

**University of Puerto Rico  
Rio Piedras Campus  
College of Business Administration  
Business Communication Department**

**SYLLABUS**

<b>TITLE</b>	:	<b>Business Communication Technologies- Webinars, Augmented Reality, and Artificial Intelligence</b>
<b>CODE</b>	:	INCO 4104
<b>HOURS/CREDITS</b>	:	45 hours / 3 credits
<b>PREREQUISITES:</b>	:	None

**COURSE DESCRIPTION:**

A course to plan, design, produce and evaluate webinars, artificial intelligence (AI) chat bots, and augmented reality (AR) interactive experiences for business communication. The course introduces the student to the theory, practice, concepts and methodologies for business communication content creation (written, oral visual, and nonverbal) for webinars, AR and AI.

Face-to-face, online and hybrid course.

**LEARNING OBJECTIVES:**

By the end of the course students will be able to:

1. Analyze the use of diverse technologies to create business webinars.
2. Practice the methods of webinar design to become an effective, innovative communicator.
3. Apply the current theories, models and practices of webinar production, AR and AI production for business communication.
4. Practice delivering webinars using different commercial platforms.
5. Produce three different types of Business Virtual Synchronous Meetings—one-way audio with chat, one-way video with chat and two-way video.
6. Create virtual meeting rooms.
7. Create all content assets for webinars—audio files, content slides and documents.
8. Create an AI chat bot for a business website.
9. Create and interactive AR experience for a commercial product.

**CONTENT OUTLINE & TIME DISTRIBUTION:**

Time Distribution			
Topics	Face to face	Hybrid	Online
General introduction to course and new technologies-AR, Ai & webinars	3 hours	3 hours face to face	3 hours
Webinars-the framework and platforms	6 hours	6 hours face to face	6 hours
Content Design	6 hours	6 hours (3 hours face to face 3 hours online)	6 hours
AI Chatbot design and prototype	10.5 hours	10.5 hours online	10.5 hours
AR interactive experience design	10. 5 hours	10.5 hours online	10.5 hours
Presentation Design	3 hours	3 hours online	3 hours
Projects Presentations	3 hours	3 hours online	3 hours
Exams	3 hours	3 hours	3 hours
<b>Total Contact Hours</b>	<b>45 hours</b>	<b>45 hours</b> (12 hours face to face = 25% and 33 online = 75%)	<b>45 hours</b>
Suggested Textbooks:			
Schmalstieg, D, Holler, T., (2016). <i>Augmented Reality: Principles and Practice (Usability)</i> 1st Edition. Addison-Wesley Professional.			
Janarthanam, S., (2017). <i>Hands-On Chatbots and Conversational UI Development: Build chatbots and voice user interfaces with Chatfuel, Dialogflow, Microsoft Bot Framework, Twilio, and Alexa Skills</i> . Packt Publishing.			
INSTRUCTIONAL TECHNIQUES:			
FACE TO FACE	HYBRID	ONLINE	

<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Readings</li> <li>• Group projects</li> <li>• Fieldwork</li> <li>• Individual Assignments</li> <li>• Measurement activities</li> <li>• Hands on activities</li> <li>• Oral Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Online instructional modules</li> <li>• Online readings: Academic Journal</li> <li>• Fieldwork</li> <li>• Instructional Videos</li> <li>• Group projects</li> <li>• Individual Assignments</li> <li>• Measurement activities</li> <li>• Hands on activities</li> <li>• Oral Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive instructional modules</li> <li>• Online readings: Academic Journal</li> <li>• Virtual Fieldwork</li> <li>• Instructional Videos</li> <li>• Group projects</li> <li>• Individual Assignments</li> <li>• Measurement activities</li> </ul>
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	<ul style="list-style-type: none"> <li>• Synchronous and asynchronous videoconferences</li> </ul>	<ul style="list-style-type: none"> <li>• Hands on activities</li> <li>• Oral Presentations</li> <li>• Synchronous and asynchronous videoconferences</li> </ul>
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#### COURSE RESOURCES AVAILABLE OR/AND REQUIRED:

Resources/Equipment	Face to face	Hybrid	Online
Institutional Learning Management System (e.g. Moodle, MS Teams, Google Meet)	Institution	Institution	Institution
Organizational email (upr.edu)	Institution	Institution	Institution
Computer, Tablet or Smartphone with high-speed access to the internet or data plan.	Student	Student	Student
Software (MS Office, Google Suite)	Student	Student	Student
Speakers	NA	Student	Student
Webcam and Microphone or Smartphone with camera and data plan	NA	Student	Student

#### EVALUATION TECHNIQUES:

Face to face	Hybrid	Online
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Homework .....	10%	Homework .....	10%	Homework .....	10%
Exams... .....	20%	Exams.....	20%	Exams.....	20%
Portfolio .....	10%	Portfolio.....	10%	Portfolio .....	10%
Oral Presentations .....	20%	Oral Presentations.....	20%	Oral Presentations .....	20%
Cases .....	10%	Cases .....	10%	Cases .....	10%
Research Group Projects .....	20%	Research Group Projects .....	20%	Research Group Projects .....	20%
Attendance .....	10%	Synchronous meetings ....	10%	Synchronous meetings ....	10%
<b>Total.....</b>	<b>100%</b>	<b>Total</b>	<b>100</b>	<b>Total</b>	<b>100%</b>

## REASONABLE ACCOMMODATION

The University of Puerto Rico (UPR) recognizes the right of students with disabilities to an inclusive, equitable, and comparable postsecondary education. In accordance with its policy regarding students with disabilities, grounded in federal and state legislation, any qualified student with a disability has the right to equal participation in services, programs, and activities that are available.

A disability may be physical, mental, or sensory in nature and may substantially limit one or more major life activities, including participation in postsecondary education. Eligible students have the right to receive reasonable accommodation or modifications.

If you require reasonable accommodation or modification in this course, you must notify the professor without the need to disclose your condition or diagnosis. Simultaneously, you must promptly request the necessary accommodation or modification through the Office of Services for Students with Disabilities (OSEI) at your respective campus or unit.

## POLICY ON THE PERMITTED USE OF ARTIFICIAL INTELLIGENCE IN ASSIGNMENTS AND EXAMS:

Level 4: Open Use of AI (No Restrictions)

### Description:

The use of Artificial Intelligence tools is permitted, if students are transparent about how they use them and that the educational approach of the course supports this practice. This course encourages the creative and collaborative use of Artificial Intelligence tools to explore innovative solutions, generate new knowledge, or solve complex problems. Students may work alongside the professor to design unique approaches that integrate AI within specific contexts. It is essential to document how AI was used to design novel strategies and to explain the impact of AI on the final outcomes.

### Reference:

Office of Academic Affairs, University of Puerto Rico, Río Piedras Campus. (2025). *Circular 8 2024–2025: Guidelines and directives for the integration and use of artificial intelligence (AI) in academic and research projects at the Río Piedras*

*Campus.* Retrieved from:  
<https://academicos.uprrp.edu/blog/2025/01/15/circular-8-2024-2025-lineamientos-y-quias-para-la-integracion-y-uso-de-la-inteligencia-artificial-ia-en-los-proyectos-academicos-y-de-investigacion-del-recinto-de-rio-piedras/>

## ACADEMIC INTEGRITY

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the General Student Regulations of the University of Puerto Rico (Certification No. 13, 2009–2010, Board of Trustees) establishes that *“academic dishonesty includes, but is not limited to: fraudulent actions; obtaining grades or academic credit through false or fraudulent representations; copying, in whole or in part, the academic work of another person; plagiarizing, in whole or in part, the work of another person; copying, in whole or in part, another person’s answers to exam questions; having or arranging for another person to take any oral or written test or examination on one’s behalf; as well as assisting or facilitating another person in engaging in such conduct.”*

Any of these actions shall be subject to disciplinary sanctions in accordance with the disciplinary procedures established in the current General Student Regulations of the University of Puerto Rico. To ensure the integrity and security of user data, all hybrid, distance, and online courses must be offered through the institutional learning management platform, which uses secure connection and authentication protocols. The system authenticates the user’s identity using the username and password assigned to their institutional account. Users are responsible for keeping their passwords secure, protecting them, and not sharing them with others.

## POLICY AND PROCEDURES FOR HANDLING SITUATIONS OF SEX- OR GENDER-BASED DISCRIMINATION AT THE UNIVERSITY OF PUERTO RICO

The University of Puerto Rico (the University), as an educational institution and workplace, is committed to protecting the rights of all individuals and to providing a safe environment for everyone who interacts with the institution, including students, employees, contractors, and/or visitors (hereinafter referred to as “concerned individuals”). In furtherance of this commitment, this Policy is promulgated pursuant to Certification No. 107, JG 2021–2022, with the purpose of promoting an environment of respect for diversity and the rights of all members of the university community.

This Policy establishes the protocol for handling situations related to the following prohibited conduct: discrimination based on sex, gender, or pregnancy; sexual harassment; sexual violence; domestic violence; dating violence; and stalking (hereinafter referred to as “the prohibited conduct”) within the work and academic environment.

## **CONTINGENCY PLAN IN CASE OF AN EMERGENCY**

*If an emergency or an interruption of courses occurs, course offerings will take place with the support of distance learning modalities, as established in the official syllabus. In compliance with official communications and institutional guidelines, the professor will make efforts to communicate with students via institutional email or other available communication outlets to coordinate the continuity of course work.*

## **LAW 220 – ACADEMIC AGREEMENTS FOR UNIVERSITY ATHLETES**

Law 220 – *Academic Agreements for University Athletes* establishes internal procedures within public and private higher education institutions for the benefit of student-athletes. Its purpose is to create an environment that promotes balance between academic responsibilities and athletic commitments, as well as for other related purposes.

[\*Academic Agreements for University Athletes – Law 220 of 2024.pdf\*](#)

## **GRADING SYSTEM**

A, B, C, D, F

## **BIBLIOGRAPHY**

Alexander, B. (2017). *The New Digital Storytelling: Creating Narratives with New Media--Revised and Updated Edition, 2nd Edition 2nd Edition*. Praeger.

Allen, M. W. (2016). *Michael Allen's guide to e-learning: Building interactive, fun, and effective learning programs for any company*. United States: John Wiley & Sons.

Aukstakalnis, S. (2016). *Practical Augmented Reality: A Guide to the Technologies, Applications, and Human Factors for AR and VR (Usability)* 1st Edition. Addison-Wesley Professional.

Bennett, R., & Kent, M. (Eds.). (2017). *Massive open online courses and higher education: Where to next?* United Kingdom: Routledge.

Cancel, D., Gerhardt, D., (2016) *Conversational Marketing: How the World's Fastest Growing Companies Use Chatbots to Generate Leads 24/7/365 (and How You Can Too)* 1st Edition. San Francisco, CA: Wiley.

Clay, C., & Clay, C. (2012). *Great webinars: How to create interactive learning that is captivating, informative and fun*. San Francisco, CA: Wiley, John & Sons.

Diamandis, P. (2020). *The future is faster than you think: how converging technologies are transforming businesses*. New York: Simon & Schuster.

Elkins, D., & Pinder, D. (2015). *E-learning fundamentals: A practical guide*. United States: ASTD Press. Habraken, J. (2015). *Office 2016 in depth (includes content update program)*. United States: Que Corporation, U.S.

Iansiti, M., Lakhani, K. (2020) *Competing in the Age of AI: Strategy and Leadership When Algorithms and Networks Run the World*. Cambridge, MA: Harvard Business Review Press.

Janarthanam, S., (2017). *Hands-On Chatbots and Conversational UI Development: Build chatbots and voice user interfaces with Chatfuel, Dialogflow, Microsoft Bot Framework, Twilio, and Alexa Skills*. Packt Publishing .

Karia, A. (2015). *How to design Ted-Worthy presentation slides (black & white edition): Presentation design principles from the best Ted talks*. United States: Createspace.

Kennedy, D. S., & Mathews, D. (2017). *No B.S. Guide to powerful presentations: The ultimate no holds*

*barred plan to sell anything with Webinars, online media, speeches, and seminars.*  
United States: Entrepreneur Press.

La Cava, M. (2015). *Lean presentation design: How to create presentations that everybody loves.*

United States: Createspace Independent Publishing Platform.

LaBorie, K., & Stone, T. (2015). *Interact & engage!: 50 activities for virtual training, meetings, and Webinars.* United States: ASTD Press.

Ozer, J. L. (2015). *Mastering Webcam and Smartphone video: How to look and sound great in Webinars and Videoconferences: Webinar edition.* United States: Doceo Publishing.

Siebel, T, (2019) *Digital transformation: survive and thrive in an era of mass extinction.*  
United States: Rosetta Books.

Schmalstieg, D, Holler, T., (2016). *Augmented Reality: Principles and Practice (Usability) 1st Edition.*  
Addison-Wesley Professional

Williams, R. (2017). *The non-designer's presentation book: Principles for effective presentation design.*

United States: Peachpit Press.

Yao, M., Zhou, A., Jia, M. (2018). *Applied Artificial Intelligence: An Introduction For Business Leaders.*

TOPBOT.

### **Electronic references:**

Cassard, A.M. y Sloboda, B.W.(2021). AI and AR: A Copacetic Approach in the New Educational Environment. Cassard (H. W. Taft University, USA) y Sloboda (University of Phoenix, USA).

Source title: Current and Prospective Applications of Virtual Reality in Higher Education.  
Copyright:©2021 Pages: 16. DOI: 10.4018/978-1-7998-4960-5.ch010.

<https://www.igi-global.com/chapter/ai-and-ar/259664>

Ferreira, M. (2020). Embedding Virtual Reality and Artificial Intelligence in Integrated Marketing Communications. Impacts of Virtual and Augmented Reality.

<https://www.igi-global.com/chapter/embedding-virtual-reality-and-artificial-intelligence-in-integrated-marketing-communications/248294>

Guerreiro, J. (2020). Do We Really Care About Artificial Intelligence?: A Review on Social Transformations and Ethical Challenges of AI for the 21st Century and Social Impacts of Virtual and Augmented Reality, - igi-global.com Business Research Unit (BRU-IUL), Instituto Universitário de Lisboa (ISCTE-IUL), Lisbon, Portugal. Source Title: Managerial Challenges and Social Impacts of Virtual and Augmented Reality.

Copyright: © 2020 |Pages: 18. DOI: 10.4018/978-1-7998-2874-7.ch014

<https://www.igi-global.com/chapter/do-we-really-care-about-artificial-intelligence/248306>

Kose, U.(2018). An Augmented-Reality-Based Intelligent Mobile Application for Open Computer Education Utku Köse (Usak University, Turkey). Source Title: Virtual and Augmented Reality:

Concepts, Methodologies, Tools, and Applications. Copyright: © 2018 |Pages: 21. DOI: 10.4018/978-1-5225-5469-1.ch016 <https://www.igi-global.com/chapter/an-augmented-reality-based-intelligent-mobile-application-for-open-computer-education/199693>

Penland, J. y Laviers, K.(2020). Reimagined Higher Ed Classrooms: Meaningful Learning Through Culturally Unbiased Virtual and Augmented Reality. Jennifer (Jenny) L. Penland (Shepherd University, USA) and Kennard Laviers (Sul Ross State University, USA). Source Title: Handbook of Research on Innovative Pedagogies and Best Practices in Teacher Education. Copyright: © 2020 |Pages: 17. DOI: 10.4018/978-1-5225-9232-7.ch006. <https://www.igi-global.com/chapter/reimagined-higher-ed-classrooms/231153>

## **Electronic Resources Online**

Google AR - <https://arvr.google.com/ar/>

Apple AR - <https://developer.apple.com/augmented-reality/>

Chat bots - <https://docs.microsoft.com/en-us/learn/modules/responsible-bots/> [www.interaction-design.org](http://www.interaction-design.org)  
[www.strategyzer.com](http://www.strategyzer.com)

## **Available Software**

MS  
Office  
MS  
Teams  
MS  
Azure  
Moodle  
Google Classroom  
Google Apps for Education

## **Nota**

1. Las personas matriculadas en esta clase tienen el derecho a la inclusión, la equidad y a que se les llame por el nombre de su preferencia, independientemente de su género.

Revised: January, 2026