

Course Outline

School:	English & Liberal Studies
Department:	English and ESL
Course Title:	Advanced Business Communications
Course Code:	ENGL 253
Course Hours/Credits:	42
Prerequisites:	COMM 170, COMM 171, EN 170, ENGL 170, ENGL 171
Co-requisites:	N/A
Eligible for Prior Learning, Assessment and Recognition:	Yes
Originated by:	Sylvia Vrh-Zoldos
Creation Date:	Fall 2014
Revised by:	Evelyn Glube
Revision Date:	Fall 2021
Current Semester:	Summer 2025
Approved by:	 

Ryan O'Connor, Associate Dean/Dean,
English & Liberal Studies

Students are expected to review and understand all areas of the course outline.

Retain this course outline for future transfer credit applications. A fee may be charged for additional copies.

This course outline is available in alternative formats upon request.

Acknowledgement of Traditional Lands

Centennial is proud to be a part of a rich history of education in this province and in this city. We acknowledge that we are on the treaty lands and territory of the Mississaugas of the Credit First Nation and pay tribute to their legacy and the legacy of all First Peoples of Canada, as we strengthen ties with the communities we serve and build the future through learning and through our graduates. Today the traditional meeting place of Toronto is still home to many Indigenous People from across Turtle Island and we are grateful to have the opportunity to work in the communities that have grown in the treaty lands of the Mississaugas. We acknowledge that we are all treaty people and accept our responsibility to honor all our relations.

Course Description

ENGL-253 is a senior-level English course that explores the written and oral communication tasks that accounting, software engineering, and related professionals encounter at work. It is intended for students who have mastered basic essay-writing skills (COMM-170 level or the equivalent). Its emphasis is on the strategies and formats that lead to effective communication: writing the solution, packaging the solution, and presenting the solution. Writing formats studied include letters, memoranda and reports. Instruction and practice in informal and formal public speaking are also provided. Students are presented with problem-solving tasks that will yield a variety of “products”: identifying problems, framing potential solutions, resolving problems, and presenting routine information of their research in clear and effective ways.

The minimum passing grade for ENGL 253 is a 50 (D). However, students may have program-specific minimum grades and should consult their Success Advisor if they need clarification.

External Standard Information (ESI)

N/A

Program Outcomes

N/A

Course Learning Outcomes

The student will reliably demonstrate the ability to:

1. assess a variety of business communication challenges and determine appropriate responses; for a variety of audiences;
2. apply appropriate indirect and direct formats and conventions to business letters, memoranda, emails, and reports;
3. plan and write correspondence appropriate to a variety of business situations;
4. research, plan, and write a variety of problem-solving reports;
5. research, plan, and write formal or semi-formal reports/proposals;
6. locate and summarize information about contemporary business issues from a variety of sources;
7. prepare and deliver unified oral presentations; and
8. edit own work for correct grammar, word choice, and sentence style. Editing should reflect COMM-

170 or COMM-171 exit standards or above.

Essential Employability Skills (EES)

The student will reliably demonstrate the ability to*:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
5. Use a variety of thinking skills to anticipate and solve problems.
7. Analyze, evaluate, and apply relevant information from a variety of sources.
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

*There are 11 Essential Employability Skills outcomes as per the Ministry Program Standard. Of these 11 outcomes, the following will be assessed in this course.

New Essential Skills (NES)

N/A

Global Citizenship and Equity (GC&E) Outcomes

The student will reliably demonstrate the ability to*:

1. Identify one's roles and responsibilities as a global citizen in personal and professional life.
2. Identify beliefs, values and behaviours that form individual and community identities and the basis for respectful relationships.

*There are 6 institutional Global Citizenship & Equity outcomes. Of these 6 outcomes, the following will be assessed in this course.

Methods of Instruction

Online

Text and Other Instructional/Learning Materials

The costs of textbooks or other learning material are available through the Centennial College Bookstore
<https://www.bkstr.com/centennialprogressstore/shop/textbooks-and-course-materials>.

Text Book(s):

Meyer, C. (2019). Communicating for results: A Canadian student's guide (5th ed.). Canada: Oxford University Press.

ISBN: 9780190161149

eText can be purchased at: <https://www.vitalsource.com/en-ca/products/communicating-for-results-carolyn-meyer-v9780190161149?term=9780190161149>

Please see the weekly topical outline for any Additional Learning Resources required for your section of this course.

Evaluation Scheme

- ⇒ Summary memo: Students will prepare a summary in memo format (summarizing an article on a

contemporary business issue)

- ⇒ Midterm Test: Students will write and/or revise two types of correspondence based on scenarios provided.
- ⇒ Formal Report and Work Plan/Proposal: Students will prepare a Formal Report which incorporates secondary research.
- ⇒ Oral Presentation: Students will plan, develop and deliver an oral presentation appropriate for a professional audience.
- ⇒ Formative Assessments: These may include chapter quizzes, revision, work plan/progress reports on Formal Report, take-home assignments and in-class textbook assignments.

Evaluation Name	CLO(s)	EES Outcome(s)	NES Outcome(s)	GCE Outcome(s)	Weight/ 100
Summary memo	2, 3, 6, 8	1		1	15
Midterm Test	1, 2, 3, 8	1			25
Formal Report and Work Plan/Proposal	1, 2, 4, 5, 6, 8	1, 5, 7		1, 2	30
Oral Presentation	1, 7	1, 5, 7			15
Formative Assessments	1, 2, 3	1, 7, 9		2	15
Total					100%

If students are unable to write a test they should immediately contact their professor or program Associate Dean for advice. In exceptional and well documented circumstances (e.g. unforeseen family problems, serious illness, or death of a close family member), students may be able to write a make-up test.

All submitted work may be reviewed for authenticity and originality utilizing College approved plagiarism prevention software. Students who do not wish to have their work submitted to College approved plagiarism prevention software must, by the end of the second week of class, communicate this in writing to the instructor and make mutually agreeable alternate arrangements.

When writing tests, students must be able to produce official Centennial College photo identification or they may be refused the right to take the test or test results will be void.

Tests or assignments conducted remotely may require the use of online proctoring technology where the student's identification is verified and their activity is monitored and/or recorded, both audibly and visually through remote access to the student's computer and web camera. Students must communicate in writing to the instructor as soon as possible and prior to the test or assignment due date if they require an alternate assessment format to explore mutually agreeable alternatives.

Student Accommodation

The Centre for Accessible Learning and Counselling Services (CALCS) (<http://centennialcollege.ca/calcs>) provides programs and services which empower students in meeting their wellness goals, accommodation and disability-related needs. Our team of professional psychotherapists, social workers, educators, and staff offer brief, solution-focused psychotherapy, accommodation planning, health and wellness education, group counselling, psycho-educational workshops, adaptive technology, and peer support. Walk in for your first intake session at one of our service locations (Ashtonbee Room L1-04, Morningside Room 190, Progress Room C1-03, The Story Arts Centre Room 285, Downsview Room 105) or contact us at calcs@centennialcollege.ca, 416-289-5000 ext. 3850 to learn more about accessing

CALCS services.

Use of Dictionaries

- Any dictionary (hard copy or electronic) may be used in regular class work.
- Dictionaries may be used in tests and examinations, or in portions of tests and examinations, as long as they are non-electronic (not capable of storing information) and hard copy (reviewed by the invigilator to ensure notes are not incorporated that would affect test or examination integrity).

Program or School Policies

School Of Advancement Policy For Missed Tests And Late Assignments

Students who have missed a test and present documented evidence of their absence upon returning to class are permitted to do an alternative assessment, typically completing the assessment within two weeks of returning to class. Students are strongly advised to contact the professor before the scheduled test date. Students who do not contact the professor within 24 hours of the missed class and do not present documented evidence will receive a mark of zero for the assessment. Make-up assessments will not be given.

Assignments are due on their due dates. Students who are unable to submit an out-of-class assignment on the day it is due must inform the professor on or before the due date. A mark of 10% will be deducted for each day past the due date unless an alternate due date has been negotiated. A hard copy of the assignment should be presented to the professor for grading and feedback; however, an electronic copy may first be submitted as proof that the work has been completed. There will be no make-up assignments.

It is the student's responsibility to keep track of all returned assignment and test / exam marks.

Course Policies

N/A

College Policies

Students should familiarize themselves with all College Policies that cover academic matters and student conduct.

All students and employees have the right to study and work in an environment that is free from discrimination and harassment and promotes respect and equity. Centennial policies ensure all incidents of harassment, discrimination, bullying and violence will be addressed and responded to accordingly.

Academic Honesty

Academic honesty is integral to the learning process and a necessary ingredient of academic integrity. Forms of academic dishonesty include cheating, plagiarism, and impersonation, among others. Breaches

of academic honesty may result in a failing grade on the assignment or course, suspension, or expulsion from the college. Students are bound to the College's AC100-11 Academic Honesty and Plagiarism policy.

To learn more, please visit the Libraries information page about Academic Integrity <https://libraryguides.centennialcollege.ca/academicintegrity> and review Centennial College's Academic Honesty Module: https://myappform.centennialcollege.ca/ecentennial/articulate/Centennial_College_Academic_Integrity_Module_%202/story.html

Use of Lecture/Course Materials

Materials used in Centennial College courses are subject to Intellectual Property and Copyright protection, and as such cannot be used and posted for public dissemination without prior permission from the original creator or copyright holder (e.g., student/professor/the College/or third-party source). This includes class/lecture recordings, course materials, and third-party copyright-protected materials (such as images, book chapters and articles). Copyright protections are automatic once an original work is created, and applies whether or not a copyright statement appears on the material. Students and employees are bound by College policies, including AC100-22 Intellectual Property, and SL100-02 Student Code of Conduct, and any student or employee found to be using or posting course materials or recordings for public dissemination without permission and/or inappropriately is in breach of these policies and may be sanctioned.

For more information on these and other policies, please visit www.centennialcollege.ca/about-centennial/college-overview/college-policies.

Students enrolled in a joint or collaborative program are subject to the partner institution's academic policies.

PLAR Process

This course is eligible for Prior Learning Assessment and Recognition (PLAR). PLAR is a process by which course credit may be granted for past learning acquired through work or other life experiences. The PLAR process involves completing an assessment (portfolio, test, assignment, etc.) that reliably demonstrates achievement of the course learning outcomes. Contact the academic school to obtain information on the PLAR process and the required assessment.

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Semester:	Summer 2025	Professor(s) Name:	Lillian Mak
Section Code:	001	Contact Information:	lmak13@my.centennialcollege.ca
Meeting Time & Location:	online tbd	Office Hours:	email for appt
Last Date to Drop Course:	7/11/2025	Delivery Method:	online asynchronous

Topical Outline (subject to change):

ORIGINAL TOPICAL

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
1	Course Introduction Pre-course Writing Sample	Purchase textbook: Meyer, C. (2019). Communicating for results: A Canadian student's guide (5th ed.). Canada: Oxford University Press. ISBN: 9780190161149 eText can be purchased at: https://redshelf.com/book/1607467/communicating-for-results-1607467-9780190161149-carolyn-meyer	Explain the learning outcomes of ENGL 253. Identify learner supports available to you through the College. Use the Discussion Board tool to share your self-introduction.	Audio and/or Videos Readings Discussion Forum	*Introduce yourself using the Discussions tool in eCentennial *Complete Pre-Course Writing Sample *required but not evaluated	
2	Getting Your Message Across in Business Writing	Chapter 2: Getting the Message Across Chapter 3: Getting Started: Planning and Writing Business Messages	Discuss the differences between workplace and academic communication. Analyze audience needs for specific documents. Understand cross-cultural barriers to communication.	Audio and/or Videos Readings Practice Discussion Forum		

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
			Create clear and purposeful openings for business messages.			
3	Business Writing Organization & Style Summary Writing Citing Sources	Chapter 4: Business Style: Word Choice, Conciseness, and Tone	Describe the elements of achieving a professional tone and style. Analyze and evaluate the use of direct approaches in sample correspondence. Select and format quotations and paraphrases from sample texts. Apply citation techniques to sample texts. Create a correct reference list for a variety of sources.	Audio and/or Videos Readings Discussion Forum	Discussion: Revising Tone – 3%	5/19/2025
4	Email, Memo, and Letter Format Routine and Goodwill Messages	Chapter 6: Memorandums, E-mail, and Routine Messages Chapter 7: Routine and Goodwill Messages	Describe the purpose and organization of routine and goodwill messages. Apply format to sample memos, letters, and e-mails. Practise composing routine and goodwill correspondence using the direct approach. Correct run-on sentences and fragments in example sentences.	Audio and/or Videos Readings	Assignment: Memo – 15%	5/26/2025
5	Unfavourable News	Chapter 8: Delivering Unfavourable News	Describe the purpose and organization of unfavourable news messages. Describe the indirect writing plan. Analyze and evaluate the use of the indirect method in sample correspondence.	Audio and/or Videos Readings Discussion Forum	Discussion: Indirect Writing Plan – 3%	6/2/2025
6	Persuasive Messages	Chapter 9: Persuasive Messages	Describe the purpose and organization of persuasive messages. Apply the indirect method to sample scenarios.	Audio and/or Videos Readings Discussion Forum	Discussion: Persuasive message – 3%	6/9/2025

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
			<p>Compose practice correspondence using the indirect approach.</p> <p>Correct subject-verb agreement errors in sample sentences.</p>			
7	Oral Communication in Business Meetings	Review Chapters 2-9 Chapter 13: Oral Communication Organizing and Managing Meetings (pp. 495-500)	<p>Analyze scenarios and select the appropriate approach (direct/indirect).</p> <p>Apply format to sample memos, letters, and emails.</p> <p>Compose correspondence using correct and concise language.</p> <p>Describe strategies and practices for organizing and managing meetings.</p>	Audio and/or Videos Readings	<p>Midterm – 25%</p> <p>Activity: Finalize groups for Formal Report</p>	6/16/2025
8	The Formal Report – Features and Work Plans	Chapter 12: Proposals and Formal Reports Creating a Work Plan (pp. 445-447)	<p>Analyze the features of formal reports.</p> <p>Analyze the structure of a work plan using the correct format and appropriate tone.</p>	Audio and/or Videos Readings	<p>Assignment Group Contract and Draft Formal project – 3%</p>	6/30/2025
9	Formal Reports: Overview	Chapter 12: Proposals and Formal Reports Parallelism (pp. 575-576)	<p>Apply strategies and actions for organizing and managing meetings.</p> <p>Compose the Workplan for the Formal Report (including a summary of your meeting/s) using the correct format.</p> <p>Apply and correct use of faulty parallel structure in example sentences.</p> <p>Identify components of formal reports.</p>	Audio and/or Videos Readings Discussion Forum	<p>Assignment: Transmittal Memo + Work Plan/ Outline for Formal Report – 10%</p>	7/7/2025
10	Formal Reports: Organization, Structure, Graphics & Visuals	Chapter 12: Proposals and Formal Reports Chapter 11: Informal Reports (pp. 379-391)	<p>Describe principles for including graphics in formal business documents.</p> <p>Evaluate sample formal reports for correct structure and content.</p> <p>Apply and correct use of numbers in example sentences.</p>	Audio and/or Videos Readings		

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
			Apply and correct use of various types of verb tense errors in example sentences.			
11	Formal Reports: Front and Back Matter	Chapter 12: Proposals and Formal Reports	<p>Describe components of formal reports (continued).</p> <p>Identify content, structure and style of formal report.</p> <p>Apply and correct the use of various types of punctuation in example sentences.</p>	Audio and/or Videos Readings	Individual progress report on Formal Report - 3%	7/21/2025
12	Formal Reports (Continued) and Oral Communication Content and Structure	Chapter 13: Oral Communication	<p>Self-evaluate content, structure, and style of formal reports.</p> <p>Revise the content, structure, and style of formal reports.</p> <p>Analyze sample business presentations for delivery, content, and organization.</p> <p>Identify the principles of effective business presentations.</p>	Audio and/or Videos Readings	Assignment – Formal Report – 20%	7/28/2025
13	Oral Presentation Skills	Chapter 13: Oral Communication	<p>Self-evaluate content, structure, and style of presentations.</p> <p>Revise the content, structure, and style of presentations.</p> <p>Identify the principles of effective business presentations.</p>	Videos Readings Discussion Forum		
14	Course Review	Review readings and class notes as part of self-assessment	Synthesize and apply knowledge of business communication.	Audio and/or Videos Readings	Oral Presentation – 15%	8/11/2025