

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

## PRONTUARIO

TÍTULO DEL CURSO	:	<b>Business Communication II</b>
CODIFICACIÓN	:	<b>INCO 3006</b>
CANTIDAD DE HORAS/CRÉDITO	:	<b>30 hours/ 2 credits</b>
PRERREQUISITOS, CORREQUISITOS Y OTROS REQUIMIENTOS:	:	<b>None</b>
<b>DESCRIPCIÓN DEL CURSO:</b>		
Study of the principles and fundamental practices of effective business communication. Special attention is placed on the logical and creative process in writing related to difficult business situations that require solutions. Essential employment documents are also emphasized. <b>Face to face, online and hybrid course.</b>		
<b>LEARNING OBJECTIVES:</b>		
Upon completion of the course, and with a high percentage of effectiveness, the student will be able to: <ol style="list-style-type: none"> <li>1. Explain the principles of effective communication behavior.</li> <li>2. Apply clear thinking in analyzing business communication situations.</li> <li>3. Use appropriate vocabulary for effective communication.</li> <li>4. Communicate more effectively in writing employability documents by applying the basic principles of written communication in business.</li> </ol>		
<b>TEXT</b>		
N/A		
<b>COURSE CONTENT AND DISTRIBUTION OF TIME</b>		
<b>TOPIC</b>	<b>DISTRIBUTION OF TIME</b>	

	Face to face	Hybrid	Online
1. Course Overview a. Objectives, Content, and requirements. Review of direct approach	3 hours	2 hours (1 hour face to face and 2 hours online)	2 hours (1 hour in-class)
Student Employability Portfolio 1. Self-analysis using an online personality test 2. Occupation, industry, and company research 3. Interview	3 hours	3 hours (1 hour face to face and 2 hours online)	3 hours
Curriculum vitae and Resumes	3 hours	3 hours (1 hours face to face and 2 hours online)	3 hours
Application Letters and Job ads	3 hours	3 hours (1 hour face to face and 2 hours online)	3 hours
Follow-up messages a. Thank-you b. Letter of acceptance c. Letter declining a job offer d. Letter of resignation	3 hours	3 hours (1 hours face to face and 2 hours online)	3 hours
Oral Presentations Hand-in Student Employability Portfolio	4 hours	4 hours (1 hours face to face and 3 hours online)	4 hours
Routine Good-News messages a. Claim letters b. Adjustment letters c. Goodwill letters d. Letter of recommendation	3 hours	3 hours (1 hour face to face and 2 hours online)	3 hours
Examen/Test: Letter Writing	2 hours	2 hours (1 hour face to face and 1 hour online)	2 hours
Persuasive Messages Planning a. Purpose b. Audience analysis	3 hours	3 hours (1 hour face to face and 2 hours online)	3 hours

2 hours

c. Content d. Organization			
Writing persuasive messages  1. Persuasive claims and adjustments 2. Bad news messages a. Replies b. Announcements	3 hours	3 hours (1 hour face to face and 2 hours online)	3 hours
<b>Total contact hours</b>	30 hours	30 hours (7.5 hours in-class= 25% and 22.5 hours online = 75%)	30 hours

**ESTRATEGIAS INSTRUCCIONALES:**

Face to face	Hybrid	Online
<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Readings</li> <li>• Group Work</li> <li>• Individual Work</li> <li>• Assessment Activities</li> <li>• Hands-on-Activities</li> <li>• Oral Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Online instructional Modules</li> <li>• Online professional articles readings</li> <li>• Instructional Videos</li> <li>• Group Work</li> <li>• Individual Work</li> <li>• Assessment Activities</li> <li>• Hands-on-Activities</li> <li>• Oral Presentations</li> <li>• Asynchronous and Synchronous Videoconferences</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Instructional Modules</li> <li>• Online professional articles readings</li> <li>• Instructional Videos</li> <li>• Group Work</li> <li>• Individual Work</li> <li>• Assessment Activities</li> <li>• Hands-on-Activities</li> <li>• Oral Presentations</li> <li>• Asynchronous and Synchronous Videoconferences</li> </ul>

**MINIMUM AVAILABLE OR REQUIRED RESOURCES:**

Resource	Fase to face	Hybrid	Online
Institutional Platform Account (i.e. Moodle)	Institution	Institution	Institution
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"> <li>• Exams, quizzes, 20%</li> <li>• Oral presentation(s), 30%</li> <li>• Final essay, 20%</li> <li>• Class work, 30%</li> </ul>	<ul style="list-style-type: none"> <li>• Exams, quizzes, 10%</li> <li>• Oral presentation(s), 20%</li> <li>• Final essay, 20%</li> <li>• Forum participation, 30%</li> <li>• Class work, 20%</li> </ul>	<ul style="list-style-type: none"> <li>• Exams, quizzes, 10%</li> <li>• Oral presentation(s), 10%</li> <li>• Final essay, 20%</li> <li>• Forum participation, 40%</li> <li>• Class work, 20%</li> </ul>
Total: 100%	Total: 100%	Total: 100%

### 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

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- Boni, F. (2016). The Utopia of Communication: The Myth of Communication as a Positive Value. In Bait M., Brambilla M., & Crestani V. (Eds.), *Utopian Discourses Across Cultures: Scenarios in Effective Communication to Citizens and Corporations* (pp. 27-42).
- Castro-González, S., Arias Díaz, O. and Irizarry Quintero, A. (2016). Organizational Effects and Labor Behavior of Domestic Violence. *Academia Revista Latinoamericana de Administración*, 29 (4), 1-16.
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- Kang, M., & Sung, M. (2017). How symmetrical employee communication leads to employee engagement and positive employee communication behaviors. *Journal of Communication Management*, Vol. 21 No. 1, pp. 82-102
- Morrison, R. (2017). Teaching Toward the Telos of Critical Thinking: Genre in Business Communication. *Business and Professional Communication Quarterly*, 80(4), 460–472.
- Murphy, P. K., Andiliou, A., Firetto, C. M., Bowersox, C. M., Baker, M., & Ramsay, C. M. (2016). Intratextual Persuasive Messages as Catalysts for Higher Order Thinking: An Exploratory Investigation. *Journal of Literacy Research*, 48(2), 134–163.
- Pramono, R. E. (2016). “Students’ Logical Inaccuracy In Writing”. *The 5th English Language Teaching, Literature, and Translation*, pp. 535-431.
- Kim, Young. (2018), "Enhancing employee communication behaviors for sense making and sense giving in crisis situations: Strategic management approach for effective internal crisis communication", *Journal of Communication Management*, Vol. 22 No. 4, pp. 451-475.

Yuges, O. (2020). Enhancing the development of intercultural communicative competence in business and study environments. *TLC Journal*, 4(1), 44–54.

Wijirahayu, S., Priyatmoko, H., & Hadiani, S. (2019). Critical, Logical & Creative Thinking in a Reflective Classroom Practices. *International Journal of English Teaching (IJET) volume*, 8, pp. 33-40.

Williams, J. A. S., Schutts, J., Gallamore, K., & Amaral, N. (2019). Assessment of Memorandum Writing in a Quantitative Business Context. *Business and Professional Communication Quarterly*, 82(1), pp. 38–52.

### **Electronic Reference:**

Bovée, C., & Thill, J. (2017). *Excellent in Business Communication, 12e, Writing Reports and Proposals*. Retrieved from

[http://cbafaculty.org/Business%20Communication/Thill\\_ebc12\\_ch12.pdf](http://cbafaculty.org/Business%20Communication/Thill_ebc12_ch12.pdf)

Caliskan, S. and Isik, I. (2016). Are you ready for the global change? Multicultural personality and readiness for organizational change. *Journal of Organizational Change Management*, 29 (3), 404-423. Retrieved from

[https://www.researchgate.net/publication/301663916\\_Are\\_you\\_ready\\_for\\_the\\_global\\_change\\_Multicultural\\_personality\\_and\\_readiness\\_for\\_organizational\\_change](https://www.researchgate.net/publication/301663916_Are_you_ready_for_the_global_change_Multicultural_personality_and_readiness_for_organizational_change)

Fitzsimmons, S., Liao, Y. and Thomas, D. (2016). From crossing cultures to straddling them: an empirical examination of outcomes for multicultural employees.

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Gallois, C., Watson, B. and Giles, H. (2018). Intergroup Communication: Identities and Effective Interactions. *Journal of Communication*, 68, 309-317. Retrieved from doi:10.1093/joc/jqx016

Lisak, A., Erez, M., Sui, Y. and Lee, C. (2016). The Positive Role of Global Leaders in Enhancing Multicultural Team Innovation. *Journal of International Business Studies*, 47, 655-673. Retrieved from [www.jibs.net](http://www.jibs.net)

Stodolska, M. (2018). Research on Race, Ethnicity, Immigration, and Leisure: Have We Missed the Boat? *Leisure Sciences*, 40 (1-2), 43-53. Retrieved

<http://doi.org/10.1080/01490400.2017.1376013>

### **Portales electrónicos** ( will be revised each semester)

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/arl/arl\\_www.html](http://www.zpub.com/sf/arl/arl_www.html)

Association of Consumer Research – [http://www.acr\\_news.org/](http://www.acr_news.org/)

Certified Financial Planner Board of Standards - [http://www.cfp\\_board.org/](http://www.cfp_board.org/)

Field Guide to Nonprofit Program Design, Marketing and Evaluation and Field Guide to Consulting and Organizational Development.

Financial Executives Institute – <http://www.fei.org/> [

Glossary (of Financial Terms from the Federal Reserve Bank of Chicago) –

<http://www.chicagofed.org/glossary/index.cfm?alphaletter=A>

Industrial Relations Research Association – <http://www.lera.uiuc.edu/>

Institute of Internal Auditors – <http://www.theiia.org/>

International Economics – <http://www.mnsfld.edu/depts/lib/globecon.html>

Occupational Outlook Handbook. U.S. Bureau of Labor Statistics, annual. –

<http://www.bls.gov/oco/home.htm>

The Owl at Purdue . APA Formatting and Style Guide <http://owl.english.purdue.edu/owl/resource/560/01/>.

Resources for International Business Prepared by Ka-Neng Au Business Librarian  
au@newark.rutgers.edu 3 May 2007 [http://www.libraries.rutgers.edu/rul/rr\\_gateway/research\\_guides/busi/intbus.shtml](http://www.libraries.rutgers.edu/rul/rr_gateway/research_guides/busi/intbus.shtml)

Rutgers Research Guide: The Financing Your Business Guide will lead you to forty other sources of information, both online and in print, including the multi-volume set of Business Plans Handbook with sample plans for a variety of retail and service businesses (CAMDEN RESERVE, DANA REF, KILMER REF HD 62.7 .B865).

The Owl at Purdue . APA Formatting and Style Guide <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.

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