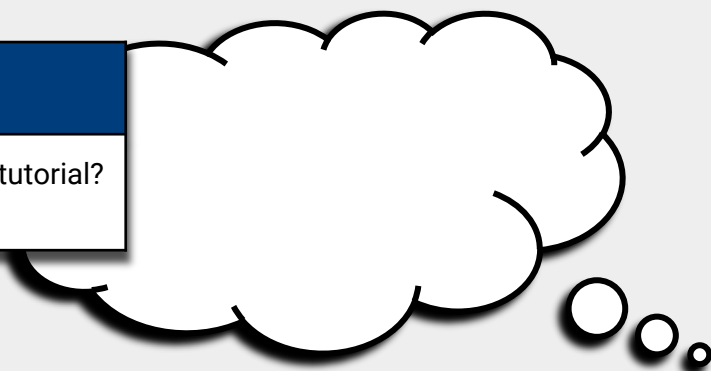


## WEEK 4 TUTORIAL WORKSHEET

1

## WEEK 3 RECAP (10)

- 1) What did we do and learn in week 3's tutorial?
- 2) Any questions about A1?



2

## REMINDERS (5)

- 1) Upload photo of week 3's mind-map to respective Google Drive group folder.
- 2) Update [A1 tentative topic Google Sheets](#) on your group's A1 ideas by **7 Sep'25**.
- 3) Book a **20-min Zoom slot** for **A1 group consult** on this [Google Sheets](#). Please book under the correct tab:
  - G01 & G06: **9 Sep (Tues)**
  - G22 & G25: **11 Sep (Wed)** & **12 Sep (Thurs)**

3

## HOUSEKEEPING (5)

Week	Tutorial activities	Deadline (Friday, 2359)
2	EoT and Int. traits   A1 brainstorm	Quiz 1: 22 Aug Online activity 1 (int. traits reflection): 22 Aug
3	Int. standards   A1 problem	Quiz 2: 29 Aug
4	Sources, plagiarism, AI use   A1 overall	Quiz 3: 5 Sep Homework: A1 ppt draft & 1 x source/each member for mini viva
5a	OP   A1 peer sharing & feedback	Quiz 4: 12 Sep Online activity 2 (source justification): 12 Sep
5b	A1 Zoom consult	
6	A1 OP	Ppt deck and video: by end of tutorial

## WEEK 4 TUTORIAL WORKSHEET

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## ACADEMIC INTEGRITY (5)

“Academic dishonesty is any misrepresentation with the intent to **deceive or failure to acknowledge the source or falsification of information or inaccuracy of statements or cheating at examinations/tests or inappropriate use of resources**. There are many forms of academic dishonesty and plagiarism is one of them. Plagiarism is generally defined as **'the practice of taking someone else's work or ideas\* and passing them off as one's own'** (The New Oxford Dictionary of English). The University does not condone plagiarism in any form”

Source: <https://www.nus.edu.sg/celc/statements-and-e-resources-on-plagiarism/>

Common forms of academic dishonesty:

- ✓ **Colluding** with classmates in tests, assignments or take-home exams
- ✓ Hiring ghostwriters or others to do your work
- ✓ Cheating at exams or tests
- ✓ **Fabricating** information, data, sources or citations
- ✓ **Plagiarism** in any form, **including with AI**
- ✓ Copyright infringement in any form
- ✓ Inappropriate use of e-resources and library materials that includes **buying, selling or distributing teaching materials** online or through other channels.

- 1) Read pp. 9-11 of the [NUS plagiarism policy document](#).
- 2) Any questions?

5

## TYPES OF SOURCES &amp; CRAAP CRITERIA (10)

- 1) Go through **pp. 1-2** of “2a) AY24\_25 S2 ES2631 Week 3 Source Types Selection Integration and Attribution Handout”

As a group, answer these questions:

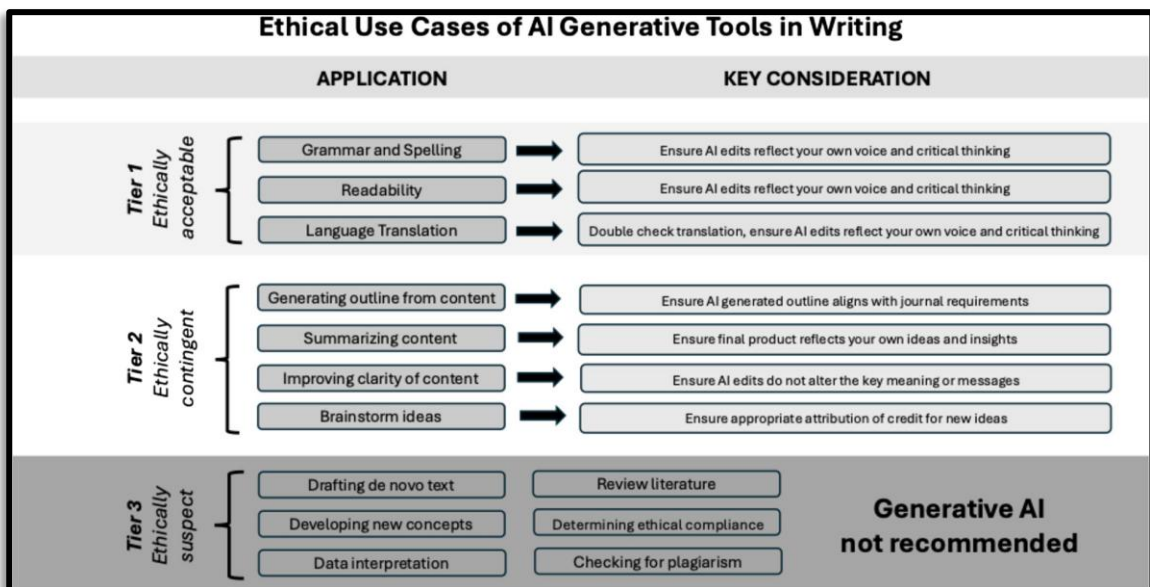
- ✓ What are the three types of **academic sources**? What are some examples of each type and how are they used?
- ✓ What type(s) of sources are you likely to use for your **A1**? What are some **examples**?
- ✓ Why is it necessary to assess **source credibility**? How does this apply to AI use?
- ✓ What are the **CRAAP** criteria and how do you apply them to your A1 sources?

## WEEK 4 TUTORIAL WORKSHEET

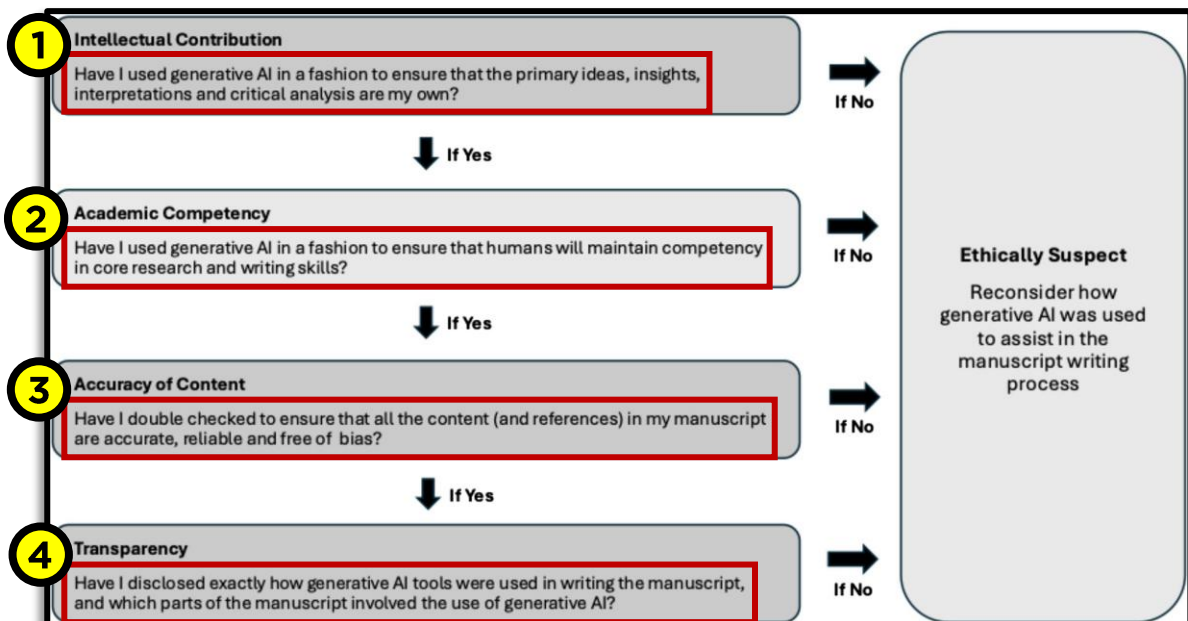
6

### ETHICAL AI USE (10)

1) Study the following diagrams taken Cheng et al.'s "Artificial Intelligence-Assisted Academic Writing: Recommendations for Ethical Use" (2025) from on ethical AI use for academic purposes:



Taken from p.5 of Cheng et al.'s "Artificial Intelligence-Assisted Academic Writing: Recommendations for Ethical Use" (2025)



Taken from p.7 of Cheng et al.'s "Artificial Intelligence-Assisted Academic Writing: Recommendations for Ethical Use" (2025)

## WEEK 4 TUTORIAL WORKSHEET

6

## AI USE SCENARIOS &amp; REFLECTION (20)

Read the scenarios below and **as a group**, consider how you might respond in a similar situation. Think about your own experiences with AI tools in your academic work and where you draw the line between **support** and **overreliance**:

Adapted from pp.6-7 of "AY25-26\_ES2631 S1 Week 4 Sources and Engineering Conceptual Design Tutorial Handout STUDENT"

**Scenario 1:** Ava and Ben are preparing for a group presentation on "smart grid systems." Ava finds the academic articles overwhelming, so she uses ChatGPT to simplify the main concepts in layman's terms. It helps her grasp the core ideas, and she rewrites them in her own words. Ben, on the other hand, pastes the AI's simplified output directly into their script because he thinks it's "still his work" since he chose what to generate. Now, they're wondering if it was okay for Ava to use AI to learn, but not for Ben to use the same output in the presentation?

**Scenario 2:** Two students, Priya and Daniel, are working on their script for a final-year engineering design pitch. Priya struggles with academic tone, so she writes a rough draft and asks AI to rewrite it in a more formal style. Daniel goes a step further: he tells AI what he wants to say and uses the AI's polished version almost entirely. Both acknowledge using AI at the end of the script. But does acknowledgement make it ethical? Is Priya's use more "authentic" because she generated the original draft herself?

**Scenario 3:** Their module leader explicitly tells the class not to use AI for the final report because it's an individual assessment tied to a professional accreditation. Jamal, feeling stuck halfway through, uses AI to brainstorm arguments and examples, but writes the full report himself. A classmate, Nurul, uses AI to write full paragraphs which she then edits lightly. They both technically violated the "no AI" rule, but is Jamal's case a minor lapse while Nurul's is serious misconduct? Or are they equally at fault?

**Scenario 4:** Linh, an international student, drafts her presentation notes in Vietnamese to organise her thoughts. She then uses ChatGPT to translate them into English before refining the script herself. Her teammate, Yusuf, also non-native, writes his entire script directly in Arabic and submits the full AI-translated version without further edits. Both used AI to help translate, but did Linh preserve authorship while Yusuf handed over too much to the tool? Where is the ethical boundary?

In **150-200 words**, write a **individual reflection** on how AI tools can **support** or **hinder** your learning in your respective group's "[Week 4 AI use reflection](#)" [Google Slides](#). Use these questions to guide your response:

- ✓ When do you think it's **okay or not okay** to use AI in your work?
- ✓ What **challenges** might students face when trying to use AI **ethically**?
- ✓ What did you learn from the scenarios that you'll apply in the **future**?

## WEEK 4 TUTORIAL WORKSHEET

7

## APPLYING EOT TO A1 (15)

Macro	Questions / A1 structure	Elements
Problem	What is the <b>problem</b> ? "Singapore [verb + problem], which [verb + consequences]"	
	What is the <b>target demographic</b> or <b>community</b> ?	
	How do you prove that the problem <b>exists</b> ?	
	Why is it <b>worth solving</b> ?	
	What are the <b>key contributing factors</b> (cause and/or constraint) to the problem?	
	What are the <b>key current measures</b> implemented in Singapore to address the problem?	
	What are the <b>gap(s)</b> of each key current measure?	
Solution	What is the <b>purpose</b> of your <b>solution</b> ?  "We propose to [verb + proposed solution] to [verb + objective(s)] for [target group(s)]. By doing so, we aim to [verb + desired outcome(s)]."  For example: "We propose to implement off-grid solar panels to give rural villages self-sufficient access to modern energy for lighting and cooking. By doing so, we aim to help these villages break out of energy poverty."	
	<b>How</b> does the solution work?	
	<b>Why</b> does the solution work, in terms of (1) <b>feasibility</b> , (2) <b>viability</b> , and (3) <b>desired outcome(s)</b> ?	
	What are its <b>key limitations</b> ?	
	What are the <b>mitigations</b> to the key limitation(s)?	

## WEEK 4 TUTORIAL WORKSHEET

8

## WHITEBOARD MIND-MAPPING (30)

- 1) Draw a **final mind-map** on the whiteboard, where you respond to the full list of questions in the previous page pertaining to the “problem” and/or “solution” sections.
- 2) Do not include the **fishbone diagram**, as you should be streamlining to a few **key contributing factors** (cause and/or constraint) to the problem.

Tips for solution

When proposing your solution, present it as **concretely** as possible by:

- ✓ showing how it works in the specific **local context**
- ✓ including **calculations** and **data** to justify **feasibility** and **viability**
- ✓ using **visuals** such as maps, diagrams, or tables where location or scale matters
- ✓ creating a **grounded, real-world** solution rather than sounding like a **generic sales pitch**

## PEER REVIEW OF MIND-MAP (30)

- 3) Provide **verbal** feedback on another group’s mind-map.
- 4) Take photo of your **final mind-map** at the end of tutorial and upload to your respective group’s Google Drive folder, following this path: [Google Drive](#) > respective X) GXX > 0) Tutorial activities > GXX\_X (X, X, X) > **GXX\_X week 4 mind-map**

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## PREPARATION FOR WEEK 5 TUTORIAL

- 1) Prepare your **A1 OP presentation deck** (PowerPoint or Canva) for week 5 tutorial’s peer sharing and feedback.
- 2) For the **structure** of your A1 OP ppt deck, you may follow the middle column “Questions / A1 structure” in the table on the previous page.
- 3) On that day itself, you will be placed into **3 groups of 6**; each group representative will **take turns** to do a **brief rundown** of your A1 OP ppt deck to other group representatives.