# CoPilot Example of Developing Discussion Questions using a Licensed E-Book

## UNESCO Perspective

Professional

## General Use Bucket

Generating Ancillaries

## Goal

In this example, AI (CoPilot) was used to create a list of discussion questions from a ebook held in licensed database.

## Tool used

CoPilot

## Prompts

### Human

Can you summarize this book. [This was done to see if CoPilot was able to read the entire text of the book]

### AI Tool

It provided a full summary

### Human

Please write three discussion questions asking college students in a 400 level nature writing/ecocriticism course to broadly compare the four time periods referenced in the book: Romantic, Victorian, Modern, and Contemporary.

### AI Tool

Here are three discussion questions for your course:

1. **How do the themes and concerns of nature writing evolve from the Romantic to the Contemporary period?** Consider how each period’s historical and cultural context influenced the portrayal of nature and environmental issues.
2. **In what ways do the literary techniques and styles differ across the Romantic, Victorian, Modern, and Contemporary periods of nature writing?** Discuss how these changes reflect broader shifts in literary trends and societal attitudes towards nature.
3. **How do the perspectives and voices represented in nature writing diversify from the Romantic period to the Contemporary period?** Analyze the inclusion of different cultural, gender, and socio-economic perspectives and how this diversity impacts the overall narrative and purpose of nature writing.

### Human

Can you provide a bit more detail in the questions and possibly short examples. The questions should be substantial enough for a student to write a 6-8 page paper.

### AI Tool

Certainly! Here are the expanded discussion questions with examples to help guide students in writing a substantial 6-8 page paper:

1. **How do the themes and concerns of nature writing evolve from the Romantic to the Contemporary period?**
   * **Detailed Prompt**: Examine how each period’s historical and cultural context influenced the portrayal of nature and environmental issues. Consider the Romantic period’s focus on the sublime and the individual’s emotional connection to nature, the Victorian era’s response to industrialization and urbanization, the Modern period’s reflection on scientific advancements and existential concerns, and the Contemporary period’s engagement with climate change and ecological activism.
   * **Examples**:
     + **Romantic**: William Wordsworth’s “Lines Composed a Few Miles Above Tintern Abbey” emphasizes the spiritual and emotional connection to nature.
     + **Victorian**: Thomas Hardy’s “The Darkling Thrush” reflects on the impact of industrialization on the natural world.
     + **Modern**: Virginia Woolf’s “The Waves” explores the relationship between human consciousness and the natural environment.
     + **Contemporary**: Robert Macfarlane’s “Underland” addresses current environmental concerns and the deep time of geological processes.
2. **In what ways do the literary techniques and styles differ across the Romantic, Victorian, Modern, and Contemporary periods of nature writing?**
   * **Detailed Prompt**: Discuss how these changes reflect broader shifts in literary trends and societal attitudes towards nature. Analyze the use of poetic forms, narrative structures, and stylistic devices such as imagery, symbolism, and tone. Consider how Romantic writers used lyrical and descriptive language, Victorian writers employed realism and detailed observation, Modern writers experimented with stream-of-consciousness and fragmented narratives, and Contemporary writers incorporate multimedia and hybrid genres.
   * **Examples**:
     + **Romantic**: The use of lyrical and descriptive language in John Keats’ “To Autumn.”
     + **Victorian**: Detailed observation and realism in John Ruskin’s “Modern Painters.”
     + **Modern**: Stream-of-consciousness technique in D.H. Lawrence’s “The Rainbow.”
     + **Contemporary**: Hybrid genres and multimedia in Helen Macdonald’s “H is for Hawk.”
3. **How do the perspectives and voices represented in nature writing diversify from the Romantic period to the Contemporary period?**
   * **Detailed Prompt**: Analyze the inclusion of different cultural, gender, and socio-economic perspectives and how this diversity impacts the overall narrative and purpose of nature writing. Consider the predominantly male and Eurocentric voices of the Romantic and Victorian periods, the gradual inclusion of women’s voices in the Modern period, and the broadening of perspectives to include marginalized and indigenous voices in the Contemporary period.
   * **Examples**:
     + **Romantic**: Predominantly male voices like Samuel Taylor Coleridge’s “The Rime of the Ancient Mariner.”
     + **Victorian**: Limited but emerging female perspectives, such as in the works of Emily Brontë.
     + **Modern**: Increased representation of women’s voices, like Rachel Carson’s “Silent Spring.”
     + **Contemporary**: Inclusion of diverse and indigenous perspectives, such as Robin Wall Kimmerer’s “Braiding Sweetgrass.”

These questions should provide a solid foundation for students to explore the evolution of nature writing across different periods and produce a comprehensive 6-8 page paper. If you need further assistance or additional questions, feel free to ask!

### Human

Can you work the examples into the narrative of the prompt to students and remove them as bullet points?

### AI Tool

Certainly! Here are the revised discussion questions with the examples integrated into the narrative:

1. **How do the themes and concerns of nature writing evolve from the Romantic to the Contemporary period?**
   * **Detailed Prompt**: Examine how each period’s historical and cultural context influenced the portrayal of nature and environmental issues. For instance, during the Romantic period, writers like William Wordsworth in “Lines Composed a Few Miles Above Tintern Abbey” emphasized the sublime and the individual’s emotional connection to nature. In contrast, the Victorian era, as seen in Thomas Hardy’s “The Darkling Thrush,” responded to industrialization and urbanization. Moving into the Modern period, authors like Virginia Woolf in “The Waves” reflected on scientific advancements and existential concerns. Finally, Contemporary writers such as Robert Macfarlane in “Underland” engage with pressing issues like climate change and ecological activism.
2. **In what ways do the literary techniques and styles differ across the Romantic, Victorian, Modern, and Contemporary periods of nature writing?**
   * **Detailed Prompt**: Discuss how these changes reflect broader shifts in literary trends and societal attitudes towards nature. Analyze the use of poetic forms, narrative structures, and stylistic devices such as imagery, symbolism, and tone. For example, Romantic writers like John Keats in “To Autumn” used lyrical and descriptive language, while Victorian writers like John Ruskin in “Modern Painters” employed realism and detailed observation. Modern writers, such as D.H. Lawrence in “The Rainbow,” experimented with stream-of-consciousness and fragmented narratives. Contemporary authors, like Helen Macdonald in “H is for Hawk,” incorporate multimedia and hybrid genres to convey their messages about nature and the environment.
3. **How do the perspectives and voices represented in nature writing diversify from the Romantic period to the Contemporary period?**
   * **Detailed Prompt**: Analyze the inclusion of different cultural, gender, and socio-economic perspectives and how this diversity impacts the overall narrative and purpose of nature writing. Consider the predominantly male and Eurocentric voices of the Romantic period, exemplified by Samuel Taylor Coleridge’s “The Rime of the Ancient Mariner,” and the Victorian period’s limited but emerging female perspectives, such as in the works of Emily Brontë. The Modern period saw increased representation of women’s voices, like Rachel Carson’s “Silent Spring.” In the Contemporary period, there is a broadening of perspectives to include marginalized and indigenous voices, such as Robin Wall Kimmerer’s “Braiding Sweetgrass.”

**My follow-up prompt:**

Can you expand upon the third detailed prompt to specifically mention gender and feminism?

**My follow-up prompt:**

Certainly! Here is the expanded third discussion question with a specific focus on gender and feminism:

1. **How do the perspectives and voices represented in nature writing diversify from the Romantic period to the Contemporary period, with a particular focus on gender and feminism?**
   * **Detailed Prompt**: Analyze the inclusion of different cultural, gender, and socio-economic perspectives and how this diversity impacts the overall narrative and purpose of nature writing. Consider the predominantly male and Eurocentric voices of the Romantic period, exemplified by Samuel Taylor Coleridge’s “The Rime of the Ancient Mariner,” and the Victorian period’s limited but emerging female perspectives, such as in the works of Emily Brontë. The Modern period saw increased representation of women’s voices, like Rachel Carson’s “Silent Spring,” which played a pivotal role in the environmental movement. In the Contemporary period, there is a broadening of perspectives to include marginalized and indigenous voices, such as Robin Wall Kimmerer’s “Braiding Sweetgrass.” Additionally, examine how feminist perspectives have influenced contemporary nature writing, challenging traditional narratives and highlighting the intersection of gender, ecology, and social justice. Consider works by authors like Kathleen Jamie and Helen Macdonald, who bring a feminist lens to their exploration of nature and the environment.

This expanded prompt should provide students with a comprehensive framework to explore the evolution of nature writing with a specific focus on gender and feminism, allowing for a detailed and substantial 6-8 page paper. If you need further assistance or additional questions, feel free to ask!

## Additional considerations

The iterative process described can be utilized to address particular issues or learning objectives. Additionally, as demonstrated in the previous prompt, artificial intelligence proves valuable in converting question formats into narratives that are more suitable for educational purposes.