

Overview

Module Description

AI can be a valuable writing partner. AI is a tool for students to leverage their skills and knowledge. It is a valuable writing partner, especially in courses like Advanced Composition. It will be used to enhance their writing process, improve the quality of their work, and gain a deeper understanding of advanced writing concepts. In this module, students will participate in interrogation of the use of AI in composition and rhetorical studies. More specifically, look at the ethics, impact, and implications for the discipline.

Learning Outcomes

- Students will apply ethical and responsible AI principles in the writing process.
- Students will demonstrate a deep understanding of ethical implications and responsible AI usage as they assess.
- Students will learn effective revision strategies by using AI to analyze their writing for redundancy, readability, and coherence, allowing them to make informed revision decisions.
- Students will demonstrate an understanding of digital literacy, including the ability to navigate, use, and critically evaluate AI tools and technologies.

Module Organization and Timeline

Part 1: Research and Preparation (2 weeks)

- 1. Select an AI Writing Tool:** Choose a specific AI-powered writing or editing tool that you use or are interested in.
- 2. Background Research:** Investigate the AI tool's functionality, how it operates, and any known ethical concerns or biases associated with its usage.
- 3. Literature Review:** Conduct research to find scholarly articles, reports, or news stories that discuss ethical issues related to AI in writing. This could include topics like bias, fairness, and accountability.

Part 2: Analysis and Reflection (2 weeks)

- 4. AI Usage Analysis:** Utilize the selected AI tool for your writing process. This could involve using it to edit a draft of a composition or generating content.
- 5. Bias Assessment:** Evaluate your AI tool's suggestions for bias and fairness. Note any instances where it may have favored one viewpoint, language style, or demographic group over another.
- 6. Ethical Implications:** Reflect on the ethical implications of the AI tool's suggestions. Consider the impact of biased language, representation, or assumptions on the reader

and the message of your composition.

Part 3: Composition and Reflection (2 weeks)

7. Composition Revision: Revise your composition based on the analysis from Part 2.

Make changes to address potential biases and ethical concerns identified in your writing.

8. Reflective Essay: Write a reflective essay (approximately 500-750 words) that discusses the following:

- Your experience using the AI tool and the revisions you made to your composition.
- Insights into the ethical considerations of AI in writing, particularly focusing on bias and fairness.
- The importance of responsible AI usage in academic and professional contexts.

Part 4: Presentation (1 week)

9. Class Presentation: Prepare a brief presentation (3-5 minutes) where you share your findings and insights from your assignment with the class. Discuss the ethical principles you've learned and any recommendations you have for responsible AI usage in writing.

Assessment Rubric

Assignments will be evaluated based on the following criteria using the AAC&U Ethical Reasoning VALUE Rubric available at VALUE Rubrics - Ethical Reasoning | AAC&U ([aacu.org](https://www.aacu.org/value/rubrics/ethical-reasoning)).

- Depth of research and understanding of the AI tool and ethical issues.
- Quality of the reflective essay, demonstrating thoughtful insights and awareness of AI ethics.
- Effectiveness of the composition revisions in addressing potential biases.
- Clarity and engagement during the class presentation.

For convenience, the AACU Value Rubric is also provided below:

ETHICAL REASONING VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all one) level performance.

	Capstone 4	Milestones 3 2		Benchmark 1
Ethical Self-Awareness	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.
Understanding Different Ethical Perspectives/Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application of Ethical Perspectives/Concepts	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently (to a new example) apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example).
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 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.