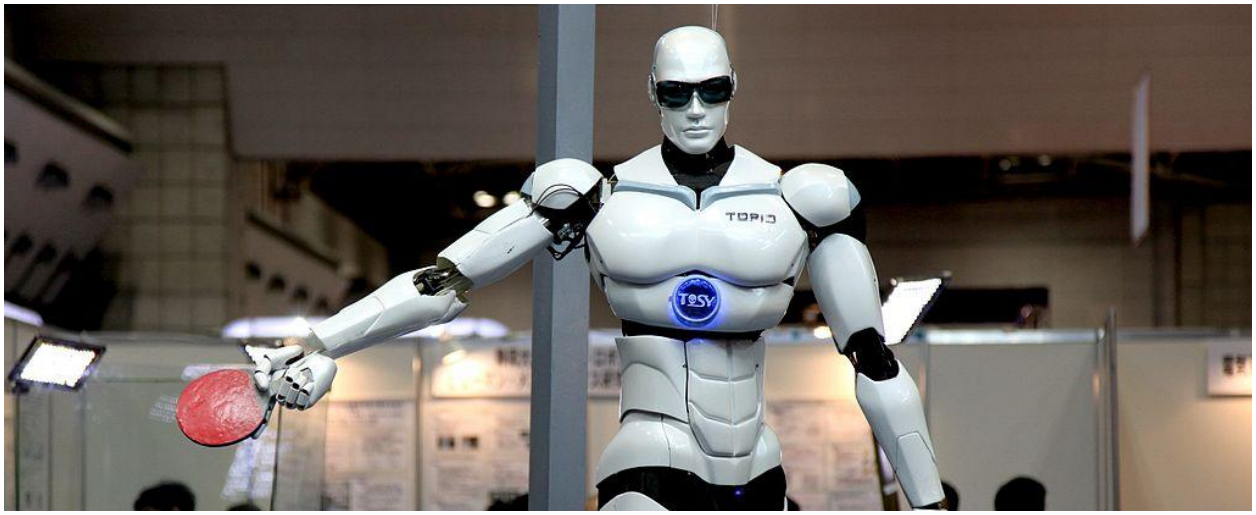
DIGITAL RHETORICAL PRIVACY COLLECTIVE

Artificial Intelligence: A Rhetoric and Writing Reckoning



"Artificial Intelligence" by theglobalpanorama is licensed under CC BY-SA 2.0.

In February 2023, the Conference on College Composition and Communication (CCCC), the flagship national organization in Writing Studies, initiated a featured panel focusing on the "crisis" of the discipline following the introduction of ChatGPT by OpenAI and other Large Language Models (LLMs) for everyday use. What we learned at that panel (which featured two DRPC Advisory Board members) and since then is that instructors, departments, and universities have taken different approaches to learning about AI and writing instruction. Some have created task forces that embrace generative AI and are charting out new trajectories for their programs and students. Others are focused on policing the use of the technology in a restrictive way. Ultimately, conversations about using generative AI in the classroom should direct attention to the precariousness of the Humanities in the academy and higher education in America. We hope that you will engage with your students, with your colleagues, and with us about generative AI and its applications in our teaching and research.

AI CFPs

"Composing with Generative AI: A Special Issue of *Computers and Composition*"
Edited by Nupoor Ranade and Douglas Eyman

FROM THE CFP: "While AI specifically has not been a focus of research in Computers and Composition, the field certainly has produced a significant body of work on the technologies that led to our current AI-inflected landscape. For example, several works on data-driven technologies, algorithms, automated writing and assessment have been published in the journal in the last 10 years, including special issues on Digital Technologies, Bodies, and Embodiments co-edited by Scott Sundvall and Phil Bratta (2019), Composing Algorithms: Writing (with) Rhetorical Machines co-edited by Aaron Beveridge, Sergio C. Figueiredo, and Steven K. Holmes (2020), and Rhetorics of Data co-edited by Les Hutchinson and Maria Novotny (2021). Our community of scholars has widely researched different writing technologies from the point of view of their potential uses within and outside writing classrooms, collaboration opportunities, perspective on global discussions, and potential of technologies to do harm to various populations. This special issue call seeks work that continues from these critical foundations when researching AI, including (but not limited to) Large Language Models such as GPT."

More Information:
https://gmuedu-my.sharepoint.com/:w:/g/personal/deyman_gmu_edu/EdYTxQTJUPdOoiOkx4pcPkMBegKjaOUb1X1kThX3YxMS4A?rtime=0AAh2FFz20g

13th International Conference on Computer Science and Information Technology (CCSIT 2023)

FROM THE CFP: will provide an excellent international forum for sharing knowledge and results in theory, methodology and applications of Computer Science and Information Technology. The Conference looks for significant contributions to all major fields of the Computer Science and Information Technology in theoretical and practical aspects. The aim of the conference is to provide a platform to the researchers and practitioners from both academia as well as industry to meet and share cutting-edge development in the field."

More Information:
http://www.wikicfp.com/cfp/servlet/event.showcfp?eventid=173654&copyownerid=170233

Academic Resources

Ann Duin Hill and Isabel Pedersen. (2023). *Augmentation Technologies and Artificial Intelligence in Technical Communication*. Routledge.

"The core of our human experience and identity is forever affected by the rise of augmentation technologies that enhance human capability or productivity. These technologies can add cognitive, physical, sensory, and emotional

enhancements to the body or environment. This book demonstrates the benefits, risks, and relevance of emerging augmentation technologies such as brain–computer interaction devices for cognitive enhancement; robots marketed to improve human social interaction; wearables that extend human senses, augment creative abilities, or overcome physical limitations; implantables that amplify intelligence or memory; and devices, AI generators, or algorithms for emotional augmentation. It allows scholars and professionals to understand the impact of these technologies, improve digital and AI literacy, and practice new methods for their design and adoption" (Routledge).

Ezekiel Dixon-Román, T. Philip Nichols & Ama Nyame-Mensah (2019). "The racializing forces of/in AI educational technologies." *Learning, Media and Technology*, DOI: 10.1080/17439884.2020.1667825

ABSTRACT: "In this article, we examine the sociopolitical implications of AI technologies as they are integrated into writing instruction and assessment. Drawing from new materialist and Black feminist thought, we consider how learning analytics platforms for writing are animated by and through entanglements of algorithmic reasoning, state standards and assessments, embodied literacy practices, and sociopolitical relations. We do a close reading of research and development documents associated with Essay Helper, a machine learning platform that provides formative feedback on student writing based on standards-aligned rubrics and training data. In particular, we consider the performative acts of the algorithm in the Essay Helper platform – both in the ways that reconstitutes material-discursive relations of difference, and its implications for transactions of teaching and learning. We argue that, through these processes, the algorithms function as racializing assemblages, and conclude by suggesting pathways toward alternative futures that reconfigure the sociopolitical relations the platform inherits."

MLA-CCCC Joint Task Force on Writing and AI

CCCC and the Modern Language Associate have joined forced to establish a task force devoted to understanding the implications of AI on writing. The MLA-CCCC Task Force is charied by Jeopardy Champion Holly Hassel and Elizabeth Losh. In June the Task Force met in person at the Google Learning Center in New York City. You can find more information about the MLA-CCCC Task Force on their website, which includes a list of resources you might find helpful as you navigate AI at your own institution: https://aiandwriting.hcommons.org/resources/.

Upcoming for the DRPC

Computers & Writing Conference
Look for our virtual, synchronous panel, "A Hybrid Resource for Teaching and Learning about Privacy and Surveillance: The Digital Rhetorical Privacy Collective" featuring Advisory Board members Cecilia Shelton, Charles Woods, Gavin Johnson, and Noah Wason at the upcoming Computers and Writing 2023 conference at University of California, Davis (Session A.03 Friday, June 23, 10:15-11:30am)

IEEE

Loof for “Imagining a Social Justice Technical Communication ‘Dream’ Course” at IEEE ProComm 2023 featuring DRPC Advisory Board Member Morgan Banville, as well as Elena Kalodner-Martin, Emily Gresbrink, Rachael Jordan, Heather Listhartke, and Kat M. Gray.