



El Camino College
COURSE OUTLINE OF RECORD – Approved

I. GENERAL COURSE INFORMATION

Subject and Number: Business 27
Descriptive Title: Effective English for Business
Course Disciplines: Management AND Business Education or Business
Division: Business

Catalog Description:

This course is a study of written English skills that are critical to communicate successfully in a business environment. Focus is placed on English grammar, usage, and sentence structure.

Conditions of Enrollment:

Prerequisite: eligibility for English 1A

Course Length: ☒ Full Term **Other (Specify number of weeks):**
Hours Lecture: 3.00 hours per week TBA
Hours Laboratory: 0 hours per week TBA
Course Units: 3.00

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: ☒ **Effective Date:** Prior to July 1992

Transfer UC: ☐ No

General Education:

El Camino College:

4A – Language and Rationality – English Composition

Term: Fall 2006

Other:

CSU GE:

IGETC:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. SLO #1 Business Grammar

Identify the commonly recognized eight parts of speech as used in the language.

2. SLO #2 Business Correspondence

Demonstrate the ability to use proper grammar, sentence and structure, and punctuation when composing typical business correspondence.

3. SLO #3 Composition Errors

Identify and correct composition errors (grammar, sentence structure and punctuation) in various types of business correspondence.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Analyze business situation and identify appropriate written response.

Objective Exams

2. Demonstrate the ability to identify and correct errors in business correspondence.

Objective Exams

3. Compose cohesive paragraph with a topic sentence and five supporting sentences that provide necessary detail and form an effective business communication.

Written homework

4. Develop individual writing style by varying sentence patterns and using appropriate vocabulary

Written homework

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	9	I	Elements of a Sentence A. Identify each element of a sentence and four different sentence patterns. B. Correct basic errors in sentence construction such as fragments and run-on sentences.
Lecture	6	II	Understand Function of Nouns and Pronouns A. Differentiate common and proper nouns. B. Create possessive form of a noun. C. Correctly use pronouns in place of a noun and ensure pronoun agrees with antecedent. D. Understand use of possessive pronouns.

Lecture	6	III	<p>Understand Function of Verbs</p> <ul style="list-style-type: none"> A. Identify various types of verbs and differentiate active and passive voice. B. Use present, past, and future tense of verbs correctly. C. Ensure the verb agrees with subject
Lecture	6	IV	<p>Understand Function of Adjectives and Adverbs</p> <ul style="list-style-type: none"> A. Identify function of adjective and adverb in a sentence. B. Use articles correctly. C. Construct sentences to avoid double negatives.
Lecture	3	V	<p>Understand Function of Prepositions</p> <ul style="list-style-type: none"> A. Correctly use preposition to show relationship of noun and other words in a sentence. B. Use idioms correctly.
Lecture	3	VI	<p>Understand Function of Conjunctions</p> <ul style="list-style-type: none"> A. Compose complex sentences and add variety to a paragraph. B. Correctly use coordinating conjunctions and conjunctive adverbs in compound sentences.
Lecture	9	VII	<p>Understand Punctuation</p> <ul style="list-style-type: none"> A. Understand standard and special uses of commas including use in quotation, numerals, and to create clarity. B. Use semicolons correctly in compound sentences. C. Use colons appropriately for a list and specific expressions. D. Use correct punctuation to end a sentence.
Lecture	6	VIII	<p>Understand Capitalization and Numbers</p> <ul style="list-style-type: none"> A. Understand use of capital letters for business correspondence. B. Know special rules and exceptions such as geographic locations, degrees, and seasons.
Lecture	6	IX	<p>Understand Standard Business Document Formats</p> <ul style="list-style-type: none"> A. Use various written formats correctly including: e-mail messages, letters, envelopes, and memos. B. Use letterhead appropriately.
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

A Well Structured Paragraph

A job interview is an opportunity to explain your qualifications and preparing what you say is critical to your success. To help prepare for an important interview write a paragraph for each of the following common interview questions. Each paragraph should provide you with a “script” so you can practice your delivery before the interview. Make sure each paragraph begins with a topic sentence. Then, write four to six additional sentences that provide further details and show you are the best candidate. The last sentence in your paragraph should summarize the key points. Here are the questions:

Tell me a little about your background and/or experience.

If I interviewed your co-workers or professors, what would they say about you?

Why should I hire you for this position?

What is your greatest strength?

The four, descriptive and well-structured paragraphs should fill one to two pages, single space.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Adjectives and Adverbs Help Sell Your Product

Part A: Ink-O-Rama sells replacement ink for laser printers. The organization’s business strategy is based on a no-name, low price strategy. To increase sales Ink-O-Rama hired you to advertise their ink cartridges and sell them on eBay. Write a descriptive six to eight sentence summary of a replacement ink cartridge to post on eBay. Your summary should motivate price sensitive shoppers to buy your product. Make sure to include a descriptive heading.

Part B: D-lux Ink sells replacement ink for laser printers. The organization’s business strategy is based on high quality, brand name replacement ink cartridges including HP, Xerox, Cannon, and Epson. Your customers demand efficient service, high quality products and are willing to pay extra for it. Write a descriptive six to eight sentence summary of a replacement ink cartridge to post on eBay. Your summary should attract customers to consider your high quality, brand name product. Make sure to include a descriptive heading.

2. Demonstrating Your Writing Style

Now, consider the company strategies of Ink-O-Rama and D-lux, both which sell replacement ink cartridges. (Ink-O-Rama’s business strategy is based on a no-name, low price strategy. D-lux’s business strategy is based on high quality, brand name replacement ink cartridges.) Assuming you need a new ink cartridge for your printer, which product would you purchase and why? Why do some consumers prefer to spend more money for a brand name product even when the no-name alternative is essentially the same product and less expensive? Explain your answers in a one page summary. Your summary should demonstrate several of the English grammar concepts discussed in this course. Specifically, make sure to correctly use all parts of speech and punctuation, including commas. Express numbers correctly and proofread carefully to catch and correct any errors.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Written homework
Multiple Choice
True/False

V. INSTRUCTIONAL METHODS

Discussion
Lecture
Multimedia presentations
Other (please specify)

classroom exercises

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study
Answer questions
Required reading
Problem solving activities
Written work

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Guffey and Seefer. Business English. 12th ed. South-Western Publishing, 2017.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
Non-Course Prerequisite	Satisfactory performance in this course requires a literal understanding of reading comprehension and sentence structure.

B. Requisite Skills

Requisite Skills
Name the complete/simple subject and complete/simple predicate; recognize and define four types of sentences: simple, compound, complex, compound-complex; employ sentence-combining techniques to create a variety of types. ENGL A - Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion. ENGL 84 - Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel.
Identify and describe the following errors in compositions: sentence fragments, comma splices, run-ons, and misplaced and dangling modifiers. ENGL 84 - Utilize comprehension and vocabulary strategies to improve reading rate. ENGL A - Plan, write, and revise 750 word multi-paragraph expository essays including an introduction, an explicit thesis, and a conclusion. Essays should incorporate relevant support from outside sources, exhibit coherence and unity, avoid major grammatical and mechanical errors that interfere with meaning, and demonstrate awareness of audience, purpose, and language choice.

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
-------------------------	----------------------------

D. Recommended Skills

Recommended Skills

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
-------------------------------------	-------------------------------

Course created by Mercedes R. Henderson on 06/01/1973.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE: 12/17/2018

Last Reviewed and/or Revised by: David Pahl

Date: 9/26/18

19582