

# Happenings & Accomplishments

## Happenings

Pinch Presents: Keetje Kuipers

Poetry Reading with Keetje Kuipers, Friday, September 12th, 1:00–2:00pm, PT 456

## Discover Your Major Day

Thursday, October 2nd, 9am–2pm, UC Ballroom. This is an undergraduate recruiting event that you can encourage your students to attend. Put in a good plug for an English major!

## Accomplishments

We would love to celebrate your accomplishments or spread the word about your events! Please send your upcoming conference presentations, publications, and defenses to Lindsay Helms ([lidailey@memphis.edu](mailto:lidailey@memphis.edu)).

# Strategies for Navigating Generative AI in a Writing Classroom

Jennifer Byrd

Many of you have expressed frustration with student use of generative AI as well as a desire to know more about how to guide your students through responsible use of GenAI. The below list of sources provides a brief overview of ten sources teachers might find helpful, many of which offer suggestions for instructors who are navigating ways to help students understand GenAI and use it appropriately. The last resource from Texas A&M is especially helpful for those who may have questions about privacy and ethical concerns related to GenAI tools.

► Burkhard, Michael. “Student Perceptions of AI-Powered Writing Tools.” *International Conference on Cognition and Exploratory Learning in the Digital Age*, 2022.

This peer-reviewed study discusses a survey of university freshmen which measured student perceptions of AI-powered writing tools. The author uses the findings to recommend individualized teaching strategies for using such tools, based on student need.

► Han, Yaoying. “Beyond the Algorithm: Reconciling Generative AI and Human Agency in Academic Writing Education.” *International Journal of Teaching and Learning*, vol. 11, no. 1, 2025.

This peer-reviewed study of students and educators across eight universities finds that students who had access to genAI tools throughout the writing process showed improved technical accuracy but a decline in argument originality. The author recommends a “phased implementation” of AI tools as well as “transparency protocols” with mandatory AI disclosure statements to preserve human agency in student writing.

- ▶▶ Kassorla, Michelle and Eugenia Novokshavona. “What We Learned Teaching Composition with AI for an Entire Year.” Georgia State University, 06 Sept. 2024.

In this brief essay, the authors discuss their experiences using Generative AI in their classrooms and offer three key takeaways: transparency is key; AI is a tool, not a crutch; and voice matters.

- ▶▶ Kostopolus, Emma. “Student Use of Generative AI as a Composing Process Supplement: Concerns for Intellectual Property and Academic Honesty.” *Computers and Composition*, vol. 75, 2025.

This article specifically addresses concerns teachers may have about using generative AI to create multimodal compositions with images and video, in addition to text. The author argues that teachers should guide students in using LLMs as a process supplement and offers strategies for addressing intellectual property ownership and academic honesty concerns.

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- ▶▶ Mintz, Stephen. “Teaching Writing in the Age of AI: Challenges and Approaches.” *Inside Higher Ed*, 02 May 2025.

This short article addresses several challenges to generative AI by offering head-on pedagogical strategies, such as designing “assignments that require personal reflection, deep engagement with sources and argumentation beyond generic responses.” The author summarizes two longer works, John Warner’s *More Than Words: How to Think about Writing in the Age of AI* and Leonard Cassuto’s *Academic Writing as if Readers Matter*.

- ▶ Morgan, Rachel. “What Students Can Do with AI in the Writing Classroom.” *Composition Studies*, 13 Dec. 2023.

In this short reflective article, the author shares her experience experimenting with ChatGPT alongside her students and offers suggestions for how to guide students through ethical and responsible AI use in writing.

- ▶ Mustika, R. Ika, et al. “The Impact of Guided Writing Strategies Based on Gen-AI and Multimedia on Creative Thinking Skills and Composition Creativity in Short Story Writing.” *International Journal of Learning, Teaching, and Educational Research*, vol. 24, no. 7, pp. 425–443, July 2025.

This peer-reviewed research study examines the effect of using generative AI on student creativity and writing production. The study of high school students in Indonesia found that students who were guided through using generative AI to facilitate brainstorming story ideas for creative writing showed improvements in creative thinking abilities, based on two creative composition measurements. The study suggests that student writing may benefit from guided strategies for using generative AI, especially in the initial stages of the writing process.

- ▶ Pedersen, Isabel. “The Rise of Generative AI and Enculturating AI Writing in Postsecondary Education.” *Frontiers in Artificial Intelligence*, vol. 6, 2023.

This short opinion essay approaches AI writing from a slightly different perspective than most of the other researchers and educators in this collection. The author asks whether AI writing signals a shift in cultural attitudes and shared values and suggests generative AI might be used as an agent of social change by “level[ing] playing fields” for language learners and struggling readers.

- Roberts, Jenn. “Authentic Writing in the Age of AI.” Edutopia, 25 Feb. 2025.

The author recommends collaboration and student choice as key strategies to help produce more authentic student writing. While most of her suggestions focus on AI deterrents, the author does include at least one strategy which incorporates generative AI to help students recognize the limitations of submitting AI-generated text.

- Synder, C. Anneke, et al. *Generative AI in the Rhetoric and Composition Classroom*. Texas A&M University Open Digital Publishing, 2025.

This open-access textbook contains two parts. Part I is instructor-facing and includes an informative overview of large language models (LLM) such as ChatGPT. Two chapters address privacy and ethical concerns about using such models, and the last two chapters include strategies for incorporating LLMs into the writing process. The authors address instructor questions such as “Can a course be ChatGPT-proof?” and “How can educators guide students in using LLMs in the writing process?”

### Here are some additional resources:

- [Example AI policies](#) for the classroom (created by the UofM English Department)
- [Sample Teaching Resources for Designing GenAI Policies](#) (created by the UofM English Department)
- [Teaching AI Resources Module](#) (created by the UofM English Department)
- [Scite.ai](#) (the UofM libraries are offering this AI-powered research tool to students and faculty for the 2025-26 academic year on a trial basis)
- For more information about ethical considerations of using AI in the classroom:
  - [How Teachers Make Ethical Judgments When Using AI in the Classroom](#), Ellen Evaristo and Paul McQuiston, USC Today, 5 February 2024.
  - Akgun, S., & Greenhow, C. (2022). Artificial intelligence in education: Addressing ethical challenges in K-12 settings. *AI and ethics*, 2(3), 431–440. <https://doi.org/10.1007/s43681-021-00096-7>
  - [Ethical AI for Teaching and Learning](#), Cornell University

# CAP Cadres

Here is the list of CAP Cadres and mentors for Fall 2025!

## **FY CAP: Calen Verbist**

Pejman Javanmardi  
Ashton Alexander  
Martins Deep

## **Teaching CAP: Carlos Bolton**

Moriah McStay  
Obiageli Iloakasia  
Marilyn Jackson  
Alexsandra Murphy

## **FY CAP: Kendra Vanderlip**

Sam Williams  
Justin Okwarachukwu  
Caleb McKee  
Abdullah Almusayeb

## **Professional CAP: Andy Donnelly**

Seiko Hayashi  
Spencer Horner  
Kayla Lutes  
Gabrielle Alston  
Matt Farmer

## **FY CAP: Grace Gal**

Monique Bain  
Tek Chhetry  
Taré Koboju  
Shahadur Rahman

## **Teaching CAP: Courtney Santo**

Korbyn Peebles  
Julia Creson  
Gloria Adary

# CAP Calendar

All CAP events are held on Tuesdays from 4:15pm–5:15pm. All events can be found in the [Fall 2025 CAP Schedule](#).

## **August 26th:**

- All CAP in PT 456

## **September 2nd:**

- First Year CAP in Cadres
- Professional CAP in PT 315
- Teaching CAP in Cadres

## **September 9th:**

- First Year CAP in PT 456

## **September 16th:**

- All CAP in PT 456



# Important Dates and Deadlines for Student Registration

The first couple of weeks of the semester can feel like information overload for both instructors and students. Make sure you stay on top of the [important dates and deadlines](#) for student registration set by the University, so you can inform yourself and your students! Feel free to add these dates to Canvas as well!

**A note about “Late Adds:”** The last day to register for classes online is August 29th, and the official last day is September 5th. After September 5th, students will only be allowed to register or change their schedules for Fall 2025 classes due to extenuating circumstances and subject to review and approvals. Students may seek approval for a “Late Add” from their instructor. Typically the English department does not support late adds for sections taught by TAs; however, if you are an experienced instructor and feel comfortable allowing a “late add,” you may approve it, but only under certain conditions:

- ▶▶ The section must be open (not at capacity)
  - Check your enrollment to ensure that the addition of that student will not overenroll the section, keeping in mind that there’s a lag time from when you give your approval and when the Registrar’s Office adds the student to the section. (If you approve Student X on Monday morning and the addition of that student will take your section to capacity, you should not approve any other students even if you see that you still have space available on Monday afternoon or Tuesday morning)
- ▶▶ The student must add the section within the first two weeks of the semester.



# Important Dates and Deadlines for Student Registration

If you are uncomfortable denying a student's request for a "late add," you can direct them to email Bridget Wells, [bwells6@memphis.edu](mailto:bwells6@memphis.edu). You can learn more about the "Late Add" process [here](#).

## Dates & Deadlines:

Aug. 4–Sept. 5: Students can opt-out of the Tigers SmartStart book program

Aug. 4–15: Bookstore Advance Payment Plan (BAPP) available

Aug. 29: Last day students can register online for Full and First Part-of-Term classes

Sept. 3: Final Drop for all students not enrolled in the Installment Payment Plan (IPP) and who have a balance of \$200 or more. Financial holds will be placed on student records.

Sept. 5: Official last day to register for Full and First Part-of-Term classes. All registration requests after this date are subject to review and approvals.

[More information on late registration](#). This is the last day students may submit a schedule adjustment form to the Registrar's Office for registration changes. Instructor approval required. Full Term Courses – Last day to receive a 100% refund/fee adjustment for dropping courses.

Sept. 12: Full Term Courses – Last day to receive a 50% refund/fee adjustment for dropping courses.

Sept. 29: Last day to withdraw with a W grade from any First Part-of-Term class

Nov. 15: Last day to withdraw with a W grade from any Full-Term class