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## As Soon as [A]I Speak[s]

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**GENESEO**  
THE STATE UNIVERSITY OF NEW YORK

## IDEAS THAT MATTER

### 2024-2025 Artificial Intelligence

#### **Instructor's Guide: As Soon as [A]I Speaks...**

Prepared by Lytton Smith, Professor of Poetry

#### **Overview**

This guide facilitates the delivery of a two-workshop sequence allowing students to understand how an Artificial Intelligence (AI) Large Language Model (LLM) composes poetry, and to use that knowledge to compose their own poem for optional display in both electronic and physical form. Students may participate in either/both workshops, and in each will engage in reflective work to understand how AI impacts them and vice versa.

While a key goal of this project is to help participants understand social expectations for the artform of poetry and how poems construct meaning, this event could be adapted to run using a variety of other written modes and genres, such as fiction, science writing, song lyrics, and more.

Workshop One allows students to understand the basic operations of Artificial Intelligence and to briefly compare three different AIs, using them to generate three poems.

Workshop Two focuses on the specific process of Prompt Engineering, in order to improve the poem the student is trying to write through developing critical reflection skills.

## Learning Outcomes

Those who participate in this event, or an adaptation of it, will be able to:

1. Identify key questions related to Artificial Intelligence and outline strategies or methods to tackle them. Geneseo students should be able to identify applicable intellectual and practical skills articulated in GLOBE.
2. Apply and transfer knowledge and/or skills:
  - a. Communicate about Artificial Intelligence in a variety of formats for diverse audiences.
  - b. Reflect upon how learning about Artificial Intelligence shapes your daily life, short- and/or long-term goals, interests, and/or civic responsibilities.
  - c. Identify how specific populations are impacted by Artificial Intelligence and the implications for social justice, such as Identifying systemic biases that prevent equitable participation in and/or benefit from the Idea That Matters, and take action to address these inequities.
  - d. Meet outcomes for integrative and applied learning in GLOBE, including reflective practice.

## Timeline

- September 20th, 2024, 4-6pm - Workshop 1
- October 18th, 2024, 4-6pm - Workshop 2
- November 24th, 2024 - deadline for submission of student poems for exhibition
- December 10th, 2024 12-2pm - Exhibition opening event
- December 10th-16th, 2024 - Gallery Exhibition

## Required Materials

### Essential

- Workshop Slides (One and Two)
- Instructor Guide
- Poem handouts

### Optional

- Lillian-Yvonne Bertram, [A Black Story May Contain Sensitive Language](#)

## Workshop One, 2 hours, The Self in Words

### Goals for today

- To reflect on our individuality - our “I” - as we collaborate with an AI, an Artificial Intelligence
- To define some parameters for what a poem might be and how it might be useful to “I” and to us.
- To collaborate with three different AIs to produce drafts of three different poems
- To start to understand what we mean by AI and leave more familiar with key terminology.

### Materials Required

- Workshop Slides
- Computers for participants
- Printed copies of poem handout (poems are also linked from Slide Five)

### Workshop Outline

#### Part One: Expectations of Poetry, Expectations of the Self

- Instructor-led Introduction to Workshop; Workshop Goals (Slide One)
- Group Discussion: Expectations of a poem (Slides Two and Three)
  - Key takeaway: “lyric subjectivity”
- Private, reflective writing (Slide Four)
- Introduce If This, Then That algorithm to divide into groups for poem discussion (Slide Five)
- Read and discuss the poem using prompts (Slide Six)
- Share out; record
- Expectations we have of a poem
- Expectations we have of our self-identity as it tries to communicate with others.
- Stretch/pause/comfort break

#### Part Two: Writing With AI

- Instructor-led discussion of five key terms. (Slide Eight)
- Introduction of Google’s Verse by Verse AI; time to try it out (Slides Nine and Ten)
- Report back: what are we learning, what’s changing from our takeaways from Part One?
- Introduction of Replicate’s Poet-Vicuna-13b; time to try it out (Slides Eleven and Twelve)
- Report back: what are we learning, what’s changing from our takeaways from Part One?

- What's different from the previous AI?
- Introduction of Chat GPT; time to try it out (Slides Thirteen and Fourteen)
- Report back: how are these AIs enabling and/or frustrating us as would-be poets?
- Private, reflective writing (Slide Fifteen)
- Final thoughts/takeaways; Trail ahead to Workshop Two (Slides Sixteen and Seventeen)

## **Workshop Two, 2 hours, Negative Capability & Prompt Engineering**

### Goals for today

- To understand and practice the possibilities of “prompt engineering” or how the instructions we give an AI change its outputs.
- To reflect on what our instructions, and the AI(s) response(s) reveal about expectations we have about poetry and about knowledge, including about what and whose knowledge matters.
- To utilize the intellectual practice of “negative capability” - weighing multiple valid responses at the same time - in order to understand both the prompts and the results produced through working with AI.
- To produce a poem that reflects our intellectual and social-emotional self/selves, and to reflect on the ways working with an AI has contributed to both self-understanding and communicating with others.

### Materials Required

- Workshop Slides
- Computers for participants

Prerequisites: participants are encouraged, but not required, to have:

- Attended Workshop One and/or viewed the slides
- Read the introduction to Lillian Yvonne-Bertram's *A Black Story May Contain Sensitive Language*.
- Read the Poet-Vicuna-13b documentation

### Workshop Outline

#### Part One: The I of Poetry and AI (Slide One)

- Instructor-led Introduction: Review of Workshop One plus Workshop Goals (Slides Two-Four)
  - Poetry expresses an I not to replicate the writer but to explore “I”ness.
  - AI searches for what many have expressed to make a new composition.
- Private, reflective writing (Slide Five)

### Part Two: Prompt Engineering & Negative Capability (Slide Six)

- Prompt Challenge: Instructions so another group could make a meal for six people (Slide Seven)
- Share out. Discuss differences and challenges (Slide Seven)
- Prompt Engineering definition; poem example (Slides Eight and Nine)
- Try this with an AI (e.g. Chat GPT) (Slide Ten)
- Group debrief - what makes for effective AI prompting? (Slide Ten)
- Negative capability definition: allowing for surprise (Slides Eleven and Twelve)
- Reflective writing (Slide Thirteen)
- Stretch/pause/comfort break

### Part Three: Writing With AI (Slide Fourteen)

- Selecting an AI: what are each AIs expectations of poem? Where is it learning from? (Slides Fifteen and Sixteen)
- Composition and Revision Time (Slide Seventeen)
- Break after 10 minutes to hear about some prompt engineering attempts
- Break after 20 minutes to troubleshoot/hear excitements.
- Sharing (Slide Eighteen)
- Reflective Writing (Slide Nineteen)
- Gallery Show information (Slide Twenty)
- Final Takeaways?

### **Exhibition, 2 hours**

- Print and display at student lounge.
- Reading of student work
- Discussion / Q&A