

Department of University Writing  
University of California, Riverside

Artificial Intelligence in the Writing Classroom:  
Framework, Policy Guide, and Guidebook  
(2026-2027)

Edited  
by

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Department of  
University  
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# Copyright Page

## **Artificial Intelligence in the Writing Classroom: Framework, Policy Guide, and Guidebook (2026-2027)**

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# Executive Summary

## Institutional History & Multi-Year Development

*Artificial Intelligence in the Writing Classroom: Framework, Policy Guide, and Guidebook (2026–2027)* represents the culmination of a multi-year departmental initiative within the Department of University Writing (DUW) at the University of California, Riverside (UCR). The initiative began in January 2025 when Associate Prof. Lash Keith Vance formed four initial subcommittees to address the emerging impact of generative artificial intelligence (GenAI) on composition pedagogy. Dr. Vance subsequently reformed and reorganized these subcommittees from Fall 2025 through June 2026, expanding their scope and deliverables to navigate the rapidly evolving technological landscape. It was in 2026 that Associate Prof. Jeremy Kelley came aboard as co-editor to assist in fleshing out the pedagogical apparatus and lending his ample expertise to the project.

While curriculum development continues in new formats today, the materials in this guidebook are primarily compiled from the collective work of these subcommittees. Key leadership was provided by subcommittee leads Jeremy Kelley, Taylor Evans, Kathy Hardun, and Shane Shukis. Additional committee contributors include Chrissy Sharp, Albert Anthony, John Acker, Matt Buchan, Grant Palmer, Stephanie Fousek, Stephanie Wilms, Kate Watt, George Cunningham, and Kim Turner-Shukis. Special recognition is extended to Dr. Jeremy Kelley for leading the effort—alongside Albert Anthony and Chrissy Sharp—to compile, synthesize, and structure the parallel tech/AI learning outcomes across the First-Year Writing (FYW) curriculum.

## Purpose & Pedagogical Scope

The guidebook functions as an administrative policy framework and an applied instructional manual designed to navigate the pedagogical opportunities and challenges presented by GenAI. Rather than mandating technology adoption, the guide establishes parallel, opt-in AI-integrated learning outcomes while keeping UCR's traditional, non-AI writing objectives fully intact. Anchored by ten core pedagogical principles, the framework prioritizes process-oriented metacognition, human authorial agency, and equity-minded assessment—explicitly warning against automated AI checkers due to high false-positive rates that disproportionately harm multilingual and neurodivergent writers.

## Contents & Structural Overview

The guidebook is organized across eight comprehensive sections that transition from overarching departmental policy to applied classroom modules and faculty instructional resources:

## Section I: Front Matter

Establishes the departmental preface, acknowledgements, and the Ten Core Pedagogy Principles for Effective AI Instruction that govern the curriculum, emphasizing transferable skill acquisition, analog baseline assessments, critical AI literacy, and visible student metacognition.

## Section II: Introduction & Framework

Outlines the subcommittee charge and details UCR's course delivery models—differentiating small-format regular sections (capped at 23 students) from large-format "S" series sections (capped at 102 students with weekly graduate discussion sections). It introduces the FYW Tech/AI Master Integration Matrix, establishing a 3-tier developmental progression:

- *ELWR (WRIT 1, 3, 5, 7)*: Maintained as strictly Closed to safeguard foundational reading comprehension, sentence mechanics, authentic voice, and collaborative workshop dynamics.
- *WRIT 10 / 10S (Academic Writing)*: AI functions as a Rhetorical Object to investigate, evaluate, and critique, establishing baseline human authorial voice and ethical boundaries.
- *WRIT 20 / 20S (Persuasive Writing)*: AI functions as an Argument Stress-Tester, positioning students as strategists who interrogate claims, analyze fallacies, forecast policy consequences, and audit synthetic prose.
- *WRIT 30 / 30S (Analytical Writing)*: AI functions as a Discourse Artifact, enabling students as theorists to apply critical frameworks (Marxist, Feminist, Queer, Postcolonial), audit literature review syntheses, and evaluate media adaptations.

## Section III: Departmental AI Policies (DUW)

Establishes standardized administrative policies, featuring the Closed / Conditional / Open Policy Taxonomy for course syllabi. It details DUW's policy on student GenAI submissions, aligns academic integrity definitions with UCR's Student Conduct and Academic Integrity Program (SCAIP), provides equity warnings against AI detection software, and includes customizable Student AI & Technology Usage Logs.

## **Section IV: Writing 10/10S Course Modules and Materials**

Functions as an instructional repository for introductory academic writing, providing course descriptions, course/assignment/skills learning outcomes, paired traditional vs. AI-focused activity samples, curated reading units with discussion prompts, and complete sample assignments across Literacy Narratives, Profile Essays (*Fahrenheit 451*), Opposing Arguments, and Concept Explanations. Each module includes parallel traditional vs. AI-integrated activity pairs, learning outcomes, reading units, and major assignment prompts.

## **Section V: Writing 20/20S Course Modules and Materials**

Delivers persuasive writing course modules spanning four core essay genres: Arguing a Position, Proposing a Solution, Justifying Evaluations, and Arguing for Causes or Effects. Includes authentic instructor assignments (such as the *King Lear* close-reading analysis and Group Presentation guidelines) and features a dedicated comparative unit centered on the multi-version "**Carried Down the Mountain**" **Synthetic Text Series**. Each module includes parallel traditional vs. AI-integrated activity pairs, learning outcomes, reading units, and major assignment prompts.

## **Section VI: Writing 30/30S Course Modules and Materials**

Presents advanced analytical writing modules across five distinct analytical domains: Semiotic Analysis, Comparative Analysis, Annotated Bibliography & Literature Review Synthesis, Film Adaptation of Literary Work, and Literary Analysis. Each module includes parallel traditional vs. AI-integrated activity pairs, learning outcomes, reading units, and major assignment prompts.

## **Section VII: Faculty AI Toolkit & Pedagogical Resources**

Provides a practical guide for instructor material design, detailing prompt engineering techniques (including the CO-STAR method), plain-text QTI conversion for Canvas quiz creation, and executive findings from the Spring 2025 DUW AI Integration Project on 1:1 formative feedback workflows.

## **Section VIII: Appendices and References**

Houses an extensive research and faculty preparation repository, including an annotated bibliography on empirical composition research, practical student literacy diagnostics, and a Nationwide University AI Policy Database Mapping AI guidelines across more than

50 higher education institutions nationwide (including the UC system, CSU system, and national research universities).

## **Note on the Guidebook as Resource**

The current “publication” of the guidebook in September 2026 is ready to use by instructors and administrators. It is meant to be disseminated beyond the confines of the Department of University Writing at UCR, with the hopes that some of the ideas may help other colleagues in other departments as well.

We recognize, of course, that additional elements could be included and should be added; those will go on the “improvements” list and will be inserted in the next version.

This is a work in progress.

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# I. Front Matter

## Preface

In 1992, the authors of the collection, *Literacy Online: The Promise (and Peril) of Reading and Writing with Computers (Tuman et al)*, noted how reading and writing were being altered through the use of library catalogues, computer databases, and electronic mail. The newly invented Internet (the inheritor of ARPANET), while allowing writers to control not only what they said but how it looked, brought with it dangers to literacy and skills while offering enhanced democratization of information and personal control. This was the sentiment before America Online popularized connection to the World Wide Web in 1995—and Tom Hanks and Meg Ryan burnished their online, epistolary romance in "You've Got Mail."

Time has shifted and the worry about accessing computer databases or library catalogues seems quaint. For people old enough to remember, the familiar squawking of AOL upon logging into the Internet still harbors a certain nostalgia, an entry into a whole other universe. Nowadays, what instructors, especially those in the discipline of writing, are experiencing since the advent of ChatGPT in 2022 is a flipping of the board upside down, a clarion call for completely reconsidering, rethinking, repurposing, reconfiguring, and reconstructing our teaching practice. We are in the age of "relearning" how we teach critical reading, thinking and writing in the age of AI, and this guidebook, *Artificial Intelligence in the Writing Classroom: Framework, Policy Guide, and Guidebook (2026-2027)*, seeks to chart a course between the poles of the analog and AI—without crashing on the rocks or inspiring a pedagogy mutiny.

Sometimes it may be difficult to see through the fog and the storm to see beyond the woes created by students who utilize AI wholesale to write their notes, their discussion posts, their drafts, and their final essays. Circumventing the learning process in this way is cheating, the equivalent of using a website service to write their essays, copy/pasting the essay from a web source and calling it their own, or procuring an essay from a friend. All such activities equate to academic dishonesty.

**Yet, we now have a once-in-a-lifetime pedagogical opportunity.** As an instructional unit, as a department, as a university, all faculty must reconsider their teaching (another "re" word) and, to some degree, reinvent how to reach students--a mandate, an opportunity, and a burden all in the same breath.

So, this is where we find ourselves some years after AI burst onto the stage.

Artificial Intelligence in the Writing Classroom: Framework, Policy Guide, and Guidebook (2026-2027) is a text that seeks to gradually introduce and scaffold AI as part of our core course structures.

## The Master Integration Matrix

| Dimension                | WRIT10 / 10S Academic Writing                                            | WRIT20 / 20S Persuasive Writing                                    | WRIT30 / 30S Analytical Writing                                          |
|--------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------------|
| Course Identity & Skills | Voice, Awareness, Synthesis, Rhetorical Situation                        | Rhetorical Argument, Stance, Defense, Evaluation                   | Theoretical Lens, Interpretation, Textual Analysis                       |
| Role for AI & Tech       | Object to investigate and critique; defining boundaries & ethics         | Tool for stress-testing arguments produced by AI and students      | Discourse artifact (useful yet flawed) requiring judgment                |
| Role for Student         | Evaluator: Builds understanding of how AI works and ethical limits       | Strategist: Assesses AI output against student-generated work      | Theorist: Develops meta-critical reflection on machine & human prose     |
| Degree of Integration    | Minimal / Reflective: AI is a rhetorical object, not a composing partner | Strategic / Controlled: AI serves as a stress-test & research tool | Holistic / Meta-critical: AI output is an object of theoretical analysis |

Figure 1: Master Integration Matrix

In this way, course identities remain the same while the role of AI becomes progressively more integrated. The student role with AI changes from evaluator, strategist, to theorist—with the ultimate hope that students (with expert support by writing instructors) can utilize AI as a “force multiplier” as they engage with AI in a meta-critical role.

## Developmental Learning Progression

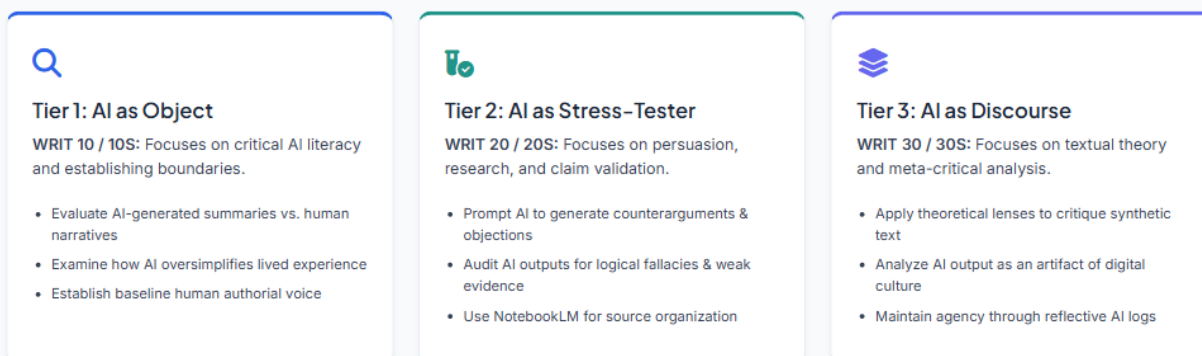


Figure 2: Learning Progression Writing 10/20/30

The UCR Department of University Writing AI Guidebook is anchored by ten core pedagogical principles:

## ***Core Pedagogy Principles for Effective AI Instruction***

1. **Transferable, Verifiable Skill Acquisition:** Course readings and topical themes serve as the vehicle for instruction, but our primary mandate is teaching verifiable, durable skills in critical thinking, source evaluation, and in writing and rhetoric that seamlessly transfer to other academic disciplines and post-graduation workplaces.
2. **Intentional Alignment Across All Instructional Levels:** Effective teaching requires deliberate mapping of general and specific learning outcomes at every scale—from macro-level course objectives down to unit plans and individual daily class sessions—so instructors always maintain clear intention regarding the exact competencies they are imparting.
3. **Continuous Measurement of Pedagogical Impact:** Teaching cannot rely on passive transmission; instructors must actively measure, track, and reflect upon the impact of their pedagogy on student learning to continually refine instructional practices.
4. **Multi-Faceted & Analog Baseline Assessment:** Skill mastery should be evaluated through diverse assessment models. Incorporating frequent, low-stakes checks and technology-free ("analog") writing sessions and assessments are essential for establishing an accurate baseline of what students can independently comprehend, analyze, and produce without digital assistance.
5. **Proactive & Scaffolded AI Integration:** Generative AI represents an omnipresent reality in higher education, making total prohibition both ineffective and short-sighted. Instructors should proactively design guided, scaffolded AI lessons that integrate technology into the fabric of the course rather than treating it as an afterthought.
6. **AI as a Rhetorical Object & Thought Partner:** Incorporating AI into the curriculum is not about teaching software mechanics but using AI as a cognitive scaffold. Students should be taught to use AI to stress-test claims, generate counterarguments, explore audience perspectives, and analyze machine outputs as flawed discourse artifacts.
7. **Fostering Critical AI Literacy & Human Agency:** AI instruction must emphasize boundary-setting, ethical usage, bias detection, and hallucination auditing. Guided exercises ensure students view AI as a "force multiplier" of their skills rather than a replacement for personal agency, authorial voice, or intellectual labor.

8. **Vanguard Leadership in Higher Education:** By introducing early intervention and ethical AI frameworks in lower-division writing courses, our department prepares students to navigate algorithmically saturated environments across the university and in their future professional careers.
9. **Equity-Minded Pedagogy Over Surveillance:** Replacing technically unreliable AI detection tools—which disproportionately penalize multilingual and neurodivergent writers—with transparent policy frameworks (Closed/Conditional/Open) and a classroom culture built on strategically integrating AI as part of scaffolded learning.
10. **Process-Oriented Metacognition & Visible Thinking:** Prioritizing the iterative cognitive journey of writing over the final text by embedding structured reflections, interaction logs, and revision audits (with or without AI-supported work) that make student decision-making visible and preserve human intellectual ownership.

## Acknowledgements

I conceptualized this guidebook in the Fall of 2024, envisioning possible contributions from multiple sources and subcommittees while fostering greater departmental awareness and expertise in AI. This guidebook owes much of its life to the funding provided by the Division of Undergraduate Education and the Department of University Writing (DUW—formerly University Writing Program). Without this multiyear support, our efforts would have been stymied. Special thanks to Dean and Vice Provost Louie Rodriguez and Professor Wallace Cleaves (Chair of the DUW and Associate Dean) for providing necessary funding. In addition, thanks are due to Richard Edwards, Executive Director for the Center of Teaching and Learning at UCR as well as the XCITE team for their work on AI on the UCR campus. I would also like to acknowledge UCR's AI Council for their work in fostering a greater understanding of AI for our institution. Lastly, thank you to all the subcommittee leads and members who worked so assiduously on putting together materials for this guidebook to assist all of our instructors in understanding the pedagogical implications of this new technology.

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## SECTION II

# Introduction & Framework



## II. Introduction & Framework

### Subcommittees' Charge & Rationale

The impetus behind this work stems from the fact that technology, and AI more specifically, represent an omnipresent reality in today's systems of higher education. Writing courses, in particular, cannot disregard these tools as fads or trends given their rapidly growing precision and accessibility. The primary objectives of the first-year writing courses at UCR are to develop critical thinking skills and hone students' skills-based writing strategies and techniques, so tech/AI clearly have a direct impact on these courses given that these tools are more frequently being used to accomplish both of these benchmarks. Oppositional perspectives to tech/AI integration provide a note-worthy rationale for why this integration might be dangerous to our students' learning and to our curriculum more broadly, asserting that these tools could result in heavy reliance on their output in place of one's own ingenuity, affecting not only students' critical thinking skills but also their social/emotional development. Others extend this argument directly to the development of core writing skills:

"The emergence of Generative Artificial Intelligence (Generative AI) has raised concerns about its use by students. The most often raised concerns are that they (a) will rely on it as a shortcut and not do the research, critical thinking, and writing that are the objectives of an assignment, (b) will present AI output as their own, without giving credit to the AI source, thus committing plagiarism, and (c) will use flawed information because they are unable to detect shortcomings and errors in the outputs." (CTE, Alliant)

Today's educational environment is saturated with tech/AI shortcuts, and students already have access to and use these tools. Weighing this reality against oppositional perspectives on tech/AI integration, we must prioritize developing students' ethical understanding and application of these tools, particularly because many students use them without understanding acceptable boundaries for maintaining personal agency and supporting their own learning. Thus, we are left with a very specific question: *Whose job is it to teach students ethical uses of tech/AI?* We argue that writing courses, as some of the first educational environments students are exposed to at universities, might be best positioned to institute the development of ethical standards that can mitigate tech/AI usage throughout a student's time at UCR. In other words, neglecting opportunities to develop tech/AI literacy in writing courses based purely on ideological differences of what constitutes effective pedagogy presents as a short-sighted view that ignores the issue rather than confronting it head on in service of producing critical thinkers and writers who understand how to use these tools in an ethical manner.

As has been implied, students are turning to technology and AI for numerous reasons within universities, but in many cases those usages can in fact be ethical. For instance,

students might responsibly use AI as a thought partner in the idea-generation phase of their writing process, where ethically-minded and trained students understand that they must review, research, and incorporate any ideas generated with great scrutiny, leaving the actual writing output to be an artifact of the student's own ability, ingenuity, and ultimately labor. There are, however, students who have come to rely on technology-based tools as a substitution for their own agency. For example, there are students who have come to depend on AI tools like ChatGPT to such a degree that their acquisition of academic literacy and writing skills remains questionable given that they have essentially yielded their agency to technology. In other words, the boundaries of what a student knows and can produce are eroded as students learn to ask for and borrow from technology-based output. This results in a deficit of learning that directly impacts nearly all coursework to come at the university, especially those courses with writing-focused curriculum and deliverables.

Given that the first-year writing courses at UCR are typically among the very first courses in which students will enroll during their time at the university, these DUW courses are uniquely positioned to institute early intervention in our students' learning trajectory, where ethical usage of technology and AI assistive tools can be investigated and scrutinized in service of students developing a sense of tech/AI literacy and ethics. It is therefore timely and prudent that the Department of University Writing engage directly with these issues in service of improving students' ability to scrutinize and ethically implement tech/AI usage in the work they produce for their studies. As such, these early composition courses provide the DUW with a unique opportunity to serve the wider campus community as a leader at the vanguard of tech/AI implementation and usage.

### ***Course Structural Formats: Regular vs. "S" Series***

The First-Year Writing sequence encompasses three core course tiers: **WRIT 10 / 10S** (Academic Writing), **WRIT 20 / 20S** (Persuasive Writing), and **WRIT 30 / 30S** (Analytical Writing).

A key structural distinction exists between regular and "S" iterations:

- **Regular Sections (WRIT 010, 020, 030):** Designed for small-format instruction capped at 23 students per section, without separate graduate discussion sections.
- **"S" Sections (WRIT 010S, 020S, 030S):** Designed for large-format lecture instruction capped at 102 students, paired with a required weekly discussion section staffed by at least two Academic Student Employees (ASEs).

While classroom interaction dynamics differ, both formats share identical educational agendas, rigorous expectations, and primary learning outcomes.

Note: Complete course catalog descriptions for each course tier are housed directly within their respective course modules in Section IV.

## Framework Architecture

To address the committee's charge, objectives across all courses are organized across three distinct focal areas:

- **Course Learning Outcomes:** Overarching guides governing holistic, course-wide learning goals (e.g., *Applying personal voice, evaluating rhetorical context*).
- **Assignment Outcomes:** Graded deliverables allocated to a course (e.g., *Autobiographical / Literacy Narrative in WRIT 10, Cause & Effect Essay in WRIT 20, Semiotic Analysis in WRIT 30*).
- **Skills Outcomes:** Granular competencies mastered during assignment production, representing the specific level where active learning takes place (e.g., *Stance-taking, source synthesis, criteria development*).

## FYW Tech/AI Master Integration Matrix

The matrix below illustrates potential pathways for incorporating technology and AI into the First-Year Writing sequence without replacing traditional compositions. Rather than applying a one-size-fits-all approach, the framework establishes a developmental progression across the three-course sequence:

1. **WRIT 10 / 10S:** AI is situated as a **rhetorical object** to critique in service of establishing boundaries and ethical usage.
2. **WRIT 20 / 20S:** AI is situated as a **stress-testing tool** to evaluate and refine student and machine argumentation.
3. **WRIT 30 / 30S:** AI is situated as a **discourse artifact** requiring critical assessment, theoretical analysis, and meta-critical reflection.

| Info                                   | 10/10S                                                                                                                                                                                                                   | 20/20S                                                                                                                                                                                                                                        | 30/30S                                                                                                                                                                                                                                        |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course Identity</b>                 | <p>Skills Under Review:</p> <ul style="list-style-type: none"> <li>• Voice</li> <li>• Awareness</li> <li>• Synthesis</li> <li>• Rhetorical Situation</li> </ul>                                                          | <p>Skills Under Review:</p> <ul style="list-style-type: none"> <li>• Rhetorical argument</li> <li>• Stance</li> <li>• Defense</li> <li>• Evaluation</li> </ul>                                                                                | <p>Skills Under Review:</p> <ul style="list-style-type: none"> <li>• Theoretical Lens</li> <li>• Interpretation</li> <li>• Textual Analysis</li> <li>• Realized Agency Potential</li> </ul>                                                   |
| <b>Envisioned Role for AI and Tech</b> | Tech/AI items are situated as objects to investigate and critique in service of defining boundaries and limitations that might establish ethical usage                                                                   | Tech/AI items are situated as tools that provide opportunities for stress-testing arguments AI produces as well as arguments produced by students                                                                                             | Tech/AI items are situated as discourse artifacts that are useful yet flawed, and which require critical assessment and judgment with all usages by writers                                                                                   |
| <b>Envisioned Role for Students</b>    | Students engage with tech/AI tools from the position of evaluator, building general understanding of how it works and might be used                                                                                      | Students engage with tech/AI tools from the position of strategist and minimal collaborator, building techniques for continuous critical assessment of tech/AI writing while also putting tech/AI tools into conversation with their own work | Students engage with tech/AI tools from the position of minimal collaborator and progress towards a position of theorist, building reflective insight that examines the whole product of tech/AI writing as well as student generated writing |
| <b>Degree of AI/Tech Integration</b>   | <p>Conceptual Integration:</p> <ul style="list-style-type: none"> <li>• Minimal</li> <li>• Reflective</li> <li>• Evaluative</li> <li>• At this stage AI is not a composing partner; it is a rhetorical object</li> </ul> | <p>Conceptual Integration:</p> <ul style="list-style-type: none"> <li>• Strategic</li> <li>• Controlled</li> <li>• At this stage, AI becomes a stress-test tool</li> </ul>                                                                    | <p>Conceptual Integration:</p> <ul style="list-style-type: none"> <li>• Holistic</li> <li>• Meta-critical</li> <li>• At this stage, AI becomes an artifact of discourse itself worthy of analysis</li> </ul>                                  |

# SECTION III

## Departmental AI Policies (DUW)

REGULATORY  
FRAMEWORK  
COMPLIANCE  
(P.L.P. 4.02)

ALGORITHM  
TRANSPARENCY  
PROTOCOL:  
ACTIVE

ALGORITHM  
TRANSPAR-  
PROTOCOL:  
ACTIVE



Data  
Shield



OVERSIGHT BOARD  
AUDIT STATUS:  
INITIATED



### III. Departmental AI Policies (DUW)

AI is increasingly becoming part and parcel of instructional practice. Indeed, this guidebook document details hundreds of ways to incorporate AI into course design, activities, lessons, and as part of a push for overall AI literacy. The unfettered and unguided use of GenAI disrupts reading and writing because its product creates a situation where not all written words reflect the thinking and intention of the student, making accurate assessment difficult for instructors. When left unaddressed, it becomes impossible for an instructor to accurately assess student work: the instructor turns teaching into enforcement. Yet, as many professionals now realize, "patrolling" student work has become increasingly difficult. AI checkers lack technical reliability and are easily bypassed by "scrubbing" tools, and they cannot provide definitive evidence of academic misconduct. The DUW does not (at present) support these checkers due to major equity concerns, specifically because their high rate of false positives disproportionately harms multilingual, neurodivergent, and dialect-diverse students. Reflecting these systemic flaws, UCR's student conduct group (SCAIP) does not recognize AI detection data for building academic integrity cases.

Enforcement of an "analog" classroom may work for some specific activities. However, guided and carefully constructed AI activities and approaches (as outlined in this document) can prepare students for an AI-required workplace, assisting students in honing skills that leverage AI as a "force multiplier" of their skills rather than a replacement of them.

The following DUW policy language can assist instructors in regulating when, where, and how AI is deployed in their courses.

#### Policy on Student GenAI Submissions

*In no course within the DUW should material generated by GenAI be submitted for a grade, without acknowledgement that the material is GenAI-generated or as part of a larger assignment that requires students to cognitively address some aspect of the work's generation.*

- *An acceptable example could be if an instructor asks students to utilize GenAI prompting to create a paper or assignment and then asks students to write an analysis and breakdown of this assignment.*
- *An unacceptable example could be if a student uses GenAI to generate significant portions of their essay and passes this off as their own work.*

*In addition, citation of GenAI-generated text is highly problematic, since it implies that the use of GenAI is equivalent to research and the use of legitimate, human-authored sources, and should therefore be avoided.*

## Closed, Open, Conditional Framework

This framework serves as an initial, foundational guide for instructors seeking to establish clear, pedagogical boundaries around Generative AI in their courses. In practice, completely "Closed" courses will likely be the exception rather than the rule; instead, instructors are far more likely to modulate AI access dynamically—opening or restricting tool usage on an assignment-by-assignment basis depending on the specific cognitive and rhetorical objectives of a given task. To support this nuanced approach, this guidebook focuses on the strategic reconfiguration of Writing 10, 20, and 30, redesigning these core sequence courses to embed explicit AI learning outcomes and intentional, scaffolded AI usage throughout the curriculum. Within this revised sequence, the "Closed, Conditional, Open" taxonomy functions as a critical support mechanism. It provides faculty with a shared, transparent vocabulary to calibrate student engagement—ensuring that foundational habits of critical reading, original synthesis, and structural drafting are cultivated independently before students are asked to ethically leverage AI tools as force multipliers for higher-level scholarly work.

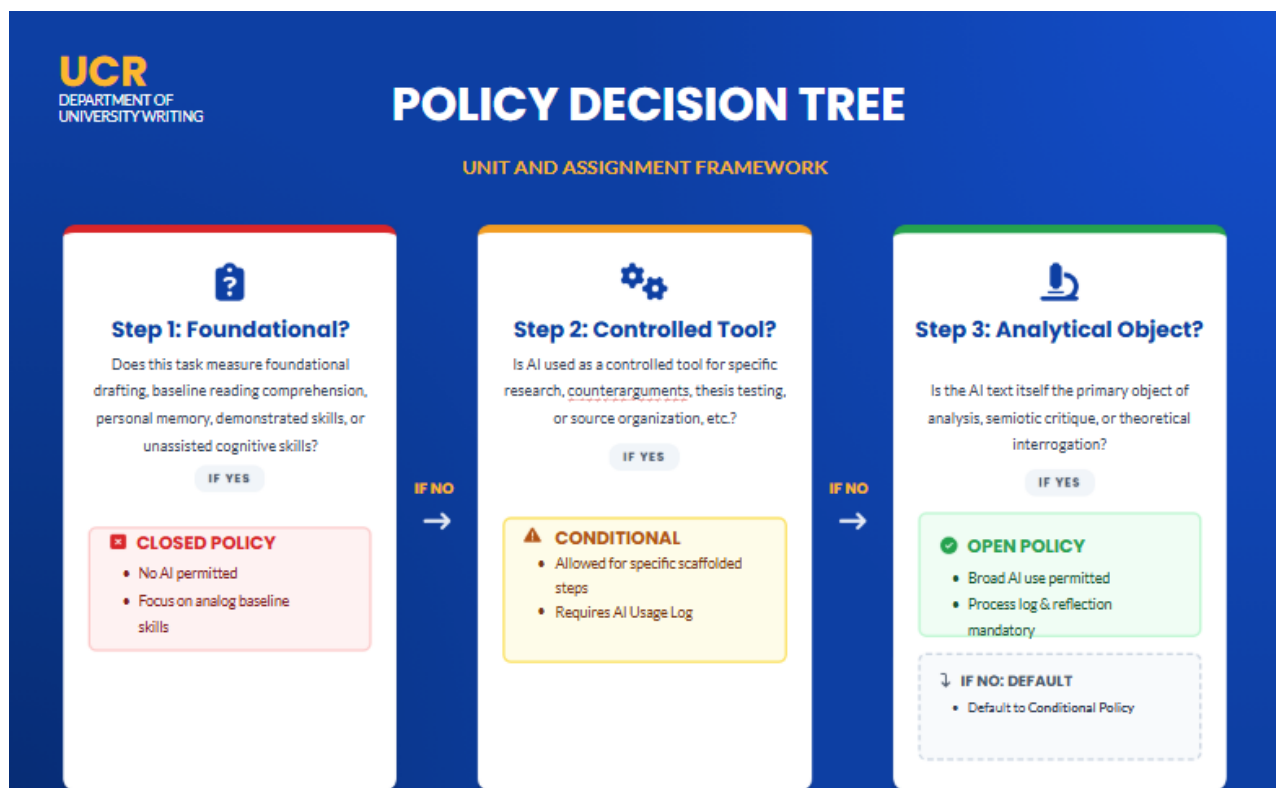


Figure 3: Policy Decision Tree

One way to think of GenAI use in the college classroom is as “Closed,” “Conditional,” and “Open.” The use of this language allows the instructor of each class in each discipline to reflect carefully on its learning outcomes, assignments, and place in the broader curriculum to decide if or when the use of GenAI may be appropriate. The use of these terms also helps to standardize the place of GenAI in education for students and clarify what is and is not permitted. The DUW advocates for the use of these terms not only for standardization, but because the vocabulary here is not anti-technology and is open to change and adaptation in the future as tools change and the skills students come to us with change.

**Most DUW courses will be marked as "Conditional" as instructors will selectively choose specific assignments or applications where AI may be used effectively but other assignments where AI use is not appropriate.**

**“Closed” means that the use of GenAI is not permitted**, but instructors may choose to discuss GenAI and their reasons for “closing” the class by explaining the ethics and/or limitations of GenAI. Instructors may also assign reading about GenAI in these courses.

**“Conditional” means that the use of GenAI tools is permitted for some assignments**, tasks, or otherwise defined purposes in the class, but it is not permitted for everything. This may also include limits placed on which tools can be used and/or require careful documentation of how tools were used.

**“Open” means that the use of GenAI tools is generally permitted in a class**, and the class and instructor are open to all types of use and/or the use of all tools in their classroom space and/or the assignments for the class.

## **Policy on Academic Integrity (Syllabus Language)**

It must be understood, as a baseline, that the unauthorized use of GenAI by students in their work falls under the existing definitions of “fabrication” and “unauthorized collaboration” that are used by SCAIP at UCR. This means that their unauthorized use constitutes a serious violation of academic integrity. It may not be “plagiarism” in the ways we are used to thinking of it, but its use is a violation of academic integrity when the outputs of GenAI are presented as a student’s own ideas.

Further, the use of GenAI is “unauthorized collaboration” when an instructor has not permitted the use of such software in their classes. It is, therefore, necessary for instructors to include robust Academic Integrity policies that directly address AI in their syllabi. Note, however, that asking students to “cite AI” is an inadequate response because AI outputs are non-reproducible and therefore obfuscate the purpose of academic citation. Below is one example of the relevant paragraphs of such policies:

- “Academic misconduct can include facilitating cheating for yourself or other students, plagiarism, unauthorized collaboration, using apps or software programs to produce research results, and the fabrication of academic materials (including materials fabricated by Artificial Intelligence apps or programs).

Violations of academic integrity include, but are not limited to, using Artificial Intelligence apps or programs to generate text or ideas; using translators or translation software, including Artificial Intelligence apps, to translate text or ideas; copying text from any source (including search results, translation programs, chat bots, and the like) without proper attribution; using apps or other software to ‘revise’ your writing without permission, documentation, and attribution (including, but not limited to, Grammarly); turning in a paper written for one class in another; copying from a fellow student’s paper (including from their rough draft); using a paper belonging to another student from a previous quarter/year or another institution; improper paraphrasing; representing other people’s ideas as your own; and using or buying papers from online ‘paper mills’ and from in-person human writers. ” (Kathy Hardun, 2025)

## **Student-Facing Syllabus Language: Closed, Conditional, Open**

Below, please find suggested ways in which this vocabulary may be aligned with the course descriptions and learning outcomes for each course taught in the DUW.

 In the DUW, we describe our writing courses and our assignments as “Closed,” “Conditional,” and “Open” to the use of Generative Artificial Intelligence (GenAI), such as Google Gemini, Google NotebookLM, Grammarly, DeepL, and the like. Deviating from a course’s GenAI policy is considered a violation of academic integrity policy.  “Closed” to GenAI use: no GenAI tools may be used to produce any written work, assist with research, or contribute to other course tasks. A Closed class may read about and/or discuss GenAI or AI for instructional purposes.

 “Conditional” to GenAI use: GenAI will be used for some purposes but is not generally accepted. Students should carefully review the course description and each assignment description to see where, when, if, and how they may use certain GenAI tools in these classes in compliance with their instructor’s Conditional policy. Students should also anticipate that some assignments and activities will be Closed.

 “Open” to GenAI use: GenAI will be widely permitted, although instructors may still require documentation of when, where, and how tools are used by students, especially

for graded work. Students should still read their assignments carefully to make sure they comply with their instructor's Open policy.

### Assignment Graphics

Copy and paste the following into your syllabus and assignments, as appropriate:

■ Closed

⚠ Conditional

■ **"Closed"** to GenAI use: no GenAI tools may be used to produce any written work, assist with research, or contribute to other course tasks. A Closed class may read about and/or discuss GenAI or AI for instructional purposes.

⚠ **"Conditional"** to GenAI use: GenAI will be used for some purposes but is not generally accepted. Students should carefully review the course description and each assignment description to see where, when, if, and how they may use certain GenAI tools in these classes in compliance with their instructor's Conditional policy. Students should also anticipate that some assignments and activities will be Closed.

● **"Open"** to GenAI use: GenAI will be widely permitted, although instructors may still require documentation of when, where, and how tools are used by students, especially for graded work. Students should still read their assignments carefully to make sure they comply with their instructor's Open policy.

### Assignment Graphics

Copy and paste the following into your syllabus and assignments appropriate:

■ Closed

⚠ Conditional

● Open



Figure 4: Open, Closed, Conditional

## Course Specific Closed, Conditional, Open Policy Language

### ***Entry-Level Writing Requirement Courses (ELWR): WRIT 001, 003, 005, 007***

#### **Status: CLOSED**

At present, WRIT 001, 003, 005, and 007 are considered **Closed** for GenAI use. Experimental uses of GenAI may be warranted in specific cases or assignments, but these applications must be vetted. Instructors wishing to pilot GenAI in ELWR courses should consult with Keith Vance ([lashv@ucr.edu](mailto:lashv@ucr.edu)).

#### **Why GenAI Use Does Not Align with ELWR Outcomes**

In most cases, ELWR learning outcomes rely on foundational cognitive and social developments that GenAI bypasses:

- **Reading Comprehension:** Students must build a foundational reading comprehension level before they can graduate to the "Conditional" use of GenAI tools in later courses. This skill cannot be developed solely by reading AI-generated summaries or by using AI to artificially reduce the reading level of a document.
- **Original Thought:** An opinion must reflect the student's own thinking and processing.
- **Mechanics:** Learning how to identify and avoid grammar and syntax errors is fundamentally different from having an AI automatically correct them.
- **Authenticity:** GenAI lacks personal experiences and therefore cannot assist students in developing authentic, lived examples for their writing.
- **Classroom Environment:** The ELWR classroom relies heavily on a workshop-based environment. Peer-to-peer relationships, collaboration, and classroom conversation—including multilingual dialogue—must be actively encouraged and cannot be replaced by human-to-AI interaction.

#### **Student-Facing Description for a CLOSED Class**

This course is ■ Closed to GenAI use because our work together this quarter is designed to develop your ability to write college-level work. From the first steps (brainstorming, topic choice, research, choice of sources, outlining...) to the writing process to the last steps (editing, revising, proofreading and grammar review, re-organizing, double-checking citation, building a Works Cited page...), this course is designed to provide you with the strategies, skills, and confidence to write effectively. Important related skills,

including reading critically and speaking effectively, will also develop as you read, discuss, analyze, debate, dissect, and evaluate the work of other skilled writers.

With these goals in mind, you will not be allowed to use text-generating AI for any of your work in this course. GenAI should not be consulted in the brainstorming, outlining, writing, editing, or other stages of producing an essay with your name on it. Text-generating GenAI can produce a poor imitation of thought, argument, and analysis, but it cannot actually do any of those tasks, and using GenAI will only impede your progress toward developing the analytical and communication skills you need to succeed in college and beyond.

It is important that your instructor be able to see your own true skill level, in order to help you develop toward the next levels in your own ability. Concealing any gaps in your abilities, whether analytical or grammatical, would defeat the purpose of the course and would keep your instructor from giving you the support and instruction that you need.

Because the entire purpose of this course is to practice and develop these skills, it is vital that you dedicate the time and effort necessary to accomplish each writing task well. It is just as vital that you commit to doing your work, practicing and mastering these strategies and skills, without the artificial contributions of GenAI programs like Gemini, ChatGPT, Claude, CoPilot, and others. In addition, using programs like Grammarly and translation programs, which generate grammatical English but do not teach you to write grammatical English, should not be used in this course.

For all these reasons, using GenAI to generate work in this course will be regarded as a form of intellectual dishonesty. Like plagiarism, it may result in a failing grade on an assignment or in the class, and it may result in referral to the Student Conduct and Academic Integrity Program.

We may discuss the limitations of GenAI, how it works and why it is inferior to human thought and effort, but your assignments will not otherwise invite or use GenAI in composition of graded work.

### **ELWR: Course Description Example**

Writing 001, 003, 005, and 007 is part of the Writing Program at UCR, and, upon successful completion, fulfills the Entry Level Writing Requirement (ELWR). The course focuses on the ground rules of academic English writing and helps students learn how to read academic writing carefully and critically. Further, this class is  Closed to the use of GenAI. Students will focus on writing as a process while they learn how to develop their thoughts and opinions into strong arguments, and prove those arguments to readers in a

compelling way via thesis driven essays. In order to do this, our class will learn how to write clearly and concisely, organize ideas in logical ways, and persuade readers with appropriate evidence. Writing 001, 003, 005, and 007 will equip students with foundational reading comprehension and writing skills which will serve them well in future University Writing Program composition classes, and in courses around the university, while also preparing them to navigate courses with Conditional GenAI policies in the future.

## ***Writing 10***

**Status: CLOSED or CONDITIONAL**

Writing 10 serves as the introduction to critical AI literacy; however, the classroom environment must remain either Conditional or Closed. Careful assignment design is required, as several core learning outcomes can be easily negated by unchecked GenAI use. Using GenAI to generate text or ideas remains generally inappropriate.

### **How GenAI May Support WRIT 10 Outcomes**

- Information Literacy: Introducing critical AI literacy supports the broader educational goal of assessing the credibility and origin of information.
- Research & Citation: Tools like Google NotebookLM and other GenAI summarizing tools can support research goals and assist with citation management.
- Database Navigation: GenAI-assisted searches are now integrated into—and sometimes unavoidable within—certain library databases.
- Rhetorical Awareness: Critically analyzing GenAI outputs can help students develop a stronger awareness of audience, purpose, and genre.

### **How GenAI May Hinder WRIT 10 Outcomes**

- Voice and Perspective: The development of an individual voice and perspective requires human effort and cannot be outsourced to GenAI.
- Self-Reflection: Understanding one's own perspective and purpose requires an understanding of oneself and the world, which AI cannot provide.
- Reading Skills: As with ELWR, reading comprehension cannot be adequately developed if students rely on AI-generated summaries or simplified texts.

### **Student-Facing Description for Writing 10**

There are now a number of GenAI tools integrated into various databases with the UCR Library. This means that to use library databases in Writing 10, instructors must allow Conditional GenAI use, even if that is conditional only to the GenAI embedded in the library. It is possible to design assignments for Writing 10 that meet our learning outcomes

by only using human sources and print sources from the library. Therefore, it is also possible for Writing 10 to be Closed.

#### Writing 010: Closed (Example)

Writing 10 is the first course in UCR's writing requirement and this course is  Closed to GenAI use. This course introduces strategies of personal writing by helping students develop an awareness of themselves as both writers and readers, engaging with academic texts and incorporating various forms of research as they find their own voice and style. Because this course is  Closed to GenAI, the use of GenAI tools will not be permitted in any way. Writing 10 will focus on recognizing the audience we write for, the conventions of genre, and how we learn and discover, responding to different rhetorical situations. This course starts with you and your story and moves toward explaining and synthesizing ideas that you believe matter.

#### Conditional Version

Writing 10 is the first course in UCR's writing requirement and the use of GenAI is  Conditional in this class. This course introduces strategies of personal writing by helping students develop an awareness of themselves as both writers and readers, engaging with academic texts and incorporating various forms of research as they find their own voice and style. Because the use of GenAI is  Conditional, it may be used in some assignments and activities. Each assignment will indicate where or when the use of GenAI tools is permitted. Writing 10 will focus on recognizing the audience we write for, the conventions of genre, and how we learn and discover, responding to different rhetorical situations. This course starts with you and your story and moves toward explaining and synthesizing ideas that you believe matter.

## ***Writing 20***

### **Status: CONDITIONAL**

Writing 20 classrooms operate under a Conditional paradigm. While the use of specifically research-oriented GenAI tools is appropriate for finding sources and managing citations, it is strictly inappropriate to use GenAI to generate ideas or text. Furthermore, the drive to help students "make a coherent argument" must not supplant the vital work of developing their unique voice, sense of purpose, audience awareness, and perspective.

### **How GenAI May Support WRIT 20 Outcomes**

- **Modern Research Practices:** It is now virtually impossible to teach research best practices without simultaneously teaching critical AI literacy.
- **Source Management:** Google NotebookLM and similar summarizing tools can effectively assist with research organization and citation management.
- **Library Integration:** GenAI-assisted database searches support research goals. Furthermore, library workshops run by UCR librarians now include robust content differentiating between AI "search results" and credible, peer-reviewed information.
- **Discussion Generation:** Instructors can use GenAI to artificially create viewpoint diversity on topics where there is uniform agreement among students, stimulating richer classroom discussion.

### **How GenAI May Hinder WRIT 20 Outcomes**

- **Argumentation:** Constructing an articulate, convincing argument requires a deep, human understanding of oneself and one's perspective on the world.
- **Source Evaluation:** Assessing the validity, credibility, and utility of information in relation to a specific argument is a critical thinking skill that cannot be outsourced to GenAI.

### **Student-Facing Description for Writing 20**

There are now a number of GenAI tools integrated into various databases with the UCR Library. This means that Writing 020 must be Conditional to GenAI use because students need to learn to use the UCR Library in this course. Conditional use may be limited to the GenAI embedded in the library databases if an instructor so wishes.

Writing 20 is the second part of the writing sequence at UCR, and the use of GenAI in this course is ⚠️ Conditional. This course focuses on persuasive writing, and is designed to equip students with basic academic research skills. Through the writing assignments in this course, students will learn to assess and evaluate arguments written by others and construct rhetorically appropriate arguments for a variety of contexts themselves. Students will use GenAI for clearly defined purposes in some assignments and activities, but only when permitted and indicated by their instructor. Each assignment will indicate where or when the use of GenAI tools may be permitted. By the end of this course, students will have a firm grasp of how to properly address their audience, how to communicate the purpose of their writing, how to find and cite reliable sources, how to work effectively within the conventions of genre, and how to ethically use GenAI to support their research-based writing.

### **Writing 30**

## Status: **CONDITIONAL** or **OPEN**

Writing 30 is generally recommended to be Conditional. However, if an instructor is confident that the class possesses strong critical AI literacy (or if it is taught early in the term), the course may transition to an **Open** paradigm. Instructors may also choose to keep the course heavily Conditional, mirroring Writing 20.

If utilizing an Open methodology, assignments must be carefully scaffolded to safeguard students' original voices, ideas, and critical thinking skills. Open assignments must require students to explicitly think through, document, and reflect upon their use of GenAI tools. *Even in an Open paradigm, using GenAI to generate original ideas remains inappropriate. Wholesale production of graded written content via GenAI is also prohibited without highly specific, carefully designed assignments.*

### How GenAI May Support WRIT 30 Outcomes

- **Genre Analysis:** GenAI outputs can be critically evaluated as a distinct genre of writing.
- **Process Analysis:** The mechanisms by which GenAI functions and generates outputs can themselves be the subject of academic analysis.
- **Genre Shifting:** GenAI can be used to shift the genre of inputs (e.g., turning an essay into a script) to further advanced assignment goals.
- **Advanced Research:** As in WRIT 20, tools like Google NotebookLM and GenAI-assisted database searches can streamline complex research and citation management.

### How GenAI May Hinder WRIT 30 Outcomes

- **Critical Scrutiny:** GenAI does not possess, and cannot provide, genuine critical scrutiny or judgment.
- **Meaning-Making:** Understanding the nature and substance of meaning-making is an inherently human skill. Students must develop "form-substance discrimination"—the ability to distinguish between the superficial form of a text and its actual intellectual substance.
- **Theoretical Application:** Literary and cultural theory are fundamentally human concerns that require lived human context to be applied meaningfully.

### Writing 030: Course Description Examples

There are now a number of GenAI tools integrated into various databases with the UCR Library. This means that Writing 30 must be Conditional to GenAI use because students

need to use UCR Library database resources in this course. Conditional use may be limited to only the GenAI embedded in the library databases if an instructor so wishes.

### Conditional Version

Writing 30 forms the third part of the writing sequence at UCR and will introduce you to the analysis and interpretation of texts. The use of GenAI is ⚠️ Conditional in this course. In 30, reading becomes as important as writing: that is, you will become more aware of reading as an interpretive act, requiring critical scrutiny of underlying presuppositions. You will deepen your understanding of the shaping power of language and its conventions and become more aware of the collaborative nature of making meaning. Basic concepts of literary and/or cultural theory will be introduced. Students will use GenAI for clearly defined purposes in some assignments and activities, but only when permitted and indicated by their instructor. Each assignment will indicate where or when the use of GenAI tools may be permitted. Writing assignments in Writing 30 will emphasize textual analysis and the concept of the thesis statement should be reinforced.

### Open Version

Writing 30 forms the third part of the writing sequence at UCR and will introduce you to the analysis and interpretation of texts. The use of GenAI is 🟢 Open in this course. In 30, reading becomes as important as writing: that is, you will become more aware of reading as an interpretive act, requiring critical scrutiny of underlying presuppositions, including the presuppositions of GenAI software. You will deepen your understanding of the shaping power of language and its conventions and become more aware of the collaborative nature of making meaning. Basic concepts of literary and/or cultural theory will be introduced.

Students will use GenAI 🟢 openly to create subjects of analysis, provide alternative viewpoints, support research, and for other purposes indicated by their instructor, but it is important to remember that GenAI generated writing, on its own, may never be submitted for a final essay grade in any DUW class, including this one. However, if a student has strong ethical objections to the 🟢 Open use of GenAI, alternative, low-GenAI assignments will be happily provided—all you have to do is ask! Writing assignments in Writing 30 will emphasize textual analysis and the concept of the thesis statement will be reinforced.

# AI & Technology Usage Log Template (Student) (Sample #1)

DEPARTMENT OF UNIVERSITY WRITING | UNIVERSITY OF CALIFORNIA,  
RIVERSIDE

## Student AI, Digital Tool, & Generative Technology Usage Log

Instructors: Require students to attach this completed sheet as an Appendix to their final draft for any assignment designated as ⚠ Conditional or 🟢 Open.

### Section 1: Submission & Policy Context

- **Student Name:** \_\_\_\_\_
- **Course & Section:** WRIT \_\_\_\_\_ (Section \_\_\_\_\_)
- **Instructor Name:** \_\_\_\_\_
- **Assignment Title:** \_\_\_\_\_
- **Assignment Policy:** ☐ ⚠ Conditional ☐ 🟢 Open
- **Verification Link(s):** *(Paste shareable chat URL(s) or note "Full Transcript Attached")*

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**Section 2: Categorized Tool Inventory** Check all tools used in this project and specify their exact role:

- ☐ **Large Language Models (LLMs):** *(e.g., ChatGPT, Gemini, Claude)*
  - *Purpose:* \_\_\_\_\_
- ☐ **Research & Synthesis Engines:** *(e.g., Google NotebookLM, Consensus, Perplexity)*
  - *Purpose:* \_\_\_\_\_
- ☐ **Grammar, Style, & Editing Tools:** *(e.g., Grammarly, Hemingway, ProWritingAid)*
  - *Purpose:* \_\_\_\_\_
- ☐ **Translation Technologies:** *(e.g., DeepL, Google Translate)*

- *Purpose:* \_\_\_\_\_
- ☐ **Visual / Multimodal Generators:** (e.g., Midjourney, DALL-E, Adobe Firefly)
  - *Purpose:* \_\_\_\_\_

**Section 3: Prompt Interaction & Critical Revision Matrix** Record 2–3 key interactions. Demonstrate how you evaluated, modified, or rejected AI outputs to maintain your authorial voice and agency.

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#### **Section 4: Source Verification & Hallucination Audit**

*Check each box to confirm compliance:*

- ☐ **Fact-Check Complete:** I independently verified all statistics, historical claims, and factual assertions generated by AI against primary or reliable secondary sources.
- ☐ **Citation Verification:** I confirmed that every cited author, article, and quote exists in real life and is accurately quoted (no AI-fabricated citations).
- ☐ **Source Authenticity:** No AI-generated summary was used as a substitute for reading assigned primary texts.

**Section 5: Metacognitive Voice & Agency Reflection** In 4–6 sentences, reflect on your authorial process. Where did the AI fail to capture your voice, nuance, or perspective? How did you ensure that the final argument, structure, and prose reflect your original intellectual labor?

**Section 6: Academic Integrity Affirmation** I affirm that I have disclosed all generative AI and digital assistance used in this assignment in accordance with DUW course policy and UCR Student Conduct and Academic Integrity Program (SCAIP) guidelines. I acknowledge that passing off uncredited AI output as my own original work constitutes academic dishonesty.

- **Student Signature:** \_\_\_\_\_
- **Date:** \_\_\_\_\_

## AI & Technology Usage Log Template (Student) (Sample #2)

DEPARTMENT OF UNIVERSITY WRITING | UNIVERSITY OF CALIFORNIA, RIVERSIDE

Student AI, Digital Tool, & Generative Technology Usage Log

ANNOTATED INSTRUCTOR MOCKUP

Student Name: Alex Rivera Instructor: Dr. Vance Course & Sec: WRIT 020S - Sec 04 Assignment: Proposing a Solution Essay

POLICY & VERIFICATION

Policy: ☒ Conditional ☐ Open

Chat Link: [chatgpt.com/share/a1b2-c3d4-e5f6](https://chatgpt.com/share/a1b2-c3d4-e5f6)

ANNOTATION 1: Policy designation & shareable chat verification link verified.

TOOL INVENTORY

☒ LLM: ChatGPT-4o (Brainstorming objections)

☒ Research Engine: Google NotebookLM (Synthesizing library database articles)

☐ Grammar Tool Translation Tool Visual Generator

ANNOTATION 2: Specific tools categorized with clear functional purposes.

SOURCE VERIFICATION & AUDIT

☒ Fact-Check Complete

☒ Citation Verification

ANNOTATION 4: All generated facts independently

PROMPT INTERACTION & CRITICAL REVISION MATRIX

"What are 3 major administrative objections to implementing free campus parking at UC Riverside?"

1. Revenue loss for Transportation Services; 2. Increased traffic congestion on University Ave; 3. Lack of physical parking space during peak hours."

STUDENT ACTION & RATIONALE

MODIFIED Pt #1 Used UCR-specific budget figures from UCR Library databases to replace vague revenue estimates.

REJECTED Pt #3 Irrelevant to my thesis, which focuses on remote parking lots.

ANNOTATION 3: Clear evidence of critical thinking, modification, and rejection.

METACOGNITIVE REFLECTION

"Using ChatGPT helped me anticipate administrative resistance to my proposal, but the AI relied on generic university assumptions. I had to replace its generalized statements with specific data from UCR's TAPS report. Overriding the AI's third point allowed my essay to retain its original focus on student equity rather than parking availability."

ANNOTATION 5: Student reflects on authorial voice, agency, and human decision-making.

SIGNATURE: Alex Rivera

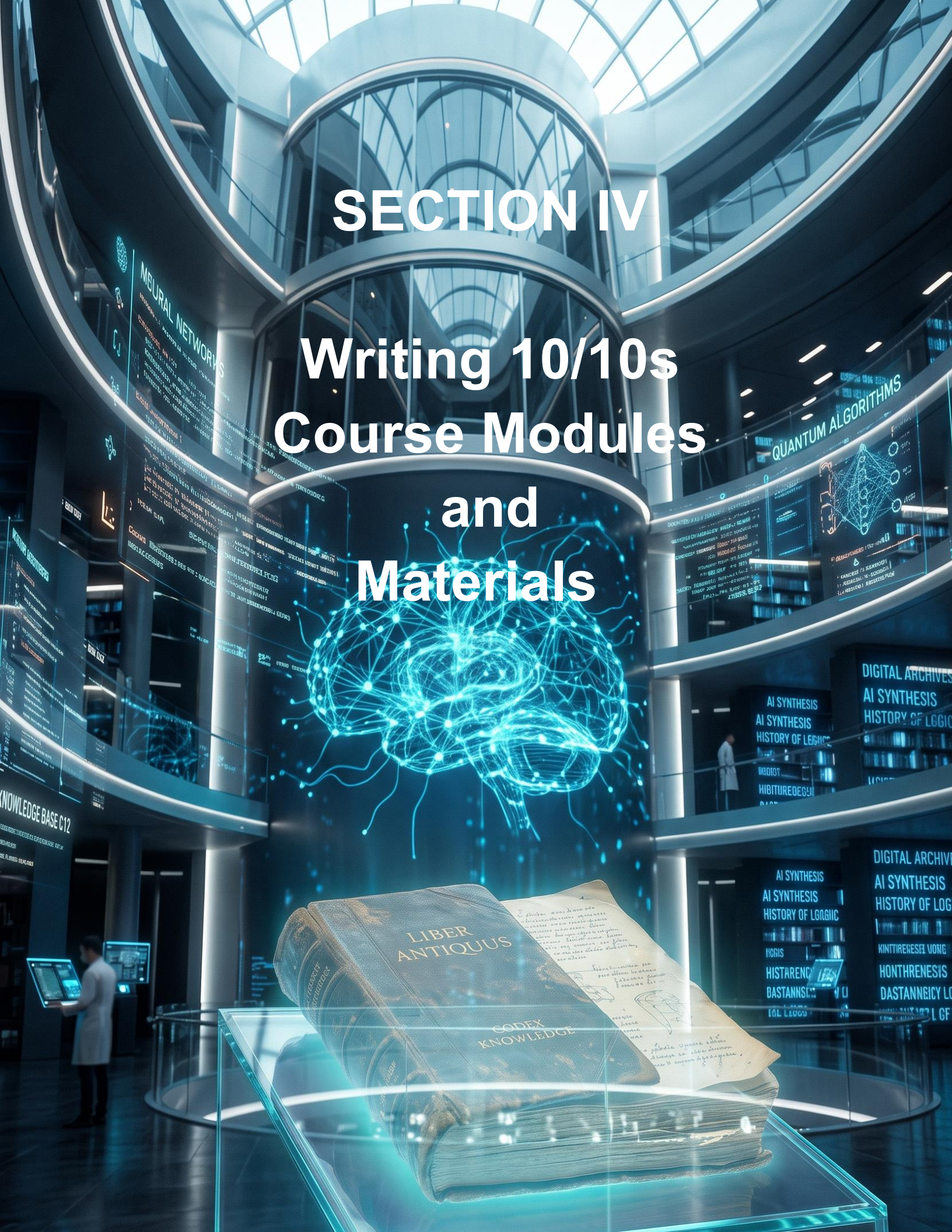
DATE: 11/14/2026

Figure 5: AI Technology Log Template

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# SECTION IV

## Writing 10/10s Course Modules and Materials



## IV. Writing 10/10S Course Modules and Materials

### Course Description: Writing 10/10S: Academic Writing

**WRIT 010 Description: 4 Units/Credits:** Lecture, 3 hours; written work, 3 hours. Prerequisite(s): WRIT 007 with a grade of C or better or WRIT 008 with a grade of C or better; fulfillment of the University of California Entry-Level Writing Requirement. Introduces strategies of personal writing to foster awareness as a writer and reader. Encourages consideration of audience and genre conventions, responses to different rhetorical situations, and incorporation of various forms of research when engaging with academic writing that employs individual voice and style. Credit is awarded for one of the following WRIT 010, WRIT 009, or WRIT 010S.

**WRIT 010S Description: 4 Units/Credits:** Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): WRIT 007 with a grade of C or better or WRIT 008 with a grade of C or better; fulfillment of the University of California Entry-Level Writing Requirement. Introduces strategies of personal writing to foster awareness as a writer and reader. Encourages consideration of audience and genre conventions, responses to different rhetorical situations, and incorporation of various forms of research when engaging with academic writing that employs individual voice and style. Credit is awarded for one of the following WRIT 010S, WRIT 009, or WRIT 010.

### Course Learning Outcomes

#### Traditional Outcome 1

**Core Outcome:** Use narrative strategies to communicate an experience and convey significance

- **Possible Tech/AI Integrations:**
  - Students compare a short personal narrative written by them to an AI-generated version based on the same prompt.
  - Students analyze differences in specificity, emotional texture, and significance.
  - Students learn about simple prompt engineering (for final edits, citation).
- **Integration Notes & Pedagogical Impact:**
  - Promotes individual voice
  - Develops narrative agency
  - Demonstrates the limits of generic prose
  - Shows how AI essentially becomes a contrast that clarifies human authorship.

## **Traditional Outcome 2**

**Core Outcome:** Analyze different ideas, values, and perspectives

- **Possible Tech/AI Integrations:**

- Students prompt AI to summarize two opposing viewpoints on an issue.
- Students critique whether the summary flattens nuance or creates false equivalence.
- Students begin learning how to analyze and assess tech/AI output.
- Students practice identifying and applying boundaries of AI ethics and integrity (intro to CAIL).

- **Integration Notes & Pedagogical Impact:**

- Promotes perspective awareness
- Develops critical reading skills
- Shows students how to skeptically examine sources / resources.

## **Traditional Outcome 3**

**Core Outcome:** Synthesize a variety of credible sources

- **Possible Tech/AI Integrations:**

- Students examine an AI-generated paragraph that synthesizes research.
- Students identify fabricated citations, vague generalizations, and surface-level connections.
- Students revise such paragraphs based on research and applications of actual sources.
- Students learn to critically analyze the authenticity of tech/AI selected/generated sources.
- Students explore tech/AI as a tool for augmenting critical reading of sources and developing synthesis skills.

- **Integration Notes & Pedagogical Impact:**

- Promotes resource integrity
- Hones source evaluation skill
- Positions synthesis as a process of intellectual labor.

## **Overarching AI/Tech-Focused Outcome**

Navigate AI-assisted and digital composing environments in ways that strengthen rhetorical awareness, critical thinking, source evaluation, and reflective communication while maintaining responsibility for analytical judgment, authorship, and ethical engagement with information.

## Autobiography / Literacy Narrative Essay

| WRIT10/10S Autobiography / Literacy Narrative |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Conceptual Outcomes</b>                    | <ul style="list-style-type: none"><li>• Relate how broader social or educational contexts frame personal experiences.</li><li>• Recognize how literacy develops through cultural, educational, and personal influences.</li><li>• Identify rhetorical situations that shape narrative storytelling.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Writing Outcomes</b>                       | <ul style="list-style-type: none"><li>• Develop a focused narrative thesis that communicates the significance of the experience.</li><li>• Use descriptive detail and narrative structure to engage readers.</li><li>• Organize a coherent autobiographical essay with clear development.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Reading Outcomes</b>                       | <ul style="list-style-type: none"><li>• Analyze examples of literacy narratives to understand narrative structure.</li><li>• Identify the range of rhetorical strategies used in autobiographical writing.</li><li>• Reflect on how personal narratives convey larger themes or messages.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>AI/Tech Focused Outcomes</b>               | <ul style="list-style-type: none"><li>• Examine the ways AI-generated reflections and narrative interpretations can oversimplify, reshape, or flatten lived experience, particularly when representing identity, memory, and personal growth.</li><li>• Experiment with AI-supported invention and reflective questioning strategies in order to deepen narrative development while preserving authorial voice, experiential authenticity, and rhetorical purpose.</li><li>• Reflect on how social media platforms, digital communities, and emerging communication technologies influence literacy development, self-representation, and the construction of personal narrative in contemporary culture.</li></ul> |

## ***Traditional Activity Samples***

### **Narrative Significance Mapping**

- **Activity Description:** For this activity, students begin by identifying a key moment in their literacy history. Rather than drafting their paper immediately, they create a structured “significance map” that breaks the experience into three distinct components:
  - **(a)** What happened in the moment
  - **(b)** What they felt or believed at the time
  - **(c)** What they understand about the experience now
- **Pedagogical Execution:** The instructor guides students to focus on the shift between past and present understanding, emphasizing that the narrative’s value lies not simply in recounting events, but in articulating their significance. The whole class may then discuss how different types of experiences (success, failure, confusion, transformation) can all serve as meaningful narrative anchors when reflection is sufficiently developed.



### **Scene Construction Workshop**

- **Activity Description:** To complete this activity, the instructor asks students to draft a single, focused scene from their literacy narrative, emphasizing concrete details such as:
  - Dialogue spoken
  - Setting in which the event occurred
  - Physical movement within the setting
  - Sensory details
- **Peer Review & Revision:** Once drafted, students work in small peer groups where readers identify moments that feel vivid and immersive versus those that rely too heavily on summary or generalization. The instructor encourages students to notice where the writing “shows” versus where it “tells,” guiding them to revise by expanding specific moments while trimming overly abstract explanations.
- **Reflection:** The activity concludes with a brief reflection in which students articulate how their revisions improved the clarity of their writing and created greater opportunities for reader engagement.



## **Essay Assignment (Sample): Literacy Narrative**

This essay assignment tasks you with writing about a particular event in your life which is related to some kind of literacy you have. According to the Oxford English Dictionary, “literacy” means “1. The quality, condition, or state of being literate; the ability to read and write. Also: the extent of this in a given community, region, period, etc.” As this definition makes clear we are all literate in a variety of ways, but for this assignment I am asking you to choose a personal life event which relates to your experiences of reading, writing, and/or speaking. Your chosen event may further illustrate your participation in a particular community or other larger discourse, but whatever event you choose should relate in some way to our class theme of reading, speaking, and how those activities are implicated in our communities.

Events which work well for this assignment are short: your essay should frame a single moment of your own past. The main thrust of the event should not be longer than a single day and is ideally only a few hours long. How far back in the past your event takes place does not matter, but the language you use to convey it must embody your essay with a sense of time and chronology. This essay also needs to tell a story well, by using vivid descriptions of people and places. You must also consider the autobiographical significance of your event and convey this significance to your readers. Further, you must demonstrate an awareness of purpose and audience by conveying your story in an academic first-person narrative that recreates the moment for your readers, while using dialogue and emotional descriptions appropriately.

NB: It is vital that you select an event which you have some perspective on. You must be able to reflect critically and openly on what happened. If it still feels raw to you, pick something else. You will not be able to convey an adequate sense of autobiographical significance if you are not willing to tell your readers all of what happened and why it matters to you.

MLA Format

900-1100 words

Final drafts will not be accepted without completed, handwritten rough drafts, coursework, and peer review.

## ***AI/Tech Focused Activity Samples***

### **Reflection Activity**

- **Activity Description:** Before beginning a draft, students could work through a structured AI-guided reflection sequence designed to help them uncover the larger significance of a literacy or personal experience. Rather than asking for a complete narrative all at once, the system may prompt students with one question at a time, encouraging them to provide specific examples, clarify details, and reflect on moments they may not have initially considered meaningful.
- **Pedagogical Purpose:** As the exchange develops, students might begin recognizing patterns, tensions, or emotional connections that were not immediately visible when they first approached the topic. The activity is intended less as a drafting tool and more as a scaffold for discovery, helping students move from experience alone toward reflection, interpretation, and narrative significance.

### **Student as Teacher Activity**

- **Activity Description:** After reading and analyzing sample genre texts, students could reverse the usual AI interaction by positioning themselves as the instructor rather than the recipient of information. In this activity, students may first direct the AI to temporarily suspend or disregard what it “knows” about the genre so that the system responds only according to the principles, structures, and conventions the student provides during the exchange. Students would then teach the AI how the genre operates by explaining narrative structure, rhetorical moves, organizational strategies, or genre expectations drawn from course readings and class discussion.
- **Evaluation & Application:** Once the instruction phase is complete, students might ask the AI to produce an explanation, illustration, or short example demonstrating its understanding of the genre. The class could then evaluate whether the AI accurately reflects the student’s instruction or whether important elements remain incomplete, oversimplified, or misunderstood. In concept explanation assignments, students may also test whether the AI successfully incorporates explanatory strategies such as examples, definitions, comparison, classification, or cause-and-effect reasoning.
- **Pedagogical Impact:** The activity encourages students to externalize and articulate their understanding of genre conventions while treating AI less as an

authority and more as a system whose effectiveness depends heavily on the quality and clarity of human instruction.

### Genre-Model Activity

- **Activity Description:** Students could prompt AI to generate a short literacy or autobiographical narrative based on a relatively neutral topic and then analyze the resulting text alongside the narrative strategies encountered in assigned course readings.
- **Analysis & Critique:** Because the generated narrative would likely remain imperfect, generalized, or rhetorically uneven, it may function as a low-stakes practice text for analysis rather than as a model for imitation. Students might examine how the narrative establishes significance, develops reflection, organizes experience, or incorporates descriptive detail, while also identifying places where the writing feels superficial, overly generalized, or disconnected from meaningful context.
- **Pedagogical Impact:** The activity allows students to practice recognizing genre conventions and rhetorical strategies before turning those same analytical skills toward their own writing or peer review work.

### Pre-Drafting Guided Narrative Reflection Activity

- **Activity Description:** Instead of moving directly into drafting, students might first participate in a reflective exchange with an AI system structured around incremental questioning. The interaction could unfold gradually, with the AI prompting students to revisit specific moments, clarify emotional reactions, elaborate on sensory details, or reflect on the educational and cultural contexts shaping the experience.
- **Reflective Process:** Because the questioning develops dynamically, students may find themselves moving beyond familiar or rehearsed versions of their stories toward more layered forms of reflection. After reviewing the transcript, students would likely identify moments where their thinking became more focused, conflicted, or revealing.
- **Pedagogical Impact:** Those moments may then serve as the foundation for a developing narrative throughline, reinforcing the idea that the technology functions

primarily as a scaffold for reflection and discovery rather than as a generator of autobiographical writing.

### Narrative Model Critique Activity

- **Activity Description:** An AI-generated literacy narrative may initially sound polished and emotionally coherent, yet closer examination often reveals how quickly generalized storytelling begins to replace lived specificity. In this activity, students could prompt an AI platform to produce a short literacy narrative from a broad prompt and then approach the resulting text as an object of rhetorical critique rather than imitation.
- **Comparative Analysis:** Working individually or in groups, students might compare the narrative to assigned course readings, identifying moments where the writing depends on cliché, vague emotional language, flattened conflict, or underdeveloped context. Some classes may focus more heavily on reflective depth, while others might examine how descriptive detail and narrative pacing contribute to significance.
- **Revision & Pedagogy:** Rather than simply pointing out flaws, students would likely annotate or revise sections of the narrative in order to strengthen specificity, sharpen reflection, and create a more convincing sense of personal experience. The activity encourages students to recognize that effective literacy narratives emerge not from polished generalization, but from carefully developed moments of situated reflection and rhetorical choice.

### Temporal Perspective Reframing Activity

- **Activity Description:** A single literacy experience may feel entirely different depending on when it is narrated. In this activity, students could take a brief autobiographical moment and ask AI to retell it from altered temporal positions—for example, from the perspective of a younger self still immersed in the event, an older self-reflecting decades later, or even someone imagining the experience from a distant future.
- **Comparative Analysis:** Once several versions exist, the class may compare how shifts in timing reshape tone, emotional distance, emphasis, and interpretation. Some perspectives might foreground confusion and immediacy, while others

introduce reflection, regret, humor, or broader cultural awareness unavailable in the original moment.

- **Pedagogical Realization:** The activity may eventually lead students toward a larger realization: autobiographical meaning is not simply stored inside an event waiting to be retrieved. Rather, meaning is continuously reconstructed through narrative position, memory, and hindsight. After discussion, students would likely revisit their own literacy narratives with greater attention to pacing, reflective distance, and the ways perspective itself shapes significance.

### ***Supplementary Readings: Autobiography and Literacy Narratives***

#### **Whittet (2025): "Students Are Using ChatGPT to Write Their Personal Essays Now"**

Ellen O'Connell Whittet, ["Students Are Using ChatGPT to Write Their Personal Essays Now."](#) *Chronicle of Higher Education*, September 5, 2025.

- **Summary:** Ellen O'Connell Whittet teaches creative writing and composition at UC Santa Barbara, focusing on personal narratives and trauma-informed pedagogy. This essay describes how her students have tried using ChatGPT to "add texture to their emotional experiences" and "generate paragraphs that mimic the emotional arc of a lived experience." This practice, she argues, "outsource[s]...the labor of emotional reflection itself." It also undermines her pedagogical goal of "writ[ing] toward messiness," an especially dangerous threat to potentially cathartic and healing essays. To privilege human effort, Whittet concludes, writing classes should emphasize process and development, reclaiming what she calls "the irreplaceable human work of making meaning from our own messy, contradictory lives."
- **Pre-Reading Prompt:** Think back to a personal narrative that you wrote recently, such as your UCR admissions essay. What stories did you tell about yourself? What difference would using AI have made in those stories?
- **Discussion Questions:**
  1. According to Whittet, why is AI less useful/effective for generating personal essays?
  2. What does Whittet mean by "the labor of emotional reflection" and why is it important to her?
  3. Does using AI reduce the emotional value of a personal essay? Explain your reasoning.

4. Would Whittet's critique of AI also apply to argumentative or analytical writing? If so, explain why you think this is possible for each. If not, explain why you think this is not possible for each.

## Ray (2025): "I Embraced AI in My Community College English Class—and My Students Loved It"

Susan Ray, ["I Embraced AI in My Community College English Class—and My Students Loved It."](#) *EdSurge*, July 21, 2025.

- **Summary:** Susan Ray teaches writing and literature at Delaware County (PA) Community College, where many of her students have had little exposure to AI tools. Ray contrasts this with her own children's "alarming fluency" in ChatGPT, which she attributes to "a weighted mix of luck and privilege" reflecting a knowledge gap that is "not just technological...[but] generational, socioeconomic and institutional." This gap, Ray argues, makes it imperative for first-year writing instructors to train their students in AI literacy. Otherwise, she warns, "we'll reinforce the equity gap, one many of us have spent our careers trying to dismantle." Accordingly, this essay recounts Ray's efforts to integrate AI tools and technological training into her curriculum. She summarizes several assignments, notably an "AI Transparency Journal" where students track their AI interactions to create "a record of process, experimentation and growth." In addition to increasing their technical prowess, Ray argues that her students engaged more enthusiastically with the course readings and performed better on their academic projects.
- **Pre-Reading Prompt:** How much did you learn about AI in your previous writing classes, including UCR classes? What sort of AI-based activities or assignments do you remember doing?
- **Discussion Questions:**
  1. How does Ray characterize AI literacy and why does she think it's important?
  2. Why does Ray contrast her children's AI training and skills with her students' AI training and skills?
  3. What opportunities does Ray highlight for using AI to improve learning?
  4. How have you used AI to help you plan your work and/or understand course material?

## Okungbowa (2025): "Loving my Students in the Age of Generative AI"

Suyi Davies Okungbowa, ["Loving my Students in the Age of Generative AI."](#)  
*SuyiDavies.com*, June 25, 2025.

- **Summary:** Suyi is a fantasy and science fiction author, as well as an Assistant Professor of Creative Writing at the University of Ottawa. He opens this essay with the topic of personalized book recommendations, "the last bastion of true interpersonal connection in an age of bite-sized, algorithmized curations." In the same spirit, he describes how his creative writing classes are "all analog" and "designed to be, in contemporary parlance, "AI-proof."" However, his goal is not simply to enforce academic integrity, but to "embrace an ethos of opportunity" to learn by "clos[ing] off opportunities to bypass that." He goes on to argue that if we view AI-assisted writing "as a silver bullet solution to the social crisis in learning, writing and critical thinking," then the "the people at the heart of this—students, learners—plunge deeper and deeper into crisis." For Suyi, loving our "human learners" requires making them "produce honest, earnest work that meets us at our point of humanity."
- **Pre-Reading Prompt:** Overall, do you think that AI tools mainly create opportunities to learn or mainly remove those opportunities? Why?
- **Discussion Questions:**
  1. Why does Suyi open this essay by talking about book recommendations?
  2. How does Suyi characterize AI-driven recommendations? Do you agree with his assessment?
  3. Do you agree with Suyi that questions about AI in education are distractions from larger problems? Provide a few examples of your reasons in favor or against.
  4. How does Suyi connect his classroom practices to his goal of loving his students? Provide a few examples from the text.

## Profile Essay

| WRIT10/10S Profile Essay        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Conceptual Outcomes</b>      | <ul style="list-style-type: none"><li>• Realize how individuals or communities represent broader social roles or perspectives.</li><li>• Identify how observational and interview data contribute to understanding a subject.</li><li>• Recognize how profiles communicate cultural or professional identity.</li></ul>                                                                                                                                                                                                                                                                              |
| <b>Writing Outcomes</b>         | <ul style="list-style-type: none"><li>• Integrate interview material, observation, description, &amp; textual/library research into cohesive essay.</li><li>• Use narrative and descriptive techniques to portray a subject effectively.</li><li>• Structure a profile essay around a clear central focus.</li></ul>                                                                                                                                                                                                                                                                                 |
| <b>Reading Outcomes</b>         | <ul style="list-style-type: none"><li>• Analyze profile essays to identify how writers portray subjects.</li><li>• Evaluate how descriptive language shapes reader perception.</li><li>• Interpret how writers balance reporting and storytelling.</li></ul>                                                                                                                                                                                                                                                                                                                                         |
| <b>AI/Tech Focused Outcomes</b> | <ul style="list-style-type: none"><li>• Interrogate the reliability, bias, and representational limits of AI-generated portrayals of individuals, professions, and communities.</li><li>• Employ digital brainstorming and organizational technologies to uncover patterns, themes, and potential avenues of inquiry while maintaining responsibility for observation, interviewing, and interpretive analysis.</li><li>• Investigate how online spaces, platform cultures, and algorithmically shaped visibility affect professional identity, public image, and cultural representation.</li></ul> |

## Traditional Activity Samples

### Observation to Insight Activity

- **Activity Description:** One way of targeting the profile essay's demands is to have students conduct a short observation of a person, place, or activity, either in real time or through a recording they have made. They begin by documenting only the objective details—what they can directly see, hear, or notice—without any type of interpretation, recording these observations in a Google Doc that can be tracked for development.
- **Analytical Execution:** After this initial stage, students revisit their notes in the doc and begin generating interpretive insights, asking what these details suggest about the subject's character, role, structure, construction, or significance.
- **Pedagogical Impact:** The instructor emphasizes movement from surface description to deeper understanding, and the class may eventually discuss how careful observation serves as the foundation for meaningful analysis in profile writing.

### Voice and Representation Workshop

- **Activity Description:** In this activity, students compose a short paragraph that captures their subject's voice, either through direct quotation, paraphrase, or some kind of stylized representation.
- **Peer Evaluation:** Working with a partner or partners, students read each other's work and evaluate whether the voice feels authentic and rhetorically appropriate. These discussions focus on how choices in word choice, tone, affect, body language, and structure shape the reader's perception of the subject.
- **Ethical Considerations:** The teacher guides students to consider ethical dimensions of representation, including accuracy, respect, sensitivity, and the writer's general responsibility when portraying others.

### Essay Assignment (Sample 1): Profile

For this essay assignment, you must profile one of the characters from *Fahrenheit 451*. These profiles will be written as an essay test, during class time. To write your

profile well, you should identify the character you will be profiling before the day of the essay test.

On the day of the test, you may bring with you:

1. Your copy of *Fahrenheit 451*. This may be annotated.
2. One half-sheet of 8.5x11 paper with whatever notes you wish on one side.

Additionally, you must bring with you a pen and lined paper on which to write.

While there are a variety of ways you can format your profile, it needs to include several key elements: *specific information about your subject*, *clear and logical organization* that enhances rather than detracts from your profile, evidence that you have *considered your role as the writer* of this profile, and a self-reflective element giving your *perspective on the subject*. Your profile needs to **go beyond personal significance by giving a broader context and socially aware reflection**. A **good profile will also have elements from our last assignment, namely vivid description, smoothly integrated quotations, and compelling narration**. We are building on skills, not treating them separately.

### Essay Assignment (Sample 2): Profile

**Assignment:** In *Fahrenheit 451*, we see a curious Clarisse question an initially oblivious Montag about himself. For this essay, pretending that you are a Clarisse of sorts, write an essay about an **organization, place, or activity** that **interests you** (that you have a Clarisse-like curiosity around) **and that relates to the themes of self-censorship** that is either **on campus or in your local community** that you are **not yet familiar with**. Both **interview and observe** your subject closely and then present what you have learned in a way that both informs readers about and engages them in your new knowledge and perspective on the subject. An in-person interview is required, and the use of reliable sources to introduce or provide additional outside information on your subject is optional. The essay must be **4-5** pages handwritten (i.e., 2-2.5 pages single spaced, double-sided) and will be graded according to the “Basic Features” described and modeled in this chapter of *SMG* and discussed in class:

1) **Provide Detailed Information about the Subject** that names and details physical attributes and other characteristics of what you are profiling; communicates what you experienced through your senses; and integrates quotes, summary, and paraphrase from those interviewed. In addition, background information on the subject should be incorporated smoothly and properly cited.

2) **Use a Clear Organizational Plan** by incorporating a narrative plan, a spatial plan, and/or a topical plan into your profile. Use relevant transitional cues to make whichever plan you are using in a given moment clear.

3) **Create a Role for the Writer** in which you make clear whether you are writing as a participant or as a detached observer. The former will strongly emphasize the personal “I,” whereas the latter will more often, but not necessarily always, make greater use of third person.

4) **Provide a Perspective on the Subject** by communicating your dominant impression of the person or place you profiled, and by creating implicit significance (showing) and/or explicit significance (telling) through your thoughts, feelings, and well-chosen details.

5) Use **correct grammar and MLA format**: Include the title and your last name + page number in the heading. For a sample MLA paper, see page 579 in your *SMG*.

6) **Include article printouts + Works Cited**: You must turn in hard copies of the article pages that contain your quotes along with a Works Cited (which may be typed). Chapter 20 will give further information on citing your sources and formatting your paper. If finalizing these by the day of the final draft, you have an additional week to turn them in.

## ***AI/Tech Focused Activity Samples***

### **Question Design and Refinement Activity**

- **Activity Description:** Before conducting interviews for their profile essays, students develop an initial bank of questions intended to uncover meaningful information about their chosen subject. Rather than immediately using those questions in conversation, students submit them to an AI system and ask it to evaluate which prompts are likely to produce rich, detailed responses and which may lead to overly brief or surface-level answers.
- **Student Assessment & Reflection:** The AI may suggest revisions that encourage specificity, narrative elaboration, or emotional reflection, but students are expected to critically assess those recommendations rather than adopt them automatically. After reviewing the feedback, students revise their interview questions and compose a short reflection explaining the rhetorical decisions behind their revisions.
- **Pedagogical Impact:** Throughout the activity, the instructor emphasizes that effective profile writing depends heavily on the quality of inquiry and that technology can function as a space for testing and refining interview strategies before engaging in actual human interaction.

### Interview Simulator Activity

- **Activity Description:** Students first work with a partner to brainstorm interview topics and questions that would be useful when interacting with an AI interface. Students envision the person or identity that they have in mind and feed those characteristics into the AI to help it assume a particular perspective.
- **Simulation Execution:** Students then practice an interview simulation by prompting AI to inhabit the particular person or identity they brainstormed (anticipating the subject and concepts they wish to interview) and conduct a simulated interview as a rehearsal for fieldwork. Students prompt the AI to conduct this interview by engaging in a conversational manner rather than merely listing information, so as to simulate back-and-forth dialogue.

### Representation Critique Activity

- **Activity Description:** AI-generated profiles often sound convincing at first glance precisely because they smooth over complexity. To begin this activity, students ask an AI platform to compose a short profile of a generalized subject—a restaurant worker, tutor, volunteer, cashier, or small business owner—and then treat the resulting text as an object for rhetorical and ethical critique.
- **Critique & Revision:** Rather than focusing only on sentence-level quality, students examine how the subject's identity is constructed through tone, selective detail, implied values, and patterns of description. In collaborative groups, students identify places where the writing feels detached from material reality or drifts into stereotype by relying on generic assumptions rather than grounded observation. Instead of discarding the generated profile entirely, students revise portions of it by introducing sharper observational detail, more nuanced characterization, and greater rhetorical restraint.
- **Pedagogical Impact:** The activity ultimately asks students to think critically about representation itself—how profile writing shapes public perception, how easily narratives can erase complexity, and why ethical attention to voice, perspective, and specificity matters in nonfiction writing.

## Observational Detail Expansion Activity

- **Activity Description:** Using notes collected from direct observation, students enter a small selection of concrete details about their profile subject into an AI system and ask it to transform those notes into a more fully developed descriptive passage.
- **Comparative Analysis:** After reading the generated version, students compare it carefully against their original observations, identifying places where the AI effectively amplifies sensory detail as well as places where it introduces exaggeration, invented assumptions, or unsupported interpretation.
- **Revision & Pedagogy:** Class discussion focuses on the tension between vivid description and factual fidelity, particularly in nonfiction writing that relies on real-world observation. Students then revise the expanded passage by eliminating inaccuracies, sharpening specificity, and restoring details grounded in actual evidence, developing a stronger awareness of how profile writing depends on disciplined observational accuracy and rhetorical restraint.

### ***Supplementary Readings: Profile***

#### **Brodesser-Akner (2026): "I Profile Celebrities for a Living. Nothing Prepared Me for Tilly Norwood"**

- **Full Citation:** Taffy Brodesser-Akner, ["I Profile Celebrities for a Living. Nothing Prepared Me for Tilly Norwood."](#) *New York Times*, May 31, 2026.
- **Summary:** A longer piece (7,600 words), this droll article is framed as a profile of the "AI Actress" Tilly Norwood, though in truth it is more a profile of Eline van der Velden, a Dutch/British actor and entrepreneur, and the creator of Tilly. This "actress" is an AI-generated figure that caused an outcry by many in Hollywood. It has three modes: one that is fully generated by AI, one that uses a human actor for the performance and layers the AI character over that, and one that is designed to be interactive, which is the model being "interviewed." The tone of the piece emphasizes the absurdity of the situation, though it also does a good job of mixing credulity and skepticism as Brodesser-Akner (the article's author) extends her focus to cover the broader issue of AI in Hollywood. The profile balances Eline's goals in creating Tilly against the virulent reaction from so many people in the industry.

- **Pre-Reading Prompt:** How would you feel if your favorite show turned out to use AI actors? How do you feel about the possibility that AI will replace human work in the profession you plan to pursue?
- **Discussion Questions:**
  1. How persuasive do you find Eline van de Velden (Tilly’s creator) as she argues in favor of the use of AI characters in video production?
  2. Based on the tone of this article, what perspective do you think its writer has towards Tilly and the AI-enabled future Tilly represents? Explain your response.
  3. How does humor help the author communicate her perspective?
  4. In your opinion, is the use of this kind of AI “inevitable,” as Eline argues? More broadly, do you think that the existence of AI necessarily means it should or will be used everywhere it can be? What reason might there be for avoiding AI even when it could do a particular job?

### Vadukul (2022): "'Luddite' Teens Don't Want Your Likes"

- **Full Citation:** Alex Vadukul, [“'Luddite' Teens Don't Want Your Likes.”](#) *New York Times*, December 15, 2022.
- **Summary:** This article from 2022—slightly before LLMs were ubiquitous—profiles a group of New York teenagers who started a “Luddite” club to encourage their peers to give up smartphones, social media, and the screen-centric lifestyle so prominent among young people. The essay focuses on a meeting of the club in Prospect Park (in New York City), and details the rationale and practices of its members. Many are described as reading books and engaging in other tech-free activities (like sketching, painting, sewing, or just “listening to the wind”). The big step most of these teens have taken is to replace their smartphones with flip phones, shutting themselves off from the temptations of social media. This group’s history is discussed, both its connection to its eponym Ned Ludd and its roots in COVID lockdowns, and some objections are aired—particularly, the idea that foregoing tech is classist, only available to highly privileged students. The group is generally shown to be counter-cultural, maybe a rabble of misfits, but earnest and self-aware. The lingering question left at the end is: how long can this go on? (A [follow-up article from three years later](#) notes, with some irony, the fact that this

article went viral and thus ended the original club; some of the now-college students have stuck to their ideals, others have compromised, but this strain of counter-culture seems to have legs.)

- **Pre-Reading Prompt:** Consider your own relationship to media technologies. What would it take for you to give up your smartphone for a flip phone? Is there any technology you use regularly that you wish you could stop using?
- **Discussion Questions:**
  1. Do you think there is anything inherently unhealthy about smartphones, particularly for young people? Provide your reasoning behind your response.
  2. Is there merit to choosing to give up a commonly used technology for personal growth? In what ways might there be merit?
  3. This article was written at the dawn of the ChatGPT age; how well does this group's philosophy hold up in a world of AI chatbots?
  4. Research the history of the Luddite movement: do you think there is value in opposing emerging technologies? Is this group doomed to fail? Outline your response and be prepared to share.

### Yang (2025): "Kicked Out of Columbia, This Student Doesn't Plan to Stop Trolling Big Tech with AI"

- **Full Citation:** Angela Yang, ["Kicked out of Columbia, this student doesn't plan to stop trolling big tech with AI."](#) *NBCNews.com*, March 27, 2025.
- **Summary:** This brief, largely informative article from 2025 profiles Chignon "Roy" Lee, best known now as the young CEO of the "Use AI to Cheat on Everything" company Cluey, though it is focused on his initial venture (and source of notability), an app he called Interview Coder. The article covers some of the methods and consequences of Lee's public use of his AI tool to get competitive internships at companies like Amazon (these offers were rejected or rescinded, and he faced disciplinary action from his university as well). He frames his actions as a protest over the methods companies use to test applicants, and it details how his work went viral. Arguably, this profile is part of the publicity campaign that allowed him to raise venture capital for Cluey.

- **Pre-Reading Prompt:** Think of a time you have been caught in an unfair system. What would it be ethical to do within that system?
- **Discussion Questions:**
  1. Do you find Roy Lee to be a sympathetic subject in this profile? Be prepared to provide at least two reasons for or against.
  2. This profile was written before Roy Lee and his business partner raised approximately \$5.3 million for his start-up company Cluey. How might this profile have helped him impress investors?
  3. To what extent does the external information (from the companies who interviewed him, his Ivy League college, etc.) help to contextualize Lee's own statement?
  4. Research what has happened with Roy Lee since this article was written. To what extent do later events fit with (or seem to contradict) the character here?

## Opposing Arguments Essay

| WRIT10/10S Opposing Arguments Essay |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Conceptual Outcomes</b>          | <ul style="list-style-type: none"><li>• Navigate multiple perspectives surrounding a contested issue.</li><li>• Identify key claims and assumptions within competing viewpoints.</li><li>• Understand how debates are shaped by evidence and values.</li></ul>                                                                                                                                                                                                                                                                                                                                                |
| <b>Writing Outcomes</b>             | <ul style="list-style-type: none"><li>• Develop a thesis that acknowledges and responds to opposing views.</li><li>• Research and synthesis sources representing multiple perspectives.</li><li>• Use logical organization to present and evaluate competing arguments.</li></ul>                                                                                                                                                                                                                                                                                                                             |
| <b>Reading Outcomes</b>             | <ul style="list-style-type: none"><li>• Identify claims, evidence, and reasoning in argumentative texts.</li><li>• Compare competing viewpoints on the same issue.</li><li>• Evaluate the strengths and weaknesses of arguments.</li></ul>                                                                                                                                                                                                                                                                                                                                                                    |
| <b>AI/Tech Focused Outcomes</b>     | <ul style="list-style-type: none"><li>• Test AI-generated summaries and counterarguments against original sources in order to identify omissions, distortions, unsupported reasoning, or ideological bias.</li><li>• Navigate AI-assisted research and synthesis environments while maintaining independent judgment about evidence, credibility, and argumentative effectiveness.</li><li>• Consider how recommendation algorithms, digital echo chambers, and generative AI technologies contribute to polarization, persuasion, and the circulation of competing viewpoints in public discourse.</li></ul> |

### *Traditional Activity Samples*

#### **Position Spectrum Activity**

- **Activity Description:** The instructor presents a debatable issue and asks students to position themselves along a physical continuum based on their level of agreement or disagreement. Students articulate the reasoning behind their position and listen to peers who occupy different points along the continuum.

- **Student Assessment & Reflection:** Through guided discussion, the class explores how arguments often exist as gradations rather than as binary oppositions, examining the varying reasoning presented across the spectrum.
- **Pedagogical Impact:** Prepares students to engage opposing viewpoints with nuance and to recognize the complexity of real-world arguments, while using kinesthetic learning to target the needs of movement-sensitive learners.

### Counter-Argument Construction Workshop

- **Activity Description:** Students are assigned a position on an issue that differs from their own beliefs and are tasked with constructing the strongest possible argument in support of that opposing view. They must use evidence, logical reasoning, and rhetorical strategies to make their position compelling to others.
- **Student Assessment & Reflection:** After completing the exercise, students return to their original stance and write a response that acknowledges and addresses the counterargument they developed.
- **Pedagogical Impact:** Strengthens students' ability to represent opposing views fairly and to respond effectively in their own writing.

### Final Exam (Sample: Opposing Arguments)

🚫 **“Closed” to GenAI use:** No GenAI tools may be used to produce any written work, assist with research, or contribute to any other tasks related to this assignment.

Location: TBA

Items needed: 5-6 sheets of lined paper + pencil or pen

What is a Metacognitive Reflection, you might ask? One basic definition of “meta” is “**self-referential**,” while one definition of “cognition” is simply “**thinking**.” Therefore, “metacognition” generally means “**thinking about one’s thinking**.” And of course, **writing** is generally an expression of our **thinking**.

For our purposes, then, the genre of a “Metacognitive Reflection” is that of **writing about your writing**, which inevitably involves **writing about your thinking**, too.

But how does one write in this genre? By using the Basic Features, of course. We have covered different ones this quarter, which have varied from genre to genre.

This handwritten Reflection will be comprehensive in that you will be using one Basic Feature from each essay (below) that best lends itself to this genre and reflecting on your experience this quarter. How has your relationship to writing changed? What concepts or moments stood out to you? What difficulties arose? You may include experiences related to your writing for this class from both inside and outside of our class. (**In class:** work on the essays we have analyzed, the Basic Features lectures, freewrites, *Fahrenheit 451*, small group discussions, etc. **Outside class:** time studying with your peers, working on your drafts, difficulties, breakthrough moments, etc.)

**[Note to instructors: The Basic Features listed below are not provided until the day of the exam]**

- 1) **Use a Clear Organizational Plan** (from Essay 2) by incorporating a narrative plan, a spatial plan, and/or a topical plan into your profile. Use relevant transitional cues, including time cues, to make whichever plan you are using in each moment clear.
- 2) **Incorporate a Probing Analysis** (from Essay 3) of your relationship to writing by choosing carefully between quoting, summarizing, and paraphrasing moments from class, your essays, and any SMG or *F451* materials that we used in class.
- 3) **Communicate Autobiographical Significance** (from Essay 1) by including remembered feelings and thoughts, varied speaker tags, effective word choice, and vivid description that add up to a **dominant impression**. It is important to highlight a **contrast** between your opening and closing perspective and use implicit and/or explicit significance.
- 4) Use **correct grammar and MLA format**: Include the title and your last name + page number in the heading. For a sample MLA paper, see page 579 in your SMG.

## ***AI/Tech Focused Activity Samples***

### **Socratic Questioning Activity**

- **Activity Description:** Students select a contested issue and use AI as a structured questioning partner that leads them through Socratic probing. The AI asks sequential questions examining whether opposing sides rely on different evidence, interpret identical evidence differently, operate on competing values, define key terms differently, or begin with incompatible assumptions. *Optional*

*Extension:* The instructor can prompt the AI to adopt a specific persona (such as a scholar, policymaker, activist, or professional voice) to create a sustained rhetorical debate on the assumptions shaping their argument.

- **Student Assessment & Reflection:** Students engage with the AI as it presses for clarification, qualification, and deeper explanation. They then analyze the resulting exchange transcript as central reflection material, evaluating the strengths, limitations, and underlying assumptions of each position while tracing how their understanding of the debate evolved.
- **Pedagogical Impact:** Moves students past surface-level pro/con summarization into the underlying mechanics of argumentative conflict, helping them understand why opposing positions fail to resolve one another in meaningful ways.

### Perspective Mapping Activity

- **Activity Description:** Students select a contested public topic and prompt an AI system to generate several competing viewpoints. Approaching these generated outputs as rhetorical artifacts rather than complete or authoritative facts, students identify the central claims, underlying assumptions, prioritized evidence types, and shaping values within each perspective.
- **Student Assessment & Reflection:** Students organize their findings into a visual or written map tracing areas of overlap, contradiction, tension, and omission across the AI responses. During class discussion, they critically evaluate the limitations of AI-generated discourse, focusing on its tendency to flatten ideological complexity or construct false equivalencies.
- **Pedagogical Impact:** Helps students realize that arguments emerge from complex, competing frameworks of belief, evidence, and value rather than isolated claims, while building critical literacy regarding the constraints of AI text.

### Argument Weakness Analysis

- **Activity Description:** Students ask an AI platform to draft an argumentative response on a debatable issue and subject that text to rhetorical critique. Individually, students annotate the draft for logical flaws, unsupported assertions, vague evidence, oversimplified reasoning, and ineffective engagement with opposing viewpoints.

- **Student Assessment & Reflection:** Working in small groups, students compare annotations to evaluate which flaws most significantly undermine the argument's credibility and persuasiveness. They then rewrite portions of the AI draft by strengthening evidence, clarifying reasoning, integrating valid counterarguments, or restructuring claims for greater coherence.
- **Pedagogical Impact:** Positions students as active analytical editors responsible for testing argumentative quality, exposing structural weaknesses, and driving rhetorical improvement through revision rather than acting as passive consumers.

### Value System Identification Activity

- **Activity Description:** After prompting AI to generate arguments representing multiple sides of a controversial issue, students shift their focus from surface-level claims to the value systems operating underneath. They examine the responses to identify recurring core principles—such as freedom, fairness, security, efficiency, responsibility, or tradition—and track how each perspective prioritizes them.
- **Student Assessment & Reflection:** Students analyze how these embedded value structures dictate tone, evidence selection, and argumentative framing. They discuss how persuasive appeals rely on assumptions about community priorities and compose a reflection on how recognizing these competing value systems will improve their own writing.
- **Pedagogical Impact:** Teaches students that deep rhetorical disagreement often stems from conflicting social ideals, priorities, and beliefs rather than simple factual ignorance.

### Argument Compression and Expansion Activity

- **Activity Description:** Students input a complex argument into an AI system and prompt it to generate two variations: a highly compressed concise summary, and an expanded, detail-rich version.
- **Student Assessment & Reflection:** Students analyze both outputs to identify what nuance, evidence, and counterargument acknowledgment is lost in compression versus what is added in expansion. They then revise the expanded output to improve clarity, structural balance, and logical coherence while ensuring multiple perspectives are fairly integrated.

- **Pedagogical Impact:** Demonstrates how scope, scale, and level of detail directly impact argumentative nuance, balance, and overall rhetorical effectiveness.



## Essay Assignment (Sample 1) Analyzing and Synthesizing Opposing Arguments

⚠️ **“Conditional”** to GenAI use: No GenAI tools may be used to produce any written work or perform any other task (including summarizing articles) in this assignment **except** that it might be incorporated into the search bar that you use when researching your sources. You must print out and bring to class the pages that contain any quotes you use in your essay.

**Assignment:** *Fahrenheit 451* critiques not only the concept of censorship, but also forms of media such as TV. This raises the question in our society today of to what extent Bradbury’s concerns for the future have materialized. Thus, this paper will look at the controversial topic of media and its effects on consumers. Firstly, find a subtopic within the media today – whether it relates to TV, social media, or even AI, and find two current pieces of writing that take conflicting positions on this topic by both contrasting the values underlying the opposing positions and suggesting some common values they might share. Include a personal reflection on each of these sides. This essay should be **5-6 pages** and use **3 reliable sources** (which must be annotated) and **at least 2 quotes from *F451*** (one of which must be an epigraph). It will be graded according to the “Basic Features” described and modeled in this chapter of *SMG* and discussed in class:

- 1) **Provide a Personal and Informative Introduction** that contains an epigraph from *F451* and the following: 1) one paragraph that presents your personal relationship to the subject; 2) an explanation of how your subject currently present itself in society (for instance: What is the historical context of the topic? How long has the debate been going on? Where is this debate taking place?); 3) in general, the two sides of the debate; and 4) a paragraph that introduces the author (using signal phrases that include the author’s name and preferably his or her credentials) and each of the two articles that you will be using for each opposing side. This final paragraph should also include a thesis that suggests similarities and differences that you see between the two authors, as well as gesturing towards your own view of their arguments.
- 2) **Incorporate a Probing Analysis** by choosing carefully between quoting, summarizing, and paraphrasing. Be sure to clarify the values and goals of each side, so that the points of disagreement can be well understood by the audience.

When interpreting either of the authors, be sure to include qualified language such as “perhaps,” “appears,” “seems,” etc.

- 3) **Provide a Fair and Considered Response** to each author by weighing the pros and cons of each author’s arguments. After each analysis of a subtopic of the authors, provide a thoughtful response that compares your perspective to **each** of the authors, considering and expressing your thoughts about the pros and cons of both in depth and not merely favoring one side in an oversimplified manner. Include in your reflection any anecdotes, at least one other quote from *Fahrenheit 451*, and logical argumentation for support.
- 4) **Use a Clear, Logical Organization** that forecasts or uses headings to organize the subtopics to be discussed within the overall controversial issue. Be sure to divide the information into clearly distinguishable subtopics, incorporate smooth transitions from one topic to another, and provide clear comparison and contrast cue words such as “while,” “although,” “both,” etc.
- 5) Use **correct grammar and MLA format**: Include the title and your last name + page number in the heading. For a sample MLA paper, see page 579 in your *SMG*.
- 6) **Include article printouts + Works Cited**: You must turn in hard copies of the article pages that contain your quotes along with a Works Cited (which may be typed). Chapter 20 will give further information on citing your sources and formatting your paper. If finalizing these by the day of the final draft, you have an additional week to turn them in.

## ***Supplementary Reading: Analyzing and Synthesizing Opposing Arguments***

**Topic: Generative AI and Academic Integrity**

**Byrd and Morris (2024): "Opinion: Framing Academic Integrity for the Age of AI"**

- **Full Citation:** Antonio Byrd and Sean Michael Morris, “Opinion: Framing Academic Integrity for the Age of AI.” *Govtech*, July 3, 2024. <https://www.govtech.com/education/higher-ed/opinion-framing-academic-integrity-for-the-age-of-ai>
- **Summary:** Byrd and Morris assert that the notion of “academic integrity” in the era of AI cannot be framed around the previous tenets of “thou shall not” cheat, fabricate, plagiarize, etc. Instead, the authors argue that academic integrity in the age of generative AI “must be seen as something we consistently work toward. To act with academic integrity means asking questions, trusting your instincts and taking risks.” The article discusses notions of plagiarism and integrity in the pre-AI

era compared to the current moment, citing the inaccurate nature of so-called “AI detection” software, which has been predicated upon a larger “adversarial” relationship between faculty and students. Instead of policing students, the article argues that “faculty should help their students understand what generative AI is and how, why and when (or when not) to use it.” The authors maintain that instead of policing students, “faculty should create a classroom environment that facilitates critical inquiry” and that “faculty should produce scholars who are creating new knowledge.” The authors conclude that “Instructors who actively embrace academic integrity values can deploy AI in a human-centered and collaborative way to throw open the doors to new knowledge, new scholarship and new ways of solving problems in ways that are honest, true and fair.”

- **Pre-Reading Prompt:** Have you been told not to use AI in a writing class? Did you follow instructions, or still use AI in some way? Do you see value in using AI that instructors do not?
- **Discussion Questions:**
  1. How does the article define “Academic Integrity”?
  2. What strategies does the article offer instructors for creating critical AI literacies?
  3. According to the article, how should new forms of technical literacy “reflect the six academic integrity values?”

### **Purser (2025): "AI is Destroying the University and Learning Itself"**

- **Full Citation:** Ronald Purser, “AI is Destroying the University and Learning Itself.” *Current Affairs*, December 1, 2025. <https://www.currentaffairs.org/news/ai-is-destroying-the-university-and-learning-itself>
- **Summary:** Educator and CSU Professor Ronald Purser asserts that in a moment when many universities are making huge budget cuts, there seems to be millions of dollars allocated for OpenAI “while pink slips go out to longtime lecturers.” He argues that by adopting and replacing the university with AI alternatives, thinking is being discouraged by the very institutes that claim to promote it. He asserts that, “The CSU isn’t investing in education—it’s outsourcing it, paying premium prices for a chatbot many students were already using for free.” The article opens with Purser’s personal experience of the California State University (CSU) System switching from AI skepticism to embracing an “AI-ready” philosophy from the top down. This embracing of AI, explains Purser, crucially resulted in the firing of

hundreds of CSU faculty and the elimination of dozens of departments across the CSU system to allocate funding for an AI-forward initiative. Purser contextualizes the AI moment within a larger critique that “public education has been for sale for decades,” AI merely being the current iteration of a long standing problem with higher education. The article next cites a range of critical and philosophical thinkers who explain how AI is a participatory technology that changes people and culture in real-time. The following sections of the article discuss the recalibration of plagiarism and the job market in a post-AI world, as well as the colonialism of AI and resistance found in AI-literacy. He ultimately concludes that universities are “teaching everyone . . . to stop thinking.” He warns that the soul of public education is at stake because it doesn’t scale with the current AI business model.

- **Pre-Reading Prompt:** Would you find it problematic if a professor used ChatGPT to grade your work? Why go to a university if AI is available? What is the value of information vs. knowledge?
- **Discussion Questions:**
  1. According to the article, what is the difference between a tool and technology, and how is AI a technology?
  2. What is the “New AI Colonialism”?
  3. Do you agree with the author that “the soul of public education is at stake” in the face of AI? Why might you agree or disagree with the author’s assertions?
  4. Can education be “open, affordable, meaning-seeking[, and] kind” in the age of AI implementation? Walk your peers through your logic.

## Concept Explanation Essay

| WRIT10/10S Concept Explanation Essay |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Conceptual Outcomes</b>           | <ul style="list-style-type: none"><li>• Discern how effective explanatory strategies function</li><li>• Identify novel or compelling concepts that are interesting to a general audience.</li><li>• Learn to focus on a single aspect of a concept for in-depth explanation.</li></ul>                                                                                                                                                                                                                                                                                      |
| <b>Writing Outcomes</b>              | <ul style="list-style-type: none"><li>• Incorporate a variety of relevant explanatory strategies such as examples, definitions, comparison and contrast, classification, cause-effect relationships.</li><li>• Practice using sources in summary, paraphrase, quotation, in-text citation, and works cited.</li><li>• Use transition and connector to signal effective logical organization to render complex information accessible for a general audience.</li><li>• Develop a thesis that demonstrates the significance of a concept</li></ul>                           |
| <b>Reading Outcomes</b>              | <ul style="list-style-type: none"><li>• Investigate a range of sources that treat a concept in diverse ways.</li><li>• Identify the social, cultural, and/or personal relevance of a concept</li><li>• Understand and track the writerly moves that shape conceptual explanation discourse.</li></ul>                                                                                                                                                                                                                                                                       |
| <b>AI/Tech Focused Outcomes</b>      | <ul style="list-style-type: none"><li>• Assess the effectiveness of AI-generated explanations by examining their clarity, accuracy, accessibility, and responsiveness to audience needs.</li><li>• Incorporate AI-supported outlining, drafting, or revision strategies selectively in order to strengthen organization and explanatory depth while retaining rhetorical control over the writing.</li><li>• Explore how algorithmically generated information shapes the ways concepts are simplified, communicated, and understood across digital environments.</li></ul> |

## ***Traditional Activity Samples***

### **Concept Breakdown Ladder**

- **Activity Description:** To carry out this task, the instructor asks students to select a complex concept and construct three versions of its explanation: one aimed at an expert audience, one for a general academic audience, and one for an everyday audience that is unfamiliar with the topic. This work can be done with a partner to save time and allow students to vet their ideas.
- **Student Assessment & Reflection:** After drafting each version, students compare them to identify how the language, structure, tone, and supporting details shift depending on the audience's needs. The instructor then leads a discussion on clarity and accessibility.
- **Pedagogical Impact:** Helps students recognize that effective explanation requires not only understanding the concept itself but also adapting communication strategies to meet the audience's expectations.

### **Explanatory Strategy Rotation**

- **Activity Description:** In a movement-based activity, students rotate through a series of stations, each focused on a different explanatory strategy such as definition, example, comparison, or cause-and-effect. At each station, they apply the assigned strategy to their concept, producing a brief explanation that highlights how that approach clarifies meaning.
- **Student Assessment & Reflection:** After completing all stations, students review their accumulated work and determine which strategies—or combination of strategies—most effectively communicated their concept.
- **Pedagogical Impact:** Reinforces the idea that explanation is not a single method, but a set of rhetorical choices that writers must deploy intentionally.

## ***AI/Tech Focused Activity Samples***

### **AI as “Novice” Activity**

- **Activity Description:** As a whole class, the instructor asks students to brainstorm questions useful for guiding AI to produce a version of their essay, writing them on the board. Working as a group, they ask the AI to generate a 1-page condensed

response relying on common, mainstream understanding and popular sources (such as amalgamator sites like verywellhealth.com or WebMD.com) while avoiding academic sites and deep context.

- **Student Assessment & Reflection:** The instructor leads a whole-class examination of the generated output where students analyze the text to identify limitations, correct inaccuracies, and complicate the AI's surface-level or shallow presentation.
- **Pedagogical Impact:** Provides a conceptual and practical "foil" for students whose ideas may feel inchoate, helping them organize their explanations by contrasting common assumptions ("here's what most people think") against nuanced academic realities ("here's what is actually new, debated, or more complicated").

### Concept Naming and Expert Conversation Activity

- **Activity Description:** Students who start with an intuitive behavior, trend, or phenomenon use AI to help identify formal conceptual terms, related research, and the historical development of the idea. *Optional Extension:* Students select two major scholars associated with the concept and prompt the AI to simulate a conversation between those voices responding to student questions.
- **Student Assessment & Reflection:** Students analyze the generated conceptual terms, research paths, and simulated scholar exchanges to test their initial ideas and refine their understanding of the concept.
- **Pedagogical Impact:** Helps students move from intuition toward a researchable topic, encouraging them to enter larger intellectual conversations while clarifying complex concepts.

### Explanation Comparison Activity

- **Activity Description:** Students prompt AI to explain a complex concept across distinct audience levels (e.g., for a child, a general audience, and an expert audience).
- **Student Assessment & Reflection:** Students compare the generated outputs, analyzing how language, structure, and examples shift across audiences. They evaluate which explanations are most effective and pinpoint where the AI

oversimplifies, overcomplicates, or introduces inaccuracies, followed by instructor-guided reflection on audience awareness and rhetorical choice.

- **Pedagogical Impact:** Reinforces adaptability in explanatory writing by demonstrating that effective explanation depends directly on audience awareness and deliberate communication choices.

### Concept Misinterpretation Repair Activity

- **Activity Description:** Students prompt AI to explain a complex concept and analyze the output for inaccuracies, gaps, or misleading simplifications.
- **Student Assessment & Reflection:** Using course readings and research, students identify where the AI explanation falls short and revise the text to improve its clarity, accuracy, and depth.
- **Pedagogical Impact:** Positions students as active evaluators rather than passive recipients, emphasizing that effective explanation requires precision, clarity, and ethical responsibility in representing knowledge.

### Analogy Generation and Testing Activity

- **Activity Description:** Students prompt AI to generate multiple analogies for explaining a complex concept.
- **Student Assessment & Reflection:** Students evaluate the effectiveness of each analogy regarding accuracy, clarity, and accessibility, identifying where they illuminate the concept and where they break down or introduce misconceptions. Students then revise AI suggestions or create original analogies that better align with the concept's key features.
- **Pedagogical Impact:** Reinforces the importance of precision in explanatory strategies, demonstrating that while analogies are powerful tools, they must be used carefully to avoid distortion.

### Concept Structuring Activity

- **Activity Description:** Students ask AI to explain the same concept using several distinct rhetorical structures, such as classification, comparison, process analysis, or cause-and-effect reasoning.
- **Student Assessment & Reflection:** Students examine the resulting outputs to evaluate how structural approaches alter pacing, emphasis, and accessibility (e.g., foregrounding relationships/categories vs. highlighting sequence/consequence) and consider how arrangement shapes comprehension beyond factual accuracy. They then revise one explanation by reorganizing its structure for a specific audience and purpose.
- **Pedagogical Impact:** Develops awareness of explanatory writing as a rhetorical act where structural arrangement directly guides clarity and shapes the reader's pathway through complex material.

## ***Supplementary Reading: Explaining a Concept***

### **Topic: Explaining a Concept**

#### **Bhatia (2025): "The Artifact Isn't the Art: Rethinking Creativity in the Age of AI"**

- **Full Citation:** Ashish Bhatia, "The Artifact Isn't the Art: Rethinking Creativity in the Age of AI." *Freethink*, April 4, 2025. <https://www.freethink.com/opinion/studio-ghibli-chatgpt-creativity>
- **Summary:** Ashish Bhatia is a Clinical Associate Professor at NYU Stern Business School, where he teaches Entrepreneurship. In this article, he describes how ChatGPT can now easily imitate the artistic style of Studio Ghibli, whose "labor-intensive, traditional techniques had set the studio apart from much of the animation industry" for decades. For Bhatia, this breakthrough suggests "that AI is no longer just assisting with creativity — it's starting to perform it." He argues that AI can drastically accelerate the pace of innovation, including in creative fields, but that it ultimately lacks the necessary "labor through ambiguity" that humans contribute. Likewise, he says that human empathy (via design thinking) and synthesis are lacking in AI. In the future, then "our attention, framing, curiosity, and care...will set us apart [from AI]. The focus will shift from what we create to why."
- **Pre-Reading Prompt:** Think about a time you or a friend came up with a creative solution to a problem. What went into that process and why was it significant?
- **Discussion Questions:**
  1. Why does Bhatia use the example of AI-generated Studio Ghibli-style art?

2. How does Bhatia define or describe creativity in this essay?
3. Are there disadvantages to using GenAI to accelerate creativity and innovation? Why or why not?
4. How might AI serve as a creative partner to artists, engineers, policymakers, etc.?

### **Baxter (2024): "AI Art: The End of Creativity or the Start of a New Movement?"**

- **Full Citation:** Claudia Baxter, "AI Art: The End of Creativity or the Start of a New Movement?" *BBC Future*, October 21, 2024. <https://www.bbc.com/future/article/20241018-ai-art-the-end-of-creativity-or-a-new-movement>
- **Summary:** Claudia Baxter is a film producer for Enclave Films; she has contributed several articles on AI for BBC Future (<https://www.bbc.co.uk/future/author/claudia-baxter>). This article introduces Ai-Da, a humanoid robot artist created by gallerist Aidan Meller and researcher Lucy Seal. Unlike tools like Dall-E and Midjourney, Ai-Da does not only use training data but "makes use of the cameras in her eyes, which feed novel images into her algorithm, thereby creating new and unique works far removed from human-generated datasets." Baxter uses this difference to raise questions about creativity, AI authorship, and machine learning. While she acknowledges ongoing debates about intent, authenticity, and credibility, she concludes that "art is a product of that which came before it, and creativity cannot come from nothing – all artists whether human, robot or algorithm, build upon the works of others."
- **Pre-Reading Prompt:** Should AI-generated images or videos be considered works of art? Why or why not?
- **Discussion Questions:**
  1. What standards for defining art does Baxter bring up in this essay? Which ones seem more useful to you and why?
  2. Why does Baxter say that AI does not represent "the end of art"?
  3. Can generative AI be seen as a creative or even artistic process? Why or why not?
  4. What sets human artistry apart from AI-generated artistry?



## Evans, Jirout, and Hirsh-Pasek (2023): "What ChatGPT Can't Do: Educating for Curiosity and Creativity"

- **Full Citation:** Natalie Evans, Jamie Jirout, and Kathy Hirsh-Pasek, "What ChatGPT Can't Do: Educating for Curiosity and Creativity." *Brookings Institution*, August 22, 2023. <https://www.brookings.edu/articles/what-chatgpt-cant-do-educating-for-curiosity-and-creativity/>
- **Summary:** The three authors are all professors and researchers in educational psychology. In this article, they argue that with more and more jobs dominated by AI, rather than demonstrating "job-specific knowledge and skills, students will need to do what AI bots can't do—be curious and creative." Accordingly, they review several recent scholarly studies on "the curiosity and creativity gap" between schools and workplaces, particularly in K-12 settings. They point out that while some classroom practices can promote curiosity and creativity, they often require a lot of time and resources, leading to equity concerns. More importantly, global educational standards emphasize quantitative assessment through things like standardized tests, requiring teachers to "teach to the test." Ultimately, the authors suggest that "that one way to transform the system is to teach in the way that human brains learn, to create active learning environments that are meaningful and engaging."
- **Pre-Reading Prompt:** Think back to your middle school or high school classes. What role did creativity and curiosity play in your assignments and your classroom activities?
- **Discussion Questions:**
  1. Do you agree with the authors that AI cannot be curious and creative? Why or why not?
  2. How do you think curiosity and creativity relate to effective learning?
  3. Have you or your friends used AI tools to apply your own curiosity and creativity? If so, how? Present your objections to your peers.
  4. Do you agree with the authors' suggestion to reorganize K-12 education around "active learning environments" instead of focusing on specific content or skills? Why or why not?

# THE ART OF PERSUASION

## ARGUMENTATIVE WRITING



### CLEAR THESIS

Establish a strong claim



### EVIDENCE & DATA

Support with facts & research



### COUNTERARGUMENTS

Address opposing views fairly



### LOGICAL STRUCTURE

Build a convincing narrative

## SECTION V

# Writing 20/20S Persuasive Writing Course Modules and Materials

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# V. Writing 20/20S: Persuasive Writing Course

## Modules and Materials

### Course Description: Writing 20/20S: Persuasive Writing

- **WRIT 020 Description: 4 Units/Credits:** Lecture, 3 hours; written work, 3 hours. Prerequisite(s): WRIT 010 with a grade of C or better or WRIT 010S with a grade of C or better or WRIT 009 with a grade of C or better. Emphasizes the transition from personal to public writing as students learn to apply the essential tenets of the rhetorical tradition of persuasion to various genres and develop arguments by identifying an issue, articulating a stance in relation to that issue, and defending that stance with appropriate evidence. Credit is awarded for one of the following WRIT 020 or WRIT 020S.
- **WRIT 020S Description: 4 Units/Credits:** Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): WRIT 010 with a grade of C or better or WRIT 010S with a grade of C or better or WRIT 009 with a grade of C or better. Emphasizes the transition from personal to public writing as students learn to apply the essential tenets of the rhetorical tradition of persuasion to various genres and develop arguments by identifying an issue, articulating a stance in relation to that issue, and defending that stance with appropriate evidence. Credit is awarded for one of the following WRIT 020S or WRIT 020.

### Course Learning Outcomes

#### Traditional Outcome 1

- **Core Outcome:** Understand rhetorical parameters of argumentative contexts
- **Possible Tech/AI Integrations:**
  - Students ask AI to argue their position from an opposing ideological stance
  - Students analyze assumptions, tone, and rhetorical appeals
  - Students identify weaknesses in AI writing
  - Students learn to identify and address logical fallacies in tech/AI output
  - Students practice engineering and assessing AI prompts to expose limitations
  - Students begin to look at the public implications of tech/AI output (e.g., cultural, social, environmental concerns)

- **Integration Notes & Pedagogical Impact:**

- Promotes audience awareness
- Elucidates context sensitivity
- Teaches argument adaptability

### **Traditional Outcome 2**

- **Core Outcome:** Evaluate the effectiveness of an argument and its supporting evidence
- **Possible Tech/AI Integrations:**
  - Students generate an AI argument on a topic
  - Students critique quality of evidence
  - Students critique use of ethos/pathos/logos
  - Students critique logical fallacies
  - Students critique overgeneralizations
  - Students learn to understand the incremental flow and development of ideas to show production of knowledge
  - Students apply tech/AI as a critical reading enhancement tool
- **Integration Notes & Pedagogical Impact:**
  - Portrays AI as a flawed sample text when seriously evaluated
  - Showcases AI-related shortcomings through incomplete self-initiative and agency

### **Traditional Outcome 3**

- **Core Outcome:** Construct a convincing and reasoned argument
- **Possible Tech/AI Integrations:**
  - Students use AI to brainstorm possible objections to their positions
  - Students interact with AI to test the clarity of thesis statements and to consider the underlying message when variation occurs
  - Students engage AI as a thought partner for identifying logical gaps
  - Students submit a short AI-use reflection log with any assignments (explaining what they accepted, revised, or rejected)
  - Students learn to engage with AI as a thought partner and tool for idea generation and original research
- **Integration Notes & Pedagogical Impact:**
  - Ensures that agency remains human
  - Ensures that judgment remains human

### **Overarching AI/Tech Focused Outcome**

- **Core Outcome:** Interrogate the role of AI-generated discourse, algorithmic information systems, and digital rhetorical environments in shaping argumentation,

persuasion, evidence evaluation, and public debate while maintaining independent analytical and rhetorical decision-making.

## Arguing a Position Essay

| WRIT20/20S Arguing a Position Essay |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Conceptual Outcomes</b>          | <ul style="list-style-type: none"><li>• Determine how arguments function in academic and public discourse.</li><li>• Identify the values and assumptions underlying different positions.</li><li>• Recognize how evidence supports persuasive claims</li></ul>                                                                                                                                                                                                                                                                                                                                                            |
| <b>Writing Outcomes</b>             | <ul style="list-style-type: none"><li>• Develop a clear, arguable thesis responding to a complex issue.</li><li>• Support claims with research-based evidence.</li><li>• Organize an essay around logically structured argumentation.</li></ul>                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Reading Outcomes</b>             | <ul style="list-style-type: none"><li>• Analyze how authors construct persuasive arguments.</li><li>• Identify rhetorical appeals and argumentative strategies.</li><li>• Evaluate the credibility of evidence used in arguments.</li></ul>                                                                                                                                                                                                                                                                                                                                                                               |
| <b>AI/Tech Focused Outcomes</b>     | <ul style="list-style-type: none"><li>• Scrutinize AI-generated arguments for logical coherence, evidentiary reliability, rhetorical manipulation, and implicit bias within academic and public discourse.</li><li>• Leverage AI-supported invention and counterargument tools to broaden argumentative possibilities while independently determining the direction, credibility, and structure of the essay.</li><li>• Investigate how digital infrastructures—including search engines, social media ecosystems, and generative AI platforms—influence persuasion, credibility, and public opinion formation.</li></ul> |

### *Traditional Activity Samples*

#### **Claim Precision Workshop**

- **Activity Description:** For this activity, students are provided with broad, generalized claims and asked to refine them into specific, arguable theses based on taking an argumentative position. This process involves narrowing the scope of

the claim or claims, clarifying key terms, and identifying the stakes of the argument to give the assumed position import.

- **Pedagogical Execution:** The instructor models how specificity strengthens argumentative writing. Students then share their revised claims with peers for feedback before volunteers present their work to the whole class.
- **Pedagogical Impact:** This activity emphasizes that a strong argument begins with a precise and focused thesis, establishing the process of claim refinement as a vital skill for persuasive writing.

### Evidence Ranking Activity

- **Activity Description:** Students are given a range of evidence types, including statistical data, anecdotal examples, expert testimony, and visual evidence. Working in groups, they evaluate and rank these forms of evidence based on their effectiveness for supporting a specific claim provided by the instructor.
- **Analytical Execution & Discussion:** Students justify their rankings by evaluating factors such as credibility, relevance, appropriateness, and rhetorical impact. The instructor then facilitates a whole-class discussion examining how different types of evidence function in argumentation.
- **Follow-Up Sequence:** The instructor presents a second and third claim. After each new claim, student groups reorder their evidence, evaluating which form is most effective and appropriate for each distinct position.

## *AI/Tech Focused Activity Samples*

### Choosing a Complex Issue Activity

- **Activity Description:** To begin exploring possible argumentative topics, students first identify three complex issues currently occupying their attention at the local, national, or global level. Working in groups, they narrow and curate a shared list of the most compelling topics before posting them publicly through a Padlet, whiteboard, or large-format classroom display.
- **Comparative Evaluation:** Once the human-generated topics are visible, the class prompts AI to generate its own list of complex issues for comparison. Students evaluate the differences between the two sets of topics, considering what the AI overlooks, what it overemphasizes, and which issues feel more socially urgent, nuanced, or grounded in lived experience.

- **Iterative Refinement:** As a final step, students revise and refine their prompts in order to produce more thoughtful AI-generated suggestions, helping them view topic generation as an iterative process shaped by questioning, evaluation, and rhetorical judgment.

### Argument Deconstruction Activity

- **Activity Description:** Students begin this activity by prompting AI to generate an argument on a complex issue relevant to the course. They analyze the response in detail, identifying the thesis, supporting claims, types of evidence used, and underlying assumptions or values.
- **Group Critique:** Working in small groups, students evaluate the effectiveness of the argument by asking whether the claims are sufficiently specific, whether the evidence is credible and relevant, and whether the reasoning is logically sound. The instructor guides students to recognize where the argument may rely on generalization, weak support, or unexamined assumptions.
- **Revision & Pedagogy:** Students revise the argument by strengthening its thesis, improving its use of evidence, and making its reasoning more explicit, reinforcing the principle that persuasive writing depends on careful construction rather than surface fluency.

### Claim Stress Testing Activity

- **Activity Description:** Once students have drafted a tentative argumentative thesis, they use AI as a form of rhetorical pressure-testing by prompting it to generate counterarguments, exceptions, alternative interpretations, or potential weaknesses in the claim. Rather than treating these responses as definitive critiques, students analyze them as possible points of resistance that real readers could raise.
- **Analytical Classification:** Students identify where their claims remain too broad or imprecise, as well as gaps in evidence, unstated assumptions, or complications they had not previously considered. The instructor encourages students to classify the types of challenges raised and determine which objections require substantial revision versus those that merely reflect ideological disagreement.
- **Pedagogical Impact:** Students revisit their thesis and supporting claims with greater attention to specificity, qualification, and defensibility. The activity positions

AI not as an authority on argumentative quality, but as a tool to help writers anticipate resistance and refine the durability of their claims before drafting a full essay.

### Evidence Credibility Sorting Activity

- **Activity Description:** In preparation for argumentative writing, students gather a mixed collection of sources and ask an AI platform to sort them according to credibility, relevance, reliability, or type of evidence. The resulting classifications become the focus of analysis rather than automatic acceptance.
- **Comparative Analysis:** Students compare the AI's organizational choices against their own judgments, paying close attention to moments where the system oversimplifies distinctions between scholarly, journalistic, experiential, or popular evidence. Groups focus on evaluating credibility markers and examining how relevance changes depending on argumentative purpose or audience.
- **Revision & Pedagogy:** Instructors encourage students to question why certain sources initially appear persuasive despite weaknesses in authority or evidence quality. Students then reorganize and justify their source selections themselves, revising their research strategies in the process to reinforce that evaluating evidence requires ongoing rhetorical judgment rather than passive reliance on automated categorization systems.

### Supplementary Reading: Arguing a Position

#### Borchers (2026): "No One Cares About Your GPA, and More Career Advice for New Grads"

- **Full Citation:** Callum Borchers, ["No One Cares About Your GPA, and More Career Advice for New Grads; College Coddling Ends in the Real World."](#) *Wall Street Journal*, May 13, 2026.
- **Summary:** The author argues that graduates must step up if they want to succeed after graduation. The university is softer than the real world, where skills like relationship building and a strong work ethic stand out above GPAs, especially now that AI is making high grades less and less convincing as credible indicators of whether or not someone will be a success.

- **Pre-Reading Prompt:** Explain what you think the “job market” is and what you need to do to succeed when you begin your job search after graduation. What is one thing you can do while at UCR to improve your resume besides taking classes?
- **Discussion Questions:**
  1. Do you agree with Borchers' take on what you'll have to do to succeed in the job market? Justify your response using persuasive strategies.
  2. What can you do while in University to develop some of the skills Borchers thinks will be necessary?
  3. What do you think of Borchers's attitude? Is he connecting with young people, or creating more alienation? Is his advice still valuable?
  4. How would you find evidence to support or oppose Borchers position here? What kind of statistic would be persuasive in this argument?

### Chirayath et al. (2025): "Cognitive Offloading or Cognitive Overload? How AI Alters the Mental Architecture of Coping"

- **Full Citation:** Ginto Chirayath, K Premamalini, and Jeena Joseph, ["Cognitive offloading or cognitive overload? How AI alters the mental architecture of coping."](#) *Frontiers in Psychology*, November 21, 2025.
- **Summary:** This study indicates that AI users must actively work to preserve their autonomy, competence, and relatedness when using AI, if they are to avoid the detrimental effects of cognitive offloading. Notably, the very feedback from AI systems themselves which users consume influences how they perceive their own autonomy. Thus, AI influences users on a spectrum. On one end, healthy offloading helps users maintain a balance. At the other, excessive cognitive offloading actually leads to “overload,” a situation in which AI “dictates experiences” rather than helping to facilitate them.
- **Pre-Reading Prompt:** How do you think your use of AI has influenced your thinking and your self-perception? Do you think that you've adopted traits that can be seen as positive or negative, for instance, by future colleagues, associates, bosses, etc.?
- **Discussion Questions:**
  1. According to the authors, what are some healthy ways that AI can be used?

2. According to the authors, how does cognitive offloading lead to “overload,” and what are the consequences of overload?
3. Do you think your use of AI so far has been a “scaffold” or a “substitute” for real thinking and personal growth? Provide your reasoning for your response.

### **Mukherjee (2026): "The New Resume: A Strong Profile Now Means More Than Academic Scores"**

- **Full Citation:** Sugandha Mukherjee, ["The new resume: A strong profile now means more than academic scores."](#) *Financial Express*, May 17, 2026.
- **Summary:** Degrees and grades are no longer enough to stand out in the job market in India. In the age of AI, students must spend more time developing their soft skills and incorporating them into their resumes in ways that are convincing and credible.
- **Pre-Reading Prompt:** Have you ever thought about applying for a job in a different country? Where would you like to work? Do you think you will need to develop or focus your skill set to succeed outside of the United States?
- **Discussion Questions:**
  1. What is the most persuasive piece of evidence that Mukherjee uses in his argument?
  2. Do you think that conditions similar to those described by Mukherjee in India are developing in the United States? Why is this the case?
  3. Will any of Mukherjee’s views impact how you present yourself and pursue your education? Provide details on why you believe or do not believe this will be the case.
  4. What is one thing you can do while you are at UCR, besides simply “taking your classes” to develop some of the skills that companies are looking for, according to Mukherjee?

### **Sharan (2026): "How Sam Altman Fooled Sundar Pichai—and Pushed Google into Cannibalizing Itself"**

- **Full Citation:** Sunil Sharan, [“How Sam Altman Fooled Sunar Pichai—and pushed Google into Cannibalizing Itself.”](#) *Fortune*, May 27, 2026.
- **Summary:** The tech giants, and Google specifically, have fallen into an AI arms race that involves both dangerous over-investment in an unproven technology and reactionary business decisions that may undermine profitable business models.
- **Pre-Reading Prompt:** Consider what you know about how websites earn money. What options are there?
- **Discussion Questions:**
  1. Do you think that Sharan is correctly predicting that Google is destroying a key aspect of its business by integrating AI into search results, or do you think that Google is seeing a “dead internet” future and trying to move forward before the total collapse of the traditional “internet”? Explain your response.
  2. Did you know that advertisements and links have been a key source of Google’s profitability? When was the last time you clicked on an ad link? Discuss with your groupmates.
  3. Have you ever gone to a website with so many ads that it didn’t work? In what ways do you consume advertisements? Are you aware when you are being advertised at? Be prepared to elaborate on your response.
  - 4.
  5. Brainstorm some ideas for how to create a sustainable web-based model for writers, artists, or other digital businesses. Can it be done without advertising?

### Wolfe & Chen (2026): "What Young Workers Are Doing to AI-Proof Themselves"

- **Full Citation:** Rachel Wolfe and Te-Ping Chen, [“What Young Workers Are Doing to AI-Proof Themselves; They've got their whole careers ahead of them, and they're navigating a technology with a still-uncertain impact.”](#) *Wall Street Journal*, March 22, 2026.
- **Summary:** As the future looks more unpredictable and young people worry more and more about AI’s impact on the job market, some graduates are opting for hands-on work that simply can’t be replicated by a computer while others are going all-in on AI by developing their AI skills or creating their own startups.

- **Pre-Reading Prompt:** Do you think that AI skills will be necessary in your future career? What kind of skills do you think will be most important to your future work?
- **Discussion Questions:**
  1. Do you think that workers who are opting for “*no-AI*,” *hands-on careers* are making a mistake by avoiding the development of technology? Consider the reasons behind your response.
  - 2.
  3. Do you think going “all-in” on AI is the best way to stay relevant in the modern economy?
  4. Where do you see yourself five years after graduation? What skills, whether related to AI or something else, can you begin to develop while here at UCR to help you achieve your goals?

## Proposing a Solution Essay

| WRIT20/20S Proposing a Solution Essay |                                                                                                                                                                                                                                                                          |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Conceptual Outcomes</b>            | <ul style="list-style-type: none"> <li>• Explain how social problems invite competing solutions.</li> <li>• Identify stakeholders affected by proposed solutions.</li> <li>• Recognize how feasibility and consequences shape policy decisions.</li> </ul>               |
| <b>Writing Outcomes</b>               | <ul style="list-style-type: none"> <li>• Develop a thesis proposing a specific and feasible solution.</li> <li>• Support proposals with logical reasoning and evidence.</li> <li>• Address alternative solutions, counterarguments, and potential objections.</li> </ul> |
| <b>Reading Outcomes</b>               | <ul style="list-style-type: none"> <li>• Evaluate proposed solutions presented in argumentative texts.</li> <li>• Identify criteria used to judge effectiveness of solutions.</li> <li>• Compare different approaches to solving problems.</li> </ul>                    |
| <b>AI/Tech Focused Outcomes</b>       | <ul style="list-style-type: none"> <li>• Evaluate the practicality, ethical implications, and unintended consequences of AI-generated solutions to social, cultural, or institutional problems.</li> </ul>                                                               |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• Utilize AI-assisted scenario mapping and stakeholder analysis tools to anticipate objections, implementation barriers, and competing priorities within proposed solutions.</li> <li>• Examine the expanding role of automated systems, predictive technologies, and AI-driven decision-making in shaping public policy, institutional planning, and social intervention.</li> </ul> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## ***Traditional Activity Samples***

### **Problem Framing Exercise**

- **Activity Description:** A brief description of a problem that students wish to solve or address is first identified and articulated in writing. Students then revise this description multiple times, altering the scope with each iteration (e.g., individual, institutional, societal, governmental, organizational).
- **Comparative Analysis:** Afterward, students analyze how these different framings lead to distinct types of solutions.
- **Pedagogical Impact:** The instructor emphasizes that how a problem is defined directly influences the kinds of solutions that can be proposed, reinforcing the importance of careful problem framing.



### **Feasibility Stress Test**

- **Activity Description:** In this activity, students present their proposed solutions to a problem in small groups, where peers challenge them with questions regarding feasibility, cost, practicality, and potential unintended consequences.
- **Peer Critique & Revision:** Students take notes on these peer critiques and use them to revise their proposals, addressing identified weaknesses to strengthen their arguments.
- **Pedagogical Impact:** This activity highlights the importance of anticipating counterarguments and considering real-world implications for proposed solutions.

## ***AI/Tech Focused Activity Samples***

### **WRIT 20 / 20S: Persuasive Writing**

## Proposing a Solution Essay: AI/Tech-Focused Activity Samples

### Logical Fallacies Activity

- **Activity Description:** Working in pairs or small groups, students begin by composing several short statements that propose solutions to a shared social or institutional problem while intentionally incorporating recognizable logical fallacies. These statements are posted publicly through a Padlet, whiteboard, or large-format post-it display so other groups can identify both the fallacy being used and the weaknesses in the underlying reasoning. As students “solve” the fallacies, discussion shifts toward the broader relationship between logic, persuasion, and effective problem-solving, particularly how flawed reasoning can weaken otherwise compelling proposals.
- **AI Comparative Analysis:** After human-generated examples are discussed, students prompt AI to create additional fallacious statements connected to the same issue and compare the AI-generated examples against their own. The class evaluates which fallacies feel more convincing, subtle, or rhetorically effective, and then asks the AI to revise or “correct” its own flawed reasoning.
- **Extension & Adaptability:** As a follow-up extension, instructors may have AI generate a short essay with multiple fallacies embedded throughout so students can identify, classify, and revise the problematic reasoning. Although tailored for solution-based arguments, this activity can be adapted across many argumentative genres.

### Solution Generation and Feasibility Analysis Activity

- **Activity Description:** To get started, students prompt AI to generate multiple solutions to a defined social or institutional problem. They then evaluate each proposed solution by considering feasibility, potential consequences, stakeholder impact, and underlying assumptions.
- **Group Critique:** Working in groups, students identify strengths and weaknesses in the AI-generated proposals, noting where solutions may be overly simplistic, impractical, or lacking in evidence. The instructor emphasizes that while AI can generate a range of ideas, it often does not fully account for real-world complexity.
- **Redesign & Revision:** Students then refine or redesign one of the solutions, incorporating more nuanced reasoning, clearer justification, and stronger attention to feasibility and impact.

### Stakeholder Perspective Expansion Activity

- **Activity Description:** In this activity, students use AI to simulate how different stakeholders might respond to a proposed solution, including groups such as administrators, policymakers, workers, students, or local communities.
- **Comparative Analysis:** As students compare the responses, they identify tensions between competing interests, values, and priorities shaping public debate. Rather than assuming all stakeholders operate from the same assumptions, the class explores how social position influences what counts as an effective or acceptable solution.
- **Pedagogical Impact:** Students revise their proposals in ways that acknowledge resistance, address overlooked concerns, or better anticipate competing reactions. The exercise helps students develop a more flexible understanding of persuasive writing by emphasizing that solutions are rarely evaluated from a single perspective.

### Constraint-Based Solution Redesign Activity

- **Activity Description:** After developing an initial proposal, students introduce a series of constraints into the problem-solving process by asking AI to reconsider the solution under limiting conditions such as reduced funding, institutional resistance, legal restrictions, staffing shortages, or compressed timelines.
- **Feasibility Analysis:** The revised output serves as a basis for discussion about how constraints alter feasibility, scope, and rhetorical effectiveness. Students compare “ideal” solutions against constrained versions to analyze which elements remain essential and which require adaptation.
- **Pedagogical Impact:** Rather than framing compromise as failure, the activity positions revision as part of realistic problem-solving and asks students to think critically about how proposals function within imperfect social systems.

### AI Consequence Forecasting Activity

- **Activity Description:** Students input a proposed solution and prompt AI to predict short-term and long-term consequences, including unintended effects. They analyze the output to determine whether the predicted consequences are plausible, comprehensive, or overly simplistic.
- **Revision & Pedagogy:** Students revise their proposals to address potential negative outcomes and strengthen positive impacts. The instructor emphasizes that effective proposals must anticipate consequences, reinforcing forward-looking reasoning and an awareness that solutions often create new challenges alongside intended improvements.

### ***Supplementary Reading: Proposing a Solution***

#### **Sarkar (2025): "How to Stop AI from Killing Your Critical Thinking"**

- **Full Citation:** Advait Sarkar, ["How to stop AI from killing your critical thinking."](#) TED Talk, September 26, 2025. (Video and transcript available at [TED.com](https://www.ted.com))
- **Summary:** Advait Sarkar is a researcher at Microsoft and a Computer Science professor at University of Cambridge. In this TED Talk, he explores how knowledge workers can use AI "as a tool for thought" rather than as a replacement for their work. Embracing AI-assisted workflows, he argues, can compromise human creativity, critical thinking, memory, and metacognition. As an alternative, he demonstrates a prototype of a Microsoft research tool which enables the user ("Clara") to annotate sources and draft an outline of their response, instead of simply having AI summarize and/or analyze the underlying data. Thus, Sarkar argues, "the text is deeply rooted in a cognitively effortful but interactionally effortless thought process. It reflects Clara's decisions, Clara's judgments, Clara's unique personal, professional expertise." By replacing the chat box with a useful research assistant, Sarkar suggests, users can both learn from and learn with the AI tools. He closes with a provocative question: "What would you rather have? A tool that thinks for you, or a tool that makes you think?"
- **Pre-Reading Prompt:** Are you concerned that AI tools cause us to think less and/or think less effectively? Why or why not?
- **Discussion Questions:**
  1. How do Sarkar's examples of typical AI practices compare to things you've seen or used at UCR?
  2. Why does he think these practices compromise how we think effectively?
  3. How does the tool he presents differ from chat bots like ChatGPT or Claude?

4. How can these chat bots also make us think instead of thinking for us? What would have to change in how we use them?

**Hedrih (2024): "Study Finds ChatGPT Eases Students' Cognitive Load, but at the Expense of Critical Thinking"**

- **Full Citation:** Vladimir Hedrih, ["Study finds ChatGPT eases students' cognitive load, but at the expense of critical thinking."](#) *PsyPost*, September 17, 2024.
- **Summary:** Vladimir Hedrih is a professor of psychology at University of Niš in Serbia. In this article, he summarizes a [recent study](#) on the cognitive tradeoffs of using ChatGPT for a scientific research task. Participants were asked to evaluate and respond to a friend's concerns about sunscreen ingredients; one group used Google for their research while the other group used ChatGPT. Both groups also completed questionnaires to assess their extraneous, intrinsic, and germane cognitive load. Overall, the ChatGPT group reported much lower cognitive load than the Google group, largely because "ChatGPT's ability to summarize complex topics in plain language seemed to reduce the amount of mental effort needed to navigate through the task." However, the ChatGPT group also produced much more superficial advice and justifications for that advice, including fewer sources and less concrete data. According to the researchers, "Traditional search engines, by necessitating more active engagement, may promote a higher quality of learning, underscoring the need for educational practices that encourage critical engagement with diverse information sources."
- **Pre-Reading Prompt:** In your experience, are AI tools reliable sources for scientific information that could impact your health? Why or why not?
- **Discussion Questions:**
  1. How do you decide what research tools to use to answer questions you care about?
  2. What kinds of research work better with ChatGPT vs. Google, or vice versa?
  3. Have you gotten inaccurate information from AI searches in an important situation? If so, provide an account. If not, then explain some of the inaccuracies that you have heard from friends who have used AI.
  4. What kind of topics would you never "trust" ChatGPT with? What could change your mind about this?

## Justifying Evaluations Essay

| WRIT20/20S Justifying Evaluations Essay |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Conceptual Outcomes</b>              | <ul style="list-style-type: none"><li>• Interrogate how criteria shape judgments about quality or effectiveness.</li><li>• Recognize how evaluative arguments operate in cultural discourse.</li><li>• Identify standards used to assess texts, policies, or cultural products.</li></ul>                                                                                                                                                                                                                                      |
| <b>Writing Outcomes</b>                 | <ul style="list-style-type: none"><li>• Develop a thesis evaluating a subject according to clear criteria.</li><li>• Use evidence and examples to support evaluative judgments.</li><li>• Organize an essay around clearly defined evaluation standards.</li></ul>                                                                                                                                                                                                                                                             |
| <b>Reading Outcomes</b>                 | <ul style="list-style-type: none"><li>• Identify evaluative criteria used in critical writing.</li><li>• Analyze how authors justify their judgments.</li><li>• Evaluate the fairness and validity of evaluative arguments.</li></ul>                                                                                                                                                                                                                                                                                          |
| <b>AI/Tech Focused Outcomes</b>         | <ul style="list-style-type: none"><li>• Probe the assumptions and evaluative standards embedded within AI-generated reviews, rankings, and judgments.</li><li>• Draw upon AI-supported comparative and evaluative tools to refine criteria and test analytical frameworks while maintaining independent critical authority.</li><li>• Trace the influence of recommendation algorithms, ratings platforms, and generative systems on contemporary understandings of quality, value, credibility, and cultural worth.</li></ul> |

### *Traditional Activity Samples*

#### Criteria Development Workshop

- **Activity Description:** In this activity, students are asked to evaluate an object, text, image, or issue, but before doing so, they first develop a clear set of evaluative criteria to use in their evaluation.
- **Testing & Refinement:** Students test these criteria by applying them to their subject and assessing whether they are appropriate, consistent, defensible, and useful.
- **Pedagogical Impact:** The instructor guides students in refining their criteria, emphasizing that strong evaluations largely depend on clearly articulated standards that can be consistently applied.

### Comparative Identification and Critique Activity

- **Activity Description:** Students evaluate two similar subjects for this task using the exact same set of criteria for each, writing a short justification explaining which subject is stronger according to those standards or criteria.
- **Comparative Execution:** In follow-up discussions, the class as a whole considers how consistent application of well-thought-out criteria leads to overall more persuasive and credible evaluations.
- **Pedagogical Impact:** This activity reinforces the importance of fairness and logical reasoning in evaluative writing, demonstrating to students how criteria applied to different focal points can yield differing outcomes.

### *AI/Tech Focused Activity Samples*

#### Justifying an Evaluation

- **Activity Description:** Students first produce a set of evaluations and proposed justifications for those evaluations, writing this material into prose to demonstrate their reasoning directly within the text.
- **AI Execution & Comparison:** Students then ask an AI platform to generate several evaluations of the same source (best conducted using small statements or focused prompts so the system can remain targeted).
- **Pedagogical Impact:** The class compares and contrasts the AI-generated and human-created essay samples for this genre to evaluate differences in reasoning depth, evidence, and authorial voice.

### Criteria Identification and Critique Activity

- **Activity Description:** Students begin by asking an AI system to evaluate a text, policy, film, public figure, or cultural artifact without first specifying the standards that should guide the judgment. Once produced, the class works backward to uncover the criteria operating beneath the surface of the response (e.g., effectiveness, ethical assumptions, aesthetic preferences, or ideological commitments).
- **Critique & Revision:** Rather than focusing solely on whether they agree with the judgment, students examine whether the criteria are clearly defined, appropriate

to the subject, and applied consistently. Instructors push discussion to consider how hidden evaluative standards influence public discourse when presented as "objective." Students then revise the evaluation by clarifying criteria explicitly, refining definitions, and reorganizing evidence to make the reasoning transparent and rhetorically defensible.

- **Pedagogical Impact:** The activity encourages students to view evaluation not as an instinctive opinion, but as a structured argumentative process grounded in standards that must themselves be justified.

### Evaluation Consistency Test Activity

- **Activity Description:** Two separate AI-generated evaluations may initially appear equally persuasive, yet closer comparison can reveal significant inconsistencies in tone, standards, or reasoning. In this activity, students compare how the system evaluates similar subjects (e.g., two policies, films, or articles) and identify places where expectations shift without explanation.
- **Comparative Analysis:** Students identify moments where one subject receives harsher criticism despite comparable evidence, or notice subtle tonal differences that shape perceived credibility.
- **Revision & Pedagogy:** The class works collaboratively to rewrite both evaluations according to a single, clearly articulated evaluative framework. By foregrounding consistency, the exercise encourages students to think carefully about fairness, coherence, and the role of stable criteria in persuasive evaluative writing.

### Criteria Variation Activity

- **Activity Description:** Rather than evaluating a subject according to a single framework, students experiment with how judgment changes when entirely different standards are prioritized. An AI system might first evaluate a film according to entertainment value, then according to ethical representation, historical accuracy, emotional impact, or technical craftsmanship.
- **Comparative Analysis:** Students compare the resulting evaluations and analyze how conclusions shift depending on what the evaluator values most, discovering how a subject praised under one set of criteria can become deeply flawed under another.

- **Pedagogical Impact:** Instructors lead discussion on which criteria appear most persuasive for particular audiences and why certain standards carry more cultural authority. Students then revise their own evaluative writing to better articulate and defend their criteria, repositioning evaluation as a rhetorical and interpretive act shaped by priorities and assumptions rather than a purely objective declaration of quality.

### AI Judgment Tone Calibration Activity

- **Activity Description:** Tone is the central focus of this activity. Students submit a brief evaluative paragraph to an AI platform and request multiple rewrites that vary sharply in rhetorical stance, ranging from highly critical to cautiously academic to overtly celebratory.
- **Rhetorical Examination:** Instead of concentrating primarily on evidence, the class examines how diction, sentence rhythm, qualification, and emotional intensity alter the writer's perceived credibility (e.g., how restraint can build authority while exaggeration weakens it).
- **Revision & Pedagogy:** Students revisit their original paragraph and adjust its tone deliberately, considering how rhetorical positioning shapes audience response even when the core evaluation remains largely unchanged.

### Supplementary Readings: Justifying an Evaluation

#### Lee (2026): "The Case Against AI: Writing Isn't Meant to be Easy"

- **Full Citation:** Alexander Lee, ["The Case Against AI: Writing Isn't Meant to be Easy."](#) *Engelsberg Ideas*, June 1, 2026.
- **Summary:** Lee asks readers to think beyond whether AI-generated content is "good" or "bad" or "unethical." Lee posits that the real purpose of writing isn't to impress others, but to discover something about ourselves and grow by facing the challenge of the blank page—a challenge which AI destroys.
- **Pre-Reading Prompt:** Before reading the case against AI, describe a challenge you've faced as a writer. How would using AI to overcome that challenge have altered who you became as a person?

- **Discussion Questions:**

1. What does Lee think about “bad” writing in the era before AI?
2. What does he think about “bad writing” today?
3. Why does Lee think that focusing our debates on the ethics of using AI as writers is misleading?
4. What does Lee think is gained by setting aside AI tools and writing with only a blank page and pen?



### **LLM Text Series: "Carried Down the Mountain (Versions A, B, and C)"**

- **Full Citation:** A Series of LLM-generated texts, “Carried Down the Mountain, Versions A, B, and C.”
- **Summary:** This unit features three stylistically different AI-generated stories about a day of hiking gone wrong titled “Carried Down the Mountain.”
- **Pre-Reading Prompt:** Before reading “Carried Down the Mountain,” think about one of your favorite stories. What qualities made it stand out to you? How do you think the story made a memorable connection with you?
- **Discussion Questions:**
  1. What did you think of the author’s “voice” in each essay?
  2. If you aren’t familiar with the concept of “voice,” think about describing the author as a person based on the way they “spoke” as the author of the story. Were they cool, wise, annoying, confident, condescending, literary, etc.? Justify your responses.
  - 3.
  4. Did the voice draw you in, amuse you, confuse you, or repel you? Were the characters memorable? With a peer, discuss the reasons for your responses to these questions.
  5. Is the story meaningful? Would the story be better if it had been written by a person? Explain why or why not?

## Arguing for Causes or Effects Essay

| WRIT20/20S Arguing for Causes or Effects Essay |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Conceptual Outcomes</b>                     | <ul style="list-style-type: none"><li>• Explore causal relationships shaping social or cultural issues.</li><li>• Distinguish between correlation and causation to avoid logical fallacies.</li><li>• Recognize how different explanations influence interpretation of events.</li></ul>                                                                                                                                                                                                                                                                                   |
| <b>Writing Outcomes</b>                        | <ul style="list-style-type: none"><li>• Develop a thesis explaining causes or consequences of a phenomenon.</li><li>• Use evidence to support causal reasoning.</li><li>• Organize arguments clearly around causal relationships.</li></ul>                                                                                                                                                                                                                                                                                                                                |
| <b>Reading Outcomes</b>                        | <ul style="list-style-type: none"><li>• Analyze causal explanations presented in texts.</li><li>• Evaluate the logic of cause–effect reasoning.</li><li>• Identify assumptions behind causal arguments.</li></ul>                                                                                                                                                                                                                                                                                                                                                          |
| <b>AI/Tech Focused Outcomes</b>                | <ul style="list-style-type: none"><li>• Question AI-generated causal explanations by distinguishing between genuine causal relationships, predictive correlation, and unsupported inference.</li><li>• Engage digital mapping and organizational tools to visualize chains of causality and competing explanations while preserving independent analytical reasoning.</li><li>• Explore the ways predictive algorithms, automated analytics, and AI-driven data interpretation shape public understandings of responsibility, consequence, and social causation.</li></ul> |

## ***Traditional Activity Samples***

### **Causal Chain Mapping**

- **Activity Description:** In mapping activities such as this one, students create a visual map that traces the relationships between causes and effects related to a particular issue, identifying primary and secondary causes as well as intended and unintended consequences that can be deduced.
- **Analytical Execution:** The instructor encourages students to consider complexity and avoid oversimplification, moving beyond basic cause and effect to demonstrate cause-effect relationships with an intense depth that surpasses the surface.
- **Pedagogical Impact:** This kind of mapping process helps students develop more nuanced and layered causal arguments.

### **Alternative Causes Debate**

- **Activity Description:** In an alternative cause debate, students are presented with a phenomenon and several possible causes. Some causes present clear links to the phenomenon but are not strong, while others may seem less connected but possess a greater sense of appropriateness.
- **Debate Execution:** Working in groups, students are assigned one of the causes to defend as the most significant, regardless of their personal beliefs. Each group gathers evidence and constructs an argument supporting their assigned cause before presenting this causal argument to the class.
- **Pedagogical Impact:** The instructor facilitates a discussion on how multiple causes interact and provides specific angles to distinguish and rank them based on importance or outcomes, helping students understand the complexity of causal relationships more clearly.

### **Essay Assignment (Sample 1): Analyzing Stories--King Lear**

**Overview & Analytical Focus:** For all responses and all phases of drafting, remember that the events of the play itself are an established fact. Do not waste your time/space describing what happened; instead, analyze the text to bring out its deeper meaning and broader significance.

### **Handwritten Rough Draft Phase**

## **CLOSED to GenAI Use**

- **Task Instructions:** Choose a theme from *King Lear* that interests you and is evident in the portions of the play read thus far. You only need to develop your essay using the assigned reading completed up to this point.
- **Core Requirements:** All responses must show careful attention to detail, use concrete examples from the text, and develop a compelling, logically organized argument articulated in a clear thesis statement.
- **Evidentiary Support:** Your thesis statement must be supported by two key elements:
  1. **Direct Quotations:** Passages from the play accompanied by your own close-reading analysis.
  2. **Course Literature:** Evidence taken from one of the assigned class articles (you may argue against the article, alongside it, or use it for context).

## **Final Draft Phase**

- **Task Instructions:** Focusing on the same theme from *King Lear*, develop a polished final draft using correct MLA formatting. Substantially rewrite your rough draft based on peer review and instructor feedback.
- **Core Requirements:** Show careful attention to detail, use concrete examples from the text, and construct a logically organized argument centered on a clear, arguable thesis.
- **Evidentiary Support:** Your final thesis must be supported by three distinct source types:
  1. **Direct Quotations:** Primary textual evidence from the play with integrated close reading.
  2. **Assigned Course Context:** Evidence drawn from one of the assigned class readings.
  3. **Independent Secondary Research:** Evidence from at least two additional academic articles located through in-class citation tracing activities.

**Note on Revision:** In this course phase, "rewrite" does not mean "lightly edit".

## ***AI/Tech Focused Activity Samples***

### **Research as an AI Activity**

- **Activity Description:** Because research practices intersect with broader programmatic and information-literacy concerns, activities involving AI-supported

research may first need to be reviewed by appropriate programmatic or library-related committees to ensure consistency with institutional expectations and research instruction goals. When implemented, the activity is paired directly with a library research session so students work simultaneously with library databases, institutional search tools, and AI-assisted discovery systems. Students begin by locating sources through both traditional library search engines and AI platforms before selecting several AI-generated sources to verify through library databases and institutional holdings.

- **Evaluation & Prompt Refinement:** As they evaluate the results, students examine source veracity, scholarly credibility, citation accuracy, rhetorical usefulness, and overall relevance to their research objectives. The class compares human-discovered and AI-discovered sources, paying particular attention to what each search process foregrounds, overlooks, or misrepresents. Students then revise their prompts with greater refinement, specificity, or constraints to push the AI toward more precise research results in a second round of comparison.
- **Metacognitive Reflection:** As a concluding reflection, students compose a short metacognitive analysis examining how effectively AI-generated sources aligned with the goals embedded within their prompts and what this process revealed about the relationship between prompting, search precision, and research judgment.

### Causal Explanation Critique Activity

- **Activity Description:** A polished causal explanation can often appear convincing long before its reasoning has actually been tested. In this activity, an AI-generated explanation of a social, cultural, or institutional phenomenon becomes the object of critique rather than the endpoint of inquiry.
- **Analytical Critique:** Students examine whether the explanation confuses correlation with causation, ignores intervening variables, relies on oversimplified logic, or treats complex systems as though they emerge from a single source. Some groups focus specifically on hidden assumptions embedded within the explanation, while others analyze how the sequencing of causes shapes interpretation of the issue itself.
- **Revision & Pedagogy:** As students revise the explanation afterward, they work toward greater nuance by incorporating layered causes, competing influences, and more careful distinctions between direct and indirect effects. The exercise encourages students to slow down causal reasoning and recognize that explanatory fluency does not necessarily equal analytical rigor.

### Competing Causes Comparison Activity

- **Activity Description:** Not all causal arguments explain a phenomenon in the same way. An instructor asks AI to generate several competing explanations for a single event or issue, with each response emphasizing a different primary cause (such as economics, culture, technology, or policy failure).
- **Comparative Analysis & Pedagogy:** Students compare how each version frames the issue rhetorically and what kinds of evidence or assumptions each narrative privileges. The class discovers that causal explanations often shape public interpretation as much as they describe reality.

### Causal Chain Expansion Activity

- **Activity Description:** In this activity, students input a simple cause–effect claim and prompt AI to expand it into a more detailed causal chain, identifying intermediate steps and contributing factors.
- **Analysis & Revision:** Students analyze the output to determine whether the expanded chain accurately represents the complexity of the issue or introduces unsupported connections. As a final step, students revise the chain to ensure logical coherence and appropriate depth, helping them move beyond simplistic explanations toward multi-layered causal reasoning.

### AI Correlation vs. Causation Diagnostic Activity

- **Activity Description:** Functioning as a rhetorical “spot-the-error” exercise, students provide AI with examples of relationships between variables and examine whether the system correctly identifies correlation, causation, coincidence, or insufficient evidence.
- **Rhetorical Evaluation:** Because AI explanations sometimes sound authoritative even when logically weak, students spend more time evaluating the reasoning behind the classification than the classification itself.

- **Pedagogical Discussion:** Short discussion segments focus on why humans so often impose causal narratives onto patterns, especially when dealing with statistics, public debates, or emotionally charged issues. The activity remains intentionally concise and diagnostic, helping students sharpen analytical precision without requiring a fully developed argumentative essay.

## Group Presentation Guidelines

**Overview & Task:** Your task is to present your group's research from this quarter. The presentation should look at all of the work you did and be organized in a way that is appropriate to accomplishing that goal, taking into consideration your individual topics and interests.

### GenAI Tool Permissibility Matrix

- **Visual Aid Production, Speaking, & Presentation Writing:**  **CLOSED to GenAI Use**
- **Citation Formatting:**  **CONDITIONAL to Google NotebookLM Only** (Working from your collective research. Students must submit a screenshot of their Notebook and chat conversations by email on the presentation day.)
- **Discussion Question Development:**  **CONDITIONAL to Google NotebookLM Only** (Working off a finished version of your presentation. Students must submit a screenshot of their Notebook and chat conversations by email on the presentation day.)

### Presentation Requirements

- **Duration & Scope:** Make a 15–20 minute content-focused presentation to the class about your group's topic. Presentations can take any creative form appropriate to your goals.
- **Source Citation:** Cite a minimum of eight (8) outside, authoritative sources presented in a Works Cited or bibliography page (via slide or handout).
- **Visual Aids:** Include a visual aid of some kind (e.g., slides, images, text, video) shared in an organized sequence. (Timing Tip: It takes about one minute to read one double-spaced page of 12-point type).
- **Group Participation:** Each group member must present at least two minutes of spoken content, though dividing speaking responsibilities evenly is strongly recommended.
- **Discussion Facilitation:** Facilitate an 8–10 minute class discussion following the spoken presentation. Prepare discussion questions in advance and remain open to classmate questions.

## Grading & Point Distribution

- **Category:** 200 Weighted Points in the Participation Category
  - **Content & Accuracy:** 50 points
  - **Quality of Presentation:** 25 points
  - **Quality of Discussion Facilitation:** 25 points

## Supplementary Readings: Arguing for Causes or Effects

### Chiang (2024): "Why AI Isn't Going to Make Art"

- **Full Citation:** Ted Chiang, ["Why AI Isn't Going to Make Art."](#) *The New Yorker*, August 31, 2024.
- **Summary:** American science fiction author Ted Chiang argues that what makes art and communication meaningful is the relationship between the artist and their audience, and that it is the unique life experience of the artist in relation to the particular moment in the life of whoever is seeing or experiencing the work that makes it new and important. He cites a range of literary and media examples to support his claim, beginning with a 1953 science fiction story by Roald Dahl that problematizes automated fiction production. He then discusses an art exhibit by Bennet Miller that presents an arguably more creative use of AI, and finally ends with a TV commercial for Google's Gemini that again problematizes the use of Google's LLM. Chiang goes on to ultimately argue that, "We are all products of what has come before us, but it's by living our lives in interaction with others that we bring meaning into the world. That is something that an auto-complete algorithm can never do, and don't let anyone tell you otherwise."
- **Pre-Reading Prompt:** How would you describe the essential aspects of the "creative process?" Can "art" be defined as the production or the end product, or are these two aspects of art inextricably enmeshed with one another? Do you use tools to make art? Is using AI different than using other tools to make art, music, or writing?
- **Discussion Questions:**
  1. According to Chiang, what does the human artist do that AI cannot?
  2. What does Chiang mean when he says, "teachers don't ask students to write essays because the world needs more student essays"?
  3. Do you think that AI removes artistic choice and thus changes or removes the "cause" from the cause and effect relationship between artist and the

art or writer and the page? Provide the reasoning that supports your response.

4. According to Chiang's criteria for what counts as "art," could AI ever be used to produce art? Why or why not?

### **Chow (2025): "ChatGPT May Be Eroding Critical Thinking Skills, According to a New MIT Study"**

- **Full Citation:** Andrew R. Chow, ["ChatGPT May Be Eroding Critical Thinking Skills, According to a New MIT Study."](#) *Time Magazine*, November 13, 2025.
- **Summary:** Andrew R. Chow reports on the findings from a 2024 pre-peer review study from MIT's Media Lab that concludes that an EEG brain scan has shown that when writing an essay, ChatGPT users have the lowest brain engagement, and that these users became progressively lazier over time, and may even be harming learning, as a whole. According to Chow, the study, which divided fifty-four subjects into three distinct groups, indicates that ChatGPT users find that "the more time users spend talking to ChatGPT, the lonelier they feel. English teachers used in the study assessed ChatGPT-produced essays as "soulless" and that the ChatGPT group could not reproduce their own previously-written essay. The article concludes by citing children and adolescent psychiatrist Dr. Zishan Khan, who says LLMs can have unintended psychological and cognitive consequences for young people whose brains are still developing in that the neural connections that help in accessing information, the memory of facts, and the ability to be resilient will weaken.
- **Pre-Reading Prompt:** Do you use AI to plan and/or write essays? Do you notice a difference in your ability to remember essay assignments that you used AI to complete? Is there a noticeable difference in your memory of an essay that you used "just your brain" to write?
- **Discussion Questions:**
  1. What three distinct groups are the test subjects separated into for the experiment?
  2. Is using a Google Search engine different from using ChatGPT? Provide details to justify your response.
  3. What important connections does the article draw between language production and memory?

4. Does using AI make you feel less cognizant of your own work? Explain your reasoning.

## ***Supplementary Writings: Arguing for Causes***

### **Three AI-Written Essays--Background & Pedagogical Overview**

#### **Unit Introduction: Evaluating Voice, Style, and Synthetic Rhetoric**

Everyone is familiar by now with the worst that AI can produce—including how once-useful rhetorical patterns like “it’s not just X, it’s a Y plus a Z” have been overused, flattened, and destroyed. Such formulaic phrases have become the hallmark of today’s “bad writing,” instantly raising the specter of AI interference. But what happens when the writing is just slightly better? Advanced subscription models can now simulate distinct literary personas, syntactical rhythms, and emotional stances. When LLMs move past obvious clichés, how do we “justify our evaluation” of synthetic prose? This unit challenges students to move beyond surface-level red flags and evaluate how different prompting strategies alter a text’s voice, pacing, and rhetorical posture across three distinct AI-generated iterations of the exact same narrative premise: a group of suburban teenagers attempting Palm Springs’ “Cactus to Clouds” trail and facing an unexpected injury.

If we are unsure what criteria to use, we can begin by asking if a story is “good” or “bad,” whether it appeals to us or makes us cringe, and why. Yet, with enough investigation, we reach a deeper question that goes far beyond a simple binary: does AI-generated content possess actual value? Is there something about a work of prose that is robotically generated that automatically disqualifies it from being significant, going beyond the mere fact that it was made by a machine? If you read a book that you felt was the greatest book you had ever read, only to discover it was 100% AI-generated, would that fundamentally change how you evaluate its meaning? By investigating these three short stories alongside Alexander Lee’s essay, *The Case Against AI*, students practice critical reading strategies that uncover the mechanics of synthetic style while evaluating whether surface-level polish ever translates to genuine human significance.

#### **Comparative Stylistic Audit Activity**

- **Activity Description:** Students conduct a side-by-side rhetorical audit of Versions A, B, and C using a three-column comparative matrix. Rather than analyzing plot (which remains identical across all three: Sherman’s Deli, the trail climb, the branch impact, the seven stitches at Desert Regional, and the lingering scar), students isolate mechanical choices: sentence syntax, repetition, diction, tone, and emotional distance.

- **Execution & Group Work:** Working in triads, each student is assigned one version (A, B, or C) to annotate for specific stylistic markers:
  - *Version A:* Traditional memoir prose, reflective past-tense distance, and balanced syntax.
  - *Version B:* Anxious, staccato rhythm, heavy repetition ("nineteen doesn't..."), colloquial dialogue, and punchy paragraphs.
  - *Version C:* Fragmented, self-conscious framing, corporate/technological metaphors ("escalator of pain," "broadcast of denial"), and elevated diction. Groups align their annotations to map where each version succeeds in creating a believable "voice" and where the stylistic posture feels mechanical or performative.
- **Pedagogical Impact:** Moves students from passive readers of generated text to analytical auditors who recognize how LLMs simulate voice through predictable syntactic patterns and stylistic tropes.

### Comparative Discussion Questions

1. **Syntax and Rhythm:** Compare the sentence structures of Version A and Version B. How does Version B's reliance on short, staccato sentences ("We weren't hikers. Let's start there. Not even close.") shape the narrator's tone compared to Version A's longer, traditional memoir syntax?
2. **Characterization through Voice:** How does the depiction of the friend group shift across the three versions despite having identical character names (Timmy, Krishna, Evan, Gabe, David, Thomas, Aidan)? Which version renders them as distinct individuals rather than a list of names?
3. **Thematic Repetition:** Version B repeatedly invokes the phrase "nineteen doesn't..." as a refrain. Does this stylistic choice deepen the emotional resonance of youth and vulnerability, or does it feel like a mechanical AI gimmick?
4. **Metaphor and Diction:** Version C uses elevated, semiotic, and corporate language ("corporate prayer," "broadcast of denial," "system, a network of hands"). How does this abstract diction alter the emotional impact of a physical injury compared to the grounded descriptions in Version A?
5. **Handling the Climax:** Examine the moment of impact with the tree branch across all three texts. Which version constructs the most effective narrative pacing and sensory detail? Where does the AI strain to create genuine physical tension?
6. **Pacing and Transition:** Compare how each version transitions from the comedic breakfast at Sherman's Deli to the dangerous heat of the trailhead. Which version manages this tonal shift most smoothly?

7. **Perceived Vulnerability and Authenticity:** Alexander Lee argues that writing is valuable because it forces the writer to face the blank page and discover self-knowledge. Does any of these three versions convey genuine emotional vulnerability, or do they all present a polished facsimile of reflection?
8. **The Scar as Symbol:** Analyze the concluding reflection on the scar in each version. How does each text attempt to transform a physical mark into a broader statement about friendship and mortality? Which conclusion feels earned, and which feels forced?
9. **Identifying the "AI Footprint":** Despite their stylistic differences, what shared underlying patterns, structural beats, or thematic shortcuts reveal that all three essays were produced by an LLM?
10. **The Reader-Author Relationship:** Referring back to Ted Chiang's argument that art requires a real human experience shared between author and reader, does knowing these stories are 100% synthetic diminish your willingness to be emotionally moved by them? Why or why not?

### Recommended Unit Components

- **Prompt Provenance Block:** Includes the exact system and user prompts used to generate Versions A, B, and C (disclosing persona instructions, such as "Write as a reflective 30-year-old memoirist" vs. "Write as an anxious, staccato-voiced 19-year-old").
- **Comparative Evaluation Rubric:** A 4-category evaluation grid (Voice Consistency, Sensory Specificity, Structural Pacing, Avoidance of AI Clichés) for students to formally evaluate and grade each text.
- **Student Metacognitive Log:** A 1-page post-activity worksheet asking students to articulate how analyzing these synthetic texts changes their approach to revising authorial voice in their own prose.
- **Instructor Facilitation Notes:** Guidance on facilitating classroom debates between students who find Version B "vivid and modern" versus those who find it "gimmicky and calculated."

### Version A: Carried Down the Mountain

I must have been seventeen, maybe eighteen, when we piled into Timmy's mother's Suburban and pointed the hood toward Palm Springs. We weren't hikers in any noble sense of the word. We were suburban kids chasing the illusion of wilderness, more interested in the notion of adventure than in its practical demands. Our chosen route was

the Skyline Trail—better known, at least to those who’ve attempted it, as the “Cactus to Clouds.” A brutal climb: desert floor to San Jacinto Peak, nearly 11,000 feet of elevation. Of course, we had no intention of doing all that. We’d heard there was a beautiful stretch of river up there, and that was enough.

The morning began in the most unromantic of ways: at Sherman's Deli in downtown Palm Springs. We crowded around a corner booth, seven of us, ordering omelets and bottomless coffee like we were miners heading into the Sierra rather than lanky teenagers still sunburned from yesterday’s pool. The waitress gave us a once-over, probably pegged us as loud but harmless. I remember the smell of frying potatoes, the cracked leather of the booth, and Krishna laughing so hard at something Evan said that he nearly spit orange juice across the table.

From there, the trailhead. Already hot by nine a.m., the desert pressing down on us, each step crunching on sand and rock. We strapped on our backpacks with all the self-seriousness of explorers, though most of what they contained was candy bars, Gatorade, and a trail map no one had bothered to study. The San Jacinto mountains loomed above us like an improbable promise, the sun climbing behind them, white glare filling every crevice.

I remember how quickly the desert gave way to something more shaded—scrub oak, manzanita, and then higher up, the long whisper of Jeffrey pines. The air cooled, the smell turned resinous, and for a while we were caught in that illusion only young men can fully inhabit: that the world existed for us alone. We told stories, traded insults, scrambled across rocks. The camaraderie was as intoxicating as the altitude.

By noon, we found it—the river. Really a stream, snowmelt rushing over granite boulders, tucked into a pocket of green like a secret. We stopped there, stripped off our shoes, and ate our lunches with our feet dangling in the icy current. I remember Thomas singing tunelessly, and Aidan skipping stones so poorly he nearly brained David. For that hour it felt as though we’d arrived at something sacred, though we’d never have used that word then.

And then the accident. It was nothing heroic—no bear, no cliff, no avalanche. Just clumsiness. I was staring at the ground, trying to avoid the twisted roots in the dirt, when I walked headlong into a low-hanging branch. The crack of wood against skull, the sudden collapse. I remember the stunned silence, then the hot rush of blood down my cheek. My friends gathering, their bravado collapsing into panic.

It’s funny, looking back: what mattered wasn’t the pain (though it hurt plenty) but the way they rushed toward me. Gabe pressing a bandana to my face, Evan pouring water over the cut, Timmy’s voice going high and panicked as he suggested we turn back. I, of course, insisted otherwise—some absurd teenage notion that endurance equaled manhood. But when they showed me my reflection in a phone’s black screen—the jagged slash across my cheek—I relented.

The hike back was slower, quieter. Shadows lengthened, the mountains turning purple as the sun dropped behind them. Every step jarred my face, but my friends stayed close, carrying my pack, offering steadying hands. What I remember most vividly is the silence between us, a kind of solemnity that replaced all the morning's laughter. We were still boys, but in that descent something older brushed against us: mortality, fragility, the way a body can betray you in an instant.

At Desert Regional Medical Center, under the indifferent fluorescence of the ER, a doctor stitched me up while making small talk about the Dodgers. Seven stitches, neatly done. My friends lingered in the waiting room, their voices carrying through the thin curtain, still teasing, still laughing—but softer now, like they understood something had shifted.

That scar has long since faded. I can barely trace it in the mirror. But the memory endures—less about the wound itself than about the faces of those boys who are now men scattered across the country, fathers and husbands, some divorced, one already gone. We thought we'd gone into the mountains for adventure. What we found instead, or what I found, was the first glimmer of what friendship actually meant: the willingness of others to gather around your weakness, to carry you back down the mountain when you can no longer pretend you're invincible.

### **Version B: Carried Down the Mountain**

We weren't hikers. Let's start there. Not even close. We were suburban kids with PlayStation thumbs and half-baked bravado, stuffed into cargo shorts and pretending trail mix was survival food. The closest we'd been to wilderness was the weed-choked lot behind the high school baseball field, where an abandoned shopping cart had rusted into skeletal art. But Timmy—always Timmy, with his big mouth, his big dreams, his way of making everything sound like prophecy—said the words like they meant something: Cactus to Clouds.

Cactus to Clouds: I can still hear it, like a chant, like a spell. A phrase too large for our mouths.

Cactus to Clouds. As if by walking, by sweating, by grinning through our inexperience, we could climb not just a mountain but some metaphysical staircase to the sky. Timmy said it over and over, as if repetition itself could make it real. And the rest of us? We nodded. We grinned. We said yes, because nineteen doesn't say no, nineteen doesn't explain why it wants to stay home, nineteen doesn't confess its fear of heights or its dread of stitches or its mistrust of friendship.

Sherman's Deli, Palm Springs, morning. Sunlight already frying the parking lot. The cracked vinyl of the booth sticking to our thighs. The smell of burnt coffee, fried potatoes,

eggs sweating grease. We pretended we were miners fueling up before a shift, adventurers laying the foundation of myth.

Really, we were just loud kids irritating a waitress who'd seen dozens of our kind stumble in and out: big talk, little follow-through. Krishna, choking on orange juice, eyes streaming, Evan pounding the table so hard the salt shaker tipped over, Gabe cursing like he always did, Timmy already narrating the day like we'd conquered Everest, David sipping quietly, Thomas staring out the window, Aidan grinning in the corner like he knew this was all doomed.

The trailhead.

A sign full of warnings—*Dehydration kills. Heat stroke is real. Don't attempt unprepared.* We laughed. Of course we laughed. That's the nineteen-year-old response to death: mockery. As if laughing will make us immortal. As if laughter itself is a weapon against heat, exhaustion, mountain lions, our own fragility.

And then: the climb. Desert first, the kind of heat that makes you doubt your own body. Sand crunching under boots, the white glare of sun dissolving every thought. Sweat sticking my shirt to my back. I hated it. I wanted to stop before we'd even begun. But nineteen doesn't stop. Nineteen doesn't admit weakness. Nineteen pushes forward, hoping the body will obey.

Then shade. Pines. The miracle of switchbacks. The smell of resin, sharp and medicinal. The cool air wrapping us like a secret reward. One moment, CVS parking lot; the next, cathedral forest. And we stomped through it like clowns. Too loud. Too rowdy. Too afraid of silence to let it hold us. We didn't know reverence. We only knew noise.

The stream. My god, the stream. Silver water rushing across granite, cold enough to break bones. We plunged in, screaming, laughing, shrieking. Shoes off, socks steaming on rocks. Sandwiches smashed in plastic bags, holy in their ordinariness. Doritos dust staining fingers. We sprawled on boulders like kings, declaring victory over the mountain when really we'd barely begun. For half an hour, paradise. For half an hour, the illusion that we had found something eternal.

And then the branch. My downfall. My humiliation. My scar. I was staring at the ground, careful, cautious, and then—bang. Skull to wood. Crack. The sound of my own foolishness. Blood immediate, heat immediate, dirt in my mouth, knees gone. My friends bending over me, mouths open, eyes wide, hands fumbling. Gabe cursing. Timmy squeaking. Evan laughing nervously, already scripting his future retelling. Krishna pale. David calm, practical, pressing water into my hand. Thomas silent. Aidan muttering *shit, shit, shit* under his breath.

Me: *I'm fine.* Over and over. Like a spell. Like denial could make it true. Because nineteen doesn't bleed. Nineteen doesn't fall. Nineteen doesn't need. But then a phone screen

shoved in front of me: my reflection split, my face ripped open, a second mouth carved across my cheek. Not fine. Not fine at all.

The descent. Endless. Longer than the climb. Shadows stretching, mountain bruised purple. Every step pain, throb, humiliation. My friends surrounding me, carrying my pack, steadying me when I staggered. I hated it. I needed it. I wanted to shove them away. I wanted to collapse into their arms. Shame and gratitude braided together. Silence heavier than the air.

Hospital. Desert Regional. Fluorescents buzzing like hornets. Antiseptic burning the nose. A doctor with calm hands, talking Dodgers as he stitched me up. Seven stitches. Tug, pull, tie. Seven times a reminder that I was fragile, foolish, breakable. My friends outside the curtain, their laughter muted, altered. They stayed. That was the miracle. Not the mountain, not the stream, not even the scar. Their waiting. Their refusal to leave.

Now—the scar is faint. Invisible unless I tilt my face in the mirror just right. But I feel it. Always. A ghost under the skin. A whisper. A reminder that nineteen is not invincible. Nineteen is humiliation, blood, stitches. Nineteen is friends who carry you when you can't carry yourself.



### Version C: Carried Down the Mountain

We weren't hikers. We were bodies in motion, teenagers in motion, propelled by slogans and hunger, by the promise of the Cactus to Clouds Trail, which sounded less like a path through wilderness than a theme park attraction: Cactus to Clouds, ride the escalator of pain. Timmy said it over and over, chanting it like a brand slogan, a jingle, a corporate prayer. Cactus to Clouds. It echoed in our ears like the hum of fluorescent lights, like a television left on in the other room. *Are you serious?*

Sherman's Deli: eggs sweating grease, mugs chipped and refilled, Krishna laughing orange juice through his nose, Evan pounding the table like applause. The waitress circling, cautious, exhausted, an eye trained on us the way one might watch an accident in slow motion. We ate like soldiers of hunger, boys rehearsing manhood through calories. We wanted to fill ourselves, to become monumental, as if food itself were the fuel for myth.

Trailhead sign: *DEHYDRATION KILLS*. We laughed. We laughed at the word "kills." We laughed at the skull icon, black on white, a cartoon of mortality. Because death was still comic to us, still theoretical, an image flickering on a screen. We were invincible and stupid and the sign was part of the entertainment.

The desert was flat white light, a buzzing void. Every step crunching, granular, amplified in my head. Sweat running down the spine, straps cutting the skin, the steady incantation

of discomfort. I thought: *this is idiocy. This is what idiocy feels like.* And then the switchback, the shade, the pines tall and vertical like a coded message, the smell of resin, antiseptic, clarifying, a message of order in the midst of chaos.

We stomped, we shouted, we made noise against the silence. Because silence had weight, because silence was accusation, because silence wanted us to acknowledge beauty and we weren't built for that yet. Noise was our defense. Noise was our strategy for survival.

The stream: water rushing silver across granite. Shoes off, socks damp, sandwiches unwrapped, plastic Ziplocs peeled back. Doritos dust bright orange, fingers licking salt. It was holy in its banality, a sacred pause in an unsacred world. We sprawled across rocks, boys in motion, still trying to believe we were explorers, as if half an hour at a stream could enter history.

And then the branch. The crack. Skull to wood. A sound like a sentence, like punctuation. A rupture in the narrative. Blood immediate, dirt immediate, heat immediate. My body on the ground, my friends bending over me, voices amplified, distorted, a chorus of panic. Bandana pressed too hard, water poured too fast, too many hands. Gabe cursing, Timmy squeaking, Evan already narrating, Krishna pale, David rationing, Thomas silent.

Me: *I'm fine.* Because that's what the body says when the body is not fine. *I'm fine.* The phrase itself a shield, a system, a broadcast of denial. But then the phone screen, black reflection, my face split, my cheek opened into a grotesque new mouth. Not fine. Not close.

The descent was endless. Shadows lengthening, the mountain bruising purple, the air thickening. My pack carried by others. My steps unsteady. The silence was heavy, collective, a silence of recognition, the first silence of adulthood. No more jokes. Only boots on dirt, breath, blood.

Hospital. Desert Regional. Fluorescents buzzing like electric insects. Antiseptic sharp, metallic. The doctor with baseball talk, Dodgers on his lips, needle in hand, tug, pull, stitch. Seven times. Each stitch a reminder, each stitch a word in a sentence I didn't want written. My friends outside the curtain, waiting, laughter muted, voices distorted, still there.

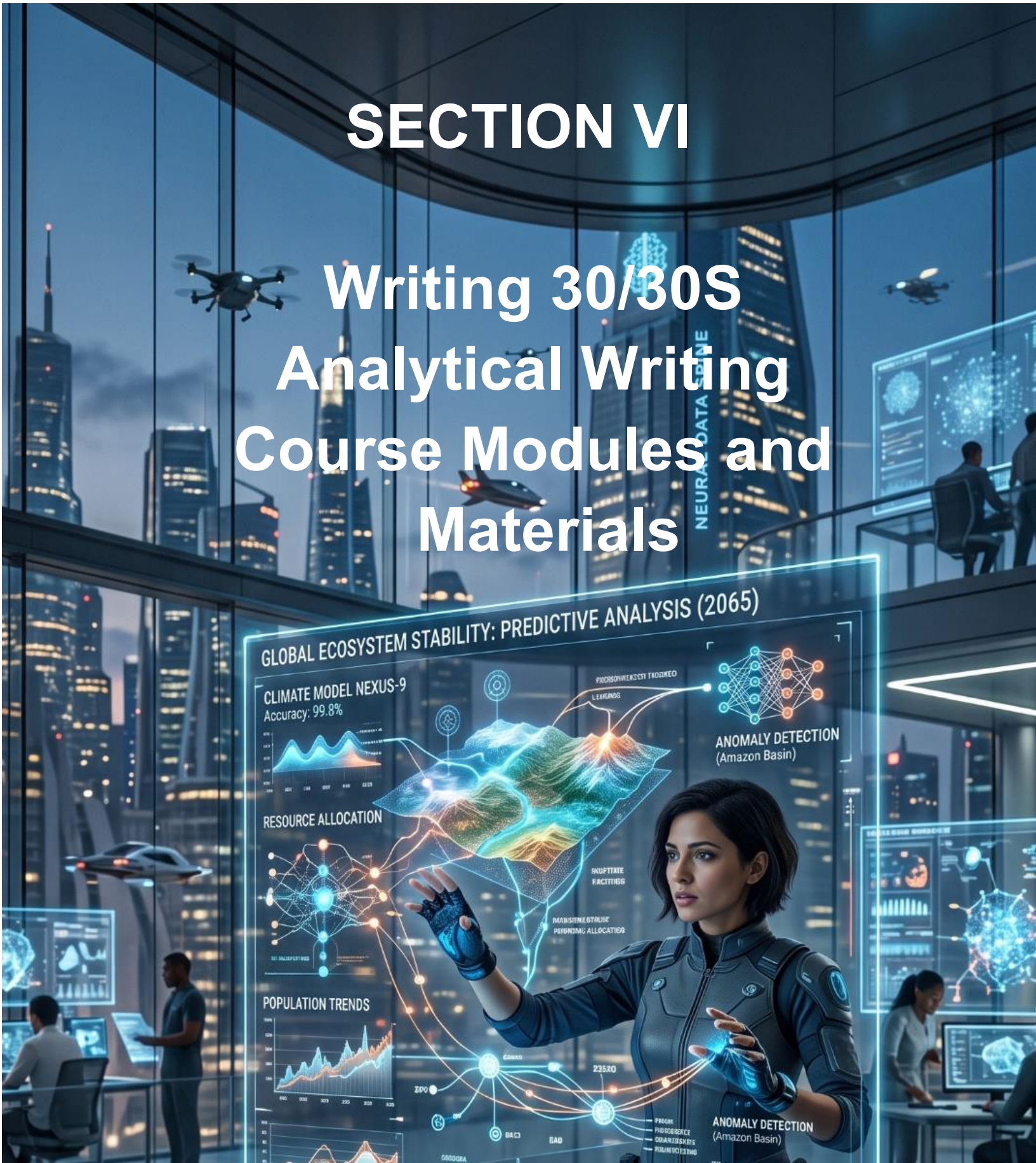
That was the miracle. Not the mountain, not the peak, not the stream. The waiting. The staying. The scar now nearly invisible. A ghost line under the skin. But it whispers, it persists. It speaks not of triumph but of fragility, humiliation, the weight of dependence.

This is what nineteen is: a cracked face, a false declaration (*I'm fine*), a descent into silence, fluorescent lights, antiseptic air, the knowledge that you can't walk yourself down. That you are carried. That you are fragile. That you are part of a system, a network of hands, of voices, of waiting bodies.

Cactus to Clouds. From desert heat to hospital light. From bravado to scar. From noise to silence. This is the arc. This is the narrative. This is what I carried down the mountain.

## SECTION VI

# Writing 30/30S Analytical Writing Course Modules and Materials



## VI. WRIT30/30S - Course Information

### Course Description: Writing 30/30S: Analytical Writing

- **WRIT 030 Description: 4 Units/Credits:** Lecture, 3 hours; written work, 3 hours. Prerequisite(s): WRIT 020 with a grade of C or better or WRIT 020S with a grade of C or better. Addresses the function of writing in a range of contemporary situations from a critical and theoretical perspective. Includes analyzing and responding to a wide variety of texts to understand theoretical and critical models and to apply those models to texts to articulate an interpretative understanding. Credit is awarded for one of the following WRIT 030 or WRIT 030S.
- **WRIT 030S Description: 4 Units/Credits:** Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): WRIT 020 with a grade of C or better or WRIT 020S with a grade of C or better. Addresses the function of writing in a range of contemporary situations from a critical and theoretical perspective. Includes analyzing and responding to a wide variety of texts to understand theoretical and critical models and applying those models to texts to articulate an interpretative understanding. Credit is awarded for one of the following WRIT 030S or WRIT 030.

### Course Learning Outcomes

#### Traditional Outcome 1: Understand essential concepts of analysis through multiple lenses

- **Possible Tech/AI Integrations:**
  - Students analyze AI-generated interpretations of a literary or cultural text.
  - Students apply theoretical lenses to critique AI's interpretive moves (e.g., Feminist, Marxist, Queer, Rhetorical, Anthropological Discourse-Based, etc.).
  - Students identify weaknesses in AI writing.
- **Integration Notes & Pedagogical Impact:**
  - Explores surface-level reading skills versus deep, critical reading skills.
  - Illustrates through critique misrepresentations or absences of theoretical lens applications.
  - Allows for investigation of predictable thesis structures.

#### Traditional Outcome 2: Interpret texts for explicit and implicit meaning

- **Possible Tech/AI Integrations:**

- Students compare their own close-reading paragraphs to those produced by AI.
- Students assess depth of inference, attention to ambiguity, and sensitivity to subtext and nuance.
- Students apply AI to advance their understanding of nuance and implication in texts.
- **Integration Notes & Pedagogical Impact:**
  - Develops holistic writing awareness for students.
  - Shows AI's limitations as a tool for illuminating the complexity of interpretive moves and arguments.

### **Traditional Outcome 3: Compose effective textual analysis**

- **Possible Tech/AI Integrations:**
  - Students write a meta-analysis of AI-generated writing to investigate how it constructs various forms of analysis.
  - Students discuss the epistemology behind their AI interactions and use: (1) exploring what AI knows in relation to critical thinking; (2) investigating what it means to interpret through tech/AI tools while retaining agency; and (3) understanding what it means to be an author.
  - Students apply judgment when integrating AI use into the writing process in ethical ways while maintaining original voice and agency.
  - Students apply AI to critical frameworks to develop a more sophisticated understanding of theoretical texts.
- **Integration Notes & Pedagogical Impact:**
  - Demonstrates how tech/AI tools can be assessed through theoretical inquiry to better manage their limitations.

### **Overarching AI/Tech-Focused Outcome**

- **Core Objective:** Examine how AI-generated interpretation, digital analytical tools, and algorithmically shaped reading environments influence contemporary meaning-making while sustaining independent close reading practices, interpretive nuance, and analytical authority.

## Semiotic Analysis

| WRIT30/30S Semiotic Analysis    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Conceptual Outcomes</b>      | <ul style="list-style-type: none"><li>• Explain how meaning is constructed through visual signs within cultural texts.</li><li>• Identify denotative, connotative, and ideological layers of meaning in images.</li><li>• Analyze how visual representations reflect cultural beliefs, values, and assumptions about abstract concepts (e.g., the afterlife, identity, morality).</li></ul>                                                                                                                                                                                      |
| <b>Writing Outcomes</b>         | <ul style="list-style-type: none"><li>• Develop an interpretive thesis that explains how an image or a set of images collectively construct(s) meaning.</li><li>• Integrate visual evidence into writing using clear description, analysis, and figures.</li><li>• Organize analytical paragraphs that integrate observations, analyses, and interpretations.</li></ul>                                                                                                                                                                                                          |
| <b>Reading Outcomes</b>         | <ul style="list-style-type: none"><li>• Closely analyze visual texts by identifying salient features and patterns within and across images.</li><li>• Interpret how color, composition, symbolism, and spatial arrangement, among other features, impact analysis.</li><li>• Synthesize visual material to construct a coherent interpretation of a broader cultural or thematic system.</li></ul>                                                                                                                                                                               |
| <b>AI/Tech Focused Outcomes</b> | <ul style="list-style-type: none"><li>• Critique AI-generated image interpretations for their treatment of symbolism, ideology, cultural specificity, and visual nuance.</li><li>• Integrate AI-supported descriptive and pattern-recognition tools into observational analysis while maintaining interpretive authority over the meanings constructed from visual evidence.</li><li>• Investigate how digitally generated imagery, algorithmic curation, and visual media platforms participate in shaping contemporary symbolic systems and cultural representation.</li></ul> |

## ***Traditional Activity Samples***

### **Image Deconstruction Workshop**

- **Activity Description:** Students are presented with a set of images and asked to identify their most salient features (e.g., color, composition, symbols, spatial relationships, shapes, placement). Working individually at first, they list their observations without immediate interpretation.
  - **Group Analysis & Synthesis:** Moving into small groups, students transition from observation to analysis, discussing how each visual feature contributes to the meaning embedded within the image. The activity culminates in a whole-class discussion to synthesize how the images collectively address a broader concept (e.g., identity, power, the afterlife, love, friendship).
- 

### **Comparative Meaning Making Activity**

- **Activity Description:** Students examine two or more images that represent the same concept in noticeably different ways. They compare visual strategies, identifying how meaning shifts based on elements such as color, framing, placement, or symbolic emphasis.
  - **Pedagogical Impact:** The instructor guides students to move beyond surface description by interrogating how and why these visual differences matter, preparing them to construct grounded arguments about visual meaning.
- 

### **Visual to Written Translation Activity**

- **Activity Description:** Students select a single image and write a brief analytical paragraph explaining how meaning is constructed visually.
- **Partner Exercise:** Students exchange paragraphs with a partner, who attempts to reconstruct the original image based solely on the written description provided.
- **Pedagogical Impact:** This exercise highlights precision in analytical writing while reinforcing the importance of clearly linking visual evidence to interpretive claims.

## ***AI/Tech Focused Activity Samples***

### AI Description vs. Interpretation Activity

- **Activity Description:** Students first read a guide sheet regarding biases in AI tools for both textual and visual materials (e.g., ethical frameworks on GenAI\_ [Leon Furze's site re: general ethics](#)). They then prompt an AI system to describe a selected image, asking it to account strictly for what is visibly present.
- **Comparative Analysis:** Students compare the AI's description to their own observations, identifying what the AI captures (denotation, surface-level detail) versus what it omits (connotation, cultural meaning, ideological framing).
- **Revision & Pedagogy:** Students revise or extend the AI's description into a fully developed interpretive paragraph, demonstrating how analytical meaning emerges through interpretive analysis rather than surface description.

### Symbol Instability Activity

- **Activity Description:** After collecting images focused on a specific analytical topic, students prompt an AI system to interpret the symbolism across the visual set.
- **Evaluation & Refinement:** Students evaluate the AI's output to determine whether its interpretation relies on generalized or culturally flattened meanings that erase key complexities. Using course concepts (e.g., cultural context, semiotic systems, competing meanings), students refine the AI's output to demonstrate that visual symbols are contextually constructed rather than fixed.
- **Follow-Up Sequence:** Students instruct the AI to reassess its initial interpretations by providing updated cultural, historical, geographic, or register constraints, observing how the generated interpretations shift to reflect new contexts.

### Pattern Recognition Activity

- **Activity Description:** An AI system is tasked with identifying visual patterns across a set of images, such as recurring colors, spatial arrangements, or subject figures.
- **Analytical Evaluation:** Students assess whether the AI-identified patterns are analytically meaningful or merely superficial.
- **Pedagogical Impact:** Students use these observations as a starting point to construct their own interpretive claims about how meaning is built across multiple

images, learning to distinguish basic pattern identification from true analytical significance.

## Comparative Analysis

| WRIT30/30S Comparative Analysis |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Conceptual Outcomes</b>      | <ul style="list-style-type: none"><li>• Explain similarities and differences between texts or cultural artifacts.</li><li>• Recognize how context influences interpretation of texts.</li><li>• Identify thematic or ideological relationships between works.</li></ul>                                                                                                                                                                                                                                                                                                            |
| <b>Writing Outcomes</b>         | <ul style="list-style-type: none"><li>• Develop a thesis comparing two texts through a clear analytical framework.</li><li>• Use textual evidence from multiple sources to support comparison.</li><li>• Organize analysis to highlight meaningful similarities and differences.</li></ul>                                                                                                                                                                                                                                                                                         |
| <b>Reading Outcomes</b>         | <ul style="list-style-type: none"><li>• Analyze multiple texts simultaneously.</li><li>• Evaluate how different texts address similar themes.</li><li>• Interpret relationships between texts within cultural contexts.</li></ul>                                                                                                                                                                                                                                                                                                                                                  |
| <b>AI/Tech Focused Outcomes</b> | <ul style="list-style-type: none"><li>• Challenge AI-generated comparative readings by examining whether they adequately address contextual nuance, interpretive balance, and textual complexity.</li><li>• Employ AI-assisted organizational and thematic-clustering tools to develop analytical frameworks that illuminate meaningful relationships across texts and cultural artifacts.</li><li>• Reflect upon the role digital recommendation systems, archives, and generative technologies play in shaping comparative interpretation and cultural categorization.</li></ul> |

## ***Traditional Activity Samples***

### **Paired Close Reading Workshop**

- **Activity Description:** Students engage in a structured comparative reading process using two passages that address a shared theme or issue, annotating each text independently for key features such as diction, imagery, tone, and structure.
- **Comparative Execution:** Students place their annotations side-by-side to identify points of convergence and divergence, analyzing how linguistic choices construct meaning. Small groups then discuss how comparative reading reveals nuances that remain obscured when texts are examined in isolation.
- **Pedagogical Impact:** The instructor facilitates a whole-class synthesis where students articulate analytical claims that move beyond surface-level comparison toward in-depth interpretations of meaning.

### **Comparative Framework Builder Activity**

- **Activity Description:** Students are introduced to structural models for comparative writing (e.g., point-by-point, block structure, thematic clustering) and generate comparison points for two texts, such as theme, characterization, imagery, or ideological stance.
- **Framework Construction & Feedback:** Students organize their ideas into a structured analytical framework, making strategic decisions about sequencing, emphasis, and coherence. In peer groups, students present their frameworks and explain the rationale behind their organizational choices to receive constructive feedback.
- **Pedagogical Impact:** Emphasizes that effective comparative analysis depends not only on insight, but also on the deliberate structuring of ideas to guide readers through meaningful relationships between texts.

### **Contextual Reframing Activity**

- **Activity Description:** Working in small groups, students examine how contextual factors—such as historical moment, cultural background, genre, and intended

audience—shape how two texts address a similar issue from different starting points.

- **Follow-Up Sequence:** Students compare findings to evaluate how contextual differences yield distinct interpretations, culminating in the development of a comparative claim that foregrounds context as a central driver of analysis.
- **Pedagogical Impact:** Reinforces the principle that understanding the conditions of a text's production and reception is essential for meaningful comparative critique.

### Evidence Alignment Activity

- **Activity Description:** Students gather textual evidence from two sources and organize the material into grouped sets based on shared points of comparison, such as thematic elements, stylistic features, or ideological positions.
- **Analytical Execution:** For each grouping, students write a brief explanation demonstrating how the paired evidence supports a comparative claim, ensuring the analysis actively integrates both texts rather than treating them separately.
- **Pedagogical Impact:** Teaches students to avoid fragmented comparison by coordinating and integrating evidence to build a cohesive, well-supported analytical argument.

## AI/Tech Focused Activity Samples

### Framing Divergence Activity

- **Activity Description:** Students prompt AI to explain how two texts differ, receiving a tidy, balanced comparison as an initial object of inquiry.
- **Interrogation & Complication:** Students interrogate the AI's output, identifying where the comparison is overly basic or where genuine tensions have been smoothed over. By revisiting the AI's framing, students complicate it, shifting from simply listing differences to examining what those differences accomplish in terms of meaning, context, or rhetorical purpose.
- **Alternate Sequence:** Students construct their own comparative analysis first, then generate the AI comparison afterward to analyze how LLMs function at different drafting stages and challenge students to extend their original arguments.

### Comparison Builder Activity

- **Activity Description:** Students prompt AI to generate a basic comparative outline to serve as an initial structural experiment to react to rather than adopt.
- **Outline Critique & Revision:** Working individually, in pairs, or in small groups, students evaluate whether the generated structure advances a compelling thesis or merely places two text summaries side-by-side. Students then revise and reorganize the outline around a central interpretive claim rather than parallel observations.
- **Pedagogical Impact:** Trains students to critically assess AI-generated structures against assignment expectations and effective comparative methodologies.

### False Equivalence Check Activity

- **Activity Description:** Students prompt AI to identify similarities between texts, which often yields flat, generalized claims (e.g., "Both texts deal with identity").
- **Rubric-Based Evaluation:** Taking on an evaluator role, students test the AI's comparative statements against the assignment rubric to determine whether the identified similarities represent meaningful analytical connections or superficial thematic overlaps.
- **Revision & Pedagogy:** Students rewrite vague points of connection into precise comparative claims, focusing attention on how each text engages shared ideas in distinct and potentially conflicting ways.

### Bridge Sentence Workshop

- **Activity Description:** Students prompt AI to produce a comparative paragraph analyzing two passages or moments, then focus specifically on evaluating how the prose transitions between texts.
- **Targeted Revision:** Students identify moments where comparative shifts feel abrupt or overly mechanical and rewrite those transitional bridge sentences.
- **Pedagogical Impact:** Emphasizes how ideas—not just individual sentences—must carry across comparative transitions, resulting in a more fluid integration of both texts within a unified analytical thread.

## Annotated Bibliography & Literature Review Synthesis

| WRIT30/30S Annotated Bibliography & Literature Review Synthesis |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Conceptual Outcomes</b>                                      | <ul style="list-style-type: none"> <li>• Explore how scholarly conversations develop around a topic or research question.</li> <li>• Identify key debates, perspectives, and methodologies within a body of research.</li> <li>• Evaluate the relevance and credibility of academic sources in relation to a focused research goal.</li> </ul>                                                                                                                                                                                                                                                                                                          |
| <b>Writing Outcomes</b>                                         | <ul style="list-style-type: none"> <li>• Produce accurate and rhetorically effective annotations that summarize by providing the topic, argument, evaluation, and relationship to the current student project.</li> <li>• Synthesize multiple sources to identify patterns, tensions, and gaps in the literature.</li> <li>• Use precise MLA citation practices in both annotations and literature review writing.</li> </ul>                                                                                                                                                                                                                           |
| <b>Reading Outcomes</b>                                         | <ul style="list-style-type: none"> <li>• Analyze scholarly texts for argument, methodology, and contribution to a field of inquiry.</li> <li>• Compare how different sources approach similar questions or problems.</li> <li>• Interpret how authors position their work in relation to other scholars.</li> </ul>                                                                                                                                                                                                                                                                                                                                     |
| <b>AI/Tech Focused Outcomes</b>                                 | <ul style="list-style-type: none"> <li>• Interrogate AI-generated annotations and literature syntheses for accuracy, completeness, disciplinary awareness, and responsible representation of scholarly arguments.</li> <li>• Manage AI-assisted research and thematic-clustering tools in ways that strengthen synthesis and organization while preserving scholarly accountability and source verification practices.</li> <li>• Examine the ethical and intellectual implications of AI-supported research practices, including questions surrounding authorship, attribution, misinformation, intellectual labor, and academic integrity.</li> </ul> |

## ***Traditional Activity Samples***

### **Source Evaluation Workshop**

- **Activity Description:** Students are given a set of sample sources and asked to evaluate their credibility, relevance, and overall usefulness for an academic research project.
  - **Evaluation & Ranking:** Working individually or in groups, students rank the sources based on academic rigor and justify their selection decisions.
  - **Pedagogical Impact:** Helps students establish clear, defensible criteria for selecting strong, authoritative academic materials.
- 

### **Annotation Writing Practice**

- **Activity Description:** Students practice composing full annotations by summarizing a source's general topic and central argument, assessing its strengths and limitations, and explaining how it directly informs their specific research project.
  - **Pedagogical Execution:** The instructor provides model annotations and structured guides to steer students toward concision, precision, and analytical depth.
- 

### **Synthesis Mapping Activity**

- **Activity Description:** Students map their research sources visually using tools such as thematic clusters, Venn diagrams, charts, or connection bubbles.
- **Mapping & Synthesis:** Students identify key relationships between sources—pinpointing moments of agreement, disagreement, or novel perspectives—and use these mapped connections to draft an integrated synthesis paragraph.
- **Pedagogical Impact:** Moves students away from sequentially summarizing sources in isolation, training them to analyze sources dialectically within a broader scholarly conversation.

## ***AI/Tech Focused Activity Samples***

### **Annotated Bibliography & Literature Review Synthesis: AI/Tech-Focused Activity Samples**

#### **AI Summary Audit Activity**

- **Activity Description:** Students first read a scholarly article and write an independent, paper-based summary organized around a course theme, question, or principle without using AI. They then prompt an AI system to summarize the exact same scholarly source.
- **Comparative Evaluation:** Students compare both summaries against the original text, identifying omissions, distortions, or shifts in emphasis in each. They evaluate where the AI captures overlooked points and where student writing provides deeper analytical nuance.
- **Synthesis & Revision:** Students compose a revised summary that synthesizes their original insights with valid key points identified by the AI, learning to distinguish surface-level summary from accountable source representation while maintaining personal agency.
- **Follow-Up Sequence:** Students input their revised summary into the AI and request a comparative analysis, making final adjustments based on any new insights generated during the feedback loop.



#### **Synthesis Stress Test Activity**

- **Activity Description:** Three scholarly sources are entered into an AI platform, and students prompt the system to explain how the texts relate to one another.
- **Paired Evaluation:** Working with a partner, students evaluate whether the AI smooths over nuanced differences, over-inflates trivial contrasts, invents artificial connections, or overlooks essential methodological tensions between the sources.
- **Revision & Pedagogy:** Students revise the AI-generated synthesis to accurately account for agreement, disagreement, and methodological nuances, reinforcing that literature synthesis is an active analytical process rather than a passive aggregation of related ideas.

### Scholarly Positioning Activity

- **Activity Description:** Students prompt an AI system to explain how a given scholarly source fits into a broader academic conversation.
- **Evaluation & Refinement:** Students assess whether the AI accurately represents the stakes, scope, or disciplinary context of the work, refining the AI's positioning statement to reflect their growing knowledge of the field's scholarly landscape.
- **Pedagogical Impact:** Focuses on how academic authors situate themselves in relation to other scholars, directly preparing students to write their own literature review syntheses.

## Film Adaptation of Literary Work

| WRIT30/30S Film Adaptation of Literary Work |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Conceptual Outcomes</b>                  | <ul style="list-style-type: none"><li>• Explain how meaning shifts across different media (e.g., novel to film).</li><li>• Analyze how adaptation reflects changes in audience, context, and purpose.</li><li>• Evaluate how narrative elements (character, plot, theme, visual design) are transformed in adaptation.</li></ul>                                                                                                                                                                                                                                                                            |
| <b>Writing Outcomes</b>                     | <ul style="list-style-type: none"><li>• Develop a sustained analytical argument that explains how and why an adaptation reshapes a source text.</li><li>• Integrate textual and visual evidence (film stills, scenes, quotations) to support analysis.</li><li>• Synthesize research and textual analysis into a cohesive, thesis-driven essay.</li></ul>                                                                                                                                                                                                                                                   |
| <b>Reading Outcomes</b>                     | <ul style="list-style-type: none"><li>• Perform close readings of both written and visual texts.</li><li>• Compare narrative strategies across media to identify meaningful differences.</li><li>• Interpret how formal elements (cinematography, narration, structure) shape audience understanding.</li></ul>                                                                                                                                                                                                                                                                                             |
| <b>AI/Tech Focused Outcomes</b>             | <ul style="list-style-type: none"><li>• Evaluate the interpretive limitations of AI-generated adaptation analyses, particularly in relation to medium specificity, cinematic technique, and thematic transformation.</li><li>• Incorporate AI-assisted comparative and organizational strategies to identify adaptation patterns, formal shifts, and narrative restructuring across media forms.</li><li>• Analyze how CGI, streaming technologies, digital editing systems, and generative AI increasingly shape adaptation practices, audience reception, and contemporary visual storytelling.</li></ul> |

## ***Traditional Activity Samples***

### **Film Adaptation of Literary Work: Traditional Activity Samples**

#### **Scene Comparison Activity**

- **Activity Description:** Students read a passage from a novel and watch the corresponding scene in its film adaptation.
- **Group Execution:** Working in small groups, students identify differences across key analytical categories, including characterization, dialogue, pacing, narration, sequencing, tone, and emphasis.
- **Pedagogical Impact:** The instructor prompts students to consider not just what changed between texts, but why those artistic choices were made in relation to medium affordances or audience expectations.

#### **Medium Constraints Brainstorm**

- **Activity Description:** The class collaboratively generates a list outlining what each medium can and cannot achieve (e.g., internal monologue in novels vs. visual storytelling in film).
- **Targeted Application:** Students apply this constraints list to a specific adaptation example, explaining how medium-specific limitations shape director choices and determine what is possible on screen.
- **Pedagogical Impact:** Builds critical awareness of the medium itself as a foundational analytical category in comparative literary and cinematic study.

#### **Adaptation Argument Builder**

- **Activity Description:** Students are provided with an interpretive claim regarding an adaptation (e.g., "*The film simplifies the novel's portrayal of suffering*" or "*The film explicitly explains character identities that the novel develops inductively over time*").

- **Group Execution:** Working in groups, students gather paired textual and visual evidence to either support or challenge the given claim before presenting their own original mini-arguments.
- **Pedagogical Impact:** Helps students practice constructing evidence-based interpretations that bridge textual close reading and visual analysis.

## ***AI/Tech Focused Activity Samples***

### **Film Adaptation of Literary Work: AI/Tech-Focused Activity Samples**

#### **AI Interpretation Critique Activity**

- **Activity Description:** As a whole-class task to calibrate analytical expectations, students prompt AI to explain the differences between a novel and its film adaptation.
- **Critique & Group Revision:** Students evaluate whether the response relies on plot summary or surface comparison, identifying where the AI fails to account for medium-specific elements (e.g., cinematography, coloration, sound, scripting, audience, narrative framing). Students then break into small groups to revise the response into an analytically grounded critique that corrects what the AI omitted.
- **Alternate Screenplay Focus:** Students can adapt this activity to focus specifically on the screenplay as a distinct text, analyzing genre-specific elements like turn-taking, dialogue, scene direction, clarity, and register to evaluate what gets emphasized or diminished.

#### **Thesis Refinement Activity**

- **Activity Description:** Students prompt AI to generate a thesis about a film adaptation they are familiar with (preferably a personal favorite outside their main paper topic).
- **Evaluation & Revision:** Students assess the thesis for specificity, analytical depth, and alignment with prompt expectations, identifying where it is overly general or descriptive. Students then revise the thesis into a defensible claim that explicitly explains how and why meaning changes across media.

## Medium Awareness Activity

- **Activity Description:** Students prompt an AI system to analyze a specific scene or moment in a film adaptation of the novel they are working with.
- **Evaluation & Expansion:** Students evaluate whether the AI attends to formal cinematic elements such as visual composition, sound, or pacing. They then expand or correct the analysis to foreground how these formal elements actively shape interpretation, reinforcing attention to medium as a primary analytical lens.

## Literary Analysis

| WRIT30/30S Literary Analysis    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Conceptual Outcomes</b>      | <ul style="list-style-type: none"><li>• Explore how the practice of close reading is used to identify and interpret meaning within texts.</li><li>• Reflect upon a text's connection to culture and society.</li><li>• Understand how narrative elements (genre conventions, character, plot, theme) impact meaning and interpretation.</li></ul>                                                                                                                                                                                                                                                                                                                                 |
| <b>Writing Outcomes</b>         | <ul style="list-style-type: none"><li>• Develop an analytical thesis and sustained argument on how a source text generates meaning within specific context</li><li>• Integrate textual evidence and secondary sources as needed to support analysis.</li><li>• Structure argument and reasoning in a manner that is logical, thoughtful, accessible, and coherent.</li></ul>                                                                                                                                                                                                                                                                                                      |
| <b>Reading Outcomes</b>         | <ul style="list-style-type: none"><li>• Perform close reading to understand and analyze texts.</li><li>• Investigate how genre, narrative structure, and language shape meaning within texts.</li><li>• Identify how one's individual perspective plays a role in the interpretation of textual meaning.</li></ul>                                                                                                                                                                                                                                                                                                                                                                |
| <b>AI/Tech Focused Outcomes</b> | <ul style="list-style-type: none"><li>• Interrogate AI-produced literary interpretations for their treatment of ambiguity, context, symbolism, and interpretive complexity.</li><li>• Experiment with AI-supported annotation, brainstorming, and organizational tools as a means of expanding interpretive possibilities while maintaining independent close reading practices and critically assessing AI analytical output.</li><li>• Consider how digital reading environments, recommendation algorithms, online interpretive communities, and generative AI technologies influence contemporary literary original generation, interpretation, and meaning-making.</li></ul> |

## ***Traditional Activity Samples***

### **Literary Analysis: Traditional Activity Samples**

#### **Lens-Guided Close Reading Activity**

- **Activity Description:** Students are given a passage and assigned a theoretical lens (e.g., queer theory, feminist theory, structuralism) along with an instructor-provided annotation guide.
- **Analytical Execution:** Students annotate the text to identify patterns in language and structure, then reinterpret those observations through their assigned lens to analyze how theoretical perspectives shift meaning.
- **Pedagogical Impact:** The class compares differing interpretations of the same passage to highlight the active role of critical theory in shaping literary analysis.

#### **Close Reading Drill**

- **Activity Description:** Students annotate a short passage in three distinct, sequential stages: 1) identify notable language features (e.g., diction, imagery, repetition); 2) analyze what those features suggest; and 3) develop a claim about the passage's broader meaning.
- **Pedagogical Impact:** The instructor reviews student outputs as a model for moving systematically from surface observation to deep interpretation, reinforcing close reading as a foundational skill.

#### **Pattern Identification Activity**

- **Activity Description:** Students track a recurring element across a text, such as symbols, motifs, references to memory, or displays of power.
- **Pattern Evolution & Analysis:** After compiling textual examples, students analyze how the selected pattern evolves across the narrative and what it reveals about the text's central concerns.
- **Pedagogical Impact:** Prepares students to build sustained, textually grounded arguments rather than relying on isolated observations.

### Interpretive Debate Activity

- **Activity Description:** Students are presented with two competing interpretations of a passage or theme, assigned a specific stance, and tasked with defending it using textual evidence.
- **Pedagogical Impact:** Encourages students to view literary interpretation as a rigorous, evidence-based argumentative process rather than a matter of purely subjective opinion.

### *AI/Tech Focused Activity Samples*

#### Literary Analysis: AI/Tech-Focused Activity Samples

##### AI Interpretation Evaluation Activity

- **Activity Description:** The class prompts AI to produce a literary analysis of a passage, incorporating course strategies, techniques, and a brief synopsis of the text. Students instruct the AI to select whichever tools and strategies make the most sense, teasing out the raw approach the system takes on its own.
- **Evaluation & Critique:** Students evaluate whether the generated response remains descriptive rather than analytical, lacks a clear theoretical framework, or fails to engage in detailed close reading.
- **Revision & Pedagogy:** Students revise the AI response by sharpening the thesis, integrating specific class-taught analytical strategies, and adding precise textual analysis. By analyzing the shortcomings of the AI text compared to the human-revised iteration, students see how human parameters generate far more precise, rigorous analytical output.
- **Targeted Extension:** This activity can also be used to reinforce the distinction between summary, surface interpretation, and rigorous literary analysis as students return to both texts with those specific categories in mind.

##### Lens Application Activity

- **Activity Description:** Students ask AI to interpret a literary passage through a specific theoretical framework (e.g., feminist theory, psychoanalytic criticism, Marxist analysis, postcolonial theory).

- **Rhetorical Examination:** Rather than focusing immediately on whether the interpretation feels “correct,” students examine how the theory is applied rhetorically. They identify where the AI relies on sophisticated academic terminology without grounding its claims in sustained close reading or where textual evidence is introduced superficially.
- **Revision & Pedagogy:** Students revise the analysis by reconnecting theoretical concepts directly to textual details. This exercise demonstrates that literary theory functions most effectively when it sharpens attention to the text itself rather than replacing close reading with generalized conceptual language.

### Thesis Refinement Activity

- **Activity Description:** Students ask AI to generate several potential thesis statements about a literary text using different interpretive or theoretical perspectives.
- **Evaluation & Revision:** Students evaluate whether the generated theses are overly broad, overly reliant on general theme, lacking a clear interpretive claim, or disconnected from textual evidence and prompt expectations.
- **Pedagogical Impact:** Students revise or combine elements from the AI outputs to construct a specific, arguable thesis that pairs a theoretical lens with a clear direction for textual analysis.

### Essay Assignment (Sample 1): Literary Analysis

#### Interpretation and Reinvention Essay (Hardun)

For this essay, you will have to both write a substantial paper and give a brief presentation to the class in Week 10. You will have two choices for what shape this will take and what it will look like.

#### 1) **Creative Project and Reflection Paper** \*strongly encouraged\*

For this option, you have the opportunity to do some kind of creative project (paintings, pop-up books, scrapbook pages, poems, short stories, songs, music videos, play-scripts, social media pages, etc. Be creative and have fun!), and then write a shorter (1200-1500 word) reflection paper about your project and how it relates to what we have covered over the course of this quarter and your own life.

**Creative projects need to be run past me first (either in office hours or via email exchange), by the end of Week 7 in order to ensure that you will have adequate time to complete your project and that what you have in mind will be successful for this assignment. If you come to office hours without a plan, your project will not be approved.**

 **CLOSED to GenAI use**

## **2) GenAI Visual Media or Literary Media Comparison**

For this option, you have the opportunity to use a GenAI tool of your choice to generate and then analyze three artificial “updates” of one of the works of literature we are reading this quarter. You may choose if you want your tool to create visual or literary artificial updates to the text. Once you have created your items for analysis, you will write a 1600-2000 word paper which compares and contrasts the artificial updates, the original text, and your own understanding of medieval literature, while also reflecting on the process of producing the GenAI media items.

**GenAI media projects need to be run past me first (in office hours), by the end of Week 7 in order to ensure that you will have adequate time to complete your project and essay assignment. Before meeting with me, you must identify what tool you will use and how you will use it. If you come to office hours without a plan of action, your project will not be approved.**

 **CONDITIONAL to GenAI use.** A GenAI tool of the student’s choice may be used to create the “updated” objects of analysis for their assignment. This tool must be identified and demonstrated to the instructor during the Week 7 meeting for topic approval. No other GenAI tools may be used for any other purposes. Students must include screenshots of the process through which they created their items of analysis as an appendix to their final essays.

## **3) Critical Essay**

For this option, you will write a substantial research-based paper about one of the literary texts we have covered this quarter. Essentially, you will be writing a piece of “Literary Criticism” that engages both with a primary text and, in a meaningful way, with the literary critical tradition that exists around that text.

This essay is longer due to the anticipated use of quotation (1800-2250 words), and requires a full works cited/works referenced component that includes a minimum of eight (8) sources in addition to your primary literary text.

**Because this is essentially a riff on Essay #1, students do not need to meet with their instructor before writing this essay, although office hours discussions often make research projects better.**

**⚠️ CONDITIONAL use of GoogleNotebookLM only and the GenAI tools embedded in the library databases, as for Essay #1. Students must submit a screenshot of their Notebook and Notebook conversations, as an appendix to their final draft.**

For all options, you need to engage with the important questions of this course: *Why* study medieval literature at all? Does it *still matter* in any kind of meaningful way/s? *How* is our understanding of the Middle Ages *constructed* by and through post-medieval interpretations of medieval text? What does it mean to be *an amateur* reader? writer? *How* and *why* does medieval literature continue to resonate with us? Or, *does it* at all?

All options also require a brief, in-class, presentation of your work in Week 10. You will have five (5) — and *only five!* — minutes to present your work to the class. To do this well, you *must* practice and time yourself beforehand. I will have a timer, and I will stop any and all presentations that run over time in order to give your colleagues their full amount of time. Presentations will be graded based on what you finish saying in the time allotted; professionalism and timing count *just as much* as what you say. (Needless to say, the best presentations will be about work which has already been completed by the day you present).

\*MLA format required\*

\*\*Project/Essay, 180 points\*\*

\*\*In-Class Presentation, 20 points\*\*

# Faculty AI Toolkit & Pedagogical Resources



## VII. Faculty AI Toolkit & Pedagogical Resources

### Using Gemini to Create Instructional Materials

The number of hallucinations and wrong information that Gemini, ChatGPT, Claude, Copilot, or others produces has shrunk recently. This means, however, that anything that you decide to use in your classroom **MUST BE VETTED**. You have to know your source material and then be able to vet the AI output for accuracy.

#### *Components of a Good Prompt*

Creating an excellent prompt for Gemini, or any large language model, is a skill that can be developed. The best prompts act like a clear, creative brief, providing all the necessary information for the AI to produce a high-quality, relevant, and well-structured response.

Here are the key components of an excellent prompt:

- **Be Clear and Specific:** Avoid ambiguous language. State your request directly and precisely. Instead of "Write about history," specify "Summarize the key events of the Roman Republic's decline."
- **Provide Context:** Give the AI the necessary background information. This helps it understand the "why" behind your request. For example, "I'm a project manager writing an email to my executive team about a website redesign. Draft an executive summary."
- **Define a Persona:** Instruct Gemini to adopt a specific role. This can significantly shape the tone, style, and content of the response. For instance, "Act as a financial advisor and explain the concept of compound interest to a high school student."
- **Specify the Task:** Clearly state the action you want Gemini to perform. Use strong verbs like "summarize," "draft," "create," "explain," "compare," or "analyze."
- **Set the Format:** Tell the AI how you want the output to be structured. This can include:
  - **Length:** "Write a 500-word essay," or "Keep the response under 150 words."
  - **Structure:** "Use bullet points," "Create a table with columns for...", or "Format the response as an email."
  - **Tone:** "Use a professional tone," "Write in a casual and friendly voice," or "Be persuasive and motivational."

- **Break Down Complex Tasks:** For multi-step or complex requests, break them into a series of smaller prompts. This allows you to refine the output at each stage and ensures the AI stays on track.
- **Use Examples and Constraints:** Provide examples of what you want or don't want. This helps Gemini understand your expectations. You can also include constraints, such as "Do not use any jargon" or "Only use information from the provided article."
- **Iterate and Refine:** The first response may not be perfect. Treat your interaction with Gemini as a conversation. If the initial output isn't what you wanted, provide follow-up prompts to refine it. For example, "That's a good start, but can you make it more concise?"

## ***The Basic Structured Prompt***

### Role & Context

You are an expert curriculum designer for a high school English department. The questions you generate must be appropriate for a **senior-level composition course** at a U.S. high school.

### The Task

Analyze the attached .PDF file by [Insert Author Name]. Based *only* on this text, create a **10-question multiple-choice quiz**.

### Pedagogical Constraints

- **Difficulty:** Distractors (incorrect answers) must be legitimately plausible. Do **not** include absolutely erroneous or obviously easy answers.
- **Question Type:** Do **not** use True/False questions.
- **Distribution:** Randomize the correct answers so there is an even distribution among a, b, c, and d.

### Output Formatting

- Provide the output as a plain text list.
- Number questions using the format "1."
- Indicate the correct answer using an asterisk (\*) before the letter.
- **Strictly follow this exact example format:**
  1. What is the sum of 2 and 3? a) 6 b) 1 \*c) 5 d) 3

## ***The Intermediate Quiz Prompt***

### Role & Context

You are an expert curriculum designer for a university English department. The questions you generate must be appropriate for a **senior-level composition course**.

### The Task

Analyze the attached .PDF. Based only on this text, create a **10-question multiple-choice quiz**.

### Cognitive Level & Scope [NEW]

- **Bloom's Taxonomy:** Avoid simple recall. Focus on **inference, analysis, and identifying the author's tone**.
- **Scope:** Focus on the main arguments. Ignore footnotes and introductory biographies.

### Pedagogical Constraints

- **Distractors:** Incorrect answers must be plausible common misconceptions, not obviously wrong.
- **No Negatives:** Avoid "Which of the following is NOT..." style questions.
- **Distribution:** Randomize correct answers evenly (A, B, C, D).

### Output Formatting

- Number questions using "1." format.
- Mark the correct answer with an asterisk (\*).
- **Include an Answer Key** at the very bottom with a brief rationale for each answer. **[NEW]**

Strictly follow this format:

1. What is the central theme of the passage? a) The decline of industrialism b) The rise of technology \*c) The intersection of nature and industry d) The history of the steam engine

## Advanced AI Context Prompt

**Role:** You are an instructor of Rhetoric and Composition at a university. You are creating a final exam for a freshmen-level course on "Literacy Narratives & Rhetorical Strategies."

**Task:** Create a 10-question multiple-choice quiz based on the attached PDF texts. The quiz must test high-level comprehension, rhetorical analysis, and synthesis of the arguments, rhetorical strategies, and themes in the texts by Brandt, Dillard, Coates, and Jameson.

**Phase 1: Concept Definition & Analytical Framework** Use the following analysis to ground your questions and ensure you are targeting the core themes of the course:

### 1. Jean Brandt (Essay: "Calling Home")

- *The Disconnect of Punishment:* Brandt explores the gap between the triviality of her crime (stealing a 75-cent button) and the severity of the institutional response (police, handcuffs, jail).
- *Shame vs. Guilt:* The narrative distinguishes between the internal shame of disappointing her mother and the external humiliation of being treated like a "criminal" by the police.
- *The Parental "Rhetorical Shift":* The climax involves her father reframing the situation—not condoning the theft, but condemning the police's overreaction ("locking a thirteen-year-old behind bars").

### 2. Annie Dillard (Essay: *An American Childhood* / "The Chase")

- *Wholeheartedness:* Dillard's central argument is about the value of "flinging yourself" into an action with absolute commitment, whether it is football or running from an adult.
- *The Adult as "Monster" and "Hero":* The man who chases them is initially a terrifying authority figure, but Dillard ultimately reveres him because he broke the rules of adulthood to engage with them passionately.
- *The Glory of the Chase:* The thesis is not about the snowball fight, but about the chase itself—the shared, redundant, passionate exertion of energy that matters more than the capture.

### 3. Ta-Nehisi Coates (Essay: "Losing My Innocence" / *Between the World and Me*)

- *The "Dream" vs. Reality:* Coates uses the sitcom Mr. Belvedere and suburban imagery (blueberries, pot roasts) to symbolize "The Dream"—a white, safe American reality that is cosmically distant from his reality in West Baltimore.
- *The Jeopardy of the Black Body:* The rhetorical focus is on physical vulnerability. The gun incident teaches him that his body can be "erased" instantly, without reason.

- *The "Galaxy" Metaphor*: He conceptualizes the distance between the suburbs and the streets not just as geography, but as different "galaxies" with different laws of gravity (safety vs. survival).
4. **Rhea Jameson (Essay: "Mrs. Maxon")**
- *Rigidity vs. Flexibility*: Jameson contrasts Mrs. Maxon's arbitrary, rigid rules (never use "said," exactly three sentences per paragraph) with the flexibility required in college writing.
  - *The Rhetorical Situation*: The turning point is her discovery of the "rhetorical situation" (Purpose, Audience, Context, Genre)—learning that "good writing" is adaptable, not static.
  - *Pedagogical Ambivalence*: Her conclusion is nuanced; she critiques Maxon's limitations but acknowledges that the strict discipline provided a necessary foundation ("stifled my creativity" but "pushed me").

**Phase 2: Question Generation & Constraints** Create the questions based on the analytical framework above, adhering to the following rules:

- **Cognitive Constraints (Bloom's Taxonomy)**: Target Level 4 (Analysis) and Level 5 (Synthesis). Focus strictly on authorial intent, tone, evidence, rhetorical strategies (metaphor, ethos/pathos/logos), and thematic connections.
- **The Ban List**: Do not ask "What happened?" or "What is the date?" questions. Absolutely no trivia. No True/False questions.
- **Formatting**: Exactly 4 options per question (a, b, c, d). **You must randomize the location of the correct answer across the quiz** so it does not fall into a predictable pattern.
- **Distribution (10 Questions Total)**:
  - Brandt: 2 Questions
  - Dillard: 2 Questions
  - Coates: 2 Questions
  - Jameson: 2 Questions
  - Synthesis: 2 Questions (Comparing two authors on a shared theme like "Rules," "Authority," or "Punishment").

**Phase 3: Quality Control & The "Distractor" Strategy** Do not create random wrong answers. Wrong answers must be "plausible misconceptions"—answers that sound smart but are factually or rhetorically incorrect. Use these specific types of distractors:

- *The "Right Concept, Wrong Author" Distractor*: An answer that describes Dillard's view on authority but is applied to a question about Brandt.

- *The "Literal vs. Figurative" Distractor:* An answer that interprets a metaphor literally (e.g., assuming Coates is discussing actual astronomy when he mentions "galaxies").
- *The "Overgeneralization" Distractor:* An answer that takes a specific instance and applies it too broadly (using words like "always," "never," or "proven").

**Output Format:** Present the quiz in plain text. Use the following model exactly:

1. [Insert Question Text]?

a) [Option]

\*b) [Correct Option]

c) [Option]

d) [Option]

2. The answer key should follow after all the questions. [Answer Key & Rationale] B - [Rationale: Explain why B is correct, explicitly identify the rhetorical concept being tested, and briefly explain why the distractors are incorrect based on Phase 3 strategies.]

## Creating Canvas Quizzes Using Google Gemini: A Short Guide

### *Introduction*

It would be a dream to just wave a magic wand and have a perfect quiz for your writing courses. Using Google Gemini can certainly feel like a step in that direction, given its ability to quickly generate content. It can drastically reduce the time spent on brainstorming and drafting quiz questions, but you're right, it doesn't eliminate the work entirely. You still have to guide the AI with very specific prompts to get the material you need, and then you must meticulously edit and refine the output to ensure accuracy, clarity, and alignment with your specific learning objectives. The technology is a powerful tool, but it works best as a collaborator, not a replacement for your expertise as an instructor.

**\*\*\*\*\*NOTE: UNDER NO CIRCUMSTANCES SHOULD YOU CREATE MATERIAL WITH GEMINI THAT YOU UTILIZE IN YOUR CLASS WITHOUT THOROUGHLY VETTING IT. QUIZZES, IN PARTICULAR, ARE ACADEMIC**

**GRADES, SO EVERY QUESTION AND ANSWER NEED TO BE EVALUATED FOR ACCURACY. AI MATERIALS ARE A STARTING POINT, NOT A PREPACKED PRODUCT.**

### ***Step 1: Find Your Source Material and Create a .PDF.***

I've tried this with Word, with text, and with Google Docs as well. It seemed to have the fewest issues with .PDFs for me.

### ***Step 2: Develop a Suitable Prompt for Gemini.***

Prompting Gemini (or Chat GPT) is no longer called prompt engineering. Now, it is called context engineering because the more specific parameters that you apply, the better your output is likely to be.

Here is an example prompt I used to create my quizzes for English 1C (Writing 030).

#### **Quiz Question Generation**

The Basic Structured Prompt

##### **Role & Context**

You are an expert curriculum designer for a university English department. The questions you generate must be appropriate for a **senior-level composition course** at a U.S. university.

##### **The Task**

Analyze the attached .PDF file by [Insert Author Name]. Based *only* on this text, create a **20-question multiple-choice quiz**.

##### **Pedagogical Constraints**

- **Difficulty:** Distractors (incorrect answers) must be legitimately plausible. Do **not** include absolutely erroneous or obviously easy answers.
- **Question Type:** Do **not** use True/False questions.
- **Distribution:** Randomize the correct answers so there is an even distribution among a, b, c, and d.

##### **Output Formatting**

- Provide the output as a plain text list.
  - Number questions using the format "1."
  - Indicate the correct answer using an asterisk (\*) before the letter.
  - **Strictly follow this exact example format:**
    1. What is the sum of 2 and 3? a) 6 b) 1 \*c) 5 d) 3
- 

### ***Step 3: Add Your Prompt and Your .PDF to Gemini–Click Enter***

Though Gemini may be able to track if you have multiple .PDFs that you have uploaded over time, it can sometimes get confused about which document you are referring to and would like results for. Therefore, I have found that inputting the request, adding the name of the article, and the .PDF fresh allows for the best results.

### ***Step 4: Take Your Plain Text Results and Copy/Paste into a Text Editor***

Windows has Notepad while Mac uses TextEdit. You can also productively use Google Docs. Important: I have found through MANY attempts that pasting into an application like Word creates too many artifacts that create errors on the output.

Now you are finished!!! NO, sorry.

### ***Step 5: Edit Your Quiz***

Your quiz is definitely not ready for uploading or your students. You have more work to do.

#### **Anomalies You Will Find**

- All the quiz numbers have been erased.
- You may have different spaces between answers.
- Gemini loves to create questions with one right answer and then a couple very easily guessed answers.
- Gemini loves the correct answer of "C". You could have a quiz output with 60% with "C" as the correct answer, despite any prompting otherwise.

## How to Proceed in Your Editing

1. Review your questions and eliminate ones that are too specific, too vague, or generally do not work. (Don't worry, this is why you always create many more questions than you actually need for your quiz. For a 10-15 question quiz, I'd have Gemini create at least 20 questions but probably a few more).
2. Review all the answers and make them suitable. You will almost certainly have to modify about 50-75% of the multiple choice outputs in one way or another.
3. Once you have your questions, then worry about your spacing and numbering.
4. Save your work.

REMEMBER: Your spacing, numbers, and parenthesis MUST LOOK EXACTLY LIKE THIS OUTPUT.

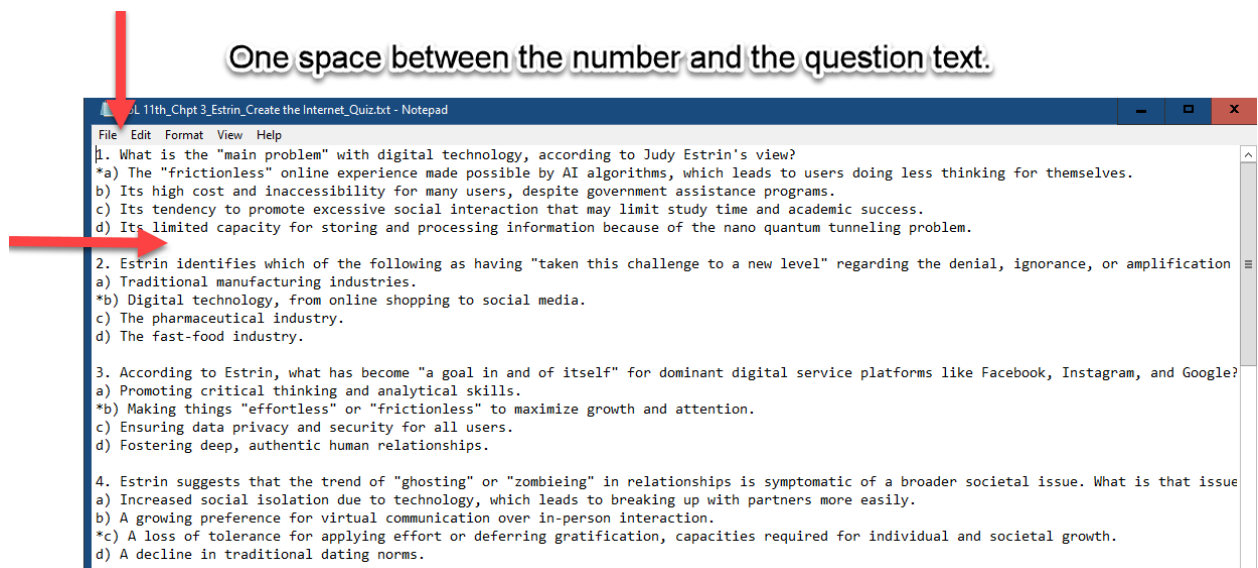


Figure 6: Screenshot of Text Editor

## Step 6: Copy and Paste Your .TXT into a Format that Canvas Can Understand (QTI)

Canvas has a specific format for its quizzes called QTI, which uses a "formatted text entry" to understand what is a question and what are answers (hence all the attention to your formatting).

Use the following converter by New York Tech: [Canvas Exam Converter](#).

## QTI Conversion Form

ASSESSMENT TITLE\*

PLAIN TEXT ONLY. THIS WILL BE THE TITLE SHOWN IN CANVAS

POINTS PER QUESTION\*

ENTER A DECIMAL NUMBER VALUE TO BE ASSIGNED TO EACH QUESTION BELOW. EX: 10 OR 5.50

PASTE YOUR FORMATTED EXAM IN THIS BOX.\*

CHECK FOR SYNTAX ERRORS

CLEAR TEXT AREA

Figure 7: Screenshot QTI Conversion Form

\*\*\*\*\*YOU MUST CHECK FOR SYNTAX ERRORS (i.e. formatting). IF FINE, THEN A CONVERT TO CANVAS QTI FILE BUTTON APPEARS. Press this to create a QTI file.

## Step 7: Upload Your Finished QTI File to Canvas

You are almost there.

**Click on "Import Existing Content on Canvas"**

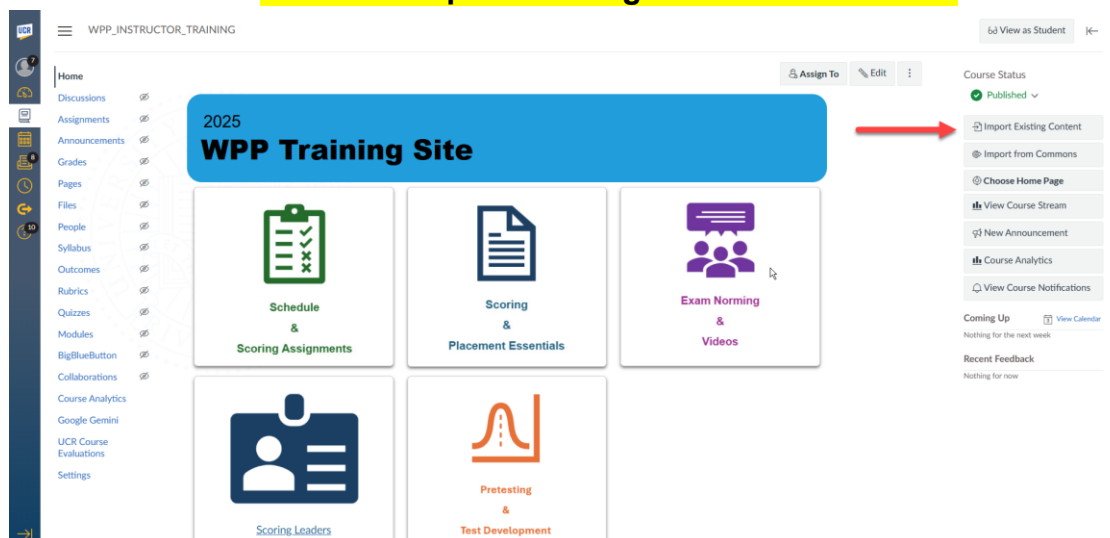


Figure 8: Screenshot Sample Canvas Site for Uploading Content

**Select the QTI .zip File to Upload**

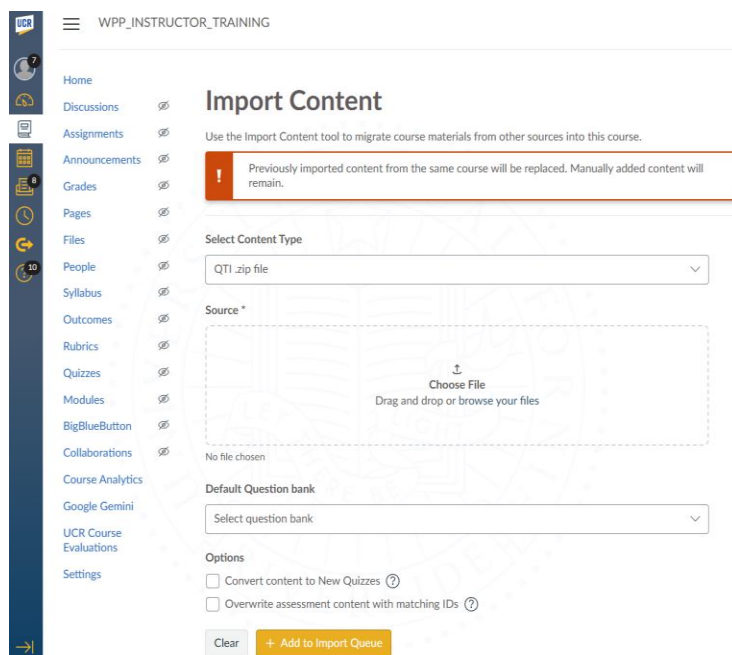


Figure 9: Screenshot of Canvas Import Content Interface

\*\*\*I would NOT select the "Convert content to New Quizzes" because Canvas tends to mess these up. You can convert later.

## ***Step 8: Manually Convert Old Quiz to New Quizzes and Check for Issues***

The last step is to convert your quiz to New Quizzes, which has some additional features for accommodations. Then you give it a quick review to make sure all your questions showed up and then deploy it.

Simple!!! Well, after eight different steps, it's simple. However, if you plan to have a robust reading quiz for every class session, this really makes sense.

## **The CO-STAR Framework for Quiz Generation**

Creating a high-quality quiz requires more than saying "Make a quiz about WWII." Use the CO-STAR method to generate assessments that align with your curriculum and learning targets.

### ***C - CONTEXT (The Background)***

Give the AI the "Why" and the "Who." The difficulty of a quiz changes drastically depending on whether it is for 4th graders or college seniors.

- **What to include:** Grade level, specific subject unit, student reading level, and any previous concepts covered.
- **Quiz Example:** "I am a 10th-grade Chemistry teacher. We have just finished a unit on Stoichiometry and balancing chemical equations. My students struggle with converting grams to moles."

### ***O - OBJECTIVE (The Task)***

Clearly state the type of assessment. Are you testing recall, application, or analysis?

- **Be Clear and Specific:** Define the question types (Multiple Choice, True/False, Short Answer, Fill-in-the-Blank).
- **Quiz Example:** "Create a 15-question multiple-choice quiz. 10 questions should be calculation-based, and 5 should be conceptual theory questions."

### ***S - STYLE (The Persona)***

Assign a role to Gemini to determine the complexity of the questions.

- **Roles to try:**
  - "Act as an AP Exam developer..." (High difficulty/rigor).
  - "Act as a compassionate tutor..." (For formative/practice quizzes).
  - "Act as a Trivia Host..." (For gamified reviews/Kahoot style).
- **Quiz Example:** "Act as a standardized test creator for the state of Texas. Ensure questions are rigorous and free of cultural bias."

## ***T - TONE (The Voice)***

This sets the phrasing of the questions.

- **Examples:**
  - "Use formal academic language" (For final exams).
  - "Use simple, direct language suitable for English Language Learners (ELLs)."
  - "Use a humorous and engaging tone" (For a Friday afternoon review game).

## ***A - ASSETS & CONSTRAINTS (The Guardrails)***

**This is the most critical section for quizzes.** You must control the input and the boundaries of the output.

- **Assets (The Content):**
  - "Here is the text of the article the students read. Only base questions on this text: [Paste Text]."
  - "Here is a list of vocabulary words we studied. Ensure every question uses at least one of these words: [Paste List]."
- **Constraints (The Rules):**
  - **Distractors:** "Ensure all wrong answers (distractors) are plausible. Do not use silly or obviously wrong answers."
  - **Formatting:** "Do not use 'All of the above' or 'None of the above' options."
  - **Cognitive Load:** "Align questions to Bloom's Taxonomy: 5 questions on 'Remembering' and 5 on 'Applying'."

## ***R - RESPONSE (The Format)***

Tell Gemini exactly how you want the data so you can easily copy/paste it into a Word Doc, Google Form, or LMS (Canvas/Blackboard).

- **Table Format:** "Output the response as a table with columns for: Question Number, Question Text, Option A, Option B, Option C, Option D, Correct Answer, and Explanation."
  - **LMS Ready:** "Format the output as a clean list with the Answer Key provided separately at the very bottom, hidden from the questions."
  - **Code Block:** "Put the questions inside a Code Block so I can copy them easily."
- 

## The Process: Beyond the Prompt

Even with a perfect CO-STAR prompt, quiz creation is an iterative process.

### 1. Break Down Complex Assessments

Do not ask Gemini to "Create a unit test and a study guide." Do it in stages:

- **Step 1:** "Generate 5 questions about [Topic A]."
- **Step 2:** "Now generate 5 questions about [Topic B]."
- **Step 3:** "Combine these into a single quiz."
- **Step 4:** "Now, based on that quiz, create a one-page study guide for students."

### 2. Iterate and Refine (The "Tweak" Phase)

The first draft usually requires polish. Treat Gemini like a teaching assistant.

- **Fixing Distractors:** "In Question 3, option 'C' is too obviously wrong. Please change it to a common misconception students have about this topic."
- **Adjusting Difficulty:** "Questions 5 through 10 are too hard. Rewrite them to be suitable for a 6th-grade reading level."
- **Generating Feedback:** "Now, add a column to the table that explains *why* the correct answer is correct, so I can use it for feedback."

## Using AI for Formative Feedback

Using AI as a formative feedback engine holds enormous promise, especially in the area of 1:1 feedback capabilities. At the same time, critics wonder about the potential value of this feedback and the offloading of instructor-based work to AI. The following report represents an initial foray into "guided formative feedback" led by instructors in the Department of University Writing.

**Executive Summary: University Writing Program AI Integration Project Spring 2025**

Project Chair: Shane Shukis

Committee Members: Richard Hunt, Kim Turner-Shukis, Aran Park, Derek Mkhaiel

Affiliation: University Writing Program (DUW), University of California, Riverside (UCR)

Project Duration: 4 Months

### ***Project Overview and Pedagogic Justification***

This four-month project, undertaken by a faculty committee from the University Writing Program (DUW) at UCR, investigated the potential for integrating Artificial Intelligence (AI) into its pedagogical framework. The primary goal was to explore how AI tools could enhance student learning and support the achievement of existing Student Learning Outcomes (SLOs) across the DUW's diverse course structures, while critically considering ethical implications and the limitations of AI technology.

The committee adopted a process-oriented approach, grounded in current research on AI in composition studies. This approach recognizes that the value of AI integration lies not solely in the final product but in how these tools can be used to facilitate deeper engagement with the writing process itself—including brainstorming, drafting, revision, and reflection<sup>1</sup>. Pedagogically, the integration aims to leverage AI as a tool to enhance, not replace, critical thinking, analytical skills, rhetorical awareness, and digital literacy<sup>2</sup>. Research suggests that while AI can be valuable, particularly in formative stages like grammar checking, it cannot substitute for human critical thinking.<sup>3</sup> Therefore, the project emphasized using AI to support evidence-based teaching strategies such as providing multiple examples, addressing misconceptions, and facilitating frequent low-stakes testing.

Furthermore, the project stressed the importance of students actively engaging with and modifying AI output, rather than passively accepting it. Studies show that students who frequently modify AI-generated text consistently improve their essay quality, whereas those who accept it without changes often see a decrease in quality<sup>4</sup>. This active

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<sup>1</sup> Fournier, Eric, "Employing AI to enhance in-class role playing scenarios" (2024). *Generative AI Teaching Activities*. 2. [https://openscholarship.wustl.edu/ai\\_teaching/2](https://openscholarship.wustl.edu/ai_teaching/2)

<sup>2</sup> Prud'homme-Généreux, Annie, "Writing Case Studies Using Generative AI: Intimate Debate Case Study", [Writing Case Studies Using Generative AI: Intimate Debate Case Study - Faculty Focus | Higher Ed Teaching & Learning](#)

<sup>3</sup> Hutson, James and Plate, Daniel, "Working With (Not Against) the Technology: GPT3 and Artificial Intelligence (AI) in College Composition" (2023). Faculty Scholarship. 490. <https://digitalcommons.lindenwood.edu/faculty-research-papers/490>

<sup>4</sup> Yang, Kaixun, et al. "Modifying AI, Enhancing Essays: How Active Engagement with Generative AI Boosts Writing Quality" *LAK '25: Proceedings of the 15th International Learning Analytics and Knowledge Conference*, 568 – 578, <https://doi.org/10.1145/3706468.3706544>

modification process aligns with the goal of fostering critical AI literacy, enabling students and instructors to understand the capabilities, innate limitations, and potential biases of AI tools<sup>5</sup>. Activities involving fact-checking and evaluating AI outputs can cultivate students' ability to discern reliable sources and construct well-supported claims. The project also foregrounded ethical considerations, prompting necessary discussions about plagiarism, intellectual property, and responsible technology use within academic writing contexts. Ultimately, the aim is to prepare students for a future where AI tools are commonplace, equipping them with the skills to use these technologies effectively and ethically.

## ***Project Stages and Findings***

### **1. Research Phase:**

- The committee began by focusing on use-case studies, reviewing a range of current scholarship and practical guides focused on generative AI in educational settings, particularly within college composition, to compile a praxis-based annotated bibliography. This review encompassed perspectives on student use, instructor applications, pedagogical frameworks, and ethical considerations. Several key themes emerged from this literature:
  - **AI for Enhancing Specific Skills and Processes:** Research highlights AI's potential as a tool to support various aspects of writing. This includes generating "intimate debate" case studies to practice argumentation, using role-playing scenarios to develop perspectives, brainstorming ideas, analyzing articles for annotated bibliographies, explaining concepts, and receiving feedback on drafts. Studies noted students found AI particularly helpful for grammar and syntax checking.
  - **Emphasis on Process-Oriented Pedagogy:** The literature strongly advocates for integrating AI within the writing process (planning, drafting, revising, reviewing) rather than focusing solely on the final product. Frameworks like IDEA (Interpret, Design, Evaluate, Articulate) explicitly embed AI into collaborative writing stages<sup>6</sup>, reinforcing composition as a recursive activity involving feedback and revision.

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<sup>5</sup> Xiao Tan et al., "Purposeful remixing with generative AI: Constructing designer voice in multimodal composing" *Computers and Composition*, vol. 75, March 2025  
<https://doi.org/10.1016/j.compcom.2024.102893>

<sup>6</sup> Lin, Chin-Hsi et al., "Integrating generative AI into digital multimodal composition: A study of multicultural second-language classrooms" *Computers and Composition*, vol. 75, March 2025.  
<https://doi.org/10.1016/j.compcom.2024.102895>

- **Active Student Engagement and Modification:** A critical finding across multiple studies is the importance of students actively engaging with AI, not just passively accepting its output. Research quantitatively demonstrated that students who frequently modified AI-generated text significantly improved their essay quality across various metrics, while simply accepting suggestions led to decreased quality. This underscores the need for students to intentionally "remix" or adapt AI content.
- **AI in Multimodal Composition:** Generative AI, particularly image generation, offers new avenues for multimodal composing. Studies explore using AI art generators to create photo-essays or visualize poetry, allowing students to develop an authorial voice and explore the rhetorical interplay between text and image. This process can enhance understanding of multimodal design and communication.
- **Fostering Critical AI Literacy and Ethical Awareness:** The bibliography consistently emphasized the need to teach students critical AI literacy. This involves understanding AI's limitations, including potential biases and inaccuracies ("hallucinations"), requiring verification and fact-checking. Reflecting on AI interactions, like chat histories, can build metacognitive awareness. Furthermore, integrating AI necessitates discussions around responsible use, plagiarism, and intellectual property. Several resources provide activities specifically designed to scaffold AI literacy and ethical understanding.
- **AI as a Teaching Preparation Partner:** AI tools can also serve as valuable assistants for instructors. Faculty can leverage AI to brainstorm teaching techniques, generate examples and explanations, create assignments, quizzes, and rubrics, and even produce presentation images. This can act as a "force multiplier," helping instructors implement evidence-based teaching strategies more efficiently, positioning instructors as innovators who tailor AI tools to specific pedagogical needs.

This research provided the committee an informed, data-driven foundation for understanding how AI could be thoughtfully and effectively integrated into the DUW's

specific context, informing the subsequent analysis and development phases of the project.

**2. Analysis Phase:**

- The research findings were analyzed concerning different facets of the writing process. Special attention was paid to the ethical dimensions of AI use, including issues of plagiarism, data privacy, and responsible technology use. The committee also critically evaluated the unreliability and potential inaccuracies (or "hallucinations") inherent in current AI models, emphasizing the need for verification and critical assessment of AI-generated content. This aligns with research highlighting the limitations of AI and the necessity of human oversight.

**3. SLO Alignment Phase:**

- The committee systematically compared potential AI applications identified during the research phase against the specific Student Learning Outcomes (SLOs) for the DUW's eight primary course structures (WRIT 1, 3, 5, 7, 10, 20, 30). This involved mapping how specific AI-driven activities could potentially support learning objectives related to language skills, reading comprehension, writing skills, source usage, cultural awareness, and digital literacy.

**4. Development Phase (Initial Pitch List):**

- Based on the research and SLO analysis, the committee developed an initial "Pitch List" of potential assignments, activities, and pedagogical applications for AI within the DUW framework (See Attached Pitch List). These pitches ranged from AI grammar tutors and reading simplification tools to AI-assisted feedback mechanisms, brainstorming aids, multimodal composition support, and tools for enhancing critical reflection and metacognition. Each pitch included specific prompts and pedagogical justifications linked to SLOs and supported by the annotated bibliography research. For instance:
  - **Grammar/Syntax Practice:** AI grammar bots were proposed to provide targeted, interactive practice aligned with SLOs focused on language mechanics. This connects to research suggesting AI is effective for grammar checking.
  - **Reading Comprehension & Analysis:** Activities using AI to generate summaries or simplify complex texts were designed to deepen analysis and critical thinking about texts and AI capabilities, reflecting research on using AI for text analysis and summarization.
  - **Writing Process Support:** Pitches included using AI for feedback generation assistance, peer review support, brainstorming, tone analysis, and reflection on draft summaries generated by AI, aligning with studies on AI in formative stages and revision.

- **Multimodal Composition:** AI image generation was proposed to facilitate reflection on descriptive writing and explore multimodal meaning-making, drawing on research integrating generative AI into multimodal tasks.
- **Ethical Use & AI Literacy:** Several activities focused explicitly on teaching prompt engineering and critically evaluating AI output to foster responsible use and digital literacy.

5. **Stress-Testing and Refinement Phase:**

- Following the development of the initial pitch list, committee members implemented selected AI activities and prompts within their own DUW courses. This "stress-testing" phase involved observing how the activities functioned in practice, gathering informal student feedback, and assessing the effectiveness of the AI applications in helping students meet course-specific SLOs. Based on these classroom experiences, the committee began refining the prompts, instructions, and pedagogical framing of the AI activities to enhance their alignment with learning objectives and improve usability. This iterative process reflects the importance of adapting AI integration based on practical application and student needs.

***Conclusion and Next Steps***

This project successfully researched, analyzed, and developed a range of potential AI applications tailored to the DUW's specific courses and SLOs. The process prioritized a pedagogically sound approach, emphasizing critical engagement, ethical considerations, and the enhancement of the writing process. The initial stress-testing phase provided valuable insights for refining these applications. The next steps involve further refinement based on ongoing classroom testing, wider dissemination of successful strategies to DUW faculty, and continued monitoring of AI developments and research in composition studies.

# Appendices & References



## VIII. Appendices and References

### A. Annotated Bibliography and Faculty AI Toolkit

#### I. Empirical Research & Composition Pedagogy

##### 1. Student Engagement, Revision Behaviors, & Essay Quality

- **Yang, Kaixun, et al. (2025).** *"Modifying AI, Enhancing Essays: How Active Engagement with Generative AI Boosts Writing Quality."* ACM Digital Library.
  - **Link:** [ACM Digital Library Study](#)
  - **Annotation:** Quantifies the causal impact of three GenAI-assisted student writing behaviors across 1,445 sessions: seeking suggestions without accepting, accepting suggestions verbatim, and accepting suggestions with student modifications. Using traditional writing process stages (planning, translating, reviewing), the study concludes that students who frequently modified AI-generated text consistently improved essay quality across lexical sophistication, syntactic complexity, and text cohesion. Conversely, students who accepted AI text without changes experienced a direct decrease in writing quality.
- **Hutson, James, and Daniel Plate (2023).** *"Working With (Not Against) the Technology: GPT3 and Artificial Intelligence (AI) in College Composition."* Lindenwood University Faculty Scholarship, Paper 490.
  - **Link:** [Lindenwood Digital Commons Research Paper](#)
  - **Annotation:** Examines the integration of AI tools in an English Composition I course. While students initially rated AI's ability to assist with high-level organization and creativity highly, post-assignment surveys revealed that students found AI most effective for formative grammar, mechanics, and syntax checks. The study proves that AI functions best as a formative partner during early drafting stages but cannot substitute for human critical thinking or agency.

##### 2. Multimodal Composition & Student Authorial Voice

- **Lin, Chin-Hsi, et al. (2025).** *"Integrating generative AI into digital multimodal composition: A study of multicultural second-language classrooms."* Computers and Composition, vol. 75.
  - **Link:** [ScienceDirect Article](#)

- **Annotation:** Introduces the **IDEA Framework** (Interpret, Design, Evaluate, Articulate) for AI-integrated multimodal composition in L2 classrooms:
  - **Interpret (I):** Analyzing linguistic and non-linguistic modes.
  - **Design (D):** Co-creating multimodal elements (poetry, images, sound) with AI tools like POE.
  - **Evaluate (E):** Assessing multimodal coherence through self-reflection and analysis of student-AI chat logs.
  - **Articulate (A):** Presenting final integrated compositions.
  - *Pedagogical Impact:* Embeds social constructivism into student-teacher-AI collaboration while building critical metacognitive awareness.
- **Xiao Tan, et al. (2025).** *"Purposeful remixing with generative AI: Constructing designer voice in multimodal composing."* *Computers and Composition*, vol. 75.
  - **Link:** [Computers and Composition Article](#)
  - **Annotation:** Investigates photo-essay production using Midjourney image engines to enhance student authorial voice. Student agency manifests in selecting which text segments to visualize and controlling tone across image-text relationships. Outlines four key rhetorical affordances: image quality, flexible composing, extra-textual depth, and visible emotional expression.

### 3. Pedagogy & Active Classroom Strategies

- **Prud'homme-Généreux, Annie (2024).** *"Writing Case Studies Using Generative AI: Intimate Debate Case Study."* *Faculty Focus*.
  - **Link:** [Faculty Focus Article](#)
  - **Annotation:** Demonstrates how instructors can leverage GenAI to draft "intimate debate" case studies presenting real-world controversies. Students use AI to research opposing arguments, fact-check AI outputs, evaluate source reliability, and construct persuasive essays.
- **Fournier, Eric (2024).** *"Employing AI to enhance in-class role playing scenarios."* *Generative AI Teaching Activities*, Washington University in St. Louis.
  - **Link:** [WUSTL OpenScholarship Repository](#)
  - **Annotation:** Establishes a framework for using AI to generate detailed stakeholder personas and conduct simulated role-play dialogues. Shifts classroom focus from final text generation to rhetorical process, source evaluation, and perspective-taking.

## B. Practical Classroom Exercises & Student Literacy Tools

### 1. Interactive Revision & Diagnostic Workflows

- **The Intention-Enaction Revision Diagnostic (ChatPDF):**
  - **Tool Link:** [ChatPDF Web App](#)
  - **Exercise Description:** Students upload their essay draft to ChatPDF and prompt the system to interpret the paper's central argument, thesis statement, and supporting evidence. Students then compare the AI's interpretation against their original authorial intent, identifying gaps between what they *intended* to communicate and what was actually *enacted* on the page.
- **Constraint Manipulation in Concept Explanation (WRIT 10):**
  - **Exercise Description:** Instructors require students to prompt ChatGPT to explain a complex course concept under strict word constraints (e.g., exactly 250 words). Students then critique what the condensed AI output flattened, omitted, or oversimplified, using those gaps as the catalyst for developing their own essay thesis.

### 2. AI Literacy, Prompting, & Detection Diagnostics

- **Oregon State University Ecampus:** *"Bloom's Taxonomy Revisited for AI (v2, 2024)."*
  - **Resource Link:** [Oregon State AI Bloom's Taxonomy PDF](#)
  - **Annotation:** An adapted taxonomy mapping student cognitive domains (Remembering → Creating) directly to appropriate and ethical AI integrations.
- **GPTZero Style & Detection Diagnostic Exercise:**
  - **Printable Handout:** [GPTZero Canva Printable Handout](#)
  - **Interactive Game:** [GPTZero Interactive AI Quiz](#)
  - **Exercise Description:** Students participate in a blind diagnostic game distinguishing between human-written and AI-generated prose, analyzing stylistic hallmarks such as formulaic transitions, low perplexity, and flattened tone.
- **Tulane University Libraries:** *"How to Use Gen AI tools as a Research Assistant."*
  - **Resource Link:** [Tulane Library Student Handout PDF](#)

- **Annotation:** A student-facing guide providing ethical parameters for using LLMs during preliminary literature searches and database navigation.

## C. Faculty Preparation & Course Design Repository

### 1. Monographs & Comprehensive Teaching Books

- **Plate, Daniel (2025).** *Generative AI in the English Composition Classroom: Practical and Adaptable Strategies*. Routledge / Taylor & Francis.
  - **Resource Link:** [Taylor & Francis eBook Access](#)
  - **Core Focus:** Chapter 2 ("Inviting AI Into the Composition Classroom") outlines classroom sequences across three distinct phases: Initial Interaction with AI (3-class orientation), Classroom Policy Dialogues, and Writing with AI Protocols (topic refinement, annotated bibliographies, and draft feedback logs).
- **Mollick, Ethan R., and Lilach Mollick (2023–2024).** *SSRN Pedagogy Series*.
  - **"Five Strategies, Including Prompts" (SSRN 4391243):** [SSRN Research Paper](#)
    - *Focus:* Details five evidence-based teaching strategies supported by AI prompts: providing multiple examples, uncovering student misconceptions, low-stakes testing, learning assessment, and distributed practice.
  - **"Instructors as Innovators" (SSRN 4802463):** [SSRN Research Paper](#)
    - *Focus:* A 76-page guide equipping faculty to build customized student prompts for role-play simulations, coaching, and co-creation.
  - **Teaching Blog:** [One Useful Thing by Ethan Mollick](#)

### 2. University Center for Teaching & Learning (CTL) Toolkits

- **Columbia University Center for Teaching and Learning:** *"Leveraging AI for Teaching and Course Design."*
  - **Resource Link:** [Columbia CTL Faculty Announcements](#)
  - **Annotation:** Provides video demonstrations and prompts for generating rubrics, quizzes, role-play activities, and student feedback using GPT-4o.
- **Northwestern University:** *"Generative AI as a Teaching Preparation Partner."*
  - **Resource Link:** [Northwestern AI Initiative](#)

- **Annotation:** Focuses on faculty efficiency—using AI to generate quiz items, lecture examples, and PowerPoint visuals while emphasizing transparency and source verification.
- **University of Michigan (Sweetland Center for Writing):** *"GenAI in the Writing Process."*
  - **Resource Link:** [U-M Sweetland Writing Center Guide](#)
  - **Annotation:** Offers practical strategies for incorporating chatbots to overcome writer's block and build effective prompt-engineering habits.
- **Georgia State University (CETLOE):** *"Tips and Resources for Faculty."*
  - **Resource Link 1:** [GSU CETLOE Chatbots Guide](#)
  - **Resource Link 2:** [GSU Year-Long AI Composition Reflection](#)
  - **Annotation:** Outlines lessons learned from a full academic year of AI-integrated composition instruction, featuring specialized prompt tools like the *Pedagogical Problem Solver*.
- **Modern Language Association (MLA):** *"Exploring AI Pedagogy: A Community Collection of Teaching Reflections."*
  - **Resource Link:** [MLA Exploring AI Pedagogy Hub](#)
  - **Annotation:** An open-access repository featuring peer-reviewed teaching reflections, sample syllabi, and assignment prompts from humanities faculty nationwide.

## D. Selected Nationwide University AI Policies

### *University of California System*

| Institution | Resource Title & Document Type                                                  |
|-------------|---------------------------------------------------------------------------------|
| UC Berkeley | <a href="#">Appropriate Use of Generative AI Tools (Policy)</a>                 |
|             | <a href="#">AI in Teaching &amp; Learning Overview (Pedagogy)</a>               |
| UC Irvine   | <a href="#">Generative AI Citation (Pedagogy)</a>                               |
|             | <a href="#">UCI Library – Generative AI and Information Literacy (Pedagogy)</a> |
| UC Merced   | <a href="#">AI in Teaching and Learning (Policy)</a>                            |
|             | <a href="#">Example Syllabi Content by Faculty (Pedagogy)</a>                   |

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| <b>UC Riverside</b>     | <a href="#">Generative AI Guidelines (Policy)</a><br><a href="#">AI in the Classroom (XCITE) (Pedagogy)</a>                                                                                |
| <b>UC San Diego</b>     | <a href="#">Digital Learning Hub (Pedagogy)</a><br><a href="#">AI and Academic Integrity LibGuide (Pedagogy)</a><br><a href="#">UC San Diego Academic Integrity Policy (Writing Focus)</a> |
| <b>UC San Francisco</b> | <a href="#">Considerations for Using Generative AI (Policy)</a>                                                                                                                            |
| <b>UC Santa Barbara</b> | <a href="#">UCSB Guidelines for AI Use (Policy)</a>                                                                                                                                        |

### ***California State University System***

| <b>Institution</b>              | <b>Resource Title &amp; Document Type</b>                                                                                                                                          |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CSU Systemwide</b>           | <a href="#">CSU AI Commons (Policy)</a><br><a href="#">Campus AI Resource Sites (Pedagogy)</a>                                                                                     |
| <b>Cal Poly Humboldt</b>        | <a href="#">ChatGPT, AI, and Academic Dishonesty (Pedagogy)</a><br><a href="#">Generative AI Tools (Writing Focus)</a>                                                             |
| <b>Cal Poly Pomona</b>          | <a href="#">AI Guide for Instructors (Pedagogy)</a>                                                                                                                                |
| <b>Cal Poly San Luis Obispo</b> | <a href="#">Resources for Teaching and Learning with AI (Pedagogy)</a>                                                                                                             |
| <b>CSU Bakersfield</b>          | <a href="#">Generative AI Productivity Hub (Policy)</a><br><a href="#">Artificial Intelligence Guidelines (Pedagogy)</a>                                                           |
| <b>CSU Channel Islands</b>      | <a href="#">AI @ CSUCI Hub (Policy &amp; Pedagogy)</a><br><a href="#">AI and Accessibility (Pedagogy)</a><br><a href="#">Resolution on Responsible AI Use (Other / Governance)</a> |
| <b>CSU Chico</b>                | <a href="#">Artificial Intelligence (Faculty Dev) (Policy)</a>                                                                                                                     |
| <b>CSU Dominguez Hills</b>      | <a href="#">AI Campus (Policy)</a><br><a href="#">Using and Evaluating AI Tools (LibGuide)</a>                                                                                     |

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| <b>CSU East Bay</b>        | <a href="#"><u>AI Information for Faculty (Policy &amp; Pedagogy)</u></a>                                                                                                                                                                                                            |
| <b>CSU Fresno</b>          | <a href="#"><u>AI - Office of the President (Policy)</u></a><br><a href="#"><u>Fresno State AI Task Force (Policy)</u></a><br><a href="#"><u>Generative AI for Teaching &amp; Learning (Writing Focus)</u></a><br><a href="#"><u>Citing AI Tools LibGuide (Other / Citation)</u></a> |
| <b>CSU Fullerton</b>       | <a href="#"><u>Artificial Intelligence (Policy)</u></a><br><a href="#"><u>AI Learning Trailblazer Certificate (Pedagogy)</u></a>                                                                                                                                                     |
| <b>CSU Long Beach</b>      | <a href="#"><u>AI Technology (Policy)</u></a><br><a href="#"><u>CSULB AI Guidelines (Pedagogy)</u></a><br><a href="#"><u>CSULB AI Student Guidelines (Other / Student)</u></a>                                                                                                       |
| <b>CSU Los Angeles</b>     | <a href="#"><u>Recommendations for Teaching &amp; Learning (Policy)</u></a>                                                                                                                                                                                                          |
| <b>CSU Monterey Bay</b>    | <a href="#"><u>Artificial Intelligence AI Tools (Pedagogy)</u></a>                                                                                                                                                                                                                   |
| <b>CSU Northridge</b>      | <a href="#"><u>Artificial Intelligence (AI) (Policy)</u></a><br><a href="#"><u>Artificial Intelligence AI (AT) (Pedagogy)</u></a>                                                                                                                                                    |
| <b>CSU Sacramento</b>      | <a href="#"><u>Artificial Intelligence Tools (Pedagogy)</u></a>                                                                                                                                                                                                                      |
| <b>CSU San Bernardino</b>  | <a href="#"><u>CSUSB - AI Toolkit (Pedagogy)</u></a><br><a href="#"><u>Teaching with Generative AI (Pedagogy)</u></a><br><a href="#"><u>Guidance on AI in Theses &amp; Dissertations (Other / Graduate)</u></a>                                                                      |
| <b>CSU Stanislaus</b>      | <a href="#"><u>Develop Your Syllabus (Pedagogy)</u></a><br><a href="#"><u>Generative AI LibGuide (Other / Resources)</u></a>                                                                                                                                                         |
| <b>San Diego State</b>     | <a href="#"><u>GenAI Guidelines (Policy)</u></a><br><a href="#"><u>Generative AI Guidelines for SDSU (Pedagogy)</u></a><br><a href="#"><u>Equitable AI Alliance (Other / Campus)</u></a>                                                                                             |
| <b>San Francisco State</b> | <a href="#"><u>AI Portal (Policy)</u></a><br><a href="#"><u>Guidelines for SFSU Employees (Policy)</u></a><br><a href="#"><u>Start Your AI Journey (Writing Focus)</u></a><br><a href="#"><u>Teaching with Generative AI (CEETL) (Other / CEETL)</u></a>                             |

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| Sonoma State | <a href="#">Sonoma State Approach to Generative AI (LibGuide)</a><br><a href="#">AI in Education: Sample Syllabus Statements (Pedagogy)</a> |
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### ***Private & National Public Research Universities***

| Institution       | Resource Title & Document Type                                                         |
|-------------------|----------------------------------------------------------------------------------------|
| Ball State        | <a href="#">Getting Started with AI (Policy)</a>                                       |
| Boston University | <a href="#">Teaching Writing with Generative AI (Pedagogy)</a>                         |
|                   | <a href="#">Report on Generative AI in Education Task Force Report (Writing Focus)</a> |
| Brown             | <a href="#">AI Guidelines in Communication (Policy)</a>                                |
| Caltech           | <a href="#">Generative AI (IMSS) (Policy)</a>                                          |
|                   | <a href="#">Resources for Teaching in the Age of AI (Pedagogy)</a>                     |
|                   | <a href="#">Generative AI and College Writing (Writing Focus)</a>                      |
| Carnegie Mellon   | <a href="#">AI Computing Services (Policy)</a>                                         |
|                   | <a href="#">Academic Integrity Policy Examples (Pedagogy)</a>                          |
|                   | <a href="#">Future of Writing Instruction (Writing Focus)</a>                          |
|                   | <a href="#">AI Guidance for Students (Career) (Other / Career)</a>                     |
| Chapman           | <a href="#">Artificial Intelligence in the Classroom (Pedagogy)</a>                    |
| Columbia          | <a href="#">Generative AI Policy (Policy)</a>                                          |
|                   | <a href="#">Generative AI Policy (Students) (Pedagogy)</a>                             |
| Cornell           | <a href="#">Guidelines for Artificial Intelligence (Policy)</a>                        |
|                   | <a href="#">AI &amp; Academic Integrity (Pedagogy)</a>                                 |
|                   | <a href="#">Writing and GAI (ELSO) (Writing Focus)</a>                                 |
| Dartmouth         | <a href="#">Teaching Resources (HUB)</a>                                               |
| Duke              | <a href="#">AI Policy Considerations (Policy)</a>                                      |
| Georgia Tech      | <a href="#">AI Standards and Guidance (Policy)</a>                                     |

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|                         | <a href="#">Teaching &amp; Learning in an Age of AI (Pedagogy)</a><br><a href="#">Integrating AI into Writing Classes (Writing Focus)</a>                                                            |
| <b>Harvard</b>          | <a href="#">AI Guidance &amp; FAQs (Policy)</a>                                                                                                                                                      |
| <b>Johns Hopkins</b>    | <a href="#">AI Syllabus Statements (Policy)</a>                                                                                                                                                      |
| <b>Marquette</b>        | <a href="#">Communicating with Students About AI (Pedagogy)</a>                                                                                                                                      |
| <b>MIT</b>              | <a href="#">Generative AI Use at MIT (Policy)</a><br><a href="#">Generative AI &amp; Your Course (Pedagogy)</a><br><a href="#">General Resources (Other / Resources)</a>                             |
| <b>NYU</b>              | <a href="#">Student Learning with Generative AI (Policy)</a>                                                                                                                                         |
| <b>Northwestern</b>     | <a href="#">Guidance on the Use of Generative AI (Policy)</a>                                                                                                                                        |
| <b>Oregon State</b>     | <a href="#">College of Science AI Guidelines (Policy)</a>                                                                                                                                            |
| <b>Princeton</b>        | <a href="#">Generative AI Research Guides (Policy)</a><br><a href="#">Guidance on AI/ChatGPT (McGraw) (Pedagogy)</a>                                                                                 |
| <b>Purdue</b>           | <a href="#">Artificial Intelligence at Purdue (Campus Hub)</a><br><a href="#">AI Guidance (Pedagogy)</a>                                                                                             |
| <b>Rutgers</b>          | <a href="#">Teaching Critical AI Literacies (Policy)</a>                                                                                                                                             |
| <b>Stanford</b>         | <a href="#">Generative AI Policy Guidance (Policy)</a><br><a href="#">How Can AI Help Us Become Better Writers? (Writing Focus)</a><br><a href="#">Foundations of Course Design (Other / Design)</a> |
| <b>Univ. of Arizona</b> | <a href="#">AI Detection Tools LibGuide (Pedagogy)</a><br><a href="#">Guidelines for Syllabus Statements (Other / Syllabus)</a>                                                                      |
| <b>Univ. of Florida</b> | <a href="#">Artificial Intelligence in Teaching and Learning: Friend or Foe? (Policy &amp; Pedagogy)</a>                                                                                             |
| <b>UIUC</b>             | <a href="#">AI Curriculum Modules (Pedagogy)</a><br><a href="#">Introduction to Generative AI (LibGuides)</a><br><a href="#">Best Practices in AI Research (Other / Research)</a>                    |
| <b>UMass Amherst</b>    | <a href="#">Generative AI/LLMs and the Teaching of Writing: Writing &amp; Tech (Writing Focus)</a>                                                                                                   |

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| <b>Univ. of Michigan</b>     | <a href="#"><u>U-M Guidance for Faculty (Policy)</u></a>                                |
|                              | <a href="#"><u>Course Policies &amp; Syllabi Statements (Pedagogy)</u></a>              |
|                              | <a href="#"><u>GenAI In-Depth: Writing &amp; Disciplines (Writing Focus)</u></a>        |
|                              | <a href="#"><u>Teaching Writing with Chatbots (Other / Sweetland)</u></a>               |
| <b>Univ. of Minnesota</b>    | <a href="#"><u>Incorporating GenAI into Writing Classes (Writing Focus)</u></a>         |
| <b>Univ. of Pennsylvania</b> | <a href="#"><u>Generative AI &amp; Your Teaching (Policy &amp; Pedagogy)</u></a>        |
| <b>UT Austin</b>             | <a href="#"><u>Generative AI in Teaching / Using AI (Policy &amp; Pedagogy)</u></a>     |
|                              | <a href="#"><u>Sample Syllabus Policy Statements (Writing Focus)</u></a>                |
|                              | <a href="#"><u>Academic Integrity and Citation (Other / Citation)</u></a>               |
| <b>Univ. of Utah</b>         | <a href="#"><u>AI – Campus Guide (Policy &amp; Pedagogy)</u></a>                        |
| <b>Univ. of Vermont</b>      | <a href="#"><u>UVM Libraries - AI Guidelines (Pedagogy)</u></a>                         |
| <b>Univ. of Washington</b>   | <a href="#"><u>Generative AI General Use Guidelines (Policy)</u></a>                    |
|                              | <a href="#"><u>AI + Teaching (Pedagogy)</u></a>                                         |
|                              | <a href="#"><u>Statement on Writing with AI (Writing Focus)</u></a>                     |
|                              | <a href="#"><u>Sample Syllabus Statements (Other / Syllabus)</u></a>                    |
| <b>UW–Madison</b>            | <a href="#"><u>Generative AI @ UW–Madison (Policy)</u></a>                              |
|                              | <a href="#"><u>Student Conduct Guiding Principles for AI in Teaching (Pedagogy)</u></a> |
|                              | <a href="#"><u>Guiding Principles of AI Teaching (Pedagogy)</u></a>                     |
|                              | <a href="#"><u>AI in the Writing Center (Writing Focus)</u></a>                         |
| <b>Wesleyan</b>              | <a href="#"><u>Generative AI Statement (Policy)</u></a>                                 |
| <b>Western Washington</b>    | <a href="#"><u>FAQs: Generative AI Guidelines (Policy)</u></a>                          |
|                              | <a href="#"><u>AI &amp; Chatbots Teaching Considerations (Pedagogy)</u></a>             |
|                              | <a href="#"><u>Academic Uses of AI for Students (Other / Student)</u></a>               |
| <b>Williams College</b>      | <a href="#"><u>Guide to Managing GenAI in Classroom (Policy)</u></a>                    |
| <b>Yale</b>                  | <a href="#"><u>Generative AI and Learning at Yale (Policy)</u></a>                      |
|                              | <a href="#"><u>AI Guidance for Teachers (Pedagogy)</u></a>                              |

## E. Image and Figure References

Google Gemini Pro. Generative AI visual artwork (Section Dividers and Cover Art). August 20–22, 2026.

Traffic Light Policy Graphic adapted from Oregon State University E-campus / DUW Policy Subcommittee

Figure 1: Master Integration Matrix. Designed and synthesized by Dr. Jeremy Kelley and Lash Keith Vance for the Department of University Writing, University of California, Riverside (2026).

Figure 2: Developmental Learning Progression. Conceptualized and developed by the AI Learning Outcomes and Rubrics Subcommittee, Department of University Writing, University of California, Riverside (2026).

Figure 3: Policy Decision Tree. Designed and generated by Dr. Lash Keith Vance using Google Gemini Pro, based on foundational policy frameworks developed by the AI Control & Policy Subcommittee (Lead: Dr. Kathy Hardun), Department of University Writing, University of California, Riverside (2026).

Figure 4: Open, Closed, Conditional. Based on foundational policy frameworks developed by the AI Control & Policy Subcommittee (Lead: Dr. Kathy Hardun), Department of University Writing, University of California, Riverside (2026).

Figure 5: Sample Completed Student AI Usage Log (Section III): Instructional mockup graphic and layout by Dr. Lash Keith Vance via Google Gemini Pro; Department of University Writing, University of California, Riverside, 2026.

Figure 6: Screenshot of Text Editor. Captured and compiled by Dr. Lash Keith Vance, Department of University Writing, University of California, Riverside (2026).

Figure 7: Screenshot of QTI Conversion Form. Captured and compiled by Dr. Lash Keith Vance, Department of University Writing, University of California, Riverside (2026).

Figure 8: Screenshot Sample Canvas Site for Uploading Content. Captured and compiled by Dr. Lash Keith Vance, Department of University Writing, University of California, Riverside (2026).

Figure 9: Screenshot of Canvas Import Content Interface. Captured and compiled by Dr. Lash Keith Vance, Department of University Writing, University of California, Riverside (2026).