

Writing in an AI World

Instructor: Laura Ewing, PhD

Email:

Office Hours:

Office Location:

This syllabus is subject to change. Any changes will be indicated via email and Moodle.

Course Description

Explore the implications and controversial role of AI in writing. This course offers critical insights and practical strategies for building awareness and responsibility when met with AI writing tools in academic and professional settings.

Course Objectives

Students will:

- Critically assess the ethical concerns and potential consequences associated with Generative AI (GenAI).
- Create and refine GenAI prompts to demonstrate their understanding of prompt structure and effectiveness.
- Collaborate to develop a comprehensive policy proposal addressing the ethical use of GenAI in educational settings.

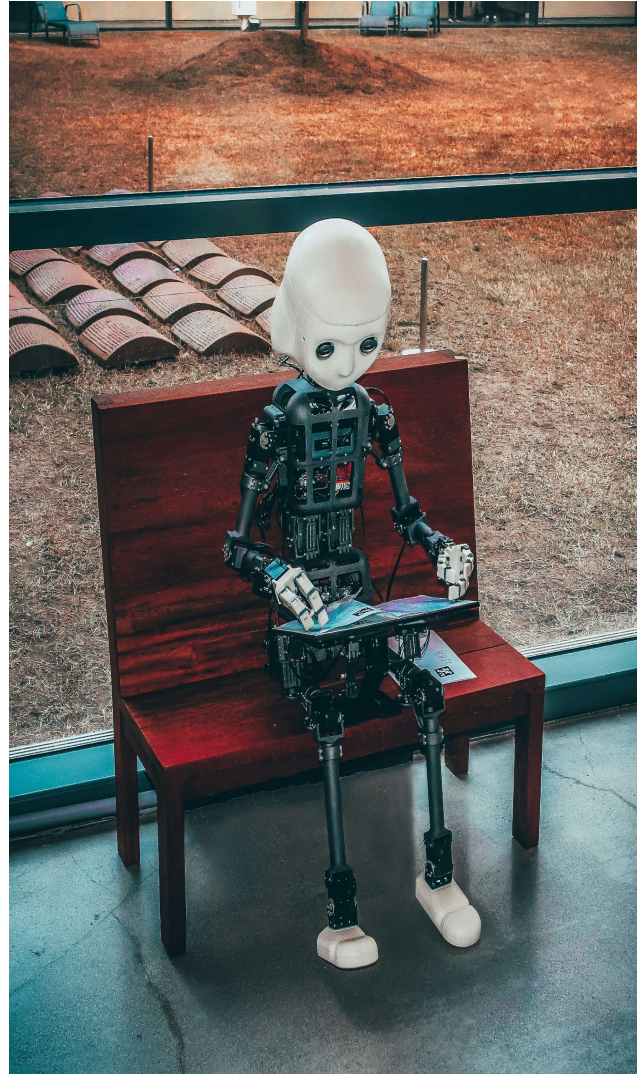
Required Materials

This class will use a combination of open-access and library-available materials, including:

1. Cleveland State University's (2023) *Artificial Intelligence in Teaching & Learning*. Access [here](#).
2. Long, Minervini, and Gadd's (2020) *Write What Matters: Your Guide to College Writing*. Access [here](#).

Grading Policy

- Daily writing and class assignments will be graded on completion using a labor-based model.
- Major assignments will be graded with a rubric available to students in advance.



Course Class Policies and Expectations

The course will cover major topics including:

- Discussion and analysis of the ethics of technology in practice, including appropriate and inappropriate contexts.
- Copyright concerns, risks of spreading misinformation, generating false or misrepresented data, and academic integrity.
- Consideration of if, how, when, and how much Generative AI (GenAI) is acceptable in academic and workplace writing situations.

Assignments

1. Formal Argument-Based Essay

Students will write an argumentative essay using secondary research and their own analysis of GenAI prompts and responses.

Assignments

The table below provides links to the major course projects and activities. The following percentages will be used to determine your final grade.

Assignment	Percentage of Final Grade
Class Engagement Includes, but is not limited to, class participation, attendance, draft collaboration, quizzes, and homework.	20%
Weekly Reading Synthesis Briefs (4 total) Students will synthesize the arguments made in that week's readings and draw their own conclusions regarding the topics discussed (including, but not limited to, digital communication trends, copyright, AI legalities, student conduct standards, etc.).	20%
In-Class Writing Exercises Students will respond to materials, including case studies, policies, and expert opinions.	20%
Formal Argument-Based Essay Students will write an argumentative essay using secondary research and their own analysis of GenAI prompts and responses.	20%
Collaborative Policy Document Each student will have a specific, writing process-based role (e.g., inventing,	20%

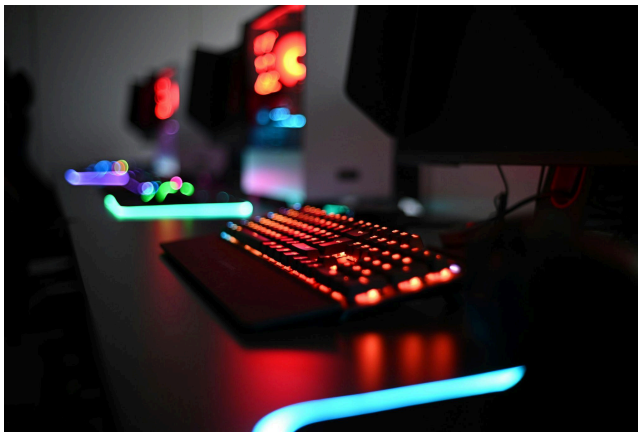
planning, drafting, revising) in drafting a document that makes recommendations for a policy on using GenAI in academic contexts.	
---	--

Major project grading rubrics will be posted on Moodle. Final grades will be assessed using the following scale:

A	100-93	Highly surpasses assignment/course expectations
A-	92-90	
B+	89-87	Exceeds assignment/course expectations
B	86-83	
B-	82-80	
C+	79-77	
C	76-73	Satisfies assignment/course expectations
C-	72-70	Does not meet assignment/course expectations
D	69-60	
F	59-0	Academic failure

Assignment Submission

All work will be formatted following APA guidelines (if you have not used APA in the past, you will learn what it is and how to use it).



All major projects and reflections will be submitted on Moodle. All major projects are due by 11:59 p.m. on the date posted on the calendar.

Late homework and major assignments will be accepted up to one week past the due date with a full grade deduction (-10%). No late work will be accepted beyond that date. Computer problems, oversleeping, and similar problems that only seem to happen on assignment days are **not** valid excuses for being late to class or handing in work late. “I wasn’t in class,” “I didn’t know,” or “I forgot to read it” does not excuse you.

You are responsible for ensuring that your work is submitted successfully. Double-check Moodle to be sure an assignment is viewable for the

instructor. I am able to open .doc, .docx, and .pdf files, save your work accordingly. Work that is uploaded incorrectly (e.g., the document didn't fully upload, upload failed, the document is in the wrong file format, etc.) is considered late or missing.

Work will not be accepted via email.

A Note on Grammar and Spelling

English is exceedingly fluid and diverse in its uses. However, this is an academic writing course, so everything you write should be treated as academic. All work must be proofread for grammar and spelling errors. If you are unsure if a particular grammar rule is academic or colloquial, please ask me, Google it, or look it up elsewhere. Despite years of writing, I always look up i.e. vs. e.g., and I can't seem to type the word "successful" without spell check.

A Note on AI Text Generators

Please see the class policy posted on Moodle regarding the use of AI text generators in this class.

Collaborative Teams

Writing does not happen in a vacuum. All writers rely on their colleagues, friends, and others to assist them in their process. For this reason, all students will be assigned to a collaborative team for the course duration. Students will submit major projects individually but rely on their teams for feedback and support.

Collaborative teams will complete small in-class group assignments together but are not expected to schedule meetings outside of class time. Teams will meet in class throughout the semester to share and discuss components of their writing projects. These meetings are listed on the calendar. On team meeting days, you only need to attend when your team is scheduled. Attendance will be taken at these meetings.

Class & College Policies

Attendance

Because writing and rhetoric classes are grounded in discussions and class activities, not lectures, it is essential for students to be in class; in-class learning experiences cannot be replicated. Therefore, you should strive to attend every class, on time. Please keep the following in mind:

- You may have up to **two** unexcused absences without any effect on your grade (this includes sick days).
- Accumulating more than two unexcused absences will negatively affect your course grade/class participation grade.
- Accumulating five or more absences puts you in danger of failing the class.
- Be on time. Arriving late is an inconvenience to your fellow classmates as it disrupts the class discussion. After two late arrivals, you will be charged with an absence.
- If you are absent, it is your responsibility to communicate with a classmate to get any missed notes or announcements. You may meet with me during office hours if you have

questions about anything you missed. Do not email me and ask, “Did you do anything in class?”.

- Athletes who are traveling for games and anyone who must miss class for a religious obligation should notify me of these dates the first week of class.

In the event of an emergency, it may be necessary for Eckerd to suspend normal operations. It’s the responsibility of the student to monitor the Moodle site for each class for course-specific communication, and the Eckerd College websites and emails for important general information.

Class Contingency Policy

If, for any reason, class delivery is interrupted, students should continue their studies. If Eckerd College is evacuated, students who leave campus for overnight or longer should bring their texts, notes, and syllabus so that they are ready to continue their coursework. In the event of any interruption to classes, check your Eckerd email from your on- or off-campus location and continue with the coursework according to the syllabus and as delivered via Online Course Materials (Moodle).

Communication

- My preferred method of communication outside of class is via email.
- Emails to me must originate from your Eckerd College address, and any email from me to you will come from my EC address. I will not respond to non-college email addresses, this is for your security and privacy.
- Please use appropriate email etiquette: a subject line with an indication of the email’s purpose, a salutation using my name (Prof. Ewing/Dr. Ewing), and a signature with your full name.
- Check your email at least once a day (2-3 times is often better). I will check my email multiple times a day.
- I respond to emails between 9:00 am and 6:00 pm Monday-Friday. Please plan accordingly. I encourage you to set similar boundaries between school and your personal life.
- If I do not respond to your email within 48 business hours (M-F), please follow up as I may have missed it.

