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

SYLLABUS

TITLE	:	**Business Communication Technologies- Webinars, Augmented Reality, and Artificial Intelligence**
CODE	:	INCO ___4104___
HOURS/CREDITS	:	45 hours / 3 credits
PREREQUISITES:	:	INGL 3101 -3102

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
Total Contact Hours	**45 hours**	**45 hours** (12 hours face to face = 25% and 33 online = 75%)	**45 hours**

Suggested Textbooks:

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

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.

INSTRUCTIONAL TECHNIQUES:

FACE TO FACE	HYBRID	ONLINE
• Lectures • Readings • Group projects • Fieldwork • Individual Assignments • Measurement activities • Hands on activities • Oral Presentations	• Online instructional modules • Online readings: Academic Journal • Fieldwork • Instructional Videos • Group projects • Individual Assignments • Measurement activities • Hands on activities • Oral Presentations	• Interactive instructional modules • Online readings: Academic Journal • Virtual Fieldwork • Instructional Videos • Group projects • Individual Assignments • Measurement activities

	• Synchronous and asynchronous videoconferences	• Hands on activities • Oral Presentations • Synchronous and asynchronous videoconferences

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
Homework................................... 10% Exams………………………………. 20% Portfolio ....10% Oral Presentations. ....20% Cases….. 10% Research Group Projects .20% Attendance......................................10% **Total… 100%**	Homework .... 10% Exams……………………………. 20% Portfolio................................. 10% Oral Presentations. ....20% Cases….. 10% Research Group Projects ....20% Synchronous meetings ….10% **Total…....................................... 100%**	Homework .... 10% Exams……………………………. 20% Portfolio..................................10% Oral Presentations. ....20% Cases….. 10% Research Group Projects ....20% Synchronous meetings ….10% **Total… 100%**

REASONABLE ACCOMODATION ADA LAW:

Según la Ley de Servicios Educativos Integrales para Personas con Impedimentos, todo estudiante que requiera acomodo razonable deberá notificarlo al profesor el primer día de clase. Los estudiantes que reciban servicios de Rehabilitación Vocacional deben

comunicarse con el (la) profesor(a) al inicio del semestre para planificar el acomodo razonable y el equipo de asistencia necesario conforme a las recomendaciones de la Oficina de Servicios a Estudiantes con impedimentos (OSEI) del Decanato de Estudiantes. También aquellos estudiantes con necesidades especiales de algún tipo de asistencia o acomodo deben comunicarse con el (la) profesor(a). Si un alumno tiene una discapacidad documentada (ya sea física, psicológica, de aprendizaje o de otro tipo, que afecte su desempeño académico) y le gustaría solicitar disposiciones académicas especiales, éste debe comunicarse con la Oficina de Servicios a Estudiantes con Impedimentos (OSEI) del Decanato de Estudiantes, a fin de fijar una cita para dar inicio a los servicios pertinentes.

Under the Comprehensive Educational Services Act for Persons with Disabilities, any student who requires reasonable accommodation must notify the teacher on the first day of class. Students receiving Vocational Rehabilitation services should contact the teacher at the beginning of the semester to plan the reasonable accommodation and the necessary assistance team in accordance with the recommendations of the Office of Student Services (OSEI) of the Student Decan. Also, those students with special needs of some type of attendance or assistance should contact the teacher. If a student has a documented disability (whether physical, psychological, learning, or otherwise, affecting academic performance) and would like to request special academic provisions, the student must contact the Student Services with Disabilities Office (OSEI) of the Student Deanship, in order to set an appointment to start the relevant services.

ACADEMIC INTEGRITY

To ensure user data integrity and security, hybrid and distance education courses are offered through the institutional learning management system, which employs secure connection and authentication protocols. The system authenticates the user's identity with the username and password of their institutional accounts. The user is responsible for keeping their password secure and not sharing it with others."

"The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the UPR Students General Bylaws (Board of Trustees Certification 13, 2009-2010) states that academic dishonesty includes, but is not limited to: fraudulent actions; obtaining grades or academic degrees buy false of fraudulent simulations; copying the whole of part of the academic work of another person: plagiarizing totally or partially the work of another person; copying all or part of another person answers to the questions of an oral or written exam by taking or getting someone else to take the exam on his/her behalf; as well as enabling and facilitating another person to perform the aforementioned behavior. Any of these behaviors will be subject to disciplinary action in accordance with the disciplinary procedure lain down in the UPR Students General Bylaws."

The General Student Regulations of the University of Puerto Rico, Certification 13, 2009-2010, and approved by the State Department of Puerto Rico on September 9, 2009, Part VI, Section 6.2, sets the behavior of students' subject to disciplinary sanctions. Among them is academic dishonesty, which involves disciplinary action as set forth in this regulation.

SEX AND GENDER DISCRIMINATION POLICY

The University of Puerto Rico prohibits sex and gender discrimination in every modality, including sexual harassment. According to "la Política Institucional contra el Hostigamiento Sexual en la Universidad de Puerto Rico, Certificación Núm. 130, 2014-2015 de la Junta de Gobierno", if a student is being or has been affected by the behavior or conduct related to sexual harassment, s/he can contact the Oficina de Procuraduría Estudiantil, the Decanato de Estudiantes or the Coordinadora de Cumplimiento con Título IX for orientation or to report a complaint."

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

www.strategyzer.com

Available Software

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

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