

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

1. Project A - Ethical AI in Writing: Introduction to Writing and Technology (3.5 weeks)

- **Task 1 - Pre-Assessment for Course**
This pre-assessment will be sent out to students before the start of the course. The purpose of this assessment is to gather information about the students' existing knowledge, skills, and abilities related to composition and rhetorical studies.
- **Task 2 - Reader Response Prompt - MLA/CCCC Task Force Report on Writing and AI (1 week)**
Students will read the MLA/CCCC Task Force Report on Writing and AI and identify at least three (3) of the potential risks and benefits suggested in the report. Students will address some given questions and also provide feedback to other students posts.
- **Task 3 - Classroom Discussion and Reflective Response (2.5 Weeks)**
Students will watch the documentary [Documentary "Trustworthy Cities: Ethics in the AI Era" \(VOSCAT\)](#) and discuss [Montreal Declaration for Responsible AI](#) guidelines. Students will also read the chapter 2 "How do Scholars Read and Write?" and complete an exercise.

2. Project B - Research & Studies in Writing and Technology (6 weeks)

- **Task 1 - Investigating AI and Composition Studies (1 week)**
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 (1 week)**
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 (4 weeks)**

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.

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

Students will submit the draft of their essay and receive feedback from the instructor. Finally, students will submit the final essay and receive a grade.

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.