

SYLLABUS

COURSE NUMBER: AOAP 117
COURSE TITLE: BUSINESS COMMUNICATION
CREDIT HOURS: 3

Catalog Description

Principles and strategies for effective written and oral communication in diverse office environments. The ability to organize ideas logically, express ideas correctly and persuasively, and analyze communication problems in business documents is developed.

Semester Offered: Fall and Spring
Prerequisites: OADT 123 and OADT 116 or equivalent.

Common Student Learning Outcomes of San Juan College

Learn: Student will actively and independently acquire, apply, and adapt skills and knowledge to develop expertise and a broader understanding of the world as lifelong learners.

Think: Students will think analytically and creatively to explore ideas, make connections, draw conclusions, and solve problems.

Communicate: Students will exchange ideas and information with clarity and originality in multiple contexts.

Integrate: Students will demonstrate proficiency in the use of technologies in the broadest sense related to their field of study.

Act: Students will act purposefully, reflectively, and respectfully in diverse and complex environments.

General Learning Objectives

1. Learn the communication cycle and communication barriers.
2. Describe and utilize the basic qualities for effective communication.
3. Apply critical thinking to all forms of communication.
4. Apply strategies for professional communications.
5. Research, develop, and deliver oral presentations.

Expected Learning Outcomes (related General Learning Objectives and Common Student Learning Outcomes are shown in parenthesis at the end of each outcome). Upon successful completion of this course, the student will be able to

1. Discuss the importance of becoming an effective business communicator in today's changing workplace. (1, 2, 3, LTCA)
 - a. Apply the communication process to become an effective listener.
 - b. Analyze nonverbal communication and explain techniques for improving nonverbal communication skills.
 - c. Explain how culture affects communication and describe methods for improving cross-cultural communication.
 - d. Identify specific techniques that improve effective communication among diverse workplace audiences and understand that business writing should be audience oriented, purposeful, and economical.
2. Relate and implement the three phases of the writing process. (2, 3, LTCA)
 - a. Appreciate the importance of analyzing the task and profiling the audience.
 - b. Create messages that spotlight audience benefits and develop a "you" view.
 - c. Develop a conversational tone, use positive language, and explain the need for inclusive language, plain expression, and familiar words.
 - d. Specify ways in which technology helps improve business writing.
 - e. Contrast formal and informal methods of researching data and creating ideas.
 - f. Organize information into outlines.
3. Compare direct and indirect patterns for organizing ideas, and decide on components of complete and effective sentences. (2, 3, 4, LTCA)
 - a. Emphasize important ideas and de-emphasize unimportant ones.
 - b. Use grammar techniques effectively for the active voice, passive voice, and parallelism in messages.
 - c. Develop sentence unity by avoiding zigzag writing, mixed constructions, and misplaced modifiers.
 - d. Identify strategies for achieving paragraph coherence and composing the first draft of a message.
4. Apply the third phase of the writing process, revision. (2, 3, 4, LTCA)
 - a. Revise messages to achieve concise wording by eliminating wordy prepositional phrases, outdated expressions, long lead-ins, and needless adverbs, to eliminate fillers, repetitious words, and redundancies, to use jargon sparingly and avoid slang and clichés, and include precise verbs, concrete nouns, and vivid adjectives.
 - b. Employ effective techniques for proofreading routing and complex documents.
5. Discuss the importance of internal communication, and analyze the writing process as it applies to e-mail messages and memorandums. (2, 3, 4, LTCA)
 - a. Know how to use e-mail safely and effectively, and explain and demonstrate a writing plan for memos and e-mail messages.
 - b. Demonstrate several ways to improve readability by using listing techniques.
 - c. Write memorandums and e-messages that inform, make requests, and respond.

6. Create letters requesting information; ordering merchandise; making claims; complying with requests; responding to customer orders; granting claims; bad news messages; sales letters; goodwill messages. (2, 3, 4, LTCIA)
 - a. Describe a plan for resolving business problems.
 - b. Identify and use the four components of a bad-news message.
 - c. Apply the direct and indirect pattern for business messages and use specified methods for applying these patterns to bad-news messages.
 - d. Know when the indirect strategy may be unethical and when to use the indirect strategy to persuade and write convincing claim request letters, request favors persuasively and present new ideas in persuasive memos.
 - e. Analyze techniques used in sales letters and compose carefully planned sales letters.
 - f. Recognize opportunities for writing goodwill messages and appreciate how special messages can build goodwill.
 - g. Write letters of appreciation, congratulations, and sympathy, recommendation, form and guide letters.

7. Learn the components of a variety of informal reports and report formats. (2, 3, 4, 5, LTCIA)
 - a. Define a report project, gather data, and organize report data using effective headings, and present data objectively to gain credibility.
 - b. Develop information, recommendation reports, justification, and progress reports; formal/ informal minutes of meetings; summaries and to-file reports.
 - c. Identify and explain the parts of informal and formal proposals.
 - d. Apply the preparatory steps for writing a formal report and collecting data from secondary sources including print and electronic sources.
 - e. Operate Web browsers and search engines to locate reliable data.
 - f. Generate primary data from surveys, interviews, observation, and experimentation, and understand the need for accurate documentation of data.
 - g. Organize report data, create an outline, make effective titles, and illustrate data using tables, charts, and graphs.
 - h. Sequence the parts of a formal report.

8. Apply the steps in preparing an effective oral presentation and explain the major elements in the introduction, body, and conclusion of an oral presentation and discuss the importance of verbal signposts. (2, 3, 4, 5, LTCIA)
 - a. Identify appropriate visual aids and handouts for a presentation and review techniques for designing an electronic presentation.
 - b. Specify delivery techniques for use before, during, and after a presentation.

General Assessment Methods include chapter tests, writing assignments (group and individual), oral presentations.

This syllabus developed by

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