GENERAL STUDIES COURSE PROPOSAL COVER FORM  
(ONE COURSE PER FORM) 

<table>
<thead>
<tr>
<th>1.) DATE:</th>
<th>04/01/2012</th>
<th>2.) COMMUNITY COLLEGE:</th>
<th>Maricopa Co. Comm. College District</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.) COURSE PROPOSED:</td>
<td>Prefix: GBS Number: 233 Title: Business Communication Credits: 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CROSS LISTED WITH:</td>
<td>Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.) COMMUNITY COLLEGE INITIATOR:</td>
<td>SUSAN PETERSON</td>
<td>PHONE:</td>
<td>480-423-6289</td>
</tr>
</tbody>
</table>

Mandatory Review: 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:

- [X] 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...

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.

6.) DOCUMENTATION REQUIRED

- [X] Course Description
- [X] Course Syllabus
- Criteria Checklist for the area
- [X] 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:

- [X] Elective
- [ ] DEC prefix

Current General Studies designation(s): L

Effective date: 2012 Spring Course Equivalency Guide

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

Is it governed by a common syllabus? [X] 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>1) Last page of this checklist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) Syllabus with C1 labels for assignment descriptions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3) GBS233 Additional Clarification with C1 labels</td>
</tr>
</tbody>
</table>

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".

<table>
<thead>
<tr>
<th>CRITERION 2:</th>
<th>The composition tasks involve the gathering, interpretation, and evaluation of evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

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".

<table>
<thead>
<tr>
<th>CRITERION 3:</th>
<th>The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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".
**ASU - [L] CRITERIA**

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements

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".

---

**ASU - [L] CRITERIA**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
</table>
| ![x] | ![ ] | 1) Last page of this checklist  
2) Syllabus with C4 labels for assignment descriptions |

**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. *Intervention at earlier stages in the writing process is especially welcomed*

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>
</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 | 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 80% of the entire course grade. | Documents:  
(1) Syllabus (pages 2-3, sections with a red C-1) contains a table with each assignment or exam. The table on page 1 shows the breakout of course points and proves that 80% of the course grade is based on writing. Pages 2-3 provide brief assignment descriptions.  
(2) GBS233 Additional Clarification (page 1 marked with a red C-1) provides more proof that writing assignments are 80% of the course grade. |

| Criterion 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence | 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. | Documents:  
(1) Syllabus (pages 2-3, sections with a red C-2) contains a description of assignments that involve gathering, interpreting, and evaluating evidence that then is used to write two speeches and a long report.  
(2) GBS233 Additional Clarification (pages 1-2, sections marked with a red C-2, and pages 4 and beyond) provides an explanation of how each writing assignment requires gathering, interpretation, and evaluation of evidence and detailed assignment descriptions. |
| 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 | There are at least three substantial writing/speaking tasks.  
(1) **Team long report and presentation (25% of course grade):** Students work together in teams to research a topic, write a report, and present their findings to the class. In the team project, each student is responsible for a portion of the assignment, which includes independently researching, writing, and presenting his/her findings.  
(2) **Written speech (15% of course grade):** Each student prepares a written speech and then presents it orally.  
(3) **Resume and cover letter (10% of course grade):** Each student prepares a professional resume and cover letter for a specific job. | **Documents:**  
(1) **Syllabus** (pages 2 and 3, sections marked with red C-3) contains brief descriptions of these assignments.  
(2) **GBS233 Additional Clarification** (page 2, marked with red C-3, and pages 4 and beyond) explains how these assignments are substantial and provides detailed assignment descriptions. |
| 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. *Intervention at earlier stages in the writing process is especially welcomed* | 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. | **Syllabus** (page 3, sections marked with red C-4) contains a schedule for assignment submissions and instructor feedback. **Syllabus** (page 6, sections with red C-4) also shows the due dates for students to submit 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.
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]

**MCCCD Official Course Competencies:**

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)
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
SCOTTSDALE COMMUNITY COLLEGE
GBS 233:
Business Communication

COURSE SYLLABUS FOR FALL 2011

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Susan Peterson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone:</td>
<td>480-423-6289</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:susan.peterson@sccmail.maricopa.edu">susan.peterson@sccmail.maricopa.edu</a></td>
</tr>
<tr>
<td>Office:</td>
<td>AP 241</td>
</tr>
<tr>
<td>Office Hrs:</td>
<td>Monday - Friday: 9:30 - 10:30</td>
</tr>
<tr>
<td>Section #:</td>
<td>34138</td>
</tr>
<tr>
<td>Class Times:</td>
<td>TR 12:00-1:25</td>
</tr>
<tr>
<td>Dates:</td>
<td>1/31 - 5/11</td>
</tr>
<tr>
<td>Campus:</td>
<td>SCC Main Campus</td>
</tr>
<tr>
<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 20-page formal report that will ultimately recommend a single country for expansion. The report will include: 1) a title page; 2) a table of contents; 3) an executive summary; 4) an introduction to the company’s operations; 5) an in-depth discussion of the environments of the three countries; 6) graphs and charts; 7) a recommendation of a single country for expansion and conclusion; and 8) 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; November</td>
<td>Class session following 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 Social Styles</td>
<td>None</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Thurs.</td>
<td>9/8</td>
<td>Communicating in Business 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</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 self-introduction memo Persuasive Messages Assignment: Persuasive letter</td>
<td>Chapter 7</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Thurs.</td>
<td>9/22</td>
<td>Goodwill and Negative Messages Class exercise</td>
<td>Chapters 6 &amp; 8</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Tues.</td>
<td>9/27</td>
<td>Team project assignment Formal Reports Team meetings: Determine topic</td>
<td>Chapter 10</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Thurs.</td>
<td>9/29</td>
<td>Developing Visuals for Presentations and Reports Assignment: Graphs and Charts</td>
<td>Chapter 10</td>
<td>8</td>
<td><strong>Persuasive letter (50 points)</strong></td>
</tr>
<tr>
<td>Tues.</td>
<td>10/4</td>
<td>Receive feedback and grade on persuasive letter Class exercise: Graphs and Charts</td>
<td>Chapter 12</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Thurs.</td>
<td>10/6</td>
<td>Electronic Presentations Assignment: Individual presentations &amp; sign-up</td>
<td>Chapter 12</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Tues.</td>
<td>10/11</td>
<td>Oral Presentations: Speaking Skills</td>
<td>Chapter 11</td>
<td>11</td>
<td>Charts and graphs assignment (100 points)</td>
</tr>
<tr>
<td>Thurs.</td>
<td>10/13</td>
<td>Communicating in Person, By Phone, and in Meetings Class exercise: Meetings</td>
<td>Chapter 11</td>
<td>11</td>
<td>Charts and graphs assignment (100 points)</td>
</tr>
<tr>
<td>Tues.</td>
<td>10/18</td>
<td>Receive feedback and grade on charts and graphs assignment Mid-term exam</td>
<td></td>
<td></td>
<td>Midterm exam (100 points)</td>
</tr>
<tr>
<td>Thurs.</td>
<td>10/20</td>
<td>Receive graded midterm exam Individual Presentations: • Resolving Workplace Conflicts • Business Etiquette</td>
<td></td>
<td></td>
<td>Oral presentations (150 points)</td>
</tr>
<tr>
<td>Tues.</td>
<td>10/25</td>
<td>Receive feedback and grade on oral presentation Individual Presentations: • Network Your Way... • Negotiating a Salary</td>
<td></td>
<td></td>
<td>Oral presentations (150 points)</td>
</tr>
<tr>
<td>Thurs.</td>
<td>10/27</td>
<td>Receive feedback and grade on oral presentation Individual Presentations: • Using Ethical Tools • Whose Computer Is It Anyway?</td>
<td></td>
<td></td>
<td>Oral presentations (150 points)</td>
</tr>
</tbody>
</table>

Note: Syllabus is subject to change by the instructor. Any changes will be announced in class.
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Activity</th>
<th>Chapter</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues.</td>
<td>11/1</td>
<td>Receive feedback and grade on oral presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individual Presentations:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Bad News in Other Cultures</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Effective Team Presentations</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Oral presentations (150 points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs.</td>
<td>11/3</td>
<td>Receive feedback and grade on oral presentation</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Career Assessment and Job Search (Guest speaker from Career Center)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues.</td>
<td>11/8</td>
<td>Résumés and Cover Letters</td>
<td>Chapter 13</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment: Résumé and cover letter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs.</td>
<td>11/10</td>
<td>Résumés and Cover Letters</td>
<td>Chapter 13</td>
<td>12</td>
</tr>
<tr>
<td>Tues.</td>
<td>11/15</td>
<td>Interviewing</td>
<td>Chapter 14</td>
<td>13</td>
</tr>
<tr>
<td>Thurs.</td>
<td>11/17</td>
<td>Interview simulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues.</td>
<td>11/22</td>
<td>Receive feedback and grade on resume and cover letter</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Team meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs.</td>
<td>11/24</td>
<td>THANKSGIVING BREAK – NO CLASS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues.</td>
<td>11/29</td>
<td>Team meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs.</td>
<td>12/1</td>
<td>Team presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tues.</td>
<td>12/6</td>
<td>Team presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs.</td>
<td>12/8</td>
<td>Final Exam review: all topics</td>
<td>Final exam review</td>
<td></td>
</tr>
<tr>
<td>Tues.</td>
<td>12/13</td>
<td>Final Exam 11:30am – 1:20am</td>
<td></td>
<td>Final exam (100 points)</td>
</tr>
</tbody>
</table>

Note: Syllabus is subject to change by the instructor. Any changes will be announced in class.
GBS233 (BUSINESS COMMUNICATION) – Additional Clarification for Literacy
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 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. Students must complete either ENG 101, 107, or 105 in order to enroll in GBS 233. The following provides clarification that was requested by ASU General Studies Council:

C1

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.

A full 80% of the course grade depends on writing documents or speeches. Following is a list of the assignments and exams that require writing; the highlighted items are considered to be “substantial:”

<table>
<thead>
<tr>
<th>ASSIGNMENTS/EXAMS</th>
<th>POINTS</th>
<th>% OF TOTAL COURSE GRADE</th>
<th>TYPE OF ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team long report and presentation (see additional description below for each student's responsibility)</td>
<td>250</td>
<td>25%</td>
<td>Writing (report), written speech and oral presentation</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>Persuasive message letter</td>
<td>50</td>
<td>5%</td>
<td>Writing</td>
</tr>
<tr>
<td>Self-introduction memo</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>Final writing exam</td>
<td>100</td>
<td>10%</td>
<td>Writing</td>
</tr>
<tr>
<td>Total points for writing-intensive tasks:</td>
<td>800 out of 1000 total points in the course</td>
<td>80%</td>
<td></td>
</tr>
</tbody>
</table>

C2

Criterion 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence

The main writing assignments involve the gathering, interpretation, and evaluation of evidence. Here is a summary of the writing assignments (which represent 60% of the course grade):

- **Team long report and presentation:** This project requires teams of three or four students to thoroughly research a company’s operations and the business environment of three potential countries to be considered for international expansion. The project will culminate in a long written report (around 15-20 pages) and a Powerpoint presentation that will be delivered to the class. Each student on a team must:
  - **Gather evidence** by conducting research on the company or a country using valid Web or academic journal sources;
  - **Interpret evidence** by understanding, paraphrasing, and citing data found on the company or country; and
  - **Evaluate evidence** by determining if the data are accurate and relevant to the recommendations that will eventually follow in the report.
• **Individual presentation:** Each student prepares a Powerpoint presentation and gives an oral speech to the class. This requires that the student:
  o **Gather evidence** by gathering research on a specific business or communication topic that must be approved by the instructor;
  o **Interpret evidence** by understanding the research and deciding how to incorporate it into the Powerpoint presentation; and
  o **Evaluate evidence** by providing an assessment of him/herself and of peers.

• **Resume and cover letter:** Each student prepares a professional resume for a career he/she would like to have after graduating and a cover letter to seek a particular position. This requires that the student:
  o **Gather evidence** by listing and organizing his/her personal educational, professional, and personal experiences that are relevant to the career and/or job;
  o **Interpret evidence** by understanding exactly what is required in the job so that he/she can select the correct resume style and position activities so they’re relevant; and
  o **Evaluate evidence** by reviewing and revising the resume and cover letter so that the writing is professional and persuasive.

• **Persuasive letter:** Each student must write a business letter that persuades the reader to take some kind of action, such as buying a product or improving a process. This requires that the student:
  o **Gather evidence** by researching and collecting data that will be used to provide information about the decision to be made;
  o **Interpret evidence** by understanding what data are relevant and organizing the data into the concept of persuasion called “AIDA” (Attention, Interest, Desire, and Action); and
  o **Evaluate evidence** by reviewing and revising the letter so that the writing is professional and persuasive.

• **Self-intro memo:** Each student must write a memo that introduces him- or herself to the instructor. This requires that the student:
  o **Gather evidence** by listing his/her biographical details, educational and career goals, and past communication experience;
  o **Interpret evidence** by deciding which details are relevant and organizing them into cohesive paragraphs; and
  o **Evaluate evidence** by reviewing and revising the memo so that the memo is relevant and professional.

C3

**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 at least three substantial assignments that require in-depth writing or speaking or both. In addition to the syllabus provided in a separate file, here is additional clarification:

• **Team long report and presentation:** This project is worth 25% of the course grade and culminates in a report that is at least 15 pages long and a Powerpoint presentation that is 15-20 minutes long (at least 15 slides). Each student must conduct research and write 4-5 pages of the report and 3-4 slides of the Powerpoint. In addition, each student must deliver a piece of the oral presentation and must speak for around 4-5 minutes on his/her section. Individual students may be asked questions by the instructor to see if she/he was deeply involved in the finished project.

• **Individual presentation:** This assignment is worth 15% of the course grade and requires the student to develop a Powerpoint presentation of around 10 slides and to write and deliver a speech that will take around 5-7 minutes.
• **Resume and cover letter:** This assignment is worth 10% of the course grade and requires the student to write a one-page letter and a one- or two-page resume. While the number of pages is not substantial, the work required to write an excellent letter and resume is substantial, as students must gather all kinds of personal data and arrange it in a way that best positions them as excellent job candidates.

**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.

[This is already outlined in the syllabus, page 3.]

[Note to ASU General Studies Council: The following pages contain the assignment descriptions given to students for the Team Project, the Individual Presentation, and the Resume/Cover Letter assignments.]
GBS233: BUSINESS COMMUNICATION
Team Project – Long Report and Presentation

Project Description:
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. Your objectives are to:
• Identify three possible countries for physical expansion (there cannot currently be any retail outlets in these countries).
• Research these countries as thoroughly as possible, using the attached outline as a guide.
• Write a formal report that will recommend a single country for expansion.
• Present the proposal to the company’s “management” at the end of the semester.

Companies:
Each team will consult for a different retailer. Below is a list of companies from which you can choose (every team must select a different company):

• Starbucks  • J. Crew  • Wal-Mart
• Home Depot  • Barnes & Noble  • Target
• Apple Stores  • Denny’s  • Best Buy
• Sports Authority  • Pizza Hut  • Any other chain retailer, with
• Abercrombie & Fitch  • Lowe’s  the instructor’s approval

Final Assignments:
Your team will produce a formal report and a PowerPoint presentation with handouts. See the syllabus for specific due dates.

Process:
1. As a team, conduct preliminary research on the company and its current international locations.
2. Select three countries that may be good opportunities for expansion.
3. Conduct preliminary research on these countries’ geographic, political, social/cultural, and economic environments. If any of these countries is not a good choice, select other countries. Be ready to defend your choices.
4. Divide the work. Three students should be country “experts” and conduct most of the country research, and one student should be the company “expert” and conduct most of the company research. Each student must write his/her own section, but the entire team must put together the other sections and develop a cohesive final report.
5. Each researcher should keep track of what information came from what source and should provide a list of both in-text and APA bibliographic citations. DO NOT WAIT UNTIL THE END TO DO THIS!
6. The team should come up with a deadline for a first draft of the report body. All team members should review the first draft.
7. The final draft should be printed and submitted by the deadline in the syllabus.
8. Once the report is completed, the team should work on the Powerpoint together.
Requirements:

The report should:

• Follow the content and format for a formal report, as outlined on the next page.
• Contain at least 20 pages and be written in MS Word in a professional font (11 or 12 point).
• Contain at least three visuals (charts or graphs) that are originally created by you, NOT taken from any other source such as the Internet.
• Should contain both titles and subtitles for its various sections. For instance, the title of one section may be “Spain,” and the subtitle may be “Economic Environment.”
• Use at least eight separate valid secondary research sources.
• Include both in-text citations and a bibliography using APA style.
• Be written in a consistent format with consistent fonts, font sizes, sections, subtitles, etc.
• BE WRITTEN IN YOUR OWN WORDS!! Please review the instructor’s plagiarism policy on Blackboard under “Assignments.”
• Be printed on a laser printer, bound in a folder, and submitted by the due date.

The presentation should:

• Be developed on PowerPoint and submitted in a printed handout (six slides per page).
• Contain 15 to 20 slides and last 15 to 20 minutes.
• Contain at least three visuals (charts or graphs) that are originally created by you.
• Be delivered by every team member, who must dress in business casual style.
  o Business casual for men: nice long pants (khakis or dark pants; no jeans or athletic pants), short- or long-sleeved collared shirt, belt, closed-toe shoes.
  o Business casual for women: nice long pants or skirt, nice blouse or shirt with sleeves (no cleavage or bare shoulders!!), or dress; nice shoes (sandals or closed-toe shoes); skirts and dresses should be no shorter than top of the knee.

Research Sources:

Following are recommended research sources for various sections. However, you may use any valid source beyond what is provided below.

• Company: Company Web site (use the “investor” or “corporate” link), store/restaurant locator, company’s online annual report
• Country information
  o For social/cultural environment: Global Road Warrior (access through SCC Library Web site), http://www.kwintessential.co.uk/resources/country-profiles.html
• APA citation guidelines: You can find a guideline in the online textbook, or you can use any of the following APA citation generators: Noodlebib Express (http://www.noodletools.com) or Son of Citation Machine (http://citationmachine.net). Be sure to select APA style! Also, MS Word 2007 and beyond includes a citation tool.
## Contents of the Final Report:

(Note: See textbook chapter 10 for examples of each section)

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title Page</td>
<td>Should contain:</td>
<td>1 page</td>
</tr>
</tbody>
</table>
|                    | • An appropriate title (e.g., “International Expansion Strategy for Starbucks”)
|                    | • To whom the report is submitted
|                    | • Names of team members in alphabetical order by last name
|                    | • Date submitted (due date)                                                                                                                                                                              |                 |
| Table of Contents  | Should contain:                                                                                                                                                                                            | 1 page          |
|                    | • Outline of the report, including main titles (e.g., “Spain”) and subtitles (“Economic Environment”)                                                                                                 |                 |
|                    | • Correct page numbers for each section                                                                                                                                                                   |                 |
| Executive Summary  | A summary of the report meant to be read quickly. Should contain a paragraph of each of the following:                                                                                                   | 1-2 pages       |
|                    | • The report’s purpose and objectives
|                    | • Key findings for each of the three countries
|                    | • Recommendation of one country and rationale                                                                                                                                                             |                 |
| Introduction       | Introduces the report and its objectives. Should contain at least one paragraph of each of the following:                                                                                                 | 2-3 pages       |
|                    | • The report’s purpose and objectives (in more detail than the executive summary)
|                    | • Brief history and background of the company
|                    | • The company’s current international presence
|                    | • The three countries identified for possible expansion                                                                                                                                                 |                 |
| Country #1          | A summary of the relevant research conducted for each country. Should contain a summary of the following WRITTEN IN YOUR OWN WORDS:                                                                   | 3-4 pages       |
|                    | • Geography (climate, location, neighboring countries, etc.)
|                    | • Social/cultural environment (cultural traditions or habits, especially as they’re relevant to your retailer customer)
|                    | • Political/regulatory environment (type of government, recent political issues, regulations governing business, etc.)
|                    | • Economic environment (current economic conditions and issues, level of economic development, GDP, GDP per capita, etc.)
|                    | • Other pertinent information (any other information that is relevant to the industry, competitors, or the retailer)                                                                               | 12-16 pages     |
| Country #2          |                                                                                                                                                                                                          |                 |
| Country #3          |                                                                                                                                                                                                          |                 |
| Graphs and Charts   | Include your three graphs and/or charts with titles above each graph and an explanation below each graph.                                                                                                 | 1 page          |
| Recommendation      | Should contain at least one paragraph on each of the following:                                                                                                                                          | 1 page          |
|                    | • Analysis of the strengths and weaknesses of the 1st country
|                    | • Analysis of the strengths and weaknesses of the 2nd country
|                    | • Analysis of the strengths and weaknesses of the 3rd country
|                    | • Recommended country and rationale                                                                                                                                                                       |                 |
| Bibliography        | Should contain a list of all sources used for the report in alphabetical order in APA style                                                                                                               | 1 page          |
|                    | Note: If the CIA World Factbook is used for all three countries, it would count three times. Be sure to cite each country’s section correctly.                                                               |                 |
GBS233: BUSINESS COMMUNICATION
Individual Presentation

Assignment Description:
You will create a PowerPoint presentation and to write and deliver a speech in front of the class. You can choose from the following topics from the textbook. A description of each topic appears in the “Communication Workshop” section of the chapter indicated in parentheses. You can use the textbook discussion as inspiration for your presentation as well as any additional Web research.

- Sharpen Your Skills for Critical Thinking, Problem Solving, and Decision Making (Chapter 2)
- Using Ethical Tools to Help You Do the Right Thing (Chapter 3)
- Should Employers Restrict E-Mail, Instant Messaging, and Internet Use? (Chapter 5)
- Business Etiquette and Workplace Manners (Chapter 6)
- Presenting Bad News in Other Cultures (Chapter 7)
- What Is Legal and What Is Not in Sales Letters (Chapter 8)
- Laying the Groundwork for Team Writing Projects (Chapter 9)
- Trash or Treasure: Assessing the Quality of Web Documents (Chapter 10)
- Five Rules for Resolving Workplace Conflicts (Chapter 11)
- Techniques for Taking Part in Effective and Professional Team Presentations (Chapter 12)
- Network Your Way to a Job in the Hidden Job Market (Chapter 13)
- Let’s Talk Money: Negotiating a Salary (Chapter 14)

Steps:
1. Decide which topic you’d like to present.
2. Sign up for the topic on the sign-up sheet that the instructor will pass around in class. Be sure to note the date of the presentation.
3. Review the topic in the textbook. Conduct any other necessary outside research.
4. Develop a PowerPoint presentation and written speech.
5. Present your project in class. Be sure to dress in business or business casual style.

Grading Criteria:
Both your physical presentation (PowerPoint) and your speaking skills will be evaluated. (See “Evaluation and Grade” at the end of this document.)

Requirements:
- The presentation should be between five and seven minutes
- Submit hard copies of the PowerPoint presentation to instructor (six slides per page)
- Dress in an appropriate business style

NO LATE ASSIGNMENTS WILL BE ACCEPTED!
YOU MUST BE HERE ON YOUR ASSIGNED PRESENTATION DAY.
GBS233: BUSINESS COMMUNICATION
Resume and Cover Letter

Assignment Description:

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.

Steps to Writing the Résumé:

1. List, evaluate, and organize your qualifications, education, and overall skills.
2. Choose a style of résumé that best suits your needs, either chronological, functional, or combination.
3. Choose a format for your résumé. You can use any of the formats in the instructor’s BlackBoard Web site or download a format from Microsoft’s template Web site.
4. Write a one- or two-page résumé. Then proofread and edit your résumé until it is perfect!

Steps to Writing the Cover Letter:

1. Search for a specific career you’d like to have either short-term or long-term. You can use any valid job search source, such as the local newspaper or Monster.com. Print or cut out the job description.
2. Using this job description, write a one-page cover letter to accompany your résumé.
3. Proofread and edit your letter until it is perfect!

Requirements:

- MS Word for both documents, hard copies (no electronic files!)
- High quality printing, as if you were really applying for a specific job
- Single spaced
- No more than two pages for the résumé
- No more than one page for the cover letter
- Include a copy of the specific job description with your letter and résumé (photocopy, newspaper ad, or printed hard copy from a Web site are fine)
GBS233: BUSINESS COMMUNICATION
Persuasive Letter

Assignment Description:

You will write a persuasive letter to convince the recipient to take whatever action you want him or her to take. The letter should be based on one of the following cases taken from Chapter 8’s Activities and Cases section of the online textbook. (To find this section, access the online textbook, click Chapter 8/Chapter Recap/Activities and Cases.)

- Case 8.5: Financial Advice for the Young, Fabulous, and Broke
- Case 8.6: Celebrity Auction
- Case 8.7: PDAs Lighten Realtors’ Load in Orlando, Florida
- Case 8.8: Servers Want Recourse From Stingy Customers
- Case 8.10: Appealing to Your Congressional Representative to Listen and Act
- Case 8.11: Vending Machines Are Cash Cows to Schools
- Case 8.16: Legal Costs for Sharing a Slice of Heaven
- Case 8.17: Champagne Breakfast Appears Only on Credit Card

NO OTHER CASES FROM THIS CHAPTER CAN BE USED FOR THIS ASSIGNMENT. If you would prefer to do your assignment on a real world situation that you are currently facing, please speak to the instructor before doing the assignment. The real world situation must be appropriate for a persuasive letter.

Steps:

1. Decide which case you’d like to use.
2. Review the case and decide what is relevant. Organize the data and write a letter using the “AIDA” (Attention, Interest, Desire, and Action) concept discussed in class.
3. Be sure to use correct business letter format.
4. Evaluate your letter and revise until it is professional and persuasive.

Content:

Be sure that your letter contains the following parts:
- Opening: Obtain the reader’s attention.
- Body: Build interest.
- Body: Reduce resistance.
- Closing: Motivate action.

Requirements:

- Use the correct format for a business letter.
- Limit to one page, single-spaced.
- Submit a HARD COPY of letter to the instructor by the due date.
GBS233: BUSINESS COMMUNICATION
Self-Intro Memo

Assignment Description:

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)
- A workplace communication issue that you have experienced

Steps:

1. List details of your biography, educational goals, career goals, and a communication issue.
2. Organize each of these into cohesive paragraphs surrounding major topics.
3. Write your memo, paying careful attention to clarity and expression.
4. Evaluate your memo and revise until it is professional and relevant to your audience.

Requirements:

- Use the one-page memo format (see example on last page)
- Submit a hard copy to the instructor by the due date

NO LATE ASSIGNMENTS WILL BE ACCEPTED!
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