

Universidad de Puerto Rico
 Recinto de Río Piedras
 Facultad de Administración de Empresas
 Departamento de Comunicación Empresarial

PRONTUARIO

TÍTULO DEL CURSO	:	Business Communication I
CODIFICACIÓN	:	INCO 3005
CANTIDAD DE HORAS/CRÉDITO	:	30 hours / Two credits
PRERREQUISITOS, CORREQUISITOS Y OTROS REQUIMIENTOS:	:	None
DESCRIPCIÓN DEL CURSO:		
<p>Study of the elements, principles and fundamental practices of business communication. The logical and creative process in writing is studied with emphasis on the documents communicated in business and professional context. Face to face, online and hybrid course.</p>		
OBJETIVOS DE APRENDIZAJE:		
<p>Upon completion of the course, and with a high percentage of effectiveness, the student will be able to:</p> <ol style="list-style-type: none"> 1. Apply the principles of effective communication within business writing 2. Use appropriate vocabulary to produce memos, e-mail manager, and letters. 3. Apply critical judgment and ethical strategies in business situations 		
TEXT		
N/A		
COURSE CONTENT AND DISTRIBUTION OF TIME		
TOPIC	DISTRIBUTION OF TIME	

	Face to face	Hybrid	Online
1. Course Overview a. Introduction to Business Communication	2 hours	2 hours (0.5 face to face and 1.5 hour online)	2 hours (in-class)
2. Review, discuss, and define the communication theory	4 hours	4 hours (0.5 hour face to face and 3.5 hours online)	4 hours
3. Ethical standards of communication	2 hours	2 hours (0.5 hour face to face and 1.5 hour)	2 hours
4. Message Planning and Organization a. Direct Approach b. Indirect Approach	3 hours	3 hours (1 hour face to face and 2 hours online)	3 hours
Mid-term exam	1 hour	1 hour (1 hour face to face)	1 hour
5. Fundamentals of effective business letters and memoranda	2 hours	2 hours (0.5 hour face to face and 1.5 hour online)	2 hours
6. Style and tone of business correspondence	2 hours	2 hours (1 hour face to face and 1 hour online)	2 hours
7. Formats and uses of the business letters and memoranda	2 hours	2 hours (0.5 hour face to face and 1.5 hour online)	2 hours
8. Types of business letters	4 hours	4 hours (1.0 hour face to face and 3 hours online)	4 hours
In class writing and testing	8 contact hours	8 hours (1 hours face to face and 7 hours online)	8 hours
Total contact hours	30 hours	30 hours (7.5 hours face to face = 25% and 22.5 hours online = 75%)	30 hours
ESTRATEGIAS INSTRUCCIONALES:			

2 hours

Face to face	Hybrid	Online
<ul style="list-style-type: none"> • Conferencias del profesor • Lecturas • Trabajos en grupo • Tareas individuales • Actividades de avalúo • Actividades prácticas • Presentaciones orales 	<ul style="list-style-type: none"> • Módulos instruccionales en línea • Lecturas de artículos profesionales en línea • Videos instruccionales • Trabajos en grupo • Tareas individuales • Actividades de avalúo • Actividades prácticas • Presentaciones orales • Videoconferencias asincrónicas y sincrónicas 	<ul style="list-style-type: none"> • Módulos instruccionales interactivos • Lecturas de artículos profesionales en línea • Videos instruccionales • Trabajos en grupo • Tareas individuales • Actividades de avalúo • Actividades prácticas • Presentaciones orales • Videoconferencias asincrónicas • Reuniones sincrónicas

RECURSOS MÍNIMOS DISPONIBLES O REQUERIDOS:

Recurso	Face to face	Hybrid	Online
Cuenta en la plataforma institucional de gestión de aprendizaje (Ej. Moodle)	Institución	Institución	Institución
Cuenta de correo electrónico institucional	Institución	Institución	Institución
Computadora con acceso a internet de alta velocidad o dispositivo móvil con servicio de datos	Estudiante	Estudiante	Estudiante
Programados o aplicaciones: procesador de palabras, hojas de cálculo, editor de presentaciones	Estudiante	Estudiante	Estudiante
Bocinas integradas o externas	No aplica	Estudiante	Estudiante
Cámara web o móvil con cámara y micrófono	No aplica	Estudiante	Estudiante

EVALUATION TECHNIQUES

Face to face	Hybrid	Online
<ul style="list-style-type: none"> • Exams, quizzes, 20% • Oral presentation(s), 30% • Final essay, 20% • Class work, 30% <p>Total: 100%</p>	<ul style="list-style-type: none"> • Exams, quizzes, 20% • Oral presentation(s), 30% • Final essay, 20% • Class work, 30% <p>Total: 100%</p>	<ul style="list-style-type: none"> • Exams, quizzes, 10% • Oral presentation(s), 20% • Final essay, 20% • Forum participation, 30% • Class work, 20% <p>Total: 100%</p>

REASONABLE ACCOMODATION

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

“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 by false or fraudulent simulations; copying the whole or 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 laid 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.

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."

INSTITUTIONAL POLICY AGAINST SEXUAL HARASSMENT

"The University of Puerto Rico prohibits discrimination based on sex, sexual orientation, and gender identity in any of its forms, including that of sexual harassment. According to the Institutional Policy against Sexual Harassment in force at the University of Puerto Rico, any student subjected to acts constituting sexual harassment, may turn to the Office of the Student Ombudsperson, the Office of the Dean of Students, or the Coordinator of the Office of Compliance with Title IX for an orientation or formal complaint". **Certification Number 39 (2018-2019), Academic Senate**

GRADING SYSTEM

A B C D F

BIBLIOGRAPHY

Bovée, C. L., Thill, J. V., & Raina, R. L. (2016). *Business communication today*. Pearson Education India.

Cenere, P., Gill, R., Lawson, C., & Lewis, M. (2015). Communicating as business professionals. In *Communication Skills for Business Professionals* (pp. 198-226). Cambridge: Cambridge University Press.

Dwyer, C. (2017). *Critical Thinking: Conceptual Perspectives and Practical Guidelines*. Cambridge: Cambridge University Press.

Gwee J. (2018) Writing the Case Study. In: The Case Writer's Toolkit. Palgrave Macmillan.

LaBelle, Sara., & Jennifer H. Waldeck. (2020). Communication Ethics. In *Strategic Communication for Organizations* (pp. 91-116). University of California Press.

LaBelle, Sara., & Jennifer H. Waldeck. (2020). An Introduction to Strategic Communication. In *Strategic Communication for Organizations* (pp. 11-36). University of California Press.

Lawson, C., Gill, R., Feekery, A., Witsel, M., Lewis, M., & Cenere, P. (2019). Writing strategies for the business professional. In *Communication Skills for Business Professionals* (pp.

305-338). Cambridge: Cambridge University Press.

Oh, J., & Ki, E. J. (2019). Factors affecting social presence and word-of-mouth in corporate social responsibility communication: Tone of voice, message framing, and online medium type. *Public relations review*.

Okoro, E., Washington, M. C., & Thomas, O. (2017). The impact of interpersonal communication skills on organizational effectiveness and social self-efficacy: A synthesis. *International Journal of Language and Linguistics*, 4(3), 28-32.

Oussii, A. A., & Klibi, M. F. (2017). Accounting students' perceptions of important business communication skills for career success. *Journal of Financial Reporting and Accounting*.

Ranaut, B. (2018). Importance of Good Business Writing Skills. *International Journal of Language and Linguistics*.

Electronic References (will be revised each semester)

Arenstein, H. (2015). *Some Israeli Insulted By Obama Picture*. CBS News. Retrieved from <http://www.cbsnews.com/news/some-israelis-insulted-by-obama-picture/>

Ka-Neng, A. (2015). Rutgers Research Guide: *The Financing Your Business Guide: Other Sources*. Rutgers University Library. Retrieved from <http://libguides.rutgers.edu/c.php?g=336485&p=2265965>

Rosenberg, J. and Ka-Neng, A. (2015). *Resources for International Business*. Rutgers University. Retrieved from http://www.libraries.rutgers.edu/rul/rr_gateway/research_guides/busi/intbus.shtml

Thill, J. and Bovée, C. (2015). *16 Psychological Tricks That Will Help You Ace an Interview*. Retrieved from <http://rtu.businesscommunicationnetwork.com/category/job-interviews/>

United States Department of Labor, Bureau of Labor Statistics. (2014). *Occupational Outlook Handbook*. U.S. Bureau of Labor Statistics, annual. Retrieved from <http://www.bls.gov/oco/home.htm>

Portales electrónicos

Advertising Research Foundation – <http://www.arfsite.org/>

Advertising World (University of Texas) – <http://advertising.utexas.edu/world/>

American Accounting Association – <http://aaahq.org/links.cfm>

American Finance Association – <http://www.afajof.org/>

American Institute of Certified Public Accountants – <http://www.aicpa.org/>

American Management Association – <http://www.amanet.org/>

American Marketing Association – <http://www.MarketingPower.com/>

Annual Reports Online – http://www.zpub.com/sf/ar/arl_www.html

The Writing Lab and The Owl at Purdue (2015). *APA Formatting and Style Guide*. Purdue University. Retrieved: <http://owl.english.purdue.edu/owl/resource/560/01/>

*Electronic references will be revised and updated continuously. Students are asked to bring in additional web sites they may find useful and related to class.

June 2020