

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

Professor: Aida Andino Pratts

Office Hours: By appointment

Office AMO 210

Telephone: 787-764-0000 ext. 87299

School's Mission: "To develop professional and academic leaders, by providing an excellent education and research initiatives that prepare them to serve in business environments."(Approved 8/28/2013)

TITLE: BUSINESS REPORT WRITING

CODE: BUEN 4006

HOURS/CREDITS: Three hours/ Two Credits

PREREQUISITES: BUEN 4008

COURSE DESCRIPTION:

Application of systematic research and communication processes for effective report writing with a focus in English.

OBJECTIVES: Upon completion of course, students should be able to:

1. use business communication principles and 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 APA documentation style.
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).
9. understand the difference between a regular bibliography and an annotated bibliography, in order to prepare one in APA style.

CONTENT AND TIME DISTRIBUTION

45 Contact H

1.	Overview of the Course	
	<ul style="list-style-type: none">• Communicating through reports• Types of business reports	3
2.	Importance and Function of Reports in Business and Government	6
	<ul style="list-style-type: none">• Analyzing problem situations• Identifying constraints and competition• Determining report objectives• Drafting scope and determining the factors	
3.	Defining Research Methodology	9
	<ul style="list-style-type: none">• Defining methods and determining their use• Designing a research plan• Selecting primary and secondary sources	
4.	Compiling data for the report	6
	<ul style="list-style-type: none">• Establishing the reliability of sources and data• Gathering data from the internet• Defining and avoiding plagiarism	
5.	Intended use of the report	3
	<ul style="list-style-type: none">• Audience and organizational culture• Purpose of the report	
6.	Designing the internal or external proposal	3
	<ul style="list-style-type: none">• Types, purpose, and parts• Persuasive communication elements	
7.	Rhetorical aspects of communication	3
	<ul style="list-style-type: none">• Fact, opinion, argument• Rhetorical fallacies: emotional, ethical, and logical• Organizational structure	
8.	Drafting the report content	3
	<ul style="list-style-type: none">• 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

1. Interpersonal and non verbal communication

METHODS OF INSTRUCTION:

Lectures, writing lab modules via Edu2.0.org, 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.

1. LEARNING RESOURCES

The Business English Department has a variety of resources to support the report writing course such as: instructional materials which have been prepared by the professors, audiovisual equipment

(IN Focus, transparency projectors, television, DVD player, and laptop computers. Students will attend the Department's Language Laboratory and Multimedia Resource Center to experience

Internet research, watch class related videos and acquire writing assistance.

Textbook

Kuiper, S. (2007). *Contemporary Business Report Writing*. Mason, OH: Thomson Southwestern. The materials used in class come from various reference books, articles, electronic references and materials, and handouts which were also prepared by the professors. To allow for uniform assessment practices, the professors have developed student evaluation guidelines and rubrics that also serve the purpose of compiling and recording results for course enhancement.

EVALUATION:

Students' final grade will consist of the 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.

Criteria

Individual Class work / Team participation, proposal, oral report,

25

Final written report

75

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.

ASSESSMENT STRATEGIES

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

GRADING SYSTEM:

A final summative evaluation takes place at the end of the semester by averaging the grades 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

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 Vocational Rehabilitation 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.

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.

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.

REFERENCES

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- Cooper, H. M., Hedges, L. V., & Valentine, J. C. (2009). *The handbook of research synthesis and meta-analysis*. Russell Sage Foundation Publications.
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Sekaran, U. (2006). *Research methods for business: A skill building approach*. West Sussex: John Wiley & Sons.

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/>.

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/>.

<http://grammar.about.com/od/ab/g/businesswritingterm.htm>

<http://writing.colostate.edu/guides/>

<http://globaledge.msu.edu/academy/community-colleges/business-writing-resources>

<http://managementhelp.org/businesswriting/index.htm>

<http://ezineuniversity.com/courses/ez401/401-03wl.html>

<http://www.businesswriting.com/>

Articles:

1. Weathington, B. L., Cunningham, C. J., & Pittenger, D. J. (2012). Writing the Research Report. *Understanding Business Research*, 105-136. DOI: 10.1002/9781118342978.ch5
2. Quible, Z. K., & Griffin, F. (2007). Are Writing Deficiencies Creating a Lost Generation of Business Writers? *Journal of Education for Business*, 83(1), 32-36.
3. Scammell, A. (2006). Business writing for strategic communications The marketing and communications mix. *Business information review*, 23(1), 43-49.
4. Baake, K. (2007). Decision-Making in a Quasi-Rational World: Teaching Technical, Narratological, and Rhetorical Discourse in Report Writing Tutorial. *Professional Communication, IEEE Transactions on*, 50(2), 163-171.
5. Downs, D., & Wardle, E. (2007). Teaching about Writing, Righting Misconceptions: (Re) envisioning "First-Year Composition" as "Introduction to Writing Studies". *College Composition and Communication*, 552-584.