THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY
SAULT STE. MARIE, ON

COURSE OUTLINE

Course Title: Business Communication

Code No.: CMM215-3   **Semester**: Fall/Winter

Program: Various Post-Secondary

Author: Language and Communication Department

Date: August 2000   **Previous Outline Dated**: August 1999

Approved: _____   _____
                  Dean   **Date**

Total Credits: 3   Prerequisite(s): CMM110-3
Length of Course: 3 hours/week   Total Credit Hours: 48

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 principles of writing are taught through the writing process.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

A.   Learning Outcomes:

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. 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.
4. Demonstrate comprehension of material by producing accurate, coherent summaries.
5. Contribute to the achievement of practical organizational goals through teamwork in pair or group activities.
6. Prepare and submit an effective job-application package.
7. Give well-organized, coherent, effective, oral presentations, using traditional and/or electronic visual aids where appropriate.

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.

Potential elements of the performance:
*   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

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

2. Produce clear, concise, accurate, well-organized, college-level, business documents, researched if required, using suitable tone, style, formats, and electronic 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, identifying the purpose and content of all components
- Produce coherent, organized, complete, concise, correct memos
- Recognize and employ mechanical emphasis techniques in document design for audience appeal
- Recognize and use stylistic emphasis techniques in persuasive messages
- Produce a researched formal report using an assigned documentation style
- Demonstrate an understanding of the use of and incorporate graphics/illustrations in reports
- Use traditional and electronic sources for finding research materials
- Formulate recommendations based on analysis and logic
- Proofread and edit work
- Use the concepts of concise language

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.

Potential elements of the performance:
- Analyze audience needs
- Investigate credible sources of information
- Select what is relevant, important, and useful
- Organize, draw conclusions, and make recommendations from the information

4. Demonstrate comprehension of material by producing accurate, coherent summaries.

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.)
- Keep the author's intent when paraphrasing (ethics)
- Use drafting, editing, and proofreading techniques for a concise, accurate, coherent summary

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

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

Potential elements of the performance:
*   Collaborate with peers on projects, case studies, research reports, role-playing, class activities, or other assigned activities
*   Participate in peer editing of writing projects

6. Prepare and submit an effective job-application package.

Potential elements of the performance:
*   Gather required data
*   Identify one's own skills, knowledge, and experience realistically
*   Recognize audiences and organize information according to their needs
*   Choose formats that best display and market one's skills, knowledge, and experience
*   Use software for appropriate document design for the resume and cover letter
*   Organize information responsively
*   Use informative, specific language to present skills and experience
*   Prepare employment-related communication as required
*   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:
*   Locate, gather, and organize appropriate presentation materials
*   Formulate and then support a clear thesis
*   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

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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 Principles
3. The Language of Reports
4. Summary Writing
5. Memos and Email
6. Letters
7. Informal Reports
8. Persuasive Writing
9. Communication for Employment
10. Research and Documentation
11. Oral Presentation(s)
12. Formal Report

IV.   REQUIRED RESOURCES / TEXTS / MATERIALS:

1. <u>Essentials of Business Communication</u> (Third Canadian Edition), Guffey and Nagle, Nelson
2. Language and Communication Guidelines (provided)
3. 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 (20%).

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

- Memos and email
- Letters
- Informal reports   **45%**
- Summary writing
- Persuasive writing

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V.   EVALUATION PROCESS / GRADING SYSTEM (Continued):

2. Oral presentation(s)	**10%**
3. Job application package	**10%**
4. Communication skills	**10%**

5. Formal report   **25%**
The formal report will have:
- A minimum of three credible primary and/or secondary sources.
- At least 75 percent of the parts identified in the text.
- A minimum of four sections in the body that present comprehensive and logically organized material supporting the report's purpose statement.
- At least one graphic/illustration related to the content.

TOTAL   **100%**

Notes:
1. Professors reserve the right to adjust the course delivery 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 presentation, job application package, formal report, 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:

Grade		Definition	Grade Point Equivalent
A+	Consistently outstanding	(90% - 100%)	4.00
A	Outstanding achievement	(80% - 89%)	3.75
B	Consistently above average achievement	(70% - 79%)	3.00
C	Satisfactory or acceptable achievement in all areas subject to assessment	(60% - 69%)	2.00
R	Repeat - The student has not achieved the objectives of the course, and the course must be repeated.	(less than 60%)	0.00
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 CMM215-3 involves three periods per week for the semester. At least one of these hours will be in a computer lab. 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.

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VI.   SPECIAL NOTES (continued):

The Learning Centre
Students are encouraged to use The Learning Centre (E1101) for drop-in tutorials, peer tutoring, and other services.

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, 1983, p. 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.

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VI.   SPECIAL NOTES (continued):

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.

Students who have mastered these outcomes should see the Prior Learning Assessment Coordinator to discuss the availability of a Challenge Test for this course.