



BADM-104: BUSINESS COMMUNICATIONS

Also listed as: BADM-104H

Effective Term

Fall 2023

BOT Approval Date

06/23/2022

Discipline

BADM - Business Administration

Course Number

104

Course Title

Business Communications

Short Title

Business Communications

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

Yes



Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

Yes

Attach VPAT

mindtap-voluntary-product-accessibility-template-M180000314452.pdf

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Additional Regular Substantive Interaction

Honors component will meet synchronously (face-to-face or moderated through online accessible technology such as Zoom)

Honors / Non-honors

BADM-104H

C-ID (Admin Only)

CB 00

CCC000632879

Course Title

Honors Business Communications

Approved Cal-GETC Area

Approved Second Cal-GETC Area

Approved Third Cal-GETC Area

Catalog Description

This course applies principles, strategies, and techniques of ethical and effective written, oral, and digital business communications to the creation of letters, memos, emails, along with written and oral reports for a variety of business situations and environments. The course emphasis planning, organizing, composing, and revising business documents using word processing and presentation software. In addition, the course includes productive techniques for business meetings and communicating professionally in an increasingly global, digital workplace. This course is designed for students who already have college-level writing skills.

Attach Supporting Documents

BUS-115 Descriptor.doc

Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

ENGL-C1000 (with a grade of C or better).

Codes

TOP Code (CB 03)

0514.00* - *Office Technology/Office Computer Applications

CIP Code

52.0401 - Administrative Assistant and Secretarial Science, General.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives

Learning Objectives**Learning Objective**

1. Evaluate barriers to effective listening and distinguish the importance of nonverbal communication in professional environments.
2. Analyze the purpose of a message, anticipate its audience, and select the best communication channel and the pattern of organization (direct or indirect), including positive and courteous tone.
3. Produce effective and ethical business messages, including employing the active and passive voice effectively, using a positive and courteous tone while illustrating sensitivity to audience needs and desires, including bias-free language and cross-cultural situations.
4. Explain and assess workplace instant messaging, texting, blogs, wikis, and social media networks and their liabilities and best practices.
5. Examine, apply, and compose a negative business message (letter, memo, email, online) to deliver bad news, including opening with a buffer and closing pleasantly, while avoiding grammatical errors.
6. Construct effective and ethical direct-mail and online sales messages employing the AIDA strategy: gaining attention, building interest, developing desire, and motivating action.
7. Describe the purpose of a report and proposal writing and the importance of primary and secondary information/data sources, the role of proper citations and references, and assess the credibility.
8. Compose and evaluate composition, prose, and rhetorical language for optimal conciseness and clarity.
9. Validate one's voice as a communication tool, master face-to-face phone and virtual workplace interactions, foster positive relations, and accept and provide constructive criticism.
10. Investigate the importance of teamwork in today's digital-age workplace and explain how one can contribute positively to team performance.
11. Investigate the purposes and types of job interviews, including screening, one-on-one, panel, group, sequential, stress, online, and virtual interviews.
12. Explain the elements of the communication process.

Honors Objectives

1. Develop critical thinking skills by analyzing current concepts in technical writing and synthesizing information from a variety of published works.
2. Evaluate and analyze the formal and informal marketing design materials.
3. Develop in collaboration with other advanced students and instructor innovative solutions for dynamics for successful teamwork, a feasibility study or marketing proposal design.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will analyze a business situation requiring a written message and determine what the appropriate strategy would be (direct pattern, persuasive pattern, or negative news pattern).
2. Students will compose a business message using the strategies for direct pattern for routine messages, indirect pattern for persuasive messages, and indirect pattern for negative news messages.
3. Choose a format, language, or visual representation that enhances meaning, making clear the interdependence of language and meaning, thought, and expression.

Program Learning Outcomes

Learning Outcome

1. Students will analyze data to determine relevant information needed to produce reports, visual presentations, and other business documents.
2. Students will communicate effectively through appropriate modes of communication (listening, speaking, reading, writing) as they pertain to the business environment with emphasis on the user of computer technology.
3. Students will identify and solve business problems, assess results, and determine alternative courses of action.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Content

Course Lecture Content

1. Business Communication
 - a. Identify barriers to effective listening
 - b. Explain nonverbal communication
 - c. Analyze culture and how culture affects communication
 - d. Strategies to overcome negative cultural attitudes
 - e. Identify social media and communication technology
2. Business Messages
 - a. Discuss the communication process
 - b. Recognize the goals of business writing
 - c. Business Message Organization and Content
 - i. Style and Tone
 - ii. Tone and Grammar
 - iii. Format and Appearance
 - d. Apply the 3-x-3 writing process
 - e. Analyze the purpose of a message
 - i. Direct request and direct reply
 - ii. Negative (bad news)
 - iii. Persuasive
 - f. Employ adaptive writing techniques (i.e., "you view.")
 - g. Develop a positive and courteous tone (i.e., bias-free language)
3. Organizing, Drafting and Revising Business Messages
 - a. Organize information into strategic relationships
 - b. Compose the draft using a variety of sentence styles
 - c. Draft well-organized paragraphs that incorporate topic and supporting sentences with transitional expressions
 - d. Complete business messages by revising for cohesiveness (i.e., long lead-ins)
 - e. Improve clarity in business messages (i.e., removing trite business phrases)

- f. Enhance readability by document design
 - g. Recognize proofreading problem areas
 - h. Evaluate a message to judge its effectiveness
- 4. Evaluate Workplace Messages and Digital Media
 - a. Understand the professional standards for use, structure, and format for formal and informal business communications (i.e., texting, letters, memos, instant messaging)
 - b. Identify professional applications of podcasts and wikis
 - c. Compare and contrast the use of blogs for internal and external audiences
 - d. Advantages and risks of using social media networks in business environments
- 5. Composing Positive, Negative, and Persuasive Messages
 - a. Direct and indirect pattern of organization
 - b. Employing the AIDA strategy
 - c. Construct proper formatting for business memos and letters
- 6. Compare, Contrast, and Produce Business Reports
 - a. Informal Reports
 - b. Proposals and Formal Reports
 - c. Analytical Reports
 - i. Analyze a problem or question
 - ii. Compares and contrasts alternative solutions
 - iii. Provides a conclusion and recommendations
- 7. Teamwork and Meetings
 - a. Develop business etiquette skills
 - b. Having an ethical mindset
 - i. Testing for biases (biases behavior)
 - ii. Produce procedures to support inclusivity and protect others from racist, inflammatory, or insensitive comments
 - iii. Practice the procedures in the classroom group activities
 - c. Voice as a communication tool
 - d. Telephone skills and voicemail etiquette
 - e. Effectively use video conferencing tools
 - f. Contribute positively to team performance
 - g. Effective planning and performance
- 8. Compare, Contrast, and Produce Business Presentations
 - a. Examine types of business presentations
 - b. Organize the introduction, body, and conclusion
 - c. Best practices with visual aids
 - d. Multimedia and basic visual design principles
 - e. Build audience rapport
 - i. Deploy inclusive language
 - ii. Provide measures for equity
 - f. Delivery techniques
- 9. Employment Communication
 - a. Developing a job search strategy
 - b. Networking
 - c. Produce a customized resume and cover letter
 - d. Optimize a job search with digital tools
- 10. Interview and Follow-up Communication
 - a. Purpose and types of interviews
 - b. The interview process
 - c. Preparation of employment documents

Honors Content

The topics to be covered in the honors component of the course are identical to those of Business Communications 104 (BADM 104). In addition, honors students will examine readings and materials provided by the instructor to encourage student work above the survey level to explore issues and opportunities in business communications with greater depth and complexity in topics such as:

- Engage in research that will involve actual companies and their technical writing published works
- Study the impact of marketing design to product and/or business return on investment
- Engage in discussions with the instructor and other honors students about innovative ideas and solutions to feasibility studies

Methods of Instruction

Method

Lecture

Integration

Lecture and faculty demonstration will analyze the purpose of a business message, anticipate audience response, and select the best communication channel and its organization pattern. Furthermore, faculty will elaborate on active voice, courteous tone, bias-free language (to ensure biases are avoided), equitable opportunities and precise words for cohesiveness and clarity.

DE Adaptations for MOI

In the Course Management System (CMS), instructors will provide accessible lecture materials in writing, graphics, video, or audio format to analyze business messages, anticipate audience response, and select the best communication channel and organization pattern. Additionally, faculty will emphasize active voice, courteous tone, bias-free language, equitable opportunities and precise words for cohesiveness and clarity to produce productive business messages. Therefore, copy publisher material is not sufficient to meet the lecture method of instruction.

Method

Discussion

Integration

Class and small group discussions will be utilized to cover various topics, such as examining, applying, and composing a business correspondence that delivers bad news. Emphasis in the discussion will be placed on the opening of the correspondence to include a buffer and the closing of the correspondence pleasantly. In addition, faculty lead discussions will consist of the importance and purpose of using an indirect pattern of organization for this type of business message.

DE Adaptations for MOI

Students will participate in class or small group accessible discussions to encourage exchanging ideas and comprehension of course material. These discussions will allow students to evaluate the examining, applying, and composing a business correspondence delivering bad news. Emphasis in the discussion will be placed on the opening of the correspondence to include a buffer and the closing of the correspondence pleasantly. In addition, faculty lead discussions will consist of the importance and purpose of using an indirect pattern of organization for this type of business message. The discussions will be accomplished through the regular use of the discussions in the CMS or through the chat, conversations, or group features within the CMS.

Method

Activity

Integration

The instructor-led lecture and activity review homework assignments, whereas the assignment required the student to view a formal business presentation. The activities could include brainstorming, workshops, and role-playing to help students understand the elements used and analyze the effectiveness of the communication in a formal business presentation.

DE Adaptations for MOI

Students will participate in class activities using the CMS discussion boards, group options (forums, file sharing), or synchronous meetings. Lectures and content on formal business presentations highlighting successful elements and organizational methods can be accomplished using accessible instructor prepared web-based content and links to appropriate reference sites offering resources. Online guided discussion of accessible web-based presentations showing successful and poor business presentations (similar to TED Talks, but not limited) can be used to discuss successful elements and organizational methods found in the presentations. Online student presentations incorporating presentation elements and organizational methodology to prepare a video on self-introductions, organize an unsolicited proposal or a one-minute elevator speech on their self-owned business can be facilitated using the CMS or an accessible synchronous video conferencing tool.

Method

In-class Exercises

Integration

In-class exercises to help students identify and demonstrate a critical awareness of race, cultural diversity, and equity related to team performance in a productive workplace and contribute positively to team communications with team planning and performing.

DE Adaptations for MOI

Students will participate in group exercises to help students identify and demonstrate a critical awareness of race, cultural diversity, and equity related to team performance in a productive workplace and contribute positively to team communications with team planning and performing. This will be accomplished using the group discussions in the CMS or through chat or other accessible conferencing tools.

Method

Projects

Integration

Small group projects will be used in class to explore, discuss, and process business document production in emails, memos, and letters to apply textbook concepts in efficient and applicable business messages. Instructor lead review of small group projects will include audience's social and/or cultural contexts. Additionally, the instructor will include formatting, employing the active and passive voice effectively, using positive tone, and parallelism and evaluating cohesiveness. Also, analytical reports will be explored and discussed in small groups with instructor review and discuss the results as it refers to the audience's anticipation, the presentation to a viable solution to a business problem and moving the reader into action with conciseness and clarity.

DE Adaptations for MOI

Students will participate in small group projects to explore, discuss, and process business document production in emails, memos, letters to apply textbook concepts inefficient and applicable business messages by using group discussion and other communication tools on the CMS or accessible video conferencing tools. Instructor lead review of small group projects will include audience's social and/or cultural contexts. Additionally, the instructor will include formatting, employing the active and passive voice effectively, using positive tone, and parallelism and evaluating cohesiveness. Also, analytical reports will be explored and discussed in small groups with instructor review and discuss the results as it refers to the audience's anticipation, the presentation to a viable solution to a business problem and moving the reader into action with conciseness and clarity. All instructor lead reviews will occur within the CMS or accessible video conferencing tools.

Additional Methods of Instruction for Honors

Method: Small-Group Discussion

Integration: Guided small group discussions will enable honors students to analyze and interpret assigned course work to gain a deeper understanding in applying a practical application of feasibility studies or provide a good argument on honors students ideas of leadership and teamwork aligned with business theories. These discussions can also cover student progress and peer-reviews of assignments related to the assigned projects.

Students will participate in class or small group accessible discussions to encourage exchanging ideas and comprehension of course material. These discussions will allow students to evaluate the examining, applying, and composing a business correspondence delivering bad news. The emphasis in the discussion will be placed on the opening of the correspondence to include a buffer and the closing of the correspondence pleasantly. In addition, faculty lead discussions will consist of the importance and purpose of using an indirect pattern of organization for this type of business message. The discussions will be accomplished through the regular use of the discussions in the CMS or through the chat, conversations, or group features within the CMS.

Method: Oral Presentations

Integration: Oral presentations will provide honors students with the opportunity of presenting a marketing proposal to their honors colleagues, student campus club, and/or to the regular class to facilitate the development of their presentation and communication skills.

Students will participate in oral presentations to help students identify and demonstrate a marketing proposal to their honors colleagues, student campus club, and/or to the regular class by using video recording and present the video recording into the CMS. This will be accomplished using the group discussions in the CMS or through chat or other accessible conferencing tools.

Method: Field Trips

Integration: Field trips will enable honors students to see business in action, connect theory to practice, and engage in a professional setting while developing a fuller knowledge of business communications.

In the online environment virtual field trips will take place by inviting guest speakers and using accessible conferencing tools.

Method: Instructor-Student Meetings

Integration: Honors students will meet with the instructor regularly (a minimum of three times during the semester) to discuss their honors projects and issues pertinent to their honors experience.

In the online environment instructor-student meetings will take place with accessible conferencing tools and the CMS discussion and chat features.

Methods of Evaluation

Method

Exams/Tests

Integration

(Required) A comprehensive exam will measure student competency in problem-solving and situation analysis, for the purpose of a message, anticipate its audience, and select the best communication channel along with the pattern of organization. Including the use of active and courteous tone, bias-free language (to ensure biases are avoided) and precise words for cohesiveness, such as multiple-choice, true/false, completion, matching and essay. The testing criteria will be multiple-choice, true/false, or short answer questions to provide equitable opportunity. Graded exams will utilize the online grading system within the CMS. Feedback will be provided within 48-hours of the due date via the grade book.

DE Adaptations for MOE

Accessible exams and quizzes will be conducted on class lectures and textbook reading assignments to measure the understanding and retention of the course material. In addition, exams and quizzes will appraise the student's overall knowledge of problem-solving and situation analysis for a message, anticipate its audience, select the best communication channel, and the pattern of organization, including the use of active and courteous tone bias-free language (to ensure biases are avoided) and precise words for cohesiveness. The testing criteria will be multiple-choice, true/false, or short answer questions to provide equitable opportunity. Graded exams will utilize the online grading system within the CMS. Feedback will be provided within 48-hours of the due date via the grade book, chat, or other accessible conferencing tools.

Method

Papers

Integration

(Required) Case studies (business letters and reports) will be used to measure competencies in examining, applying, and composing a negative business message that delivers bad news, including opening with a buffer and closing pleasantly using an indirect pattern of organization. Students will be instructed to provide a three to four-page review of the case study and its effectiveness and ineffectiveness and prepare a letter or report rewrite. The exercise will be evaluated based on a rubric developed by the instructor to include the composition of bad news delivery with an indirect pattern method, tone, structure, and format. Grading and feedback will be provided within 48-hours of the due date via the grade book.

DE Adaptations for MOE

Case studies (business letters and reports) will be provided in the CMS. They will be used to measure competencies in examining, applying, and composing a negative business message that delivers bad news, including opening with a buffer and closing pleasantly using an indirect pattern of organization. Students will be instructed to provide a three to four-page review of the case study of its effectiveness and ineffectiveness and prepare a letter or report rewrite. Finally, students will be instructed to upload the review and rewrite into the CMS. The exercise will be evaluated based on a rubric developed by the instructor to include the composition of bad news delivery with an indirect pattern method, tone, structure, and format. Grading and feedback will be provided within 48-hours of the due date via the grade book.

Method

Oral Presentation

Integration

Students will view and analyze an oral presentation given by a business professional or an in-class video. The instructor will provide at least three presentations for students to choose from. Instructors will include diversity and inclusion (e.g., gender, culture/race, sexuality, etc.) when choosing three presentations. The analysis/critique will be two to three pages in length. It will be evaluated based on a rubric developed by the instructor to include capturing and keeping the audience's attention, how the presenter included (or examples of how to include) diversity, inclusion, and equity into the presentation. The evaluation should also include visual aids and multimedia with regards to design principles, and identifying the presenter's delivery techniques. Grading and feedback will be provided within 48-hours of the due date via the grade book.

DE Adaptations for MOE

Students will view and analyze an oral presentation given by a business professional. The instructor will provide at least three presentations for students to choose from and accessible and upload into the CMS. The analysis/critique will be two to three pages in length. It will be evaluated based on a rubric developed by the instructor to include capturing and keeping the audience's attention, how the presenter included (or examples of how to include) diversity, inclusion, and equity into the presentation. The evaluation should also include visual aids and multimedia with regards to design principles, and identifying the presenter's delivery techniques. Grading and feedback will be provided within 48-hours of the due date via the grade book.

Method

Research Projects

Integration

(Required) Students will produce a three-page analytical report (Yardstick) to evaluate a business problem and analyze three possible solutions. The analytical report will be assessed based on a rubric developed by the instructor to include a recommended solution, report components, the use of visual aids, and the use of primary and secondary sources. The Grading and feedback will be provided within 48-hours of the due date via the grade book.

DE Adaptations for MOE

Students will produce a three-page analytical report (Yardstick) to evaluate a business problem and analyze three possible solutions. The analytical report will be uploaded into the CMS and assessed based on a rubric developed by the instructor, including a recommended solution, report components, visual aids, and the use of primary and secondary sources. Grading and feedback will be provided within 48-hours of the due date via the grade book.

Evaluation of Honors assignments

Students must successfully complete all regular course assignments and honors enrichment assignments to receive honors credit.

To receive honors credit, honors students will analyze, apply, and interpret business communications in principles and practices that focus on topics such as but not limited to the following:

- Technical writing of more than one business with emphasis on similarities and differences (such as comparing In-N-Out Burger versus FedEx).
- Current issues in business communications
- Ethical and social issues in marketing designs
- From theory to the practical application of feasibility studies by businesses and/or business professionals.

The supplemental enrichment assignments must demonstrate mastery of critical thinking skills and advanced research techniques.

Written reports will be graded on content, format, mechanics, tone/style, and the number and kinds of sources used.

Oral presentations will be graded on content, organization, poise/confidence/enthusiasm, eye contact/facial expression/gestures, enunciation/rate, the volume of speech, and use of visuals such as graphs/PowerPoint/handouts.

Assignments

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Read and analyze the chapter "Professionalism: Team, Meeting, Listening, Nonverbal, and Etiquette Skills" by Mary Ellen Guffey and Dana Loewy. Pay close attention to the sections on teams, team development, and groupthink. Then, come to class prepared to discuss the components in the four phases of team development in decision Making, identifying positive and negative team behavior, and combating groupthink. You should name and define all phases used team development and define, identify groupthink behaviors, and move past groupthink environments.

How assignment will be adapted in online format

Read and analyze the chapter "Professionalism: Team, Meeting, Listening, Nonverbal, and Etiquette Skills" by Mary Ellen Guffey and Dana Loewy. Pay close attention to the sections on teams, team development, and groupthink. Then, participate in an asynchronous discussion and discuss the components in the four phases of team development in decision making, identifying positive and negative team behavior, and combating groupthink. You should name and define all phases used team development and define, identify groupthink behaviors, and move past groupthink environments. The discussion will take place inside the CMS. Additionally, students will be encouraged to use the video posting tool within the CMS discussion rather than a text posting tool.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Write a two-page self-evaluation appraising your growth during the semester, evaluating your overall performance, and analyzing how you have obtained Business Communication Professional Qualifications. Include in your self-evaluation three skills you have strongly acquired and five skills you intend to develop; additionally, add your plan to expand the five skills you will continue to grow.

How assignment will be adapted in online format

Write a two-page self-evaluation appraising your growth during the semester, evaluating your overall performance, and analyzing how you have obtained Business Communication Professional Qualifications. Include in your self-evaluation three skills you have strongly acquired and five skills you intend to develop; additionally, add your plan to expand the five skills you will continue to grow. Finally, upload the assignment into the CMS.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

You are assigned to a student group and provided a scenario the group will address. The scenario will indicate you are an MSJC student business club member. For example, the student business club has managed its finances well and has been able to fund monthly activities. However, membership dues are insufficient to cover any extracurricular club activities. First, identify a need such as a hardware or software purchase, a special one-time event that would benefit a significant number of students or officer training. Then, you need to write an unsolicited request for funding on behalf of your assigned student group to the dean. Your request for one-time funding should be 3-4 pages and should identify your need or problem, show the benefits(s) of the request, support your claims with evidence, and provide a budget.

How assignment will be adapted in online format

You are assigned to a student group and provided a scenario the group will address. The scenario will indicate you are an MSJC student business club member. For example, the student business club has managed its finances well and has been able to fund monthly activities. However, membership dues are insufficient to cover any extracurricular club activities. First, identify a need such as a hardware or software purchase, a special one-time event that would benefit a significant number of students or officer training. Then, you need to write an unsolicited request for funding on behalf of your assigned student group to the dean. Your request for one-time funding should be 3-4 pages and should identify your need or problem, show the benefits(s) of the request, support your claims with evidence, and provide a budget. Each student will upload a copy of the final group letter into the CMS assignment feature for grading.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Yardstick Report

Scenario, you recently complained to your boss that you were unhappy with a piece of equipment you use (printer, computer, copier, scanner, or the like). After some thought, the boss decided that your complaint was valid and told you to go shopping. Assignment: Compare at least three manufacturers' models and recommend one. Because the company will be purchasing ten or more units and several managers must approve the purchase, write an analytical report documenting your findings. Establish at least five criteria for comparing the models. Write a memo report to your boss, including a well-prepared decision matrix and moderate weights assigned to significant attributes. Include works cited page for sources.

How assignment will be adapted in online format

Scenario, you recently complained to your boss that you were unhappy with a piece of equipment you use (printer, computer, copier, scanner, or the like). After some thought, the boss decided that your complaint was valid and told you to go shopping. Assignment: Compare at least three manufacturers' models and recommend one. Because the company will be purchasing ten or more units and several managers must approve the purchase, write an analytical report documenting your findings. Establish at least five criteria for comparing the models. Write a memo report to your boss, including a well-prepared decision matrix and moderate weights assigned to significant attributes. Include works cited page for sources. Upload the Yardstick report into the assignment feature in the CMS for instructor review and grading.

Honors Assignments

Assignment

Honors students will complete the regular course requirements of BADM-104 and be graded in accordance with the criteria used for the rest of the class. In addition, to receive honors credit, students will be required to and complete activity #1 and choose between activity #2 and #3 for a total of two assigned enrichment activities. Additionally, optional assignments have been listed and can be replaced with activity #2 or activity #3.

Assignment

1. Honors students will research primary and secondary sources of information (secondary sources of information in the business field and primary sources of information, such as field-expert interviews, business surveys, and personal observations) on technical writing, including but not limited to journals, professional interviews, and observations, and present the findings in a written report. The written report should be between three to five-pages and contain at least three sources. In the online environment, students will upload their report into the CMS and assessed based on a rubric developed by the instructor. Grading and feedback will be provided within 48-hours of the due date via the CMS grade book.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The paper should incorporate academic research and advance the academic dialogue in an effective and appropriate manner.

Assignment

2. Honors students will examine the feasibility of a major company/organization (such as Microsoft) opening a new facility/branch (such as a printer manufacturing plant) in another state or country (such as New Zealand) and present their findings in a written feasibility report as well as an oral presentation. The written report should be between five and eight pages and contain at least five sources. The oral presentation should be at least three minutes and contain a visual aid. In the online environment, the oral presentation will be video taped and uploaded into the CMS for instructor grading and feedback. The written presentation will also be uploaded in the CMS for instructor grading and feedback. Grading and feedback will be provided within 48-hours of the due date via the CMS grade book.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The paper should incorporate academic research and advance the academic dialogue in an effective and appropriate manner.

Assignment

3. Honors students (in a small group of two or more) will research primary and secondary sources of information on the suitability of a specific product or service (such as Verizon Wireless cell phones) for a specific company/organization (such as Watson Pharmaceuticals) and present their findings in a written marketing proposal as well as an oral marketing presentation. The written report should be between five to eight pages and contain at least five sources. The oral presentation should be at least three minutes and contain a visual aid. In the online environment, the oral presentation will be video taped and uploaded into the CMS for instructor grading and feedback. The written presentation will also be uploaded in the CMS for instructor grading and feedback. Grading and feedback will be provided within 48-hours of the due date via the CMS grade book.

Required or Optional

Optional

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

Through the presentation of their research, students will be able to interact in an academic dialogue with others in a professional setting to gain teamwork and communication skills.

Assignment

Optional Assignment:

1. An assignment w/ augmentation for honors students: In a reading and analysis assignment whereas a non-honors student will be required to read and analyze the chapter "Professionalism: Team, Meeting, Listening, Nonverbal, and Etiquette Skills" by Mary Ellen Guffey and Ana Loewy and participate in a discussion to examine the four phases of team development in decision making, identifying positive and negative team behavior, and combating groupthink. The honors student will be additionally assigned by the instructor a peer-reviewed paper and will examine:

- the context of groupthink in greater depth with two or more proven theories to combat groupthink
- and explore various ways group leaders can set the tone and adjust team dynamics as needed to deliver a good and positive team function.

Instructors will provide more advanced research methodologies, including primary source research methods. Instructors will encourage honors students to include their ideas of leadership and teamwork in the workplace and compare how honors students' ideas are aligned or not aligned with proven business theories.

Additionally, instructors will encourage honors students to provide a good argument on their ideas of leadership and teamwork that are not aligned with proven business theories.

In the online environment, the oral presentation will be video taped and uploaded into the CMS for instructor grading and feedback. The written presentation will also be uploaded in the CMS for instructor grading and feedback. Grading and feedback will be provided within 48-hours of the due date via the CMS grade book.

Required or Optional

Optional

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

Through the readings and discussions, students will be able to gain knowledge and perspectives of teamwork dynamics and explore different theories to deliver good and positive team functionality.

Assignment

Optional Assignment:

2. Instructors are encouraged to offer field trip opportunities (when appropriate) to elaborate and further develop course content. Examples:

a. Amazon warehouse tour to learn about leading a team in a warehouse workplace and view team communication dynamics firsthand. Students will provide a written reflection two to three-pages of their experience.

b. In-N-Out Burger tour to learn how their business module is streamlined for efficiency and excellent customer service and how it directly reflects to their marketing design. Students will provide a written reflection two to three-pages of their experience.

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

A. An outcome of the field trip students will be able to interact in an academic dialogue with others in a professional setting to further enhance their communication and teamwork skills.

B. An outcome of the field trip students will be able to interact in a career dialogue with others in a professional setting to further enhance their communication and marketing design skills.

Course Materials

Textbooks

Guffey, Mary Ellen, Loewy, Dana (2021) (+Business Communication: Process & Product, 1/ th Edition Cengage Learning. ISBN: 10: 97802/4846850

Other Resources

Kolin, C., Philip (2023). Successful Writing at Work, 12th Edition Cengage Learning. ISBN: 10: 0357656598

Class Size Information

Class Size

30

Class Size Category

D - Individualized instruction/group learning/student presentations 30

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

This course seeks to be inclusive by having discussions on diversity and equity issues as they relate to business communications, students take a privilege quiz and an implicit bias quiz and discuss their results. Discussions can take place within the CMS for online classes and open classroom discussion in face-to-face classes.

As an example, the instructor can introduce inclusive teaching strategies helping students view themselves as people who belong to the community of learners in a classroom and college by asking the class to create a discussion policy to support a learning environment that allows all students to feel safe expressing their views and respected as individuals and members of groups.

The instructor encourages and demonstrates respect for peers, engagement with competing ideas, clarity, grace, accounts for differences in the audience to ensure biases are avoided in working in team environments.

The instructor demonstrates comprehension of argument, context engages in constructive feedback. It contributes to problem-solving during class discussions on using a buffer while composing a business correspondence delivering bad news and the importance of purpose of using an indirect pattern of organization for this type of business message.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

To support the revisions to the objectives, Universal Design for Learning (UDL) and Culturally Responsive Teaching (CRT) will be used to develop and create course content and assignments. One example includes a class discussion on Ethnocentrism that asks students to identify a situation in which the student was aware of ethnocentrism in their own actions or those of friends, family members, or classmates. Students are provided the prompt of ethnocentrism in cultural, economic, political, and gender-based positioning. This example supports the course outline to analyze culture and how culture affects communication, strategies to overcome negative cultural attitudes, and develops a positive and courteous tone with bias-free language. The MOI's have been revised to better align with the objectives; for example, in-class exercises to help student identify and demonstrate a critical awareness of race, diversity, and equity related to team performance in a productive workplace and contribute positively to team communications with team planning and performing.

To better support a diverse range of learners, UDL has been added along with active learning, in an array of formative and summative learning activities aligned with the course learning objectives for example, reading and analyzing the chapter "Professionalism: Team, Meeting, Listening, Nonverbal, and Etiquette Skills" by Mary Ellen Guffey and Dana Loewy and paying close attention to team development and groupthink. In class activities and discussions, students will have the opportunity to examine the influence of culture, background, and biases on business communication independently in writing assignments and verbally and auditorily in class discussions.

The course utilizes opportunities to revise resources to include guest speakers and authors that students can connect to within their cultural backgrounds. For example, requesting students to analyze an oral presentation given by a business professional. It is recommended, instructors provide presentations by presenters from different cultural backgrounds to allow students to resonate with themselves. Additionally, instructors are recommended to request a small group activity to develop a procedure to support inclusivity and protect students from racist, inflammatory, or insensitive comments in the classroom and class discussions.

Interactions

Explain how the course will incorporate student-to-student interaction.

Student-to-student interactions will take place during in-class discussions and after class. In addition, online courses during asynchronous discussions and a separate discussion area in the CMS will be assigned for student interactions only and monitored by the instructor. For example, in a face-to-face classroom, students will be placed in groups and asked to identify three environmentally responsible organizations or businesses and identify what actions each organization or company is doing to show they are environmentally responsible. Then, each group will report their group's findings to the class. The same discussion question will be given to small groups pre-arranged by the instructor in an online course, and conclusions will be delivered in an entire class discussion posting. Individuals will have the opportunity to comment and create a student-to-student dialogue in the small group and whole-class discussion activities.

Explain how the course will incorporate instructor-to-student interaction.

Instructor-to-student interactions will occur before and after face-to-face classes and faculty office hours in person and virtually via Zoom. Online and face-to-face students will be invited to participate in faculty office hours in person and virtually. Additionally, both face-to-face and online students will have an opportunity to visit the CMS and join an asynchronous ask the instructor question discussion. Further, instructor-led interactions to compare, contrast, and produce business presentations will occur during face-to-face classes on a regular classroom basis and individual email, inbox messages. Instructor-to-student exchange in online courses will occur through asynchronous activities such as discussions, separate email and inbox messages, and direct personal feedback on assignments.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interactions will occur through active learning activities strategies that promote students' active participation in knowledge construction processes. Active learning activities will include but are not limited to hands-on activities, discussion assignments, problem-solving tasks, information gathering and synthesis, and question generation. For example, students may be given an assignment of a problem scenario, conflict within a team derived from two team members positioning themselves to lead the team and requested to provide a step-by-step process to resolve the dispute. Another example, students are placed in small groups. Each student is given a communication technology (mobile devices, social networking sites, VoIP Instant and Text Messaging, Cloud Computing, Security Issues) and requested to provide five best practices using the technology within a workplace environment. Each student presents their communication technology with the five best practices to the small group.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Student-to-self interactions will take place in both formative and summative assignments. In addition, each week, students will be requested to complete a reflective journal assignment related to particular learning material. For example, taking time to sit back and think about the material you are learning and how you may want to utilize the material in the workplace and increase your leadership skills is very important to your growth and effectiveness as a business professional. Then, write a one-page reflection on how you plan to identify your weaknesses and strengths as a business professional. The final reflection activity will request students to read through all weekly reflections, paying close attention to how the content in theories, systems, and processes acquired to write a one-page final reflection highlighting how the student will apply learned skills.