

# Developing CAW's Workshop Offer to Support the Use of AI Tools in Student Writing

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# CAW's Position on AI Tools

Students increasingly contact the **Centre for Academic Writing (CAW)** and the **Academic Writing Service (AWS)** **CUC, CUL, CUS, and The Hudson** with queries about AI use in their assignment-writing.

Our Approach: We frame students' use of AI tools in terms of their own writing processes and critical thinking skills, and help them consider how AI software could be used during their pre-writing, drafting, and with their near-final drafts.

A writing centre policy on working with student-writers and AI, grounded in the institution's AI tools usage guidance, is essential to this support.

# 'Introduction to using AI Tools for Your Writing' Workshop Structure

1. An exploration of AI in modern life leading to a definition of AI writing 'tools'.
2. Practical guidance on how students can use AI tools at different stages in their writing process (e.g. researching, organising, planning, writing, checking, and proofreading).
3. Guidance on referencing AI tools at CUG.
4. Focussed discussion on the functionality and ethics of AI tools in relation to writing.

# Using AI Software BEFORE Writing

AI software can help you before you write an assignment by suggesting:

- Topics,
- Research questions,
- Search terms and keywords,
- Sources,
- Analytical and reflective frameworks,
- Outlines and structures,
- and by converting notes into manageable blocks.

Alongside writing, you may find AI tools which are useful for managing your time, data, notes, and citations, or for analysing your data.

# Exploring Recommendations

Ask an AI tool (e.g. Copilot) to recommend directions for your initial research:

Your personal and company data are protected in this chat

Which is a good play by Shakespeare to explore the theme of loneliness?

71/2000

You may need to ask follow-up questions:

Your personal and company data are protected in this chat

Which other writers were popular in Shakespeare's time?

55/2000

You can use open and closed questions:

Your personal and company data are protected in this chat

Did Christopher Marlowe write about loneliness?

47/2000

# Evaluating Recommendations

Most AI tools will provide several recommendations and suggestions for further reading.

When reviewing the suggestions AI software provides, you will have to decide whether they are:

- Relevant:** related to your assignment,
- Reliable:** authentic and from a quality source,
- Recent:** using up to date methods and research,
- Rigorous:** based in data and research.

You may need to refine your prompts to AI tools and to undertake research and scholarship elsewhere.

# Organising Ideas: Writing AI Prompts

Remember to provide details about you, your research, your writing goals, and any parameters to the AI tool.

I am a third year undergraduate student studying nursing at a UK university. I am writing a 2000 word academic reflective report on patient care where patients have co-morbidities of dementia. Please help me by asking me six questions about the structure and theoretical grounding of my assignment. Please base your questions in current theories of patient care.



Notice how the prompt uses terms specific to academic writing in the UK:

- UK,
- Academic,
- University,
- Essay, report, poster, assignment, etc.

Adding a number will help to limit the size of the output the AI tool generates.

# Generative AI Tools and Writing

If you use AI tools to generate text, you **MUST** reference the AI generated text as a source, using APA format:

In text citation:

(Microsoft, 2024)

Reference list:

Microsoft. (2024). *Copilot* (Mar 2014 version) [Large language model]. <https://copilot.microsoft.com/>

**Ask your Module Leader or Module Lecturer if you are unsure about how and when you can use AI as a source, and how you should acknowledge your AI use.**



# Using AI Tools During Writing

You can use AI tools during writing to revise or improve text which you have produced, such as asking AI tools to:

- Recommend ways to translate or rephrase parts of your writing.
- Recommend words and synonyms.
- Check your spelling and grammar.

In addition, the Manchester Academic Phrasebank can show you useful sentence starters to frame your argument:

<https://www.phrasebank.manchester.ac.uk/>

Alongside writing, you may find AI tools which are useful for managing your time, data, notes, and citations.

# Checking Spelling and Grammar

You can use built-in spelling and grammar checkers (e.g. Word: Spellchecker) and online software (e.g. Grammarly) to check your spelling and grammar.

When using these tools **check** that:

- You are correcting to British spellings.
- You have copied quotations as they appear in the original source.
- You are not changing the meaning of your writing.
- You are not changing a word, spelling, or sentence construction specific to your discipline.

# Closing thoughts:

- AI tools can be used to support any stage of the writing process.
- Students need to understand what they are trying to achieve with a particular piece of writing in order to be able to assess the value of an AI output in relation to that writing.
- Students need to use critical thinking skills to make informed choices and decisions about which AI tools to use in relation to their writing and to be discerning about each AI output.
- The student is the writer and CAW/AWS encourages them to take responsibility for their writing choices as well as ownership of the writing they submit for assessment.