University of Puerto Rico
Río Piedras Campus
Faculty of Business Administration
Department of Business Communication

SYLLABUS

COURSE TITLE	Business Communication Technologies: Webinars, Augmented Reality, and Artificial Intelligence
COURSE CODE	INCO 4104
CONTACT HOURS/CREDITS	45 hours / Three credits
PREREQUISITES, COREQUISITES, AND OTHER REQUIREMENTS	None specified

COURSE DESCRIPTION

A course in planning, designing, producing, and evaluating webinars, artificial-intelligence chatbots, and augmented-reality interactive experiences for business communication. It introduces theories, practices, concepts, and methodologies for creating written, oral, visual, and nonverbal business-communication content for webinars, AR, and AI. The course may be offered face-to-face, in hybrid format, or online.

LEARNING OBJECTIVES

Upon successful completion of the course, students will be able to:

- Analyze the use of diverse technologies to create business webinars.
- Apply webinar-design methods to become an effective and innovative communicator.
- Apply current theories, models, and practices of webinar, augmented-reality, and AI production to business communication.
- Deliver webinars through different commercial platforms.
- Produce one-way audio meetings with chat, one-way video meetings with chat, and two-way video meetings.
- Create virtual meeting rooms.
- Create webinar content assets, including audio files, presentation slides, and documents.
- Create an AI chatbot for a business website.
- Create an interactive augmented-reality experience for a commercial product.

COURSE CONTENT AND DISTRIBUTION OF TIME

Topic and content	Face-to-face	Hybrid	Online
1. Course introduction Overview of augmented reality, artificial intelligence, and webinars.	3	3 face-to-face (2 sessions of 1.5h each)	3
2. Webinars Framework, platforms, and professional uses.	6	6 hours (5.25 face-to-face: 3 sessions of 1.5h each + 1 short session of 45 min; 0.75 online)	6
3. Content design Written, oral, visual, and nonverbal content assets.	6	6 hours (3 face-to-face: 2 sessions of 1.5h each; 3 online)	6
4. AI chatbot design Design and prototyping for a business website.	10.5	10.5 online	10.5
5. Augmented-reality design Interactive experience for a commercial product.	10.5	10.5 online	10.5
6. Presentation design Clear and effective technology-mediated presentations.	3	3 online	3
7. Project presentations Delivery and evaluation of course projects.	3	3 online	3
8. Examinations	3	3 online	3

Topic and content	Face-to-face	Hybrid	Online
Assessment of concepts and applications.			
TOTAL CONTACT HOURS	**45**	**45 (11.25 face-to-face and 33.75 online)**	**45**

Note: In the face-to-face modality, up to 25% of contact hours may be delivered through an alternate (distance) modality, if necessary.

SUGGESTED TEXTBOOKS

Schmalstieg, D., & Höllerer, T. (2016). Augmented reality: Principles and practice. Addison-Wesley Professional. Janarthanam, S. (2017). Hands-on chatbots and conversational UI development. Packt Publishing.

INSTRUCTIONAL STRATEGIES

Face-to-face	Hybrid	Online
● Lectures ● Readings ● Group work ● Individual assignments ● Assessment activities ● Practice activities ● Oral presentations	● Online modules ● Professional articles ● Instructional videos ● Group and individual work ● Assessment and practice ● Oral presentations ● Asynchronous and synchronous conferences	● Interactive modules ● Professional articles ● Instructional videos ● Group and individual work ● Assessment and practice ● Oral presentations ● Videoconferences and synchronous meetings

MINIMUM REQUIRED OR AVAILABLE RESOURCES

Resource	Face-to-face	Hybrid	Online
Institutional learning management system	Institution	Institution	Institution
Institutional e-mail account	Institution	Institution	Institution
Computer or mobile device with high-speed Internet	Student	Student	Student
Word processor, spreadsheet, and presentation software	Student	Student	Student
Integrated or external speakers	Not applicable	Student	Student
Webcam or mobile camera and microphone	Not applicable	Student	Student

EVALUATION TECHNIQUES

Face-to-face	Hybrid	Online
● Homework: 10% ● Exams: 20% ● Portfolio: 10% ● Oral presentations: 20% ● Cases: 10% ● Group research projects: 20% ● Attendance and participation: 10% **Total: 100%**	● Homework: 10% ● Exams: 15% ● Portfolio: 10% ● Oral presentations: 15% ● Cases: 10% ● Group research projects: 20% ● Synchronous meetings: 10% Attendance and participation: 10% **Total: 100%**	● Homework: 10% ● Exams: 20% ● Portfolio: 10% ● Oral presentations: 20% ● Cases: 10% ● Group research projects: 20% ● Synchronous meetings: 10% **Total: 100%**

REASONABLE ACCOMMODATION

The University of Puerto Rico recognizes the right of students with disabilities to an inclusive, equitable, and comparable postsecondary education. Qualified students are entitled to equal participation and reasonable accommodations or modifications. Students who require an accommodation should notify the professor and promptly submit a request to the Office of Services for Students with Disabilities (OSEI); disclosure of a diagnosis to the professor is not required.

GUIDELINES FOR THE INTEGRATION AND USE OF ARTIFICIAL INTELLIGENCE (AI)

Under Academic Affairs Circular 8, 2024-2025, this course adopts Level 4: Open Use of AI (No Restrictions). Creative and collaborative AI use is encouraged for innovative solutions, knowledge generation, and complex problem-solving. Students must remain transparent, document how AI was used, and explain its contribution and impact on the final outcome. AI use may not misrepresent authorship.

ACT 220-2024: ACADEMIC AGREEMENTS FOR UNIVERSITY ATHLETES

Act 220-2024 recognizes the right of certified student-athletes to request reasonable academic adjustments during training or competition periods authorized by the Interuniversity Athletic League (LAI). Official documentation and a written academic agreement are required.

STUDENT ATTENDANCE

Academic Senate Certification 111 (2023-2024), Río Piedras Campus, requires each course to state clear standards for attendance, punctuality, participation, and make-up work. It addresses excused absences, the Attendance Census, appeals, and procedures for extended absences.

ACADEMIC INTEGRITY

Article 6.2 of the UPR General Student Regulations (Board of Trustees Certification 13, 2009-2010) identifies academic dishonesty, including fraud, plagiarism, unauthorized copying, impersonation, and facilitating such conduct. Academic Senate Certification 64 (2022-2023) further affirms honesty, respect, responsibility, and academic rigor in teaching, learning, and research. Violations are subject to disciplinary action. Users must also protect their institutional credentials.

POLICY AND PROCEDURES FOR ADDRESSING SEX- OR GENDER-BASED DISCRIMINATION

Pursuant to Governing Board Certification 107, 2021-2022, the University promotes a safe environment and establishes procedures for addressing discrimination based on sex, gender, or pregnancy; sexual harassment; sexual violence; domestic violence; dating violence; and stalking.

GRADING SYSTEM

A, B, C, D, and F.

EMERGENCY CONTINGENCY PLAN

If an emergency or class interruption occurs, the professor will continue the course through distance or online modalities, in accordance with institutional directives, and will communicate with students through institutional e-mail or other available channels.

BIBLIOGRAPHY

Alexander, B. (2017). The new digital storytelling (2nd ed.). Praeger.

Allen, M. W. (2016). Michael Allen's guide to e-learning. Wiley.

Aukstakalnis, S. (2016). Practical augmented reality. Addison-Wesley Professional.

Bennett, R., & Kent, M. (Eds.). (2017). Massive open online courses and higher education. Routledge.

Cancel, D., & Gerhardt, D. (2016). Conversational marketing. Wiley.

Clay, C. (2012). Great webinars. Wiley.

Diamandis, P. (2020). The future is faster than you think. Simon & Schuster.

Elkins, D., & Pinder, D. (2015). E-learning fundamentals. ASTD Press.

Iansiti, M., & Lakhani, K. R. (2020). Competing in the age of AI. Harvard Business Review Press.

Janarthanam, S. (2017). Hands-on chatbots and conversational UI development. Packt Publishing.

Karia, A. (2015). How to design TED-worthy presentation slides. CreateSpace.

LaBorie, K., & Stone, T. (2015). Interact & engage! ASTD Press.

Ozer, J. L. (2015). Mastering webcam and smartphone video. Doceo Publishing.

Schmalstieg, D., & Höllerer, T. (2016). Augmented reality: Principles and practice. Addison-Wesley Professional.

Siebel, T. (2019). Digital transformation. RosettaBooks.

Williams, R. (2017). The non-designer's presentation book. Peachpit Press.

Yao, M., Zhou, A., & Jia, M. (2018). Applied artificial intelligence. TOPBOTS.

Cassard, A. M., & Sloboda, B. W. (2021). AI and AR: A copacetic approach in the new educational environment. https://doi.org/10.4018/978-1-7998-4960-5.ch010

Ferreira, M. (2020). Embedding virtual reality and artificial intelligence in integrated marketing communications. 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? https://www.igi-global.com/chapter/do-we-really-care-about-artificial-intelligence/248306

Köse, U. (2018). An augmented-reality-based intelligent mobile application for open computer education. https://doi.org/10.4018/978-1-5225-5469-1.ch016

Penland, J. L., & Laviers, K. (2020). Reimagined higher education classrooms. https://doi.org/10.4018/978-1-5225-9232-7.ch006

ELECTRONIC RESOURCES

Google AR; Apple Augmented Reality; Microsoft responsible-bot learning resources; Interaction Design Foundation; and Strategyzer. Available instructional platforms include Microsoft 365, Teams, Azure, Moodle, Google Classroom, and Google Workspace for Education. Electronic resources should be reviewed and updated each semester.

Last updated: May 2026