

**University of Puerto Rico
Río Piedras Campus
College of Business Administration
Department of Business Communication**

SYLLABUS

COURSE TITLE	:	Strategic business report writing and oral communication in a diverse changing society
CODE	:	INCO 4010
HOURS/CREDITS	:	60 Hours/Four credits
PRE-REQUISITES, CO-REQUISITES AND OTHER REQUIREMENTS:	:	Coem 3001
COURSE DESCRIPTION:		
<p>This course is designed to give students a comprehensive view of business communication. Stressing critical thinking and persuasion skills, students will become proficient in formal written and oral communication strategies framed by ethical considerations. The multicultural nuance of today's globalized society is also emphasized and applied.</p> <p>Course will be offered face to face, online and hybrid.</p>		
LEARNING OBJECTIVES:		
<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. Understand the link between communication and theory. 2. Explain the functions of business reports. 3. Identify the characteristics of effective reports. 4. Apply ethical guides to written and oral communication. 5. Adapt communicative elements for an international/ intercultural environment. 6. Recognize the steps in planning business research. 7. Discuss criteria for evaluating data sources. 8. Apply presentation skills in group presentations. 		

COURSE CONTENT AND DISTRIBUTION OF TIME			
TOPIC	DISTRIBUTION OF TIME		
	On-site	Hybrid	Online
1. Course overview, Objectives, Content, Course requirements.	4hours	4 hours (1.5 hours in-class and 2.5 hours online)	4 hours
2. Professional Communication in a Digital, Social, Mobile World a. Communication Process. b. Using technology to improve communication.	6 hours	6 hours (2 hours in-class and 4 hours online)	6 hours
3. Collaboration, Interpersonal Communication, and Business Etiquette a. Active Listening. b. Non-verbal Behavior.	6 hours	6 hours (2 hours in-class and 4 hours online)	6 hours
4. Communication Challenges in a Diverse, Global Marketplace a. Developing cultural competency. b. Recognizing variations in a diverse world. c. Improving intercultural communication skills.	6 hours	6 hours (2 hours in-class and 4 hours online)	6 hours

<p>5. Writing and Presenting Persuasively via Storytelling</p> <ul style="list-style-type: none"> a. Developing marketing and sales messages. b. Applying and interviewing for Employment. c. Elevator Pitch. 	6 hours	6 hours (2 hours in-class and 4 hours online)	6 hours
Mid-term exam/project	2 hours	2 hours (2 hours in-class)	2 hours
<p>6. Planning Reports and Proposals</p> <ul style="list-style-type: none"> a. Planning informational reports. b. Planning analytical reports. c. Organizational Strategies for Analytical Reports. 	6 hours	6 hours (2 hours in-class and 4 hours online)	6 hours
<p>7. Writing and Completing Reports and Proposals</p> <ul style="list-style-type: none"> a. Adapting to your Audience. b. Drafting Report Content. 	6 hours	6 hours (2 hours in-class and 4 hours online)	6 hours
<p>8. Public Speaking and Developing Presentations in a Social Media Environment</p> <ul style="list-style-type: none"> a. Delivering a Pitch. b. Non-verbal communication. 	6 hours	6 hours (2 hours in-class and 4 hours online)	6 hours
9. Delivery of Oral Presentations	6 hours	6 hours (6 hours in-class)	6 hours
10. Search for data, preparation of draft, revisions, etc. , throughout the semester.	6 hours	(2 hours in-class and 4 hours online)	6 hours
Total contact hours	60 hours	60 hours	60 hours

		(15 hours in-class= 25% and 45 hours online = 75%)	
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TEXT

Boveé, C. L., and Thill, J. (2020). *Business Communication Today*. Pearson.

E-book available for rent at:

<https://www.pearson.com/store/en-us/pearsonplus/p/9780136713807.html>

INSTRUCTIONAL TECHNIQUES:

Face to Face	Hybrid	On line
<ul style="list-style-type: none"> • Lectures • Readings • Group projects • Individual assignments • Measurement activities • Hands on activities • Oral presentations • Exams and quizzes • Online instructional modules • Online readings 	<ul style="list-style-type: none"> • Online instructional modules • Online readings: academic journal • Instructional videos • Group projects • Individual assignments • Measurement activities • Hands on activities • Oral presentations • Exams and quizzes • Synchronous and asynchronous forum participation • Face to face and recorded videoconferences 	<ul style="list-style-type: none"> • Interactive instructional modules • Online readings: academic journal • Instructional videos • Group projects • Individual assignments • Exams and quizzes • Hands on activities • Oral presentations • Synchronous and asynchronous forum participation • Recorded videoconferences

MINIMUM AVAILABLE OR REQUIRED RESOURCES:

Resource	Face to face	Hybrid	On line
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Institutional learning platform account (i.e., Moodle)	Institution	Institution	Institution
Institutional e-mail account	Institution	Institution	Institution
Computer with high-speed internet access or mobile device with data service	Student	Student	Student
Applications: Word processor. Presentation editor	Student	Student	Student
Integrated or external speakers	NA	Student	Student
Web camera or mobile device with camera and microphone	NA	Student	Student

EVALUATION TECHNIQUES		
Face to Face	Hybrid	On line
<ul style="list-style-type: none"> ● Exams, quizzes, 10% ● Oral presentation(s), 20% ● Final report, 20% ● Forum participation, 30% ● Class work, 20% <p style="text-align: center;">Total: 100%</p>	<ul style="list-style-type: none"> ● Exams, quizzes, 10% ● Oral presentation(s), 20% ● Final report, 20% ● Forum participation, 30% ● Class work, 20% <p style="text-align: center;">Total: 100%</p>	<ul style="list-style-type: none"> ● Exams, quizzes, 10% ● Oral presentation(s), 20% ● Final report, 20% ● Forum participation, 30% ● Class work, 20% <p style="text-align: center;">Total: 100%</p>
ACOMODO RAZONABLE:		
<p>La Universidad de Puerto Rico (UPR) reconoce el derecho que tienen los estudiantes con impedimentos a una educación post secundaria inclusiva, equitativa y comparable. Conforme a su política hacia los estudiantes con impedimentos, fundamentada en la legislación federal y estatal, todo estudiante cualificado con impedimentos, tiene derecho a la igual participación de aquellos servicios, programas y actividades que están disponibles de naturaleza física, mental o sensorial y que por ello se ha afectado, sustancialmente, una o más actividades principales de la vida como lo es su área de estudios post secundarios, tiene derecho a recibir acomodos o modificaciones razonables. De usted requerir acomodo o modificación razonable en este curso, debe notificarlo al profesor sobre el mismo, sin necesidad de divulgar su condición o diagnóstico. De manera simultánea, debe solicitar a la Oficina de Servicios a Estudiantes con Impedimentos (OSEI) de la unidad o Recinto, en forma expedita, su necesidad de modificación o acomodo razonable.</p>		
INTEGRIDAD ACADÉMICA		

La Universidad de Puerto Rico promueve los más altos estándares de integridad académica y científica. El Artículo 6.2 del Reglamento General de Estudiantes de la UPR (Certificación Núm. 13, 2009-2010, de la Junta de Síndicos) establece que “la deshonestidad académica incluye, pero no se limita a: acciones fraudulentas, la obtención de notas o grados académicos valiéndose de falsas o fraudulentas simulaciones, copiar total o parcialmente la labor académica de otra persona, plagiar total o parcialmente el trabajo de otra persona, copiar total o parcialmente las respuestas de otra persona a las preguntas de un examen, haciendo o consiguiendo que otro tome en su nombre cualquier prueba o examen oral o escrito, así como la ayuda o facilitación para que otra persona incurra en la referida conducta”. Cualquiera de estas acciones estará sujeta a sanciones disciplinarias en conformidad con el procedimiento disciplinario establecido en el Reglamento General de Estudiantes de la UPR vigente.

Para velar por la integridad y seguridad de los datos de los usuarios, todo curso híbrido, a distancia y en línea deberá ofrecerse mediante la plataforma institucional de gestión de aprendizaje, la cual utiliza protocolos seguros de conexión y autenticación. El sistema autentica la identidad del usuario utilizando el nombre de usuario y contraseña asignados en su cuenta institucional. El usuario es responsable de mantener segura, proteger, y no compartir su contraseña con otras personas.

POLÍTICA Y PROCEDIMIENTO PARA EL MANEJO DE SITUACIONES DE DISCRIMEN POR SEXO O GÉNERO EN LA UNIVERSIDAD DE PUERTO RICO

La Universidad de Puerto Rico (Universidad), como institución educativa y centro laboral, tiene como norte proteger los derechos y ofrecer un ambiente seguro a todas las personas que interactúan con la institución, ya sean estudiantes, empleados, contratistas y/o visitantes (en adelante “personas concernidas”). En atención a ello, se promulga la presente Política por virtud de la Certificación 107, JG 2021-2022, con el fin de promover un ambiente de respeto a la diversidad y los derechos de los integrantes de la comunidad universitaria. Se establece el protocolo, para el manejo de situaciones relacionadas con las siguientes conductas prohibidas: discriminación por razón de sexo, género, o embarazo, hostigamiento sexual, violencia sexual, violencia doméstica, violencia en cita y acecho, (en adelante, «las conductas prohibidas»), en el ambiente de trabajo y estudio.

GRADING SYSTEM

A B C D F

PLAN DE CONTINGENCIA EN CASO DE UNA EMERGENCIA

En caso de surgir una emergencia o interrupción de clases, el profesor continuará ofreciendo el curso utilizando la modalidad a distancia o en línea, según establecidas en

este prontuario oficial. De acuerdo a la información oficial y las directrices institucionales, el profesor realizará esfuerzos para comunicarse con los estudiantes vía correo electrónico institucional u otros medios alternos disponibles para coordinar la continuidad del ofrecimiento.

REFERENCES:

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

Barbaro, M. (2021). *The Daily, New York Times*. (Audio Podcast). New York City.

Barnet, S., Bedau, H. and O'Hara, J. (2017). *Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, with Readings* - 11th edition. Bedford Books.

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

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

Jamison, M. (2021). *Effective Speaking at Work: A Practical Route to Improving your Communication Skills in a Professional Environment, Becoming More Charismatic, and Empowering Productivity in an Effective Way*.

Johnson, C., Dunn-Jensen, L. and Wells, P. (2019). Sketchy communication: An experiential exercise for learning about communication in business. *Journal of Education for Business*, 94 (1), 46–56. doi-
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LaBelle, S., & Waldeck, J. (2020a). An Introduction to Strategic Communication. In *Strategic Communication for Organizations* (pp. 11-36). University of California Press.

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Electronic References (will be revised each semester)

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Stony Brook University, Career Center. (2021). *Elevator Pitch*. Retrieved from <https://www.youtube.com/watch?v=6dQtFo1N7jY>

Thill, J. and Bovée, C. (2021). *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. (2021). *Occupational Outlook Handbook*. U.S. Bureau of Labor Statistics, annual. Retrieved from <http://www.bls.gov/oco/home.htm>

Portales electrónicos

Centro Multimedia Coem-Upprp - <https://www.youtube.com/channel/UCfbKOqKid3hSL1GIyJLKLgQ/videos?view=o&sort=da>

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 (2022). *APA Formatting and Style Guide*. Purdue University. Retrieved: <http://owl.english.purdue.edu/owl/resource/560/01/>

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

Nota

1. Las personas matriculadas en esta clase tienen el derecho a la inclusión, la equidad y a que se les llame por el nombre de su preferencia, independientemente de su género.

Revised: January 2024