

UNIVERSIDAD DE PUERTO RICO  
 RECINTO DE RÍO PIEDRAS  
 FACULTAD DE ADMINISTRACIÓN DE EMPRESAS  
 DEPARTAMENTO DE COMUNICACIÓN EMPRESARIAL

**PRONTUARIO**

<b>TITLE</b>	:	<b>SEMINAR ON WRITING TECHNIQUES AND BUSINESS DOCUMENTS ANALYSIS</b>		
<b>CODE</b>	:	<b>INCO 3010</b>		
<b>HOURS/CREDITS</b>	:	<b>45 hours / 3 credits</b>		
<b>PREREQUISITES:</b>	:	<b>INGL 3101 -3102 or its equivalent</b>		
<b>COURSE DESCRIPTION:</b>				
SEMINAR DESIGNED TO PROVIDE STUDENTS WITH THE NECESSARY TOOLS TO IMPROVE THEIR LISTENING, SPEAKING AND WRITING COMMUNICATION SKILLS THROUGH THE READING. Face-to-face, online and hybrid course.				
<b>LEARNING OBJECTIVES:</b>				
Throughout the seminar, student will able to:				
<ol style="list-style-type: none"> <li>1. review the essentials of grammar, mechanics, and usage by writing business documents.</li> <li>2. apply the essentials of grammar, mechanics, and usage by translating business documents.</li> <li>3. discuss the main elements of literature within business related texts.</li> <li>4. critically analyze assigned texts to develop awareness of topics such as: ethics, social responsibility, and diversity.</li> <li>5. integrate communication technology using the Internet as a communication tool.</li> <li>6. integrate communication technology using the Internet for writing.</li> <li>7. integrate communication technology using the Internet for research.</li> <li>8. improve their pronunciation by developing and participating in oral business presentations.</li> <li>9. improve their enunciation by developing and participating in oral business presentations.</li> <li>10. improve their presentation skills by developing and participating in oral business presentations.</li> </ol>				
<b>CONTENT OUTLINE &amp; TIME DISTRIBUTION:</b>				
<b>Topics</b>		<b>Time Distribution</b>		
		<b>Face to face</b>	<b>Hybrid</b>	<b>Online</b>
General introduction to course		3 hours	3 hours (face to face)	3 hours
Review the essential linguistic processes <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> </ul>		3 hours	3 hours (face to face)	3 hours

• Writing			
Use different business communication formats in the process of generating business communication issues.	3 hours	3 hours (face to face)	3 hours
Relate content to the process of language in use	7 hours	2.25 hours (face to face and 4.75 hours online)	7 hours
Discuss elements of business-related issues such as: Ethics, Cultural, Entrepreneurship, Legal aspect, Communication, Social responsibility	6 hours	6 hours (online)	6 hours
Demonstrate knowledge in the decision making process of business communication issues.	6 hours	6 hours (online)	6 hours
Critically discuss and write about business issues: Inferences, Inductive reasoning, Deductive reasoning	6 hours	6 hours (online)	6 hours
Integrate elements of oral presentation and written business documents within a simulated business context.	6 hours	6 hours (online)	6 hours
Integrate acquired knowledge from courses and experiences to the development of business communication issues.	5 hours	5 hours (online)	5 hours
<b>Total Contact Hours</b>	<b>45 hours</b>	<b>45 hours</b> (11.25 face to face = 25% & 33.75 online = 75%)	<b>45 hours</b>

**INSTRUCTIONAL TECHNIQUES:**

Students will be assigned business readings for analysis and discussion. They will be expected to integrate communication technology when preparing documents and using online resources. Translation of business documents will be one of the methods used to review grammar, mechanics, and usage. A variety of classroom activities and presentations will be carried out to improve listening and oral production skills.

The course will use some of the following instructional techniques:

<b>FACE TO FACE</b>	<b>HYBRID</b>	<b>ONLINE</b>
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<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Readings</li> <li>• Group projects</li> <li>• Individual Assignments</li> <li>• Measurement 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 readings: Academic Journal</li> <li>• Instructional Videos</li> <li>• Group projects</li> <li>• Individual Assignments</li> <li>• Measurement activities</li> <li>• Hands on activities</li> <li>• Oral Presentations</li> <li>• Synchronic and Asynchronic videoconferences</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive instructional modules</li> <li>• Online readings: Academic Journal</li> <li>• Instructional Videos</li> <li>• Group projects</li> <li>• Individual Assignments</li> <li>• Measurement activities</li> <li>• Hands on activities</li> <li>• Oral Presentations</li> <li>• Synchronic and Asynchronic videoconferences</li> </ul>
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Alfred. G. J., Brusaw, C. T. & Oliu, W.E. (2008). *The business writer's companion*. (5<sup>th</sup> ed). Boston, MA: Bedford/St. Martin's.

Kaplan, S. M. (2006). *Webster's new world English-Spanish/Spanish-English business dictionary*. [ISBN 04717199439780471719946]. Indianapolis, IN: Wiley.

Readings: Selected and assigned each semester according to relevance of topics.

#### **COURSE RESOURCES AVAILABLE OR/AND REQUIRED:**

The Business English Department's resources to support this seminar are: instructional materials prepared by the professors, audiovisual equipment—IN Focus projectors, TV set, DVD player, laptop computers and a course textbook. Students may also use the Department's Language Laboratory and Multimedia Resource Center to receive writing and research assistance. Available software: MS Office, MS Teams, MS Azure, Moodle, Google Classroom, Google Apps for Education.

<b>Resources/Equipment</b>	<b>Face to face</b>	<b>Hybrid</b>	<b>Online</b>
Institutional Learning Management System (e.g. Moodle, MS Teams, Google Meet)	Institution	Institution	Institution
Organizational email (upr.edu)	Institution	Institution	Institution
Computer, Tablet or Smartphone with high-speed access to the internet or data plan.	Student	Student	Student
Software (MS Office, Google Suite)	Student	Student	Student
Speakers	NA	Student	Student
Webcam and Microphone or Smartphone with camera and data plan	NA	Student	Student

**EVALUATION TECHNIQUES:**

Students' final grade will consist of the amount of points accumulated in the different activities during the semester. If necessary different evaluation process will be used for students with special needs. We are prepared to provide reasonable accommodations for evaluation (those that do not substantially alter the nature of the course or cause undue burden on the professor) to students with disabilities while maintaining the academic standards that are fundamental to the quality of our courses.

Face to face	Hybrid	Online
Homework..... 10%	Homework ..... 10%	Homework ..... 10%
Exams..... 30%	Exams..... 20%	Exams..... 20%
Portfolio .....10%	Portfolio ..... 10%	Portfolio.....10%
Oral Presentations. ....20%	Oral Presentations. ....20%	Oral Presentations. ....20%
Cases..... 10%	Cases..... 10%	Cases..... 10%
Research Group Projects 20%	Research Group Projects .....20%	Research Group Projects .....20%
	synchronic meetings ....10%	synchronic meetings ....10%
<b>Total... ..... 100%</b>	<b>Total..... 100%</b>	<b>Total... .....100%</b>

**REASONABLE ACCOMODATION ADA LAW:**

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.”

To safeguard the integrity and security of the user data, every hybrid and online course will be offered through one of the institutional Learning Management Systems, which use secure connection and authentication protocols. The LMS systems verify your identity by using your institutional username and password (your upr.edu account). It is the user’s responsibility to protect their account by not sharing their username or password.

#### **SEX AND GENDER DISCRIMINATION POLICY**

“The University of Puerto Rico prohibits sex and gender discrimination in every modality, including sexual harassment. According to “la Política Institucional contra el Hostigamiento Sexual en la Universidad de Puerto Rico, Certificación Núm. 130, 2014-2015 de la Junta de Gobierno”, if a student is being or has been affected by the behavior or conduct related to sexual harassment, s/he can contact the Oficina de Procuraduría Estudiantil, the Decanato de Estudiantes or the Coordinadora de Cumplimiento con Título IX for orientation or to report a complaint.”

#### **GRADING SYSTEM**

A B C D F

#### **BIBLIOGRAPHY**

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Bovee, & Thill. (2020). Business Communication Essentials. New York: Academic Internet Publishers, Inc.

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Cheesebro, Thomas, O’Connor, Linda & Rios, Francisco. (2019). Communicating in the Workplace. New Jersey: Pearson Education .

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Diccionario multilingüe de economía y empresa español-inglés/inglés-español, español-francés/francés-español, español-italiano/italiano-español, español-alemán/alemán-español. (1994). Madrid: Ed. Verbum.

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Oxford: Oxford University Press.

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Thill, J. and Bovée, C. (2019). *Excellence in Business Communication*. Boston: Pearson. Plains, NY.

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*Vox diccionario de bolsa de modismos ingleses para hispanohablantes*. (2004). New York: McGraw-Hill.

### **Electronic references**

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Malyuga, E. and Orlova, S. (2018). *Linguistic Pragmatics of Intercultural Professional and Business Communication*. Library of the Congress Control Number: 2017957874. <https://www.springer.com/gp/book/9783319687438>

Lind, S. J. (2019). Low-Resource Digital Video: A Pedagogical Necessity for Modern Business Communication. *Business and Professional Communication Quarterly*, 83(1), 110-128. doi:10.1177/2329490619869208 <https://journals.sagepub.com/doi/abs/10.1177/2329490619869208>

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<https://rgu-repository.worktribe.com/output/322821/building-intercultural-competence-through-virtual-team-collaboration-across-global-classrooms>

#### **Other Electronic Resources**

The Business Communicataion Department Youtube channel.

<https://www.youtube.com/channel/UCfbKOgKid3hSL1GIyJLKLgQ/videos>

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