

Activity 1:

Sample course learning outcomes:

After completing this course, a successful student will be able to:

1. Analyze how the arts and humanities enhance and express ways of knowing.
2. Apply and integrate ways of knowing in the arts and humanities to contemporary issues and topics.
3. Creatively engage and integrate the arts and humanities to express one's own understanding and experience.
4. Explore and appreciate how knowledge is produced, constructed, expressed, and contested among different disciplines in the sciences and humanities.
5. Reflect on the limits of knowing, how knowledge changes and the social, historical, political, and cultural influences that shape ways of knowing as expressed in the arts and humanities.
6. Articulate the value and purpose of ways of knowing in and through the arts and humanities.
7. Describe issues of ownership, identity, and power as they relate to the processes of knowledge production in and across the arts and humanities.
8. Critically assess interdisciplinary connections and interdependent overlaps between ways of knowing in the arts and humanities and the natural and social sciences.

Sample Prompts:

I am concerned that my discussion board post assignment for this week could be aligned more closely with my learning outcomes. Read my course learning outcomes and revise this discussion post assignment to more closely align with the outcome that states, “Reflect on the limits of knowing, how knowledge changes and the social, historical, political, and cultural influences that shape ways of knowing as expressed in the arts and humanities.”

Sample Discussion Board Posts:

Post 1:

I want you to introduce yourself to the class. However, I am not asking for the same banal introduction you have been asked to make in other classes.

Thomas Nagel writes, “I want to know what it is like for a bat to be a bat.”

And so, I want to know: "What's it like for a you to be a you?"

At the center of this week's readings is the question of the mind-body problem. This is succinctly put by the Stanford Encyclopedia of Philosophy that I mentioned earlier:

In sum, we can say that there is a mind-body problem because both consciousness and thought, broadly construed, seem very different from anything physical and there is no convincing consensus on how to build a satisfactorily unified picture of creatures possessed of both a mind and a body. ("The Mind-body Problem")

My experience as your teacher, to put it another way, is that I walk into class and see eighteen students occupying space. You exist in the physical world in so far as you occupy that space. We can verify that (ie. it is observable). The essence of the "problem" is that you also exist in a way that I cannot observe (ie. in your mind, your consciousness, etc) and that seems distinct. So, help solve the mind-body problem and help us understand the "unified picture" of you, help us resolve the physical version of you that occupies space in our classroom with the consciousness that we might call a "self" or an "identity."

You're going to fail, and that's ok. It's a long-running philosophical problem, after all. But maybe in doing this, we'll all get a little closer to understanding what's really going on in there and who it is that you really are.

Post 2:

Tell me about how science was defined for you (or how you defined science) before joining this class. Where did that definition come from? If you can't pinpoint its origin, talk to me about the times that you were conscious that you were operating from a distinct idea of what science was supposed to be. If this is the first time you've been asked to consider what was meant when you were asked about what science is or does, talk to me about why you think that is.

Activity 2

Sample Prompt:

You are a helpful instructional designer with talents in designing rubrics tailored to assignments. I'm going to give you the assignment and my course outcomes. You will create a rubric that I can use to assess my student's learning from their writing assignment. Make sense?

Last Thing:

[AI Prompts for Teaching \(Cynthia Albies\)](#)