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| Source Publication Information | Composition Studies 51.1 (Spring 2023) |
| Quick Summary (3 sentences) | She writes, from the point-of-view of a teacher, her opinions about the applications of AI in writing. She focuses on the stark difference in the writing she did and the AI, comparing it to how her students are in class. Then, towards the end she looks at the bigger picture of writing. |
| Direct Quotes of Interest (3) | * “I was trying to capture the giddiness of discovery, the play of ideas and words, the means by which the act of writing or even thinking about writing is the most powerful form of active learning I have ever experienced, to show rather than tell. I’m reading bits out loud to my teenager and laughing my ass off, and then re-writing things to put the beats where I want them, changing words, moving sentences. I am trying to open a little space in your brain to see the question of AI and Writing the way I see it.” * “They do not want to free write; they look physically pained when brainstorming. Writing is an obstacle between them and their future, a future without writing in it. They are resentful. They will tell me on the first day of class: I don’t want to be here; I’m bad at writing; I’m never going to need this. Just tell me the right answer, and I’ll do it.” * “What’s really magic, actually, is writing. Writing is speech by other means, and both more and less than speech.” |
| Interesting Ideas (3) | * Students are misguided by the point of class, and the role AI can play. It’s not about just having the “right answer” which the teacher is “looking for.” While AI is outputting the “right answer,” this isn’t what the teacher wants to see in the first place. * When she compared her and the AI’s response, she mentioned she was “prompting” herself and the AI. Though, the results of which show a staggering difference. * *Writing is more than just a compilation of text which makes coherent sense.* |
| How might this information be useful in the future (either academically or professionally)? (3 sentences) | This serves as a great resource for people studying or looking into the effects of AI on creative fields, such as writing. In a more “obvious” way, it’s a good resource for teachers, as it provides another aspect on the issue. I also feel like her writing is closer to neutral-leaning in comparison to “Why I’m Banning AI in My Classroom,” which helps gain a deeper insight into her true feelings and reasoning. |
| Miscellaneous Notes |  |