

# Christopher Grimsley

TEACHING ASSISTANT · GRADUATE STUDENT

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## Summary

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I am a teaching assistant and graduate student in the Department of Philosophy at the University of Kentucky. My research interests include: the philosophy of science, the philosophy of computer science, the philosophy of technology, scientific explanation, science and values, and artificial intelligence. I have over ten years of teaching experience and I have worked with students from grade 2 - university.

## Education

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### University of Kentucky

MASTER OF ARTS IN PHILOSOPHY

- Graduated with cumulative 4.0 GPA

*Lexington, Kentucky*

*December 2019*

### Frostburg State University

MASTER OF ARTS IN TEACHING

- Graduated with cumulative 4.0 GPA

*Frostburg, Maryland*

*May 2010*

### Frostburg State University

BACHELOR OF SCIENCE

- Primary major: sociology
- Secondary major: philosophy
- Minor: psychology
- Graduated with honors in sociology

*Frostburg, Maryland*

*May 2007*

## Publications

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Grimsley, Christopher, Elijah Mayfield, and Julia R.S. Bursten. "Why Attention is Not Explanation: Surgical Intervention and Causal Reasoning about Neural Models." In *Proceedings of The 12th Language Resources and Evaluation Conference, 1780–1790*. Marseille, France: European Language Resources Association, 2020. <https://www.aclweb.org/anthology/2020.lrec-1.220>.

## Work Experience

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### University of Kentucky

TEACHING ASSISTANT

- taught Philosophy 100 (Introduction to Philosophy), Philosophy 120 (Introduction to Logic), and Philosophy 315 (Philosophy and Science Fiction)
- helped students to develop the ability to critically evaluate philosophical arguments, formulate new arguments, critique those arguments verbally and in writing.
- designed and graded classwork, homework, quizzes and tests

*Lexington, Kentucky*

*Aug. 2017 - Present*

### Frostburg State University

ADJUNCT FACULTY

- taught English 101 (Freshman Composition), English 105 (Critical Reading), and English 107 (English Praxis)
- helped students to develop reading comprehension, writing, critical analysis, and study skills for successful college-level learning.
- designed and graded classwork, homework, quizzes and tests

*Frostburg, Maryland*

*Sep. 2012 - May 2017*

### Allegany County Public Schools

SPECIAL EDUCATION ALTERNATIVE PLACEMENT TEACHER

- taught all secondary subjects to special education students involved in the alternative placement program.
- responsibilities included working with community organizations to provide educational services to students with behavioral challenges who were not well suited for a traditional classroom environment.

*Cumberland, Maryland*

*Dec. 2014 - Jun. 2015*

### Allegany County Public Schools

SUBSTITUTE TEACHER

- taught all middle and high school subjects on an as needed basis.
- responsibilities included writing and following specific and detailed lesson plans, writing reports on daily activities, maintaining a safe and orderly classroom environment.
- long-term social studies substitute teacher at Allegany High School in Cumberland, Maryland from April to June, 2013.

*Cumberland, Maryland*

*Jan. 2013 - Nov. 2014*

## **Allegany College of Maryland**

DEVELOPMENTAL READING INSTRUCTOR

*Cumberland, Maryland*

*Sep. 2010 - Dec. 2012*

- taught three levels of developmental reading
- administered the Accuplacer placement test
- provided out of class assistance in the Academic Reading Center
- designed and graded classwork, homework, quizzes and tests.
- served as a developmental English Instructor in Allegany County Public Schools under the Maryland Higher Education Commission's CPIP grant in the Spring of 2012.

## **Maryland Salem Children's Trust**

TEACHING PARENT

*Frostburg, Maryland*

*Sep. 2007 - May 2009*

- served as a direct care worker in a residential setting for adolescents experiencing a variety of emotional and behavioral problems
- assisted residents in learning various life skills to prepare for independent living

## **Courses Taught**

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### **Introduction to Philosophy**

PHILOSOPHY 100

*University of Kentucky*

*Spring 2020, Fall 2019*

- An introduction to philosophical studies with emphasis on issues of knowing, reality, and meaning related to human existence.

### **Introduction to Logic**

PHILOSOPHY 120

*University of Kentucky*

*Spring 2019, Fall 2018, Spring 2018 (as TA),*

*Fall 2017 (as TA)*

- A course which treats argumentation, syllogistic, and sentential logic. The focus will be on the use of formal methods in the construction and criticism of actual arguments, the aim being to inculcate standards of good reasoning, e.g., clarity, consistency and validity.

### **Philosophy and Science Fiction**

PHILOSOPHY 315

*University of Kentucky*

*Spring 2019, Summer 2019 (Online), Fall*

*2019 (online)*

- An examination of fundamental questions in metaphysics, epistemology, and value theory through a comparison of works of philosophy and science fiction. Questions will be discussed such as: Can there be time travel? Can computers think? Can there be non-human persons, and if so how would we identify them? Can there be ways of knowing that are radically different from our own, and what might they believe? How much can a person change while remaining the same person?

### **Freshman Composition**

ENGLISH 101

*Frostburg State University*

*Spring 2017, Fall 2016, Spring 2016, Fall*

*2015, Spring 2014, Fall 2013*

- Addresses the processes of composition and develops intermediate skills in writing essays with an argumentative edge. Based on readings for diverse audiences, it prepares students for writing documented essays.

### **English Praxis**

ENGLISH 107

*Frostburg State University*

*Spring 2017*

- Practical application of writing skills and/or literary analysis.

### **Critical Reading**

ENGLISH 105

*Frostburg State University*

*Fall 2015, Spring 2013, Fall 2012*

- The reading process: development of literal comprehension and critical analysis in various content areas.

### **Comprehensive Reading II**

READING 93

*Allegany College of Maryland*

*Fall 2012, Spring 2012, Fall 2011, Spring*

*2011, Fall 2010*

- This course is designed to help students become more efficient, systematic readers and thinkers. Emphasis will be placed on improving vocabulary and building advanced levels of comprehension and inferential reading, including the ability to analyze, evaluate, and integrate information.

### **Critical Reading**

READING 97

*Allegany College of Maryland*

*Fall 2011, Summer 2011, Spring 2011*

- Reading 97 is designed to provide a condensed review for making students more efficient, systematic readers and thinkers. Emphasis will be placed on improving vocabulary and building advanced levels of comprehension and inferential reading, including the ability to analyze, evaluate, and integrate information.

### **Comprehensive Reading I**

READING 90

*Allegany College of Maryland*

*Fall 2010*

- Students will practice basic techniques of reading comprehension, methods of remembering information, and ways of expressing their understanding. Emphasis will be placed on picking out the main idea of paragraphs, distinguishing major ideas from supporting details, recognizing how details in a paragraph are organized and related, and improving vocabulary.