Project B - Research & Studies in Writing and Technology

Overview

This module will examine the intersection of AI and writing, by investigating and interrogating various generative AI tools and the writing process and its potential implications for classroom instruction. The module will critically examine the benefits, challenges, and ethical considerations associated with integrating AI into the realm of education.

Learning Outcomes

- **Ethical Self-Awareness:** The student will demonstrate an ethical self-awareness of the fundamental principles that consciously or unconsciously influence one's ethical conduct and ethical thinking.
- **Understanding different AI Ethical principles/concepts:** The student will demonstrate an understanding of the different AI ethical frameworks and be able to explain the principles.
- **AI Ethical Issue Recognition:** The student will demonstrate the ability to recognize ethical issues when presented in a form of case-study/situation/roleplay and recognize cross relationships among the issues.
- **Application of AI Ethical Perspectives/Concepts:** The student will demonstrate the ability to apply AI ethical perspectives independently in written and oral communication.
- **Evaluation of different AI ethical perspectives/concepts:** The student will be able to state a position regarding an ethical problem and reasonably defend her position.

Agenda and Instructions

Task 1 - Investigating AI and Composition Studies
For this assignment, students will write an annotated bibliography of generative AI tools like ChatGPT and provide a brief summary of how and why a person in English studies may use this particular tool. Each student must provide at least 5 tools.

Task 2 - Ethical Examination of Tools like ChatGPT 3.5
Literature Review: Conduct a literature review to find articles that discuss ethical issues in the use of AI in writing. Look for sources that address concerns related to the well-being of sentient beings, democratic participation, equity, and responsibility in the development and use of AI systems for writing.

Task 3 - Final Assignment Deliverables
Task 3(a) - Critical Analysis Essay Proposal/Outline
In preparation for the final critical analysis essay for this section, students will write an informal proposal outlining their topic for paper.

The purpose of this critical analysis essay is to carefully examine and sometimes evaluate a work of writing and composition and the intersection of AI. It should express your interpretation and analysis of the topic by breaking down and studying its parts. Your critical analysis essay will explore how AI in writing aligns with or challenges the principles presented in the [Montreal Declaration](). Consider the following points:

- **Well-being:** Discuss how the development and use of AI in writing may impact the well-being of sentient beings. Analyze potential benefits and risks.

- **Democratic Participation:** Examine whether AI writing systems meet intelligibility, justifiability, and accessibility criteria. Explore how democratic scrutiny, debate, and control are applied.
- **Equity:** Evaluate how AI in writing contributes to the creation of a just and equitable society. Identify potential biases and discuss strategies to address them.
- **Responsibility:** Analyze whether the use of AI in writing lessens or enhances the responsibility of human beings in decision-making. Consider ethical considerations in automated writing processes.

Task 3(b) - Draft - Instructor's Review & Task 3(c) - Critical Analysis Essay (Final)

Please proofread your work. I will take off extensive points for excessive careless errors. You must go to the Writing Center before you submit your draft. Once your draft is submitted, you will receive final feedback from me and that will be the only feedback you will receive.

The essay should be well-organized, with an introduction, body paragraphs, and a conclusion. Use proper citation and referencing (e.g., APA, MLA) for the articles and sources cited in your essay.

Your Instructor's Review and Final Submission must have the following:

- A carefully constructed introduction with the thesis statement as the last sentence.
- The thesis statement must be less than 15 words.
- Each body paragraph must have a clear and concise topic sentence.
- Each of the body paragraphs must have support for the claim being presented.
- Each of the body paragraphs must have at least one quote that has been integrated into the paragraph using the appropriate format for in-text citations.
- Each of the paragraphs must have support that aligns with the claim provided in the topic sentence.
- Each of the body paragraphs must focus on one sub-topic at a time.
- Each of the body paragraphs must have a summary sentence and a transition.
- The conclusion must provide a restatement of the thesis statement and can not be word-for-word the same sentence.
- The conclusion must provide a parting thought
- The conclusion should not introduce another claim not already discussed in the body paragraph.

NOTE: You are not provided feedback in the final submission, just a grade.

Project Learning Outcome
- **Ethical Self-Awareness:** The student will demonstrate an ethical self-awareness of the fundamental principles that consciously or unconsciously influence one's ethical conduct and ethical thinking.
- **Evaluation of different AI ethical perspectives/concepts:** The student will be able to state a position regarding an ethical problem and reasonably defend her position.

Rubric for Assessment: Grading Criteria - Textual Analysis Rubric (100 Points)

RCC – Task 3 - Textual Analysis Essay

Required Elements	Capstone	Milestone		Benchmark
Critical Analysis	Essay or paragraph or paragraph shows little or no evidence that readings were completed or understood. Essay or paragraph or paragraph is largely personal opinions or feelings about the text.	Essay or paragraph or paragraph repeats and summarizes basic, correct information, but does not link readings to evidence and does not consider alternative perspectives or connections between ideas.	Essay or paragraph or paragraph displays an understanding of the required readings and underlying concepts including correct use of terminology and proper citation.	Essay or paragraph or paragraph displays excellent understanding of the required readings and underlying concepts including correct use of terminology. Evidence from the text supports important points.
Evaluation of Different Ethical Perspectives/Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartm	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.

		the student's response is inadequate.	entalized by student and do not affect student's position.)	
Organization	Unclear organization OR organizational plan is inappropriate to the Thesis statement or topic sentence. No transitions.	Some signs of logical organization. May have abrupt or illogical shifts and ineffective flow of ideas.	Organization supports the Thesis statement or topic sentence and purpose. Sequence of ideas could be improved. Transitions are mostly appropriate.	Fully and imaginatively supports Thesis statement or topic sentence and purpose. Sequence of ideas is effective. Transitions are effective.
Ethical Self-Awareness	Student discuss in detail/analyze both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Students state both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
Use of Sources and Documentation	Neglects important sources or overuses quotations or paraphrase to substitute writer's own ideas. (Probably uses source material without acknowledgement.)	Uses relevant sources but lacks in variety of sources and/or the skillful combination of sources. Quotations and paraphrases may be too long and/or	Uses sources to support, extend, and inform, but not substitute writer's own development of ideas. Doesn't overuse	Uses sources to support, extend, and inform, but not substitute writer's own development of ideas. Source material is announced by a signal

		inconsistently referenced.	quotes, but may not always conform to MLA format.	phrase and ended with in-text citations.