Syllabus - Summer Session II 2018

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Course and Instructor Information

Course Number: COMM 2110:
Course Title: Presenting in the Digital World
Credits: 3
Format: Fully Online
Prerequisites: None
Professor: Rory McGloin, Ph.D.
Email: rory.mcgloin@uconn.edu

Office Hours/Availability: The primary channel for instructor correspondence and feedback is through the HuskyCT Course Messages tool in the main course menu. Please allow up to 24 hours for a response, however I will do my best to respond to messages as quickly as possible

Required Course Materials

Required course materials should be obtained before the first day of class.
Required Materials:
There are no required texts for this course. Required readings and content media will be made available within HuskyCT.

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

- Hardware for recording videos, including but not limited to: built-in laptop video cameras and microphones, external video recording hardware such as a DSLR camera, external/plug-in microphones.
- Smartphones with recording capabilities may be used but are not recommended due to challenges associated with editing final versions of videos.
- Software for recording screen-casts/captures, such as Quicktime in Mac OS or Game DVR in Microsoft 10.
- Use of Google Hangouts Software for conducting live video based interviews
- Watch this short video tutorial on using Google Hangouts: [https://youtu.be/6pO15f_KoSo](https://youtu.be/6pO15f_KoSo)
- YouTube account for hosting videos ([YouTube Accessibility, Privacy & Security Statement](https://www.youtube.com/about/policies/privacy))
- Students will need to create a separate Google/Youtube account to upload their videos for submission.
- Please watch the following video for a tutorial on how to upload your YouTube Videos for assignments: [https://youtu.be/kzn7h09i9t0](https://youtu.be/kzn7h09i9t0)
- HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement, HuskyCT/ Blackboard Privacy Policy](https://www.blackboard.com))
- Microsoft Office (free to UConn students through [uconn.onthehub.com](http://www.uconn.onthehub.com)) ([Microsoft Accessibility Statement, Microsoft Privacy Statement](https://www.microsoft.com/privacy()))
- Dedicated access to high-speed internet with a minimum upload speeds of 1.5 Mbps (4 Mbps or higher is recommended). Please note: for video uploading, which is a requirement in this course, it is strongly recommended that you have a secure and consistent internet connection with upload speeds at or above 10 Mbps for an efficient uploading process. It is the student's responsibility to ensure video uploads are completed before an assignment is due.

NOTE: This course has NOT been designed for use with mobile devices.
Course Description

Effective presentation skills have long been a skill in high-demand amongst employers. However, many of today’s presentations and communication events are now taking place through computer mediated channels. The purpose of this course is to provide students with a set of fundamental skills for delivering effective digital presentations. The course will cover the basic foundations of delivering effective digital presentations. The course will provide students with foundations of best practices for delivering different types of online and/or digital presentations with a focus on skills that can be applied in a variety of communication contexts. As a result of satisfactory completion of this course, students will become more competent and confident in their ability to present via computer mediated channels.

Course Objectives

By the end of the semester, students should be able to:

1. Classify the unique technological affordances associated with computer mediated communication (CMC) channels.
2. Utilize appropriate CMC channels based on specific criteria, including: presentation setting, audience, and message content/purpose.
3. Compose an engaging self-recorded video presentation.
4. Produce an effective video tutorial.
5. Utilize best practices while conducting video based interviews.
6. Evaluate the effectiveness of digital presentations.

Course Outline (All due dates are provided in the Course Schedule)

Module 1: “Cue it Up!”: Leaning into the rich world of (CMC) communication: Examining the fundamental affordances of computer mediated communication and their role in digital presentations.
Module 2: “Take it from the top!”: Digital presentation basics and best practices.
Module 3: “What can you tell me about yourself” Asking the right questions, making the right choices: Preparing and executing an effective video interview.
Module 4: “Show me the money”: Using “show and tell” methods to visually inform via video tutorials.
Module 5: “Hi, it’s nice to (virtually?) meet you!: Honing your computer mediated interviewing skills.
Course Requirements and Grading

Summary of Course Grading:

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>4 @ 25 points</td>
</tr>
<tr>
<td>Discussions</td>
<td>5 @ 10 points</td>
</tr>
<tr>
<td>Assignment 1</td>
<td>10 points</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>20 points</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>30 points</td>
</tr>
<tr>
<td>Assignment 4</td>
<td>40 points</td>
</tr>
<tr>
<td>Assignment 5</td>
<td>50 points</td>
</tr>
<tr>
<td>Total course points</td>
<td>300 points</td>
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</tbody>
</table>

Quizzes
There are four quizzes (Modules 1 - 4) in this course, each worth 25 points. These quizzes are designed to help students develop a deeper understanding of each module’s core concepts. The quizzes will evaluate student’s comprehension of the module readings and/or video presentations and supplements.

Quizzes must be completed in one sitting, quizzes cannot be restarted. You cannot go back and change answers to previous questions. You may use any course related materials to help answer questions. The quiz will have a 60-minute time limit and the quiz will be closed at the end of the time limit. All grades are recorded in HuskyCT gradebook. It is the student’s responsibility to ensure they maintain a consistent internet connection to avoid technical issues. If you experience technical difficulties or interruptions, take a screenshot and/or take note of any error messages you receive while taking this quiz and report it immediately to both the instructor and UITS.

Quizzes will are due on Wednesdays of each week at 11:59PM.

Discussions (Small Group & Paired)
Each of the weekly modules provide opportunities for either group or paired discussion, which is essential to the online learning environment. These discussions provide students an opportunity to evaluate and engage their classmates on each of the primary objectives associated with each module. Please note that all discussion forums are Post-First - This means you must make an initial post before you can read and respond to your peers’ posts.

Small Group Discussions (Modules 1 & 4): For these forums, you will be randomly placed in groups of 5 - 7 and you’re expected to actively participate with one initial response that provides evidence and/or experience-backed comments directly related to all questions. Only members of the group will see your initial and response posts. These small group discussions provide an opportunity for students to engage and discuss the weekly module materials.

Initial posts are due on Wednesdays and Response posts are due no later than Sunday at 11:59 PM ET of the same week. This allows time to read and respond to your classmates’ posts. Responses are not simply agreements/disagreements. They should further the discussion in some way based upon class material and/or relevant literature that should be referenced and hyperlinked within the discussion. Some possibilities include: seeking clarification, providing additional information, references, resources, examples, or posing questions, etc. You cannot just say something like "I agree" or "That's a good answer." Please remember to respond to peers who have responded with comments to your own initial post.

Students are also expected to respond with a minimum of two substantive replies to classmates’ initial posts per discussion. In your responses, you should reflect on their answers, highlight any new insights that you find interesting, and provide feedback for any missing information. For guidance, follow the Discussion Board Guidelines in the Course Orientation.

Paired Discussions (Modules 2, 3 & 5): You will be paired with another student prior to the beginning of Modules 2, 3 & 5. The student pairings will be posted via the Announcements feature on our HuskyCT course site. These pairings will provide an opportunity for you to evaluate and provide one initial response that provides quality feedback to your partner on their assignment.
You are also expected to respond with a minimum of one substantive reply to your classmates’ initial post. In your response, you should reflect on their feedback and highlight any new insights that you find interesting. Be sure to follow the Discussion Board Guidelines in the Course Orientation.

While you will only be evaluating and providing feedback to your assigned partner, all class members will be participating in the same forum and will be able to see each others assignments and feedback posts.

All discussions will be graded based on a rubric. You can access the rubrics from the discussion forums.

Assignment 1: Video Outline (10 Points)
The primary goal of assignment #1 is to help students prepare for the remainder of the course and for the specific assignments they will be working on in modules 2 - 4. You will provide answers to a set of questions that will help students brainstorm their topics and objectives for the course’s major assignments. All answers should be clear and well-articulated as to allow the instructor the opportunity to determine if these topics or approaches will be suitable for the courses assignments. The assignment will be graded based on a rubric.

Assignment 2: Video Introduction (Velfie) (20 Points)
In this assignment, you will be asked to effectively introduce yourself to your classmates using the self-recorded on-demand video interview method, aka the “Velfie”. This assignment will be hosted on YouTube and is due on Friday @ 11:59PM. This assignment will allow students an opportunity to practice implementing the best practices associated with self-recorded videos. In addition to providing a link to your YouTube video using the assignment submission tool, you will create a new thread in the MOD2 Paired Discussions forum and provide the link there for your partner to provide feedback. Further instructions and a grading rubric are provided within the module.

Assignment 3: Mock Job Interview (30 Points)
For this assignment, each of you will be paired with one partner for this mock job video interview assignment. This assignment provides students an opportunity practice and implement the best practices associated with computer mediated interviews. You will use Skype to facilitate the video interviews and can use Quicktime or a similar software to screen record your interview. The final video will be uploaded to Youtube. You will use the MOD3 discussion forum to provide a link to your video and participate by receiving and providing feedback to your assigned partner. Further instructions and a grading rubric are provided within the module.

Assignment 4: Video Tutorial (40 Points)
For this assignment, you are to create an original video tutorial on a specific process. The video tutorial should be approximately 3-5 minutes in length. The topic of the tutorial should be selected with this time range in mind. The topic of the tutorial should be appropriate and professional. You should also focus on your audience and what they would want to learn about, what skill that you could demonstrate that they would find both interesting and helpful. You are expected to use any widely available screen recording software (e.g. Quicktime) for the primary production of this video tutorial. However, you may utilize any software programs you like for creating this tutorial. You may utilize post-production editing techniques for this assignment. You may also create videos or other supplemental materials, such as a PowerPoint presentation, that can be integrated into the final tutorial design. The final tutorial must be uploaded to YouTube and a link to the your tutorial video should be submitted using the assignment tool. Further instructions and a grading rubric are provided within the module.

Assignment 5: Internet Interview (50 Points)
The fifth and final assignment is designed for you to combine all of the best practices and knowledge from the previous four assignments and produce a compelling and engaging video interview. The subject of the interview should center around your future aspirations and provide you an opportunity to interact with an individual whom you believe represents someone whom you can learn from, both personally and/or professionally. Students are responsible for booking and fulfilling all elements of preparation for the interview, including the interviewee’s awareness of how to competently utilize the interviewing software that is selected (e.g. Google Hangouts). Further instructions and a grading rubric are provided within the module.
Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Course Points</th>
<th>Letter Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>277 - 300</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>90-92</td>
<td>276 - 269</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>87-89</td>
<td>268 - 259</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>83-86</td>
<td>258 - 247</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>80-82</td>
<td>246 - 238</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>77-79</td>
<td>237 - 229</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>73-76</td>
<td>228 - 217</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>70-72</td>
<td>216 - 208</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>67-69</td>
<td>207 - 199</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>63-66</td>
<td>198 - 187</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>60-62</td>
<td>186 - 178</td>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>&lt;60</td>
<td>117 or less</td>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
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Due Dates and Late Policy

All course due dates are identified in the Course Schedule. Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.

Late assignments will not be accepted. You must complete all assignments by the deadlines on the course calendar. Any assignment not turned in on time will be marked as late and will earn 0 points.

In case of emergency, please email the instructor immediately. It is vital to communicate any issues in a proactive manner.

Feedback and Grades

I will make every effort to provide feedback and grades within 5 days of submission. To keep track of your performance in the course, refer to My Grades in HuskyCT.

I will also make every effort to provide a substantial amount of feedback on all major assignments to ensure students are clear on the quality of their work and what, if any, improvements should have been made. If you seek additional clarification on my feedback, please reach out within 48 hours of the score’s posting. In addition, please provide in your message a clear set of questions that focus on specific content/feedback.
Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important standards, policies and resources, which include:

- The Student Code
  - Academic Integrity
  - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or http://csd.uconn.edu/.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government.” (Retrieved March 24, 2013 from Blackboard’s website)

Help

Technical and Academic Help provides a guide to technical and academic assistance.

This course is completely facilitated online using the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the Help Center. You also have 24x7 Course Support including access to live chat, phone, and support documents. Use the Student Help tab to access information to technical assistance.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.
- Record and save video files in commonly used formats (i.e. mp4, .mov).
- Access and view video files on the internet.
- Open and utilize screen recording software to capture on-screen content.
- Upload video files to YouTube using a personal YouTube account.
- Access a computer’s settings to adjust hardware settings related to video recording, audio recording, and accessibility functions as needed.

University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies page for more information..
Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.