

# Navigating Al-assisted writing while keeping critical human voice

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Al-Assisted Writing: who's the author now?

## I begin with 3 Questions ...

- Is the author dead?
- Is the student essay dead?
- Is the EAP practitioner dead?

 And in answering, we'll consider HI (Human Intelligence) versus AI (Artificial Intelligence) and the critical role of human voice.



### Outline

Types of AI-assisted writing that need navigating

Is the (human) author really dead?

Is the student essay dead, on life support or alive and well?

What would we lose if the student essay died?

How might we revive HI (and human voice) in the AI age?

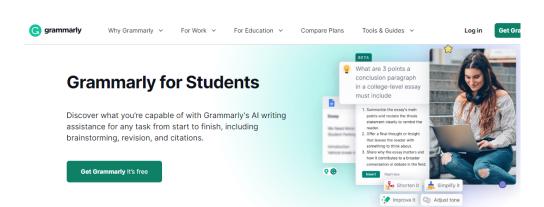
EAP in action: using AI as a tool, not a substitute...

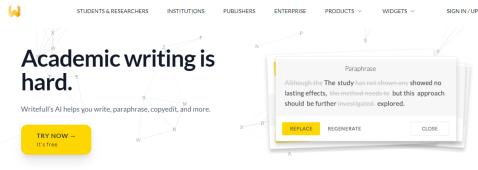
Identifying, encouraging, rewarding critical human voice

## Navigating Alassisted writing types

- Editors: e.g. Word spell and grammar check; Grammarly, Writefull, Quillbot
- Translators: e.g. Google Translate; Baidu, DeepL
- Citation: e.g. Zotero, Mendeley, End Note, Turnitin
- Thinking/writing partners: e.g. ChatGPT, Bard, Bing..









Excel for Microsoft 365, Word for Microsoft 365, Outlook for Microsoft 365, More...

Microsoft Office programs can check spelling, and most can check grammar.

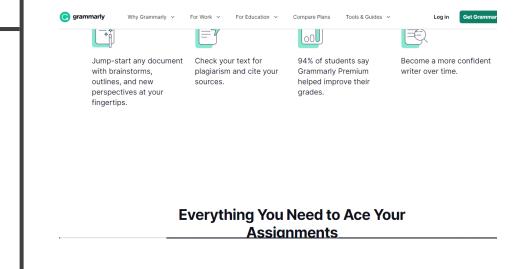
Using Microsoft 3652 You may be interested in checking out the powerful new Editor feature in Word! See Editor - your writing assistant for more information.

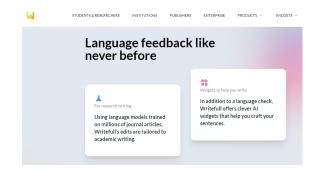
Run the spelling and grammar checker
To start a check of the spelling and grammar in your document, just press F7.

Click a heading below for more information

Show errors automatically while you work

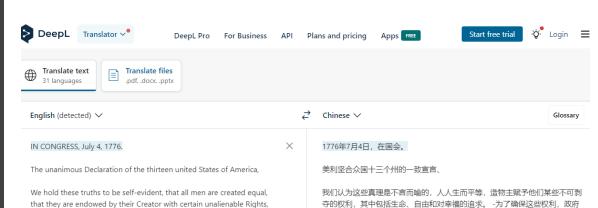
Turn the multicolored underlining on or off











在人与人之间建立,其公正的权力来自被统治者的同意,-当任何形式的政府

变得破坏这些目标时, 人民有权改变或废除它, 并建立新的政府, 以他们认为

最可能实现其安全和幸福的原则为基础,并以这种形式组织其权力。

that among these are Life, Liberty and the pursuit of Happiness.-That to

their just powers from the consent of the governed, -That whenever any

Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in

such form, as to them shall seem most likely to effect their Safety and

Happiness.

secure these rights, Governments are instituted among Men, deriving

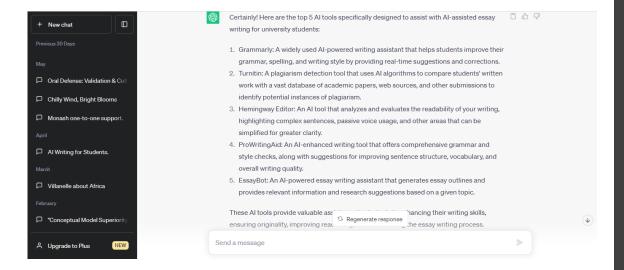
Bard (Experiment)

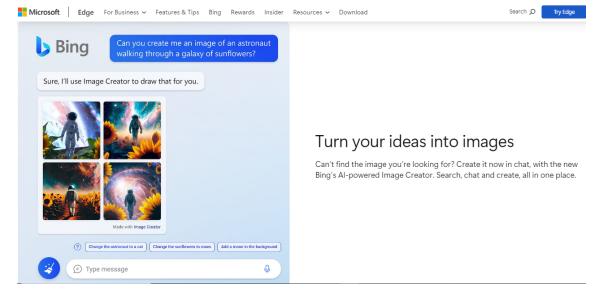
## Bard can draft an email accepting the job offer and export it to Gmail

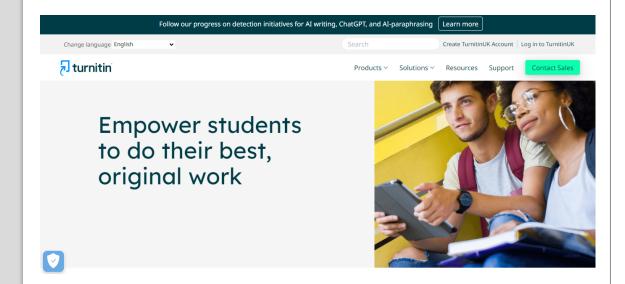
Meet Bard – your creative and helpful collaborator, here to supercharge your imagination, boost your productivity and bring your ideas to life.

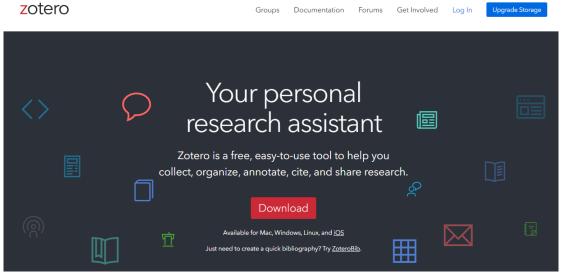
Bard is an experiment and may give inaccurate or inappropriate responses. You can help make Bard better by leaving feedback.

Try Bard











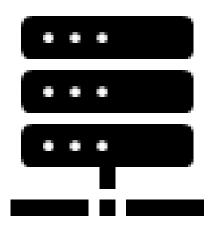
Al implications for HEIs

How to deal with AI in the classroom?

How to defend academic integrity and purpose?

A moment of crisis, but maybe opportunity?





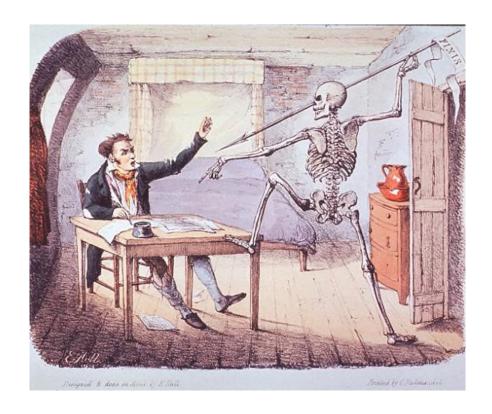
## The Death of the Author

Roland Barthes (1915-1980)

Translated by Stephen Heath First Published in 1967

## Firstly – Is the (human) author really dead?

- Roland Barthes, post-structuralist, advocated this in 1967.
- But he surely could not have imagined ChatGPT and LLMs (writing poems, novels, screenplays and academic essays) in the 2020s.



"The birth
of the reader
must be at the cost
of the death of the
Author."

-Roland Barthes

### Roland Barthes

- Debunked notion of originality.
- "A text is ... a multi-dimensional space in which a variety of writings, none of them original, blend and clash" (1977: 116).
- The act of authorship is one of assembling various influences, rather than a magical process of creating something from nothing...
- Barthes was right, to an extent, to shift focus to the reader...



The text is a tissue of quotations drawn from the innumerable centres of culture.

Roland Barthes

#### But...

- in detaching texts from their 'dead' authors,
- Barthes unfortunately negated the criticallyminded human writer –
- who engages with the 'tissue of quotations drawn from innumerable centres of culture'
- to add their own perspective!

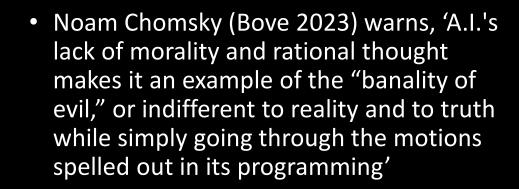


# The danger of killing off the human author

- Yuval Noah Harari (2023) argues:
- Democracy is a conversation, and conversations rely on language.
- When AI hacks language, it could destroy our ability to have meaningful conversations, thereby destroying democracy.

Yuval Noah Harari argues that AI has hacked the operating system of human civilisation | The Economist

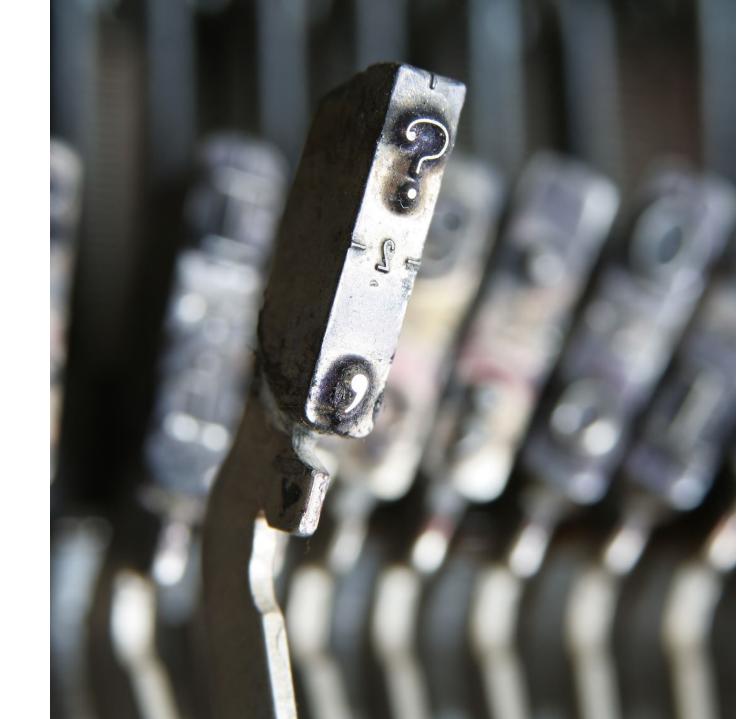
Yet HI is resilient, according to Chomsky..



- But it may 'be an insurmountable obstacle for A.I. to imitate human thinking.'
- He says, don't underestimate the human brain!

## What does this mean for the student essay?

- It's not the first time we've contemplated the essay's demise.
- In 2003, long before ChatGPT...
- Richard Andrews asked if this is 'The End of the Essay?'



Richard Andrews' The End of the Essay? (2003) concluded, No:

- 'The essay ... is alive and well.'
- Part of its longevity is its flexibility, its ability to adapt to different functions. Although it reflects the rationalist paradigm underpinned by argumentation and in turn by logic, dialectic and rhetoric, it gives students the space to inject personal perspectives, to alter the sequence and play with the tone of the genre.'
- But we need to be clear about requiring a personal v. impersonal voice (reflective or rationalist, distanced).



But what 'threat' does Al present to the student essay?

 Do students really need to read and write in English?

with translation software such as DeepL

How can we defend academic integrity?

if it's so easy to cheat, if ChatGPT can compose essays in seconds.



## Can the student essay survive ChatGPT?

 Zaretsky (2023) claims it's already 'a corpse that students and teachers have an equal interest in pretending is still alive...'
 https://theamericanscholar.org/words-words/

 Marche says, 'In a tech-centered world, language matters, voice and style matter, the study of eloquence matters, history matters, ethical systems matter. But the situation requires humanists to explain why they matter, not constantly undermine their own intellectual foundations' (2022).

https://www.theatlantic.com/technology/archive/202 2/12/chatgpt-ai-writing-college-studentessays/672371/

## Did ChatGPT Kill the Student Essay?

Skorburg and White (2023) say No! It cannot rival HI.

- 1. It shows no regard for understanding, judgment or truth.
- 2. ChatGPT is a consummate 'Bullshitter' that doesn't give a damn!
- 3. Understanding and judgment require **giving a damn**; and student essays should too!

• <a href="https://theconversation.com/chatgpt-killed-the-student-essay-philosophers-call-bullshit-200195">https://theconversation.com/chatgpt-killed-the-student-essay-philosophers-call-bullshit-200195</a>

What would we lose if the student essay died?

Please discuss with the person(s) next to you for 2 minutes, and comment on the Padlet link.

https://padlet.com/drewcshaw 1/implications-of-ai-assistedwriting-what-would-we-lose-ifth-xmgd6sdqq8y30rxk





# Reforming assessment types and processes

- Katia Dowdle (2023) proposes an alternative 'Oral Essay'.
- Others advocate oral (in-class) presentations of essay plans and outlines followed by Q&A before any writing begins.
- Vivas are making a comeback.
- UDL (Universal Design for Learning) proposes many alternatives.
- Yet, as Richard Andrews (2003) argued, the essay is the 'Genre par excellence for assessment in the academy' and we will be hard-pressed to replace it.

So... the student essay might be on life support but, I argue, it's worth reviving!

Al-assisted writing is here to stay.

It could present a threat and/or an opportunity.

We should consider ways of using Al effectively yet elevating HI ultimately.

This requires promoting discursive, critical, evaluative voice.

## Ways of dealing with Al

- Current Durham University guidance
- Examples from Durham's 2023 20-week EAP Presessional



### Allow acknowledged use of generative AI. E.g.

- Generation of ideas and providing some alternative perspectives.
- Rewording and simplifying text, to help students better understand complex concepts.
- Improving vocabulary and language skills by suggesting synonyms, antonyms, and explanations of unfamiliar terms.
- Support for drafting and editing providing suggestions for outlines, sentence structure, paragraph organisation, or arguments.

DCAD, Durham. 2023. Discussing Generative AI with Students.

Comment from Durham presessional ChatGPT pioneers (Jess Sequera and Michael Mortimer):

- [Monday, 14:33] MORTIMER, MICHAEL R.
- The GPT lesson went pretty well. What Jess and I are discovering is HUGE potential with incorporating GPT into the learning process (research, reading, even note-taking and to some extent criticality - drafting/writing and checking written work presents more of a problem).
- Students also got to see GPT's faults and limitations. They also realised that it's only a useful tool if you already understand the text/topic/concept which you're analysing.

[Monday 26 June, Teams Chat]





#### 62. Research Ethics Reading 3

#### Lesson aims:

- Use Chat GPT as an aid in reading and notetaking
  Consider the strengths and weaknesses in using Chat GPT for reading

Make sure you complete the Preparation Steps below and bring your work to class.

#### **Before Class Preparation Steps**

Preparation Step 1: Reading and notetaking

Read text 3 and take notes.

Preparation Step 2: Being the navigator

Answer the following questions:

- 1. What type of text is it (newspaper article, book, research paper, essay, etc.)? Where was it published?
- 2. Who is the audience? Who was it written for?

#### Task 5: Using your own language to summarise readings

- Ask Chat GPT to summarise the article in your own language
- 2. To what extent is it similar or different to the summary in English?

#### Task 6: Synthesising texts

- Copy and paste Texts 2 and 3 into Chat GPT and make sure to provide the citation when you do this. Ask ChatGPT to synthesise readings 1 and 2 into a table comparing and contrasting the arguments.
- 2. To what extent are the arguments fully compared?

#### Task 7: Finding references through reading

#### Finding references through reading

Part of the reading process involves finding relevant references through reading. You might notice a citation that is interesting/relevant to your task. You don't need to do this for this essay task, but you will need to engage in this process once you start your degree.

- Read through Text 3 and identify some references that you might want to read. Go to the footnotes and find those references. Can you find the reference in the library/google scholar?
- 2. Now go back to the summary/ideas from ChatGPT. Has it provided you with any references from the text that might be relevant?





#### Task 8: Reflection on the process

- 1. For the Research Ethics thread, you read reading 1 normally and used Chat GPT for readings 2 and 3. How did you find both approaches? Do you prefer one over the other?
- What are some of the limitations of ChatGPT and how will you consider these when using it?
- Will you use Chat GPT in the future for reading and notetaking?
- 4. To what extent was ChatGPT helpful in the reading process?

#### Review: What you've learned in this lesson

- Use Chat GPT as an aid in reading and notetaking
- Consider the strengths and weaknesses in using Chat GPT for reading

## Navigating Al-assisted writing

- Students need to know:
- AI tools can be fluent liars.
- AI tools may exhibit biases.
- how to **incorporate** AI-generated texts ethically and effectively, noting and citing use of AI.
- EAP practitioners will likely have to integrate Al literacy skills into what they already teach.



## A widening gap ...

- the gap between L1s and L2s may get bigger.
- those who can already write well without AI may become more and more valued.
- those who cannot write well, with or without AI, may be increasingly excluded (Warschauer et al, 2023).

• Warschauer et al, 2023. The Affordances and Contradictions of Al-Generated Text for Second Language Writers

• A possible remedy, I argue, is to teach effective writing and the value of critical (human) voice!

Identifying, encouraging, rewarding human voice in academic writing

- Departments should consider first-person perspectives as a requirement, because we know it's here that AI can't compete:
- '[AI] cannot demonstrate genuine human empathy, intuition and insight, or draw on the personal experience and tacit knowledge,' as Durham's (DCAD 2023) guidelines observe.
- Oral presentations of essay plans are valuable
- Viva-type questions are valuable

(Al-busting)
Viva-type
questions for
students



Why did you choose this topic?



What's the main issue for you?



What's your own position on this issue?



Why does it matter to you?



How does it make you feel when you talk about this issue?



How to encourage more HI voice in academic writing

Some suggestions -

### University of Melbourne guidelines on Voice

https://students.unimelb.edu.au/academic-skills/resources/referencing/voice-in-academic-writing

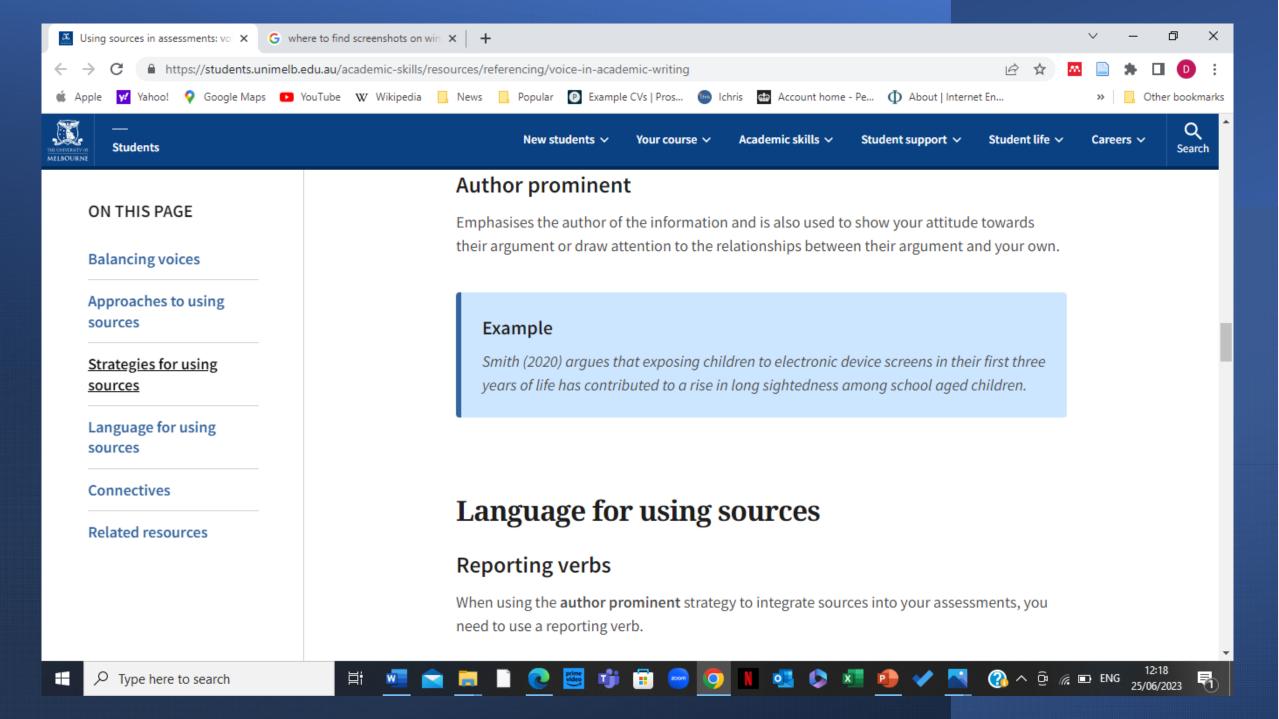
Students	New students ∨ Your course ∨ Academic skills ∨ Student support ∨ Student life ∨
	Balancing voices
ON THIS PAGE	It is important to balance the ideas and arguments expressed in <b>your voice</b> with those of
Balancing voices	other authors, who are usually scholars in the field of study.
Approaches to using	Tips for using a variety of voices in assessment tasks
sources	Start and end each paragraph in your own voice.
Strategies for using sources	<ul> <li>In an essay, your voice should be the strongest in the introduction and conclusion. It's best not to begin or end your essay referencing another writer's words.</li> </ul>
Language for using sources	<ul> <li>Other voices should feature in the body paragraphs of your assessment task to provide evidence and support to your ideas, claims and argument.</li> </ul>
Connectives	<ul> <li>Use your voice to manage and contextualise the voices of others. This is where 'reporting verbs' and connectives are helpful.</li> </ul>
Related resources	<ul> <li>Clearly distinguish between your voice and the voices of other sources, and cite each source appropriately. Readers assume that words without citations are your own, so if they are not, you must cite them.</li> </ul>

### Balancing voices

It is important to balance the ideas and arguments expressed in **your voice** with those of **other authors**, who are usually scholars in the field of study.

#### Tips for using a variety of voices in assessment tasks

- Start and end each paragraph in your own voice.
- In an essay, your voice should be the strongest in the introduction and conclusion. It's best not to begin or end your essay referencing another writer's words.
- Other voices should feature in the body paragraphs of your assessment task to provide evidence and support to your ideas, claims and argument.
- Use your voice to manage and contextualise the voices of others. This is where 'reporting verbs' and connectives are helpful.
- Clearly distinguish between your voice and the voices of other sources, and cite each source appropriately. Readers assume that words without citations are your own, so if they are not, you must cite them.



Student life v

#### Language for using sources

#### **Reporting verbs**

When using the **author prominent** strategy to integrate sources into your assessments, you need to use a reporting verb.

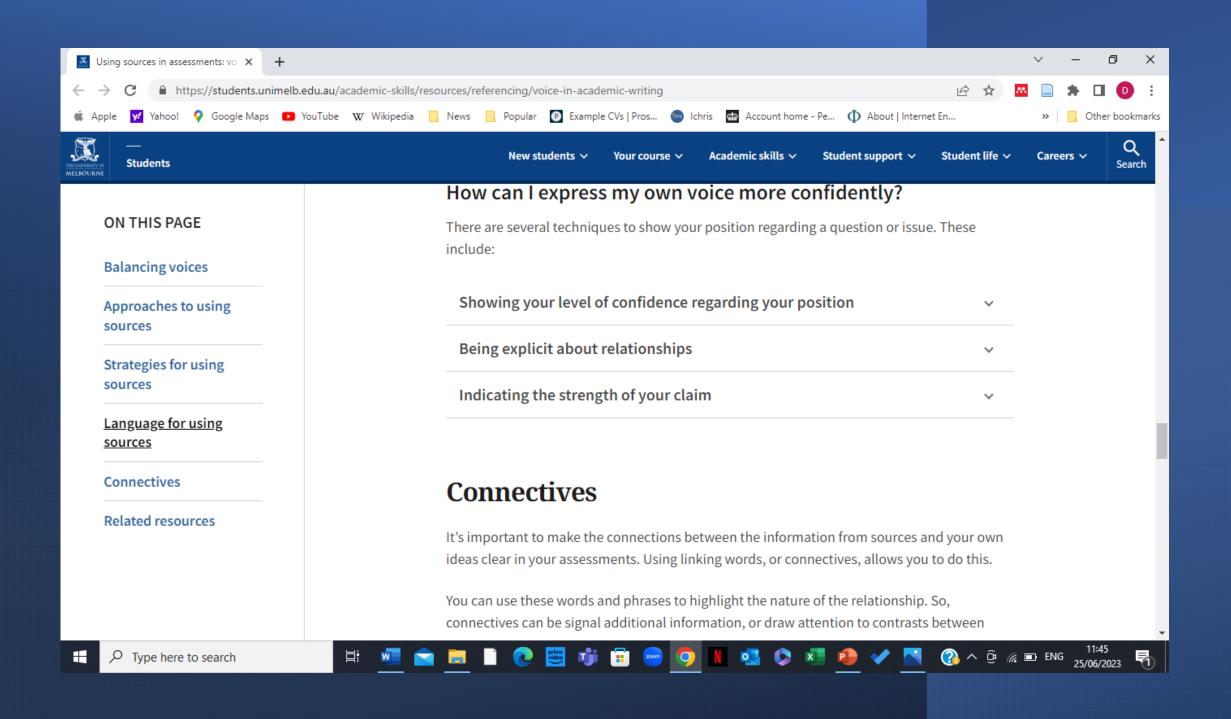
There are two categories of reporting verbs: neutral and evaluative.

#### Neutral

Neutral reporting verbs indicate **what** was said. When an appropriate neutral verb is used, it can also highlight the strength of the argument put forth by the author of the source without revealing your attitude towards the source.

#### **Examples**

Smith and Janes (2019) **state** that high-cocoa chocolate is tastier than low-cocoa chocolate. (neutral view in original source)



## Conclusions



The human author is not dead.



The student essay is not (yet) dead, and worth rescuing/reviving.



The EAP practitioner is far from dead - ever more important, arguably.



L2s need us more than ever (while English remains a default lingua franca).



We will need to teach AI literacy alongside EAP.



HI supersedes AI in its intrinsic (critical) value, but...



We need to encourage and reward individual voice and personalised perspectives in academic discourse, and in essay creation.

## And finally....

Here's a handout essay on 'China's approach to international politics':

- How can you tell this essay was written by AI (ChatGPT), not HI?
- What is lacking or seriously wrong with it?
- What would you do if the student presented this to you as their formative essay?
- How could you adapt the question/prompt to demand more human critical input?

[International Relations]: Assess the motivations of China's approach to international politics.

#### China's Motivations in International Politics: A Strategic Pursuit of Global Dominance

Introduction: China's rapid ascent as a global power has prompted intense scrutiny and debate over its motivations and approach to international politics. This essay argues that China's engagement in global affairs is driven by a calculated strategy aimed at achieving global dominance. By assessing China's motivations, we can better comprehend its ambitions, challenges, and the potential implications for the existing world order.

China's pursuit of economic dominance serves as a central motivation in its international political endeavors. As the world's second-largest economy, China seeks to leverage its economic prowess to establish control over key industries, markets, and supply chains globally (Yahuda, 2018). One of the primary manifestations of this economic strategy is the Belt and Road Initiative (BRI). Launched in 2013, the BRI aims to create an extensive network of infrastructure projects, including roads, railways, ports, and energy pipelines, connecting China to various regions of the world (Kaplinsky, 2018). Through the BRI, China aims to expand its economic influence, secure access to vital resources, and strengthen its position as a dominant player in the international economic system.

China's motivations in international politics are closely tied to its national security concerns and territorial ambitions. The country's assertiveness in maritime disputes, such as the South China

China's motivations in international politics are closely tied to its national security concerns and territorial ambitions. The country's assertiveness in maritime disputes, such as the South China <u>Sea</u>, reflects its strategy to secure vital sea lanes, resources, and strategic locations (<u>Fravel</u>, 2017). By establishing military outposts and enhancing its naval capabilities, China aims to safeguard its territorial integrity, expand its influence in <u>neighboring</u> regions, and project power beyond its borders.

China's pursuit of political influence is driven by its ambition to reshape global norms and institutions in line with its own interests and ideology (Christensen, 2015). Alongside its economic endeavors, the BRI is also seen as a platform to promote China's political influence globally. By funding and implementing large-scale infrastructure projects in participating countries, China aims to foster closer diplomatic ties and gain political leverage (Johnston, 2019). Additionally, China actively seeks to establish alternative platforms for international cooperation through initiatives like the Asian Infrastructure Investment Bank (AIIB) and the Shanghai Cooperation Organization (SCO). These efforts challenge the existing Western-dominated order and provide China with opportunities to shape international rules and norms according to its interests.

China's historical legacy and aspiration for great power status shape its motivations in international politics (Friedberg, 2005). With a rich cultural heritage and memories of past glory, China seeks recognition and respect as a major global player. By hosting international events, participating in global forums, and investing in cultural diplomacy, China aims to elevate its global standing and project an image of a responsible and influential global leader (Foot & Walter, 2015).

While China pursues its ambitions, its motivations in international politics also face challenges and raise concerns among other nations. The rapid growth of China's economy and military capabilities has raised suspicions about its intentions and potential threats to the existing world order. China's assertiveness in territorial disputes, lack of transparency, and human rights concerns create tensions and resistance from other countries (Shirk, 2013).

In conclusion, China's motivations in international politics reflect a calculated strategy to achieve global dominance through economic expansion, territorial security, political influence, and the pursuit of great power status. The Belt and Road Initiative serves as a primary mechanism to advance China's economic and political objectives on a global scale. Understanding China's ambitions and challenges is crucial for managing potential risks and fostering constructive engagement. As China continues to exert its influence on the world stage, it is essential for the international community to maintain a balanced approach that safeguards stability, respects human rights, and promotes a rules-based global order.

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Good. Now include the full reference list please

#### ChatGPT

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# Questions & Comments



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