Integrating Generative AI Into Academic Writing Classrooms: Practical Pedagogical Issues

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In this teaching practice-oriented article, we discuss fostering students' future-oriented skills by integrating generative AI (GAI) tools, such as *ChatGPT* and *Gemini*, into EFL academic writing classrooms. We begin with an overview of the larger project underpinning this discussion, funded by a public grant to explore the effective and ethical integration of GAI into academic writing education. Next, drawing on key academic literature on classroom GAI use, we present two activities that demonstrate how it can be integrated into the writing classroom. Developed for inclusion in a writing textbook that incorporates GAI, these activities are: (1) explicitly teaching students to interact effectively with GAI tools and (2) a creative writing task that engages students with GAI ethics. In addition, we address practical issues related to incorporating GAI into a reflective process-writing workflow and offer recommendations for readers to integrate these insights into their own practice.

本論文は、EFLアカデミック・ライティングの授業において、ChatGPTやGeminiなどの生成AI（GAI）ツールを活用し、学生の未来志向のスキルを育成するための実践的なアプローチを考察する。まず、GAIをアカデミック・ライティング教育に効果的かつ倫理的に取り入れることを目的とした公的助成によるプロジェクトの概要を紹介する。次に、GAIの教育的活用に関する先行研究を踏まえ、GAIを取り入れたライティング教材に含まれるふたつのアクティビティを提示する。ひとつは、学生がGAIツールと効果的にやり取りをするスキルの明示的指導であり、もうひとつは、学生にGAIの倫理的側面を考えさせる創造的ライティング課題である。さらに、GAIをプロセス・ライティング型の授業に取り入れる際の実践的課題に触れ、読者がこれらの知見を自身の授業に応用するための提案を行う。

The widespread public release of generative artificial intelligence (GAI) tools in late 2022 marked a potentially transformative development in human-machine interaction (Ray, 2023). While the technology was novel, its process of adoption followed a familiar trajectory (Christensen et al., 2018). For example, smartphone use in education followed a path of initial bans in many classrooms to gradual integration as valuable tools that support learning (Morris & Sarapin, 2020). This cycle typically begins with initial shock and awe, progresses to calls for action, and culminates in practical solutions (Najjar & McCarthy, 2024). For instance, after the release of ChatGPT, educators reacted with a mix of excitement about its pedagogical applications and concerns over its potential misuse (Alm & Ohashi, 2024). These concerns sparked fears that the technology would outstrip institutional policies, leading to some outright bans (Mhlanga, 2023). In response, calls for action spurred the development of guidelines for GAI use. For instance, UNESCO's guidance on GAI in education and research advocates a human-centered, critical approach (UNESCO, 2023). For academic writing classrooms, the five-point framework developed by Warschauer et al. (2023) promotes AI literacy by enabling students to *understand*, *access*, *prompt*, *corroborate*, and *incorporate* GAI feedback within a process writing workflow in balanced, ethical, and pedagogically sound ways. Thus, Warschauer et al. (2023) argue that it is preferable to enhance learning and teaching by leveraging GAI's affordances rather than banning it.

This recognition of the importance of GAI tools has led toward a focus on understanding their impact on education and identifying practical, classroom-based applications. An example is the more than 20 GAI-related presentations at the JALT2024 International Conference (Japan Association for Language Teaching [JALT], 2024) which addressed integrating GAI into teaching and learning academic writing, speaking, listening, and assessment. Rather than mitigating or resisting GAI, the focus was on understanding its implications and finding innovative ways to use it to enhance learning. In alignment with this trend, in this pedagogic practice-oriented article we present two practical, research-informed, ethical activities that integrate GAI tools into the L2 academic writing classroom.

Macro and Micro Ethical Perspectives on Classroom GAI Use

In thinking about ethics, the distinction Kubanyiova (2008) makes between "macroethical principles" (p. 503) and "microethical perspectives" (p. 503) is a useful heuristic, including for GAI use. While Kubanyiova was concerned with research practice, this heuristic can separate concerns about how GAI models are developed and trained (the macro) from concerns about how GAI tools are used by students in their coursework (the micro). We acknowledge that the macro context of GAI ethics—including legal and ethical questions surrounding the use of copyrighted training data without individual creators' consent—is important and of interest (Karamolegkou et al., 2023). However, our focus here is the micro context of GAI classroom use.

Our conception of ethical classroom GAI use is nuanced, which we can illustrate through analogy using the debate on "textual borrowing" (Pennycook, 1996, p. 201) in student academic writing. Textual borrowing is an alternative term for plagiarism, which has been criticized for carrying problematic connotations of deliberate dishonesty. While institutional policies often frame plagiarism in binary terms—guilty or not guilty—the reality is more nuanced. Students frequently struggle with using academic sources in their writing and understanding proper citation practices (Abasi & Graves, 2008). Moreover, as Ivanič (1997) notes, students learn to write through the process of writing, during which they are bound to make mistakes and misapply the tools they are learning (Pennycook, 1996). Thus, applying a universal approach to plagiarism oversimplifies the complex challenges students encounter in learning and navigating proper citation practices. Just as students are unlikely to fully grasp academic citation practices early in their learning and may misapply them, they are also likely to initially struggle with understanding how to use GAI tools to enhance, rather than replace, their writing (Warschauer et al., 2023). However, as GAI becomes more ubiquitous, learning how to integrate it effectively into their writing process—to inform but not replace their work—is a skill that will only grow in importance.

Thus, the conception of ethical GAI use that informs our discussion here emphasizes students producing their own texts, with GAI functioning as an affordance, much like a *near peer* (Murphey, 1996), to help them improve their work beyond what they could achieve independently. In this sense, GAI acts as a more advanced version of algorithmic tools like grammar suggestions or spell checks in word processors. While we acknowledge that GAI can be misused to circumvent the writing process altogether, we argue that its potential for dishonest use does not mean all GAI applications should automatically be labeled dishonest.

Background and Context

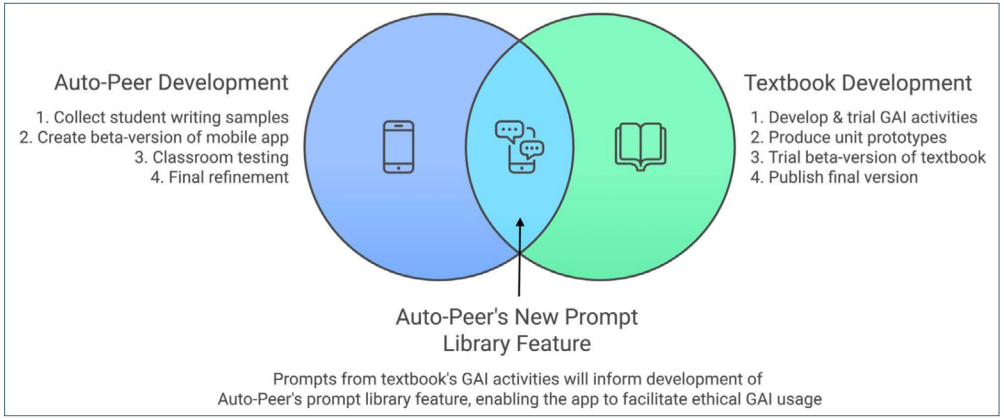
Before introducing our two pedagogic activities that integrate GAI into English academic writing classrooms, we first situate these in the broader context of our larger research project, "Feedback Literacy and AI Ethics: Leveraging Auto-Peer for Productive Interaction with Generative AI Tools in L2 Writing Education in Japan" (JSPS KAKEN grant JP24K04103), which started in fiscal year 2024 and is scheduled to continue through fiscal year 2026. The two activities that we share here represent the early conceptual framework for a foundational-level textbook, one of two objectives of our larger investigation. This textbook, currently under contract with Bloomsbury, is intended to help students transition from sentence-level to paragraph-level writing. While aimed at an international audience, the book is being developed and tested by Japan-based teacher-researchers in Japanese university classrooms. Specifically, we trialled the activities that we outline here in a writing class with seven 3rd and 4th-year undergraduate Humanities majors at a regional national university. By incorporating ethical GAI use into a traditional genre-based process writing workflow, this project provides the foundation for the activities presented here.

The second objective of the larger project is to develop the free automated writing evaluation software, *Auto-Peer* (McCarthy et al., 2021), for use with learners at more foundational levels. Currently, Auto-Peer is calibrated to provide feedback to advanced ESL learners composing complex essays and research papers. By collecting and analyzing student writing samples from various universities across Japan, we aim to tune Auto-Peer to identify and address multilevel learners' writing challenges. The larger project is summarized in Figure 1.

Auto-Peer will be enhanced through adding a GAI-prompt library feature that will tie these two strands together. While writing instructors may be familiar with writing prompts intended for students, the GAI-prompt library will be designed for students to use with GAI as part of a process writing workflow to receive feedback on their writing. This GAI-prompt library will be developed parallel to the textbook, helping students supplement and personalize Auto-Peer feedback. This will encourage students to interact with GAI in ways that support, rather than circumvent, the learning process, thereby emphasizing ethical and productive use of GAI to build L2 academic writing skills (Talandis Jr. et al., 2025).

Figure 1

The Two Complementary Research Objectives of Our Larger Project



Note. Source: Talandis Jr. et al., 2025

Two Practical Activities for Ethical GAI Use in English Writing Classrooms

Having established the broader context of the larger research that informs the pedagogic activities that we share here, we now turn to the two activities. As noted earlier, these activities were developed to introduce students who otherwise have little experience using GAI to some of the affordances of the technology to help improve their writing. We review literature relevant to each activity as we describe them, drawing on ongoing, contemporary discussions of classroom GAI use, thereby aligning these activities with current issues in classroom GAI writing education. We acknowledge that the literature on ethical GAI use in education is rapidly evolving, with much of the current commentary on best practices reflecting editorial perspectives rather than research-backed findings. Consistent with *Open Science Framework* principles of transparency, collaboration, and reproducibility (Foster & Deardorff, 2017), this manuscript represents our thinking at the time of writing, acknowledging that as new research emerges and our project develops, the perspectives presented here are likely to evolve.

We begin with classroom-based solutions for using GAI tools in the classroom using a dialogic approach to teaching prompt engineering basics. Following this, we introduce a creative writing project that engages students with the ethical implications of GAI.

Activity 1: Teaching GAI Prompt Engineering for Effective GAI Interaction

While writing instructors may be familiar with essay prompts, such as those used in standardized writing tests like the TOEFL, IELTS, or EIKEN, in the context of GAI interactions, prompt engineering refers to crafting prompts that guide GAI tools to generate desired responses (Ekin, 2023). Well-designed GAI prompts enhance output whereas poorly constructed ones can result in unsatisfactory or erroneous responses. Consequently, the ability to precisely communicate requests to GAI tools, termed *prompt engineering*, is a critical 21st-century skill foundational to successful GAI interaction (Federiakin et al., 2024). Therefore, it is the first skill that we focus on with students when introducing classroom GAI tool use.

As GAI becomes more embedded within education, students can enhance their AI literacy by understanding the capabilities and limitations of GAI tools through direct instruction in prompt engineering (Walter, 2024). This often involves formulas that incorporate structured elements such as Nazari and Saadi's (2024) two-level GAI prompt formula. The first level includes foundational elements—*Task*, *Context*, and *Instruction*—while the second level adds supplementary elements to refine GAI output, such as *Role*, *Audience*, *Tone*, *Examples*, and *Limits*. By mastering this structure, users can craft GAI prompts that are more personalized, creative, and require less post-processing.

While GAI prompt formulas are valuable, our experience is that they are challenging to teach to students. Presenting many variables at once makes prompt engineering seem overwhelming, leading to unintended outcomes, such as students feeling that crafting effective GAI prompts is too complex. Additionally, as seen in a business studies course by Nazari and Saadi (2024), many prompt engineering frameworks are designed with efficiency in professional workflows in mind rather than pedagogical objectives. While efficiency and pedagogy are not mutually exclusive, these frameworks focus on generating an ideal GAI response on the first try, minimizing the need for iterative refinement. However, our approach prioritizes efficiency in language learning, emphasizing learners' dialogic interactions with GAI tools to enhance language proficiency rather than completing tasks quickly. Thus, we reduce the number of variables students are asked to consider and adopt a process-writing-inspired approach to their interactions with GAI to reduce cognitive load and foster success.

Rather than presenting GAI prompt engineering principles in a traditional teacher-centered manner, which can lead to limited student engagement and uptake (Altun, 2023), we implemented a simpler, more interactive approach. By leveraging GAI's

conversational capabilities, we introduced prompt engineering as a collaborative dialog with GAI. This offered several advantages: First, it modeled effective interaction with GAI, allowing students to observe practical techniques in real time. Second, it reframed the teacher's role, facilitating a dialogic exchange in which the GAI acted as an independent authority. This dynamic encouraged students to consider what the "expert" GAI needed from them, as "novices" to accomplish a desired task, thereby fostering an engaging, collaborative learning experience. The procedures that we followed in implementing this activity are outlined next.

Step 1: Prepare the GAI Interaction Before Class

We first prepared our lesson by practicing the question(s) that we planned to ask the GAI tool in class by first asking it, "What do you need from students to create a good prompt?" We then worked with the GAI tool until we were satisfied with the results, critically evaluating and corroborating the output as needed, saving this chat thread to return to in class. This preparation primed the GAI tool to give us responses that we planned the lesson around.

Specifically, when we posed this question to ChatGPT-4o (OpenAI, 2024, November 15), the response we received highlighted the following elements:

To create a really good prompt, students need to focus on three key elements:

1. **Clarity and specificity.** The prompt should be clear and specific. This means avoiding vague or broad questions. Instead, they should aim to ask detailed questions that guide the AI to provide a more targeted response.
2. **Stating a goal**. It's important to include what they want to achieve with the prompt. This could be understanding a concept, exploring a topic, or solving a problem. A clear goal helps the AI understand the direction of the response.
3. **Follow-up prompts**. Encourage students to use follow-up prompts to dig deeper into the topic after the initial response. This helps to refine the conversation and gather more detailed information.

Step 2: Develop an In-Class Activity to Practice Prompt Writing

Once we were satisfied with the GAI output, we designed the following activity to help students practice prompt engineering tailored to their levels, prior experience with GAI tools, and the time available, using the GAI tool to generate ideas. We asked ChatGPT-4o: "Can you give us a simple activity that students could use in class to learn how to develop a good prompt?" We received the following reply (OpenAI, 2024, November 15):

1. **Warm-up discussion (5 minutes):** Begin with a brief discussion on what makes a good prompt. Ask students for examples of questions they might ask an AI [sic] and what they hope to achieve with their questions.
2. **Group activity—Writing prompts (10 minutes):** Divide the class into small groups. Give each group a topic related to your current lesson. Ask them to come up with a clear, specific prompt that includes a goal.
3. **Sharing and feedback:** Each group shares their prompt with the class. Encourage constructive feedback from peers on how to improve clarity and specificity.
4. **Revise and refine:** Allow groups time to refine their prompts based on the feedback they received.
5. **AI practice:** If you have access to an AI tool, let students test their prompts and observe the responses.

In class we explained how a GAI prompt like, "Help me write about my family" would likely be too vague to lead to a useful GAI interaction. As an alternative, "Help me describe my family by focusing on our personalities and how we spend weekends together. Ask me one question at a time" may lead to a more robust interaction with a GAI tool. While this activity draws inspiration from the GAI prompt formulas promoted by Nazari and Saadi (2024), we recognize that expecting students to understand and apply the full range of prompt elements they propose may be overwhelming for learners at the early stages of engaging with GAI-supported writing. In response, we apply Walter's (2024) advice to directly teach GAI prompt engineering, focusing on a select set of prompt elements rather than an exhaustive list.

Step 3: Conduct, Evaluate, and Iterate the Activity

As we taught this activity, we evaluated its effectiveness to inform future iterations by considering:

- How well students grasped the key points,
- Whether they could use the technology as intended, and
- How the GAI tool performed.

When the GAI tool did not respond as planned, we kept in mind that given its complexity and unpredictability, this is not uncommon and presented a teaching

opportunity for us to cover the nuances and challenges of working with GAI and the importance of flexibility when interacting with it.

Activity 2: A Creative Writing Project on GAI Ethics

Our next activity, a creative writing project designed to build writing skills, taught ethical GAI tool use and holistically engaged students with GAI's ethical implications within a traditional process-writing workflow. As Warschauer et al. (2023) noted, developing AI literacy requires incorporating GAI-generated texts in ways that align with institutional academic integrity guidelines. Since these standards are still evolving, Warshauer et al. (2023) recommended discussions with students about navigating the boundaries of using these tools. Since understanding the ethical risks of GAI tools is central to building AI literacy (Bhullar et al., 2024), such discussions may address ethical dilemmas, such as job displacement, plagiarism, assessment fairness, reduced creativity due to over-reliance, and the lack of clear institutional guidelines (Alm & Ohashi, 2024). We started Activity 2 by using a GAI tool to generate a list of *Do's* and *Don'ts* in student-friendly language as an initial orientation.

As deeper engagement was essential for students to understand their responsibilities and develop a nuanced ethical perspective, we next employed creative writing by having students generate a story that highlighted some ethical dilemma in GAI tool use. Creative writing helps learners develop language skills and express themselves (Smith, 2013), empowering L2 learners by providing opportunities for self-expression, agency, and identity development (Zhao, 2024). Because creative writing leverages imagination, it is particularly well-suited for building ethical awareness. Although Young and Annisette (2009) focus on literature, their argument that imagination is essential to deeply engage with ethical dilemmas applies here because imagination enables students to step into others' shoes, vicariously experiencing situations and perspectives they might otherwise not encounter. This fosters *embodied reasoning* (Kim, 2009), which grounds moral thought in emotions and experiences rather than abstract principles. By creating short stories that dramatize key ethical dilemmas, students develop their *moral imaginations* (Werhane, 2002), evaluating different circumstances and actions. This deepens their understanding of their individual responsibilities while also highlighting the institutional and societal implications of GAI.

This activity, structured as a traditional process-writing project spanning three 90-minute lessons, also taught ethical GAI tool use to develop academic writing skills. Our working definition of ethical usage aligns with how Barrot (2023) emphasized that GAI tools should serve as supplemental aids rather than replacements for human writing effort. Thus, students produced their initial drafts, thereby maintaining control over the writing process while leveraging GAI as a collaborative partner. Students used GAI tools to generate ideas and outlines, receive feedback on style, vocabulary, grammar, and organization, and refine their writing through revisions. Importantly, students retained agency by reviewing and deciding which suggestions to accept or reject, ensuring that their work reflected their personal intentions and voice.

A key tool in our approach is *flipped interaction* (White et al., 2023), a prompt engineering pattern in which the GAI tool asks the user a series of questions until it gathers sufficient information to achieve a specific goal. Students first entered a prompt to initiate the process then responded to the GAI's questions. The GAI tool compiled these responses into a raw first draft without modification, enabling students to generate an initial draft ethically and laying the groundwork for using GAI as a collaborative tool for further refinement of their texts. Next, students asked the GAI to identify and correct grammar and vocabulary errors, provide additional explanation, and offer feedback and revisions for critical analysis and learning. Thus, students practiced using GAI as a support tool, not a shortcut, creating a personalized, adaptive learning experience.

The procedures that we followed for this activity are outlined next.

Class 1: Introduction to GAI Ethics, Guided Writing, and Error Identification With GAI

We first prepared short readings on ethical dilemmas related to GAI, such as plagiarism, over-reliance, privacy, and fairness in access, then curated a model story to illustrate a simple story arc (situation > inciting incident > rising action > climax > resolution) that integrated an ethical dilemma. We also developed a prompt for a guided writing task, where the GAI asked students questions to answer, then compiled a first draft without making changes, as follows:

> I am writing a 5-paragraph story between 300 and 400 words about [insert your ethical issue, e.g., 'over-dependence on AI']. Please help me develop my story step by step. Start by asking me questions about the introduction, then help me think about what happens in each part of the story, including the rising action, climax, and resolution. Once I've finished answering all the questions, please compile everything I've written into a single draft without making any changes. I want to see my raw writing exactly as it is.

We then used another GAI prompt for students to identify, fix, and explain any errors, as follows:

> This is the first draft of my AI ethics story. I'd like your help improving it. Please read my draft and highlight one word or sentence at a time that contains an error or something I could improve (grammar, spelling, vocabulary, or clarity). Give me a hint about what's wrong and let me try to fix it myself. After I respond with my fix, let me know if it's correct or suggest a better option. Let's go step by step!
>
> [Students pasted 1st draft here]

In class we first conducted a jigsaw reading task to orient students to basic information regarding ethical issues by assigning students short readings about an ethical GAI dilemma. Next, as a class we discussed a model story dramatizing an ethical issue, discussing key story elements (e.g., problem, climax, resolution) and the ethical issue raised. This was followed by the GAI-guided writing task where students used our sample GAI prompt and responded to the GAI questions, which guided them through the story structure to compile their first draft. This was followed by the guided error identification using GAI through the second GAI prompt discussed previously. Students worked through errors to self-correct and learn from the GAI about those errors that they could not fix on their own.

Class 2: Refining Writing Through Peer Review

For Class 2, our preparations included creating a worksheet featuring an improved version of the model story alongside the original. This worksheet also featured key "points for improvement," such as the use of dialog and descriptive language, which formed the basis for in-class exercises that taught these points. We also prepared peer review rubrics (see Appendix) to guide students in identifying and discussing points for improvement.

During Class 2, we started with a noticing task to identify points for improvement, where students read the original and the improved versions of the model story in pairs, then discussed differences and identified improvements. This was followed by targeted writing exercises where students practiced using dialog tags, punctuating their dialogue, and adding descriptive language through short exercises to reinforce these techniques. Next, a peer review activity had students cover how to use the peer review rubrics to facilitate structured feedback in pairs, where they read their drafts aloud and received focused feedback. Finally, students wrote their second drafts, incorporating the feedback that they received from their classmates.

Class 3: Critiquing and Revising With GAI Feedback

For this lesson we prepared the following GAI prompt for students to solicit GAI feedback on their 2nd drafts:

> I would like detailed feedback on my 5-paragraph story. Please provide specific suggestions on how to improve my use of dialog, descriptive language, and overall clarity. Identify one part that could use more vivid detail and suggest a place where dialog can be strengthened or added.

We also prepared a second GAI prompt for students to receive a GAI revision of their 2nd draft, as follows:

> Please rewrite my story using your suggestions from the feedback above. Make sure to add descriptive language and improve dialog while keeping the word count close to the original.

Students were asked to analyze the GAI revision through the following questions:

- What was the most surprising feedback you received?
- Which suggestions do you agree or disagree with, and why?

In class, the warm-up discussion involved students reading their second drafts aloud in pairs and discussing them. Next, students received feedback on their drafts from the GAI, then discussed that feedback in pairs, focusing on the quality and relevance of the suggestions. After this, using the second prompt, students received a revision of their second draft that incorporated the GAI feedback, which they used to discuss the differences between their original work and the GAI revision. Specifically, students discussed whether the revised draft represented their voice and intentions while using vocabulary they are familiar with and can use confidently. Finally, leveraging the cognitive benefits of handwriting (Lloreda, 2024), students wrote their final draft by hand. They were also asked to explain which changes they kept from the GAI revision, which they discarded, and why.

Throughout, we emphasized critical thinking and the importance of maintaining student voice by encouraging them to evaluate and question the GAI feedback. We also encouraged students to notice specific GAI feedback language because this can be reused in future peer feedback sessions, building their feedback literacy skills. This ultimately resulted in stories like the one exemplified in Table 1, which illustrates how the student integrated dialog into the text in order to strengthen it. Please note that due to space limitations, this is only one part of a 5-part essay.

Table 1

Essay Extract on the Theme of GAI Use Leading to a Lack of Originality

First Draft	Final Draft
Lily was a successful author known for her originality, but lately, she found herself stuck, struggling to come up with new ideas. When she discovered an AI tool that could generate creative prompts, she was relieved and began using it to spark her creativity. Initially, she only used the AI for brainstorming, and it worked well. She quickly finished her latest story, which impressed her editor, boosting her confidence.	Lily, a celebrated author known for her originality, sat staring at a blank screen. Frustration gnawed at her as she muttered, "Why can't I think of anything new?" One evening, she stumbled upon an AI tool that promised to generate creative writing prompts. "Maybe this could help," she thought, clicking on it hesitantly. At first, the AI was just for brainstorming, and it worked wonders. "Lily, this new story is amazing!" her editor, Mark, praised during their meeting. "It has your signature style all over it."

This activity incorporates elements of GAI prompt engineering outlined in Nazari and Saadi (2024), but rather than asking students to develop a GAI prompt that maximizes productivity, we have reoriented the goal of the GAI prompts to emphasize student agency and learning. Thus, the students are asked to reflect on how the GAI tools change their language and whether (and how) their writing was improved through those changes. Requiring handwriting of their final essay versions helped to ensure conscious noticing of the various textual features that remained from their original and those that were added through the process of peer- and GAI-tool-feedback.

Final Thoughts

This manuscript presented an example of our early thinking about how to integrate GAI into the writing classroom with relatively foundational level learners who have little prior exposure to classroom GAI tool use. Although it is perhaps easy to imagine incorporating GAI tool use into more advanced classrooms where students are more proficient in English and therefore more likely to benefit from extensive interaction about their texts, we feel that it is important to also adapt these tools' use for more foundational learners. Teachers interested in expanding the activities outlined here may want to consider how to incorporate GAI tools into student brainstorming or to seek GAI feedback at various writing stages. As the technology and our research evolve alongside other researchers' efforts in the field, our perspective will undoubtedly change. However, the current paper serves as a snapshot of our thinking, providing a foundation for us and other researchers to build upon and refer back to. The two activities we presented aim to enhance students' AI literacy and create opportunities for deeper, more holistic engagement with ethical issues surrounding student GAI use. By incorporating GAI into traditional process-writing workflows, we were able to lighten our feedback workload while enabling students to take greater ownership of their writing. This enabled us to provide more nuanced feedback on refined texts, reducing the need for extensive *rhetorical machining* (Gosden, 1995, p. 42). We hope that these two activities, although nascent, can inspire other teachers to better approach the dilemmas and opportunities that GAI tools present to classroom teaching and learning of English writing.

Bio Data

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Appendix

Sample Rubric for AI Ethics Story Peer-Review Activity

Story Structure	**Yes**	**Needs Work**
Does the story have a clear beginning?	[ ]	[ ]
Is there a main event or incident that drives the story?	[ ]	[ ]
Does the story build up to a climax or turning point?	[ ]	[ ]
Is there a clear resolution that wraps up the story?	[ ]	[ ]
Dialog		
Is there dialog in the story?	[ ]	[ ]
Does the dialog sound natural?	[ ]	[ ]
Does the dialog reveal something about the characters?	[ ]	[ ]
Descriptive Writing		
Does the story use vivid language to create clear images?	[ ]	[ ]
Does the story appeal to the senses (sight, sound, touch)?	[ ]	[ ]
Are there any places where more description could be added?	[ ]	[ ]