

Generative AI For Writing Instructors

Workshop #5: What We Know & What We Don't Know

We Know How To Teach Writing

Best practices for teaching writing include:

- Creating compelling contexts that allow our students to practice real writing with real readers.
- Giving our students the opportunity to propose and complete projects in those contexts.
- Giving our students the opportunity to practice and experience writing as a recursive, iterative, interactive process.

How To Teach Writing

Create a Compelling Context in Class

- Have students...
 - Read something
 - Talk about something
 - Think about something

...with us and their peers.

Ask Students to Propose a Project

- Formally
- Informally

How To Teach Writing

Ask Students to Do Some Things

- Research
- Plan (outlines, notes)
- Explore the genre

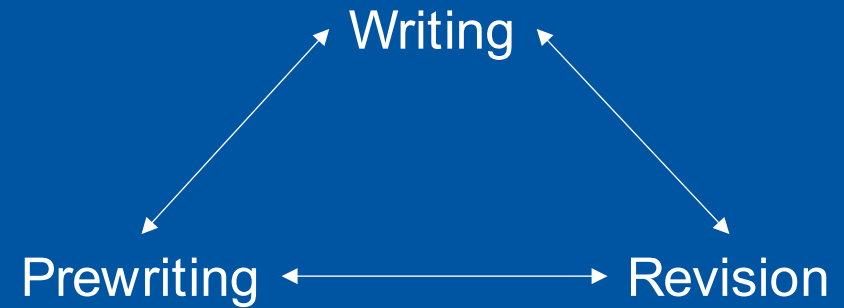
Ask Students to Write a Draft

- Put words on paper
- Full or partial drafts
 - Beginnings, theses, etc.

How To Teach Writing

Ask Students to Revise

- "Re-see" your draft
- Substantive revision
- Surface revision



How To Teach Writing

Create a Compelling Context in Class

- Have students...
 - Read something
 - Talk about something
 - Think about something
- ...with us and their peers.



- We assign readings
- We lead class discussions
- We converse with students and encourage them to converse with each other

How To Teach Writing

Ask Students to Propose a Project

- Formally
- Informally



- We assign proposals
- We and their peers respond verbally and/or textually
- We point students in promising directions

How To Teach Writing

Ask Students to Do Some Things

- Research
- Plan (outlines, notes)
- Explore the genre



- We help students get started on research
- We ask them to report on progress
- We look at plans and research
- We and their peers give feedback
- We look at samples and theorize the features of the genre

How To Teach Writing

Ask Students to Write a Draft

- Put words on paper
- Full or partial drafts
 - Beginnings, theses, etc.



- We ask for full or partial drafts (No way! To ask them for a draft we ask them for a draft?)

How To Teach Writing

Ask Students to Revise

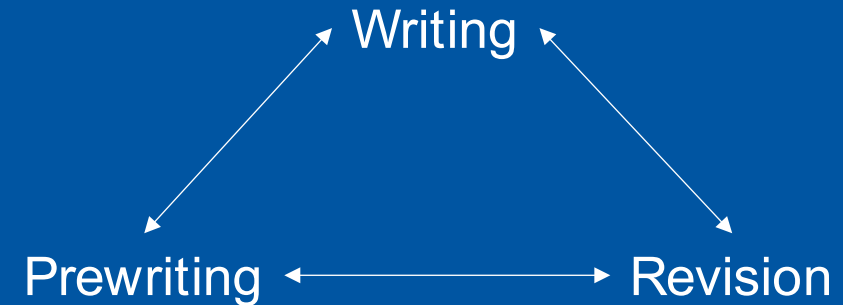
- "Re-see" your draft
- Substantive revision
- Surface revision



- We and their peers read and give feedback on drafts and parts of drafts
- We give advice on how to make progress, proceed, which may include going back and making plans, doing research, and drafting

How To Teach Writing

Give students the opportunity to practice writing as a recursive, iterative, interactive process.



We Know How To Design Writing Assignments and Assignment Sequences

1. Identify a genre in our discipline.
2. Think about an assignment that will allow our students to learn and practice this genre, or a part of this genre.
3. Think about how we might break up that assignment into component parts.
4. Think about the kinds of feedback we might offer *and make available* during the course of the project.

Writing Assignments and Assignment Sequences

Genre ———> Assignment ———> Process ———> Feedback

Writing Assignments and Assignment Sequences

1. Identify a genre in our discipline.

- My discipline is Rhetoric and Writing. We are interested in how people use language to make things happen in the world, and how people learn how to write.
- My genre: The Research Report, where we compare one approach to teaching some aspect of writing to another.

Writing Assignments and Assignment Sequences

2. Think about an assignment that will allow our students to learn and practice this genre, or a part of this genre.

- My assignment: Write me a proposal for a research project (that would, eventually, after you've done the research, lead to a Research Report).
 - Notice how I slimmed it down for the classroom, because my one-semester course doesn't have time for us to actually experiment with two approaches to teaching some aspect of writing.

Writing Assignments and Assignment Sequences

3. Think about how we might break up that assignment into component parts.

- Look at some sample proposals from last year's class, using the Genre Analysis Guide. Discuss as a class.
- Write a short "Letter of Interest" in which you:
 - Identify a general topic area (like teaching organization or teaching grammar)
 - List some key words you'll use to begin your research into this topic
 - List some tentative ideas about the kind of project you might propose

Writing Assignments and Assignment Sequences

3. Think about how we might break up that assignment into component parts.

- Draft a Literature Review in which you identify gaps in the research.
- Articulate a research project that will address the gaps you found.
- Put it all together in a Proposal.

Writing Assignments and Assignment Sequences

4. Think about the kinds of feedback we might offer and *make available* during the course of the project.

- Look at some sample proposals.
 - Feedback: what worked, what didn't.
- Write a short "Letter of Interest."
 - Feedback: this is what seems promising, here are a couple more keywords, and here's what seems promising in your project.
- Draft a Literature Review.
 - Peer feedback on the quality of summaries and the gap.
 - My feedback on how well you've covered the lit (what's missing) and how well you articulate the gap.

Writing Assignments and Assignment Sequences

4. Think about the kinds of feedback we might offer and *make available* during the course of the project.

- Articulate a Research Project.
 - Peer feedback on your research design and how well your project addresses the gap. Suggestions for improving design.
 - My feedback on research design, addressing gap, and improving design.
- Draft Final Proposal.
 - Get peer and Writing Center feedback on organization and content first. Then a second round of correctness feedback.
 - My feedback on improving organization and content and argument. Minor correctness feedback.
- Submit Project.
 - I read it, give you a grade, and a short comment on how it went for you.

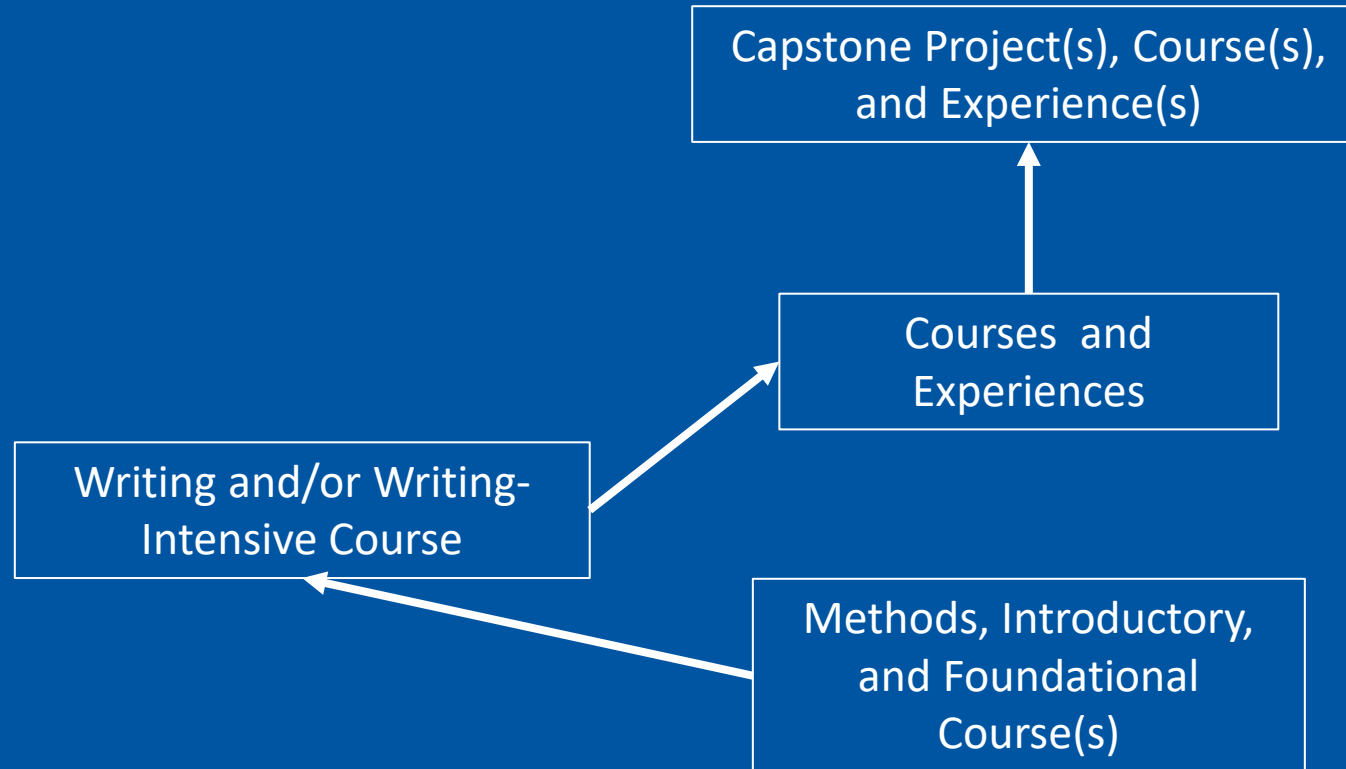
We Know How To Integrate Writing Into The Curriculum

Capstone Project(s), Course(s),
and Experience(s)

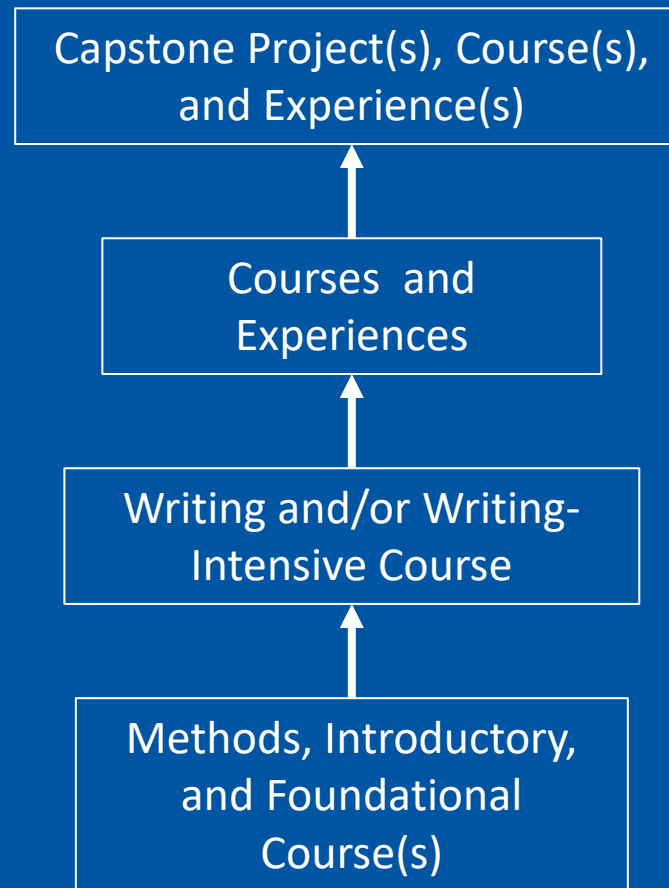
Courses and
Experiences

Methods, Introductory,
and Foundational
Course(s)

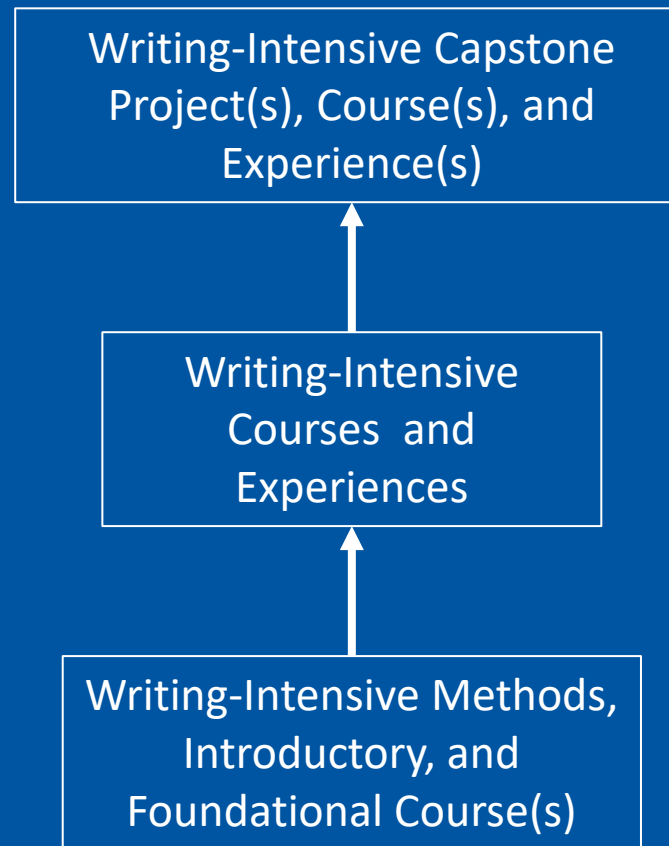
An Adequate Way To Integrate Writing Into The Curriculum



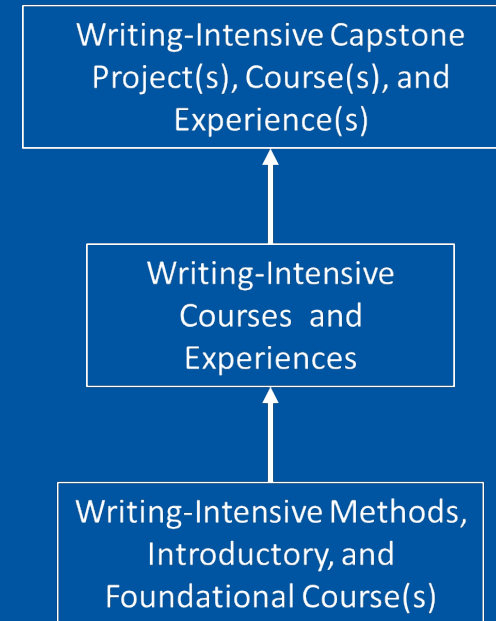
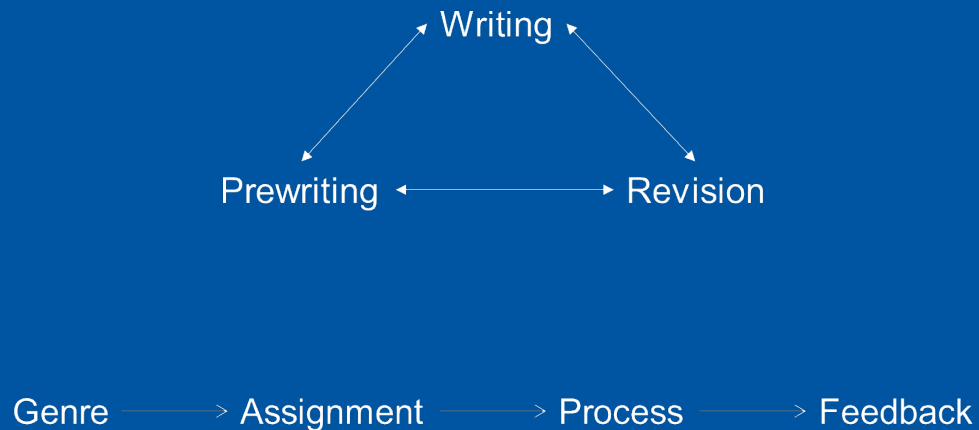
A Better Way To Integrate Writing Into The Curriculum



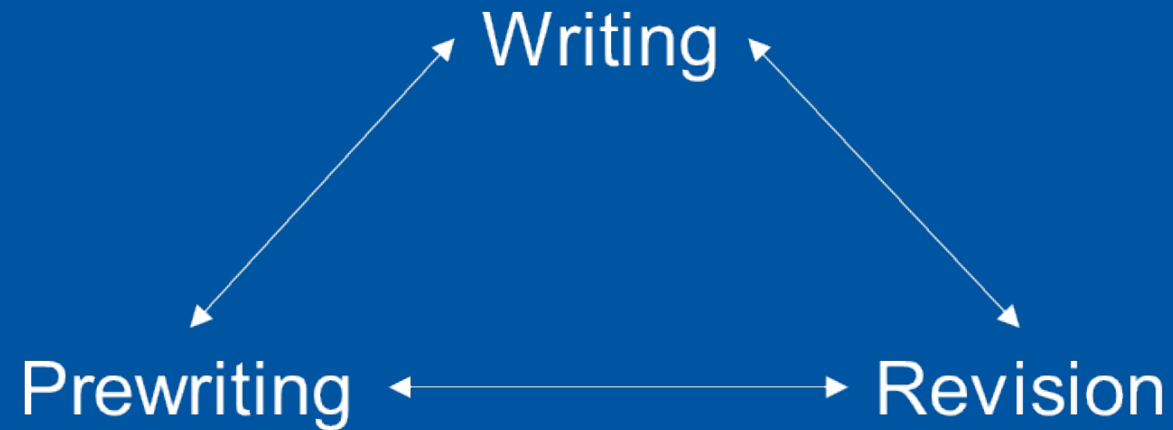
The Best Way To Integrate Writing Into The Curriculum



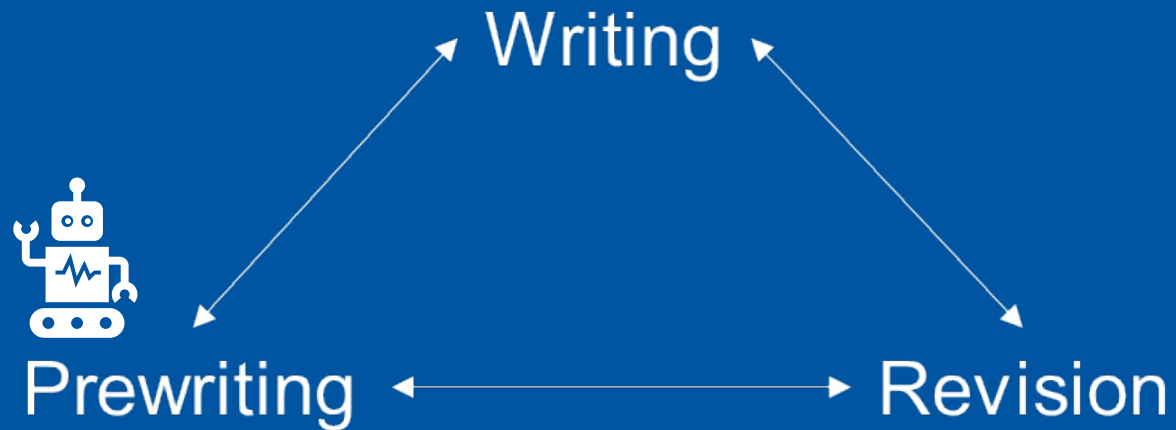
We Don't Know How, Where, and If AI Can Fit In To All This



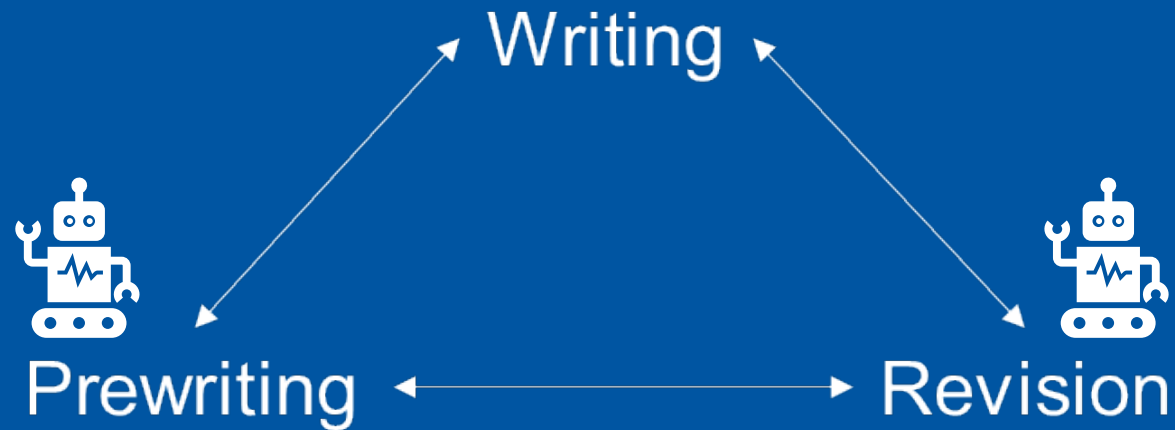
How Can AI Fit In To All This?



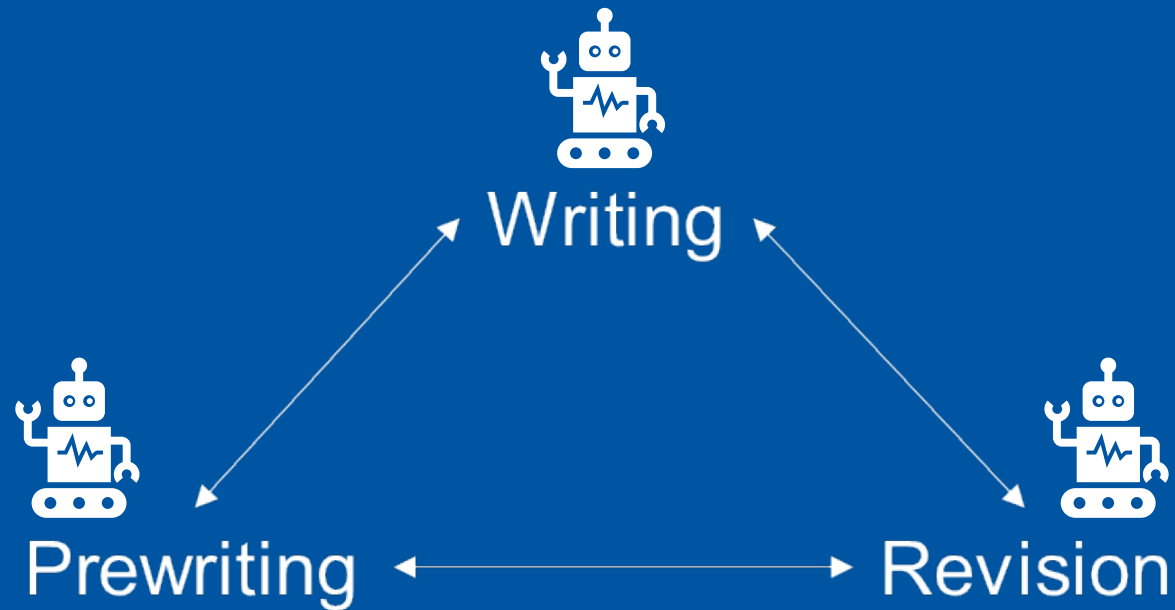
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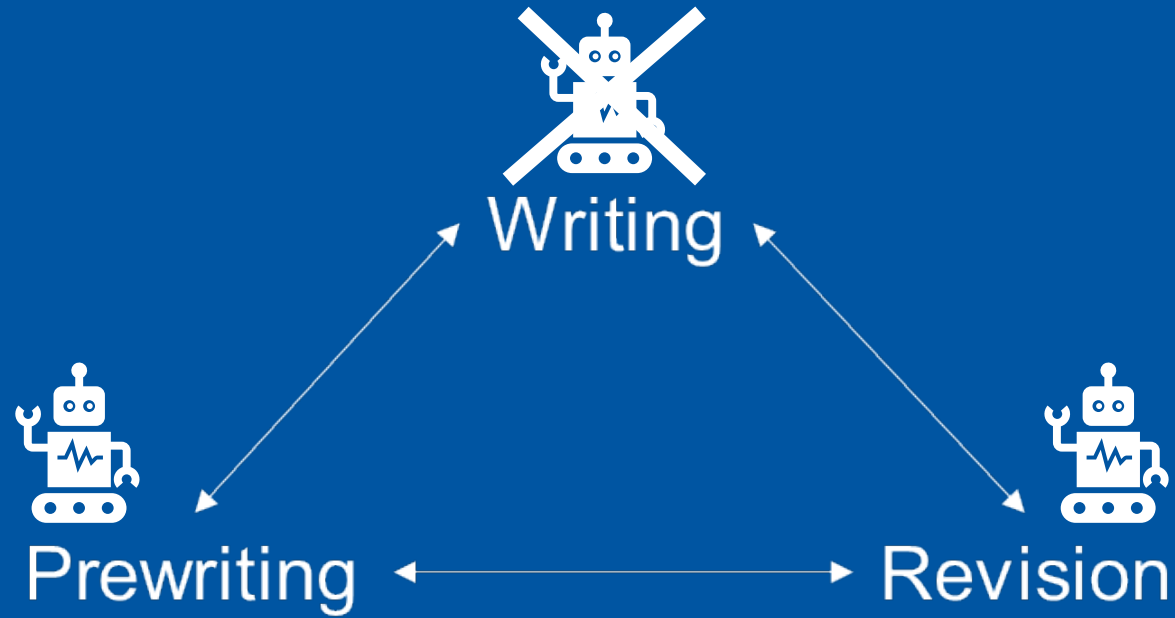
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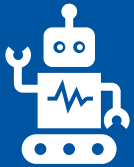


How Can AI Fit In To All This?

Genre ———> Assignment ———> Process ———> Feedback

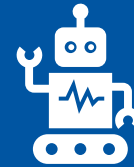
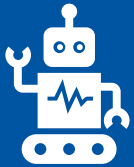
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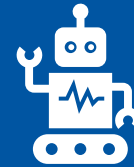
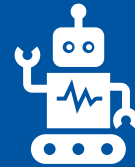
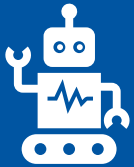
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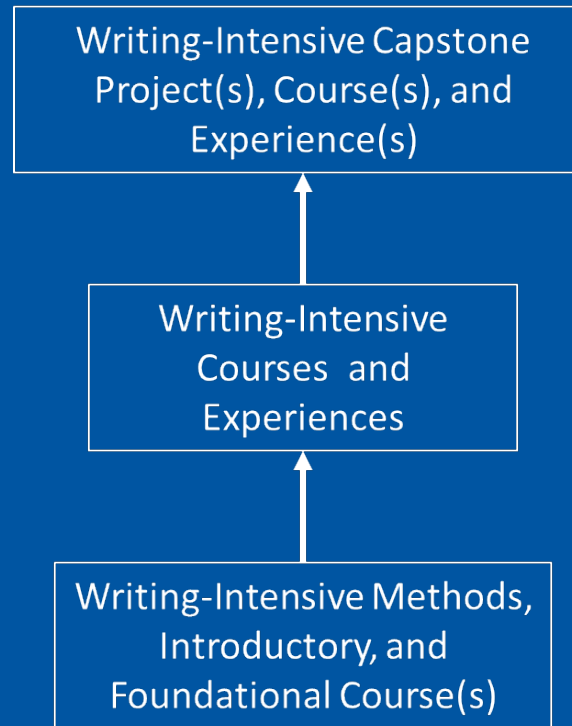
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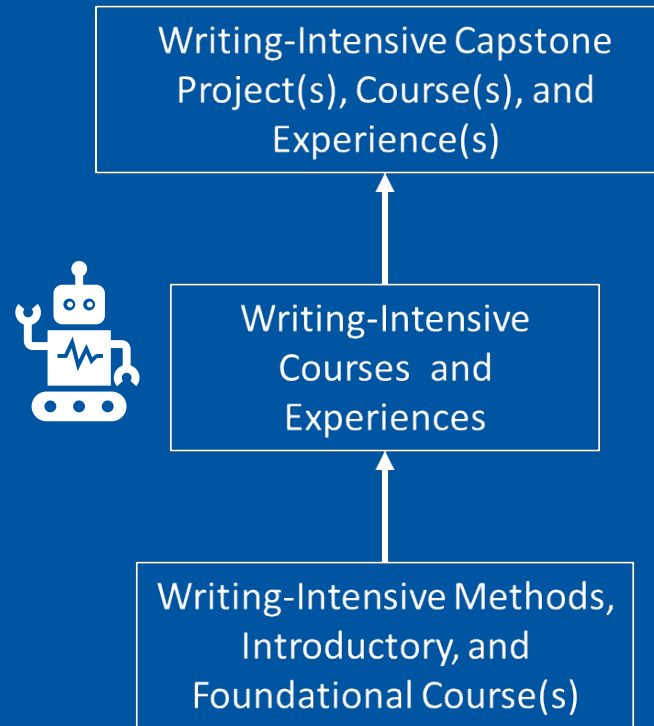
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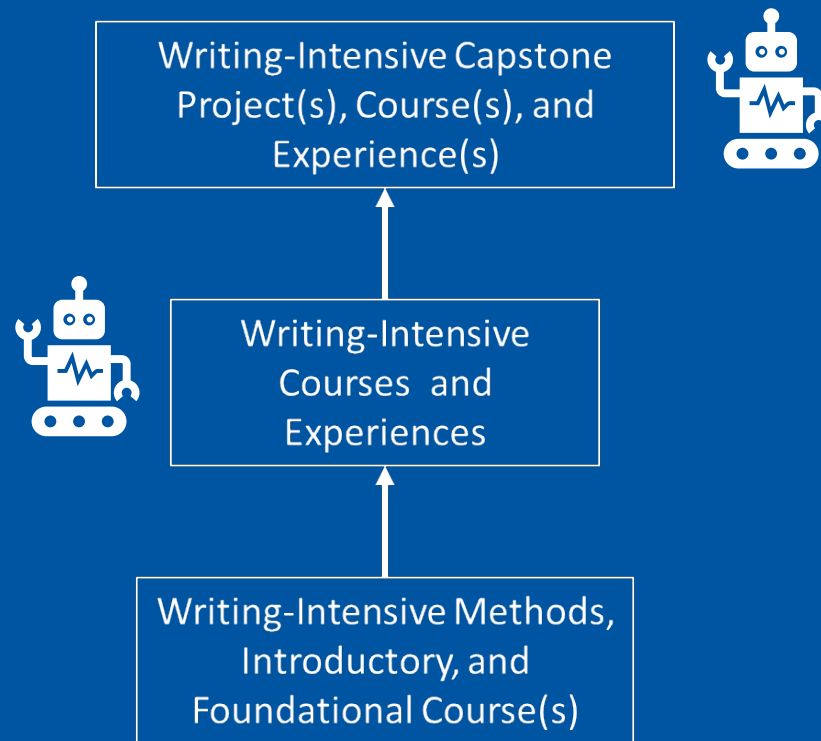
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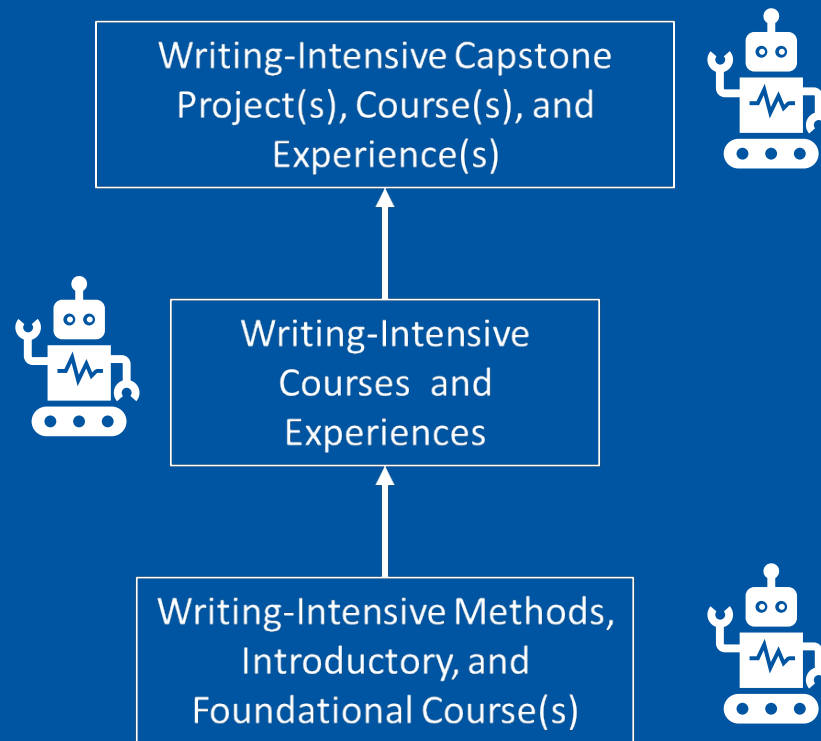
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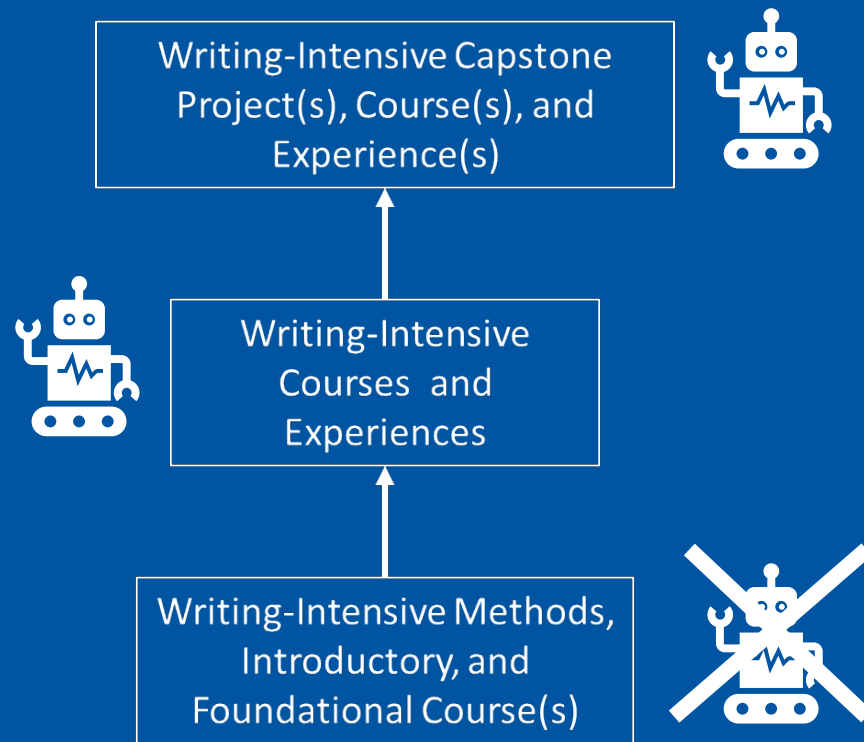
How Can AI Fit In To All This?



How Can AI Fit In To All This?



How Can AI Fit In To All This?



How Can AI Fit In To All This?

Personal

Academic

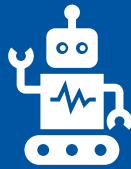
Professional

Civic

How Can AI Fit In To All This?

Personal

Academic



Professional

Civic

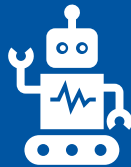
How Can AI Fit In To All This?

Personal

Academic

Professional

Civic



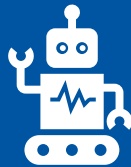
How Can AI Fit In To All This?

Personal

Academic

Professional

Civic



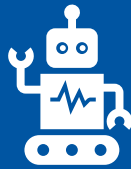
How Can AI Fit In To All This?



Personal



Academic



Professional



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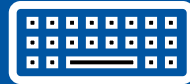
Elementary School → Middle School → High School → College

How Can AI Fit In To All This?



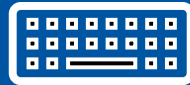
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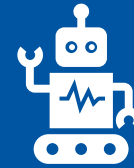
Elementary School



Middle School



High School



College

We'll Figure It Out Together – At Least a Little Bit

Our Work For The Second Half of The Workshop:

- Brainstorming where and how AI could be ethically and productively added to the writing processes in our classes, based on our experience writing that op-ed piece.

Assignment:

- Pick a writing or writing-intensive course that you teach.
- Look at the syllabus and pick 2-3 individual writing assignments from that course.
- Revise the syllabus and those 2-3 assignments to include the use of AI tools.