

# EASTERN ARIZONA COLLEGE

## Communication for the Occupations

Course Design  
2019-2020

### Course Information

**Division** Business  
**Course Number** BUS 160  
**Title** Communication for the Occupations  
**Credits** 3  
**Developed by** Andy Shaver  
**Lecture/Lab Ratio** 3 Lecture/0 Lab

### Transfer Status

ASU	NAU	UA
Elective Credit	Elective Credit	COMM Departmental Elective

**Activity Course** No  
**CIP Code** 52.0100  
**Assessment Mode** Final Exam (50 Questions/100 Points)  
**Semester Taught** Fall and Spring  
**GE Category** AAS degree only  
**Separate Lab** No  
**Awareness Course** No  
**Intensive Writing Course** No  
**Diversity and Inclusion 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 discussions 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
- o 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:*

- o in the completion of selected activities
- o in the performance of four types of presentations
- o in the completion of a chapter test

*Criteria - Performance will be satisfactory when:*

- o learner participates in class discussions and activities on making formal and informal presentations
- o speech has a strong introduction that includes an attention getter, audience involvement, the speaker's credibility, and a key idea
- o speech is organized into main points, ideas that support the main points, and clearly stated transitions
- o speech has a well-prepared conclusion that summarizes the key idea and major points and provides a tidy focus
- o 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:*

- o in the completion of activities in the textbook
- o in the completion of a chapter test

*Criteria - Performance will be satisfactory when:*

- o learner participates in class discussions and activities on writing effective business correspondence
- o learner uses the appropriate approach for planning a message
- o messages convey a positive, lasting impression
- o memos are organized effectively and include essential three elements: (1) statement of purpose, (2) a message, and (3) a statement of future action
- o memos are prepared using the standard memo format
- o 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:*

- 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 writing reports and special communications
- o learner provides acceptable, written responses to questions and situations about writing reports and special communications
- o reports are organized appropriately and effectively
- o reports are written in the correct writing style

## **10. Prepare a résumé 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 résumé 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.

### **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 in the job search
- o analysis of qualifications reflects career goals, education, experience, personal characteristics, and an ideal job
- o resume includes these standard parts: identification, career objective, education, special skills, experience, and activities
- o résumé is prepared in an acceptable type and format
- o 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
- o learner provides acceptable, written responses to questions and situations about communicating in the job search

### **Types of Instruction**

Classroom Presentation

On Campus Laboratory and Clinicals

Simulated or Actual Work Experience

**Grading Information**

**Grading Rationale**

Oral Presentations = 25%

Written Communications = 25%

Tests = 40%

Final Exam = 10%

**Grading Scale**

A 90% - 100%

B 80% - 89%

C 70% - 79%

D 60% - 69%

F Below 60%