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|  | **SOUTH DAKOTA BOARD OF REGENTS**  ACADEMIC AFFAIRS FORMS |
| Revisions to General Education Requirements |
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Use this form to request any change to the General Education Requirements specified in Policies 2:7 – Baccalaureate General Education Curriculum and 2:26 – Associate Degree General Education Requirements. This includes any changes to the System General Education Requirements, Institutional Graduation Requirements, Globalization/Global Issues Requirement, and Writing Intensive Requirement.

**NOTE: This process does not include approval for the development of a new course. If the proposal does include the development of a new course, the new course process must be completed before the course will be considered for inclusion in any set of the General Education Requirements**

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| DSU |  | Arts & Science |  | *Dr. Mark Spanier* |  | |  |
| Institution |  | Division/Department |  | Institutional Approval Signature |  | Date | |
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|  |  |  |  |  |  |  | |
| Institution |  | Form Initiator |  | Dean’s Approval Signature |  | Date | |
|  |  |  |  |  |  |  | |
| DSU |  |  |  |  |  |  | |
| Institution |  | Division/Department |  | Institutional Approval Signature |  | Date | |

**Indicate (X) the component of the General Education Curriculum that the proposal impacts.**

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| **X** | System General Education Requirements |

**Indicate (X) the revision(s) that is being proposed (more than one may be checked).**

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|  | Revision to an approved course |
| **X** | Addition of a course to the set of approved courses |
|  | Deletion of an approved course from the set of approved courses |

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| **Section 1. Provide a Concise Description of the Proposed Change** |
| DSU is proposing to add ENGL 202 AI and Writing to the approved list of courses for Goal 1 Writing. With DSU’s special focus in Computer and Cyber Sciences the goal of this class is to address the changing technological communication needs of our students at the foundational level. |
| **Section 2. Provide the Effective Date for the Proposed Change** |
| Fall 2024 |
| **Section 3. Provide a Detailed Reason for the Proposed Change** |
| To address the changing needs of the students in our classes and in their careers, this course will provide students with a foundational understanding of how to use Artificial Intelligence to transform how we write, think, and create content. Students in the course will:   * learn how to find and use AI technologies (at the moment, some applications include ChatGPT, Bard, and Copilot) for various writing purposes. * understand AI and writing technologies and explore ethical challenges. * develop effective AI prompts and search for accurate information. * compose texts that seamlessly integrate AI-generated and processed content |

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| **Section 4. Provide Clear Evidence that the Proposed Modification will Address the Specified Goals and Student Learning Outcomes** |
| All sections of ENGL 202 will meet the requirements outlined in the course description for ENGL 201 as “Study of and practice in writing persuasive prose, with the aim to improve writing skills in all disciplines.” The course teaches AI-assisted writing tools and methods that rely on the same evidence-based composing techniques that are required in ENGL 201: Composition II courses. The goal of the course is to produce better writers and critical thinkers through structured process thinking and AI prompt design.  Generative AI technologies are already finding their way into our classrooms. This course will teach students how to use AI tools to supplement and support their writing practices. It will help them identify ways to extend their capabilities and, hopefully, to accelerate their learning. As a general education course, it provides important foundational learning strategies that students can take with them and continue to build upon throughout the rest of their degree program studies and into their careers.  Employers, on local and national surveys, continually report that they are looking for critical and creative thinkers with strong communication skills. This course aims to teach students how to use AI-assisted techniques like idea generation, research analysis, and organization to free up time for the kind of higher-order thinking that the job market requires. For example, one of the essential GOAL 1 learning outcomes is to “write persuasively, with a variety of rhetorical strategies.” To accomplish this goal, the Council of Writing Program Administrators suggests that students should:   * “Learn and use key rhetorical concepts through analyzing and composing a variety of texts …” * “Develop facility in responding to a variety of situations and contexts calling for purposeful shifts in voice, tone, level of formality, design, medium, and/or structure.”[[1]](#footnote-1)   To accomplish this goal, students must be exposed to a wide variety of genres, rhetorical concepts, and features. They must master a level of knowledge transfer that will allow them to move from recognizing genre and rhetorical shifts into creating them in their own writing. In traditional writing instruction, providing these deep and diverse applied learning opportunities can be difficult. With the assistance of AI, students can experiment with numerous examples and apply knowledge across many different rhetorical situations very quickly. The following in-class assignment, included in the assessment table and syllabus below, provides one example of how AI can assist in developing rhetorical strategies:  **Rhetorical Design Repetitions**  GOAL  The goal of this exercise is to use AI-assisted writing using the same information to reach different audiences.  Complete the following steps:   1. Write a paragraph in your AI Writing Workshop journal in response to the question: What is your dream job? 2. Post your paragraph to the What is your dream job? discussion board forum. 3. Read and respond to at least one of your classmate’s posts using the information we have discussed about audience and purpose and make a guess about who you think the intended audience is for that paragraph. Use clear textual evidence and rhetorical strategies to back up your guess. 4. In your journal, identify and write down three distinct audiences for which you would like to revise your paragraph. 5. Use ChaptGPT or GoogleDocs “Help Me Write” to revise the paragraph that you wrote in your journal for the three different audiences you identified.   CONNECT  To help us visualize the different audiences and messages and how that relates to purpose and medium, please visit the rhetorical design repetitions worksheet in the Content area of D2L and enter your three paragraphs into the worksheet.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Audience** | **Purpose** | **Medium** | **Rhetorical Appeal Focus** | **Message** | |  |  |  |  |  |  * Discuss in small groups what this exercise helps us identify as writers about rhetorical situations and concepts like audience, purpose, message, context and the appeals like ethos, pathos, and logos.   + In your groups, create a purpose and medium for your paragraphs and discuss your decisions.   + If you had provided the AI-assistant with your audience and purpose, do you think you would have gotten a different result? Why/why not? * Discuss as a large group how our human expectations about audience from the discussion boards are the same or different from the AI generated audience revisions. * If you were to revise your paragraphs again, what parts would you take and what would you leave? Why?   Similar exercises will be done as in-class message competitions, revising strategies, and genre comparisons. These interactive and engaging approaches motivate students to engage in the level of knowledge transformation that will be required of them as writers and thinkers in their future classes and beyond.  The following table maps the General Education learning outcomes (left-hand column) to the ENGL 202: Writing and AI course instruction/assessment (right-hand column):   |  |  | | --- | --- | |  |  | | Learning outcomes | **ASSESSMENT** | | (a) Write using standard American English, including correct punctuation, grammar, and sentence structure, | Five graded assignments to meet the expectations of university-level academic writing:   * Brainstorming and developing new ideas * Rhetorical strategies and genre skills * Multimodal remix * Research project * Project Proposal   Readings, exercises, and discussions that develop skills in:   * Writing * Revising * Improving writing skills | | b. Write logically | Assignment: Project Proposal  Exercises and in-class assignments that explore:   * Critical analysis * Critical reflection * Evaluating and revising claims * Specification * Clarification * Grammar for reframing * Reframing for logical arguments * Exploring counterarguments * Develop rebuttals * Making strategic decisions * Panel discussion on the ethics of AI and writing/education | | c. Write persuasively, with a variety of rhetorical strategies (expository, argumentative, descriptive) | Assignment:   * Rhetorical strategies and genre skills * Multimodal remix   Exercises and in-class assignments that explore:   * Rhetorical situations * Prompt design * Brainstorming and developing ideas for argumentative writing * Research and writing for argumentative writing * Developing critical thinking: interpretation, synthesis, response, critique * Generating texts for different rhetorical purposes * Essay writing for expository, descriptive, narrative, and argumentative purposes * Sentiment analysis * Genre strategy * Creative projects and marketing * Message competition: learn and apply rhetorical and genre skills * Process and media writing * Image generation and design thinking * Visual rhetoric and analyzing visual arguments * Prototype and iteration writing * Journaling and expansive ideation writing * Abstract writing | | d. Incorporate formal research and documentation into their writing, including research obtained through modern, technology-based research tools | Assignment:   * Research Project * Project Proposal   Exercises and in-class assignments that explore:   * Research with AI * Discover and evaluate sources * Generate and evaluate source summaries * SIFT method for evaluating sources * Creating an annotated bibliography * SOAR method for argumentative and research writing * Create research outlines * Revising for knowledge transformation using Bloom’s Taxonomy * Descriptive statistics * Analyzing data and information * Reports, proposals, and technical papers * Research writing and revising | |

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| **Section 5. Provide a Copy of all Course Syllabi and Other Supporting Documentation** |
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COURSE SYLLABUS

# Course Prefix, Number, and Title

ENGL 202: AI and Writing

# Credits

# 3 credit hours

# University Name

# Dakota State University

# Academic Term/Year

# Fall 2024

## Last date to Drop and receive 100% refund

# TBA

## Last date to Withdraw and earn a grade of 'W'

# TBA

# Course Meeting Time and Location

Tuesday and Thursday, 1:00-2:45 pm, Ruth Habeger Science Center 132

**Instructor Information Name**

## Name Stacey Berry

## Office

## Beadle Hall 111

## Phone Number

## 605-291-5516

## Email Address

## stacey.berry@dsu.edu

## Office Hours

TBA

# Approved Course Description

## Catalog Description

This course will provide students with a foundational understanding of how to leverage Artificial Intelligence to enhance their abilities in writing, critical thinking, and content creation across various disciplines.

## Additional Course Information

None

# Prerequisites

## Course Prerequisite(s)

ENGL 101: Composition I

## Technology Skills

None

# Student Learning Outcomes

GOAL #1: As a result of taking courses meeting this goal, students will:

a. Write using standard American English, including correct punctuation, grammar, and sentence structure,

b. Write logically,

c. Write persuasively, with a variety of rhetorical strategies (e.g., expository, argumentative, descriptive), and

d. Incorporate formal research and documentation into their writing, including research obtained through modern, technology-based research tools.

# Course Materials

## Required Textbook(s)

Alto, Valentina. *Modern Generative AI with ChatGPT and OpenAI Models*. Packt Publishing, Birmingham, U.K., May 2023. (O’Reilly Learning, free access)  
  
*Purdue Online Writing Lab*. Purdue University. (owl.purdue.edu, free access)

## Required Supplementary Materials

Additional materials and readings will be available on D2L

## Optional Materials

None

# Course Delivery and Instructional Methods

X01 - Face-to-Face (F2F)

AI and Writing is an interactive participatory course. Emphasis will be placed on fostering an atmosphere of discussion and cooperative interaction. Lectures will include exploratory assignments that involve the use of AI applications. Class sessions will be hands-on with an emphasis on using an investigative approach that is, where practical, inquiry based and research oriented.

# Communication and Feedback

## Preferred Email Contact Method

stacey.berry@dsu.edu

## Email Response Time

I generally respond to email messages within 24 hours. Response time may be a little longer on weekends and holidays.

## Feedback on Assignments

Assignments will be returned within one week of the assignment's due date. When I cannot meet that deadline, I will notify you with an alternative timeline.

## Requirements for Course Interaction

Respectful communication from student to student, student to instructor and instructor to student is required for this course. Students are expected to ask questions and otherwise participate during class.

# Evaluation Procedures

## Assessments

Major Projects 70

Brainstorming and developing new ideas 10  
Rhetorical strategies and genre skills 10  
Multimodal remix 10  
Research project 30  
Project Proposals 10

**Daily Activities and Exercises 30**

Quizzes, Exercises, Discussions

**Total 100**\*

\*Subject to change to meet the needs of the students.

## Performance Standards and Grading Policy

Grading Scale

90-100% A

80-89% B

70-79% C

60-69% D

0-59% F

**Tentative Course Outline and Schedule\***

\*Subject to change to meet the needs of the students.

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| **Week** | **Topic** | **Reading, Workshop** |
| Week One |  |  |
| Tuesday | Introducing generative AI Domains of generative AI | Chapter 1 |
| Thursday | Open AI and ChatGPT | Chapter 2, part 1 |
| Week Two |  |  |
| Tuesday | ChatGPT in Action | Chapter 2, part 2 |
| Thursday | Getting Familiar with ChatGPT  Research and revising for argumentative writing | Chapter 3  Anders, Abram. “Exploring AI assisted writing using structured process techniques” (https://abramanders.substack.com/p/exploring-ai-assisted-writing-using) |
| Week Three |  |  |
| Tuesday | Brainstorming and developing new ideas for argumentative writing | AI Writing workshop  Invention: Starting the Writing Process, Prewriting (owl.purdue.edu) |
| Thursday | Writing, research, and revising | AI Writing workshop |
|  | **DUE: Brainstorming and developing new ideas assignment** |  |
| Week Four |  |  |
| Tuesday | Rhetorical design repetition  Understanding Prompt Design | Chapter 4  Rhetorical Situations (owl.purdue.edu) |
| Thursday | Generating text and improving writing skills | Chapter 5 |
| Week Five |  |  |
| Tuesday | Genre Strategy Creative projects and marketing | Chapter 7 |
| Thursday | Analyze writing critically  Message Competition: learn and apply rhetorical and genre skill | AI Writing Workshop (https://abramanders.substack.com/p/pedagogical-opportunities-of-ai-and) |
|  | **DUE: Rhetorical strategies and genre skills assignment** |  |
| Week Six |  |  |
| Tuesday | Developing Critical Thinking, Reading, and Composing Skills  interpretation, synthesis response, critique | Critical Reflection (owl.purdue.edu) |
| Thursday | analyze and decompose writing tasks  create prompts and structured AI-assisted writing processes | Essay Writing: Expository, Descriptive, Narrative, Argumentative (owl.purdue.edu) |
| Week Seven |  |  |
| Tuesday | Exploring process and media techniques  Image Generation (openart.ai) (middjourney.com) | Genre and Medium (owl.purdue.edu)  The Power and Ethical Dilemma of AI Image Generation Models ([thenewstack.io](https://thenewstack.io/the-power-and-ethical-dilemma-of-ai-image-generation-models/)) |
| Thursday | Multimodal remix assignment | AI writing workshop  Visual Rhetoric: Analyzing Visual Documents (owl.purdue.edu) |
|  | **DUE: Multimodal Remix assignment** |  |
| Week Eight | **Start research project** |  |
| Tuesday | Research Reinvented with AI  Discover and evaluate sources | Chapter 8  SIFT method (https://hapgood.us/2019/06/19/sift-the-four-moves/)  Evaluating Sources (owl.purdue.edu) |
| Thursday | Generate and evaluate source summaries  The annotated bibliography | AI writing workshop  Annotated Bibliography (owl.purdue.edu) |
| Week Nine |  |  |
| Tuesday | Generating documentation and solving problems | Chapter 6  Documenting Sources in the Disciplines (owl.purdue.edu) |
| Thursday | Organize and analyze source material  SOAR Methodology for argumentative and research writing | AI writing workshop  Writing a Research Paper (owl.purdue.edu) |
| Week Ten |  |  |
| Tuesday | Create argument outlines | Why and How to Create a Useful Outline (owl.purdue.edu)  Argumentative Essays (owl.purdue.edu) |
| Thursday | Explore counterarguments Develop rebuttals |  |
| Week Eleven |  |  |
| Tuesday | Create drafts  Sentiment analysis and SEO | Drafting Your Essay (owl.purdue.edu)  Chapter 7 |
| Thursday | Evaluate and revise claims | Specification to clarification Grammar to reframing Reframing to optimal claim (or continue) |
| Week Twelve |  |  |
| Tuesday | Revise for knowledge transformation | Bloom’s taxonomy  Using Bloom’s Taxonomy (owl.purdue.edu) |
| Thursday | Fact-check and evaluate sources  Analyzing data and information (employability skill) | Descriptive Statistics (owl.purdue.edu) |
| Week Thirteen |  |  |
|  | Research project – draft and revise | AI writing workshop |
|  | Draft and revise | AI writing workshop |
|  | **DUE Research project** |  |
| Week Fourteen | Generating Ideas and Prototypes |  |
| Tuesday | Journaling and expansive ideation sessions | Critical Reflection (owl.purdue.edu) |
| Thursday | Prototype and iteration engine | Abstracts (owl.purdue.edu) |
| Week Fifteen |  |  |
| Tuesday | Brainstorming and developing new ideas (employability skill) | AI writing workshop  Reports, Proposals, and Technical Papers (owl.purdue.edu) |
| Thursday | Making strategic decisions (employability skill) | AI writing workshop |
|  | **DUE project proposals** |  |
| Week Sixteen | **Final Exam** The case for responsible AI | Panel Discussions Selections from Chapter 9, 10, 11 |
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# Student Success Services and Supports

## ADA Accommodations

Dakota State University strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and Dakota State University's Office of Disability Services, which will work to resolve the issue as quickly as possible.

DSU's Office of Disability Services is located in the Learning Engagement Center and can be contacted by calling 605-256-5121 or emailing [**dsu-ada@dsu.edu**](mailto:dsu-ada@dsu.edu). Students seeking ADA accommodations (such as non-standard note taking or extended time and/or a quiet space taking exams and quizzes) can access the DSU website [**https://dsu.edu/student-life/disability-services/index.html**](https://dsu.edu/student-life/disability-services/index.html) for additional information and the link to the Disability Services Request Form. You will need to provide documentation of your disability and the ADA Coordinator must confirm the need before officially authorizing accommodations.

## DSU Knowledge Base

The DSU Knowledge Base contains links and resources to help students by providing information about the following topics: User Accounts & Passwords, Academic Tools & Resources, Software & Apps Support, WiFi & Network Access, Campus Emergency Alert System, Campus Printing, IT Security & Safe Computing, and the Support Desk (which is there to help both on and off-campus students). The Knowledge Base can be accessed through the link below:

* [**DSU Knowledge Base**](https://support.dsu.edu/TDClient/KB/)

## D2L Support for Students

The D2L Support for Students site is designed to provide DSU students a D2L support resource center that contains user guides, tutorials, and tips for using the D2L learning environment. The D2L Support for Students site can be accessed through the link below:

* [**DSU D2L Support Resources for Students**](https://d2l.sdbor.edu/d2l/home/606414)

# Classroom Policies

## Attendance and Make-up Policy

Your health--mentally, physically, and emotionally--is important to me. The health of our classroom and campus community are also a priority to me. That is why there is no attendance or make-up policy for this course.

Assignments are due on the date posted in D2L/the syllabus. Any work submitted after the posted deadline will be considered completely at the professor’s discretion.

*Recommendations*  
• If you are sick (any kind of sickness which includes mental health), please do not come to class.  
• If you think you might be sick or if you have been exposed to someone who is or has  
been sick, consider wearing a mask and/or do not come to class.  
• If you need to miss class for any reason, you do not need to contact me before or after.  
• If this is an online class, then your assignments and expectations are always available in  
D2L.  
• If this is a face-to-face class, then check with your classmates about what discussions  
and directions you missed and borrow notes. The reading and assignment schedules are  
always available in D2L.  
• If you experience a catastrophic illness (or a catastrophe of any kind), please let me know so  
that we can discuss a plan that makes sense for you and for your success.

**Final Exam**  
Dakota State University’s policy states that each student enrolled in classes must attend the final examination during the time slot that has been determined by the Vice-President for Academic Affairs. Accommodations can be made for serious emergencies or when a student has three or more finals scheduled on the same day. These requests must be accompanied by verifiable written documentation. The Vice-President for Academic Affairs will evaluate such requests on a case-by-case basis.

# DSU Policies

## Complaint Procedure

Dakota State University seeks to resolve student concerns and complaints in a fair and prompt manner. Students may file a complaint using the [DSU Concerns and Feedback form](https://dsu.wufoo.com/forms/dsu-concerns-and-feedback/). SARA complaints from out-of-state students may be filed using the procedures noted [here](https://catalog.dsu.edu/content.php?catoid=35&navoid=1632&hl=complaint&returnto=search#student-complaints).

## Grade Appeal Policy

If a student believes the final grade assigned in a course was inappropriate, he/she may appeal that grade by filing a formal grade appeal within 15 days of the start of the next academic session. Please see the [Undergraduate Catalog](https://catalog.dsu.edu/content.php?catoid=35&navoid=1614&hl=grade+appeal&returnto=search#Grade_Appeal_Process) or [Graduate Catalog](https://catalog.dsu.edu/content.php?catoid=36&navoid=1666#grade-appeal-process) for the required process to appeal a final grade.

## Student Verification Statement and Proctoring Policy

Federal law requires that universities verify the identity of students when course materials and/or course assessment activities are conducted either partially or entirely online. A student’s Desire2Learn (D2L) login and password are intended to provide the student with secure access to course materials and are also intended to help the university meet this federal mandate. Some DSU Faculty also require the use of a proctor for exams in distance-delivered (Internet) courses and this requirement provides a second level of student identity verification. Students are responsible for any proctoring fees, if applicable. Finally, an instructor who uses web conferencing technology may require students to use a webcam during exams as another means of student identity verification through voice and visual recognition.

A proctor is not required for this class.

# South Dakota Board of Regents Policy Statements

## Freedom in Learning Statement

Under Board of Regents and Regental Institutions policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Discussion and debate are critical to education and professional development. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. While the exploration of controversial topics may be an important component of meeting the student learning outcomes in a course, no student will be compelled or directed to personally affirm, adopt, or adhere to any divisive concepts (as defined in SDCL 13-1-67). Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact their home institution to initiate a review of the evaluation.

## ADA Statement

The Regental Institutions strive to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and the Office of Disability Services, which will work to resolve the issue as quickly as possible. Please note: if your home institution is not the institution you are enrolled at for a course (host institution), then you should contact your home institution’s Office of Disability services. The disability services at the home and host institution will work together to ensure your request is evaluated and responded to in a timely manner.

## Academic Dishonesty and Misconduct

Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and will not be tolerated. Academic dishonesty includes, but is not limited to, AAC Guideline 5.3.A – Syllabi BOR Required Policy Statements (Last Revised 01/2023) Page 2 of 2 plagiarism, copying answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during an exam. The Regental Institution’s policy and procedures on cheating and academic dishonesty can be found in your home institution’s Student Handbook and the governing Board of Regents policies can be found in BOR Policy 2:33 and BOR Policy 3:4. The consequences for cheating and academic dishonesty are outlined in policy.

## Acceptable Use of Technology

Acceptable Use of Information Technology Resources: While Regental Institutions strive to provide access to computer labs and other technology, it is the student’s responsibility to ensure adequate access to the technology required for a course. This may include access to a computer (not Chromebooks, iPads, etc.), webcam, internet, adequate bandwidth, etc. While utilizing any of the information technology systems students, faculty and staff should observe all relevant laws, regulations, BOR Policy 7.1, and any institutional procedural requirements.

## Emergency Alert Communication

In the event of an emergency arising on campus under BOR Policy 7:3, your Regental Home Institution will notify the campus community via the emergency alert system. It is the responsibility of the student to ensure that their information is updated in the emergency alert system. The student’s cell phone will be automatically inserted if available and if not, their email address is loaded. Students can at any time update their information in the student alert system.

1. WPA Outcomes Statement for First-Year Composition (v3.0) (https://wpacouncil.org/aws/CWPA/asset\_manager/get\_file/350909?ver=3890) [↑](#footnote-ref-1)