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

COURSE OUTLINE

__Course Title__: Applied Business Communication

__Code No.__: CMM2300-3   __Semester__: Fall

__Program__: Office Administration

__Author__: Language and Communication Department

__Date__: August 2002   __Previous Outline Dated__: August 2001

__Approved__: _____   _____
                                Dean   Date

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

Length of Course: 3 hours/week   Total Credit Hours: 48

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I.   COURSE DESCRIPTION:

This course continues the intensive development of grammar, sentence, and composition skills at an advanced level. Attention to purpose, audience, tone, language level, and organization as well as advanced editing strategies are emphasized in all written documents. This course also concentrates on enhanced reading comprehension and research/documentation skills at a post-secondary level. The theory of writing is taught through the writing process.

II.   LEARNING OUTCOMES

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

1. Adapt organization, tone, and language level to a specific audience.
2. Compose, write, revise, and edit business documents.
3. Read, integrate, and explore program-related materials.
4. Research, evaluate, and write informal reports.

Students will be responsible for the ongoing review and practice of writing fundamentals (sentence structure, grammar, punctuation, spelling, usage conventions, etc.).

B.   Learning Outcomes and Elements of the Performance:

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

1. Adapt organization, tone, and language level to a specific audience.

Potential elements of the performance:
- Differentiate between internal and external formats
- Employ techniques that help the reader through the material
- Explore business conventions, especially voice and usage
- Employ effective tone and language to meet the needs of the reader
- Recognize and employ standard business layouts
- Recognize appropriateness of different layouts and content in documents

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

2. Compose, write, revise, and edit business documents.

Potential elements of the performance:
- Identify audience
- Select appropriate format given the audience
- Select appropriate format given the content
- Employ effective, professional vocabulary
- Organize content within logical, cohesive parameters
- Analyze and integrate research materials using standardized formats (MLA; APA)

3. Read, integrate, and explore program-related materials.

Potential elements of the performance:
- Read, evaluate, and demonstrate understanding of materials
- Demonstrate understanding through oral and/or written expressions

4. Research, evaluate, and write informal reports.

Potential elements of the performance:
- Determine purpose and audience of report
- Select suitable informal report format
- Research content using a variety of sources
- Demonstrate appropriate citations
- Recognize bias
- Employ effective language
- Evaluate material for inclusion
- Produce a polished report

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. Business Documents
2. Continued Grammar Theory
3. Editing and Revising Skills
4. Researching Skills
5. Versatile Approaches to Reading

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IV.   REQUIRED RESOURCES / TEXTS / MATERIALS:

1. <u>Essentials of Business Communication</u> (3rd Canadian Edition) Mary Ellen Guffey and Brendan Nagle, Nelson Thomson
2. Language and Communication Guidelines (provided)
3. Two 3.5" computer disks (dedicated to English)

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

1. Business communications   **40%**

2. Continued grammar theory   **40%**

3. Informal Report(s)/Other   **20%**

Total   **100%**

NOTES:
1. Marking schemes for essays and other 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 area needs.
2. Professors reserve the right to adjust the course delivery as they deem necessary to meet the needs of students.

METHOD OF ASSESSMENT (GRADING METHOD)

Students will be assessed on the basis of their business communications, grammar and editing skills, and informal reports.

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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 an "R" grade early in the course for unsatisfactory
              performance.

TIME FRAME

Applied Business Communication CMM2300-3 involves three periods per week for one
semester. Two of these hours will be scheduled in a computer lab. Students are
expected to attend class and to participate in class activities.

VI.   SPECIAL NOTES:

Mid-Term Grades
At **mid-term** one of the following grades will be assigned:

S   Satisfactory performance to the time of mid-term grade assignment (does
                not indicate successful completion of the course)

U   Unsatisfactory performance to the time of mid-term grade assignment
                (does not indicate unsuccessful completion of the course

R   The course must be repeated; minimal performance has resulted in the
                course outcomes not being met

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VI.   SPECIAL NOTES (continued):

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.

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). This includes using materials downloaded directly from the Internet without proper citation.

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.

VII.   PRIOR LEARNING ASSESSMENT

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