Integrating AI/LLM into Writing Curriculum

Training Students in Appropriate and Effective
Large Language Model Use

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Disclaimer

- In this fast-moving field, I can offer only what I am doing NOW.

- I told my students the same thing, on the syllabus: This is my policy NOW, at the beginning of this semester. It may be superseded by responses to new technology or development of new college policy as the use of AI/LLM rapidly evolves.

- I'd recommend giving yourself a similar wiggle room clause.

- The rest of my policy: AI/LLM may be used for initial brainstorming, to generate ideas and search terms. No AI/LLM produced text should be copied to student work submitted for a grade. All polished drafts and final papers will be run through both plagiarism and AI checkers. Passages marked as containing AI must be rewritten. Revised versions will also be run through checkers. Grades on final papers containing passages marked AI will be reduced by the percentage marked AI after other grading is complete. The instructor reserves the right to use multiple AI detectors and to vary detectors used throughout the semester.

The Upsides of Training Students

- Student Use will be Appropriate and Effective
- Trains Students in a Professional Expectation
- Connects Across Disciplines and Professions
- Models Proactivity
- Shows Faculty Awareness

discussing AI/LLM capabilities and limits

- AI/LLM generates plausible sentences based on searching a large database and working from typical word order and phrases. AI/LLM does not have a writer's voice or show personality. If asked to generate a piece with voice, it cannot generate a voice appropriate to the situation and writer.

- AI/LLM synthesizes comments from multiple sources. AI/LLM is not generating new ideas, but rather putting together the most common ideas and ways of discussing those ideas.

- AI/LLM integrates the work of multiple people without attribution. Giving the prompt does not provide attribution, because the same prompt will not generate the same results on each use.

- AI/LLM draws from a wide bank of samples. Some of these may be incorrect or illogical; AI/LLM does not complete a fact check or logic check.

appropriate use

- For these reasons, AI/LLM is appropriate for brainstorming, not for final work.
- AI/LLM content should not be copied, but rather reviewed for ideas.

EXERCISES: choose a topic you know something about

- Ask for an essay on the importance of your topic.
- Use the first prompt again and see what you get. What is the same?
- Ask for an essay on the first time you experienced the topic, including a request for writer's voice. Did you get personality in the piece?
- Ask for the same essay with original ideas added. Are ideas original?

demonstrating methods and results

- The more specific the prompt, the more specific the results. Use precise language and ask for more complex information, like examples, reasons, causes, effects, proposals, evaluations.

- Work to get more details, not a finished product. AI/LLM does well with requests to list. After requesting a list, request a list based on just one of the items from the first list. Keep going with a deep dive to narrow a topic.

- After finding a topic and sub-points, request synonyms and search terms for each sub-point and opposite view keyword. Use AI/LLM to prepare for research.

effective use

SAMPLES

- [Prompt one requesting a list.](#)
- [Prompt two – more specific.](#)
- [Prompt three – more specific.](#)
- [Prompt four – narrowing and comparing (add an unexpected idea).](#)
- [Prompt five – ask for specific personal examples.](#)

comparing AI/LLM generated work and human generated work

- Improper use results in inappropriate product, with incorrect voice or tone or structure.

- Reliance on AI/LLM for final product results in factual and logical errors.

EXERCISE:

What needs to be changed or added to the third essay AI gave you to show you're your voice (your intellect, experience, and personality)?

analyzing the accuracy and thoroughness of AI generated work

EXERCISE:

- Have students ask AI for instructions on how to do something specific which they know how to do well, such as a task at their jobs or an activity involved in their hobby or a household task at which the student excels.

- Have students print the piece, read it, and note any incorrect or missing information.

- Have students discuss with a partner and list the effects of attempting to complete the tasks using this information.

- Have the group create a list of effects of using the AI instructions on the board.

Application to Other Disciplines

- What use is appropriate?

- What are the effective methods for that appropriate use?

- What sample or exercise could demonstrate the negative impact of inappropriate or ineffective use?

Thank you.

- Further ideas?
- Comments?