SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

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COURSE OUTLINE

COURSE TITLE: Business Communication

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

PROGRAM: Various Post-Secondary

AUTHOR: Language and Communication Department

DATE: Jan. 2010 **PREVIOUS OUTLINE DATED:** Jan. 2009

APPROVED: "Angelique Lemay" Jan. 2010

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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

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

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. *Essentials of Business Communication* (6th Canadian edition), Guffey and Almonte, Nelson Thomson Learning
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

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 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.

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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 in field /clinical placement or non-graded subject area.	
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.	

Note: 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.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

NOTE: 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:

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.

Course Outline Amendments:
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.

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 postsecondary institutions.

Prior Learning Assessment**:**
Students who have credit for a similar course from another college or university and
wish to apply for advance credit transfer (advanced standing) should obtain an
Application for Advance Credit from the Academic Assistant, in the office of the Chair,
Community Services (Room E2201). Students will be required to provide an unofficial
transcript and course outline related to the course.

Credit for prior learning will also be given upon successful completion of a challenge
exam or portfolio. Contact the Student Services Office, E1101 for additional
information.

Substitute course information is available in the Registrar's office.

Disability Services:
If you are a student with a disability (e.g. physical limitations, visual impairments,
hearing impairments, or learning disabilities), you are encouraged to discuss required
accommodations with your professor and/or the Disability Services office. Visit Room
E1101 or call Extension 2703 so that support services can be arranged for you.

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Communication:
The College considers *WebCT/LMS* as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the *Learning Management System* communication tool.

Plagiarism:
Students should refer to the definition of "academic dishonesty" in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:
(i)   issue a verbal reprimand,
(ii)   make an assignment of a lower grade with explanation,
(iii)   require additional academic assignments and issue a lower grade upon
          completion to the maximum grade "C",
(iv)   make an automatic assignment of a failing grade,
(v)   recommend to the Chair dismissal from the course with the assignment of a
           failing grade.
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.

Student Portal:
The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to https://my.saultcollege.ca.

Electronic Devices in the Classroom:
Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.