

Las Positas College  
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**Course Outline for BUSN 53**  
**BUSINESS CORRESPONDENCE**  
**Effective: Fall 2010**

**I. CATALOG DESCRIPTION:**

**BUSN 53 — BUSINESS CORRESPONDENCE — 3.00 units**

Development of skills in organizing and writing business letters, memoranda, e-mail, reports, resumes, and letters of application with an emphasis on rules for punctuation, spelling, and grammar which meet the needs of modern business.

3.00 Units Lecture

**Strongly Recommended**

ENG 1A - Critical Reading and Composition

**Grading Methods:**

**Discipline:**

	<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

**IV. MEASURABLE OBJECTIVES:**

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

- A. Independently organize and write grammatically correct business letters, memoranda, e-mail, resumes, and letters of application;
- B. Identify grammatically correct correspondence, both incoming and outgoing;
- C. Punctuate and spell correctly;
- D. Proofread and edit compare/contrast the best type of communication for a specific message;
- E. Use the dictionary, thesaurus, and business reference books both online and in print form.

**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. Increasing business vocabulary
- C. Developing 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. Applying skills to:
  - 1. Composing routine business letters, memoranda, e-mail, instant messages and reports
  - 2. Organizing and writing resumes and letters of application
  - 3. Writing rough drafts of minutes
  - 4. Proofreading and editing

**VI. METHODS OF INSTRUCTION:**

- A. Efforts which allow for differences in learning styles, for example, collaboration, oral and written tasks, problem solving tasks and repetition.
- B. Critical thinking exercises to integrate students' overall ability to understand the material.
- C. Problem solving tasks and activities in which students are expected to use theory and generally accepted standards to make decisions and report their conclusions.
- D. Informal lectures and classroom discussion based on student questions related to the material.
- E. Lecture utilizing multimedia including, but not limited to, Power Point presentations, overhead transparencies, computer media,

- handouts, whiteboard and/or blackboard.
- F. Students are expected to edit their writing based on instructor feedback.
- G. Class instruction/demonstration of content material.
- H. Self-paced workbooks or Blackboard resources [writing exercises, study aids, videos] on content material.
- I. Study and analysis of selected writing.
- J. Short individual and small-group writing conference with instructor.
- K. In class writing assignments handled individually, with class partners, in teams and/or as the whole class.

#### 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 various correspondence dealing with the delivery of difficult news, rejecting a request, announcing an increase in fees, announcing a decrease in benefits/services, warning of a hazard, reiterating a policy.
- C. Respond to questions within the text to emphasize the lesson.
- D. When presented with a scenario describe the best channel of communication.
- E. When presented with 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. Prepare a traditional resume.

#### VIII. EVALUATION:

##### A. **Methods**

1. Exams/Tests
2. Quizzes
3. Papers
4. Projects
5. Group Projects
6. Home Work
7. Other:
  - a. Methods:
    1. Instructors should select the appropriate method on evaluating students using a variety of written assignments, quizzes and tests
    2. Written Homework
    3. Individual and small-group in-class writing assignments
    4. Semester projects
    5. Quizzes, Tests and Final Exam

##### B. **Frequency**

1. Frequency:
  - a. Written homework for each topic and/or section covered
  - b. Written assignments that utilize and demonstrate a variety of the techniques being mastered
  - c. At least two quizzes/tests
  - d. Final Exam

#### IX. TYPICAL TEXTS:

1. Locker, Kitty and Donna Kienzler *Business and Administrative Communication*. 9th ed., McGraw-Hill Irwin, 2010.
2. Thill, John V., and Courtland L. Bovee *Business Communication Essentials*. 10th ed., Pearson Prentice Hall, 2010.
3. Guffey, Mary Ellen *Business Communication Process and Product*. 6th ed., Cengage Learning/Thomson South-Western, 2008.
4. Guffey, Mary Ellen and Carolyn Seefer *Business English*. 10th ed., Prentice Hall, 2011.

#### X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Word processing access
- B. Internet access