



English 4253: Writing and AI Fall 2026

Contact Information

Instructor: Erin Jensen

Office: BW 221

Office hours: Monday 4-6 pm, Tuesday 6-8 pm, and Thursday 9:30-10:30 a.m. (in Dilliard), and by appt.

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Course Description

The course introduces students to the concepts and applications of Artificial Intelligence (AI) in writing and professional communication. Students will learn and apply best-practices of AI and AI tools in various writing contexts including real-world scenarios. Students will engage in ethical conversations about the use of AI and explore the strengths and weaknesses of various AI tools.

Textbook & Instructional Materials

All readings will be posted in the Weekly Modules

Upon completion of ENGL 4253, you should be able to:

- Discuss the ethical dilemmas raised by writing with AI, such as questions of authorship and intellectual property, privacy, and environmental concerns.
- Critically analyze AI-generated output and recognize the strengths and limitations of integrating it into their own writing.
- Identify different types of AI applications and evaluate their affordances and constraints as writing tools.
- Compose texts in a variety of genres with assistance from generative artificial intelligence applications at various stages of the writing process.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without

following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

Grading

All assignments receive a numeric grade based on the 100-point scale. Assignments are weighted. Each project will consist of planning, design and production, and reflections. Here is the rough weight of each major assignment, and I might adjust weights of assignments as the semester progresses.

Assignments	30 % of grade
Discussions	30 % of grade
Final Assignments	40 % of grade

Grade	Percentage
A	90-100
B	80-89
C	70-79
D	60-69
F	Less than 59

Overview of the Course

Here are the major assignments in this class:

Reading Responses

Weekly Assignments:

Final Projects:

AI Workplace Report: 100 pts

Prompt Engineering: 100 pts

Content Marketing: 150 pts

Recorded presentation on Content Marketing: 50 pts

There are **no tests** in this course. I find learning takes place through assignments and applied learning opportunities.

- Reading Reflections: Students will write a 1-page response or record a 3–5 minute video on their responses to the readings for the week. The responses are due on Wednesday and by Sunday, they need to have responded to another student. Students will include what they thought was interesting in the readings, new information to them, their own experiences with the topics, or include what is information they already knew.
- Weekly Assignments: Students have low and middle-stake assignments due most weeks that have opportunities for students to apply what they are learning.

- **AI Workplace Report:** Students will write a report on how AI is currently being used in their chosen careers. Students will include several sources including at least one journal article. AI is not allowed to be used in finding sources.
- **Prompt Engineering Project:** Students create AI prompts to use when creating content on a specific topic. These prompts could lead to creating technical documents, workplace documents, emails, social media, marketing, or many other types of options. The focus will be on real-world and applied topics.
- **Content Marketing Project:** Students will create a content marketing project that focuses on real-world and applied situations. They will need to provide an audience analysis and a detailed plan for the project. AI tools will be used extensively through this project. Students will present their findings in a recorded presentation that will be posted to the LMS system.

I will give you a handout for each formal assignment which will detail the assignment requirements and will include a rubric explaining how I'll grade the assignment.

Reading Response and Respond to Fellow Students: 20 points each

Informal writing is a good way to practice your writing skills. I am looking for a Response to the readings and not a summary. Please write at least ONE page. The responses can be a response to what you have read or you can include questions that you still have about the readings. You can include what you liked or what you learned from the readings. You can include how the information applies to what you are doing for this class or how the readings apply to other classes. **Please use "I-statements" and focus on your individual response to the readings.**

You can receive either full credit or no credit on the responses, and they are due every Wed at 11:59 pm. You will also be required (unless otherwise stated) to respond to at least 1 other post from a fellow student. Those posts must be at least a paragraph long. Both your 1 page and your 1 response is due Wed at 11:59 pm.

- While Reading Responses are not accepted late, you are allowed to miss 2 posts. You will be given a zero and those points won't be deleted until the end of the semester when I am completing grades.
- 15 pts for your response and 5 points for your response to another student
- Please reference at least 2 of the readings for the week in your weekly reading responses. Include a short Works Cited that includes at least the author's name and the title.
- Please post directly into the assignment and do not attach a file.

Attendance and Participation

Students are expected to attend all meetings of the classes in which they are enrolled. For our online course, this means that you turn in all the assignments that are posted. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

- I will mark all missing work as a "0" and will go back and change your score after you have submitted your assignments
- I will only accept late work for a week after the deadline. Discussions are not accepted late. This class builds on previous days and so anything older than a week is out of context and no longer as helpful to the class content.
- Discussions are not accepted late, but I will drop your two lowest scores at the end of the semester.

Weather

If the university closes due to weather, all deadlines will be changed to accommodate the closure. If the university is not closed for weather, then the deadlines will not be changed. On occasion, there may be times that the course will shift online due to weather, but this will only happen after an email will be sent to let students know of the change. Please email if you have weather related driving concerns.

Technology

Students in this course will need a working and reliable computer and internet access that will allow the use of D2L course site tools, Google Drive, and any online resources provided. No special software is required but students will need access to MS Office products.

Extra Credit

There will be some extra credit opportunities in the class.

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

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Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ****Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ****Your computer being down is not an excuse for missing a deadline!!*** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified

persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Writing Center and Tutoring

Writing Center & Tutoring and Academic Support Programs (TASP) provides free drop-in tutoring for MSU students. Located on the first floor of Moffett Library, writing tutors are available Monday through Thursday from 11:00am to 6:00pm and Sunday 2:00pm to 9:00pm. You don't need an appointment to use these services. Writing tutors will not edit your papers for you, but they provide support and feedback at all stages of writing, from brainstorming to drafting, revising to proofreading.

Academic Dishonesty

All students are expected to adhere to the Midwestern State University Student Honor Creed when completing any work for this course. When using the content or ideas of others, both published and unpublished sources, students must use accepted documentation conventions (e.g., APA or MLA). See the MSU Student Handbook (attached to course website) to read the Student Honor Creed and the university's policy on academic dishonesty.

- All work submitted to D2L will be scanned by the Turnitin® program, which flags text that has been quoted from other sources and/or generated by AI tools such as ChatGPT
- AI/ChatGPT: In this course, you are welcome and encouraged to use artificial intelligence platforms such as ChatGPT, but mainly for pre-writing tasks and brainstorming. That said, you should not be using AI to produce your assignments or otherwise perform the "brain-work" that you are expected to be able to do (or learn to do) on your own. Doing so will result in a grade of zero for the assignment. If this happens twice, you will receive a grade of "F" for the course.
 - Please be aware that many professors do not allow AI use in their classes. Please check with your professors.
- When using the ideas of other published and unpublished sources, students must use accepted documentation conventions (i.e., MLA or APA). If you submit an assignment in which quoted content is not placed in "quotation marks" and/or you have not cited the correct source, you will receive a grade of zero for that assignment. If this occurs twice in the course, you will receive a grade of "F" for the course. There are no exceptions to this policy.

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “Run. Hide. Fight.” which may be electronically accessed via the University police department’s webpage: [“Run. Hide. Fight.”](#)

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Schedule of Readings and Assignments

- Changes to this schedule may happen, but if a deadline is changed, it will be moved to a later time in the semester.
- Please check D2L Content for the most updated list of readings and assignments
- Most weeks have a required textbook chapter of readings and then include various other online sources you will read. These additional readings will be posted in each assignment and module.

Week or Module #	Topic	Keywords	Class Topics/Activities	Assignments
1	Course Introduction	AI literacy, AI writing, AI ethics and bias	Introduction to the syllabus; class introductions	Assignments: -Introductions -Short response about background with AI
2	Course Introduction continued	AI literacy, AI writing, AI ethics and bias	AI and Writing	Assignments: -Reflection #1 A page long or 3-5 minute video response to the readings (no summary please) and a response to another student. Readings: -Trust, T., Maloy, R. W., & Xu, C. (n.d.). Introduction: The AUGMENT Framework for Meaningful Teaching and Learning in the Age of AI. EdTech Books. https://edtechbooks.org/aireadyedu/intro -Trust, T., Maloy, R. W., & Xu, C. (n.d.). Adjust Materials to Enhance Accessibility and Understanding EdTech Books. https://edtechbooks.org/aireadyedu/adjustmaterials -Waite, D. (2025). Can AI Replace Writers? An In-Depth Look for Marketers in the Digital Age. College Central Network®
3	AI Ethics and Concerns. Resolving Concerns	AI ethics, bias, environment	Students' engagement and reflection on the weekly readings and with each other, Discussion on AI ethics and	Assignments: -Reflection #2 -Application Assignment of ways to lessen the impact of AI concerns Readings: -Eaton Business School (2023). The ethics of AI in Business: What You Need To Know - Eaton Business

Week or Module #	Topic	Keywords	Class Topics/Activities	Assignments
			ways to resolve concerns	School. https://ebsedu.org/blog/ethics-of-ai-in-business -Granados, A. (2024). AI and Personal Data: Balancing Convenience and Privacy Risks. Velaro. The Impact of AI on Privacy: Protecting Personal Data -Royce, C. A., & Bennett, V. (2025). <i>To think or not to think: The impact of AI on critical-thinking skills</i> NSTA. From Chalkboard to AI. https://www.nsta.org/blog/think-or-not-think-impact-ai-critical-thinking-skills -Zewe, A. (2025) Explained: Generative AI's environmental impact . Massachusetts Institute of Technology. https://news.mit.edu/2025/explained-generative-ai-environmental-impact-0117 -Video: How AI Will Disrupt Traditional Workforce Planning
4	AI in the Workplace	Applications of AI, AI and the workforce	Students' engagement and reflection on the weekly readings and with each other, Using Google Scholar and Library databases for finding journals	Assignments: -Reflection #3 -One journal article for report -Readings: -Bombalier, J. (2026). The Competitive Advantage of Using AI in Business FIU College of Business -Renner, M. & Chaban, M. (2026). Real-world gen AI use cases from the world's leading organizations Google Cloud Blog -Journal of Writing and AI. Chose an article that connects to your situation. Issues — jwAi -Cummings, L. (2024). Human Centered Writing Feedback. Prompt Lab #3: Human-Centered Writing Feedback -Gibron, B. (2020). How to Write Papers Quickly Using Google Scholar

Week or Module #	Topic	Keywords	Class Topics/Activities	Assignments
				and Google Docs by Ben Gibran Medium -Sparks, A. (2018). 8 Hacks for Using Google Scholar for Research Editage Insights -Video: The Basics of Citing and Referencing in APA 7th Edition - APA Formatting and Style Guide (7th Edition) - Purdue OWL® - Purdue University
5	AI in the Workplace	AI and the workforce	Writing report on AI in the workplace	Assignments: - AI Workplace Report
6	Chatgpt	AI ethics and bias, Applications of AI, AI and the workforce, Accessibility and AI	Students' engagement and reflection on the weekly readings and with each other, Finding an application of ChatGPT in workplace or personal life	Assignments: -Reflection #4 -ChatGPT application where you think of how you could use ChatGPT in your personal or work life. Then, use ChatGPT for one idea/topic and reflect on the experience. Readings - ChatGPT usage and adoption patterns at work OpenAI - ChatGPT Business -Roussey, B. (2023). Can ChatGPT Make The World More Accessible?
7	Claude	AI ethics and bias, Applications of AI, AI and the workforce, Accessibility and AI	Students' engagement and reflection on the weekly readings and with each other, Finding an application of Claude in workplace or personal life	Assignments: -Reflection #5 -Claude application where you think of how you could use Claude in your personal or work life. Then, use Claude for one idea/topic and reflect on the experience. Readings: -Video: Productive Dude (2026). FULL Claude Tutorial For Beginners in 2026! (FULL COURSE) - Get started with Claude Claude Help Center -Cupareanu, D. et al. (2026). 39 Claude Skills Examples to Transform How You Work (From 23 Creators)

Week or Module #	Topic	Keywords	Class Topics/Activities	Assignments
				-Hassan, R. (2026). https://open.substack.com/pub/ruben/p/learn-80-of-claude-cowork-in-20-minutes?r=tg8ny&utm_campaign=post&utm_medium=email -Su, J. (2026). Video. Learn 80% of Claude Cowork in Under 20 Minutes -Video: How a visually impaired engineer builds personal software with Claude Code + Wispr Flow. https://youtu.be/sibufEEhH6A?si=CTqoXJbl6P76ONU-
8	Prompt Engineering	Applications of AI, AI and the workforce	Students' engagement and reflection on the weekly readings and with each other, Finding a topic	Assignments: -Reflection #6 -Topic Selection for Prompt Engineering project Readings: -Cummings, L. (2024). Why Every Writer Needs a Prompt Design Plan -Open AI (2026). Best practices for prompt engineering with the OpenAI API OpenAI Help Center -Prompt Engineering for AI Guide Google Cloud
9	Prompt Engineering	Applications of AI, AI and the workforce	Individually writing a rough draft. Students reading and making specific comments on another students' rough draft.	Assignments: -Rough Draft of Prompt Engineering Assignment -Peer-review of assignment
10	Prompt Engineering	Applications of AI, AI and the workforce	Revising and writing final prompt engineering project	Assignments: -Final Prompt Engineering Project
11	Art and Copyright	Applications of AI	Students' engagement and reflection on the weekly readings and with each	Assignments: -Reflection #7 -AI generated images and explanations -Copyright Quiz

Week or Module #	Topic	Keywords	Class Topics/Activities	Assignments
			other, create AI images, take copyright images quiz	Readings: https://mclellan.law.msu.edu/quizzes/copyright-quiz -Vargas, J. (2022). How AI-generated art is changing the concept of art itself - Los Angeles Times -CanvaAI Canva AI: Your all-in-one AI assistant -Night Café (5 free images). Free AI Art Generator: All the best AI models in one place -Raj, G. (2022). How to Use Midjourney AI for Free - DC -Dream AI AI Image Generator - Create Art from Text Dream by WOMBO -Deep Dream AI. Free with sign-up. AI Image Generator: AI Picture & Video Maker to Create AI Art Photos Animation Deep Dream Generator DDG
12	AI Video	Applications of AI,	Students' engagement and reflection on the weekly readings and with each other, create AI video	Assignments: -Reflection #8 -AI Video on chosen topic Readings: -Best AI video creators. The 17 best AI video generators in 2026 Zapier -DavinciAIvideo: AI Video Generator DaVinci AI -Is there any AI tool which is totally free and generates videos? - Quora
13	Content Marketing	AI ethics and bias, Applications of AI, AI and the workforce	Students' engagement and reflection on the weekly readings and with each other, find a topic for content marketing project	Assignments: -Reflection #9 -Topic Choice for Content Marketing Project Readings: Dervishov, I. (2026). The Rise of AI in Social Media Advertising: How it Transforming Advertising M1-Project

Week or Module #	Topic	Keywords	Class Topics/Activities	Assignments
				Salesforce (2026). AI and Marketing. AI Marketing Strategy & Benefits Salesforce IN AI in Content Marketing: How AI is Transforming Content Creation for Marketing Teams - circle S studio
14	Content Marketing	Applications of AI, AI and the workforce	Students' engagement and reflection on the weekly readings and with each other, create content marketing plan	Assignments: -Reflection #10 -Content Marketing Plan -Readings: -Content Strategy readings and videos (2026). How To Build an AI Content Strategy That Actually Converts in 2026 -Resource Space (2024). How to develop an AI content strategy
15	Research	Applications of AI, AI and the workforce	Reflect on where they are in the project and what questions they may have	Assignments: -Check-in assignment on how the project is going and to ask if there are any questions. -Time to work on the project
16	Content Marketing Rough Draft	Applications of AI, AI and the workforce	Individually writing a rough draft. Students reading and making specific comments on another students' rough draft.	Assignments: -Rough Draft of Marketing Project -Peer Review
Final	Content Marketing	Applications of AI, AI and the workforce	Revise and write final content marketing project, record oral presentation, self-reflect on course	Assignments: -Final Content Marketing Project -Recorded Oral Presentation on Project -Self-reflection of student focused on the class assignments and readings.