

## **Project A - Ethical AI in Writing: Introduction to Writing and Technology**

### **Overview**

In this assignment, students will explore the ethical principles of using AI in the context of an Advanced Composition course. Students will critically examine the role of AI tools in writing and assess their potential biases, fairness, and ethical implications. The objective is to raise awareness about responsible AI usage and develop a deeper understanding of AI ethics.

### **Task 1 - Pre-Assessment for Course**

**Description:** This pre-assessment will be sent out to students before the start of the course.

**Purpose:** The purpose of this assessment is to gather information about the students' existing knowledge, skills, and abilities related to composition and rhetorical studies.

### **Assessment Questions**

1. Have you taken any courses or workshops related to AI used with composition studies before? (Yes/No)
2. What do you hope to gain from Advanced Composition?
3. This course will use AI as a writing resource. Are there specific topics or skills within AI or composition studies that you are particularly interested in?
4. Do you have any concerns or challenges you anticipate in learning about AI and composition studies?
5. Please share any additional comments or questions you may have regarding the course content.

## Task 2 - Reader Response Prompt - MLA/CCCC Task Force Report on Writing and AI

### Assignment Agenda & Instructions

*Discussion Board* - Read the MLA/CCCC Task Force Report<sup>1</sup> on Writing and AI. As you read the report, identify at least three (3) of the potential risks and benefits suggested in the report. Then, in 300 words or more, answer one of the following questions:

1. What is your first impression of the risk associated with the use of AI in rhetoric and composition studies? Explain your response in detail.
2. Do you agree with the potential risk to language, literature, and writing instruction? And how might these potential risks influence your ethical choices in written communication? Explain your response in detail.

### Submission Guidelines

**Assignments are submitted in Canvas and graded using Discussion Board Rubric given below.**

*Engage in the discussion in the following ways:*

1. Begin your own thread by selecting the "Reply" button beneath these instructions
2. Review existing threads and join the conversation by selecting the "Reply" button beneath your colleagues' posts
3. Reply to two or more of your colleagues' posts with ideas or suggestions as feedback by doing one of the following:
  - Providing specific feedback about your colleagues' critical engagement in this module,
  - Asking a probing or clarifying question in response to one (or more) of your colleagues' posts, or
  - Describing different critical insights related to your colleague's post.
  - "Like" any comments you find particularly interesting or helpful

Do not upload documents into the discussion board. I will not open word documents uploaded into the discussion board. Use the text box provided.

Make sure you use the appropriate MLA citation style for all discussion posts. You should have a Work(s) Cited.

---

<sup>1</sup>MLA-CCCC Joint Task Force on Writing and AI Working Paper: Overview of the Issues, Statement of Principles, and Recommendations - <https://hcommons.org/app/uploads/sites/1003160/2023/07/MLA-CCCC-Joint-Task-Force-on-Writing-and-AI-Working-Paper-1.pdf>

### Project Learning Outcome

- **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.
- **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 - Discussion Board Rubric (20 Points)

#### RCC Task 2 - Discussion Board Rubric

Required Elements	Capstone	Milestone		Benchmark
<b>Relevance of Post</b>	Posting thoroughly answers the discussion prompts and demonstrates understanding of material with well-developed ideas.	Posting addresses some of the prompt(s) and demonstrates mild understanding of material with well-developed ideas.	Posting references assigned content and may not make connections to practice	Posting lacks connection to practice.
<b>Contribution to the Learning Community</b>	Post meaningful questions to the community; attempts to motivate the group discussion; presents creative approaches to the topic.	Attempts to direct the discussion and to present relevant viewpoints for consideration by the group; interacts freely.	Minimum effort is made to participate in the learning community as it develops.	No feedback provided to fellow student(s).
<b>Ethical Issue Recognition</b>	Students can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Students can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Students can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Students can recognize basic and obvious ethical issues but fail to grasp complexity or interrelationships.

<b>Evaluation of Different Ethical Perspectives/Concepts</b>	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 the student's response is inadequate.	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 compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.
<b>Mechanics</b>	Writing is free of grammatical, spelling, or punctuation errors.	Writing includes less than 5 grammatical, spelling, or punctuation errors.	Writing includes 4-5 grammatical, spelling, or punctuation errors.	Writing contains more than 5 grammatical, spelling or punctuation errors.

### Task 3 - Classroom Discussion and Reflective Response (2.5 Weeks)

#### Assignment Agenda & Instructions

1. Watch the Documentary ["Trustworthy Cities: Ethics in the AI Era" \(VOSCAT\)](#)
2. Examine materials from [Montreal Declaration for Responsible AI](#) guidelines.
3. In class, discuss the video and Montreal Declaration for Responsible AI using the following focus questions:
  - What rhetorical appeals do the writers and filmmakers use to address the use of AI?
  - How might the ethical principles addressed in the guidelines and video affect the way scholars read and write about?
  - Discussion to collectively achieve equitable, inclusive, and ecologically sustainable AI development.
4. Homework: Read Chapter 2: "How do Scholars Read and Write?"
5. In the discussion board, Task 3 Reflective Response, complete the Reflective Exercise on page 17 - *Reflect on Your Reading Process*  
To begin this exercise, find and read Nicholas Carr's article, ["Is Google Making Us Stupid?"](#) on *The Atlantic* magazine's website.

In your response, address the following:

1. Briefly summarize why Carr thinks online reading is "making us stupid" and what he thinks we should do about it.
2. Then, reflect in writing on how technology has shaped your reading process—in positive and negative ways.
3. Based on what you have read and discussed, has your ideas about the use of AI shifted. If so, how and why?

#### 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.
- **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

#### Submission Guidelines

**Assignments are submitted in Canvas and graded using Discussion Board Rubric given below.**

*Engage in the discussion in the following ways:*

1. Begin your own thread by selecting the "Reply" button beneath these instructions
2. Review existing threads and join the conversation by selecting the "Reply" button beneath your colleagues' posts
3. Reply to two or more of your colleagues' posts with ideas or suggestions as feedback by doing one of the following:
  - Providing specific feedback about your colleagues' critical engagement in this module,
  - Asking a probing or clarifying question in response to one (or more) of your colleagues' posts, or
  - Describing different critical insights related to your colleague's post.
  - "Like" any comments you find particularly interesting or helpful

Make sure you use the appropriate MLA citation style for all discussion posts. You should have a Work(s) Cited.

### Rubric for Assessment: Grading Criteria - Discussion Board Rubric (20 Points)

#### RCC Task 3 - Discussion Board Rubric

Required Elements	Capstone	Milestone		Benchmark
<b>Relevance of Post</b>	Posting thoroughly answers the discussion prompts and demonstrates understanding of material with well-developed ideas.	Posting addresses some of the prompt(s) and demonstrates mild understanding of material with well-developed ideas.	Posting references assigned content and may not make connections to practice	Posting lacks connection to practice.
<b>Contribution to the Learning Community</b>	Post meaningful questions to the community; attempts to motivate the group discussion; presents creative approaches to the topic.	Attempts to direct the discussion and to present relevant viewpoints for consideration by the group; interacts freely.	Minimum effort is made to participate in the learning community as it develops.	No feedback provided to fellow student(s).
<b>Ethical Self-Awareness</b>	Student discusses in detail/analyzes 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.	Student states 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.
<b>Understanding Different Ethical Perspectives/Concepts</b>	Student names the theory or theories, can present the gist of said	Student can name the major theory or theories she/he uses, can present	Student can name the major theory she/he uses, and is only	Student only names the major theory she/he uses.

	theory or theories, and accurately explains the details of the theory or theories used.	the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	able to present the gist of the named theory.	
<b>Mechanics</b>	Writing is free of grammatical, spelling, or punctuation errors.	Writing includes less than 5 grammatical, spelling, or punctuation errors.	Writing includes 4-5 grammatical, spelling, or punctuation errors.	Writing contains more than 5 grammatical, spelling or punctuation errors.