**Assignment Title: AI Literary Analysis**

**Purpose:**

**This assignment aims to help students understand how to analyze Jack London’s “To Build a Fire” and Kate Chopin’s “The Story of an Hour” through the lens of feminist and gender criticism theory, using generative AI through ChatGPT to explore alternative perspectives. This assignment will assist students in developing the literary analysis skillset to analyze a literary work in a longer essay. After completing this assignment, students will have a greater ability to:**

* **critically analyze literary texts;**
* **reflect on the intersection of technology and literary analysis, including the ethical considerations of utilizing generative AI;**
* **write about feminist and gender criticism theories as it applies to literature;**
* **integrate theoretical perspectives into your literary analyses;**
* **evaluate AI-generated insights with your own interpretations of literature and those of your peers; and**
* **critique the role of technology in literary studies.**

**Task:**

1. **Students will read both texts on their own outside of class time. (One class will be devoted to a discussion of these texts PRIOR to this in-class AI assignment.)**
2. **Students will formulate three specific questions related to gender roles, power dynamics, and feminist themes within the two short stories. The process of crafting well-defined questions encourages students to engage deeply with the texts, focusing on aspects that align with feminist and gender criticism theories.**
	1. **Ex: How are gender roles portrayed in “To Build a Fire” and “The Story of an Hour”?**
	2. **Ex: What symbols or imagery contribute to the exploration of gender in these stories?**
3. **Students will input their questions into ChatGPT and use the generated responses as a starting point for their analysis. This step introduces students to the dynamic of interacting with AI to generate responses, offering a novel approach to literary analysis and exposing them to alternative perspectives.**
4. **After receiving responses from ChatGPT, students are encouraged to thoroughly evaluate the generated insights. Students may need to ask follow-up or other guiding questions to help generate appropriate responses. Students will be instructed to consider the language, context, and relevance of the responses to the posed questions. This emphasizes the importance of critical thinking and evaluation, reminding students that while AI can offer valuable insights, it is not infallible and may not fully capture the nuances of literary texts.**
5. **Working in small groups of no more than three, students will begin to compare the AI-generated answers to their questions, completing a mindmap (bubbl.us) of common themes.**
6. **Once the mindmap is completed, students in groups will decide which theme (or themes) of common answers they prefer and write a 250-word analysis of these two texts through the lens of feminist and gender criticism theory. This is the basis of a longer writing assignment where students will analyze a different text with a different theory, but this process should begin to make students comfortable with the process of literary analysis.**

Note to faculty: Obviously, any texts and literary theory can be used for the analysis.

**Criteria for Success:**

**This assignment will be successful if students are able to use AI to generate appropriate responses to their literary analysis questions and combine the generated answers into a cohesive 250-word response.**

**1. Question Formulation (10%)**

| **Criteria** | **Excellent (4)** | **Proficient (3)** | **Basic (2)** | **Insufficient (1)** |
| --- | --- | --- | --- | --- |
| **Clarity and Depth** | Questions are exceptionally clear, insightful, and demonstrate a deep understanding of gender themes in the selected texts. | Questions are clear, well-defined, and demonstrate a good understanding of gender themes in the selected texts. | Questions are mostly clear but may lack depth or specificity in addressing gender themes. | Questions are unclear, lack depth, and do not effectively address gender themes. |

**2. AI-Generated Insights (30%)**

| **Criteria** | **Excellent (4)** | **Proficient (3)** | **Basic (2)** | **Insufficient (1)** |
| --- | --- | --- | --- | --- |
| **Quality of Insights** | Insights demonstrate a thorough understanding of feminist and gender criticism theories, providing nuanced perspectives on the selected texts. | Insights demonstrate a good understanding of feminist and gender criticism theories, offering valuable perspectives on the selected texts. | Insights are adequate but may lack depth or nuance in addressing feminist and gender themes. | Insights are limited in depth or fail to fully engage with feminist and gender themes. |

**3. Group Discussion (20%)**

| **Criteria** | **Excellent (4)** | **Proficient (3)** | **Basic (2)** | **Insufficient (1)** |
| --- | --- | --- | --- | --- |
| **Quality of Discussion** | Group discussion is dynamic, collaborative, and demonstrates a thorough exploration of AI-generated insights, fostering meaningful engagement with diverse perspectives. | Group discussion is effective, collaborative, and engages with AI-generated insights, contributing to a comprehensive understanding of the topics. | Group discussion is satisfactory but may lack depth or fail to fully explore AI-generated insights. | Group discussion is limited in depth or does not effectively engage with AI-generated insights. |

**4. Class Discussion Participation (15%)**

| **Criteria** | **Excellent (4)** | **Proficient (3)** | **Basic (2)** | **Insufficient (1)** |
| --- | --- | --- | --- | --- |
| **Active Participation** | Actively contributes to the class discussion, providing insightful reflections on AI-generated insights and engaging with peers constructively. | Participates actively in the class discussion, offering meaningful reflections on AI-generated insights and engaging with peers. | Participates adequately in the class discussion, but contributions may lack depth or engagement with AI-generated insights. | Participation is limited in depth or fails to effectively engage with AI-generated insights. |

**5. Individual Reflection Paper (25%)**

| **Criteria** | **Excellent (4)** | **Proficient (3)** | **Basic (2)** | **Insufficient (1)** |
| --- | --- | --- | --- | --- |
| **Depth of Reflection** | Reflection paper demonstrates a deep and insightful analysis of the intersection of feminist and gender criticism theories with the literary texts, integrating personal insights effectively. | Reflection paper demonstrates a good analysis of the intersection of feminist and gender criticism theories with the literary texts, integrating personal insights effectively. | Reflection paper is adequate but may lack depth or fail to fully integrate personal insights with the theoretical perspectives. | Reflection paper is limited in depth or does not effectively integrate personal insights with the theoretical perspectives. |