



Curriculum Description for St. Francis Baccalaureate

Eng 210/Bus 210/Mcom210 Business Communication

Course Description

This course will focus on audience-oriented communication in the corporate culture. Oral and written communication forms, created with a corporate audience in mind, will be practiced using PowerPoint and other visual aids. Emphasis will be on developing and demonstrating communication skills, both singularly and in groups. Course procedures include oral and written communications, group interaction in class, and group project. Cross-listed in English, Business and Mass Communications. Credit 3 hours.

Required Text:

Guffey, *Essentials of Business Communication*

Course Outcomes:

Upon completing this course, students will:

- ❑ Demonstrate competence in business writing by successfully writing minutes, memos, letters, progress reports, proposals, and analyses.
- ❑ Demonstrate the ability to write business correspondence that exhibits grammatical, organizational, and analytical competence by completing in class practice exercises and longer, out of class projects.
- ❑ Demonstrate the ability to analyze audiences and adapt material to different audiences as the need arises by performing an audience analysis for each writing assignment.
- ❑ Demonstrate the ability to participate effectively in small group communication situations by successfully completing in class problems and one term project which will include a proposal, expected outcomes, related correspondence, and appraisals of the group's performance.
- ❑ Focus on critical thinking and problem solving and apply these principles to reading and writing.
- ❑ Demonstrate the ability to give effective presentations using various technological tools to varied audiences.

Themes and assumptions

- ✎ Business communications involves high levels of problem solving and critical thinking.
- ✎ Your value to any organization will depend on how well you can communicate what you know.
- ✎ The higher your goals, the better you need to communicate.
- ✎ Information in too great a volume can prevent communication unless the information is carefully selected, organized and interpreted.
- ✎ Effective writers consider the informational needs of the reader, the persuasive purposes of the writer, and the ethical consequences of the written communication.
- ✎ Effective writing is the process of thinking, writing, revising, thinking, and revising, until the ideas are fully developed.
- ✎ Writing is a process of discovering what you want to say, a way to end up thinking something you couldn't have started out thinking.

Attendance Policy

Regular class attendance is crucial. Students are expected to attend all classes as scheduled. Absences (including days missed for activities) exceeding three times the number of class meetings per week (6, for this class) are considered unacceptable. Tardies may be counted as absences. Please plan accordingly.

Students who are absent are accountable for missed material and are responsible for arranging make-up work. Work done in class, including group work and peer evaluation, cannot be made up.

Classroom Expectations & Procedures

1. Make sure you have the name and phone number of at least two other people in the class. Record these at the end of your syllabus. If you miss a class or are confused about an assignment, you can call one or both of these people for information.
2. Read all the examples in your text carefully; they'll help you do the problems. We will not "go over" all the material in each chapter. It's your responsibility to check your understanding against the questions at the beginning of the chapter and ask question in class about anything that seems unclear or incomplete.
3. This is a collaborative class. A percentage of your grade will be based on collaborative assignments that you will do with other group members. Groups may need to meet or talk over the phone outside of class.
4. **Late papers** will be penalized one-third letter grade for each calendar day they are late. Papers more than 3 days late will not normally be accepted.
5. Please label **all assignments** with the **assignment number** and **page**. For each assignment, please turn in the following items in a file folder (with your name on it):
 - The final typed assignment
 - Your audience analysis sheet (does not need to be typed or neat)
 - All notes and rough drafts (do not have to be typed or neat)
 - A list of any assumptions you're making. Assumptions are conditions that are neither stated in your text nor true in life, but that **could** be true. For example, you could **assume** that the company you work for has a profit-sharing plan. (Your list doesn't need to be typed. It does need to be legible.)Please put only one assignment in a folder at a time.
6. In this course, it is okay to discuss the problems with other people and to have them comment on your rough draft or proofread your final copy. It is okay to use spelling and grammar checkers if you have access to a computer or word processor. It is important that your work looks, reads, and sounds professional.
7. You may rewrite your papers for a higher grade. The following guidelines apply:
 - In order to submit a revision, you must also re-submit the original, **graded** copy of the paper.
 - Any penalty for lateness on the original paper also applies to the revision.
 - The grade counted as part of your final grade will be an average of the two grades on the paper, **UNLESS** you earn a "B" or better on a revision. If you earn a "B" or better, the highest grade will replace the earlier grade.
 - The revision must be handed in within **10 days** of the day the paper is returned to you, with the exception of papers due the last meeting of class. Final revision date for these papers will be announced in class. Absences do not change this policy.
 - Just fixing mechanical errors or an error in format will not by itself raise the grade; revision is not a substitute for editing in the first place. To receive a higher grade, a revision must both

- fix most of the mechanical and format errors, without introducing any new ones **and** improve the substance of the paper.
- The instructors are not your editors. Comments on a paper reflect the problems that seem most serious and those that catch the reader's eye; rarely will everything incorrect be marked on a paper. When a revision is read, problems may be marked that were not marked during the first reading. These problems will still affect the grade of any revision. Moral: don't just "fix the things that are marked"; reread the paper critically and do all that you can to improve it.
8. Before you hand in important assignments, please make a copy of your paper. If you are not using a computer where you can save your work, use a copier to save your work. Keep a folder of these papers for the duration of the class.
 9. After a paper is returned, keep that graded copy in the folder as well. Any questions that arise concerning your final grade cannot be resolved without a copy of the paper or assignment with a grade on it.

Assessment and Evaluation

1. Distribution of your final grade will be as follows:

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| Quizzes, practice exercises, participation, in-class work | 15% |
| Group journal/log/group problems | 15% |
| Individual memos & assignments | 25% |
| Research project and presentation | 15% |
| Oral and web-based presentations | 15% |
| Mid term and final exam | 15% |
2. Any student choosing not to turn in an assignment at all will receive a zero for that assignment and risk an "F" for the course. Work done after the missed assignment does not change this outcome.
4. **Quizzes, practice exercises, and in-class work** will have point-based grades. **Participation** will be based on both group and individual participation. Work done in class as a group or individually that revolves around participation cannot be made up.
5. The **mid-term exam** will be a short answer/essay exam. The **final examination** will have three components -- an objective section, an essay section, and a problem-based section. The first two components will be point-based; the third will be evaluated as other problems in class are evaluated.
7. We assume the academic integrity of our students.

Preliminary Reading Schedule

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| Introduction to the Course |
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| Chapter 1—Facing Today’s Communication Challenges Groups and group skills |
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| Chapter 2—Writing for Business Audiences Writing Assignment |
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| Chapter 3—Improving Writing Techniques Chapters 11 & 12—Developing Speaking Skills |
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| Individual presentations Individual presentations |
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| Chapter 5—Emails and memos Mid-Term Exam |
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| Chapter 7—Persuasive messages and Writing Assignment Chapter 8—Negative messages and Writing Assignment |
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| Developing an audience-focused portfolio |
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| Chapters 9 & 10—Reporting Workplace Data Project development/Selection |
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| Individual presentations Individual presentations |
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| Chapters 13 & 14—Communicating for employment E-portfolios for resumes |
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| Project teams working Project teams working |
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| team presentations team presentations |
| <i>Final research projects due</i> individual presentations individual presentations |
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| individual presentations individual presentations |
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| <i>Final Exam Review</i> |
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