

Media and Speaker Kit

50-word biography

Manuel Gonzalez Velasco is a PhD student, writing teacher, and creative writer studying generative AI, authorship, multilingual writing, academic identity, and postsecondary pedagogy. He teaches at Wayne State University, Oakland Community College, and Macomb Community College and publishes public scholarship through the Digital Rhetoric Collaborative and *The Rhetoric Diaries*.

150-word biography

Manuel Gonzalez Velasco is a PhD student in English at Wayne State University, concentrating in Rhetoric and Writing Studies with an emphasis in the Rhetoric of Science and Technology. His research examines how generative AI, academic writing expectations, and digital technologies shape authorship, rhetorical judgment, linguistic identity, and belonging in postsecondary education.

His projects include *From Ghostwriter to Co-Author: AI as Sponsor of (il)Literacy*, Rhetorically Governed Co-Authoring (RGC), English Insecurity and AI-Assisted Writing, Dark Academia as a Literacy Identity System, and work on first-generation shame rhetorics. He teaches writing, rhetoric, communication, and literature at Wayne State University, Oakland Community College, and Macomb Community College.

Gonzalez Velasco holds an MFA in Creative Writing, Fiction, from San Diego State University. His public scholarship includes work for the Digital Rhetoric Collaborative and *The Rhetoric Diaries*. He is also developing organizational AI-literacy materials, workshops, and role-specific workflows through his work as a Marketing and Communications Intern at NextEnergy.

Extended biography

Manuel Gonzalez Velasco is a PhD student in English at Wayne State University, where he concentrates in Rhetoric and Writing Studies with an emphasis in the Rhetoric of Science and Technology. His research examines how writing technologies, institutional expectations, and cultural narratives shape authorship, rhetorical agency, linguistic legitimacy, and academic belonging.

His primary research project, *From Ghostwriter to Co-Author: AI as Sponsor of (il)Literacy*, distinguishes uses of generative AI that invisibly replace rhetorical labor from uses that assign AI a bounded, visible role while preserving human judgment. This work has also led to Rhetorically Governed Co-Authoring (RGC), a developing conceptual and pedagogical framework organized around human anchoring, bounded AI option generation, and human filtering.

Across related projects, Gonzalez Velasco studies English insecurity and AI-assisted writing, multilingual rhetorical agency, first-generation shame rhetorics, Dark Academia as a literacy identity system, and scaffolded composition pedagogy. His research asks why polished language is frequently mistaken for intelligence, what writers may feel compelled to conceal to sound legitimate, and how educators can design AI-supported writing practices that strengthen rather than bypass learning.

Gonzalez Velasco teaches writing, rhetoric, communication, and literature at Wayne State University, Oakland Community College, and Macomb Community College. His teaching emphasizes visible writing processes, scaffolded assignment sequences, rhetorical choice, reflection, transfer, accessible design, and AI policies that teach judgment.

He holds an MFA in Creative Writing, Fiction, from San Diego State University. His public scholarship includes "From Ghostwriter to Co-Author-in-the-Loop: Making AI's Writing Labor Visible" for the Digital Rhetoric Collaborative and video work for *The Rhetoric Diaries*. His creative work includes *Three Versions of the Fire*, a six-part poetry manuscript about desire, betrayal, competing memory, and narrative ownership. Born in Ensenada, Baja California, and raised in San Diego, his experiences across languages, regions, and educational institutions inform his interest in how people learn to perform competence and belonging.

Dedicated speaker biography

Manuel Gonzalez Velasco is a PhD student in English at Wayne State University and a teacher of writing, rhetoric, communication, and literature. His research examines generative AI, authorship, rhetorical judgment, multilingual writing, academic identity, and postsecondary pedagogy. His current work distinguishes AI used as an invisible ghostwriter from AI assigned a bounded, visible role within a human-governed writing process. He is the author of “From Ghostwriter to Co-Author-in-the-Loop: Making AI’s Writing Labor Visible” for the Digital Rhetoric Collaborative and presented at the Eastern Michigan University GenAI Summit. His talks and developing workshops focus on moving beyond simplistic debates over prohibition and adoption toward responsible practices grounded in purpose, transparency, accessibility, and human judgment.

Speaker topics

From Ghostwriter to Co-Author

How invisible AI delegation differs from bounded and visible collaboration—and why that difference matters for authorship, learning, and accountability. “Co-author” describes distributed rhetorical labor, not AI personhood, legal authorship, or equal agency.

Teaching Judgment in an AI-Mediated Writing Environment

Practical approaches for assignments, classroom activities, and AI policies that require students to plan, compare, revise, attribute, and reflect.

Beyond “Make It Sound Professional”

How AI-assisted polishing may reproduce narrow expectations of professionalism, fluency, credibility, and legitimate language.

English Insecurity and AI-Assisted Writing

Why apparently private and nonjudgmental AI feedback may appeal to multilingual and first-generation writers navigating institutionally recognizable forms of English.

AI Policies That Teach Rather Than Police

Moving beyond prohibition statements toward policies that define acceptable roles, require process visibility, and develop rhetorical judgment.

Scaffolding Writing for Process and Transfer

How visible intellectual checkpoints help students develop large projects without reducing writing instruction to a series of compliance tasks.

Dark Academia, Academic Legitimacy, and AI Guilt

How study aesthetics, platform culture, productivity rituals, and ideas about visible labor shape what students believe scholarship should look like.

Responsible Organizational AI Adoption

A readiness-based approach to staff learning, role-specific workflows, documentation, human oversight, accessibility, and accountable AI use.

Professional files

Public curriculum vitae, professional headshot, speaker biography, teaching philosophy, and research statement are available from the About page of *The Rhetoric Diaries*. Academic and professional correspondence: mggonzalezvelasco@gmail.com.

Use a high-resolution headshot for event programs, conference materials, media coverage, and institutional announcements. Recommended alt text: "Portrait of Manuel Gonzalez Velasco." Include the photographer's credit when applicable.