

## Course Outline for BUSN 53

### BUSINESS CORRESPONDENCE

Effective: Spring 2018

#### I. CATALOG DESCRIPTION:

BUSN 53 — BUSINESS CORRESPONDENCE — 3.00 units

Development of skills for composing general business correspondence to a variety of audiences including multiple levels within an organization and cross cultural communications. Crafting messages, including e-mail, administrative communications, technical reports, meeting agendas, and meeting minutes. Determining the appropriate media for the communication, correct writing style, and level of terminology within the message. Emphasis on appropriate English grammar, spelling, on-line netiquette, and cross-cultural communications.

3.00 Units Lecture

#### **Strongly Recommended**

ENG 1A - Critical Reading and Composition

#### **Grading Methods:**

Letter or P/NP

#### **Discipline:**

- Business or
- Management

	<b>MIN</b>
<b>Lecture Hours:</b>	54.00
<b>Total Hours:</b>	54.00

#### II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

#### III. PREREQUISITE AND/OR ADVISORY SKILLS:

**Before entering this course, it is strongly recommended that the student should be able to:**

##### A. ENG1A

1. Critically read texts and materials from a variety of academic and cultural contexts, demonstrating in writing and discussion the ability to:
  - a. Summarize a thesis and main points;
  - b. Analyze main ideas;
  - c. Evaluate the validity and logic of the text's reasoning and support;
  - d. Relate ideas and information in the text to his/her own experience as well as other texts;
  - e. Create a coherent position or argument based on reading;
2. Write multiple-paragraph papers that:
  - a. Accurately and appropriately respond to a given assignment;
  - b. Develop a relevant, focused thesis;
  - c. Are well-organized and coherently move from coordinating to subordinating points;
  - d. Are well-developed with sufficient and relevant evidence;
  - e. Synthesize facts and ideas originating outside his/her direct experience to develop and support a thesis;
  - f. Demonstrate stylistic choices in tone, syntax, and diction;
  - g. Use standard American English correctly;
3. Research a specific topic using the Internet, databases, journals, and books demonstrating an ability to:
  - a. Review sources for relevant evidence and arguments;
  - b. Integrate researched material into his/her own writing with appropriate context, explanation, punctuation, and citation;

#### IV. MEASURABLE OBJECTIVES:

**Upon completion of this course, the student should be able to:**

- A. Organize and write grammatically correct communications being sent to varied audiences on a variety of topics;
- B. Prepare agendas for multi-objective meetings;
- C. Write announcements concerning policy changes, reorganizations, promotions, and benefits changes, which will be sent by e-mail to a variety of cultures and levels of employment;
- D. Identify the best type of correspondence for various message topics;
- E. Use the dictionary, thesaurus, and business reference books both online and in print form.
- F. Research new legislation that will require a company to make policy changes; identify the pros and cons of the legislation; and recommend a strategy for implementation;

## V. CONTENT:

- A. Apply basic rules of punctuation, spelling, and syntax
  - 1. Subjects and verbs, verbs, pronouns, adjectives and adverbs, prepositions, sentence structure
  - 2. Punctuation: major marks-period, question mark, exclamation point, comma, semicolon and colon
  - 3. Punctuation: other marks-dash, parentheses, quotation marks, underscore.
- B. Increase business vocabulary
- C. Develop familiarity with various types of business letters, forms, etc.
  - 1. Understand various styles of writing, including informative, persuasive, positive emphasis, bad news, and goodwill
  - 2. Memos, e-mails, instant messages, letters, proposals, reports.
    - a. Identification of purpose, audience, and organization
    - b. Practice clear, compelling, analytical, and concise writing
  - 3. Balance visual and verbal elements and text in written communication.
- D. Identify when diverse demographic populations may require alternative strategies and vocabulary
- E. Develop research skills to insure accuracy in facts and proposals.
- F. Application of skills to:
  - 1. Composing routine business letters, memoranda, e-mail, instant messages and reports
  - 2. Writing rough drafts of minutes
  - 3. Proofreading and editing

## VI. METHODS OF INSTRUCTION:

- A. **Lecture** - Lecture utilizing multimedia including, but not limited to, Power Point presentations, document camera, computer media, handouts, and/or whiteboard.
- B. **Written exercises and case studies** - Assignments which allow for differences in learning styles, for example, collaboration, oral and written tasks, problem solving tasks and repetition.
- C. In class writing assignments handled individually, with class partners, in teams and/or as the whole class.
- D. Class instruction/demonstration of content material.
- E. **Demonstration** - Short individual and small-group writing conference with instructor.
- F. Study and analysis of selected writing.
- G. **Projects** - Case studies, simulations, and problem solving tasks and activities in which students are expected to use theory and generally accepted standards to make decisions and report their conclusions.
- H. Students are expected to edit their writing based on instructor feedback.
- I. **Classroom Activity** - Critical thinking exercises to integrate students' overall ability to understand the material.
- J. Self-paced workbooks or Blackboard resources [writing exercises, study aids, videos] on content material.

## VII. TYPICAL ASSIGNMENTS:

- A. Write and send an e-mail message to a large group of employees informing them of an upcoming training session being held away from the company's site.
- B. Write communications dealing with the delivery of difficult news.
- C. Respond to questions within the text to emphasize the lesson.
- D. When presented with a scenario describe the best channel of communication.
- E. Using a data set, identify the most appropriate visual illustration type from a selection of graphs and charts.
- F. Watch a video case study and write a summary of it.
- G. Research an assigned topic and prepare an executive summary along with a critical analysis and examination of the topic

## VIII. EVALUATION:

### A. **Methods**

- 1. Exams/Tests
- 2. Quizzes
- 3. Research Projects
- 4. Projects
- 5. Group Projects
- 6. Home Work
- 7. Other:
  - a. Written Homework
  - b. Individual and small-group in-class writing assignments
  - c. Individual and group research projects on assigned and/or approved topics

### B. **Frequency**

- 1. Written homework for each topic and/or section covered
- 2. Adequate number of written assignments to develop mastery of a variety of writing styles and message techniques.
- 3. At least two quizzes/tests
- 4. At least one research project of 3,000 words or more
- 5. Final Exam

## IX. TYPICAL TEXTS:

- 1. Locker, Ktty, and Donna Kienzler. *Business and Administrative Communication*. 11th ed., McGraw-Hill Irwin, 2015.
- 2. Thill, John , and Courtland Bovee. *Business Communication Essentials: A Skills Based Approach*. 7th ed., Pearson Prentice Hall, 2015.
- 3. Loewy, Dana, and Mary Ellen Guffey. *Essentials of Business Communications* . 10th ed., Cengage Learning/Thomson South-Western, 2016.

## X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Access to either MS Word or a word processing system which can save files in either .doc, .docx, or .rtf format.
- B. Inkjet or LaserJet printer to produce assignments
- C. Internet access