



# HUMAN WRITING ACROSS THE CURRICULUM

REFUSING GENERATIVE AI IN WRITING INSTRUCTION

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WRITING ACROSS THE CURRICULUM WORKSHOP

SEPT. 25, 2025

# AGENDA

- Intro – terms, rationale
- Strategies
- Small group chat
- Discussion
- Wrap-up

# DEFINING TERMS

- What is “artificial intelligence”?
- What is generative AI (GenAI)?
- What is refusal of GenAI as a “disciplinary and principled” position (Sano-Franchini et al. 2024)?

# BRAINSTORMING

- Let's try a whiteboard exercise

# REFUSING AI GENERALLY

- Misinformation, degradation of information ecosystem
- Baked-in bias
- Not necessarily such a time saver
- Automation of services
- Breaks chain of mentorship
- Path of enshittification
- Other issues (labor, environment, intellectual property)

# REFUSING AI IN TEACHING WRITING

- Goals of writing courses
  - Goals of college education
  - Writing and thought, writing and memory
  - What else does writing do?
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- Tech is not ideologically neutral (rhetoric vs. harms)
  - What problem does this solve? Is there one? Who benefits?
  - Need to show (actual) benefits outweigh harms

# CRITICAL DIGITAL PRACTICES (FROM MCINTYRE ET AL. 2025)

- Teach about not with GenAI products & technologies
- Reject surveillance pedagogies
- Resist inevitability discourse
- Avoid personifying GenAI products & technologies
- Resist speculation on future capabilities & affordances
- Be explicit about present harms & ethical implications

# APPROACHES TO TEACHING ABOUT GEN AI (FROM MCINTYRE ET AL. 2025)

- Discussion approaches
  - Analytical approaches
  - Optional use approaches
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- What about academic integrity?
  - Is my goal policing use? creating situations where use is not helpful?



# ASSIGNMENT TYPES

- Slow, process-oriented multimodal projects
- GenAI as object of analysis/reflection

# STRATEGIES

- Syllabus statement, intro – define terms, rationale
- The good, the bad, the gray area discussion (grad level)
- Include assignment rationale (process)
- Understand and address reasons for use
  - Discussion
  - Reflection
  - Survey

# STRATEGIES

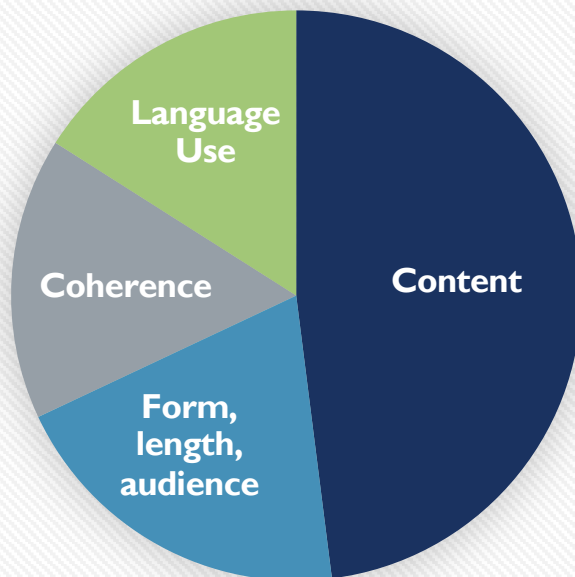
- Grade for what you want to see (focus on audience, genre, specificity)
- Split up steps & group work to catch problems early
- Complicated, scaffolded, personal/specific assignments
- Critical digital literacy in research projects

# EXAMPLE (WHAT IS BEING REWARDED)

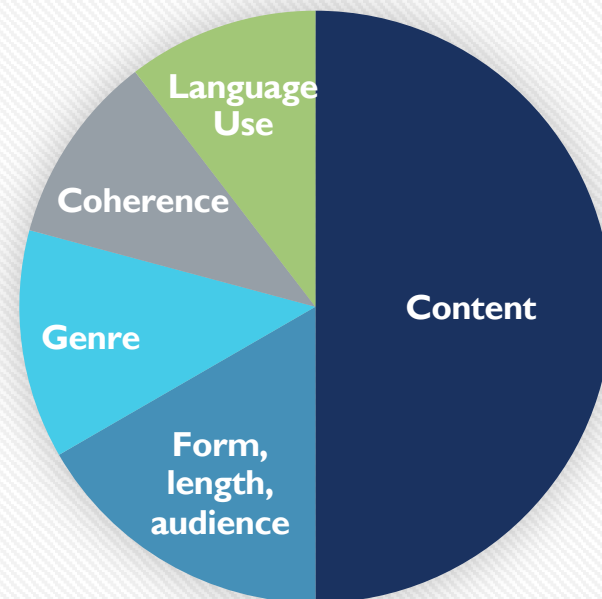
- Assignment: Linguistic Autobiography
- Problem: generic, non-autobiographical essays
- Strategy: adjust rubric

a linguistic autobiography of 500-600 words in which you draw on 4 class concepts to give an account of your life through the lens of your relationship with language

**Before**



**After**



## EXAMPLE (PROCESS ASSIGNMENTS)

- Assignment: Library quiz
- Problem: generic, hypothetical responses
- Strategy: change question wording/scoring; include assignment rationale

Q: ...Where would you go on the library website to find information about this topic?.

A: ...Library Policies or Resources - Many library websites have a dedicated section that outlines academic integrity policies, which includes information about plagiarism.

- Assignment: Research plan
- Problem: blatantly AI generated
- Strategy: assignment rationale; discuss w/ students

... This plan follows a similar structure to the example you provided, with clear responsibilities for each team member and well-defined deliverables for each week. Adjust the tasks based on your team's size, roles, and the specific requirements of your research project.

## EXAMPLE (MULTI-STEP PROJECT)

- Assignment: Digital Media Project\* annotated bibliography
  - Problem: fabricated sources; summaries
  - Strategy: de-group; incorporate more on digital literacy; check early and force redo, discuss
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- Assignment: Digital Media Project report
  - Problem: vague, missing specific analysis/recommendations based on group criteria, audience is off, missing references from annotated bib
  - Strategy: add steps to guidelines, adjust rubric; smaller groups, check in early

\*assignment adapted from Roshini Joseph; Debra Hunter

## EXAMPLE (AI AS OBJECT OF REFLECTION)

- New assignment: Memo about GenAI Use
- Goals: have students read and think critically about GenAI and ethics discussions in book chapter; think twice before using it irresponsibly themselves
- Strategy: role play

Scenario: You are a supervisor, and one of your employees has provided you with a report you've been waiting for. When you read through it, you notice it includes references which you aren't familiar with and when you search for them, they don't seem to exist. You conclude that the report was written with GenAI and not checked over. Now you are worried that the data and/or claims in the report might be inaccurate or illogical, and now you do not feel comfortable sharing it with your client.

Write a memo to your employee explaining the problem, ethical implications, what they need to know to avoid making this mistake in the future, and what they need to do to fix the problem.

## DISCUSS IN SMALL GROUPS

- Can you identify an assignment or other situation that currently lends itself to GenAI use? Brainstorm ways it could be reworked.
- Do any of the “teaching about GenAI” approaches (discussion, analytical, optional use) appeal to you?
- What’s your experience? Any concerns or strategies we missed?
- What do you think about GenAI detection tools like the one built in to TurnItIn?





# WRAP-UP

- Summary
- Acknowledgments & resources
- What's next?

## REFERENCES & RESOURCES

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