

Using AI to Build Modular Curriculum for Two-Year College Composition Courses

By: Emily Davis



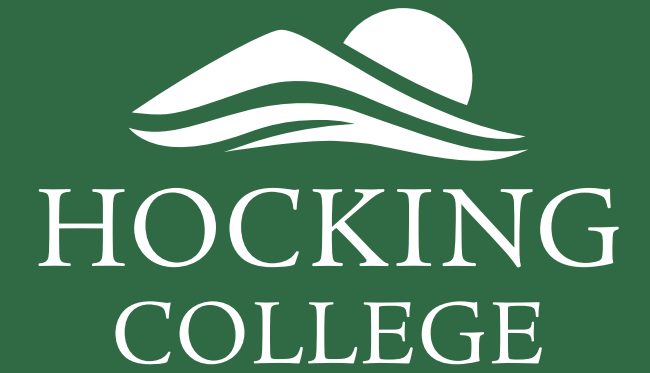
Introduction to Modular Curriculum



- Hocking College's 8-week term structure
- Goal: Improve engagement and outcomes in first-year English composition
- Based on principles of competency-based education
- Anticipated benefits:
 - Greater continuity in delivery
 - More consistent assignment grading
 - Clear framework for instructors and students

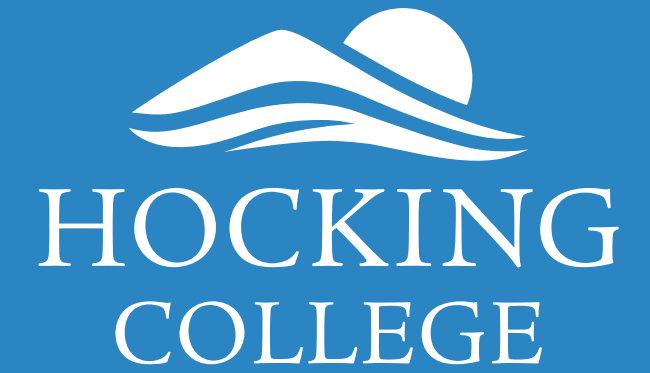


Curriculum Redesign Process



- Started in autumn semester 2023
- Collaboration with consultants and UX designers
- Implementation in Blackboard Learn Ultra LMS
- Four modules, each covering two weeks of work
- Flexible pacing for students

Course Delivery



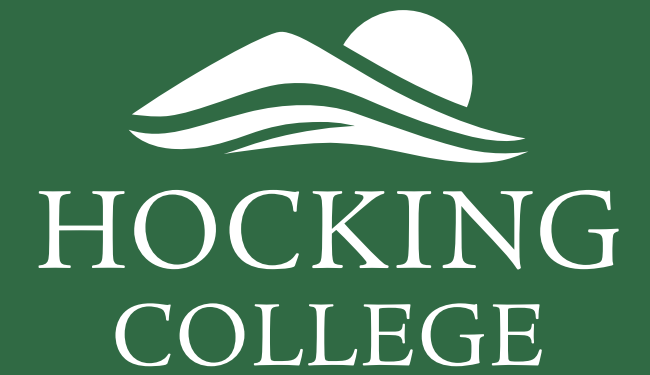
- Brief lecture introduction (approximately 1 hour)
- Students work through assignments in LMS
- Instructor facilitates and ensures engagement
- Ongoing revisions based on feedback

AI Training at Hocking College

- Faculty and staff training began January 2024
- Integration of AI in curriculum redesign
- Incorporation of Generative AI and LLM tools into curricula
- Testing in English Comp 1 and Pathways to Prosperity 1

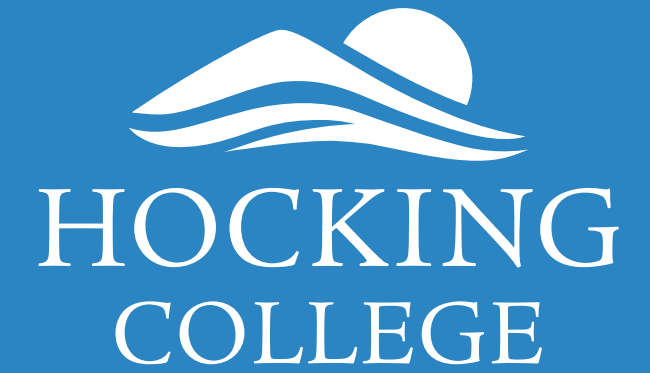


Utilizing AI in Curriculum Design



- Ethical prompt-writing practices
- Time-saving applications:
 - Assignment descriptions
 - Instructions
 - Grading rubrics

Examples of AI-Generated Content



- Assignment descriptions
- Multiple-choice questions
- LMS-specific formatting
- Ally tool in Blackboard for accessibility

Utilizing AI in Curriculum Design

An AI-generated set of MC questions

Prompt:

“Give me system graded, multiple choice, tab delimited questions formatted for Blackboard for this article on narrative stories. . . .”

Narrative Inquiry Models

August 21, 2024

give me system graded, multiple choice, tab delimited questions formatted for Blackboard for this article on narrative and stories: 87 270

Storytelling, Narration, and the

“Who I Am” Story

Catherine Ramsdell

Green Eggs and Ham was the story of my life. I wouldn't eat a thing when I was a kid, but Dr. Seuss inspired me to try cauliflower!

—Jim Carrey

It's all storytelling, you know. That's what journalism is all about.

—Tom Brokaw

People have forgotten how to tell a story. Stories don't have a middle or an end any more. They usually have a beginning that never stops beginning.

—Steven Spielberg

Introduction

Are stories just a form of entertainment—like movies, television shows,

books, and video games?*

Or are they something more? This chapter

takes the stance that stories are a fundamental and primary form of communication, and without them, we would lose an important way to teach our children, to train our employees, to sell our products, and to make information memorable to those of any age.

Utilizing AI in Curriculum Design

ChatGPT response to prompt:



Here are some system-graded, multiple-choice questions based on the provided article:

1. What is the primary argument presented in the introduction of the article? A) Stories are merely forms of entertainment. B) Stories are a fundamental mode of communication. C) Stories are irrelevant in modern society. D) Stories are restricted to specific mediums like books and movies.
2. According to the article, what is the purpose of a "Who I Am" story? A) To entertain the audience B) To showcase various life experiences C) To reveal a specific characteristic of the author D) To criticize societal norms
3. Which literary theorist is referenced in the article regarding narrative theory? A) Steven Spielberg B) Tom Brokaw C) Roland Barthes D) Luc Herman
4. What is the distinction made by N. J. Lowe regarding fabula and sjuzhet? A) Fabula refers to the series of events, while sjuzhet refers to the narrative discourse. B) Fabula is the narrative discourse, while sjuzhet encompasses events. C) Fabula represents characters, while sjuzhet represents actions. D) Fabula and sjuzhet are interchangeable terms for the same concept.
5. According to the article, what is the difference between real time and narrative time? A) Real time refers to the chronological order of events, while narrative time relates to the emotions portrayed. B) Real time is marked by regular intervals, while narrative time is flexible and can

Utilizing AI in Curriculum Design

Give students basic reading comprehension short answer questions for this article



Sure, here are some basic reading comprehension short answer questions for the article:

1. What is the central argument presented in the introduction of the article regarding the significance of stories?
2. According to the article, what is the purpose of a "Who I Am" story? Provide a brief explanation.
3. Who is Roland Barthes, and what is his contribution to narrative theory as mentioned in the article?
4. Explain the difference between fabula and sjuzhet, as discussed in the article.
5. Describe the importance of character and action in storytelling, according to the viewpoints presented in the article.
6. What advice does the article offer for starting a "Who I Am" story? Provide at least two strategies mentioned.

Utilizing AI in Curriculum Design

Here, the curriculum designer redirects the tool and then adds, “now make these questions more AI proof – what questions can you ask that ask for a genuine response from students. . .”

more like this: What advice does the article offer for starting a "Who I Am" story? Provide at least two strategies mentioned.
How does the article suggest writers should approach writing their "Who I Am" stories? Provide at least two steps outlined in the article.



Certainly, here are some short answer questions in a similar format:

1. What strategies does the article suggest for starting a "Who I Am" story? Provide at least two.
2. According to the article, how should writers approach the process of writing their "Who I Am" stories? Provide at least two steps outlined.
3. What advice does the article provide for brainstorming ideas for a "Who I Am" story? Give at least one suggestion.
4. How does the article recommend writers proceed after writing the initial draft of their "Who I Am" stories? Provide one step mentioned.
5. What role does indirect characterization play in the creation of a "Who I Am" story, according to the article? Provide a brief explanation.

now make these questions more AI proof -- what questions can you ask that ask for a genuine response from students in a Composition course?



1. Reflect on your understanding of the article's advice for initiating a "Who I Am" story. How might you personally apply at least two of the suggested strategies in your own writing process?
2. Considering the article's guidance on crafting "Who I Am" stories, discuss how you intend to approach the development of your own narrative. Share at least two specific steps you plan to take based on the article's recommendations.
3. In your opinion, which brainstorming technique mentioned in the article seems most effective for generating ideas for a "Who I Am" story? Why do you think this approach resonates with you?

Student Engagement with AI

- Interactive AI assignments in English Composition 1 and Pathways to Prosperity 1
 - Using ChatGPT for writing assessment and annotated bibliographies
- Encouraging critical thinking about AI-generated content

Student Engagement with AI

Learning Activities:

This assignment is a hands-on exercise in refining your research and critical thinking skills through the lens of your annotated bibliography. You'll get to hone your ability to distill key points from academic sources while showcasing your understanding of accurate and effective citation practices. For this assignment, you will need to locate FIVE scholarly sources, **have a Generative AI tool create summaries for each, then revise each summary with your commentary and critical analysis** to create your annotated bibliography.

In this assignment, **your task will be to use a Generative AI tool, such as ChatGPT, to create a summary** of an article. Then, you will carefully read the summaries and use the "Track Changes" tool in your word processing program to show the revisions you made to the original AI-generated summary. **Your goal is to focus on improving clarity, accuracy, and completeness of each summary while demonstrating your developing understanding of your chosen research topic.** "Track Changes" will document your revisions, allowing a transparent view of your enhancements. This process hones your ability to identify, distill, and articulate key points in academic works without unnecessary complexity.

Ensure your assignment demonstrates a balanced tone by incorporating personal commentary and insights alongside article summaries. Merely relying on summaries, whether authored by yourself or the Generative AI, will not suffice for this task (this is not a "Summative Bibliography").

Student Engagement with AI Learning Activities:

“Artificial Intelligence is becoming more and more a part of our experience at work and in school. For this activity, you will open ChatGPT, respond to a prompt, and then you will ask the AI program to assess your individual reading/ writing level.

- Open ChatGPT: <https://chatgpt.com/>
- Write a minimum of three (3) and up to five (5) sentences about your current study habits, and/ or your plan for academic success while taking classes at Hocking College.
- At the end of your statement type the following: "Please assess the reading and writing grade level of the above paragraph."

I am a new freshman student at Hocking College. I have two years of experience taking college-level courses and I feel I have good study habits. While I am a college student, I plan to work with a tutor once per week, and to visit the Math Center for Excellence. In the next term, when I have speech class, I want to go to the Communications Center for Excellence to work with a coach on my presentations. Please assess the reading and writing grade level of the above paragraph.

Student Engagement with AI

Learning Activities:

ChatGPT will generate a response.

Take a screenshot or a pic of your AI writing assignment prompt with the grade level assessment result and insert it here as your submission. Insert a picture file by clicking on the icon that looks like a triangle and a small circle inside of a square (or a mountain and the sun inside of a picture frame).

This is the response to the above prompt:



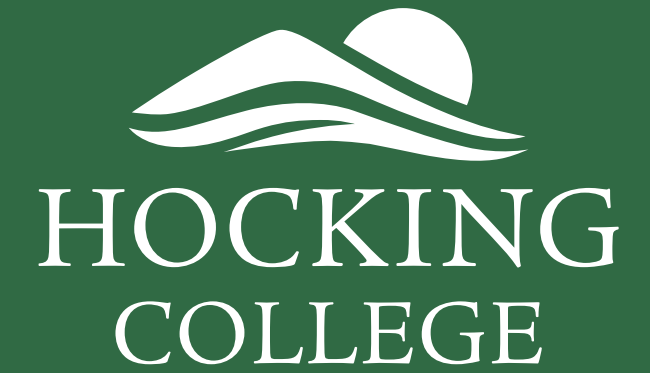
Your paragraph is clear and well-organized. In terms of reading and writing grade level, it appears to be at about a 10th to 12th-grade level. This is based on the complexity of the ideas, the structure of the sentences, and the use of vocabulary. Your writing effectively communicates your plans and intentions in a straightforward manner, which is appropriate for an academic setting. If you want to assess this more precisely, tools like the Flesch-Kincaid Grade Level test can give you a numerical grade level. However, your paragraph seems to fit well within a high school to early college level of readability.

Student Engagement with AI

Learning Activities:

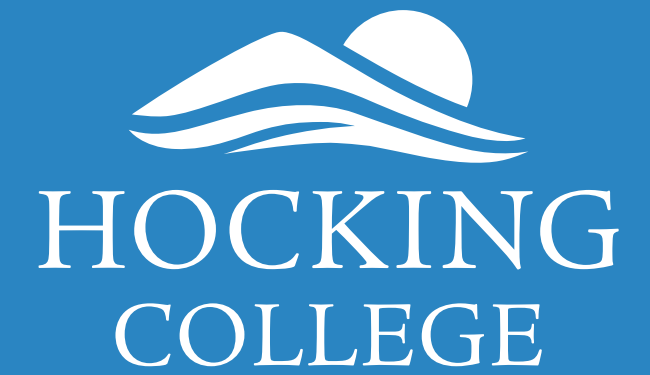
You will use this tool throughout this semester to learn how to improve your writing. You can experiment with your prompts to ask how you might elevate your writing to a higher grade level. Always be sure to cite any generative/ AI tools you use, just as you would cite any sources you use to inform or supplement your writing (such as newspapers, web sites, books, articles, etc.).

Outcomes and Adaptations



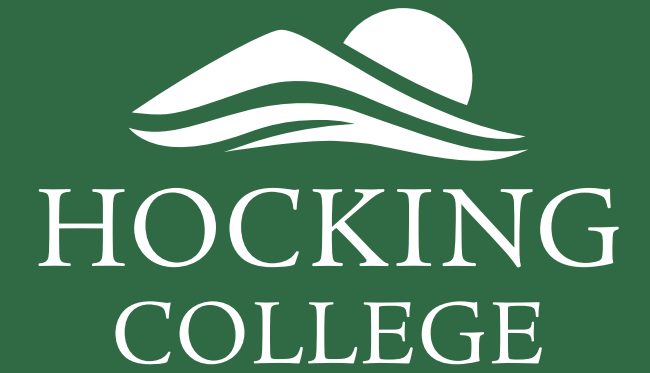
- Positive and constructive student feedback
 - Balancing technology with traditional methods
 - Adapting to student preferences
 - Introduction of hands-on activities

Challenges and Consideration



- Protecting student privacy
- Developing appropriate use policies for AI
- Ensuring transparency in course development and grading
- Addressing environmental impact of AI use

Looking Ahead



- Continued integration of AI in our general education curricula
- Ongoing assessment of AI effectiveness in education
- Balancing AI integration with traditional teaching methods, emphasizing the importance of adaptability and continuous improvement
- Staying informed about AI developments in higher education
- Plans for Ohio Transfer 36 and TAG match approval

Questions and Comments

Thank you!

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