Course Information

Division: Business
Course Number: BUS 160
Title: Communication for the Occupations
Credits: 3
Developed by: Dana Barnett/Revised by Derek Rich
Lecture/Lab Ratio: 3 Lecture/0 Lab

Transfer Status

<table>
<thead>
<tr>
<th>ASU</th>
<th>NAU</th>
<th>UA</th>
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<tbody>
<tr>
<td>Elective Credit</td>
<td>Elective Credit</td>
<td>COMM Departmental Elective</td>
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</tbody>
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Activity Course: No
CIP Code: 52.0100
Assessment Mode: Pre Post Test (50 Questions/100 Points)
Semester Taught: Fall and Spring
GE Category: AAS Degree Only
Separate Lab: No
Awareness Course: No
Intensive Writing Course: No

Prerequisites
ENG 100 or higher

Educational Value
This course provides occupational students with the knowledge and skills that they will need for effective communication in business; it helps general education students develop literacy as it relates to written and oral communication; and it helps all students experience greater satisfaction in developing interpersonal relationships and creating favorable impressions.

Description
The study of oral and written communication in the occupational setting.

Supplies
None
**Competencies and Performance Standards**

1. **Analyze the communication process.**

   **Learning objectives**
   
   *What you will learn as you master the competency:*
   
   a. Examine the process of communication.
   b. Identify important factors to becoming an effective business communicator in today’s changing workplace.
   c. Discuss how to become an effective listener.
   d. Explain techniques for improving nonverbal communication skills.
   e. Discuss how culture affects communication.
   f. Describe methods for improving cross-cultural communication.
   g. Identify specific techniques that improve effective communication among diverse workplace audiences.
   h. Analyze nonverbal communication.

   **Performance Standards**
   
   *Competence will be demonstrated:*
   
   o In the completion of selected activities.
   o In the completion of a chapter test.

   *Criteria-Performance will be satisfactory when:*
   
   o Learner participates in class discussions and activities on the communication process.
   o Learner provides acceptable, written responses to questions and situations about the communication process.

2. **Use effective listening skills.**

   **Learning objectives**
   
   *What you will learn as you master the competency:*
   
   a. Identify the four components in the listening model.
   b. Explain how hearing differs from listening.
   c. Describe the difference between active and passive listening.
   d. Describe how to overcome listening barriers.
   e. List strategies for improving listening skills.
   f. Identify techniques for listening in casual and small-group conversations and conference situations.
   g. List tips for effective note taking.

   **Performance Standards**
   
   *Competence will be demonstrated:*
   
   o In the completion of selected activities.
   o In the completion of a chapter test.

   *Criteria-Performance will be satisfactory when:*
   
   o Learner participates in class discussion and activities on effective listening techniques.
   o Learner provides acceptable, written responses to questions and situations about improving listening skills.
3. **Identify issues of communicating globally.**

   **Learning objectives**
   
   *What you will learn as you master the competency:*
   
   a. Give examples of technologies used to communicate globally.
   
   b. Identify factors dealing with cultural diversity.
   
   c. Describe the differences and similarities between domestic and international communication.
   
   d. Define ethics.
   
   e. Explain the purpose of a code of ethics.
   
   f. Define professional courtesy.
   
   g. Change gender-specific words to neutral words.
   
   h. Change discriminatory language to neutral language.

   **Performance Standards**
   
   *Competence will be demonstrated:*
   
   o In the completion of selected activities.
   
   o In the completion of a chapter test.

   *Criteria-Performance will be satisfactory when:*
   
   o Learner participates in class discussions and activities on cultural diversity, ethics, professional courtesy, and discriminatory behaviors.
   
   o Learner provides acceptable, written responses to questions and situations about communicating globally.

4. **Sharpen writing skills.**

   **Learning objectives**
   
   *What you will learn as you master the competency:*
   
   a. Use words effectively.
   
   b. Be aware of spelling and grammar pitfalls.
   
   c. Structure phrases, clauses, and sentences properly.
   
   d. Write effective sentences.
   
   e. Build effective paragraphs.
   
   f. Produce error-free communications with good revising, editing, and proofreading skills.

   **Performance Standards**
   
   *Competence will be demonstrated:*
   
   o In the completion of selected activities.
   
   o In the completion of a chapter test.

   *Criteria-Performance will be satisfactory when:*
   
   o Writings contain no incorrect, overused, out of date, misspelled, or inappropriate words.
   
   o Writings are free from errors in thought units and pronoun references.
   
   o Writings are positive and reflect a you-attitude.
   
   o Writings have proper subordination and coordination of ideas.
   
   o Learner uses the active and passive voices appropriately.
Writings contain transitional words and phrases to connect sentences and paragraphs.
Writings have variety in sentence length and sentence structure and paragraphs of a reasonable length.
Learner uses proofreaders’ marks to revise, edit, and proofread messages.
Learner provides acceptable, written responses to questions and situations on writing skills.

5. **Speak correctly, tactfully, and convincingly in oral communication situations.**

**Learning objectives**

*What you will learn as you master the competency:*

a. Explain the importance of oral communication in business.
b. Describe the various forms of oral communication.
c. List guidelines for effective one-to-one communication.
d. Describe proper techniques for originating and receiving telephone calls.
e. Use body language effectively in oral communication.
f. Demonstrate good grooming and appropriate dress in specific oral communication situations.
g. Use speech qualities effectively when speaking to others.
h. List four steps for improving enunciation and pronunciation.
i. Develop more ease when speaking before a group.

**Performance Standards**

*Competence will be demonstrated:*

- In the completion of selected activities.
- By standing in front of the class and reading aloud a rehearsed paragraph.
- In the completion of a chapter test.

*Criteria—Performance will be satisfactory when:*

- Learner participates in class discussions and activities on oral communication.
- Learner’s nonverbal communication skills—posture, gestures, facial expressions, eye contact, body movement, nervousness, grooming, and dress—are appropriate for a particular situation.
- Learner’s speech—volume, pitch, tone, rate, enunciation, and pronunciation—are appropriate for a particular situation.
- Learner provides acceptable, written responses to questions and situations about oral communication skills.

6. **Deliver well-prepared oral presentations.**

**Learning objectives**

*What you will learn as you master the competency:*

a. Describe the role presentations play in the job environment.
b. Follow an appropriate speech outline for planning presentations.
c. Introduce a classmate to the class.
d. Present an informal speech on how to do something.
e. Give a courtesy speech.
f. Deliver a formal presentation on a researched topic.
g. Exhibit a professional image while delivering a presentation.
h. Evaluate one’s own presentation skills.

Performance Standards

Competence will be demonstrated:
- In the completion of selected activities.
- In the performance of four types of presentations.
- In the completion of a chapter test.

CriteriaPerformance will be satisfactory when:
- Learner participates in class discussions and activities on making formal and informal presentations.
- Speech has a strong introduction that includes an attention getter, audience involvement, the speaker’s credibility, and a key idea.
- Speech is organized into main points, ideas that support the main points, and clearly stated transitions.
- Speech has a well-prepared conclusion that summarizes the key idea and major points and provides a tidy focus.
- Learner provides acceptable, written responses to questions and situations about presentations.

7. Write effective business correspondence.

Learning objectives

What you will learn as you master the competency:

a. Identify the phases of the writing process.
b. Use the phases of the writing process.
c. Explain the importance of analyzing the task and audience for business messages.
d. Create messages that spotlight audience benefits and focus on the “you” view.
e. Develop a conversational tone and use positive language.
f. Explain the need for inclusive language, plain expression, and familiar words.
g. Discuss ways in which technology helps improve business writing.

Performance Standards

Competence will be demonstrated:
- In the completion of activities in the textbook.
- In the completion of a chapter test.

CriteriaPerformance will be satisfactory when:
- Learner participates in class discussions and activities on writing effective business correspondence.
- Learner uses the appropriate approach for planning a message.
- Messages convey a positive, lasting impression.
- Memos are organized effectively and include essential three elements: (1) statement of purpose, (2) a message, and (3) a statement of future action.
- Memos are prepared using the standard memo format.
- Letters are prepared using an acceptable letter format.
o Letters are clear, complete, concise, consistent, correct, and courteous.
o Messages contain no grammatical or typographical errors.
o Messages are keyed on a word processor or computer.
o Learner provides acceptable, written responses to questions and situations about writing effective business correspondence.

8. Identify technologies that can be used in communicating.

Learning objectives
What you will learn as you master the competency:
a. Describe information processing.
b. Identify the benefits of using word processing software.
c. Define telecommunications.
d. Identify the differences between a traditional message and an electronic message.
e. Discuss the advantages and disadvantages of voice mail.
f. Identify when to use a fax machine.
g. Discuss the impact of the Internet on business today.
h. Explain what scanners do.
i. Compose an e-mail message.
j. Choose the appropriate mode for transmitting messages in particular situations.

Performance Standards
Competence will be demonstrated:
o In the completion of selected activities.
o In the completion of a chapter test.

Criteria-Performance will be satisfactory when:
o Learner participates in class discussions and activities on communicating electronically.
o E-mail message reflects proper e-mail etiquette.
o Learner provides acceptable, written responses to questions and situations about communicating electronically.

9. Write reports and special communications.

Learning objectives
What you will learn as you master the competency:
a. Identify the two basic types of reports and give some examples of each.
b. Identify primary and secondary sources of information and give some examples of each.
c. Explain how the Internet can be used for research, and identify some types of information you can access on the Internet.
d. Document information by making a source card.
e. Write an informal report in correct memo form.
f. Describe the main sections of a formal report.
g. Write a formal report.
h. Prepare for distribution a set of minutes for a meeting.
i. Write a news release.
**Performance Standards**

*Competence will be demonstrated:*
- In the completion of selected activities.
- In the completion of a chapter test.

*Criteria-Performance will be satisfactory when:*
- Learner participates in class discussions and activities on writing reports and special communications.
- Learner provides acceptable, written responses to questions and situations about writing reports and special communications.
- Reports are organized appropriately and effectively.
- Reports are written in the correct writing style.

10. **Prepare a resume and a letter of application that reflects individual career goal.**

**Learning objectives**

*What you will learn as you master the competency:*

  a. Analyze yourself and your qualifications.
  b. Write a resume and an application letter that market your qualifications.
  c. Identify strategies for preparing a resume that can be scanned or faxed.
  d. Describe strategies for mentally and physically preparing for an employment interview.
  e. Explain why communication is essential to successful employment.
  f. Explain the need for inclusive language, plain expression, and familiar words.
  g. Discuss ways in which technology helps improve business writing.

**Performance Standards**

*Competence will be demonstrated:*
- In the completion of selected activities.
- In the completion of a chapter test.

*Criteria-Performance will be satisfactory when:*
- Learner participates in class discussions and activities on communicating in the job search.
- Analysis of qualifications reflects career goals, education, experience, personal characteristics, and an ideal job.
- Resume includes these standard parts; identification, career objective, education, special skills, experience, and activities.
- Resume is prepared in an acceptable type and format.
- Application letter (1) identifies the position being applied for, (2) states why the applicant should be considered, (3) shows a willingness to work and learn, and (4) makes it easy to set up an interview.
- Learner provides acceptable, written responses to questions and situations about communicating in the job search.

**Types of Instruction**

Classroom Presentation
Simulated or Actual Work Experience.
**Grading Information**

**Grading Rationale**

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<th>Component</th>
<th>Points</th>
<th>Percentage</th>
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<tr>
<td>Pretest</td>
<td>Variable</td>
<td>(not part of grade)</td>
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<tr>
<td>Exams</td>
<td>Variable</td>
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<tr>
<td>Homework</td>
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<tr>
<td>In-Class Activities</td>
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<tr>
<td>Written Communication</td>
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<tr>
<td>Oral Communication</td>
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<tr>
<td>Posttest</td>
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**Total Points Possible**

1000 points

**Grading Scale**

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<th>Grade</th>
<th>Percentage</th>
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<td>B</td>
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<td>C</td>
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