

Generative AI For Writing Instructors

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Grant Support

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Project Goals

- Develop and deliver an innovative and effective series of faculty professional development workshops on the potential uses of generative AI tools in writing and writing-intensive classrooms.
- Help faculty members from across the curriculum revise course syllabi and develop new and innovative writing assignments that teach students how to ethically and productively integrate generative AI tools into their own writing processes.
- Impact the teaching of writing all across campus.

Fall 2025 Activities

- Our eight-part training workshop for faculty members was developed in August and September 2025 and delivered to our first cohorts during the Fall semester.
- Two cohorts participated in the workshops, one online and one face to face, with a total of 18 participating faculty members from a variety of disciplines. (Over 60 faculty members applied to participate and we closed the application portal early.)
- Data was collected at two points: once before the workshops and once afterward.

Workshops

- First Four Workshops: In-depth instruction and intentional practice.
 - Faculty members “put on their student hats” and use AI tools to help them write a 600-800 word op-ed piece.
 - Work through all parts of the writing process, from exploring the genre to invention of ideas, planning, drafting, receiving feedback, and revising.
- Second Four Workshops: Reflection, pedagogical innovation, application to the classroom.
 - Faculty members “put on their instructor hats” and collaboratively revise syllabi and assignment sheets (writing prompts) from a writing or writing-intensive course.

AI Instruction and Practice

- First half of the workshop was split into four topics: AI Overview, AI for Idea Generation, AI for Writing, and AI for Revisions.
- The topics followed the structure of the SJSU Writing Center's AI Toolbox. (Available at: sites.google.com/sjsu.edu/aiwritertoolbox)
- Workshops included an introduction and discussion of the day's topic, followed by a group activity in which the participants applied the concepts to their own writing project.

AI Overview Objectives (Workshop 1)

- Understanding of key terms and definitions.
- Gaining awareness of CSU/ SJSU- endorsed platforms and their capabilities (ChatGPT and Google Gemini).
- Reviewing CSU/ SJSU resources and policies, and starting an ongoing discussion on ethical considerations.
 - This included a discussion on language around AI usage.
- Homework: Explore the genre of an op-ed piece and think about a topic.

AI for Idea Generation Objectives (Workshop 2)

- Trying out methods for using AI to generate and refine ideas.
 - Methods included using AI tools for easy identification of keywords, grouping topics, generating methodology and database suggestions, and using simple explanations of issues to *begin* the research process.
- Understanding how to develop prompts that led to desirable results.
- Trying out the methods and prompt strategies in groups and then on their own for homework.
- Homework: Develop an outline/plan for your op-ed piece.

AI for Writing Assistance Objectives (Workshop 3)

- Delving deeper into prompt engineering strategies – especially for drafting – and discussing where in the writing process outputs can be used ethically.
- Discussing reasons why students may turn to AI to draft their papers and brainstorming ways to address those issues.
- Analyzing weak prompts and testing them out using AI tools.
- Homework: Write a draft of your op-ed piece.

AI for Revision Objectives (Workshop 4)

- Discussing the importance of using AI tools for revision *in tandem* with other methods, such as peer tutoring/reviews, reading aloud, and professor feedback.
- Exploring different ways that AI tools can be used for revision ethically and evaluating their usefulness.
- Reflecting on using AI tools as an aid in the writing process.
- Trying out revision strategies on a partner's draft.
- Homework: Revise your op-ed piece.

Reflection (Workshop 5)

- Reflection on using AI tools in their writing processes.
- What we know about teaching writing.
- Thinking about AI tools and their potential use in different parts of the writing process.
- Homework: Pick a class syllabus and 2-3 writing assignments from that class to revise.

Pedagogical Innovation and Sharing Ideas (Workshop 6 & 7)

- Brainstorming where and how AI could be ethically and productively added to the writing processes in our classes, based on our experience writing a paper in the first part of the workshop.
- Integrating AI into the various parts of the writing process: assignment, invention, investigating the genre, drafting, feedback, revision, evaluation of students' work.
- Homework: Revise your syllabus and assignment sheets.

Application (Workshop 8 and Beyond)

- Drafting new syllabi and assignment sheets (writing prompts) that integrate AI tools into our courses.
- Preparing new lessons and activities for introducing and integrating AI tools into our students' writing processes.
- Homework: Revise your syllabus and assignment sheets and lesson plans.

Data Collection

- Pre-workshop survey.
- Pre-workshop document collection (syllabi and assignment sheets from a writing or writing-intensive class).
- Post-workshop survey.
- Post-workshop document collection.
- Post-workshop interview.
- (Upcoming) One Semester Later:
 - Survey.
 - Document collection.
 - Interview.

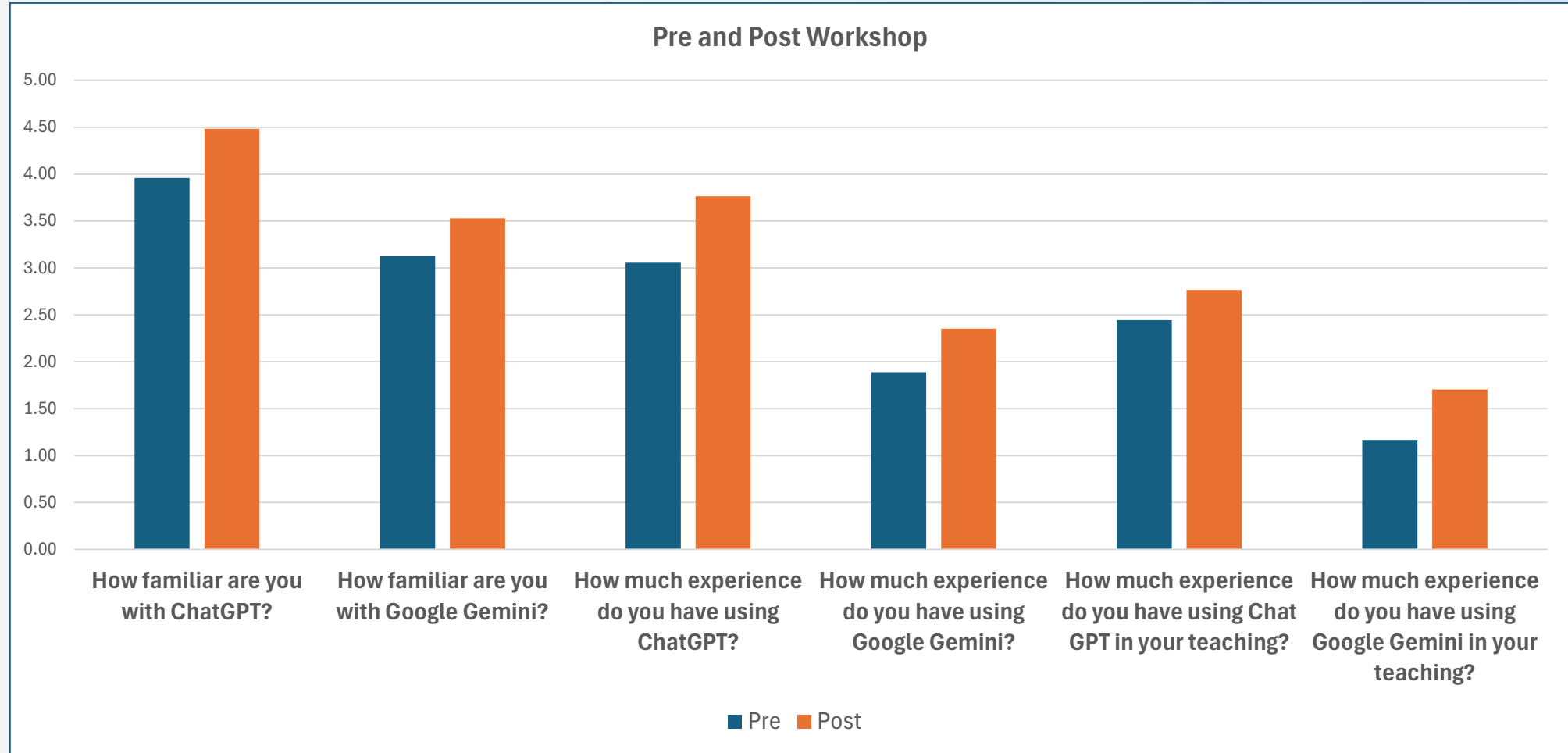
Initial Findings

- The pedagogical model we developed – in-depth instruction and intentional practice, followed by critical reflection, materials invention and development, and implementation – is yielding good results.
- In qualitative comments, participants noted:
 - The opportunity to learn how to use AI tools, and to experiment with them in a collaborative and paid environment, was extremely helpful.
 - It made them more confident about using the tools in their teaching.
 - It made them more confident about thinking through generative AI tools and their place in the writing and writing-intensive classroom. They now feel equipped to have the conversation with students and other faculty..

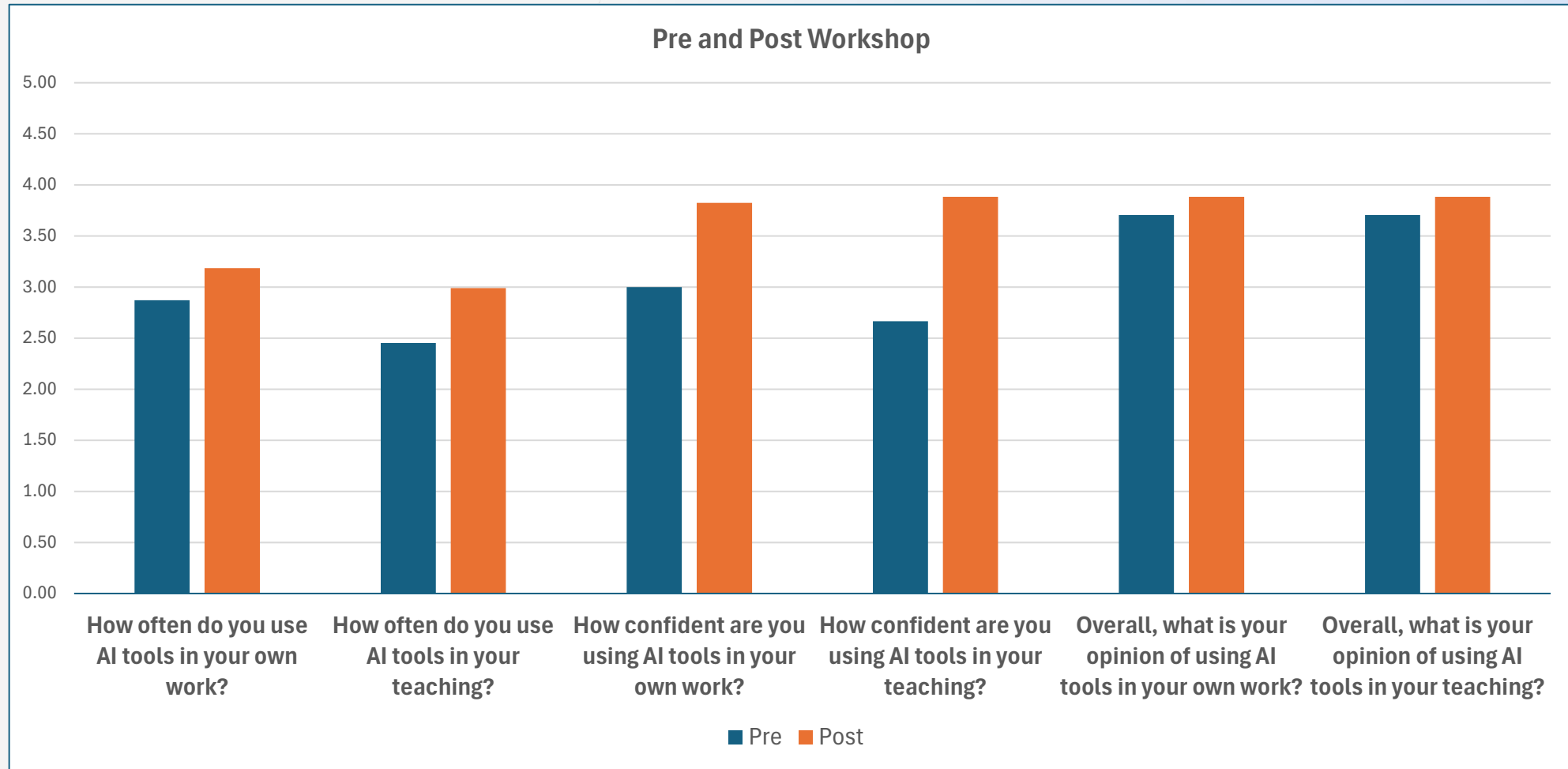
Initial Findings

- In pre- and post-workshop surveys, we found, among other things, that:
 - Participants' familiarity with generative AI tools increased 10%.
 - Participants' use of generative AI tools increased 11%.
 - Participants' confidence using AI tools in their teaching increased 24%.

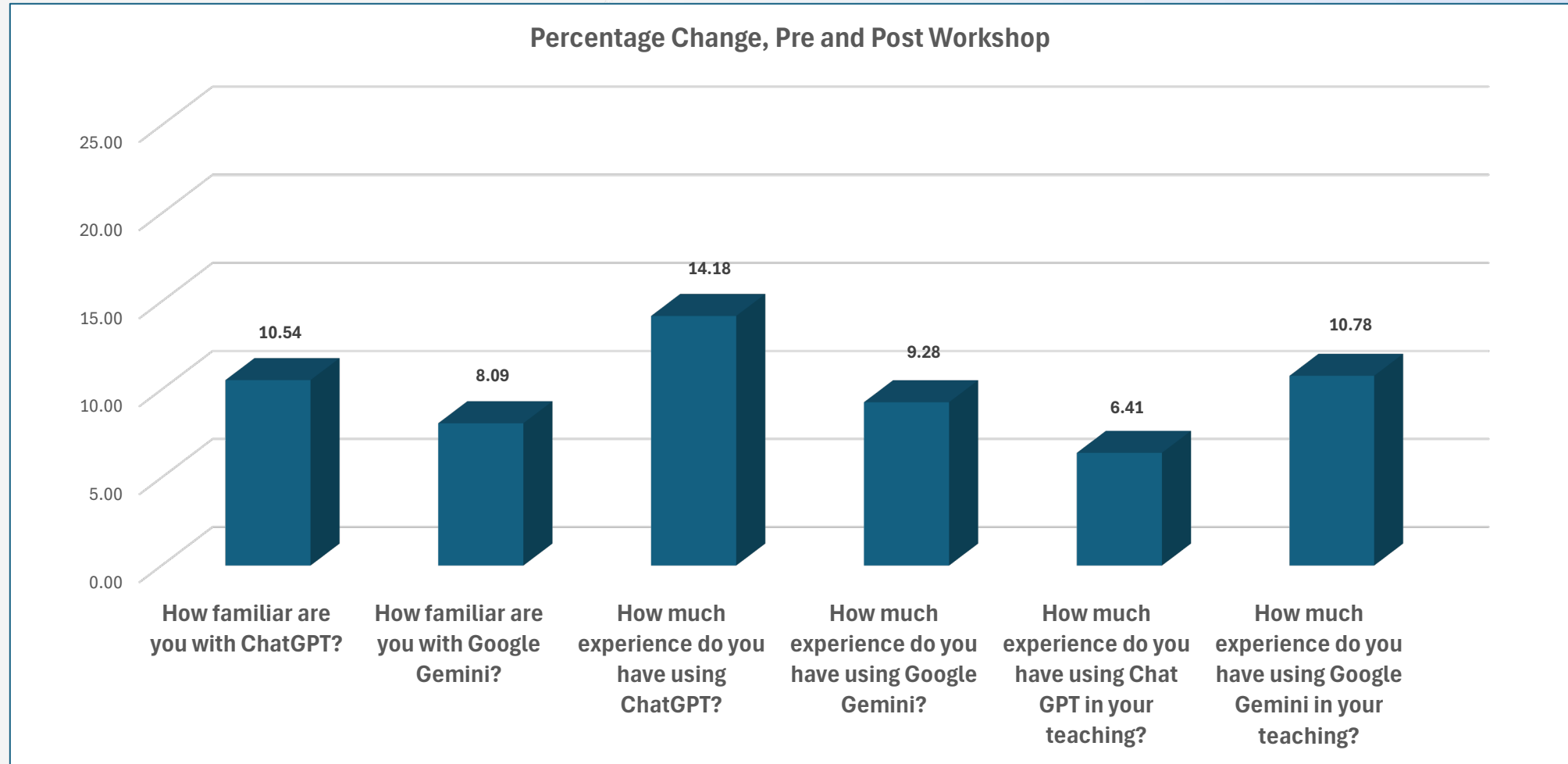
Initial Findings



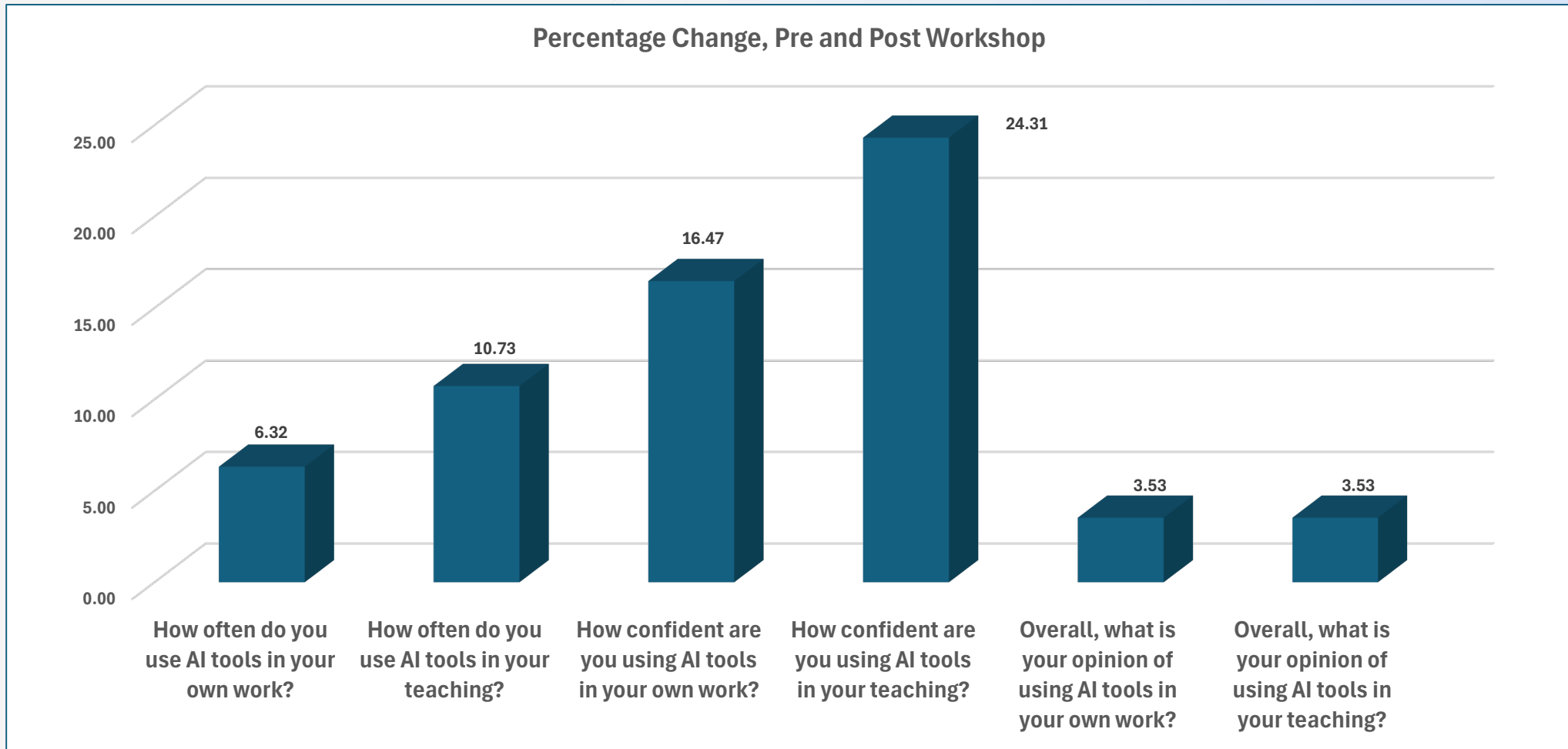
Initial Findings



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Initial Findings



Next Steps

- Iterate our workshops and offer them to a Spring 2026 cohort.
- Continue data collection and analysis, particularly analysis of textual, non-numerical data (with Nvivo) and one semester later data (to measure “stickiness,” implementation, and new innovation).
- Share results and materials with wider audiences, including fellow CSU campuses and publication.
- Use our materials and findings as “proof of concept” for additional grant writing.

Thank You

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