

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

SYLLABUS

COURSE TITLE	:	Enhancing Leadership, Interpersonal Relationships, and Communication Skills in English via Storytelling and Performing Arts
CODIFICATION	:	INCO4056
HOURS AND CREDITS	:	45 hours/3 credits
PRE-REQUISITES, CO-REQUISITES AND OTHER REQUIREMENTS:	:	NONE
COURSE DESCRIPTION:		
<p>Application of storytelling and performing art strategies to enhance soft skills required in professional settings to raise awareness of the importance of empathy, ethical sensitivity in the workplace, body language awareness, communication skills in English, interpersonal relationships, and negotiation skills. These soft skills will be developed using hands-on exercises, improvisation, role-playing, readings, videos, qualitative research, writing, and reflective exercises.</p> <p>Face to Face, online, and hybrid courses.</p>		
LEARNING OBJECTIVES:		
<p>As a result of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the basic notions of performing arts and their link to professional settings. 2. Recognize the basic concepts of body language awareness and communication skills. 3. Utilize body language awareness and the sensorial capacity acquired in the course to develop empathy and understand the diversity and reality of others. 4. Apply interpersonal communication skills in professional and social settings. 5. Identify the key elements for successful public speaking performance. 6. Perform analysis and research focused on topics of interest to continue practicing public speaking. 7. Identify storytelling principles, elements, and steps to build stories effectively. 8. Apply narrative storytelling strategies to public speaking processes. 9. Employ active voice and creative writing skills to deliver successful stories. 10. Collaborate to plan, research, document, and complete team projects. 11. Recognize the need for business research and identify the required processes. 		

TEXTBOOK			
Does not apply. We will work with readings and articles.			
COURSE CONTENT AND DISTRIBUTION OF TIME			
TOPICS	TIME DISTRIBUTION		
	Face to Face	HYBRID	ONLINE
1. Course Overview a. Discuss course objectives, content, requirements, and rules of the game. b. Discuss communication principles, processes, channels, and paradigms. c. Break the ice interaction between students and professors.	3 hours	3 hours (1.5 hours online and 1.5 in-class)	3 hours
2. Trust, relaxation, and concentration exercises a. Groups ethics b. Teamwork c. Trust Exercises	6 hours	6 hours (1 hours online and 5 in-class)	6 hours
3. Introduction to Storytelling a. Elements of Storytelling b. Steps to follow to produce an effective story	6 hours	6 hours (1 hours online and 5 in-class)	6 hours
4. Art of Persuasion a. Hierarchy of Needs b. Characteristics of Human Behavior	6 hours	6 hours (3 hours online and 3 in-class)	6 hours
5. Public Speaking a. Effective delivery skills b. Body Language c. Non-verbal communication d. Power of the voice e. Intonation f. Delivering a Pitch	8 hours	8 hours (4 hours online and 4 in-class)	8 hours
6. Collaboration, Leadership, and Interpersonal communication a. Developing empathy and sensibility to others. b. Raising awareness of the realities of others and diversity among our peers.	6 hours	6 hours (1 hours online and 5 in-class)	6 hours

7. Active listening and negotiation strategies a. Negation and rejection b. Interruption and patience c. Summative actions.	6 hours	6 hours (1 hours online and 5 in- class)	6 hours
8. Pitch Presentations	4 hours	4 hours (1 hours online and 3 in- class)	4 hours
Total Contact hours	45 hours	45 hours (11.5 horas online = 25%, and 33.5 hours in- class,75%)	45 hours
Instructional Techniques:			
Face to face	Hybrid	Online	
<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 • Synchronous and asynchronous forum participation • Live online and recorded videoconferences 	<ul style="list-style-type: none"> • Interactive instructional modules • Online readings: academic journal • Instructional videos • Group projects • Individual assignments • Measurement activities • Hands on activities • Oral presentations • Synchronous and asynchronous forum participation • Live online and recorded videoconferences 	
MINIMUM AVAILABLE OR REQUIRED RESOURCES:			
Resources	Face to face	Hybrid	Online

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
Institutional learning platform account (i.e., Moodle)	Institution	Institution	Institution

EVALUATION TECHNIQUES

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

ACOMODO RAZONABLE:

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.

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: discrimen 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

EMERGENCY RESPONSE PLAN

In the event of an emergency or interruption of classes, the professor will continue to offer the course using the online modality, as established in the official syllabus. In accordance with official information and institutional guidelines, the professor will reach students via their institutional emails or other alternative means available to coordinate the continuity of the course.

BIBLIOGRAPHY

- Alexa, O. (2021). Helping students overcome barriers to business communication nowadays. *Journal of Public Administration, Finance & Law*, 21, . 5–12. EBSCOhost, <https://doi-org.uprrp.idm.oclc.org/10.47743/jopaf1-2021-21-01>.
- Biesenbah, R. (2018). *Unleash the power of storytelling; win hearts, change minds, get results*. Illinois: Eastlawn Media.
- DE FINA, A. (2016). Storytelling and audience reactions in social media. *Language in Society*, 45(4), 473–498. <http://www.jstor.org/stable/26348499>
- Gee, V. and Gee, S. (2011). *Business Improv, Experiential Learning Exercises to Train Employees to Handle Every Situation with Success*. New York: The McGraw-Hill Companies.
- Hall, K. (2019). *Stories that Stick*. HarperCollins
- Irizarry, A. (2023). Overcoming emotional and communication barriers with performing arts strategies: the case of Puerto Rican business students. *International Journal of Business Communication* (pending publication December 2023).
- Karia, A. (2015). *Ted Talks Storytelling, 23 Storytelling Techniques from the Best TED Talks*. USA: Akash Karia.
- Lambert, J. and Hessler, B. (2018). *Digital Storytelling: Capturing Lives, Creating Community*. New York: Routledge.
- Thill, J. and Bovée, C. (2020). *Business Communication Today*. Boston: Pearson.
- Villaespesa, E. and Wowkowych, S. (2020). Ephemeral storytelling with social media: Snapchat and Instagram Stories at the Brooklyn Museum. *Social Media and Society* 6(1), 1-13. <https://doi.org/10.1177/2056305119898776>
- VandenBos, G. (2012). *Publication Manual*. American Psychological Association: Washington, D.C.
- Weber, P. and Grauer, Y. (2019). The effectiveness of social media storytelling in Strategic Innovation Communication: Narrative Form Matters. *International Journal of Strategic Communication*, 13 (2), 153-166.
DOI: [10.1080/1553118X.2019.1589475](https://doi.org/10.1080/1553118X.2019.1589475)

Electronic Sources:

- 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

Merriam-Webster Online Dictionary. (2018). Retrieved from
<http://www.merriam-webster.com>

Owl Purdue Online Writing Lab (2018). APA Formatting and Style Guide. Retrieved
from <https://owl.english.purdue.edu/owl/resource/747/01/>

Cuddy, A. (2016). *Your Body Language Shapes who you are*. Retrieved from
<https://www.youtube.com/watch?v=r7dWsJ-mEyl>

National Institute of Health. (2018). *Research and Training*. Retrieved from
<https://www.nih.gov/>.