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English and First Year Writing

Fall 2023

ASSIGNMENT: ENG 701--Unit 2 on ChatGPT

An essay about the issues surrounding ChatGPT and ourselves as learners.

We are learning about some current debates around Artificial Intelligence (AI) tools and writing.

We will be reading 3 articles which debate this topic, raising questions about integrity, originality, pedagogy, cheating, technology and writing, and technologies of writing, and a great deal more. The readings may seem challenging, but you can get your head around them -- just read. Plow through each one, noting your questions and comments as you go. We can circle back to anything you did not understand in class -- bring those queries to our class discussions.

We will also all have a go at using the ChatGPT AI to write something for us in class, so we know about this topic first-hand.

As you read, keep track of your own evolving stance or argument on this topic, as you will be asked to include it in your Essay 2 on this topic.

Essay #2: Survey of a Current Debate and Your Own Stance

TASK: Your essay assignment is to write a survey of current debates about ChatGPT and Artificial Intelligence (AI), using all 3 course readings for this unit. We have gone over all 3 texts in class discussions.

Aim to relay what each writer is arguing; the core of the assignment is relaying 3 individual, nuanced arguments about the same subject, ChatGPT. You may also include some material on how each is making an argument; it is relevant to consider if these are logos-, pathos-, or ethos-based arguments, as a way to differentiate each author's stance.

The final section of the assignment asks for you to relay your own opinion of how ChatGPT can and should be used.

You will be deploying your skills in summary, and in distilling the main points of an argument. You will often be conveying this information in your own words, but you still will be providing page numbers as you quote from and paraphrase material from an author.

You are conveying what each author argues, not what you think of what each argues. There is a later section devoted to your opinion, your stance -- save your opinions for that section.

Synthesis: This higher level of writing describes authors in conversation with each other, in your paper. You might compare what 2 or more writers say about the same thing, or try to categorize what each is debating or discussing or focusing on. You might note that two writers use the same approach, make the same point, or agree on something. You can try to achieve this in your paper. It is definitely a skill that is emphasized in ENG 802. Consider it optional, but available.

Essay 2 is our longest essay for the term, at a minimum of 6 pages.

TEXTS:

Valerie Pisano, "Label AI-Generated Content" [Label AIGenerated Content.docx](#)

Allison R. Chen, "Research training in an AI world" [Research training in an AI wor-1.PDF](#)

Naomi S. Baron, "How ChatGPT Robs Students of Motivation to Write and Think for Themselves" [How ChatGPT Robs Writing Students.docx](#)

Structure of Essay: You can devise your own structure, but the following is shared as a possible model for writing this paper.

Paragraph 1 - Introduce the topic you will be writing about. What will your specific paper be about, cover, address? Tailor the introduction to your specific paper, not an overall introduction to the general topic. This will require revising the introduction as the paper evolves. This is because writing is generative, or generates new ideas as one writes, so allow your text to develop via multiple drafts.

Paragraph 2 - In this paragraph, introduce the coming speakers in your paper. Use full names and full titles. You could summarize what each brings to your paper here.

Min. 4 paragraphs, and I could see this section being 8: Include a summary of each writer's or source's central argument about AI, college writing, originality, impacts on academic study and universities, etc. Choose the salient, central elements you wish to include. Do make sure you include: What exactly is each writer arguing?

Min 1 paragraph: What is your stance in this debate or discussion? And why is that your stance? You can definitely use the first person or "I" or "me" here.

Min 1 paragraph: Conclusion. What is the significance of what you just wrote? Let us know what you wish to emphasize as the importance of your discussion in your paper. You could consider the importance of this overall topic. You might articulate what you want a reader to take away from your work.

Don'ts: Don't just dump in quotations. Don't be overly general when you can instead be specific.

Things to do:

- Do attribute each quotation or paraphrase to an author and include a page number.
- Do use summaries of the sources, using your own words when you can. Focus on what is being argued.
- Do clearly indicate who is talking in each sentence.
- Do use signal phrases.
- Do get used to keeping track of page numbers for sources.
- Do get used to using page numbers after many of the sentences in a paper like this one, where you are writing about what others have written.

SKILLS which are a part of this assignment: writing a summary, conveying some else's argument, clearly identifying who is speaking at all times, citing correctly in your paper and in the Works Cited list at the end, constructing your own stance about a very vexed debate. And doing all of these things with clarity.

LENGTH: Final Draft at the end of the semester should be minimum 6 full pages (there is no maximum), plus the properly formatted Works Cited page. But for early drafts, aim instead to have a beginning, middle, and end to the draft, and do not worry about the length at this early stage. It is expected that you will continue to work on and develop each of your essay assignments over the entire semester.

Each draft of your essay must be in **MLA style**: 1-inch margins, 12-point Times New Roman or Garamond, with a standard essay heading, page numbers, and double spacing. Add your name and a decently specific title. Please note that "Essay 2" is not a decently specific title.

DEADLINES:

Peer Review Workshop

Full, revised draft for Instructor, by end of Week