“The two words ‘information’ and ‘communication’ are often used interchangeably, but they signify quite different things. Information is giving out; communication is getting through.”

– Sydney J. Harris, American Journalist and Author

Text and Support Materials:

2. The College of Business and Economics (COBE) Writing Styles Guide http://cobe.boisestate.edu

Welcome to Business Communication Course 201 or BUSCOM201!

BUSCOM201 emphasizes communication skills and competencies vital for success in business. You will work on practical communication foundations for use in real world applications. Much of your work will focus on writing skills and writing and presenting business messages and reports.

Course Procedure

This class will involve reading, writing, thinking, and absorbing essential communication foundation skills needed for everyday business. You will be asked to participate in class discussions of completed homework, in-class handouts and workshop materials. To make the most of class, complete all the assignments and take an active role in class.

The first part of the semester will be focused on writing skills and preparing business messages. The second half of the semester will focus on job application, business reports and presentations.

You will submit documents on business memos and E-mail correspondence, direct and persuasive business communication, “good news” and “bad news” letters and other business correspondence, and job applications. Your final research project includes a proposal, a progress report, a written report and an oral presentation.

Course Objectives

Students completing BUSCOM 201 should be able to demonstrate the ability to:

1. Appreciate the importance of effective business communication skills for career development and success.
2. Analyze a business communication situation and develop an appropriate communication strategy.
3. Employ one or more standard formats for writing each of the following: business letters, memos and reports.
4. Employ, regardless of format, principles relevant to the content, organization, and style of text for the following types of business communication: bad news (negative) messages, persuasive messages, and good news (positive) and/or routine messages.

5. Determine, find, and properly incorporate secondary research using the APA style, including that available through electronic means such as library holdings, databases, CD-ROM, and the Internet.

6. Apply basic editing skills such as those expected of students who have completed freshman composition and who are taking a business communication course.

7. Design a page of text so that it is graphically easy to read and permits easy information access. Such skills include the use of standard formats, white space, appropriate paragraphing, and (where appropriate) headings and sub-headings.

8. Use a reader-friendly approach to balance the needs of the audience with the desires of the writer.

9. Produce ethical communications as a result of knowing and being able to apply certain ethical principles.

10. Develop and present an oral presentation using effective visual aids.

**General Policies**

**Assignment Submissions**

All assignments are due by midnight on the date indicated on the class schedule. Extensions may be given as long as I am contacted ahead of time BEFORE the due date.

**Late Projects**, without extension, will be subject to a (5) point per day penalty. Assignments will not be accepted after the last day of class.

**All projects** must be submitted to complete the course.

**Emailed Assignment:**

Email assignments are accepted under these conditions:

- Send Email assignments to: LisaKleiman@mail.boisestate.edu
- In the Email subject line type: Your Name/BUSCOM201/SEC#/assignment subject i.e. Subject: Lisa Kleiman/BUSCOM201/SEC010/Memo
- Submit assignment as a MS Word or PowerPoint attachment
- Watch for my email reply indicating that I received the assignment. If you don’t receive a reply, don’t assume I received the assignment. You can re-submit. I do not assess late penalties for technical difficulties.
- Final research report submitted in hard copy only.

**Etiquette**

- Please plan to attend all classes, arrive on time and stay for the entire session.
- Please turn off all cell phones and other noise-making devices.
- Please do not bring food and drink into the class.
Attendance

Role is not taken in this class but attendance is strongly encouraged. Active participation counts 20 points toward your final grade. Many workshops and in-class handouts are given in class necessary for graded assignments. You will be encouraged to take an active role to develop your communication skills. Questions, observations, and opinions will be solicited often.

If you must miss a class, please inform me ahead time.

Format

Unless otherwise noted, prepare all written assignments using these formats:

General
- Fonts: Use conventional fonts (i.e. Times New Roman for serif, Arial for sans serif). 12-Point Type
- Line Space: Single space text and double space in between paragraphs with no paragraph indentation

Letters
- Use Block Letter Format
- Provide letterhead format with the company name and contact information at the top of the message, followed by date and inside (recipient’s) address.
- Salutation: Use last or first name; not both. Use first name only for informal communications. Use a colon with the last name; and comma with the first name salutation.

Memos
- Use any conventional format that includes at the top “To”, “from,”, Date,”, and “Subject” lines
- Signature lines are not generally used with memo formats.

Report
Follow the APA style (5th) edition contained in the COBE Writing Styles Guide. The BSU COBE Writing Styles Guide lays out a basic writing standards used across all courses in the College of Business and Economics. It can be found at http://cobe.boisestate.edu/

Extra Credit

Students may earn up to 10 points of extra credit for the following assignment due by the last day of class.

Extra Credit Assignment:

Collect an actual e-mail message, letter or memo illustrating the type of correspondence and techniques used in business communication. Mask names and other information that must be kept anonymous. Write a memo that answers the following questions:

1. What type of letter or memo is this?
2. What is the main idea in the message?
3. What writing strategy does the document illustrate? Explain your answer.
4. How effective is the message in accomplishing its purpose?

Maximum one extra credit assignment in this class. Late extra credit assignments are not accepted.
**Academic Honesty**

Cheating, plagiarism and other forms of academic dishonesty, as well as unacceptable behavior are not accepted in this course. Violations may result in penalties up to and including dismissal from the University. More details about the Boise State University Code of Conduct can be found at: [http://www2.boisestate.edu/studentconduct](http://www2.boisestate.edu/studentconduct)

**Spring 2008 Schedule**

<table>
<thead>
<tr>
<th>Class Date (Monday)</th>
<th>Topics</th>
<th>Readings Due</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Jan. 28</td>
<td>Orientation/Syllabus Overview/Communication Fundamentals</td>
<td>Chapter 1</td>
<td>Writing Improvement Exercise(s)*</td>
</tr>
<tr>
<td>2 Feb. 4</td>
<td>The Writing Process: Prewriting &amp; Techniques</td>
<td>Chapter 2 &amp; 3 &amp; COBE “Guidelines for Writing”</td>
<td>Writing Improvement Exercise(s)*</td>
</tr>
<tr>
<td>3 Feb. 11</td>
<td>The Writing Process: Writing &amp; Editing/E-Mail and Memos</td>
<td>Chapter 4 &amp; 5</td>
<td>Writing Improvement Exercise(s)*</td>
</tr>
<tr>
<td><strong>4 Feb. 18</strong></td>
<td><strong>President’s Day Holiday</strong></td>
<td><strong>No Classes</strong></td>
<td></td>
</tr>
<tr>
<td>5 Feb. 25</td>
<td>Direct Letters/Goodwill Messages</td>
<td>Chapter 6 &amp; Page 167 ex 6.27</td>
<td>Email or Memo</td>
</tr>
<tr>
<td>6 March 3</td>
<td>Persuasive Messages/Sales Communications &amp; Ethics</td>
<td>Chapter 7</td>
<td>Direct Letter</td>
</tr>
<tr>
<td>7 March 10</td>
<td>Negative Messages</td>
<td>Chapter 8</td>
<td>Persuasive Letter</td>
</tr>
<tr>
<td>8 March 17</td>
<td>Job Search/Resume and Cover Letters</td>
<td>Chapter 13 &amp; 14, Page 29, Page 445 ex. 14.5</td>
<td>Negative Letter</td>
</tr>
<tr>
<td><strong>9 March 24-28</strong></td>
<td><strong>Spring Break</strong></td>
<td><strong>No Classes</strong></td>
<td></td>
</tr>
<tr>
<td>11 April 7</td>
<td>Proposal and Formal Reports</td>
<td>Chapter 10 &amp; COBE “Guidelines for Reports”</td>
<td>Informal Proposal</td>
</tr>
<tr>
<td>12 April 14</td>
<td>Speaking Skills</td>
<td>Chapter 11 &amp; COBE “Communication Guidelines”</td>
<td>Progress Report</td>
</tr>
<tr>
<td>13 April 21</td>
<td>Oral Presentations &amp; Visual Aids</td>
<td>Chapter 12</td>
<td>Formal Report</td>
</tr>
<tr>
<td>14 April 28</td>
<td>Individual 5-Min Oral Presentations</td>
<td></td>
<td>Presentation &amp; Peer Evaluations</td>
</tr>
<tr>
<td>15 May 5</td>
<td>Individual 5-Min Oral Presentations</td>
<td></td>
<td>Presentation &amp; Peer Evaluations</td>
</tr>
<tr>
<td>16 May 12 Last Class</td>
<td>Review/Summary</td>
<td><em><strong>FINALS WEEK</strong></em></td>
<td></td>
</tr>
</tbody>
</table>

*Assigned in class.

Note: Syllabus subject to change.
Grading Criteria:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Total Points</th>
<th>% of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Participation/</td>
<td>20</td>
<td>4%</td>
</tr>
<tr>
<td>Writing Exercises</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Memo/E-Mail</td>
<td>40</td>
<td>8%</td>
</tr>
<tr>
<td>Direct Letter</td>
<td>40</td>
<td>8%</td>
</tr>
<tr>
<td>Persuasive Letter</td>
<td>40</td>
<td>8%</td>
</tr>
<tr>
<td>Negative Letter</td>
<td>40</td>
<td>8%</td>
</tr>
<tr>
<td>Resume</td>
<td>30</td>
<td>6%</td>
</tr>
<tr>
<td>Application Letter</td>
<td>40</td>
<td>8%</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>Progress Report</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>Formal Report</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Oral Report</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>Total Points</td>
<td>500</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grading Scale

Grades will be tabulated based on the following scales:

- A+ = 485-500
- B+ = 435-449
- D+ = 335-349
- F = <299
- A = 470-484
- B = 370-384
- D = 320-334
- A- = 450-469
- B- = 400-419
- D- = 300-319

Please feel free to talk with me regarding any questions about the evaluation of your work.

Grading Criteria

For all assignments, evaluations will reflect how well you have met a project’s requirements, your use of appropriate style and tone and correct use of English. Papers that contain typing, spelling and grammatical errors seriously harm a message’s credibility and can lower an assignments grade by approximately one grade point for each error.

Check your own work for errors. Be advised that many software packages have tools that check these errors but do not catch all and replace, careful proofreading.

I have two graded assignments: Graded and Credit/No Credit. Many of the writing improvement and in-class exercises are Credit and No credit assignments that count toward your final grade. Written assignments will be evaluated based on these criteria:
<table>
<thead>
<tr>
<th>Meets Criteria</th>
<th>Appropriate Style/Tone/Clarity</th>
<th>Maintains Appropriate Coherence/Consideration/Credibility &amp; Reader Benefits</th>
<th>Professional Format/Layout (Overall Effect/Appearance)</th>
<th>Type of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Few &amp; minor</td>
</tr>
<tr>
<td>B</td>
<td>Yes</td>
<td>evident</td>
<td>Yes</td>
<td>Some usage</td>
</tr>
<tr>
<td>C</td>
<td>Not maintained</td>
<td>Some evidence of</td>
<td>Not maintained</td>
<td>Usage errors, some serious</td>
</tr>
<tr>
<td>D</td>
<td>Not maintained, or lacking</td>
<td>Little evidence of many errors</td>
<td>Not maintained or lacking</td>
<td>Serious usage errors or many minor errors</td>
</tr>
<tr>
<td>F</td>
<td>Lacks any evidence of style or tone</td>
<td>Many serious errors/no evidence of</td>
<td>Lacks any evidence of appropriate format/layout</td>
<td>Many serious and minor errors</td>
</tr>
</tbody>
</table>

**Definitions**

*Style/Tone:* Appropriate tone/style used based upon the document's purpose and audience.

*Clarity:* The message is easy to read and understand

*Coherence:* Sentences and paragraphs are fluently organized. Text is organized in a form compatible with the purpose and audience.

*Consideration:* The message consistently addresses the reader's benefit and attitude.

*Format/Layout:* Document has a professional reader-friendly layout and format

*Correctness:* Grammar, punctuation, and vocabulary are used correctly.

*Conciseness:* Document is easy to read and does not include unnecessary words, phrases, clauses, and sentences.

*Credibility:* The message gives the reader clear evidence to believe the message.

**Additional Resources**

There are many resources available at the library and on the internet.

Online resources:

  Contains links to dictionaries, encyclopedia, thesauri, quotations, and other general reference materials
• http://www.apastyle.org/stylehelper
  Contains tips for using the APA (American Psychological Association) style format for documentation and citation

• http://owl.english.purdue.edu/
  Purdue University's Online Writing Lab (OWL)

• http://cobe.boisestate.edu/COBEwritingGuide/index.htm
  See hyperlinks contained on the COBE web site page containing the Styles Guide

Special Needs

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify me as soon as possible.