

University of Puerto Rico
Río Piedras Campus
Faculty of Business Administration
Department of Business Communication

SYLLABUS

COURSE TITLE	Seminar on Writing Techniques and Business Document Analysis
COURSE CODE	INCO 3010
CONTACT HOURS/CREDITS	45 hours / Three credits
PREREQUISITES, COREQUISITES, AND OTHER REQUIREMENTS	None

COURSE DESCRIPTION

Seminar designed to provide students with the tools needed to improve listening, speaking, reading, and writing communication skills through the analysis and production of business-related texts. The course may be offered face-to-face, in hybrid format, or online.

LEARNING OBJECTIVES

Upon successful completion of the course, students will be able to:

- Review and apply grammar, mechanics, and usage when writing and translating business documents.
- Discuss literary and rhetorical elements in business-related texts.
- Critically analyze texts addressing ethics, social responsibility, diversity, and related business issues.
- Use Internet-based communication technologies for writing, research, and professional communication.
- Improve pronunciation and enunciation through the preparation and delivery of oral business presentations.
- Integrate listening, speaking, reading, and writing skills in simulated business contexts.

COURSE CONTENT AND DISTRIBUTION OF TIME

Topic and content	Face-to-face	Hybrid	Online
1. Course introduction Seminar overview, objectives, requirements, and learning environment.	3	3 face-to-face (2 sessions of 1.5h each)	3
2. Essential linguistic processes Listening, speaking, reading, and writing.	3	3 face-to-face (2 sessions of 1.5h each)	3
3. Business communication formats Use of appropriate formats to address business communication issues.	3	3 face-to-face (2 sessions of 1.5h each)	3
4. Language in use Relationship between content, context, audience, and language choices.	7	7 hours (2.25 face-to-face: 1 session of 1.5h + 1 short session of 45 min; 4.75 online)	7
5. Business-related issues Ethics, culture, entrepreneurship, legal dimensions, communication, and social responsibility.	6	6 online	6
6. Decision-making Application of decision-making processes to business communication issues.	6	6 online	6
7. Critical analysis and writing Inferences, inductive reasoning, and deductive reasoning.	6	6 online	6
8. Integrated oral and written communication Oral presentations and written business documents in a simulated business context.	6	6 online	6
9. Seminar integration	5	5 online	5

Topic and content	Face-to-face	Hybrid	Online
Application of prior courses and experiences to business communication issues.			
TOTAL CONTACT HOURS	45	45 (11.25 face-to-face and 33.75 online)	45

Note: In the face-to-face modality, up to 25% of contact hours may be delivered through an alternate (distance) modality, if necessary.

TEXTBOOKS AND READINGS

Alred, G. J., Brusaw, C. T., & Oliu, W. E. (2008). The business writer's companion (5th ed.). Bedford/St. Martin's. Kaplan, S. M. (2006). Webster's New World English-Spanish/Spanish-English business dictionary. Wiley. Additional readings will be selected each semester according to the relevance of course topics.

INSTRUCTIONAL STRATEGIES

Face-to-face	Hybrid	Online
• Lectures • Readings • Group work • Individual assignments • Assessment activities • Practice activities • Oral presentations	• Online modules • Professional articles • Instructional videos • Group and individual work • Assessment and practice • Oral presentations • Asynchronous and synchronous conferences	• Interactive modules • Professional articles • Instructional videos • Group and individual work • Assessment and practice • Oral presentations • Videoconferences and synchronous meetings

MINIMUM REQUIRED OR AVAILABLE RESOURCES

Resource	Face-to-face	Hybrid	Online
Institutional learning management system	Institution	Institution	Institution
Institutional e-mail account	Institution	Institution	Institution
Computer or mobile device with high-speed Internet	Student	Student	Student
Word processor, spreadsheet, and presentation software	Student	Student	Student
Integrated or external speakers	Not applicable	Student	Student
Webcam or mobile camera and microphone	Not applicable	Student	Student

EVALUATION TECHNIQUES

Face-to-face	Hybrid	Online
• Homework: 10% • Exams: 25% • Portfolio: 10% • Oral presentations: 15% • Cases: 10% • Research group projects: 20% Attendance and participation: 10% Total: 100%	• Homework: 10% • Exams: 15% • Portfolio: 10% • Oral presentations: 15% • Cases: 10% • Research group projects: 20% • Synchronous meetings: 10% Attendance and participation: 10% Total: 100%	• Homework: 10% • Exams: 20% • Portfolio: 10% • Oral presentations: 20% • Cases: 10% • Research group projects: 20% • Synchronous meetings: 10% Total: 100%

REASONABLE ACCOMMODATION

The University of Puerto Rico recognizes the right of students with disabilities to an inclusive, equitable, and comparable postsecondary education. Qualified students are entitled to equal participation and reasonable accommodations or modifications. Students who require an accommodation should notify the professor and promptly submit a request to the Office of Services for Students with Disabilities (OSEI); disclosure of a diagnosis to the professor is not required.

GUIDELINES FOR THE INTEGRATION AND USE OF ARTIFICIAL INTELLIGENCE (AI)

Under Academic Affairs Circular 8, 2024-2025, the use of AI tools is permitted in accordance with institutional and course-specific guidelines. Students must disclose and document any use of AI and explain how it contributed to the work submitted. AI may not be used to misrepresent authorship or to submit non-original content without proper attribution.

ACT 220-2024: ACADEMIC AGREEMENTS FOR UNIVERSITY ATHLETES

Act 220-2024 recognizes the right of certified student-athletes to request reasonable academic adjustments during training or competition periods authorized by the Interuniversity Athletic League (LAI). Official documentation and a written academic agreement are required.

STUDENT ATTENDANCE

Academic Senate Certification 111 (2023-2024), Río Piedras Campus, requires each course to state clear standards for attendance, punctuality, participation, and make-up work. It addresses excused absences, the Attendance Census, appeals, and procedures for extended absences.

ACADEMIC INTEGRITY

Article 6.2 of the UPR General Student Regulations (Board of Trustees Certification 13, 2009-2010) identifies academic dishonesty, including fraud, plagiarism, unauthorized copying, impersonation, and facilitating such conduct. Academic Senate Certification 64 (2022-2023) further affirms honesty, respect, responsibility, and academic rigor in teaching, learning, and research. Violations are subject to disciplinary action. Users must also protect their institutional credentials.

POLICY AND PROCEDURES FOR ADDRESSING SEX- OR GENDER-BASED DISCRIMINATION

Pursuant to Governing Board Certification 107, 2021-2022, the University promotes a safe environment and establishes procedures for addressing discrimination based on sex, gender, or pregnancy; sexual harassment; sexual violence; domestic violence; dating violence; and stalking.

GRADING SYSTEM

A, B, C, D, and F.

EMERGENCY CONTINGENCY PLAN

If an emergency or class interruption occurs, the professor will continue the course through distance or online modalities, in accordance with institutional directives, and will communicate with students through institutional e-mail or other available channels.

BIBLIOGRAPHY

- American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.).
- Alred, G. J., Brusaw, C. T., & Oliu, W. E. (2008). The business writer's companion (5th ed.). Bedford/St. Martin's.
- Bové, C. L., & Thill, J. V. (2017). Business communication today (14th ed.). Pearson.
- Cheesebro, T., O'Connor, L., & Rios, F. (2019). Communicating in the workplace. Pearson.
- Daly, P., & Davy, D. (2016). Structural, linguistic, and rhetorical features of the entrepreneurial pitch. *Journal of Management Development*.
- Jaworska, S. (2017). Corpora and corpus linguistic approaches to studying business language. *International Journal of Business Communication*.
- Kaplan, S. M. (2006). Webster's New World English-Spanish/Spanish-English business dictionary. Wiley.
- Knight, M. (2020). Pandemic communication: A new challenge for higher education. *Business and Professional Communication Quarterly*, 83(2), 131-132.
- Lind, S. J. (2020). Low-resource digital video: A pedagogical necessity for modern business communication. *Business and Professional Communication Quarterly*, 83(1), 110-128.
- Malyuga, E., & Orlova, S. (2018). Linguistic pragmatics of intercultural professional and business communication. Springer.
- Omilion-Hodges, L. M., & Sugg, C. E. (2019). Millennials' views and expectations regarding the communicative and relational behaviors of leaders. *Business and Professional Communication Quarterly*, 82(1), 74-100.
- Smallwood, M. G. (2020). The need for cross-cultural communication instruction in U.S. business communication courses. *Business and Professional Communication Quarterly*, 83(2), 133-152.
- Swartz, S., Barbosa, B., & Crawford, I. (2020). Building intercultural competence through virtual team collaboration across global classrooms. *Business and Professional Communication Quarterly*, 83(1), 57-79.

ELECTRONIC RESOURCES

Business Communication Department YouTube channel; Purdue Online Writing Lab; Merriam-Webster Dictionary; Cambridge Dictionary; and selected academic-journal databases available through the University Library System. Electronic resources should be reviewed and updated each semester.

Last updated: May 2026