SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

SAULT
COLLEGE

COURSE OUTLINE

COURSE TITLE: Business Communication

CODE NO. : CMM215-3   **SEMESTER:** Fall/Winter

PROGRAM: Various Post-Secondary

AUTHOR: Language and Communication Department

DATE: Sep 2011   **PREVIOUS OUTLINE DATED:** Jan. 2011

APPROVED: "Angelique Lemay"   June, 2011

          CHAIR, COMMUNITY SERVICES   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): CMM115-3

HOURS/WEEK: 3

COURSE NAME **CODE #**

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 documents
*   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

COURSE NAME   **CODE #**

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
- 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

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

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IV. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. Guffey, M. E., & Almonte, R. (2010). *Essentials of business communication* (6th Canadian ed.). Toronto: Nelson Education.
2. Language and Communication Guidelines (provided)

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 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

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.
     - 8 – 12 pages from introduction to recommendations (double spaced)
     - 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 submissions.**
3. Marking schemes for assignments will vary from professor to professor. 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.

V.   EVALUATION PROCESS / GRADING SYSTEM (continued)

METHOD OF ASSESSMENT (GRADING METHOD)

Students will be assessed on the basis of their written assignments, oral presentation, job application package, formal report, editing skills, and research and documentation.

TIME FRAME

Reporting in Business CMM215-3 involves three hours 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.

The following semester grades will be assigned to students:

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
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.	
U	Unsatisfactory achievement.	
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.	

Notes

For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

The minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

Students may be assigned a mid-term grade of "F" for unsatisfactory performance.

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V. EVALUATION PROCESS / GRADING SYSTEM (continued)

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)

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

VI. SPECIAL NOTES

Attendance
Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

VII. COURSE OUTLINE ADDENDUM

The provisions in the addendum are located on the student portal and form part of this course outline. Students are responsible for becoming familiar with this information. Go to https://my.saultcollege.ca