1. **Course Number and Title**
   CSA 104 – Introduction to Presentation Software
   Credits: 1

2. **Instructor Contact Information**
   Josh McDowell
   Email: jmcdowell@gips.org
   Phone: 308.210.2072
   Google+: Joshua McDowell
   Twitter: @jomcdowe

3. **Course Description**
   This course develops the skills needed to develop presentations using computer presentation software. Upon completion of the course, students will have the skills needed to: develop a presentation, format a presentation, package the presentation, add and modify slide text, and animate using custom templates and custom animation.

   Students will create presentations using Microsoft’s PowerPoint (2010), Google Presentation, and one another web hosted presentation program of their choice (Prezi, Slide Rocket, etc.) Students will apply design and communicative techniques from the course text “Presentation Zen.” Finally, students will evaluate the effectiveness of presentation software in the desktop/laptop setting, as well as the mobile computing world.

4. **Course Readings**

5. **Learning Goals and Objectives**
   Upon completion of CSA 104, students will know and be able to:
   - Create a presentation
   - Format / Edit a presentation
   - Prepare presentation to be shared across platforms
   - Design presentation that clearly communicate a theme, idea, or belief, to a targeted audience
   - Design presentation that are visually appealing and engaging to various audiences

6. **Teaching and Learning Methods**
   CSA 104 will be taught in a blended learning environment, meaning we will have two required class meetings and the rest of the instruction occurring through the Doane College Blackboard System.

   *Reading*—Regular reading assignments are selected to explore the various design methods to creating a high impact presentation

   *Discussion*—Students will contribute regularly to discussion forums designed to offer students opportunities to exchange ideas, identify areas of consensus and disagreement
among fellow students, and formulate responses and contributions to inquiry in the course.

*Feedback*—Students will receive regular feedback on their performance and progress throughout the course. I will regularly read and respond to Discussion Forum postings, generally by the second or third day after the postings are due. Not every posting will have individual response by the instructor. Course assignments will be read and evaluated within two or three days from the due date. The final presentation will be within one week of the end of the course.

Due to the online nature of this course, all students must be able to access high-speed internet, as well as their Doane College Google Account.

7. Methods for Assessment of Student Performance

**Online Discussion and Responses:**
This course is designed to be a collaborative learning community using Discussion Forums. Discussion Questions on topics relevant to the assigned course topics will be assigned. To receive a passing grade, students must post to the discussion forum by designated times. Stay within 250-500 words. Students will be required to build on the responses of at least one of their classmate's postings by designated times. Responses to other posts should extend the conversation, not merely describe. Think about the assumptions underlying the claim or offer additional questions for the group or other resources that will enhance our learning. I will assign Discussion Forum grades based on the following considerations:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points Possible</th>
<th>Grading of Discussion Forums—Postings and Responses Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>Superior performance. Models exemplary engagement with the course content. Demonstrates ability to motivate and deepen inquiry in the course.</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>Excellent/good performance. Consistently expresses an open, attentive, caring demeanor. Offers comments and questions to facilitate understanding, further development, and clarification of fellow students' points and ideas.</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>Average performance. Inconsistent posting; comments lack depth; oversimplifies the issues.</td>
</tr>
<tr>
<td>F</td>
<td>Below 70</td>
<td>Unsatisfactory performance. Demonstrates untimely, non-collegial, disruptive, or otherwise rude behavior. Attempts to silence or dominate others during discussion. Offers comments that tend to close discussion or interfere with exploration of an issue’s complexities or ambiguities. Adopts an uncaring demeanor toward others.</td>
</tr>
</tbody>
</table>
8. Overall Course Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| A     | 90-100%  
Superior performance in meeting course objectives |
| B     | 80-89%   
Excellent/good performance in meeting course objectives |
| C     | 70-79%   
Average performance in meeting course objectives |
| F     | Below 70% unsatisfactory performance |

9. Course Policies

a. Attendance

Attendance for the two scheduled class meetings is mandatory. Because the rest of the course will be taught in an asynchronous online environment, your attendance is determined by your ability to meet all course deadlines.

**Required Class Meetings**
March 19, 2013
April 16, 2013
May 14, 2013 (If Necessary)

b. Academic Integrity Policy

The Doane College Academic Integrity Policy will be adhered to in this class. All projects/presentations and discussion post will represent your own work. Any use of others’ ideas and words without proper citation of sources is plagiarism and will result in penalties to be determined by the instructor and/or the dean of undergraduate studies.

Citing text, ideas, photos, video, etc. in a presentation or in a discussion post is essential. All sources should be cited in APA format. Please see the Purdue OWL Online Writing Lab (http://owl.english.purdue.edu/owl/resource/560/01/) for general APA guidelines and suggestions.