



CEP-960: INTRODUCTION TO BUSINESS COMMUNICATION SKILLS

Effective Term

Fall 2023

BOT Approval Date

06/23/2022

Discipline

CEP - Career Enhancement Program

Course Number

960

Course Title

Introduction to Business Communication Skills

Short Title

Intro to Business

Credit Status (CB 04)

N - Noncredit

Non-Credit Hours**Minimum Contact Hours**

24

Maximum Contact Hours

54

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

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?

No

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.

Catalog Description

This course is designed to introduce students to a career in business. Topics include: employer expectations, success skills, basic business etiquette, and business professionalism. Students will develop the skills necessary to communicate effectively in a professional business environment and learn how to prepare basic business documents, including letters, memos, and PowerPoint presentations. This course will also contain an introduction to employment communication, including resumes, application letters, and interview skills.

Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ESL-920 or CASAS score of 213 or above.

Codes

TOP Code (CB 03)

0501.00* - *Business and Commerce, General

CIP Code

52.0101 - Business/Commerce, General.

Repeatability Code

Yes

Number of times course can be repeated

Unlimited

Reason for Repeatable

Non-credit

Learning Objectives

Learning Objectives

Learning Objective

1. Evaluate the role of communication in a business organization.
2. Demonstrate the ability to write workplace messages and speak in a direct and indirect pattern of organization.
3. Communicate information and ideas effectively by developing business communications that are clear, concise, and grammatically correct in every detail.
4. Demonstrate the ability to plan and deliver an effective presentation using Microsoft PowerPoint or Google Slides.
5. Develop ethical workplace skills including the active and passive voice effectively while using bias-free language in cross cultural situations.
6. Investigate the purpose and types of job interviews including screening, one on one, panel, group, online and virtual interviews.
7. Demonstrate the ability to understand and complete a job application as a member of a highly diverse society.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

Demonstrate the ability to communicate professionally.

Correctly compose business emails, letters, and memos.

Develop awareness of skills required to obtain employment and succeed in the business workplace.

Program Learning Outcomes

Learning Outcome

Express ideas and opinions orally in response to spoken communication in the classroom environment in a coherent and effective manner.

Produce effective, clear, and well-organized writing.

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.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

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.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Personal
and Professional Responsibility
Civic

Content

Non-Credit Content

I. Business Communications

A. Understanding the Foundations of Business Communication

1. Examining the Communication Process

2. Identifying Barriers to Effective Communication

1. Physicals

2. Cultural

1. Shared beliefs/social norms

3. Language

1. Different languages/dialects

2. Disabilities

4. Perceptual/Opinion

1. Stereotypes/prejudice

2. Assumptions

3. Past experiences

5. Interpersonal

1. Personality

1. Cultural Influence

2. Nature vs. Nurture

3. Socioeconomic status

6. Emotional

1. Environmental

2. Social influence

3. Developing Better Listening Skills

1. Be an Effective Listener in Business Scenarios

1. Active Listening

- 4. Improving Nonverbal Communication Skills
 - 1. Nonverbal Communication Types
 - 2. Positive Nonverbal Communication Skills
- 5. Communication in Organizations
 - 1. Giving/Receiving Positive and Negative Feedback
 - 2. Strategies for Improving Communication
 - 1. Enhancing Written Communication
 - 2. Grammar, Punctuation and Spelling
 - 2. Enhancing Oral Communication
 - 1. Communication Styles
- 6. Superior-Subordinate Communication
- 7. Communicating Across Cultures
 - 1. Strategies for improving Intercultural effectiveness
- II. Writing for the Business Office
- A. Implementing the Three-Step Writing Process
 - 1. Prewriting Business Messages
 - 1. Brainstorming
 - 2. Analyzing Audience
 - 3. Comparing Direct and Indirect Communication Strategies
 - 4. Organizing Data and Preparing an Outline
 - 2. Writing Business Messages
 - 1. Formatting
 - 2. Letter Styles
 - 3. Creating Audience Centered Messages
 - 3. Using Positive Language
 - 4. Plain Expressions
 - 5. Revising Business Messages
 - 1. Proofreading
 - 6. Spelling, Grammar, and Punctuation
 - 1. Editing
 - 7. Coherence, Sentence Unity, and Concise Language
- B. Writing Interoffice Memorandums and Electronic Communications
 - 1. Messaging and Texting
- III. Computer Skills for Business Communications
- A. Using Microsoft Office/Google Docs for Business Communication
- B. Designing a PowerPoint/Google Sheets for Business Presentations
- C. Using Email Safely and Effectively
 - 1. Best Practices
- IV. Business Employment Skills
- A. Workforce Behaviors
 - 1. Business Etiquette
 - 2. Customer Service Skills
 - 3. Presentation Skills
 - 4. Time Management
 - 1. Benefits
 - 2. Implications of poor time management
 - 3. Tips to Improve
 - 5. Professional Behavior
- B. Interviews in Organizations
- C. Basic Resume Preparation
 - 1. Chronological
 - 2. Functional
 - 3. Hybrid
- D. Cover Letters
 - 1. Solicited vs. Unsolicited
- E. Reference Letters
- F. Understanding Personnel Paperwork
 - 1. Applications
 - 2. E-Applications

Methods of Instruction

Method

Activity

Integration

In class, small groups will participate in a communication activity to help them understand their level of oral communication and effective listening skills by giving and receiving constructive feedback.

DE Adaptations for MOI

In class, small groups will participate in a communication activity to help them understand their level of oral communication and effective listening skills by giving and receiving constructive feedback. Course activities will be delivered through synchronous and/or asynchronous methods using CMS tools such as discussion or assignments and/or accessible video conferencing tools.

Method

Discussion

Integration

Class and small group discussions will be utilized to cover various topics such as understanding the communication process in the business office, barriers to effective communication (physical, cultural, language, opinion, interpersonal and emotional), and the development/application of listening skills in various business scenarios.

DE Adaptations for MOI

Class and small group discussions will be utilized to cover various topics such as understanding the communication process in the business office, barriers to effective communication (physical, cultural, language, opinion, interpersonal and emotional), and the development/application of listening skills in various business scenarios. Discussions will be performed both synchronously and asynchronously via CMS communication tools, such as discussion board, and/or accessible video conferencing tools.

Method

Lecture

Integration

Course lectures and faculty led demonstrations will be utilized to demonstrate various strategies to improve communication including strategies for improving intercultural effectiveness. Faculty will elaborate on positive language, style, tone, and creating an audience centered message.

DE Adaptations for MOI

Course lectures and faculty led demonstrations will be utilized to demonstrate various strategies to improve communication including strategies for improving intercultural effectiveness. Faculty will elaborate on positive language, style, tone, and creating an audience centered message. Online course lectures and faculty led demonstrations delivered on CMS tools and/or accessible video conferencing tools will be utilized to demonstrate concepts.

Method

Role Playing/Simulation

Integration

Role playing/simulation will be utilized to practice employment skills, such as interviewing techniques, customer service skills, and appropriate business etiquette.

DE Adaptations for MOI

Role playing/simulation will be utilized to practice employment skills, such as interviewing techniques, customer service skills, and appropriate business etiquette. Role playing and simulation activities are posted to the CMS as pre-recorded video or digital handouts for asynchronous delivery. For synchronous delivery, role play and simulation are delivered via live virtual audience using accessible video conferencing tools.



Methods of Evaluation

Method

Class Work

Integration

Students' active participation in and completion of class work will be used to demonstrate competencies in effective communication and listening skills for the business office such as positive and constructive feedback, active listening and barriers in communications. Instructors will evaluate this class work based on task appropriate criteria and students' ability to meet communicated criteria effectively.

DE Adaptations for MOE

Students' active participation in and completion of class work will be used to demonstrate competencies in effective communication and listening skills for the business office. Instructors will evaluate this class work based on task appropriate criteria and students' ability to meet communicated criteria effectively. Students will participate in accessible online group activities or discussion boards via the CMS. Rubrics/clear instructions and feedback are provided within a week.

Method

Projects

Integration

Students will produce various business memorandums, PowerPoint/Google Slides presentations, and employment documents, such as cover letters and resumes using Microsoft Office/Google Docs. The instructor will evaluate these projects based on task appropriate criteria and students' ability to meet communicated criteria effectively. Feedback for these assignments will be provided within a week of being received.

DE Adaptations for MOE

Students will produce various business memorandums, PowerPoint/Google Slides presentations, and employment documents, such as cover letters and resumes using Microsoft Office/Google Docs and delivered to the CMS. The instructor will evaluate these projects based on task appropriate criteria and students' ability to meet communicated criteria effectively. Feedback for these assignments will be provided within a week of being received.

Method

Oral Presentation

Integration

Students will view and analyze a speech given by a business professional. Students will evaluate the speaker on their delivery, content/organization, enthusiasm/audience awareness, and non-verbal skills.

DE Adaptations for MOE

Students will view and analyze a speech given by a business professional. Students will evaluate the speaker on their delivery, content/organization, enthusiasm/audience awareness, and non-verbal skills. The oral presentation can be recorded via accessible video conferencing software. Students analysis can be submitted to the CMS through assignments or discussion boards.

Assignments

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Create a Resume: Using Microsoft Word/Google Docs, write a resume displaying appropriate style and format. Use revision and editing functions to ensure your resume is free of grammatical errors and displays proper punctuation throughout.

How assignment will be adapted in online format

Create a Resume: Using Microsoft Word/Google Docs, write a resume displaying appropriate style and format. Use revision and editing strategies to ensure your resume is free of grammatical errors and displays proper punctuation throughout. Students will respond to questions posed by the instructor on the CMS through the discussion board, quiz page, or assignment page. Instructor feedback is provided through one or more CMS features within a week.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Write a Business Correspondence: Read and review the following business scenario. Develop an appropriate business correspondence (a letter, email, or memo) displaying appropriate format and style. Use revision and editing techniques to ensure your business message is free of grammar and punctuation errors.

How assignment will be adapted in online format

Write a Business Correspondence: Read and review the following business scenario. Develop an appropriate business correspondence (a letter, email, or memo) displaying appropriate format and style. Use revision and editing techniques to ensure your business message is free of grammar and punctuation errors. Students will respond to questions posed by the instructor on the CMS through the discussion board, quiz page, or assignment page. Instructor feedback is provided through one or more CMS features within a week.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Research the following: four examples of different communication styles, how to adapt to each communication style, things you should avoid with each communication style, and identify which communication style you use most. You will present this information to the class orally with a visual aide such as PowerPoint or Google Slides.

How assignment will be adapted in online format

Student will respond to research prompt posted by instructor on the CMS through Discussion Board, Module or Assignments in CMS. Students will upload accessible pre-recorded videos, or demonstrate the assignment via live video with accessible video conferencing tools. Instructor will provide feedback within a week through one or more CMS features such as Grades and/or Rubrics in CMS or through individual personal feedback within a week.

Assignment Type

Writing



In-class and/or outside of class

In-class
Outside of class

Formative or Summative

Formative

Assignment

Understanding how to effectively communicate with people from all over the world is a key professional skill. Research three examples of cultural difference in business communication. State these cultural differences in communication and how they become apparent in the workplace. Give tips for each difference on how to better understand them and create better communication with your future business peers.

How assignment will be adapted in online format

Understanding how to effectively communicate with people from all over the world is a key professional skill. Research three examples of cultural difference in business communication. State these cultural differences in communication and how they become apparent in the workplace. Give tips for each difference on how to better understand them and create better communication with your future business peers. Student will respond to assignment prompt posted by instructor on the CMS through Discussion Board, Module or Assignments in CMS. Students will upload their assignment to the CMS. Instructor will provide feedback within a week through one or more CMS features such as Grades and/or Rubrics in CMS or through individual personal feedback within a week.

Course Materials**Textbooks**

Floyd, K., Cardon, P (2020). Business and Professional Communication McGraw Hill Education. ISBN 9781260514490

Class Size Information**Class Size**

40

Class Size Category

A - Lecture/discussion 40

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

This course seeks out and encourages opportunity and competitive advantage for further advancement of equity, diversity and inclusion for our student population. We promote a working environment centered on respect for all and encourage critical review of the communication process. During class, instructors strive to build a community that promotes the advancement of knowledge, cooperation and leadership that will translate in to the business workplace. By affirming the right to and importance of a free exchange of ideas within the bounds of courtesy, sensitivity and respect, we will work together to promote awareness of various ideas through education and constructive strategies to consider and engage honest communication. This awareness will translate to their future business environments. All written material, videos and images will be representative of the student population in order to foster inclusivity on a visual level.

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

In this course, readings, videos and assignments are used from diverse authors and reflect diversity by allowing students to see themselves in materials. Assignments allow students an opportunity to evaluate their own cognitive, emotional and behavioral processes and reflect on their personal experiences and values that have derived from their cultural background and life experience. This allows the student to apply what they have learned to future employment within the business industry. During instruction the instructor will accommodate to various learning styles by presenting information in different ways for visual, aural and verbal learners. This includes reading instructions aloud, even if they appear in print. Students will be given clear expectations on how they will be evaluated. Instructors will provide encouragement and will avoid any stereotypes of what student's are capable of accomplishing. By fostering an environment of success, one where all ideas and strategies are valued, student will be encouraged to share their thinking, listen with interest and engage. This will allow students to provide feedback confidently when speak to other in the workplace. Course content will be provided to students as well as supplemental materials to the lesson plan to help encourage student engagement especially for those who may need additional support. Through interactions with students, instructors will

consider the diverse needs and strengths of the individual as well as the whole class by creating appropriate opportunities for each student to learn. By applying various approaches to lessons and providing students hands-on activities, visuals, projects, technology and group interactions, students strengths can be celebrated. Students will communicate within class environment to express clear and concise ideas that can help progress soft skills for the future.

Interactions

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

Student will engage in a variety of collaborative activities such as group work and/or break out rooms in video conferencing software to engage in peer-to-peer discussions designated to foster community and encourage students to build social-emotional learning skills. Students can work together in pairs or groups in class or online to interpret and practice giving positive and constructive feedback based on scenarios, while also developing effective listening skills within business scenarios.

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

The instructor will create opportunities for instructor-to-student interactions for both in class, on CMS and using video conferencing software to be an active presence to guide and coordinate high levels of learning that create a positive environment for student satisfaction and sense of community. In order to create a sense of community, the instructor will be welcome to all students, provide feedback on activities, business writing, presentations, and maintain consistent communication with students. These interactions can include in person, real-time conferencing, posted videos, and email.

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

This course will incorporate students-to-content interactions through exercises, assignments, projects, and discussions to allow students to apply their learning and practice their mastery of business. Students will use a range of media in class, on Canvas and using video conferencing software to enhance learning which would include reading text, watching videos, handouts, using software programs such as Microsoft Office and Google programs, participating in mock interviews, exploring resources and working on course assignments. Students will have access to course content and materials. Supplemental resources will be used to encourage student engagement especially for those who may need additional support.

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

Instructor will use and provide metacognitive strategies to students to help them develop a learning plan. Students will use these processes to effectively acquire new information and use independent thinking skills. An example of this would be thinking aloud. This helps students with their reading comprehension and problem solving skills. Students will be able to consciously monitor and reflect upon what they are learning. When the instructor reads material and stops periodically to prompt thought and inquire for student input, students can follow the instructor's thinking process. This gives students the foundation they need for creating their own strategies and processes that can be useful to ensure comprehension. This can be applied in the business setting when tasks are delegated by others and the students need to be able to interpret and create a strategy to complete said tasks.

Key: 855