



## COURSE OUTLINE: CMM0215 - BUS. COMMUNICATIONS

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Approved: Martha Irwin, Dean, Community Services and Interdisciplinary Studies

<b>Course Code: Title</b>	CMM0215: BUSINESS COMMUNICATIONS
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN
<b>Department:</b>	C.I.C.E.
<b>Academic Year:</b>	2022-2023
<b>Course Description:</b>	This course provides the CICE student, with the assistance of a learning specialist, employment-related theory and practice in written and oral reporting skills typical of a modern business or institution. The principles of writing are taught through the writing process.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	42
<b>Prerequisites:</b>	There are no pre-requisites for this course.
<b>Corequisites:</b>	There are no co-requisites for this course.
<b>Vocational Learning Outcomes (VLO's) addressed in this course:</b>	<b>1120 - COMMUNITY INTEGRATN</b>
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Integrate fully in academic, social and community activities.
	VLO 2 Develop and apply transferrable learning strategies to promote self-determination, life satisfaction, and lifelong learning.
	VLO 5 Further develop confidence, self-awareness, and self-advocacy skills related to independence, employment, and personal well-being.
<b>Essential Employability Skills (EES) addressed in this course:</b>	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
	EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.
	EES 3 Execute mathematical operations accurately.
	EES 4 Apply a systematic approach to solve problems.
	EES 5 Use a variety of thinking skills to anticipate and solve problems.
	EES 6 Locate, select, organize, and document information using appropriate technology and information systems.
	EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.
	EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
	EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
	EES 10 Manage the use of time and other resources to complete projects.
	EES 11 Take responsibility for ones own actions, decisions, and consequences.



**Course Evaluation:**

Passing Grade: 50%,

A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.

**Books and Required Resources:**

Sault College APA Quick Guide by Language and Communication Department  
 Publisher: Sault College Edition: Revised 3rd

**Course Outcomes and Learning Objectives:**

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

<b>Course Outcome 1</b>	<b>Learning Objectives for Course Outcome 1</b>
1. Recognize and skillfully use the elements of communication theory (verbal and non-verbal) to make responses appropriate for specific audiences and purposes.	1.1 Demonstrate an understanding of the communication model and theory. 1.2 Identify the most effective channel of communication for the purpose and audience. 1.3 Recognize and interpret non-verbal communication. 1.4 Identify barriers to effective communication. 1.5 Practice overcoming communication barriers.
<b>Course Outcome 2</b>	<b>Learning Objectives for Course Outcome 2</b>
2. Produce clear, concise, accurate, well-organized, college-level, business documents, researched if required, using suitable tone, style, formats, and electronic tools.	2.1 Identify clearly the purpose of the message and the intended audience. 2.2 Identify the most effective method of communicating the message, identifying the purpose and content of all components. 2.3 Produce coherent, organized, complete, concise, correct documents. 2.4 Recognize and employ mechanical emphasis techniques in document design for audience appeal. 2.5 Recognize and use stylistic emphasis techniques in persuasive messages. 2.6 Produce a researched formal report using an assigned documentation style. 2.7 Incorporate graphics/illustrations appropriately in reports. 2.8 Use traditional and electronic sources for finding research materials. 2.9 Formulate recommendations based on analysis and logic. 2.10 Proofread and edit work. 2.11 Use concise language.
<b>Course Outcome 3</b>	<b>Learning Objectives for Course Outcome 3</b>
3. Gather, compile, apply, and present self-generated material and information from various sources (traditional and electronic, library, and non-library) using an assigned documentation format.	3.1 Analyze audience needs. 3.2 Investigate credible sources of information. 3.3 Select what is relevant, important, and useful. 3.4 Organize, draw conclusions, and make recommendations from the information.



	<b>Course Outcome 4</b>	<b>Learning Objectives for Course Outcome 4</b>
	4. Demonstrate comprehension of material by producing accurate, coherent summaries.	4.1 Read college-level materials for main and supporting ideas. 4.2 Demonstrate where to look for main ideas (thesis, introduction, conclusion, topic sentences in paragraphs, titles, headings, bolded words, etc.). 4.3 Keep the author intent when paraphrasing (ethics). 4.4 Use drafting, editing, and proofreading techniques for a concise, accurate, coherent summary.
	<b>Course Outcome 5</b>	<b>Learning Objectives for Course Outcome 5</b>
	5. Contribute to the achievement of practical organizational goals through teamwork in pair or group activities.	5.1 Collaborate with peers on projects, case studies, research reports, role-playing, class activities, or other assigned activities. 5.2 Participate in peer editing of writing projects.
	<b>Course Outcome 6</b>	<b>Learning Objectives for Course Outcome 6</b>
	6. Prepare and submit an effective job-application package.	6.1 Gather required data. 6.2 Identify one's own skills, knowledge, and experience realistically. 6.3 Recognize audiences and organize information according to their needs. 6.4 Choose formats that best display and market one's skills, knowledge, and experience. 6.5 Use software for appropriate document design for the resume and cover letter. 6.6 Use informative, specific language to present skills and experience. 6.7 Prepare employment-related communication as required. 6.8 Recognize successful interview strategies.
	<b>Course Outcome 7</b>	<b>Learning Objectives for Course Outcome 7</b>
7. Give well-organized, coherent, effective oral presentations, using traditional and/or electronic visual aids where appropriate.	7.1 Locate, gather, and organize appropriate presentation materials. 7.2 Formulate and then support a clear thesis. 7.3 Use appropriate, effective vocabulary and style for the audience and purpose. 7.4 Prepare and use effective visual aids to enhance the presentation. 7.5 Use delivery techniques effectively in a presentation.	

**Evaluation Process and Grading System:**

<b>Evaluation Type</b>	<b>Evaluation Weight</b>
Business Writing Assignments	40%
Communication Skills (Portfolio)	10%
Formal Report	25%
Job Application Package	15%
Oral Presentation(s)	10%

**CICE Modifications:**

**Preparation and Participation**



1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

**A.** Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

**B. Tests may be modified in the following ways:**

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

**C. Tests will be written in CICE office with assistance from a Learning Specialist.**

***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

**D. Assignments may be modified in the following ways:**

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

***The Learning Specialist may:***

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment



**E. Evaluation:**

Is reflective of modified learning outcomes.

**NOTE:** Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

**Date:**

December 20, 2022

**Addendum:**

Please refer to the course outline addendum on the Learning Management System for further information.

