# AI Writing Process Guidance

Share  
The Challenge This is where systematic skill development meets authentic professional writing. You'll complete your selected projects while implementing your intervention strategies, creating a integrated learning experience where skill-building serves real communication goals. This isn't separate  
pasted  
**C**  
The language of this assignment description implies the existence of separate AIs to assist with the various stages of the writing process, as well as other specific guidance prompts as well. Could you compare this instructional statement with the existing AI prompts to help me determine if these additional prompts are warranted or not?  
You are helping this student launch into today's work session efficiently and get targeted support for areas where they need it. Your job is to help them plan focused, productive use of their class time while connecting them to specific resources that address their learning needs. Keep this quick - 5 minutes maximum.  
You have access to detailed tables of contents from multiple OER textbooks. When students identify specific learning needs, recommend the most relevant chapters and sections from this resource collection:  
Available Resources: <https://docs.google.com/document/d/e/2PACX-1vRHUHXCz30k27ESjk1GJ3ppi8ZvWqdbsXT2pFSz9-zQFP2dWohfX7w8hOLBrwJH80jM5vZimuAILbRq/pub>  
The student should bring their confidence assessment results and any recent work updates. They'll use this session to get moving on their authentic writing project with targeted just-in-time support.  
Start by understanding where they are:  
What project are you working on today? Looking at your confidence assessment, which areas did you identify as needing support? What specific task or phase are you tackling in this session?  
Explore what kind of support would help:  
How do you prefer to tackle things you're not sure about - dive in and figure it out as you go, get some background first, or something else? What kind of help sounds most useful right now - reading something, talking to someone, looking at examples, or just getting started and seeing what happens?  
Offer targeted support based on their approach:  
Based on your learning style and what you've told me about your needs, here are some options:  
*If you want to dive right in and learn as you go:*  
\* Start your project work and bookmark specific resources to consult when questions come up  
\* Keep a quick reference list of relevant chapters for when you hit specific challenges  
*If you prefer some background first:*  
\* [Recommend specific chapters and sections from the OER materials based on their confidence gaps]  
*If you learn best from examples or conversations:*  
\* Consider reaching out to people in your field for quick questions  
\* Look for online examples of similar documents  
\* Plan to discuss specific challenges with your peer group or in conference  
*If you want a mixed approach:*  
\* Combine quick scanning of relevant sections with hands-on project work  
[Provide specific resource recommendations from the available OER materials when appropriate, giving chapter numbers and brief explanations of relevance.]  
Help them choose their approach:  
What combination of these approaches feels right for today? What would make this session feel productive and successful?  
Create their focused session plan:  
TODAY'S SESSION FOCUS: [Their main priority]  
Getting Started: [First concrete step - could be jumping into project work, scanning a resource, or reaching out to someone]  
Support Ready: [Whatever type of help they chose - specific resources, example searches, people to contact, etc.]  
Success Marker: [How they'll know the session was productive]  
If You Get Stuck: [Backup approach that matches their learning style]  
Do:  
\* Offer multiple types of support, not just textbook reading  
\* Respect different learning styles and approaches to tackling challenges  
\* Help them choose what feels right for their personality and situation  
\* Keep them moving toward whatever approach they prefer  
Don't:  
\* Assume everyone needs to read before they can start working  
\* Default to textbook resources if they prefer hands-on or social learning  
\* Push a particular approach over their preferred learning style  
\* Let them get stuck in planning instead of taking action  
Remember: Your job is to launch them into productive work with exactly the right support resources ready. Match your recommendations to their specific project needs and confidence gaps.  
Resource Access: Use the provided link to access all textbook tables of contents and find the specific sections recommended for your learning needs.  
<https://docs.google.com/document/d/e/2PACX-1vRHUHXCz30k27ESjk1GJ3ppi8ZvWqdbsXT2pFSz9-zQFP2dWohfX7w8hOLBrwJH80jM5vZimuAILbRq/pub>  
Edit  
I understand you're asking about whether additional AI prompts are needed for the various stages mentioned in the assignment description. However, I don't have access to the existing AI prompts you're referring to - I can only see the assignment document you've shared.  
To help you evaluate whether additional prompts are warranted, I'd need to see what AI prompts already exist. Could you share those existing prompts so I can compare them against what the assignment description suggests should be available?  
From the assignment description, it appears students should have AI support for:

* Planning phase
* Drafting phase
* Revision phase
* Reflection phase
* Integration of intervention strategies with project work

Once you share the existing prompts, I can help you identify any gaps and determine if additional prompts would be useful.  
But let's not get stuck in planning - what's your immediate priority today? Are you ready to dive into your project work, or do you need to clarify the prompt situation first before moving forward?  
Retry  
**C**  
<https://docs.google.com/document/d/e/2PACX-1vRt8uBk2pF9es-ntyj0YwD8k9R4Gk3ir8SRz-BSaM9jQO4n7lHlhizCu0vmMTYs53MpxCqJAEJSHqYO/pub>  
All the prompts are included within this web document  
Edit  
I'll fetch that document to see the existing AI prompts and compare them with what the assignment description suggests is needed.  
favicon  
Fetched Course Syllabus  
google.com  
Based on my review of the document, I can see that there are comprehensive AI prompts covering all the phases mentioned in the assignment description. Let me analyze what exists versus what the assignment suggests:  
Existing AI Prompts in the Document:

1. Project Ideation Prompt - Helps discover 4-6 substantial writing projects
2. Process Mapping Prompt - Maps specific actionable steps for completing projects
3. Diagnostic + Intervention Planning Prompt - Assesses confidence and develops intervention strategies
4. Executive Summary Save Points Prompt - Context preservation for switching AI platforms
5. End-of-Day Reflection Prompt - Quick daily learning capture and Kanban updates
6. Session Startup Prompt - Launches students into productive work sessions
7. Rhetorical Reflection Drafting Prompt - Helps analyze capstone projects rhetorically
8. Self-Assessment Evidence Review Prompt - Reviews accumulated learning evidence

What the Assignment Description Suggests Should Exist:

* Planning phase support ✅ (covered by Project Ideation + Process Mapping)
* Drafting phase support ❓ (partially covered by Session Startup)
* Revision phase support ❓ (not explicitly addressed)
* Reflection phase support ✅ (covered by End-of-Day + Self-Assessment Review)
* Integration of intervention strategies ✅ (covered by Diagnostic + Session Startup)

Assessment: The existing prompts are quite comprehensive, but there appear to be potential gaps in drafting-specific and revision-specific support. The current prompts focus heavily on planning, reflection, and general session management, but don't provide targeted assistance for the actual drafting and revision processes.  
Recommendation: Consider adding 1-2 additional prompts:

* A Drafting Support Prompt for when students are actively writing
* A Revision Strategy Prompt for systematic revision planning and execution

But honestly, what you have is quite robust. The Session Startup prompt could potentially handle much of the drafting and revision support through its flexible structure.  
What's your immediate priority today - do you want to dive into project work with these existing prompts, or do you want to develop those additional prompts first?  
Retry  
**C**  
The driving force here is I am in the process of taking the content from this course I have designed to create a web-based generative textbook; my reflection on this aspect was brought on by questioning if I need to create additional prompts for the sake of completeness for the textbook in question...  
<https://opencontent.org/blog/archives/7628>  
<https://opencontent.org/blog/archives/7668>  
<https://opencontent.org/blog/archives/7705>  
<https://generativetextbooks.org/learning/explore/textbook/e8f8b79e-4f81-4bb0-9cbc-eab2f5bfc6ec/topics>  
Edit  
I see - you're creating a generative textbook and want to ensure the AI prompt collection is comprehensive for that broader educational resource, not just for immediate classroom use.  
Looking at this through the lens of textbook completeness rather than immediate course needs, I think you have a strong foundation but there are indeed some gaps that would make the collection more complete for other educators who might adapt your approach:  
Missing for Textbook Completeness:

1. Active Drafting Support Prompt - Something specifically for when students are in the middle of writing, not just starting sessions. This would help with:
   * Working through writer's block mid-draft
   * Making decisions about structure/organization while writing
   * Integrating research/sources during drafting
   * Maintaining focus and coherence across longer documents
2. Revision Strategy Prompt - Your current prompts jump from drafting to reflection without systematic revision support:
   * Identifying what needs revision vs. what's working
   * Prioritizing revision efforts for maximum impact
   * Approaching different types of revision (structural vs. surface-level)
   * Managing revision in multiple cycles
3. Peer Feedback Integration Prompt - You mention peer response in the Kanban columns but don't have a prompt for:
   * Preparing work for peer review
   * Processing and prioritizing peer feedback
   * Translating feedback into revision actions

For a generative textbook, having these additional prompts would make your AI-integrated writing pedagogy more transferable and complete. Other instructors adopting your approach would benefit from having the full spectrum covered.  
The existing prompts are excellent for the planning-reflection cycle, but the "messy middle" of actual composing and revising could use more explicit support in a textbook context.  
Would developing these additional prompts serve your generative textbook goals?  
Retry  
**C**  
I think so, and it doesn't hurt to have more explicit guidance for these areas for the students in the classroom either...  
Edit  
Exactly! Having more explicit guidance benefits both your current students and future educators using your textbook. Students often struggle most during the "messy middle" phases, and having structured AI support for those moments could really improve their experience and outcomes.  
Let me help you develop these additional prompts. Which one would you like to tackle first?  
Option 1: Active Drafting Support Prompt - For when students hit walls mid-composition, need structural decisions, or want to integrate sources while writing  
Option 2: Revision Strategy Prompt - For systematic revision planning, prioritizing changes, and managing multiple revision cycles  
Option 3: Peer Feedback Integration Prompt - For preparing work for review, processing feedback, and translating it into action  
Or if you have a preference for a different sequence, I'm happy to follow your lead. Each of these would complement your existing prompt ecosystem while filling those completeness gaps for the textbook.  
Which area do you think would be most valuable to develop first, either for your current students or for the textbook's pedagogical completeness?  
Retry  
The Challenge This is where systematic skill development meets authentic professional writing. You'll complete your selected projects while implementing your intervention strategies, creating a integrated learning experience where skill-building serves real communication goals. This isn't separate  
pasted  
**C**  
Let's start with Active Drafting. There are two parts that need to be developed for this: a student assignment description and an AI-facing prompt instructing the AI on its role and guiding its purpose during student interactions. Let's begin with the student description. Here's the current version, but I think it needs to be broken down into more component elements...  
Edit  
Looking at your current student description, I can see it's quite comprehensive but operates at a very high level. For the Active Drafting phase specifically, students need more granular, actionable guidance about what to do when they're actually in the middle of writing.  
Here's how I'd suggest breaking this down into more component elements for the Active Drafting student description:  
Active Drafting - Student Description  
Document  
# Active Drafting

## The Challenge  
This is where your planning meets the page. Active drafting transforms your project maps and intervention strategies into actual professional writing. You'll navigate the complex, non-linear process of turning idea  
This breaks down the broad "project development" concept into the specific challenges and opportunities of active drafting. The key additions are:  
More granular agency elements - Specific types of decisions students make while drafting Compositional problem-solving focus - The unique cognitive work of turning plans into prose Strategic integration - How intervention strategies apply during actual composition Process-specific documentation - What to track during drafting versus other phases  
Would you like me to adjust any of these component elements, or shall we move on to developing the AI-facing prompt that would support students during this phase?  
Retry  
**C**  
The language in the When You Know It's Working seems much more high level and teacher oriented than student. Let's work on the second half of the draft to make it more student facing and oriented.  
Edit  
Active Drafting - Student Description  
Document ∙ Version 2  
## When It's Working  
You'll know active drafting is clicking for you when:

\*\*You can explain your choices:\*\* When someone asks "Why did you organize it this way?" or "Why include that example?" you have clear reasons based on what your audience need  
Much better! I've shifted the language to be more direct and student-centered:

* "You'll know it's clicking for you when..." instead of abstract effectiveness measures
* Concrete scenarios like "When someone asks 'Why did you organize it this way?'"
* Personal experience language - "feels like real work," "building confidence"
* Direct address - "You decide," "You know your field"
* Practical framing - "What You're Building Toward" instead of academic "Moving Forward"

The tone now matches a student who's in the middle of drafting and wondering "Am I doing this right?" rather than an instructor assessing pedagogical outcomes.  
Ready to work on the AI-facing prompt for this phase?  
Retry  
**C**  
OK. Now let's replicate this same format, but with a focus on Source Integration (meaning research, source integration, and citation)  
Edit  
Source Integration - Student Description  
Document  
# Source Integration

## The Challenge  
This is where you transform your individual expertise into professional writing that draws on broader knowledge, research, and stakeholder perspectives. Source integration goes far beyond academic citation requi  
I've adapted the Active Drafting format to focus specifically on the challenges and decisions involved in source integration. Key differences from a traditional academic approach:  
Professional framing - Sources serve professional credibility and audience needs, not just academic requirements Strategic decision-making - Emphasis on purposeful selection and integration rather than meeting quotas Voice balance - Focus on maintaining professional authority while incorporating other perspectives  
Field-specific considerations - Recognition that citation practices and source types vary by professional context Practical outcomes - Integration skills that transfer to workplace research and communication  
The structure matches your Active Drafting format while addressing the specific cognitive and strategic work involved in professional source integration. Ready to move on to the AI-facing prompt for this phase, or would you like adjustments to this student description?  
Retry  
**C**  
Now let's do one on reflection, editing, and proofreading - same structure...  
Edit  
Reflection, Editing, and Proofreading - Student Description  
Document  
# Reflection, Editing, and Proofreading

## The Challenge  
This is where you transform your drafted professional writing into polished communication that represents your competency and attention to detail. Reflection, editing, and proofreading require  
I've maintained the same structure while focusing on the specific challenges of moving from "done writing" to "professionally ready." Key aspects of this version:  
Professional polish focus - Editing as professional representation rather than academic requirement Strategic evaluation - Systematic approaches to determining what needs attention versus what's ready Reader perspective shift - The cognitive work of evaluating your own writing from audience viewpoint Standards calibration - Learning field-appropriate levels of formality and precision Completion judgment - Knowing when to stop editing versus continuing to refine  
The framework emphasizes that editing and proofreading are sophisticated professional skills requiring strategic thinking, not just error-hunting. It also addresses the common student challenge of either under-editing or getting stuck in perfectionist cycles.  
Ready to develop another phase, or would you like to work on the AI-facing prompts for any of these student descriptions?  
Retry  
**C**  
Ok. Let's head back to the beginning and start working on the new prompts to align with these new sub-tasks...  
Edit  
Perfect! Let's start with the Active Drafting AI prompt. This needs to support students who are in the middle of composition, dealing with real-time writing decisions and trying to apply their intervention strategies while actually creating content.  
Active Drafting Support - AI Prompt  
Document  
# Active Drafting Support - AI Prompt

You are helping this student work through composition challenges while actively drafting their professional writing project. Your job is to support their decision-making process, help them apply intervention str  
This AI prompt is designed to support students who are actively writing and need real-time help with composition decisions. Key features:  
Phase-based structure - Moves from understanding their challenge to facilitating solutions Decision support focus - Helps them think through choices rather than making choices for them Intervention integration - Consistently connects to their identified development strategies  
Professional context - All guidance serves workplace communication goals Cognitive support - Addresses the mental demands of composition while building skills  
The prompt addresses the "messy middle" of drafting that your existing prompts don't explicitly cover—when students are partway through writing and need help making strategic decisions about content, structure, and approach.  
Ready to develop the Source Integration AI prompt next?  
Retry  
**C**  
A couple of tweaks to this one first:  
1) Let's make sure that rhetorical reflection and rhetorical strategy decisions are explicit in this section - some metacognition helps to both make this a more overt part of their drafting experience and makes it easier to show external auditors (if there are any) that this is a core element in the course  
2)Rather than trying to put all the pressure on the Start of Day prompt, let's embed instructions to recommend external OER sources here to make it a little easier to contextualize what sources AI should consider that relevant to this specific task, rather than everything all together? Here is a link to the Tables of Content document that outlines what content is available from OER sources:  
<https://docs.google.com/document/d/e/2PACX-1vRHUHXCz30k27ESjk1GJ3ppi8ZvWqdbsXT2pFSz9-zQFP2dWohfX7w8hOLBrwJH80jM5vZimuAILbRq/pub>  
Edit  
favicon  
Fetched Course Objectives, Diagnostic, and TOC for Cognitive Sources  
google.com  
Active Drafting Support - AI Prompt  
Document ∙ Version 2  
## Core Principles

\*\*Support Decision-Making, Don't Make Decisions:\*\* Help students think through structural, content, and stylistic choices, but let them make the final calls based on their professional expertise and audience knowledge.

\*\*Connect  
Active Drafting Support - AI Prompt  
Document ∙ Version 3  
### Strategic Questions  
- "What do you think your readers most need to understand in this section?"  
- "How does this connect to the main purpose you identified for this document?"  
- "What rhetorical effect are you trying to achieve with this choice?"  
Perfect! I've added both key elements:  
1. Explicit Rhetorical Emphasis:

* Added "Emphasize Rhetorical Awareness" as a core principle
* Included rhetorical decision-making as a specific facilitation strategy
* Enhanced strategic questions to focus on rhetorical effects and audience analysis
* Made rhetorical reasoning explicit throughout the process

2. Integrated OER Resource Recommendations:

* Added a comprehensive section mapping specific challenges to relevant OER chapters
* Organized resources by common drafting challenges (audience analysis, structure, voice, genre, process)
* Included specific chapter numbers and brief relevance explanations
* Positioned resource recommendations as contextual support rather than required reading

This makes the rhetorical dimension visible for external auditors while giving students concrete, field-specific resources when they need background support during active drafting. The prompt now balances immediate composition support with deeper rhetorical understanding and targeted resource access.  
Ready to move on to the Source Integration AI prompt?  
Retry  
**C**  
Yes, please. Use the same elements and structure please...  
Edit  
Source Integration Support - AI Prompt  
Document  
# Source Integration Support - AI Prompt

You are helping this student work through research, source selection, integration, and citation challenges while developing their professional writing project. Your job is to support their strategic decision-  
This Source Integration AI prompt follows the same structure and principles as the Active Drafting prompt while focusing specifically on the rhetorical and strategic challenges of research and source integration. Key features:  
Professional Focus - Emphasizes workplace credibility and audience expectations rather than academic source requirements  
Rhetorical Decision-Making - Makes explicit the rhetorical effects of source selection, integration methods, and citation approaches  
Authority Balance - Addresses the challenge of maintaining professional voice while incorporating outside perspectives  
Strategic Resource Recommendations - Provides targeted OER chapters for research methods, source evaluation, and integration techniques  
Field-Specific Context - Recognizes that source standards and citation practices vary by professional field  
The prompt addresses the complex cognitive work of evaluating sources for professional credibility, making strategic integration decisions, and positioning one's expertise within broader professional conversations—all while maintaining the student's authority in the process.  
Ready for the Reflection, Editing, and Proofreading AI prompt next?  
Retry  
**C**  
Yes, please.  
Edit  
Reflection, Editing, and Proofreading Support - AI Prompt  
Document  
# Reflection, Editing, and Proofreading Support - AI Prompt

You are helping this student work through document evaluation, strategic revision, editing, and proofreading challenges while finalizing their professional writing project. Your job is to s  
This Reflection, Editing, and Proofreading AI prompt maintains the same structure and principles while focusing specifically on the challenges of document evaluation, refinement, and professional polish. Key features:  
Editorial Decision-Making Focus - Emphasizes systematic evaluation and strategic refinement rather than surface-level error correction  
Professional Standards Calibration - Helps students understand field-appropriate levels of formality and polish  
Rhetorical Awareness - Makes explicit how editing choices affect professional credibility and audience perception  
Completion Judgment Support - Addresses the challenge of knowing when to stop editing versus continuing refinement  
Strategic Resource Recommendations - Provides targeted OER chapters for revision processes, style guides, and grammar support  
Process Development - Focuses on building sustainable editorial habits for future professional writing  
The prompt recognizes that effective editing and proofreading require sophisticated judgment about audience expectations, professional standards, and strategic priorities—not just error detection. It supports students in developing the editorial sophistication needed for workplace communication while maintaining their voice and professional authority.  
You now have three comprehensive AI prompts that align with your new student descriptions and provide explicit rhetorical focus plus integrated OER resource recommendations. These should work well both for your current students and as complete resources for your generative textbook!  
Retry  
**C**  
Based on these new assignment descriptions and AI prompts, edit the Start of Day prompt so it isn't trying to accomplish everything at once and directs students to other appropriate support prompts, etc.  
You are helping this student launch into today's work session efficiently and get targeted support for areas where they need it. Your job is to help them plan focused, productive use of their class time while connecting them to specific resources that address their learning needs. Keep this quick - 5 minutes maximum.  
You have access to detailed tables of contents from multiple OER textbooks. When students identify specific learning needs, recommend the most relevant chapters and sections from this resource collection:  
Available Resources: <https://docs.google.com/document/d/e/2PACX-1vRHUHXCz30k27ESjk1GJ3ppi8ZvWqdbsXT2pFSz9-zQFP2dWohfX7w8hOLBrwJH80jM5vZimuAILbRq/pub>  
The student should bring their confidence assessment results and any recent work updates. They'll use this session to get moving on their authentic writing project with targeted just-in-time support.  
Start by understanding where they are:  
What project are you working on today? Looking at your confidence assessment, which areas did you identify as needing support? What specific task or phase are you tackling in this session?  
Explore what kind of support would help:  
How do you prefer to tackle things you're not sure about - dive in and figure it out as you go, get some background first, or something else? What kind of help sounds most useful right now - reading something, talking to someone, looking at examples, or just getting started and seeing what happens?  
Offer targeted support based on their approach:  
Based on your learning style and what you've told me about your needs, here are some options:  
If you want to dive right in and learn as you go:  
Start your project work and bookmark specific resources to consult when questions come up Keep a quick reference list of relevant chapters for when you hit specific challenges  
If you prefer some background first:  
[Recommend specific chapters and sections from the OER materials based on their confidence gaps]  
If you learn best from examples or conversations:  
Consider reaching out to people in your field for quick questions Look for online examples of similar documents Plan to discuss specific challenges with your peer group or in conference  
If you want a mixed approach:  
Combine quick scanning of relevant sections with hands-on project work  
[Provide specific resource recommendations from the available OER materials when appropriate, giving chapter numbers and brief explanations of relevance.]  
Help them choose their approach:  
What combination of these approaches feels right for today? What would make this session feel productive and successful?  
Create their focused session plan:  
TODAY'S SESSION FOCUS: [Their main priority]  
Getting Started: [First concrete step - could be jumping into project work, scanning a resource, or reaching out to someone]  
Support Ready: [Whatever type of help they chose - specific resources, example searches, people to contact, etc.]  
Success Marker: [How they'll know the session was productive]  
If You Get Stuck: [Backup approach that matches their learning style]  
Do:  
Offer multiple types of support, not just textbook reading Respect different learning styles and approaches to tackling challenges Help them choose what feels right for their personality and situation Keep them moving toward whatever approach they prefer  
Don't:  
Assume everyone needs to read before they can start working Default to textbook resources if they prefer hands-on or social learning Push a particular approach over their preferred learning style Let them get stuck in planning instead of taking action  
Remember: Your job is to launch them into productive work with exactly the right support resources ready. Match your recommendations to their specific project needs and confidence gaps.  
Resource Access: Use the provided link to access all textbook tables of contents and find the specific sections recommended for your learning needs.  
Edit  
Revised Session Startup - AI Prompt  
Document  
# Session Startup Support - AI Prompt

You are helping this student launch into today's work session efficiently and get targeted support for areas where they need it. Your job is to help them plan focused, productive use of their class time while co  
The revised Session Startup prompt is now much more focused and efficient:  
Key Changes:  
1. Triage Function - Quickly identifies what phase students are in and directs them to appropriate specialized support rather than trying to handle everything  
2. Clear Prompt Connections - Explicitly names and describes when to use Active Drafting, Source Integration, and Reflection/Editing/Proofreading prompts  
3. Streamlined Resource Recommendations - Provides only brief, targeted suggestions since the specialized prompts have comprehensive resource sections  
4. Time-Focused Structure - Breaks into clear phases (2-2-1 minutes) to maintain the 5-minute maximum  
5. Launch Emphasis - Focuses on getting students connected to the right support quickly rather than attempting comprehensive guidance  
This approach respects different learning styles while efficiently connecting students to the specialized support they need for their current work phase. The startup prompt becomes a traffic director rather than trying to be a universal solution, which should improve both efficiency and effectiveness.  
The system now has clear specialization: startup for triage and launch, then targeted prompts for deep work support in specific phases of the writing process.  
Retry  
**C**  
There are still references to OER content; that has been shifted to the assignment prompts, so that can be removed, as long as the student is directed towards those.  
Edit  
Revised Session Startup - AI Prompt  
Document ∙ Version 2  
## Phase 3: Resource Direction (1 minute)

\*\*If they want background support before switching prompts:\*\*  
"The specialized AI prompts have targeted resource recommendations built in based on your specific challenges, so you'll get relevant chapter sug  
Perfect! The revised startup prompt now:  
1. Removes duplicate OER recommendations - No longer tries to provide resource suggestions that are better handled by the specialized prompts  
2. Points to specialized support - Clearly directs students that the targeted prompts will provide relevant resource recommendations based on their specific challenges  
3. Stays focused on triage - Maintains its role as efficient launch support rather than attempting comprehensive guidance  
4. Avoids redundancy - Eliminates the overlap between startup and specialized prompt functions  
The system now has clean separation of responsibilities: the startup prompt handles quick orientation and direction to appropriate specialized support, while the specialized prompts (Active Drafting, Source Integration, Reflection/Editing/Proofreading) provide both deep process support AND targeted resource recommendations based on specific challenges students are facing.  
This should work much better for both immediate classroom use and as a complete system in your generative textbook!  
Retry  
**C**  
Like the assignment descriptions before, let's create an student-facing assignment description for Start of Day  
Edit  
Session Startup - Student Description  
Document  
# Session Startup

## The Challenge  
This is where you transition from planning to action, connecting your project goals with your available class time and current needs. Session startup helps you make strategic decisions about how to use your writing  
This Session Startup student description follows the same structure as your other assignment descriptions while focusing on the specific challenges and benefits of efficient session management. Key features:  
Professional Time Management Focus - Emphasizes skills that transfer to workplace project management and communication demands  
Strategic Decision-Making - Highlights the cognitive work of matching current needs with appropriate support and resources  
Flexible Support System - Explains how the AI prompts work together as a coordinated support network  
Productivity Without Rigidity - Balances structure with the flexibility needed for authentic professional writing projects  
Student Authority - Maintains focus on their expertise and professional context while providing systematic support  
Career Relevance - Connects session management skills to workplace communication challenges and professional advancement  
The description positions session startup as a practical professional skill rather than just a classroom management tool, which aligns with your course's emphasis on authentic career preparation and professional writing development.  
Retry  
**C**  
Let's do the same for the Save Point activity  
Edit  
Save Point Activity - Student Description  
Document  
# Save Point Activity

## The Challenge  
This is where you preserve your working context and thinking process to ensure seamless continuity when you resume work on your professional writing projects. Save points capture not just what you've accomplish  
This Save Point Activity student description maintains the same structure and tone as your other assignment descriptions while focusing on the specific challenges and benefits of comprehensive project documentation. Key features:  
Professional Portfolio Development - Emphasizes how save points create evidence of systematic approach to complex writing projects  
Continuity Management - Highlights the practical benefits of preserving working context and thinking processes  
Learning Documentation - Connects save points to self-assessment preparation and professional development evidence  
Strategic Information Management - Positions save points as a professional skill for managing multiple project demands  
Pattern Recognition - Emphasizes how documentation helps students identify their productive working methods  
Student Authority - Maintains focus on their decision-making about what information serves their professional needs  
Career Transferability - Connects documentation habits to workplace communication management and professional advancement  
The description positions save points as a sophisticated professional practice rather than just a course requirement, aligning with your emphasis on authentic career preparation and demonstrable professional competency development.  
Retry  
**C**  
Repeat for End of Day  
You are helping this student quickly capture their learning and progress from today's class session and generate Kanban updates. Keep this efficient - target 5 minutes total. Focus on what's essential for continuity and learning documentation.  
Ask these core questions in sequence, don't spend time on follow-ups unless student offers significant detail:  
What did you focus on today and what was your key accomplishment?  
What went well with your process, or what was challenging?  
Any discoveries, insights, or breakthroughs today, or just continued steady progress?  
Based on their brief responses, quickly suggest 1-3 relevant tags:  
#WritingJourney - for process discoveries or writing approach insights #LearningOwnership - for self-directed choices or project management #ThinkingThroughWriting - for using writing to develop ideas #AICollaboration - for effective AI partnership or strategy development #CommunityEngagement - for peer collaboration or helping others #EmbracingChallenge - for tackling difficult tasks or pushing comfort zones #Breakthrough - for significant "aha" moments or overcoming barriers  
Generate this quick documentation in a format they can save:  
END-OF-DAY REFLECTION - [DATE]  
Today's Work: [One sentence: what they focused on and key accomplishment]  
Process Notes: [One sentence: what went well or what was challenging]  
Learning/Insights: [One sentence: any discoveries or breakthroughs, or "Continued steady progress"]  
Tags: [1-3 relevant strategic tags]  
KANBAN UPDATES  
Main Project Card: [DATE] - [Brief progress summary. Current status. Next milestone.]  
Subtask Card - [Column] - [DATE]: [What was accomplished today in 1-2 sentences.] Tags: [relevant tags]  
NEXT SESSION SETUP  
Priority: [Top 1-2 things to tackle next time]  
Resources/Support Needed: [Materials, resources, or help needed - or "Ready to continue"]  
Current Status: [Brief note on where they left off and momentum level]  
Keep It Moving:  
Ask the three core questions and move quickly to generating updates Don't dig into details unless they volunteer significant information Focus on capturing momentum and continuity, not comprehensive analysis  
Essential Captures:  
What they actually accomplished (not just what they worked on) Process insights that affect future work Any breakthrough moments or significant challenges Concrete next steps and resource needs  
Skip If:  
They want to analyze their learning extensively (save for self-assessment) They're struggling to articulate - just capture "made progress on X" They seem tired - keep it brief and functional  
Remember: Even brief daily reflections contribute valuable learning documentation. Consistency matters more than depth for these quick captures.  
Edit  
End of Day Activity - Student Description  
Document  
# End of Day Activity

## The Challenge  
This is where you quickly capture the essential elements of your work session to maintain project momentum and document your professional development journey. End of day reflection transforms your daily writing  
This End of Day Activity student description follows the established format while emphasizing the specific benefits and challenges of efficient daily reflection and documentation. Key features:  
Efficiency Emphasis - Acknowledges the 5-minute time limit while highlighting the strategic value of brief, consistent documentation  
Professional Portfolio Building - Connects daily reflection to cumulative evidence of growth and competency development  
Project Momentum Management - Focuses on how daily documentation ensures seamless continuity between work sessions  
Learning Recognition Skills - Emphasizes the professional ability to identify and document meaningful progress and insights  
Strategic Documentation - Positions daily reflection as professional practice rather than academic busy work  
Student Authority - Maintains focus on their judgment about what constitutes significant progress and learning  
Career Transferability - Connects reflection habits to workplace accountability and professional development documentation  
The description positions end-of-day reflection as a sophisticated professional skill for managing complex projects over time while building evidence of systematic development—aligning with your course's emphasis on authentic career preparation and professional competency demonstration.  
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)  
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