



El Camino College
COURSE OUTLINE OF RECORD – Approved

I. GENERAL COURSE INFORMATION

Subject and Number: Business 28
Descriptive Title: Written Business Communications
Course Disciplines: Management AND Business Education or Business
Division: Business

Catalog Description:

In this course, students will study the theory and practice of functional writing. This course is designed to provide students with a better understanding of the human relations aspects of communication, focusing on how to develop logical patterns for organizing ideas and how to achieve clear, concise expression in written form. Students will prepare formal and informal written reports for various types of business communication, utilizing appropriate inductive and deductive methods and incorporating considerations for ethical and legal implications. Understanding critical thinking techniques and the problems associated with logical fallacies will be emphasized throughout the course.

Conditions of Enrollment:

Prerequisite: English 1A with a minimum grade of C

Course Length:	X 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: X Effective Date: Prior to July 1992
Transfer UC: No

General Education:

El Camino College:
4A – Language and Rationality – English Composition
Term: Other: Approved

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 Communication Situations** Identify and employ the proper approach or plan to be used for various business communication situations.
2. **SLO #2 Logical Patterns** Develop logical patterns of presenting ideas as a means of achieving clear, concise expression. Compose various business documents, applying the principles of effective communication. Write clear and effective business documents.
3. **SLO #3 Content and Structure** Criticize, evaluate, and revise the content and structure of business communications.
4. **SLO #4 Problems or Conflicts** Evaluate business problems or conflicts, organize strategies, and compose effective written communications under typical business conditions.

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. Write clear and effective business documents utilizing appropriate inductive and deductive methods.
 - Term or other papers
2. Identify logical fallacies found in documents and edit documents to correct the fallacies.
 - Objective Exams
3. Develop logical patterns of expressing ideas in planning and delivering clear and concise written communications.
 - Term or other papers
4. Evaluate and revise the content and structure of business communications.
 - Reading reports
5. Plan, research, and compose formal informational business reports.
 - Term or other papers

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	4	I	Foundations of Business Communications A. Communication Process (Sender/Receiver/Noise) B. Technology Influences in the Communication Process C. Legal and Ethical Constraints of Communication D. Behavior Theories Impact on Communication E. Nonverbal Communication F. Listening Skills

Lecture	3	II	The Writing Process A. Planning and Preparing Four-Step Process B. Professional Communication C. Written vs. Spoken Communications
Lecture	3	III	Tools for Understanding A. Analogy B. Simile C. Metaphor D. True Syllogism
Lecture	4	IV	Logical Fallacies and Common Defects in Structure A. False Syllogism B. Argument for Consequence C. Strawman D. Appeal to Intellectual Authority E. False Dilemma F. Appeal to Fear G. Hasty Generalization H. Guilt by Association I. Slippery Slope J. Ad Hominem K. Circular Reasoning L. Equivocation
Lecture	3	V	Professional Ethics and the Written Word A. Honesty and the Importance of Clarity B. Objective Presentation of Data
Lecture	6	VI	The Logical Approach to the Writing Process A. Deductive Reasoning B. Inductive Reasoning C. Active Voice D. Passive Voice
Lecture	12	VII	Delivering Messages Utilizing Deductive and Inductive Organizational Patterns A. Good/Neutral News Messages 1. Thank You and Appreciation Messages 2. Routine Claims and Requests 3. Favorable responses to Requests 4. Extending Credit B. A. Negative Messages 1. Refusals and Denying Requests C. Persuasion and Sales Messages
Lecture	12	VIII	Research and Business Reports A. Research Strategies 1. Primary 2. Secondary 3. Evaluating Validity B. Common Tools for Business 1. S.W.O.T Analysis 2. S.M.A.R.T. Goal Setting 3. Gantt Planning

			C. Characteristics of Reports D. Parts of a Formal Report <ol style="list-style-type: none"> 1. Executive Summary 2. Table of Contents 3. Organization of Content 4. Appendices E. Using Graphics <ol style="list-style-type: none"> 1. Purpose 2. Development 3. Placement and Discussion
Lecture	4	IX	Communication for Employment <ol style="list-style-type: none"> A. Application Forms B. Resume C. Application Letter D. Interviewing E. Follow-Up Messages
Lecture	3	X	Digital Communications <ol style="list-style-type: none"> A. E-Mail B. Writing for the Web
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:

What constitutes a monopoly? Research the history of monopolies in the United States. What are the foundations of the law regarding monopolies?

The complexities of our technological world present many potential challenges. One specific challenge might be the monopolistic tendencies of some existing businesses.

Identify one U.S. company that might be a monopoly. In a five-page paper use your research of the law to determine if the company would likely be considered a monopoly. Based on what you learned of the penalties imposed on companies found to be monopolies, discuss the possible outcomes for the company you identified.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Research occupation data for a position of your choice.
 - Identify typical educational requirements, compensation, and companies in a specific geographical area offering this position type.
 - Use a detailed S.W.O.T. analysis to evaluate yourself as a potential candidate for each position identified. Discuss your analysis.
 - Use the S.M.A.R.T. goal setting model to establish goals and milestones designed to prepare yourself for the identified position. Discuss the goals and milestones in relation to the S.W.O.T. analysis.
 - Prepare a time-oriented plan using a Gantt chart to detail each goal and the relationships to the other goals and milestones.
 - Develop a 10- to 12-page final report and include an executive summary.
2. If we pay attention, logical fallacies can be found in advertising. Use online resources to review current product advertising. In a one- to two- page paper, present an advertisement, identify the likely common fallacy, and discuss how it is used to persuade an audience.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams
Written homework
Term or other papers
Multiple Choice

V. INSTRUCTIONAL METHODS

Discussion
Lecture
Multimedia presentations

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
Written work

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Guffey. Business Communication w/MindTap. 9th ed. South-Western Publishing Co/Cengage Learning, 2018.

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
Course Prerequisite English-1A	Sequential

B. Requisite Skills

Requisite Skills
Analyze types of sentence structures (simple, compound, complex, compound-complex), and use correct structure for effective written communications. ENGL 1A - Recognize and revise sentence-level grammar and usage errors. ENGL 1A - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.
Identify and describe the following errors in compositions: sentence fragments, comma splices, run-ons, and misplaced and dangling modifiers. ENGL 1A - Recognize and revise sentence-level grammar and usage errors.
Locate and paraphrase the thesis/proposition of essays. ENGL 1A - Compose multi-paragraph, thesis-driven essays with logical and appropriate supporting ideas, and with unity and coherence. ENGL 1A - Compose multi-paragraph, thesis-driven essays with logical and appropriate supporting ideas, and with unity and coherence.

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
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D. Recommended Skills

Recommended Skills

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Lois Steffey on 10/15/2015.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE: 06/15/2020

Last Reviewed and/or Revised by: David Pahl

Date: April 14, 2020

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