

COMM 205

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Speech 2 Preparation Outline

Specific Purpose: To inform my audience about AI prompting and its uses and purpose in both academic and professional settings.

Central Idea: AI prompting is often ignored but is becoming more and more useful in many different fields, and is especially changing how the writing industry works.

Introduction

- I. I recently had a conversation with my uncle about what I wanted to do with my degree, and he asked me if I'd ever heard of AI prompting; I said no.
 - A. It's a fairly new idea because AI is so new, and not many people are familiar with the way it's changing ordinary jobs and increasing efficiency, especially in the field of writing and editing.
 - B. Today, I want to discuss what AI prompting is and how it's reshaping the way we approach writing both now, and in the future.

(*Transition:* For those of you who are unfamiliar with the term AI prompting, let's break it down.)

Body

- I. To begin, AI prompts, according to an MIT article, "are your input into the AI system to obtain specific results. In other words, prompts are conversation starters: what and how

you tell something to the AI for it to respond in a way that generates useful responses for you.”

- A. All this means is that AI prompting is the way in which we interact with AI in order to produce a certain outcome.
- B. This is similar to putting blocks in a specific order; you choose wisely for which ones you want to use at the beginning so that you create a more useful and stable result at the end.
- C. If AI prompting is so useful, then why is it unexplored? According to an article from the International Journal of Human-Computer Interaction, “With these many keywords comes a loss of control over the outcome. There is a high randomness to the outcome of text-to-image generation, and controlling the image generation—without resorting to additional tools ...is difficult, even for experts in prompt engineering.”
- D. The use of keywords is something that is relatively foreign to most AI-users today, even if many of us are familiar with AI itself.
- E. Using keywords to receive a particular output from AI is like plugging in numbers into a mathematical equation; if you know the answer you’re looking for, it makes it a lot easier to figure out which numbers you need to make the formula work.
- F. How does the use of keywords translate to the real world?

(Transition: That’s an excellent question, let’s take a look at a study done on this particular question.)

- II. In a study done by Jonas Oppenlaender, Rhema Linder, and Johanna Silvennoinen from the same journal as mentioned before, when participants were asked about artwork, they

discovered that “while participants were able to describe artworks in rich descriptive language, almost none of the participants used specific keywords to adapt the style of their artworks or modify the images in other ways. ... This points to prompt engineering being a non-intuitive skill that people first need to acquire before it can be applied in meaningful ways.”

- A. This shows us that AI prompting is not an inherent skill that most people are immediately comfortable with. How does this change how we interact with AI as students?
- B. In a research article for the International Journal of Educational Technology in Higher Education, author Yoshija Walter says “Beyond algorithmic thinking, AI in education demands a focus on creativity and technology fluency to foster innovation and critical thought.”
- C. AI in education will have to enforce an emphasis on creativity and not simple task work.

(Transition: If this is the difference in education, then what will the difference in the writing and editing industry be?)

- III. We will need to be conscious of the same things as in education; AI will allow us to get rid of the mundane and time-consuming tasks and allow us to put more time into our creativity.
 - A. We need to be careful to not replace our writing with all AI-supplemented work. In an NC State University article interviewing different professors in the English department, Professor Chris Anson notes that “Asking an AI-based system to

write an essay on a topic that the (human) writer has not yet explored significantly subverts the thinking and learning process.”

- B. This is exactly right, using AI in place of writing will actually just harm us as writers more than help us. But using AI to give us the basics will give us more time to put into our creativity.

(Transition: In conclusion, ...)

Conclusion

- I. AI prompting is an essential skill for us to learn in order to become more efficient at using AI in the workforce. However, it is not best used to replace writing, but rather to help kickstart our thinking and give us a foundation.

Speech 2: Speaking Outline

I. Conversation with Uncle Matt

- A. Fairly new & efficient
- B. Reshaping the approach to writing

(Transition: break down AI prompting)

II. To begin, AI prompts, according to an MIT article, “are your input into the AI system to obtain specific results. In other words, prompts are conversation starters: what and how you tell something to the AI for it to respond in a way that generates useful responses for you.”

- A. Interact with AI for outcome
- B. Building blocks analogy
- C. Keywords
- D. Why unexplored? According to an article from the International Journal of Human-Computer Interaction, “With these many keywords comes a loss of control over the outcome. There is a high randomness to the outcome of text-to-image generation, and controlling the image generation—without resorting to additional tools ...is difficult, even for experts in prompt engineering.”
- E. Unfamiliar with keywords
- F. Math equation analogy
- G. Keywords in real world?

(Transition: look at a study on question)

III. In a study done by Jonas Oppenlaender, Rhema Linder, and Johanna Silvennoinen from the same journal as mentioned before, when participants were asked about artwork, they

discovered that “while participants were able to describe artworks in rich descriptive language, almost none of the participants used specific keywords to adapt the style of their artworks or modify the images in other ways. Moreover, participants were not able to significantly improve the quality of the artworks in the follow-up study. This points to prompt engineering being a non-intuitive skill that people first need to acquire before it can be applied in meaningful ways.”

A. AI prompting not inherent - Interact as students?

B. In a research article for the International Journal of Educational Technology in Higher Education, author Yoshija Walter says “Beyond algorithmic thinking, AI in education demands a focus on creativity and technology fluency to foster innovation and critical thought.”

C. Emphasis on creativity

(Transition: difference in education = difference in writing?)

IV. AI gets rid of mundane, doesn't replace

A. In an NC State University article interviewing different professors in the English department, Professor Chris Anson notes that “Asking an AI-based system to write an essay on a topic that the (human) writer has not yet explored significantly subverts the thinking and learning process.”

B. AI gives us basics, not creativity

(Transition: in conclusion...)

V. AI prompting = essential skill, foundation, not replacement

Works Cited

- “Effective Prompts for AI: The Essentials.” *MIT Sloan Teaching & Learning Technologies*, 16 Sept. 2024, mitsloanedtech.mit.edu/ai/basics/effective-prompts/.
- Garbarine, Rachele. “How Is Ai Changing How We Write and Create?” *College of Humanities and Social Sciences*, 27 Mar. 2023, chass.ncsu.edu/news/2023/03/27/how-is-ai-changing-how-we-write-and-create/.
- Oppenlaender, Jonas, et al. “Prompting AI art: An investigation into the creative skill of prompt engineering.” *International Journal of Human–Computer Interaction*, 28 Nov. 2024, pp. 1–23, <https://doi.org/10.1080/10447318.2024.2431761>.
- Walter, Yoshija. “Embracing the future of artificial intelligence in the classroom: The relevance of AI literacy, Prompt Engineering, and critical thinking in modern education.” *International Journal of Educational Technology in Higher Education*, vol. 21, no. 1, 26 Feb. 2024, <https://doi.org/10.1186/s41239-024-00448-3>.