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Course Name

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Code No.

**I. COURSE DESCRIPTION:**

A strong business communication foundation will be developed as students practice business writing, listening, and oral skills. Students will follow a three-step writing process and apply this process to business messages including letters, memos, and email messages. Routine business correspondence as well as good-news/bad-news, goodwill, and persuasive messages will be written. Business reports, proposals, and presentations will also be developed. Grammar, sentence mechanics, and word usage will be incorporated into the daily work and will be part of all tests.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. Communicate through written and verbal messages suitable for a business environment.

Potential Elements of Performance:

- Understand the communication process
- Adopt an audience-centred approach to communication
- Apply appropriate sensitivity and ethics to the modern workplace communications

*This module will constitute 5 percent of the course grade.*

2. Communicate in teams using appropriate listening, nonverbal, and meeting skills.

Potential Elements of Performance:

- Effectively prepare for, participate in , and follow up after team meetings
- Understand the listening process
- Overcome obstacles to effective listening
- Use telephones and voice mail efficiently
- Use and read nonverbal communication

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Course Name

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Code No.

*This module will constitute 5% of the course grade.*

3. Utilize a three-step writing process to prepare and deliver business messages.

Potential Elements of Performance:

- Define and apply the three-step process: planning, writing, completing.
- Analyze the communication situation and the intended audience
- Research the chosen topic
- Select the appropriate channel and medium for the message
- Establish a rapport with the audience

*This module will constitute approximately 5 percent of the course grade.*

4. Write a variety of common business messages efficiently and effectively using appropriate business language and correct grammar.

Potential Elements of Performance:

- Organize the message
- Compose the message
- Revise the message for clarity and conciseness
- Producing the message using appropriate design elements
- Proofreading the message
- Use appropriate formats for internal and external correspondence
- Use techniques to improve the readability of short business messages and email messages
- Apply the three-step process to routine requests, positive messages, bad-news messages, persuasive messages and requests, sales messages and fundraising requests.

*This module will constitute approximately 50 percent of the course grade.*

5. Plan and write business reports, proposals, and presentations using correct formats, punctuation, grammar, and references.

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Course Name

---

Code No.

Potential Elements of Performance:

- Organize reports and proposals along with appropriate graphics using the appropriate structure for the type of report.
- Identify and use tools and techniques to display information clearly.

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*This module will constitute approximately 25 percent of the course grade.*

6. Prepare and deliver effective oral presentation.

Potential Elements of Performance:

- Understand the differences between a written and oral presentation in terms of planning
- Create effective slides for the intended audience
- Handle anxiety during oral presentations
- Deal with questions of various kinds during a presentation

*This module will constitute approximately 10 percent of the course grade.*

**III. TOPICS:**

**Note:** These topics sometimes overlap several areas of skill development and are not necessarily explored in isolated learning units or in this order.

1. Succeeding Through Effective Communication
2. Adapting to the Changing Workplace
3. Understanding the Communication Process
4. Improving Business Communications
5. Working in Teams
6. Preparing, Conducting, and Attending Meetings
7. Listening to Others
8. Using Telephones and Voice Mail
9. Understanding Nonverbal Communications
10. Creating Audience-Centred Messages
11. Analyzing the Situation and Identifying Your Audience
12. Adapting Your Message to Your Audience and Purpose

Course Name

Code No.

13. Organizing Your Message
14. Composing Your Message
15. Revising Your Message
16. Improving Readability in Short Business Messages
17. Making Routine Requests
18. Sending Routine Replies and Positive Messages
19. Strategies and Types of Bad-News, Persuasive, Sales, and Fundraising Messages
20. Planning, Writing, and Completing Business Reports and Proposals
21. Planning, Writing, Revising, and Rehearsing Speeches and Presentation

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Business Communication Essentials Canadian Edition, by Bovee, Schatzman & Scribner, Published Pearson Education Inc. ISBN: 0-13-123277-0

Manila file folders (3) – letter size

Three, 3 ½” high-density disks.

Three individual diskette pockets.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

Three Tests:

Test #1 .....	<b>25%</b>
Test #2 .....	<b>35%</b>
Test #3.....	<b>40%</b>
<b>TOTAL.....</b>	<b>100%</b>

The following semester grades will be assigned to students in post secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	4.00

Course Name		Code No.
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50-59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject areas.	
U	Unsatisfactory achievement in field/ clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

## VI. SPECIAL NOTES:

### 1. Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 2493 so that support services can be arranged for you as soon as possible.

### 2. Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post secondary institutions.

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Course Name

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Code No.

3. Plagiarism:  
Students should refer to the definition of “academic dishonesty” in the “Statement of Student Rights and Responsibilities”. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.
4. Course Outline Amendments:  
Substitute course information is available in the Registrar's office.
5. The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.
6. Students are expected to be present to write all tests during regularly scheduled classes. In the event of a failed course grade, a supplementary test based on the semester's work will be administered to replace EITHER the lowest failed OR one missed test.
7. A disk labeled with the student's, professor's, and the course name MUST be available for each test. All work must be labeled with the student's name and the project information on each page. All work must be submitted in a labeled folder complete with a plastic disk pocket.
8. It is expected that 100 percent of classroom work be completed to properly prepare for each test. Work will be evaluated both during class and by the professor outside of class so attendance is critical to success.
9. During testing, the program's on-line help may be available. Tests will not be “open book”. Students must ensure that they have the appropriate tools to do the test (i.e. diskettes, pencil, pen, etc.).
10. Proofreading is an integral part of this course. Marks will be deducted for all proofreading and spelling errors as per the departmental grading scheme.

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Course Name

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Code No.

11. Regular attendance is expected to ensure course information is communicated to all students. In-class observation of student work and guidance by the professor aids student success. Lectures will not be repeated in subsequent classes.
12. Test papers will be returned to the student after grading in order to permit verification of the results and to review the tests. However, the student will be required to return all test papers to the instructor who will keep them on file until the end of the next module. Any questions regarding grading of individual tests must be brought to the professor's attention within two weeks of the test paper being returned.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the instructor.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.