[[1]](#footnote-1)

Prompt Engineering ChatGPT for Text-to-Image Generative Models

Hin Lui Shum, Member, IEEE

Boston University, Boston, MA, USA

jshl@bu.edu

*Abstract*—Prompt Engineering, an emerging field at the intersection of computer science and natural language processing, focuses on prompt word development and optimization, helping users to use Large Language Model (LLM) in various scenarios and research fields. It involves the design and optimization of instructions, or prompts, to harness the capabilities of Large Language Models (LLMs) effectively, enabled by in-context learning, defined as a model's ability to temporarily learn from prompts. The precision in task-specific prompt creation is paramount for LLMs to yield high-quality responses, and this practice has found applications beyond text generation, extending to fields like arts generated by Artificial Intelligence (AI arts). This abstract outlines a proposed research project at the master's degree level, aimed at delving into the extensive potential of prompt engineering within the realm of GPT4 and applying results for the text-to-image generation model, Midjourney. The research objectives encompass an in-depth exploration of prompt word development, optimization techniques, and their far-reaching implications for LLM performance. By mastering the intricate art of prompt engineering, users can gain profound insights into the nuances of LLM capabilities and constraints, ultimately fostering enhanced human-computer interaction, information retrieval, and content generation across diverse domains. This research seeks to contribute significantly to the advancement of prompt engineering, propelling its application and utility in text-to-image generative AI art to new heights in the realm of LLMs.

*Impact Statement* — Deep generative models have the ability to create detailed images from basic textual descriptions. To refine these outputs, experts often integrate specific key terms or "modifiers" to the prompt. We have sparked interest in the advent of Large Language Models (LLMs)’ potential application for automating website creation. However, the effectiveness, scalability, and adaptability of LLM-driven approaches in generating dynamic and user-friendly websites remain uncertain. Combining prompt engineering in ChatGPT and generating prompt modifiers for AI art generating models introduced in this paper, we overcame these limitations and automated the process for users. It could offer new ways of developing practical and efficient methodologies that leverage LLMs for web development while ensuring a seamless user experience.

*Index Terms*— AI generated arts, Large Language Models, prompt engineering, text-to-image generative models

# INTRODUCTION

As of recent developments, ChatGPTs has gained significant global recognition. Introduced by OpenAI, these large-scale language pre-training models are fundamentally designed to comprehend human natural language. As these models grew in sophistication, from GPT-2's 1.5 billion parameters to GPT-3's 175 billion, and ultimately to GPT-4's behemoth scale, there was a paradigm shift in their utilization [3]. Historically, interfacing with machines involved rigid programming syntax and binary instructions. However, the evolution of Large Language Models (LLMs) has transitioned this interaction to one characterized by nuanced and human-like linguistic interfaces The sophistication inherent to these models [19]. has moved beyond mere text generation to domains like computer graphics and digital arts. [11, 15]

Yet, as with any tool, the efficacy of an LLM is heavily reliant on its interface. This interface, in the realm of LLMs, is the art of “prompt engineering”. When executed efficiently, prompt engineering functions as the fulcrum on which the lever of LLMs rests, magnifying its potency and precision [15]. It allows users to harness the raw power of the model and directs it towards applications previously considered beyond the scope of text-based models [10]. Such applications range from mere text generation to intricate endeavors like the generation of digital art and images based on textual descriptions [11, 14, 15].

The prospect of generating images from text has captivated both the scientific community and the world at large. The sheer idea of converting abstract linguistic constructs into concrete visual representations epitomizes the synergy between two distinct information mediums: language and vision [14]. However, achieving this requires not only a sophisticated model but also an equally adept technique to instruct it, hence magnifying the significance of prompt engineering. In GPT-3, in-context learning is introduced [32], allowing models to temporarily adapt to new information, epitomizing a form of meta-learning or "learning to learn". [33] Prompting technique named Chain-of-thought (CoT) prompting was introduced to enable complex reasoning capabilities through intermediate reasoning steps.  We can combine it with few-shot prompting to get better results on more complex tasks that require reasoning before responding [8, 19, 20]

Concurrently, the world has witnessed the burgeoning importance of dynamic and user-centric web interfaces, often driven by visually appealing content that complements textual information. By focusing on the intersections of prompt engineering in LLM and text-to-image generative models within GPT-4's framework, this research delves into uncharted territories, seeking to redefine the boundaries of what is achievable with LLMs and to usher in a new era of AI-driven web development.

The paper is structured as follows. We first provide a brief introduction into prompt engineering in Large Language Models (LLM) and text-to-image generation (AI Art) in Section II. A detailed methodological approach in bridging between prompt engineering in LLM and AI Art will be presented in Section III. A discussion about future research on LLM generating website designs in Section IV. A ChatGPT generated content on the same topic of this paper will be analyzed by me in Section V.

# Background Information

When you open trans\_jour.docx, select “Page Layout” from the “View” menu in the menu bar (View | Page Layout), (these instructions assume MS 6.0. Some versions may have alternate ways to access the same functionalities noted here). Then, type over sections of trans\_jour.docx or cut and paste from another document and use markup styles. The pull-down style menu is at the left of the Formatting Toolbar at the top of your *Word* window (for example, the style at this point in the document is “Text”). Highlight a section that you want to designate with a certain style, and then select the appropriate name on the style menu. The style will adjust your fonts and line spacing. Do not change the font sizes or line spacing to squeeze more text into a limited number of pages.Use italics for emphasis; do not underline.

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## Abbreviations and Acronyms

Define abbreviations and acronyms the first time they are used in the text, even after they have already been defined in the abstract. Abbreviations such as IEEE, SI, ac, and dc do not have to be defined. Abbreviations that incorporate periods should not have spaces: write “C.N.R.S.,” not “C. N. R. S.” Do not use abbreviations in the title unless they are unavoidable (for example, “IEEE” in the title of this article).

## Other Recommendations

Use one space after periods and colons. Hyphenate complex modifiers: “zero-field-cooled magnetization.” Avoid dangling participles, such as, “Using (1), the potential was calculated.” [It is not clear who or what used (1).] Write instead, “The potential was calculated by using (1),” or “Using (1), we calculated the potential.”

Use a zero before decimal points: “0.25,” not “.25.” Use “cm3,” not “cc.” Indicate sample dimensions as “0.1 cm × 0.2 cm,” not “0.1 × 0.2 cm2.” The abbreviation for “seconds” is “s,” not “sec.” Use “Wb/m2” or “webers per square meter,” not “webers/m2.” When expressing a range of values, write “7 to 9” or “7-9,” not “7~9.”

A parenthetical statement at the end of a sentence is punctuated outside of the closing parenthesis (like this). (A parenthetical sentence is punctuated within the parentheses.) In American English, periods and commas are within quotation marks, like “this period.” Other punctuation is “outside”! Avoid contractions; for example, write “do not” instead of “don’t.” The serial comma is preferred: “A, B, and C” instead of “A, B and C.”

If you wish, you may write in the first person singular or plural and use the active voice (“I observed that ...” or “We observed that ...” instead of “It was observed that ...”). Remember to check spelling. If your native language is not English, please get a native English-speaking colleague to carefully proofread your paper.

# MATH

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## Equations

Number equations consecutively with equation numbers in parentheses flush with the right margin, as in (1). First use the equation editor to create the equation. Then select the “Equation” markup style. Press the tab key and write the equation number in parentheses. To make your equations more compact, you may use the solidus ( / ), the exp function, or appropriate exponents. Use parentheses to avoid ambiguities in denominators. Punctuate equations when they are part of a sentence, as in

(1)

Be sure that the symbols in your equation have been defined before the equation appears or immediately following. Italicize symbols (*T* might refer to temperature, but T is the unit tesla). Refer to “(1),” not “Eq. (1)” or “equation (1),” except at the beginning of a sentence: “Equation (1) is ... .”

# Units

Use either SI (MKS) or CGS as primary units. (SI units are strongly encouraged.) English units may be used as secondary units (in parentheses). This applies to papers in data storage**.** For example, write “15 Gb/cm2 (100 Gb/in2).” An exception is when English units are used as identifiers in trade, such as “3½-in disk drive.” Avoid combining SI and CGS units, such as current in amperes and magnetic field in oersteds. This often leads to confusion because equations do not balance dimensionally. If you must use mixed units, clearly state the units for each quantity in an equation.

The SI unit for magnetic field strength *H* is A/m. However, if you wish to use units of T, either refer to magnetic flux density *B* or magnetic field strength symbolized as µ0*H*. Use the center dot to separate compound units, e.g., “A·m2.”

# Some Common Mistakes

The word “data” is plural, not singular. The subscript for the permeability of vacuum µ0 is zero, not a lowercase letter “o.” The term for residual magnetization is “remanence”; the adjective is “remanent”; do not write “remnance” or “remnant.” Use the word “micrometer” instead of “micron.” A graph within a graph is an “inset,” not an “insert.” The word “alternatively” is preferred to the word “alternately” (unless you really mean something that alternates). Use the word “whereas” instead of “while” (unless you are referring to simultaneous events). Do not use the word “essentially” to mean “approximately” or “effectively.” Do not use the word “issue” as a euphemism for “problem.” When compositions are not specified, separate chemical symbols by en-dashes; for example, “NiMn” indicates the intermetallic compound Ni0.5Mn0.5 whereas “Ni–Mn” indicates an alloy of some composition NixMn1-x.

Be aware of the different meanings of the homophones “affect” (usually a verb) and “effect” (usually a noun), “complement” and “compliment,” “discreet” and “discrete,” “principal” (e.g., “principal investigator”) and “principle” (e.g., “principle of measurement”). Do not confuse “imply” and “infer.”

Prefixes such as “non,” “sub,” “micro,” “multi,” and “ultra” are not independent words; they should be joined to the words they modify, usually without a hyphen. There is no period after the “et” in the Latin abbreviation “*et al.*” (it is also italicized). The abbreviation “i.e.,” means “that is,” and the abbreviation “e.g.,” means “for example” (these abbreviations are not italicized).

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Fig. 1. Magnetization as a function of applied field. Note that “Fig.” is abbreviated. There is a period after the figure number, followed by two spaces. It is good practice to explain the significance of the figure in the caption.

TABLE I

Units for Magnetic Properties

|  |  |  |
| --- | --- | --- |
| Symbol | Quantity | Conversion from Gaussian and  CGS EMU to SI a |
| Φ | magnetic flux | 1 Mx → 10−8 Wb = 10−8 V·s |
| *B* | magnetic flux density,  magnetic induction | 1 G → 10−4 T = 10−4 Wb/m2 |
| *H* | magnetic field strength | 1 Oe → 103/(4π) A/m |
| *m* | magnetic moment | 1 erg/G = 1 emu  → 10−3 A·m2 = 10−3 J/T |
| *M* | magnetization | 1 erg/(G·cm3) = 1 emu/cm3  → 103 A/m |
| 4π*M* | magnetization | 1 G → 103/(4π) A/m |
| σ | specific magnetization | 1 erg/(G·g) = 1 emu/g → 1 A·m2/kg |
| *j* | magnetic dipole  moment | 1 erg/G = 1 emu  → 4π × 10−10 Wb·m |
| *J* | magnetic polarization | 1 erg/(G·cm3) = 1 emu/cm3  → 4π × 10−4 T |
| χ*,* κ | susceptibility | 1 → 4π |
| χρ | mass susceptibility | 1 cm3/g → 4π × 10−3 m3/kg |
| μ | permeability | 1 → 4π × 10−7 H/m  = 4π × 10−7 Wb/(A·m) |
| μr | relative permeability | μ → μr |
| *w, W* | energy density | 1 erg/cm3 → 10−1 J/m3 |
| *N, D* | demagnetizing factor | 1 → 1/(4π) |

Vertical lines are optional in tables. Statements that serve as captions for the entire table do not need footnote letters.

aGaussian units are the same as cg emu for magnetostatics; Mx = maxwell, G = gauss, Oe = oersted; Wb = weber, V = volt, s = second, T = tesla, m = meter, A = ampere, J = joule, kg = kilogram, H = henry.

# Guidelines for Graphics Preparation and Submission

## Types of Graphics

The following list outlines the different types of graphics published in IEEE journals. They are categorized based on their construction, and use of color / shades of gray:

### *Color/Grayscale figures*

### Figures that are meant to appear in color, or shades of black/gray. Such figures may include photographs, illustrations, multicolor graphs, and flowcharts.

### *Line Art figures*

### Figures that are composed of only black lines and shapes. These figures should have no shades or half-tones of gray, only black and white.

### *Author photos*

### Head and shoulders shots of authors that appear at the end of our papers.

### *Tables* Data charts which are typically black and white, but sometimes include color.

## Multipart figures

Figures compiled of more than one sub-figure presented side-by-side, or stacked. If a multipart figure is made up of multiple figure types (one part is lineart, and another is grayscale or color) the figure should meet the stricter guidelines.

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Format and save your graphics using a suitable graphics processing program that will allow you to create the images as PostScript (PS), Encapsulated PostScript (.EPS), Tagged Image File Format (.TIFF), Portable Document Format (.PDF), or Portable Network Graphics (.PNG) sizes them, and adjusts the resolution settings. If you created your source files in one of the following programs you will be able to submit the graphics without converting to a PS, EPS, TIFF, PDF, or PNG file: Microsoft Word, Microsoft PowerPoint, or Microsoft Excel. Though it is not required, it is strongly recommended that these files be saved in PDF format rather than DOC, XLS, or PPT. Doing so will protect your figures from common font and arrow stroke issues that occur when working on the files across multiple platforms. When submitting your final paper, your graphics should all be submitted individually in one of these formats along with the manuscript.

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Most charts, graphs, and tables are one column wide (3.5 inches / 88 millimeters / 21 picas) or page wide (7.16 inches / 181 millimeters / 43 picas). The maximum depth a graphic can be is 8.5 inches (216 millimeters / 54 picas). When choosing the depth of a graphic, please allow space for a caption. Figures can be sized between column and page widths if the author chooses, however it is recommended that figures are not sized less than column width unless when necessary.

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The final printed size of author photographs is exactly   
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## Resolution

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Figure axis labels are often a source of confusion. Use words rather than symbols. As an example, write the quantity “Magnetization,” or “Magnetization *M*,” not just “*M*.” Put units in parentheses. Do not label axes only with units. As in Fig. 1, for example, write “Magnetization (A/m)” or “Magnetization (Am−1),” not just “A/m.” Do not label axes with a ratio of quantities and units. For example, write “Temperature (K),” not “Temperature/K.”

Multipliers can be especially confusing. Write “Magnetization (kA/m)” or “Magnetization (103 A/m).” Do not write “Magnetization (A/m) × 1000” because the reader would not know whether the top axis label in Fig. 1 meant 16000 A/m or 0.016 A/m. Figure labels should be legible, approximately 8 to 10 point type.

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Appendix

Appendixes, if needed, appear before the acknowledgment.

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The preferred spelling of the word “acknowledgment” in American English is without an “e” after the “g.” Use the singular heading even if you have many acknowledgments. Avoid expressions such as “One of us (S.B.A.) would like to thank ... .” Instead, write “F. A. Author thanks ... .” In most cases, sponsor and financial support acknowledgments are placed in the unnumbered footnote on the first page, not here.

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References need not be cited in text. When they are, they appear on the line, in square brackets, inside the punctuation. Multiple references are each numbered with separate brackets. When citing a section in a book, please give the relevant page numbers. In text, refer simply to the reference number. Do not use “Ref.” or “reference” except at the beginning of a sentence: “Reference [3] shows ... .” Please do not use automatic endnotes in *Word*, rather, type the reference list at the end of the paper using the “References” style.

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## Footnotes

Number footnotes separately in superscripts (Insert | Footnote).[[2]](#footnote-2) Place the actual footnote at the bottom of the column in which it is cited; do not put footnotes in the reference list (endnotes). Use letters for table footnotes (see Table I).

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If you want to submit your file with one column electronically, please do the following:

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--Second, place your cursor in the first paragraph. Go to the Format menu, choose Columns, choose one column Layout, and choose “apply to whole document” from the dropdown menu.

--Third, click and drag the right margin bar to just over 4 inches in width.

The graphics will stay in the “second” column, but you can drag them to the first column. Make the graphic wider to push out any text that may try to fill in next to the graphic.

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5. Papers that describe ongoing work or announce the latest technical achievement, which are suitable for presentation at a professional conference, may not be appropriate for publication.

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36. ‌

1. . [↑](#footnote-ref-1)
2. It is recommended that footnotes be avoided (except for the unnumbered footnote with the receipt date on the first page). Instead, try to integrate the footnote information into the text. [↑](#footnote-ref-2)