CHALLENGES TO:

• Humanities courses (but not exclusively)
• Writing-intensive courses (such as English Composition)
• Online courses

OPPORTUNITIES FOR:

• Undertaking meaningful course redesign
• Modeling the positive use of technology
• Implementing active learning techniques
THREE FRAMING QUOTES
“YOU MAY FIND COMFORT IN KNOWING THAT THE BOT’S OUTPUT, WHILE FLUENT AND PERSUASIVE AS TEXT, IS CONSISTENTLY UNINTERESTING AS PROSE. IT’S FORMULAIC IN STRUCTURE, STYLE, AND CONTENT.”

Ian Bogost, The Atlantic
“IT IS ONLY THROUGH DIRECT ENGAGEMENT WITH THESE EMERGING AI TOOLS THAT STUDENTS WILL GAIN FAMILIARITY WITH A PURPOSEFUL INTEGRATION INTO THEIR WRITING PROCESSES AND AN AWARENESS OF THE ETHICAL CHALLENGES OF ENGAGING AI IN THEIR WRITING.”

Robert Cummings as quoted in Susan D'Agostino, “Machines Can Craft Essays. How Should Writing Be Taught Now?” Inside Higher Ed
“ASSESSING ONLY A COMPLETED PRODUCT IS NO LONGER VIABLE. ASSESSMENT NEEDS TO SHIFT TO PROCESS. THIS HAS ALWAYS BEEN THE CASE, BUT CHATGPT IS FORCING THE ISSUE. SCAFFOLDING IN THE SKILLS AND COMPETENCIES ASSOCIATED WITH WRITING, PRODUCING AND CREATING IS THE WAY FORWARD.”

Nancy Gleason, “ChatGPT and the rise of AI writers: How should higher education respond?” Times Higher Education
1. Essay questions from online courses in mythology and American literature.

2. An argument essay that illustrates how one could build a long-form draft with AI.

3. Two non-traditional writing assignments that illustrate the creative dimensions of ChatGPT.

4. An essay question on Henry James that exposes the limitations of ChatGPT.
Dear Governor Winthrop,

I am writing to you today to challenge your view of women who write. As a woman who has dedicated much of my life to writing, I strongly disagree with the notion that women should not engage in such pursuits.

I understand that in your time, it was considered inappropriate for women to engage in the same activities as men, including writing. However, I believe that this belief is misguided and does a great disservice to women. Women are just as intelligent and capable as men, and we have just as much to contribute to the literary world. In fact, I would argue that our unique experiences as women give us a valuable perspective that should be shared and valued.

Furthermore, the act of writing itself is a valuable pursuit that can bring great fulfillment and personal growth to those who engage in it. It is not something that should be reserved for men alone.

I hope that you will reconsider your views on women who write and recognize the value and worth of our contributions to literature and society.

Sincerely,

Anne Bradstreet
Dear Governor Winthrop,

I write to you today with a heavy heart, as I must challenge your view on the role of women in the literary arts. As a woman who has devoted much of my life to the written word, I cannot sit idly by as you claim that such pursuits are not fit for our sex.

I understand that in our society, it is deemed inappropriate for women to engage in activities that have traditionally been reserved for men. However, I must argue that this belief is unfounded and does a great disservice to the abilities and intelligence of women.

I am convinced that women are just as capable as men, and we have much to offer in the realm of literature. Our unique experiences as women give us a perspective that is valuable and deserving of being shared.

Moreover, the act of writing is a pursuit that brings great fulfillment and personal growth to those who engage in it. It is not something that should be denied to half of humanity simply because of their gender.

I pray that you will reconsider your views on the role of women in the literary arts and recognize the worth and value of our contributions.

Sincerely,
Anne Bradstreet
Dear Governor Winthrop,

I write to you today with a heavy heart, as I must challenge your view on the role of women in the literary arts. As a woman who has devoted much of my life to the written word, I cannot sit idly by as you claim that such pursuits are not fit for our sex.

Allow me to share with you an example from my own poetry that illustrates the unique perspective and talents of women. In my poem "The Prologue," I wrote:

"For if we wounds receive by love or hate,  
A wound is all one, be it soon or late."

This passage speaks to the universal experiences of love and pain that are shared by all humans, regardless of their gender. It is but one example of the ways in which women's writing can offer insights and perspectives that are valuable and deserving of recognition.

I understand that in our society, it is deemed inappropriate for women to engage in activities that have traditionally been reserved for men. However, I must argue that this belief is unfounded and does a great disservice to the abilities and intelligence of women.
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....

....
William Shakespeare: Yo Zeami, what's good?

Zeami Motokiyo: Not much, just working on this new play. How about you?

William Shakespeare: Same, working on a little something called "Hamlet."

Zeami Motokiyo: Oh snap, I've heard of that one. Ghost plays a pretty big role, right?

William Shakespeare: Yeah, old Hamlet's ghost shows up and causes all kinds of drama. What about you? How do you use ghosts in your plays?

Zeami Motokiyo: In Noh theater, we often use ghosts as a way to reflect on past events or to symbolize the weight of the past. It's more subtle than your approach.

William Shakespeare: Interesting. I like to use ghosts to add an element of mystery and to move the plot along.

Zeami Motokiyo: Yeah, I can see that. Do you think one approach is better than the other?

William Shakespeare: I don't know, it really depends on the story you're trying to tell. Both have their strengths.
There are several key differences between the characters of Maggie in "The Trial by Fire" by Bertha Allyn and Daisy Miller in "Daisy Miller" by Henry James.

One key difference is their social status and background. **Maggie is a poor, working-class woman who is struggling to make a living and support her family.** In contrast, Daisy is a wealthy and well-educated young woman who is part of the upper class. This difference in social status affects the way that each woman is treated by others and the opportunities that are available to them.

Another key difference is their personalities and behavior. Maggie is a strong and independent woman who is determined to make a better life for herself and her family. She is willing to take risks and defy societal expectations in order to achieve her goals. In contrast, Daisy is more carefree and spontaneous, and she is not as concerned with the expectations and conventions of society. She is more interested in pursuing her own pleasures and desires.

Finally, there is a significant difference in the way that the two women are perceived by others. **Maggie is often seen as unconventional and even transgressive, due to her independence and determination to succeed.** She faces a great deal of criticism and judgment from those around her. In contrast, Daisy is more widely accepted by society, despite her unconventional behavior. She is seen as charming and attractive, and she is able to move freely within the upper-class social circles that she belongs to.

Overall, Maggie and Daisy are very different characters, with distinct backgrounds, personalities, and behaviors. While both women face challenges and societal expectations, their experiences and responses to these challenges differ significantly.
## ATTRIBUTES OF EFFECTIVE PROMPTS

<table>
<thead>
<tr>
<th>CURRENT</th>
<th>OBSCURE</th>
<th>LOCALIZED</th>
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| ChatGPT performs best when it can draw from a deep corpus of material—something not possible with examples that are highly current.  
*Can you relate content to contemporary case studies that do not already have a large data footprint?* | General education courses are particularly vulnerable to generic prompts that draw from consensus knowledge.  
*Can you identify an unusual angle on a familiar topic? Can you anchor your prompt in highly specific details that assess depth of knowledge and not merely breadth of exposure?* | Prompts that are “localized” are deeply embedded in the course material and teaching content, thus assessing engagement with the material itself.  
*Are your prompts assessing actual course activities—i.e., the course readings and presentations?* |
A 4-PHASE APPROACH TO INTEGRATING AI TECHNOLOGY INTO COURSE DESIGN

<table>
<thead>
<tr>
<th>SET EXPECTATIONS</th>
<th>MODEL &amp; DISCUSS</th>
<th>FOCUS ON PROCESS</th>
<th>ENFORCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define, discuss, and illustrate types of academic dishonesty.</td>
<td>Demonstrate the use of AI tools, modeling their potential benefits and limitations.</td>
<td>Design assessment activities that unfold in distinct, graded stages.</td>
<td>Use all the available detection tools.</td>
</tr>
<tr>
<td>Sell the value of acquiring independent research and writing skills.</td>
<td>Create activities centered on group analysis and rewriting.</td>
<td>Deemphasize the high-stakes final <em>product</em> by emphasizing the <em>process</em> instead.</td>
<td>Be prepared to have conversations with students about the authenticity of their work.</td>
</tr>
</tbody>
</table>
IMAGE GENERATION

DALL-E

THE TROJAN HORSE  NARCISSUS  ODIN AND YGDRASSIL  Icarus
Objective

To produce an A.I.-generated image, based on your verbal description, that captures the essence of one of the myths we have discussed in this unit.

Directions

1. Select one of the myths we’ve discussed in this unit and review the details.
2. Using the DALL-E app, write a sentence description of what you’d like the image to look like, including the style for the image. Example: “Icarus falling to the sea, anime.”
3. Evaluate the four options that are generated. If none of them seems to be a good fit, then click the “Generate” button again for four more options. You can also tweak your verbal description.
4. Select one image that captures your understanding of the myth.
5. Write a paragraph (150-200 words) in which you describe your experience of the technology, its limitations and potential, and why you selected the image you did.
MINIMAL STEPS

• Update your syllabus to be highly specific—and communicate clear expectations to your students.

• Familiarize yourself with the technology and stay current with new developments.

• Beta test your prompts through ChatGPT.

• Implement small but consequential changes to course activities and assessments.

• Use active learning techniques that engage A.I. in meaningful ways.