Honors Signature Seminar | IDH3931

Prompt Research

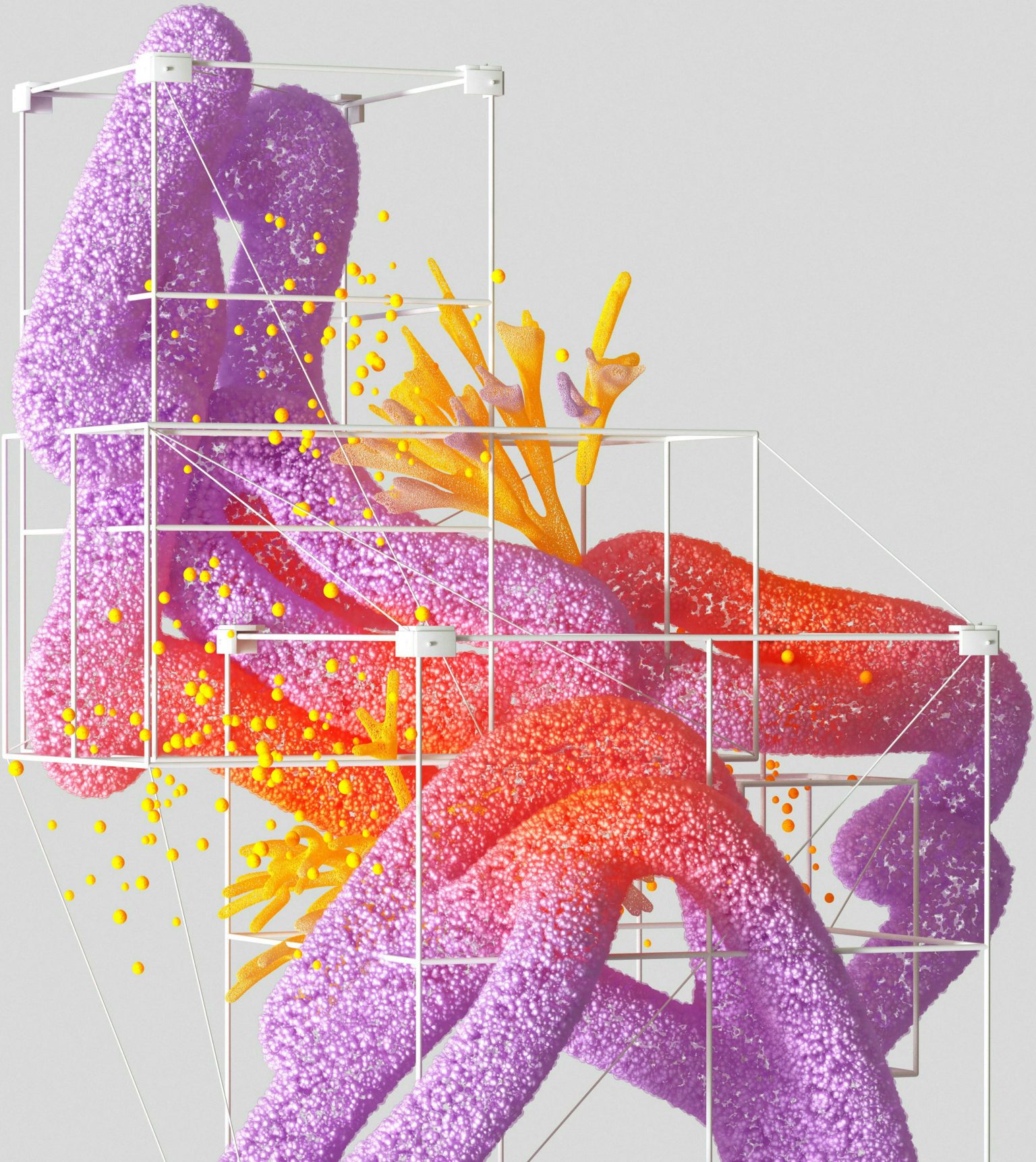

Table of Contents

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Prompt Research

Course Number
IDH3931

Catalog Description
From calibrating facets of prompts to designing new ways of prompting, how we prompt is evolving. For every new sophisticated way of prompting, new models are upending old prompts. Entering this dynamic field, students will first read papers on prompt design and engineering. Then, having identified an opportunity, students will use critical, creative, and lateral thinking to collaboratively craft a new prompt and conduct research on its efficacy. Finally, students will submit their findings to relevant conferences and journals.

Term
Fall 2025

Time and Location
M | Period 5 | LIT 0119

Instructor
Zea Miller, PhD
Assistant Instructional Professor
University Writing Program

Contact
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Email (Outlook, not Canvas Messaging)

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2215 Turlington Hall
(352) 846-1138

Office Hours
T | 10–11 AM | TUR 2223E

Details

Course Background

Prompt design and engineering continue to both broaden and narrow, extending reach into new possible domains and specializing in work that matches the new capabilities of new models. New kinds of prompts are being sought, distributed, and even published. Students today will be the ones who solve problems and overcome gaps, and some may enter the prompt space to create such new solutions and bridges.

Course Description

Every year if not by term, new AI products, platforms, and services are released for which prompting remains essential. Along the way, designing and engineering prompts has built a new creative domain full of potential for new ways of doing work. In this course, students will examine the the landscape of AI research into prompting at its cutting edge, collaborate with peers on a research project in prompt design and engineering, and make a meaningful contribution to the field through a conference presentation and/or journal submission. Thus, the course follows the following schema: study published prompts to create a foundational understanding of prompting, examine the structural nature of prompting as a bridge to future research, and create a new kind of prompt as a capstone experience.

Required Materials

No book purchase required. A laptop or tablet will be required for in-class work.

Student Learning Outcomes

Overarching Objective
Upon completion of this course, a student should be able to establish optimal parameters for prompt research, conduct work thereunder, and demonstrate and evaluate compliance thereto.

Goals	Means	Outcomes
• To review recent research in prompt design and engineering among academic and non-academic (e.g., industry, blog, social media) sources • To summarize complex findings for peers • To analyze current, popular, and underground or avant-guard prompting methods to uncover underlying patterns and structures and create frameworks therefrom • To introduce then demonstrate new prompts while handling technical complications and suggestions from peers • To formulate novel research questions that surface unique problems • To design a prompting methodology to address a specific opportunity or challenge as a viable solution • To construct methods that test and refine the solution qua prompt • To evaluate the efficacy and efficiency of the prompt across multiple, contrasting scenarios and platforms • To optimize prompts through applied engineering techniques • To compose a research report detailing original findings suitable for an academic audience	• Reviewing prompt design and engineering sources • Conducting research into prompts • Discussions in class and among peers in collaboration • Deliverables submitted for process-based assignments • Presentations to the class • Engagement and contributions to group work	Having progressed from reading about prompts to designing them and, equally, from learning theory to executing application, students will be able to: • Critically analyze and synthesize existing prompt information • Extrapolate frameworks to classify and understand prompt forms, modes, and mechanics • Apply research methodology to design, test, and improve prompts • Communicate effectively through interpersonal group work, scholarly writing, and professional presentations • Connect their AI findings with possibilities and opportunities in their majors and careers

Assessment

Grading Scale

Please review the UF grade and grading policies.

Percentages to the hundredths place are rounded up at 5 and down at 4 and below to the nearest whole number for *only* the course grade calculation. Assignment grades rest as calculated by Canvas rubrics.

Grade	Percentage
A	94.00 – 100%
A-	90.00 – 93.99%
B+	87.00 – 89.99%
B	84.00 – 86.99%
B-	80.00 – 83.99%
C+	77.00 – 79.99%
C	74.00–76.99%
C-	70.00–73.99%
D+	67.00–69.99%
D	64.00–66.99%
D-	60.00–63.99%
E	<60.00

Honors Grade Minimum

A minimum grade of B is required to earn Academic points towards your Honors Completion Requirements. (Exception: Honors Quest I and II sections require a C). Once you have earned your final grade in this course, please upload the course information and final grade from your Unofficial Transcript into your Honors Canvas Cohort: Honors Completion module to earn Honors Milestone / Completion credit.

Point Totals

Number	Assignment	Points
1	Current Prompt Research	250
2	Formal Prompt Research	500
3	New Prompt Research	1000
		Total 1750

Rubrics

Pass/Fail Grading Rubric

Work submitted for P/F grading will be assessed by how the deliverable measures against benchmark qualities for assessment as binary ratings. A minimum of 50% of the point total is required to earn a passing grade.

Rating	Sufficient	Insufficient
Standard	*Meets*	*Does Not Meet*
Content Correctness, Completeness, Complexity, Evidence	Points x 1	Points x 0
Expression Clarity, Concision, Coherence, Citations, Style, Mechanics	Points x 1	Points x 0
Form Structure, Organization, Genre, References	Points x 1	Points x 0
Substance Argumentation, Effectiveness, Visuals	Points x 1	Points x 0

Standard Grading Rubric

Work submitted for grading will be assessed at point values determined by how the deliverable measures against the standard benchmark qualities for assessment as ratings:

Rating	Except-ional	Excellent	Great	Good	Fair	Poor	Insuffi-cient
Standard	*Surpasses*	*Extends*	*Nicely Meets All*	*Meets All*	*Meets Some*	*Barely Meets*	*Does Not Meet*
Content Correctness, Completeness, Complexity, Evidence, Sources	Points x 1.07	Points x 1	Points x 0.97	Points x 0.87	Points x 0.77	Points x 0.67	Points x 0
Expression Clarity, Concision, Coherence, Style, Mechanics, Citations and References	Points x 1.07	Points x 1	Points x 0.97	Points x 0.87	Points x 0.77	Points x 0.67	Points x 0
Form Structure, Organization, Genre	Points x 1.07	Points x 1	Points x 0.97	Points x 0.87	Points x 0.77	Points x 0.67	Points x 0
Substance Argumentation, Effectiveness, Visuals	Points x 1.07	Points x 1	Points x 0.97	Points x 0.87	Points x 0.77	Points x 0.67	Points x 0
AI Content Quality	Points x 1.07	Points x 1	Points x 0.97	Points x 0.87	Points x 0.77	Points x 0.67	Points x 0

Assignments

1. Current Prompt Research

250 Points. P/F Rubric.

Description
Find, summarize, and present on at least 3 sources that address various prompt styles, approaches, techniques.

Deliverable 1
An annotated bibliography of at least 3 sources. Create in Typst with example prompts and outputs.

Deliverable 2
A slide deck to accompany a presentation to the class on at least 3 example prompts and outputs.

2. Formal Prompt Research

500 Points. Standard Rubric.

Description
In groups, trace the modes of prompts and aggregate into types. Create frameworks that capture the forms observed.

Deliverable
A slide deck that outlines findings to the class. Be prepared to create then execute examples based on impromptu peer suggestions.

3. New Prompt Research

1000 Points. Standard Rubric.

Description
Either individually or in groups, design a new kind of prompt and engineer it to work optimally and efficiently.

Deliverable 1
A paper outlining your approach, refinement methods, and sample results in at least 3 contrasting situations. Create in Typst with example prompts and outputs.

Deliverable 2 (Ungraded)
Share your findings with the class on the last day.

Weekly Course Schedule

Week	Course Topics and Activities	AI Topics and Uses	Assessments
1	Term begins on a Thursday. Monday class does not meet.		
2 8/25	**Lectures and Discussions** Course Introduction **Activities** Student Introductions	**NaviGator** Introduction	**Assignments 1–3** Discuss Parameters and Timelines
3 9/1	Labor Day. Class does not meet.		
4 9/8 **5** 9/15 **6** 9/22	**Activities** • Student Presentations • Test and Discuss Examples	**NaviGator** Examine Student Examples	**Current Prompt Research** • Conduct Research on Prompts • Summarize Findings in Paper • Introduce Findings to Class
7 9/29	Professor at conference. Class does not meet.		
8 10/6 **9** 10/13 **10** 10/20 **11** 10/27	**Activities** • Group Work • Group Presentations • Test and Discuss Examples	**NaviGator** Examine Student Examples	**Formal Prompt Research** • Conduct Research on Prompts • Summarize Findings in Presentation • Introduce Findings to Class
12 11/3 **13** 11/10 **14** 11/17	**Activities** • Imagine Intervention Possibilities • Design Suitable Prompt • Engineer Prompt • Detail and Present Findings	**NaviGator** Examine Student Examples	**New Prompt Research** • Conduct Research on Prompts • Summarize Findings in Paper • Introduce Findings to Class
15 11/24	Thanksgiving break. Class does not meet.		
16 12/1	**Activities** Present Captstone Findings to Class	**NaviGator** Examine Student Examples	

Policies

Course Statements

AI or Large Language Models
Required and Restricted. No overarching policy; instead, assignments will individually have parameters detailing if, when, and how to appropriately use AI as a resource during process-based work.

Attendance
Required. Standards for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies for university-sponsored and supported reasons (e.g., athletics and band, illness, and religious holidays). Excused absences related to university-sponsored events must be discussed with the instructor prior to each event. At 6 unexcused absences, the course grade ceiling will be lowered to B+. Course failure is caused by 9 unexcused absences. Make-up work for excused absences should be discussed with the instructor.

Participation
Required. A great deal of our work will be collaborative, whether in conversations, group discussions, or providing feedback to peers. As a result, you must participate in the culture of the class. Failure to do so will lead to positive interventions and encouragement.

Tardiness
If you miss more than 15 minutes of class, you will be marked absent for the day, unexcused, unless and until an acceptable excuse is provided at the end of class that day. While highly unlikely, if inauspicious circumstances delay my arrival by more than 15 minutes, in-class activities (not assignments, for which the due dates would remain in effect) for that day should be considered both canceled and rescheduled.

Participation and Preparation
Come prepared. On average, you will need to devote at least 3 hours per week for attendance and participation and 6 hours per week toward creating, reading, and research.

Process and Storage
All digital work must be crafted or composed and/or stored on a cloud-based service. This course will promote working as a process requiring drafts and revisions. Moreover, all students will be tasked with feedback responsibilities in class.

Grading
Assignments must be submitted as indicated on Canvas. Coursework will be graded by how closely it meets rubric-grounded criteria.

Late Work
Late work will be accepted within a 48-hour window without penalty. Afterward, work will be subject to a grade ceiling of B+. Reading quizzes must be completed within a 1-week window for credit. In harmony with the attendance policy, late work for excused absences should be discussed with the instructor and will not be subject to penalties.

Laptops, Cellphones, and Other Electronic Devices
Laptops are welcome in class for our work, note taking, and feedback (not entertainment or social media). Cellphones should always be silent and only used for necessary log in processes. However, please let the instructor know if you are expecting an urgent call or text. Students who misuse their electronics will first be asked to terminate their activities and, second, dismissed for the day, unexcused.

Important Dates, Changes, and Readings
Please review the course calendar on Canvas weekly. Deadlines are subject to change relative to our overall progress. Changes will be announced in class and on Canvas. Please consult the modules page in Canvas for required and recommended readings.

General Disclaimer
Owing to weather, local conditions, or situations, the instructor may adjust the schedule as necessary and will notify students via Canvas.

Honors Program Contact Information
Address: 201 Walker Hall. Phone number: 352-392-1519. Quick questions for an Honors advisor? Email advisor@honors.ufl.edu. Need an Honors advising appointment? Schedule via Microsoft Bookings.

University Statements

Please visit the webpage for UF Academic Policies and Resources.