Responsible AI Use in Writing Assignments

Dr. Amy Hodges
Assistant Professor, English
amy.hodges@uta.edu

Question for the Chat

- If AI is part of your students' future workplaces, what should they be practicing now?



What This Session Will Do

1. **Learning Outcomes**

How I articulate student learning outcomes that account for

- AI use as a professional reality
- Critical evaluation, not just tool use
- Ethical and reflective decision-making

This session models how AI can be designed into courses intentionally.

What This Session Will Do

2. Assignments & Projects

How I redesigned major assignments so that

- AI use is transparent and purposeful
- Students evaluate and revise AI output
- Learning is assessed in process, judgment, and reflection

This session models how AI can be designed into courses intentionally.

What This Session Will Do

3. In-Class Activities

How I created short, low-stakes activities for student AI use that

- Reinforces core concepts
- Surfaces ethical and disciplinary tensions
- Prepares students for larger projects

This session models how AI can be designed into courses intentionally.

What I Hope You Will Take Away

I will close with **practical advice and best practices**, drawing from national conversations about AI, writing, and assessment, focused on what to consider when

- Designing assignments
- Teaching with AI in the classroom
- Assessing student work in AI-rich environments

Learning Outcomes

AI Impacts on the Future of Work

- Professionals entering the workforce today are on pace to hold twice as many jobs over their careers compared to 15 years ago.
- By 2030, 70% of the skills used in most jobs will change, with AI emerging as a catalyst.
- Seven out of every 10 executives say the pace of change at work is accelerating.
- Almost two-thirds of professionals report feeling overwhelmed by how quickly their jobs are changing.



What skills are needed today? In the future?



Communication

Adaptability





Analytical thinking

Student Learning Outcomes

- 2000-level Technical Writing:
  - [Students will be able to] describe your professional skillsets and experiences for an audience of potential employers.
  - Compose professional documents for employment contexts while demonstrating responsible, ethical, and audience-aware use of AI-assisted writing tools.

Student Learning Outcomes

- 3000-level Technical Editing:
  - [Students will be able to] communicate rhetorical, cultural, and ethical aspects of editing choices to authors in global and diverse contexts.
  - Compare and justify human editorial decisions in relation to AI-suggested edits, articulating the rhetorical, cultural, and ethical responsibilities of professional editors working in AI-mediated contexts.

Student Learning Outcomes

- 6000-level Technical Writing for Publication
  - [Students will be able to] to compose a literature review or other scholarly document relevant to their discipline and cite, summarize, paraphrase, and quote from previous research.
  - Compose a literature review that reflects contemporary scholarly practice by coordinating human expertise and AI-assisted tools for research discovery, synthesis, and writing, demonstrating scholarly authority through critical judgment, ethical attribution, and disciplinary conventions.

Foundations

Each AI-integrated course I teach includes adapted lessons on

- How AI systems generate outputs, in non-technical terms.
- How AI systems are designed to solve problems.
- How professionals in my field use AI responsibly.
- Ethical issues prevalent in applications relevant to the course.

Question for the Chat

- How confident do you feel about writing or interpreting SLOs that mention AI?



Major Assignments


RESUME
PROFILE
About me
EDUCATION
Bachelor of English
UNIVERSITY
Master in Journalism
UNIVERSITY

AI Disruption of Resumes

Before AI

- Resumes were written mainly by the applicant
- Drafting required translating experience into professional language conventions
- Revision happened through human feedback and critical thinking
- Writers had to anticipate how humans would react to the document
- The writing process itself revealed student understanding and growth

After AI

- Resumes can be generated instantly from prompts or job ads
- Language can be optimized for keywords and applicant-tracking systems
- Polished drafts can be produced without deep understanding
- Writers must anticipate how an AI system will parse and score the document
- The final product may obscure how—or if—learning occurred

Comparison of Assignments

Pre-AI Resume

- Submission:
  - Human-drafted resume
  - Human-drafted cover letter
- Assessment:
  - Rubric that covers organization, document design, language use, and adherence to genre

Post-AI Resume

- Submission:
  - AI-aided resume
  - AI-aided memo reflecting on choices
  - AI-aided assessment of performance
  - AI-aided proposal for additional learning
- Assessment:
  - Rubric that adds strategic decision-making and justification, audience navigation, and ethical reflection

Designing Assignments with AI

- What changed? Students are no longer just writers; they are system integrators.

- Original: Students authored resumes and cover letters largely from scratch.
- Updated: Students **coordinate multiple systems**, including generative AI analysis of job ads, ATS logic, and human context.
- What this looks like: additional assignment requirements of job ad analysis and reflection on design choices and human context.

Designing Assignments with AI

- What changed? AI makes invisible processes visible and assessable through justification.

- Original: The thinking behind writing choices was mostly inferred.
- Updated: Thinking is **externalized and required**.
- What this looks like: required memo on resume design decisions.

Designing Assignments with AI

- What changed? Assignments shift from documenting readiness to cultivating adaptability.

- Original: Resume shows current readiness.
- Updated: Resume becomes a node in a **longer professional journey.**
- What this looks like: identification of missing but essential skills, addition of personalized learning path

Designing Assignments with AI

- What changed? AI use is bounded by ethical responsibility, not technical capability.

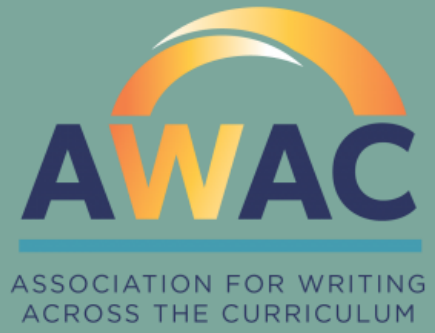
- Original: Emphasis on clarity and professional presentation. Updated: **Explicit constraints** on truthfulness, decontextualization, and exaggeration.
- What this looks like: requirement to only claim skills you truly possess, reflection memo with response to AI assessment

Major Pedagogical Shifts

- Redefine evidence of learning
- Shift rigor to other skills and competencies
- Require human judgments within AI systems
- Assume that most student writing is AI-aided
- Assess sustained, consistent higher-order thinking skills

Best Practices for AI Writing Instruction







- Create assignments that ask students to write about something meaningful they want to know about; encourage inquiry instead of repeating information from the class.
- Ask students to engage with generative AI as a tool that shapes meaning; show them how AI edits change the interpretation of information.
- Model how to evaluate AI outputs for accuracy, relevancy, and bias, and ask them to document their evaluations of these elements in their AI-aided writing.

In-Class Activities

In-Class Activities: AI as Catalyst

- Course concepts: authorship, copyright, and fair use
- Students aren’t asked to use AI but to reason with it, building skills in communication, analysis, and decision-making.
- Define a plausible AI system → pose a dilemma → ask students to reason, justify, and position themselves ethically.

“Song Contest” in resource folder

In-Class Activities: Designing AI

- Course concepts: heuristic development, ethics, risk management
- Students are asked to shift from being a user of AI systems to thinking like a system designer
- Ask students to design an AI system → define what it should/should not do → set rules → justify constraints

"Data Heuristic" in resource folder

In-Class Activities: Managing AI Input

- Course concepts: stages of team dynamics, performance management
- Students are asked to analyze AI's impact in a context mimicking workplace conditions and making decisions under uncertainty
- Present a fast-moving scenario → require real-time decisions → add AI input mid-stream → debrief reasoning

"Team Dynamics" in resource folder

In-Class Activities: Testing AI Limits

- Course concepts: B2C and B2B communication, the “bad news email”
- Students are asked to use AI to generate a starting point, building skills in analysis, evaluation, and adaptability.
- Generate an AI baseline → diagnose its limits → intervene with human judgment → explain why that intervention mattered.

“Communication Challenge” in resource folder

Transferable Skills

- Ethical decision-making
- Technical and professional communication
- Collaboration with both humans and AI agents
- Autonomy and self-regulated learning
- Critical AI literacy
  - The ability to critically analyze an AI's input, problem-solving process, and output; evaluate its appropriateness for the context; and thoughtfully (re)design that output to meet human-centered, socially just goals.

Pearson Skills Outlook: Power Skills

The world of work is changing. These are the ***skills powering*** the world's economy and individual careers, now and in the near future.

The Resources I Rely On

- People
  - CRTLE's Professional Learning Community on AI & Learning
  - CoLA AI Working Group
  - Colleagues willing to share assignments and ideas
- Resources
  - WAC Clearinghouse repository on Generative AI and writing
  - What my former students and other connections post on LinkedIn
  - Traci Gardner's "Teaching Writing Across the Curriculum with AI"
- Practice
  - Small experiments
  - Student feedback
  - Revision and reflection

Concluding Reflections

Thank you for your time and attention! Please feel free to add your own questions and reflections in the chat.

- I return to several guiding questions that help me move forward with AI-informed teaching:
  - Where does judgment happen in this assignment?
  - What kind of thinking do I want students to make visible?
  - What would this look like if AI were part of the process?
  - What decisions should remain human responsibilities?
  - How can students explain—not just produce—their work?



How I Use AI To Support My Teaching

- Structure and refine assignment prompts
- Generate lists of potential responses to ‘test’ assignment prompts
- Generate description of class sessions for Canvas
- Generate list of potential/alternative in-class activities or scenarios
- Structure feedback to students (feed rubric to genAI, add my feedback in bullet points, have CoPilot refine it)
- Brainstorm revisions to course slide decks