# Canvas Course Page Redesign

Share  
What Ethics Is (and Isn't) Ethics is the systematic study of how we ought to act—the reasoning process we use when multiple values, obligations, or outcomes are competing for our attention. Think of it as the mental toolkit you reach for when loyalty to a friend conflicts with professional responsi  
pasted  
**C**  
I have a course landing page in Canvas that feels like it's a Frankenstein's monster of mixed voice, redundant content, and gaps in coverage . I'd like to upload elements for you to see what I am trying to create and then help me improve the consistency, internal structure, reduce repetiveness, maintain a consistent voice and tone, and just make the document work better. The document is essentially one long page, but is displayed within Canvas as different HTML panels with tabs to move among the pages. I have a generalized walkthrough video already created that introduces the tabs, but is generic enough that it wouldn't need to be revised unless there are massive changes proposed after our review.  
Edit  
I'd be happy to help you refine your Canvas course landing page! Based on the ethics course content you've shared, I can already see you have a clear, engaging voice that balances academic rigor with practical accessibility. The "ethics as algorithm" framing is particularly compelling.  
To give you the most targeted feedback, could you upload the current Canvas content elements? I'm looking for:

1. The existing landing page content (all tabs/panels)
2. Any specific sections you're most concerned about
3. The intended audience and course level (if different from what I can infer)

Once I can see the full scope, I can help you:

* Streamline redundancies while preserving key concepts
* Establish consistent voice and tone throughout all sections
* Improve logical flow and internal structure
* Identify and fill any content gaps
* Ensure each tab has a clear, distinct purpose

From what you've shared so far, your foundation is strong—the writing is clear, the examples are concrete, and the approach is refreshingly practical. The main task will likely be architectural: making sure each section serves a distinct purpose and the overall structure guides students logically through your course concepts.  
Go ahead and upload whatever elements you'd like me to review, and I'll provide specific suggestions for improvement.  
Retry  
Table of Contents Course Philosophy Your Project Document Tracking Your Progress Podcasts as Peer Learning Self-Assessment Approach Course Philosophy This course operates on several key principles that shape how we approach ethical reasoning: Ethics as ongoing process, not fixed conclusions: Your  
pasted  
**C**  
Edit  
Looking at both documents, I can see the issue—you have excellent content that's been somewhat duplicated and reorganized between the two versions, creating inconsistencies in voice, structure, and focus. Let me help you create a cohesive, streamlined course landing page.  
Ethics Course Landing Page - Revised  
Document  
# Ethics Course Landing Page

## Course Philosophy

This course operates on a foundational principle: \*\*ethics is the systematic study of how we ought to act when multiple values, obligations, or outcomes compete for our attention.\*\* Think of it as d  
Retry  
Table of Contents Purpose How to Approach the Assessment Rubric Overview What Counts as Evidence? Final Submission Purpose This self-assessment is not a test or a performance. It is a space to step back, reflect, and explain. You’ll be asked to: Describe your overall approach to this course and ho  
pasted  
**C**  
Let's look at all the elements first, just to keep my use of tokens as efficient as possible, okay?  
The Wreck Room  
*“In all affairs it's a healthy thing now and then to hang a question mark on the things you have long taken for granted.”* – Bertrand Russell  
📘 Table of Contents  
\* What Is the Wreck Room?  
\* What Honors Students Do  
\* Why It Matters for Everyone  
\* Conflict Maps and Wreck Room Integration  
\* Calendar & Assignments  
What Is the Wreck Room?  
The Wreck Room is a special segment in our weekly podcast where one Honors student takes the spotlight—not to explain or apply a model, but to test its limits.  
This is your chance to step into the role of ethical stress-tester. We’re not here to dunk on the model or dismiss it; we’re here to identify what it hides, what it avoids, and what it struggles to address. It’s about thinking beyond mastery and toward critique.  
↑ Back to Top  
What Honors Students Do  
Each Honors student will lead two Wreck Room segments across the semester. These segments follow an ethical model of their choice and should:  
\* Raise a significant tension, contradiction, or omission within the model  
\* Articulate the risk or cost of using that model in a real ethical situation  
\* Pose an open-ended question that invites further inquiry  
These are not debates or takedowns. Think of them as diagnostics—we're checking for weaknesses before applying the model to something serious. And perhaps suggesting resolutions or solutions for those concerns...  
You’ll have the freedom to follow your own interests and philosophical leanings. Just make sure your segment pushes the model to reveal something new, unstable, or unspoken.  
↑ Back to Top  
Why It Matters for Everyone  
The Wreck Room isn’t just for Honors students. It’s a shared intellectual resource for the entire class.  
Every time you listen to a segment, you’ll hear a model under pressure. Sometimes it’ll hold. Sometimes it won’t. Either way, the friction reveals blind spots, shaky foundations, or contradictions you might miss in a cleaner application.  
Good ethical thinking isn’t just about using models well. It’s about recognizing when they break down. The Wreck Room shows that in real time.  
↑ Back to Top  
Conflict Maps and Wreck Room Integration  
Wreck Room segments might be optional content for some of you, but they can be incredibly useful as you develop your Conflict Maps. Here’s how you might use them:  
\* In Your Own Work (Honors students): If your Wreck Room segment uncovered a blind spot in the model, you’re encouraged to reference it in your map. This can look like: *“As I noted in my Wreck Room segment, this model struggles with questions of autonomy when cultural values conflict.”*  
\* In Any Student’s Work: If a peer’s Wreck Room segment challenged your thinking, feel free to name it. This is a high-level engagement move. Example: *“The critique raised by Jamie in Week 6 helped me realize that this model's emphasis on utility can suppress marginalized voices.”*  
\* In Self-Assessment: Thoughtful integration of Wreck Room ideas (not name-dropping, but genuine synthesis) will often reflect well in your self-evaluation. This isn't going to work as a self-assessment shortcut—it’s just one way to show what deeper thinking looks like.  
You're not required to track every segment, but the more you weave these critiques into your thinking, the more dynamic your ethical reasoning becomes.  
↑ Back to Top  
Calendar & Assignments  
You’ll be assigned to two models over the course of the semester. These dates will be visible on the shared Wreck Room calendar in the main Course Hub. Assignments are roughly every 4–5 weeks, and you’ll never have two segments back-to-back.  
If you want to propose a swap or request a specific model based on your interests, just reach out in the first two weeks.  
↑ Back to Top  
Edit  
Perfect! Now I can see the full scope. You have four main sections:

1. Course Philosophy & Project Overview (first two documents)
2. Self-Assessment Guide (third document)
3. Wreck Room (Honors component)

I can see the issues clearly now:  
Main Problems:

* Redundant explanations of what ethics is/isn't between documents
* Inconsistent terminology ("Conflict Map" vs "Project Document")
* Different organizational structures across sections
* Varying levels of formality and tone
* Some content gaps and unclear connections between components

Strengths to Preserve:

* Clear, accessible voice throughout
* Strong "ethics as algorithm" framing
* Practical, authentic approach
* Good balance of structure and flexibility

Let me create a streamlined, cohesive version that maintains your excellent content while fixing the structural and consistency issues. Should I create one comprehensive landing page that integrates all elements, or would you prefer to keep them as separate tabs but with consistent voice and cross-references?  
Also, I noticed the self-assessment mentions "ClickUp board" while the main content references "kanban board" - should I standardize this terminology?  
Retry  
Table of Contents Why Are We Using AI? Which AI? How Do I Use AI? What Are AI Checkpoints? How to Create Checkpoints Pro Tips for AI Use Why Checkpoints Matter Checkpoint File Name Examples Why Are We Using AI? In this course, AI is more than a productivity tool — it’s a thinking partner. Whether y  
pasted  
**C**  
How-To Guide  
This guide gives you step-by-step instructions for using the tools in this class—especially ClickUp and your AI assistant. You’ll learn how to create, organize, and update your ClickUp tasks, and how to interact effectively with AI agents.  
Table of Contents  
\* ClickUp: What You Need to Know  
\* ClickUp Setup: How to Get Started  
\* How to Use ClickUp Effectively  
\* AI Agent Basics  
\* Best Practices for Interacting with AI  
\* Back to Top ↑  
ClickUp: What You Need to Know  
ClickUp is the main project management tool we’ll use to keep track of your ethics work. You’ll be invited to join a shared public board with all class members. Each major assignment or “Part” in this course will have its own task card. As you work, you’ll move your tasks through status columns to show your progress.  
\* Task Cards: Represent Parts 1–5 of your project.  
\* Columns: To-Do, In Progress, Blocked / Need Help, Complete.  
\* Subtasks: Track work sessions for each Part.  
\* Assignments: Cards are assigned to individuals to make them private to you and the instructor.  
Back to Top ↑  
ClickUp Setup: How to Get Started  
1. Accept Your Invitation  
You’ll receive an email invitation to join the shared class ClickUp board. Click the link and sign in with your student email address. If you don’t have an account, it will prompt you to create one.  
2. Locate Your Task Cards  
Once inside the board, look for cards labeled Part 1, Part 2, Part 3... through Part 5. These are the major project stages you'll complete during the semester. Each card will be assigned to you, which makes your work visible only to you and the instructor.  
3. Understand the Columns  
Each task moves through the columns as your work progresses:  
\* To-Do: You haven’t started this Part yet.  
\* In Progress: You’re actively working on this Part.  
\* Blocked / Need Help: You’re stuck and need instructor guidance.  
\* Complete: You’ve submitted and reflected on this Part.  
Back to Top ↑  
How to Use ClickUp Effectively  
Creating a Task Card (if needed)  
1. Click the + New Task button.  
2. Name your task something like Part 3 – Role Analysis.  
3. Assign it to yourself so only you and the instructor can view it.  
4. Select the appropriate status column (e.g., To-Do).  
Moving a Card to a New Column  
1. Click and hold your task card.  
2. Drag it to the next status column (e.g., from “To-Do” to “In Progress”).  
3. Release to drop it into place.  
Adding a Subtask for a Work Session  
1. Open your main task card (e.g., Part 2).  
2. Click + Subtask.  
3. Give it a title like Brainstorming ethical stakeholders – July 31.  
4. Repeat this whenever you work on that Part. Try to add at least one subtask per week (by Sunday), or more often as needed.  
Marking a Task as Blocked  
1. Drag your card into the Blocked / Need Help column.  
2. Optionally, add a comment explaining the issue so the instructor can respond more quickly.  
Back to Top ↑  
AI Agent Basics  
You are free to use any platform-agnostic AI assistant (such as ChatGPT, Claude, or Perplexity) during this course. You’ll interact with your chosen AI to help you analyze dilemmas, reflect on your thinking, and test ideas from different ethical frameworks.  
Important: The AI doesn’t have memory between sessions. If you want to preserve your progress, you’ll need to create and paste back in checkpoints (see the “Why AI?” tab).  
Back to Top ↑  
Best Practices for Interacting with AI  
\* Be clear about your goals. Tell the AI what you’re trying to do.  
\* Talk through your ideas, not just ask for answers.  
\* Use checkpoints every 8–10 turns to save progress.  
\* Keep AI responses focused—don’t let it wander or overgeneralize.  
\* If confused, ask the AI to restate or simplify its explanation.  
\* Paste previous checkpoints into a new session to restore context.  
Back to Top ↑  
Edit  
Perfect! Now I have all five components. I can see the complete picture and the specific issues that need addressing. Let me create a streamlined, cohesive course landing page that eliminates redundancy, maintains consistent voice, and creates clear connections between all elements.  
Ethics Course - Complete Landing Page  
Document ∙ Version 2  
# Ethics Course Landing Page

## Table of Contents  
- [Course Philosophy](#course-philosophy)  
- [Your Project: The Conflict Map](#your-project-the-conflict-map)  
- [Progress Tracking & Support](#progress-tracking--support)  
- [Self-Assessment Approach](  
Retry  
**C**  
Since the class is fully online asynchronous, I won't have the opportunity to walk students through this content face to face. I'd prefer to keep elements more compartmentalized, using panels, rather than a one long document with internal links approach. Does that work for you?  
Edit  
Absolutely! That makes much more sense for an asynchronous online environment. Students need to be able to access specific information quickly without scrolling through a massive document.  
Let me create separate, focused panels that work as standalone pieces while maintaining consistency across all of them. Each panel should:

* Be self-contained and immediately useful
* Have a consistent voice and terminology
* Cross-reference other panels when relevant
* Be scannable for busy students

Would you like me to create them as separate artifacts (one per panel), or would you prefer them organized in a single artifact with clear panel breaks that you can copy/paste into Canvas?  
Also, what's your preferred order for the panels? I'm thinking:

1. Course Philosophy (the "why" and foundational concepts)
2. Your Conflict Map Project (the main deliverable)
3. Progress Tracking with ClickUp (the tools)
4. AI as Thinking Partner (the process support)
5. Podcasts & Peer Learning (community element)
6. Self-Assessment (evaluation approach)
7. The Wreck Room (Honors component)

Does that sequence make sense for how students would naturally encounter and need this information?  
Retry  
**C**  
That works. In terms of tone, I like the Wreck Room tone the best. Could we strive to integrate that style into all the pages?  
Edit  
Perfect! The Wreck Room tone is excellent - it's conversational, direct, and intellectually engaging without being overly formal. It treats students as capable thinkers while being genuinely helpful. Let me create the panels with that tone throughout.  
Panel 1: Course Philosophy  
Document ∙ Version 3  
# Course Philosophy

\*"In all affairs it's a healthy thing now and then to hang a question mark on the things you have long taken for granted."\* – Bertrand Russell

## What We're Actually Doing Here

This course isn't about memorizing ethical theorie  
Panel 2: Your Conflict Map Project  
Document  
# Your Conflict Map Project

## The Big Picture

Throughout the semester, you'll develop \*\*one integrated document\*\* that evolves as your thinking develops. This isn't a traditional paper with introduction, body, and conclusion, but a working represe  
Retry  
**C**  
Let's just do one panel at a time, so I have the chance to process and make suggestions?  
Edit  
Absolutely! Let's start with the Course Philosophy panel. How does this version work for you?  
The tone feels more like the Wreck Room - conversational but intellectually serious, treating students as capable thinkers. I've:

* Made the language more direct and practical
* Kept the foundational concepts but with clearer explanations
* Added the Bertrand Russell quote for intellectual framing
* Structured it to be scannable for busy online students
* Eliminated redundancy from the original versions

What adjustments would you like me to make before we move to the next panel?  
Retry  
**C**  
I'd love to introduce the concept of heuristics, along with a definition, so we can use that term consistently moving forward along with the algorithm in this context.  
Edit  
Ethics Course Landing Page - Revised  
Document ∙ Version 4  
## Our Approach: Ethics as Algorithm and Heuristics

We're approaching ethics as an \*\*evolving algorithm\*\*—a decision-making process that guides how you navigate ethical challenges. Just like debugging code, ethical development involves identifying w  
Ethics Course Landing Page - Revised  
Document ∙ Version 5  
This approach recognizes that ethical reasoning combines both systematic processes (algorithms) and practical shortcuts (heuristics) that can be developed, refined, and improved over time. The goal isn't to find the "correct" combination—it's to buil  
Perfect! I've integrated the concept of heuristics alongside algorithms. The definition positions heuristics as practical shortcuts and rules of thumb that complement the more systematic algorithmic thinking - which should work well as you reference both concepts throughout the other panels.  
How does this feel? Should I adjust the heuristics definition or placement before we move to the next panel?  
Retry  
**C**  
Let's swap ethics is... and ethics isn't...  
Edit  
Ethics Course Landing Page - Revised  
Document ∙ Version 6  
Let's start with what we're actually doing:

\*\*Ethics IS:\*\*  
- A process of careful reasoning about competing values when there's no obvious solution that satisfies everyone  
- A way to make decisions you can defend and live with—even when they're diff  
Done! Starting with what ethics IS creates a more positive, forward-looking introduction before addressing the misconceptions. It leads with what we're building toward rather than what we're avoiding.  
Ready for the next panel, or any other adjustments to this one?  
Retry  
**C**  
Could you format this into Canvas compatible format with internal navigation and a table of contents using headers as anchor points? And no linkbacks to claude.ai?  
Edit  
Panel 1: Course Philosophy (Canvas Format)  
Interactive artifact ∙ Version 7  
Perfect! This is now in Canvas-compatible HTML format with:

* Internal navigation using anchor links
* Table of contents with clickable links to each section
* "Back to Top" links for easy navigation
* Clean HTML that Canvas can handle
* No external links

The format should work seamlessly in Canvas panels. Ready for the next panel?  
Retry  
**C**  
Yes, please.  
Edit  
Panel 2: Your Conflict Map Project (Canvas Format)  
Interactive artifact ∙ Version 2  
Here's the Conflict Map Project panel in the same tone and Canvas format. I've:

* Maintained the direct, engaging voice from the Wreck Room
* Clearly distinguished between authentic dilemmas and non-dilemmas
* Emphasized the algorithm and heuristics concepts
* Made it clear this is about process development, not finding "right" answers
* Used the debugging metaphor to make the iterative approach concrete

How does this work? Any adjustments before we move to the next panel?  
Retry  
**C**  
One edit clarification: I have created a series of AI prompts that will help AI to assist students in every phase of this process, from selecting a dilemma to identifying roles and heuristics, even the ethical model examination. No one is working on their own, and I don't assume any one already knows any of this.  
Edit  
Panel 2: Your Conflict Map Project  
Document ∙ Version 3  
<p><strong>You're not figuring this out alone.</strong> We've created a series of AI prompts that will guide you through every phase of this process—from selecting and refining your dilemma to identifying roles, developing heuristics, and examining e  
Perfect! That clarification makes the course much more supportive and accessible. Students will know from the start that they have structured AI assistance for every step, which should reduce anxiety about "doing it right" and help them focus on genuine intellectual engagement.  
This also sets up nicely for the AI panel later. Ready for the next panel?  
Retry  
[Claude can make mistakes. Please double-check responses.](https://support.anthropic.com/en/articles/8525154-claude-is-providing-incorrect-or-misleading-responses-what-s-going-on)  
Sonnet 4