

Thinking Like a Writer: A Framework for College Literacy Practices¹

This table provides a framework for students, instructors, and literacy support professionals.

Examples of resources include:

- Readings, handouts, course material, or static online content about writing for college
- The [GenAI Responsible Use Matrix](#)
- Time spent working with a writing fellow, peer, or instructor (peer review, individual conferences, consulting session)
- Bibliographic instruction sessions in class and support provided by personnel such as MTU academic librarians in person, by email, or chat
- Printed or online handbooks about college writing, reading, and research
- Policy documents provided by instructors, departments or programs, and the university that guide your decisions as a student

Examples of tools and technologies² include:

- Generative AI chatbots or LLMs like Claude, Gemini, or ChatGPT, or Jem.AI designed for our course.
- Search engines or GenAI-powered research sites like Perplexity or Deep Seek
- Embedded AI technology like “help me write,” auto-prompted AI chatbots, or the “editor” feature in Microsoft Word that are part of composing programs.
- Browser add-ons and extensions like Grammarly that are downloaded to your device

Discernment The writer: • Knows what the available resources can and can't do • Asks which resources are useful for any given moment in the writing process • Selects, based on rhetorical knowledge of audience and purpose, options that are aligned with their goals as a writer	Strategy The writer: • Knows what they are trying to accomplish with a text • Can determine how or whether the available resources will help them accomplish their goal • Can make intentional choices about their use of a range of tools and technologies (GenAI, human feedback, etc) for their writing goal
Critical Engagement The writer: • Can assess the personal and social costs of different resource use practices: environmental, personal, cognitive, labor, economic. • Assesses their use of resources in relation to this knowledge, values, and goals	Self-Awareness The writer: • Monitors the effect of human and GenAI resources on their thinking, voice, and writing skills • Engages in honest self-assessment about the value of literacy resources to their academic and personal principles

¹ See Giordano, et al *Reaching All Writers: A Pedagogical Guide for the Evolving Writing Classroom* (Utah State UP) for a full discussion of the TLAW framework.

² Note that tools and technologies are not synonymous terms. A tool is an implement that is largely defined in purpose and its use is directed by the user; technologies are implemented (technological or otherwise) that both shape and are shaped by the user. The relationship is reciprocal.