1.) DATE: 01/27/2012

2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District

3.) COURSE PROPOSED:  Prefix: **GBS** Number: 233 Title: **Business Communication** Credits: 3

   CROSS LISTED WITH: Prefix: ; Number: ; Prefix: ; Number: ; Prefix: ; Number: ; Prefix: ; Number: ;

4.) COMMUNITY COLLEGE INITIATOR: **SUSAN PETERSON** PHONE: 480-423-6289

   FAX:

   ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable are not eligible for the General Studies Program.

   MANDATORY REVIEW:

   - The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).

   POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.

   AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.

5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:

   Core Areas: **Literacy and Critical Inquiry (L)** Awareness Areas: **Select awareness area...**

6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

7.) DOCUMENTATION REQUIRED

   - Course Description
   - Course Syllabus
   - Criteria Checklist for the area
   - Table of Contents from the textbook required and/or list or required readings/books
   - Description of how course meets criteria as stated in Item 6.

8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:

   - [ ] DEC
   - [ ] Elective

   Current General Studies designation(s): **L**

   Effective date: **2012 Spring** Course Equivalency Guide

   Is this a multi-section course?  
   - [ ] yes  
   - [ ] no

   Is it governed by a common syllabus?  
   - [ ] yes  
   - [ ] no

   District-wide course competencies/outline

Chair/Director: **CINDY CLOUD**  
Chair/Director Signature: **Emailed approval to J. Ricker**

AGSC Action:  
Date action taken:

   [ ] Approved   [ ] Disapproved

Effective Date:
Proposer: Please complete the following section and attach appropriate documentation.

**ASU - [L] CRITERIA**

TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td></td>
<td>Last page of this checklist and C1 labels for assignment descriptions on syllabus (pages 2 and 3)</td>
</tr>
</tbody>
</table>

**CRITERION 1:**

At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report.

1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.

2. Also:

   Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".

**C-1**

**CRITERION 2:** The composition tasks involve the gathering, interpretation, and evaluation of evidence.

1. Please describe the way(s) in which this criterion is addressed in the course design.

2. Also:

   Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".

**C-2**

**CRITERION 3:** The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams.

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements.
### ASU - [L] CRITERIA

2. **Also:**

Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-3".

---

#### CRITERION 4:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑️</td>
<td>☐</td>
</tr>
</tbody>
</table>

These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. *Intervention at earlier stages in the writing process is especially welcomed*.

Identify Documentation Submitted

Last page of this checklist and C4 labels on syllabus (pages 2 and 3)

1. Please describe the sequence of course assignments—and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments

2. **Also:**

Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-4".

---

C-3


<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>GBS</td>
<td>233</td>
<td>Business Communication</td>
<td>Literacy (L)</td>
</tr>
</tbody>
</table>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</td>
<td>GBS233 is mostly a writing course that is focused on communicating in a professional setting. There are several writing assignments, two written speeches that are delivered orally, and a long group report that requires each student to gather, interpret, and evaluate data as well as write a summary of the research to be put into a long, cohesive report. Writing represents at least 80% of the entire course grade.</td>
<td>Syllabus (page 2) contains a table with each assignment or exam. The table shows (a) the number of points and (b) the percentage of the course grade that each assignment or exam is worth. The paragraph above the table states that 80% of the course grade is based on writing or prepared speeches. This evidence is identified with a C-1 written in red.</td>
</tr>
<tr>
<td>Criterion 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence</td>
<td>All the writing assignments require some gathering, interpretation, and evaluation of evidence/data, whether it be a persuasive letter or a long report based on research.</td>
<td>Syllabus (pages 2 and 3) contains a description of assignments that involve gathering, interpreting, and evaluating evidence that then is used to write two speeches and a long report. This evidence is identified with a C-2 written in red.</td>
</tr>
<tr>
<td>Criterion 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams</td>
<td>There are two substantial writing/speaking tasks. (1) Each student prepares a written speech and then presents it orally. (2) Students work together in teams to research a topic, write a report, and present their findings to the class. Each student is responsible for a portion of the assignment, which includes independently researching, writing, and presenting his/her findings.</td>
<td>Syllabus (pages 2 and 3) contains a description of these assignments. The individual assignment requires students to research and prepare a written speech, and then to present it orally to the class (worth 15% of the course grade). The team project requires that each student contributes to developing (a) a written team report and (b) an oral team presentation to the class (worth 25% of the course grade). This evidence is identified with a C-3 written in red.</td>
</tr>
<tr>
<td>Criterion 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <em>Intervention at earlier stages in the writing process is especially welcomed</em></td>
<td>Assignments are scheduled so that feedback on one assignment is given before the next assignment is due. Instructors provide very detailed feedback on students’ strengths and weaknesses so that they may improve their writing and/or speaking skills on subsequent assignments.</td>
<td>Syllabus (page 3) contains a schedule, identified with a C-4 written in red, for assignments and feedback. The schedule shows the due dates for students to submit assignments AND for the instructor to provide feedback on these assignments. The due dates for instructor feedback are arranged so that students have ample time to improve their writing skills in time for the next assignment due date. This evidence is identified with a C-4 written in red. (The class schedule on page 6 of the syllabus also provides this information.)</td>
</tr>
</tbody>
</table>
Justification for GBS 233 (Business Communication) as a Literacy Course
Spring 2012

GBS 233 (Business Communication) is the primary course that fulfills the Literacy requirement for students planning to transfer to Arizona State University and to pursue a B.S. in a business field at the W. P. Carey School of Business. This course provides students real world experience in both written and oral business communication skills while ensuring that they engage in critical discourse that improves their ability to think and communicate. This course has fulfilled the Literacy requirement for several years and is recommended to continue fulfilling the Literacy requirement. Students must complete either ENG 101, 107, or 105 in order to enroll in GBS 233. Following is a summary of why and how GBS 233 meets the Literacy criteria.

Criterion 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations.
GBS 233 emphasizes business writing and oral presentation skills. The attached syllabus shows that 80% of the grade is based on writing-intensive assignments: 20% for individual writing assignments, 20% for in-class essay exams, 15% for an individual formal speech and presentation, and 25% for a team project (15% for a written report and 10% for an oral presentation). The remaining portion of the grade (20%) is based on attendance and on an assignment focused on communicating quantitative information (graphs and charts).

Criterion 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence
The team project report and presentation require students to thoroughly research a company’s operations and the business environment of three potential countries to be considered for expansion. Each student is responsible for gathering and interpreting information for his/her section of the report and for writing the section with appropriate substantiation of sources using APA style (the style typically accepted in business). Students then develop a presentation of the report and orally deliver the presentation to the class. In another individual assignment, students conduct research for a specific business topic and give an oral presentation in class. The introductory memo, persuasive letter, and resume and cover letter also require research and gathering of evidence to make a valid point.

Criterion 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams
GBS 233 includes two or more substantial projects that require in-depth writing or speaking or both. The attached syllabus shows: 1) a large team project (25% of grade) that requires a 13-page report and team presentation; 2) an individual written speech (15% of grade) which must be delivered orally; and 3) a resume and cover letter (10% of grade).

Criterion 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments.
GBS 233 uses a variety of methods to provide feedback and/or grades on assignments that help in future assignments. The attached syllabus shows due dates of each assignment and the dates by which students will receive grades or feedback. The feedback dates are arranged so that students can use the information to improve writing and/or oral presentation skills in future assignments. All writing assignments include detailed feedback from the instructor so that students can work on individual problem areas.
Official Course Description: MCCCD Approval: 4-28-1998

GBS233 1998 Fall - 9999

Business Communication

Internal and external business communications, including verbal and nonverbal techniques.

Prerequisites: ENG101 or ENG107 with grade of "C" or better, or permission of Department or Division.

Course Attribute(s):
General Education Designation: Literacy and Critical Inquiry - [L]

Go to Competencies    Go to Outline

MCCCD Official Course Competencies:

GBS233 1998 Fall - 9999

Business Communication

1. Identify general characteristics of language and meaning. (I)
2. Identify ways of processing messages and evaluating their success. (I)
3. Write coherent sentences and paragraphs, using fundamental writing techniques. (II)
4. Describe the process of sending and receiving professional quality electronic mail. (I)
5. Identify and write business letters for favorable, unfavorable, and persuasive situations. (III)
6. Identify and write business memos for favorable, unfavorable, and persuasive situations. (IV)
7. Identify and state the purpose of the major parts of the inductive organization for reports. (V)
8. Compose a report. (V)
9. Plan and participate in an efficient and effective business meeting. (VII)
10. Describe common uses of visual aids to convert quantitative and qualitative data into meaningful summaries. (VI)
11. Prepare a visual aid for a business situation. (VI)
12. Prepare and present an oral business presentation using visual aids. (VII)
13. Describe how to modify communication behavior in selected cases to overcome barriers arising from interpersonal, and organizational sources. (VIII)
14. Prepare a resume of employment credentials, and write an application letter to accompany the resume. (IX)
15. Describe how the technology revolution - national and international - affects the employee and the company. (X)

Go to Description    Go to top of Competencies

GBS233 Official Course Description and Outline – Spring 2012
MCCCD Official Course Outline:

GBS233 1998 Fall - Business Communication

I. Foundations of Communication
   A. Nature of language
   B. Theories of communication
   C. Principles of communication
   D. E-mail

II. Techniques for Effective Writing
   A. Fundamentals of Writing
   B. Techniques of style and tone
   C. Elements of grammar and punctuation

III. External Communication
   A. Favorable correspondence
   B. Unfavorable correspondence
   C. Persuasive correspondence

IV. Internal Communication
   A. Favorable correspondence
   B. Unfavorable correspondence
   C. Persuasive correspondence

V. Reports
   A. Research methods
   B. Report structure
   C. Report presentation

VI. Visual Aids
   A. Preparation
   B. Presentation
   C. Evaluation

VII. Oral Communication A Interpersonal
   B. Meetings

VIII. Barriers to Communication
   A. Interpersonal
   B. Organizational

IX. Employment Communication
   A. Analysis of job market
   B. Application package
      1. Resume
      2. Application letter
   C. Interview techniques
   D. Post-interview communication

X. Communication Management
   A. Technology revolution
   B. International business communication
   C. Cultural values and stereotypes

GBS233 Official Course Description and Outline – Spring 2012
SCOTTSDALE COMMUNITY COLLEGE
GBS 233:
Business Communication

COURSE SYLLABUS FOR FALL 2011

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Susan Peterson</th>
<th>Section #:</th>
<th>34138</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone:</td>
<td>480-423-6289</td>
<td>Class Times:</td>
<td>TR 12:00-1:25</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:susan.peterson@sccmail.maricopa.edu">susan.peterson@sccmail.maricopa.edu</a></td>
<td>Dates:</td>
<td>1/31 – 5/11</td>
</tr>
<tr>
<td>Office:</td>
<td>AP 241</td>
<td>Campus:</td>
<td>SCC Main Campus</td>
</tr>
<tr>
<td>Office Hrs:</td>
<td>Monday - Friday: 9:30 - 10:30</td>
<td>Room:</td>
<td>AP 294</td>
</tr>
</tbody>
</table>

Course Description
Internal and external business communications, including verbal and nonverbal techniques.
Prerequisites: ENG101 or ENG107 with grade of "C" or better, or permission of department/division.

Course Competencies:
At the conclusion of this course, the student should be able to:

- Identify general characteristics of language and meaning.
- Identify ways of processing messages and evaluating their success.
- Write coherent sentences and paragraphs, using fundamental writing techniques.
- Describe the process of sending and receiving professional quality electronic mail.
- Identify and write business letters for favorable, unfavorable, and persuasive situations.
- Identify and write business memos for favorable, unfavorable, and persuasive situations.
- Identify and state the purpose of the major parts of the inductive organization for reports.
- Compose a report.
- Plan and participate in an efficient and effective business meeting.
- Describe common uses of visual aids to convert quantitative and qualitative data into meaningful summaries.
- Prepare a visual aid for a business situation.
- Prepare and present an oral business presentation using visual aids.
- Describe how to modify communication behavior in selected cases to overcome barriers arising from interpersonal, and organizational sources.
- Prepare a resume of employment credentials, and write an application letter to accompany the resume.
- Describe how the technology revolution - national and international - affects the employee and the company.

Textbook:

Note: Syllabus is subject to change by the instructor. Any changes will be announced in class.
Course Assignments and Grading

The objective of this course is to improve your ability in written, oral, and interpersonal communication in business situations. As such, the content of the course and your grade will be approximately 80% writing (including individual written assignments, long report, and prepared speeches), 10% graphs and charts, and 10% attendance/participation.

<table>
<thead>
<tr>
<th>ASSIGNMENTS AND EXAMS</th>
<th>POINTS</th>
<th>% OF TOTAL COURSE GRADE</th>
<th>TYPE OF ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-introduction memo</td>
<td>50</td>
<td>5%</td>
<td>Writing</td>
</tr>
<tr>
<td>Persuasive message letter</td>
<td>50</td>
<td>5%</td>
<td>Writing</td>
</tr>
<tr>
<td>Mid-term writing exam</td>
<td>100</td>
<td>10%</td>
<td>Writing</td>
</tr>
<tr>
<td>Graphs and charts assignment</td>
<td>100</td>
<td>10%</td>
<td>Graphing</td>
</tr>
<tr>
<td>Individual presentation</td>
<td>150</td>
<td>15%</td>
<td>Written speech and oral presentation</td>
</tr>
<tr>
<td>Résumé and cover letter</td>
<td>100</td>
<td>10%</td>
<td>Writing</td>
</tr>
<tr>
<td>Team long report and presentation</td>
<td>250</td>
<td>25%</td>
<td>Writing (report), written speech and oral presentation</td>
</tr>
<tr>
<td>Final writing exam</td>
<td>100</td>
<td>10%</td>
<td>Writing</td>
</tr>
<tr>
<td>Attendance &amp; participation</td>
<td>100</td>
<td>10%</td>
<td>Writing</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assignment Descriptions

Self-Introduction Memo: You will write a memo to introduce yourself to your instructor. The memo should contain the following information: brief biography, education, college major (if business, area of business study), current employment, and a business communication issue that you have experienced. Feedback will be given on your overall writing skills so that you can improve future writing.

Persuasive Message Letter: You will write a persuasive letter to convince the recipient to take some kind of action. The letter can focus on fund-raising, selling a product or service, or requesting a favor. Any persuasive letter that uses the above content could be considered for this assignment.

Graphs and Charts Presentation: You will create a series of graphs, charts, or other visuals to illustrate quantitative data used in business presentations and reports.

Individual Presentation: You will create a PowerPoint presentation, write a speech, and make a 10-15 minute presentation in front of the class. Your speech and presentation will be based on research that you conduct on a business topic and real world evidence and examples that you’ve witnessed in your work experience. Topics can be selected from the textbook.

Resume and Cover Letter: You will create your own personal résumé and a cover letter for a career you’d like to pursue. The career can either be something in the near future or something far off, when you’ve completed your higher education.

Note: Syllabus is subject to change by the instructor. Any changes will be announced in class.
Team Project: Long Report and Presentation: In this project, you will assume you are a team of consultants that has been hired by a large U.S.-based retail business that is looking to expand into other countries. This project requires that you:

- Identify three possible countries for physical expansion (there cannot currently be any retail outlets in these countries).
- Research both the company and the three possible countries thoroughly, focusing on the geography, social/cultural issues, economic environment, and political/legal/regulatory environment of each country. At least 10 separate, valid sources of research are required for the entire report. Sources must be cited using APA Guidelines.
- Write a 15-20 page formal report that will ultimately recommend a single country for expansion. The report will include: 1) a cover page; 2) a letter of transmittal; 3) a table of contents; 4) an executive summary; 5) an introduction to the company’s operations; 6) an in-depth discussion of the environments of the three countries; 7) a recommendation of a single country for expansion; 8) a conclusion; and 9) source citations.
- Prepare a PowerPoint presentation and speech; present the report as a team to the class.

Each student is responsible for gathering information about the company and at least one country, understanding and interpreting the information, evaluating the relevance and validity of the information, and for writing a portion of the report that will eventually be rolled into the single team report. Each student must also be involved in preparing his/her portion of the speech and to deliver the presentation in front of the class.

Exams: You will take both a midterm and final exam that will test your overall writing skills. Exams will be closed book and will require that you demonstrate your knowledge of writing mechanics as well as your ability to construct well-written business messages.

Assignment Steps and Evaluation

All individual writing assignments should be done with the following steps:

1. Prewriting: Analyzing and anticipating the audience.
2. Writing: Gathering data, interpreting/understanding the data, outlining the message, and writing the message.
3. Revising: Evaluate the message, revise for clarity and readability, proofread for errors, and evaluate for effectiveness.

You will then submit the writing assignment to the instructor. The instructor will then evaluate the assignment for a grade, provide feedback, and expect you to incorporate this feedback in the next writing assignment. Following is a schedule of due dates and feedback dates:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Dates – Fall 2011</th>
<th>Feedback Dates – Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Intro Memo</td>
<td>9/15</td>
<td>9/20</td>
</tr>
<tr>
<td>Persuasive Message</td>
<td>9/29</td>
<td>10/04</td>
</tr>
<tr>
<td>Charts and Graphs</td>
<td>10/13</td>
<td>10/18</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>10/18</td>
<td>10/20</td>
</tr>
<tr>
<td>Individual Presentations</td>
<td>Various dates in October &amp;</td>
<td>Class session following</td>
</tr>
<tr>
<td></td>
<td>November</td>
<td>presentation</td>
</tr>
<tr>
<td>Resume and Cover Letter</td>
<td>11/17</td>
<td>11/22</td>
</tr>
<tr>
<td>Team Project and Presentation</td>
<td>12/1 and 12/06</td>
<td>12/08</td>
</tr>
</tbody>
</table>

Note: Syllabus is subject to change by the instructor. Any changes will be announced in class.
Course Grades
Final course grades will be determined as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>900 or higher</td>
<td>90% or higher</td>
</tr>
<tr>
<td>B</td>
<td>800 – 899</td>
<td>80 – 89%</td>
</tr>
<tr>
<td>C</td>
<td>700 – 799</td>
<td>70 – 79%</td>
</tr>
<tr>
<td>D</td>
<td>600 – 699</td>
<td>60 – 69%</td>
</tr>
<tr>
<td>F</td>
<td>Below 600</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

Attendance
You have two days of “sick leave.” This means that you can miss two class sessions without it affecting your grade negatively. After two absences, you will have 20 points deducted from your attendance/participation grade for each absence. The only absences that will not impact your grade are for religious holidays, for a serious personal emergency or for participation in an SCC-sponsored athletic activity. After five absences, you will be withdrawn from the class. You should sign in at each class meeting. You will be counted absent if sign-in does not occur.

Late or Missed Assignments
Assignments must be handed into the instructor on the due date, or the assignment will be marked as a 0 (F). No additional work for more credit is allowed.

Statement of Civility
Students are expected to be reflective, courteous, respectful and empathetic to classmates, instructors, and other college staff assisting your learning. Students should:

• Be in class and be on time
• Be prepared for class sessions
• Participate in class activities, including team projects
• Follow instructions and complete assignments
• Keep up with and turn in assignments by the due dates
• Put forth your best effort
• Ask questions when you don’t understand
• Maintain knowledge of your grade status
• Contact instructor right away about concerns that interfere with your success in the class
• Comply with policies found in College catalog and student handbook.

Note: Syllabus is subject to change by the instructor. Any changes will be announced in class.
Class Schedule and Assignments

Readings, PowerPoint printing, and assignments should be done **BEFORE** the class session. Note: We will NOT follow the same order as the textbook. Please check this schedule to determine which chapters will be covered.

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topics &amp; Activities</th>
<th>Before Class Read</th>
<th>Print PPT Lesson #</th>
<th>Assignments Due for This Class Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues.</td>
<td>9/6</td>
<td>Course Introduction&lt;br&gt;Social Styles&lt;br&gt;Assignment: Self-introduction memo</td>
<td>None</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Thurs.</td>
<td>9/8</td>
<td>Communicating in Business&lt;br&gt;Assignment: Self-introduction memo</td>
<td>Chapter 1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Tues.</td>
<td>9/13</td>
<td>Writing Process&lt;br&gt;Assignment: Persuasive letter</td>
<td>Chapters 2, 3, 4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Thurs.</td>
<td>9/15</td>
<td>E-mail, Memos, and Letters</td>
<td>Chapter 5</td>
<td>4</td>
<td><strong>Self-introduction memo (50 points)</strong></td>
</tr>
<tr>
<td>Tues.</td>
<td>9/20</td>
<td>Receive feedback and grade on&lt;br&gt;self-introduction memo&lt;br&gt;Persuasive Messages&lt;br&gt;Assignment: Persuasive letter</td>
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<td>9/22</td>
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<td>Chapters 6 &amp; 8</td>
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<td>9/27</td>
<td>Team project assignment&lt;br&gt;Formal Reports&lt;br&gt;Team meetings: Determine topic</td>
<td>Chapter 10</td>
<td>7</td>
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<td>9/29</td>
<td>Developing Visuals for Presentations and Reports&lt;br&gt;Assignment: Individual presentations &amp; sign-up</td>
<td>Chapter 10</td>
<td>8</td>
<td><strong>Persuasive letter (50 points)</strong></td>
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<td>10/4</td>
<td>Receive feedback and grade on&lt;br&gt;persuasive letter&lt;br&gt;Class exercises: Graphs and Charts</td>
<td>Chapter 12</td>
<td>9</td>
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<tr>
<td>Thurs.</td>
<td>10/6</td>
<td>Electronic Presentations&lt;br&gt;Assignment: Individual presentations &amp; sign-up</td>
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<td>10</td>
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<tr>
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<td>10/11</td>
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<td>11</td>
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<td>10/13</td>
<td>Communicating in Person, By Phone, and in Meetings&lt;br&gt;Assignment: Meetings</td>
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<td>10/18</td>
<td>Receive feedback and grade on charts and graphs assignment&lt;br&gt;Mid-term exam</td>
<td>Chapter 12</td>
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<td>10/20</td>
<td>Receive graded mid-term exam&lt;br&gt;Individual Presentations:  • Resolving Workplace Conflicts&lt;br&gt;  • Business Etiquette</td>
<td>Chapter 12</td>
<td>11</td>
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<td>Tues.</td>
<td>10/25</td>
<td>Receive feedback and grade on oral presentation&lt;br&gt;Individual Presentations:  • Network Your Way...&lt;br&gt;  • Negotiating a Salary</td>
<td>Chapter 12</td>
<td>11</td>
<td>Oral presentations (150 points)</td>
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<td>10/27</td>
<td>Receive feedback and grade on oral presentation&lt;br&gt;Individual Presentations:  • Using Ethical Tools&lt;br&gt;  • Whose Computer Is It Anyway?</td>
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<td>11</td>
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Note: Syllabus is subject to change by the instructor. Any changes will be announced in class.
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<td>Receive feedback and grade on resume and cover letter Team meetings</td>
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<td>Thurs. 11/24</td>
<td>THANKSGIVING BREAK – NO CLASS</td>
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<td>Team meetings</td>
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<td>Team presentations</td>
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<td>Team written report and presentation (250 points)</td>
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<td>Tues. 12/6</td>
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<td>Team written report and presentation (250 points)</td>
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<td>Final Exam review; all topics</td>
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