MORE OPPORTUNITIES

01 💡

AI COMMUNITY OF PRACTICE

02 💡

ENGL GRAD DEGRESS

03 💡

AIFA PROGRAM

The Department of English offers the following graduate degrees and concentrations:

APPLIED LINGUISTICS & TESOL >

LITERARY & CULTURAL STUDIES >

WRITING, RHETORIC, & TECHNICAL COMMUNICATION >

Courses Overview

AI FOR ALL
MINOR

COMING THIS FALL

Unlock the Power of AI
with the new AI for All Minor

Stand Out in the Job
Explore courses for new

Home > AI for All Minor

Unlock the Power of AI — For Every Major

Artificial Intelligence is transforming industries worldwide — from business and healthcare to the arts and engineering. Launching in Fall 2025, the AI for All Minor is designed for students from all majors, equipping them with the skills and knowledge to integrate AI into their field of study and future careers.

No technical background? No problem. This minor is designed for anyone to pick up and learn.

Minor Overview

12 credit hours

- **Two core courses** covering AI fundamentals
- **Two elective courses** from diverse fields, including business, education, healthcare and more

FRAMING AI LITERACY AS PROFESSIONAL PRACTICE

Communicating Your Values, Committments, and Approaches

Will Duffy (weduffy@memphis.edu)

What's one question you dread being asked by a parent, colleague, or administrator about AI in your classroom?

What is AI literacy?

literacy = knowing how
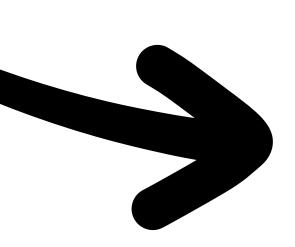
literacy = knowing when, why, and to what end.

AI literacy for educators

three ideas:
+ explainability
+ expertise
+ outputs & uptakes

explainability

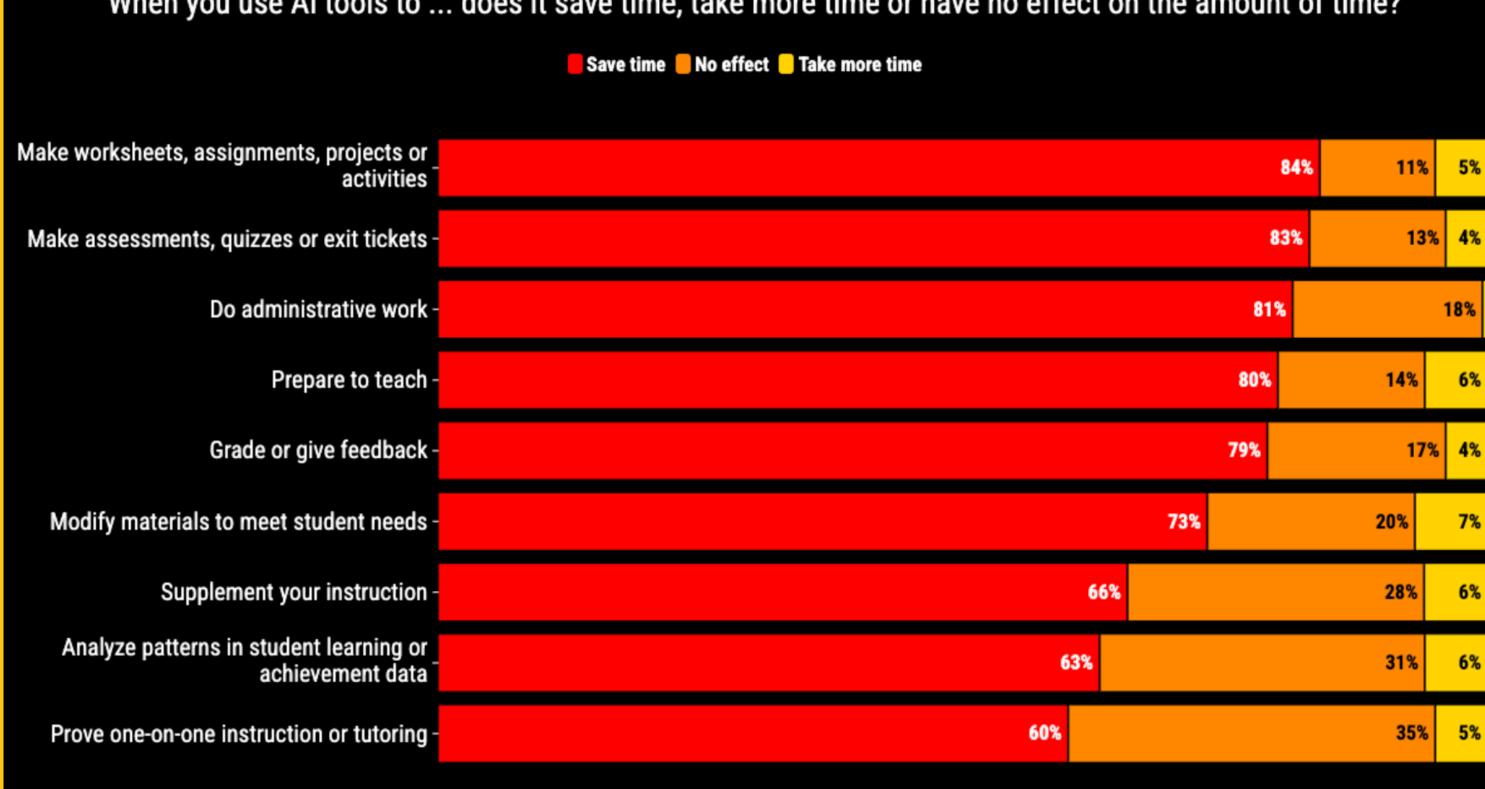Knowing how AI tools can be used in your classroom
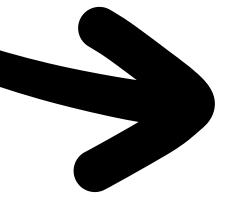
Percentage of teachers who say AI saves them time on various work tasks

When you use AI tools to ... does it save time, take more time or have no effect on the amount of time?

■ Save time   ■ No effect   ■ Take more time

Task	Save time	No effect	Take more time
Make worksheets, assignments, projects or activities	84%	11%	5%
Make assessments, quizzes or exit tickets	83%	13%	4%
Do administrative work	81%	18%	
Prepare to teach	80%	14%	6%
Grade or give feedback	79%	17%	4%
Modify materials to meet student needs	73%	20%	7%
Supplement your instruction	66%	28%	6%
Analyze patterns in student learning or achievement data	63%	31%	6%
Prove one-on-one instruction or tutoring	60%	35%	5%

expertise

Using your expertise to identify how AI can enhance or hinder the learning experience

Survey: 60% of Teachers Used AI This Year and Saved up to 6 Hours of Work a Week

New study of 2,232 U.
artificial intelligence
materials, make tests

The survey found that 19% of teachers are employed at schools with an AI policy. During the 2024-25 school year, 68% of those surveyed said they didn't receive training on how to use AI tools. Roughly half of them taught themselves how to use it.

"There aren't very many buildings or districts that are giving really clear instructions, and we kind of see that hindering the adoption and use among both students and teachers," Hrynowski said. "We probably need to start looking at having a more systematic approach to laying down the ground rules and establishing where you can, can't, should or should not, use AI In the classroom."

outputs and uptakes

Interpreting what AI creates (outputs) and understanding how it shapes behavior and expectations (uptakes)

r/wsu · 3 days ago
Due-Effort3144

Falsely accused of using AI

Discussion

I wanted to ask what I can do? I have ASD and I took math 216 (discrete structures) but because of my degree I have to take Phil 201 (philosophy of logic) and they both have similar math. The professor accusing me of AI for the first exam but I was just using what I learned in math 216.. what should I do?

r/mildlyinfuriating · 5 days ago
Nyx67547

AI copyright checkers flagged my paper

I guess my prof uses Turnin to scan our papers for copyright. The thing is, Turnin is dumb as bricks. I was cursed with a very common last name, (I'm going to say Brow buts that's not my name). In the top corners of my paper is my last name followed a page number (Brown, 1). Apparently that was flagged because some athlete has my same last name and listed the points they scored on some random website the same way my paper was numbered.

Then there is the flagging of common words. God forbid I use the topic of my pape (teacher shortages) and common words in the same sentence. Generic stuff like "Teacher Shortages have been on the rise over the past few years" got flagged because I dared use "teacher" "shortage" "the" and "years" in the same sentence.

r/aspergers · 6 days ago
AltruisticCellist295

An AI detector flagged a response I gave as AI-generated—even though it wasn't

Professionally, I tend to write in bullets and numbered lists, especially on complex topics, because that's how I organize my thoughts. I also write directly. To me, extra words = inefficiency. And I often use repetitive structures across sections because repetition makes information easier for me to digest.

Because of this, an AI detector flagged a response I gave as AI-generated—even though it wasn't. I understand why this happening, but I'm wondering....

What are the implications for autistic people working in fields where AI use is forbidden, like some academic settings (especially for autistic students)? Or in fields where it's technically allowed but viewed with suspicion, like some areas of journalism?

Has anyone experienced this?

AI literacy for educators

three ideas:
+ explainability
+ expertise
+ outputs & uptakes

Scenario: Parent email
"I heard from Emilliott that you are letting students use AI to help write their paper. Is that really allowed in your class?"

three ideas:
+ explainability
+ expertise
+ outputs & uptakes

1. Clarify when and how AI use is permitted
2. Show how AI supports specific learning goals in context
3. Describe how you guide students to critically evaluate and document their AI use

Scenario: Administrator check-in
"We're reviewing the school's academic integrity policy. Can you explain your classroom expectations around AI?"

Scenario: Practitioner to Practitoner
You're invited to share how you're using AI to teach students about proofreading, some of whom are skeptical or confused.
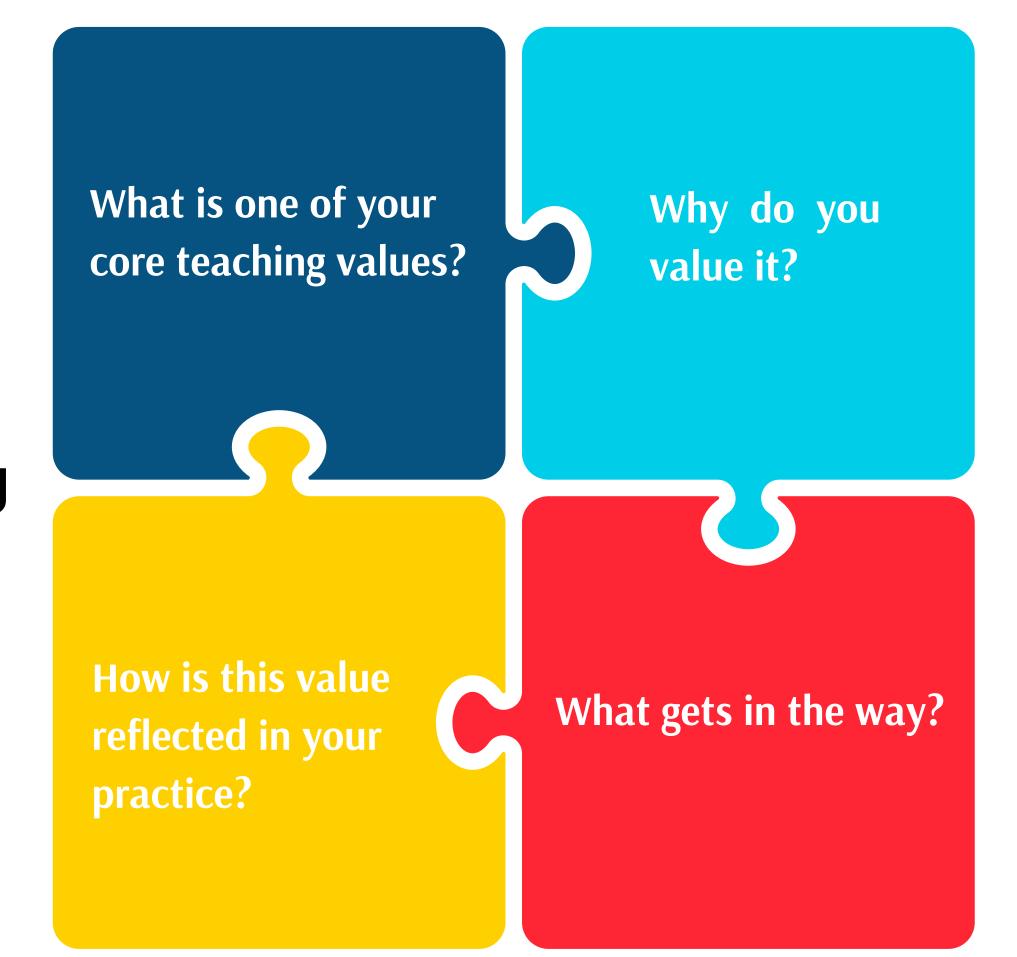
AI TEACHING STATEMENTS

OBJECTIVE:

☑ **Develop a working outline + draft**

HOW THIS WILL WORK:

- **Reflection Grids:** You'll answer two sets of value-based questions about your professional practice.
- **Sentence Templates:** You'll use a series of Mad Libs style templates to generate language and concepts with which to explain your approach to AI.
- **Rhetorical Blueprint:** You'll design a draft of your AI teaching statement.

GRID #1

Core Teaching
Values

What is one of your core teaching values?

Why do you value it?

How is this value reflected in your practice?

What gets in the way?

GRID #2

Core Learning Outcomes

What is one outcome you want for all your students?

How do you communicate this outcome to students?

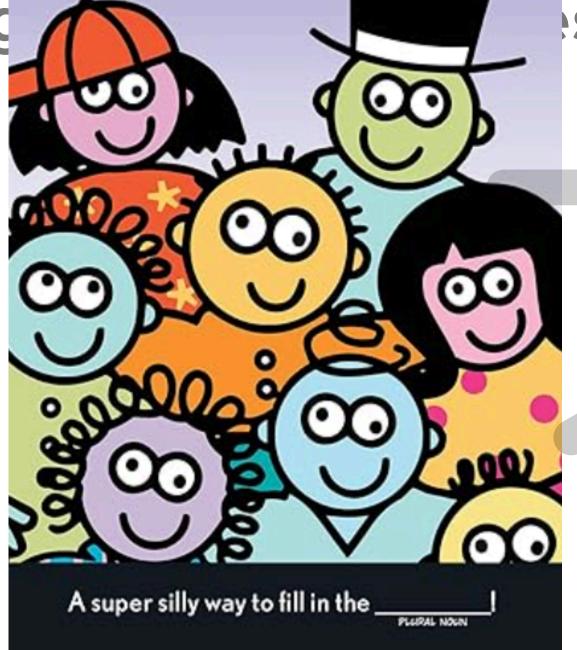**How do you want students to model this outcome?**

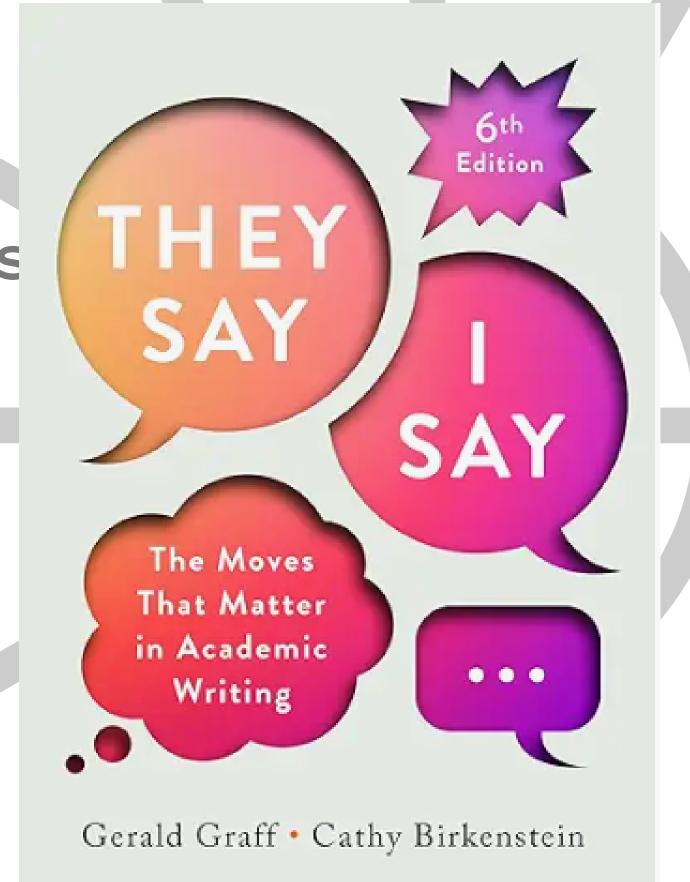**How do you know if this outcome was achieved?**

PART 2
Thinking with templates

Thinking

EXAMPLE

In my classroom, AI can be used to support _____, but it cannot replace _____.

EXAMPLE

In my classroom, AI can be used to support _____, but it cannot replace _____. (Indeed...; Moreover...; For Example...; What matters is...)

PART 2
Thinking with template

SHARING & DISCUSSION

PART 3
The Rhetoric of Teaching Statements
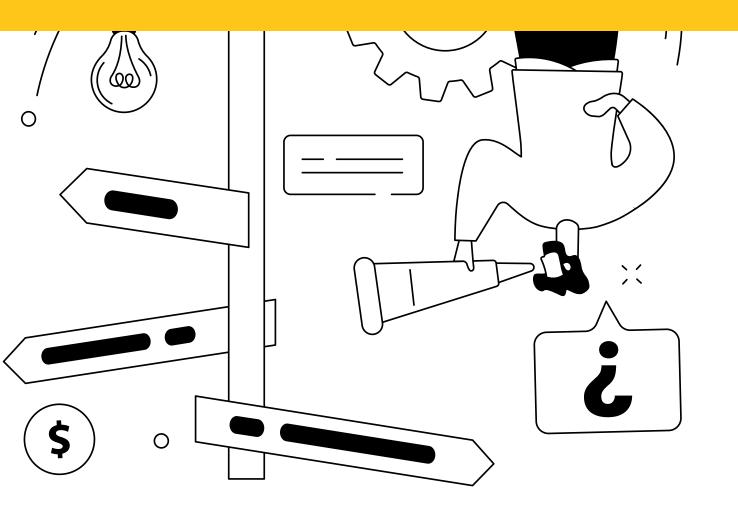
WHAT SHOULD AN AI TEACHING STATEMENT *DO?*

WHAT SHOULD AN AI
TEACHING STATEMENT *DO?*

WHAT SHOULD A TRADITIONAL
TEACHING STATEMENT *DO?*

TALBOT SUMMER INSTITUTE | JULY 2025
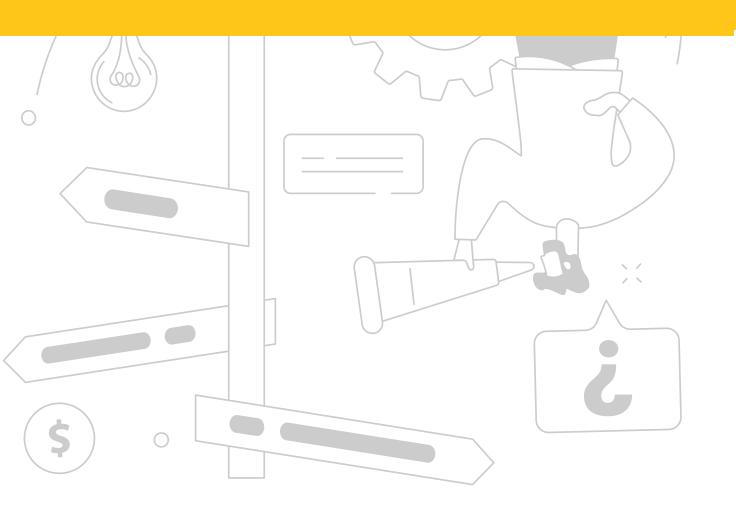
What are the key features of a teaching philosophy? Which ones are most important?

WHAT SHOULD A TRADITIONAL TEACHING STATEMENT *DO?*

When you see a bad teaching philosophy, what makes it bad?

WHAT SHOULD A TRADITIONAL TEACHING STATEMENT *DO?*

What makes a good teaching philosophy stand out?

WHAT SHOULD A TRADITIONAL TEACHING STATEMENT *DO*?

PART 3
Rhetorical Design

Instructions: Keeping in mind the ideas we've already discussed about effective teaching philosophies, use the blueprint to outline a working draft of your AI teaching statement.

Thank you for participating in the Talbot Institute. We'll send a follow-up survey via email, but before we depart, tell us what you've liked, what you wanted to like more, or any ideas you have for next time

TALBOT SUMMER INSTITUTE | JULY 2025