

Course Title: Writing with Generative AI **Instructor:** Sean Waters, Department of English

Course Description: Students explore the rhetorical and ethical dimensions of writing with generative AI technologies, creating professional and public writing for diverse discourse communities. Through understanding 300-level rhetorical theory (Bitzer, Vatz, Ede and Lunsford, Rogers), students will learn to thoughtfully and effectively integrate AI tools throughout the phases of the writing process. Throughout, students will develop comprehensive ePortfolios that showcase their labor practices and critical skill development as AI-augmented readers and writers. Course structure serves students across majors—from engineering and computer science to liberal arts—by developing transferable skills in AI-augmented professional communication, research, and digital composition.

Learning Objectives: Students will be able to:

- 1) Apply advanced rhetorical theory to analyze and create AI-augmented writing;
- 2) Integrate AI tools across all phases of the writing process while maintaining authorial voice;
- 3) Create effective professional and public writing across digital environments;
- 4) Build comprehensive ePortfolios showcasing AI-augmented multimodal composition skills;
- 5) Practice reflective metacognition about ethical AI use and rhetorical effectiveness.

AI Topics, Concepts, and Technologies: (1) **Rhetorical Concepts:** Bitzer's situational analysis with AI mediation, Vatz's salience construction in AI contexts, Rogerian empathy in AI-assisted collaborative environments. (2) **Writing Process:** How to integrate Generative AI across all phases of the writing process: brainstorming, research, drafting, revision, editing. (3) **Professional Applications of Generative AI:** AI-assisted employer analysis, proposal writing, technical documentation, interdisciplinary “translation.” (4) **How to integrate AI into research processes:** AI-enhanced database navigation, source evaluation, synthesis of human and AI-generated insights, ethical research practices. (5) **Using AI for Assessment Augmentation:** AI-assisted self-reflection tools, process documentation systems, revision tutoring, co-intentional grading with AI support. (6) **Ethics and Transparency:** Disclosure practices, intellectual property considerations, authenticity maintenance, bias recognition in AI outputs. (7) **Assessment Process:** Co-intentional, labor-based grading for weekly self-assessment and process reflection, tracking growth in rhetorical awareness and AI tool integration. Components: Weekly Process Reflections (40%), Professional Writing Portfolio (20%), Research Projects (20%), ePortfolio Development (20%). **Core AI Technologies:** ChatGPT, Claude, Perplexit, Google’s NotebookLM, Hemingway App, Lens AI, Cora, Nano Banana, and Scite AI.

Faculty Qualifications: I’ve taught six sections of CO302 - Writing in Digital Environments over the past four years, where I have developed a labor-based co-intentional grading process that will help students write authentically and reflect metacognitively about their AI practices. My sophisticated peer review protocols, authentic employer/audience analysis and comprehensive ePortfolio resources (www.introducingportfolios.weebly.com) would play well with integrating a rhetorical focus of writing with Generative AI. Lastly, my background in philosophy and comparative epistemology helps me appreciate the cultural limitations in AI training data, helping students understand how AI systems reflect Western knowledge frameworks while marginalizing other ways of knowing.

Joy Buolamwini, "AI, Ain't I a Woman?" | Vision & Justice || Radcliffe Institute

https://www.oneusefulthing.org/p/personality-and-persuasion?r=112lg&utm_campaign=post&utm_medium=web&showWelcomeOnShare=false

LUNSFORD's TRANSCRIPT:



UCP Colloquium: Andrea Lunsford Webinar- Shared screen with speaker view

Oct 1, 2025 11:38 AM

Download (4 files)

00:06:26/00:37:50

Speed

Only play highlights

Summary

The meeting focused on discussing the role of AI in writing and education, with Lunsford exploring both the benefits and limitations of AI as a communication tool while emphasizing the importance of human connection in teaching. Christian shared his approach to integrating AI into his writing class by balancing it with human tutoring, conducting experiments to help students understand AI's place among traditional writing support methods. The discussion concluded with Lunsford addressing concerns about AI's impact on education, including its potential to homogenize narratives and the importance of cautious experimentation, while also encouraging

faculty to contact him for further correspondence.

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Smart Chapters

Playing...

From 00:00

AI in Education: Opportunities and Ethics

From 23:54

AI Integration in Writing Instruction

From 26:42

AI vs Human Tutoring in Writing

From 30:25

AI in Education: Opportunities and Caution

From 35:13

Television's Role in Educational History

AI in Education: Opportunities and Ethics

Lunsford discussed the dual nature of writing as both an ancient technology and a tool for communication, noting its ability to both enhance and replace human memory. She highlighted the current limitations and biases of AI, including energy consumption, factual inaccuracies, and cultural biases, while also acknowledging its potential benefits in education. Lunsford shared various ways to engage students with AI, such as using it for difficult readings, drafting, and ethical discussions, and emphasized the importance of critical thinking and caution when using AI tools. She concluded by encouraging participants to explore AI resources and continue discussions on its ethical implications in teaching.

[Audio Transcript](#)

Chat Messages



lunsford

00:00

By this.

technology.

I've been trying to study and use it and to keep an open mind.

Remembering that writing itself as a technology is one of the world's oldest technologies.

And that it was feared and even reviled by some, like Plato, who said that writing would kill memory. In fact, Plato was right. It did.

eclipse the memory systems people had developed over hundreds...

maybe thousands of years, in order to be able to recall huge amounts of information. Those systems, by the way, still work. I have a graduate student who has trained himself

to be able to remember, like the ancients did it. It's not, rocket science. Anybody could do it, but we don't do it because we don't need to, because

Plaintiff had that insight correct.

But writing did...

much to improve communication in ways heretofore imaginable. So, it killed some things, it brought other things into being. So I've wanted to give AI a break to watch as it develops and assess its minuses, what is it... what is it going to kill, along with its

pluses.

Its minuses are by now fairly well known. AI soaks up enormous amounts of energy, and this consumption is expected to double and triple in the next 5 years, increasing greenhouse gases and further endangering our already very fragile ecosphere.

Of course, hallucinations, making things up are still a drawback.

ChatGPT recently blithely recommended to me an Andrea Lunsford article that I did not write, and suspected that the bot had simply concocted.

That's what Annette V means when she warns us that AI tools simply aren't yet... aren't yet reliable for factual information.

By now, we're all aware of the baked-in cultural biases in what AI produces.

If you and your students have not seen, Joy Bula Lim Weenie... boy, I have a hard time saying that.

Joy Buo Lamouini. Her, video, YouTube video, Ain't I a Woman.

Which shows AI identifying women from Ida B. Wells to Serena Williams as male, or masculine, or as gentlemen.

you better check it out. It's, it's... well, it's, it's very funny, but, I mean, to see Serena Williams in her, tennis white, skirt, and be... be identified to the side as gender male.

Though AI has gotten better since that spoken word poem was first aired, it still is full of biases. AI bots also tend to produce, as you know, homogenous-sounding language. One of my students said that AI writing was like a bad elevator music.

Language that doesn't bear the stamp of a student's real human voice, or anybody's real human voice.

And finally, the advice that bots give can often be disingenuous at best, and dangerous at worst.

Ethan Malek, you probably know his one useful thing, Substack posts. He wrote last spring about changes to chat GPT. By the way, his post is... that post is called,

personality and persuasion, and it's really worth, worth reading. He wrote that changes in ChatGPT 4.0

Have made it more, quote, empathetic and increasingly eager to agree with and flatter me.

And he has long passages of his exchanges with that bot, where it's trying to ingratiate itself with him by just out-and-out flattery.

These kind of changes have apparently made it easier for AI to be persuasive.

And many studies now show that people are more likely to change their minds about something important when talking with a chatbot than they are when talking to a real person. That is... I guess it isn't surprising in a way.

But there... I've been fascinated by those... those studies that show

That our... that our ability to be persuaded

it works a lot better with AI than it does with real people.

These findings raised red flags immediately, especially as bot therapists have proliferated.

And their ability to persuade people, especially young, vulnerable people, is both striking and deeply alarming. We have a number of suicides to attribute to that, to those kinds of exchanges online.

As Sam Altman points out, he expects, quote, AI to be capable of superhuman persuasion well before it is superhuman at human intelligence, which, he says, may lead to some very strange outcomes. I'd say Altman is putting it mildly there, at the very least.

So, what is AI actually useful for? I really want to hear your answers to this question, and your students' answers, but I'll toss out a few things that students have told me they enjoy using AI for and are grateful to it for.

I think one of the things they mention most often to me is that AI can help them with

really difficult readings that they're assigned.

across a range of fields.

AI can, of course, define unfamiliar words, provide background context for a difficult text by identifying debates or commentary about that text. It can summarize main points in a difficult passage. It can respond to a student's own attempts to capture the most important points in a text.

And I think the best way, really, to use AI in this way is... is in a conversational format where you keep pursuing.

Your question, about What are the main points in this, let's say, very difficult physics text?

Second, AI can help at the beginning of the research process.

AI tools that are connected to databases, like Ellicit, that draws on a database of academic papers, can help come up with a list of possible sources. Or SciSpace lets students upload materials, and then it has... it gives responses from those vetted sources only.

But remember that even these tools may produce summaries without using quotation marks.

AI is really good at that.

providing summaries that draw on a source, but don't quote it. So, fact-checking is still necessary. Students really need to remember that.

Thirdly, AI can give response on drafts, so that response will only be as good as the prompts that elicit it.

The more specific students can make their questions, the more they specify about context, audience, purpose, and genre.

That is, the more they push.

ask and converse with the bot, the more helpful the response will probably be. But I'm

still warning my students, or students everywhere.

But they should think twice before they upload an entire piece of their writing into a bot.

Because then it becomes part of that system, and the students lose agency over that... of their own writing. And I think that is a real problem, for students, as well as for those of us whose work ends up in these databases, too, without our... of course, without our permission.

So, AI can give response on drafts, but I tend to ask... to suggest that students only put passages that they want response to.

And finally, students tell me that they find AI really useful for issues of proofreading and formatting. Students I know seem to favor Grammarly for ways to improve grammar and style, though platforms like ChatGPT can help with identifying, let's say, overuse of passive voice, or those

exalative phrases that drive me crazy. It is, and there are. Pick those out quickly. It can suggest active... the use of active verbs, but they're not so helpful in rewriting entire sentences or passages. That's when they tend to homogenize the writing, to make it like that

elevator music.

So, when I ask that same question.

What is AI actually useful for? The CEO of Microsoft AI answered with more questions. He says, who can speak multiple social languages? Who can adapt very quickly?

That ability is going to be one of the most valuable skills, along with open-mindedness and not being judgmental, or fearful of what's coming.

and embracing the technology. I think we have to be slightly careful about fearing the downsides of every tool.

Well, that sounds pretty much like what the CEO of Microsoft AI would say.

But the skills he mentions, effective use of language, open-mindedness, non-judgmentalism, a willingness to experiment with new technologies.

Those are all things that we can emphasize and teach toward in our classes and do, and they are all things that both everyone's an author and Let's Talk focus on extensively.

And given the growing evidence that what generative AI is truly good at is not writing for us, but rather stimulating our own thought processes and creativity, what MIT's Eric Von Hippel calls, quote, democratizing innovation.

Well, then I do see reason to proceed with using AI with some enthusiasm, even, but also with a lot of caution.

So, let's proceed to a few ways I ask students to engage with AI, and then to your current ideas about how best to engage AI in your classes and with your students. Let's take a look at some slides that Michelle is kindly sharing with us.

on her... her screen.

I hope everybody can see these, and I hope we can... if you're interested in having any of them to keep or to use, I hope we can find a way to make that happen at the end of this

little presentation. So, what's your experience with... and uses... I'm saying you ask students, get started by asking them questions like this. What is your current experience with and uses of AI?

How and why have you used these tools? What are they more or less helpful for? And I want to stress this getting right... getting started with AI right away in your classes by, underscoring what,

Annette V argues, or, strenuously in, in her,

Substack, postings, and that is that you...

engage your students in talking about AI.

and finding out what they think about it. And I mean really spending quite a bit of time doing this. If you... if you've already done that in your classes, you know that their... their experience with AI is all over the board, that some of them refuse to use it. Some students still tell me they don't want to have anything to do with it. It seems... it seems,

A little suspicious, a little bit like cheating, and they don't like that at all, and some students are using it literally for everything, including writing whole pieces of discourse for them, which, of course, is not

helping them think through anything at all. So, I think we need to draw them out, get... get them to be,

Honest and forthright, and really have a class discussion about how they are using it right now, and what they think about that, what issues those... that use raises for them.

So let's go to the next slide.

These are all, incidentally, set up here as questions, but they're in the form of assignments that I can give you if you're interested in them. But,

Also, I like to, bring students into the... into the discussion by asking them about their own concerns.

I have found that even the ones who are using AI,

extensively, and even for writing whole pieces of discourse, are nervous about it.

They do have concerns. And they do wonder about the...

the effects that AI is going to have on them. They're... they're not...

unthoughtful about using AI, so I like to ask them to come up with 4 or 5 words to describe their relationship to the... to these tools, and then to talk about what those words say about them and their relationship to AI. And they can... sometimes

Sometimes they're really funny. They, they call it, like,

like a dog that fetches for them. One student told me it's like a dog that fetches. Never know what they're going to come up with in these words, or in their similes, or metaphors for what AI is useful for.

And I'm very interested in those, and I try to lead discussions based on the words that they choose to describe their relationships.

So that's a way to bring AI into... to get started with it, and to bring it into class discussion.

Next, I've got an assignment,

Michelle, would you go to the next slide? Oh, well, I always quote this.

Another Ethan Mollick. I don't know if you follow his Substack, but I do. I follow it religiously and find him very helpful. Treat AI just like an infinitely patient new co-worker who forgets everything you tell them with each new conversation. That is pretty accurate in my experience with using AI.

the patience is... it has truly endless patience, and I... so I'm getting these long conversations with it, and push it as much as I can. It's interesting to see how

Sometimes that pushing will elicit... will get me thinking in new ways, and sometimes it just runs off the rails completely. So now let's have the next assignment.

This is something that I'm sure you're already doing, and I think you can do even more of it, and that's using AI as a tool for analysis, for your own analysis, your students' own analysis.

to ask students to... ask AI to write an essay, one that you actually assign, so give it at one of your assignments, and then work with your students to analyze it.

How well does it address the assignment? What claims does it make? What sources does it cite? How engaging is it? What strategies has the bot used or failed to use in engaging? Where is it right and where is it wrong? What would they... how would they describe the tone?

Especially, what would they do to revise?

And I've had great success in this kind of assignment in my... in my working with students.

And they get... the students get better. Of course, the more analysis they do, the better they get at it. Rhetorical analysis is the name of the game in making AI really useful in your classes.

Okay, what do we... what do I have next here?

Oh, yes, reading. I'm sure you're already doing this, with your students, but,

Have you encountered the... TLDR response from students too long, didn't read. I was talking with a,

a professor at Penn State who said that she's running into that response with graduate students now. If something is longer than 5 pages, they don't want to read it.

And undergraduates are the same... same way often.

So that's one reason, I think,

some teachers of writing have begun to do what they... what's called slow reading. That is to say, you must

You... you can only read two pages of this article, or this novel, or whatever your... this...

experiment, whatever it is you're reading, tonight. And then we're going to talk about every single line, every single sentence in those two pages, as a way of getting students back into the habit of reading with careful attention. But they are...

A lot of the students I talk to are resistant.

And I think we have to find ways to help them get into reading, and I think that AI can be very helpful with that.

With that, especially if you know a text you're gonna assign is hard going.

That's the time to bring in AI. I remember a number of times teaching Kenneth Burke's

Oh.

essays in, on, on, I'm having a... the... rheumatology. And,

one of my students saying that he picked up the book, started to read... this is the chapter, but it was just one chapter, but it was Kenneth Burke, started to read it, and then just threw it up in the air and said, I can't deal with this, and went out for a run, and came back to try it again.

And I have sympathy with students like... Kenneth Burke is extremely hard going. repetitive.

And he gets off the track, he keeps stopping and saying, so where are we now? And you say, yes, where are we now? And then he doesn't tell you, he just goes off in some other direction. So, but Burke's thought as so important, and his ideas are so important.

I want students to read about, let's say, that essay on... famous essay on Terminus 6 Greens. I want them to read it and understand it.

And not think... I was trying to give a little bit of a lecture on Burke's Terministic Screens in my class one day, you know, a 10-minute lecture.

And I found out that they thought I was saying Terministic Scream, because they hadn't seen the text yet, and now I all... every time I...

take up that essay, I think, about a terministic scream instead of a terministic scream. Anyway, if you're not urging students to use AI to help them with hard reading, I suggest that you do so, and then

I think it's really important to ask them to write a note describing how they use AI, and what it was really helpful, how it helped, and how it might not help, and let you read those, let you see those, so you know how they're doing on the reading.

Summarizing is always a very good strategy, anyway.

and ask them to do this in class so that they will not ask AI to write the summary for

them of what they learned.

Okay, so reading with AI.

interesting with AI, we all know about this. I have... I don't use it myself. I...

For editing, because I like to edit my own work.

And then, get a real live person, like Michelle.

or my wonderful, editor, Marilyn Moeller, to edit me, rather than using AI, but I know students find this very helpful.

You can ask things like, look at this sentence and suggest four different ways of saying the same thing. You could ask for 50 different ways, and it would respond immediately, but

Four, probably, would... would be enough.

Identify the use of passive voice, and... but don't correct.

Don't make changes or correct for me. I'm gonna do that. You just identify them.

Or to format your work, the work using, let's say, MLA-style guide.

I really like to ask them to ask AI to identify every use of I or me or mine, especially in Narrative writing, that we're the personal, that first personal pronoun.

are so ubiquitous that they can begin to be like a drum beating you over the head, but students are not aware of it, but AI will identify them immediately. So, editing, asking pointed questions, that's a great assignment to give.

And I think we're gonna... yeah, talking about... talk about reflecting on AI.

ask students to, for instance, consider the ethical issues around AI.

work in small groups to talk about them, and then imagine what new ethical, legal, or social issues it may present in 10 years. And I have gotten some absolutely

fascinating and very deeply thoughtful responses to that last question. What do they

think AI... what issues do they think AI will present in 10 years?

And we have had some very good class discussions about that.

So, we... and we all know, we already rehearse those ethical issues, and we could list a lot more, actually. That might be the best way to do it.

Ask students to... make a list... make their own list of the ethical issues that bothered them about AI.

And, then...

imagine 10 years from now. Frankly, I used to think that I had a pretty good crystal ball

That I couldn't know what was coming in terms of new technologies. I do not.
a clue.

And I think most students don't either.

And I think we have maybe one...

Oh, yes. I, I hope you can,

take a screenshot or something of this, or get all of these slides if you want them, but here are some really interesting resources that Annette has recommended that are for... specifically for students, and that first one, the one from Duke, is by students, and I really like that, that the students themselves giving advice. And... but the ones from Oregon State, Elon, are good as well. And then, finally,

Annette and Tim's a letter that they have recently written to students, a dear student letter.

should you use AI for writing? It's a really good letter, and there's the URL for it. So, now we've gone through all those slides, and...

it's time to talk about what you're doing with AI, what questions you have, what your students are doing, what you're most concerned about for this coming year, and using

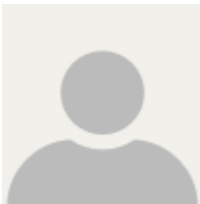
these tools in your classes. And I think we have about 20 minutes left, is that... is that right?



Todd Ruecker

23:54

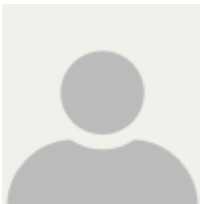
Sorry, we just had that thing. About, yeah, some people might have to leave in about 5 or 10 minutes, but other people can stay a little longer, so...



lunsford

24:02

Sure, I'm here. I'm just so glad to see everybody.



Todd Ruecker

24:07

Yeah, we're really happy to have you here. So those on Zoom, maybe type into chat, and then people in the room, raise your hand, and just try to speak loudly. We have a couple microphones, but hopefully it'll pick it up okay.

Yeah, Christian, I need to move to that chat, so she can hear him. Can you hear him?



lunsford

24:30

I couldn't hear that.



Todd Ruecker

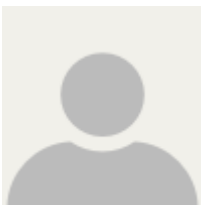
24:32

Okay.

Yeah, try to move up a little.

Just a microphone.

That should be fine enough to go right now. Hi, can you hear me?



lunsford

24:49

Yes.



Todd Ruecker

24:50

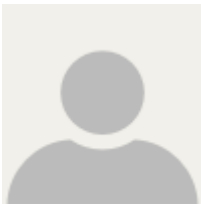
Hi, my name is Christian, how are ya?



lunsford

24:54

I'm well, Kristen, thank you.



Todd Ruecker

24:56

I'm... well, I guess you know I'm a GTA, we all are, but this is very interesting, this topic, we're talking about AI today, because I'll be talking about that today in my class.

we have a class for the newcomers and the overcomers like myself, and I was telling them my idea. We're kind of more...

Open to AI?

In recent years, from what I understand. And we had this article about AI and brainstorming and research, and we're currently researching topics.

for research reports. Some instructors may be doing, like, argumentative essays.

But this article, I was kind of hesitant sharing it with my students, but I will be doing it today.

I have strong ties with the Writing Center in our university, and that article is really talking about how you can review and brainstorm your paper with chat GPT, or the chat bot.

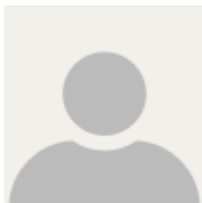
But I'm kind of doing a little, I guess, experiment. It's like an extra credit assignment.

where I'm welcoming them to do so, but I also want them to go to the Writing Center, where real Writing Center tutors are, and kind of give me,

example of their experience, because I really want to see what they think about using a chatbot, and then going to an actual person to help with the same issues.

Because I don't want them as freshened to be too reliant on AI, but I just want them to understand they have options, and AI is just one option. It's not a bad option.

But just so they know the differences between the two, so they can make the right judgment in their peers.



lunsford

26:42

I mean, what a wonderful writing assignment that will lead to, a comparison of those two experiences.

My guess is that they're gonna see some... some real benefits to talking to a real person.

Thank you. There's the whole,

human experience of working with a real tutor with the eye-to-eye contact and being in the same space, I think does make a difference. At least that's what students are telling me, and I have a very close association with

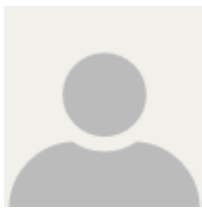
I founded the Writing Center at Stanford, so very close association with it, and...

Our tutors, the students who work as tutors in the Writing Center, we are training them to use AI a little bit in their tutorials, but also to talk to students about how they may be using it.

or misusing it, and getting bad advice from the bot sometimes. So, I think that's a wonderful idea, and if you can, maybe,

make this an assignment that will, count for credit, so that they would be more encouraged to do both things. I doubt you probably already have...

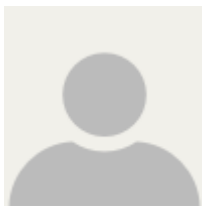
have done that, and I can't... I want to hear what happens.



Todd Ruecker

28:10

Well, I thank you. I gotta talk to Todd and get your information. But yeah, that would be great. I'd love to talk about that.



lunsford

28:17

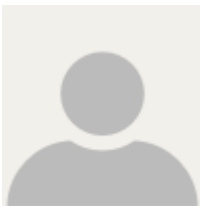
Yeah, thank you.



Todd Ruecker

28:19

Thank you. Thank you. Anyone else in this room? I want to prioritize, before we jump to Zoom, questions.



lunsford

28:25

I see a question on chat.

That AI may be used by its corporate owners to homogenize narrative, information, and...

event interpretation among the public undermine or replace critical thinking? Well, yes, absolutely.

It will, and there's no doubt about it.

already studies show that people who have AI write for them they're...

Their brains are working in different ways, and I'm not working in ways that they do when they're doing the writing on their own. And I... students will know that. I mean, that is really just common sense. So, I think...

That's why I try to work with students to get them to be very cautious in how they use AI and when they use it.

Harbor mosses, Hmm. Yes.

I see the web as a new democratic dissemination of power, and yeah, that... what, what Altman was saying about democratizing innovation.

Giving the possibility of innovation to larger numbers of people.

I know, I don't know,

that you're slipping into being a Luddite, but I think there's an advantage to being skeptical.

I'm very cautious, so I applaud what you're saying.

Now, some... now, Conrad says, hesitant to introduce AI to my students.

This semester, we talked about it together. My students were very eager to...

Strong ideas about what is considered appropriate use, yeah.



Todd Ruecker

30:25

And I had a question, maybe, about what your thoughts are.



lunsford

30:28

I just want to say one thing about this comment on the chat, but one of my... I have a

grandniece who's in college right now, and she,

She is adamant about not using AI.

She does see it as cheating.

But... when I really started pushing her about it.

I found that she was use... she was using it, but like Google, she would just ask it questions, and that... it... it is...

it is not reliable for factual information. I mean, if you say, when was the Civil War in the United States, it's going to come up with something. But there are many, many things you can ask AI with the information it comes with. If it's about facts.

is going to be wrong. It can't add... if you ask it, what is the, add \$3,465 with 7 trillions, what's out? What do you get? It won't know. It'll give you an answer, but it won't be right, because it doesn't have that information in its database.

So, I think you're right to be very skeptical of using it to find facts. Now, I interrupted somebody. What were you saying?



Todd Ruecker

31:38

Well, I would kind of following the same vein, like, there seems to be a movement in composition studies to, like, refuse AI, and then while other people will say.

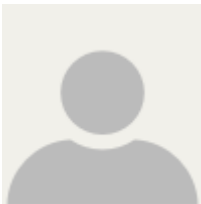
that if we're not using it, you know, kind of back to the old technology arguments, we're becoming anachronistic, and everything will bypass what we do in our classrooms. How do you fall down? Because there's a lot of fear among teachers, too, that it's going to ultimately take our jobs, and so I don't know if you can provide any...



lunsford

32:04

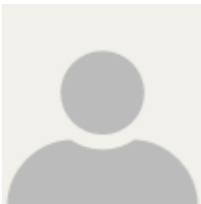
Yeah, nice.



Todd Ruecker

32:05

I have that.



lunsford

32:06

Well, I may be Pollyanna herself here, but I can't see AI taking over teaching.

because... Because, go back to Burke for a moment. He... Burke says that human beings

Have two major impulses.

One is...

to identify with others, that his whole theory of identification. That we want to be in

touch with other people. We want to be connected to them. He uses the example of clicking,

glasses, drinking glasses together. That we want to get as close as we can, knowing that we can't get inside another person and be that other person. And we wouldn't want to, because the other main impetus in human beings is division, separation, being ourselves.

But always in connection with other people.

And I think that's gonna mean... I think that means people and not machines.

I can certainly... I can certainly be wrong about it, but I think...

right, for at least the foreseeable future, people are going to need... not just need people, but want people, want human connection. And that's what a teacher provides. And I don't see how... I don't see how a bot can take over that function. So...

On the other hand, I... so I think we...

need to experiment with this technology. We need to be thoughtful about it. We need to engage it. We need to use it ourselves.

Ask it... get into these conversations with it, and push it as hard as we can. But... but not...

Take anything for granted about it. Question everything about it.

and... Be skeptical about any information or any

Especially any writing that it does for you, to be very skeptical about that. You've probably all seen that

The video about that father His daughter was a...

a gymnast, and I think it's a gymnast.

correct me if you are better than I do, and he asked a bot, and she wanted to write a letter to a very famous gymnast, and the dad

And a bot writes this letter.

I thought that was just absolutely wonderful, and of course, people...

came out of the woodwork to say, why did you do that? Why didn't you let your daughter write a letter? For goodness sake? She would get a better... certainly be more likely to get a response than you using a bot to write a letter for her and send it to somebody. Oh, there are a lot of examples out there like that, so...

Caution, caution, caution.

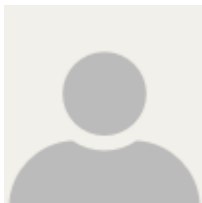
But I think we can't ignore this. It would be very foolish, I think, for us to ignore it.



Todd Ruecker

35:13

Thank you. Anyone else in here have any questions, thoughts?



lunsford

35:18

I mean, you know, remember how suspicious people were of television.

You may not remember, I remember... I am an aged person now, I remember very well, people saying that television was going to be the end of school, that you're not going to be able to do anything, because TV was just going to take over. Well, screens and...

We've come pretty close to trying to take over, but no, television did not.

did not ruin schools or take away the teacher's role. So we have to remember that we've been down this road, we've seen this... seen this play before, and so the question of how we deal with it and how we make use of it, rather than letting it make use of us.

That's the message, I think.