



O.P. Jindal Global University

A Private University Promoting Public Service

NAAC Accreditation - 'A' Grade



COURSE MANUAL

Writing with AI

Spring 2026

Instructor

Dr Nupur Samuel

Course Code:

Course Type: Elective Course

No. of Credit Units: 4

Hours of Teaching: 3 hours per week/ 14 weeks

Class Timings:

Office Hours: TBD

(Following prior appointments)

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Office:

a. Course Description

Artificial Intelligence (AI) has made inroads into our everyday lives, and it is time we explored how best we can work with AI, without giving it the role of creator of our work. This interdisciplinary elective explores how AI is transforming the ways we write, read, and conduct research. Students will engage with AI tools as collaborators, critics, and provocateurs, thereby learning to write with AI while also examining the ethical, social, and political implications of doing so.

The course consciously problematises the role of AI in education, examining how such technologies can both democratise and exacerbate inequalities in knowledge production. Through critical readings, hands-on writing exercises, and reflective inquiry, students will develop ethical, creative, and self-aware writing practices that respond to the challenges of our times.

Learning Goals:

To understand the possibilities and limits of AI as a tool for writing, creativity, and research.

To critically examine how AI shapes and reshapes our notions of authorship, originality, and academic integrity.

To reflect on the social and ethical implications of AI, including bias, inequity, and access.

To develop conscious, responsible strategies for using AI in personal and professional writing

Broad Course Objectives

By the end of the semester, the student will be able to:

- Understand theoretical and historical perspectives on writing technologies and issues of authorship.
- Develop practical skills for using AI responsibly in writing and research.
- Encourage critical reflection on how AI reproduces or challenges existing social inequalities.
- Foster awareness of ethical norms and disciplinary guidelines related to the use of AI in academic and professional contexts.

Course Intended specific Learning Outcomes and Teaching Methodology

Intended Learning Outcomes	Process and Activities	Assessment
Ability to analyse and critique complex texts on AI, authorship, and education	Close reading of critical essays; group discussion; short written analyses	Class exercise and group discussions
Ability to use AI tools ethically for academic and creative purposes	Individual vs AI writing, working with prompts, summarising, paraphrasing, and revising with AI	In-class exercises + Short essay (Weeks 5-6)
Ability to recognise and critique bias, inequality, and cultural representation in AI systems	Deconstructing examples of AI bias: linking to race, gender, and linguistic hierarchies	Workshopping peer writing and AI-produced texts

<p>Ability to articulate ethical and justice-oriented approaches to AI in education</p>	<p>Drafting AI use policies, classroom codes of practice, and ethical, creative uses</p>	<p>Class exercise and discussion. Journal/Zine (week 8-9)</p>
<p>Ability to produce original, critically informed writing integrating AI</p>	<p>AI-integrated creative or research project + commentary and reflection</p>	<p>Final project (week 14)</p>

List of Suggested Readings (selected excerpts for reference)

Ted Chiang, “ChatGPT Is a Blurry JPEG of the Web” (New Yorker, 2023)

Roland Barthes, “The Death of the Author”

Safiya Noble, Algorithms of Oppression (NYU Press, 2018)

Kate Crawford, Atlas of AI (Yale University Press, 2021)

Ruha Benjamin, Race After Technology (Polity Press, 2019)

UNESCO, COPE, and UGC guidelines on AI and academic integrity

Buccella, A. (2023). “AI for all” is a matter of social justice. *AI and Ethics*, 3(4), 1143-1152.

Craig, C., & Kerr, I. (2025). The death of the AI author. In *Robot Law: Volume II* (pp. 250-285). Edward Elgar Publishing.

Abel, M., & Johnson, R. (2025). *AI Bias for Creative Writing: Subjective Assessment Versus Willingness to Pay*. IZA - Institute of Labor Economics.

<http://www.jstor.org/stable/resrep70206>

Murphy, R. F. (2019). *Artificial Intelligence Applications to Support K-12 Teachers and Teaching: A Review of Promising Applications, Opportunities, and Challenges*. RAND Corporation.

<http://www.jstor.org/stable/resrep19907>

Guzzetti, B. J., & Gamboa, M. (2004). Zines for Social Justice: Adolescent Girls Writing on Their Own. *Reading Research Quarterly*, 39(4), 408-436

Chugh, A. Zines: Radical Tools for Empathy and Introspection. *Greater Faculties: A Review of Teaching and Learning*, 4(1), 4.

Odendaal, A. Crafting Alternative AI Narratives Through Co-Speculative Zine-Making. Available at SSRN 5503409.

Pedagogy of the Course

Relying on a dialogic, reflective, and practice-based pedagogy, the class activities will encourage students to be critical and exploratory as they approach the main theme of the course. Students will consciously use AI in class for brainstorming, revising, and researching, while critically examining the biases and exclusions embedded in these tools. Through small group work, peer review, and reflective writing, students will explore how AI intersects with questions of power, representation, and access in education. Class projects, such as creating zines, will enable students to engage with AI through creative processes.

b. Course Policies

Classroom as a Safe Space

This course may discuss a range of issues and events that might result in distress for some students. Discussions in the course might also provoke strong emotional responses. It is critical to ensure that all students collectively benefit from the course, and do not feel disturbed due to either the content of the course or the conduct of the discussions. Therefore, it is incumbent upon all within the classroom to pledge to maintain respect towards our peers. This does not mean that you need to feel restrained about what you feel and what you want to say, but to think deeply about how to put across your arguments/ opinions and listen to others in an empathetic manner. This is about creating a safe space where everyone can speak and learn without inhibitions and fear. This responsibility lies not only with students, but also with the instructor.

Classroom Conduct

JSGP conducts all classes on a foundation of professionalism. It is expected that students should be present in class and seated within five minutes of the class start time. Please show courtesy to your instructors and co-learners by observing punctuality.

Additionally, students will not be allowed to enter the class after ten minutes from the beginning of class time.

Be open to the idea that other student/s may have different perspectives from yours; respect others' thoughts and concerns and be empathetic while providing feedback to fellow classmates and expressing your ideas on a given subject.

Every day attendance can be taken anytime during the class, so please be punctual and participate in the class activities because these activities shall be connected to the marked assignments that you shall do throughout the semester.

You are encouraged to put across your queries related to the course and express your thoughts without any hesitation of being judged; this course does not allow any space for personal comments or judgements.

Students are expected to silence all electronic devices during the class. Use of cell phones is to be avoided completely.

Academic Integrity

Academic integrity entails absolute honesty in one's intellectual efforts. The JGU Student Handbook details the facets and ramifications of academic integrity violations, but you should be especially aware of the policies on cheating and plagiarism. **Cheating** is any action that violates University norms or an instructor's guidelines for the preparation and submission of assignments. Such actions may include using or providing unauthorized assistance or materials on course assignments or possessing unauthorised materials during

an examination. **Plagiarism** involves the representation of another's work as your own. For example:

- a. submitting as one's own any material copied from published or unpublished sources such as the internet, print, computer files, audio disks, video programs or musical scores without proper acknowledgement that it is someone else's.
- b. paraphrasing another's views, opinions or insights without proper acknowledgement or copying of any source in whole or in part with only minor changes in wording or syntax, even with acknowledgement.
- c. submitting as one's own work a report, examination, paper, computer file, lab report or other assignment prepared by someone else.

If you are unsure about what constitutes unauthorised help on an exam or assignment or what information requires citation and/or attribution, please ask your instructor. Violations may result in the failure of the assignment, failure of the course, and additional disciplinary actions.

Participation/Attendance Policy:

Following JGU norms, this course requires a **minimum of 75% attendance** during the semester. Students with less than said percentage shall not be allowed to appear in the final examination. Further, since this will be a workshop-based course, the student must attend all the classes and participate in them actively. Missing classes is not encouraged except for documented medical emergencies. If you have missed a class, please update yourself on the class discussion and any assignments administered before you come for the next class.

Policy on Deadlines:

All deadlines will be announced well in advance and must be adhered to in the strictest sense. Since the course is based on a steep learning and grading curve, it will be in the student's interest to keep up with the assignments and class discussions. There is no possibility of retests or late submissions except in the case of a documented medical emergency.

Use of technology- phone/ texting/ laptop:

Students are expected to silence all electronic devices during the class. While the course uses electronic devices, their function will be limited to working on assignments.

Special Needs and Disability Support:

JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall well-being. These include physical and mobility-related difficulties, visual impairment, hearing impairment, mental health conditions and intellectual/learning difficulties, e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support must register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>.

Students who need support may register any time during the semester up until a month before the end-semester exam begins. Those students who wish to continue receiving support from the previous semester must re-register within the first month of the semester. Last-minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability, and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability. All general queries are to be addressed to disabilitysupportcommittee@jgu.edu.in.

In addition to the above, for this course, students registered with the DSC are encouraged to reach out to the course instructor early on the course for any assistance which will make their classroom experience better.

C. Scheme of Evaluation

Continuous, formative assessment integrated throughout the semester will enable students to critically and creatively engage with the readings and themes of the course through group and pair work. Students will have an opportunity to work on multiple drafts, receive and incorporate feedback before submitting the final version for grading.

Short Writing Project: 30%

Critical-Creative Journal/zine (including bias and justice reflections): 30%

Final AI-Integrated Project + Reflective Commentary: 40%

Grading of Student Achievement

<i>COURSE LETTER GRADES AND THEIR INTERPRETATION</i>			
Letter Grade	Percentage of Marks	Grade Points	
O	80 and above	8	Outstanding: Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability.

A+	75 - 79	7.5	Excellent: Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability.
A	70 - 74	7	Very Good: Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyse existing material and originality in thinking and presentation.
A-	65 -69	6	Good: Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills.
B+	60 - 64	5	Fair: Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills.
B	55 - 59	4	Acceptable: Adequate knowledge of the subject matter to go to the next level of the study and reasonable critical and analytical skills.
B-	50 - 54	3	Marginal: Limited knowledge of the subject matter and irrelevant use of materials, and poor critical and analytical skills.
P1	45 - 49	2	Pass 1: Pass with Basic understanding of the subject matter.
P2	40 - 44	1	Pass 2: Pass with Rudimentary understanding of the subject matter.
F	Below 40	0	Fail: Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course.

