ENGL 1001: Generative AI Fall 2025

Learning outcome (use Bloom's, Krathwohl's, or Fink's taxonomies)	**Activity (estimate time)**	**Assessment criteria: How will you know students have met the objective?**	**Threshold concept(s) (or knowledge practices or dispositions from the *Framework*)**
Learning outcome 1 Create an effective keyword search strategy	• Instructor models mind map with class input • Students mind map their own topics (10 minutes) Use volunteered topic or sample topic	Students generate a list of at least 10 potential keywords to search on	Searching as strategic exploration
Talking points:	*Think about:* *"What is the initial thing that made you want to write about this topic?"* *"What specific examples can we think of of this broader thing you're looking at?"* *If you discover, at this early stage of the research process, that what you ACTUALLY want to research is not quite the thing you first had in mind – that's perfectly fine!*	*We're not going to want to just take all of these terms and put them in our search – we might need to try thinking of them in different combinations*	

Learning outcome 2 Use ChatGPT (or an AI tool chosen by the student) to brainstorm search keywords	• Instructor will model prompting ChatGPT for a list of search keywords on the topic we mindmapped • Class discussion: How is the list of keywords different from what we generated with the mind map? • Students will prompt ChatGPT for keywords on their research topic (10 minutes)	Students will develop a search strategy that incorporates keywords from both their mindmap and their generative AI results	Searching as strategic exploration
Talking points:	*Generative tools can be really useful in helping us come up with search terms we might have missed, or might not have known to look for. But the work we did at this mindmap stage isn't just coming up with keywords – it's figuring out what direction we actually want our research to go. And that's a process we keep working on throughout the research process. In order to get the keywords that will be most useful to us, we need to put in that work!*		

Learning outcome 3 Compare search results found in library databases with search results found by ChatGPT	• Instructor will select keywords from both mindmap and AI-generated results to search a library database • Instructor will prompt ChatGPT to find peer-reviewed research on the selected topic • Class discussion: How useful and relevant are each of these results? How do we know that we're getting research that actually exists and is peer-reviewed? (15 minutes)	• Students will explain how they know that an article is peer-reviewed or not • Students will explain some of the differences between the search results they found using ChatGPT vs. Library databases • Work through research journal checklist with one source (perhaps just author category)	Searching as strategic exploration
Talking points:	*ChatGPT has gotten much better at finding results that actually exist, if you are careful with how you prompt it – but you still always have to verify information. And it may be that the articles generated are real, but they don't contain information that's relevant to what you're looking for.*	*Are there any voices or perspectives that aren't being surfaced when you use ChatGPT? What about when you search with the library databases? There is a risk of only hearing one side of the story – how do we get around that risk?*	

Learning outcome 4 • Identify and explain ethical issues surrounding gen AI.	AI chatbots use racist stereotypes even after anti-racism training Elon Musk's AI Data Center faces lawsuit over air pollution complaints OpenAI used Kenyan Workers making $2 an hour to filter traumatic content from ChatGPT Students will choose one article to read and then think-pair share with students who chose a different article.	Students will each read one short article Think-pair-share: "Does the article you read affect how you think about AI? If so, how? What other ethical concerns have you heard about involving AI? Are you likely to change how you use generative AI tools based on any of these concerns?"	Authority is constructed and contextual; Information has value
Talking points:	*I don't want to push the idea that AI is bad, or that you should never use it. I do think it's worth knowing about some of these controversies and thinking about how they relate to your own personal sense of ethics.*		