

Brussels-Lux Study Tour Post-Secondary Faculty Course Module

Name: Melanie DeKerlegand	Course Title: Writing & Inquiry Module Title: Building Policy Consensus Discipline: English
Course/Module Narrative:	<p>This module introduces students to the idea of consensus decision making and explores consensus in the European Council. Students model EU consensus by using consensus strategies to develop a course policy. There is also a summary/response assignment to support students' ability to engage with ideas critically.</p> <p>This module was designed for an introductory writing course. However, it could easily be adapted to other disciplines.</p>
Course Learning Objectives:	
<p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> → CO 1 Demonstrate writing as a recursive process. → CO 2 Demonstrate writing and inquiry in context using different rhetorical strategies to reflect, analyze, explain, and persuade in a variety of genres and formats. → CO 3 Students will reflect upon and explain their writing strategies. → CO 4 Demonstrate the critical use and examination of printed, digital, and visual materials. → CO 5 Locate, evaluate, and incorporate relevant sources with proper documentation. → CO 6 Compose texts incorporating rhetorically effective and conventional use of language. → CO 7 Collaborate actively in a writing community. 	
Module Learning Objectives:	
<p>Upon completion of the module, students will be able to:</p> <ul style="list-style-type: none"> → LO 1 Implement active reading and listening strategies (CO 4). → LO 2 Write an objective summary of an article (CO 2, 6). → LO 3 Develop class policies and make decisions using consensus building strategies (CO 1, 2, 4, 6, 7). → LO 4 Describe their process and experience reaching consensus in a group (CO 3). 	

Readings:

- European Union. “Aims and Values.” https://european-union.europa.eu/principles-countries-history/principles-and-values/aims-and-values_en. Accessed 8 July 2024.
- Sabet, Navid. “The Politics of Decision Making in the Council of the EU: Explaining Consensus.” *Politikon: The IAPSS Journal of Political Science*, vol. 26, Mar. 2015, pp. 119–32, <https://doi.org/10.22151/politikon.26.8>.
- Szep, Viktor. “Making EU Foreign Policy More Effective: Qualified Majority Voting on the Horizon?.” *Carnegie Europe*, 2 May 2023, <https://carnegieendowment.org/europe/strategic-europe/2023/05/making-eu-foreign-policy-more-effective-qualified-majority-voting-on-the-horizon?lang=en¢er=europe>.

Activity 1: EU Consensus and Building on Common Values

Goal: Introduce how consensus works in the European Council and what decisions are made through unanimous consensus. (LO 1, 3)

Instruction: Students will view a lecture on EU consensus within the European Council and how building on common values helps the Council reach consensus. Students will discuss why consensus exists as a norm even though many decisions can be made through qualified majority voting.

Assignment: In small groups, students will brainstorm a list of common values specific to the class. A list of common values will be kept on the board and then narrowed down as a group.

Follow Up: The common values list will be used for Activity 3 and may also be saved for the rest of the semester.

Resources: European Union. “Aims and Values.” https://european-union.europa.eu/principles-countries-history/principles-and-values/aims-and-values_en. Accessed 8 July 2024.

Sabet, Navid. “The Politics of Decision Making in the Council of the EU: Explaining Consensus.” *Politikon: The IAPSS Journal of Political Science*, vol. 26, Mar. 2015, pp. 119–32, <https://doi.org/10.22151/politikon.26.8>.

Activity 2: Understanding Opposing Viewpoints

Goal: Understand different points of view and summarize articles concisely. (LO 1, 2)

Instruction: Students will review a lecture on active reading and writing summaries.

Assignment: Students will read an article on the use of language generation tools (AI) in school. Instructors can provide options, or students can use a library database like SIRS Issues Researcher to find one. Then, students will write a brief summary of the article (1-2 paragraphs). After the summary, they will write some questions they have for the author that would help them better understand the author’s position.

Follow Up: Students will receive instructor feedback on their summaries. They should use their questions in Activity 2 to help them create an AI policy.

Possible Resources: Huang, Kalley. “Alarmed by A.I. Chatbots, Universities Start Revamping How They Teach.” *The New York Times*, 16 Jan. 2023, <https://www.nytimes.com/2023/01/16/technology/chatgpt-artificial-intelligence-universities.html>.

Tang, William. “She Used Grammarly to Proofread Her Paper. Now She’s Accused of ‘Unintentionally Cheating.’” *USA Today*, 17 Apr. 2024, <https://www.usatoday.com/story/opinion/voices/2024/04/17/ai-students-cheating-plagiarism-grammarly/73223779007/>.

Verma, Pranshu. “A Professor Accused His Class of Using ChatGPT, Putting Diplomas in Jeopardy.” *The Washington Post*, 18 May 2023, <https://www.washingtonpost.com/technology/2023/05/18/texas-professor-threatened-fail-class-chatgpt-cheating/>.

Activity 3: Drafting AI Policy

Goal: Students begin working towards consensus in small groups as they generate their own class AI policy. (LO 1, 3)

Instruction: Instructor reviews the college’s policy on student-use of AI tools, review the common values agreed on in Activity 1, and then introduce the group activity.

Assignment: In small groups of 3-4, students will complete the AI Policy Consensus Worksheet (Appendix A) to help them draft a class AI policy. Once they have a first draft, groups will be combined together to form groups of 6-8 students. They will then discuss their drafts and compromise to create a policy that all group members agree on. The groups should submit their worksheets and policies at the end of the activity.

Follow Up: The class will discuss the policies and vote on which policy to adopt. Instructors can use their worksheets to help the class compromise and reach a consensus.

Resources: See Appendix A for worksheet.

Activity 4: Reflecting

Goal: Reflect on the experience building consensus and discuss the pros and cons of consensus in EU decision making. (LO 4)

Instruction: Students will read and annotate an article on Qualified Majority Voting (QMV) in the EU and then discuss the pros and cons of consensus and QMV as a class. Think-Pair-Share can be used as a model for discussion.

Assignment: Students will submit a reflection on their experience with consensus building (Appendix A, Part 4).

Resources: See Appendix A for worksheet.

Szep, Viktor. “Making EU Foreign Policy More Effective: Qualified Majority Voting on the Horizon?.” *Carnegie Europe*, 2 May 2023, <https://carnegieendowment.org/europe/strategic-europe/2023/05/making-eu-foreign-policy-more-effective-qualified-majority-voting-on-the-horizon?lang=en¢er=europe>.

Part 2: Discussing Key Issues

5. What are some key concerns the AI policy should address?
 - Academic Integrity: Does the use of AI violate the college's academic integrity policy? How might an AI policy be written so that it is consistent with the values of academic integrity?

 - Learning Objectives: Does the use of AI help or hurt students' ability to achieve the learning objectives of the course? How might a policy be written that supports students' ability to achieve learning objectives?

 - Fairness and Equity: Does every student have access to the same tools? Is there adequate support for students to learn how to use AI tools? Will some students unfairly benefit from course policies?

 - Transparency: Should students have to disclose when they have used AI tools? Are there any writing tasks in which the use of AI would be ok? Are there any writing tasks in which the use of AI should be prohibited?

 - Accountability: How should students be held accountable for upholding this policy? What should happen if the policy is violated?

Part 3: Proposing Policy Options

6. Consider the following policy options. Discuss the potential impact of each policy on students' learning experiences and academic integrity.
 - a. **Restrictive:** *The use of AI writing tools is strictly prohibited for any part of the writing process. All work submitted must be entirely the student's own. Any evidence of AI-generated content will be considered a violation of academic integrity policies.*
 - b. **Limited:** *AI writing tools can be used minimally, primarily for grammar and spell-checking or generating ideas in the pre-writing stage. The final writing and editing must be the student's original work. Students should describe how they used AI tools in their process documentation.*
 - c. **Moderate:** *Students may use AI writing tools for specific tasks such as brainstorming or getting feedback on drafts. Any significant AI-generated content included in the final submission must be cited appropriately. Students should clearly indicate which sections were assisted by AI.*
 - d. **Lenient:** *Students are encouraged to use AI writing tools to assist with any aspect of their writing process. This includes brainstorming, drafting, editing, and even finalizing their papers. Students should acknowledge the use of AI tools in a brief statement at the end of their assignments.*

7. Based on the discussion, draft a policy that incorporates the group's shared values and addresses key issues. If you use a sample policy above as a starting point, consider what you would add, remove, or change.

8. Each member should indicate whether they support the policy or not.
 - a. Group Member 1: yes/no Reason:

 - b. Group Member 2: yes/no Reason:

 - c. Group Member 3: yes/no Reason:

 - d. Group Member 4: yes/no Reason:

9. If anyone votes no, list possible compromises or alternative solutions to address their reason.

10. If needed, revise the original policy to incorporate the compromises and take a new vote.

Part 4: Reflection

1. What was the most challenging part of the consensus building process?
2. What strategies helped the group work towards a consensus?
3. If consensus was not reached, what do you think the next steps should be to continue working towards a solution.
4. What do you think are the benefits of using consensus to make decisions? What are the drawbacks?