

UNIVERSITY OF NEBRASKA AT KEARNEY

ITEC 290: Communicating through Technology

Spring 2024

UNK
ONLINE

INSTRUCTOR INFORMATION

Karen Premer, M.S.Ed.

premerk@unk.edu

308.865.8840

CMCT 243D

please contact me to set up a meeting



COURSE DESCRIPTION

Utilizing traditional, computer, and internet presentation technology, the course will address how to communicate effectively utilizing verbal and nonverbal communication techniques. Evaluating, listening, presenting, body language, and technology-based presentation programs are a few of the main topics.

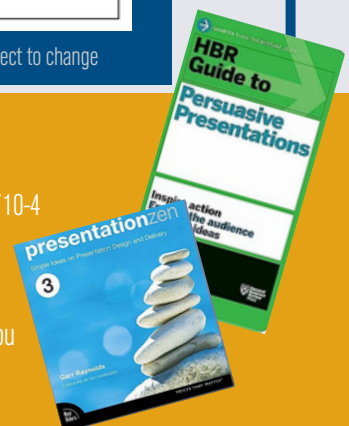
EVALUATION CRITERIA

Assignments	Points	Percentage of Grade
VoiceThread Introduction Recording	15	30% of total grade
Online Scavenger Hunt	15	
Strengths, Challenges, and Experiences	15	
Conducting Self-Guest Introductions	15	
Purpose and Goals to Planning Your Presentation	15	
Planning for Your Audience	15	
Effective Conclusions	15	
Famous Speech Video Evaluations (3)	45 (15) points each	
Presentation 2 Audience Assessment	15	
Visual Use in Presentations	15	
PowerPoint for the Audience	15	
PowerPoint for the Audience Responses	15	
Presentation 3, Audience Assessment	15	
Topic Presentation 3	15	
LIVE Zoom Testing	15	
Group/Team Topic Choice, Outline and Responsibilities	15	
Group Member Evaluation	25	
Group Presentation Evaluations	75	
Presentation 1	100	10% of total grade
Presentation 2	100	10% of total grade
Presentation 3 (LIVE via Zoom)	100	10% of total grade
Presentation 4 – Group Presentation	100	10% of total grade
Presentation 5 – Unboxing – FINAL	100	10% of total grade
Peer Presentation Evaluations (4)	100 (25) points each	10% of total grade
Self-Evaluations (4)	100 (25) points each	10% of total grade
VoiceThread Account Linking	1	BONUS
Karen's Additional Evaluation	20	BONUS

*Subject to change

REQUIRED TEXT & RESOURCES

- Duarte, N. (2012). HBR Guide to Persuasive Presentations. Boston, MA: Harvard Business Review Press. ISBN: 978-1-4221-8710-4
- Reynolds, G. (2012). Presentationzen: Simple ideas on presentation design and delivery. Berkeley, CA: New Riders. ISBN13: 978-0135800911
- Webcam and headset- many computers have a built-in web- camera, speaker and microphone. If your computer does not you HAVE TO have access to one.



Assignment Policies:

Assignments:

You will be expected to complete and turn in all assignments by the end of the day of the specified due date, usually Tuesday or Friday, using the Central Standard Time Zone. (for example - Assignment "Online Scavenger Hunt" is due BEFORE 11:59 p.m. on January 26, 2024).

- Use the following format when titling your papers: Last Name, Assignment Title. It would look like this: Premier Research Paper.doc

Your assignments MUST be submitted in Microsoft products.

Group Work:

Each student will be assigned a group/team to work with for the final presentation. All students are to complete the assignments and presentation together. A grading rubric will be supplied outlining each group/team member's responsibilities. Group work will be evaluated by myself AND by each member using a Group/Team Evaluation worksheet. Group/Team Evaluations will reflect each individual's contribution.

Late Assignment Policy:

Any late assignments will be deducted 10% per day late, and after 4 days a grade of "F" will be given the late material.

On occasion, there are situations in our lives that interfere with our best intentions for completing assignments on time. I ask that you handle a rare situation like this by contacting me prior to the deadline unless the situation is an emergency. Because this class is strictly ONLINE, I expect your technology to work; therefore, computer issues are not excusable situations. Plan Ahead - Get the work completed before the due date - that is the LAST POSSIBLE TIME to submit assignments.

Test/Quizzes:

Tests and/or quizzes can only be taken during the scheduled time announced by the instructor. Final Tests can ONLY be taken according to the scheduled final week policy written by the University. No final tests or major tests will be given the week prior to finals week.

Recorded Presentations:

Each student will be required to present FOUR times using VoiceThread. These presentations will be recorded, and other students will be watching the presentations to complete an evaluation.

Live Presentations:

Each student will be required to present one time to a live audience via Zoom. There will be a sign-up time to reserve your spot to present AND to watch/evaluate others live in the session.

Peer Evaluations:

Peer evaluation will be used for several assignments in this course. The Canvas system for peer grading is somewhat complicated and complete anonymity cannot be guaranteed. Anonymity will be attempted when appropriate. Unfair reviews, foul language, disparaging remarks, solicitations, abusive language and/or sexual harassment will not be tolerated in any form and could be subject to disciplinary action through appropriate student conduct policies.

Self-Evaluations:

Self-evaluation will be used for several assignments in this course. I would like you to be honest in your review of your recorded presentation, indicating what areas you feel you have improved as well as areas you are wanting to work on.

Assessment

This course may be required to be a part of the University assessment of the General Studies program. Students will be evaluated according to the UNK General Studies assessment rubric and the instructor score sheet on one of the presentations toward the end of the course. Assessment results for each student presentation will be posted to the UNK Assessment website.

Letter Grade:	GPA Impact:	Percent Required:
A+	4.0	See Instructor
A	4.0	93.3%
A-	3.67	90.0%
B+	3.33	86.6%
B	3.0	83.3%
B-	2.67	80.0%
C+	2.33	76.6%
C	2.0	73.3%
C-	1.67	70.0%
D+	1.33	66.6%
D	1.0	63.6%
D-	0.67	60.0%
F	0.0	0.0%

INSTRUCTIONAL UNITS

a. Harvard Business Review Guide to Persuasive Presentations

- Section 1: Audience
- Section 2: Message
- Section 3: Story
- Section 4: Media
- Section 5: Slides
- Section 6: Delivery
- Section 7: Impact

b. Required Presentations Overview:

- First presentation will be developed to inform the audience, and introduce yourself in a VoiceThread video. The primary focus of this presentation is to practice eye contact, use effective non-verbal communication, voice intonation, and elimination of crutch words. This presentation does not use tools such as PowerPoint.
- Second presentation will be developed to persuade the audience with a structured argument, utilizing computer/software-based presentation technology, i.e. Apple Keynote or Microsoft PowerPoint. Students will use specific sources to build a persuasive argument in a sequential pattern leading to a concluding persuasive statement or call to action. They are asked to continue to develop and practice the skills learned in the first presentation.
- Third presentation will be developed to persuade utilizing both supportive and opposing viewpoints to build an argument, utilizing computer/software-based presentation technology, i.e. Microsoft PowerPoint. This will be delivered LIVE via audio/video conferencing software to a small group of classmates from remote locations, i.e. Zoom. Students will use sources and images along with voice intonation, and nonverbal expression to invoke feelings of excitement or concern leading to the audience being persuaded to take action. Effective use of remote presentation tools will be further explored.
- The Fourth presentation will be developed and delivered by a team VoiceThread. It is based on a team company as they attempt to motivate and persuade the audience to 'buy into' or utilize the company. The team presentation will also develop teamwork and hand-off skills. This presentation is persuasive in focus.
- The fifth presentation is the final exam for the course. It is based upon the student conducting an "unboxing" and demonstration exercise, attempting to motivate and persuade the audience the item is either something they should own or avoid purchasing, explaining the features and benefits as they unbox and demonstrate the item. This presentation is recorded.

Weekly Calendar of Activities and Assessments

ITEC 290 Communicating through Technology			Spring 2024	
Unit	Topic	Assignment	Due Date	Points
Unit 1	A. Introduction to the course / course Organization		January 22 - 26	
	Introduction	Read materials in the Start Here button		
		Make sure you have all the materials needed - books, webcam, etc.		
		VoiceThread Introduction: Super Hero	Friday, January 26	15
		Complete "Online Scavenger Hunt"	Friday, January 26	15
		Complete assignment "Strengths, Challenges, and Experiences"	Friday, January 26	15
Unit	Topic	Assignment	Due Date	Points
Unit 2	B. Effective Presentations Skills		January - March 8	
	1. Assessing Your Skills	Read Introduction to HBR Guide to Persuasive Presentations	January 22 - January 30	
		Read Introduction, Chapter 1 & 2 in Presentationzen		
	4. Conducting Introductions	Watch and read materials in Canvas		
	5. Conducting a Self-Introduction	Watch and read materials in Canvas		
	6. Strategies for the Introduction Section	Watch and read materials in Canvas		
		Complete assignment "Conducting Self/Guest Introductions" in V	Tuesday, January 30	15
	2. Planning Your Presentation	Read Section 2 in HBR Guide to Persuasive Presentations	January 31 - February 6	
	3. Elements of a Successful Presentations	Read Section 3 in HBR Guide to Persuasive Presentations		
	11. Preparing Your Presentation	Read Chapter 3 in Presentationzen		
	13. Structure of the Oral Argument	Additional reading in Canvas		
		Complete "Purpose and Goals to Plan Your Presentation"	Tuesday, February 6	15
		Presentation 1 completed in VT	Tuesday, February 6	100
		Presentation 1 Self-Evaluation	Tuesday, February 6	25
		Presentation 1 Peer Review	Tuesday, February 13	25
	12. Understanding Your Audience	Read Section 1 in HBR Guide to Persuasive Presentations	February 7 - 13	
	15. Audience Dynamics	Read Chapter 8 in Presentationzen		
		Read Chapter 9 in Presentationzen		
		Read Chapter 10 in Presentationzen		
		Complete assignment "Planning for Your Audience"	Tuesday, February 13	15
		REMINDER - Presentation 1 Peer Review	Tuesday, February 13	
	8. Strategies for Effective Conclusions	Read Section 7 in HBR Guide to Persuasive Presentations	February 21 - 20	
		Complete assignment "Effective Conclusions" using VT	Tuesday February 20	15
	7. Strategies for the Discussion Section	Read Section 6 in HBR Guide to Persuasive Presentations		
	14. Delivering the Presentation Planning Your Presentations	Watch Materials in UNIT 2 Canvas		
		Watch Speeches the complete "Famous Speech Evaluations"	Tuesday, February 20	45
	9. Effective Visual Aids	Read Section 4 in HBR Guide to Persuasive Presentations	February 21 - 27	
	10. Using Technology for Presentations	Read Section 5 in HBR guide to Persuasive Presentations		
		Complete Assignment "Visuals Use in Presentations"	Tuesday, February 27	15
		Complete Assignment "Presentation 2 Audience Assessment"	Tuesday, March 5	15
		Presentation 2 completed in VT	Tuesday, March 5	100
		Presentation 2 Self-Evaluation	Tuesday, March 5	25
		Presentation 2 Peer Reviews	Friday, March 8	25
Spring Break March 9 - 17, 2024. Spring Break March 9 - 17, 2024. Spring Break March 9 - 17, 2024. Spring Break March 9 - 17, 2024.				
Unit	Topic	Assignment	Due Date	Points
Begin Unit 3	C. Computer and Internet Based Presentations		March 18 - April 12	
	WATCH and READ Materials in Canvas to Begin Preparing for Presentation 3		START March 18	
	1. Creating an Effective Presentation Using Visual Display Software	Read Chapter 6 in Presentationzen		
	2. Creating an Effective Presentation using Internet-Based Delivery Systems	Read Chapter 7 in Presentationzen		
		Turn in topic for Presentation 3 - topic options are in Module 3 Materials	Friday March 22	15
	3. Using Graphics to Enhance the Mental Image	Read Chapter 5 in Presentationzen		
	4. Using video and Audio	Read Chapter 7 in Presentationzen		
	5. Using Color to Your Advantage			
	6. Correct Usage of slide Animation and			
		Complete Assignment "PowerPoint for the Audience" turn in	Friday March 22	15
		Respond to "PowerPoint for the Audience" VT (2 responses)	Tuesday, March 26	15
		Complete Zoom Testing - - - YOU MUST SIGN-UP FOR A TIME	Choose appointment time - - - March 31, April 1, 2,	15

Weekly Calendar of Activities and Assessments page 2

		Complete Assignment "Audience Assessment for Presentation 3"	Friday, April 5	15
		Presentation 3, Utilizing computer Based Presentation Technolgy ----- LIVE PRESENTATION via Zoom Week of April 7 - 11 ----- YOU MUST SIGN-UP FOR A TIME	LIVE - small group presentation session	100
		Presentation 3 Peer Evaluations	Friday, April 12	25
		Presentation 3 Self-Evaluation	Friday, April 12	25
Unit	Topic	Assignment	Due Date	Points
Unit 4	D. Group Facilitation Techniques Using Internet-Based Technology		April 13 - May 7	
	Group work	Begin Group Work and Presentation 4 Preparation (groups will be available in Canvas)	13-Apr	
	Work together with your group members to plan, prepare for the group presentation. I expect all groups to continue to communicate this unit - April 13 - May 3			
	1. The Group Concept	Read and Watch Materials in Canvas Unit 4	April 13 - April 26	
	2. The Power of a Group			
	3. Conducting Demonstrations			
	4. Facilitation Techniques Using Internet-Based Technology			
		Group chooses and turns in presentation topic and outline and individual responsibilities for presentation	Friday, April 26	15
		Group complete/Records Presentation using VT	Friday, May 3	100
		Group Participant Review (This is for Mrs. Premer to do, you do not turn in anything)	Tuesday, May 7	25
		Individuals evaluate their group members using the Team Presentation Rubric (REMEMBER TO EVALUATE YOURSELF TOO)	Tuesday, May 7	25
		Group Presentation Peer Reviews - EVALUATE 2 OTHER GROUPS	Tuesday, May 7	75
FINALS WEEK		Presentation 5 Unboxing using VT	Monday, May 13	100
		Self-Evaluation Presentation 5	Tuesday, May 14	25
END of ITEC 290 - class ends Thursday, May 16 at 10:00pm Central Time Zone. NO assignments will be accepted after this point.				

ITEC 290 is a General Studies course that fulfills LOPER 3

General Studies LOPER 3 Learning Outcomes:

- a. Can discern a speaker's argument or purpose
- b. Can evaluate and use sources appropriately and responsibly
- c. Can use context-appropriate conventions in speech and non-verbal expressions
- d. Can form and support a coherent position
- e. Can communicate in a manner appropriate to audience and context

Purpose of General Studies:

The UNK LOPERS General Studies Program helps students to develop core academic skills in collecting and using information, communications in speech and writing, and quantitative reasoning (LOPERs 1- 4); to acquire broad knowledge in a variety of disciplines across the arts, humanities, social sciences, and natural sciences (LOPERs 5-8); and to instill dispositions that prepare students to lead responsible and productive lives in a democratic, multicultural society (LOPERs 9-11).

LOPERs Program Objectives for LOPER 1-4:

Courses are designed for students to "develop core academic skills in collecting and using information, communications in speech and writing, and quantitative reasoning."

General Studies LOPER 3 Learning Outcomes:

- a. Can discern a speaker's argument or purpose
- b. Can evaluate and use sources appropriately and responsibly
- c. Can use context-appropriate conventions in speech and non-verbal expressions
- d. Can form and support a coherent position
- e. Can communicate in a manner appropriate to audience and context

Each LOPER 3 Learning Outcome will be achieved within the context of using computer and Internetbased presentation technologies.

How students will achieve the LOPER 3 Learning Outcomes:

- a. Can discern a speaker's argument or purpose
 - Students complete a worksheet for each presentation. Specifically, they are tasked with identifying the purpose of their presentation. In addition, each student as a member of the audience, completes an evaluation of the speaker using a rubric that contains a requirement to both identify and rate the argument/purpose of the presentation. The rubric requires analysis of each aspect of an organized oral argument including evaluating eye contact, voice intonation, and non-verbal expressions.
 - Each presentation requires another student to introduce the speaker. This action is also evaluated by each member of the audience through a specific rubric. The rubrics are the same as used by the instructor.
 - Students are also required to attend and critique a presentation from someone visiting campus other than a faculty member or other student. This provides an opportunity to identify and critique how other presenters build an argument, use non-verbal expression, exercise an audience connection, and lead up to a conclusion.
- b. Can evaluate and use sources appropriately and responsibly
 - Students are required to state/identify their sources both in their worksheet and their oral argument, and on their display slides as they build a persuasive oral argument, indicating how the source either contributes to or detracts from the point they are leading towards. As they pull together a minimum of three key sources, they bring them together in their presentation conclusion to show how each builds upon and supports their overall argument they are supporting. They must use valid sources of a reliable focus. Each student has opportunity to display their knowledge through evaluating all other student presenters.
- c. Can use context-appropriate conventions in speech and non-verbal expressions
 - Students are required to analyze their audience and include that analysis on their presentation worksheet providing specific context for how they would develop a connection with specific types of demographics, room types, presentation types. They are also required to analyze the non-verbal expressions of each presented.
- d. Can form and support a coherent position
 - This is accomplished through the worksheet and the student presentations. The first presentation is focused upon the necessary fundamentals of eye contact, intonation, nonverbal expression, developing effective overall presentation structure and flow. Following that and building upon the basics, each of the following presentations must build a logical argument that leads to desired focus to persuade and motivate the audience. This is reinforced in the presentation worksheet, each student evaluating all other presentations using the same rubric as that used by the instructor for both the presentations and the introductions.
- e. Can communicate in a manner appropriate to audience and context Within their worksheet they must identify audience characteristics and how to adapt to differing situations.

Policies

University Academic Integrity Policy

"The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found in violation of the standards of academic integrity may be subject to both academic and disciplinary sanctions." For the complete policy visit the Undergraduate Catalog: <https://catalog.unk.edu/undergraduate/academics/academic-regulations/academic-integrity-policy/>

Instructor Academic Dishonesty Policy

Students found guilty of an act of academic dishonesty as defined in the UNK Undergraduate Catalog will be subject to disciplinary action in this course. The first violation will result in a grade of zero for the assignment in question. A second violation will result in failure of the course. Assignments found to have been completed in violation of the academic dishonesty policy cannot be redone.

Email & Course Management System

The official email address utilized for all communications with students in this course will be the university designated email address as assigned to all students. Students are also required to access the required course management system (Canvas) section of this course for any announcements and assignments that may be posted.

Technical Assistance

If you are having technical problems, please contact the UNK Help Desk at 308-865-8363. If technical difficulties prevent you from submitting an assignment, to receive credit for a late submission you will need to provide evidence of the problem.

Students with Disabilities

It is the policy of the University of Nebraska at Kearney to provide flexible and individualized reasonable accommodation to students with documented disabilities. To receive accommodation services for a disability, students must be registered with the UNK Disabilities Services for Students (DSS) office, 175 Memorial Student Affairs Building, 308-865-8214 or by email unkdso@unk.edu

UNK Statement of Diversity & Inclusion

UNK stands in solidarity and unity with our students of color, our Latinx and international students, our LGBTQIA+ students and students from other marginalized groups in opposition to racism and prejudice in any form, wherever it may exist. It is the job of institutions of higher education, indeed their duty, to provide a haven for the safe and meaningful exchange of ideas and to support peaceful disagreement and discussion. In our classes, we strive to maintain a positive learning environment based upon open communication and mutual respect. UNK does not discriminate on the basis of race, color, national origin, age, religion, sex, gender, sexual orientation, disability or political affiliation. Respect for the diversity of our backgrounds and varied life experiences is essential to learning from our similarities as well as our differences. The following link provides resources and other information regarding D&I: <https://www.unk.edu/about/equity-access-diversity.php>

Students Who are Pregnant

It is the policy of the University of Nebraska at Kearney to provide flexible and individualized reasonable accommodation to students who are pregnant. To receive accommodation services due to pregnancy, students must contact Cindy Ference in Student Health, 308-865-8219. The following link provides information for students and faculty regarding pregnancy rights. <http://www.nwlc.org/resource/pregnant-and-parenting-students-rights-faqs-college-and-graduatesstudents>

Reporting Student Sexual Harassment, Sexual Violence or Sexual Assault

Reporting allegations of rape, domestic violence, dating violence, sexual assault, sexual harassment, and stalking enables the University to promptly provide support to the impacted student(s), and to take appropriate action to prevent a recurrence of such sexual misconduct and protect the campus community. Confidentiality will be respected to the greatest degree possible. Any student who believes she or he may be the victim of sexual misconduct is encouraged to report to one or more of the following resources:

- Local Domestic Violence, Sexual Assault Advocacy Agency 308-237-2599
- Campus Police (or Security) 308-865-8911
- Title IX Coordinator 308-865-8655

Retaliation against the student making the report, whether by students or University employees, will not be tolerated.

Learning Commons

UNK provides assistance to help you improve your academic performance. The Learning Commons, located on the 2nd floor of the Calvin T. Ryan Library, centralizes several academic services in one convenient place: Language Learning Support, Study Groups & Test Reviews, Subject Tutoring, Success Coaching, Supplemental Instruction, and the Writing Center are all offered in a casual, collaborative environment. Services are facilitated by fellow UNK students who know your professors and build your academic confidence. Go early and go often: students who visit the LC throughout the semester are more likely to do well than those who do not. For more information about schedules and services, contact the Learning Commons at 865-8905 or visit them online at www.unk.edu/lc