

Lake Superior Summit on the Teaching of Writing and ESL 2024

AI: Artificial and Authentic

March 1, 2024

Lake Superior College, Duluth, Minnesota

9:00: Opening and Keynote

Hawks Landing

Welcome, Cary Komoto, Dean of Liberal Arts and Sciences

Keynote: Dr. Dan Lawrence, UWSuperior, "Machine-Assisted Invention: Writing and Questioning Through the Artificial Intelligence Boom"

Session Descriptions

10:00 – 10:45

C241: How Mindfulness Writing Can Improve your Teaching and Engage your Students (*Workshop*: Patti Jones (she/her) UMD). Using Mindfulness writing to understand neurodivergent students better, bring a new writing technique into the classroom, and explore journaling for academic output without making it obnoxiously academic. Students are more stressed out and underprepared to manage that stress and anxiety today than ever before. Mindfulness writing can help students become more self-aware, which will help them cope with everyday stressors as well as pick, research, and write about meaningful topics in writing courses.

C243: Building Belonging Before Day 1: Pre-Course Surveys (*Workshop*: Sarah Jean Mayhak (she/her) Northwood Technical College). This session will discuss the practice of developing & deploying pre-course surveys ahead of the start of a course. Pre-Course surveys are a great way to gather foundational data about your learners in order to build mutually beneficial expectations as well as to give students a sense of agency and autonomy in driving their success in a course. Finally, pre-course surveys can help to give Instructors a clear sense of where/how learners would rate their skills coming into a class. This session will consider the use of a pre-course survey in a 100-level English Composition course.

C245: How I Ungrade (*Presentation/Discussion*: Kelli Hallsten Erickson (she/her) Lake Superior College). If you're interested in what it looks like to drop all grades from a writing course, join me! I'm not talking philosophy: I'll give you EVERYTHING I've done to show you exactly how this works--and you can use it however you'd like. This is for an on-campus class. What happens when this goes online? Great question...let's strategize on that.

L261: Scripting Tomorrow: The Impact of AI on Graduate Writing and University Policies (*Presentation*: Sarah Isaacson (she/they) Michigan Technological University) This proposal presents "Scripting Tomorrow: The Impact of AI on Graduate Writing and University

Policies," focusing on the integration of AI in graduate writing at Michigan Technological University (MTU). I will outline the AI Working Group's strategy, as charged by the Provost, to prepare students for an AI-prevalent workforce, and its potential implications for high school curriculums. The second segment discusses MTU Graduate School's encouragement of AI use in enhancing reading, writing, and coding skills, considering ethical and academic integrity. This includes real student scenarios and an exploration of AI's role in academic writing. The presentation concludes with an open forum, inviting audience engagement on AI's potential in pre-university education.

11:00 - 11:45

C241: Cross-Program Collaboration for Student Success (Panel: Adele Richie, Sarah Mayhak (she/her) Northwood Technical College) At Northwood Tech and across many of our institutions, we strive to be "student-ready." Part of being a student-ready institution is developing relationships across the college that can help retain our students and get us out of our silos. Over the past year, Adele & I have worked to forge an alliance between the basic composition course (English Comp 1) and the Criminal Justice program. There is an ongoing perception from students (both in our college and across higher ed) that Gen Ed classes are the thing that gets you to the thing. Even within Gen Studies we refer to our classes, English Comp 1 for example, as "gatekeeper" courses because students need to perform at a certain level in these classes to continue on in their programs. This year, we wanted to make a dent in that perception, and it all started by recognizing a problem, seeing the opportunity within it, and brainstorming a plan to help demonstrate to our Criminal Justice studies students that their General Studies coursework (specifically English Composition 1) is integral to their program and their success. This session will share the anecdotal results of this ongoing collaboration and offer other educators actionable ways to connect composition courses to program competencies.

C243: Lesson Plan for a ChatGPT-Assisted Collaborative Report (*Presentation:* Beth Grbavcich (she/her) UW-Superior). This session will explain an assignment from a workplace writing course that asks students to engage in research, using generative AI, and group work as they log their writing process steps for a collaborative report. The presenter will show how the assignment is set up in Canvas, share some examples of the work produced, and discuss with participants how this assignment could work in their classes.

C245: Creativity Theory in the Writing Classroom: A Discussion (*Discussion:* Lindsay Mason O'Brien (she/her) Lake Superior College). What is creativity theory, and how does it operate in the writing classroom? After a brief introductory presentation, let's discuss together how we can use the brain's creative process to promote innovation in our students.

L261: Authenticity, Integrity, and Ease: Encouraging Balance in a First-Year Seminar (*Presentation:* Anne Berry (she/her) St. Olaf College). Online writing tools are tempting, and their use among international and multilingual students on college campuses is growing. This "idea share" presentation will describe one approach to teaching a writing-intensive First-Year Seminar that helps students be cautious and strategic where AI is concerned. Ideas shared will include elements of the syllabus, discussion prompts, and writing assignments. Participants will be welcome to discuss and contribute ideas as well.

12:00 - 1:20: LUNCH

Hawks Landing

Trail Hike or Snowshoe

1:30 – 2:15

C241: Using Chat-GPT to Help Students Build, Write, and Edit Their Resumes and Cover Letters (Presentation: Eric Blankenburg (he/him) Anoka Technical College). ChatGPT offers students a powerful tool to help them craft effective, tailored resumes and cover letters that will stand out to recruiters. This presentation will provide the foundations for using specific prompts to create resumes and cover letters, and then offer suggestions for additional prompts to strengthen key sections. Additional topics will include tips and common pitfalls when using ChatGPT to write resumes and cover letters.

C243: Re-Evaluating the Rules to Our Game: How to Breathe Life into the Classroom (Panel: Lisa Horton, Matt Krafthefer, Kate Rolfe, and David Beard, UMD, Cloquet High School, LSC). This year's Summit theme, which directly addresses the impact of artificial intelligence on the work of teaching writing and reading, invites us to reframe the impact of AI on our classrooms. Much of the anxiety, we contend, comes because the writing teacher has no context for understanding how to use AI, in the classroom or outside of it. Previous technologies that threatened our pedagogical practice (word processors, computers, and more) had rough analogues in the writing process before. A spellchecker was, if nothing else, a robotic copy editor, prone to different mistakes than a human copy editor – not a violent change to how we understand the writing process. Innovation and challenges of the 21st Century demand adaptability. But, we will argue and demonstrate, AI is not a challenge to the writing process if we conceive of AI and curriculum within the larger frame of “games.” Researching, reading, and writing, reconceived as “games,” become easier to see not as challenged by AI, but enriched by it. Furthermore, teacher engagement as participant and coach (and possibly referee, perhaps even “gamemaster or dungeonmaster”) further develops, demonstrates, and deepens student connection to both content and work ethic. We bring four perspectives to this work: Perspective #1: “Writing is Collaborative: An Argument for Gaming as Catalyst for Societal Success,” Perspective #2: “Learning Information Literacy was Always Learning a Game,” Perspective #3: “The AI Game: Another Tool in the Box,” Perspective #4: “AI as a Poorly Designed Game: How Literacy Theory Demonstrates the Weaknesses of AI Writing Tools.”

C245: First-Year Student Perspectives on ChatGPT (Presentation: Lindsey Jungman (she/her) UMD). In the ever-changing world of generative AI, it's a weird time to be a college student. We know writing instructors are struggling with how to approach ChatGPT, but it turns out, so are our students. In this presentation, I will describe a series of reading/writing assignments I used in my FYC course this spring as a way to have open discussions with students about their concerns and hopes for this new technology.

L261: High School Students in College Classrooms: A Conversation (Roundtable: Amy Jo Swing (she/her) Lake Superior College). In the last year, Lake Superior College has experienced nearly double the number of PSEO students taking classes on our campus. Perhaps this is

true at other higher ed institutions; perhaps high schools have noted their disappearance. Regardless, how do we continue to meet the needs of these students and the needs of traditional and other non-traditional college students in the same spaces.

2:30 - 3:00

Closing (Hawks Landing)

Summit Planners 2024

Steve Dalager (chair), LSC

Amy Jo Swin, LSC

Kevin Quarmby, CSS

Deborah Faul, UWS

David Beard, UMD

Jayson Iwen, UWS

LSC Ground Support

Lynn Lindahl, administrative support

Cary Komoto, Dean

Lindsay Mason O'Brien

Kelli Hallsten Erickson

Jocelyn Pihlaja

Damon Kapke