



TLRC TALK / DECEMBER 6, 2023 COMMON HOUR

# Don't Fear the Beast: Unleashing Chat-GPT in the Classroom\*

(\*this title was generated by Chat-GPT)

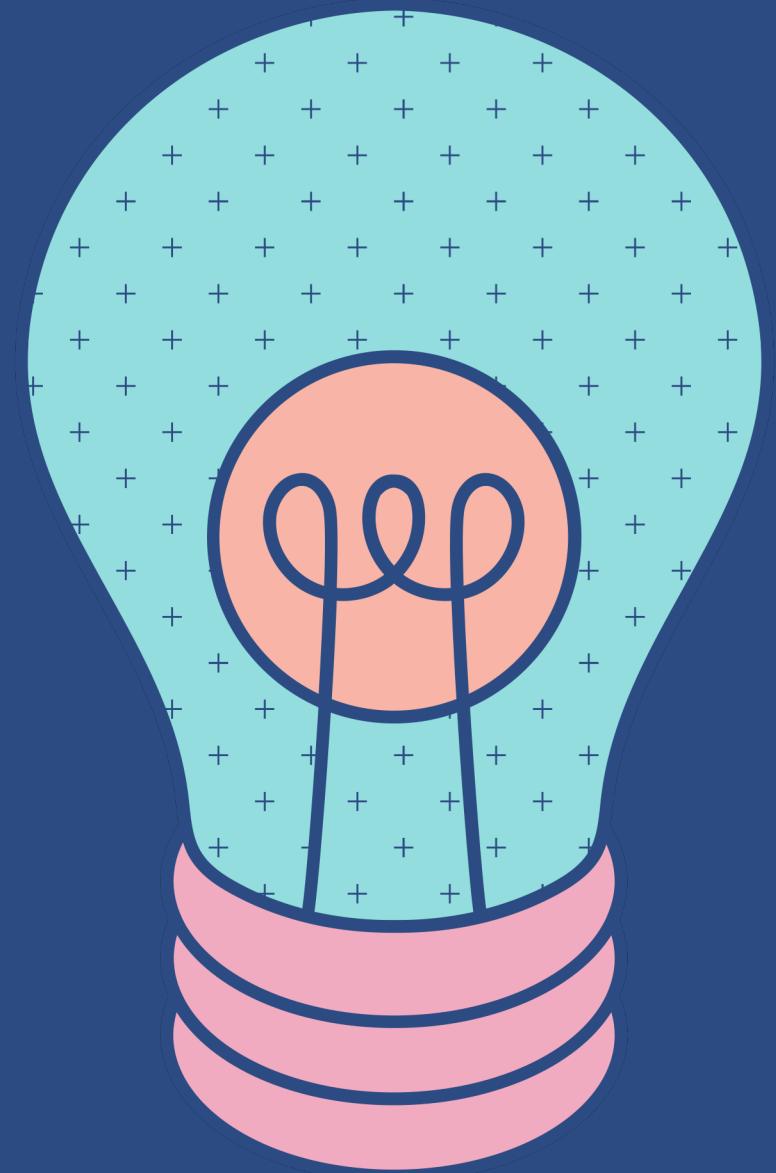
Dr. Jessica L. Williams, English Department

Joined by Multi-Ethnic US Literature Students:  
Nimrah Muzaffar, Mallory Vannoni, and  
Jaeda Wallick.

I am not an expert on AI

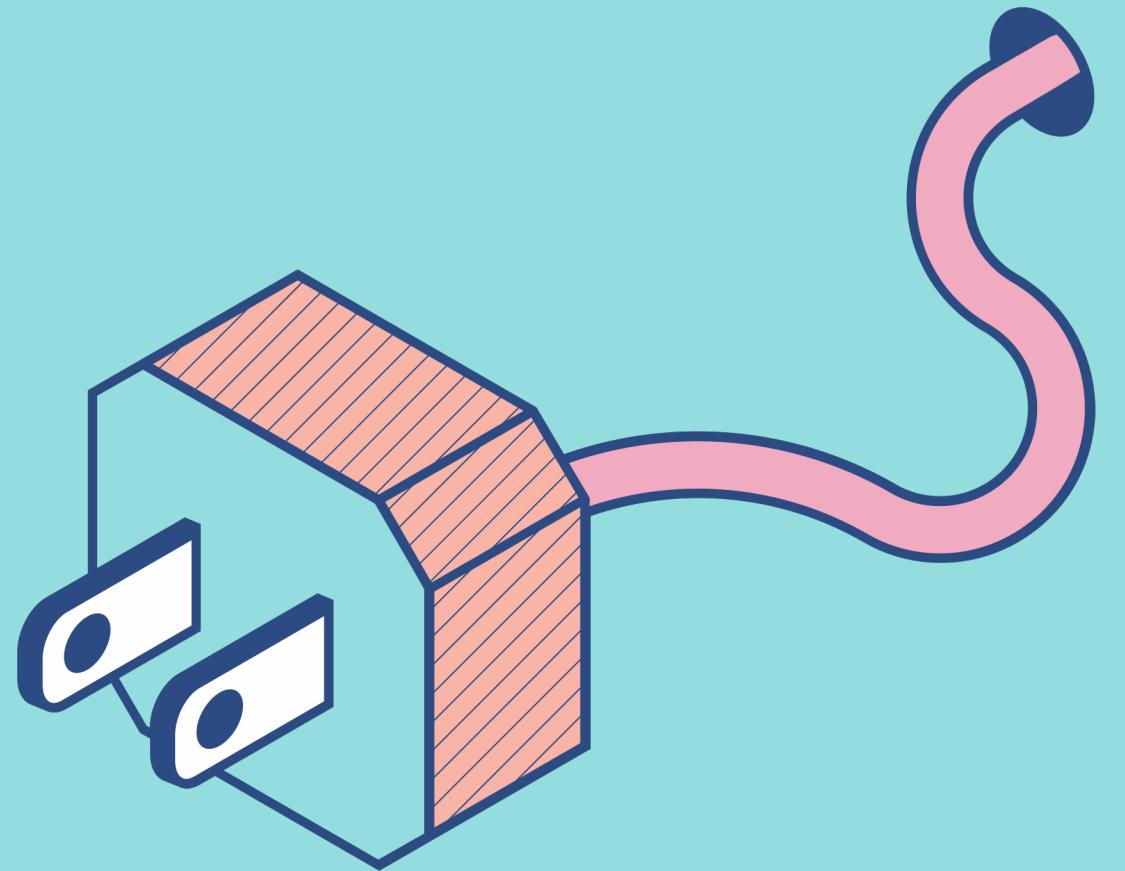
I can only speak to my ideas  
about and experiences using  
AI specifically in literature and  
writing classrooms

PLEASE NOTE!



# First Impressions

- omg
- this is a nightmare
- no more out of class writing
- we have to ban it!
- catch all the students + fail them all for plagiarism
- it's the demise of higher education
- we're all doomed



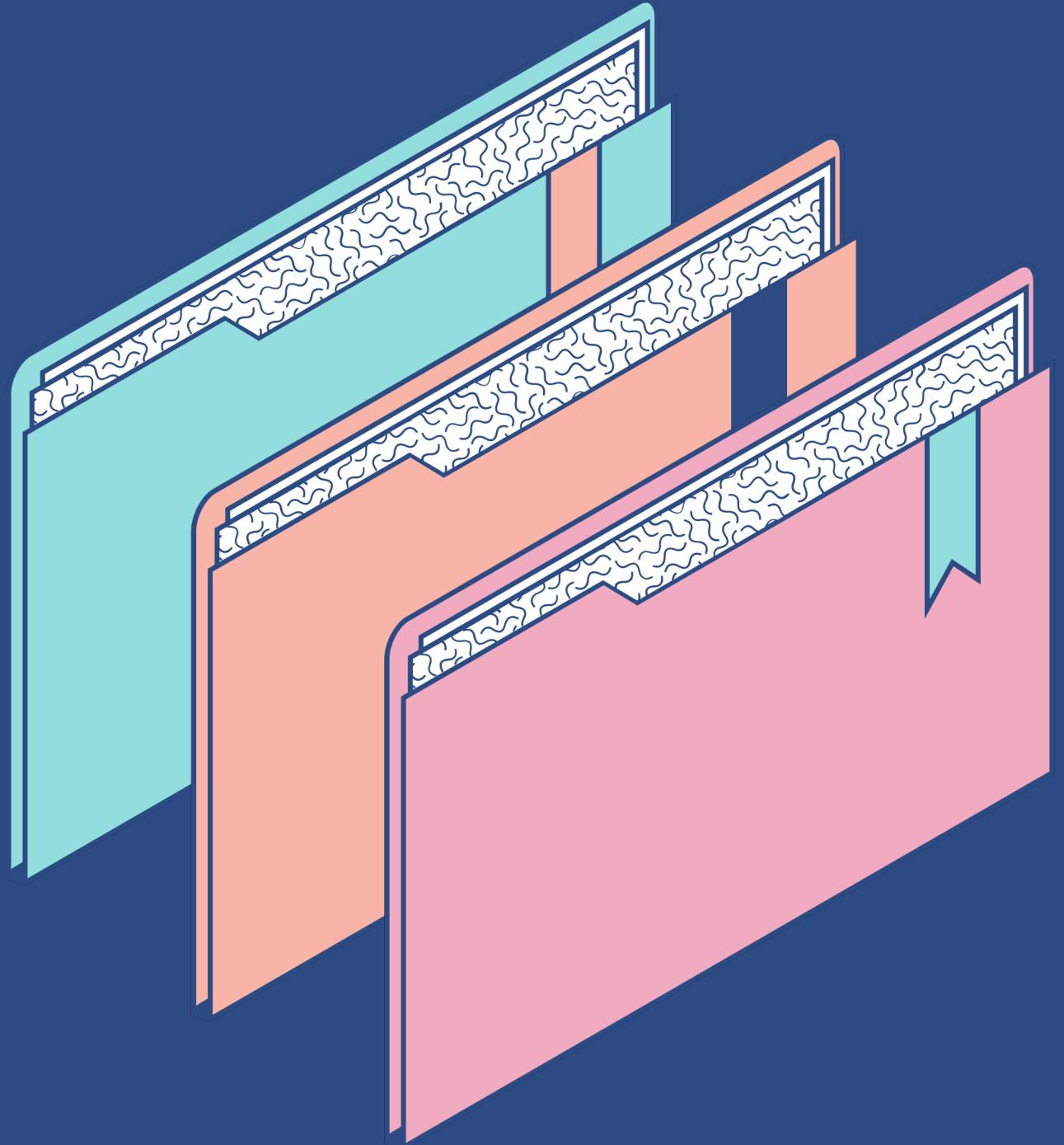
# At a Crossroads



HOW MIGHT WE EMBRACE AI IN THE CLASSROOM RATHER THAN FEAR IT?

HOW MIGHT WE USE AI AS A TOOL: LIKE A CALCULATOR, WIKIPEDIA, GOOGLE, OR A STUDY BUDDY?

I BELIEVE IN EMBRACING NEW TECHNOLOGIES, BUT WHERE DO WE DRAW THE LINE? THE GOAL IS TO IMPROVE LEARNING, SELF-RELIANCE, AND SELF-ASSESSMENT, AND TO BUILD KNOWLEDGE, NOT TO GIVE STUDENTS DETOURS AROUND CRUCIAL SKILL BUILDING.



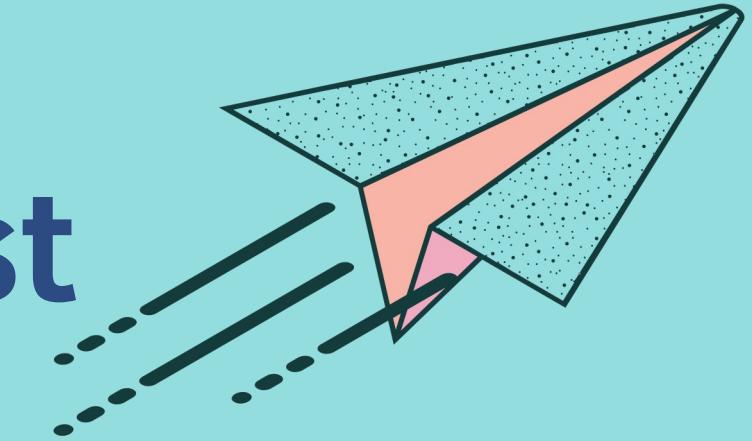
“Academia really has to look at itself in the mirror and decide what it’s going to be,” said Josh Eyler, director of the Center for Excellence in Teaching and Learning at the University of Mississippi, who has criticized the “moral panic” he has seen in response to ChatGPT. “Is it going to be more concerned with compliance and policing behaviors and trying to get out in front of cheating, without any evidence to support whether or not that’s actually going to happen? Or does it want to think about trust in students as its first reaction and building that trust into its response and its pedagogy?”

From Beth McMurtrie, “AI and the Future of Undergraduate Writing: Teaching experts are concerned, but not for the reasons you think”  
*(The Chronicle of Higher Education, 12/2022)*

Aha  
Moment!

## Don't Fear the Beast

(and maybe it's not a beast at all)



AI detection tools don't work and I do not want my life, as someone who teaches writing, to become a crusade against AI generated material.

Therefore, the question for me became: how can I embrace it, and use it to build skills that I would typically teach in more traditional ways?

A circular illustration showing two stylized figures. One figure is standing and pointing at a large screen displaying a bar chart with a upward-pointing arrow. The other figure is seated at a desk with a laptop, looking towards the screen. The background is a light teal color.

When I stopped being so fearful of student cheating, it led me to experiment with taking a more "permissive" or "experimental" approach to AI in my classes instead of villainizing it. This has led to significantly fewer cases of "AI generated plagiarism" and has illustrated to students how to work with contemporary learning tools in a responsible way.

# HOW TO CITE

## MLA Guidelines:

- cite a generative AI tool whenever you paraphrase, quote, or incorporate into your own work any content (whether text, image, data, or other) that was created by AI
- acknowledge all functional uses of the tool (like editing your prose or translating words) in a note, your text, or another suitable location
  - take care to vet the secondary sources it cites

### MLA 9 In-text Citation:

When asked to describe the symbolism of the green light in *The Great Gatsby*, ChatGPT provided a summary about optimism, the unattainability of the American dream, greed, and covetousness. However, when further prompted to cite the source on which that summary was based, it noted that it lacked “the ability to conduct research or cite sources independently” but that it could “provide a list of scholarly sources related to the symbolism of the green light in *The Great Gatsby*” (“In 200 words”).

### MLA 9 Works-Cited-List Entry:

“Describe the symbolism of the green light in the book *The Great Gatsby* by F. Scott Fitzgerald” prompt.  
ChatGPT, 13 Feb. version, OpenAI, 8 Mar. 2023, [chat.openai.com/chat](https://chat.openai.com/chat).



search

## AI REVISION ASSIGNMENT INSTRUCTIONS:

READ *EVERYTHING I NEVER TOLD YOU* PAGES 124-157.

THEN, FOLLOW THE INSTRUCTIONS BELOW TO COMPLETE YOUR AI ASSIGNMENT:

**Write** a one-paragraph analysis of any 1-2 sentence quote from EINTY pgs 124-157.

**Go to** ChatGPT (you will need a free account if you don't already have one). Type in the following prompt: "Can you revise the following paragraph for me?" and then copy and paste in your one paragraph analysis. Chat GPT will generate a revision of your paragraph.

**Review** ChatGPTs revisions and decide which changes make your paragraph better and which don't improve it.

**Save** Chat GPT's response by copying and pasting it into a separate document.

**Revise** your paragraph using some, all, or none of ChatGPTs suggestions. CITE ANYTHING THAT COMES FROM CHATGPT.

**Write** 3-4 sentences reflecting on ChatGPTs suggestions, which you kept—some, all, none—and why.

# Students Submit the following:

- Their original paragraph
- A copy of ChatGPT's response
- Their revised paragraph (with citations and a works cited page if they used any of the AI suggestions!!!)
- A reflection on what they changed and why



# Student Experiences!!!

Nimrah Muzaffar, Adolescence Ed: Social Studies

Jaeda Wallick, English

Mallory Vannoni, English



# Other Ideas for AI Use in the Classroom

- Beat the Bot Challenge!
- generating a step by step to do list for an assignment
- generating thesis statements
- giving feedback on wording of a phrase, sentence or short selection of text
- writing an outline
- coming up with ideas for topics
- generating ideas for paper titles
- mimicking peer review
- feed students' work into AI and generate a quiz



# My Current POV:

Students are still thinking when they use AI; they're just thinking **differently** than we had to and not only is this okay, maybe this is exactly what they need to become advanced critical thinkers in a rapidly changing world.

