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Curriculum for a technical course in business English: Business Communications 1

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CURRICULUM FOR A TECHNICAL COURSE IN BUSINESS ENGLISH:

BUSINESS COMMUNICATIONS 1

A Project

Presented to the

Faculty of

California State University,

San Bernardino

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

in

Education: Vocational

by

Arlene Patricia Iftiger

December 1996

CURRICULUM FOR A TECHNICAL COURSE IN BUSINESS ENGLISH:

BUSINESS COMMUNICATIONS 1
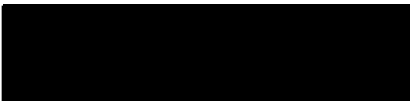

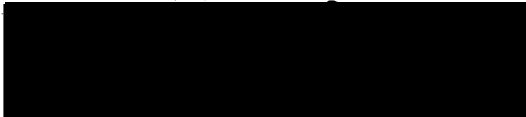
A Project

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by

Arlene Patricia Iftiger

December 1996

Approved by:

_____ $9/30/96$
Allen D. Truell, Ph.D., First Reader   Date

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Ronald K. Pendleton, Ph.D., Second Reader

ABSTRACT

Traditionally, community college courses in business English have been remedial in nature and limited in their application to business procedures. Very little attention has been given to defining the communication competencies that are necessary to success on-the-job: reading, writing, speaking, and listening.

This project proposes to update curriculum and change the title of the course from business English to business communications in an effort to move away from the traditional norms that deter rational curriculum development for business. Using current technology, students will be instructed in grammar fundamentals as they relate to the explicit aspects of business communications by employing proofreading and editing principles. The project includes an introduction to the problem, a review of literature, rules and regulations as they apply to curriculum design, conclusions and recommendations, and appendices.

ACKNOWLEDGMENT

I would like to thank Dr. Allen Truell for his guidance, patience, and positive attitude in helping me complete this project. He is a true professional in his field and an asset to California State University, San Bernardino students.

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CHAPTER 1

INTRODUCTION

Nature of the Project

The purpose of the project was to develop a business communications curriculum for community college students that encompasses business English as it relates to the requirements of the business community. This course will be the first of a two-part communications course: Business Education Technologies (BET) 43 Business Communications 1.

Context of the Problem

Career paths and approaches to work that provided success decades ago have changed; therefore, methods of teaching and curriculum must also change. Unless courses are being constantly reevaluated and updated, students will not be ready to face the rapidly developing globalized markets, advancing technology, and the fierce competition of those who have been adequately trained (Kotter, 1994).

As Wayne, Mitchell, and Scriven (1992) reported, business leaders felt that students generally lacked oral presentation skills, listening skills, and were unable to critically analyze what they read or heard. Adequate training also includes the use of a computer, and should be a prerequisite for a course in communications. Further, teachers must accept responsibility in making students aware of ethical issues that affect organizations in contributing toward a positive image for both themselves and the workplace (Wayne & Scriven, 1991).

Students are also generally unaware of the highly competitive global marketplace, where jobs may take them to a myriad of places, and where a knowledge of cultural differences can be crucial to their careers. As Smith and Steward (1995) pointed out, "Training in intercultural communication is a prerequisite for conducting business on a global scale" (p. 25).

Problem Statement

As it now stands, the Course Proposal for BET 43 Business English at Victor Valley College requires an extensive study of grammar and punctuation. The course also includes a review of language structure, vocabulary practice, and style in business writing. Extensive study of grammar and punctuation is best left to basic English courses, while business courses should extensively study business practices as they relate to communications.

The present course proposal places special emphasis on the ability to organize thoughts and information, but does not address proofreading or editing skills, makes oral presentation an option and does not address listening skills. Further, the present curriculum design addresses neither intercultural nor global communication, nor new technologies that are essential to business today.

Purpose of the Project

The purpose of the project was to develop the first of a two-part Business Education Technologies communications curriculum, BET 43 Business Communications 1, for Victor Valley College that would replace BET 43 Business English. The accompanying course, BET 45 Communications, would be renamed BET 45 Business

Communications 2. BET 43 Business Communications 1 was designed with an emphasis

on a review of basic English as it applies to written communications through use of

proofreading and editing principles. Proofreading and editing requires not only

organization of thought and information but also a knowledge of logical sentence

structure and paragraphing, which requires higher level thinking skills.

The curriculum included a prerequisite in eligibility (to be determined by

assessment testing or a lower level English course such as English 60) and a corequisite

of keyboarding or word processing skills. Small group study in proofreading and editing

documents, communication problems and their solutions in business, oral presentation

and listening skills were also included in the curriculum. An introduction to business

technologies, the global economy, and intercultural communications was considered an

important prelude to BET 45 Business Communications 2, where a more in-depth study

of these subjects was included in the curriculum.

The final project included the course outline, which was comprised of course

objectives, methods of instruction, methods of evaluation, texts, course content, and an

evaluation. Also included was the syllabus, which guided students in a weekly course of

study and homework requirements. Students were also made aware of the word

processing requisites assigned to the course.

Significance of the Project

The Victor Valley College course in business English, as it is presently designed,

has not met the needs of either students or the business community. This project was

designed as a means of integrating basic skills with new technologies and information

needed by students to succeed in their careers. Students often come to educators with a very narrow view of the world; therefore, it is the work of educators to be informed and progressive--opening doors and encouraging students to walk through them--expanding their knowledge. To achieve this end, curriculum must be reevaluated and updated often. This project undertakes to broaden and better prepare students for the workplace.

Assumptions

The following assumptions were considered a part of this study.

1. A course in BET 43 Business Communications 1 was not considered a course in basic English fundamentals.

2. Students enrolled in BET 43 Business Communications 1 expect a business oriented course where a review of English fundamentals are a part of their learning experience.

Delimitations

The following delimitation was assigned to this project.

1. The project was developed for Victor Valley College as a course in Business Communications 1 and would replace the current course BET 43 Business English.

Limitations

The following limitation applies to this project.

1. The assigned prerequisite for word processing capabilities will not be considered valid for a period of three years as specified in Title 5 regulations.

2. Research into business technologies departments at area colleges did not uncover similar course content as proposed in this project.

Definition of Terms

The following definitions apply to this study.

1. Business English--Basic English fundamentals including vocabulary, and letter formats and styles.

2. Business Communications--business English, writing, oral, and listening skills as they apply to business.

3. Student Outcomes--a regimen of study that enables students to provide the skills required by employers.

4. Title 5--State and Federal guidelines and regulations designed to promote student success by identifying skills and/or knowledge necessary or recommended to be included in the development of curriculum.

Organization of the Remainder of the Project

The remainder of the project includes a review of literature that discussed vocational education, intercultural communications, business aspects of communications, new technologies and ethnics in business. Also includes were State and Federal rules and regulations for curriculum design, and conclusions and recommendations. Appendices consisted of the existing course outline, and the proposed course outline and syllabus. References concludes the organization of the project.

CHAPTER 2

REVIEW OF LITERATURE

Introduction

The review of literature included a history of educational thought regarding education in general and vocational education in particular in the development of communication courses for adults. The review encompassed not only business English but also many other important and necessary communication skills that employers expect and students should be able to exhibit in a business environment.

Literature Review

According to Goodlad (1984), the concept of vocational education does not become important to students until they reach high school. Goodlad (1984), reported that teachers at all grade levels placed intellectual, personal, and social goals above vocational goals. Parents placed intellectual goals before all other goals. However, public schools serve the public at large: politically, socially, and economically.

Since the founding of the United States, education has been used to mold future citizens as a means of maintaining political stability. In 1779, Thomas Jefferson proposed *a Bill for the More General Diffusion of Knowledge*, where children would receive three years of public education. The most talented of these children would be selected and further educated until the brightest students were identified for democratic leadership (Lee, 1961). On the social side, as Perkinson (1968), reasoned, it is more unobtrusive, socially, to create school programs such as health education than it is to confront business and industry in changing job conditions that create health problems.

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Perkinson (1968), also cited both the socialization of future workers and the sorting and training of the labor force as a social issue related to the economy. These three concepts overlap in educating the masses, depending upon what is politically in vogue at any given moment.

For example, during the 1970s the Center for Economic Studies published papers on the *Educational Requirements for Industrial Democracy* because studies showed that many workers were dissatisfied with their jobs. The papers were published in an effort to reform the social organization of schools to reflect the needs of the workplace by the training and sorting of labor and led to the development of vocational education. However, controversy raged about what types of skills and knowledge would best prepare students for the workplace. In trying to solve this dilemma, vocational guidance, through career counseling, was placed at the center of academic planning and learning (Levin, 1974).

Vocational Education

The development and unfolding of human potential are what ultimately determines the success or failure of political, social, and economic policies. Since the 1970s, it has been found that without a vocational education training system designed to keep work force skills up to date, the number of unemployable people will steadily rise. One skill cited by business and industrial leaders as very important is the ability to communicate. With the accompanying high levels of unemployment and growing disenchantment with education renewed attempts have been made by pressure groups

and policy-makers to strengthen the links between education, business and industry (Walford, 1988).

Those who direct education and those who direct business must have sufficient knowledge of each others needs to operate efficiently. There must be a shared body of knowledge integrated into educational courses and on which industry and student life experiences can build (Bailey, 1990). Andrews and Sigband (1984), noted that senior managers reported new accountants to have exceptionally poor communications skills. After interviewing senior accountant managers, 79% said that new accountants were inadequate in writing skills and 52% said that new accountants were inadequate in communicating orally (Andrews & Sigband, 1984). A shared body of knowledge does not seem to have been integrated into educational courses to the benefit of either students or employers.

Intercultural Communications

Success on the job is linked to good communication skills. Further, international competition and a revolution in communications technology have combined with the information explosion to make communications training a key area for organizational development in the 1990s (Ostheimer, 1995).

The success or failure of business in the United States will depend upon intercultural skills as we become more involved in global competitiveness. Although students from other cultures are being prepared for this competition, United States students, by and large, are not being prepared to work and communicate across cultures (Smith & Steward, 1995).

Communicating in the Workplace

According to Wayne (1992), one of the most important communication skills is the ability to give clear directions and information to others. Wayne (1992) also saw much of the interpersonal communication that occurs in business as informal, spontaneous, and in small-group settings. Curriculum must then be designed to emphasize competencies relevant to interpersonal communication. James (1992) stated that "The ability to talk clearly and concisely is first in a list of Value of Promotion Factors" (p 9).

A study of 23 business communication textbooks James (1992) concluded that essential subtopics of business communication either are or fall under the topics of listening, career planning, business English, and fundamentals of communication. Therefore, a business communications course should include more than an extensive review of basic grammar concepts. Business communication courses must review the technical aspects of writing (punctuation, grammar, vocabulary, and spelling) as they apply to various formats for business correspondence and reports. Further, courses should be considered as capstone courses in which instructors provide students with hands-on practice in communication skills using various hypothetical business situations (Aranoff, 1989).

Role playing, group discussion, and case study are also appropriate formats for instructing students in business communications. Repeated discussions of ideas such as purpose, feedback, and effectiveness should help to keep the process of communication as important as the product--the letter, report or message (Galbraith & Zelenak, 1991).

Further, Johnson 1990, stated that students should be asked to state the purpose for a written response to a hypothetical situation and be reminded that the purpose should be stated in the behavioral terms of the receiver rather than the behavioral terms of the sender.

Approximately 11 hours of human waking time is spent in some form of communication: 9% in writing, 16% in reading, 30% in speaking, and 45% in listening (Andrews, 1984). Therefore, traditional business English courses that place emphasis on basic grammar principles have not met the prerequisites for effective communication.

Computers and Other Technologies

In the technological world of today, almost all types of information are computerized. Learning to write correct and concise documents, create a spreadsheet, or use graphics make students employable. Therefore, computers in the classroom are a necessity if students are to be readied for the workplace (Guffey, 1994).

Sound business decisions depend on the flow of accurate and timely information in the writing of both internal and external correspondence, the writing and/or giving of instructions and the relaying of messages. All of the above communications are now being created or sent by some form of computerized or electronic technology (Morris & McGuire, 1996).

Ethnics in Business

Business teachers must take the responsibility in making students aware of ethics in the workplace. Business owners lose millions of dollars a year in business and

property due to the dishonest behavior of their employees. Honesty in all that is said and done should be emphasized (Porter, 1987).

Case studies to role play various situations can be an effective way of getting the point of ethical behavior across to students. The studies provide opportunity for open discussion and differing points of view. These points of view can then be summarized in writing and may create further discussion. The benefits to this method are that students practice both oral and written skills (Wayne & Scriven, 1991).

Summary

Discussed in the review of literature is the political, social and economic purpose of education and how vocational education gained its importance. Revealed in the review of literature is the importance of certain skills in communicating, why these skills should be included in the curriculum, and what the future holds for those who are lacking in these skills.

CHAPTER 3

METHODOLOGY

Introduction

This chapter includes research into existing programs, an analysis of the existing course at Victor Valley College, an analysis of Title 5 regulations as they apply to Victor Valley College district policy, California State University transfer of credit guidelines, establishment of requisites, curriculum design and budget factors. The population served by this course is Business Education Technology students: students working towards a certificate in business technologies, an Associate of Arts/Science Degree, or who are updating skills.

Existing Programs

Business Technology programs were researched at Barstow College, San Bernardino Valley College, Chaffey College and Mt. San Antonio College to determine whether or not a program such as the one being proposed in this project existed in other technology departments on other campuses. Research into this area revealed no comparable programs.

Existing Course - Victor Valley College

The course outline (Appendix C) for the existing program at Victor Valley College (1) emphasizes extensive study of grammar and punctuation, (2) emphasizes weekly vocabulary quizzes using vocabulary lists, (3) requires the rewriting of sentences and paragraphs at each class meeting, and (4) requires nine other writing assignments including a two- to five-page paper and a five- to ten-page report that includes peer

evaluation, rough drafts and revisions. Not taking into consideration how much students can or are willing to accomplish in this course, the three-hour weekly class time allotted to the instructor makes the above an impossible task.

Extensive study of grammar, punctuation, and vocabulary is about all an instructor can accomplish in a weekly three-hour class. Writing would be minimal and difficult to relate to business concepts, especially if the student had not worked in outside industry. The course outline also states that students have the ability to organize thoughts and information in sentencing and paragraphing, but does not disclose how this ability will be developed. However, in proposing an extensive study of grammar, punctuation, and vocabulary, the allotted course time, again, would prohibit any in-depth exploration into these areas.

The existing course outline only addresses business indirectly and places emphases on general English principles and does not address the skills necessary to succeed in business today. Further, Appendix C shows that the existing course outline was approved in February of 1990. It is time to not only update the curriculum for this course but to also reevaluate the purpose of the course. The question needs to be asked: Does the Business Education Technologies department need a course in basic English or a course in general business communications?

Title 5 Regulations

Title 5 regulations provide four categories for community college courses: Associate of Arts/Science Degree applicable, Associate of Arts/Science Degree non-applicable, non-credit, and community service. The proposed course was Associate of

Arts/Science Degree applicable and was also required in a certificate program through the department of Business Education Technologies.

Prerequisites and Corequisites

Victor Valley Board Policy 5109(a) implements Sections 55200-55202 of Title 5 of the California Administrative Code. These regulations are intended to safeguard student access to designated classes in an effort to promote student success.

In establishing requisites for this course, it was determined that there were two areas, one of knowledge and one of skill, that would be most useful to students. In the area of knowledge, students enrolled in this course would find it a valuable asset to have acceptable language skills as determined by assessment testing or a lower level English course. Since this course is dependent upon language skills, students would reinforce their knowledge by applying those skills to more complex course work. Therefore, a prerequisite of eligibility determined by assessment testing, or satisfying a lower division English course was recommended.

In the area of skills, most businesses require the ability to keyboard or use a word processing program. If students are to be instructed in the writing of business letters and reports, using proper formats, computer skills are necessary to successfully complete this course. Therefore, a corequisite requiring either keyboarding or word processing skills was recommended.

In compliance with Title 5, 55002a (9), these requisites will be phased in over a three-year period. During this interim period, students will be made aware that the requisites are only a recommendation.

Course Content

Course content has been taken from existing courses in business English and business communications in an effort to combine both in a way that will be more useful to the business student in the work place. Further, public demand, the transition to a service and information economy, technological advances, and major changes in the job market require a move to more comprehensive business education. Therefore, this course is a first step in combining basic skills and communications as they apply to business.

In compliance with Title 5, 55002, Item B, course content includes critical thinking skills, college level vocabulary and study skills, use of college level reading materials, ability to work independently, and eligibility for degree level courses in English. It also includes multiple measures of student performance when assigning grades, specified hours of homework, and entrance skills as a prerequisite.

Curriculum Design

The curriculum consists of a review of basic English principles as they apply to business correspondence, reports, and both verbal and written instructions and messages. Proofreading and editing were emphasized as a way for students to critically analyze and logically construct correspondence and reports, reaching factual conclusions from what they read and hear. This approach is designed to reinforce English grammar skills while giving students an overall picture of how to apply those skills in the workplace.

University Transfer of Credit

Courses recommended as baccalaureate level must be accepted by a California

State University for elective credit as established by Executive Order 167. Courses may transfer as preparation for a specific major, general education/breadth or as an elective. Since the proposed course (Business Communications 1) is clearly occupational, it fulfills general education/breadth requirements to the California State University system under the authority of Executive Order 342. This order provides the structure for faculties at community colleges to determine the applicability of their courses to general education/breath requirements.

Budget

In considering budget factors, the room being used is a part of the Business Technologies lab, is equipped with computers and printers, and is used periodically throughout the week for business classes. The lab is open to students taking self-paced classes approximately 80% of the time. A lab technician services the entire lab.

It would be difficult to approximate the cost for classes held in the lab as supplies and the use of the equipment varies from course to course. The only monetary expense that is constant and can be easily distinguished from other expenses is adjunct faculty salaries. Adjunct faculty at Victor Valley College presently earn $27 an hour. This equates into approximately $1,300--per course, per a semester after taking into consideration holidays and faculty flex days.

Summary

Research was conducted to determine if office technologies departments in area colleges had a similar curriculum design. However, no other colleges in this area were found to include the proposed course content in office technologies curriculum. Further,

the existing course at Victor Valley College was discussed and reinforced the position for new curriculum that would better serve the student and the community. Title 5 guidelines and regulations provided the methodology in designing curriculum for this project. An Associate of Arts/Science Degree applicability was determined as was a prerequisite and corequisite. Public demand, technological advances, and major changes in the job market were used as indicators for course content. Curriculum was then designed in compliance with Title 5 regulations. Budget factors were discussed; however, only salaries were taken into consideration. Classes are held in a lab area where it would be hard to determine the exact cost for each course.

CHAPTER 4

Conclusions and Recommendations

Conclusion

The purpose of this project was to write a new curriculum for BET 43 Business English currently offered at Victor Valley College. Progressive, vocationally oriented instructors are always looking for new ways to improve their instruction and to keep courses updated so that students have the skills that employers require. This project identifies the skills necessary to succeed in the job market and proposes an effective curriculum to help students attain these skills.

Also concluded was that business English courses, generally, are not providing the necessary skills needed for employment. To teach a course that emphasizes grammar fundamentals takes most of the allotted course time, limiting the time that can be spent on the principles of business. Writing letters and memos clearly and concisely is important, but also important is the ability to write instructions and take messages, analyze your own and others writing, be orally proficient, listen effectively, be aware of cultural differences, be aware of the global marketplace, and be alert to new technologies. These areas all have to do with grammar skills, but grammar skills can be applied to learning objectives and reviewed as new skills are introduced to the student.

Recommendations

Based on the findings of this project, the following recommendations are made:

1. The Business Education Technology department at Victor Valley College should include courses in business communications.

2. BET 43 Business English should have a name change to BET 43 Business Communications 1.

3. BET 43 Business Communications 1 should be followed by a more intensive business communications course.

4. The curriculum for BET 45 Business Communications should be rewritten and the course renamed BET 45 Business Communications 2.

5. Both BET 43 Business Communications 1 and BET 45 Business Communications 2 should be required for Administrative Assistant certification.

6. A prerequisite of eligibility as determined by Victor Valley College assessment testing to ensure student success in the course.

7. A corequisite of BET 1 Beginning Keyboarding/Typing or BET 2A Beginning Word Processing/Typing to ensure student success in writing business correspondence and reports.

Summary

In writing a new curriculum for BET 43 Business English, skills required by employers are kept at the forefront of course content. Theses skills were identified and were considered a necessity if students were to succeed in the marketplace. Curriculum was, therefore, designed using course content requirements in compliance with Title 5 regulations. Recommendations were incorporated into the curriculum resulting in an updated and more relevant course in business communications.

APPENDIX A

Proposed Course Outline

COURSE OUTLINE

COURSE DESCRIPTION

A technical course for business education technology majors designed to create proficiency in written and oral business communications. Includes a comprehensive review of the basic elements of written communications as it relates to the fundamentals of grammar and punctuation. Special emphasis will be placed on writing, critically reading, analyzing, and editing correspondence, reports, messages, and instructions. The ability to use a word processing program will be a prerequisite. Other course topics will include oral communication, effective listening, ethnics in business, the global economy and cultural differences, and electronic technology.

COURSE OBJECTIVES

The student will be able to:

1. Develop clarity in written communications using basic writing fundamentals: correctness of expression and content, clarity, completeness, conciseness, consistency, concreteness, and courtesy.

2. Critically analyze and revise written documents using proofreading and editing principles as they apply to the fundamentals of grammar and punctuation.

3. Demonstrate effective oral presentation skills by analyzing the audience, organizing the presentation logically, concentrating on the goal of positive effect, using effective delivery techniques, and preparing a strong conclusion.

4. Develop effective listening skills by recognizing and interpreting body language, avoiding mental distractions, concentrating on the message, and remembering important information.

5. Analyze the role and function of business communications through use of effective oral and listening skills.

6. Comprehend the underlying principles of a global economy by reading related material.

7. Comprehend cultural differences through shared experiences and by reading related material.

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8.	Apply ethical solutions to on-the-job problems.

9.	Investigate and update skills in new technologies.

METHODS OF INSTRUCTION

Lecture - Presentations
Small Group Collaborative Workshops
Class Discussion
Computer Lab Observation
Speakers From Community Businesses

METHODS OF EVALUATION

Grades based on demonstrated proficiency in subject matter.
Writing assignments
Proofreading/Editing Assignments
Quizzes on assigned reading
Oral presentation critique
Listening skills critique
Class participation
Semester Portfolio
Exams

TEXTS

Guffey, Mary Ellen (1996). Mary Ellen Guffey's Business English. Cincinnati: South Western College Publishing.

Halpern, Barbara B. (1994). At your Fingertips. New York: The Dryden Press.

Webster's New World Dictionary (1994) (3rd Pocket Ed). New York: The Dryden Press.

Other requirements: 3 1/2" HD DS disk; **blue, thin-line** pen or pencil.

COURSE CONTENT

Lecture and/or computer lab follow the approximate schedule below:

TOPIC	CLASS HOURS
A. Pretest: vocabulary and reading.	1
B. Reading and its affect on vocabulary and general knowledge	1
C. Review of the Fundamentals of Grammar	6
1. Nouns and Pronouns	
2. Verbs	
4. Adjectives	
5. Adverbs	
6. Conjunctions and Prepositions	
D. Review of the Fundamentals of Punctuation	3
1. Commas	
2. Colons and Semi-colons	
3. Apostrophes	
4. Other Punctuation	
E. Introduction to Proofreading and Editing	2
1. Principles of Proofreading	
2. Principles of Editing	
F. Using Words Effectively	2
1. Reacting to Words - Creating a Positive Atmosphere	
2. Adopting a Conversational Tone	
3. Terms to Avoid	
4. Eliminating Unnecessary Words	
6. Avoiding Biased Terms	
G. Writing Effective Sentences	2
1. Varying Sentence Patterns	
2. Emphasizing Key Words	
3. Coordinating and subordinating Ideas	
4. Active and Passive Voice	
H. Joining Sentences into Paragraphs	1
1. Paragraph Guidelines	
2. Paragraph Length	
3. Transitional Words and Expressions	
I. Letter Parts and Styles	1
1. Letter Parts	
2. Letter Styles	
J. Editing Letters and Memoranda	10
1. Checking for grammatical errors	
2. Checking Punctuation	

3. Controlling Sentence Length
4. Balancing Sentence Parts, prepositions, comparisons and clauses
5. Avoiding Common Errors
6. Checking format
K. Report Formats   .5
 1. Using Style Manuals
 2. General Business Report Formats
L. Researching, Citing and Referencing Documents 1.5
 1. Conducting Research
 2. Citing Within Text
 3. Endnotes, Bibliographies, and Footnotes
M. Writing and Editing Reports   9
 1. Choosing a Topic
 2. Creating and Using an Outline
 3. Creating a Cover Page
 4. Checking report format and Endnotes
N. Guidelines to Oral Presentation   6
 1. Choosing a Topic
 2. Creating and Using an Outline
 3. Planning an Introduction and a Conclusion
 4. Combating the fears of Public Speaking
 5. Using Body Language
O. The Power of Effective Listening   2
 1. Interpreting Body Language
 2. Hearing the Speaker Out
 3. Providing Feedback
P. Ethical Issues in Business   1
 1. What is considered Ethical and Unethical in Business
 2. Sharing Ethical Experiences
Q. Role of the Economy in business: 3
 1. The Global Economy
 2. Cultural Differences
 3. The United States Economy
R. New Technologies   1
 1. Voice Mail, E-Mail and the Fax Machine
 2. Business and Banking Technologies
 3. The Internet

          Total Hours 54

EVALUATION

Writing Assignment 1	15 points
Writing Assignment 2	25 points
Proofreading/Editing Assignments	40 points
(5 assignments x 8)	
Chapter Quizzes	42 points
(21 chapters x 2)	
Oral Presentation	20 points
Listening Critique	3 points
Class Participation	10 points
Portfolio	15 points
Midterm Exam	50 points
Final Exam	50 points
Total Points	270 points

Grading Scale

270-243 = A
242-215 = B
214-187 = C
186-159 = D
158   = F

APPENDIX B

Proposed Syllabus

VICTOR VALLEY COLLEGE

COURSE SYLLABUS   FALL 1996

Course No. __4130__ Course Title __BET 43 BUS COMMUNICATIONS 1__ Units __3__

Class hours __1:00pm - 3:50pm__ Days ___MONDAY___ Room No. __BU8__

Instructor __Arlene Iftiger__ Phone No. __245-4271__ Voice Mail Ext. __8559__

Office Hours __Instructor will meet with students by appointment.__

Fall Calendar		Withdrawal Policy
Instruction Begins	Aug 12	The last day to withdraw from
Labor Day	Sep 02	semester length classes without
Faculty Flex Day	Sep 03	academic penalty is the week of
1st 9-week Classes End	Oct 11	November 15.
2nd 9-week Classes Begin	Oct 14	Deadline to apply for December
Veterans Day	Nov 11	Graduation is October 4.
Thanksgiving Holiday	Nov 28-29	
Final Exam Week	Dec 9-13	
Fall Semester Ends	Dec 13	
Commencement	Dec 12	

Prerequisite: Eligibility determined by VVC assessment test or English 60. BET 1 Beginning Keyboarding/Typing or BET 2A Beginning Word Processing/Typing required.

Guffey, Mary Ellen (1996). Mary Ellen Guffey's Business English. Cincinnati: South Western College Publishing.

Halpern, Barbara B. (1994). At your Fingertips. New York: The Dryden Press.

Webster's New World Dictionary (1994) (3rd Pocket Ed). New York: The Dryden Press.

Other requirements: 3 ½" HD DS disk; blue, thin-line pen or pencil.

Course Description Technical course for Business Education Technologies majors that is designed to create proficiency in written business communications. Includes a comprehensive review of the basic elements for written communication with emphasis

on basic practices of business; including proofreading, editing, word processing documents, oral communication, listening skills, ethics, and new technologies.

Attendance Policy   Students are expected to attend all class meetings and may be dismissed from class according to policies set down in the Victor Valley College Student Handbook.

Grading Policy   Points are set for assignments as discussed in the course outline.

COURSE OBJECTIVES:

1.   Develop clarity in written communications using basic writing fundamentals: correctness of expression and content, clarity, completeness, conciseness, consistency, concreteness, and courtesy.

2.   Critically analyze and revise written documents using proofreading and editing principles as they apply to the fundamentals of grammar and punctuation.

3.   Demonstrate effective oral presentation skills by analyzing the audience, organizing the presentation logically, concentrating on the goal of positive effect, using effective delivery techniques, and preparing a strong conclusion.

4.   Develop effective listening skills by recognizing and interpreting body language, avoiding mental distractions, concentrating on the message, and remembering important information.

5   Analyze the role and function of business communications through use of effective oral and listening skills.

6.   Comprehend the underlying principles of a global economy by reading related material.

7.   Comprehend cultural differences through shared experiences and by reading related material.

8.   Apply ethical solutions to on-the-job problems.

COURSE OUTLINE:

1. Students will complete a vocabulary and a reading pretest to decide the competency level of the class.

2. A quiz will be given for each homework assignment. Points will be determined by attendance. **There will be no make-up quizzes**.

3. There will be (2) written assignments, one (1) oral presentation, and proofreading and editing assignments as assigned by the instructor. **Emphasis will be placed on proofreading as it pertains to lectures and the textbook.**

4. Students will keep a portfolio of their work, which they will grade at the end of the semester.

5. There will be a midterm and final exam. Students who do not take the midterm or final exams will receive an automatic grade of "F."

6. Two points will be deducted from work that is turned in one meeting late, four points from work turned in two meetings late, etc.

7. If students fall so far behind in their work that the instructor feels they cannot successfully complete the course, they will be dropped from the class.

8. Students will be responsible for keeping track of all graded materials. (Handout)

GRADING

Writing Assignment 1	15 points	**Grading Scale**
Writing Assignment 2	25 points	
Proofreading/Editing Assignments	40 points	270-243 = A
(5 assignments x 8)		242-215 = B
Chapter Quizzes	42 points	214-187 = C
(14 chapters x 3)		186-159 = D
Oral Presentation	20 points	158- 0 = F
Listening Critique	3 points	
Class Participation	10 points	
Portfolio	15 points	
Midterm Exam	50 points	
Final Exam	50 points	
Total Points	270 points	

SEMESTER SCHEDULE

Date	Classroom Activity	Homework Assignments
08/12	Review Syllabus. Complete Pretests. Lecture: Reading Effectively.	Unit 2 - Read Chapters 4 and 5. Complete Reinforcement Exercises.
08/19	Review and quiz on Chapters 4 and 5. Introduction to Proofreading and Editing.	Unit 2 - Read Chapters 6 and 7. Complete Reinforcement Exercises. Edit letter Level III, D on Page 63.
08/26	Review and Quiz on Chapters 6 and 7. Lecture: Editing. Writing Lab.	Unit 3 - Read Chapter 8. Complete Reinforcement Exercises.
09/02	Holiday: Labor Day	Unit 3 - Read Chapters 9. Complete Reinforcement Exercises. Edit letter Level III, E on page 95.
09/09	Review and Quiz on Chapters 8, and 9. Writing Lab. Discuss Assignment 1.	Unit 4 - Read Chapters 10 and 11. Complete Reinforcement Exercises. **DUE: Rough Draft - Assignment 1.**
09/16	Review and Quiz on Chapters 10 and 11. **DUE: Rough Draft for Assign. 1.** Writing Lab. Lecture: Using Words Effectively.	Unit 4 - Read Chapters 12 and 13. Complete Reinforcement Exercises. Edit letter Level III, C on page 154.
09/23	Review and Quiz on Chapters 12 and 13. Writing Lab. Lecture: Using Words Effectively	Unit 5 - Read Chapter 14 and 15. Complete Reinforcement Exercises. Edit letter Level III, C on page 185. **DUE: Assignment 1.** Include rough draft with assignment.
09/30	Review and Quiz on Chapter 14 and 15. **Midterm Exam** Lecture: Writing Effective Sentences Writing Lab	Unit 5 - Read Chapter 16. Complete Reinforcement Exercises. Edit letter Level III, C on page 210.
10/07	Review and Quiz on Chapter 16. Writing Lab. Lecture: Joining Sentences into Paragraphs.	Unit 5 - Read Chapter 17. Complete Reinforcement Exercises. Choose Topic for Assignment 2. Edit letter Level III, D on page 128.

Date	Classroom Activity	Homework Assignments
10/14	Review and Quiz on Chapter 17. Discuss Topics for Assignment 2. Lecture: Researching a Topic: Citing and Referencing Reports.	Unit 6 - Read Chapter 21. Complete Reinforcement Exercises. Edit report Level III, C on page 307. **Research Topic for Assignment 2.**
10/21	Review and Quiz on Chapter 21. Writing Lab. Lecture: Joining Sentences into Paragraphs	Unit 1 - Read Chapter 3. Complete Reinforcement Exercises. **DUE: Rough Draft - Assignment 2.**
10/28	Review and Quiz on Chapter 3. **DUE: Rough Draft -Assign. 2** Lecture: Intercultural Communication.	Unit 5 - Read Chapter 18. Complete Reinforcement Exercises. Edit letter Level III, D on page 259.
11/4	Review and Quiz on Chapter 18. Discussion on Rough Drafts. Discussion on Business Technology Writing Lab.	Unit 6 - Read Chapter 19. Complete Reinforcement Exercises. Edit letter Level III, D on page 279.
11/11	Holiday - Veteran's Day	**DUE: 2nd Rough Draft for Assignment 2.** Include 1st Rough Draft with your edit.
11/18	Review and Quiz on Chapter 19. **DUE: 2nd Rough Draft - Assign. 2.** Discuss Guidelines for Oral Presentation Lecture: Effective Listening.	Unit 6 - Read Chapter 20. Complete Reinforcement Exercises. **DUE: Presentation**
11/25	Review and Quiz on Chapter 20. **Begin Presentations** Discussion on Ethics in Business.	Share an example of ethical or unethical behavior with the class next meeting. **DUE: Assignment 2.**
12/02	**Presentations** Discussion on Ethics in Business Discussion on Portfolios. Discuss Final Exam	**DUE: Portfolios**
12/09	FINAL EXAM - 12:00	

WRITTEN ASSIGNMENTS: All Written Assignments must be typed and double spaced unless otherwise instructed. Assignments may be typed in the BET lab or in the Humanities building (room 14).

ASSIGNMENTS

1.*   Write instructions on how to complete a task. The task should relate to your work. The instructions should be written in such a way that, if you were not on the job, someone else would be able to take over for you.

        When writing instructions, make them as short and concise as possible. Do not use a paragraph format; make instructions look like a check list.

2*   To be discussed in class--an opinion paper on the coming election and how it will affect the economy. This will be a written six to eight page assignment. See *At Your Fingertips* for report format and guidelines.

        Chose a topic and type an outline (handout).

        This paper will require research: magazines, newspapers, television, etc. Information must be cited within the paper appropriately. At least 4 sources must be cited at the end of the paper as Endnotes. (See *At Your Fingertips*.)

        Turn in a copy of the paper edited and a revised copy.

3.   Oral presentation. Each student will be given the opportunity to present to the class written assignment 2. Use your outline to present your topic.

        Your presentation should be no more than 5 minutes in length.

REMEMBER THAT EVERYONE IS ENTITLED TO HIS OR HER OPINION!

* Note: Written assignments 1 and 2 will be edited and revised extensively. Be sure, when turning in your assignments, to include an edited copy along with a revised copy. Please staple the revised copy on top.

QUIZZES		PROOFREADING				POINTS	270 - 243 = A
1	_____						242 - 215 = B
2	_____						214 - 187 = C
3	_____						186 - 159 = D
4	_____	PROOFREADING					158 - = F
5	_____	1	_____				
6	_____	2	_____				
7	_____	3	_____				
8	_____	4	_____				
9	_____	5	_____				
10	_____	6	_____	ASSIGNMENTS			
11	_____	7	_____	1	_____		
12	_____	8	_____	2	_____	EXAMS	
13	_____	9	_____	Presentation	_____	MIDTERM _____	TOTAL POINTS
14	_____	10	_____	Portfolio	_____	Final _____	
Totals	=====		=====		=====	=====	=====

APPENDIX C

Existing Course Outline

VICTOR VALLEY COLLEGE
Curriculum Action Summary Form

Course Title and Number: ___Business English - BOT 43___

Department:_Bus. Off. Tech._ **Effective Date:**_Fall 1990___

Types of Change Proposed:

Course Number ____   Lab/Lecture Hours   ____
Course Title   ____   Catalogue Description   ____
Units   ____   Delete Course   ____
Prerequisite   ____   Add New Course   ____
                             Other: _X_

Place an "X" next to all that apply:

Non-Degree Applicable____   Associate Degree Applicable_x_
Baccalaureate Degree Applicable____

Reason for Proposed Change: ___Students taking Business___

English should receive general education graduation credit.

Rebecca G. Breedlove _____   2-6-90
Initiator   Date

Louise Henderson _____   2-7-90
Department Chairperson   Date

John French _____   2/7/90
Division Dean   Date

Vice President of Instruction   **Date**

Approved _____ Not Approved _____
Curriculum Committee   **Date**

Superintendent/President   **Date**

COURSE PROPOSAL
_____ NON-DEGREE APPLICABLE
__X__ ASSOCIATE DEGREE APPLICABLE
__X__ BACCALAUREATE DEGREE
           APPLICABLE

COURSE OUTLINE:

1.   Extensive study of grammar and punctuation (31 units) including three parts:
        Review of Language Structure, English for business Communication, and Style in
        Business Writing. Each unit contains two worksheets with a comprehensive test
        over each part.

2.   A vocabulary list will be distributed at the beginning of classes from which the
        students will select 20 words per week to define and locate written material in
        which the words appear. There will be a weekly vocabulary/spelling quiz.

3.   Writing Assignments: On a daily basis, in class, the students will rewrite unclear
        sentences or paragraphs (provided by the instructor), write one paragraph to one
        page on a given subject (provided by the instructor), or begin writing for "other"
        writing assignments.

        There will be nine "other" writing assignments beginning with outlines and
        summaries of articles in business-related periodicals and journals and progressing
        to a two to five-page paper, employing techniques used in the expository style of
        writing. This project will include rough drafts, peer evaluation, and revisions,
        and will be based on research of a given topic or subject. Finally, a five to ten
        page report will be required based on reading of a business-related, non-fiction
        novel (e.g., biographies on "captains of industry", or business theory publications)
        or five business-related articles from current issues of periodicals or journals.
        Students may elect, in addition to written report, to present oral reports fro this
        final project.

Special emphasis will be on the ability to organize thoughts and information to produce
clear and concise written communication.

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