



WACO, TEXAS

BUSINESS CORRESPONDENCE AND COMMUNICATION
POFT 2312
COURSE SYLLABUS

REVISED: 09-10

BUSINESS CORRESPONDENCE AND COMMUNICATION

POFT 2312

Course Description:

Presents the development of writing skills and presentation skills to produce effective business communications. Prerequisite: POFT 1301. Semester Hours 3 (3 lec)

SCANS

Each objective in this syllabus is identified with a reference to SCANS to indicate that the objective teaches one or more of the SCANS competencies. SCANS is the acronym for the Secretary's Commission on Achieving Necessary Skills (SCANS) and are described in the commission's report as being designed to prepare "America's students and workers for today's high skills workplace. At the end of each objective, the SCANS competencies that are taught are noted by Workplace or Foundation and the category and corresponding letter of the competency. Appendix A at the end of the syllabus gives the SCANS competencies in their complete format. A matrix of the SCANS covered in the course is also found in Appendix A.

Required Text & Material:

Business Communication: Building Critical Skills, Second Edition, by Kitty O. Locker and Stephen Kyo Kaczmarek.

The Gregg Reference Manual, tenth edition,
2003 (or more recent) college dictionary.

Course Objectives or Competencies:

COMPETENCY-- compose positive messages

Objective-- Given guidelines from in-class discussions, PowerPoint presentations, handouts, and textbook information, the student will compose positive business letters with at least 70 percent accuracy *(Workplace: Technology--B; Information--A, B, C, D; Resources--A, C; Foundation: Basic Skills--A, C, D)

Objective-- Given guidelines from in-class discussions, PowerPoint presentations, handouts, and textbook information, the student will compose positive business memorandums with at least 70 percent accuracy *(Workplace: Technology--B; Information--A, B, C, D; Resources--A, C; Foundation: Basic Skills--A, C, D)

Objective-- Given guidelines from in-class discussions, PowerPoint presentations, handouts, and textbook information, the student will compose positive business e-mails

with at least 70 percent accuracy *(Workplace: Technology--B; Information--A, B, C, D; Resources--A, C; Foundation: Basic Skills--A, C, D)

COMPETENCY-- compose negative messages

Objective-- Given guidelines from in-class discussions, PowerPoint presentations, handouts, and textbook information, the student will compose negative business letters with at least 70 percent accuracy *(Workplace: Technology--B; Information--A, B, C, D; Resources--A, C; Foundation: Basic Skills--A, C, D)

Objective-- Given guidelines from in-class discussions, PowerPoint presentations, handouts, and textbook information, the student will compose negative business memorandums with at least 70 percent accuracy *(Workplace: Technology--B; Information--A, B, C, D; Resources--A, C; Foundation: Basic Skills--A, C, D)

Objective-- Given guidelines from in-class discussions, PowerPoint presentations, handouts, and textbook information, the student will compose negative business e-mails with at least 70 percent accuracy *(Workplace: Technology--B; Information--A, B, C, D; Resources--A, C; Foundation: Basic Skills--A, C, D)

COMPETENCY-- compose persuasive messages

Objective-- Given guidelines from in-class discussions, PowerPoint presentations, handouts, and textbook information, the student will compose persuasive business letters with at least 70 percent accuracy *(Workplace: Technology--B; Information--A, B, C, D; Resources--A, C; Foundation: Basic Skills--A, C, D)

Objective-- Given guidelines from in-class discussions, PowerPoint presentations, handouts, and textbook information, the student will compose persuasive business memorandums with at least 70 percent accuracy *(Workplace: Technology--B; Information--A, B, C, D; Resources--A, C; Foundation: Basic Skills--A, C, D)

Objective-- Given guidelines from in-class discussions, PowerPoint presentations, handouts, and textbook information, the student will compose persuasive business e-mails with at least 70 percent accuracy *(Workplace: Technology--B; Information--A, B, C, D; Resources--A, C; Foundation: Basic Skills--A, C, D)

COMPETENCY-- compose business proposals

Objective-- Given guidelines from in-class discussions, PowerPoint presentations, handouts, and textbook information, the student will compose business proposals with at least 70 percent accuracy *(Workplace: Technology--B; Information--A, B, C, D; Resources--A, C; Foundation: Basic Skills--A, C, D)

COMPETENCY—design documents and slides

Objective-- Given guidelines from in-class discussions, PowerPoint presentations, handouts, and textbook information, the student will design business documents that are reader-friendly with at least 70 percent accuracy *(Workplace: Technology--B; Information--A, B, C, D; Resources--A, C; Foundation: Basic Skills--A, C, D)

Objective-- Given guidelines from in-class discussions, PowerPoint presentations, handouts, and textbook information, the student will design PowerPoint slide presentations with at least 70 percent accuracy *(Workplace: Technology--B; Information--A, B, C, D; Resources--A, C; Foundation: Basic Skills--A, C, D)

COMPETENCY—communicate across cultures

Objective-- Given guidelines from in-class discussions, PowerPoint presentations, handouts, and textbook information, the student will select proper verbal and non-verbal language when communicating with persons from different cultures with at least 70 percent accuracy *(Workplace: Technology--B; Information--A, B, C, D; Resources--A, C; Foundation: Basic Skills--A, C, D)

COMPETENCY—work and write in teams

Objective-- Given guidelines from in-class discussions, PowerPoint presentations, handouts, and textbook information, the student will work and write with team members to construct business documents with at least 70 percent accuracy *(Workplace: Technology--B; Information--A, B, C, D; Resources--A, C; Foundation: Basic Skills--A, C, D)

Objective-- Given guidelines from in-class discussions, PowerPoint presentations, handouts, and textbook information, the student will work and write with team members to research and construct a business proposal with at least 70 percent accuracy *(Workplace: Technology--B; Information--A, B, C, D; Resources--A, C; Foundation: Basic Skills--A, C, D)

Course Outline:

The overall objective of Business Correspondence and Communication is to enable the student to write business letters and memos correctly for success in the 21st-century workplace. In order to accomplish this objective, the student must be able to:

- compose negative messages
- compose persuasive messages
- compose e-mail messages
- compose proposals and progress reports
- compose short reports
- design documents and slides

communicate across cultures
work and write in teams
make oral presentations

MCC Attendance Policy:

Regular and punctual attendance is expected of all students, and each instructor will maintain a complete record of attendance for the entire length of each course, including online and hybrid courses. Students will be counted absent from class meetings missed, beginning with the first official day of classes. Students, whether present or absent, are responsible for all material presented or assigned for a course and will be held accountable for such materials in the determination of course grades. In the case of online and hybrid courses, attendance will be determined in terms of participation, as described in the course syllabus.

Absence from 25 percent of scheduled lecture and/or laboratory meetings will be taken as evidence that a student does not intend to complete the course, and the student will be withdrawn from the course with a grade of W. The instructor may reinstate the student if satisfied that the student will resume regular attendance and will complete the course. If the student's 25 percent absences are reached after the official drop date, the instructor may assign a W, if the student is passing and requests to be withdrawn. However, if a student who is not passing reaches the 25 percent point after the official drop date, the student will receive an F. In extenuating circumstances, the instructor may assign a W to a student who is not passing.

Each absence will count toward attendance requirements in each course.

Students will be permitted to make up class work and assignments missed due to absences caused by (1) authorized participation in official College functions, (2) personal illness, (3) an illness or a death in the immediate family, or (4) the observance of a religious holy day. Also, the instructor has the prerogative of determining whether a student may make up work missed due to absences for other reasons. It is the student's responsibility to inform the instructor of the reason for an absence and to do so in a timely fashion.

Note: Students interested in seeing the class attendance policy in its entirety should check the Highlander Guide or the MCC policy manual.

Student Absences on Religious Holy Days

McLennan Community College shall excuse a student from attending classes or other required activities including examinations for the observance of a religious holy day, including travel for that purpose. Students are required to file a written request with each instructor for an excused

absence. A student whose absence is excused for this observance may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. Religious holy day means a holy day observed by a religion whose places of worship are exempt from property taxation under the Texas Tax Code. McLennan Community College may not excuse absences for religious holy days which may interfere with patient care.

ADA Statement:

In accordance with the requirements of the Americans with Disabilities Act (ADA) and the regulations published by the U.S. Department of Justice 28 C.F.R. 35.107(a), MCC's designated ADA coordinators, Mr. Gene Gooch, Vice President, Finance and Administration and Dr. Santos Martinez, Vice President, Student Services, shall be responsible for coordinating the college's efforts to comply with and carry out its responsibilities under ADA. Students with disabilities requiring physical, classroom or testing accommodations should contact Marc Sweatt, Disability Specialist, at 299-8122 or msweatt@mclennan.edu.

APPENDIX A

WORKPLACE COMPETENCIES: Effective workers can productively use:

Resources: Identifies, organizes, plans, and allocates resources

- A. *Time*--Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
- B. *Money*--Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- C. *Material and Facilities*--Acquires, stores, allocates, and uses materials or space efficiently
- D. *Human Resources*--Assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with others

- A. *Participates as Member of a Team*--contributes to group effort
- B. *Teaches Others New Skills*
- C. *Serves Clients/Customers*--Works to satisfy customers' expectations
- D. *Exercises Leadership*--communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- E. *Negotiates*--Works toward agreements involving exchange of resources, resolves divergent interests
- F. *Works with Diversity*--works well with men and women from diverse backgrounds

Information: Acquires and uses information

- A. *Acquires and Evaluates Information*
- B. *Organizes and Maintains Information*
- C. *Interprets and Communicates Information*
- D. *Uses Computers to Process Information*

Systems: Understands complex inter-relationships

- A. *Understands Systems*--knows how social, organizational, and technological systems work and operates effectively with them

- B. *Monitors and Corrects Performance*--distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions
- C. *Improves or Designs Systems*--suggests modifications to existing system and develops new or alternative systems to improve performance

Technology: Works with a variety of technologies

- A. *Selects Technology*--chooses procedures, tools or equipment including computers and related technologies
- B. *Applies Technology to Task*--Understands overall intent and proper procedures for setup and operation of equipment
- C. *Maintains and Troubleshoots Equipment*--Prevents, identifies, or solves problems with equipment, including computers and other technologies

FOUNDATION SKILLS (BASIC SKILLS COMPETENCIES): Competent workers in the high-performance workplace need:

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks

- A. *Reading*--locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules
- B. *Writing*--communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts
- C. *Arithmetic/Mathematics*--performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques
- D. *Listening*--receives, attends to, interprets, and responds to verbal messages and other cues
- E. *Speaking*--organizes ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

- A. *Creative Thinking*--generates new ideas
- B. *Decision Making*--specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative
- C. *Problem Solving*--recognizes problems and devises and implements plan of action.

- D. *Seeing Things in the Mind's Eye*--organizes, and processes symbols, pictures, graphs, objects, and other information
- E. *Knowing How to Learn*--uses efficient learning techniques to acquire and apply new knowledge and skills
- F. *Reasoning*--discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

- A. *Responsibility*--exerts a high level of effort and perseveres toward goal attainment
- B. *Self-Esteem*--believes in own self-worth and maintains a positive view of self
- C. *Sociability*--demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
- D. *Self-Management*--assesses self accurately, sets personal goals, monitors progress, and exhibits self-control
- E. *Integrity/Honesty*--chooses ethical courses of action

SCANS MATRIX

SCANS Competencies	Covered in the Course
Workplace Competencies: Resources	
A. Time	X
B. Money	
C. Material and Facilities	X
D. Human Resources	
Workplace Competencies: Interpersonal	
A. Participates as Member of a Team	X
B. Teaches others new skills	
C. Serves Clients/Customers	
D. Exercises Leadership	X
E. Negotiates	X
F. Works with Diversity	X
Workplace Competencies: Information	
A. Acquires and Evaluates Information	X
B. Organizes and Maintains Information	X
C. Interprets and Communicates Information	X
D. Uses Computers to Process Information	X
Workplace Competencies: Systems	
A. Understands Systems	
B. Monitors and Corrects Performance	
C. Improves or Designs Systems	
Workplace Competencies: Technology	
A. Selects Technology	
B. Applies Technology to Task	
C. Maintains and Troubleshoots Equipment	
Foundation Skills: Basic Skills	
A. Reading	X
B. Writing	X
C. Arithmetic/Mathematics	
D. Listening	X
E. Speaking	X
Foundation Skills: Thinking Skills	
A. Creative Thinking	X
B. Decision Making	X
C. Problem Solving	X
D. Seeing Things in the Mind's Eye	X
E. Knowing How to Learn	X
F. Reasoning	X
Foundation Skills: Personal Qualities	
A. Responsibility	X
B. Self-Esteem	
C. Sociability	
D. Self-Management	X
E. Integrity/Honesty	X

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Course Competencies	Workplace Competencies												Foundation Skills																								
	Resources				Interpersonal				Information				Systems			Technology			Basic Skills					Thinking Skills					Personal Skills								
	A	B	C	D	A	B	C	D	E	F	A	B	C	D	A	B	C	A	B	C	D	E	A	B	C	D	E	F	A	B	C	D	E				
Compose positive messages	X		X								X	X	X	X					X			X		X	X												
Compose persuasive messages	X		X								X	X	X	X					X			X		X	X												
Compose business proposals	X		X								X	X	X	X					X			X		X	X												
Design documents and slides	X		X								X	X	X	X					X			X		X	X												
Communicate across cultures	X		X								X	X	X	X					X			X		X	X												
Work and write in teams	X		X								X	X	X	X					X			X		X	X												