

This set of readings was designed for science writing courses. You are welcome to adapt it using [these AI literacy resources](#) we originally developed.

This is informal, writing-to-learn. Don't worry about "sounding smart," grammar, spelling, etc. The assignment is graded as complete/incomplete; if you complete it, you will receive credit.

Read: brief articles below

Write:

1) For each source, write several sentences about your main takeaways and your thoughts in response to each reading.

2) Then write in response to these questions:

- How do you feel about using AI in your own writing?
- After reading these articles, do you think AI should be used in science writing? In what ways? Why or why not?
- During the writing process, when/how might AI be used in ways that benefit learning? What kinds of AI interfere with learning?

Source name & link	Summary
1) North Carolina State University: What are the cognitive consequences of machine-generated writing?	Brief excerpt explains how writing cognitively impacts us and how AI shifts this process.
2) Buriak et al. (2023): Best Practices for Using AI When Writing in the Sciences	Outlines the advantages and potential issues with using ChatGPT in writing, especially for scientific communication (education is a social science).

3) ChatGPT one year on: who is using it, how and why?	Relevant for general writing courses: seven scientists reveal what they have learnt about how the chatbot should — and shouldn't — be used.
4) Monash University: Acknowledging the use of generative artificial intelligence	Reference. Describes how students can appropriately acknowledge their use of AI in their writing assignments. <i>Consider AI declaration.</i>
Optional video (17 min): AI Can Do Your Homework: Now what?	Students and teachers grapple with the rise of the chatbots.