

I. CATALOG DESCRIPTION:

Division:	Business and Economics
Department:	Business Administration
Course ID:	BUSAD 207
Course Title:	Business Communication
Units:	3
Lecture:	3 hours
Departmental Recommendation:	OIS 144
Prerequisite:	None

A. Catalog Description:

Studies the principles and role of business communication and the need for communication skills in a global marketplace. Emphasizes written communications such as standard and persuasive business letters, memorandums, and informational as well as analytical reports. Studies effective proposals, resumes, and other employment-related documents. Develops planning, organizing, and outlining skills as well as editing proficiency. Evaluates grammar skills and improves writing style.

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II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One.

III. EXPECTED OUTCOME FOR STUDENTS:

Upon completion of the course the student will be able to:

- A. Analyze realistic business situations and select an appropriate letter-writing approach to bring about the desired outcome.
- B. Relate appropriate human/public relations approaches to/in all communications, whether written, oral, or nonverbal.
- C. Apply correct English grammar, spelling, and punctuation to write clear, concise, and complete sentences, paragraphs, letters, and memorandums.
- D. Write effective routine letters and memos, such as inquiry and request, claim, orders, and acknowledgements, applying the deductive approach.
- E. Write effective routing letters and memos, such as requests, claims, credit, and requests applying argumentative writing and the inductive approach.
- F. Write effective persuasive letters and memos, such as requests, claims, sales and employment, applying the persuasive approach.
- G. Compare and contrast the psychology and the organizational structure and wording for writing pleasant-news and unpleasant-news and letters and memos.
- H. Apply appropriate guidelines to resolve conflicts while maintaining the concepts of goodwill and positive public relations.
- I. Discuss the role of cultural diversity in business and apply the appropriate language in written and oral communications.
- J. Identify the various stages of the collection process and the strategies for writing reminders and letters at each stage.
- K. Compose a series of employment-related letters, such as inquiry, application, request for references, and follow-up.
- L. Compile information and prepare a data sheet/resume.
- M. Identify personal characteristics, skills, and abilities that would apply to specific employment interviews.

N. Express self clearly in expository writing, application, request for references and follow-up.

IV. CONTENT:

- A. Communication Challenges
 - 1. Examining the Communication Process
 - 2. Understanding How Culture Affects Communication
 - 3. Capitalizing on Workforce Diversity
 - 4. Communication and Technology
- B. Nonverbal, Listening, and Speaking Skills
 - 1. Improving Nonverbal Communication Skills
 - 2. Improving Listening Skills
 - 3. Improving Speaking Skills
 - 4. Preparing an Oral Report
 - 5. Planning Visual Aids
 - 6. Delivering the Oral Report
 - 7. Developing Successful Meetings and Conferences
- C. Developing Basic Writing Techniques
 - 1. Plain Language
 - 2. Precise Verbs
 - 3. Concrete Nouns
 - 4. Vivid Adjectives
 - 5. Jargon and Slang
 - 6. Redundant Words
 - 7. Outdated Expressions
 - 8. Active and Passive Voice
 - 9. Paragraph Coherence
 - 10. Sentence and Paragraph Length
- D. Communicating Routine Messages
 - 1. Memorandums and E-mail
 - a. Functions of Memos and E-mail Messages
 - b. Characteristics of Memos and E-mail
 - 2. Developing a Memo-Writing Plan
 - 3. Letters that Make Routine Requests
 - 4. Letters that Respond Positively
- E. Conveying Negative, Persuasive, and Special Messages
 - 1. Letters and Memos that Carry Negative News
 - 2. Letters and Memos that Persuade
 - 3. Goodwill and Special Message
- F. Reporting Data
 - 1. Informal Reports
 - a. Report Formats
 - b. Guidelines for Writing Informal Reports
 - c. Recommendation, Justification, Progress Reports
 - d. Informal and Formal Minutes
 - 2. Proposals and Formal Reports
 - a. Informal and Formal Proposals
 - b. Collecting Data
 - c. Organizing and Outlining Data
 - d. Illustrating Data
 - e. Presenting the Final Report
- G. Communicating for Employment
 - 1. The Job Search
 - 2. Resumes
 - 3. Cover Letters
 - 4. Employment Interviewing
 - 5. Follow-up Messages

V. METHODS OF INSTRUCTION:

- A. Lecture
- B. Class and Group Discussion
- C. Demonstration
- D. Oral and Written Projects and Presentations
- E. Oral and Written Individual Projects and Presentations

VI. TYPICAL ASSIGNMENTS:

- A. Reading
 1. Read chapter on: Letters and Memos that Carry Negative News. Discuss at least five situations in which the indirect strategy would be appropriate for delivering a negative message.
 2. Read chapter on Nonverbal, Listening, and Speaking Skills. Discuss the seven barriers to effective listening and give an example of each from the business world.
- B. Writing and Problem Solving
 1. Analyze the ineffective claim and list its fault. Outline a writing plan for an effective claim request. Then, on a separate sheet, rewrite this request. Add any information you feel is needed for a complete claim.
 2. From a textbook or some other publication, locate one example of a table, a pie chart, a line chart, a bar chart, and an organization chart. How effectively could the data have been expressed in words, without the graphics? Is the appropriate graphic form used? How is the graphic introduced in the text?

VII. EVALUATION(S):

- A. Methods of Evaluation
 1. Examinations and Quizzes
 - a. Typical Examination Question: List five tools that facilitate written communication and five tools that facilitate oral communications. Label each tool (oral or written).
 - b. Typical Quiz Question: Write *a* or *b* to indicate the sentence in which the idea is expressed more effectively:
 Dr. Simon has a great interest and appreciation for the study of robotics.
 Dr. Simon has a great interest in and appreciation for the study of robotics
 2. Projects
 - a. Sample Project: You are a student in a business management class. Your instructor notices that you have good listening habits. Disturbed by the poor listening skills of some other class members, your instructor asks you to do research and to present a program to help students improve their listening skills. For this presentation do the following: a) write a specific statement of purpose, b) prepare a complete outline, c) write the introduction, d) list visual aids that would be appropriate and describe their content.
 - b. Sample Project: With one or two other classmates, draft a three-to-five page proposal for some specific change in your college or university. Specify the change you'd like to see (more computer terminals or later food service hours, for example), the reasons for the change, and both the costs and sources of revenues (if any are needed) for the change. Make this a collaborative project by requiring each person participating in the proposal to draft and revise one or more specific sections of the document. Identify on the final page of your proposal that worked on which areas of the proposal.

- B. Frequency of Evaluation
1. Four to five quizzes
 2. One midterm exam
 3. One final exam
 4. One written project
 5. One oral group project

VIII. TYPICAL TEXT(S):

O'Hair, O'Rourke, and O'Hair. Business Communication, a Framework for Success. Cincinnati: South-Western, 2001.

Berko, Ray, Andrew Wolvin and Rebecca Ray. Business Communication in a Changing World. Bedford: St. Martin's Press, Inc., 1997.

Blundel, Richard. Effective Business Communication, 1st Edition. New Jersey: Prentice Hall, 1998.

IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None.