

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

I. TITLE STRATEGIC BUSINESS COMMUNICATION

II. CODE: BUEN 4008 - INCO 4008

III. HOURS/CREDITS: (3 hours : 2 credits)

IV. PREREQUISITES: COEM 3001

V. COURSE DESCRIPTION:

Application of strategic business communication applied to oral and written message development in English and document design.

VI. COURSE OBJECTIVES :

As a result of this course students will be able to:

1. implement, in their writing and oral interaction activities, key communication theories and processes that explain professional communication.
2. apply critical thinking, social responsibility and ethical strategies when producing business messages and correspondence.
3. analyze business situations, identifying the problem and employing writing strategies tailored for the topic, objective, audience, medium and context.
4. collaborate to plan, research, document and complete team projects.
5. integrate communication technology using the Internet as a resource and a means of communication.
6. adapt communicative elements for an international/ intercultural environment .
7. recognize the need for business research and identify its general elements

Dr. Tamara García Barbosa Office: AMO 210 #14 Ext. 87292 Office Hours: LW: 4-5:30 By Appointment
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VII. CONTENT AND TIME DISTRIBUTION

45 Contact Hours

1. Course Overview	
Discuss communication principles, process, channels, and paradigms	6
Methods and contexts for international business communication	
2. Ethical standards applied to business writing	6
Persuasive / Informative writing	
3. Organizational Approach when writing or speaking	3
Direct and indirect	
Style and tone and language usage	
Reader/writer relationship	
4. Message formatting	3
Letters/memos/ e-mails/other	
5. Produce, revise, and edit varied business documents	6
Composing successful letters, memos, emails or other business documents	
6. Team work, interpersonal communication and group dynamics	3
Intercultural communication	
Diversity in the workplace	
Global work environment	
7. Technology use for business writing, presentation design and research.	3
8. Effective oral skills and communication techniques	3
Workplace communication	
Report presentations	
Social business interactions	
9. In-class discussions, writing and editing, testing.	12

VIII. METHODOLOGY

This business English course is designed to improve students' business communicative skills and abilities to interact in typical professional situations. Through the study of business cases of current events and discussion of assigned readings, students will engage in group writing, proofreading, peer editing, analyses and evaluation of business documents. Students will receive constant and specific feedback throughout the course. Technology plays a major role in this course since students are encouraged to search for reliable sources and use the information for assignments and special projects.

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. Students should view class attendance as they would work. Absences and lack of participation may affect the outcome of the grade. Students are responsible for all class activities and assignments missed because of tardiness or absences during the semester including the add-drop period. All written work will be submitted during class on the designated due date.

IX. LEARNING RESOURCES

This course includes coverage of business vocabulary, use of electronic sources, listening and reading material, and a course textbook. Other written materials used come from reference books, articles on assigned topics, and handouts prepared by the professors. The student-centered approach allows students to use their own experiences and knowledge, expertise in activities and discussions.

Textbook : Bovée, C., & Thill, J. (2007). *Business communication essentials* (3rd ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.

The Business English Department will support the writing course with instructional materials prepared by the professors, audiovisual equipment (IN Focus, transparency projectors, TV set, DVD player, and Laptop computers.

Arrangements must be made in advance to use the Department's Language Laboratory and Multimedia Resource Center for students to experience internet research or to link to other electronic resources available and websites for the purpose of this course.

X. EVALUATION:

Students' performance is evaluated continuously throughout the semester. The use of technology, the ability to work individually and collaboratively and the development of effective communicative skills provide are considered for evaluation and grading. Classroom performance, written assignments, tests and oral presentations are also used to evaluate.

You are expected to produce high-quality professional documents. Appearance (neatness, visual appeal, and mechanical and grammatical correctness) is considered. Typewritten or letter-quality printed documents are expected.

Partial Tests (written and oral)	45%
Class work / Assignments	30 %
Departmental Final Exam	<u>25%</u>
Total	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. 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 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.

XII. 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.

XII. Assessment strategies

Rubrics, class participation, workshops, group reports, assignments and non-graded activities, will be used throughout the semester to conduct assessment of students' learning. 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.

XIV. 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

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 conditions from the disability resource center (“Oficina de Asuntos para las Personas con Impedimento), preferably prior to the start of classes, or as soon as the disability becomes known. The disability resource center (OAPI) determines eligibility and specific accommodation requirements based on verification of disability and assessment of student’s educational need. Students who have a documented special need that require academic support services must contact the professor the first week of class so these accommodations can be met.

XVI. References

Argenti, P. A. (2007). *Corporate communication*, (4th ed.). Boston: McGraw Hill Irwin.

Berko, R.M., Wolvin, A.D., & Wolvin, D.R. (2004). *Communicating: A social and career focus*. (9th ed.). Boston: Houghton Mifflin Company.

Bienvenu, S.& Timm, P.R. (2002). *Business communication: Discovering strategy, developing skills*. Upper Saddle River, NJ: Prentice Hall.

Bovée, C., & Thill, J. (2007). *Business communication essentials* (3rd ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.

Comprehensive survey of argumentation, persuasion, public speaking, and debating. Retrieved April 18, 2008 from <http://debate.uvm.edu/critadv.html>

DeVito, J. A., (2005). *Essentials of human communication*. (5th ed.). Boston: Pearson.

Di Sanza, J. R. & Legge, N.J. (2005) *Business and professional communication*. Boston: Pearson.

Dodd, C H. (2004). *Managing business and professional communication*. Boston: Pearson.

Guffey, M.E. (2007). *Essentials of business communication*. (7th ed.).Mason, OH: Thomson/South-Western.

Guffey, M.E. (2008). *Business communication: Process and product*. (6th ed.). Mason, OH: South-Western.

Hacker, D. (2007). *A writer’s reference*. (6th ed.). Boston: Bedford/St. Martin’s:

Krizan, A.C., Merrier, P. & Jones, C.L. (2005). *Business communication*. (6th ed.). Mason, OH: Thomson/South-Western.

Kramer, M., (2002). *Business communication in context*., Upper Saddle River, NJ: Prentice Hall.

Kratz, J. L. (2005). *Tough customers: How to reach gen Y*. Retrieved April 18, 2008 from Microsoft Small Business Center at http://www.microsoft.com/smallbusiness/resources/marketing/market_research/tough_customers

Lehman, C. M., & Dufrene, D.D. (2002). *Business communication* (13th ed.). Boston: South-Western.

Lesikar, R.V. & Flatley, M.E. (2002). *Basic business communication: Skills for empowering the Internet generation*. (9th ed.). New York: McGraw.

Locker, K. O., & Kaczmarek, S. K. (2001). *Business communication: Building critical skills*. Boston: Irwin McGraw-Hill.

Ober, S. (2003). *Contemporary business communication*. (5th ed.). Boston: Houghton.

Thill, J. V., Bovée, C. L. (2007). *Excellence in business communication*. (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Electronic Sources:

<http://www.meetingwizard.org>

<http://courses.washington.edu/spcmu/334/links.html>

http://www.ruf.rice.edu/~riceowl/oral_presentations.htm

<http://grammar.ccc.commnet.edu/grammar/paragraphs.htm>

http://www.teachingenglish.org.uk/think/write/process_write.shtml

<http://owl.english.purdue.edu/handouts/grammar/index.html>

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.