

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<sup>13</sup> Epistemological discussions ensued on the nature of truth, for example, whether it depends on the statements most often iterated in digitized sources (ChatGPT), statements approved by a particular set of gatekeepers (traditional academic publishing), knowledge based only on individual experiences, etc.

Regarding benefits, the report states:

While acknowledging the inherent pitfalls of generative AI, the technology affords enormous potential benefits. It has the promise to democratize writing, allowing almost anyone, regardless of educational background, socioeconomic advantages, and specialized skills, to participate in a wide range of discourse communities. These technologies, for example, provide potential benefits to student writers who are disabled, who speak languages other than English, who are first-generation college students unfamiliar with the conventions of academic writing, or who struggle with anxiety about beginning a writing project. They also augment the drafting and revising processes of writers for a variety of purposes. (MLA-CCCC 2023, 8)

## **The Experiment**

After the overview presented of the rationale, potential benefits, and potential pitfalls of incorporating ChatGPT into Hispanic literature courses, the following sections examine its practical application in the classroom. I will provide detailed accounts of how I integrated ChatGPT into my two Survey of Hispanic Literature courses and share student feedback on their experiences with the chatbot.

### *1. Methodology*

#### **1.1 Use of ChatGPT in Class Sessions**

In the initial half of the semester, I refrained from introducing ChatGPT. Adhering to a more traditional approach, I required students to complete readings and answer comprehension questions prior to attending class. Each session would begin with a student-led presentation in Spanish on the author and associated readings. Subsequently, we would engage in group discussions revolving around the questions, using a shared GoogleDoc to consolidate student ideas. This collaborative approach yielded a study aid that was beneficial for learning through accurate notes and for exam preparation. We also reserved time toward the end of each session to discuss the sociopolitical implications of the readings.

Establishing this baseline methodology was pivotal to creating a contrast for the students when I integrated ChatGPT during the second half of the semester. In this phase, I utilized ChatGPT to generate discussion questions, prompts for discussions,

and summaries of the literature under examination. Throughout these exercises, we relied on the freely available ChatGPT 3.5. In tandem, we juxtaposed student analyses of the texts with those generated by the chatbot. I did not pre-screen the results, intending for the students and myself to collaboratively uncover any advantages and limitations of ChatGPT during class.

## **1.2 ChatGPT for Final Papers**

For the final papers, I laid out a series of steps for students to follow. I offered them the option of using ChatGPT as a potential source, provided it was properly cited, or finding peer-reviewed sources for their papers.

The process began with an introduction by the library staff on how to locate and cite peer-reviewed sources. This foundational step was critical in ensuring students had a clear understanding of the importance of credible academic sources and the proper method for their citation.

Next, students were tasked with crafting a thesis statement for their topic and constructing a bibliography of selected peer-reviewed sources. This helped them to clarify their argument and establish a firm academic grounding for their paper.

The subsequent step involved a practical exercise in class, where we used ChatGPT to research the diverse paper topics. We critically analyzed essays generated by the chatbot and checked the reliability of sources. This helped students practice assessing the validity of information and potential biases of AI-generated content.

The final step required students to compose their final paper, utilizing at least two peer-reviewed sources and, optionally, ChatGPT. After an initial round of instructor feedback, they revised and polished their final submission. This allowed students to apply the critical skills they learned and demonstrate their understanding and analysis of the course content.

## **1.3 Questionnaire**

In order to measure the results of the use of ChatGPT in class and for the final paper, I created a Qualtrics Online Survey ([www.qualtrics.com](http://www.qualtrics.com)) in English composed of 13 multiple-choice items that adopted a 5-point Likert scale ranging from "Strongly Agree" to "Strongly Disagree," complemented by 4 open-ended questions to further record viewpoints and experiences. The anonymous survey was administered in class to 21 students in two survey of Hispanic literature courses: SPAN 302: Survey of Spanish Literature from the Enlightenment through the Twenty-First Century, and SPAN 304: Survey of Latin American Literature of the Twentieth and Twenty-First

Centuries. A total of 7 students participated in the SPAN 302 survey and 14 in the SPAN 304 survey.<sup>14</sup>

The questionnaire delved into the students' experiences using ChatGPT within the classroom setting and for their final projects, with multiple-choice questions about its effectiveness in the classroom, its precision, its impact on their critical thinking abilities, and its relevance to academic integrity. Concerning their final projects, students were asked open-ended questions about their motives for opting to utilize ChatGPT, as well as other useful resources. Multiple-choice questions addressed the accuracy of ChatGPT, its contribution to the overall quality of their work, its ability to aid in the exploration of new ideas, user-friendliness, and influence on the originality of their work.

## *2. Results: In-class Exercises*

At times, ChatGPT's output proved highly satisfactory, with coherent questions and summaries. However, on occasions, it fell into hallucinations, generating summaries and questions pertaining to unrelated works by the same author, thereby exhibiting greater reliability regarding more widely recognized texts. Despite the inconsistencies, the results stimulated lively discussions and contributed to an enriched understanding of the texts. These insights emerged either directly from the content provided by ChatGPT or from the ideas sparked in the students and myself during our exploratory discussions.

There were notable instances where our interaction with ChatGPT yielded both successful and less-than-ideal results. In SPAN 302 (beginning in an earlier historical period), we generally observed more favorable outcomes, particularly when examining contemporary readings in the latter part of the semester. During one session, we contrasted our critique of Manuel Rivas's story "The Butterflies' Tongues" with ChatGPT's assessment. Rivas, a prominent late-twentieth-century Spanish author, sparked an intriguing discussion through ChatGPT, even though the AI could not provide specific sources. This triggered an important debate about the reliability of ChatGPT as a source, given its inability to cite the references it uses to form assessments. This lesson resonated with students, impacting their decision on whether to use ChatGPT as a reference for their final papers.

On the other hand, in SPAN 304, the course on more recent Latin American literature, the chatbot presented more challenges. Reliable discussion questions, summaries, and debate topics were elusive, especially for poems in collected works. For instance, when ChatGPT was asked to generate questions regarding the poem "Last Moon" by

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<sup>14</sup> The response rate is discussed in the results section.

Reinaldo Arenas, a late-twentieth-century Cuban writer, it mistakenly referenced one of his novels instead.

While the results were more reliable in SPAN 302, there were times when the bot similarly hallucinated. When tasked to produce a debate topic on “El gallego y su cuadrilla,” a short story by the renowned twentieth-century Spanish author Camilo José Cela, it provided instead topics related to one of Cela’s novels. Nonetheless, ChatGPT proved its utility during a session in SPAN 302, when we debated the symbolism of the main character in Guillermo del Toro’s 2006 film, *Pan’s Labyrinth*. The character is often interpreted as representing innocent victims of the Spanish Civil War and its aftermath. Here, ChatGPT furnished multiple perspectives, serving as a catalyst for substantial class discussion.

### *3. Results: End-of-Semester Survey*

Similar to the results for the in-class activities, student responses to questions about the use of ChatGPT in class and for the final paper reflected successes and failures. For the SPAN 302 course, I received 7 responses out of 11 students (64% response rate). For the SPAN 304 course, I received 14 responses out of 16 (88%).<sup>15</sup> The survey consisted of 14 items, including 4 open-ended questions. The remaining were multiple choice questions utilizing a 5-point Likert scale (see details and analyses in Appendix 1, SPAN 302 ChatGPT Survey, and Appendix 2, SPAN 304 ChatGPT Survey).

#### **3.1 Short-Answer Questions**

With the responses to the short-answer questions, it becomes evident that ChatGPT implementation in Hispanic literature courses sparked an array of reactions. While the students in SPAN 302 largely showed positive feedback, students in SPAN 304 expressed a more diverse range of opinions.

- Question 1 - Do you believe that the integration of ChatGPT in your literature class has enhanced your learning experience? Why or why not?

This elicited varying responses. Six of the 7 students in SPAN 302 perceived the AI tool as advantageous, stating that it presented “new ways to think about different works or themes” and “enhance[d] the class by learning how to use technology to find new perspectives.” Conversely, the seventh student was less enthusiastic, stating: “No, I don’t think that it enhanced my learning experience. It’s cool to see the generated responses,

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<sup>15</sup> The surveys were conducted in class on May 10, 2023, and not all the students were present.

but I don't think that ChatGPT provided new information for me. I don't think it would matter if I had it or not."

In contrast, in SPAN 304, the class was split on the question with 8 students arguing against the benefit of the AI tool and 6 endorsing it. Detractors mentioned that the tool was neither intuitive nor useful and failed to provide quality sources. As one student argued: "For me, the point of a literature class is to give your own opinions. . . . ChatGPT, by its nature, does not come up with new ideas, it is an unreliable source, and it hinders students from making their own inferences about the work being explored in class."

- Q2 - In what ways do you think the use of ChatGPT could be improved for future literature students?

Students in both classes provided valuable feedback. SPAN 302 held the hopeful view that the AI tool might be improved to provide more reliable sources in the future. SPAN 304 presented varied responses, with some skeptical about its use in literature classes, while others saw potential if the tool could provide accurate attributions.

- Q3 - I chose to use/not use ChatGPT in my final paper because...

Four SPAN 302 students found the AI tool useful for generating ideas and viewed it as a stepping stone for critical thinking. Two others expressed concerns over its reliability and accuracy, which deterred them from using it. For SPAN 304, of the 14 responses, 10 students chose not to use it, and 4 did. The 2 who had a positive experience stated that it could inspire them to explore "new avenues" for their topics. The negative views cited reasons such as the tool's source unreliability, bland writing style, and a belief that its use was "academically dishonest." One student noted that its "writing style was poor" and untrustworthy, but that it "WILL improve and I will consider it as a source for the future."

As we transition into the next section, I will further explore students' perspectives by examining their responses to multiple-choice survey questions. This will provide additional insight into the overall reception and efficacy of using ChatGPT as an educational tool in class and in the context of their final paper. By synthesizing these data points, I aim to paint a more nuanced picture of the opportunities and challenges posed by AI in literature education.

## 3.2 Multiple-Choice Survey Results

The remainder of the questionnaire contains the results of the multiple-choice questions. The first questions (4–8) deal with the use of ChatGPT in the classroom. The remaining six (9–14) address the use of ChatGPT for the final paper.

### 3.2.1 In-class Use of ChatGPT

- Q4 - ChatGPT was helpful in understanding the themes and styles of the authors discussed in class.  
Most SPAN 302 students “Somewhat agreed” (Mean 3.43, Standard Deviation 1.05). However, SPAN 304 responses were more diverse, with “Somewhat agree” leading, and “Somewhat disagree” and “Strongly disagree” sharing the second position (M 2.93, SD 1.39).
- Q5 - Using ChatGPT improved my engagement with course materials.  
SPAN 302 again mainly fell in the “Somewhat agree” bracket (M 3.14, SD 1.12). In contrast, SPAN 304 primarily chose “Strongly disagree,” with “Somewhat agree” and “Neither agree nor disagree” following closely (M 2.79, SD 1.42).
- Q6 - ChatGPT had an impact on my critical thinking and analytical skills.  
Responses varied more widely. SPAN 302 again favored “Somewhat agree,” closely trailed by “Strongly agree” and “Neither agree nor disagree” (M 4.0, SD 0.76). Meanwhile, SPAN 304’s most common response was “Neither agree nor disagree,” with “Strongly agree” and “Strongly disagree” jointly occupying second place (M 3.0, SD 1.41).
- Q7 - The information provided by ChatGPT was accurate and relevant to my literature class discussions.  
SPAN 302 mostly responded with “Somewhat agree,” and “Neither agree nor disagree” took the second spot (M 3.43, SD 1.18). On the other hand, in SPAN 304 “Somewhat disagree” led, followed by “Somewhat agree” (M 2.71, SD 1.22).
- Q8 - I feel that using ChatGPT has encouraged plagiarism or academic dishonesty in my literature class.  
Remarkably, both classes exhibited more similar responses to the statement. In SPAN 302, the majority leaned towards “Somewhat disagree” (M 2.14, SD 0.64). Likewise, in SPAN 304, “Strongly disagree” was the prevalent response, with all the remaining responses except “Somewhat agree” coming second (M 2.71, SD 1.48).

### 3.2.1 ChatGPT for the Final Paper

Question 9 was a short answer query whose response would determine whether or not the students would continue the survey: “If you did not use ChatGPT in your final paper, comment on the resources and class activities that you found to be the most helpful... If you did use it, move to question 10.” In the SPAN 302 course, everyone (7) moved to question 10. In the SPAN 304 course, 10 of the 14 students did (even though only 4 used it in their papers).

- Q9 - If you did not use ChatGPT for your final paper, comment on what resources and class activities you found to be the most helpful.  
Students in both classes found the introduction to the library resources very helpful. They appreciated learning how to search the MLA Bibliography as well as other library databases for reliable sources. Another liked the GoogleDoc that we created for the responses to our daily discussion questions in class as a reliable summary.
- Q10 - ChatGPT provided accurate and relevant information to support my arguments in the final paper.  
The majority of SPAN 302 students expressed “Somewhat agree” (M 3.43, SD 1.05). However, responses from SPAN 304 skewed negatively, with most students marking “Somewhat disagree” or “Strongly disagree” (M 2.5, SD 1.36).
- Q11 - Using ChatGPT improved the overall quality of my final paper  
The consensus in SPAN 302 was “Somewhat agree” from most participants (M 3.57, SD 0.9). In line with previous responses, SPAN 304 leaned toward the negative side, with “Somewhat disagree” dominating (M 2.7, SD 1.27). Interestingly, all other responses, excluding “Strongly agree,” tied for the second place.
- Q12 - I feel that using ChatGPT for my final paper allowed me to explore new perspectives and ideas.  
A vast majority in SPAN 302 marked “Somewhat agree” (M 4.14, SD 0.35), and to my surprise, the same was true for SPAN 304 (M 3.5, SD 1.02).
- Q13 - I found ChatGPT easy to use and navigate.  
A majority agreed in both classes. SPAN 302 mainly marked “Strongly agree” (M 4.43, SD 0.73), while in SPAN 304, “Strongly agree” and “Somewhat agree” shared the lead (M 3.6, SD 1.28).

- Q14 - I am confident in the originality of my final paper, even after using ChatGPT.

Both classes expressed a resounding affirmation (SPAN 302: M 4.8, SD 0.35; SPAN 304: M 4.1, SD 1.3).

#### *4. Discussion*

The results provide valuable insight into the implementation of AI technology, specifically ChatGPT, in the context of literature courses. The findings point toward both the potential and the limitations of this technology, with the SPAN 302 and SPAN 304 classes providing an interesting comparative analysis, despite the small sample in this experiment.

The SPAN 302 course exhibited more positive results in both in-class exercises and end-of-semester surveys than the SPAN 304 course, suggesting a relationship between the course content and the effectiveness of the AI tool. This is not to say that the course content was the sole determinant of the efficacy of ChatGPT, as there were inconsistencies even within the same course. The unpredictable nature of the tool's output, along with its occasional tendency toward hallucination, impacted student perceptions of its usefulness and reliability.

In class exercises, ChatGPT performed notably when discussing well-known works and films. As seen in the results of the SPAN 302 survey, the fact that the texts were older than those in SPAN 304 is likely to have made information on the works more widely available. The more successful results provoked lively debates and deeper examinations of the works. These experiences speak to the tool's potential to facilitate active learning by triggering unique discussions and challenging preconceived interpretations. However, the inconsistent results, particularly when dealing with lesser-known texts, highlight a fundamental limitation of AI tools trained primarily on widely available resources. Such instances can potentially disrupt the class flow, require instructor intervention to correct inaccuracies, and consequently lead to mixed student perceptions, as seen in the SPAN 304 questionnaire results.

The end-of-semester survey further clarified these disparities, revealing differences in student attitudes toward ChatGPT's utility and reliability. While students in SPAN 302 generally found the AI tool useful for generating new ideas and perspectives, SPAN 304 students were more divided. Half the class expressed reservations about the chatbot's ability to contribute meaningfully to their learning experience, due to issues of reliability, as ChatGPT currently cannot cite sources for its assessments, which is a crucial aspect of academic work.

One SPAN 304 student articulated in the short-answer section: “In my opinion, ChatGPT should not be used at all by literature students, seeing that reading literature and analyzing it is meant to be something to strengthen your own analytic abilities, not get hints from a computer.” A fellow student suggested that it should have been incorporated earlier in the class. Despite these concerns, students from both classes foresaw the potential for improvement in this technology and deemed their exposure to it important.

They proposed insightful suggestions for refining its use for future literature students. One SPAN 304 student suggested that it could be deployed as a “Wikipedia-like source” for a basic understanding of the texts, but underscored that “it should not [be] included in real citations or papers.” In contrast, a SPAN 302 student remarked: “I think that ChatGPT would be helpful for summaries or other interpretations of literature, just as general, background knowledge. Sometimes, when you are stuck or the story is a bit difficult to understand, it is helpful to be given an idea or interpretation and then figure out how it applied to the story. I think ChatGPT would be useful for this.”

If ChatGPT evolves to be “more trustworthy,” a SPAN 304 student suggested, “it could be better integrated for literary analysis purposes.” Some students chose to incorporate it into their final papers, viewing it as a new technology that they needed to master. A student in SPAN 304 stated: “I chose to use it as inspiration for avenues I could take on my paper. There were some angles I had not considered and I am going to look into them now that ChatGPT suggested them. I will not be using anything verbatim though.”

However, the majority decided not to use it, citing reasons like it not being scholarly enough, the demanding task of investigating its sources, and the greater convenience of using the *MLA Bibliography*. Others in both classes stated that it stymied their creativity.

While the data reflects a mixed reception to ChatGPT, it is worth noting that this study was conducted in the early stages of the technology’s implementation in a classroom setting. Several student responses indicated hope for future improvements, particularly in the tool’s ability to provide reliable sources.

The survey responses also revealed valuable insights about the potential impact of AI on student engagement and academic integrity. The majority of students from both classes disagreed that the use of ChatGPT encouraged plagiarism or academic dishonesty. This suggests that despite the tool’s limitations, students largely did not view it as an easy route to bypass critical thinking or original work. Instead, some

students chose to use it as a jumping-off point for idea generation, which could be further developed and validated through traditional academic methods.

The results of the survey confirmed my own analysis of academic integrity in the final papers. I was very pleased to discover that no papers exhibited signs of academic dishonesty, whereas it had been blatantly obvious in papers from previous semesters. The students wrote at an appropriate linguistic level and properly cited academic journals as well as ChatGPT when they used them. While it is true that ChatGPT can be trained as an author's "voice," the fact that the papers were not "perfect"—that is, without Spanish grammatical errors or advanced graduate-level analysis—was encouraging. This suggests that the students can use ChatGPT responsibly, acknowledging its contribution while maintaining their originality. This aligns with one of the essential goals of this project, which is teaching students to use AI tools ethically.

The survey responses underline that there is no one-size-fits-all view when it comes to the role of AI tools like ChatGPT in a literature class. Its successful integration hinges on a balanced blend of curriculum design, the manner in which students are guided to use it responsibly, and the continuous evolution and improvement of AI technologies themselves.

While the reactions to the use of ChatGPT in class and for the final paper were mixed, the continued integration of innovative technology like ChatGPT into literature classes could help attract a wider range of students, thereby boosting enrollments. The use of AI as an educational tool can make literature study more engaging, dynamic, and relevant in the digital age. It can show students that literature is not an isolated field of study but one that interacts with technology, critical thinking, and broader societal developments. The responsible use of AI will be required of many of our students in future employment, so training in classes from STEM to the Humanities is of vital importance for career success.

Students who previously may not have considered taking literature courses could be attracted by this novel, tech-infused approach to literary study. The fusion of humanities and technology also offers a broader perspective on the role of AI and its integration with various academic fields, thereby fostering interdisciplinary connections.

## **Recommendations for Future Use in Literature Classes**

Responses in the surveys varied, and this study indicates that, with some refinement, the application of ChatGPT could be improved in subsequent literature classes. Here are my recommendations for the use of ChatGPT in future classes:

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1. Encourage students to discuss the idea of using ChatGPT in the class among themselves and with the chatbot. This would stimulate critical thinking about the pros and cons of AI in academic settings and also foster a dialogue on accepted use and academic honesty.
2. Use ChatGPT for brainstorming in class, generating discussion questions, and fostering discussions of critical messages in works. This could leverage ChatGPT's ability to provide various viewpoints and stimulate thought-provoking discussions.
3. After students read a text on their own and come up with questions, use ChatGPT to help summarize difficult works. This can ensure that students come to class with a good understanding of the content, ready for in-depth discussions. Also, utilize the tool for looking up difficult words and for running grammar checks on papers written in Spanish.
4. Assign the use of ChatGPT for the writing process—from brainstorming ideas and creating an outline to editing. The key point is that its use must be cited properly, ensuring the originality and integrity of students' work.
5. Have students analyze ChatGPT essays for content and accuracy as a potential source. This would enhance their critical thinking skills and their ability to discern reliable sources.
6. Introduce library resources and databases as the most reliable sites for sources. Have students debate the successful use of these and ChatGPT in class, which would help them understand the value of different sources of information.

Most importantly, the use of ChatGPT should not only aim at gaining a more in-depth understanding of texts but also serve as a window into understanding ChatGPT as a novel tool. This dual approach connects the study of literature and content to the study of natural language models, thereby encouraging a comprehensive understanding of both the substance of the literature and the technology used to analyze it. Through this innovative approach, we can equip students with the necessary skills for the digital age and stimulate their intellectual curiosity in an ethically responsible manner.

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**Meghan McInnis-Domínguez**, an Associate Professor of Spanish at the University of Delaware, specializes in a broad range of subjects, spanning from pre-Columbian poetry to contemporary Latin American short stories. Her research expertise lies in exploring the archetype of the healer in early modern and transatlantic literature, alongside investigating innovative technology applications in educational settings. In her literature classes, McInnis-Domínguez employs a dynamic approach to make the material both accessible and relevant. She integrates current media trends and technological tools, including social media platforms like X and Instagram, as well as AI technologies such as ChatGPT. Her teaching philosophy centers on guiding students to utilize modern technologies responsibly, not only to deepen their understanding of Hispanic literature but also to equip themselves with valuable skills for the evolving workforce.

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## **Appendix 1. SPAN 302 ChatGPT Survey**

### **Q1. Do you believe that the integration of ChatGPT in your literature class has enhanced your learning experience? Why or why not?**

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I believe the integration of ChatGPT has improved my learning experience. It is important that we learn how to integrate new technology into our classrooms, and this was a good way to do it. It was done so in a way that did not overtake the class, but did enhance the class by learning how to use technology to find new perspectives.

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No, I don't think that it has enhanced my learning experience. It's cool to see the generated responses, but I don't think that ChatGPT has provided new information for me. I don't think it would matter if I had it or not.

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Yes it has because it's opened up my mind on ideas that I may not have thought about before using ChatGPT.

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Yes to a degree in the manner we have incorporated its been a useful tool to help move me along my paper. Its also good to use as a reference for some points of emphasis I might have/had made to help further my understanding with a different view. It's also good to use as a check point in terms of I might be struggling for concepts or how to connect two concepts together and like I mentioned before it's nice to see how I can incorporate the response it generates as a way to see methods of conceptualizing my ideas.

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Yes, I think ChatGPT has enhanced my learning experience. The reality of today's world is that AI like ChatGPT is going be used by students. I feel that it is best if we know how to use it in order to help us further our understanding.

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Yes, because I didn't know about the software before this semester. Now I know what it is and how to use it and I think it is a very valuable tool.

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Yes. It has given me new ideas or ways to think about different works or themes in those works that I might have never thought about before.

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### **Q2. In what ways do you think the use of ChatGPT could be improved for literature students?**

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I think using certain parameters to help guide the student in their papers. Also using it maybe for an example.

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I would hope that ChatGPT could actually provide valid and reliable sources for the information that they present.

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I think that ChatGPT would be helpful for summaries or other interpretations of literature, just as general, background knowledge. Sometimes, when you are stuck or the story is a bit difficult to understand, it is helpful to be given an idea or interpretation and then figure out how it applied to the story. I think ChatGPT would be useful for this.

For my paper, I am writing about two different works, but ChatGPT was not familiar with one of the works, and gave me incorrect information. It would of course be helpful if it could recognize these different works and give accurate information, but that is really in the hands of the developers. I also think it could be helpful to see ChatGPT give historical context for what we are reading as well, especially in a Spanish class where the political climate of Spain was linked to what we were reading.

Not sure

n/a

I think a couple more individual assignments using chatGPT would be beneficial because it would allow students to take the assignment in their own unique direction as opposed to working together as a class.

**Q3. I chose to use/not use ChatGPT in my final paper because...**

I think it's too unreliable and I want to use my own creativity.

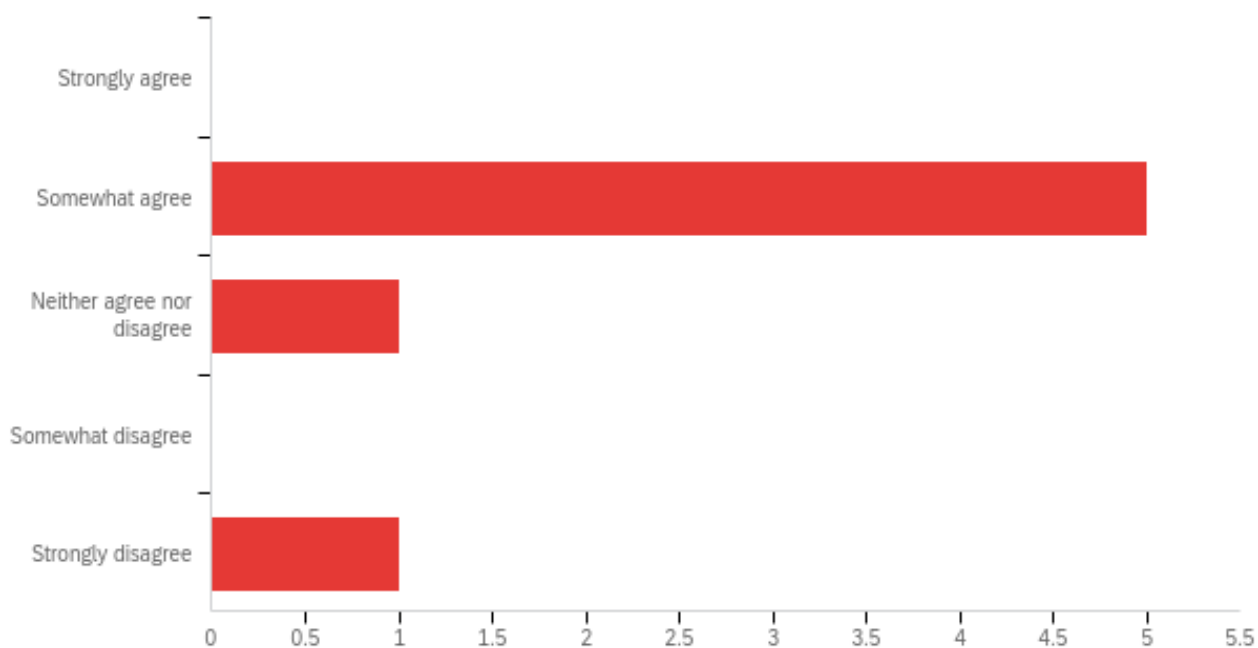
I plan on using because it provided some interesting ideas, but I may have to tweak how they are being applied to the works I chose.

I chose to use ChatGPT in my final paper because it gave some ideas and wordings that I was able to quote in the paper that further enhanced my argument; however, I did have some difficulties in getting it to give me actual sources.

I used ChatGPT as a source in my final paper because it helped me clarify thoughts on the topic I chose. I didn't agree with everything it said but I thought it was a really helpful jumping off point for thinking critically about the topic.

it didn't pose an accurate description of what my topic was on.

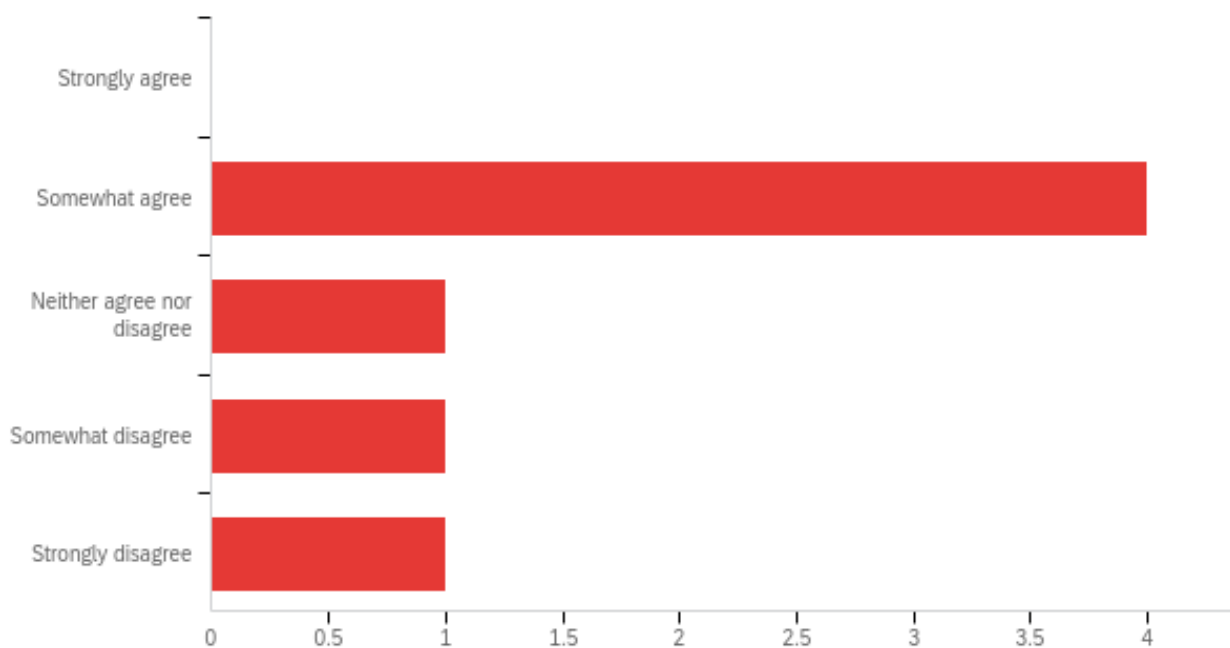
I chose to use ChatGPT because it is important to learn how to use these new technologies and I was interested to see what it would add to my paper.

**Q4. ChatGPT was helpful in understanding the themes and styles of the authors discussed in class.**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
4.	ChatGPT was helpful in understanding the themes and styles of the authors discussed in class.	1.00	4.00	3.43	1.05	1.10	7

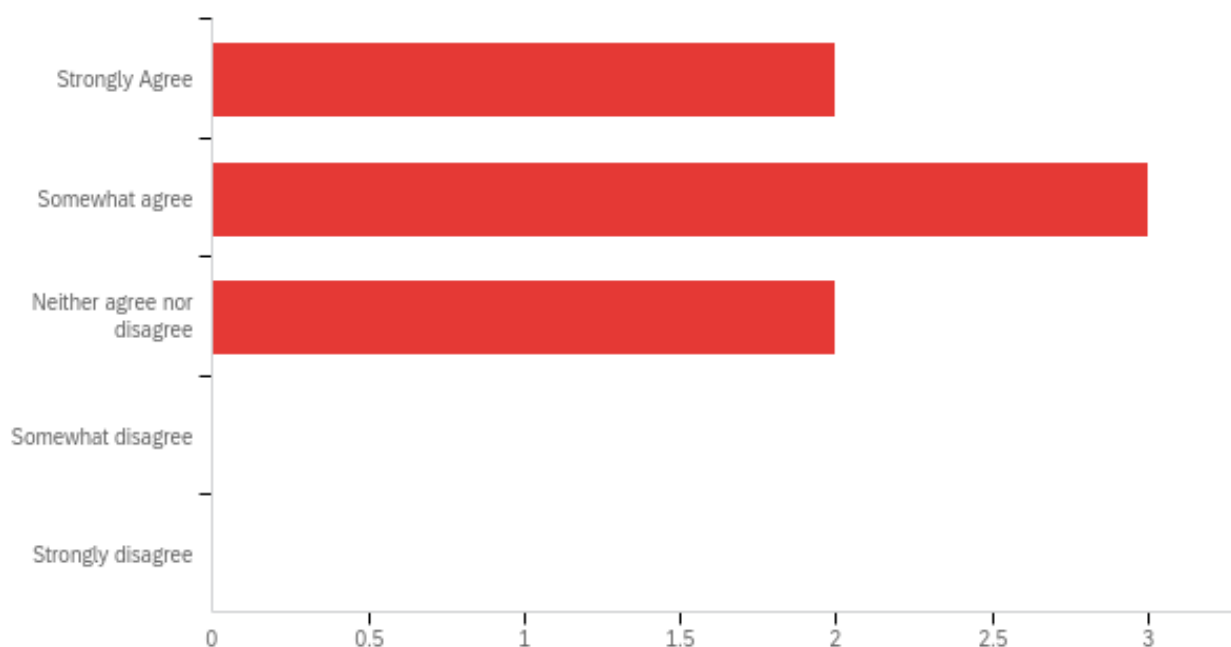
	Answer	%	Count
5	Strongly agree	0.00%	0
4	Somewhat agree	71.43%	5
3	Neither agree nor disagree	14.29%	1
2	Somewhat disagree	0.00%	0
1	Strongly disagree	14.29%	1
	Total	100%	7

## McInnis-Domínguez – An AI Solution

**Q5. Using ChatGPT improved my engagement with the course materials.**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
5.	Using ChatGPT improved my engagement with the course materials.	1.00	4.00	3.14	1.12	1.27	7

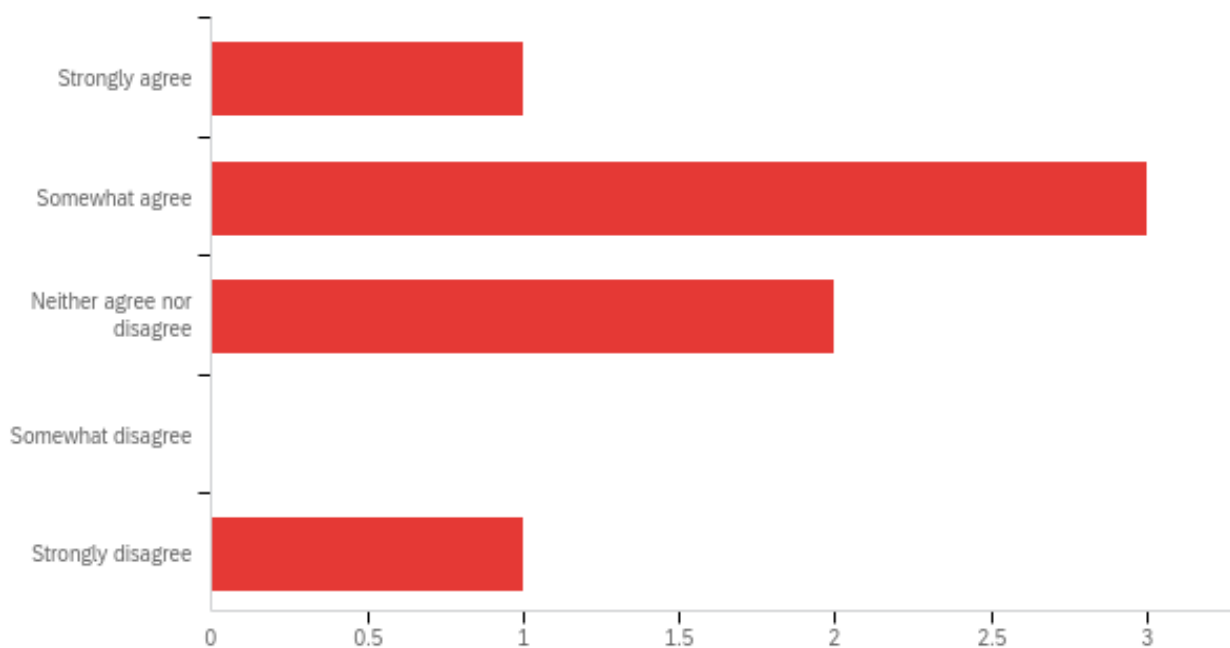
	Answer	%	Count
5	Strongly agree	0.00%	0
4	Somewhat agree	57.14%	4
3	Neither agree nor disagree	14.29%	1
2	Somewhat disagree	14.29%	1
1	Strongly disagree	14.29%	1
	Total	100%	7

**Q6. ChatGPT had an impact on my critical thinking and analytical skills.**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
6.	ChatGPT had an impact on my critical thinking and analytical skills.	3.00	5.00	4.00	0.76	0.57	7

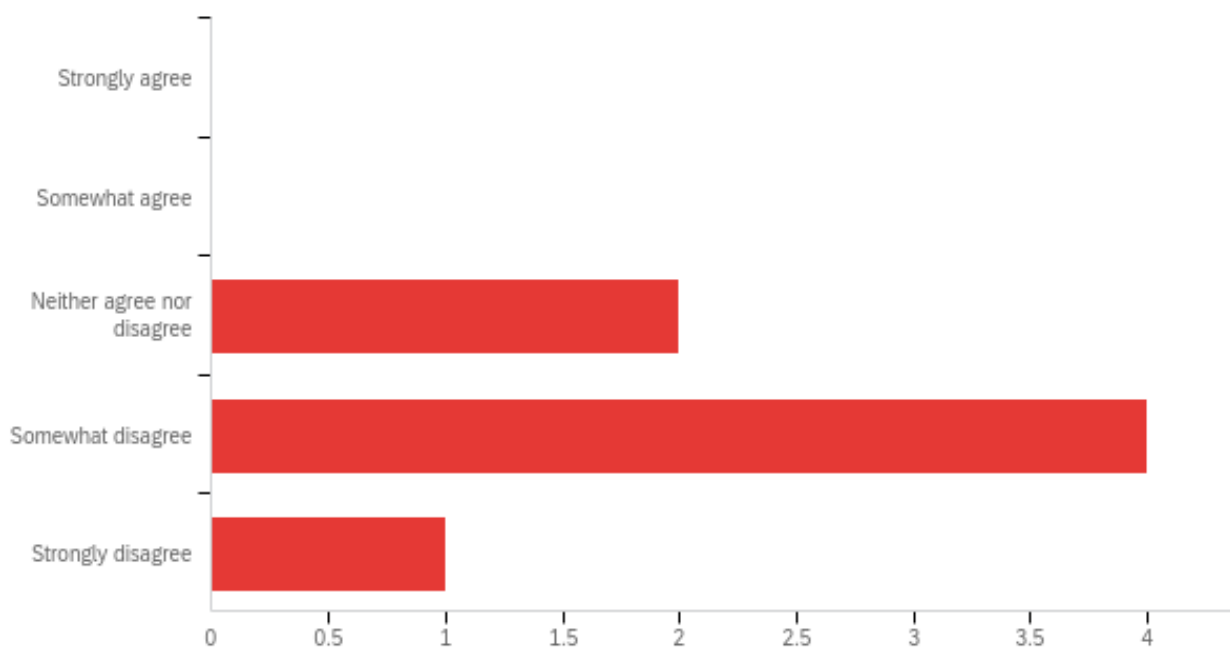
	Answer	%	Count
5	Strongly Agree	28.57%	2
4	Somewhat agree	42.86%	3
3	Neither agree nor disagree	28.57%	2
2	Somewhat disagree	0.00%	0
1	Strongly disagree	0.00%	0
	Total	100%	7

**Q7. The information provided by ChatGPT was accurate and relevant to my literature class discussions.**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
7.	The information provided by ChatGPT was accurate and relevant to my literature class discussions.	1.00	5.00	3.43	1.18	1.39	7

	Answer	%	Count
5	Strongly agree	14.29%	1
4	Somewhat agree	42.86%	3
3	Neither agree nor disagree	28.57%	2
2	Somewhat disagree	0.00%	0
1	Strongly disagree	14.29%	1
	Total	100%	7

**Q8. I feel that using ChatGPT has encouraged plagiarism or academic dishonesty in my literature class.**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
8.	I feel that using ChatGPT has encouraged plagiarism or academic dishonesty in my literature class.	1.00	3.00	2.14	0.64	0.41	7

	Answer	%	Count
5	Strongly agree	0.00%	0
4	Somewhat agree	0.00%	0
3	Neither agree nor disagree	28.57%	2
2	Somewhat disagree	57.14%	4
1	Strongly disagree	14.29%	1
	Total	100%	7

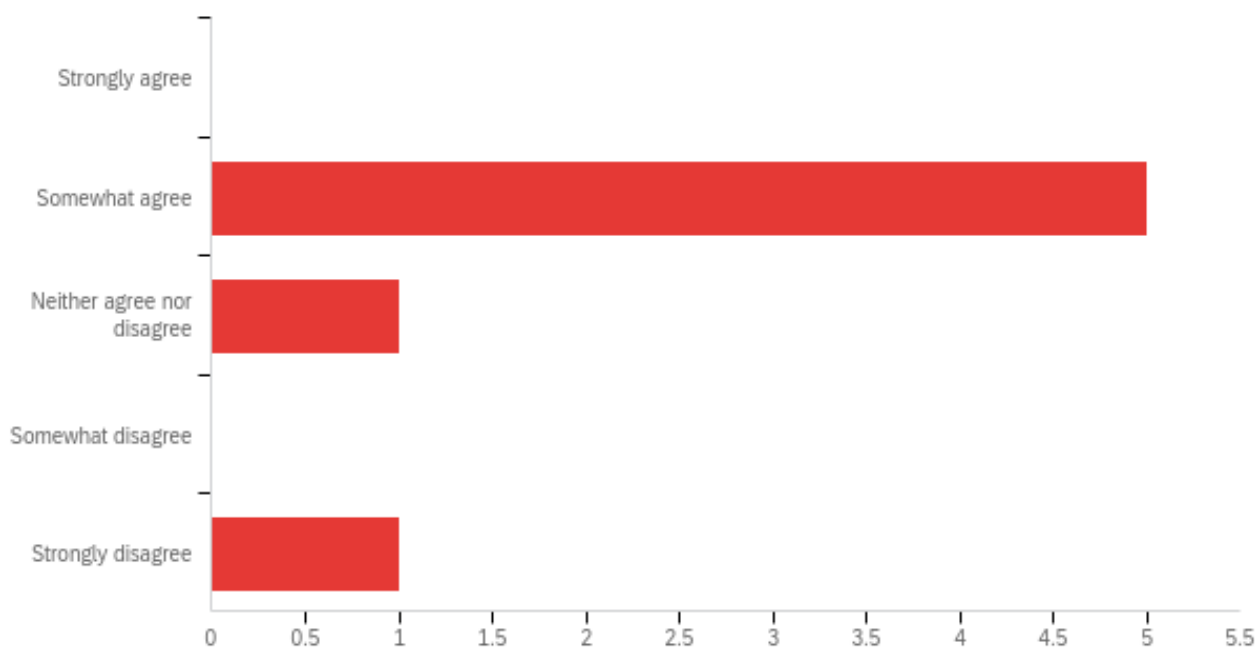
**Q9. If you did not use ChatGPT for your final paper, comment on what resources and class activities that you found to be the most helpful in the space provided below. If you did use it, move on to question 10.**

---

I found that what was most helpful was looking back at the class document about the authors and their works. All the information was neatly compacted. I trust my peers and I know that the document's answers have been seen by my professor and I know that she values our participation and comprehension.

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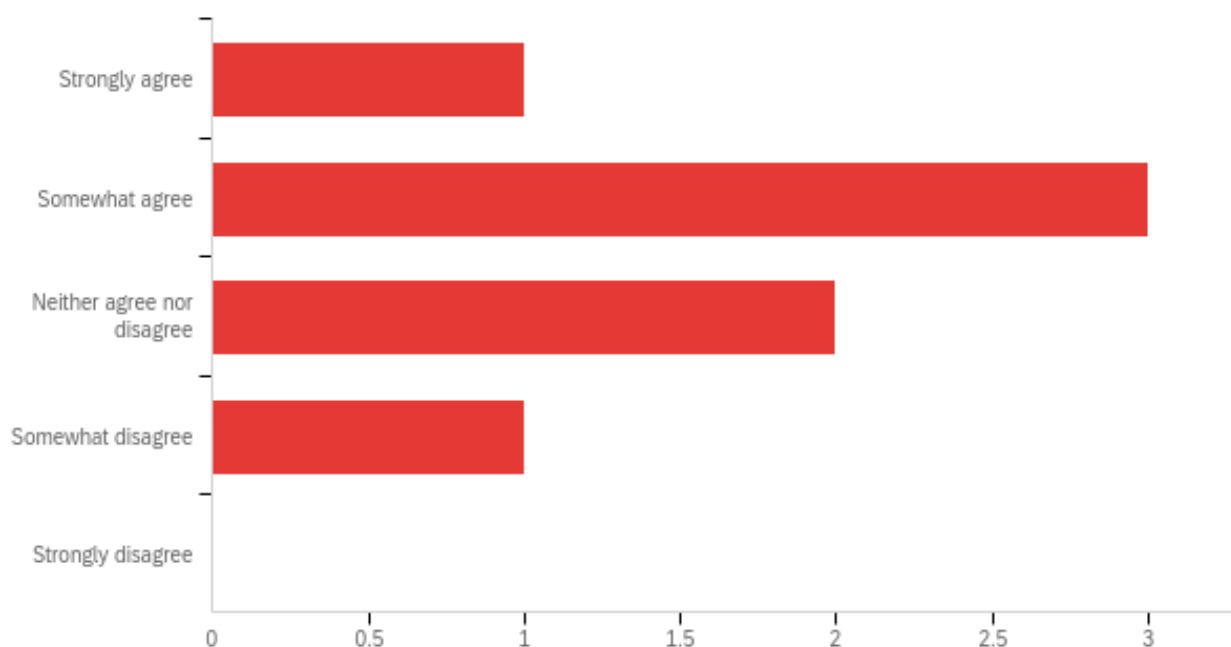
The library resources were incredibly useful

**Q10. ChatGPT provided accurate and relevant information to support my arguments in the final paper.**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
10.	ChatGPT provided accurate and relevant information to support my arguments in the final paper.	1.00	4.00	3.43	1.05	1.10	7

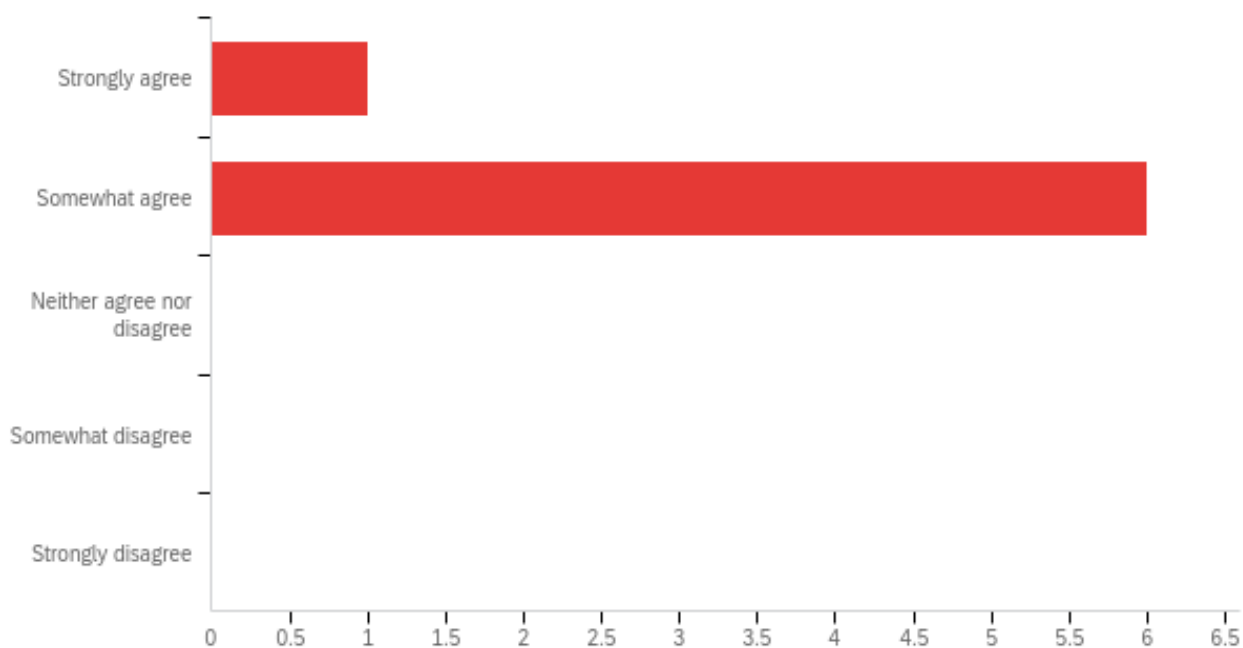
	Answer	%	Count
5	Strongly agree	0.00%	0
4	Somewhat agree	71.43%	5
3	Neither agree nor disagree	14.29%	1
2	Somewhat disagree	0.00%	0
1	Strongly disagree	14.29%	1
	Total	100%	7

## McInnis-Domínguez – An AI Solution

**Q11. Using ChatGPT improved the overall quality of my final paper.**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
11.	Using ChatGPT improved the overall quality of my final paper.	2.00	5.00	3.57	0.90	0.82	7

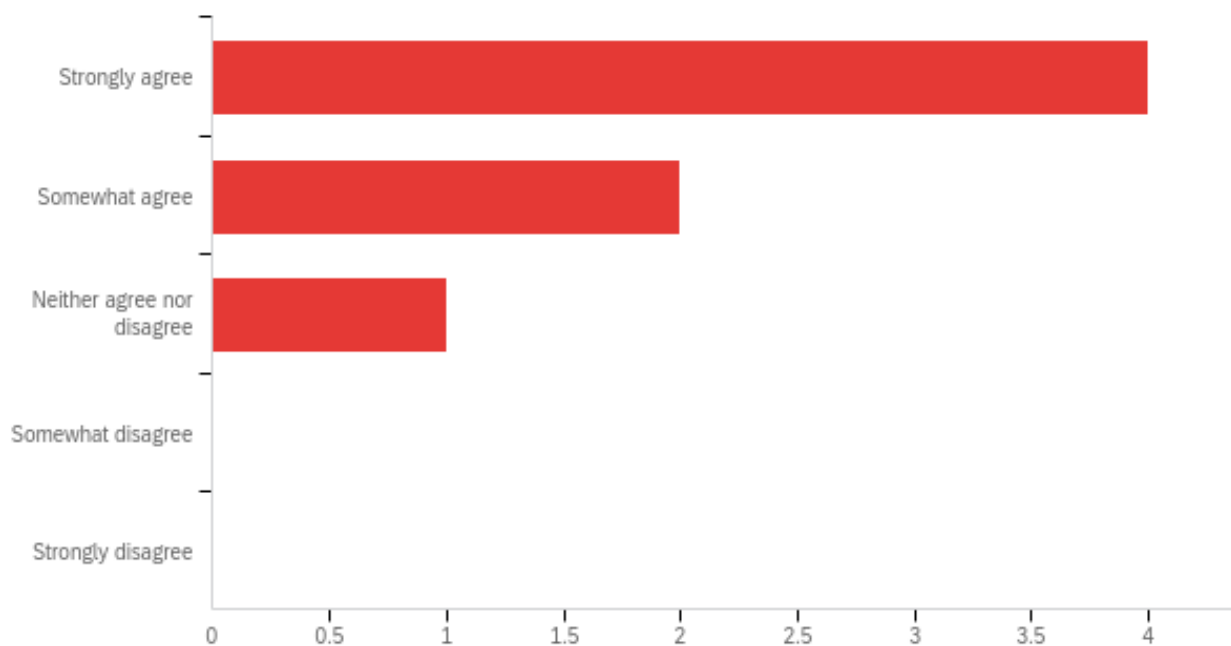
	Answer	%	Count
5	Strongly agree	14.29%	1
4	Somewhat agree	42.86%	3
3	Neither agree nor disagree	28.57%	2
2	Somewhat disagree	14.29%	1
1	Strongly disagree	0.00%	0
	Total	100%	7

**Q12. I feel that using ChatGPT for my final paper allowed me to explore new perspectives and ideas.**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
12.	I feel that using ChatGPT for my final paper allowed me to explore new perspectives and ideas.	4.00	5.00	4.14	0.35	0.12	7

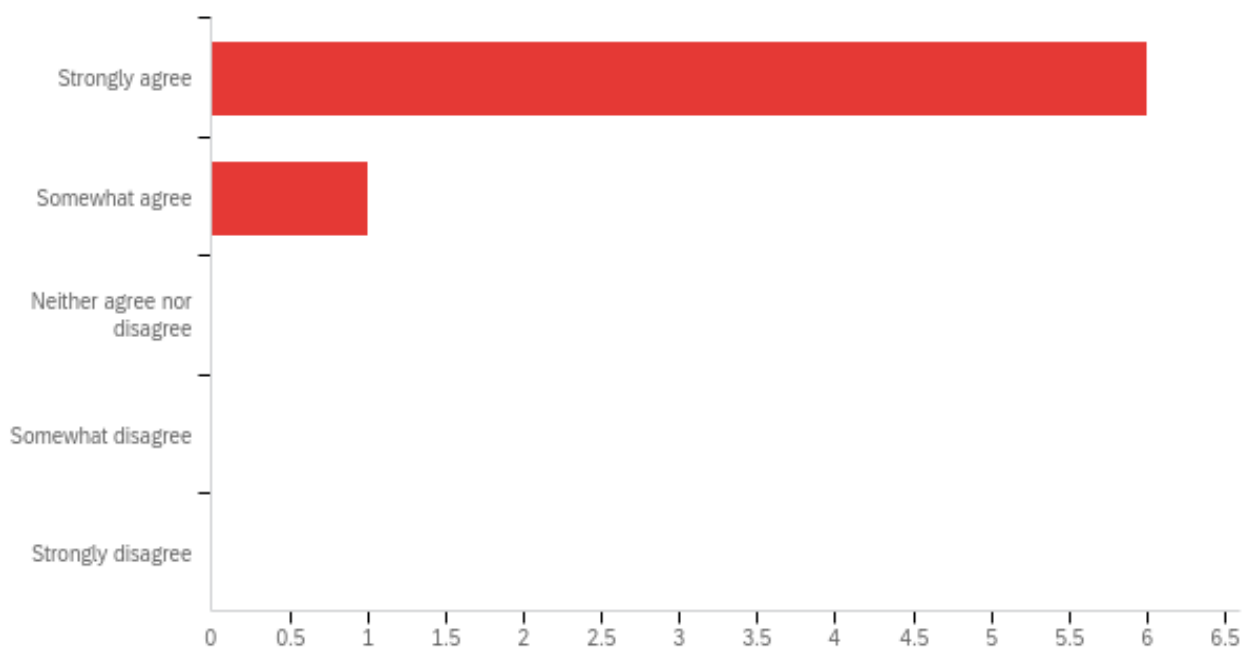
	Answer	%	Count
5	Strongly agree	14.29%	1
4	Somewhat agree	85.71%	6
3	Neither agree nor disagree	0.00%	0
2	Somewhat disagree	0.00%	0
1	Strongly disagree	0.00%	0
	Total	100%	7

## McInnis-Domínguez – An AI Solution

**Q13. I found ChatGPT easy to use and navigate.**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
13.	I found ChatGPT easy to use and navigate.	3.00	5.00	4.43	0.73	0.53	7

	Answer	%	Count
5	Strongly agree	57.14%	4
4	Somewhat agree	28.57%	2
3	Neither agree nor disagree	14.29%	1
2	Somewhat disagree	0.00%	0
1	Strongly disagree	0.00%	0
	Total	100%	7

**Q14. I am confident in the originality of my final paper, even after using ChatGPT.**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
14.	I am confident in the originality of my final paper, even after using ChatGPT.	4.00	5.00	4.86	0.35	0.12	7

	Answer	%	Count
5	Strongly agree	85.71%	6
4	Somewhat agree	14.29%	1
3	Neither agree nor disagree	0.00%	0
2	Somewhat disagree	0.00%	0
1	Strongly disagree	0.00%	0
	Total	100%	7

## Appendix 2. SPAN 304 ChatGPT Survey

### **Q1. Do you believe that the integration of ChatGPT in your literature class has enhanced your learning experience? Why or why not?**

Yes, I believe that the integration of ChatGPT in your literature class has enhanced my learning experience. Before SPAN304, I had not been exposed to this AI. In fact, I knew very little about AI in general. Its current and potential capabilities are fascinating.

---

No. For me, the point of a literature class is to give your own opinions, to analyze the work using your own impressions and the impressions of actual scholars, and to synthesize novel responses to questions. ChatGPT, by its nature, does not come up with new ideas, it is an unreliable source, and it hinders students from making their own inferences about the work being explored in class.

---

I think that it has somewhat enhanced my learning experience. Primarily in the way that it allowed me to question and analyse what I was reading and working on. AI will get better and the way we have looked at it in this class is a good way to familiarize students with the technology and potentially its responsible use. As mentioned previously in discussion, my goal for taking a class like this is to learn a language, improve my use of it, and overall enhance my own critical thinking ability. In that respect ChatGPT and other AI models limit the pursuit of these goals by providing a crutch for students. However, I think it should remain in the curriculum so students can learn what it is, what it can do, and potentially how to help them.

---

I don't believe the integration of ChatGBT into this literature class has enhanced my learning experience. This is due to the fact that the search engine was not incorporated until the very end of the semester and not used for anything other than the final research paper. I also feel as though it was used as more of an experimental tool, and not one that was trusted to teach us anything new of significance.

---

For the most part, I do not think it was extremely beneficial. While it provided good ideas, a lot of it became repetitive when we had to urge it to hit 3000 words and at times it strayed off topic. Additionally, the resources it provided were mostly made up and had to be verified before I could use them. I ended up deciding against using the chatGPT essay as a resource for my final essay.

---

yes because it has shown me a new search engine for information

---

I think that if we used it more it might "enhance" it, but I do not think it is necessary or an integral part of my Spanish literature learning experience. ChatGPT had some

valuable insights, but I felt uncomfortable just taking what it said because I would need to verify it first. It helps to conceptualize ideas, but should be a starting point, not an end one.

---

No, it was not intuitive. It was pretty lousy at finding real sources. I much rather do research the old fashion way and get reliable sources

---

Yes I think so because it was useful in giving ideas for my final paper topics and had interesting ideas for what I should discuss.

---

Yes I think that Chapter GPT is something that is starting to become more popular and does not seem to be going anywhere in the near future. Because of this, I think my class experience was enhanced in using Chat GPT to see how it can be a false resource and produce false information. I liked that we had the activity in class and that we could compare and contrast with our current knowledge.

---

Not really, I prefer not to use it because it is hard for me to think originally once I have seen another answer.

---

Not necessarily. The only thing that I learned was the ChatGPT does not have great information about Spanish Literature which I probably could have guessed before.

---

No, I don't believe that the integration of ChatGPT has enhanced my learning experience. I was already aware of it, but I wasn't planning on using it, so the class period in which we explored it ended up being wasted.

---

yes because it helps learn a little bit more of information about a topic. One can ask questions and chat GPT would tell one the answer easily.

---

**Q2. In what ways do you think the use of ChatGPT could be improved for literature students?**

---

Chat GPT could be used to expose younger writers and readers to the frequent misinformation that plagues our modern society. The tone of ChatGPT's responses are filled with certainty, when in fact the AI frequently provides its users with misinformation.

---

I think that ChatGPT is an interesting concept for more computer-based classes. In my opinion, ChatGPT should not be used at all by literature students, seeing that reading literature and analyzing it is meant to be something to strengthen your own analytic abilities, not get hints from a computer.

---

I think Chat GPT could be improved by having a specific feature for Lit students. Perhaps having a model that has access to the specific texts for that class. I do think it should only be used as a last resort after all other methods have been exhausted.

---

McInnis-Domínguez – An AI Solution

I think if ChatGBT develops more and becomes more trustworthy, it could be better integrated for literary analysis purposes. It could offer useful analyzations of works of literature as well as biographical information on authors.

---

I think that in the future, chatGPT can be used for smaller activities. For example, ChatGPT could be useful for answering a question about an ambiguous ending of a story. I think additionally, it could be beneficial when trying to find additional information on a topic (ex: if you get stuck and do not know what else to say, you want to elaborate more, etc.) I believe it should be used more as a source of inspiration and starting a conversation rather than a resource.

---

it can help us find universal understandings of readings and perhaps present quality sources

---

I am not quite sure; I think it definitely is important to stop it from creating false sources. This is not useful to students. I also think it should use parenthetical citations so as to better track the sources it used.

---

I think we could just not use it. Once it actually develops more and produces real sources, maybe then it could be used. For now, I think its best to not use it

---

I think the way we used it was helpful but the issue is with ChatGPT in general in how the references are not always reliable and the themes are vague.

---

I think that using Chat GPT could be helpful in formulating base ideas in which students can build off of, after doing the proper research to prove they are correct. In this sense, Chat GPT seems like it could be a wikipedia-like source in which it is good for getting a grasp of the concept but should not included in real citations or papers. I also think Chat GPT could be a good creative tool for a literature class in thinking of themes and ideas (either for analysis of a story or for their own story creation).

---

It could theoretically help expand your thought process and give ideas.

---

I think it could have been used for a one day assignment rather than the final paper. Also, it would be helpful to use it for works that ChatGPT has correct information on.

---

I didn't really find ChatGPT useful at all. Maybe for coming up with ideas or themes, but not for doing anything concrete.

---

not sure...

### **Q3. I chose to use/not use ChatGPT in my final paper because...**

---

I chose not to use ChatGPT. The style of language prediction that this algorithm is capable of is not technical enough. Most of the time, the sentences that ChatGPT forms are bland, and potentially factually inaccurate.

---

I chose not to use ChatGPT in my final paper because it seemed like too much work for little to no payoff. ChatGPT is unable to give in depth analyses of works, so I did not believe that it could help me with my own project. Also, I think that getting ideas from ChatGPT hinders my own creative/analytic ability and takes away from my learning in the class. Finally, the extra work of going through all the "sources" Chat GPT may have used to make the article seemed like a poor use of my time, seeing that ChatGPT often makes up sources. I believed that I would be better served by using the MLA International Bibliography site to find reputable sources that don't have the possibility of being fabricated by ChatGPT.

---

I chose not to use ChatGPT for my final paper simply because I didn't trust it. It gave a very general picture of the information I asked for, its writing style was poor, and it gave completely false information. With that said it WILL improve and I would reconsider it as a source for the future.

---

I chose not to use ChatGBT in my final paper because I do not trust it enough. It is not valid/scholarly enough as a source to actually quote in a paper, so I felt as though asking it to produce comprehensions of the point I am trying to make would only encourage me to copy from it and cheat. It also does not always provide real/truthful sources from where it receives its information, so I did not trust it enough to provide me with reliable sources.

---

As mentioned before, I chose to not use ChatGPT in my final paper because it was extremely repetitive, strayed off topic, and did not really provide enough new insight to my thesis that I felt like it was a worthy source. I felt like I could do a better job on my own searching for more beneficial and reliable resources rather than using ChatGPT.

---

I chose to use it because of its valid understanding on my topic and has a vast amount of commentary on it

---

I chose to use it as inspiration for avenues I could take on my paper. There were some angles I had not considered and I am going to look into them now that ChatGPT suggested them. I will not be using anything verbatim though.

---

I chose to not use it because it seemed like more work than using the database. Having to double check the sources even exists is not helpful. I stuck to the database that I knew would have good sources

---

I chose to use it because it expanded on my ideas and had a lot of helpful info.

McInnis-Domínguez – An AI Solution

I chose not to use Chat GPT in my final paper because the information that it presented me about my topic was mostly false. There were a few general ideas that the software provided but nothing that produced a new view or a literary analysis or critic of the story I was studying. The ChatGPT response I got auto-generated by my prompts was more of a “blog” style, opinion based article that had generalizations but no concrete evidence or fact so I decided not to use it as a citable source in my final paper.

---

Its hard for me to think originally and creatively if I already see an answer.

---

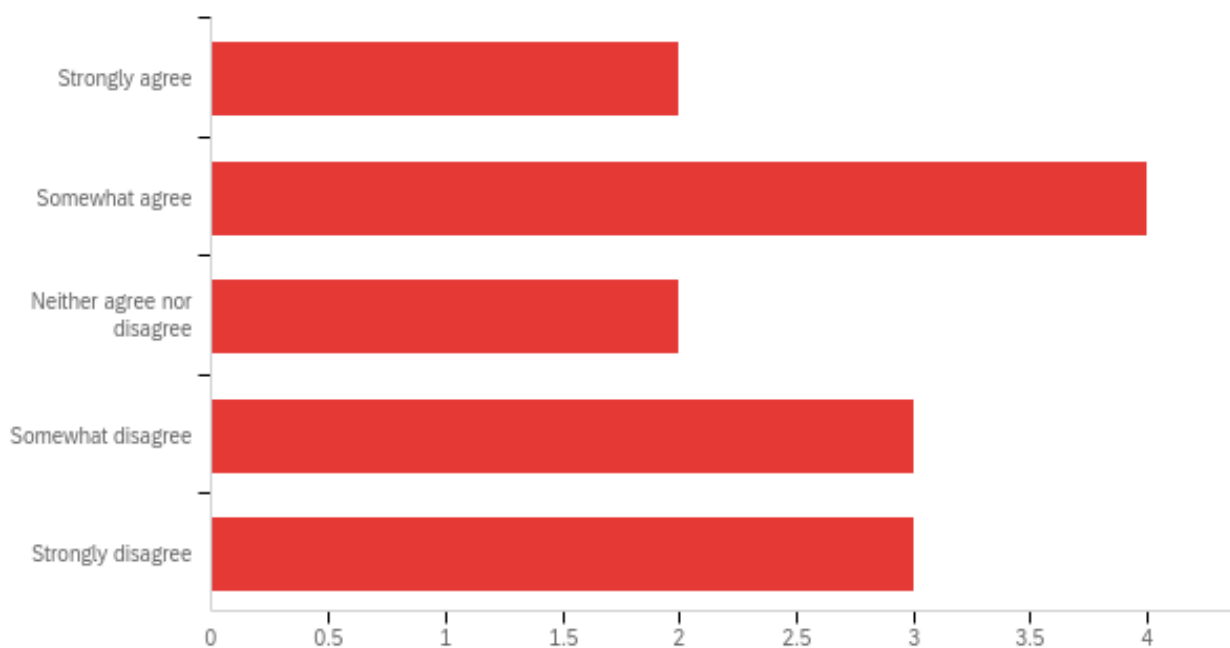
I am choosing to not use ChatGPT in my final paper because it did not have sufficient resources or a good argument. It did not provide any quality information that would strengthen my argument or paper.

---

It’s academically dishonest, and not all that helpful besides.

---

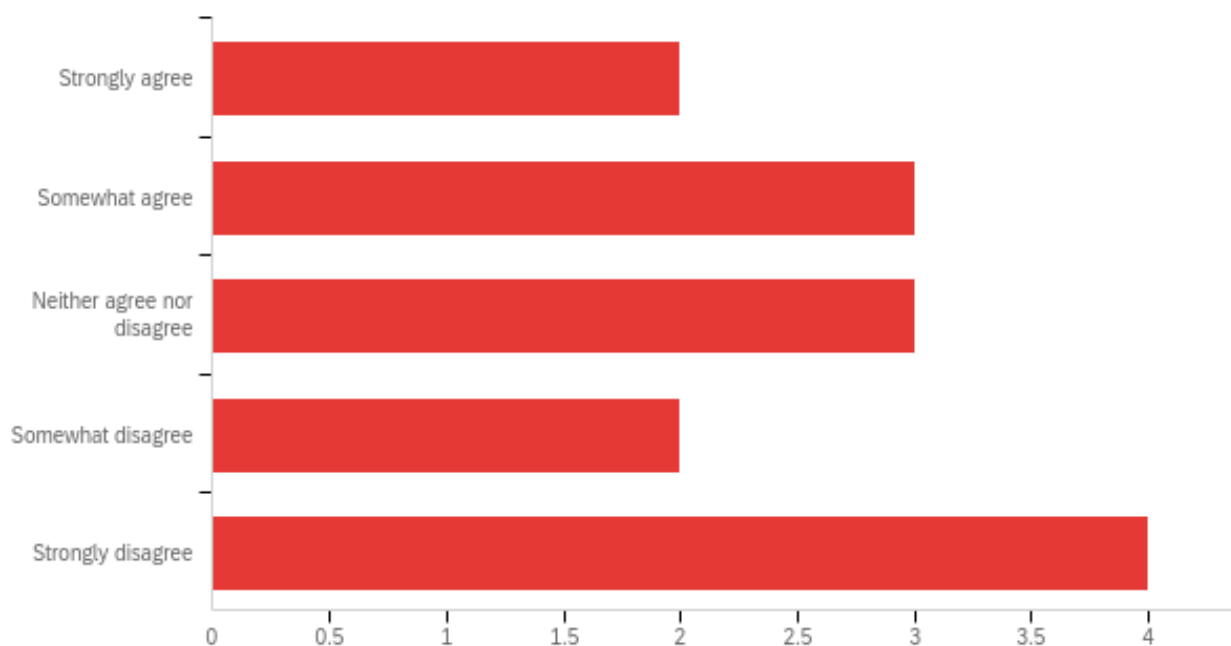
I will because it may give me more information about my topic if I run out of words on what to say.

**Q4. ChatGPT was helpful in understanding the themes and styles of the authors discussed in class.**

	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	4. ChatGPT was helpful in understanding the themes and styles of the authors discussed in class.	1.00	5.00	2.93	1.39	1.92	14

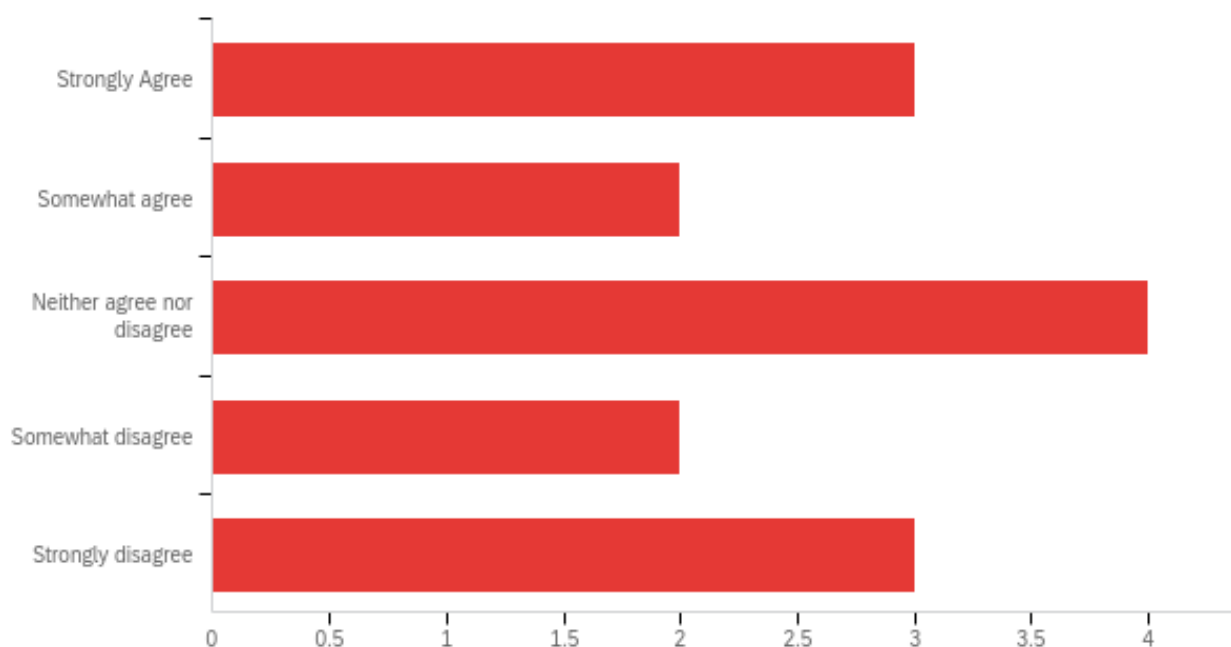
#	Answer	%	Count
5	Strongly agree	14.29%	2
4	Somewhat agree	28.57%	4
3	Neither agree nor disagree	14.29%	2
2	Somewhat disagree	21.43%	3
1	Strongly disagree	21.43%	3
	Total	100%	14

## McInnis-Domínguez – An AI Solution

**Q5. Using ChatGPT improved my engagement with the course materials.**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	5. Using ChatGPT improved my engagement with the course materials.	1.00	5.00	2.79	1.42	2.03	14

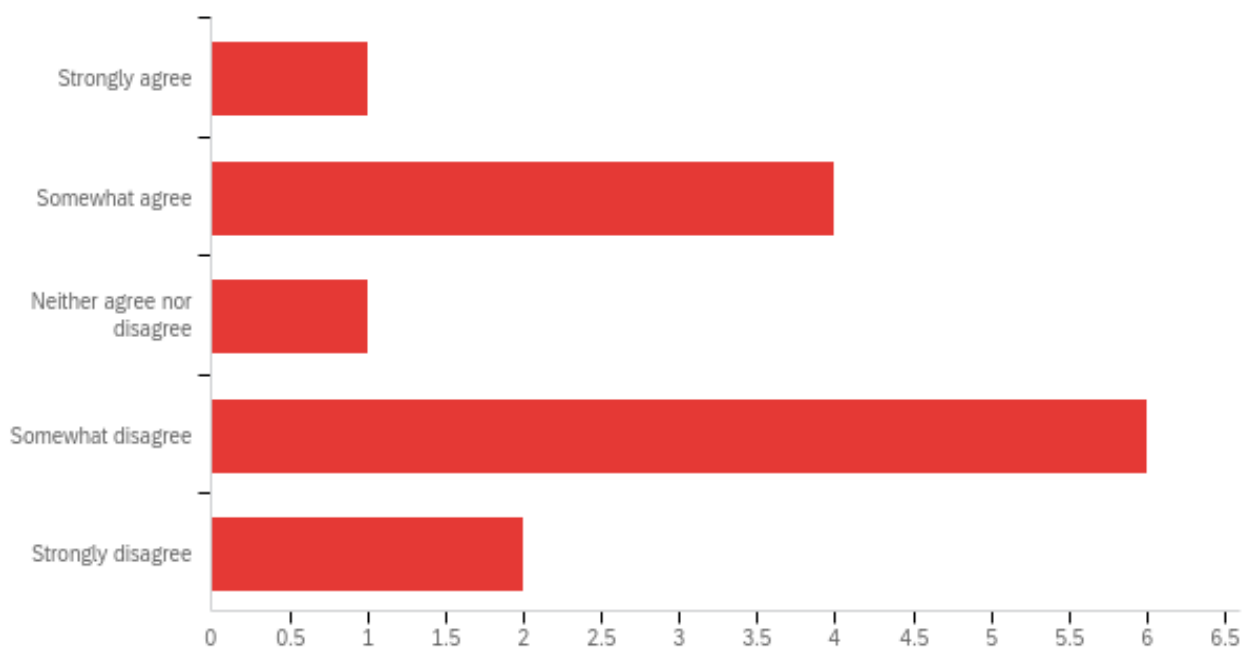
	Answer	%	Count
5	Strongly agree	14.29%	2
4	Somewhat agree	21.43%	3
3	Neither agree nor disagree	21.43%	3
2	Somewhat disagree	14.29%	2
1	Strongly disagree	28.57%	4
	Total	100%	14

**Q6. ChatGPT had an impact on my critical thinking and analytical skills.**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	6. ChatGPT had an impact on my critical thinking and analytical skills.	1.00	5.00	3.00	1.41	2.00	14

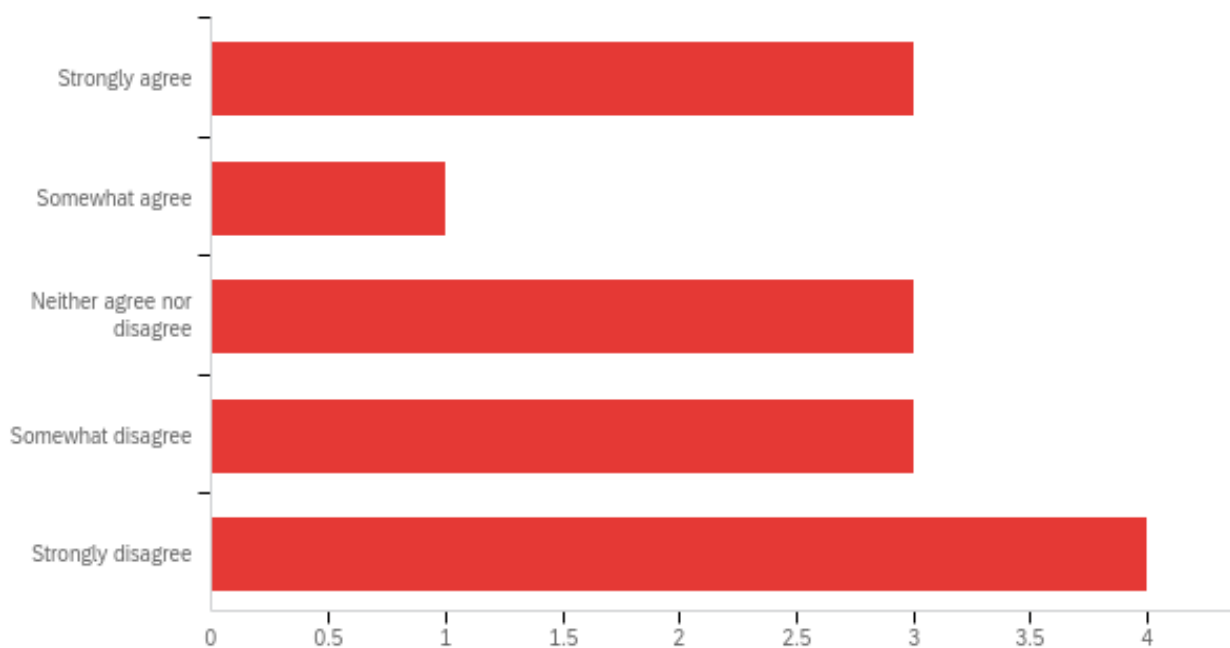
	Answer	%	Count
5	Strongly Agree	21.43%	3
4	Somewhat agree	14.29%	2
3	Neither agree nor disagree	28.57%	4
2	Somewhat disagree	14.29%	2
1	Strongly disagree	21.43%	3
	Total	100%	14

## McInnis-Domínguez – An AI Solution

**Q7. The information provided by ChatGPT was accurate and relevant to my literature class discussions.**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	7. The information provided by ChatGPT was accurate and relevant to my literature class discussions.	1.00	5.00	2.71	1.22	1.49	14

	Answer	%	Count
5	Strongly agree	7.14%	1
4	Somewhat agree	28.57%	4
3	Neither agree nor disagree	7.14%	1
2	Somewhat disagree	42.86%	6
1	Strongly disagree	14.29%	2
	Total	100%	14

**Q8. I feel that using ChatGPT has encouraged plagiarism or academic dishonesty in my literature class.**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	8. I feel that using ChatGPT has encouraged plagiarism or academic dishonesty in my literature class.	1.00	5.00	2.71	1.49	2.20	14

	Answer	%	Count
5	Strongly agree	21.43%	3
4	Somewhat agree	7.14%	1
3	Neither agree nor disagree	21.43%	3
2	Somewhat disagree	21.43%	3
1	Strongly disagree	28.57%	4
	Total	100%	14

**Q9. If you did not use ChatGPT for your final paper, comment on what resources and class activities that you found to be the most helpful in the space provided below. If you did use it, move on to question 10.**

---

The library archives are very helpful when searching for articles.

---

MLA International Bibliography; primary sources.

---

I found the good old library and library catalog/databases to be the most helpful. I read enough to get a good initial direction for my paper, then I went and looked for sources, then solidified my thesis. I think the point of writing a paper like this is to think critically and improve your analysis and writing skills, so letting Chat GPT think for you isn't the point.

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library databases

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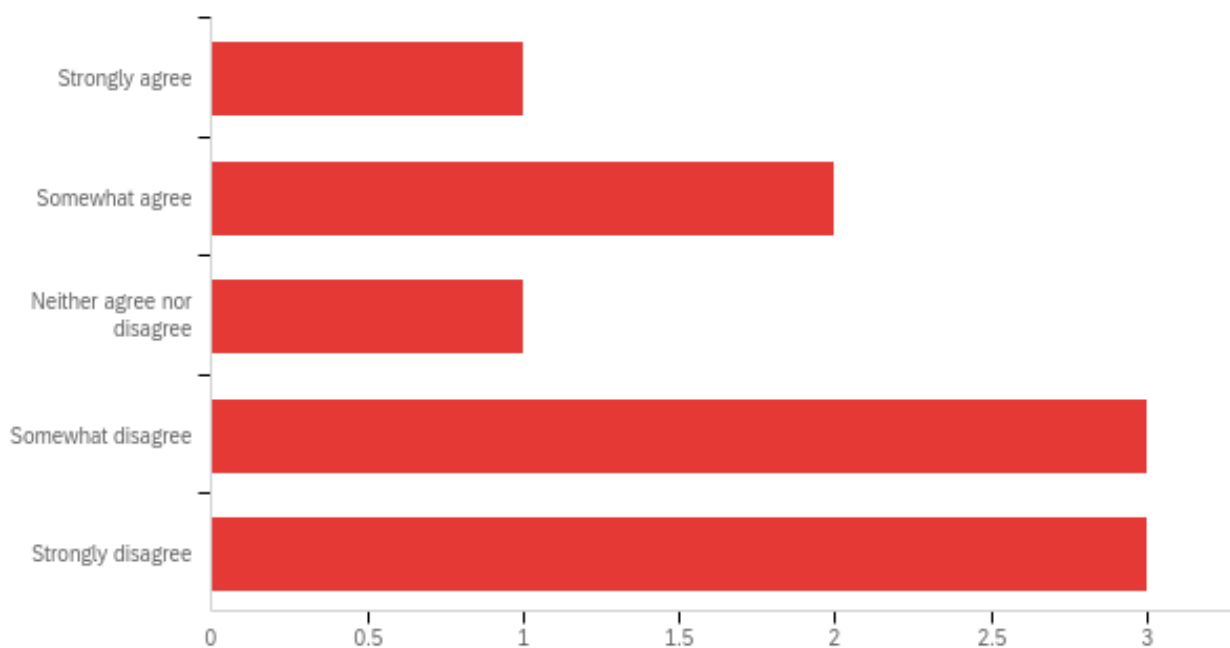
I found the class that we had in the library to be extremely helpful. I did not know we could request copies of documents, books etc. and have them electronically delivered to our inbox. I found several really helpful peer review articles or papers or even books that had great excerpts that ultimately made my final paper even stronger.

---

I used MLA library or whatever it is called. It was helpful because the librarian taught us how to search through it for specific content. Also, I knew all of the sources would be real and academic

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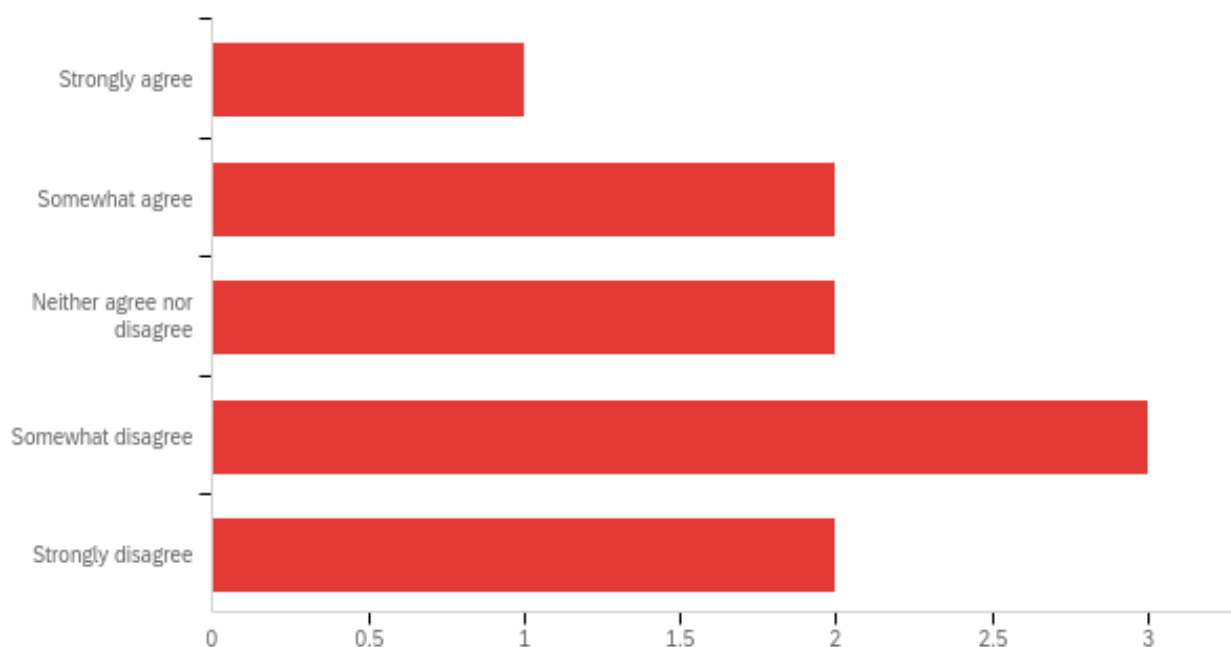
Going to the library and learning about the MLA International Database was extremely helpful. That is not something that I have ever used before, and I know I will definitely use it in the future too.

**Q10. ChatGPT provided accurate and relevant information to support my arguments in the final paper.**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	10. ChatGPT provided accurate and relevant information to support my arguments in the final paper.	1.00	5.00	2.50	1.36	1.85	10

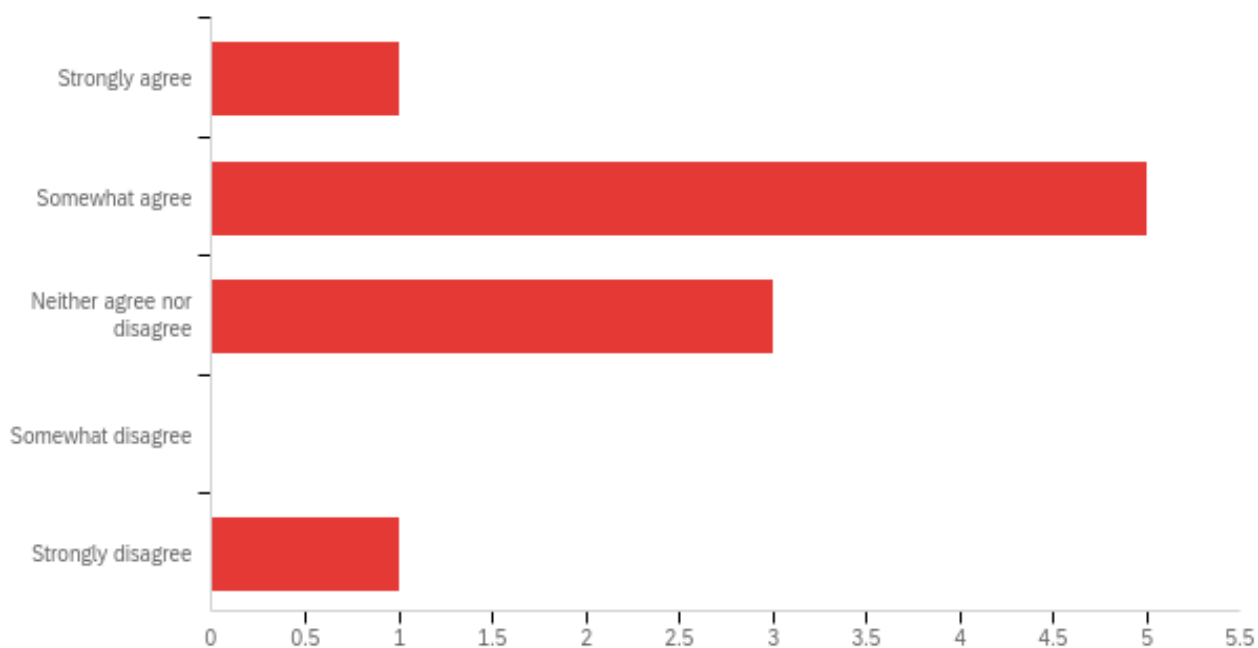
	Answer	%	Count
5	Strongly agree	10.00%	1
4	Somewhat agree	20.00%	2
3	Neither agree nor disagree	10.00%	1
2	Somewhat disagree	30.00%	3
1	Strongly disagree	30.00%	3
	Total	100%	10

## McInnis-Domínguez – An AI Solution

**Q11. Using ChatGPT improved the overall quality of my final paper.**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	11. Using ChatGPT improved the overall quality of my final paper.	1.00	5.00	2.70	1.27	1.61	10

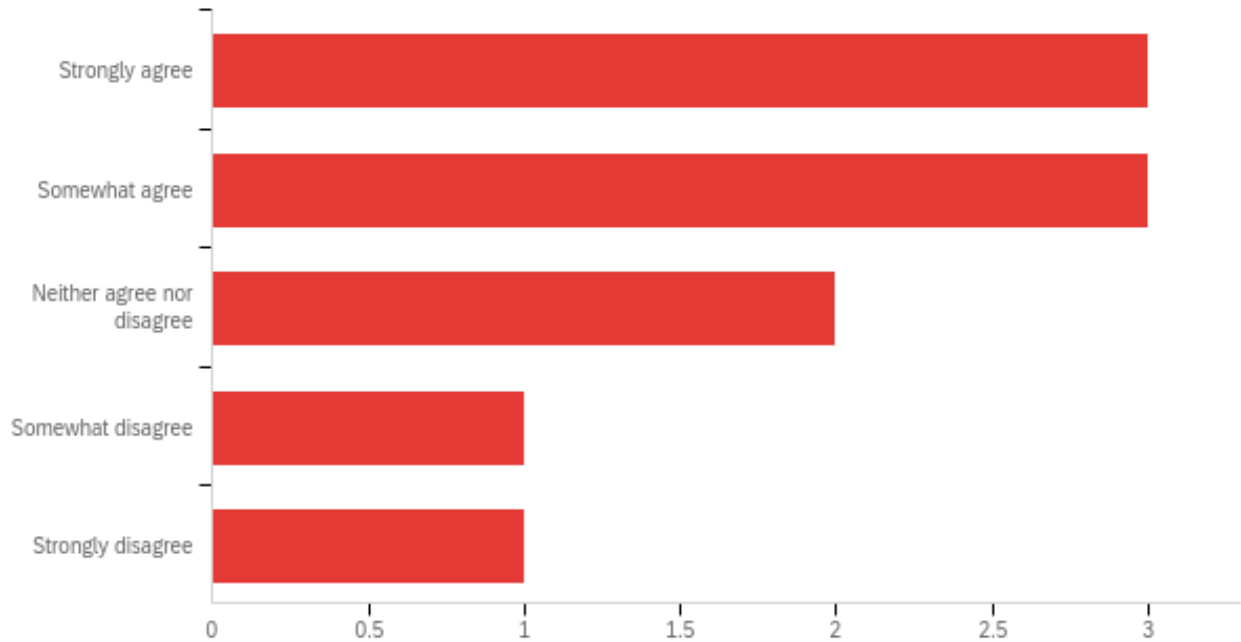
	Answer	%	Count
5	Strongly agree	10.00%	1
4	Somewhat agree	20.00%	2
3	Neither agree nor disagree	20.00%	2
2	Somewhat disagree	30.00%	3
1	Strongly disagree	20.00%	2
	Total	100%	10

**Q12. I feel that using ChatGPT for my final paper allowed me to explore new perspectives and ideas.**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	12. I feel that using ChatGPT for my final paper allowed me to explore new perspectives and ideas.	1.00	5.00	3.50	1.02	1.05	10

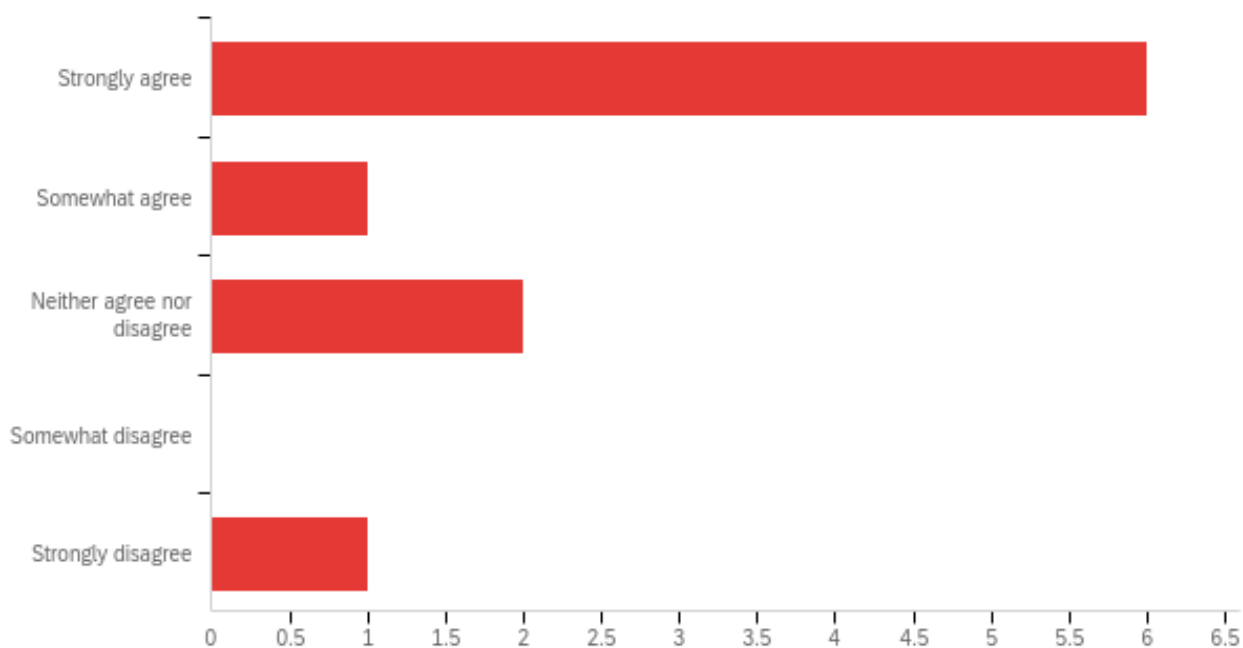
	Answer	%	Count
5	Strongly agree	10.00%	1
4	Somewhat agree	50.00%	5
3	Neither agree nor disagree	30.00%	3
2	Somewhat disagree	0.00%	0
1	Strongly disagree	10.00%	1
	Total	100%	10

## McInnis-Domínguez – An AI Solution

**Q13. I found ChatGPT easy to use and navigate.**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	13. I found ChatGPT easy to use and navigate.	1.00	5.00	3.60	1.28	1.64	10

	Answer	%	Count
5	Strongly agree	30.00%	3
4	Somewhat agree	30.00%	3
3	Neither agree nor disagree	20.00%	2
2	Somewhat disagree	10.00%	1
1	Strongly disagree	10.00%	1
	Total	100%	10

**Q14. I am confident in the originality of my final paper, even after using ChatGPT.**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	14. I am confident in the originality of my final paper, even after using ChatGPT.	1.00	5.00	4.10	1.30	1.69	10

	Answer	%	Count
5	Strongly agree	60.00%	6
4	Somewhat agree	10.00%	1
3	Neither agree nor disagree	20.00%	2
2	Somewhat disagree	0.00%	0
1	Strongly disagree	10.00%	1
	Total	100%	10