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:

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.

Course will be offered face to face, online and hybrid.

LEARNING OBJECTIVES:

Upon completion of the course, and with a high percentage of effectiveness, the student will be able to:

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.

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

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	6 hours	6 hours (2 hours in-class and 4 hours online)	6 hours

c. Improving intercultural communication skills			

5. Writing and Presenting Persuasively via Storytelling
  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

6. Planning Reports and Proposals
  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

7. Writing and Completing Reports and Proposals
  a. Adapting to your Audience
  b. Drafting Report Content
	6 hours	6 hours
		(2 hours in-class and 4 hours online)
			6 hours

8. Public Speaking and Developing Presentations in a Social Media Environment
  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 (15 hours in-class= 25% and 45 hours online = 75%)	60 hours

INSTRUCTIONAL TECHNIQUES:

Face to Face	Hybrid	On line
● Lectures ● Readings ● Group projects ● Individual assignments ● Measurement activities ● Hands on activities ● Oral presentations ● Exams and quizzes ● Online instructional modules ● Online readings	● 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	● 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
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
● Exams, quizzes, 10% ● Oral presentation(s), 20% ● Final report, 20% ● Forum participation, 30% ● Class work, 20% Total: 100%	● Exams, quizzes, 10% ● Oral presentation(s), 20% ● Final report, 20% ● Forum participation, 30% ● Class work, 20% Total: 100%	● Exams, quizzes, 10% ● Oral presentation(s), 20% ● Final report, 20% ● Forum participation, 30% ● Class work, 20% Total: 100%

REASONABLE ACCOMMODATION

Según la Ley de Servicios Educativos Integrales para Personas con Impedimentos, todo estudiante que requiera acomodo razonable deberá notificarlo al profesor el primer día de clase. Los estudiantes que reciban servicios de Rehabilitación Vocacional deben comunicarse con el (la) profesor(a) al inicio del semestre para planificar el acomodo razonable y el equipo de asistencia necesario conforme a las recomendaciones de la Oficina de Servicios a Estudiantes con impedimentos (OSEI) del Decanato de Estudiantes. También aquellos estudiantes con necesidades especiales de algún tipo de asistencia o acomodo deben comunicarse con el (la) profesor(a). Si un alumno tiene una discapacidad documentada (ya sea física, psicológica, de aprendizaje o de otro tipo, que afecte su desempeño académico) y le gustaría solicitar disposiciones académicas especiales, éste debe comunicarse con la Oficina de Servicios a Estudiantes con Impedimentos (OSEI) del Decanato de Estudiantes, a fin de fijar una cita para dar inicio a los servicios pertinentes.

Under the Comprehensive Educational Services Act for Persons with Disabilities, any student who requires reasonable accommodation must notify the teacher on the first day of class. Students receiving Vocational Rehabilitation services should contact the teacher at the beginning of the semester to plan the reasonable accommodation and the necessary assistance team in accordance with the recommendations of the Office of Student Services (OSEI) of the Student Decan. Also those students with special needs of some type of attendance or assistance should contact the teacher. If a student has a documented disability (whether physical, psychological, learning, or otherwise, affecting academic performance) and would like to request special academic provisions,

the student must contact the Student Services with Disabilities Office (OSEI) of the Student Deanship, in order to set an appointment to start the relevant services.

ACADEMIC INTEGRITY

To ensure user data integrity and security, hybrid and distance education courses are offered through the institutional learning management system, which employs secure connection and authentication protocols. The system authenticates the user's identity with the username and password of their institutional accounts. The user is responsible for keeping their password secure and not sharing it with others."

"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 buy false of fraudulent simulations; copying the whole of 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 lain down in the UPR Students General Bylaws."

The General Student Regulations of the University of Puerto Rico, Certification 13, 2009-2010, and approved by the State Department of Puerto Rico on September 9, 2009, Part VI, Section 6.2, sets the behavior of students subject to disciplinary sanctions. Among them is academic dishonesty, which involves disciplinary action as set forth in this regulation.

INSTITUTIONAL POLICY AGAINST SEXUAL HARASSMENT

"The University of Puerto Rico prohibits discrimination based on sex, sexual orientation, and gender identity in any of its forms, including that of sexual harassment. According to the Institutional Policy against Sexual Harassment in force at the University of Puerto Rico, any student subjected to acts constituting sexual harassment, may turn to the Office of the Student Ombudsperson, the Office of the Dean of Students, or the Coordinator of the Office of Compliance with Title IX for an orientation or formal complaint". **Certification Number 39 (2018-2019), Academic Senate**

GRADING SYSTEM

A B C D F

PLAN DE CONTIGENCIA 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.

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/jopafl-2021-21-01.

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.

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Castro-González, S., Arias Díaz, O. and Irizarry Quintero, A. (2016). Organizational Effects and Labor Behavor of Domestic Violence. *Academia Revista Latinoamericana de Administración, 29* (4), 1-16.

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Electronic References (will be revised each semester)

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Portales electrónicos

Centro Multimedio Coem-Uprrp - https://www.youtube.com/channel/UCfbKOqKid3hSL1GIyJLKLgQ/videos?view=0&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/arl/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.

March 2022