**C**  
Clayn  
Free plan

# Professional Writing Course Design

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rse 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 growth, and your success are at the heart of everything we do together.  
Table of Contents  
What This Course Is (and Isn't)  
How This Class Works  
Understanding Your Learning Path  
Writing as Professional Development  
How Self-Assessment Works  
Choosing Your Writing Projects  
Understanding Barriers and Growth  
The Conference Approach  
Working with AI as a Learning Partner  
Kanban Documentation and Reflection  
What This Course Is (and Isn't)  
This course develops your ability to create professional writing that serves real purposes in your chosen field. You'll build communication skills you'll actually use in your career while meeting all university composition requirements.  
This course is NOT:  
Traditional essay writing about topics chosen by the instructor  
Grammar and mechanics drills disconnected from real writing  
Standardized assignments that treat all students the same  
Preparation only for academic writing you'll rarely use after college  
A place where AI use is forbidden or hidden  
Homework or outside assignments that compete with your other responsibilities  
This course IS:  
Career-focused writing practice with authentic purposes and audiences  
Personalized learning based on your identified needs and goals  
Collaborative work with AI as a thinking partner and writing coach  
Development of skills for managing your own learning and professional growth  
Preparation for the communication demands of your professional life  
Dedicated lab time where all work happens in class  
Focus on your growth in writing processes, not just final products  
Back to Top  
How This Class Works  
All work happens in class—no homework stress or falling behind because of outside life events. Every session is dedicated lab time where you write, collaborate, and grow.  
Class Sessions (75 minutes, twice weekly):  
Self-selected activities that help you complete your required writing projects while addressing your identified barriers  
Active writing time in a computer lab environment  
Peer collaboration through small groups and project sharing  
One-on-one weekly conferences (~7 minutes) for personalized guidance  
You direct your own learning: Instead of following identical assignments, you choose projects and processes that align with your career goals and address your specific barriers to writing success.  
Transparent AI integration: You'll use AI tools as thinking partners, documenting all interactions as part of your learning process. AI enhances your thinking rather than replacing it.  
Focus on process, not just product: Your success reflects your intentional growth and engagement with writing processes (planning, drafting, revising, editing) rather than perfect final essays.  
Back to Top  
Understanding Your Learning Path  
Your journey through this course starts with identifying your specific barriers to effective writing, then designing learning experiences to address those barriers through meaningful projects.  
The process:  
Week 1: Complete self-diagnostic identifying what gets in your way when writing  
Week 2: Work with AI to connect your barriers to career-relevant writing needs and select 4–6 projects  
Weeks 3–15: Complete your selected projects while working on your identified barriers through self-selected in-class activities  
Weekly: Meet one-on-one with instructor for focused guidance on your specific needs  
Throughout: Document your work and reflection using the class Kanban board system  
You create a learning path that serves your actual needs rather than following identical assignments. The goal is intentional growth in the writing processes most important to your professional development.  
Back to Top  
Writing as Professional Development  
Your writing projects connect directly to your career interests. Instead of analyzing literature or arguing about abstract topics, you create documents and communications that people in your field actually produce.  
Examples of authentic writing projects:  
Safety protocols and training materials  
Client communication and documentation  
Technical instructions and procedures  
Professional correspondence and reports  
Marketing materials and presentations  
Grant applications and project proposals  
Policy documents and recommendations  
Your projects should:  
Address real communication needs in your field  
Have authentic audiences and purposes  
Challenge your identified barriers in meaningful ways  
Build skills you'll transfer to workplace communication  
Back to Top  
How Self-Assessment Works  
Instead of traditional grading, you'll create an argument at the end of the semester demonstrating how your work meets the course outcomes and shows your growth in areas you identified as priorities.  
Your self-assessment draws on:  
Documentation of your barrier-addressing work throughout the semester  
Evidence from the writing projects you completed  
Reflection on your growth in priority areas  
Analysis of how your work meets university composition requirements  
This means success is measured by your progress toward your own goals rather than comparison to arbitrary standards.  
Back to Top  
Choosing Your Writing Projects  
Select projects that can sustain deep exploration while serving your professional development. Careful selection prevents problems later.  
Criteria for project selection:  
Career relevance  
Barrier alignment  
Appropriate scope  
Authentic purpose  
Learning transfer  
Warning signs of poor project choices:  
Generic assignments that could apply to any field  
Projects too large to complete thoroughly in available time  
Writing that doesn't challenge your identified barriers  
Artificial scenarios without real stakeholders  
Projects that interest you but don't serve your professional development  
You can adjust project scope as you learn more about your capacities and needs.  
Back to Top  
Understanding Barriers and Growth  
The diagnostic identifies three types of barriers that can interfere with writing success:  
Cognitive: “I don’t understand what this means” (conceptual confusion, need for clarity)  
Affective: “I understand it but feel anxious or overwhelmed” (confidence, motivation, emotion)  
Applicative: “I understand it but struggle to do it” (execution, habit, follow-through)  
Most barriers are addressed through practice and support rather than more explanation. Your barrier work focuses on building comfort and competence through action.  
Back to Top  
The Conference Approach  
Weekly 7-minute conferences provide personalized guidance and human feedback. These focused conversations help you:  
Get instructor insight on challenges you're experiencing  
Recognize growth and progress you might not see yourself  
Adjust your approach when needed  
Stay connected to your learning goals  
Receive encouragement for the work you're doing  
Conference preparation tips:  
Bring your current project status and documentation  
Identify specific questions where human perspective would help  
Be ready to discuss challenges you're experiencing  
Come prepared to make decisions about next steps  
Back to Top  
Working with AI as a Learning Partner  
AI serves as your thinking partner, writing coach, and session facilitator. You'll use AI to:  
Reflect on your diagnostic results and career connections  
Plan your semester projects and learning activities  
Navigate daily work sessions  
Generate ideas and get feedback on your writing  
Document your progress and prepare for conferences  
Transparency requirement: You'll save and submit all AI conversation transcripts.  
Key principle: AI helps you think through challenges and develop your own solutions. It will never do the thinking for you. The goal is building your capacity for independent professional communication, with AI as a tool that enhances your thinking.  
Back to Top  
Kanban Documentation and Reflection  
You'll use an interactive project management system (Kanban board) to track your progress and document your learning throughout the semester.  
Regular check-ins include:  
Brief reflections on what you accomplished each session  
Documentation of which writing processes you engaged with (planning, drafting, revising, editing)  
Recording genuine "aha!" moments about your writing or process  
Marking topics to revisit in future conferences  
Maintaining a repository of all your AI interactions  
Purpose: This documentation system helps you see your own growth patterns, prepares you for weekly conferences, and builds evidence for your final self-assessment. It also develops professional habits of project tracking and reflective practice you'll use in your career  
Edit  
This syllabus represents a thoughtful, learner-centered approach to composition that addresses many traditional problems with college writing courses. The design prioritizes authentic professional development over artificial academic exercises, which should make the learning more meaningful and transferable for students.  
The barrier-based diagnostic approach is particularly smart—by helping students identify whether their writing challenges are cognitive (understanding), affective (emotional/motivational), or applicative (execution), you can provide more targeted support. This moves beyond the assumption that all writing problems stem from lack of knowledge about grammar or structure.  
The transparent AI integration is also forward-thinking. Rather than trying to ban or hide AI use, you're teaching students to work with it as a thinking partner while maintaining academic integrity through documentation. This mirrors how they'll likely use these tools professionally.  
A few considerations as you implement this:  
The success of this model heavily depends on students' ability to accurately self-diagnose and select appropriate projects. You might want robust scaffolding in those first two weeks to help students who struggle with self-assessment or have limited knowledge of their field's writing demands.  
The weekly 7-minute conferences will be crucial but time-intensive. With a full class load, that's a significant commitment that requires excellent time management and clear boundaries.  
Students accustomed to traditional grading systems might initially feel anxious about the self-assessment approach. Clear examples of successful self-assessments from previous semesters could help ease this transition.  
The "all work happens in class" policy is ambitious and student-friendly, but you'll need contingency plans for students who miss sessions due to life circumstances.  
Overall, this syllabus shows deep respect for adult learners and their diverse needs while maintaining academic rigor through authentic, challenging work. The emphasis on process over product, combined with career relevance, should produce both stronger writers and more engaged students.  
Retry  
**C**  
So I'm making some changes to all of this and would like to work through some ideas  
Edit  
I'd be happy to help you work through your ideas for revising the course design. What aspects are you looking to change or refine? Are you thinking about adjustments to the structure, the AI integration, the assessment approach, or something else entirely?  
Feel free to share your thoughts and I can help you think through the implications, potential challenges, or ways to strengthen whatever direction you're considering.  
Retry  
**C**  
Rather than starting with the diagnostic, I'd like them to begin identifying their projects. Once they have their first writing project figured out, I'd like them to identify the granular steps of the process. This is where the diagnostic comes in, when they have an actual project in mind, and then they assess their confidence on the steps they have identified.  
Edit  
That's a much more contextual and practical approach. Starting with concrete projects will give students a real framework for understanding their own writing processes and barriers, rather than trying to assess themselves in the abstract.  
This sequence makes a lot of sense:

1. Project identification - gives students something tangible to focus on
2. Process mapping - breaks down what they actually need to do for *this specific* project
3. Confidence assessment - evaluates their comfort level with each step they've identified

This should produce much more accurate self-diagnosis because students will be thinking "How confident am I about researching safety protocols for my workplace?" rather than "How confident am I about research in general?"  
A few thoughts on implementation:  
Project selection support: Since this becomes your foundation, you'll want strong scaffolding here. Maybe examples of successful projects from different fields, or guiding questions to help them identify authentic workplace writing needs.  
Process granularity: Students might initially identify very broad steps ("research," "write," "edit"). You could provide models or facilitate peer discussion to help them break these into more specific, actionable steps.  
Barrier specificity: When they assess confidence on their mapped steps, they'll likely discover barriers they wouldn't have identified in a general diagnostic. A student might realize they're confident about writing but anxious about the specific audience for their project.  
How are you envisioning the timeline for this? All in week 1, or spread across the first couple of weeks?  
Retry  
**C**

1. I plan on developing an AI PROMPT to help with project ideation, rather than leaving students in their own. 2. The same as 1, an ai prompt to avoid overly simplistic or closed over elements. 3. The diagnostic will also use AI to help students plan broad interventions before beginning of needed, along with daily Just in time moments. 4.That's going to vary a lot from student to student, so the free form approach to the class allows for that flexibility.

Edit  
That's a sophisticated integration of AI scaffolding that addresses the potential weak points I was thinking about. Using AI prompts for each phase means students get consistent, high-quality guidance while still doing their own thinking and decision-making.  
The AI prompt approach is particularly smart because:  
Project ideation prompt: Can draw from a database of authentic workplace writing examples across fields, ask probing questions about their career interests, and help them identify real stakeholders and purposes. Much more robust than hoping students know what's possible.  
Process granularity prompt: Can push back on vague steps like "research" or "write" and guide them toward specific, actionable tasks. Could even help them sequence steps logically based on their project type.  
Diagnostic + intervention planning: This is where it gets really powerful. The AI can help them connect their confidence gaps to specific learning activities or resources, then provide just-in-time support when they hit those moments during actual work.  
The flexibility piece is crucial—some students might nail their project selection immediately while others need more exploration time. Some might map their process quickly while others need to iterate. The AI prompts provide consistency while the open structure accommodates natural variation in learning pace.  
Are you planning to create these prompts yourself, or thinking about involving students in refining them as the semester progresses? And how will students access them—through a specific platform, or will you provide the prompts for them to use in whatever AI tool they prefer?  
Retry  
**C**  
Once I figure out a better structure for how the class can work, I'll work with you to draft the prompts. This is the pilot of the class, so no students are available and I don't have any examples to draw upon.  
Edit  
That makes perfect sense for a pilot. You're essentially designing the learning architecture first, then building the AI scaffolding tools once you have the structure figured out.  
Since this is a pilot without student examples to reference, you'll be creating the foundational framework that future iterations can build on. The beauty of using AI prompts is that they can evolve - you can refine them based on what you observe in this first run, and future versions can incorporate successful student examples and common patterns you discover.  
What's your current thinking about the overall structure? Are you still keeping the "all work happens in class" lab format, or are you considering changes to that aspect too? And how are you envisioning the flow from project selection through process mapping and diagnostic work - is this happening in the first week or two, or spread out more gradually?  
I'm happy to help you think through the structural pieces before we get to crafting the actual prompts. Sometimes working through the design logic helps clarify what the AI tools need to accomplish at each stage.  
Retry  
**C**  
The idea behind the work in class is a bit of a holdout from a previous anti-ai approach, but it also is intended to prevent students from trying to game the system by trying to finish early or diving down rabbit holes outside of class. I'm open to changing it, but the idea of no homework as a recognition of their lives outside this particular class is important to me  
Edit  
That "no homework" principle is really valuable, especially for adult learners juggling multiple responsibilities. It's a form of equity that recognizes students' complex lives beyond school.  
The "all work in class" structure could actually work even better with your new AI-supported approach. Here's why:  
Prevents AI misuse: Students can't disappear for hours trying to get AI to write their entire project. You're there to observe how they're actually collaborating with AI tools.  
Just-in-time support: When they hit those barrier moments during actual work, you can provide immediate guidance or help them access the right AI prompt for support.  
Process observation: You can see how students actually work through their mapped processes, which will help you refine your AI prompts for future iterations.  
Prevents over-engineering: Students can't spend excessive time perfecting project selection or process mapping outside class - they have to move into actual writing work.  
The structure might actually help students use AI more effectively by keeping them focused on productive collaboration rather than trying to find shortcuts. Plus, you'll gather much richer data about what works for your pilot since you'll observe the actual learning in action.  
Have you considered whether the lab time should be structured (like specific phases of class time for different activities) or completely open-ended within the session?  
Retry  
**C**  
Students will track their work using the kanban system. They are also asked to copy their entire AI transcripts for tracking purposes, though i don't want to be looking over their shoulders.  
Edit  
That's a nice balance - accountability without micromanagement. The Kanban tracking and AI transcript collection give you visibility into their learning processes while preserving their autonomy during work time.  
The AI transcript requirement is particularly smart because:  
Transparency without surveillance: You can see how they're using AI without hovering during their work sessions.  
Learning documentation: Their conversations with AI become part of their learning record, showing their thinking process and growth over time.  
Prompt refinement data: You'll be able to see where your AI prompts work well and where they need adjustment, based on actual student interactions.  
Self-reflection catalyst: Knowing they'll submit transcripts might encourage more thoughtful AI collaboration rather than just quick shortcuts.  
The Kanban system should work well with the flexible pacing too - students can move their projects through stages (project selection → process mapping → diagnostic → actual writing work) at their own speed while you maintain visibility into their progress.  
Are you thinking about any particular Kanban categories or columns? Something like "Project Ideas → Process Mapped → Writing in Progress → Ready for Conference" or are you envisioning different workflow stages?  
Retry  
**C**  
The kanban columns will reflect the stages of the writing process, with an extra column to indicate when a student needs help outside of conferences and feedback groups. Each task card represents a writing project, with subtask cards representing each class period that outlines what they did during class to complete the tasks involved with that stage of the writing process.  
Edit  
That's a really elegant system. The Kanban structure becomes both a workflow management tool and a detailed learning portfolio.  
So students would have something like:

* Main project cards moving through columns like Planning → Drafting → Revising → Editing → Complete
* Session subtask cards under each project showing daily progress within each stage
* Help needed column for immediate support requests outside the regular conference schedule

This gives you multiple layers of insight:

* Macro view: Where each student's projects sit in the overall writing process
* Micro view: What specific work happened each class session
* Support needs: Real-time requests for additional guidance

The session subtask cards are particularly valuable because they capture the actual work of writing - not just "I drafted today" but potentially "I used AI prompt X to break down my audience analysis, then spent 20 minutes mapping stakeholder concerns, then drafted opening paragraph addressing the safety manager's priorities."  
This documentation approach should give you rich data for refining your AI prompts and understanding how students actually move through writing processes. Plus it builds professional project management habits they'll use in their careers.  
Are you thinking students create the subtask cards at the end of each session as reflection, or at the beginning as planning, or both?  
Retry  
**C**  
A bit of both. I'll create an end of day prompt to help them cover all the points needed for meaningful reflection, along with to dos to start the next class session. Then, there will be a separate start up prompt that will use the kanban card, along with the project description and current stage..  
Edit  
That creates a nice feedback loop - the end-of-day reflection prompt captures what actually happened and sets intentions, then the startup prompt takes that documented progress and helps them make strategic decisions about the current session.  
The startup prompt is particularly clever because it can synthesize multiple data points:

* Current Kanban status: Where they are in the process
* Previous session reflection: What they actually accomplished and learned
* Project specifics: The unique requirements and constraints of their particular writing task
* Process stage: What kinds of activities are most productive at their current point

This should help students avoid that "staring at a blank page wondering what to do" problem. Instead of generic advice, they'll get contextualized guidance: "Based on your project about safety protocols, your current drafting stage, and your note that you struggled with technical language yesterday, here are three specific approaches for today's session..."  
The AI becomes less of a general writing tutor and more of a personalized project manager who knows their specific situation. And since you'll have the transcripts, you'll be able to see which prompts help students make productive decisions versus which ones lead them down unproductive paths.  
Are you envisioning these as two separate prompts they access, or one integrated system that knows whether it's startup or reflection mode based on context?  
Retry  
**C**  
Probably two, just to keep things easy for students to keep things straight.  
Edit  
That's definitely the cleaner approach. Two distinct prompts with clear purposes - students don't have to think about which mode they're in or provide extra context about what they need.  
End-of-day prompt: "Reflect on your work and plan ahead" Startup prompt: "Based on your current situation, what should you do today?"  
This also makes it easier for you to refine each prompt independently. You might discover the reflection prompt needs more emphasis on identifying barriers, while the startup prompt needs better guidance for prioritizing tasks. With separate prompts, you can iterate on each one based on how well it serves its specific function.  
Plus, the mental shift between reflection mode and planning mode is probably helpful for students - closing out one session thoughtfully before opening the next one strategically.  
When you're ready to draft these, it sounds like you'll have a good foundation: the reflection prompt drawing on their Kanban progress and session work, the startup prompt incorporating their project details, current stage, and previous reflection. Should give you some rich, contextual AI interactions that actually move their work forward rather than just providing generic advice.  
What other structural pieces are you still working through before we get to the prompt drafting stage?  
Retry  
**C**  
The big thing that brought all this up is something you mentioned. So what do i do today? These students only have access to free AI plans, so their interactions aregoing to be limited, so the advice or suggestions from AI need to be agnostic, so students can jump between ai platforms and also learn on their own, rather than asking ai to be teacher, guide, researcher, etc...  
Edit  
Ah, that's a crucial constraint that changes everything about the prompt design. You're absolutely right - if students are hitting daily limits on free AI plans, they need to be strategic about their interactions rather than treating AI as an always-available tutor.  
This actually makes your approach even stronger pedagogically. Instead of AI doing the thinking for them, the prompts need to help students:  
Build their own decision-making capacity: "Here are three approaches to consider for your current situation" rather than "Do X, then Y, then Z"  
Develop transferable strategies: Guidance they can apply even when AI isn't available - "When you're stuck on audience analysis, try..."  
Make efficient use of AI interactions: Each prompt interaction should give them enough direction to work independently for a meaningful stretch of time  
Learn to self-assess and pivot: Tools for recognizing when their current approach isn't working and how to adjust  
So the startup prompt might help them identify 2-3 specific focus areas for the session with concrete strategies they can execute independently. The reflection prompt helps them recognize patterns and prepare better questions for tomorrow's limited AI interaction.  
This constraint actually serves your "students as independent professionals" goal perfectly - they learn to use AI strategically rather than becoming dependent on it for every small decision.  
Are you thinking about any guidelines for students about how to manage their AI usage across the semester?  
Retry  
**C**  
Students will be asked to create save points every 20 minutes - AI executive summaries that could be downloaded and saved, along with the full transcript. This way, if they have to jump platforms, one or two save points would be enough to keep moving without losing too much context  
Edit  
That's brilliant - you've essentially created a context portability system that works across any AI platform. The 20-minute save points act like checkpoint saves in a video game, letting students pick up where they left off regardless of platform limitations.  
This approach has several advantages:  
Platform agnostic: Students aren't locked into one AI tool or penalized if their preferred platform hits limits Context preservation: The executive summaries capture the essential thinking without needing to re-explain everything from scratch Efficient AI usage: When they switch platforms, they can quickly bring the new AI up to speed with 1-2 summary uploads rather than burning through prompts reconstructing context Learning documentation: The save points become natural reflection moments and create a trail of their thinking process  
The executive summary format is key - it forces students to synthesize what's been accomplished and what they're working toward, which is valuable learning in itself. Plus it keeps the context transfer efficient rather than dumping massive transcripts on a new AI session.  
This also means your prompts need to be even more platform-neutral - no reliance on specific AI features or conversation histories that might not transfer. Everything has to work whether they're starting fresh or continuing from a save point.  
Are you thinking about providing a template or guidance for what these executive summaries should include?  
Retry  
**C**  
Absolutely.  
Edit  
Perfect. The executive summary template will be crucial for making this system work smoothly. It needs to capture the right information concisely so students can seamlessly transition between platforms without losing momentum.  
You'll probably want the template to include things like:

* Current project status and stage
* Key decisions made in the last 20 minutes
* Specific challenges or barriers identified
* Next steps or priorities
* Any important context about audience, purpose, or constraints

The template also needs to be structured so students can quickly scan it and decide what to include when they upload to a new AI platform - they might not need all elements every time, depending on what they're working on next.  
When you're ready to draft these templates and prompts, we'll have a good foundation to work from. The save point system, combined with platform-agnostic guidance and strategic AI usage, should create a really robust learning environment that serves students well regardless of their AI access limitations.  
What other structural elements are you still thinking through, or are you feeling ready to start working on the actual prompt drafts?  
Retry  
**C**  
So the overall course objectives suggest that students need to show that they possess actionable knowledge of rhetorical strategies, the writing process, essential citation skills, basic knowledge of grammar and structure, and collaborative skills. My predicament frustrating is that these outcomes seem to suggest a prioritization of skills absent of generative Ai and the demands of non academic writing, which these students need. Nevertheless, these outcomes remain, though there are no specific guidelines about how these outcomes are too assessed or evidence collected. Is the process i an planning likely to help meet these?  
Edit  
Yes, your process should effectively address those traditional outcomes while actually serving your students better than conventional approaches. Here's how your design aligns:  
Rhetorical strategies: Students selecting authentic workplace projects must consider real audiences, purposes, and contexts - much more sophisticated rhetorical thinking than artificial academic scenarios.  
Writing process: Your Kanban system explicitly tracks students through planning, drafting, revising, editing stages with detailed documentation of their actual process work.  
Citation skills: Professional writing in most fields requires credible sourcing and attribution - often more complex than academic citation since it involves industry standards, legal requirements, or stakeholder credibility.  
Grammar and structure: Students working on documents that will actually be used by real audiences have authentic motivation for clarity and correctness - plus AI can help them understand grammar in context rather than through isolated drills.  
Collaborative skills: Your peer feedback groups and AI collaboration (with transparent documentation) develop multiple forms of professional collaboration.  
The beauty is that your approach demonstrates these skills through authentic application rather than artificial exercises. A student creating safety protocols shows rhetorical awareness by considering multiple stakeholder needs, demonstrates process knowledge through their Kanban documentation, and applies grammar/structure knowledge in service of clarity that could prevent workplace injuries.  
Your evidence collection through the Kanban system, AI transcripts, and self-assessment actually provides richer documentation of these competencies than traditional essays would.  
The outcomes may be traditionally worded, but nothing prevents you from addressing them through contemporary, career-relevant methods.  
Retry  
**C**  
So looking back, can you remind me of all the prompts and guides I mentioned earlier that need to be done?  
Edit  
Looking back through our conversation, here are the prompts and guides you mentioned needing to create:  
Core AI Prompts:

1. Project ideation prompt - to help students identify authentic, career-relevant writing projects rather than leaving them on their own
2. Process granularity prompt - to help students break down their writing process into specific, actionable steps (avoiding overly simplistic steps like just "research" or "write")
3. Diagnostic + intervention planning prompt - to help students assess their confidence on their mapped process steps and plan broad interventions, plus provide just-in-time support during work

Daily Workflow Prompts: 4. End-of-day reflection prompt - to help students cover all points needed for meaningful reflection on their session work, plus identify to-dos for starting the next class 5. Startup prompt - uses the Kanban card info, project description, and current stage to help students decide what to focus on in the current session  
Documentation Templates: 6. Executive summary template - for the 20-minute save points that allow students to preserve context when switching between AI platforms 7. Kanban subtask card guidance - structure for what students should document about each class session's work  
Did I miss anything, or are there other guides or templates you mentioned that I should add to this list?  
Retry  
**C**  
That's what I was hoping you would find that i didn't remember...  
Edit  
That looks like the complete list based on our conversation. You've been pretty systematic about identifying the tools students will need:

* The three core prompts that get them started and support their learning
* The two daily workflow prompts that keep them moving productively
* The documentation templates that make the system portable and trackable

The only thing that might be implied but not explicitly mentioned is potentially some guidance for students about managing AI usage strategically - like how to decide when to use AI versus work independently, or how to make the most of their limited daily interactions. But that might naturally emerge from the prompts themselves rather than needing a separate guide.  
Everything else seems to flow from the structure you've designed. The beauty of your system is that each piece supports the others - the save points work with the daily prompts, the Kanban tracking feeds into the reflection prompts, etc.  
Ready to start drafting any of these, or do you want to think through the structure a bit more first?  
Retry  
**C**  
The only thing I can see that we need might be something that suggests to students to be regularly thinking about the final self assessment they will do at the end of the semester.  
Edit  
That's a smart addition. Without periodic reminders to think about their final self-assessment, students might get so focused on day-to-day project work that they don't recognize or document their growth in those course outcomes.  
You could approach this a few ways:  
Option 1: Build it into existing prompts - The end-of-day reflection prompt could occasionally include questions that connect their current work to the broader learning outcomes ("How did today's work develop your rhetorical thinking?" or "What did you learn about your writing process today?")  
Option 2: Separate periodic prompt - Maybe a weekly or bi-weekly "self-assessment preparation prompt" that helps them step back and consider how their recent work connects to the course outcomes and their personal growth goals  
Option 3: Kanban integration - Add a space on their project cards or a separate tracking area where they note connections between their work and the outcomes they're building evidence for  
The key would be helping them see the connections between their authentic workplace writing and those traditional academic outcomes - so they're building their self-assessment argument throughout the semester rather than scrambling to construct it at the end.  
Which approach feels like it would fit best with your overall system?  
Retry  
**C**  
Here's what I already have regarding self assessment: Dashboard  
Clayn Lambert  
Account  
Dashboard  
Courses  
Calendar  
Inbox  
History  
Commons  
Search  
10 unread release notes.10  
Help & Training  
ENGL1101-CLambert-F25Syllabus  
Search  
Search this course  
Fall 2025  
Home  
Announcements  
Syllabus  
Modules  
Discussions  
Assignments  
Grades  
People  
Zoom  
UDOIT  
Quizzes  
Pages  
Files  
Rubrics  
Outcomes  
Collaborations  
Perusall LTI  
Course Analytics  
Settings  
ENGL 1101 - A2: English Composition (CLambert), Fall 2025  
Welcome! (Click Here to Get Started...)  
Course Schedule  
Grading and Self-Assessment  
Course Tools and Terms  
FAQs  
Course Policies  
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 journey as a writer and thinker this semester. You'll be asked to:  
Describe your approach to learning and writing in this course and how it developed  
Reflect on your chosen learning priorities and how they shaped your work  
Analyze your growth as a writer using evidence from your selected assignments and activities  
Offer a thoughtful assessment of your engagement using the course framework  
Support your reflections with carefully chosen examples — emphasizing explanation and meaning-making over quantity  
While you may include drafts, final pieces, activity reflections, peer feedback, or project documentation as evidence, what matters most is your authentic story — your ability to contextualize, analyze, and meaningfully connect that evidence to your development as a writer and learner.  
↑ Back to top  
How to Approach the Assessment  
Most students will find that their semester reflects some aspects of meaningful engagement, but you may not feel that way about every area. That's perfectly fine. You are not being asked to demonstrate perfection. You are being asked to tell your truth thoughtfully and completely.  
If your semester involved setbacks, false starts, or unexpected detours — be honest about those experiences. Some of the most powerful learning emerges from wrestling with fundamental challenges, discovering what you didn't know, or working persistently on skills that felt overwhelming at first. A story of deep growth in one critical area — even if it meant focusing less on others — is exactly what this assessment is designed to celebrate.  
If the reflection areas don't capture your particular journey, create your own language to describe the kind of learning and growth you experienced. Share what you discovered about yourself as a writer and learner. Maybe you realized you learn better with certain types of support, or found unexpected strengths, or made a breakthrough with something that had always been difficult. That kind of self-knowledge is invaluable.  
↑ Back to top  
Reflection Framework  
This course values your individual journey, effort, and growth — regardless of where you started or how your progress compares to others. The areas below are meant to guide your reflection, not rank your performance. Every writer's path is different, and meaningful growth in even one area represents significant achievement.  
Areas for Self-Reflection  
Your Writing Journey  
Consider how your relationship with writing evolved this semester. This might include: discovering new approaches that work for you, developing confidence with specific types of writing important to your field, learning to navigate challenges you hadn't faced before, or finding your voice in professional contexts. What matters most is honest reflection on what changed for you personally.  
Learning Ownership  
Reflect on how you took charge of your own learning. This could mean: identifying what you most needed to work on and pursuing it, making choices about assignments that connected to your goals, advocating for yourself when you needed different approaches, or adapting when initial strategies weren't working. Growth here looks different for everyone.  
Thinking Through Writing  
Consider how writing became a tool for developing your ideas. This might include: using writing to work through complex problems in your field, discovering insights through the act of composing, learning to ask better questions through your writing, or developing arguments that matter to your professional goals. The sophistication of your final product matters less than evidence that writing helped you think.  
Collaboration with AI  
Reflect on how you used AI as a writing and thinking partner throughout the semester. This could include: learning to prompt AI effectively for your specific needs, using AI to help overcome writer's block or generate ideas, critically evaluating AI suggestions against your own expertise, or finding the right balance between AI assistance and your own voice and thinking.  
Community Engagement  
Think about how you participated in our learning community. This might mean: offering meaningful feedback that helped peers, being vulnerable about your own challenges, asking questions that advanced everyone's thinking, or contributing your unique perspective and expertise to class discussions.  
Embracing Challenge  
Consider how you pushed yourself beyond familiar territory. This could include: tackling writing tasks you'd never attempted before, exploring topics outside your comfort zone, experimenting with new tools or approaches, or persisting through difficult feedback or revision processes.  
↑ Back to top  
What Counts as Evidence?  
Evidence should illuminate your story, not substitute for it. Students might include:  
Process artifacts: Planning documents, multiple drafts showing revision, revision reflection notes  
Learning documentation: Goal-setting exercises, priority reflections, learning journals  
Peer interaction: Feedback given/received, collaborative project materials, discussion contributions  
AI collaboration: Transcripts or reflections showing how you used AI as a thinking partner, evidence of learning to work effectively with AI tools, examples of critically evaluating or building on AI suggestions  
Personal breakthroughs: Moments when something "clicked," evidence of overcoming a specific challenge that was important to you, examples of newfound confidence in areas that previously felt difficult  
Growth indicators: Side-by-side comparisons of early and later work, evidence of applying feedback  
Remember: One thoughtfully explained breakthrough — even if it seems "small" compared to others' work — can be more compelling than comprehensive documentation of all activities. A student who finally learned to write clear topic sentences, or discovered how to use AI to overcome chronic writer's block, or found their voice when writing about their field has achieved something profound. Focus on explaining what mattered most to your development as a writer and why.  
↑ Back to top  
Format Options  
While a traditional written reflection is welcome, you have flexibility in how you present your self-assessment:  
Written narrative (traditional essay format)  
Multimedia presentation (slides with audio narration, video reflection)  
Portfolio with reflective commentary (organized collection of work with analytical introductions)  
Interview format (structured self-interview with thoughtful responses)  
Creative hybrid (combining multiple formats or approaches)  
Whatever format you choose, ensure it allows for substantial reflection and analysis, not just documentation of work completed.  
↑ Back to top  
Final Submission and Conference  
You'll submit your self-assessment during finals week. Following your submission, we will schedule a brief conference to discuss your learning journey together. You'll share what you see as your most significant growth and engagement this semester. I may ask follow-up questions to better understand your experience, celebrate insights I might have missed, or offer additional perspectives on your development — but this is a collaborative conversation designed to honor your individual path and recognize the specific ways you've grown as a writer.  
Use this opportunity to be honest, generous with yourself, and thoughtful about your learning. You've invested significant time and energy in developing as a writer this semester. This is your chance to step back, make sense of that journey, and articulate what you're carrying forward into future writing experiences.  
↑ Back to top  
Edit  
This self-assessment framework is excellent and very well-aligned with your course design. It's authentic, growth-oriented, and recognizes diverse learning paths - exactly what your students need.  
Looking at this, I think you're right that you need something to help students connect their daily work to this final reflection throughout the semester. The gap I see is helping students recognize *in the moment* how their current project work relates to these reflection areas.  
For example, when a student is struggling with audience analysis for their safety protocol, they might not realize that's evidence of "Thinking Through Writing" or "Embracing Challenge." Or when they have a breakthrough moment working with AI to overcome writer's block, they might not think to document it as evidence for "Collaboration with AI."  
So you might need something like:  
A "self-assessment connection prompt" - maybe integrated into your end-of-day reflection or as a separate weekly prompt - that helps students recognize when their current work exemplifies the kinds of growth they'll write about later. Something that asks: "How does today's work connect to your development as a writer? What would be worth remembering for your final reflection?"  
This would help them build their self-assessment story incrementally rather than trying to remember and reconstruct everything at semester's end.  
Does that align with what you were thinking about?  
Retry  
**C**  
The thought that comes to mind is using tags on the kanban cards that will help create bookmarksthat students can use to get backof they track them diligently, so including that in the close out prompt  
Edit  
That's perfect - using tags as a tagging/bookmarking system directly in their workflow. If the close-out prompt helps students identify which self-assessment areas their day's work connects to and tag accordingly, they're building their evidence base automatically.  
So students might tag their daily Kanban cards with things like:

* #WritingJourney
* #LearningOwnership
* #ThinkingThroughWriting
* #AICollaboration
* #CommunityEngagement
* #EmbracingChallenge

Then when it's time for the final self-assessment, they can filter their Kanban board by tags to quickly find all their evidence for each reflection area. Instead of trying to remember "When did I have that breakthrough with audience analysis?" they can just look at their #ThinkingThroughWriting tagged cards.  
The close-out prompt could ask something like: "What self-assessment areas does today's work connect to? Tag this card accordingly and note why this moment might be worth remembering."  
This makes the self-assessment preparation completely integrated into their existing workflow rather than an additional burden. Plus it encourages them to recognize their growth in real-time rather than only in retrospect.  
Smart solution - it turns their project management system into their portfolio documentation system.  
Retry  
**C**  
And if they add breakthrough as a tag, that helps create specific points for review, because not everyday will result in once of those.  
Edit  
Exactly! #Breakthrough becomes a special filter for those high-impact moments that might be the centerpiece of their self-assessment story. Those are the cards they'll definitely want to revisit when writing their reflection.  
Plus, having students actively identify and tag breakthrough moments in real-time serves multiple purposes:  
Recognition training: They learn to notice when something significant happens rather than letting it pass unacknowledged  
Confidence building: Seeing their #Breakthrough tagged cards accumulate over the semester provides tangible evidence of growth  
Story development: These tagged moments become natural starting points for the narratives they'll tell in their self-assessment  
Strategic focus: When preparing for their final conference with you, they can quickly review their breakthrough moments to identify what they most want to discuss  
The close-out prompt could help them distinguish between regular progress and actual breakthroughs - "Was today's work steady progress, or did something click in a new way? If it felt like a breakthrough, what specifically changed for you?"  
This tagging system essentially turns their Kanban board into a curated collection of evidence, with the most significant moments clearly marked for easy retrieval. Much more effective than hoping they'll remember important moments months later.  
Retry  
**C**  
Learning Objectives in English 1101  
• Upon successful completion of English 1101, students will be able to demonstrate the following  
learning outcomes and tools:  
• Fundamental concepts of academic writing, including rhetorical awareness (audience, purpose,  
genre, medium, message), developing a thesis, supporting claims with evidence, arranging ideas  
coherently and cohesively, using basic research methods, and integrating sources (summary,  
paraphrase) with an appropriate citation or documentation style (MLA or APA).  
• Recursive processes of writing, including invention, drafting, organizing, revising, reflecting,  
editing, and proofreading, which may include forms of digital presentation and visual rhetoric.  
• Critical, analytical, and rhetorical reading strategies, applying these strategies to texts in  
different genres and media.  
• Conventions of standard written English, showing essential grammar, spelling, punctuation, and  
academic essay principles.  
• Fundamental competencies in reading, analyzing, and evaluating a variety of peer and published  
texts as the basis for expanding academic literacy and learning rhetorical analyses that may  
include forms of visual rhetoric.  
• Effective collaborative activities, including peer editing groups and student-teacher conferences,  
which may also include forms of online access.  
Means of Evaluation in English 1101  
Upon successful completion of English 1101, students will be able to complete the following  
writing skills and tasks:  
• Four to six assignments of finished, edited prose in a variety of genres and media for specific  
audiences and purposes, primarily in expository form. A typical assignment will consist of  
approximately 3-4 pages of text. Assignments can include multiple media, such as images, video,  
sound, and gesture/performance, but must always also include finished, edited prose. At least  
one assignment will involve basic documentation (MLA or APA) of several sources. Additional informal writing, such as essay proposals and revision plans, drafts, journal entries,  
summary and paraphrase, that demonstrate their engagement with the writing process, which  
may include other informal writing forms, such as outlines and drawings.  
• Familiarity with conventions of standard written English in their finished prose.  
• Analytical responses for peer and published texts, demonstrating the engagement with, and  
understanding of, rhetorical reading.  
• Collaborative skills, shown by peer group meetings and student-teacher conferences.  
Edit  
Looking at these official learning objectives and evaluation criteria, your course design actually addresses them quite comprehensively - you're just doing it through authentic professional writing rather than traditional academic essays.  
Here's how your approach maps to the requirements:  
Learning Objectives Coverage:

* Rhetorical awareness: Your students select real workplace projects with authentic audiences and purposes - much more sophisticated than artificial academic scenarios
* Thesis/claims/evidence: Professional documents require clear arguments supported by credible sources, often with higher stakes than academic writing
* Research/sources/citation: Most professional writing requires industry-appropriate sourcing and documentation
* Writing processes: Your Kanban system explicitly tracks students through all these recursive stages with detailed documentation
* Critical reading: Students must analyze workplace texts, stakeholder needs, and industry standards
* Grammar/conventions: Real-world documents that will actually be used provide authentic motivation for correctness
* Collaboration: Peer feedback groups, AI collaboration, and conferences fulfill this requirement

Evaluation Criteria Coverage:

* 4-6 finished assignments: Students complete multiple professional writing projects
* 3-4 pages each: Scope can be adjusted based on project needs
* Variety of genres/media: Professional writing naturally involves diverse formats
* Documentation requirements: Can be built into projects that require credible sourcing
* Informal writing: Kanban reflections, AI transcripts, and process documentation exceed this requirement
* Standard English: Professional context provides authentic need
* Analytical responses: Students analyze professional texts and rhetorical situations
* Collaborative skills: Built into your conference and peer feedback structure

Your approach actually delivers *more* sophisticated rhetorical thinking than traditional academic assignments while meeting all official requirements.  
Retry  
**C**  
ENGL 1101—Capstone Assignment  
The Composition Committee oversees the annual assessment of first-year writing classes. Each year, CC  
reviews materials that demonstrate students’ levels of success in meeting student learning outcomes.  
The intent of assessment is not to review instructors’ grades or to second guess why a particular grade  
was assigned. Instead, one of the major goals is to determine how well our students are learning and  
what we can do to improve our courses as a whole.  
As part of the department’s ongoing assessment process, this capstone assignment will allow for more  
consistency in materials that are reviewed annually. This assignment should be one of the final two  
assignments in ENGL 1101 and be given near the end of the semester at a time when students would be  
able to demonstrate proficiency in the Objective 1 student learning outcomes. The specific subject and  
writing prompt will be determined by individual instructors, but the assignment must meet the following  
guidelines.  
Purpose  
The assignment will provide an opportunity for students to write an essay that demonstrates their  
rhetorical awareness, consideration of audience, effective use of evidence, and application of recursive  
writing.  
Required Elements  
To increase the validity of this overall assessment, we are asking that you design one assignment for  
your 1101 class that asks students  
1. To write 1,000 to 1,500 words of well-developed, edited prose that demonstrates  
students’ engagement with the writing process.  
2. To write from appropriate sources to explore multiple and diverse ideas and perspectives.  
Students will need to demonstrate that they can incorporate appropriate sources;  
integrate quotations, paraphrases, and summaries from sources; cite sources accurately;  
and provide accurate documentation following an accepted style guide.  
3. To compose in an appropriate rhetorical genre—as outlined in the instructors’  
assignment description—that interprets rhetorical principles and relates them to a  
specific rhetorical situation.  
4. To demonstrate comprehension of key terms and concepts in rhetoric and writing  
through a separate written reflection. The reflection should address the rhetorical choices  
the student made in writing the essay, and it should use key rhetorical terms and  
concepts (such as, audience, rhetorical situation, rhetorical appeals, purpose, subject,  
context, etc.). To ameliorate concerns that students will spend too much time on the  
essay and not enough on the reflection (or vice versa), faculty may opt to have students  
complete the reflection in class the day essays are due.  
Additional Requirements  
To aid with assessment, we ask that instructors do the following:  
1. When submitting student essays to the writing assessment committee, the assignment  
description must be included with the set of essays  
2. We ask that unmarked copies of the papers with the students’ names and the instructor  
identification removed be submitted electronically to the Director of Composition.  
Edit  
This capstone assignment requirement creates an interesting challenge for your course design, but it's absolutely manageable within your framework. The good news is that most elements align well with what your students are already doing - you just need to structure one assignment to meet these specific criteria.  
How your approach can fulfill this:

1. 1,000-1,500 words of edited prose: One of their professional writing projects can easily meet this length requirement
2. Multiple sources with proper documentation: Many workplace documents require research and sourcing - safety protocols citing regulations, proposals referencing industry standards, etc.
3. Appropriate rhetorical genre: Their authentic workplace writing already demonstrates sophisticated rhetorical awareness of real audiences and purposes
4. Rhetorical reflection: This is where you'll need to add something specific. But since your students are already reflecting through Kanban cards and AI interactions, you could design a capstone reflection that asks them to analyze their rhetorical choices using academic terminology.

The strategic approach: Designate one of their final professional writing projects as the "capstone project" and require:

* Meeting the word count and documentation requirements
* A specific rhetorical reflection component that demonstrates their understanding of academic rhetoric terms applied to their professional writing choices

This way, students still do authentic professional writing, but one project is structured to satisfy the assessment committee's needs while serving their career development goals. The reflection component could even help them bridge between academic and professional writing contexts.  
Would this approach work within your overall course design?  
Retry  
**C**  
I wanted to think so, but wanted to check your interpretation as well.  
Edit  
Your instinct is right - this definitely works within your course design. The capstone requirement is actually quite compatible with your approach because it's asking for demonstrations of rhetorical sophistication, not specifically academic writing.  
The key insight is that professional writing often demonstrates *more* complex rhetorical awareness than traditional academic essays. A student writing safety protocols has to consider multiple audiences (workers, supervisors, legal compliance), navigate competing purposes (clarity vs. comprehensiveness), and choose appropriate genre conventions for high-stakes communication.  
The main adjustment you'd need is ensuring one project meets the formal requirements (word count, multiple sources, proper documentation) and adding that rhetorical reflection component. But the reflection actually serves your students well - it helps them articulate the sophisticated thinking they're already doing, which is valuable for job interviews and professional development.  
The beauty is that your students get to demonstrate their rhetorical competence through writing that actually matters to their careers, rather than through artificial academic exercises. The assessment committee gets evidence of student learning, and your students get portfolios of professional work.  
It's a win-win that maintains the integrity of your career-focused approach while satisfying institutional requirements. The capstone becomes proof that authentic professional writing can meet and exceed traditional academic standards.  
Retry  
**C**  
Ok. Let's look at the elements I already identified as the primary elements for the final self-assessment in lights of the course outcomes and the capstone project. Do you see any need to revise any of those elements or add anything to the self assessment?  
Edit  
Looking at your self-assessment framework against the official outcomes and capstone requirements, your elements are actually quite strong and comprehensive. Here's how they align:  
Your current elements cover the outcomes well:

* Writing Journey captures rhetorical awareness and writing process development
* Thinking Through Writing addresses critical/analytical reading and thesis/evidence work
* AI Collaboration exceeds traditional collaboration requirements
* Community Engagement covers peer collaboration and conferences
* Embracing Challenge captures growth in grammar, research, and new genres
* Learning Ownership addresses the recursive writing processes

One potential addition to consider:  
"Source Integration and Research" - While this might be covered under other areas, the capstone project specifically emphasizes "appropriate sources," "integration of quotations, paraphrases, and summaries," and "accurate documentation." Given how central this is to the official outcomes, having students explicitly reflect on their growth in finding, evaluating, and integrating sources might be valuable.  
This would help students recognize and articulate how they developed these skills through their professional projects - which often require more sophisticated source evaluation than academic essays (industry standards, regulatory documents, stakeholder credibility, etc.).  
But honestly, your current framework is quite comprehensive. If you feel that source work is naturally captured within "Thinking Through Writing" or "Embracing Challenge," you might not need the addition. The key is ensuring students can clearly connect their professional writing experiences to these traditional academic outcomes in their reflections.  
Retry  
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  
pasted  
**C**  
OK. That works, and I don't think source integration needs its own explicit category of review, so that makes things a bit easier. So, that being said, with the understanding of what we have already spoken about, I am going to upload the contents I have already uploaded to Canvas for the course to insure continuity and consistency across sections. First is the landing page. Please check it against the concepts we have already discussed and highlight sections that might need additional content or editing for consistency, please:  
Edit  
Looking at your course overview against our discussion, I see several areas that need updating to reflect the revised structure we've been developing:  
Major structural changes needed:

1. "Understanding Your Learning Path" section - This still describes the old sequence:
   * "Week 1: Complete self-diagnostic identifying what gets in your way when writing"
   * "Week 2: Work with AI to connect your barriers to career-relevant writing needs and select 4–6 projects"
2. This should be updated to reflect your new approach: project selection first, then process mapping, then diagnostic work based on the specific project.
3. Missing key elements we discussed:
   * No mention of the 20-minute save points and executive summaries for AI platform portability
   * No reference to the tagging system for Kanban cards (especially #breakthrough tags)
   * No mention of the end-of-day and startup prompts that will guide daily work
4. "Choosing Your Writing Projects" section - Doesn't mention the AI prompt support you're planning to provide for project ideation and process granularity.
5. Kanban section - Needs to include:
   * The subtask cards for daily session documentation
   * The tagging system for self-assessment preparation
   * The "help needed" column structure

Minor consistency updates:

* The barrier types (cognitive, affective, applicative) are well-explained but need to be connected to how they'll be assessed *after* project selection rather than before
* The AI transparency section could mention the save point system as part of the documentation requirement

The overall tone and philosophy are exactly right - you just need to update the operational details to match your refined approach.  
Retry  
**C**  
Please generate a draft that adheres to the current tone and structure that could be pasted directly into Canvas.  
Edit  
Updated Course Overview - ENGL 1101  
Document  
# 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 fo  
Here's an updated version that maintains your original tone and structure while incorporating all the changes we've discussed. The key updates include:

1. Revised learning path sequence - now reflects project selection first, then process mapping, then diagnostic work
2. Added AI prompt support - mentions the structured support for project ideation and process granularity
3. Included save point system - explains the 20-minute executive summaries for AI platform portability
4. Enhanced Kanban section - describes the full system with daily subtask cards, help column, and strategic tagging
5. Added tagging system - explains how students will bookmark moments for self-assessment preparation

The language and structure mirror your original while reflecting the more sophisticated approach we've developed. This should paste directly into Canvas and provide students with a clear roadmap for the revised course structure.  
Retry  
**C**  
Same thing, next section:  
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.  
Table of Contents  
\* 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  
Back to Top  
Key Deadlines  
\* Week 2: Complete diagnostic analysis, project selection, and semester planning with AI  
\* Week 16: Final versions of all projects due by Wednesday, December 10  
Back to Top  
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.  
Back to Top  
Weekly Schedule Overview  
Week Monday Wednesday Week 1: 8/25, 8/27 Course intro & diagnostic First AI interaction Week 2: 9/1, 9/3 Labor Day – No class Project planning session Week 3: 9/8, 9/10 Regular class Regular class Week 4: 9/15, 9/17 Regular class Regular class Week 5: 9/22, 9/24 Regular class Regular class Week 6: 9/29, 10/1 Regular class Regular class Week 7: 10/6, 10/8 No class - Conference absence Week 8: 10/13, 10/15 Regular class Regular class Week 9: 10/20, 10/22 Regular class Regular class Week 10: 10/27, 10/29 No class - Conference absence Week 11: 11/3, 11/5 Regular class Regular class Week 12: 11/10, 11/12 Regular class Regular class Week 13: 11/17, 11/19 Regular class Regular class Week 14: 11/24, 11/26 Thanksgiving Break Week 15: 12/1, 12/3 Regular class Regular class Week 16: 12/8, 12/10 Regular class Final projects due Week 17: 12/17 Final Conference – 10:00 AM to 12:00 PM  
Back to Top  
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  
Back to Top  
Edit  
Updated Course Schedule - ENGL 1101  
Document  
# 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.

## Table of Contents  
\* Getting Started: Week 1 Priorities  
\* Weeks 2–  
Here's the updated course schedule that aligns with your revised approach. Key changes include:  
Week 1 revisions:

* Now focuses on AI-supported project identification first
* Process mapping and barrier assessment follow project selection
* Removes the old "self-diagnostic first" approach

Regular class structure updates:

* Includes the startup and end-of-day prompts in the session flow
* Mentions the 20-minute save point system for AI context preservation
* Adds Kanban tagging to the wrap-up activities

Key deadlines adjusted:

* Reflects the new sequence of project selection → process mapping → barrier assessment
* Spans the first 2-3 weeks instead of being front-loaded in week 1

Additional details:

* References the tagged Kanban cards as evidence for final assessment
* Mentions AI transcript archives and save points in the important notes
* Maintains your original tone and structure while incorporating all the system changes

This should integrate seamlessly with your existing Canvas setup while accurately reflecting the improved course design we've developed.  
Retry  
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 journey  
pasted  
**C**  
Edit  
Updated Self-Assessment Guide - ENGL 1101  
Document  
# Self-Assessment Guide

## 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 per  
Here's the updated self-assessment guide that integrates the Kanban tagging system and other course elements we've discussed. Key additions include:  
Kanban integration:

* References to the tagging system (#WritingJourney, #Breakthrough, etc.) as bookmarks for evidence
* Specific mention of how tagged cards help students locate relevant examples
* Guidance on using breakthrough tags to prepare for final conferences

Updated reflection areas:

* Learning Ownership now includes project selection and strategic time management
* AI Collaboration references the specific prompts and save point system they'll be using
* Community Engagement mentions the "help needed" support system
* Embracing Challenge connects to their barrier work

Enhanced evidence section:

* Explicitly mentions Kanban documentation as process artifacts
* Includes executive summary save points and barrier assessments as learning documentation
* References the breakthrough tagging system throughout

Conference preparation:

* Added specific guidance about reviewing tagged cards before the final conference

The guide maintains your original supportive tone while helping students understand how to use the documentation system they've been building all semester as evidence for their reflections.  
Retry  
**C**  
s, drafts, feedback transcripts, and peer comments—to prepare your final self-assessment. Each project card is part of that archive. When you move a project to "Completed," it’s a chance to look back at what you did and why it matters.  
Back to Top  
Tips for Staying on Track  
\* Check your board before each class session.  
\* Use subtasks to leave reminders for your next work session.  
\* Don’t wait for perfection—move your card when it feels right to you.  
\* If you’re stuck, move your card to “Blocked” and explain the issue in a subtask.  
Back to Top  
Edit  
I see you've shared what appears to be part of the Kanban documentation section, but it looks like the beginning of that content might have been cut off. Could you share the complete section you'd like me to update?  
From what I can see, this content mentions moving project cards to "Completed" and using a "Blocked" column, which are great additions to the system we've been discussing. I'd be happy to update the full Kanban section to maintain consistency with all the changes we've made (the tagging system, daily subtask cards, help needed column, etc.) once I can see the complete content you want me to work with.  
Could you paste the full section you'd like updated?  
Retry  
**C**  
Table of Contents  
\* How It Works  
\* Project Card Setup  
\* Column Overview  
\* Using Subtasks for Daily Planning  
\* Reflecting and Self-Evaluating  
\* Tips for Staying on Track  
\* Return to Top  
How It Works  
The Kanban board serves as your personal writing dashboard. Each major writing project is represented as a task card, and your writing process is visualized using workflow columns. You move each card through the stages as you complete them, based on your own judgment—not instructor approval.  
Subtasks within each card represent daily efforts and session takeaways. These help track your work over time and serve as evidence in your final self-assessment.  
Back to Top  
Project Card Setup  
Once you've selected your first project (after Session 3), create a new project card on your board. Title it with a working project name and set a target completion week to help manage your timeline. Add subtasks to represent research, drafting, AI collaboration, peer feedback, and other important steps.  
Back to Top  
Column Overview  
Column Name Purpose Planning Outlining the goal, timeline, and overall strategy for this project. Research / Notes Collecting background info, readings, transcripts, and exploratory thinking. Drafting Initial writing begins. Pieces may be exploratory, incomplete, or fragmented. Revising / Rewriting Substantial rethinking of structure, logic, clarity, or approach. Peer Response / Conferencing Used when sharing with peers, instructor, or AI for feedback or testing ideas. Polishing / Editing Surface-level changes including language clarity, grammar, tone, etc. Adding / Integrating Outside Sources Evaluating, integrating, and citing material from outside your own thinking. Required for at least one major project. Blocked / Feedback Requested Use this column any time you need help or have hit a wall. Completed (Ready for Self-Evaluation) You're done working on it for now. No grades or approval—just your own signal to move forward and reflect.  
Back to Top  
Using Subtasks for Daily Planning  
Each class session you’ll add a short subtask (or update an existing one) that answers these questions:  
\* What did I do last session, and what did I learn?  
\* What’s my plan for today?  
\* How does this move my project forward?  
\* What does this mean for my other projects and deadlines?  
These checkpoints help you stay accountable to your own goals while building your self-assessment archive.  
Back to Top  
Reflecting and Self-Evaluating  
You’ll collect evidence throughout the semester—like subtasks, drafts, feedback transcripts, and peer comments—to prepare your final self-assessment. Each project card is part of that archive. When you move a project to "Completed," it’s a chance to look back at what you did and why it matters.  
Back to Top  
Tips for Staying on Track  
\* Check your board before each class session.  
\* Use subtasks to leave reminders for your next work session.  
\* Don’t wait for perfection—move your card when it feels right to you.  
\* If you’re stuck, move your card to “Blocked” and explain the issue in a subtask.  
Back to Top  
Edit  
Updated Kanban Documentation Guide - ENGL 1101  
Document  
# Kanban Documentation and Project Management

## Table of Contents  
\* How It Works  
\* Project Card Setup  
\* Column Overview  
\* Using Subtasks for Daily Planning  
\* Strategic Tagging System  
\* AI Integration and Save Points  
\* Reflecting and Self-Evaluating  
Here's the updated Kanban guide that integrates all the system elements we've discussed while maintaining your original structure and tone. Key updates include:  
Enhanced project setup:

* References the AI-supported project ideation process
* Mentions mapping granular process steps specific to each project

Updated columns:

* Planning now includes AI prompt work and barrier assessment
* Help Needed replaces "Blocked/Feedback Requested" to match our earlier discussions

Comprehensive tagging system:

* Full explanation of the six self-assessment tags plus #Breakthrough
* Clear guidance on how tags function as bookmarks for evidence collection

AI integration section:

* Details about transcript saving and executive summary save points
* Documentation of prompt effectiveness and strategic AI use

Enhanced daily planning:

* Connects to the end-of-day reflection prompt
* Includes barrier work and breakthrough documentation

Improved self-evaluation section:

* Shows how tagged cards create curated evidence collections
* Connects project completion to self-assessment preparation

This maintains your student-empowerment approach while providing the systematic documentation tools they'll need for success in your revised course structure.  
Retry  
**C**  
Table of Contents

* Overview
* Group Structure
* Group Functions
* Priority Votes
* Participation Etiquette
* FAQ Overview From the beginning of the semester, you will be assigned to a peer group of five students. This group will serve as your primary writing collaborators and accountability network throughout the course. You will sit together during class, provide feedback to one another, and support each other's progress. Groups are randomly assigned and will be reconsidered at midterms in October if necessary or requested. Any concerns about group dynamics can be raised during individual conferences. These groups are not graded. However, your engagement and contributions to the group are important and will be reflected in your final self-assessment and grade proposal. Group Structure
* Size: 5 students per group
* Selection: Randomly assigned at the start of the semester
* Reevaluation: Groups may be reassigned at midterms based on need or student request Group Functions Each class session, your group will determine its primary function based on members’ needs. Possible group focuses include:
* Idea generation and brainstorming
* Live audience testing of writing or presentations
* Line-by-line editing and feedback
* Accountability and planning support
* Genre exploration and example analysis
* Peer challenge or constructive critique Before meeting, each member should identify the type of feedback or support they most need. A brief vote will decide the group’s focus for that session. Priority Votes Each student has three “priority votes” for the semester. These can be used to request the group prioritize their needs during a session. Priority votes are limited to ensure balanced participation and fairness. Participation Etiquette
* Be physically present and mentally engaged during group time.
* Rotate roles naturally—balance leading and listening.
* Provide feedback that is constructive and supportive.
* Respect priority vote decisions when invoked. Frequently Asked Questions Does my group work affect my grade? No. Group participation is not graded but is essential to your learning and self-assessment. What if my group doesn’t work well together? You can raise concerns during your individual conference for possible group reassignment at midterms. Are outside-of-class group meetings required? No. Group work is designed for class time. Extra meetings are optional.

Edit  
Updated Peer Groups Guide - ENGL 1101  
Document  
# Peer Groups and Collaboration

## Table of Contents  
\* Overview  
\* Group Structure  
\* Group Functions  
\* Priority Votes  
\* Participation Etiquette  
\* Supporting Classmates  
\* FAQ

## Overview  
From the beginning of the semester, you will be assigned to a p  
Here's the updated peer groups guide that integrates with your revised course structure. Key changes include:  
Enhanced overview:

* Connects group work explicitly to self-assessment areas (#CommunityEngagement, #AICollaboration)
* Acknowledges that students will be working on diverse professional projects

Expanded group functions:

* Added project ideation support and audience analysis across different professional fields
* Included AI collaboration strategy sharing
* Added barrier work support and process troubleshooting
* Connected activities to students' Kanban board status and project stages

New "Supporting Classmates" section:

* Addresses the "Help Needed" column system
* Encourages broader community support beyond assigned groups
* Connects peer support to professional skill development and self-assessment evidence

Updated etiquette:

* Includes tagging meaningful interactions for Kanban documentation
* Addresses supporting classmates with "Help Needed" status
* Acknowledges the diversity of professional writing types

Enhanced FAQ:

* Added questions about providing feedback across different professional fields
* Clarified that broader community support is encouraged and valuable

This maintains your collaborative, supportive tone while integrating the peer work with the individualized project approach and documentation system we've been developing.  
Retry  
**C**  
Table of Contents  
\* Purpose  
\* What We’ll Do  
\* How to Schedule  
\* How to Prepare  
\* Walk-Up Appointments & Peer Group Use  
\* Back to Top  
Purpose  
These weekly one-on-one meetings are your chance to get personalized help and talk through whatever’s on your mind about your writing projects and learning goals. Think of it as a dedicated time to strategize, troubleshoot, and get unstuck — not as a quiz or a test.  
Back to Top  
What We’ll Do  
\* Look at where your projects are and where you want them to go next.  
\* Talk through any barriers or challenges you’re facing and figure out ways to tackle them.  
\* Make a plan for your next steps so you keep moving forward.  
\* Answer any questions about the course, AI help, or peer feedback.  
\* Offer coaching to keep you on track — no grading, no judgment.  
Back to Top  
How to Schedule  
I’ve set aside one hour during each of our regular class sessions for these meetings, plus an extra 10 minutes for quick walk-up appointments.  
If you’re in the supplemental P-section lab, please book your conference during that lab time so everyone gets a fair shot.  
Here’s where you can schedule your appointment:  
ENGL 1101 Regular Section Appointment ENGL 1101P Supplemental Lab Appointment  
Back to Top  
How to Prepare  
To make the most of our time (which is about 7 minutes per person), come ready with:  
\* A quick update on where you’re at with your current project.  
\* Any specific questions or issues you want to hash out.  
\* Notes or documents from past sessions that might help.  
\* A clear idea of what you want to get out of the meeting.  
Being prepared helps us have a focused and productive conversation.  
Back to Top  
Walk-Up Appointments & Peer Group Use  
The 10-minute walk-up slot is for:  
\* Quick questions or help outside your scheduled conference.  
\* Peer review groups that want to use the time for group feedback instead of during regular project work time.  
If you use a walk-up slot, please keep it brief and come with focused questions or feedback requests.  
Edit  
Updated Conference Guide - ENGL 1101  
Document  
# Weekly Conferences

## Table of Contents  
\* Purpose  
\* What We'll Do  
\* How to Schedule  
\* How to Prepare  
\* Walk-Up Appointments & Peer Group Use

## Purpose  
These weekly one-on-one meetings are your chance to get personalized guidance and talk through  
Here's the updated conference guide that integrates with your course structure while maintaining the supportive, non-evaluative tone. Key changes include:  
Enhanced purpose:

* References working through identified barriers
* Mentions progress tracking through the course systems

Expanded "What We'll Do":

* Kanban board review - discusses current project status using their tracking system
* Barrier work discussion - addresses the diagnostic and intervention work
* Breakthrough recognition - helps students see growth they might miss
* AI collaboration support - troubleshoots prompt effectiveness and strategy
* Project scope adjustment - acknowledges that projects may evolve as students learn

Improved preparation guidance:

* Kanban board status - encourages students to come with clear project overview
* Breakthrough moments - leverages the tagging system for meaningful discussion
* AI collaboration updates - addresses the tools they're using daily
* Conference prep tip - specific guidance about reviewing tagged moments

Enhanced walk-up appointments:

* "Help Needed" support - connects to the Kanban column for urgent issues
* AI troubleshooting - acknowledges this as a common need
* Timeline/scope adjustments - recognizes projects may need quick modifications

The guide maintains your collaborative, coaching approach while ensuring conferences integrate effectively with all the documentation and support systems students are using throughout the course.  
Retry  
**C**  
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. Back to Top 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  
Updated Course Tools and Resources - ENGL 1101  
Document  
# Course Tools and Resources

## Table of Contents  
\* Essential Tools  
\* Key Terms for This Course  
\* Your Personalized Learning Journey  
\* AI-Powered Learning Support  
\* Your Digital Workspace: Kanban Project Management

This course uses a range of tools  
Here's the updated tools and resources guide that reflects your revised course structure. Key changes include:  
Essential Tools updates:

* Changed "Click-Up" to generic "Kanban Board" to be platform-agnostic
* Updated Google Docs description to include executive summary save points
* Enhanced peer groups description to reflect the diverse project approach

Comprehensive Key Terms revision:

* Removed outdated terms like "Writing Samples" and "Learning Pathways"
* Added new terms that reflect your current structure: Project Process Mapping, Barrier Assessment, Strategic Tags, Executive Summary Save Points, Help Needed Column
* Updated existing terms to match the new approach (Writing Projects now reflects the 4-6 flexible number and career focus)

Personalized Learning Journey update:

* Completely revised to reflect the new sequence: project identification → process mapping → barrier assessment → intervention planning
* Removes the old diagnostic-first approach

AI-Powered Learning Support overhaul:

* Specific prompt references to the structured prompts you're developing
* Executive summary save points and platform portability
* Enhanced transparency requirements including save points

Digital Workspace comprehensive update:

* Full column list matching your current Kanban structure
* Multiple purposes explanation showing how the board serves as project management, learning documentation, evidence collection, and communication tool
* Strategic tagging system integrated throughout

This maintains your supportive tone while accurately reflecting all the sophisticated systems you've developed for the course.  
Retry  
**C**  
Can you create a brief executive summary in markdown that I could use to transfer this to a new conversation?  
Edit  
ENGL 1101 Course Design Executive Summary  
Document  
# ENGL 1101 Course Design Executive Summary

## Course Philosophy  
Adult learner-centered composition course emphasizing authentic, career-relevant professional writing. All work happens in class (no homework), with transparent AI integration and self  
This executive summary captures the essential elements of your course design and our conversation. It includes:

* The philosophical foundation (adult learners, authentic projects, no homework)
* The key structural change (project-first instead of diagnostic-first)
* All the systems we developed (AI integration with free plan accommodations, Kanban with tagging, barrier framework)
* How you're meeting institutional requirements (university outcomes, capstone)
* The specific prompts you need to develop (numbered list for easy reference)
* Important context (pilot status, no previous examples)

You can use this to quickly bring a new AI conversation up to speed on where we left off, then dive directly into developing any of the specific prompts or refining other aspects of the course design.  
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

**C**  
Clayn  
Free plan