

UCF · TEACHING & LEARNING WITH AI CONFERENCE

Generative AI Prompt Engineering

**as a tool for multilingual learner writing
& teacher planning**

Angely Suarez DeJesus

Text & Technology PhD Student, University of Central Florida

Pre-IB 10th Grade English · Celebration High School

[GitHub Site](#)

GOALS

1

To prompt engineer inputs the reduce or remove plagiarism traps and are thinking oriented rather than task-oriented.

2

To be able to enhance planning and differentiation with clear language and expectations that meet the needs of a complex audience.

3

Build a student rapport as a form of establishing open communication about using AI for writing.

CONTEXT

1

Lack of Writing and
Critical thinking

2

Re-ontologizing
what is authorship

3

Lack of AI prompting:
Friction between
Students and
Teachers

ASSIGNMENTS

Short Responses

Clear Thesis
Analysis
Structure

Oral Assessment

Organizing Thought
Selection of Evidence
10-minute discourse

Extended Essay

Lack of AI prompting:
Friction between
Students and Teachers

THE CHALLENGE

Students Panic

- Writer's block,
- weak structure,
- developing critical analysis, and unfamiliar APA / MLA citation rules
- Linguistic challenges

Teachers are stretched

Differentiating lesson,
Developing scaffolds, and
Applying multimodal materials for a wide
range of levels

Takes time and tasks become repetitive!!

AI can address both with structure and a clear line on integrity.

Critical vs. Hysteria

Pre-IB 10th grade English students face the threshold of the writing load on their way to IB-HL track: **structured analysis, critical thinking, and formal citation**

Many while still developing academic English and/or English as a second language.

Rather than ban AI or look away, I built one lesson where students used it openly, with guardrails, and I watched what they needed.

THE LESSON

Frankenstein & Song Themes

Grade 10 - Pre-IB English
Unit: Introduction to IB
Multilingual learners

A Glance: The Canvas lesson

MONDAY 1/12/2026 to FRIDAY 1/16/2026	LEARNING GOAL ELA.10.R.3.1 ELA.10.R.3.4	
	IB AIM	1. engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures 3. develop skills in interpretation, analysis and evaluation 5. develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meaning
	IB OBJECTIVE	1. a range of texts, works and/or performances, and their meanings and implications 3. elements of literary, stylistic, rhetorical, visual and/or performance craft 4. ways in which texts may offer perspectives on human concerns
	LEARNING TARGET	Students will be able to continue their Frankenstein chapter presentations with annotations. (ELA.10.R.3.1, 3.4)
	COGNATES	
	ENGLISH SPANISH PORTUGUESE CREOLE	

AGENDA	
ACTIVITY 1 (30 min)	Continue with the chapter presentations and annotations.
ACTIVITY 2 (7 min)	What connections can you draw thematically between the songs lyrics and the chapter?

Methods or Procedures
Worksheets
Discussions (Small Groups)
Discussions (Whole Group)
Oral Analysis (Formative) Assessment
Oral Analysis (Mastery) Assessment (ESSAY GRADE)
Test
Quiz
Presentation
Observation of Students
Exit Ticket
Writing (Essays)

Five days, one analytical short response.

1. Students close-read Frankenstein and present on their assigned chapters.
2. Then drew thematic links to “Everybody Wants to Rule the World”, “Earth Song”, and “We Didn’t Start The Fire”
3. Defended them in writing, with AI used along the way, never as the source of the answer.

ACTIVITY 2 (10 min)	What connections can you draw thematically between the songs' lyrics and the chapter?
-------------------------------	--

The exit-ticket prompt students answered

Lesson plan & agenda — Frankenstein chapter work + the song-connection task

3 Key Takeaways

1

**Prompt
engineering
& Work Ethic**

2

**Teacher
workflow
efficiency**

3

**Academic
integrity
& student
rapport**

1

TAKEAWAY 1

Prompts organized by thinking, not by task

Generate ideas — probe questions to unstick a draft

Understand concepts — explain a device plainly

Deepen analysis — push from summary to interpretation

Self-assess — find weak spots without the fix

Edit strategy — surface what to revise; they rewrite

*Students pick the category for their need — the framework names the thinking, so the tool serves them throughout the writing process, **NOT THE FINAL PRODUCT!!***

Actual student-facing prompt bank

For Generating Ideas:

- "I'm writing an essay about [topic/text]. Ask me 5 probing questions that would help me develop a deeper analysis."
- "What are 3-4 different angles I could take when analyzing [theme] in [text]?"
- "I need to write about [topic]. What are some thought-provoking questions I should try to answer in my essay?"

For Understanding Concepts:

- "Explain [concept/literary device/historical event] in simple terms so I can understand it well enough to write about it in my own words."
- "What are common misconceptions students have about [topic]? What should I make sure I understand correctly?"
- "I'm confused about [concept]. Ask me clarifying questions to help me figure it out."

For Deepening Analysis:

- "What's the difference between summarizing and analyzing when writing about [text/topic]?"
- "What kinds of evidence would best support an analysis of [topic/theme]?"
- "When analyzing [literary device/symbol/character], what layers of meaning should I consider?"
- "How do I move from observation to interpretation when analyzing [text]?"

For Self-Assessment:

- "What questions should I ask myself to check if my analysis is deep enough and not just summary?"
- "How can I tell if I'm actually analyzing [text] versus just describing what happens?"
- "What are signs that I need to explain my thinking more clearly?"
- "What makes the connection between evidence and analysis strong?"

For Editing Strategy:

- "What should I look for when revising an analytical essay

1

TAKEAWAY 1

Anti-use boundary prompts

A required set of prompts students attach to any request; teaching where assistance ends and plagiarism begins.

H. AI-Use Boundary Prompts (Required for Ethical Use)

You may pair any prompt above with these directions:

- "Ask me questions instead of giving answers."
- "Explain what strong analysis looks like without writing examples."
- "Help me identify where my thinking is incomplete."
- "Describe revision strategies without rewriting my work."
- "Point out types of analysis that may be missing."
- "Do not generate content for my essay."

Section H, required for every submission in the previous slide to ensure content is not being provided.

Students asked about dropping their work into LLM. Some only used phrases and sentences with these prompts.

This is where students can learn to avoid traps of prompt plagiarism.

2

TAKEAWAY 2

Turn your rubric into ready-made scaffolds

YOU UPLOAD

Your existing rubric

“Take this rubric and scaffold it for students meeting this criteria (ESE, DYSLEXIA, and so on). Make the language easily readable for (specific grade you teach) so they can understand expectations. Do not change the existing layout design”



Graphic organizers

Structured planners mapped to each criterion.

Differentiated levels

Same task, scaffolded for multilingual & varied readers.

Multimodal websites

Interactive, multimedia lesson pages built in Claude.

2

TAKEAWAY 2

Students know exactly what is theirs to earn

Understanding of Frankenstein	25 pts
Integration of all three songs	20 pts
Use of literary elements	20 pts
Analysis & explanation	15 pts
In-text citations (APA 7 / MLA 9)	10 pts
Bibliography / Works Cited	10 pts

The full rubric students received (100 pts)

GRADING RUBRIC (subject to further editing for detailed clarity of what is expected of you)

CRITERION	Exemplary (23–25 pts)	Proficient (19–22 pts)	Developing (14–18 pts)	Beginning (9–13 pts)	TOTAL POINTS
Understanding of Frankenstein 25 points	Demonstrates a precise and accurate understanding of <i>Frankenstein</i> . Correctly references key events, characters, and themes (such as ambition, responsibility, isolation, or consequences of unchecked power). Shows no factual errors and clearly understands character motivations and outcomes.	Demonstrates a clear understanding of the novel with minor factual errors or oversimplifications. References key ideas or themes, but explanations may lack detail or nuance.	Demonstrates partial understanding. References to the novel are vague, generalized, or occasionally inaccurate. Character motivations or themes may be misunderstood or only partially explained.	Demonstrates limited or incorrect understanding of the novel. Response may confuse characters, events, or themes, or rely heavily on summary without comprehension.	25
Integration of All Three Songs 20 points <i>(Everybody Wants to Rule the World, Earth Song, We Didn't Start the Fire)</i>	All three songs are thoughtfully integrated. Specific lyrics are selected and accurately integrated. Each song is clearly connected to <i>Frankenstein</i> through theme, conflict, or character, with explanations showing insight rather than surface-level similarity.	All three songs are included and connected to the novel. Lyrics are referenced, but explanations may be brief or rely on obvious connections without deeper analysis.	All three songs are mentioned, but one or more connections are weak, unclear, or only summarized. Lyrics may be included without explanation or relevance.	Fewer than three songs are included, or songs are listed without meaningful explanation or connection to the novel.	20
Use of Literary Elements 20 points Requirement: Students must accurately use at least THREE (3) different literary elements. Level	Accurately identifies and explains three or more different literary elements. Each element is clearly defined, correctly applied, and directly supports the connection between the song lyrics and <i>Frankenstein</i> . Analysis shows how the element develops meaning.	Accurately uses two literary elements. Explanations are mostly clear, but may lack depth or full connection to the lyrics and the novel.	Uses one literary element, or multiple elements that are incorrectly identified or weakly explained. Connections to the novel or songs are unclear or incomplete.	Literary elements are missing, misidentified, or incorrectly used, with little to no explanation or connection.	20
Analysis & Explanation 15 points	Provides thorough, logical explanations that clearly answer <i>how</i> and <i>why</i> the songs connect to <i>Frankenstein</i> . Moves beyond summary to interpret meaning, author's message, and significance.	Provides explanation of connections, but analysis may be uneven or focus more on summary than interpretation.	Limited analysis. Response mostly summarizes the novel or lyrics with minimal explanation of significance.	Little to no analysis. Ideas are unclear, unsupported, or off-topic.	15
In-Text Citations (APA 7 or MLA 9) 10 points	Consistently uses correct in-text citations for <i>Frankenstein</i> and all song lyrics. Citation format follows APA 7 or MLA 9 rules with proper punctuation and placement.	Citations are present and mostly correct, with minor formatting or placement errors.	Citations are attempted but inconsistent, incomplete, or incorrectly formatted.	Citations are missing, incorrect, or not in APA/MLA format.	10
Bibliography/Works Cited/References 10 points	Includes a complete and correctly formatted APA References or MLA Works Cited page. All required sources (<i>Frankenstein</i> and three songs) are listed with correct formatting, spacing, and italics.	All sources are listed, but formatting errors are present (spacing, punctuation, or capitalization).	Bibliography is incomplete or shows multiple formatting errors.	Bibliography is missing or does not follow APA/MLA guidelines.	10

2

TAKEAWAY 2

Understanding of Frankenstein	25 pts
Integration of all three songs	20 pts
Use of literary elements	20 pts
Analysis & explanation	15 pts
In-text citations (APA 7 / MLA 9)	10 pts
Bibliography / Works Cited/References	10 pts

These specific terms are important to guide them into independence of knowing what it takes to analyze and scaffolding them out of AI use.

Has the language that match the sample prompts.

	(14–15 pts)	(11–13 pts)	(7–10 pts)	(0–6 pts)	TOTAL POINTS
Analysis & Explanation 15 points	Provides thorough, logical explanations that clearly answer <u>how</u> and <u>why</u> the songs connect to <i>Frankenstein</i> . Moves beyond summary to interpret meaning, author's message, and significance.	Provides explanation of connections, but analysis may be uneven or focus more on summary than interpretation.	Limited analysis. Response mostly summarizes the novel or lyrics with minimal explanation of significance.	Little to no analysis. Ideas are unclear, unsupported, or off-topic.	15

Here, the analysis had less weight than the top three categories!

CRITERION	Exemplary	Proficient	Developing	Beginning	TOTAL POINTS
Understanding of Frankenstein	13-15 pts	10-12 pts	08-09 pts	06-07 pts	25
Integration of all three songs	13-15 pts	10-12 pts	08-09 pts	06-07 pts	20
Use of literary elements	13-15 pts	10-12 pts	08-09 pts	06-07 pts	20
Analysis & explanation	13-15 pts	10-12 pts	08-09 pts	06-07 pts	15
In-text citations (APA 7 / MLA 9)	13-15 pts	10-12 pts	08-09 pts	06-07 pts	10
Bibliography / Works Cited/References	13-15 pts	10-12 pts	08-09 pts	06-07 pts	10

2

TAKEAWAY 2

AI AS PROCESS, NOT
THE ANSWER

The five-day drafting cycle

1/12/26: Draft 1

1/13/26: Draft 2 (fix grammar, spelling, mechanics, and analysis depth)

1/14/26: Add depth to analysis and fix structure of writing

1/15/26: Check for proper in-text and bibliography citations in your selected style (you must write a reference list at the bottom of your response)

1/16/26: Final check and submission

The actual drafting schedule from the assignment

One draft a day, five days. AI assists differently at each stage — never to produce the final text.

DAY 1 – No AI
Students draft in any structure (outline, bullet points, rewrites)

Day 2 – Partial AI Use
The point is NOT to drop in their work

DAY 3 & 4
AI scaffolds the most

DAY 5-No AI
Student works independently

By Day 5 the student no longer needs the tool — dependence decreases each day.

3

TAKEAWAY 3

Integrity is a relationship, takes time to build

Build rapport first

*Open conversation about how AI helps vs. when it replaces the learner allow students help set the norm. **Be mindful of those who hold the value of refusing any form of AI.***

Name the line together

*Shared, explicit agreement on what is assistance and what is plagiarism, reinforced by boundary prompts. **Be transparent on your own use of AI during teaching, even for planning-they will learn by example.***

Teach them to let go

*The goal is a writer who recognizes when they no longer need the tool, making independence is the outcome. **It can also solidify the values of those who would not use it, understanding to develop a critical eye of the technology.***

YOUR ESSAY PROMPT OR TEXT FOCUS
Paste your essay prompt, name the text and author you're analyzing, or describe what you're writing about...

CONTAINER I
The Map



CONTAINER II
The Outline

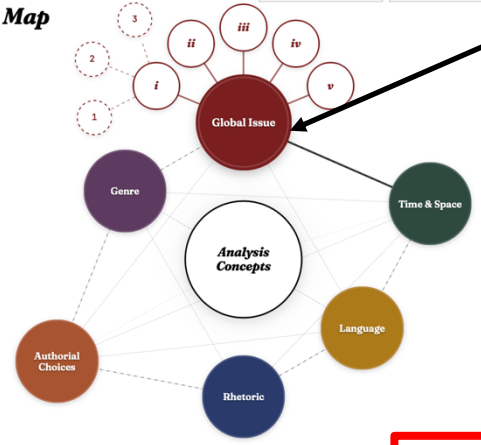
The questions you select will feed here as your analytical opinion...

You can add features that cater to dark mode and other accessibility issues students require.

YOUR ESSAY PROMPT OR TEXT FOCUS
Paste your essay prompt, name the text and author you're analyzing, or describe what you're writing about...

OPTIONAL - ANCHORS THE QUESTIONS TO YOUR SPECIFIC ESSAY. OR JUST START CLICKING NODES BELOW FOR UNIVERSAL QUESTIONS.

CONTAINER I
The Map



Six concepts. Their intersections. Your thinking.

The concepts can be set based on what you want students to tap into within the writing or any type of project (LINE 371 in the code lets you change this).

YOUR ESSAY PROMPT OR TEXT FOCUS
Paste your essay prompt, name the text and author you're analyzing, or describe what you're writing about...

CONTAINER I
The Map



CONTAINER II
The Outline

GLOBAL ISSUE * TIME & SPACE
How does the historical moment the text exists in shape what even counts as the issue?

GLOBAL ISSUE * TIME & SPACE
Where in the text does the setting carry the weight of the global concern - as if the place itself were arguing?

CONTAINER II
The Outline

GLOBAL ISSUE * TIME & SPACE
How does the historical moment the text exists in shape what even counts as the issue?

Your thinking - what you notice, the evidence forming in your mind, the counterpoint...

GLOBAL ISSUE * TIME & SPACE
Where in the text does the setting carry the weight of the global concern - as if the place itself were arguing?

Your thinking - what you notice, the evidence forming in your mind, the counterpoint...

Once you learn how to prompt for thinking, visualizations can enhance how students see their thinking and organize their thoughts.

The same three moves, any discipline

1

Prompt-engineering
framework

*Prompts organized by thinking **WITH** the anti-use boundary set.*

2

Teacher workflow

Draft your own Rubric into LLM → prompt generation based on demographic → make language at grade-level and clear.

3

Academic-integrity
guide

Rapport → set an environment that allow errors and mistakes → build a language about how AI works in the context of the classroom → and a shared line on AI use with communication.

The Analytical Map



Open the Live Tool



View the Source Code



Scan to Download (PDF)

GitHub Site

Scan with your phone — no login needed

Thank you — QUESTIONS????

Questions, your disciplines, and how you'd adapt the boundary prompts.

Angely Suarez DeJesus



An285811@ucf.edu

Slides & scaffolds shared via Sched



Scan for materials