

**LAST REVIEW:**

**NEXT REVIEW:**

*2014-2015*

**STATUS:**

*A*

**COURSE TITLE:** Business Writing

**COMMON COURSE NUMBER:** GEB 3212

**CREDIT HOURS:** 3

**CONTACT HOUR BREAKDOWN**

*(per 16 week term)*

**CLOCK HOURS:**

Lecture: **48**

Lab:

Clinic:

Other:

**PREREQUISITE(S):** None

**COREQUISITE(S):** None

**PRE/COREQUISITE(S):** None

**COURSE DESCRIPTION:** This course focuses on techniques to improve writing skills. The course will use a workshop format that relies on writing assignments, discussion, and classroom activities. An emphasis on global business writing will be included.

#### **UNIT TITLES**

1. **Effective Business Communication**
2. **Collaboration and Communicating in Teams**
3. **Communication in Multi-Cultural Business Environments**
4. **The Basics in Business Correspondence**
5. **Perfecting Business Communication**
6. **Electronic Media and Business Communications**
7. **Routine and Positive Business Correspondence**
8. **Negative Business Correspondence**
9. **Persuasive Business Correspondence**
10. **Reports and Proposals**
11. **Oral and On-line Presentations**
12. **The Job Search and Interviewing**
13. **Document Design**

**GEB 3212**

**EVALUATION:**

Students will be assessed through a variety of means. Evaluation may include, but is not limited to, the following: exams, quizzes, presentations, portfolios, discussions, class participation, attendance, projects, co-ops, practicum, internships, externships, and research reports.

**GEB 3212**

**UNITS**

**Unit 1: Effective Business Communication**

**General Outcome:**

- 1.0 The student shall identify the purpose of business communication and distinguish it from other communication.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 1.1 Recognize why effective communication is important to success in today's business environment.**
- 1.2 Describe the five characteristics of effective business communication.**
- 1.3 Identify eight communication skills that successful employers expect from their employees.**
- 1.4 List five ways in which business communication differs from social communication.**
- 1.5 Summarize six strategies for communicating more effectively on the job.**
- 1.6 Examine the process that must occur for an audience to successfully receive, decode, and respond to messages.**
- 1.7 Explain four strategies for using communication technology successfully.**
- 1.8 Discover the importance of ethics in business communication, and differentiate between ethical dilemmas and ethical lapses.**

**GEB 3212**

**Unit 2: Collaboration and Communicating in Teams**

**General Outcome:**

- 2.0 The student shall learn the advantages of collaboration and skills to communicate productively in teams.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 2.1 Explain the advantages and disadvantages of working in teams.**
- 2.2 Identify eight guidelines for successful collaborative writing.**
- 2.3 Explain how group dynamics can affect team effectiveness.**
- 2.4 Describe how meeting technologies can help participants communicate more successfully.**
- 2.5 Describe the listening process, and specify how good listeners overcome barriers at each stage of the process.**
- 2.6 Compare verbal with non-verbal communication, and briefly illustrate six categories of non-verbal expression.**
- 2.7 Evaluate the role of business etiquette, both in the workplace and in social settings.**

**GEB 3212**

**Unit 3: Communication in Multi-Cultural Business Environments**

**General Outcome:**

**3.0 The student shall effectively communicate in diverse business environments.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 3.1 Examine the opportunities and challenges of intercultural communication.**
- 3.2 Define culture and explain how culture is learned.**
- 3.3 Investigate ethnocentrism and stereotyping and give suggestions for overcoming these limiting mindsets.**
- 3.4 Generalize the importance of recognizing cultural variations, and categorize several cultural differences.**
- 3.5 Discuss steps to take to improve intercultural communication skills.**
- 3.6 Recommend strategies for writing clearly in multi-cultural business environments.**

**GEB 3212**

**Unit 4: The Basics in Business Correspondence**

**General Outcome:**

- 4.0 The student shall plan a business document considering its audience, purpose, content and tone**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 4.1 Describe the three-step writing process.**
- 4.2 Explain the importance of beginning business writing with a clear purpose.**
- 4.3 Analyze an audience and identify factors to consider when developing an audience profile.**
- 4.4 Identify attributes of quality information.**
- 4.5 Summarize the process for organizing business messages effectively.**
- 4.6 Adapt messages to the needs and expectations of an audience.**
- 4.7 Assess the need for establishing credibility for success in communication efforts.**
- 4.8 Create business documents using a businesslike tone with a style that is clear and concise.**
- 4.9 Evaluate words choices in business correspondence to improve accuracy and effectiveness.**
- 4.10 Illustrate complete comprehension of grammatical and mechanical sentence structure.**
- 4.11 Create documents using coherent paragraphs.**

**GEB 3212**

**Unit 5: Perfecting Business Communication**

**General Outcome:**

- 5.0 The student shall effectively revise, edit, and proofread business communications.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 5.1 Utilize careful revision strategies to create and improve business documents.**
- 5.2 Identify writing techniques to improve the readability of business messages.**
- 5.3 Create business correspondence that exhibit clarity in writing.**
- 5.4 Produce business messages that are concise.**
- 5.5 Assess design elements to determine their effectiveness in business documents.**
- 5.6 Revise all errors in business correspondence to demonstrate critical proofreading skills.**
- 5.7 Recommend appropriate distribution methods for business messages.**

**GEB 3212**

**Unit 6: Electronic Media and Business Communications**

**General Outcome:**

**6.0 The student shall write effective electronic communications.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 6.1 Compare the strengths and weaknesses of the print and electronic media available for business documents.**
- 6.2 Identify the qualities of an effective e-mail subject line.**
- 6.3 Explain how overuse of e-mail can reduce productivity.**
- 6.4 Assess appropriateness of instant messaging (IM) in the workplace.**
- 6.5 Examine the role of blogging in business communication today.**
- 6.6 Illustrate the importance of audience, purpose, and scope to successful blogging.**
- 6.7 Adapt the three-step writing process for creating podcasts.**
- 6.8 Investigate the syndication process and explain how it helps distribute blog and podcast content.**

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**Unit 7: Routine and Positive Business Correspondence**

**General Outcome:**

**7.0 The student shall write effective positive and routine business correspondence.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 7.1 Adapt the three-step writing process to routine and positive messages.**
- 7.2 Develop an effective strategy for writing routine requests.**
- 7.3 Prepare a business document that requests a specific action in a courteous manner.**
- 7.4 Formulate a strategy for writing routine replies and positive messages.**
- 7.5 Illustrate the importance of audience and tone when writing claims and requests for adjustment.**
- 7.6 Evaluate how creating informative messages differs from responding to information requests.**
- 7.7 Assess the importance of positive business correspondence and explain how to make them effective.**

**Unit 8: Negative Business Correspondence**

**General Outcome:**

- 8.0 The student shall write effective negative and bad-news business correspondence.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 8.1 Adapt the three-step writing process to negative messages.**
- 8.2 Compare the direct and the indirect approaches to negative messages, and determine the appropriateness of each approach.**
- 8.3 Examine the differences the indirect approach and explain how to avoid such problems.**
- 8.4 Adapt negative messages for internal and external audiences.**
- 8.5 Identify the importance of maintaining high standards of ethics and etiquette when delivering negative messages.**
- 8.6 Investigate the role of communication in crisis management.**
- 8.7 Establish an appropriate delivery for negative news to job applicants.**

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**Unit 9: Persuasive Business Correspondence**

**General Outcome:**

**9.0 The student shall write effective persuasive business correspondence**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 9.1 Adapt the three-step writing process to persuasive messages.**
- 9.2 Identify seven ways to establish credibility in persuasive messages.**
- 9.3 Distinguish between emotional and logical appeals and discuss how to balance them.**
- 9.5 Examine the importance of identifying potential objections before writing persuasive messages.**
- 9.6 Create a business document utilizing effective selling points and audience benefits.**
- 9.7 Recommend steps to avoid ethical lapses in marketing and sales messages.**

**GEB 3212**

**Unit 10: Reports and Proposals**

**General Outcome:**

**10.0 The student shall write and evaluate effective business reports and proposals.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 10.1 Adapt the three-step writing process to reports and proposals.**
- 10.2 Distinguish informational reports, analytical reports, and proposals.**
- 10.3 Detail an effective process for conducting business research.**
- 10.4 Define primary and secondary research methods.**
- 10.5 Evaluate the credibility of an information source.**
- 10.6 Conduct an effective online search.**
- 10.7 Outline an effective process for planning and conducting information interviews.**
- 10.8 Examine differences between drafting a summary, drawing a conclusion, and developing a recommendation.**
- 10.9 Organize analytical reports.**
- 10.10 Evaluate effective formal report content.**
- 10.11 Criticize proposal arguments.**
- 10.12 Identify the circumstances to include letters of authorization and letters of acceptance in reports.**
- 10.13 Illustrate the differences between a synopsis and an executive summary.**
- 10.14 Deduce when and which visuals to use in reports and presentations.**
- 10.15 Discuss six principles of graphic design that can improve the quality of visuals.**

**GEB 3212**

**Unit 11: Oral and On-line Presentations**

**General Outcome:**

**11.0 The student shall plan and deliver effective oral and on-line business presentations.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 11.1 Explain the importance of presentations in your career success.**
- 11.2 Adapt the three-step writing process to oral presentations.**
- 11.3 Illustrate the three functions of an effective introduction.**
- 11.4 Compare several methods to keep an audience's attention during presentations.**
- 11.5 Create visuals that enhance oral presentations.**
- 11.6 Consider the importance of design consistency in electronic slides and other visuals.**
- 11.7 Highlight major considerations in preparing a presentation online.**
- 11.8 Identify methods for effective speakers handle questions responsively.**
- 11.9 Demonstrate effective oral presentation skills.**

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**Unit 12: The Job Search and Interviewing**

**General Outcome:**

- 12.0 The student shall create a résumé and cover letter suitable in the professional job market, as well as learn the steps necessary in preparing for and participating in the employment interview process.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 12.1 Illustrate methods most employers use to identify potential new employees.**
- 12.2 Explain the importance of networking in a career search.**
- 12.3 Compare the advantages and disadvantages of three common résumé options.**
- 12.4 Analyze the differences between traditional and non-traditional résumés.**
- 12.5 Compose a traditional résumé.**
- 12.6 Write a purposeful application letter.**
- 12.7 Demonstrate the process of preparing for a job interview.**
- 12.8 Prepare a mock employment interview.**
- 12.9 Compose follow-up correspondence for after an interview.**

**GEB 3212**

**Unit 13: Document Design**

**General Outcome:**

**13.0 The student shall create documents to enhance readability and effectiveness.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the student shall be able to:**

- 13.1 Create effective documents according to principles of organization, order, access, and variety.**
- 13.2 Employ effective highlighting techniques for emphasis and readability.**
- 13.3 Demonstrate the power of color, font and graphics in business documents.**
- 13.4 Incorporate graphics into business documents to enhance the delivery of a message.**
- 13.5 Utilize graphics and text to improve the visual appeal of business correspondence.**
- 13.6 Develop business documents utilizing tables, spreadsheets, and charts.**



# PERMANENT COURSE INFORMATION (PCI) New Course

**ICS Number:** \_\_\_\_\_ **Discipline ID:** \_\_\_\_\_ **State Org. Number:** \_\_\_\_\_  
**TO BE COMPLETED BY CURRICULUM SERVICES OFFICE**

Today's Date: 08/12/09  
 Instructional Unit: Business, Technology & Management Discipline: Supervision & Management  
 Course ID: GEB3212 Effective Term: 20102 One Term Only: No If yes, ending term: \_\_\_\_\_  
 Course Title: Business Writing  
 Short Course Title: Bus Writing Course Type: 01 (Lecture) Print Class Roll? No  
 Type of Credit: College Credit Contact Hr Breakdown: Lecture 48  
 Hours: 3 Lab \_\_\_\_\_  
 Load Value 48 Clinical \_\_\_\_\_  
 Other \_\_\_\_\_

Fees (A Special Fee Form MUST be submitted)		
Fee Type	Amount	Description

<b>Subject Area:</b> <u>GEB</u> <b>Resp. Div.:</b> <u>BCC</u> <b>Resp. Dept.:</b> <u>CW</u> <b>Earn Credit:</b> <u>1 time only</u> <b>Grading Method:</b> <u>AU</u> <b>Gordon Rule Course:</b> <u>No</u> number of words: _____ <b>Frequency Offered:</b> <u>FA</u> , <u>WI</u> , <u>SU</u> <b>General Education Requirement:</b> <u>No</u> <b>Honors Course:</b> <u>No</u> <b>Will the course be an A.A. elective?</b> <u>No</u>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;">Prerequisites and Corequisites</th> </tr> <tr> <th style="width: 33%;">Course ID</th> <th style="width: 33%;">Pre/Co/Both</th> <th style="width: 33%;">Minimum Grade</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	Prerequisites and Corequisites			Course ID	Pre/Co/Both	Minimum Grade																					
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Special Designator(s): BS, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

**Course Description** (Max 750 characters)

This course focuses on techniques to improve writing skills. The course will use a workshop format that relies on writing assignments, discussions, and classroom activities. An emphasis on global business writing will be included.

**Degree Type** (Mark all that apply):

<input type="checkbox"/> AA	<input type="checkbox"/> AS	<input type="checkbox"/> AAS	<input type="checkbox"/> TC
<input type="checkbox"/> ATC	<input type="checkbox"/> VC(PSAV)	<input type="checkbox"/> ATD	
<input type="checkbox"/> BSED	<input checked="" type="checkbox"/> BAS	<input type="checkbox"/> BSN	

**Name/signature of Faculty Contact** M. Fenick \_\_\_\_\_ **Tel.** ext.6698  
**Name/signature of Academic or Instructional Dean Contact** Dr. M. Ramirez \_\_\_\_\_ **Tel.** ext.2231