

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

SYLLABUS

COURSE TITLE	Business Communication in Multicultural Settings
COURSE CODE	INCO 4045
CONTACT HOURS/CREDITS	45 hours / Three credits
PREREQUISITES, COREQUISITES, AND OTHER REQUIREMENTS	None specified

COURSE DESCRIPTION

Study of the values and characteristics of diverse cultural groups in Puerto Rico as they apply to business communication. The course presents a theoretical framework for nonverbal communication and its intercultural variations in specific business environments. It may be offered face-to-face, in hybrid format, or online.

LEARNING OBJECTIVES

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

- Identify factors that characterize effective communication strategies and business transactions.
- Explain how social forces shape individual identities and influence communication and business transactions.
- Identify verbal and nonverbal communication patterns among different ethnic and cultural groups.
- Recognize biases in business transactions involving different ethnic groups.
- Define and apply communication models and strategies used in multicultural business settings.
- Explain the values and experiences of selected groups in Puerto Rican society and their implications for business transactions.

COURSE CONTENT AND DISTRIBUTION OF TIME

Topic and content	Face-to-face	Hybrid	Online
1. Multicultural business communication Verbal and nonverbal communication, multicultural audiences, cultural barriers, and pluralistic strategies.	6	6 hours (1.5 face-to-face: 1 session of 1.5h; 4.5 online)	6
2. Ethnic communication diversity Cultural, institutional, and individual racism; identity; core values; immigration; and interviewing.	6	6 hours (1.5 face-to-face: 1 session of 1.5h; 4.5 online)	6
3. Literature and minority perspectives Literature as a tool for examining diversity within and among ethnic groups.	4.5	4.5 hours (0.75 face-to-face: 1 short session of 45 min; 3.75 online)	4.5
Midterm examination Assessment of course concepts and intercultural communication analysis.	1.5	1.5 face-to-face (1 session of 1.5h)	1.5
4. Intercultural business strategies Language, nonverbal communication, cultural values, and strategies for effective intercultural interaction.	9	9 hours (1.5 face-to-face: 1 session of 1.5h; 7.5 online)	9
5. Strategies for intercultural settings Ethnicity, management strategies, corporate resources, and communication with diverse communities.	6	6 hours (0.75 face-to-face: 1 short session of 45 min; 5.25 online)	6
6. Changing business environments Demographics, ethnic identity, case studies, and culturally responsive job-interview preparation.	3	3 hours (1.5 face-to-face: 1 session of 1.5h; 1.5 online)	3

Topic and content	Face-to-face	Hybrid	Online
7. Cultural perspectives on business issues Film-based analysis of ethics, labor, assimilation, management philosophies, products, and services.	9	9 hours (2.25 face-to-face: 1 session of 1.5h + 1 short session of 45 min; 6.75 online)	9
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.

TEXTBOOK

No principal textbook is specified in the source syllabus; readings are selected from the bibliography and electronic resources.

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
• Exams and quizzes: 20% • Oral presentation(s): 25% • Final essay: 20% • Class work: 25% Attendance and participation: 10% Total: 100%	• Exams and quizzes: 10% • Oral presentation(s): 15% • Final essay: 20% • Forum participation: 25% • Class work: 20% Attendance and participation: 10% Total: 100%	• Exams and quizzes: 10% • Oral presentation(s): 10% • Final essay: 20% • Forum participation: 40% • Class work: 20% 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

- 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.
- Bezeau, J. (2019). Intelligent cross-cultural communication. Amazon Services.
- Castro-González, S., Arias Díaz, O., & Irizarry Quintero, A. (2016). Organizational effects and labor behavior of domestic violence. Academia Revista Latinoamericana de Administración, 29(4), 1-16.
- Gannon, M. J., & Pillai, R. (2015). Understanding global cultures. SAGE.
- Lewis, R. D. (2018). When cultures collide: Leading across cultures. Nicholas Brealey.
- Livermore, D. (2015). Leading with cultural intelligence. AMACOM.
- Rapaille, C. (2015). The global code. St. Martin's Press.
- Thomas, D. C., & Peterson, M. F. (2016). Cross-cultural management: Essential concepts. SAGE.
- Caliskan, S., & Isik, I. (2016). Multicultural personality and readiness for organizational change. Journal of Organizational Change Management, 29(3), 404-423.
- Fitzsimmons, S., Liao, Y., & Thomas, D. (2017). Outcomes for multicultural employees. Journal of International Business Studies, 48, 63-89.
- Gallois, C., Watson, B., & Giles, H. (2018). Intergroup communication: Identities and effective interactions. Journal of Communication, 68, 309-317.
- Lisak, A., Erez, M., Sui, Y., & Lee, C. (2016). Global leaders and multicultural team innovation. Journal of International Business Studies, 47, 655-673.

ELECTRONIC RESOURCES

Merriam-Webster Dictionary; Purdue Online Writing Lab; National Institutes of Health research resources; and selected intercultural communication and academic-journal databases available through the University Library System. Electronic resources should be reviewed and updated each semester.

Last updated: May 2026