

## Portfolio: In-class presentation

**Due:** During your scheduled tutorial, weeks 12-13. The written component is due 26 May.  
**Weight:** marked out of 20, worth 20% of your final grade for the unit  
**Length:** 1000 words (equivalent)  
**Submit:** in class (10-15min group presentation) and via Canvas (500 word final statement)

### Process

During your week 9 tutorial you will be placed into a group with four or five classmates. In the following weeks you will work together in your group to prepare a 10-15min in-class presentation. Students are recommended to organise 1-2 zoom meetings or meetings on campus to plan the presentation. You will be given time to work with your group on your presentation during the week 11 tutorial. In either week 12 or week 13 you will deliver your presentation in class. You are expected to attend both weeks and to engage with other classmates' presentations by listening, offering comments and asking questions.

Following the in-class presentation, you will submit a 500-word, individually-authored final statement on Canvas.

### Instructions - presentation

First, your group has two options:

- i. work together to design a series of prompts that can generate an academic essay using Artificial Intelligence (AI) such as ChatGPT (openai.com). Your essay should involve a discussion of rhetorical concepts from the unit, and should refer to a political speech  
OR
- ii. work with the sample prompts and ChatGPT-generated essays provided (these will be made available via Canvas in week 9)

Second, your group needs to discuss and interpret the essay that you have generated or chosen. You should refer to research and class material to form opinions about the following points:

- **authorship** – who owns the writing your group generated (or the sample)? How might rhetorical concepts need to be redefined to interpret such writing? You might think particularly about the 'author' in the rhetorical situation or the appeal to *ethos*.
- **critical thinking** – an important goal of higher education is for students to develop high-level critical thinking (such as evaluation, synthesis, argumentation) and to be able to produce sustained arguments in academic writing. Does the AI-generated essay you worked with achieve, or help student achieve, these goals of academic writing?
- **recommendations** – what will be the role of AI writing tools in higher education in coming years? How can students use AI in the writing process to achieve educational goals?

Third, you will need to present as a group during your week 12 or 13 tutorial. Your presentation will be 10-15mins long (for the entire group). Your group should discuss how the essay was generated and your opinions on the above points. You might create a handout or a powerpoint presentation to assist your presentation (although neither is compulsory). You might consider dividing the presentation into sections such as 'How we created the essay', 'Questions of authorship', 'Questions of critical thinking', and 'Recommendations', with one student covering each point; or you might think of your own headings and style for presenting.

### Instructions – final statement

Following your presentation, you will need to write a 500-word personal statement. This should be individually authored and address the following question:

- what can academic writers do to create essays that are better than AI-generated essays?

This statement should take the form of a ‘critical reflection’, so it should include some reflective statements about your experiences using ChatGPT (or other AI text-generators), but it should also cite scholarly sources to support your response to the question.

### Marking Process

All students who complete their presentation in class during week 12 or 13 will receive 10 marks.

The Final Statement will be graded using the below rubric.

	<b>Outstanding (5)</b>	<b>Great (4)</b>	<b>Needs work (3)</b>	<b>Not addressed (2)</b>
<b>Strategies</b>	The strategies for using AI are realistic and connected to rhetoric and the goals of education. They derive from a consideration of research AND the analysis of AI-generated text.	The strategies for using AI are realistic and connected to rhetoric or the goals of education. They derive from a consideration of research OR the analysis of AI-generated text.	Some basic ways to use AI are mentioned but they are not supported by a consideration of rhetoric or the goals of education, nor examples of AI-generated text, nor research.	The statement simply describes the student or group presentation, or it does not mention strategies for students to engage with AI.
<b>Research</b>	Research from the unit and from independently-found scholarly sources support all facets of the statement. Research is incorporated in a variety of ways to display a sense of deep understanding.	Research from the unit or from independently-found sources support all facets of the statement. Research is accurately cited.	Some sources are mentioned but they are not, or it is unclear whether they are, scholarly sources relevant to the unit. There may be some errors in referencing.	Sources are not cited or errors in referencing make it difficult to know if the sources are relevant or scholarly.