Cerro Coso College
Course Outline of Record Report
10/13/2021

BSADC145 : Business Communication

General Information

Author:	• Frank Timpone • O'Connor, Karen • Kinnan, Tammy
Course Code (CB01) :	BSADC145
Course Title (CB02) :	Business Communication
Department:	Business Information Technolog
Proposal Start:	Fall 2019
TOP Code (CB03) :	(0514.00) Office Technology/Office Computer Applications
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000245878
Curriculum Committee Approval Date:	10/28/2016
Board of Trustees Approval Date:	12/15/2016
External Review Approval Date:	09/27/2010
Course Description:	This course presents the principles and techniques of effective written and oral business communication. Students discuss, critique, and practice business-writing strategies to produce messages, letters, reports, and presentations, while developing critical thinking skills. Students are evaluated on their knowledge of grammar, writing skills, punctuation, and sentence structure.
Submission Type:	Change to Content
	Revise Method of Instruction, Method of Evaluation, SLO's, Delivery Methods and Distance Education, Add Advisory course, Edited Faculty Requirements
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	• Business • English
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	• Office Technologies (Secretarial skills, office systems, word processing, computer applications, automated office training)
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08)	Course Special Class Status (CB13)	Grade Options

Course is not a basic skills course.

Course is not a special class.

- Letter Grade Methods
- Pass/No Pass

☑ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior To College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

Non-Repeatable Credit

☑ Allow Students To Audit Course

Course Support Course Status (CB26)

No value

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
CC Business Office Technology	A.S. Degree Major	Summer 2018
Management Associate in Science Degree	A.S. Degree Major	Fall 2019 to Spring 2020

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to CSU only

Transferability Status

Approved

C-ID	Categories	Status	Approval Date	Comparable Course
Business	C-ID discipline	Pending	No value	BUS 115

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54

Total Course Out-of-Class Hours	108
Total Student Learning Hours	162
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

☐ Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Activity	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Activity	0
Total	108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class

| No Value | No Value | No Value | No Value |

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

BSOTC121 - Beginning Word

This course will provide students with the computer application skills to effectively complete the assignments in BSAD C145. This hands-on computer course is designed to provide basic understanding of word processing concepts using Microsoft Word. Learners create, edit, and format documents using business letters, multiple-page reports, newsletters, and cover letters. Mail merge and desktop publishing are also introduced. This course begins preparation for the Microsoft Office Specialist certification exam for Microsoft Word.

AND

Advisory

ENGLC101 - Freshman Composition

Students that take ENGL C101 will have a foundation in English grammar and writing which will enable correct grammar, spelling, and production of written documents such as letters, memorandums, and reports in Business Communication.

In this composition course for transfer to four-year institutions, students write expository and argumentative essays that respond to a variety of rhetorical situations and incorporate university-level research. The course emphasizes critical reading, effective use of language, and analysis of university-level concepts presented in outside sources. Students write four to five expository essays including a lengthy research paper (total: 7,000 words).

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Lecture
Rationale	Lectures are provided to the students clarifying the concepts in each chapter.

Methods of Instruction	Instruction through examination or quizzing
Rationale	Students must complete a weekly quiz covering the concepts in each chapter.

Methods of Instruction	Written work
Rationale	Students will write a variety of business communication messages, including memos, letters, emails, proposals, informal reports, and formal reports, all with professional quality.

Methods of Instruction	Presentations (by students)
Rationale	Prepare PowerPoint presentations on business related topics.

Methods of Instruction	Discussion
Rationale	Pose a scenerio that students must respond to and discuss with other students.

Methods of Instruction	Instruction through examination or quizzing
Rationale	Student must complete a final exam covering the contents of the course.

Methods of Instruction	Outside reading
Rationale	Students must read assigned articles and watch videos related to the concepts in each chapter.

Assignments

A. Homework and Reading Assignments: Students will complete textbook reading assignments and practice writing and grammar skills. This includes grammar/mechanics workshops in addition to chapter topics.
B. Communication: Students will write a variety of business communication messages, including memos, letters, email, proposals, informal reports, and formal reports, all with professional quality.
C. Research: Students will conduct research into their report assignment area, evaluate and interpret information, accurately present this information through quotation, paraphrase, and/or summarizing, and properly cite sources used.
D. Visual Elements: In order to improve clarity, students will demonstrate effective use of visual elements such as charts, graphs, and pictures.
E. Students will complete a PowerPoint presentation using research techniques, slide organization, clarity with proper grammar, spelling and punctuation.
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Methods of Evaluation	Rationale
Homework	Email Assignment: Describe when you started your study and when you plan to complete it. Include all the courses you are taking right now and what your expectations or reasoning is for taking those courses. Include the degree you are working towards or not and why. In the closing, describe the e-mail best practices and procedures you used while composing the message you are sending. Your email should show evidence that you followed the chapter advice and concepts on writing email messages.
Tests	

Weekly Quiz:

Communication skills
a. are not as important as technical skills for career success.
b. cannot be learned; they are innate.
c. are not necessary in today's competitive job market.
d. are ranked by recruiters at the top of qualities they most desire in job seekers.

Participation	Discussion Post:
	The opening and the closing are the most emphatic parts of any message. How can writers avoid sounding demanding and abrupt in these two most important sections?
Research Paper	Example:
	Your writing assignment for this chapter is to prepare a (10 slide minimum) PowerPoint presentation that includes graphics selecting one of the topics provided in Chapter 10. Your presentation should contain at least two graphics that are used in an appropriate manner according to what you learn in chapter ten.
Other	Complete the Writing and Grammar Tutorials.
	Grammar Example:
	A simple sentence is a single independent clause. An independent clause consists of a **subject** and a **predicate** and expresses a complete thought. Simple sentences are sometimes referred to as **complete sentences**.
	The CFO felt certain that the merger would increase the company's share price.
Final Exam	Final Exam demonstrating comprehensive mastery of material presented. Example:
	Lindsay is writing a property description for a new real estate brochure. To make her brochure more effective, Lindsay should anticipate her audience. This means she

- a. identifies the property's outstanding traits and describes them clearly.
- b. considers what the readers are like and how they will react to the message.
- c. concentrates on the price and value of the property.
- d. writes using familiar words and a friendly, informal tone.
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Distance Education Description: how outcomes are evaluated	Students are to complete all weekly assigned activities designated in the learning management software.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
	Guffey, M. . (2017) Essentials of Business Communication, 11th, Natorp Boulevard Thomson SouthWestern			

Other Instructional Materials

Description	Software: Cengage. Aplia for current textbook through Cengage, 11th Edition ed. -Interactive learning tool that provide the student with resources not available from the textbook.
Author	
Citation	Business Communication

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Apply communication skills in the digital age and the writing process in the information age.	Expected SLO Performance: 70.0
Create workplace communication including business reports and proposals.	Expected SLO Performance: 70.0
Apply professionalism and teamwork in the workplace environment using proper etiquette, presentations, and face-to-face and virtual meetings.	Expected SLO Performance: 70.0
Apply employment-seeking skills through interviewing techniques and the creation of appropriate written documents.	Expected SLO Performance: 70.0

Outline

Course Outline

A Building career success with business communication

B The communication process
 a.Listening
 b.Non-verbal communication
 c.Workplace diversity

C The writing process
 a.Business messages
 b.Basics of business writing

D Writing for business messages and oral presentations
 a.Purpose and audience
 b.Collect information
 c.Show relationships

E Writing effective sentences
 a.Techniques
 b.Paragraph coherence

    c.Drafts

  F Revising and proofreading business messages
   a.Process of revision
   b.Concise wording
   c.Process of proofreading
   d.Edit and revise documents

  G.Corresponding at work
   a.E-mail and memorandums
   b.Structure of E-Mail messages and memos
   c.E-mail used smartly and safely

  H.Direct letters and goodwill messages
   a.Effective goodwill messages
   b.Direct requests for information and action
   c.Direct claims

  I.Replies to information requests
   a.Adjustment letters
   b.Letters of recommendation

  J.Effective goodwill messages

  K.Persuasive messages
   a.Persuasive requests
   b.Sales letters

  L.Negative messages
   a.Bad news
   b.Bad news sensitively
   c.Routine requests and claims
   d.Bad news to customers
   e.Bad news to employees
   f.Ethics and indirect strategy
   g.Reporting workplace data

  M Informal reports
   a.Report basics
   b.Guidelines
   c.Six kinds of formal reports (information, progress, justification, recommendation, feasibility, minutes, and summaries)

  N Proposals and formal reports
   a.Business proposals
   b.Informal proposals
   c.Formal proposals
   d.Formal reports
   e.Secondary data
   f.Data organizing and outlining
   g.Data illustration
   h.Final report

  O Developing speaking and technology skills
   a.Face-to-face workplace communication
   b.Business and professional meetings
   c.Telephone, cell phone, and voice mail skills
   d.Digital communication tools in the workplace

  P Making effective and professional oral presentations
   a.Audience rapport
   b.Visual aids
   c.Multimedia presentations
   d.Delivery
   e.International and cross cultural audiences

  Q Communicating for employment
   a.Job search, resumes, and cover letters

b.Employment preparation
c.Persuasive resume
d.Resume for today's technologies
e.Final touches
f.Cover letter

R Employment interviewing and follow-up messages
 a.Employment interviews
 b.Before the interview
 c.Day of your interview
 d.Closing
 e.Other employment letters and documents

S Grammar mechanics review and reinforcement workshops
 a.Nouns, possessive nouns, pronouns
 b.Verbs and verb tense
 c.Verb agreement (subject/verb), verb mood (indicative/imperative/subjunctive),   Voice (active/passive)
 d.Adjectives and adverbs
 e.Prepositions and conjunctions
 f.Commas and semi-colons
 g.Other punctuation
 h.Capitalization
i.Number style

T.   Original work
        a.   Proper citations
        b.   Proper references

U.   Reference sources
        a.   Primary
        b.   Secondary

V.   Solve business communication problems

W.   Plan and deliver oral presentations for business meetings
        a.   Individual
        b.   Team

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face
Online
Hybrid
Interactive

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

All paper assignments are identical to those in an onsite class, except that they are uploaded to the course shell into a learning management system as an attachment. Weekly class discussions are conducted by means of online discussion forums within a learning management system. Uploaded quizzes or exams accessible through the class website are used. Feedback in online discussion forums and through e-mail is used. Substantive critiques of all essays and at least general responses to discussion posts are provided. Rubrics, stated

in the syllabus, are used to evaluate online discussion work but are not required. As with any on-ground class, departmental rubrics are used to guide the assessment of essays.

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other (specify)

Student-Instructor contact will include the following: discussion forums, learning management system messages, announcements, and feedback for each student's work.
Student-Instructor contact MAY include the following: chat/Zoom, newsgroup/discussion board, phone, and iTV.
Student-Student contact will include the following: discussion forums.
Student-Student contact MAY include the following: chat/Zoom, learning management system messages, group work, and peer reviewed projects.

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

Cengage Aplia is used for assignments and testing. Technical support is provided by the help desk at Cengage Learning.

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

The learning management system is accessible and compatible with support programs such as Kurzweil 3000. Faculty will use the Canvas accessibility checker, along with other resources provided by our Distance Education Director, to ensure all learning materials are accessible, including but not limited to documents, pdfs, OERs, external websites, and videos.

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

The class size is from 25 to 45 students.