

Annotated Bibliography  
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**Research Question: How does access to AI tools (like ChatGPT) change students' writing processes and rhetorical decision-making?**

Brown, E. A., Kronenburg, M., Steeley, A., & Tagbor, D. (2025). *A case study using the Transparency Framework and artificial intelligence to promote effective writing and student success in a writing-intensive course*. Department of Otolaryngology (ENT) Faculty Publications; Health Behavior, Policy & Management Faculty Publications.

Brown et al.'s (2025) article, "A Case Study Using the Transparency Framework and Artificial Intelligence to Promote Effective Writing and Student Success in a Writing-Intensive Course," examines how undergraduate students used ChatGPT in an online writing course. Development. The authors explain that students used ChatGPT during online discussions and a semester-long research paper, which helped them generate ideas, revise drafts, and identify their strengths and weaknesses as writers. The study found that ChatGPT improved students' writing self-efficacy by helping them better understand clarity, organization, and rhetorical choices. However, the authors also note several limitations: AI-generated writing often lacked specificity, used a robotic tone, and omitted citations, requiring students to revise and critically evaluate the output. To guide students' use of AI, the instructors applied the Transparency in Learning and Teaching (TILT) framework and evaluated the assignment using the Plan-Do-Study-Act (PDSA) cycle. Together, these approaches helped students use AI responsibly while still developing their own writing skills.

For several reasons, Brown et al's (2025) article will be a strong source for my research paper because it is a peer-reviewed academic publication written by faculty in the Health Behavior, Policy & Management fields that regularly study evidence-based teaching practices and student learning outcomes. The author's expertise, combined with the articles' expertise, combined with the articles directly addresses how AI tools like ChatGPT influence students' writing processes and rhetorical decision-making. The study provides concrete examples of how students used AI to plan, draft, and revise their writing, which connects closely to my research question. about how AI changes the way students approach writing tasks. The article also discusses the benefits and drawbacks of AI use, providing balanced evidence on how AI affects clarity, tone, organization, and citation practices. Additionally, the authors show how structured guidance through the TILT framework helps students use AI ethically and thoughtfully, which supports my argument about the importance of teaching students to make intentional rhetorical choices when using AI Furthermore, because the article includes real classroom data and examines measurable student outcomes, it offers credible and practical insight that will strengthen the analysis in my research paper.

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Ding, Linqian, Di Zou, and Lucas Kohnke. "ChatGPT as an Automated Writing Evaluation Tool: How Students Perceive It and How It Affects Their Writing." *Education and Information Technologies*, vol. 30, 2025, pp. 26777–26799. Springer.

Ding, Zou, and Kohnke's (2025) article explores how graduate students used ChatGPT as an automated writing evaluation tool and how its feedback shaped their writing processes. The authors explain that ChatGPT provided students with immediate comments on clarity, organization, grammar, and overall structure, which helped them revise drafts more efficiently and identify weaknesses in their writing. The study compares two feedback conditions: ChatGPT-only feedback and combined instructor + ChatGPT feedback, and finds that students viewed ChatGPT as helpful for improving clarity and organization but less reliable for discipline-specific content and more complex rhetorical decisions. The authors also note several limitations: ChatGPT occasionally produced inaccurate suggestions, lacked contextual awareness, and encouraged formulaic writing. Overall, the study shows that while ChatGPT can support students' writing development, it must be paired with human guidance to promote deeper rhetorical thinking.

Ding et al.'s (2025) article will be a valuable source for my research because it directly examines how access to AI tools like ChatGPT changes students' writing processes and the kinds of rhetorical decisions they make during revision. The authors' backgrounds in educational technology and language learning strengthen the credibility of the study, especially since they focus on writing development and instructional design. Their findings show that ChatGPT influences how students approach revision by offering quick, surface-level feedback that improves clarity and organization but does not fully address rhetorical nuance. This distinction is important for my research question because it demonstrates both the potential and the limitations of AI in shaping students' writing choices. The article also provides balanced evidence by highlighting benefits (efficiency, improved structure, increased awareness of writing weaknesses) and drawbacks (inaccurate feedback, formulaic tone, limited rhetorical depth). Because the study includes real student perceptions and measurable changes in writing performance, it offers practical insight that will strengthen the analysis in my paper.

Guadu, Ayenew, Dawit Dibekulu, and Abebe Walle Menberu. "Academic Integrity in the Age of AI: Challenges and Strategies for African Higher Education." *Discover Education*, 2026.

Guadu, Dibekulu, and Menberu's (2026) article examines how generative AI tools like ChatGPT affect academic integrity in African universities, where resource constraints, communal learning traditions, and uneven digital infrastructure shape how students use AI. The authors explain that AI

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tools can support writing development by helping students brainstorm, summarize, and revise, but they also introduce risks such as AI-generated plagiarism and reduced engagement in authentic writing processes. The article argues for culturally sensitive AI literacy programs, clearer attribution guidelines, and assessment strategies that emphasize process over product. This source is credible because it draws on regional case studies and theoretical frameworks to analyze AI's impact on academic integrity. It is relevant to my research because it shows how AI tools influence students' writing processes in contexts where cultural norms shape rhetorical decision-making. The article reinforces the importance of teaching students how to use AI ethically and intentionally, supporting my argument about the need for AI literacy and transparent guidelines.

Kasneci, Enkelejda, et al. "ChatGPT for Good? On Opportunities and Challenges of Large Language Models for Education." 2023.

Kasneci et al.'s (2023) article provides a comprehensive overview of how large language models like ChatGPT are reshaping educational practices. The authors explain that ChatGPT can support students' writing by offering real-time feedback, generating examples, and helping learners brainstorm or clarify ideas. They also highlight accessibility benefits for multilingual learners and students with disabilities. However, the article emphasizes challenges such as superficial learning, reduced engagement in authentic writing processes, and increased difficulty detecting AI-assisted work. The authors call for AI literacy, transparent policies, and redesigned assessments that emphasize process over product. This article is highly credible due to its interdisciplinary authorship across education, computer science, and ethics. It is valuable for my research because it directly addresses how AI tools influence students' writing processes, including brainstorming, drafting, and revision. It also connects to rhetorical decision-making by showing how AI can shape tone, structure, and organization. The article's emphasis on AI literacy supports my argument that students need guidance to use AI responsibly.

Mahapatra, Santosh. "Impact of ChatGPT on ESL Students' Academic Writing Skills: A Mixed Methods Intervention Study." 2023.

Mahapatra's (2023) mixed-methods study investigates how ESL students used ChatGPT during an academic writing intervention. The study found that students improved in organization, clarity, and grammatical accuracy because ChatGPT provided immediate examples and explanations. However, students also became overly dependent on AI for vocabulary and sentence structure, limiting their ability to make independent rhetorical decisions. Some struggled to maintain their own voice, raising concerns about authorship and originality. This article is credible because it uses both

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quantitative assessments and qualitative interviews. It is directly relevant to my research because it shows how access to ChatGPT changes students' writing processes especially for multilingual writers who may rely on AI for linguistic support. The findings highlight both benefits and drawbacks, helping me analyze how AI influences rhetorical decision-making.

Meena, Rajesh. "ChatGPT and the Future of Academic Integrity: Navigating Challenges and Opportunities in the Era of Artificial Intelligence." 2023.

Meena's (2023) article examines how ChatGPT challenges traditional understandings of academic integrity. The author explains that ChatGPT's ability to generate fluent, human-like text makes it difficult for instructors to determine whether students' writing is original. Risks include AI-assisted plagiarism, fabricated citations, and reduced engagement in critical thinking. However, Meena also argues that ChatGPT can support learning when used transparently as a brainstorming or revision tool. The article calls for updated integrity policies, AI literacy education, and assessments that emphasize process and reflection. This article is credible because it synthesizes current research on AI and academic integrity while offering practical recommendations. It is relevant to my research because it directly addresses how AI tools affect students' writing processes and the ethical decisions they make when using AI. The focus on transparency and ethical engagement aligns with my argument about responsible AI use.

Yan, Da. "Impact of ChatGPT on Learners in a L2 Writing Practicum: An Exploratory Investigation." Education and Information Technologies, 2023.

Yan's (2023) exploratory study examines how second-language writing students used ChatGPT during a writing practicum. Students used ChatGPT for idea generation, vocabulary support, and reorganizing paragraphs. Many reported that ChatGPT helped them understand genre conventions and rhetorical structure. However, students often accepted AI suggestions uncritically, leading to formulaic writing and reduced engagement with deeper rhetorical choices such as audience, purpose, and tone. This article is credible because it is peer-reviewed and focuses on writing pedagogy and L2 learning. It strengthens my research by showing how AI tools influence students' rhetorical decision-making, especially in terms of structure and genre awareness. The study's classroom-based findings make it a practical and relevant source.

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Synthesis Paragraph

Taken together, these seven sources show that AI tools like ChatGPT are reshaping students' writing processes in ways that are both empowering and challenging. Across multiple contexts undergraduate writing courses, graduate programs, ESL classrooms, and African universities students use ChatGPT to brainstorm ideas, clarify structure, revise drafts, and improve grammar. This increases efficiency and confidence, but it also introduces new risks: over-reliance on AI, formulaic writing, loss of authorial voice, and ethical concerns about originality. Several authors emphasize that AI alone cannot teach rhetorical nuance; students still need human guidance, AI literacy, and transparent policies to make intentional rhetorical decisions. Collectively, these studies suggest that AI is neither inherently harmful nor inherently beneficial; it becomes productive only when embedded within thoughtful pedagogy that emphasizes process, reflection, and ethical engagement. This synthesis directly supports my research question by showing that access to AI fundamentally changes how students plan, draft, revise, and justify their writing choices.