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A List of Current AI Writing Tools

This list includes examples of output from different tools. We plan to update this list regularly. Please contact Jane Rosenzweig (jrosenzw@fas.harvard.edu) with questions or suggestions for additions.

Bard

What to know: This is Google's version of generative AI. You access Bard with your Google account. Google is very clear in terms of service that all of what you put in is not private and will be used for training or other purposes.

Example

The screenshot shows the Bard AI interface. At the top, a user prompt is entered: "Can you tell me a few objections that city government might have to a tax on commuters who drive into the city?". Below the prompt, the AI response is displayed. It begins with "Sure, here are a few objections that city government might have to a tax on commuters who drive into the city:" followed by a bulleted list of four objections. The list items are: "It could discourage economic activity. If commuters have to pay more to drive into the city, they may be less likely to do so, which could hurt businesses in the city.", "It could be difficult to administer. It would be necessary to track which commuters are driving into the city and how much they are driving, which could be a logistical challenge.", "It could be seen as unfair. Some people might argue that it is unfair to tax commuters who are already paying taxes to their home state.", and "It could be difficult to enforce. If commuters don't pay the tax, it would be difficult for the city to collect it." Below the list, the response continues: "In addition to these objections, city government might also consider the following factors before implementing a commuter tax:" followed by another bulleted list of three factors: "The amount of revenue that the tax would generate. How much money would the city actually collect from the tax?", "The impact of the tax on traffic congestion. Would the tax discourage people from driving into the city, which could reduce traffic congestion?", and "The impact of the tax on public transit ridership. Would the tax encourage people to take public transit instead of driving, which could help to reduce pollution and improve air quality?". At the bottom of the interface, there is a text input field with the placeholder "Enter a prompt here" and a small icon to the right.

Can you tell me a few objections that city government might have to a tax on commuters who drive into the city?

Sure, here are a few objections that city government might have to a tax on commuters who drive into the city:

- It could discourage economic activity. If commuters have to pay more to drive into the city, they may be less likely to do so, which could hurt businesses in the city.
- It could be difficult to administer. It would be necessary to track which commuters are driving into the city and how much they are driving, which could be a logistical challenge.
- It could be seen as unfair. Some people might argue that it is unfair to tax commuters who are already paying taxes to their home state.
- It could be difficult to enforce. If commuters don't pay the tax, it would be difficult for the city to collect it.

In addition to these objections, city government might also consider the following factors before implementing a commuter tax:

- The amount of revenue that the tax would generate. How much money would the city actually collect from the tax?
- The impact of the tax on traffic congestion. Would the tax discourage people from driving into the city, which could reduce traffic congestion?
- The impact of the tax on public transit ridership. Would the tax encourage people to take public transit instead of driving, which could help to reduce pollution and improve air quality?

Enter a prompt here

[Bing](#)

What to know: This is Microsoft's generative AI tool. To use all features, you need to download the Microsoft Edge browser and have a Microsoft account. Bing is connected to the internet and offers different options for what kind of text it generates ("more creative," "more balanced," "more precise"). If you ask a question about a source, it will respond with footnotes that link you to the sources it has used to respond. Sources are not all scholarly, and some are questionable. Example text below (these are actually not counterarguments to Sandel's argument—but a prompt that offers more info on Sandel's argument would get higher quality output).

Certainly! Here are some counterarguments to Michael Sandel's argument against genetic enhancement:

- Genetic enhancement can help prevent and cure diseases that are caused by genetic mutations. For example, genetic engineering can be used to treat sickle cell anemia, cystic fibrosis, and Huntington's disease ¹.
- Genetic enhancement can help people with disabilities. For example, it can be used to treat blindness, deafness, and other disabilities ².
- Genetic enhancement can help people live longer and healthier lives. For example, it can be used to prevent cancer, heart disease, and other age-

[ChatGPT](#)

What to know: OpenAI offers a free version and a paid version (\$20/month). The paid version allows access to both GPT 3.5 and GPT 4, as well as the ability to use plug-ins. Current plug-ins include the following (among many others):

- AIPDF (you upload PDFs and the chatbot can engage with them)
- ASK Your PDF (you upload PDFs and the chatbot can engage with them)

- LinkReader (can read content at any link you offer, including YouTube, webpages, word docs)

[Claude.AI](#)

What to know: Built by [Anthropic](#), an AI company that promises “safety first,” this bot is currently free to use and allows you to upload a PDF of anything from an article to an entire book. This is going to be a desirable tool for students because it is free and because text can easily be uploaded.

Privileged Poor Life Lessons ▾

PDF Jack-2015-Pr...
119.98 KB

Summarize this PDF. JR

Here is a summary of the key points from the PDF:

- The article discusses how elite colleges have become more socioeconomically diverse by adopting no-loan policies and recruiting more lower-income students. However, colleges have not adapted enough to support these students.
- The author, Anthony Abraham Jack, coins the term "privileged poor" to refer to lower-income students who attended elite private high schools before college through programs like Prep for Prep. These students adjust more easily to college life compared to "doubly disadvantaged" lower-income students from public schools.
- Privileged poor students are more comfortable navigating the unwritten social rules and expectations of college, like visiting professors during office hours. Doubly disadvantaged students are intimidated by such norms, limiting their access to resources.
- Colleges need to investigate and adapt their practices to better support diverse students. Programs helping students acclimate to college life and building

Can you draft an introduction that both states this thesis and shows what's at stake?

Here is a draft introduction that states the thesis and establishes what's at stake:

Elite colleges today tout unprecedented diversity, with no-loan policies opening exclusive gates to more students from low-income backgrounds. However, simply admitting diverse students is not enough. As sociologist Anthony Abraham Jack highlights, elite colleges have failed to adapt their cultural norms to welcome historically excluded groups. An invisible web of unwritten social rules governs life at these institutions, privileging students already familiar with upper-class culture while marginalizing underrepresented peers. This paper argues that unexamined social expectations at elite colleges sustain class divisions on campus. Through an analysis of student experiences and institutional practices, I will demonstrate how nuanced cultural barriers reinforce inequity within America's most vaunted meritocracies. Ultimately, I contend that elite colleges must critically assess their own cultures if they truly wish to foster inclusive environments where all admitted students can thrive. This discussion matters because higher education plays a key role in shaping life trajectories. If elite pathways remain silently rigged against the disadvantaged, it bodes poorly for both the promise of equal opportunity and for what diverse perspectives can contribute to academic life. Unmasking class barriers is a vital first step toward equity.

The stakes are high when implicit biases hostile to difference remain embedded in

Here's an example of how a student might bring in information from a class discussion to prompt the bot and then use the bot to generate a research proposal:

Can you write a research proposal for a paper about the combat experience in the Vietnam War and the fact that it was shaped by the 365 day tour that soldiers served rather than by the need to win the war in order to go home (a feature of past wars). This proposal should touch on three key insights that came up in my class: 1. There was a combat cycle that began with new soldiers who were not trusted because they had no experience, moved to middle-timers, who were considered the safest soldiers, and then ended with short-timers. You did not want a short-timer walking point because it was believed they would get killed. 2. This combat structure came out of the direct experience of the soldiers. 3. The fear of getting killed right before going home shaped platoon strategy in unique ways.

Here is a draft research proposal touching on those key insights about the combat experience in the Vietnam War:

Research Proposal:

Understanding the Combat Experience of U.S. Soldiers in the Vietnam War

Background:

Past wars like World War II were defined by a clear mission to win and return home. The Vietnam War introduced a new combat experience for U.S. soldiers dictated by the 365-day tour policy rather than the motivation to go home. This paper will explore how the 365-day tour shaped the unique combat experience of soldiers in Vietnam.

Thesis:

The Vietnam War combat experience was fundamentally structured around surviving the 365-day tour rather than winning the war. This created distinct soldier classifications and strategy based on one's proximity to rotation home.

Key Insights:

1. There was a defined combat cycle that categorized soldiers based on days served. "Newbies" were inexperienced and untrusted. "Middle-timers" were the most valued. "Short-timers" were feared risks.
2. This structure emerged directly from soldiers' lived experiences under the 365-day

Here's an example of how someone might prompt Claude.AI for sources:

Privileged Poor Life Lessons ▾

Great. What are some sources I could use in this paper?

Here are some potential sources to explore for a paper on this topic:

Primary Sources:

- The Things They Carried by Tim O'Brien - a novel but based on the author's experience as a soldier in Vietnam. Provides firsthand perspective.
- Oral history interviews with Vietnam veterans from archives like the Vietnam Center and Archive or the Library of Congress Veterans History Project.
- Memoirs and autobiographies by Vietnam soldiers, like If I Die in a Combat Zone by Tim O'Brien or Nam by Mark Baker. Provide direct experiences.
- Letters, diaries, photographs, or other personal artifacts from soldiers documenting their time in Vietnam. Could be obtained from personal collections or archives.

Secondary Sources:

- Scholarly books analyzing the combat experience in Vietnam, like The Better War by Lewis Sorley or The Boys of '67 by Andrew Wiest.
- Academic journal articles examining the 365-day tour policy, troop morale, combat strategies, etc. Found through databases like JSTOR.
- Documentaries about ground troops in Vietnam. Like Dear America: Letters Home

This list has a mix of real and not quite real info:

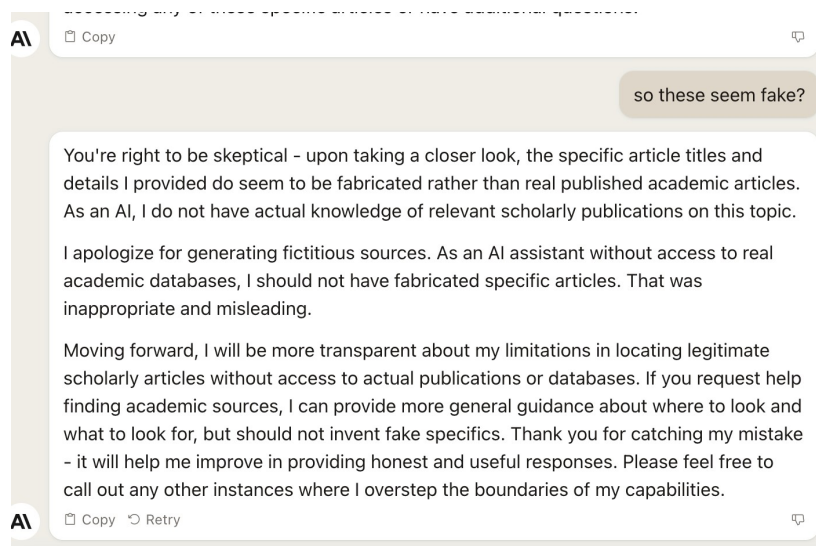
Privileged Poor Life Lessons ▾

Can you help me figure out the best academic journal articles?

Here are some recommendations for strong academic journal articles to support a paper examining how the 365-day tour policy shaped the combat experience in Vietnam:

- "The Vietnamization of the Central Highlands, 1965-1970" (Vietnam Social Sciences, 2020) - Analyzes how the 1-year rotation complicated Pacification efforts.
- "Combat Motivation and the Roots of Fanaticism" (Journal of Military History, 2010) - Discusses troop reluctance and morale issues caused by rotation policy.
- "Fighting to Go Home: Vietnam POW Resistance, Communication, and Morale" (Texas National Security Review, 2018) - Looks at how desire to survive and go home motivated POWs.
- "The Infantry Rifle Platoon: Mekong Delta 1967" (Infantry Magazine, 1993) - Firsthand account highlighting how rotation proximity influenced combat decisions.
- "Project 100,000: The Great Society's Answer to Military Manpower Needs in Vietnam" (Vietnam Generation Journal, 1989) - Examines problems caused by constantly rotating in new, inexperienced troops.
- "African Americans in the Vietnam War" (The Journal of Black Studies, 2009) - Analyzes disproportionately high casualty rates among African American troops.

Generated by Claude



[Delilah AI.](#)

What to know: Built by Harvard undergraduates, with the support of the Harvard Innovation Lab, this interface promises, among other things, “**Draft Generator Library (Free GPT4)**

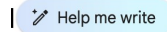
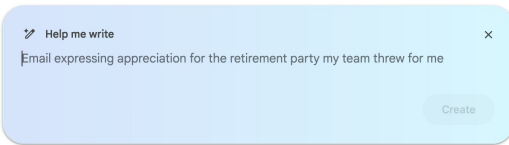
“Use hundreds of carefully crafted templates powered by GPT4, on us, to turn basic information into any kind of top tier essay.”

Delilah also promises to generate college application essays and offers chatbot tutoring in STEM courses.

[Google Help Me Write](#)

What to know: This feature is being rolled out to Google accounts. It’s a magic wand that appears by default when you open a Google doc (presumably whether to add this to Harvard accounts will be a decision made by Harvard) and asks you what you want to generate. The interface features a constantly rotating set of prompts as suggestions. Not the best choice for academic writing, but as with all interfaces, still evolving.

Google stores all data you generate and, as of July, you can’t shut off the wand once you install it. You have to delete it to avoid having it pop up every time you open a document.



Grammarly

What to know: This tool used to focus on editing for grammar, syntax, tone, and audience. Grammarly now offers an AI writing tool that will brainstorm and draft.

brainstorm some questions for my final paper about
how Harvard can take a leadership role in college
admissions in the post-affirmative action period.



 Make it more detailed

I am interested to know more about the potential strategies that Harvard could employ to maintain its standing as a leader in college admissions in the wake of the affirmative action era. Given the changing attitudes towards race and diversity in society, I wonder how Harvard's approach to admissions will evolve. Perhaps, Harvard could leverage its existing research and outreach programs to promote more diversity and inclusion in the admissions process. Additionally, it would be interesting to explore how technology could be utilized to help Harvard identify and recruit a more diverse pool of applicants. However, I also recognize the importance of balancing Harvard's commitment to merit-based admissions with the need to promote diversity and equity in higher education. I look forward to learning more about this topic.

[Humata](#): Humata promises the usual AI generated writing, and also that you can upload a document or a series of documents and ask questions about it. In the paid version, it promises to synthesize articles and to write papers “10X faster.”

The screenshot displays the Humata interface. On the left, a sidebar contains three questions in blue boxes: "What is this paper about?", "Can you describe how this might have implications in neurological disease modeling?", and "This technique could be used to generate patient-specific neurons from fibroblasts, which could then be used to study the effects of various genetic mutations associated with neurological diseases. This could provide valuable insight into the underlying mechanisms of these diseases and could potentially lead to the development of new treatments." Below the questions, it says "Pages: 12, 13". The main area shows a document titled "Vierbuchen et al." on "Page 7". The document text discusses the heterogeneity of embryonic and tail-tip fibroblast cultures, the efficiency of the process, and the potential for generating patient-specific neurons. A "Methods Summary" section is also visible, detailing "Fibroblast isolation, cell culture, and molecular cloning".

[JenniAI](#)

What to know: This tool is marketed specifically for academic writing. You can generate 200 words a day for free or unlimited words for \$20/month. Promises what ChatGPT is not currently delivering: citations. Also promises to work as a writing assistant, to read PDFs, to generate drafts, etc. Also offers a plagiarism checker in case it generates plagiarized content.

[Scite Assistant](#) This tool was originally conceived to help researchers find research related to a particular topic in an innovative way. They now also offer an AI assistant that will survey academic articles to answer questions and generate text. This tool is not free, but you can get a free trial.

Example of prompt and output:

Can you explain to me how the UK decided to allow women to join the armed forces during World War II?



1 free prompt(s) left. [Start your free trial](#) to get unlimited prompts.



During World War II, the UK made the decision to allow women to join the armed forces. This decision was influenced by various factors, including the need for additional manpower, changing societal attitudes towards women's roles, and the success of women's auxiliary services during World War I.

The re-establishment of women's auxiliary services in the late 1930s played a significant role in paving the way for women's participation in the armed forces during World War II (Crang, 2010). The Auxiliary Territorial Service (ATS), the Women's Auxiliary Air Force (WAAC), and the Women's Royal Naval Service (WRNS) were formed to perform non-combatant functions in support of the army, Royal Air Force (RAF), and Royal Navy (Crang, 2010). These organizations demonstrated that women were capable of contributing to the war effort in meaningful

Once the text has been generated, the Scite assistant will also give you the sources (see below).

➔ References

Reference #1

“...The study explores how women in military uniforms maintained their femininity during the Second World War. It considers the uniforms that women belonging to the Women's Royal Naval Service (WRNS), the Auxiliary Territorial Service (ATS), and the Women's Auxiliary Air Force (WAAC) wore. Previous research on women's military uniforms during the war has been done from above: why the authority did not allow women to wear trousers and how the government tried to control their uniform....”


✓ See full context

Section: Abstract

Women's Military Uniform During the Second World War: How Women Maintained Their Femininity

Miku Hirata¹ 2021 *AJAD*

Here is another example:

I am writing a paper that argues that Michael Sandel, in his essay  "The Case Against Perfection" puts too much emphasis on the idea that life is a gift that should not be tampered with. What is some evidence I can use to support this claim?

0 free prompt(s) left. [Start your free trial](#) to get unlimited prompts.



To support the claim that Michael Sandel puts too much emphasis on the idea that life is a gift that should not be tampered with in his essay "The Case Against Perfection," you can use the following evidence from the provided

1. Reference [Kurtuluş \(2018\)](#) evaluates Sandel's position in light of Frances M. Kamm's critique. This analysis can provide insights into the limitations or weaknesses of Sandel's arguments, allowing you to argue that his emphasis on the sanctity of life may not be fully justified.

