

**UNIVERSITY OF PUERTO RICO
RIO PIEDRAS CAMPUS
COLLEGE OF BUSINESS ADMINISTRATION
BUSINESS COMMUNICATION DEPARTMENT**

COURSE OUTLINE ¹

Managerial leadership development, business and academic, professional and ethical excellence through education and research initiatives and service in the context of Puerto Rico and the world

- A. Program:** **Business Communication**
- B. Title:** **Cooperative Education Experience I**
- C. Course Code:** **INCO 4998**
- D. Credit / Hours:** **60 Hours (4 credits)**
45 Hours (3 credits)
30 Hours (2 credits)
Credits may vary according to hours
- E. Prerequisites:** **Must have approved 24 credits and have a GPA of 2.50 or more.**

F. Course description

Advanced experience in the application of the theoretical and practical skills of the processes of business communication in English in an employment where the first language is English, preferably full-time, paid and under academic supervision.

G. Learning objectives

At the end of the experience, the student will have developed the following skills and abilities:

1. Oral communication skills.
2. Written communication skills
3. Interpersonal communication skill.
4. Intercultural communication skills.
5. Ability to work in teams.
6. Skill in integrating classroom theory to business environment.
7. Skill in decision-making.
8. Logical and critical thinking.
9. Responsibility
10. Leadership.

¹ Revised August, 2018, Aida Andino Pratts, Ph.D., PDC

H. Course content

Cooperative Education Experience provides students with the opportunity to obtain a practical experience from early stages up to the end of his/her studies.

The COOP student has the opportunity to develop the ability to work in a dynamic and diverse environment of interdisciplinary and interpersonal relations. Work full or part time with a COOP employer. The experience will contribute to help experience the real them mature, both academically and emotionally. Supervision by the professors will guide students in the interaction between classroom theory and its practical dimension and to re-evaluate their academic and professional goals.

I. Teaching techniques

The method will be holistic and will integrate 45 hrs. or more work experience as agreed with the COOP institution.

J. Available or required resources

N/A

K. Evaluation techniques

Monthly reports	40%
Professor coordinator's evaluation	20%
COOP Institution Evaluation	20%
Visit assessment	5%
Written final report	<u>15%</u>
TOTAL	100%

L. Special needs

Students who require academic support due to a documented disability (*Procurador del Impedido*) or vocational rehabilitation should contact the professor at the beginning of the semester. In order to plan the action that will be implemented following the recommendation of the office that has documented the special need.

M. 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."

N. Grading system

Approved or not approved

O. Bibliography

Andino-Pratts, A., Fajardo, Z., Fernández, L & Rivera-Aponte, A. (dic., 2016) Diseño de un módulo instruccional para promover la efectividad de la competencia de comunicación escrita en las escuelas de negocio. Cuadernos de Investigación, num. 31.

Able, Richard. (Spring, 2000) “Cooperative Education – A Study of Employment Cost Effectiveness”, *CO-OP Experience*.

Applied Management Sciences, (2005) “Cooperative education-A national assessment”, executive summary and commentary (folleto), *National Commission for Cooperative Education*, Boston, Massachusetts.

Campbell, Alan K.. (2004). An investment in tomorrow: federal employment of cooperative education students (folleto), *National Commission for Cooperative Education*, Boston, Massachusetts.

Cooperative Education: Experience the Advantage. (2001). National Commission for Cooperative Education, Boston, Massachusetts.

Cooperative Education Handbook. (2009). Northeastern University, Boston, Massachusetts.

Davis, H., Gouzardi, J. & Herlong, B. (March, 2012). The use of cooperative education to recruit students to your Corporation, Institution or Agency, *ASES Engineering Bulletin*.

Guskin, Alan E., (June 1, 2011). On changing fundamental conceptions of the undergraduate experience: Experimental learning and theories of intelligence (folleto), *National Commission for Cooperative Education*: Boston, Massachusetts.

McBride, L. (2001). Preparing for the workplace: Labor looks at cooperative education (folleto). *National Commission for Cooperative Education*: Boston, Massachusetts.

Electronic References²

What is Cooperative Learning. <http://serc.carleton.edu/introgeo/cooperative/whatis.html>
Retrieved December 7, 2015.

Find a great internship. <http://www.experience.com/entry-level-jobs/internships/>
Retrieved December 7, 2015.

² 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.