Undergraduate Distance Education Review Form
(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: COMM 205: Making Presentations With Media

Instructor(s) of Record: B. Gail Wilson

Phone: 7-3210   **Email:** bgwilson@iup.edu

Step Two: Departmental/Dean Approval

Recommendation: ☑ Positive (The objectives of this course can be met via distance education)

☐ Negative

Signature of Department Designee   Date 12/12/14

Endorsed: _____ 12/18/14
Signature of College Dean   Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: ☑ Positive (The objectives of this course can be met via distance education)

☐ Negative

Signature of Committee Co-Chair   Date 1-21-15

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

☑ Approved as distance education course   ☐ Rejected as distance education course

Signature of Provost   Date 1/23/15

Forward form and supporting materials to Associate Provost.

Received

JAN 21 2015   DEC 19 2014

Undergraduate Distance Education Review

Proposal for COMM 205 Making Presentations with Media

Submitted by: Dr. B. Gail Wilson & Dr. Vicky Ortiz, Department of Communications Media

Date: November 19, 2014

A. Brief Narrative
1. How is the instructor qualified in the distance education delivery method as well as the discipline?

Dr. B. Gail Wilson is the author of COMM 205 and has been teaching the face-to-face version of the course since its inception in the late 90s. Over those years she has continued to develop and revise appropriate assignments to meet the course objectives.

Dr. Wilson is currently using D2L for various components of this and other courses including quizzes, communication about deadlines, online lectures and a course grade book. She is currently using iTube for submission of student presentations as well as using iTube for recording of online lectures. She is presently working with a graduate student to record components of the course using Adobe Captivate, a program that permits live-action video recording and interactive lessons for students. Dr. Wilson has participated in an online workshop presented by IUP IT services on the use of Blackboard Collaborate for team presentations.

Additionally, Dr. Wilson has been researching the online delivery of similar courses, such as Public Speaking, to find examples of appropriate assignments to incorporate into the online version of this course. At the most recent Eastern Communication Association Conference, Dr. Wilson attended presentation sessions where the topic of discussion related to the successful delivery of Public Speaking courses online. Public Speaking is a university requirement at many institutions and numerous examples were presented demonstrating how this can be done successfully. The Digital Oratory and Community Service assignments included in the online syllabus for COMM 205 have been adapted from the journal, *Communication Teacher* published by the National Communication Association.

Finally, Dr. Wilson is the author of the course test bank included with the textbook currently in use for this course, Speaking Professionally by Alan Zaremba. The test bank has been published by M.E. Sharpe and is currently available to adopters of that text.

Dr. Ortiz taught Public Speaking for seven years before coming to IUP at Purdue University. She was the Associate Course Director of this course that served 3,000 students each semester. Part of her job was to shape the course and train the teaching assistants. As part of her duties, Dr. Ortiz helped bring the Public Speaking course online.

Dr. Ortiz is a seasoned online instructor at IUP. She has taught both COMM 475 (Senior Portfolio Presentation) and COMM 101 (Communications Media in American Society) in an online format. She is well-versed in online teaching. Dr. Ortiz has experience with both Blackboard Learn and D2L in terms of creating and teaching an online course.

2. How will each objective be met using distance education technologies?

The following list includes the approved course objectives for COMM 205. The course was revised in 2008 and the current syllabus of record is included with this proposal.

At the conclusion of the course the students will be able to:

a. *understand the importance of public presentations in college and career situations*
This objective will be meet through the textbook readings, class lectures and writing assignment. Three chapters of the textbook, <u>Speaking Professionally,</u> deal specifically with how public speaking and presentation making are foundational skills needed for college and careers. The Article Reading assignment and quizzes will include articles related to academic and professional public speaking opportunities. The Digital Resume assignment, as well, will incorporate an understanding of professional responsibilities for presentation making.

b. *organize, write and deliver effective presentations*
This objective will be accomplished through the required presentation assignments. As noted in the course syllabus, a variety of presentation formats are utilized in the course. Some presentations will take the form of extemporaneous presentations others will require the development of a written manuscript. The assignments also include various presentation genres including, informative, persuasive, instructional, and team presentations.

As this is not a traditional "public speaking" course, an online environment can provide a positive learning experience and perhaps be even more positive for students who have a serious presentation anxiety. Students will follow the same basic sequence of developing presentation content (research, organization, development of visual aids, etc.) used in the face-to-face version. Because of the nature of this online course, students will actually be able to do more presentations than what a 50-minute class permits. Additionally, by posting the presentations on D2L or itube, students writing peer reviews are able to watch the presentation more than once to provide critical feedback.

The pre-production side of presentations will be done in stages with students submitting topic forms, outlines, thesis statements and examples of sources to the instructor prior to recording their presentations. The recorded delivery of a presentation can actually be more effective than an in-person presentation as students can re-record as many times as they wish until they have the presentation at a level of quality that is satisfactory.

Instruction will be delivered via the course lectures and textbook readings. The sample lesson, Writing Learning Objectives, is included here as a sample for this

course. This lecture is currently an online lecture, recorded and uploaded to D2L for students to watch prior to the development of this presentation.

c. *design effective media for use with presentations*
    For each presentation students are required to produce appropriate presentation visuals including but not limited to, PowerPoint or Prezi, incorporation of audio, video, charts, photographs, etc.

d. *understand how media is used to enhance presentations*
    One of the primary goals of the course is for students to understand how to use media to make presentations more interesting and informative. This objective will be achieved through the presentations and evaluation of the presentations as well as lectures and course readings.

e. *develop confidence in making presentations*
Having taught this course for nearly 20 years, Dr. Wilson has recognized that the only way for students to develop confidence in making presentations is to make presentations. The number of presentation assignments in this course will accomplish this objective.

While online delivery does limit the students' opportunities to speak in front of a live audience, technology is changing the nature of presentation making. In addition to speaking in front of an audience, students need to develop skills for speaking to a camera and producing presentations for the digital environment.

The Community Service presentation assignment will require students to present their content to a live audience. As students will be aware of this requirement from the start of the course term, ample time will be provided for the appropriate arrangements to be made.

f. *evaluate presentation skills and work to improve effectiveness as a presenter*
For each presentation assignment, students will be required to review their recorded presentations on iTube and write a self-evaluation. Students will also participate in discussions with the instructor to determine strategies to improve in future presentations and to appropriately develop presentation content.

g. *analyze audience characteristics*
For each assignment, students will write an audience analysis. While some of the presentations will only be seen by the instructor and a few other students, the presenter will be required to write a detailed audience analysis explaining the demographics and psychographics of his or her intended audience. For the Community Service presentation, students will provide details of the organization for which they are making the presentation and the audience to which they are making the presentation. The presenter's ability to relate the presentation content to the audience is a key factor in the evaluation of the presentations.

h. *critically analyze other presentations to learn new presentation techniques*
For four of the presentations, students will be assigned to a "peer" review of presentations made by other students and write an analysis of the strengths and weaknesses of the other student's presentation. Additionally, students will be assigned to watch an online or televised presentation, such as a Ted Talk or political speech, and to write an analysis of the presentation.

i. *understand the importance and need for small group interaction and team building for making group presentations*
The team Instructional assignment is the primary focus for accomplishing this objective. Students will be required to collaborate with another student to develop an instructional presentation on a topic related to the content of this

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course, Making Presentations with Media. Students will utilize Blackboard Collaborate which will permit all members of the class to attend the "class" the team of students has prepared. Blackboard Collaborate will permit the use of a variety of mobile devices and includes student-to-student and student-to-professor interaction. The collaboration options include team meetings and class lectures. This objective of understanding the importance of group and team work will be also be accomplished through the use of the textbook readings, lectures and discussion.

A number of other online systems exist to facilitate this collaborative process including popular social media platforms, Skype, Facetime, and Google+ Hangouts. The instructor will provide training on how to use Blackboard Collaborate in an early class session.

In coordinating the teams for this assignment, the instructor will need to determine appropriate schedules so that students who will be working primarily during the day are not paired with students who are working on the course primarily at night. Students will be informed of the synchronous requirement on D2L and in early communication with the students.

3. How will instructor-student and student-student, if applicable interaction take place?
    a. During the period of instruction, the instructor will have regular online office hours for the purpose of answering questions. Online office hours refer to the professor being available to answer emails immediately after sent.
    b. Additionally, discussion can be fostered by using the Discussions function of D2L. In this function, a professor can post a New Topic for discussion and students can post their thoughts under the prompt by the professor. This can foster both instructor-student and student-student discussion.

4. How will student achievement be evaluated?
    a. Students will be evaluated on their level of accomplishment for each required assignment and text. Assignment instructions, grading rubrics, self-evaluation and peer-evaluation guidelines have been developed for the face-to-face course that include detailed evaluation criteria for each assignment. Grading rubrics will be used to evaluate each assignment.

5. How will academic honesty for tests and assignments be addressed?
    a. Academic honesty for assignments should not be an issue. Each presentation will be delivered by the student either in real time via Skype or recorded and uploaded to iTube. The nature of the assignments makes it quite difficult to copy content from other presentations that might be found via the Internet.
    b. Quizzes and tests will cover the course content as well as the assigned articles. As there is no way to police the use of notes or the textbook while students are taking these quizzes, no restrictions will be made in this regard. The quiz functions of D2L will be utilized to randomize questions, to restrict navigation once the quiz has started and to set time limits for taking quizzes.

Included with this proposal is a sample lesson for the team instructional presentation. The topic of the lecture is how to write learning objectives. This lecture is in use currently with the Fall 2014 sections of COMM 205. The recorded lecture is on iTube and can be made accessible to the curriculum committee as needed.

Online Course Syllabus

I.   Catalog Description

COMM 205 Making Presentations with Media   3 class hours
                                                      0 lab hours
                                                      3 credits
                                                      (3c-0l-3cr)

Prerequisites: COMM 101

Introduction to basic presentation skills, emphasizing the use of media to enhance presentations. Students will research, organize and write presentations, design appropriate media and deliver individual and team presentations.

II.   Course Outcomes:

At the conclusion of the course the students will be able to:

1. understand the importance of public presentations in college and career situations
2. organize, write and deliver effective presentations
3. design effective media for use with presentations
4. understand how media is used to enhance presentations
5. develop confidence in making presentations
6. evaluate presentation skills and work to improve effectiveness as a presenter
7. analyze audience characteristics
8. critically analyze other presentations to learn new presentation techniques
9. understand the importance and need for small group interaction and team building for making group presentations

Student Outcomes Assessment Matrix

COE&ET Conceptual Framework	Program Objectives	Course Objectives	Assessment Technique
1 – 2 – 3 – 4	1 – 2 – 3 – 4	1	Article Quizzes Tests Presentation #6
1 – 2 – 3 – 4	2 – 3 – 4	2	Presentations 1-6
1 – 2 – 3 – 4	2 – 3 – 4	3	Presentations 1-6
1 – 2 – 3 – 4	2 – 3 – 4	4	Presentations 1-6 Tests Peer Evaluations Writing Assignment
1 – 2 – 3 – 4	2 – 3 – 4	5	Presentations 1-6
1 – 2 – 3 – 4	2 – 3 – 4	6	Peer Evaluations Self-Evaluations
1 – 2 – 3 – 4	2 – 3 – 4	7	Presentations 2-5 Writing Assignment Tests

1 – 2 – 3 – 4	2 – 3 – 4	8	Peer Evaluations Writing Assignment
1 – 2 – 3 – 4	2 – 3 – 4	9	Tests

Presentation #5 = Key Assessment

III. Detailed Course Outline (based on a typical 14 week semester)

Week	Online Lecture Viewing Requirement	Reading Requirement	Assignment Requirement	Test/Quiz
Week #1	Introductory Lecture Getting Organized	Chapters 1, 2, 3	Presentation #1 – (Introduction)	
	Organizing the Presentation			
Week #2	Understanding & Analyzing the Audience	Chapter 5		
	Appealing to the Audience			
Week #3	Designing and Using Visuals	Chapter 8	Presentation #2 – (Informative)	Test #1
Week #4		Articles 1, 2 & 3	Online Article Discussion Peer Review and Self Evaluation for Presentation #2	Article Quiz #1
Week #5	Monroe's Motivated Sequence Persuasive Presentations	Chapter 10		
Week #6		Chapters 4, 6 & 7	Presentation #3 – Digital Oratory	
Week #7	Supporting your Presentations		Peer Review and Self Evaluation for Presentation #3	
	Using Research and Evidence			
Week #8			Presentation #4 (Community Service)	Test #2
Week #9	Organizing Instructional Presentations	Chapters 9 & 12	Peer Review and Self Evaluation for Presentation #4	
	Writing Learning Objectives			
	Using Visuals with Instructional Presentations			
Week #10			Presentation #5 (Instructional)	
Week #11			Presentation #5 (Instructional)	
Week #12		Chapters 11 & 13	Presentation #5 (Instructional)	

Week #13	Presentations at Work	Articles 4, 5, & 6	Online Article Discussion Peer Review and Self Evaluation for Presentation #5	Article Quiz #2
Week #14			Presentation #6 (Digital Resume)	
			Writing Assignment	Test #3

IV. Evaluation Methods

The final course grade is determined by the successful completion of the following assignments. Students are required to organize, outline, write and deliver six (6) presentations. All presentations will use various types of media, including presentation software such as PowerPoint, imbedded video or audio and other media as appropriate to the assignment. Additional instructions along with topic suggestions will be provided in the assignment and course instructions. Students will be required to record Presentations 2-6.

Presentation #1 – (Introduction) A 1-2 minute introduction with the instructor via Skype.

Presentation #2 – (Informative) A 3-5 minute informative presentation about an assigned theme.

Presentation #3 – (Digital Oratory) A 5-7 minute persuasive speech on a topic of social or political significance, delivered from a written manuscript.

Presentation #4 – (Community Service) A 7-10 minute presentation designed to assist a community organization with a specific need. The student will coordinate the content of the presentation with a local organization and will present the content to a live audience in the local community.

Presentation #5 – (Team Instructional Presentation) A 30 minute team instructional presentation. Teams of two students will collaborate to outline, write and present an instructional topic related to the content of this course. An attendance requirement will apply to this assignment, students will be required to "attend" the online presentation in a synchronous fashion for a specified number of sessions depending on the course enrollment.

Presentation #6 – (Digital Resume) A 1-2 minute professional presentation of the student's skills developed to be used as part of the student's digital portfolio.

Peer Reviews – Each student is required to write peer reviews of other student presentations. Peer review assignments will be provided and students will complete these forms by watching the recorded presentation on iTube. Each student will complete four peer reviews.

Self-Evaluations – Each student is required to review the recording of his or her presentation and complete the individual self-evaluation forms provided in the course packet.

Writing Assignment – Each student is required to write a 3-4 page paper analyzing the presentation skills and style of an assigned presentation, for example a Ted Talk video available online or during political election seasons students might be assigned to watch a political debate or other televised speech. The content of the assignment will focus on the presentation style of the speaker(s). From this analysis, students will include in the writing assignment examples of how the presentation targets or does not target the audience.

Article Discussion and Quizzes – Students are required to read and discuss research selected articles related to the course content. After the online discussion students will take quizzes on the content of the articles. Specific times will be set for online discussion of these articles via Skype and discussion boards. Prompts for discussion will be provided.

Tests – Students are required to take three online tests related to the lectures and the textbook readings.

Evaluation:

Presentation #1 (Introduction)	15 points (1.7%)
Presentation #2 (Informative)	30 points (3.5%)
Presentation #3 (Digital Oratory)	40 points (4.7%)
Presentation #4 (Community Service)	75 points (8.8%)
Presentation #5 (Team Instructional)	100 points (11.7%)
Presentation #6 (Digital Resume)	75 points (8.8%)
Peer Reviews (4 X 15)	60 points (7%)
Self-Evaluations (4 X 15)	60 points (7%)
Writing Assignment	40 points (4.7%)
Article quizzes (2x30)	60 points (7%)
Texts (3x100)	300 points (35.1%)
Total Points	855 points

V. Example Grading Scale
Grades are calculated by totaling the points received on all assignments, quizzes and tests and by dividing that number by the total points possible. The resulting percentage determines the letter grade, based on the scale below:

90-100%	=	A
80-89%	=	B
70-79%	=	C
60-69%	=	D
below 60%	=	F

VI. Undergraduate Course Attendance Policy
The attendance policy for this course will be consistent with IUP's undergraduate attendance policy.

VII. Required Textbook(s), Supplemental Books and Readings
Zaremba, A.J. (2013). Speaking Professionally, M.E. Sharpe, Armonk, NY.

VIII. Special Resource Requirements
Technology Requirements: Students are required to have access to technology that will permit the appropriate use of IUP's Learning Management System (D2L), Blackboard Collaborate, IUP's private iTube repository for video recordings, and Skype. These systems will be used for communication about the course, assignment instructions, assignment submissions, lectures, quizzes and discussions. Students will be required to access iTube to upload recordings of presentations and to complete required peer reviews and self-evaluations. Blackboard Collaborate will be used for the team presentation. Students are also required to have access to video recording technology such as a video recorder or mobile phone with recording capability. Students may also find it necessary to purchase materials needed to produce visual media aids for presentations.

IX.   Bibliography

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Ahlfeldt, S. L. (2009, October). Serving our communities with public speaking skills. *Communication Teacher*, 23, 4, 158-161.

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Brydon, S. R. & Scott, M.D. (2010). *Between one and many*. New York: McGraw-Hill.

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Zarefsky, D. (2013). *Public Speaking: Strategies for Success*. Boston: Allyn & Bacon.

Syllabus of Record

I. Catalog Description

COMM 205 Making Presentations with Media

3 class hours
0 lab hours
3 credits
(3c-0l-3cr)

Prerequisites: COMM 101

Introduction to basic presentation skills, emphasizing the use of media to enhance presentations. Students will research, organize and write presentations, design appropriate media and deliver individual and team presentations.

II. Course Outcomes:

At the conclusion of the course the students will be able to:

1. understand the importance of public presentations in college and career situations
2. organize, write and deliver effective presentations
3. design effective media for use with presentations
4. understand how media is used to enhance presentations
5. develop confidence in making presentations
6. evaluate presentation skills and work to improve effectiveness as a presenter
7. analyze audience characteristics
8. critically analyze other presentations to learn new presentation techniques
9. understand the importance and need for small group interaction and team building for making group presentations

Student Outcomes Assessment Matrix

COE&ET Conceptual Framework	Program Objectives	Course Objectives	Assessment Technique
1 – 2 – 3 – 4	1 – 2 – 3 – 4	1	Presentations #1-5 **Presentation #5*** Peer Reviews Tests
1 – 2 – 3 – 4	2 – 3 – 4	2	Presentations #1-5 **Presentation #5***
1 – 2 – 3 – 4	2 – 3 – 4	3	Presentations 1-5 **Presentation #5***
1 – 2 – 3 – 4	2 – 3 – 4	4	Presentations #1-5 **Presentation #5***

1 – 2 – 3 – 4	2 – 3 – 4	5	Presentations #1-5 **Presentation #5*** Self Evaluations
1 – 2 – 3 – 4	2 – 3 – 4	6	Presentations 1-5 **Self Evaluations*** Peer Reviews
1 – 2 – 3 – 4	2 – 3 – 4	7	Presentations #1-5 **Writing Assignment***
1 – 2 – 3 – 4	2 – 3 – 4	8	Peer Reviews **Writing Assignment***
1 – 2 – 3 – 4	2 – 3 – 4	9	Presentations #1, 2 & 5 **Presentation #5*** Tests

* Key Assessment

III. Detailed Course Outline

Week #1 (3 class hours)
- Introduction/discussion of course requirements
- Analysis of Effective Presenters
- Viewing of selected presentations
- Selecting & narrowing presentation topics

Week #2 (3 class hours)
- Planning the Presentation
- Understanding & Analyzing the Audience
- Researching & Organizing the Presentation

Week #3 (3 class hours)
- Writing & Editing the Presentation
- Designing Presentation Materials
- Supporting ideas with Research & Evidence

Week #4 (3 class hours)
- Individual Presentations 1 & 2

Week #5 (3 class hours)
- Using Effective Language
- Overcoming anxiety

Week #6 (3 class hours)
- Speaking to Inform
- Mid Term Test

Week #7 (3 class hours)
- Individual Presentation #3

Week #8   (3 class hours)
- Speaking to Persuade
- Designing & Handling Media for presentations

Week #9   (3 class hours)
- Using computer presentation applications
- Individual Presentation #4

Week #10   (3 class hours)
- Individual Presentation #4
- Preparing and delivering Instructional Presentations

Week #11   (3 class hours)
- Preparing and delivering Instructional Presentations
- Team Building and Group Presentations
- Group Presentation Situations

Week #12   (3 class hours)
- Presentations in Different Situation
  - large groups
  - meetings & conferences
  - sales & business presentations

Week #13   (3 class hours)
- Presentation #5 (Instructional)

Week #14   (3 class hours)
- Presentation #5 (Instructional)
- Final Exam Review

Final Exam as Scheduled

IV.   Evaluation Methods

The final grade for the course will be determined by the successful completion of the following assignments. Students are required to complete five (5) in-class presentations. Each student will organize, outline and deliver four individual presentations and one group presentation during the semester.   All presentations will use various types of media, including presentation software such as Power Point, imbedded video or audio and other media as appropriate to the assignment. Additional instructions along with topic suggestions will be provided in the course packet.   Each presentation will be videotaped.

Presentation #1 - A 1 minute introduction of another student's presentation #2, delivered on the same day as the other student's presentation to introduce him or her to the class.

Presentation #2 - A 3-5 minute informative presentation about an assigned theme.

Presentation #3 - A 4-6 minute informative presentation about an issue of significance in student's chosen field of career interest.

Presentation #4 - A 4-6 minute presentation designed to persuade the class to accept the presenter's point of view. The topic must be socially or politically significant and must be supported by appropriate research materials.

Presentation #5 – A 20 minute instructional presentation presented with a partner and chosen from the topic list provided or another approved topic appropriate for the course. The presentation must include a class activity, class participation, and a test or assessment of the stated learning objectives.

Peer Reviews – Each student is required to write peer reviews of other student presentations. Peer review forms will be provided and students will complete these forms while watching the in-class presentations. Each student will complete four peer reviews.

Self-Evaluations – Each student is required to review the DVD recording of his or her presentation and complete the individual self-evaluation forms provided in the course packet. Self-evaluation forms must be turned in with the presentation DVD no later than one week following the in-class presentation.

Writing Assignment – Each student is required to write a 3-4 page paper analyzing the presentation skills and style of an out-of-class presentation. During political election seasons students will be assigned to watch a political debate or other televised speech. On-campus presentations will be assigned on occasions where televised presentations are not available.   The content of the assignment will focus on the presentation style of the speaker(s). For the political debate or speech assignment, students will be required to view political commercials of the same candidates and discuss the target audience of those commercials. From this analysis, students will include in the writing assignment examples of how the debate or speech targets or does not target the same audience. For an on-campus presentation, students will address to what degree the presenter has considered the audience that is present and will give specific examples of how the audience is targeted during the presentation.

Assignments:

Individual presentation #1	20 points (4.1%)
Individual presentation #2	30 points (6.2%)
Individual presentation #3	40 points (8.3%)
Individual presentation #4	50 points (10.4%)
Group Presentation #5	75 points (15.6%)
Self-Evaluations (5 X 15)	75 points (15.6%)
Peer Reviews (4 X 15)	60 points (12.5%)
Writing Assignment	30 points (6.2%)
Mid Term Test	50 points (10.4%)
Final Exam	50 points (10.4%)
Total Points	480

V.   Example Grading Scale

Grades are calculated by totaling the points received on all assignments and dividing that number by the total points possible. The resulting percentage determines the letter grade, based on the scale below:

90-100%	=	A
80-89%	=	B
70-79%	=	C
60-69%	=	D
below 60% =		F

VI.   Undergraduate Course Attendance Policy

The attendance policy for this course will be consistent with IUP's undergraduate attendance policy

VII.   Required Textbook(s), Supplemental Books and Readings

Engleberg, I.N. & Daly, J.A. (2005). *Presentations in everyday life.* New York: Houghton Mifflin.

VIII.   Special Resource Requirements

Students are required to purchase DVDs for videotaping purposes. Students will also find it necessary to purchase materials needed to produce media aids for individual and group presentations.

IX. Bibliography

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