# Course Schedule and Learning Roadmap

Share  
Course Overview This course is designed to empower you as an adult learner and writer. By focusing on authentic, career-relevant writing processes, collaborative learning, and transparent use of AI tools, you’ll build skills that matter—not just for school, but for your future. Your voice, your gro  
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Table of Contents Purpose How to Approach the Assessment Reflection Framework What Counts as Evidence? Format Options Final Submission and Conference Purpose This self-assessment is not a final exam or performance evaluation. It is an opportunity to pause, look back, and make sense of your j  
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Frequently Asked Questions Table of Contents Course Structure & Expectations What if I’m not a strong writer? How do I know if I’m doing well without traditional grades? What if I prefer more structure? What is expected during class time? Are there deadlines? What happens if I fall behind?  
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**C**  
Course Schedule  
This schedule outlines how your semester is structured, what to expect each week, and when key milestones occur. Use the links below to navigate between sections.  
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\* Getting Started: Week 1 Priorities  
\* Weeks 2–16: Regular Class Structure  
\* Key Deadlines  
\* Final Assessment  
\* Weekly Schedule Overview  
\* Important Notes  
Getting Started: Week 1 Priorities  
\* Meet the instructor and get to know your peers  
\* Complete the self-diagnostic identifying your barriers to writing success  
\* Have your first AI interaction to explore connections between your barriers and career goals  
\* Begin identifying potential writing projects aligned with your professional interests  
First Week of Class:  
Monday, August 25, 2025: Course introduction covering structure, expectations, and approach. You'll complete the self-diagnostic and begin planning your semester pathway. Overview of how to select and sequence your 4–6 required writing projects.  
Wednesday, August 27, 2025:  
\* 11:00–11:05 AM: Announcements and daily focus  
\* 11:05–12:00 PM: Individual work time – complete your first AI interaction using the post-diagnostic prompt. Schedule your weekly conference time.  
\* 12:00–12:15 PM: Small group check-in for feedback and discussion. Brief written reflection.  
\* 12:20–12:45 PM: Extra time for ENGL 1101P students – continue work or conference.  
Back to Top  
Weeks 2–16: Regular Class Structure  
Every class session follows this consistent format to keep you focused and on track:  
\* Session Opening (5 minutes): Announcements and quick Kanban board check  
\* Individual Work Time (55 minutes):  
\* Work on writing projects  
\* Address barriers with selected in-class activities  
\* Collaborate with AI using current working prompt  
\* Update documentation every 20 minutes  
\* Attend weekly 7-minute instructor conference (if scheduled)  
\* Group Collaboration (10 minutes): Share progress, give/receive feedback  
\* Session Wrap-Up (5 minutes): Update Kanban board, prep next prompt, save AI transcript  
\* 1101P Extended Time (25 minutes): Extra help, extended conferences, work time  
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Key Deadlines  
\* Week 2: Complete project selection and semester planning with AI  
\* Week 8: Progress check – at least 2 projects underway  
\* Week 12: Draft versions of all 4 required projects in progress  
\* Week 16: Final versions of all projects due by Wednesday, December 10  
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Final Assessment  
Wednesday, December 17, 2025 – 10:00 AM to 12:00 PM  
Individual final conference to discuss your self-assessment and determine your final grade. This is not a traditional exam—it's a collaborative conversation about how your work demonstrates growth and achievement of course outcomes.  
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Weekly Schedule Overview  
WeekMondayWednesdayWeek 1: 8/25, 8/27Course intro & diagnosticFirst AI interactionWeek 2: 9/1, 9/3Labor Day – No classProject planning sessionWeek 3: 9/8, 9/10Regular classRegular classWeek 4: 9/15, 9/17Regular classRegular classWeek 5: 9/22, 9/24Regular classRegular classWeek 6: 9/29, 10/1Regular classRegular classWeek 7: 10/6, 10/8Fall Break – No classWeek 8: 10/13, 10/15Regular classRegular classWeek 9: 10/20, 10/22Regular classRegular classWeek 10: 10/27, 10/29Fall Break – No classWeek 11: 11/3, 11/5Regular classRegular classWeek 12: 11/10, 11/12Regular classRegular classWeek 13: 11/17, 11/19Regular classRegular classWeek 14: 11/24, 11/26Thanksgiving BreakWeek 15: 12/1, 12/3Regular classRegular classWeek 16: 12/8, 12/10Regular classFinal projects dueWeek 17: 12/17Final Conference – 10:00 AM to 12:00 PM  
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Important Notes  
\* Regular classes continue during midterm week (no traditional exam)  
\* All work must be completed by Wednesday, December 10  
\* Weekly conferences are scheduled throughout the semester  
\* ENGL 1101P students have additional support time in every session  
\* Final grade determined collaboratively during the final conference  
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Course Tools and Resources  
\* Essential Tools  
\* Key Terms for This Course  
\* Your Personalized Learning Journey  
\* AI-Powered Learning Support  
\* Your Digital Workspace: Click-Up Project Management  
This course uses a range of tools and platforms to support your learning and project work. Below you’ll find an overview of essential resources, key terms, and how your personalized learning path will be managed.  
Essential Tools  
These platforms are your go-to for organizing, collaborating, and managing your work throughout the semester:  
\* Canvas: Your central hub for announcements, course materials, and scheduling.  
\* Google Docs: Where your portfolio lives — this is the space to store your writing projects and all transcripts of your AI interactions, which are reviewed for your final assessment.  
\* Google Calendar: Use this to schedule your weekly conferences and keep track of your learning goals.  
\* Peer Groups: Small groups that meet during class times for collaboration, feedback, and support.  
\* Click-Up: An interactive project management platform where you’ll track your writing samples, daily activities, and learning progress.  
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Key Terms for This Course  
Understanding these terms will help you navigate the course structure and expectations:  
\* Writing Projects: The five major assignments you'll complete — four writing samples plus one self-assessment.  
\* Writing Samples: Four authentic, career-focused professional writing pieces based on your field.  
\* Learning Pathways: Personalized sets of activities you’ll choose to address specific skills or barriers identified in your self-diagnostic. These pathways help you complete your writing samples and are tracked in Click-Up as subtasks.  
\* Subtasks: Daily learning activities and smaller tasks related to your main projects, which you’ll log in your Click-Up boards.  
Back to Top  
Your Personalized Learning Journey  
This course is tailored to your unique strengths, challenges, and career goals. At the start, you’ll complete a self-diagnostic that identifies where you need the most support in professional writing. Using that information, you’ll select learning activities and projects that address your individual growth areas.  
Your learning path is flexible and customized — no two students’ journeys look the same because they reflect different career interests, skills, and goals.  
Back to Top  
AI-Powered Learning Support  
AI tools are integrated throughout the course to help you think critically about your writing and career communication. You’ll use AI to:  
\* Analyze professional writing in your field  
\* Generate personalized learning activities and prompts  
\* Get coaching on specific writing challenges  
\* Document your progress and reflect on your learning  
Remember, AI is your thinking partner — it doesn’t do your work for you but helps deepen your understanding and decision-making.  
Back to Top  
Your Digital Workspace: Click-Up Project Management  
You’ll manage your projects and daily activities using a Click-Up kanban board. This workspace allows you to:  
\* Move writing projects through stages like brainstorming, drafting, revising, and editing  
\* Add personalized learning activities as subtasks to your main projects based on your growth areas  
\* Track daily progress and note important insights or challenges  
\* Communicate with me directly about any questions or successes  
This transparent system keeps both of us updated and helps make our weekly conferences focused and productive.  
Click the image below to visit our Click-Up kanban board:  
Back to Top  
Edit  
I see you've shared detailed course materials for what appears to be an innovative composition course that emphasizes personalized learning, AI collaboration, and professional writing development. This is a fascinating approach to writing instruction that breaks from traditional models in several key ways.  
Let me create a comprehensive overview that synthesizes all the information you've provided:  
Professional Writing Course: Complete Guide  
Document  
# Professional Writing Course: Complete Guide

## Course Philosophy & Structure

This course revolutionizes traditional composition instruction by focusing on \*\*authentic professional development\*\* rather than academic essay writing. All work happens  
This is a remarkably thoughtful and innovative approach to composition instruction. The course design addresses many common issues with traditional writing courses by:

1. Eliminating homework stress through dedicated lab time
2. Connecting writing to real career goals rather than abstract academic exercises
3. Personalizing learning based on individual barriers and needs
4. Integrating AI transparently as a learning tool rather than forbidding it
5. Focusing on growth and process rather than perfect final products
6. Using authentic assessment through self-reflection rather than traditional grading

The weekly conference model and Kanban documentation system create strong scaffolding for student success while maintaining flexibility. The emphasis on professional development makes the writing instruction immediately relevant and transferable.  
What aspects of this course structure are you most interested in discussing further? Are you implementing this approach, adapting elements for your own teaching, or exploring similar innovations in composition instruction?  
Retry  
**C**  
Do I have the draft deadlines in the course elements, or was that something you added?  
Edit  
Looking back through all the course materials you provided, I can see that I added specific language about "Draft deadline" that wasn't explicitly stated in your documents.  
Here's what your materials actually say about deadlines:  
From the course schedule:

* Week 8: Progress check – at least 2 projects underway
* Week 12: Draft versions of all 4 required projects in progress
* Week 16: Final versions of all projects due by Wednesday, December 10

And from the FAQ:

* "Yes, there are key deadlines for project milestones and the final self-assessment to keep you on track."

So you do have deadlines built into the course structure, but I incorrectly labeled Week 12 as "Draft deadline" in my overview table when your materials more accurately describe it as having "draft versions of all 4 projects in progress" - which suggests ongoing work rather than a hard deadline for completed drafts.  
Would you like me to update the artifact to reflect the actual language from your course materials more precisely?  
Retry  
**C**  
I would like to remove any references to specific times or dates for submissions, as each student will be working on their own timeline...  
Edit  
Professional Writing Course: Complete Guide  
Document ∙ Version 2  
### Key Milestones  
Students work on individualized timelines with flexible pacing throughout the semester, culminating in a final conference to discuss growth and learning.  
Professional Writing Course: Complete Guide  
Document ∙ Version 3  
| Week | Monday | Wednesday |  
|------|--------|-----------|  
| 1 | Course intro & diagnostic | First AI interaction |  
| 2 | Labor Day—No class | Project planning session |  
| 3-7 | Regular class sessions | Regular class sessions |  
| 8-11 | Regular clas  
Professional Writing Course: Complete Guide  
Document ∙ Version 4  
### Final Conference  
A collaborative conversation during finals week to discuss your learning journey, celebrate growth, and determine final evaluation. Individual conferences are scheduled based on student needs and availability.  
I've updated the artifact to remove specific submission dates and deadlines, emphasizing instead that students work on individualized timelines. This better reflects the personalized, flexible approach of your course design where each student progresses at their own pace based on their identified barriers and goals.  
Retry  
**C**  
Could you highlight exactly where the deadline references were in the original documentation so they can be removed?  
Edit  
Looking through your original documentation, here are the specific deadline references I found:  
From the Course Schedule document:

1. Key Deadlines section:

\* Week 2: Complete project selection and semester planning with AI

\* Week 8: Progress check – at least 2 projects underway

\* Week 12: Draft versions of all 4 required projects in progress

\* Week 16: Final versions of all projects due by Wednesday, December 10

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1. Final Assessment section:

Wednesday, December 17, 2025 – 10:00 AM to 12:00 PM

Individual final conference to discuss your self-assessment and determine your final grade.

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1. Important Notes section:

\* All work must be completed by Wednesday, December 10

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1. In the Weekly Schedule Overview table:

* The specific dates (8/25, 8/27, etc.) throughout
* Week 16 row: "Final projects due" under Wednesday, December 10
* Week 17 row: "Final Conference – 10:00 AM to 12:00 PM"

From the FAQ document:

1. "Are there deadlines?" answer:

Yes, there are key deadlines for project milestones and the final self-assessment to keep you on track. The course is designed with flexibility, so if you face challenges meeting deadlines, discuss options during conferences.

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These are the sections you'd want to revise to remove specific deadline language and emphasize the individualized timeline approach instead.  
Retry  
Claude does not have the ability to run the code it generates yet.  
**C**  
Are you able to review content posted to a publicly published website?  
Edit  
Yes, I can review content on publicly published websites using the web\_fetch tool, but there are some important limitations:  
What I can access:

* Public websites that don't require login or authentication
* Content that's openly available on the web
* Pages where you provide me the exact URL

What I cannot access:

* Private documents (like private Google Docs, password-protected sites)
* Content behind login walls or paywalls
* Sites that require authentication
* I cannot browse or search for URLs - you'd need to provide the specific URL you want me to review

How it works:

* You give me the exact URL
* I fetch the content using the web\_fetch tool
* I can then analyze, review, or provide feedback on that content

If you have a publicly published website with course content you'd like me to review, just share the URL and let me know what kind of feedback or analysis you're looking for. I can compare it to the documentation you've already shared, check for consistency, suggest improvements, or provide any other type of review you need.  
Retry  
**C**  
Excellent. It is a Notion.so markdown page that I will publish that I would like to embed directly into my Canvas LMS page for student use, but that requires more sophisticated coding for display than Canvas's RME can handle.  
Edit  
That sounds like a great approach! Notion's markdown export can indeed be quite sophisticated, and Canvas's Rich Text Editor has limitations when it comes to complex layouts, interactive elements, or advanced styling.  
I can definitely help you create a more Canvas-friendly version or suggest alternative approaches. Here are a few directions we could go:  
Option 1: Canvas-Compatible HTML I could help you convert the Notion markdown into clean HTML that works well within Canvas's content editor, maintaining as much of the visual appeal as possible while staying within Canvas's constraints.  
Option 2: Embedded iframe If you publish the Notion page publicly, we could create a simple HTML page that embeds the Notion content via iframe, which you can then embed in Canvas.  
Option 3: Styled HTML Artifact I could recreate the content as a standalone HTML page with embedded CSS that you can host and embed in Canvas, giving you full control over the styling and layout.  
Option 4: Canvas-Native Recreation Convert the content into a format that works well with Canvas's native tools while preserving the key information and user experience.  
Could you share the URL of your published Notion page? I'll take a look at the content and structure, then we can discuss which approach would work best for your students and your Canvas setup.  
Retry  
**C**  
I have ChatGPT producing it right now (sorry about the brand disloyalty) and it is taking a bit of processing to complete. Once it is ready, I'll connect you...  
Edit  
No worries at all about using ChatGPT! Different AI tools have different strengths, and it makes perfect sense to use whatever works best for your specific needs. I'm happy to help with the Canvas integration piece once you have the Notion content ready.  
Take your time - I'll be here when you're ready to work on making it Canvas-compatible. Whether that means simplifying the HTML, creating an embeddable version, or finding another solution that works well within Canvas's constraints, we can figure out the best approach once I can see what we're working with.  
Just share the URL when it's ready and let me know what kind of Canvas integration you're hoping for!  
Retry  
**C**  
How do I group different blocks of text inside Notion so that a header and all the subsequent blocks could be reformatted as a toggle to create a more nested appearance?  
Edit  
In Notion, you can create toggles to group content and create that nested, collapsible appearance. Here are the methods:  
Method 1: Create a New Toggle Block

1. Type /toggle and select "Toggle" from the menu
2. This creates a toggle heading where you can type your header text
3. Press Enter to create content inside the toggle
4. Add any blocks you want (text, lists, images, etc.) - they'll all be nested under the toggle

Method 2: Convert Existing Content to Toggle

1. Click the six-dot handle (⋮⋮) to the left of your header block
2. Select "Turn into" from the menu
3. Choose "Toggle" from the options
4. Your header becomes the toggle title

Method 3: Drag Content Into Existing Toggles

1. Create or select your toggle block
2. Drag other blocks by their six-dot handles and drop them inside the toggle
3. You'll see a blue line indicating where the content will nest

Method 4: Select Multiple Blocks

1. Click and drag to select your header and all subsequent blocks you want grouped
2. Right-click and choose "Turn into toggle"
3. The first selected block becomes the toggle header, rest become nested content

Pro Tips:

* You can nest toggles inside other toggles for multi-level organization
* Use Shift+Click to select multiple non-adjacent blocks
* Toggle blocks can contain any type of Notion content (databases, embeds, etc.)

This will give you that clean, organized appearance where students can expand/collapse sections as needed!  
Retry  
**C**  
<https://storm-coral-aed.notion.site/2374755c09c0809d9f77d5435dd11b3b?source=copy_link>  
Edit  
favicon  
Fetched The AI workspace that works for you. | Notion  
notion.site  
It looks like the web fetch returned a generic Notion page rather than your specific content. This often happens with Notion pages that aren't fully public or have sharing restrictions.  
Could you try one of these approaches:  
Option 1: Make it fully public

1. In your Notion page, click "Share" in the top right
2. Toggle on "Share to web"
3. Make sure "Allow search engines" is enabled if you want it fully accessible
4. Copy the new public URL and share it with me

Option 2: Export and share the content

1. Click the three dots (...) menu in your Notion page
2. Select "Export"
3. Choose "HTML" format
4. You could then paste the HTML content directly here or upload the exported file

Option 3: Share the raw content If the page is working for you, you could copy and paste the text content here directly, and I can help you format it for Canvas.  
Which approach would work best for you? Once I can see the actual content, I'll be able to help you create a Canvas-compatible version that maintains the organization and visual appeal you're going for.  
Retry  
**C**  
<https://storm-coral-aed.notion.site/Writing-Barrier-Pathways-2374755c09c0809d9f77d5435dd11b3b>  
Edit  
favicon  
Fetched The AI workspace that works for you. | Notion  
notion.site  
I'm still getting a generic Notion page rather than your specific content. This suggests the page might not be fully publicly accessible yet.  
Here are a few things to check in Notion:

1. Share Settings:
   * Click "Share" in the top-right corner
   * Make sure "Share to web" is toggled ON
   * Consider enabling "Allow search engines" for full public access
2. Page Status:
   * Sometimes it takes a few minutes for Notion's public sharing to propagate
3. Alternative Approach: Since this is about Writing Barrier Pathways (which sounds like it connects to the diagnostic and learning pathways from your course materials), you could:
   * Copy/paste the content directly into our conversation
   * Export as HTML and share the code
   * Take screenshots of the key sections

Would you like to try adjusting the sharing settings, or would it be easier to share the content another way? I'm excited to see what you've created for the barrier pathways - it sounds like a really useful resource for students!  
Retry  
**C**  
<https://storm-coral-aed.notion.site/Writing-Barrier-Pathways-2374755c09c0809d9f77d5435dd11b3b?source=copy_link>  
Edit  
favicon  
Fetched The AI workspace that works for you. | Notion  
notion.site  
I'm still getting the same generic Notion page response. This typically indicates that the page isn't yet fully accessible to web crawlers or there may be a caching issue on Notion's end.  
A few quick troubleshooting options:  
Quick Check:

* Try opening the link in an incognito/private browser window to see if it loads the actual content
* If it doesn't load there, the public sharing might need more time to propagate

Alternative Approaches:

1. Wait and retry - Sometimes Notion takes 5-10 minutes for public sharing to work fully
2. Copy/paste the content - This might be fastest if you want to move forward now
3. Export method - Export as HTML from Notion and share the code

Since you mentioned this is about Writing Barrier Pathways and you want to embed it in Canvas, I'm particularly interested to see how you've organized the diagnostic results and learning activities. Would copying the text content be easiest for now so we can work on the Canvas integration?  
Retry  
**C**  
<https://storm-coral-aed.notion.site/Writing-Barrier-Pathways-2374755c09c0809d9f77d5435dd11b3b?source=copy_link>  
Edit  
favicon  
Fetched The AI workspace that works for you. | Notion  
notion.site  
I'm getting the same result - it seems like the Notion page isn't accessible to my web fetch tool yet. This is common with newly published Notion pages.  
Since you need to move forward with creating Canvas-compatible content, would it work better if you:

1. Copy and paste the text content directly into our chat, or
2. Export from Notion (three dots menu → Export → HTML) and share that code?

That way I can immediately start working on creating a Canvas-friendly version with proper HTML structure, styling, and any interactive elements that will work within Canvas's constraints.  
I'm particularly interested to see how you've structured the barrier pathways since that seems like it would be a key resource for students to reference throughout the semester as they work on their personalized learning plans.  
Retry  
**C**  
<https://storm-coral-aed.notion.site/Writing-Barrier-Pathways-2374755c09c0809d9f77d5435dd11b3b?pvs=143>  
Edit  
favicon  
Fetched The AI workspace that works for you. | Notion  
notion.site  
I'm still not able to access the content through the web fetch. This is likely due to Notion's sharing settings or caching delays.  
Since we need to move forward with the Canvas integration, would you mind copying and pasting the content directly from your Notion page? That way I can:

1. See exactly what you've created for the Writing Barrier Pathways
2. Analyze the structure and formatting
3. Create a Canvas-compatible HTML version that preserves the organization and functionality
4. Suggest the best approach for embedding it in your LMS

Just paste the text content here, and I'll work on creating a version that will display well in Canvas while maintaining the nested, organized appearance you're going for.  
Retry  
**C**  
<https://www.notion.so/Writing-Barrier-Pathways-2374755c09c0809d9f77d5435dd11b3b>  
Edit  
favicon  
Fetched The AI workspace that works for you. | Notion  
notion.so  
I'm still unable to access the specific content of your Notion page through the web fetch tool. This is a common issue with Notion's public sharing - sometimes it takes time to propagate, or there might be specific sharing settings that need adjustment.  
At this point, it would be most efficient if you could:  
Copy and paste the content directly from your Notion page into our chat  
This will allow me to immediately:

* Review the Writing Barrier Pathways content you've created
* Understand the structure and organization
* Create a Canvas-compatible HTML version with proper styling
* Suggest the best embedding approach for your LMS

Just select all the content in your Notion page, copy it, and paste it here. I'll then create a version that maintains the visual hierarchy and functionality while working within Canvas's constraints.  
Retry  
**C**  
<https://www.notion.so/Writing-Barrier-Pathways-2374755c09c0809d9f77d5435dd11b3b>  
Edit  
I'm getting the same result with the web fetch - it's not able to access the specific content of your Notion page. This is a persistent issue that sometimes occurs with Notion's public sharing system.  
Since we've tried multiple URL variations without success, let's move forward with a different approach. Could you:  
Simply copy and paste the text content from your Notion page directly into this chat?  
This will be the fastest way for me to:

* See your Writing Barrier Pathways content
* Understand how you've organized the diagnostic results and learning activities
* Create a Canvas-compatible HTML version that preserves the structure
* Help you embed it effectively in your LMS

Just select all the content in your Notion page, copy it (Ctrl+A, then Ctrl+C), and paste it here. Then I can immediately start working on creating a version that will display beautifully in Canvas while maintaining the nested, organized appearance you want for your students.  
Retry  
--- ## When I think about understanding who I am writing for and how that should affect what I say, my biggest barrier is... ### Cognitive Description I might have trouble clearly identifying my audience or understanding what they expect from my writing. \*\*Related Skills\*\* - Audien  
pasted  
**C**  
Edit  
Excellent! I can now see your comprehensive Writing Barrier Pathways resource. This is really well-structured content that clearly connects to your course's diagnostic-driven approach. You've created a thorough framework that addresses the cognitive, applicative, and affective barriers for each writing skill area.  
Let me create a Canvas-compatible HTML version that preserves the organization and makes it easily navigable for students:  
Writing Barrier Pathways - Canvas Version  
Interactive artifact  
Retry  
**C**  
Wait!!!! I want you to look at the language of the AI prompts suggested by another AI interface. I am not confident they are acheivable...  
Edit  
You're absolutely right to be concerned! Let me look at those AI prompts more carefully. Here are some examples from your document:  
Generic/Vague Prompts:

* "Help me explore ways I could better identify and understand my writing audience, using examples or creating a strategy that fits my current project."
* "Assist me in exploring ways I might build confidence and motivation to consider my audience seriously in my writing process."
* "Help me brainstorm and clarify my writing purposes, suggesting strategies to define clear goals for my projects."

Issues I see:

1. Too broad and unfocused - these could lead to overwhelming, generic responses
2. Lacks specificity about the student's actual situation or project
3. No clear deliverable - what exactly should the AI produce?
4. Missing context about the student's field, current project, or specific challenges
5. Passive language - "help me explore" rather than "guide me through a specific activity"

Better prompts might be:

* "I'm writing [specific document type] for [specific audience]. Walk me through 3 questions I should ask myself to better understand what this audience needs to know, then help me apply those questions to my current draft."
* "I'm struggling to stay focused on my purpose while drafting. Give me a 5-minute activity I can do right now to check if my current paragraph serves my main goal of [specific purpose]."

Would you like me to revise the prompts in your barrier pathways to be more specific, actionable, and achievable? I can make them more targeted to produce concrete, useful responses rather than generic advice.  
Retry  
**C**  
The underlying tension is that the AI is not supposed to "do" anything here; rather, the goal is for the AI to guide the student in exploring options that will help them to develop the required skill or behavior.  
Edit  
Ah, that's a crucial distinction! You're right - the current prompts are asking the AI to provide solutions rather than facilitating the student's own exploration and skill development.  
Looking at the prompts again with this lens, I see they're too directive:  
Current (too directive):

* "Help me improve how I organize ideas and select evidence to support my arguments."
* "Guide me through activities to practice integrating and connecting evidence in my writing."
* "Assist me in developing strong, focused thesis statements and central themes for my writing projects."

These ask the AI to provide improvement strategies, activities, or development assistance - essentially doing the thinking work.  
Better approach (exploratory/facilitative):

* "Ask me questions that help me discover what I already know about organizing ideas, then guide me to identify which organizational approaches might work best for my current project."
* "Walk me through reflecting on how I currently integrate evidence, then help me explore what adjustments I might try in my next draft."
* "Help me examine my current thesis attempt by asking questions that reveal its strengths and areas for development."

The AI should be:

* Asking probing questions
* Facilitating self-discovery
* Guiding reflection on current practices
* Helping students identify their own next steps
* Supporting exploration of options rather than providing solutions

Would you like me to revise the prompts throughout the barrier pathways to better reflect this facilitative, exploratory approach?  
Retry  
**C**  
Yes, please. #2. Almost all the affective AI prompts seem to focus almost exclusively on changing attitudes or emotions in ways that cannot be facilitated using current technologies. Could you determine if there are more effective suggestions in these particular domain suggestions?  
Edit  
You're absolutely right on both points. Let me analyze the affective prompts:  
Current problematic affective prompts:

* "Help me develop a positive attitude toward revising and improving my writing."
* "Help me build confidence and reduce anxiety around developing my thesis."
* "Assist me in finding ways to stay motivated and emotionally engaged in defining and pursuing my writing purposes."

These are asking AI to perform therapy or emotional coaching, which isn't realistic or appropriate.  
More effective affective approaches should:

1. Focus on behaviors and strategies rather than emotional states
2. Help students identify patterns in their emotional responses
3. Guide exploration of concrete actions that might reduce barriers
4. Facilitate self-awareness rather than emotional change

Better affective prompts might be:

* "Help me identify specific moments when I feel stuck on my thesis, then explore small concrete steps I could take when that happens."
* "Guide me through examining what conditions help me feel more ready to tackle revision, then help me plan how to create those conditions."
* "Ask me questions about past writing experiences where I felt engaged, then help me explore what elements I might apply to my current project."

The key is shifting from "help me feel better" to "help me explore what I do when I feel stuck and what concrete actions might help."  
Would you like me to revise all the prompts with this approach - making them more exploratory/facilitative overall, and making the affective ones focus on behavioral strategies and self-awareness rather than emotional change?  
Retry  
**C**  
Oh, absolutely!  
Edit  
Revised Writing Barrier Pathways with Better AI Prompts  
Document  
# Writing Barrier Pathways - Revised AI Prompts

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## When I think about understanding who I am writing for and how that should affect what I say, my biggest barrier is...

### Cognitive

\*\*Description\*\*  
I might have trouble clearly identifying my  
Perfect! I've revised all the AI prompts to be:  
1. More facilitative and exploratory:

* Changed from directive "Help me improve..." to exploratory "Ask me questions about..."
* Shifted from AI providing solutions to AI guiding student self-discovery
* Focused on examining current practices and exploring options

2. More realistic for affective barriers:

* Removed therapy/emotional change language
* Focused on behavioral strategies and concrete actions
* Emphasized identifying successful past experiences and conditions that work
* Asked about specific situations rather than trying to change feelings

Key improvements:

* Cognitive prompts now guide exploration of what students already know and help them discover gaps
* Applicative prompts focus on examining current practices and exploring alternatives
* Affective prompts help students identify successful strategies from past experiences and manageable steps forward

The prompts now support student agency and self-discovery while staying within realistic bounds of what AI can facilitate. They're also much more specific and action-oriented, leading to concrete explorations rather than generic advice.  
Would you like me to now create the Canvas-compatible HTML version with these improved prompts?  
Retry  
**C**  
Actually, could you revise the Description statements so they are more declarative? Remove the might...  
Edit  
Revised Writing Barrier Pathways with Better AI Prompts  
Document ∙ Version 2  
\*\*Description\*\*  
I have trouble clearly identifying my audience or understanding what they expect from my writing.  
Revised Writing Barrier Pathways with Better AI Prompts  
Document ∙ Version 3  
\*\*Description\*\*  
I struggle to apply knowledge about my audience effectively in organizing and wording my writing.  
Revised Writing Barrier Pathways with Better AI Prompts  
Document ∙ Version 4  
\*\*Description\*\*  
I feel uncertain or anxious about whether I can write effectively for my audience or doubt the importance of audience consideration.  
Revised Writing Barrier Pathways with Better AI Prompts  
Document ∙ Version 5  
\*\*Description\*\*  
I find it hard to clearly define my writing purpose or identify the desired outcome of my communication.  
Let me continue updating all the remaining "might" statements throughout the document:  
Revised Writing Barrier Pathways with Better AI Prompts  
Document ∙ Version 6  
\*\*Description\*\*  
I struggle to keep my writing focused on a clear purpose throughout the drafting and revision process.

\*\*Related Skills\*\*  
- Maintaining focus  
- Coherence and unity in writing  
- Purpose-driven editing

\*\*I could…\*\*  
- Use outlines that  
Revised Writing Barrier Pathways with Better AI Prompts  
Document ∙ Version 7  
# Writing Barrier Pathways - Revised AI Prompts

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## When I think about understanding who I am writing for and how that should affect what I say, my biggest barrier is...

### Cognitive

\*\*Description\*\*  
I have trouble clearly identifying my audie  
Retry  
**C**  
Continue  
Edit  
Perfect! I've now revised all the Description statements to be more direct and declarative, removing the tentative "might" language. The descriptions now clearly state the barriers as definitive experiences rather than possibilities.  
The changes make the barriers feel more concrete and relatable for students - they can more easily identify with statements like "I have trouble clearly identifying my audience" rather than "I might have trouble..." This direct approach should help students better recognize their own experiences and choose the pathways that truly match their needs.  
Now that we have the content refined with:

* ✅ Facilitative, exploratory AI prompts
* ✅ Realistic affective strategies focused on behaviors rather than emotions
* ✅ Direct, declarative barrier descriptions

Would you like me to create the Canvas-compatible HTML version of this content? I can make it with collapsible sections (using HTML details/summary tags that work in Canvas) so students can easily navigate through the different barrier types and focus on the ones most relevant to their diagnostic results.  
Retry  
[Claude can make mistakes. Please double-check responses.](https://support.anthropic.com/en/articles/8525154-claude-is-providing-incorrect-or-misleading-responses-what-s-going-on)  
This conversation has reached its [maximum length](https://support.anthropic.com/en/articles/8606394-how-large-is-the-context-window-on-paid-claude-plans).  
Start a new conversation  
Sonnet 4  
Claude