


Course Outline

School:	Advancement
Department:	English and ESL
Course Title:	Advanced Business Communications
Course Code:	ENGL 253
Course Hours/Credits:	42
Prerequisites:	COMM 170, COMM 171
Co-requisites:	N/A
Eligible for Prior Learning, Assessment and Recognition:	Yes
Originated by:	Michael Park, John Parkes, & Neil Waldman
Creation Date:	Fall 2014
Revised by:	Karolyn Zuccarelli, Amanda Clare
Revision Date:	Summer 2014
Current Semester:	Fall 2016
Approved by:	

Chairperson/Dean

Students are expected to review and understand all areas of the course outline.

Retain this course outline for future transfer credit applications. A fee may be charged for additional copies.

This course outline is available in alternative formats upon request.

Course Description

ENGL-253 is a senior-level English course that explores the written and oral communication tasks that accounting, software engineering, and related professionals encounter at work. It is intended for students who have mastered basic essay-writing skills (COMM-170 level or the equivalent). Its emphasis is on the strategies and formats that lead to effective communication: writing the solution, packaging the solution, and presenting the solution. Writing formats studied include letters, memoranda and reports. Instruction and practice in informal and formal public speaking are also provided. Students are presented with problem-solving tasks that will yield a variety of “products”: identifying problems, framing potential solutions, resolving problems, and presenting routine information of their research in clear and effective ways.

Program Outcomes

N/A

Course Learning Outcomes

The student will reliably demonstrate the ability to:

1. assess a variety of business communication challenges and determine appropriate responses; for a variety of audiences;
2. apply appropriate indirect and direct formats and conventions to business letters, memoranda, emails, and reports;
3. plan and write correspondence appropriate to a variety of business situations;
4. research, plan, and write a variety of problem-solving reports;
5. research, plan, and write formal or semi-formal reports/proposals;
6. locate and summarize information about contemporary business issues from a variety of sources;
7. prepare and deliver unified oral presentations; and
8. edit own work for correct grammar, word choice, and sentence style. Editing should reflect COMM-170 or COMM-171 exit standards or above.

Essential Employability Skills (EES)

The student will reliably demonstrate the ability to*:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
5. Use a variety of thinking skills to anticipate and solve problems.
7. Analyze, evaluate, and apply relevant information from a variety of sources.
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

**There are 11 Essential Employability Skills outcomes as per the Ministry Program Standard. Of these 11 outcomes, the following will be assessed in this course.*

Global Citizenship and Equity (GC&E) Outcomes

The student will reliably demonstrate the ability to*:

1. Identify one's roles and responsibilities as a global citizen in personal and professional life.
2. Identify beliefs, values and behaviours that form individual and community identities and the basis for respectful relationships.

*There are 6 institutional Global Citizenship & Equity outcomes. Of these 6 outcomes, the following will be assessed in this course.

Text and other Instructional/Learning Materials

Text Book(s):

The assigned text for this course is:

Meyer, C. (2014). *Communicating for results: A Canadian student's guide* (3rd ed.). Canada: Oxford University Press.

ISBN-978-0-19-900131-6

Paper dictionary/thesaurus are recommended.

Online Resource(s):

Please see your instructor for any other resources required for your section.

Evaluation Scheme

- ✧ Quizzes (5 reading and grammar quizzes x 1% each): Reading and grammar quizzes
- ✧ Proposal/Work plan: Preparation for the formal report questionnaire
- ✧ In-class memo & letter midterm test: Midterm test
- ✧ Business correspondence package (must be word processed): Correspondence package
- ✧ Formal Report and Presentation: (Report 20% + Pres. 5%)
- ✧ Final Test: Final Test

Evaluation Name	CLO(s)	EES Outcome(s)	GCE Outcome(s)	Weight/100
Quizzes (5 reading and grammar quizzes x 1% each)	1, 3	1		5
Proposal/Work plan	5	1, 7, 9		5
Business meeting on contemporary issue: Business meeting participation (3%) Summary memo report (7%)	2, 3, 6, 7, 8	1		10
In-class memo & letter midterm test	1, 2, 3, 8	1		15
Business correspondence package (must be word processed)	1, 2, 3, 6	1, 5, 7	2	15
Formal Report and Presentation	1, 2, 3, 4	1, 5, 7	1, 2	25
Final Test	1, 2, 3	1	2	25
Total				100%

If students are unable to write a test they should immediately contact their professor or program Chair for advice. In exceptional and well documented circumstances (e.g. unforeseen family problems, serious illness, or death of a close family member), students may be able to write a make-up test.

All submitted work may be reviewed for authenticity and originality utilizing Turnitin®. Students who do not wish to have their work submitted to Turnitin® must, by the end of the second week of class, communicate this in writing to the instructor and make mutually agreeable alternate arrangements.

When writing tests, students must be able to produce official College photo identification or they may be

refused the right to take the test or test results will be void.

Student Accommodation

Students with permanent or temporary accommodations who require academic accommodations are encouraged to register with the Centre for Students with Disabilities (CSD) located at Ashtonbee (L1-04), Progress (C1-03), Morningside (Rm 190), and Story Arts Campus (Rm 284). Documentation outlining the functional limitations of a disability is required; however, interim accommodations pending receipt of documentation may be possible. This service is free and confidential. For more information, please email csd@centennialcollege.ca.

Use of Dictionaries

- Any dictionary (hard copy or electronic) may be used in regular class work.
- Dictionaries may be used in tests and examinations, or in portions of tests and examinations, as long as they are non-electronic (not capable of storing information) and hard copy (reviewed by the invigilator to ensure notes are not incorporated that would affect test or examination integrity).

Program or School Policies

School Of Advancement Policy For Missed Tests And Late Assignments

Students who have missed a test and present documented evidence of their absence upon returning to class are permitted to do an alternative assessment, typically completing the assessment within two weeks of returning to class. Students are strongly advised to contact the professor before the scheduled test date. Students who do not contact the professor within 24 hours of the missed class and do not present documented evidence will receive a mark of zero for the assessment. Make-up assessments will not be given.

Assignments are due on their due dates. Students who are unable to submit an out-of-class assignment on the day it is due must inform the professor on or before the due date. A mark of 10% will be deducted for each day past the due date unless an alternate due date has been negotiated. A hard copy of the assignment should be presented to the professor for grading and feedback; however, an electronic copy may first be submitted as proof that the work has been completed. There will be no make-up assignments.

It is the student's responsibility to keep track of all returned assignment and test / exam marks.

School Of Advancement Policy For Missed Tests And Late Assignments

Students who have missed a test and present documented evidence of their absence upon returning to class are permitted to do an alternative assessment, typically completing the assessment within two weeks of returning to class. Students are strongly advised to contact the professor before the scheduled test date. Students who do not contact the professor within 24 hours of the missed class and do not present documented evidence will receive a mark of zero for the assessment. Make-up assessments will not be given.

Assignments are due on their due dates. Students who are unable to submit an out-of-class assignment

on the day it is due must inform the professor on or before the due date. A mark of 10% will be deducted for each day past the due date unless an alternate due date has been negotiated. A hard copy of the assignment should be presented to the professor for grading and feedback; however, an electronic copy may first be submitted as proof that the work has been completed. There will be no make-up assignments.

It is the student's responsibility to keep track of all returned assignment and test / exam marks.

School Of Advancement Policy For Missed Tests And Late Assignments

Students who have missed a test and present documented evidence of their absence upon returning to class are permitted to do an alternative assessment, typically completing the assessment within two weeks of returning to class. Students are strongly advised to contact the professor before the scheduled test date. Students who do not contact the professor within 24 hours of the missed class and do not present documented evidence will receive a mark of zero for the assessment. Make-up assessments will not be given.

Assignments are due on their due dates. Students who are unable to submit an out-of-class assignment on the day it is due must inform the professor on or before the due date. A mark of 10% will be deducted for each day past the due date unless an alternate due date has been negotiated. A hard copy of the assignment should be presented to the professor for grading and feedback; however, an electronic copy may first be submitted as proof that the work has been completed. There will be no make-up assignments.

It is the student's responsibility to keep track of all returned assignment and test / exam marks.

School Of Advancement Policy For Missed Tests And Late Assignments

Students who have missed a test and present documented evidence of their absence upon returning to class are permitted to do an alternative assessment, typically completing the assessment within two weeks of returning to class. Students are strongly advised to contact the professor before the scheduled test date. Students who do not contact the professor within 24 hours of the missed class and do not present documented evidence will receive a mark of zero for the assessment. Make-up assessments will not be given.

Assignments are due on their due dates. Students who are unable to submit an out-of-class assignment on the day it is due must inform the professor on or before the due date. A mark of 10% will be deducted for each day past the due date unless an alternate due date has been negotiated. A hard copy of the assignment should be presented to the professor for grading and feedback; however, an electronic copy may first be submitted as proof that the work has been completed. There will be no make-up assignments.

It is the student's responsibility to keep track of all returned assignment and test / exam marks.

School Of Advancement Policy For Missed Tests And Late Assignments

Students who have missed a test and present documented evidence of their absence upon returning to

class are permitted to do an alternative assessment, typically completing the assessment within two weeks of returning to class. Students are strongly advised to contact the professor before the scheduled test date. Students who do not contact the professor within 24 hours of the missed class and do not present documented evidence will receive a mark of zero for the assessment. Make-up assessments will not be given.

Assignments are due on their due dates. Students who are unable to submit an out-of-class assignment on the day it is due must inform the professor on or before the due date. A mark of 10% will be deducted for each day past the due date unless an alternate due date has been negotiated. A hard copy of the assignment should be presented to the professor for grading and feedback; however, an electronic copy may first be submitted as proof that the work has been completed. There will be no make-up assignments.

It is the student's responsibility to keep track of all returned assignment and test / exam marks.

School Of Advancement Policy For Missed Tests And Late Assignments

Students who have missed a test and present documented evidence of their absence upon returning to class are permitted to do an alternative assessment, typically completing the assessment within two weeks of returning to class. Students are strongly advised to contact the professor before the scheduled test date. Students who do not contact the professor within 24 hours of the missed class and do not present documented evidence will receive a mark of zero for the assessment. Make-up assessments will not be given.

Assignments are due on their due dates. Students who are unable to submit an out-of-class assignment on the day it is due must inform the professor on or before the due date. A mark of 10% will be deducted for each day past the due date unless an alternate due date has been negotiated. A hard copy of the assignment should be presented to the professor for grading and feedback; however, an electronic copy may first be submitted as proof that the work has been completed. There will be no make-up assignments.

It is the student's responsibility to keep track of all returned assignment and test / exam marks.

School Of Advancement Policy For Missed Tests And Late Assignments

Students who have missed a test and present documented evidence of their absence upon returning to class are permitted to do an alternative assessment, typically completing the assessment within two weeks of returning to class. Students are strongly advised to contact the professor before the scheduled test date. Students who do not contact the professor within 24 hours of the missed class and do not present documented evidence will receive a mark of zero for the assessment. Make-up assessments will not be given.

Assignments are due on their due dates. Students who are unable to submit an out-of-class assignment on the day it is due must inform the professor on or before the due date. A mark of 10% will be deducted for each day past the due date unless an alternate due date has been negotiated. A hard copy of the assignment should be presented to the professor for grading and feedback; however, an electronic copy may first be submitted as proof that the work has been completed. There will be no make-up

assignments.

It is the student's responsibility to keep track of all returned assignment and test / exam marks.

School Of Advancement Policy For Missed Tests And Late Assignments

Students who have missed a test and present documented evidence of their absence upon returning to class are permitted to do an alternative assessment, typically completing the assessment within two weeks of returning to class. Students are strongly advised to contact the professor before the scheduled test date. Students who do not contact the professor within 24 hours of the missed class and do not present documented evidence will receive a mark of zero for the assessment. Make-up assessments will not be given.

Assignments are due on their due dates. Students who are unable to submit an out-of-class assignment on the day it is due must inform the professor on or before the due date. A mark of 10% will be deducted for each day past the due date unless an alternate due date has been negotiated. A hard copy of the assignment should be presented to the professor for grading and feedback; however, an electronic copy may first be submitted as proof that the work has been completed. There will be no make-up assignments.

It is the student's responsibility to keep track of all returned assignment and test / exam marks.

Course Policies

English

College Policies

Students should familiarize themselves with all College Policies that cover academic matters and student conduct.

All students and employees have the right to study and work in an environment that is free from discrimination and harassment and promotes respect and equity. Centennial policies ensure all incidents of harassment, discrimination, bullying and violence will be addressed and responded to accordingly.

Academic honesty is integral to the learning process and a necessary ingredient of academic integrity. Academic dishonesty includes cheating, plagiarism, and impersonation. All of these occur when the work of others is presented by a student as their own and/or without citing sources of information. Breaches of academic honesty may result in a failing grade on the assignment/course, suspension or expulsion from the college.

For more information on these and other policies, please visit www.centennialcollege.ca/about-centennial/college-overview/college-policies.

Students enrolled in a joint or collaborative program are subject to the partner institution's academic policies.

PLAR Process

This course is eligible for Prior Learning Assessment and Recognition (PLAR). PLAR is a process by which course credit may be granted for past learning acquired through work or other life experiences. The PLAR process involves completing an assessment (portfolio, test, assignment, etc.) that reliably demonstrates achievement of the course learning outcomes. Contact the academic school to obtain information on the PLAR process and the required assessment.

This course outline and its associated weekly topical(s) may not be reproduced, in whole or in part, without the prior permission of Centennial College.

Semester: Fall 2016
 Section Code: 003
 Meeting Time & Location: Wednesday 8:30am-11:30am
 Progress E1-13
 Last Date to Drop Course: 11/11/2016

Professor Name: Lillian Mak
 Contact Information: lmak13@my.centennialcollege.ca
 Office Hours: email for appointment
 Delivery Method: Lecture

Topical Outline (subject to change):

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name	Evaluation Date
1	Course Introduction The Communication Process Grammar Review Pre-course Writing Sample (0%)	Chapter 1: Getting the Message Across The Communication Process (Used in-class)	Describe the elements of the communication process. Complete Pre-course Writing Sample (0%).	Lecture, discussion, group activity		9/7/2016
2	Planning and Writing Business Messages Audience, Purpose and Scope Summarizing	Chapter 2: Getting Started: Planning and Writing Business Messages (Homework Due) Introduce summary writing How to write a summary (Handout used in class)	Analyze audience needs for specific documents. Describe the purpose of emails, letters, and memos. Discuss the differences between workplace and academic communication.	Lecture, discussion, group activity		9/14/2016
3	Business Writing Style: Summarizing Organizing and Managing Meetings Cross-cultural communication	Chapter 3: Business Style: Word Choice, Conciseness, and Tone (used in class) Chapter 4 Business Style: Sentences and Paragraphs (Homework due)	Describe the elements of achieving a professional tone and style. Apply the elements of professional writing to practice passages. Select and format quotations from sample texts. Apply citation techniques to sample texts.	Lecture, discussion, group activity	Quiz 1 (1%) Chapters 1-2	9/21/2016

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name	Evaluation Date
	pp.27-29 Direct Writing Plan	Cross-cultural communication checklist p. 33 (used in class) Direct Writing Plan Practice Business Meeting Summary Writing	Develop full references for a variety of sources. Evaluate use of quotation and documentation by peers.			
4	Routine and Goodwill Messages Fragments (p. 112) Summarizing cont. Organizing and Managing Meetings cont. Grammar Review: Run-On Sentences (pp. 112-113)	Chapter 5 Memorandums, E-mail, and Routine Messages (Homework Due) Practice writing: pp.151-153 (Used in-class) Fragments p. 112 (Homework Due) Run-On Sentences pp. 112-113 (Homework due)	Describe format of memos e-mails & business letters. Apply format to sample memos, letters, and e-mails. Apply direct method to sample scenarios. Compose practice correspondence. Analyze and evaluate use of direct method in sample correspondence. Correct run-on sentences in example sentences.	Lecture, discussion, group activity	Quiz 2 (1%) – Chapters 3 and 12 In-class Business Meeting and Summary Memo (3%) (***Please bring a typed copy of your summary to class)	9/28/2016
5	Routine and Goodwill Messages Direct Writing Plan Grammar Review Subject-Verb Agreement pp. 507-510	Chapter 6 Routine and Goodwill Messages (used in class) Commas p. 519 (Homework due)	Describe format of goodwill messages. Apply format to goodwill messages. Apply direct method to sample scenarios. Compose practice direct routine correspondence. Analyze and evaluate use of direct method in sample correspondence. Correct subject-verb agreement errors in example sentences.	Lecture, discussion, group activity	Summary memo of business meeting and business article (7%)	10/5/2016
6	Review Routine and Goodwill Messages	Chapter 6 Routine and Goodwill	Describe format of goodwill messages.	Lecture, discussion, group activity	In-Class Letter and Memo	10/12/2016

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name	Evaluation Date
	Midterm Test	Messages (used in class)	Apply format to goodwill messages. Apply direct method to sample scenarios. Compose practice correspondence. Analyze and evaluate use of direct method in sample correspondence.		Midterm Test (15%) Two hours Quiz 3 (1%) Chapters 4-5	
7	Proposal/Work Plan Writing Distribute Formal Report Topics	Chapter 11: Proposals and Formal Reports (used in class)	Analyze structure of formal reports. Analyze structure of business proposals. Describe principles for including graphics in formal business documents. Apply citation techniques to sample texts. Develop full references for a variety of sources.	Lecture, discussion, group activity		10/19/2016
8	Unfavourable News Persuasive Messages Indirect Writing Plan Informal and Formal Reports cont'd	Chapter 7 Delivering Unfavourable News (used in class) Chapter 8 Persuasive Messages (used in class) Verb tense pp. 511-514 (Homework due)	Describe the structure of the indirect method in bad news and persuasive messages. Apply indirect methods to sample correspondence scenarios. Compose practice correspondence. Evaluate sample scenarios for use of direct or indirect methods. Apply and correct use of various types of verb tense errors in example sentences.	Lecture, discussion, group activity	Quiz 4 (1%) Proposal/Work Plan (5%)	11/2/2016
9	Unfavourable News Persuasive Messages Informal and Formal Reports continued Parallelism/Comparisons	Chapter 8 Persuasive Messages (used in class) Parallelism/Comparisons pp. 515 (Homework due)	Compose practice correspondence for direct and indirect messages. Evaluate sample scenarios for use of direct or indirect methods. Apply and correct use of faulty parallel structure in example sentences.	Lecture, discussion, group activity	Quiz 5 (1%)	11/9/2016

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name	Evaluation Date
10	Informal and Formal Reports cont'd Presentation Skills	Chapter 11 Proposals and Formal Reports (used in class) Chapter 10 Informal Reports p. 312 (used in class) Chapter 12 Oral Communication pp. 428-429 (Homework due)	Describe the structure of the indirect method in bad news and persuasive messages. Apply indirect methods to sample correspondence scenarios. Compose practice correspondence. Evaluate sample scenarios for use of direct or indirect methods. Describe components of informal and formal reports. Evaluate report scenarios for correct approach. Describe the purpose of different types of reports. Analyze audience needs for different types of reports.	Lecture, discussion, group activity	Correspondence Package Due (15%)	11/16/2016
11	Informal and Formal Reports cont'd Presentation Skills	Chapter 11 Proposals and Formal Reports Continued (used in class) Chapter 10 Informal Reports pp. 314-316 (Homework due) Chapter 12 Oral Communication pp. 435-437 (Homework due)	Synthesize and apply knowledge of formal reports to own reports. Apply the principles of effective presentation delivery to own presentation.	Lecture, discussion, group activity		11/23/2016
12	Formal Report Workshop Consultation Final Test Review	Review Chapters 3-8 (used in class)	Describe components of informal and formal report. Evaluate report scenarios for correct approach. Describe the purpose of different types of	Lecture, discussion, group activity NOTE: Formal reports and presentations begin Week 12	Chapter 12	11/30/2016

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name	Evaluation Date
			reports. Analyze audience needs for different types of reports.			
13	Formal Report Presentations	No readings assigned	Synthesize and apply knowledge of formal reports to own reports. Apply the principles of effective presentation delivery to own presentation.	Lecture, discussion, group activity	Formal Report Due (20%) Presentations Begin (5%)	12/7/2016
14	Final Test	No readings assigned	Synthesize and apply knowledge of direct and indirect writing to business messages.	N/A	Final Test (25%)	12/14/2016