

**UNIVERSITY OF PUERTO RICO
RÍO PIEDRAS CAMPUS
COLLEGE OF BUSINESS ADMINISTRATION
DEPARTMENT OF BUSINESS COMMUNICATION IN ENGLISH**

- I. TITLE: BUSINESS REPORT WRITING** **Dr. Leticia Rodríguez**
- II. CODE: BUEN 4006** **Office: Osuna 113 #10**
- II. HOURS/CREDITS: 3 hours/ 2 Credits** **Ext. 87158**
- IV. PREREQUISITES: BUCE 4008** **Office Hours: LW 7-8:30am**
- V. COURSE DESCRIPTION:** **W 11:30am-1pm**

Application of systematic research and communication processes for effective business report writing in English.

VI. OBJECTIVES

Upon completion of course, students should be able to:

1. use communication strategies for the planning, researching, drafting, revising, and editing of business documents that respond to professional situations and a diversity of audiences.
2. apply the communication techniques and skills required for preparing logical, coherent, unbiased oral and written reports.
3. summarize, paraphrase, critique, and synthesize readings responsibly and ethically.
4. quote and document sources consulted applying appropriate documentation styles .
5. search for reliable and recent information using information technology
6. produce both written and oral business reports using visual and computerized graphics that assist the audience in understanding the intended message.
7. work individually, as well as collaboratively, to produce business proposals and reports.
8. convey information in a clear, concise, and correct manner using appropriate writing mechanics, spelling, and punctuation).

VII. CONTENT AND TIME DISTRIBUTION

45 Contact Hours

1. Overview of the Course
Communicating through reports
Types of business reports

3

2. Importance and Function of Reports in Business and Government	6
Analyzing problem situations	
Identifying constraints and competition	
Determining report objectives	
Drafting scope and determining the factors	
3. Defining Research Methodology	9
Defining methods and determining their use	
Designing a research plan	
Selecting primary and secondary sources	
4. Compiling data for the report	6
Establishing the reliability of sources and data	
Gathering data from the internet	
Defining and avoiding plagiarism	
5. Intended use of the report	3
Audience and organizational culture	
Purpose of the report	
6. Designing the internal or external proposal	3
Types, purpose, and parts	
Persuasive communication elements	
7. Rhetorical aspects of communication	3
Fact, opinion, argument	
Rhetorical fallacies: emotional, ethical, and logical	
Organizational structure	
8. Drafting the report content	3
Appropriate grammar, style, and mechanics	
Presenting supporting data	
9. Business report formats and delivery	3
Difference between oral and written reports	
Layout guidelines	
Visual Aids	
10. Effective oral business report presentations	6
Interpersonal and non verbal communication	

VIII. METHODS OF INSTRUCTION:

Lectures, writing lab attendance, class discussions, library orientation, role playing and performance - based activities are part of the teaching strategies for this course. Students will work both individually and collaboratively to conduct in-class and field work research along with group writing, proofreading, peer-editing, and presentations.

Although this course will use electronic mail and the Internet for sending and receiving some assignments and communicating with the instructor, regular attendance and participation are essential in communication classes.

IX. LEARNING RESOURCES

The Business English Department has the following resources to support the report writing course such as: instructional materials prepared by the professors, audiovisual equipment (IN Focus, transparency projectors, TV set, DVD player, and Laptop computers. Students will attend the Department's Language Laboratory and Multimedia Resource Center to experience internet research, to watch class related videos and to acquire writing assistance.

Textbook

Kuiper, S. (2007). *Contemporary Business Report Writing*. Mason, OH: Thomson Southwestern.

The materials used come from various reference books, articles on assigned topics, electronic references and materials, and handouts prepared by the professors. To allow for uniform assessment practices, professors develop student evaluation guidelines and rubrics that also serve the purpose of compiling and recording results for course improvement.

X. EVALUATION:

Students' final grade will consist of the amount of points accumulated in the different activities during the semester. Students receive feedback on their in-class and homework writing assignments. Reports must be computer-generated. It is up to the professor to allow or deny make ups before the last day of class.

<u>Criteria</u>	<u>%</u>
Individual Class work / Team participation	25
Proposal, Oral Report, Final written report	<u>75</u>
	100 %

If necessary a different evaluation process will be used for students with special needs. We are prepared to provide reasonable accommodations for evaluation (those that do not substantially alter the nature of the course or cause undue burden on the professor) to students with disabilities while maintaining the academic standards that are fundamental to the quality of our courses.

XI . ASSESSMENT STRATEGIES

Rubrics, and other non-graded activities, will be used throughout the semester to conduct assessment of students' learning.

XII. GRADING SYSTEM:

A final summative evaluation takes place at the end of the semester by averaging the grades of reports and other class activities.

The standard grading system will be used:: 90 -100 = A 80-89=B 70-79=C 60-69= D 0-59= F

XIII. LAW 51

According to the Law of Integral Educational Services for Persons with Disabilities, students who require reasonable accommodation should notify the professor the first day of class.

Students who receive VR services should contact the professor at the beginning of the semester to plan the reasonable accommodation and assistive equipment required by recommendations of the "Oficina de Asuntos para las Personas con Impedimento" (OAPI) of Dean of Students. The student with special needs some assistance or accommodation should contact the professor.

Certification # 99 (01-02) of the Academic Senate, Act 51 of 1996 (Act Integral Educational Services for People with Disabilities) and certification 130 (1999-2000) of the Board of Trustees.

XIV. Student conduct subject to disciplinary sanctions

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.

XV. AMERICAN WITH DISABILITIES ACT (Ley ADA):

Our Department complies with Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990 and is committed to providing equal educational opportunities to all students, regardless of disabilities. Students with disabilities must seek assistance for accommodations specific to their disabilities from "Oficina de Asuntos para las Personas con Impedimento (OAPI), preferably prior to the start of classes. The disability resource office determines eligibility and specific accommodation requirements based on verification of disability and assessment of student's educational needs. Students who have a documented special need that requires academic support services must contact the professor the first week of class so these accommodations can be met. Students with disabilities should meet the same course expectations as their peers.

XVI. REFERENCES

- Alred, G, Brusaw,C., Oliu, W. (2006). *Handbook of Technical Writing*. (8th Edition) Boston, MA : Bedford/St. Martin's.
- Bienvenu, S. &Timm, P.R. (2001) *Business Communication: Discovering strategy, developing skills*. NJ: Prentice-Hall.
- Bovee, Schatzman., & Thill. (2006). *Business Communication Essentials*. New York: Academic Internet Publishers, Inc.
- Bovee, C., & Thill, J. (2007). *Business Communication Today (9th Edition)*. New York: Prentice Hall.
- Clark, C.L. (2002) *Working the web: a student's research guide* (2nd ed.) TX: Harcourt Brace.
- Guffey, M. (2006). *Essentials of Business Communication*. Mason, OH: South-Western College Pub.
- Guffey, M. E. (2006) *Business Communication Process and Product*. (4th Edition) New York: Academic Internet Publishers
- Jansson., & Sten. (2006). On Academic Writing. *European Business Review*, 18(6), 479-490.
- Leedy, P.D. & Ormond, J. E. (2001) *Practical research: Planning and Design*. (7th ed.) NJ: Merrill-Prentice Hall.
- Lehman, C. M. & Dufrene, D.D. (2002) *Business Communication* (13th ed.) Boston: South Western College Publishing.
- Lesikar, R. V. & Pettit, Jr., JD. (2001) *Report Writing for Business*. (10th ed.) Boston: Irwin McGraw-Hill.

- Locker, K.O. & Kaczmarek, S. K. (2001) *Business Communication: Building Critical Skills*. Boston: Irwin McGraw-Hill.
- Kramer, M. G. (2001) *Business Communication in Context*. NJ: Prentice-Hall.
- Kuiper, S. (2006). *Contemporary Business Report Writing*. Mason, OH: South-Western College Pub.
- McKay, M. & Roa, E. (2000) *The accountant's guide to professional communication*. Orlando: The Dryden Press.
- Myers, R., Penrose, J., & Rasberry, R. (2003). *Business Communication for Managers: An Advanced Approach*. Mason, OH: South-Western College Pub.
- Ober, S. (2005). *Contemporary Business Communication (Sixth Edition)*. New York: Houghton Mifflin Company.
- Pardee, W. (2005). Writing Useful Technical/Business Objectives. *Research*, 48(1).
- Parr, L. (2000). *Report Writing Essentials*. Boston: Wadsworth Publishing.
- Riordan, D. (2005). *Technical Report Writing Today*. New York: Houghton Mifflin Company.
- Satterwhite M. & Olson-Sutton, J. (2000) *Business Communication at Work*. New York: Glencoe-McGraw Hill

Electronic References (will be revised each semester)

- 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/ar1/ar1_www.html
- Association of Consumer Research – http://www.acr_news.org/
- Certified Financial Planner Board of Standards - http://www.cfp_board.org/
- Field Guide to Nonprofit Program Design, Marketing and Evaluation and Field Guide to Consulting and Organizational Development.
- Financial Executives Institute – <http://www.fei.org/> [
- Glossary (of Financial Terms from the Federal Reserve Bank of Chicago) – <http://www.chicagofed.org/glossary/index.cfm?alphaletter=A>
- Industrial Relations Research Association – <http://www.lera.uiuc.edu/>

Institute of Internal Auditors – <http://www.theiia.org/>

International Economics – <http://www.mnsfld.edu/depts/lib/globecon.html>

Occupational Outlook Handbook. U.S. Bureau of Labor Statistics, annual. – <http://www.bls.gov/oco/home.htm>

The Owl at Purdue . APA Formatting and Style Guide <http://owl.english.purdue.edu/owl/resource/560/01/>.

Resources for International Business Prepared by Ka-Neng Au Business Librarian
 au@newark.rutgers.edu 3 May 2007 http://www.libraries.rutgers.edu/rul/rr_gateway/research_guides/busi/intbus.shtml

Rutgers Research Guide: The Financing Your Business Guide will lead you to forty other sources of information, both online and in print, including the multi-volume set of Business Plans Handbook with sample plans for a variety of retail and service businesses (CAMDEN RESERVE, DANA REF, KILMER REF HD 62.7 .B865).

The Owl at Purdue . APA Formatting and Style Guide <http://owl.english.purdue.edu/owl/resource/560/01/>.

XVII. Mission of the Faculty of Business Administration

Managerial leadership development, business and academic, professional and ethical excellence through education and research initiatives and service in the context of Puerto Rico and the world.

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