This book is exactly what teachers need right now. Instead of ignoring AI or trying to police it—both fallacies, by the way—we must equip students with the skills to use it responsibly and ethically. The ideas and lessons presented here will help readers surpass their doubts, worries, and inexperience around AI to a space of confidence and leadership. It's the right book at the right time.

—MARILYN PRYLE

As we enter a new age of teaching, this book provides teachers with a road map on how to effectively and responsibly infuse the transformational power of AI into the teaching of writing. As Magliozzi and Peterson argue, it is imperative that teachers and students get in front of this new technology. This book shows you how to do so in ways that are ethical, practical, and smart. Highly recommended.

—KELLY GALLAGHER

This is a truly exciting book about partnering human intelligence with artificial in the classroom. Magliozzi and Peterson ask teachers to be vigilant about what they've asked students to do—and to practice writing process thinking and habits—before they invite AI to contribute. I found myself thinking for the first time in my life, *Damn, why didn't I think AI could be this useful and try it instead of avoid it?* I needed teachers to guide me; these two are exceptional. *AI in the Writing Workshop* is readable, it's real, and it's bound to reshape your teaching.

—PENNY KITTLE

As a middle school teacher, I feared AI, believing its presence in my classroom would destroy my students as thoughtful writers and readers. Dennis and Kristina changed my mind. They show us how AI is a collaborative tool for conversations with students, centered always on the sound practices of a writing–reading workshop: Write First, Struggle Second, Prompt Third, Question Fourth, Reflect and Be Transparent. Human beings–the thinking of the students and their teachers–are still at the center of their work, as they embrace, question, and revise the evolving tools of possibility, like AI, in our classrooms.

—LINDA RIEF

Grappling with the ethical dimensions of artificial intelligence? Sick at heart over your students' reliance on this tool? Let two practicing classroom teachers show you how they help ninth graders employ AI in the service of HI, human intelligence. The book is a cornucopia of classroom applications, all designed to augment rather than replace students' writing skills. I came away marveling at the possibilities.

—CAROL JAGO

Me: What does thoughtful, authentic, engaged writing instruction look like in the age of AI and how can I incorporate it into my writing workshop in ways that help my students and honor my commitment to teaching writing as a process?

AI chatbot: Oh, that's easy: Read *AI in the Writing Workshop.*

I would buy a copy of this book for everyone in an English department who wants to understand and begin to use AI in ways that make sense–and make a difference.

—JIM BURKE

AI in the Writing Workshop

Finding the Write Balance

Dennis Magliozzi and Kristina Peterson

HEINEMANN ■ PORTSMOUTH, NH

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Foreword

> In an age where technology permeates every aspect of our lives, the landscape of education is evolving at an unprecedented pace. As educators, we constantly seek tools and strategies that enhance learning, foster critical thinking, and prepare our students for a complex world. One such tool that has emerged as a powerful ally in the classroom is ChatGPT.

OK, let's stop here.

I didn't write this. ChatGPT did. I went to the website and typed in the prompt: "Write a foreword for teachers arguing that ChatGPT is good for education." And this is what I got. I can't say I like it; the opening sentence seems heavy with cliché: "every aspect of our lives," "an unprecedented pace."

So I decided to modify the prompt (an idea I learned from the authors of this book). I added "in the style of Thomas Newkirk." And here is what I got as an opening sentence:

> In an era where the landscape of education is continually evolving, the advent of artificial intelligence–particularly tools like ChatGPT–invites both excitement and skepticism.

This is better. There is some tension in that opening. It seems less bland. But what really creeped me out is the pair of dashes, my very favorite punctuation mark. How did it know?

If we consider this excitement–skepticism spectrum, I was at first clearly on the skepticism end. I viewed AI as a monumental temptation for students to outsource the writing process in ways that would be hard to detect. This is not a hypothetical concern—as I opened the

Boston Globe today, there is a legal case where parents are challenging a D their son received for the unattributed use of text generated by AI (the son claimed he wasn't told this was prohibited and that he had a busy schedule).

This book actually began in a workshop Dennis and Kristina conducted. One of the first questions they had for us in the audience was whether our attitude was to work with or against this new technology. The result was a fairly even split that unsurprisingly fell along generational lines.

So it may seem odd, even unprofessional, even unethical that I should encourage, and later work with these authors to write a book making a case that I was skeptical about. But as I read the chapters, chronicling how they brought AI into their ninth-grade English classes, I was won over. I began to imagine HI (human intelligence) working with AI in a productive partnership. I could see the role of teaching as more than plagiarism detection. And I could imagine how the AI revolution might push writing teachers to emphasize the kinds of writing where students have a personal stake, where there is pleasure and meaning in the act of writing itself, not merely a task. Writing less likely to be outsourced.

The values of the writing workshop are central to this book. Students are *author*s—with *author*ity over their writing. They write first *before* inviting any assistance from AI. They *give direction to* AI; they don't take direction *from* it. They learn how to cite any use of AI, just as they would cite any other reference. When they do get assistance or feedback, they are taught to evaluate it—and, when appropriate, reject it entirely. They balance feedback from AI against feedback from peers and instructors. They are in control.

At the same time, I was impressed—and you will be too—with the range of ideas for using AI in the writing process, including brainstorming titles, questions, suggesting mentor texts, generating book covers, gathering information, providing feedback and assessments, to name only a few. As a longtime writing teacher, who has spent a career responding to writing, I was most skeptical about the capacity of AI to do what I did—responding to emerging texts of young writers. Surely, I had the edge here.

I think I do have the edge, but I was surprised by how good, how positive and thorough the responses from AI were. It was as if it had been taught to respond by reading the work I had been part of, which is not far from actuality. It caused me to reflect on my own practice, which I like to think is unique and personal and responsive to the specific text and student—but if I am honest I have my own algorithms, my own patterns, for reading student work. My comments usually deal with the yin and yang of composing—focus (the one thing you want this piece to do) and elaboration (what material can help the writer achieve that goal). That's where I spend most of my time. And it's obviously possible for a computer to do some of that too—and do it instantly.

It is tempting to imagine that with innovations like AI that we are living in time of unprecedented change that challenges core conviction about our own uniqueness, our own soulfulness. It's important to remember that such challenges are a permanent feature of technological evolution. They are hardly "unprecedented." Others have lived through them too.

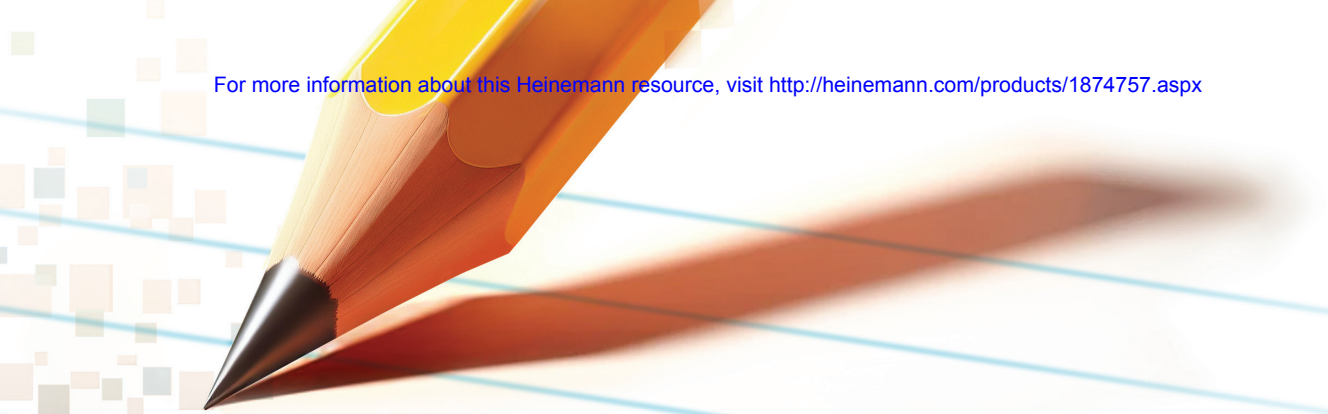
There's a story I like about this paradox of technical change, how it simultaneously threatens and emboldens us. It concerns a mapmaker in Genoa in the sixteenth century who is showing off a map that includes the discoveries in the "New World" (at least new to Europeans). A vast *terra incognito* was being filled in. An onlooker asks where the Ottoman Empire is, and the mapmaker points.

"So small," the onlooker says. "But where is Genoa?"

The mapmaker points to a dot that is Genoa. "Oh, so very small," the onlooker says. Then he pauses, "So small. Doesn't is make you feel insignificant, make you feel small?"

"No, not really. You see I made the map."

—Thomas Newkirk



CHAPTER 1

The Emergence and Role of Generative AI in the English Classroom

It would be difficult to argue that teachers should not feel threatened by the transformational power generative AI will have on education. For the two of us, it took no more than a month after the release of ChatGPT® in November 2022 before we began to see our high school students handing in written work they claimed to be their own but had clear signs it came from another intelligence. Despite our lessons about voice in writing, whether it's word choice or syntax or some anomaly that doesn't belong, teachers see the shift in a student's writing as quickly as we do a light change from green to red.

Roughly two months after ChatGPT's release, Kristina was running a poetry unit in her classes. They studied several slam and spoken word poems, and the countdown style of "21" by Patrick Roche (Button Poetry 2014) was a strong favorite. One of her students was drafting in their notebook when Kristina made it around to the table

group to check in. This was a Tuesday in mid-February. She asked the student what they were working on, and they explained it was a countdown poem listing the ten reasons they play their favorite sport. The student showed her how they were mimicking Roche's countdown style in their notebook, and she told them to keep up the great work.

The next day Kristina asked students to submit typed drafts for another round of feedback. Immediately, it was clear that the student she'd been working with in the previous class had not written the poem they submitted. While it was still about their favorite sport, it was not in the countdown structure they'd been emulating in their notebooks. The stanza breakdown and rhyme scheme were more in the style of traditional poetry, not the slam and spoken word poetry they'd examined in class. In fact, this poem didn't resemble a single mentor poem they'd studied at all.

Kristina pulled her student aside and asked about the draft; they explained that their college-aged sibling had shown them ChatGPT and they'd used it to draft the poem. They saw nothing wrong with using the tool; this poem was only a draft. And besides, it produces original content. Kristina was surprised by how quickly generative AI had made its way into her classroom. She'd easily spotted it here, but how many other students were using it? She began to wonder if there was a foolproof way to detect AI-generated content. And what is our recourse as educators when we find a student has cheated? One thing became immediately clear: Generative AI isn't just another thing we can block from schools because students will use it to cheat. Its presence is so much more than that. The only way to fully understand how transformative it will become is to better understand what it can do.

Instead of feeling like we have to redefine our teaching toward becoming plagiarism investigators, our time in education can be better spent learning how to embrace this new frontier. Not necessarily because teachers of today dreamed up the idea of artificial intelligence and therefore need to take responsibility for it, but because the world has brought it to our doorsteps, and we have a generation of students who will grow up with AI as if it has always been there. Just

like we are teaching generations often referred to as "digital natives," so too will we one day teach "AI natives." To ignore this and pretend that AI has not entered our students' lives in some profound way would be a mistake on the part of today's educators.

An Ever-Evolving Educational Landscape

The world is always changing, and so too does education. Ignoring the immense presence and promise of AI would be the same as closing our eyes to the start of the internet or the mass production and availability of graphing calculators. Even though it may seem we have an option, even though we may think resorting to pen-and-paper essays is the answer, this is not an either-or decision we are faced with. AI is here. It's in our classrooms. It's in yours. And it's here to stay.

Marshall McLuhan (1969) coined the phrase "the medium is the message" in his book, *Understanding Media: The Extensions of Man*. The Canadian philosopher claimed that whatever the medium—radio, television, the movies—its content is easily grasped while its character is something often overlooked. In the case of AI, we have the ability to produce endless amounts of information that can be tailored to a plethora of needs. We can prompt a chatbot to list five things we should buy our mother for her birthday, ask it for a summary of some historical event we want context for, or command it to write a poem for an assignment our teacher gave. That is the content it can produce, but it is only the tip of the digital iceberg.

AI's character reveals itself the more it interacts with human intelligence (HI). If we take a moment to consider its character, some of it appears to be very much like ourselves. AI has the ability to brainstorm, make lists, organize thoughts and ideas, and even express what we might term creative thought (that is, thought that appears unexpected, original, or insightful). These early interactions between AI and HI will develop over time into a more mature partnership, and that growth will reveal much of AI's hidden character. McLuhan's (1969) perspective gives us the keen ability not only to reflect on the media

we interact with but also to consider what it means to interact with a given medium. We are just beginning to consider what characteristics AI reveals in an educational context. There will always be ways for students to cheat online, and that is only one aspect revealed about AI's character. We believe that teaching students how to leverage the power of AI to improve their writing and thinking has the potential to aid both students and teachers in the classroom, and to anticipate the work world they will inhabit.

Educators have always needed to prepare students for a future we have yet to imagine, for jobs that have yet to be created. This moment in education is no different. We have to see AI for what it is, a very powerful tool, and teach our students how to use it appropriately. Otherwise, we will fail to educate future generations not only about how to navigate the technology of our time, but how something like writing fits into this futuristic picture as well. In the mid-1990s the New London Group (1996), inspired by the explosion of new mediums for communication such as the internet and digital media, coined the term "multiliteracies." In a way, the group was preparing us for the arrival of something like AI. As new literacies and forms of media arrive in our environment, the group argued, we have to learn their language and how to communicate with and through them.

We are already interacting and communicating with each other on a daily basis through multiple forms of literacy. Our environment demands that we process the image and video as much as the written word. It demands that we navigate a literary landscape with the ability to read and respond to text, view and listen to a movie, search the internet, and now command a chatbot to produce a result based on a desired product. Educators have a distinct role to play in helping students understand the media of our time. As of November 2022, when OPENAI™ released ChatGPT to the public, generative AI became one of those media that we are going to have to help our students understand.

The US Department of Education's Office of Educational Technology (2023) appears to agree. In their report *Artificial Intelligence and the Future of Teaching and Learning: Insights and*

Recommendations on the integration of AI in education, they compare AI to a human riding an electric bike (53). While the technology gives the human an effective push along the road, the human is still fully present and in control. The same is true for our interaction with AI in the classroom. HI is always present and needed. It is, in fact, the source and reason for the arrival at a final destination. The human brings the intention and reason to the ride. There needs to be an honest and transparent engagement toward the final destination. Otherwise, the journey loses its meaning.

We cannot overemphasize the importance of HI in this book. With every directive given to a chatbot in our work with students, the aim was to engage students in conversation rather than looking up final answers. In fact, to take what we receive from generative AI as a "final answer" is a mistake all of us should avoid. The responses we get, although given in a manner that appears to be a singular answer, are not singular at all. Chatbots are a product of a type of AI known as a large language model (LLM). The primary function of an LLM is to predict the next word in a sequence based on the words that came before it (similar to the word suggestions when you text). LLMs are trained by absorbing patterns, structures, and nuances in the data they consume. It's been trained on more words than any human could read over their lifetime. However, it is also limited to this data and its responses can be incomplete, incorrect, and outdated. These models don't understand the text the same way humans do, and there is no guarantee that its prediction is right, only that it sounds right (Muehmel 2024). This is a very boiled-down description of the process that occurs. But the central point remains: AI is a gatherer of data and information, its responses to us often come from many different sources, and it is not always 100 percent accurate or right. We should remember this. HI is always along for the ride as the source of initial input, a fact-checker, and a collaborative thinker.

The relative ease with which AI can produce answers to our questions is another component of AI's character that is important to keep in mind. Where once we had to spend time looking over multiple

sources from a search engine for an answer, or take time to collect a series of perspectives on a topic by gathering them in a library, AI is offering an immediate response to anyone with a question. We can simply ask and receive without any effort or thought. At best, this is a characteristic of AI that levels the playing field for future generations of writers. Those who have limited access to writing support find an ally in AI. At worst, we are in danger of raising future generations of automatons who don't care to think for themselves, who move directly to the immediacy of AI for the answers to everything. In this case, we combat the inherent ease with which we are offered assistance through the sheer willpower to struggle.

To trust in HI as a generative source of personal information is a necessary step toward growing as a human who thinks. We grow as thinkers when we struggle through the process of deciding between right and wrong or fact and fiction. To hand all our decision-making over to a chatbot would be no different than getting on the latest version of an e-bike that doesn't need a rider to get from point A to point B. The journey toward understanding is rendered meaningless. Part of the goal in this book while we explore the characteristics of AI is to reveal potential missteps we could make in the future.

Adapting to Change

Our first steps with AI in education are both exciting and nerve-wracking. We are at the doorstep of a new technology. At the start of our teaching careers, the two of us were just entering teaching at a flashpoint for tech in education. Classrooms went from being places where technology was considered rolling a television on a stand into the room, to a cart of computers, to a school where everyone is on a computer nearly all day long.

It can be exciting to usher in new technologies. They provide us with new ways to engage with our content and often make our lives easier as teachers and students. And yet it is nerve-wracking because the new can sometimes bring the unexpected. It can promise us one thing but produce something else entirely, and teachers in the

classroom (many of us who see the transformation of education over the long term) are the ones who have to learn how to traverse those changes oftentimes while underfunded, undereducated, and without time to catch up. While this might be exhausting at times, our ability to adapt to change is what makes us stronger as teachers. This book cannot promise all the answers to those challenges, but it can offer an honest look at how AI operates in a ninth-grade high school English classroom. Its goal is to produce some usable exercises that you can try in class on the day you read the book. We are teachers, too, and we know how invaluable it is to have a book with classroom-tried, ready-to-use exercises. We offer the reader several writing types commonly found in American classrooms and a plethora of prompts and activities to accompany them. Our goal is to remain connected to teaching the writers in our room and to work with our students rather than trying to catch them plagiarizing.

The aim of this book is not to lament the challenges generative AI brings to the educational landscape but to provide a blueprint for high school English teachers to navigate this new terrain and ensure that their students are prepared for a future powered by AI. In this book, we will offer you our experiences over the course of a school year and share our notes on which AI tools we've used at the time of our writing. They are just that, our experiences and notes; we are not salespeople with vested interests in any of the software we're exploring. We both realize and believe that what we're using today may very well be replaced by another more robust or more properly vetted tool tomorrow. Our goal is to do our best to ensure the tools we engage with will support and do no harm to our students or their data privacy.

We cannot ignore AI's presence in our world. Nor can we assume our students are AI natives and that they will automatically know how to use it. We can, and should, consider the ethical consequences of using AI in education just as we should consider the consequences of ignoring it altogether. A lack of access to AI can create a split between future haves and have-nots. As educators, we have an opportunity to create an environment in our public schools where students arrive

each day with access to AI in ways that are creative, collaborative, and generative. To skip this opportunity would be equivalent to ignoring the onset of the internet or computers. Educators and the public institutions they work for have often provided students with their first experiences with future technologies. This moment is no different.

There are greater consequences to students missing out on this early interaction with AI. Not only will they fall behind in their knowledge of these programs and how to wield them in the workforce or their daily lives, but they will also lack a voice within AI. Given that these programs are not only trained based on the information they have access to but are fine-tuned through how we use them, if particular groups of people are left out of the conversation, then in their absence AI can become even more biased, a term known as algorithmic bias. This bias is something we should be aware of at the onset of AI in education and something that we continue to reflect on as AI becomes more commonplace and integrated into our systems. The more we explore and put to use the content AI produces, the better prepared we become to understand its characteristics. Teachers will always have to keep up with the next technological advancement and in this case the more we equip ourselves with information and experience about AI, the better prepared we are to help our students navigate it.

Workshop Model in the Era of AI

Early responses to combating the AI threat in our classrooms included suggestions like asking our students to get more personal in their essays or going back to timed exercises with pen and paper—all to avoid plagiarism. Others used technology to fight technology by having students submit to school-permitted programs that assess whether AI has written an essay. While those suggestions may work to a certain extent, they assume bad intent on our students' part in the first place and they stifle their creative expression in the second.

The real crisis here isn't about cheating or our curriculum. It's about our students' relationship with writing. Consider things from their perspective: If their teacher doesn't care about the process and doesn't focus time and energy on the student's journey through it, why shouldn't they use AI? Many don't want to invest in an essay that limits their style or muffles their voices. Too often, writing is reduced to a formulaic exercise, one that can be outsourced and assembled easily by generative AI. The majority of tasks in schools ask students to provide information or explain in a coherent way the answer to a prompt-based question, the same question everyone else is also responding to. All things AI can do and, because of its character, do very quickly.

While we are not arguing for a total removal of the classics or our standards, we are saying that AI is going to force us to shake things up. Perhaps a best foot forward is to reevaluate our approach to teaching writing and how that instruction deepens or deadens a student's relationship with it. Students deserve the opportunity to discover themselves as writers. We need to turn our classrooms into places where real writing happens, where students engage with and explore a topic important to them through the written word. Writing is more than simply conveying information; it's about learning how to think critically, creatively, and analytically. It's about understanding the nuances of language and developing a unique voice. It demands flexibility, reflection, and a deep understanding of our students' skills and needs. And it demands a teacher who sees their students as writers, who writes alongside them, who models the process of authorship, and shines a light on the struggle and success of authoring a piece to its final draft.

The two of us have been workshop-style teachers for close to two decades. The workshop model of teaching is a pedagogical method where the teacher assumes the role of coach, modeling the process for students rather than simply delivering information. The workshop-style teacher writes alongside their students and approaches each piece as something to be authored instead of

assembled. The intent is to crack open the writing process to fully understand it, to teach to the individual rather than the roomful, and to model for students how to write like professionals do. Although the workshop model has a strong following in elementary and middle school classrooms (see the work of Don Graves [2013], Don Murray, Lisa Miller, and Tom Newkirk [2009], Lucy Calkins and Peter Cunningham [2013], Nancie Atwell [2015], Tom Newkirk and Penny Kittle [2013], and Linda Rief [2014]), Kelly Gallagher and Penny Kittle (2018) have written extensively on what it looks like in a high school classroom. Our model is similar. Our fifty-minute class periods are broken into chunks: ten minutes of reading, a minilesson on a specific concept or skill often alongside a mentor text, and then the workshop portion of class, which includes a large chunk of time to write.

We know that writing alongside our students is really, really hard, especially when we do it several times a day across five different classes. However, spending our class time working alongside students as they grow as strong readers, writers, and thinkers is not only profoundly rewarding, but also essential to fostering a learning environment where everyone, students and teachers alike, are engaged in growth. Generative AI has a place in that growth, and we need not fear it. If a teacher's goal is to deliver information they want students to memorize and deliver back, then AI is absolutely a threat. However, if the goal is to teach students how to craft original and authentic essays, and if we focus on the writing process, then we can shift our view of generative AI from a threat that helps students cheat (assemble an essay) to a tool that can help students write (author an essay).

In our experience, the workshop model is the most effective way to teach students how to write, and for those worried about students cheating on their essays, remember, it was through conferencing that Kristina came upon the use of ChatGPT in her student's poem. Further into the process, we can model how to ethically integrate generative AI. Conferring is a powerful way to connect to our students once they have a rough draft in hand. It is a time when we get exposure to their voice. We see them crafting the early draft of their work before AI has a chance to chime in. Although AI can generate text, it cannot

replicate a student's authentic voice or the unique perspectives and individual experiences that students bring to the page. It can, however, act as an aid to the writing process.

While we hoped the writing workshop would remove any worry about AI, sadly, that is not the case. Key aspects of the workshop model can help, such as getting to know your student's authentic voices and seeing the progress of a piece unfold in real time. But the fact of the matter is that AI can be used at any point. Our attempts to catch students cheating are futile. Short of having every final assessment done orally, we cannot ensure that generative AI won't make its way into student work. However tempting it may be, reverting back to the old ways of pen-and-paper writing exercises isn't the answer, either. At least, it is not the only answer. Our students have voices that the world needs to hear, and their perspectives deserve a spotlight. We need to help them hone those voices, not have them stifled by more rules and restrictions.

It is imperative that educators teach students how to use generative AI tools ethically. It doesn't have to undermine the writing process or the importance of human feedback. Instead, it can complement it. Teachers can use chatbots with students as an ally for brainstorming and feedback. Although there are many issues with using AI to assemble and submit an essay, using it as an aid isn't one of them. By allowing students to bring AI into the conversation, they can gain a richer understanding of the writing process.

Although many teachers are cautious or even fearful about AI's role in the classroom, it's important to know that most students will, if they have not already, make use of AI on their educational journey. And teachers will have to answer questions we may not be ready to answer yet: How much AI support is too much? If a student uses a sentence or two from a chatbot, is that considered plagiarism? Is it okay for teachers to use it themselves and ban it for students? We all have to face these questions and others we cannot predict right now. As with every tool, the key is to learn how to navigate it ourselves and teach students how to use it ethically.

Central Rules for Writing with AI

As we navigate the emerging challenges and opportunities presented by generative AI tools, we must practice the core principles that govern effective writing instruction: Focus on the writing process; conference and collaborate with our students; and engage in the writing process as an act of discovery. And we must set some ground rules for our engagement with AI. At the time of this writing the available literature to guide us in these first steps is sparse, but we offer the following five rules as a starting point for our writers.

Write First

When engaging AI in the writing process, always start your piece independently and allow your ideas to flow naturally before seeking AI assistance. Having something on the table first allows HI to remain in the driver's seat, and not the other way around.

Struggle Second

Be willing to try to solve your own challenges and roadblocks before going directly to AI. The potential downfall of working with AI is that we will choose it as a path of least resistance, but the process of writing is one full of starts and stops, a flurry of ideas followed by moments of quiet reflection. This is not just part of the writing process, it is part of the thinking process as well. AI is here to help us in our thinking, not to do all the thinking for us.

Steps one and two are perhaps the most important and the most difficult in this process. As we stated earlier in the introduction, one of the characteristics of AI is that it is always available, always willing and ready to give us a response. Another characteristic of AI is that it gives the impression of making things easy, which could lead us to use it as a crutch. It is only through the act of sheer willpower that we can stop ourselves to ask, What do I think? before asking AI for its input.

Prompt Third

The first step into getting the most from generative AI is to carefully craft what you, the user, types into the text box to get the most precise and valuable information. This is known as prompt engineering. The old adage "garbage in, garbage out" is no truer than when seeking support from generative AI. The quality of a prompt directly impacts the quality of its response. Vague or ambiguous prompts will produce vague or ambiguous responses. Generative AI isn't Google™ or any other conventional search engine. Instead of directing users to an existing source on the internet, generative AI will respond to the prompt they put in with tailored output in a conversational tone. It requires clear and specific prompts to generate relevant and detailed responses. Users have to think very carefully about what they're looking for from it. Well-thought-out and specific prompts can unlock the full potential of generative AI, ensuring that users receive the feedback they want. It requires the user to engage in rhetorical and critical thinking skills and strategies to craft an effective prompt from the software.

When we engineer a prompt for generative AI, we keep these three things in mind:*

1. **Provide context:** Indicate the perspective you want the chatbot to take/how you want it to respond (as a teacher, as an editor, as a writing coach). This will enhance its responses.
2. **Identify what you need:** Clearly explain the task you want the bot to complete (design a lesson plan, create a rubric, organize a to-do list).
3. **The more specific, the better:** If your prompt is incomplete or lacks important context, the chatbot's response is likely to be just as vague. Detailed and well-defined prompts lead to more precise responses.

*Most generative AI tools are open source, so always avoid giving it sensitive personally identifiable information (PII) like full names, email addresses, or other identifying details. For more on prompt engineering, see Figure 1.1, page 16.

Question Fourth

Engage in conversation with the feedback you receive. Question, critique, and expand on the feedback. Develop a habit of critically considering AI's suggestions. Ask yourself, "Does this align with my attempt? How can I make it better?" Don't copy. Don't take everything word for word. Consider how you can make this your own. How can you stay true to your authentic voice and intent?

This process of engaging in a conversation about your piece should feel quite natural. We have been engaging in conversations about writing since the beginning of the written word. In this case, AI is a third party in the room. The human-to-human discussion invites the opinion of AI into the conversation.

Reflect and Be Transparent

Reflection encourages growth. It ensures that we keep the focus on the process. It pushes writers to constantly enhance their skills and their creative and critical thinking abilities. We ask our students to consider how AI aided them in the writing process. We want to know what insights they gained from the collaboration. We want them to reflect on how their writing improved or changed. And most importantly, we want them to consider how they can apply what they learned today to tomorrow's tasks.

Transparency is an essential part of the writing process, especially in education. We have always taught our students it is crucial to acknowledge the use of outside sources and to cite them, and the use of AI is no different. This means understanding and clearly articulating how AI has contributed to written work. Teachers have to open the channels of communication with students about how they used AI as an aid rather than shut down the discussion. Without an open dialogue, we can always expect to find ourselves suspicious of who used AI in a given essay.

It is crucial to consider how to effectively implement these guidelines into our classrooms. It is one thing to assign an essay to students, and another thing entirely to teach students how to write

one. The rest of this book will explore the ways we engage our students in a workshop model, creating an environment where generative AI tools can be leveraged, monitored, and critically evaluated. The workshop setting and these rules not only foster ethical and responsible use of AI, but they also encourage students to become more aware and self-reflective throughout the process. It is our hope that the following chapters will show you the possibilities of engaging with AI. By equipping yourself with knowledge about it, you can better

Prompt Engineering: Chart of Approaches

CONTEXT / ROLE	TASK	FORMAT
Act as a . . . *Define the role that you want the bot to take on.* **Example:** "Act like a ninth-grade English teacher . . ."	**Create a . . .** *Give the bot a task.* **Example:** "Act like a ninth-grade English teacher and design a lesson on . . ."	**Show as . . .** *Tell the bot how you want your information to be presented.* **Example:** "Act like a ninth-grade English teacher and design a lesson plan on . . . Include a lesson objective, step-by-step procedures, discussion questions, and prompts."

Leverage the AI's Strengths: Understand what the AI does best and tailor your prompts to these strengths. AI models are excellent at processing and synthesizing large amounts of information. When crafting a prompt, you can leverage this strength by asking for examples, summaries, explanations, or comparisons. AI models are also excellent at mimicking what we input. It can mimic the style or tone of an example you paste in. If you want to generate an example essay for students to analyze, include a sample in your prompt for the AI to emulate. Students can also leverage and misuse this ability. Finally, AI can be a powerful grammar and editing tool.

Figure 1.1 Prompt Engineering: Chart of Approaches

Create a Chain Prompt: To improve the quality of your interactions with generative AI and leverage its strengths, keep the following three things in mind:

1. Prompt and revise: Most generative AI tools like ChatGPT can follow the thread of your conversation. So instead of starting over, you can continue to prompt the bot until you get what you are looking for. This allows you to direct the bot toward more detailed and desired results. This trial and error method will help hone your prompt engineering skills.

2. Modify the audience: Consider who or what it is you are generating a response for. Ask the bot to change the tone or mood or complexity of the result it produced.

3. Revamp the format: You can prompt and ask for a more desired format such as a bulleted list, a letter to the editor, or even a table where you specify the columns and rows.

Example: Can you also provide three homework questions that align with the lesson plan you've generated? Or can you create a four-point rubric for the assessment in the lesson plan?

integrate AI into your curriculum in ways that enhance, rather than replace, the critical thinking skills that are essential for the art of writing. This is our opportunity to shift our focus from the fear that AI will replace us and concerns about academic dishonesty to what is really important: fostering environments where students can explore their own meaningful questions, grapple with important ideas, and craft writing that is so distinctly human, so undeniably theirs, that no AI could ever replicate it.

A Year in Writing with AI

Figure 1.2 is an overview of our school year. This book will give you a detailed look at how we integrated AI into the following units.

A Year of Writing		
September–October	Personal Narrative	Students write a one-to-three-page personal narrative.
November–December	Literary Analysis: *Macbeth*	Students discuss and write a one-to-two-page literary analysis and reflect on Shakespeare's use of craft.
January–February	Slam/Spoken Word Poetry	Students write a slam or spoken word poem and reflect on their use of craft.
March	Literary Analysis: *Lord of the Flies*	Students discuss and write a one-to-two-page literary analysis based on AI's commentary about the book.
April	Research	Students write an open letter on a chosen topic to submit to the *New York Times* Open Letter Contest.
May–June	Author Study	Students emulate the craft of a writer they are passionate about.

Figure 1.2 A Year of Writing