



2024 Conference

Miles College

Experimenting
with A.I. in
the English
Composition
Classroom

Stephen W. B. Rizzo, Ph.D.

Disclaimer:

I do NOT have all the answers.

I don't even know all the questions!



What is Generative AI?



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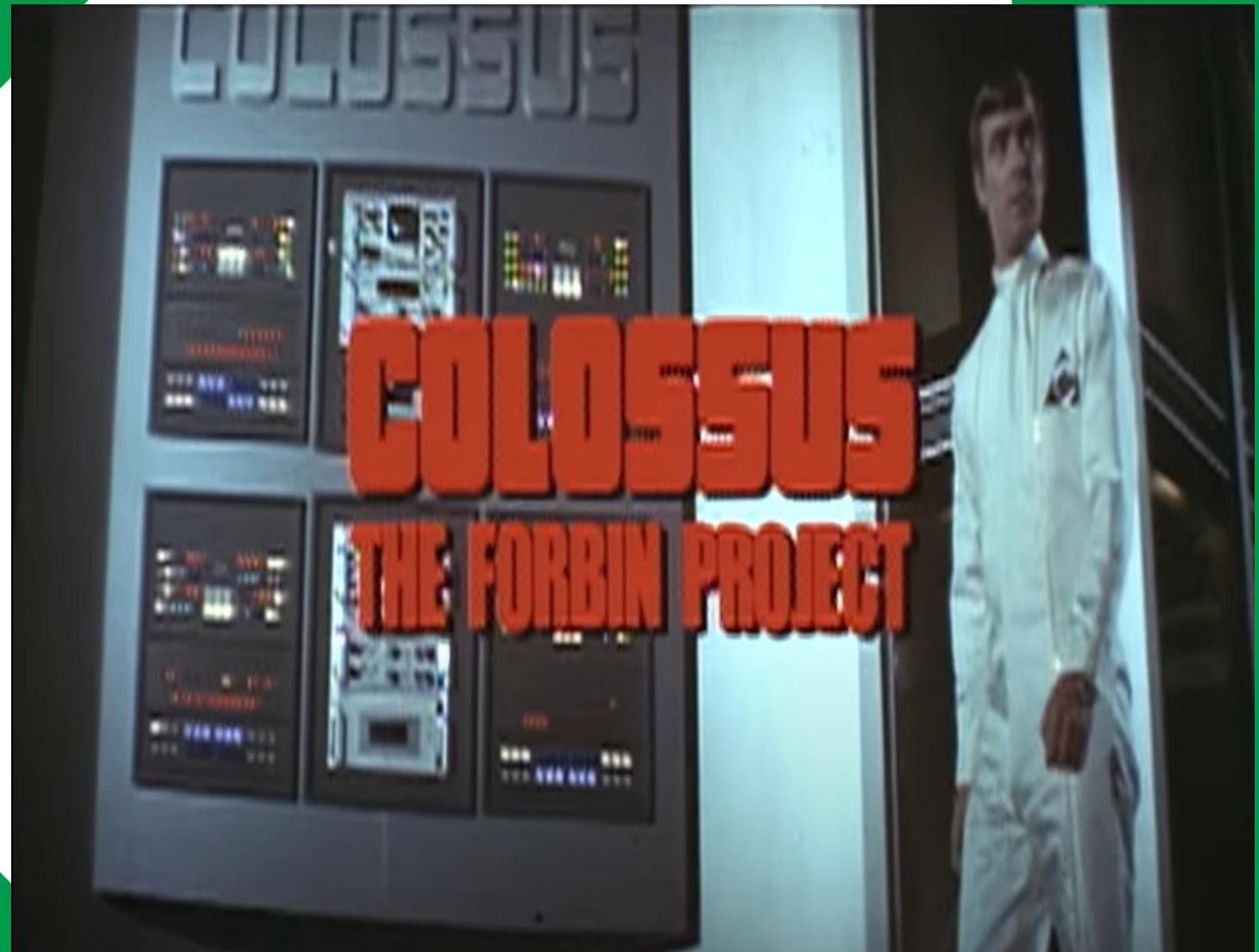
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- ▶ “Generative” is from the word “generate,” which means to create.

AI are initials that stand for artificial intelligence.

- ▶ Generative AI is a program that generates content based on large language models.

AI programs are fed large quantities of information and can generate responses based on a prompts.



Will AI take over the world? Maybe

Will AI take over academia? Hmm...



Image generated by Gemini.



*Current state of
academia and AI*



AI Detection Software

Turn It In - urnitin.com

Copyleaks - copyleaks.com

GPTZero - gptzero.com



Teaching with Artificial Intelligence

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Goal: To develop a learning paradigm and perspective



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➤ What is learning?

Student responses varied but were insightful and ultimately concurred with what most learning theorists espouse.

➤ This definition was provided by Dr. Rasberry, one of my colleagues who teaches psychology.

“Learning is a relatively permanent change in behavior that arises from practice or experience.”
Rathus, S.A. (2022). PSYCH7. Boston, MA: Cengage.



Let's begin with something broad, what important things do you know? What important things do you not know? Make a list of each.

Let's get more specific. What is important for you to know to function in your current life? What is important for you to know to function in the future life you envision for yourself? How are going to bridge the gap between what you know now and what you need to know in your future life?

Now, I want you to get outside of yourselves. Ask a trusted adult, such as your parent, a teacher, a community member, etc., what things he or she would suggest you learn while in school. Also, what is your response to their advice?



Intersection of Writing and Learning

Developing Writing (and thinking) Skills

Examples: ABCs, Spelling, Diction, Grammar, Punctuation

Possible AI Options: maybe spell check, grammar check, etc.

Why Write?



Intersection of Writing and Learning

Exploring or Documenting Content

Examples: Notes, Summaries, Essays

*Possible AI Options: summarize notes,
generate study questions, etc.*

Why Write?



Intersection of Writing and Learning

Demonstrating Knowledge

Examples: Essays, Research Papers, Exams

Possible AI Options: spell or grammar check, maybe wording options, generate topics or subpoints, locate sources

Why Write?



Intersection of Writing and Learning

Creating or Recasting Knowledge

Examples: White Papers, Dissertations, Books

Possible AI Options: grammar and spell check, review style guides, wording, maybe generate topics or subpoints, maybe locate resources

Why Write?



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Here is my ChatGPT prompt.

"Write a biography about Stephen Rizzo from Sumiton, AL, and who works for Bevill State Community College."

Here is the result.

Stephen Rizzo is an esteemed educator and administrator from Sumiton, Alabama, known for his significant contributions to higher education through his work at Bevill State Community College. With a passion for student success and workforce development, Rizzo has played a key role in shaping the academic and vocational training | .



Goal: To critically reflect on writing style, content, and quality



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Discuss Dr. Rizzo's Biography

Answer the following questions about my biography. (Be specific.)

How accurate is it? How do you know?

How useful is it? Why?

Reply



I feel as if though the biography itself was accurate but it just lacked any depth.

The biography was accurate, but gave very little insight into your personal life and there weren't very many details.

Student Responses: Accurate (maybe) and Boring (definitely)

This biography was accurate to an extent.

very boring and plain and lacks any personality.

I would say the biography is accurate but very vague. You could find all of the information just looking you up. It could be useful If we were trying to learn about you quickly.

On a Side Note: Grant Merrill's Approach



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Week 9 Overview—AI Revisited ↗

This Week's Activities:

Videos:

- What is Generative AI?
- Why AI Writing Sucks

Sample AI Papers (to show why AI sucks):

These papers were submitted to me in previous classes. All identifying information has been removed.

- Unedited AI paper ↓
- Suspected "humanized" AI paper ↓

Assignment—Due by 11:59pm Sunday:

- Quiz 7: AI

Courtesy of Grant Merrill
Jefferson State Community College

This progressed to a discussion on use of sources....



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➤ When do you use sources?

When you are not an expert or do not know something.

To support or prove your position.

➤ When do you cite?

When you cannot say something without using the source, whether you quote or paraphrase.

Sources, Hallucinations, and Gaslighting



<https://www.sourcely.net/>

herself a devout Puritan, emphasizes the superiority of the spiritual over the material, presenting Flesh as shallow and misguided, while Spirit is elevated as wise and virtuous (Bradstreet, lines 67-78). In doing so, Bradstreet not only showcases her own religious beliefs but also reflects the broader Puritan worldview, which prioritizes the eternal over the temporal, and the divine over the human.

Citations:

Bradstreet, Anne. "The Flesh and the Spirit." *The Tenth Muse Lately Sprung Up in America*, 1650.

Ellie, Julia. *Anne Bradstreet and the Puritan Dilemma*. Oxford University Press, 2009.

Martin, David. "Material vs. Spiritual in Bradstreet's Poetry." *Early American Literature*, vol. 45, no. 2, 2010, pp. 125-136.

Courtesy of Grant Merrill
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1	NO AI	<p>The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills</p> <p>You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.</p>
2	AI PLANNING	<p>AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently.</p> <p>You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.</p>
3	AI COLLABORATION	<p>AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding.</p> <p>You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.</p>
4	FULL AI	<p>AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems.</p> <p>You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.</p>
5	AI EXPLORATION	<p>AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study.</p> <p>You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.</p>



[Blog – Leon Furze](#)

Research Paper Snapshot: Differences Across Levels

AI Usage	Reflection/Proof
Level 1: No AI allowed. The research and writing must be done independently.	Submit a process journal documenting all stages to verify no AI use.
Level 2: AI assists with brainstorming, outlining, and organizing ideas, final paper written independently.	Submit AI-assisted outline and 1-2 pg reflection on how AI shaped the planning phase.
Level 3: AI helps with drafting and refining sections. Students revise AI-generated content critically.	Submit both AI draft and final paper, with a 1-2 pg reflection on how AI was used and revised.
Level 4: AI generates significant sections (e.g., literature review). Students critique and refine AI outputs.	Submit AI-generated sections and the final paper with a 2-3 page evaluation on how AI outputs were improved.
Level 5: AI is a creative collaborator throughout. AI helps generate insights, structure, and co-write the paper.	Submit the final paper with AI-generated drafts and a 3-4 page report on how AI contributed to exploration and innovation.



[Blog – Leon Furze](#)

Artificial Intelligence Policy

The following is Bevill's policy regarding Artificial Intelligence (AI) software: Generative artificial intelligence (AI) tools should not be used to complete course assignments (e.g. by entering exam or assignment questions, writing prompts, etc.) unless an instructor authorizes their use. These tools should be used only with explicit and clear permission of each individual instructor, and then on in the ways allowed by the instructor. Students who are unsure of policies regarding AI tools are encouraged to ask their instructors for clarification.

This is my application of that policy:

If I authorize use of AI for an assignment, the parameters of that use will be clear and explicit; only within the specific guidelines I prescribe for an assignment will AI use be allowed. Otherwise, using an AI (artificial intelligence) program to compose/create any or all of an assignment is considered plagiarism and will be treated as such.





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Birmingham, Alabama



Final Thoughts and Contact Information

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