

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY
SAULT STE MARIE, ON



COURSE OUTLINE

Course Title: Reporting in Business/Institutions

Code No.: Eng 215-3

Semester: Fall/Winter

Program: Various Post-Secondary

Author: The Language & Communication Department

Date: August 1999 Previous Outline Dated: August 1998

Approved: _____
Dean Date

Total Credits: 3 Prerequisite(s): CMM110-3

Length of Course: 3 hrs./week Total Credit Hours: 48

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I. COURSE DESCRIPTION:

This course provides employment-related theory and practice in those written and oral reporting skills typical of a modern business or institution. The theory of writing is taught through the writing process.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**A. Learning Outcomes:**

(Generic Skills Learning Outcomes placement on the course outline will be determined and communicated at a later date.)

1. Recognize and skillfully use the elements of communication theory (verbal and non-verbal) to make responses appropriate for specific audiences and purposes.
2. Produce clear, concise, accurate, well-organized, college-level, business documents, researched if required, using suitable style, tone, formats, and electronic editing tools.
3. Demonstrate comprehension of material by producing accurate, coherent summaries and paraphrases.
4. Contribute to the achievement of practical organizational goals through teamwork in pair or group activities.
5. Gather, compile, apply, and present self-generated data and information from various sources (traditional and electronic, library, and non-library) using an assigned documentation format if required.
6. Prepare an effective job-application package.
7. Give well-organized, coherent, effective, oral presentations, using traditional and/or electronic visual aids where appropriate.
8. Evaluate oral presentations on defined criteria.

B. Learning Outcomes and Elements of the Performance:

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

1. Recognize and skillfully use the elements of communication theory (verbal and non-verbal) to make responses appropriate for specific audiences and purposes.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE (Continued):

Potential elements of the performance:

- Assess audience's needs, knowledge level, language level, characteristics, and attitude
- Anticipate the audience's response to the message
- Define the purpose of the communication
- Demonstrate an understanding of the communication model and theory
- Identify the most effective channel of communication for the purpose and audience
- Recognize and interpret non-verbal communication
- Identify barriers to effective communication
- Practise overcoming communication barriers

2. Produce clear, concise, accurate, well-organized, college-level, business documents, researched if required, using suitable tone, style, formats, and electronic editing tools.

Potential elements of the performance:

- Identify clearly the purpose of the message and who the audience will be
- Identify the most effective method of communicating the message
- Recognize and use block, modified block, and simplified letter styles
- Produce coherent, organized, complete, concise, correct memos
- Recognize and employ correct memo formatting
- Recognize and use components and terminology of the direct and indirect writing strategies in business communication
- Recognize and employ mechanical emphasis techniques in document design for audience appeal
- Recognize and use stylistic emphasis techniques, such as active/passive and clause construction and placement, in persuasive messages
- Identify the uses and types of informal reports
- Produce effective, professional, informal reports
- Identify the purpose and content of all components of formal reports
- Produce a researched formal report or case analysis using an assigned documentation style
- Demonstrate an understanding of the use of graphics/illustrations in reports
- Incorporate a graphic or illustration into a report
- Use traditional and electronic sources for finding research materials
- Select appropriate source material for use in research reports
- Draw logical conclusions
- Formulate recommendations based on analysis and logic
- Proofread and edit work for correctness using spell-check, thesaurus, grammar check, and peer-editing
- Use the concepts of concise language

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE
(Continued):**

3. Demonstrate comprehension of material by producing accurate, coherent summaries and paraphrases.

Potential elements of the performance:

- Read college-level materials for main and supporting ideas
- Demonstrate where to look for main ideas (thesis, introduction, conclusion, topic sentences in paragraphs, titles, headings, bolded words, etc.)
- Distinguish main ideas from minor ideas and other supporting detail
- Use a dictionary for the meaning of unfamiliar words
- Use context clues to help understand difficult words, ideas, and passages
- Keep the author's intent when paraphrasing (ethics)
- Organize main ideas in a logical order for a coherent summary
- Use drafting, editing, and proofreading techniques for a concise, accurate, coherent summary
- Select authors' ideas that support the student writer's purpose in research reports

4. Contribute to the achievement of practical organizational goals through teamwork in pair or group activities.

Potential elements of the performance:

- Define the purpose, identify the task, and determine the human resources required to achieve the goal
- Collaborate with peers on projects, case studies, research reports, role-playing, class activities, or other assigned activities
- Participate in peer editing of writing projects
- Identify roles for members of the group and communicate them tactfully
- Identify and complete various tasks required of group members
- Contribute to the group in a timely, respectful, and responsible manner

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE (Continued):

5. 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 if required.

Potential elements of the performance:

- Analyze needs
 - Identify the nature of the information required
 - Investigate sources of information
 - Recognize bias
 - Choose reliable, credible information/materials
 - Examine the information and select what is relevant, important, and useful
 - Organize the information
 - Draw conclusions from the information
 - Make recommendations based on thoughtful, reflective analysis of the information
 - Generate creative ideas suitable for the purpose
 - Select an appropriate presentation format (written, oral, visual, persuasive, informative, etc.)
 - Use presentation skills effectively to appeal to audience
 - Document source materials
6. Prepare and submit an effective job-application package.

Potential elements of the performance:

- Identify potential sources of required data
- Select that which is useful
- Evaluate data for reliability, currency, relevance, and accuracy
- Summarize one's own skills, knowledge, and experience realistically
- Anticipate audience reaction and make adjustments
- Choose formats which best display and market one's skills, knowledge, and experience
- Recognize various styles of resumes
- Use software for attractive, professional document design for the resume and cover letter
- Organize information responsively
- Use informative, specific language to present skills and experience, i.e. active verbs, quantitative wording

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE
(Continued):**

- Write a cover letter
- Emphasize reader benefits in the application letter
- Write a resume
- Prepare other employment-related communication as required
- Recognize potential interview questions
- Analyze possible responses for appropriateness
- Recognize successful interview strategies

7. Give well-organized, coherent, effective, oral presentations, using traditional and/or electronic visual aids where appropriate.

Potential elements of the performance:

- Demonstrate how speaking and writing differ
- Suggest the purposes and effects of oral communications
- Locate, gather, and organize appropriate presentation materials
- Formulate and then support a clear thesis
- Outline and write the speech
- Use appropriate, effective vocabulary and style for the audience and purpose
- Prepare and use effective visual aids to enhance the presentation
- Use delivery techniques effectively in the presentation

8. Evaluate oral presentations based on defined criteria.

Potential elements of the performance:

- Demonstrate the elements of effective oral presentations as bases of evaluation
- Recognize the techniques presenters are using
- Assess how well the speaker uses the techniques
- Appraise the apparent preparation and organization of the speech
- Assess the body movements of the speaker
- Evaluate the effectiveness of the content for the purpose identified
- Complete an evaluation form fairly and responsibly to give feedback to the speaker

III. TOPICS:

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below.

1. Channels of Communication in Modern Businesses and Institutions
2. Communication Theory
3. The Language of Reports
4. Summary Writing
5. Memos
6. Letters:
 - Common Formats
 - Parts
 - Organizing the Message
 - Routine and Good News
 - Refusal and Bad News
7. Persuasive Writing
8. Informal Reports
9. Communication for Employment
10. Formal Report (including graphics/illustrations) or Case Analysis Research Document
11. Oral Presentation(s)
12. Research and Documentation

IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. Essentials of Business Communication (2nd Canadian Ed.), Guffey and Nagle, ITP Nelson Publisher.
2. A dictionary and thesaurus
3. Language and Communication Guidelines (provided)
4. Two 3.5" computer disks (dedicated to English)

V. EVALUATION PROCESS / GRADING SYSTEM:**MAJOR ASSIGNMENTS AND TESTING:**

(Refer also to the Language and Communication Guidelines)

The professor will announce which of the following will be completed in class under test conditions (minimum of 20%):

V. EVALUATION PROCESS / GRADING SYSTEM (Continued):

1. Students will write a minimum of five assignments requiring formats commonly used for business correspondence, such as:

a) Informal report writing	
b) Proposal writing	
c) Summary writing	
d) Persuasive writing	45%
e) Routine letters	
f) Refusal/bad news letters	
g) Memo writing	
2. Oral presentation(s)	10%
3. Job application package	10%
4. Communication skills	10%
5. Formal report/formal case analysis	25%
TOTAL	100%

Notes:

1. Professors reserve the right to adjust the course as they deem necessary to meet the needs of students.
2. Professors will deduct marks for any grammar and fundamental errors in final submissions.
3. Marking schemes for assignments will vary from professor to professor and from assignment to assignment. This flexibility recognizes that professors need to vary their approaches as they assist students with differing levels of competence to meet the learning outcomes of the course and to respond to program areas.

METHOD OF ASSESSMENT (GRADING METHOD):

Students will be assessed on the basis of their written assignments, oral presentations, job application package, formal reports/case analysis, and editing skills.

V. EVALUATION PROCESS / GRADING SYSTEM (Continued):

The following letter grades will be assigned in accordance with college policy and the Language and Communication Department Guidelines:

A+	Consistently outstanding	(90% - 100%)
A	Outstanding achievement	(80% - 89%)
B	Consistently above average achievement	(70% - 79%)
C	Satisfactory or acceptable achievement in all areas subject to assessment	(60% - 69%)
R	Repeat - The student has not achieved the objectives of the course, and the course must be repeated	(less than 60%)
CR	Credit exemption	
X	A temporary grade, limited to situations with extenuating circumstances, giving a student additional time to complete course requirements	

NOTE: Students may be assigned a mid-term grade of "R" for unsatisfactory performance.

TIME FRAME

Reporting in Business Eng 215-3 involves three periods per week for the semester. Students are expected to attend class and to participate in class activities.

VI. SPECIAL NOTES:Special Needs

Students with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations with the professor and/or contact the Special Needs Office.

Complementary Activities

To meet course objectives, students should expect to match each scheduled class hour with independent study.

VI. SPECIAL NOTES (cont'd):Plagiarism

To plagiarise is to “take and use as one’s own (thoughts [ideas], writings, inventions, etc. of another); especially to take and use a passage, plot, etc. from the work of another writer.” (Gage Canadian Dictionary, 861)

Students should refer to the definition of “academic dishonesty” in the “Statement of Students’ Rights and Responsibilities” (on-line Intranet for Sault College). Also, in order to collaborate on an assignment, students need prior permission from the professor.

Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or other such penalty, up to and including expulsion from the course.

In order to protect students from inadvertent plagiarism, to protect 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.

Advanced Standing

Students who have completed an equivalent post-secondary course must bring relevant documents to the Coordinator, Language and Communication Department:

- a copy of course outline
- a copy of the transcript verifying successful completion of the equivalent course

Note: A copy of the transcript must be on file in the Registrar’s office.

Retention of Course Outlines

Students are responsible for retaining all course outlines for possible future use in gaining advanced standing at other post-secondary institutions.

Substitute course information is available at the Registrar’s office.

Instructional Methods

A variety of methods including classroom presentations, videotaping, small group discussions and directed readings may be used to respond to the range of student needs.

Evaluation will normally be done by the professor, but for some assignments, peer evaluation may be required.

VII. PRIOR LEARNING ASSESSMENT

Students who have related employment-centered experience should see the Prior Learning Assessment (PLA) Coordinator.