

LAST REVIEW: 2009-10 NEXT REVIEW: 2014-15 STATUS: A

2014-2015

A

COURSE TITLE: Business Writing

COMMON COURSE NUMBER: GEB 3213

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**

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.

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.**

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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.**

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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.**

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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.**

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.**

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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.**

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.**

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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.**

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.**