

Professor Claude Miller, Burton Hall 210, TR, 9:00-10:15 PM

Office: Burton 125b; Office hours: TR 10:30-11:30 by appointment; cm@ou.edu.

COURSE DESCRIPTION:

Communication & Emotion is an advanced course exploring the nature of emotion within human interaction. The course will examine theory and research concerning the functions of cognition, affect, motivation, and emotion as they affect thinking, feeling, mood, memory, drive, and expression across a range of social interpersonal contexts.

REQUIRED TEXT:

You are not required to purchase a textbook for this class. Readings are provided free through the Canvas course Website: <https://canvas.ou.edu/>

COURSE POLICIES:

To be successful, you need to read the assigned material ahead of time and come in ready to *actively* engage the subject matter in an intelligent way (i.e., be ready to talk and participate in the discussion).

Cell phones must be put away during class. Exams will not be scheduled around travel plans.

A substantial percentage of the grade will be based on a subjective assessment of your engagement with the material, and your contribution to class discussions. Regular attendance shows an interest in the course, and will produce positive outcomes. Participation via attendance and discussion accounts for a large portion the course grade. **Regular attendance is essential.** We will cover a lot of fascinating material, so doing the readings before class and coming in ready to talk about the material is crucial.

Students participating in officially sanctioned activities (prearranged athletics-related, or otherwise college-sanctioned absences, or documented medical or family emergencies) may be excused from class and allowed to make up missed work. Documentation is required for full credit on made up work. Missed quizzes or exams w/o documentation may be made up at my discretion, but only at half credit.

It is the policy of the University of Oklahoma to excuse (i.e., sanction) absences of students resulting from religious observances. ***You must notify me ahead of time*** if you need to reschedule any required class work that falls on a religious holiday.

EXAMS: There will be a midterm and a final. The final will include material covered during the entire term. Both exams may consist of essay, short answer, and multiple-choice questions based on lectures, discussions, and assigned readings. **Missed quizzes or exams caused by a sanctioned absence *may be made up*** for full credit with documentation (or half-credit w/o documentation) ***only within 2 weeks***.

Each quiz is worth 10 points and will reduce the size of the midterm or final—depending on when the quiz is given—by 10 points. Quizzes occur frequently and may be given at any time (*the syllabus schedule gives approximate times*). Quizzes and the two exams account for 60% of the course grade.

REFLECTIONS: You will prepare a brief reflection, speculation, comment, or question concerning an aspect of the currently assigned reading. Ideally two or three paragraphs, these reflections are to be no more than one typed page (1.5 spaced) due via the Canvas Discussion Link by 5:00 PM each Monday. Reflections will account for 12% of the course grade (i.e., 120 points; see attached example).

AI ASSISTED EVT PAPER: You will write a five-to-seven-page paper about an instance, occasion, or episode where you or someone you know (e.g., an acquaintance, friend, relative, or romantic partner) positively (or negatively) violate someone else's expectations in a way that resulted in a pleasing (or unpleasing) outcome. Expectancy violations theory (EVT; Burgoon, 2015) will provide the theoretical framework for guiding the composition of this paper. You will work with an artificial intelligence (AI) model to organize and compose your paper using the assumptions of EVT to identify the psychological mechanisms involved and explain the emotional nature of the outcomes. This project will account for 16% of the course grade (i.e., 160 points) See the assignment rubric at the bottom of this syllabus.

PARTICIPATION AND ATTENDANCE: You are expected to attend classes regularly and arrive on time; grades are strongly correlated with attendance and participation. Any material missed during a class session due to an absence, including announcements, modified assignments, explanations, etc., is your responsibility to obtain whether due to sickness or other sanctioned absences. It is your responsibility to check with the me if you arrive after attendance has been taken for a given class. *You may receive 20 bonus points of extra credit for **perfect attendance** (allowing for sanctioned absences).*

A significant portion of the grade is determined by in-class participation. Students are expected to have **READ THE ASSIGNED READING PRIOR TO ATTENDING CLASS**, and to **DEMONSTRATE THIS BY JOINING IN THE DISCUSSIONS**. 12% of the course grade will be based on attendance & class participation. You are expected to attend class and actively participate in the exercises and discussions. In cases of sickness, let me know via email BEFORE the class period and provide documentation upon your return. Participation and attendance account for 120 points.

Note: You may miss two classes without documentation or penalty. *However, missing any classes without providing documentation will disqualify you for the 20 bonus points of extra credit for perfect attendance.* Each missed class without documentation beyond two will result in a deduction of 6 participation points (i.e., 5% of the 120 points).

TIPS FOR TAKING EFFECTIVE NOTES IN THIS CLASS

PowerPoint is used as a visual aid to supplement the lectures. The ppt slides are only an outline of the main points and are not a substitute for your own notes. There's a good deal of information presented during lecture and class discussions that may not be on the slides. The slides will be provided on Canvas, so copying down what is on the slides is an inefficient use of your time. My suggestion is not to copy them word-for-word because you'll likely miss what the key terms mean, or not think much about the examples discussed. Rather, a better strategy is to read what is on the slides and write down only a few key words or phrases along with some examples we discuss that will help you remember the concepts. Also, ask questions; in fact, ask a lot of questions.

COURSE REQUIREMENTS & GRADING SCALE

<u>Participation</u>	<u>120</u>	<u>A = 900—1000</u>
<u>Reflections</u>	<u>120</u>	<u>B = 800—899</u>
<u>Visual Project</u>	<u>160</u>	<u>C = 700—799</u>
<u>Midterm/quizzes</u>	<u>300</u>	<u>D = 600—699</u>
<u>Final/quizzes</u>	<u>300</u>	<u>F < 600</u>
<u>Total</u>	<u>1000</u>	

Up to 4 SONA credits (40 points @ 1 hr. = 1 credit = 10 points.) may be awarded for participation in studies conducted by researchers within the department of communication. EC may be ≤ 4% of total course credit. See the Undergrad research page: <http://www.ou.edu/cas/comm/academics/undergraduate/research-opportunities>

For information about issues related to academic integrity, see: <http://www.ou.edu/provost/integrity/>.

Cheating on the quizzes, either while taking them or grading them, constitutes academic misconduct.

Note: Because of the serious nature of the consequences of academic misconduct, before being charged, you have rights as an OU student. If you are accused of academic misconduct and reported for violating the Academic Integrity code, you have the right to an investigation and may request one led by the Integrity Council. Please see: <http://integrity.ou.edu/files/InvestigationProcedures.pdf>

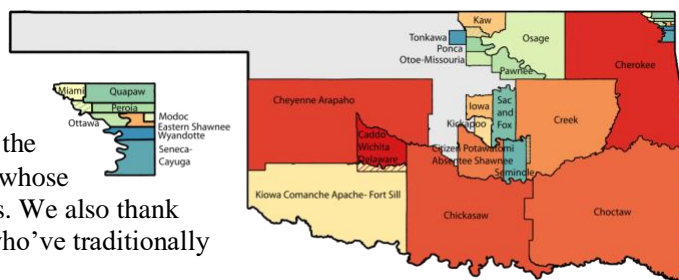
Adjustments for Pregnancy/Childbirth Related Issues: Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss them. Generally, modifications will be made where medically necessary, and they will be similar in scope to accommodations based on temporary disability. Please see www.ou.edu/content/eoo/faqs/pregnancy-faqs.html for commonly asked questions.

This schedule may be modified as needed. Quizzes are approximate dates.

DATE	CONTENT	READINGS (G&S chapter #s vary depending on edition)
1/14	Introduction	
1/16	Philosophy of Emotion	Solomon (1993) quiz 1
1/21	Communication, Affect, & Emotion	Dillard (1998)
1/23	continued	quiz 2
1/28	Primacy of Affect	Zajonc (1980)
1/30	Primacy of Affect (continued)	quiz 3
2/4	Evolution & Emotion	Ekman (1998); Darwin (1872)
2/6	Arousal Labeling (a classic study)	Schachter & Singer (1962); quiz 4
2/11	Affect, Emotion, & Communication	Anderson & Guerrero (1998) quiz 5
2/13	Regulation of Emotion (quiz 6 take home)	Niedenthal et al., Ch. 5 Film: Black Narcissus
2/18	Self-Conscious Emotions	Niedenthal et al., Ch. 3 Black Narcissus (cont.)
2/20	Shame & Guilt & Anger (quiz 7 online)	Tangney et al. (1996) Paper proposal due
2/25	Shame & Guilt & Anger (continued)	Film: Girl with a Pearl Earring
2/27	Anger	Canary et al. (1998) Pearl Earring (cont.)
3/4	Anger (continued)	quiz 8
3/6	Review	
3/11	Midterm Exam	
3/13	*go over exam*	*Attendance required for curve adjustment credit*
3/16-23	Spring Break	
3/25	Self-Discrepancy Theory	Higgins (1987)
3/27	(continued)	quiz 9
4/1	Jealousy	Guerrero & Anderson (1998b)
4/3	Gender & Sexual & Emotional Jealousy	Harris (2004) quiz 10
4/8	Sex, Life History, & Romantic Attachment	Dunkle et al. (2016) quiz 11
4/10	Liking & Love quiz 12 (take home)	Taraban et al. (1998) Film: When Harry Met Sally
4/15		When Harry Met Sally (cont.)
4/17	Terror Management Theory (TMT)	Greenberg (2020) AI Assisted EVT Paper due
4/22	Death & Love quiz 13 (take home)	Mikulincer et al. (2003) Film: Flight from Death
4/24	TMT, Emotion & Wellbeing quiz 14 (take home)	Martin et al. (2004) Flight from Death (cont.)
4/29	TMT, Emotion & Paradox	Janoff-Bulman & Yopik (2004)
5/1	Emotion & Time & Motivation	Carstensen (2006); Fung & Carstensen (2006) quiz 15
5/9	Final Exam 8:00-10:00 AM, Friday, May 9th, 2025	

UNIVERSITY OF OKLAHOMA TRIBAL LAND ACKNOWLEDGEMENT

We appreciate, honor, and respect the diverse native peoples connected to this land. We recognize, support, and advocate for the sovereign rights of all of Oklahoma's 39 tribal nations. We are particularly beholden to the Hasinai Caddo Nation, the Kiriiki?i:s Wichita Nation and their affiliated tribes whose traditional home is the land upon which OU now sits. We also thank the Apache, Comanche, Kiowa and Osage nations who've traditionally used this land for hunting, trade, and migration.



Title IX Resources: For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24-7, counseling services, mutual no contact orders, scheduling adjustments and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office 405-325-2215 (8-5, M-F) or OU Advocates 405-615-0013 (24.7) to learn more or to report an incident.

Accessibility & Disability Resource Center (ADRC):
730 College Avenue - University Community Center; Email: adrc@ou.edu
Norman, OK 73019; (405) 325-3852 (Voice) - (405) 217-3494 (VP); (405) 325-4491 (Fax)

If you are experiencing any mental health issues that are impacting your academic performance, counseling is available at the University Counseling Center (UCC). The Center is located on the second floor of the Goddard Health Center, at 620 Elm Rm. 201, Norman, OK 73019. To schedule an appointment call (405) 325-2911

EMERGENCY PROTOCOL

During an emergency, there are official university [procedures](#) that will maximize your safety.

Severe Weather: If you receive an OU Alert to seek refuge or hear a tornado siren that signals severe weather 1. *LOOK* for severe weather refuge location maps located inside most OU buildings near the entrances 2. *SEEK* refuge inside a building. Do not leave one building to seek shelter in another building that you deem safer. If outside, get into the nearest building. 3. *GO* to the building's severe weather refuge location. If you do not know where that is, go to the lowest level possible and seek refuge in an innermost room. Avoid outside doors and windows. 4. GET IN, GET DOWN, COVER UP. 5. *WAIT* for official notice to resume normal activities. [Link to Severe Weather Refuge Areas](#), [Severe Weather Preparedness - Video](#)

ARMED SUBJECT/CAMPUS INTRUDER

If you receive an OU Alert to shelter-in-place due to an armed intruder situation or you hear what you think are gunshots:

1. **Avoid:** If you believe you can get out of the area WITHOUT encountering the armed individual, move quickly towards the nearest building exit, move away from the building, and call 911.

2. **Deny:** If you cannot flee, move to an area that can be locked or barricaded, turn off lights, silence devices, spread out, and formulate a plan of attack if the shooter enters the room.

See: [Shots Fired on Campus Procedure – Video](#)

3. **Defend:** As a last resort fight to defend yourself. See: [OU's Emergency Preparedness site](#)

FIRE ALARM/GENERAL EMERGENCY

If you receive an OU Alert there is danger inside or near the building, or the fire alarm activates:

1. **Leave** the building. Do not use the elevators.

2. **Know** at least two building exits

3. **Assist** those that may need help

4. **Proceed** to the emergency assembly area

5. **Notify** first responders of anyone who may still be inside building due to mobility issues once you are safely outside.

6. **Wait** for official notice before attempting to re-enter the building.

[OU Fire Safety on Campus](#)

Sample Reflections (roughly 10 points each).

Reflections may cover one or both readings for the week and should be submitted to *Canvas* by 10 AM Monday (Any submitted more than 24 hours late receive no more than ½ credit).



Kathryn Vogle

Feb 28, 2021



Reflection 6, Niedenthal et al. (2006) Ch. 3, Self-Conscious Emotions

Throughout the course of this class, I have found myself thinking, why do we experience these emotions? What's the point - especially with jealousy. We have talked a lot about jealousy throughout the class, and it always seemed like a fundamental, strong emotion, and an emotion that seems to come up a lot in everyday life for most people, but why do we even have it, is there really a point? Niedenthal touches on this briefly with the discussion of jealousy and envy actually having a purpose and having positive outcomes, which makes sense. She states that, especially with jealousy that it can actually help a relationship if used correctly. That it can make the other individual feel more wanted and even drive people to work more on their relationships, which I can see as being true after really thinking about it. I know from experience that in past relationships, that hint of jealousy has made me feel wanted. It's interesting, though, because we see jealousy as such a nasty emotion, and without thinking about it too much, it can really only seem negative. Still, as Niedenthal pointed out, there are actually benefits from it as well. After sitting and contemplating it, I think that's how all emotions are, and I know we have touched on this in class. There aren't bad emotions; even shame can bring about change in an individual if they use it properly. Really emotions are just what you make of them.

↩ Reply 👍



Lauren Weatherly

Feb 28, 2021



Reflection 6, Niedenthal et al. (2006) Ch. 3

I thought it was interesting to read about jealousy especially after watching "Black Narcissus." It made me more aware of the emotions we witnessed throughout the movie. The fact that self-concept begins when we are two was fascinating to me. Self-concept emotions are important to learn about because they are most likely emotions that everyone has felt at some point or another. It also can help us reevaluate our emotions and the choices that we make. I know that I often focus on these emotions frequently, so learning about each of them such as jealousy, envy, pride, embarrassment, etc. was helpful to read. I didn't realize there was a big difference between envy and jealousy until we discussed this in class. Reading about it here also helped me understand the difference between the two. I've always viewed envy as a negative emotion thinking that nothing good can come from it, however, the text states that it can result in self-improvement which can be positive. Pride and hubris were also two terms that I thought were interchangeable before taking this class. I enjoyed reading about the difference and how to distinguish the two from one another.

↩ Reply 👍

Rubric for the AI Assisted EVT Paper

For this five-to-seven-page paper, you will write about an instance, occasion, or episode wherein you or someone you know (e.g., an acquaintance, friend, relative, or romantic partner) positively (or negatively) violated someone else's expectations in a way that resulted in a positive, pleasing, agreeable (or negative, unpleasing, disagreeable) outcome. Expectancy violations theory (EVT; Burgoon, 2015) will provide the theoretical framework for guiding the composition of this paper. You will work with an artificial intelligence (AI) large language model (LLM) to organize and compose your paper using the assumptions of EVT to identify the psychological mechanisms involved and explain the emotional nature of the outcomes. More details are offered below.

The University provides an LLM platform called *Copilot* (from Microsoft) free of charge. You may elect to use other LLM platforms such as OpenAI's *o1*, *Chat-GPT 4o*, *Llama 3.1*, *Gemini, 1.0*, *Smart*, *Research*, *Genius*, *Claude 3.5 Sonnet*, or *Creative* (which is particularly useful for "transforming your ideas into stunning visuals") all of which have free versions. Their paid subscriptions, which offer more capabilities, are normally \$15-20/month. However, you may choose to subscribe to a bundle with all of the above AI models in a student discounted subscription through [You.com](https://you.com/plans/edu) (<https://you.com/plans/edu>) for \$8/month—for which you get unlimited, full functionality of all the above models (plus 12 others), which is an incredible deal.

Whether you use Copilot, or any of the other LLMs, you will need the prompt below to begin your AI interaction. Everyone will use this same prompt initially, after which, as you interact with the AI model, each of you will compose your own prompts as appropriate for how you choose to proceed toward completing your project. First, carefully read the initial prompt below and make sure you fully understand what you are asking of the AI model, then enter the prompt into your chosen model's chat box and proceed as outlined below:

Initial AI prompt:

I am a college student at the University of Oklahoma in an upper division undergraduate course studying communication and emotion. My professor has instructed me to seek your assistance as a tutor and research collaborator to aid me in completing a course assignment focusing on an instance where one or more expectancy violations resulted in a positive or negative interpersonal outcome with emotional undercurrents. This assignment should also acquaint me with the usefulness and ethics of AI technology. As instructed, I will copy and paste the assignment into this chat.

I am not asking you to complete this assignment for me, rather my wish is for you to aid and guide me in the process by suggesting useful resources and asking me probing questions designed to help me navigate the issues involved, gather resources and references, and work toward completing a five-to-seven-page paper that will demonstrate my understanding of the psychological mechanisms involved while also showing my ability to work both ethically and efficiently with AI assistance to successfully complete my work to the best of my ability. I know that my work will reflect who I am as a student, so I would like to excel at completing the assignment and be proud to affix my signature to the finished product, giving credit to you in acknowledgement of your aid as appropriate.

Please read the assignment and proceed by asking me one question at a time and/or making one suggestion at a time to help me formulate my approach to the assignment. Please consider my responses, and provide further guidance and suggestions as we proceed, including questions I might ask my professor if clarification of the assignment parameters is desired. You may also provide me with summary reviews of various reference files if they are uploaded.

It is important to me to use your assistance ethically and responsibly and to site your contributions appropriately, so your guidance in doing so will be much appreciated.

In a moment I will upload the assignment, after which I'd appreciate your tutorial assistance.

Note: I use the terms “LLM” and “AI model” interchangeably. If you use the *Copilot* LLM, which is OU's free AI platform via Microsoft, it has a max character limit, so you'll need to enter the above prompt first, then once you receive a response, enter the assignment below. If you use another paid platform (such as *o1*, or *ChatGPT4o* or *Claude 3.5 Sonnet* via You.com), you can upload the prompt along with the assignment all at once. After you enter the above, read the assignment below and enter it in the AI chat box.

Here is the assignment:

AI Assisted EVT Paper: The aim of this project is to write a five-to-seven-page paper (10 page max) about an instance, occasion, or episode wherein you or someone you know (e.g., an acquaintance, friend, relative, or romantic partner) positively (or negatively) violated someone else's expectations in a way that resulted in a positive, pleasing, and agreeable (or negative, unpleasing, and disagreeable) outcome. Expectancy violations theory (EVT; Burgoon, 2015) will provide the theoretical framework for guiding the composition of this paper. You will work with an artificial intelligence (AI) model to organize and compose your paper using the assumptions of EVT to identify the psychological mechanisms involved and explain the emotional nature of the outcomes involving one or more of the emotions we cover this semester (e.g., self-conscious emotions such as jealousy, envy, shame, guilt or pride, or other emotions such as anger, gratitude, contempt, disgust, love, hate, inspiration, reverence, etc.).

- Although brief, this paper should summarize the essential propositions and assumptions of EVT and establish the interpersonal context within which the expectancy violations(s) and their consequences take place. The paper should also provide insights into the nature of the emotions involved and how they can be predicted by EVT.
- Your work will be evaluated based on how it demonstrates your understanding of EVT and its application for explaining and predicting the consequences of an emotional, interpersonal/relational interaction along with an understanding of the nature of the emotions involved and how they affected the outcomes.
- The work must be written in APA (7th ed.) format appropriate for student work and appear as refined and sophisticated as possible. The AI model may be particularly helpful in this regard, especially concerning grammar and the avoidance of awkward sentences. However, the finished work must be your own, in your own words, with the AI functioning primarily as an editor and proofreader.
- A 1-page (double-spaced) paper proposal is due on **Thursday, 2/20** identifying the characters involved and outlining your ideas about the expectancy violation(s) and the nature of the relevant emotions affected. You should also briefly describe the aid you

have received from your AI model up to this point. The proposal is for 10% of the grade (i.e., 12 points).

- **Your paper is due Thursday, 4/17**, the final draft will account for 80% of the assignment grade (i.e., 128 points).
- A separate 1-page (double-spaced) explanation of the process you followed with the AI's help—describing how the AI assisted you, and how difficult and/or successful you consider your collaboration to have been—should be turned in along with your finished paper. This will count for another 10% of the grade (i.e., 12 points).
- Note: in addition to this 1-page explanation, you will still need to appropriately cite the AI assistance you received within your paper's reference section. You can consult your AI model on how to do so correctly. In total, this project accounts for 16% of the total course grade (i.e., 160 pts).

Useful References

Burgoon, J.K. (2015). Expectancy violations theory. In the International encyclopedia of interpersonal communication (C.R. Berger, M.E. Roloff, S.R. Wilson, J.P. Dillard, J. Caughlin and D. Solomon, Eds). <https://doi.org/10.1002/9781118540190.wbeic102>

Huang, Q., & Yao, S. (2024). No response? Chronemic expectancy violation and relational turbulence in technologically-mediated romantic relational conflict. *Journal of Social and Personal Relationships*, 41(5), 1183-1206.
<https://doi.org/10.1177/02654075231213824>

You should read these two articles first, and then, if you choose, you may upload them as PDF files to the AI chat and ask for a summary of the articles in outline form. You may want to follow up with the AI for more details depending on what you find interesting about the articles from reading them and from the AI's summaries. If there are any aspects you find difficult to understand, the AI model may be able to assist you with those; simply ask it to elaborate.

I loaded the above **Initial AI Prompt** into Anthropic's *Claude 3.5 Sonnet* LLM, and here is the response it gave me:

Thank you for the detailed and thoughtful introduction! I appreciate your commitment to working both ethically and responsibly with AI tools. I'm here to guide you step by step through this process, helping you understand the concepts, brainstorm ideas, and refine your approach to the assignment. I'll ask you questions to spark your thinking, suggest resources, and guide you on how to best use me as a tool in your research and writing process.

Go ahead and upload the assignment, and once I've reviewed it, I'll begin asking you questions or making suggestions one at a time to help you tackle it systematically and effectively!

After the **Initial AI Prompt**, I uploaded the **AI Assisted Paper Assignment** above and received the following response from *Claude 3.5 Sonnet*. As you can see, it is straightforward, congenial, and quite helpful:

Thank you for sharing the assignment! This is a detailed and structured project, and I'm confident we can work together to help you navigate it step by step.

Here's how we can begin:

Step 1: Understanding the Assignment

Before jumping into the specifics, let's break the assignment down into manageable components. Here's a simplified version of the task:

1. **Identify a personal or observed experience** where one or more expectancy violations occurred.
2. **Explain the situation using expectancy violations theory (EVT)** as the theoretical framework.
3. **Analyze the emotional outcomes** (positive or negative) and explain how they connect to EVT.
4. **Write the overall paper in APA format**, with a clear understanding of EVT and its application.
5. **Collaborate with AI ethically and document the collaboration process** in a separate one-page explanation.

My First Question for You:

Do you have a specific situation or example in mind that you can write about? If so, could you describe it briefly? If not, would you like me to help you brainstorm possible scenarios based on your experiences or observations?

Suggestions for Moving Forward:

Once I know if you have a scenario in mind, I'll guide you on:

- How to connect it to EVT (key assumptions and propositions).
- How to identify and explore the emotional components involved.
- How to outline your proposal and structure the eventual paper.

If you'd like, I can also help summarize the two suggested sources after you've reviewed them or uploaded them as PDFs.

Let me know how you'd like to proceed!

As you can see, the AI model seems anxious to assist in a very friendly and thoughtful way! **Once you start this process of collaborating with the LLM, you should continue to do so under the heading of your initial prompt (i.e., within the body of your original chat)** so the LLM can refer to all the previous prompts and responses associated with your paper as it progresses with you through the assignment.

I've discovered that different AI platforms will offer different approaches, especially in response to the specific, detailed prompts you provide; but they are all very helpful. So far, I've found *Claude 3.5 Sonnet* and *Chat-GPT 4o* to be the most intuitively accommodating in working with me in a comprehensive, detailed, and systematic way. I like their style, but you may find another model more accommodating, so you may want to experiment with a few to see which you prefer.

Also, you should consider experimenting with custom AI Agents, which are particularly useful in helping you track down resources. If you work with an Agent, it will be in a separate chat from your LLM, so you will need to inform your LLM what your agent found. The AI platforms will save your various chats, so you can open and close them as needed; but remember, rather than starting different chats with

your LLM, **once you have begun your first main chat for this assignment using the Initial AI Prompt, be sure to continue working within that chat, rather than starting new ones.** New chats will not necessarily have the same context and background knowledge produced with your initial chat.

It is also important to consider that the free versions of the various LLMs out there are limited in their capabilities, and other than *Copilot* (which is free to you but paid for by OU), **the free versions will not be able to handle a chat as complex and involved as what you will need for this assignment.** So, you should either use *Copilot* or one of the models available through a \$5/month you.com subscription. I highly recommend you.com because of the excellent AI resources it provides (and if you use you.com, I recommend using *Claude 3.5 Sonnet*, or *ChatGPT 4o*, or *o1*, and the custom Agents called *Research* and *Smart*).

If you have any questions about this assignment, please bring them up during class!

Personally, I've found Agents and LLMs are not only very helpful, but also fun to work with.