

# IN A GEN A.I. WORLD, HOW DO WE MAKE WRITING MEANINGFUL IN OUR LAW CLASSES?

**Cara Putman, Clinical Associate Professor**

**Marsha B. Allen Director, Brock-Wilson Center**

## *Learning Outcomes*

### **ID 3 Common Faculty Fears**

About Gen AI  
writing and match  
each to a design  
response

### **Convert an Existing Writing Assignment**

Into an AI-aware  
version using a 3  
part structure:

- 1) Disclosure
- 2) Verification
- 3) Reflection

### **Draft one- paragraph AI Policy**

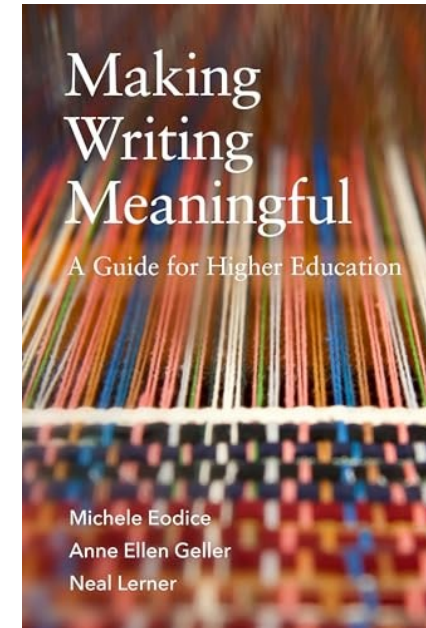
For a specific  
Assignment or  
course context that  
works for YOU.

# *What makes writing meaningful?*

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Writing can:

- Help students learn.
- Assess what students have learned.
- Help students develop personal, disciplinary, and professional identities.



Students find and make all kinds of connections. They connect with their peers, with the curriculum, with research, and with communities on and beyond campus.

Making Writing Meaningful P. 25

# *What do students want?*

## Feedback, Agency, and Consequential Writing

- Students want to know that their words are being read
- They also want feedback...
- Consequential: Relevant, impactful, and connected
  - Essentially, they want agency to choose what matters to them.
  - Students see a difference between busywork with grades and consequential work that matters to them.

## *What is Consequential Writing?*

- Offers an Opportunity for Reflection and Introspection
- Invites Students to Explore or Reconsider What They are Passionate about
- Connects to the "Real World"
- Connects to the Student's Future

## *What is Expansive, Choice-Filled Writing?*

- Choice what they write about and why
- Let them choose the topic
  - Portfolio exercise
  - AI Exercise
  - Ethics Case Study
- Let us choose the format or genre: I don't do this well
- Time and Scaffolding
  - How are you helping students think about how to do the work?

# *THE OTHER BIG QUESTION...*

**What about AI?**

## *Is writing still meaningful when AI can do it for you?*

If GenAI can write the paragraph, what do we want student writing to *prove*?

## *Why would students resist writing assignments?*

# *Why do faculty resist writing assignments?*

## *At Purdue we're getting conflicting pressures:*

Maybe you are, too.

- Critical Thinking Learning Objective
- AI Learning Objective

# If AI can generate fluent text, what is student writing evidence now?

## What It's Not:

- Not typing speed
- Not grammar or polish
- Not first-draft fluency

## What It Is:

- Judgment/Critical Thinking
- Verification
- Ethical decision-making
- Ownership of analysis

## *Design goal:*

Grade *thinking*, not text production

→ How can we do this?



## Example #1: Student-Created AI Policy Assignment

AI is *already* in the classroom. Students must learn to govern its use.

### Students are asked to:

- Define *what counts* as AI in this course
- Decide what AI use *should be allowed*
- Identify what AI use is *not appropriate*
- Disclose which AI tools they personally used

### Why this works:

- Makes AI use explicit rather than hidden
- Treats AI as an ethical and professional issue
- Shifts responsibility from instructor → student

# AI Policy Examples

## Selected Student Policy Language

- “AI can be used for brainstorming and drafting, but all AI-generated content must be fact-checked and substantially revised with the student’s own analysis.”
- “AI is prohibited for quizzes and exams. Violations constitute academic misconduct.”
- “Businesses using AI are accountable for outcomes and must ensure accuracy, transparency, and fairness.”

### Pedagogical payoff:

- Students articulate boundaries *in their own words*
- Policy feels legitimate, not imposed
- Ethics becomes operational, not abstract

# Requiring the *Process*, Not Just the Product

## What's one strategy?

**Assignment requirement:** “If AI tools are used, students must include the prompts or a summary of their AI interaction as an appendix.”

## Why prompts matter:

- Reveals student intent and reasoning
- Makes misuse visible without surveillance tools
- Encourages thoughtful, limited use rather than copy-paste reliance

## Faculty benefit:

- Easier to assess learning
- Fewer integrity disputes
- Clearer conversations with students

## *What's the next step?*

### Reflection

- Have students submit the AI process
- Then also reflect on it.
- Experimenting with that this module.

*NOW THINK ABOUT ONE  
OF YOUR ASSIGNMENTS...*

## *How can you add the elements of meaningful writing?*

- How can you design in feedback?
- How can you design in agency?
- How can you design in a consequential framework?

# ***THANK YOU***