

Overview



Teaching Notes for Textual Transformations: An Introduction to AI for Composition 101 by J. Elizabeth Clark

Overview

Last updated: 2.25.25

These teaching notes provide background and organizational information for instructors implementing or remixing these lessons for their own courses.

About This Project

This work was generously funded by the CUNY Building Bridges of Knowledge AI Project and the Lumina Foundation.

In the summer of 2024, CUNY's Building Bridges of Knowledge project brought together 25 Faculty Fellows in five disciplinary areas (Education, Health, Humanities, Social Sciences, and STEM) chosen from across CUNY's senior and community colleges to explore Artificial Intelligence. Each fellow created an Open Educational Resource published in CUNY's [Academic Works](#) and [Open Educational Resources](#). To learn more about Building Bridges of Knowledge, visit this site:

<https://www.cuny.edu/academics/faculty-affairs/cuny-innovative-teaching-academy/building-bridges-of-knowledge-bbk/>.

Textual Transformations: An Introduction to AI for Composition 101 was created in the summer of 2024, piloted in fall 2024 with 22 Composition 101 students, and revised in winter 2025.

Curriculum Context

This curriculum is for an introductory composition course, preparing students for academic writing. There is a heavy emphasis on writing-as-process, critical reading, gathering information, inquiry-based writing, and taking research notes. While I anticipate that the curriculum will change rapidly in the next several years, my current approach to artificial intelligence is to provide an AI critical literacy framework for students. Before asking them to deeply engage with AI, I want them to better understand what it is, how it works, and the many ethical issues involved with AI.

I am most interested in the history and ethics of AI. However, at this stage in AI's grand entrance onto the societal stage, I am invested in making sure that students understand some of the basics of AI. What was originally intended to be 1 unit in a composition course has rapidly become 9 weeks of intense reading, discussion, research, and thinking about AI. As I developed this curriculum, I found that right now, I need to make sure that we have enough context to understand AI and to be able to write about it well.

This curriculum shares only the AI portion of the course, the content which students will be reading, writing, and researching. It does not include the parallel curriculum on writing instruction. Practically, most weeks of this course, my students and I will spend 1 day doing AI content and 1 day doing writing instruction or practice. There are glimpses into the writing process in the "Working Document" for essays 1, 2, 3, and 4.

Lesson Structure

This is a 20-hour, 9 lesson unit designed for an introductory composition course:

- Prepwork: Preliminary Assessment and AI Policies
- Lesson 1: What is AI?
- Lesson 2: The History of AI
- Lesson 3: How Does AI Work?
- Lesson 4: AI in Action
- Lesson 5: Academic Integrity and AI

- Lesson 6: Ethics and AI
- Lesson 7: Society, Medicine, Business, and Education: The Current AI Landscape
- Lesson 8: The Future of AI
- Lesson 9: Writing and AI
- Post-Assessment and Reflection

Each lesson follows a similar structure, with some variation:

- Exploring source material and an inquiry-based assignment
- Small group note-taking / discussion
- Whole class discussion / presentation
- Low-stakes writing assignment

There are also 3 high-stakes essays and a revision/reflection essay embedded at the end of lessons 2, 5, 8, and 9.

As the semester progresses and students gain more confidence with inquiry and note-taking, later lessons encourage them to find and evaluate their own sources. This is part of the scaffolding of the course as students move from the basics of academic writing and research to a more intermediate stage.

I've provided contextual notes where I thought the activity or assignment might be unclear (See "Contexts for Each Unit").

In the first iteration of this curriculum, I provided specific timings for each lesson. Based on feedback from colleagues, I have removed the suggested timings for each lesson, given that some faculty prefer to assign readings as homework and others prefer to do readings in class. I hope that this allows further flexibility in adapting the lesson to your particular classroom.

Learning Outcomes

- Students will be able to identify acceptable use of Generative AI statements on syllabi—or-be prepared to ask before completing major writing projects across disciplines;
- Students will learn a basic history and evolution of AI;
- Students will learn the basics of how AI works including large language models, neural networks, deep learning, AI training, and algorithms;

- Students will learn some of the ethical issues associated with Generative AI use;
- Students will be able to evaluate the pros and cons of generative AI usage;
- Students will be able to critically assess when and how to use generative AI as part of their writing process;
- Students will be able to transparently demonstrate any usage of generative AI in their writing process.

Situational Context

I teach in a computer lab, so this curriculum is structured so students can do in-class inquiry work, exploring, and responding to sources. Where you see slides to “fill in,” or hands-on activities or low-stakes writing assignments, students in my class will fill these out in class or share on our Learning Management System. Where slides are labeled “Discussion,” I generally have a Google Document projected at the front of the room and I take notes on our discussion so students can refer back to them in their essays.

Many of my students do not have laptops or desktop computers and access the web via phones. I find it important to have hands-on time in a computer lab to provide technical support and to build digital literacy.

How to Use This Material

- For the purposes of sharing this material, I have put all the slides together so you can see them as part of a whole. During the semester, I will share them with students a lesson at a time.
- Lessons can be easily altered to include different readings or to assign readings as homework, etc.
- The lessons can be offered as stand-alones or as a whole unit, depending on your course schedule.

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Contexts For Each Unit



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Contexts for Each Unit

Last updated: 2.25.25

Prepwork: Preliminary Assessment and AI Policies

Goals for this lesson: Students will complete a preliminary writing sample in class. This pre-assessment will be used at the end of the semester for a comparative assessment of what students have learned. As the course begins, students will also be able to identify acceptable use of Generative AI statements on syllabi—or-be prepared to ask before completing major writing projects across disciplines.

Preliminary Assessment: The 30 minute preliminary assessment is designed to capture a brief writing sample from students that will indicate their initial ideas about how to organize their ideas in response to a writing prompt. It will also serve to capture their ideas about Artificial Intelligence before we begin the work of the semester. I will scan these samples and we will return to them at the end of the semester in a post-course assessment. I've designed this assignment to take 30 minutes. You could adjust it for longer, depending on the flow of your semester.

AI Policies: This is a brief survey of syllabi AI policies to help students differentiate between different policies used in different courses. This could be a class discussion, a Google or Learning Management System survey, or a low-stakes writing assignment.

This assignment could be done in-class or as homework. The full assignment should take 10-15 minutes once students have located all course syllabi.

Prepwork: Getting Started

The articles "A Simple Guide to the Expansive World of Artificial Intelligence" by Charlotte Hu and "A Curious Person's Guide to Artificial Intelligence: Everything You Wanted To Know About The AI Boom But Were Too Afraid To Ask" by Verma Pranshu and Rachel Lerman serve as a set of common reading to situate students in the basic theme of the course. These readings will follow after the preliminary assessment. For English 101, it also serves as an opportunity to review critical reading strategies with students. In my course, we will be reading and taking notes on these articles together in class as a baseline for discussing how we read and take notes. However, it could be assigned as homework.

I will also use this opportunity to introduce the Background Research Notes template that we will keep for our readings this semester. After reviewing this, I will assign Background Research Notes as homework.

AI Policy in English 101 (Located in Prepwork: Preliminary Assessment and AI Policies)

As of August 2024, this is my current policy. It is reflected here, and in Lesson 5: AI and Academic Integrity. You should substitute the four slides with your own AI policy for your courses.

If you're struggling to write your own policy, I recommend these three resources:

The MLA-CCCC Joint Taskforce on Writing and AI's first three working papers provide essential definitions, background on the risks and benefits of AI for faculty and students, recommendations and policy suggestions:

- [Working Paper 1: Overview of the Issues, Statement of Principles, and Recommendations](#) (July 2023)
- [Working Paper 2: Generative AI and Policy Development: Guidance from the MLA-CCCC Task Force](#) (April 2024)
- [Working Paper 3: Building a Culture for Generative AI Literacy in College Language, Literature, and Writing](#) (October 2024)

[AI Syllabi Policies](#) curated by Lance Eaton: over 140 submissions to the crowd-sourced document

[Crafting Your GenAI & AI Policy](#): A Guide for Instructors by Tricia Bertram Gallant

Lesson 1: What Is AI?

Goals for this lesson: Students will complete a series of readings. Reading independently and then working in groups to capture the notes, students will practice collaborative writing as they begin to develop a basic vocabulary about artificial intelligence.

Based on your classroom and student preferences, you may want to consider the logistics for this lesson. I teach in a computer lab, so my students all have computers easily at hand.

Supplies you might need for this lesson include:

- Computers or tablets for hands-on reading and note-taking or copies of the reading and the Background Research Notes template
- White Board or Shared Document for vocabulary, whole-group notes, and questions

This lesson begins with having students gather background information on AI. Students choose which modality they would like to use to explore the information: text, video, or audio. After working individually, students will move into small groups with others who explored the same material. Together, they will take notes on the source and then present it to the class.

This lesson concludes with submitting and sharing group notes on key articles. This sequence: read, take notes, share will be repeated throughout the course. Whether it is a small group or individual activity, it is a low-stakes assignment that feeds the content of the high-stakes essay assignment.

Lesson 2: The History of AI

Goals for this lesson: Students will learn a basic history and evolution of AI. While AI has burst onto the scene over the last few years, it's important for students to know the larger history of AI.

Supplies you might need for this lesson include:

- Roller paper, poster paper, sticky notes, markers, tape for timelines
- You could also employ an online timeline tool such as Timeline JS, Tiki Toki, and Canva

In this lesson, students explore 2 significant moments in the history of AI: Eliza and Deep Blue. The original video and textual information about these two moments provides a visual rendering of early attempts at AI.

Then students explore a timeline of the history of AI. I have also included a second article for students who prefer to read a brief history rather than explore the timeline.

Finally, students produce their own timelines. For the timeline exercise, students can create individual or group timelines. I ask students to draw their timelines as another way to process the information we've read and discussed.

Alternatively, you can also create a whole class timeline using paper or the board and giving students sticky notes to annotate particular events that stand out to them.

I've taught two iterations of this curriculum and both times, the timeline was one of the students' favorite assignments. The timelines took many forms. Some have been exactly precise and others more general. In either case, the assignment serves as a way for students to really understand AI on a continuum. The timelines ended up as a key component of Essay #1 as many students included their timelines as a reference in that essay assignment.

We photograph these timelines as part of their "working document" when they begin to write their high-stakes essay on this unit. Students complete their timelines for homework and share them in the next class session.

I am assigning essay #1 at the end of this lesson. All essays in English 101 are scaffolded. This is reflected in the Working Document. Students will compose their essays in stages based on the English 101 syllabus. The parallel writing curriculum is not included here.

Lesson 3: How Does AI Work?

Goals for this lesson: Students will learn the basics of how AI works including large language models, neural networks, deep learning, AI training, and algorithms.

Through a series of basic videos from Code.org, students will gain an introductory understanding of how Artificial Intelligence works.

This lesson concludes with submitting and sharing individual notes on key articles. It is a low-stakes assignment that feeds the content of the high-stakes essay assignment.

Lesson 4: AI in Action

Goals for this lesson: Students will be able to evaluate the pros and cons of generative AI usage.

We begin this portion of the course with a hands-on quiz from Pew Research Center. Students enjoyed discussing their answers and how they had performed in the identification of AI.

This is followed by the Gen AI Showdown. In both iterations of this course so far, this was hands-down the favorite assignment. First we read and discuss Kimberly Gedeon's "ChatGPT vs. Gemini: Which AI Chatbot Won Our 5-Round Match?" After we discuss the article, students use it as a model to create a set of questions and criteria they want to use to test Gen AI.

- I had students choose 2 Gen AI. I limited it to a choice of 4 based on what we have explored in class / what students seem comfortable with.
- You can do this individually or in groups. I am going to let students choose how they would like to work.
- While this could be a homework assignment, I do this during class time so that I can provide immediate tech help.
- I also let students choose whether they want to use computers or their phones and see if there are any appreciable differences.
- While we are working, I also use the white board to record problems and solutions

students are having during their interactions with Gen AI. These are part of our class notes and will be available to everyone after the class session.

- Students complete their experiments for homework and share them in the next class session.
- This is another low-stakes assignment that feeds the content of the high-stakes essay #2 assignment.

Lesson 5: Academic Integrity and AI

Goals for this lesson: Students will learn some of the ethical issues associated with Generative AI use and students will be able to transparently demonstrate any usage of generative AI in their writing process.

This unit reflects my current stance on use of AI in my classes. You may want to adjust this if your own AI use policy differs from mine.

This unit is designed for an introductory composition class. As such, we will use MLA style. Feel free to swap out APA or other styles & style guidance that better suits your discipline.

In our previous unit, we began using MLA style, so this will be somewhat familiar to my students. If you have not yet covered citation styles, you may want to begin with that before citation for Gen AI.

In the first iteration of this curriculum, this lesson appeared later in the sequence. However, as I want to support student use of Gen AI in the early stages of the writing process, I needed to move this earlier.

I also included the information on AI Hallucinations here because I want students to think critically about the answers they get from Gen AI sources.

Over time, I may revise my AI policy. But, for now, particularly when Gen AI does not routinely or accurately cite its sources, I am considering Gen AI a non-peer reviewed source.

Gen AI Evaluation Rubrics

The goal of this exercise is to help students think critically about Gen AI source material particularly when using it for research. I'm building on a lesson in a previous unit in the writing curriculum where we explored evaluating non-peer reviewed sources vs. library databases.

Here, I'm hoping to get to a set of evaluation criteria the class as a whole will agree on. If we are able to come to consensus, I will then distribute the Gen AI Evaluation Rubric to the entire class. We'll come back to this in the next class when students present their individual / group rubrics.

After each individual / team presents their rubric, we'll look for commonalities and differences to see if we can develop a class-wide rubric for evaluating Gen AI work, particularly when relying on it for research.

I assign high-stakes Essay #2 at the end of this lesson.

Lesson 6: Ethics and AI

Goals for this lesson: Students will learn some of the ethical issues associated with Generative AI use.

For me, this lesson is the heart of what I'm interested in and I may expand this next term to a unit all of its own.

If you want a more direct way of talking about 1 aspect of Gen AI Ethics, you could substitute an in-class viewing of *Coded Bias* (available on Netflix) and a discussion. It would get at some of the same basics and would serve as at least an introduction to the issue of ethics and AI.

I'm relying heavily on UNESCO here because the 10 principles outlined in "Ethics of Artificial Intelligence" provide a useful framework.

After introducing some basics of AI and Ethics with 3 short videos, students will explore these issues in 3 groups: The Guidance, Problem, and Solution groups. In terms of the writing curriculum in the course, we are segueing from responding critically to articles I've provided to students to scaffolded independent research. This is the first significant research opportunity in the course.

Students will compile and present their findings in a relaxed poster presentation. I've also paired that with a quick low-stakes assignment in developing a thesis. In English 101, I work with students on a particular thesis format: Main idea + point-of-view + why. Their thesis statements can be 2-3 sentences. You'll see that reflected here. Adjust the low stakes assignment to fit your needs.

Lesson 7: Society, Medicine, Business, and Education: The Current AI Landscape

Goals for this lesson: Practicing scaffolded research in preparation for essay #3 connecting to their major or future career area.

Working in small groups, students will research one area of AI use: society, medicine, business, or education (you could also change these groups according to students' majors). These are the most common majors in my composition courses. However, students also have the option to suggest another subject area.

In this group activity, students are compiling: an overview of AI in that field; key terminology in this field; advantages and disadvantages to AI in that field; and sources used. This immediately precedes essay #3, which is a scaffolded research essay and the group activity parallels the individual process they will follow in essay #3.

While students work, I will circulate among groups providing direction, asking questions about the validity of sources, and assisting with MLA citation, as needed.

Prior to this, I have provided MLA citations for all of the materials in our course. I am modeling citation transparency for them and making it a constant expectation of what we do. This is the first time they will be creating their own citations, so I will provide additional hands-on support.

Students will present the results of their group research to the class. If applicable, they can also choose to use some of this research in high-stakes essay #3.

High-stakes essay #3 is assigned at the end of this lesson.

Lesson 8: The Future of AI

Goals for this lesson: To provide a bridge to students' future use and awareness of AI.

Perhaps the shortest lesson, this uses the now familiar format of reading, taking notes, and sharing them. While the course is not yet over, we are transitioning in the writing portion of the class to revision, which is the primary focus of the final weeks of the course.

This is an opportunity to consider what is yet to come in the world of AI and how that connects to what we've studied and learned.

Lesson 9: Writing and AI

Goals for this lesson: Students will be able to critically assess when and how to use generative AI as part of their writing process.

This is a new lesson that didn't exist in the first iteration of this curriculum. At the end of English 101, I always have a heavy emphasis on revision. But, another part of English 101 is developing what I call a "Writer's Toolkit," which helps students to think about what they need to be successful writers in future courses.

I've devised this revision assignment to ask students to consider what revision process allows them to do their best work. In a non-writing course, this could be shortened significantly.

Students will compare working with a tutor from the Writing Center, meeting one-on-one with me, using the Microsoft Word editor tool, and a Gen AI of their choice to revise Essay #1, Essay #2, or Essay #3.

This exercise culminates in a comparative reflection of the different revisions.

Context for Post-Assessment and Reflection

To end the course, we return to where we began. Students write a brief 30 minute essay in response to the same questions they answered at the beginning of the course. Then, they compare the 2 pieces of writing and write a comparative reflection.

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Readings



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Readings

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In the 2nd iteration of this curriculum, all of these readings are in use. As things change rapidly around AI, I anticipate updating readings. As that happens, I will maintain a list of current readings and a list of readings not being used (but previously part of the curriculum).

About the Readings

As part of the requirements for CUNY's BBK project, we needed to have open source materials, so the readings and videos for this project were selected from sources that did not have a paywall. While these sources are not technically Open Educational Resources (OER), I was not able to find OER sources on AI that met my criteria for introducing students to the broad range of introductory AI topics this course explores. In a future iteration of this project, I may change some of the readings to ones available from our library. Again, while not strictly open source, they will be resources freely available to students.

In the second iteration, no readings were removed. I added 2 readings. Throughout the iterations of this project, changes to reading material will be noted in the "Iterations" tab.

Prepwork

Hu, Charlotte. "A Simple Guide to the Expansive World of Artificial Intelligence." *Popular Science*, 5 Feb. 2023, <https://www.popsoci.com/technology/artificial-intelligence-definition/>.

Perkins, Mike, Leon Furze, Jasper Roe, and Jason MacVaugh. "The Artificial Intelligence Assessment Scale (AIAS): A Framework for Ethical Integration of Generative AI in Educational Assessment". *Journal of University Teaching and Learning Practice*, vol. 21, no. 06, Apr. 2024, <https://doi.org/10.53761/q3azde36>.

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Lesson 1: What Is AI?

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Galloway, Scott. "What is AI?" YouTube, 10 Oct. 2023, <https://www.youtube.com/watch?v=xmdR0Jvm2EY>.

Museum of Science. "What is AI?" YouTube, 29 March 2022, <https://www.youtube.com/watch?v=NbEbs6l3eLw>.

Thomas, Zoe. "Artificial Intelligence 101: Why It's Different This Time." Tech News Briefing, *The Wall Street Journal*, 3 April 2023, https://www.wsj.com/video/series/tech-news-briefing/artificial-intelligence-101-why-its-different-this-time/807E3294-EFDB-49CD-B66B-18ABA44D503F?mod=WSJvidctr_pos1.

Lesson 2: The History of AI

Copeland, B.J.. "History of Artificial Intelligence (AI)." *Encyclopedia Britannica*, 20 June 2024, <https://www.britannica.com/science/history-of-artificial-intelligence>.

Eustake. "Deep Blue beat G. Kasparov in 1997." YouTube, 13 May 2007, <https://www.youtube.com/watch?v=NJarxpYyoFI>.

Peabody Awards. “ELIZA wins Foundational Peabody Award.” YouTube, 24 March 2022, <https://www.youtube.com/watch?v=25qBz-b8zA4&list=PL4pX-h72NWxhLNxt38kQUbPbVnLUU6A-B>.

Roser, Max. “The Brief History of Artificial Intelligence: The World Has Changed Fast - What Might Be Next?” Our World in Data, 29 Jan. 2024, ourworldindata.org/brief-history-of-ai.

Shrager, Jeff. ELIZAGEN, <https://sites.google.com/view/elizagen-org/About?authuser=0>.

Lesson 3: How Does AI Work?

Code.org. “How ChatBots and Large Language Models Work.” YouTube, 1 Dec. 2020, <https://www.youtube.com/watch?v=X-AWdfSFCHQ>.

Code.org. “How Computer Vision Works.” YouTube, 1 Dec. 2020, <https://www.youtube.com/watch?v=2hXG8v8p0KM>.

Code.org. “How Neural Networks Work.” YouTube, 1 Dec. 2020, <https://www.youtube.com/watch?v=JrXazCEACVo>.

Code.org. “What is Machine Learning?” YouTube, 1 Dec. 2020, <https://www.youtube.com/watch?v=KHbwOetbmbs>.

Lesson 4: AI In Action

Gedeon, Kimberly. “ChatGPT vs. Gemini: Which AI Chatbot Won Our 5-Round Match?” *Mashable*, 16 April 2024, <https://mashable.com/article/chatgpt-vs-gemini>.

Kennedy, Brian, et al. “Public Awareness of Artificial Intelligence in Everyday Activities.” Pew Research Center, 15 Feb. 2023, <https://www.pewresearch.org/science/2023/02/15/public-awareness-of-artificial-intelligence-in-everyday-activities/>.

Pew Research Center. “Test Your Awareness of Artificial Intelligence in Everyday Life.” Pew Research Center, 15 Feb. 2023,

<https://www.pewresearch.org/science/quiz/test-your-awareness-of-artificial-intelligence-in-everyday-life/>.

Lesson 5: Academic Integrity and AI

Germain, Thomas. “ ‘They’re All So Dirty and Smelly:’ Study Unlocks ChatGPT’s Inner Racist.” *Gizmodo*, 13 April 2023,

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“How Do I Cite Generative AI in MLA Style?” MLA Style Center, Modern Language Association, 12 April 2023, style.mla.org/citing-generative-ai/.

Weise, Karen and Cade Metz. “When A.I. Chatbots Hallucinate.” *The New York Times*, 9 May 2023, <https://www.nytimes.com/2023/05/01/business/ai-chatbots-hallucination.html>.

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Lesson 6: Ethics and AI

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https://www.youtube.com/watch?v=UG_X_7g63rY&t=156s.

Luccioni, Sasha. “AI Is Dangerous, but Not for the Reasons You Think.” YouTube, 6 Nov. 2023,

<https://www.youtube.com/watch?v=eXdVDhOGqoE>.

Trust, Torrey. “[GenAI & Ethics: Investigating ChatGPT, Gemini, & Copilot](#),” [slide deck] 2024.

UNESCO. “Human Centered Artificial Intelligence: The Role of UNESCO.” YouTube, 11 Feb.

2019, https://www.youtube.com/watch?v=FDOptbuz_fg.

UNESCO. “Ethics of Artificial Intelligence.” UNESCO, 23 Nov. 2021,

<https://unesdoc.unesco.org/ark:/48223/pf0000381137>.

Lesson 7: Society, Medicine, Business, and Education: The Current AI Landscape

No assigned readings. Students will generate their own reading lists in this portion of the class. Each source will be evaluated, as previously discussed in the class, for currency, relevancy, authority, accuracy, and purpose.

Lesson 8: The Future of AI

Altman, Sam. "Opinion: Who Will Control the Future of AI?" *The Washington Post*, 25 July 2024, <https://www.washingtonpost.com/opinions/2024/07/25/sam-altman-ai-democracy-authoritarianism-future/>.

Anderson, Janna and Lee Rainie. "Artificial Intelligence and the Future of Humans." Pew Research Center, 10 Dec. 2018, <https://www.pewresearch.org/internet/2018/12/10/artificial-intelligence-and-the-future-of-humans/>.

Henshall, Will. "The Researcher Trying to Glimpse the Future of AI." *Time*, 6 June 2024, <https://time.com/6985850/jaime-sevilla-epoch-ai/>.

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Lesson 9: Writing and AI

Bruni, Frank. "Our Semicolons, Ourselves." *The New York Times*, 21 Dec. 2023, <https://www.nytimes.com/2023/12/21/opinion/chatgpt-artificial-intelligence-writing.html>.

Delgado, Rodolfo. "The Risk Of Losing Unique Voices: What Is The Impact Of AI On Writing?" *Forbes*, 11 July 2023, <https://www.forbes.com/councils/forbesbusinesscouncil/2023/07/11/the-risk-of-losing-unique-voices-what-is-the-impact-of-ai-on-writing/>.

Hartenberger, Laura. "What AI Teaches Us About Good Writing." *Noēma*, 25 July 2023, <https://www.noemamag.com/what-ai-teaches-us-about-good-writing/>.

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<https://www.wired.com/story/confessions-viral-ai-writer-chatgpt/>.

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Iterations



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Iterations

Last updated: 2.25.25

Second Iteration released 2.25.25. Changes Include:

- Curriculum-Wide Changes
 - Based on feedback from colleagues, I have removed the suggested timings for each lesson, given that some faculty prefer to assign readings as homework and others prefer to do readings in class. Previously, there was a timing outline for each lesson. That is removed which allows further flexibility in adapting the lesson to your particular classroom.
 - Updated Key Terms for all lessons.
 - Updated Next Steps for all lessons.
 - Updated discussion questions for all Large Group Discussions.
 - Previously, each lesson began with a 10 minute “knowledge mapping” and ended with a 10 minute “burning questions” activity.
 - Neither of these proved to be fruitful activities for my class. They could be added back in if you find it useful.

- These were the previously embedded activities:

What Do We Already KNOW About AI?

KNOW	NOT SURE	WANT TO KNOW

QUESTION	RESEARCHER

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- Organizing Materials
 - Original yellow Context Slides deleted.
 - Context information moved to “Teaching Notes for Textual Transformations” document.
 - Table of Contents updated.
- Prepwork: Preliminary Assessment and AI Policies
 - Title changed to Prepwork: Preliminary Assessment and AI Policies.
 - Section Dividers added for “Preliminary Assessment” and “AI Policies.”
 - Preliminary low-stakes writing sample added.

- Added a “Getting Started” section with a common reading, “A Simple Guide to the Expansive World of Artificial Intelligence” by Charlotte Hu.
- Added Pranshu Verma and Rachel Lerman’s “A Curious Person’s Guide to Artificial Intelligence: Everything You Wanted To Know About The AI Boom But Were Too Afraid To Ask” as an additional common reading.
- Added “Taking Background Research Notes” after the readings.
- AI Policy Worksheet Slide moved immediately before guiding questions slides.
- AI Policy for ENG 101 divided into three slides (previously 2) with a greater emphasis on the use of transcripts.
- Lesson 1: What is AI?
 - Changed B.J. Copeland article, “History of Artificial Intelligence (AI),” to “Artificial Intelligence AI.”
- Lesson 2: The History of AI
 - Made this a stand alone section.
 - Created a new section break with new images.
 - Moved “Eliza” and “Deep Blue” into this lesson.
 - Moved the B.J. Copeland article, "History of Artificial Intelligence (AI)," to this section.
 - Added Essay #1 to the end of this lesson.
 - Subsequent lessons are now advanced by 1 (Lesson 2 is now 3, etc.).
- Lesson 3: How Does AI Work
 - Title changed to How Does AI Work?
 - Added discussion questions following the timelines.
- Lesson 4: AI In Action
 - No changes.
- Lesson 5: Academic Integrity and AI
 - Title changed to Academic Integrity and AI
 - Moved this earlier from initial lesson 6 (after AI in Society, Medicine, Business, and Education) to new lesson 5.
 - Added Sharing Gen AI Showdown to the lesson flow.
 - Added Discussion Questions for Gen AI Showdown presentations.
 - Moved original Essay #2 to the end of this lesson.
- Lesson 6: Ethics and AI
 - Title changes to Ethics and AI
 - The Explanation Group deleted.
- Lesson 7: Society, Medicine, Business, and Education: The Current AI Landscape

- Title changed to: Society, Medicine, Business, and Education: The Current AI Landscape
 - Clarified the directions for the group activity.
 - Added blank slides for each group in the following areas: Overview, Key Terminology, Advantages / Disadvantages, and Works Cited.
- Lesson 8: The Future of AI
 - Added Essay #3 here.
- Lesson 9: Writing and AI
 - Added this lesson (completely new).
 - Added Essay #4 here.
- Post-Assessment and Reflection
 - Added these assignments.

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The first iteration was field tested and peer reviewed from 9.5.24-12.16.24 in ENG 101 with 22 students. A few pieces of this curriculum were first used in Spring 2024 with 25 ENG 101 students.

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