

1) Provide a detailed description of the project to be undertaken and substantially advanced during the course release.

For the last few years, I have been engaged with the question of the impact of Large Language Model (LLM) AIs on teaching, writing, and the teaching of writing. I have presented at the International Writing Centers Association on the topic, convened a Humanities Institute faculty seminar on “Language, Theory, and Artificial Intelligence,” designed a peer faculty seminar for CAT called “Peer Review in an AI Era: Challenges & Opportunities,” and am working on a presentation with my colleague Erin Branch for WFU Information Systems’ AI for Good conference this fall called “Getting it ‘Write’ with AI.” I have incorporated a module about LLMs and AI into the WFU Writing Center’s pedagogy training course as well as presented our peer tutors with opportunities to explore and interrogate these technologies and to think through their possible impacts with one another. Nevertheless, with my course responsibilities and directorship of the Writing Center, I have had neither the time nor the opportunity to create and/or gather the policies, protocols, and resources that would best support student writers in our writing center and beyond. This project would focus on developing a set of training and teaching resources, primarily centered upon (but not necessarily limited to) peer learning, to facilitate students’ critical literacies around and responsible uses of AIs in writing contexts. These materials would become part of the internal training of the peer tutoring staff at the WFU Writing Center and would also impact the course content of WRI 341: Writing Center Pedagogy.

2) Explain how the project will enhance teaching and learning at Wake Forest.

The major impact I see for this project is creating new curricular materials that will enhance the pedagogical work of our peer writing tutors at WFU and allow us to meet the emergent challenges posed by widespread AI use in writing contexts. Students often feel more comfortable discussing this issue with other students, and preparing the Writing Center staff to work ethically and effectively with their fellow students in ways that encourage learning and development (instead of approaching AI use in a strictly punitive way) seems to me to have the possibility for a tremendous positive impact on teaching and learning. Moreover, I suspect that what I am able to learn, gather, and create may help inform other conversations, both within my academic unit and beyond, about how best to encourage student writers to make good decisions about generative AI in the course of their educations and in their future lives.

3) Include a detailed timeline for completing or making substantial progress towards completion during the semester of your course release.

August – October: Read widely and develop a robust annotated bibliography on writing and AI for both project development and as a shareable resource. (Note: there are existing resource lists of readings, so this part of the project may end up being more curatorial than starting from scratch. My goal would be to find those materials that best address our teaching and learning contexts at WFU.

October – November: Explore student attitudes around writing with AI from both published research and informal interviews of WC staff and clients. The goal here is to make sure that the materials I create truly address the sources of student anxiety and confusion around AI use.

November – December: Begin building more robust professional development modules in Canvas for the Writing Center staff and for WRI 341. Conduct a full staff Writing Center training to share my findings.

4) If the project is intended to take longer than the course release semester, use this section to provide additional context and clarify the full timeline, including a proposed completion date.

While I'm sure my work in this area will extend beyond the timeline of a semester and will, by necessity, be ongoing, I do not anticipate needing longer to meet the goals I have set for this request.

5) Detail other sources of funding for the project (e.g., Mellon Grant opportunities, RECAAL course development grants, T-CART Grants) and how those funds will be leveraged to enhance the proposal outcomes.

N/A