

UNIVERSITY OF PUERTO RICO AT BAYAMON, PUERTO RICO
ENGLISH DEPARTMENT

SYLLABUS – INCO 3006

Course Title	:	Business Communication II																								
Codification	:	INCO 3006																								
Credits	:	Three credits																								
Pre-requisite	:	INCO 3005																								
Contact Hours	:	Three contact hours per week for 15 weeks																								
Course Description	:	Course is designed for students in Business Administration, Materials Management and Office Systems. Students are given practice in the appropriate forms of writing and communicating in business. Special attention is given to achieving effective communication in business and understanding the logical processes that involve the writing of business correspondence.																								
Textbook	:	<i>Business Communication Process & Product</i> 5th. Edition by Mary Ellen Guffey South Western College Publishing, Ohio, 2006																								
Evaluation	:	<table><tr><td>Writing Correspondence</td><td></td></tr><tr><td> The Interview – participation in</td><td>50%</td></tr><tr><td> Related activities</td><td>25%</td></tr><tr><td> Employment Portfolio Project</td><td><u>25%</u></td></tr><tr><td> Bonus - the agenda</td><td>100%</td></tr><tr><td colspan="2" style="text-align: center;">-or-</td></tr><tr><td>Writing Correspondence</td><td></td></tr><tr><td> Drafts & Keyboarded documents</td><td>70%</td></tr><tr><td> Employment Portfolio Project</td><td>15%</td></tr><tr><td>Daily Work</td><td></td></tr><tr><td> Quizzes, Assignments, Group work</td><td><u>15%</u></td></tr><tr><td></td><td>100%</td></tr></table>	Writing Correspondence		The Interview – participation in	50%	Related activities	25%	Employment Portfolio Project	<u>25%</u>	Bonus - the agenda	100%	-or-		Writing Correspondence		Drafts & Keyboarded documents	70%	Employment Portfolio Project	15%	Daily Work		Quizzes, Assignments, Group work	<u>15%</u>		100%
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	:	Curve: 90 - 100 = A 80 - 89 = B 70 - 79 = C 60 - 69 = D 0 - 59 = F																								

NOTE: Attendance is required. If you are absent, you are responsible for the work given. All work must be handed in on the date requested. There will be no make-ups for documents written in class or quizzes.

General Objectives : Upon completion of the course the student will:

1. apply the fundamentals of effective communication in workplace documents.
2. apply clear critical thinking skills in analyzing business communication situations.
3. use appropriate English skills and mechanics for effective communication.
4. communicate more effectively in writing business documents applying the deductive and inductive approaches.
5. communicate more effectively in writing business documents by applying the basic principles of effective writing communication.
6. communicate using non-discriminatory language regarding gender, race, ethnic background, etc.
7. use the computer as a tool in the development of written business documents and in research.
8. demonstrate confidence in the preparation of written documents.
9. study and practice the mechanics of business writing.
10. acquire knowledge about the job search process and familiarize themselves with the document and information needed for a successful job search.
11. be able to keep an agenda.

Specific Objectives : After covering the topics indicated, the student will

TOPIC: Direct Correspondence (Responses, Claims and Adjustments)

1. describe the use of the direct approach in routine correspondence.
2. explain the importance of expressing goodwill in positive responses, claims and positive adjustment documents.
3. identify and practice writing positive responses, claims, and positive adjustment documents using the direct approach.
4. list the characteristics of effective positive and routine documents.

TOPIC: Negative Messages

1. explain and apply the indirect and direct plans for organizing negative messages.
2. apply the bad news plan to negative messages in claims and response documents.
3. explain why tact is necessary when writing negative messages, especially when writing to other cultures.
4. describe the circumstances under which bad-news messages are sent and why an indirect approach is usually appropriate.

Topic: Persuasive Messages

1. explain the concept of persuasion and its goals.
2. identify and contrast the various persuasive goals.
3. apply the AIDA plan for persuasive messages.
4. write effective persuasive messages (sales, idea, and requests).
5. distinguish between solicited and unsolicited sales messages.

Topic: Employment Messages

1. describe the stages in an sources available for the job search.
2. describe and go through the process of defining interests, marketable skills, personal traits, and accomplishment linking these to career choice.
3. explain and apply steps on how to target field and a career by analyzing the work environment and the forces of supply and demand affecting the job market.
4. list the elements of and effective resume and cover letter.
5. compare and contrast the characteristics of the different types of resumes.
6. prepare two different styles of resumes with a cover letter.
7. list tips to prepare for an effective job interview.
8. describe the stages in the interview sequence.

Topic: Goodwill Messages

1. list the different types of goodwill messages used in business.
2. compare and contrast these types of messages with other types of business correspondence studied in the course.
3. prepare at least two different types of goodwill messages.

Methodology

An eclectic approach in methodology is used incorporating whole group, small group, pairwork, and individual tasks. Critical thinking skills and group discussions may use the collaborative learning approach. Since the course's focus is writing, it will follow a workshop format allowing for the development of writing from group to individual work. Simulations and role-playing will be incorporated especially when working with the employment interview. Some sections will be set up as a particular business with company letterhead, logo, etc. selected by the group. As a result, all of their written correspondence situations will be related to the particular business the group selected. All written documents must be prepared on the computer. In addition, students will need to do research on the Internet especially when working on the topic of employment. Students may be required to present an Employment Portfolio as a final course project. This final activity will substitute the final exam.

Learning Resources

The following resources are used in varying ways by the different teachers: transparencies, Power Point presentations, videos and movies, English department computer lab at Title V, computerized data bases and indexes (Infotrac, EBSCO), instructor website, e-mail capabilities through college accounts, etc.

Teacher References

Books:

Business Communication Today, 6th Edition
Courtland Bovée and John Thill
Upper Saddle River, NJ: Prentice Hall International, 2002

Excellence in Business Communication, 7th Edition
John Thill and Courtland Bovée
Upper Saddle River, NJ: Pearson Prentice Hall, 2007

Foundations of Business Communication: An Integrative Approach
Dona J. Young
Boston: McGraw-Hill Irwin, 2006

Articles

Professors will choose articles from those most recently published, which are related to the topics discussed in class. These articles will be available in the reserve section of the library or on the Internet (which students have access to at the university or at home). Among the Internet sites that may be consulted are the following:

Business Week: www.businessweek.com
Fortune: www.fortune.com
Forbes: www.forbes.com
Business 2.0: money.cnn.com/magazines/business2

Student References:

Dictionaries

Spanish – English
English – English
Thesaurus
Business Related

Students will be provided or directed to current articles related to course topics available in the library or on the Internet. These are constantly updated, they will frequently change, and they will vary according to instructor.

Students with disabilities

All the reasonable accommodations according to the Americans with Disability Act (ADA) will be coordinated with the Dean of Students and in accordance with particular needs of the students.

La UPRB cumple con las leyes ADA (Americans with Disabilities Act) y 51 (Servicios Educativos Integrales para Personas con Impedimentos) para garantizar igualdad en el acceso a la educación y servicios. Estudiantes con impedimentos: INFORMA al profesor(a) de cada curso sobre sus necesidades especiales y/o de acomodo razonable para el curso en la tarjeta de información de la primera semana y visita la Oficina de Servicios a Estudiantes Universitarios con Impedimentos (SASEIPI) a la mayor brevedad posible. Se mantendrá la confidencialidad.

Course Outline (sample)

Tentative class Schedule INCO 3006

Textbook: *Business Communication: Process and Product*.
5th.. Edition by Mary Ellen Guffey. – South-Western College Publishing, 2006

January – May 2006

Week 1 – 2 – 3 - 4	Chapter 8-9- (pp. 217 – 296) (Clue Review p. 258-p. 296) Course introduction and projects Review of Document Styles and Direct Plan -The Memo -Routine E-mail Messages Review Mechanics – (Letter Practice (minimum 2) -The letter
Week 5 - 6	Chapter 10 – (pp. 298 – 334) Persuasive and Sales Messages -Letter Practice (minimum 2) – (in group or individual)
Week 7 – 8 - 9	Chapter 11- (pp. 336 – 376) Negative Message -Letter Practice (minimum 2) – (in group or individual)
Week 10 - 11	Chapter 16 - (pp. 537 – 585)

Employment Communication

Practice:

Resume (Chronological, Functional Combination
Computer – Friendly (or scannable)
Application Letter (Cover letter)
Follow-up (Thank you)

Week15

The Interview (videos)
How to dress as a professional (conference)}
Class presentations of interviews

Revised: January 2007