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

BSOTC100 : Introduction to Business Information

General Information

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Attachments:	Introduction_to_Business_Information_Worker.docx
Course Code (CB01) :	BSOTC100
Course Title (CB02) :	Introduction to Business Information
Department:	Business Information Technolog
Proposal Start:	Fall 2019
TOP Code (CB03) :	(0514.00) Office Technology/Office Computer Applications
SAM Code (CB09) :	Possibly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000530073
Curriculum Committee Approval Date:	09/30/2016
Board of Trustees Approval Date:	12/15/2016
External Review Approval Date:	03/19/2012
Course Description:	This course provides the learner with a survey of skills and topics covered in the Business Information Worker certificates and degree program. Business English, entry level office procedures, the role of a business information professional, the workplace environment, workplace communication, ethics, customer focus, and teamwork are covered. The focus is an introduction to skills that are relevant to success as an office clerk, administrative assistant, office manager, or other business information worker roles.
Submission Type:	Change to Content
	Change Course Title to Reflect the new title developed through the C-ID development to reflect the new name of the program. Revise Course Description, Input C-ID, Method of Instruction, Method of Evaluation, SLO's, Delivery Methods and Distance Education.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	No value
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 is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass
- Letter Grade Methods

☐ 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

Type:|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

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
Office Technology/Business Information Worker	C-ID discipline	Approved	No value	BSOT100

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

CSCIC070 - Computer Literacy

Students must be able to use a computer to perform the following abilities: Differentiate between the operating system programs and the Internet, use a browser, file management including navigation, saving, finding files, creating folders, send and receive email, find application programs and start them, unzip and extract files, differentiate between Word, Excel, and other Office programs.

AND

Advisory

ENGLC101 - Freshman Composition

BSOT C100 requires critical reading of textbooks, resource manual, and web sources. Assignments require effective written communication skills in a variety of formats including posts, written assignments, email communication with the instructor, a final report, and responses to essay questions in quizzes. English 101's focus on reading, writing, and effective use of language prepares students for the rigor of academic discourse in this course in the following ways.

English C101 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	Discussion
Rationale	Discussions are scheduled each week to explore various concepts from the Administrative Professional textbook and alternating weeks from the Handbook for Office Workers (HOW).

Methods of Instruction	Problem Solving
Rationale	Office and human relations oriented case studies are presented for solutions based on course concepts.

Methods of Instruction	Outside reading
Rationale	Employment websites and professional organizations relevant to jobs in the field are researched and reports are made. Company websites are also researched for ethics policies. The US Postal Service is researched as are travel websites (airlines and hotels) in sections involving postal services and travel arrangements respectively.

Methods of Instruction	Lecture
Rationale	Lecture notes are provided that include language to describe course concepts. Students also view PowerPoint presentations with content from each chapter.

Methods of Instruction	Instruction through examination or quizzing
Rationale	A pre-test and a post-test is given to determine base and finishing level writing, grammar, and word usage skills. The Handbook for Office Workers is allowed and recommended as a resource. Open book quizzes on the certificates and program are also used for instruction.

Methods of Instruction	In-class writing
Rationale	There are several writing exercises related to business English: Example, choose the correct word for a sentence from a selection of often misused words or re-writing a sentence for a better communication of meaning.

Methods of Instruction	Case Study
Rationale	Students solve case studies related to workplace skills in the areas of communication, developing relationships, or using technology and then write and proofread a report describing their response to a situation.

Methods of Instruction

Rationale	No value

Assignments

Weekly textbook chapter readings relevant to homework assignments: Examples include chapters 1-10 from the Handbook for Office Workers (HOW).

Writing exercises related to business English: Example, choose the correct word for a sentence from a selection of often misused words or re-writing a sentence for a better communication of meaning.

Weekly Textbook chapter readings relevant to homework assignments: Examples include chapters one through six of "The Administrative Professional", Entering the Workforce, Becoming a Professional, Managing and Organizing Yourself, Working Ethically, Understanding the Workplace Team, Developing Customer Focus.

Examples of homework include: Start a collection of local and/or online help-wanted ads for administrative professionals by copying into a Word document.

Students solve case studies related to workplace skills in the areas of communication, developing relationships, or using technology and then write and proofread a report describing their response to a situation.

Methods of Evaluation	Rationale
Homework	Homework assignments are assigned for each chapter, requiring short written reports of 150-250 words: Students may be asked to write a short essay describing their values. ex. What are the sources of your values? Describe at least one ethical decision that you have made at work, at school, or in your personal life by applying your values. Projects or short answers related to chapter work: Describe the qualities of effective teams presented in this chapter.
Participation	Participation in weekly discussion forums: Students may be asked to report in a discussion forum on a topic of interest related to the weekly content. ex. What does respecting your employer's resources mean? Introduction, survey, and syllabus quiz are also elements that contribute to participation.
Tests	Completion of pretests for self-assessment report of preparedness for study. A pre-test and a post-test is given to determine base and completing level writing, grammar, and word usage skills. The Handbook for Office Workers is allowed and recommended as a resource. Open book quizzes on the certificates and program are also used for instruction. Quizzes are completed every other week on topics from the Handbook for Office Workers.
Other	A reasonable evaluation schedule may include: 10% Participation 30% Chapter Homework Assignments related to Administrative Professional 30% Chapter Homework assignments related to The Handbook for Office Professionals, including 15 % Business English final theory assessment 15% Final Project
Distance Education Description: how outcomes are evaluated	Students are to complete all weekly assigned activities designated in the learning management software as detailed above. Course outcomes are mapped to assignments.
Research Paper	Students complete a draft and final report that includes evidence of having created an education plan and details their plans for completing the 12, 18 and or 30-unit BSOT certificate or degree. The report also covers which courses they are taking and in which semester and describes the importance or value of each course.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Rankin, Dianne S.; Shumack, Kellie A.	The Administrative Professional Technology and Procedures, 15th edition	Cengage Learning	2017	978-1-305-58116-6
Clark, J; Clark, L.	A Handbook for Office Workers (HOW14)	Cengage Learning	2017	978-1-305-58699-4

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

Describe the attitudes and traits employers expect in the field of Business Information.

Describe the Business Information Worker program courses, certificates and degree, and determine how and if further study in this program area fits into the learner's educational goals.

Apply standard business English conventions, punctuation, parts of speech, grammar skills, and proofreading in order to communicate more effectively through written correspondence in the workplace.

CSLOs

Describe the skills, knowledge, attitudes, and traits employers expect in the field of business information or administrative assistant as presented in the Business Information Worker certificates and degree.
Expected SLO Performance: 75.0

Describe the Business Information Worker program, courses, certificates and degree, and determine how further study in the area fits into the learner's educational goals.
Expected SLO Performance: 75.0

Apply standard business English conventions, punctuation, parts of speech, grammar skills, and proofreading in order to communicate more effectively through written correspondence in the workplace.
Expected SLO Performance: 75.0

ISLOs Core ISLOs	Students who are completing a program will be able to communicate ideas, perspectives, and values clearly and persuasively while listening to others openly

Outline

Course Outline

1. Business English Refresher
   a. Grammar and usage
   b. Capitalization and punctuation
   c. Words often misused and confused
   d. Elements of writing style
2. Entering the Workplace
   a. The administrative professional
   b. Managing and organizing yourself
   c. The workplace environment
   d. Working ethically
   e. The workplace team
   f. Developing customer focus
   g. Customer service
3. Communication
   a. The communication process
   b. Listening
   c. Verbal and non-verbal communication
   d. Effective written messages
4. Communicating With Technology
   a. Global communication tools
   b. Effective telephone conversation
   c. Security issues and solutions for protecting data
5. Survey of Business Information certificate course topics
6. Planning future studies and education plan
7. Orientation to Quick Start Certificate
   a. Orientation to Business Information Worker One
   b. Orientation to Business Information Worker Two

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 web site 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?

No special software is required because of delivery mode but the Microsoft Office suite including Word, Excel, Access, Powerpoint, and Outlook is required.

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.