



COM 140
**Contemporary Business
Communication**

Version 3 08/06/07

Program Council

The Academic Program Councils for each college oversee the design and development of all University of Phoenix curricula. Council members include full-time and practitioner faculty members who have extensive experience in this discipline. Teams of full-time and practitioner faculty content experts are assembled under the direction of these Councils to create specific courses within the academic program.

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Course Syllabus

Course Title: COM 140–Contemporary Business Communication

Required Texts

Axia College's *Writing Style Handbook*, available online at https://axiaecampus.phoenix.edu/Writing_Style_Handbook_AxiaUOP.pdf

Electronic Resources

Please Note: All required text and materials are found on the aXcess course page. The aXcess page can be accessed through the Axia College of University of Phoenix Student and Faculty Web site at <https://axiaecampus.phoenix.edu/>

Hacker, D. (2004). *A pocket style manual* (4th ed.). Boston: Bedford/St. Martin's.

Hacker, D. (2006). *The Bedford handbook* (7th ed.). Boston: Bedford/St. Martin's.

Hacker, D., & Fister, B. (2005). *Research and documentation online*. Boston: Bedford/St. Martin's. Retrieved February 1, 2007, from <http://dianahacker.com/resdoc/>

Kennedy, X. J., Kennedy, D. M., Muth, M. F., & Holladay, S. A. (2005). *The Bedford guide for college writers* (7th ed.). Boston: Bedford/St. Martin's.

Course Overview

COURSE DESCRIPTION

In this course, students apply the basic writing process—transitioning from fluency, to clarity, to correctness—as they create a variety of effective business communication for both internal and external audiences. Selected readings provide the foundation for discussions of the purpose, audience, structure, tone, and content of business writing. Grammar exercises focus on sentence structure, punctuation, capitalization, and bias-free language.

TOPICS AND OBJECTIVES

The Relationship Between Reading and Writing

- Discuss selected readings for purpose, audience, structure, and tone.
- Determine methods for building rapport between the writer and reader of written communication.

Interpersonal Communication

- Determine appropriate purpose, audience, tone, and content for interpersonal communication.
- Identify the purpose of available online resources.
- Use grammar, mechanics, spelling, and punctuation appropriately.

Business Communication

- Identify appropriate purpose, audience, tone, and content for business communication.

Informative, Positive, and Negative Messages

- Use the writing process to create a variety of effective business communication.
- Develop informative and positive messages for use in the workplace.
- Convey negative messages that communicate openly, honestly, and diplomatically.

Persuasive Messages

- Identify characteristics of persuasive messages.
- Write persuasive messages to meet specific business needs.

Word Processing Skills

- Develop fundamental word processing skills.
- Compare basic style guidelines for formatting papers.

Elements of Presentations

- Discuss options for presenting information in a business environment.
- Identify ways to incorporate effective visual elements into business presentations.

Job-Application Skills

- Determine a strategy for managing a job search.
- Develop documents associated with a job search.

Business Presentations

- Apply comprehensive presentation skills.

Point Values for Course Assignments

Week One: The Relationship Between Reading and Writing	
Discussion Questions	10
Participation	10
CheckPoint: Final Project Topic	10
Week Two: Interpersonal Communication	
Exercise: Grammar Exercise 1	20
CheckPoint: Characteristics of Interpersonal Communication	30
Assignment: Online Resources	50
Week Three: Business Communication	
Discussion Questions	10
Participation	10
CheckPoint: Effective Business Communication	30
Week Four: Informative, Positive, and Negative Messages	
Exercise: Grammar Exercise 2	20
CheckPoint: Different Kinds of Messages	30
Assignment: Negative Messages	90
Week Five: Persuasive Messages	
Discussion Questions	10
Participation	10
CheckPoint: Persuasive Memo	30
Week Six: Word Processing Skills	
Exercise: Grammar Exercise 3	20
CheckPoint: Creating Effective Documents	30
Assignment: Applying Style Guidelines	100
Week Seven: Elements of Presentations	
Discussion Questions	10
Participation	10
CheckPoint: Effective Presentations	30
Week Eight: Job-Application Skills	
CheckPoint: Comprehensive Grammar CheckPoint	30
CheckPoint: Job-Search Management	30
Assignment: Résumé and Job-Application Letter	100
Week Nine: Business Presentations	
Capstone Discussion Question	10
Participation	10
Final Project: Business Presentation	250
Point Totals	1,000

Policies and Procedures

Online Weekly Schedule

The class week begins on Monday. Notice the schedule refers to “Day 1,” etc. For time management and scheduling purposes, keep the following in mind:

- Day 1–Monday**
- Day 2–Tuesday**
- Day 3–Wednesday**
- Day 4–Thursday**
- Day 5–Friday**
- Day 6–Saturday**
- Day 7–Sunday**

For example, when an assignment is due on Day 5, it must be posted no later than midnight Arizona time (MST) on Friday of that week.

Copyright Guidelines

Feel free to post a URL to a Web site of interest in the forum, but **do not post any copyrighted material in any classroom forum**—anything from an article to a cartoon—without the express permission of the copyright owner.

Academic Resources

Coursework in this class must uphold the high standards of academic integrity established by Axia College of University of Phoenix. Consequently, the majority of your research must be based on credible sources—peer-reviewed academic journals, such as those in the University Library, or the additional readings on the rEsource page for this course.

Please note: Internet searches often lead to nonacademic information resources, such as Wikipedia.org, Ask.com, Encarta.msn.com, Infoplease.com, etc. You may supplement your research with these sources, but keep in mind that the information you find there may not be accurate, because it does not come under a formal oversight or peer-review process.

While you may use and cite nonacademic resources such as Wikipedia when working on assignments, you may not rely on them exclusively. The majority of your sources must be peer-reviewed academic journals. Furthermore, you are responsible for the accuracy of any facts presented in your assignments and, therefore, must confirm the veracity of information you find in nonacademic sources with further research.

Attendance

In order to be in attendance during a week, post at least **one** message to one of the course forums on **2 separate days** during the online week using your username@email.phoenix.edu address. If you are out of attendance for 3 weeks of a 9-week course, you will be automatically withdrawn and will not be eligible to receive credit or earn a letter grade. Remember that attendance is taken electronically. Please refer to the policies note that is posted by Academic Affairs as the first message in the **Main** forum.

Participation

Get involved! Your success, enjoyment, and learning in this course are closely related to how you engage the material presented. Participation is initiated by your instructor, who posts discussion questions (DQs) during weeks that contain a participation component. You are expected to contribute to the class discussion in a substantive way by posting **two substantive notes** in the **Main** forum for **3 out of 7 days** of each week that contains a participation component. When the

discussion centers on a lively topic, it is not unusual for students to read what classmates are talking about and to post multiple notes.

Please note: CheckPoints, exercises, and assignments are due on different days so you can meet attendance requirements. If you complete your assignments early, please post each assignment on its appropriate due date to ensure you meet the attendance requirements and are not auto-dropped from class.

Substantive notes go beyond "I agree" or "I see your point." Effective responses relate theory or methods to personal experience, so feel free to comment, critique, and suggest. Think about quality and frequency as you strike up a conversation with your fellow classmates. Remember to post notes in the **Main** forum, to which everyone has access.

Please note: When you post an answer to the discussion question, points are given only for the discussion question portion of the grade. Your participation grade is based on substantive replies to others' notes.

Expectations for Classroom Discussion

- Respond to assigned discussion questions under the designated threads in the **Main** forum.
- Read and consider your classmates' posts, and respond constructively.
- Offer personal experiences relevant to the discussion.

Late Assignments

Late assignments receive a 10% deduction for each day they are late. Assignments are late if they are not posted by midnight Arizona time (MST) of the day they are due. Assignments that are more than 4 days late will not be accepted unless we have negotiated and mutually agreed upon an alternative submission date in advance. Unless an Incomplete grade has been granted, student assignments submitted after the last day of class will not be accepted.

Please note: University of Phoenix server problems are not an excuse for late papers. If you are unable to connect to the University of Phoenix server and upload an assignment to your **Individual** forum, send a copy of the assignment to your instructor's inbox or alternate email address as proof that you attempted to post the assignment on time. In your email, you must tell your instructor that you were unable to connect to the University of Phoenix server. You must then upload the assignment to your **Individual** forum at your earliest opportunity. Send assignments to your instructor's inbox **ONLY** if the University of Phoenix server is down. An instructor cannot, by University of Phoenix policy, grade an assignment that comes to his or her personal email. It must be posted in your **Individual** forum to count for grading purposes. These policies are necessary because any contact outside of class forums cannot be verified or archived.

Extra Credit

The curriculum for Axia College courses is carefully designed to fit the number of course weeks, and the assignment schedule is relatively full. In order to uphold academic rigor and integrity, students must be graded based on the degree to which they fulfill the requirements of assignments listed in the syllabus. Extra credit assignments are not allowed at Axia College.

Feedback

Instructors return feedback for CheckPoints to your **Individual** forum by the next office day after the due date of the assignment. Feedback for written assignments is returned to the student's **Individual** forum within 7 days. Instructors respond to questions submitted during established office hours the same day. Instructors respond to questions submitted outside of office hours during the next established office hours. A weekly grade summary is posted to the student's

Individual forum within 7 days of the conclusion of each week. Final course grades are submitted to the university within 7 days of the conclusion of the course.

Incompletes

An Incomplete grade may be granted only if all of the following criteria are met:

1. The instructor determines that an Incomplete grade is appropriate under the circumstances
2. Attendance requirements have been met for the course, and the student is therefore eligible for a grade
3. Student is earning a passing grade in the course at the time the Incomplete is requested
4. Student requests, in writing, a grade of Incomplete during the last week of class, prior to the course end date
5. Student and instructor enter into a written agreement containing:
 - a) A course completion plan
 - b) A clearly identified extended course deadline not to exceed 5 weeks from the original course end date
 - c) Acknowledgment that the final course grade **will** be reduced one (1) full letter grade in exchange for the extra time allowed to complete the coursework, regardless of the circumstances

Please Note: Unless an Incomplete grade has been granted, student assignments submitted after the last day of class are not accepted. Accordingly, grade changes are not permitted for work submitted after the end of a class.

Academic Honesty

University of Phoenix students utilize university resources with honesty and integrity. These resources include, but are not limited to, the online library, online consultation with faculty, and registration systems. In addition to truthful representation in these areas, students must acknowledge references from original works, avoid plagiarism, and use writing and formatting styles generally accepted as sound academic writing.

Privacy and Confidentiality in the Online Classroom

If at any time you would like to communicate with your instructor confidentially, you may do so via the **Individual** forum. This forum can be viewed only by the individual student and the faculty member.

All postings to any forum in this class are considered confidential and for consideration and discussion only by members of this class. Specifically, do not forward materials or messages from this class by email or distribute hard copies.

Grading Scale

100-95	A	76-73	C
94-90	A-	72-70	C-
89-87	B+	69-67	D+
86-83	B	66-63	D
82-80	B-	62-60	D-
79-77	C+	59 or <	F

Week One

The Relationship Between Reading and Writing

- Discuss selected readings for purpose, audience, structure, and tone.
- Determine methods for building rapport between the writer and reader of written communication.

ASSIGNMENTS

1. **Read** objectives and welcome.
 - **Read** instructor's bio, and post your own bio.
 - **Due Date:** Day 1 [post to the **Chat Room** forum]
2. **Read** Appendix A regarding the final project requirements.
3. **Read** *Fundamentals of Writing, Part One: What To Do Before You Start Writing*; *Fundamentals of Writing, Part Two: What to Do When You Are Ready to Write*; and *Fundamentals of Writing, Part Three: What To Do After You've Finished Writing*.
4. **Read** *Keys to Effective Business Communication*.
5. **Read** *Blogs Will Change Your Business*
6. **Discussion Question 1**
 - **Due Date:** Day 2 [post to the **Main** forum]
 - **Post** your response to the following: Respond to *Blogs Will Change Your Business* at http://www.businessweek.com/magazine/content/05_18/b3931001_mz001.htm by addressing the following points:
 - For what **audience** or readership do you think the article was written?
 - What is the **purpose** of the article (to entertain, inform, persuade, or a combination)? Explain your answer.
 - How do the writers organize information in the article? What purpose do you think they had in mind with this **structure**?
 - What is the **tone** or expressive style of the article? What effect does this tone produce?
 - **Ask** for more information regarding areas of disagreement when you respond to your classmates' posts.
7. **Discussion Question 2**
 - **Due Date:** Day 4 [post to the **Main** forum]
 - **Post** your response to the following: Recall a writer with whom you have felt rapport as well as a writer with whom you have felt little or no rapport. What made the difference? Provide suggestions for building rapport between the writer and readers of written communication.
 - **Ask** for more information as you respond to your classmates' posts if you are unfamiliar with the writers mentioned.

8. **CheckPoint:** Final Project Topic

- *Resources:* Appendix A and the River View Plaza Digital Story
- **Due Date:** Day 5 [post to the **Individual** forum]
- **Use** the information in the River View Plaza Digital Story as an introduction to the characters and situations used as a backdrop for your final project.
- **View** the River View Plaza Digital Story at <http://corptrain.phoenix.edu/AXIA/com140/digitalstory/digifast.html>
- **View** the River View Plaza Digital Story transcript. Print a copy of the text at the end of the story to use as a reference while you work on your final project.
- **Discuss** ideas for your topic with a class member in the **Chat Room**, if you wish.
- **Submit** your final project topic to your instructor, and explain why you chose this topic. Your instructor *must* approve your topic for your final project.
- **Post** this CheckPoint as a Microsoft® Word attachment.

Week Two

Interpersonal Communication

- Determine appropriate purpose, audience, tone, and content for interpersonal communication.
- Identify the purpose of available online writing resources.
- Use grammar, mechanics, spelling, and punctuation appropriately.

ASSIGNMENTS

1. Exercise: Grammar Exercise 1: Inclusive Language

- *Resources: Guide to Using the Axia Site, A Pocket Style Manual, and Exercise Central on the Axia College Writing Resources Web Site*
- **Due Date:** Day 3
- **Read** the designated pages about writing inclusively in *A Pocket Style Manual*, located on your aXcess page.
- **Review** the navigation exercises in the *Guide to Using the Axia Site*, located on your aXcess page.
- **Sign up** to use the Axia College Writing Resources Web Site at <http://bcs.bedfordstmartins.com/axia/default.asp?uid=0&rau=0>.
- **Complete** the Exercise Central exercises listed in the table below. The exercises are located at the Axia College Writing Resources Web Site at <http://bcs.bedfordstmartins.com/axia/>.
- **Copy and paste** your individual results for each exercise into a new post in your **Individual** forum. The subject line of each post must inform the instructor which exercise you are posting (for example, *Exercise 123*).

Pocket Style Manual Reading	Exercise Central Category	Topics	Exercise Central Exercises
Pages 2-5 in the <i>Writing Inclusively</i> section	Writing/Inclusive and Noninclusive Language	Eliminating sexist language; Identifying sexist language	278, 453
Pages 5-6 in the <i>Writing Inclusively</i> section	Writing/Inclusive and Noninclusive Language	Racist-nonracist language and other stereotypes	846
Page 7 in the <i>Writing Inclusively</i> section	Writing/Inclusive and Noninclusive Language	Agist-nonagist references	844
Pages 7-9 in the <i>Writing Inclusively</i> section	Writing/Inclusive and Noninclusive Language	Language referring to the disabled and cultural . . .	845

2. CheckPoint: Characteristics of Interpersonal Communication

For effective, written business communication, writers must consider several factors: the purpose of the communication, the identity of the audience members (including their probable reactions, amount of information they already have, obstacles that must be overcome, and expectations that should be fulfilled), appropriate tone, and relevant content. Keep these factors in mind as you complete the following CheckPoint.

- *Resources:* Appendix B and *Keys to Effective Business Communication*
- **Due Date:** Day 4 [**Individual**] forum
- **Read** the following scenario:

In this scenario, assume the role of a student. You have read assignment details in your course syllabus, but you are still unsure what to do. Think about how you would approach your instructor versus how you would approach a classmate to receive more information about the assignment.

- **Review** the factors of purpose, audience, tone, and structural content in the Week One reading *Keys to Effective Business Communication*.
- **Complete** the table in Appendix B to determine the appropriate purpose, audience, tone, and content for each type of interpersonal communication noted in the scenario.
- **Post** the CheckPoint as an attachment.

3. **Assignment:** Online Resources

The Center for Writing Excellence provides a variety of tools and resources to help you become a better writer. Make using these tools and resources a habit, even if an assignment does not require it.

- *Resources:* Appendix C and Center for Writing Excellence (CWE)
- **Due Date:** Day 7 [**Individual**] forum
- **Read** Appendix C.
- **Review** available online resources at the CWE:
 - **Log on** to the Axia College Student Web site at <https://axiaecampus.phoenix.edu/>
 - **Point** your cursor at **My Learning Resources**, and select **Tools & Tutorials** from the drop-down menu.
 - **Click** on **Center for Writing Excellence**.
- **Address** the following: In addition to WritePointSM and the Plagiarism Checker, what other resources are available at the CWE? What information do these other resources provide?
- **Identify** which two online resources may be most useful in building your own writing skills. Explain your answer.
- **Use** the instructions in Appendix C to submit your Week One CheckPoint for a WritePointSM and Plagiarism Checker review at the CWE. Then, address the following points about the feedback you receive:
 - What feedback did you receive from the CWE?
 - What surprised you about this feedback?
 - What is most valuable to you regarding this feedback?
- **Post** the CWE document and your answers to the assignment questions as attachments.

Week Three

Business Communication

- Identify appropriate purpose, audience, tone, and content for business communication.

ASSIGNMENTS

1. **Read** *Writing Different Kinds of Messages*.
2. **Read** *Voices From the Workplace* at http://bcs.bedfordstmartins.com/axia/WritersChecklist/Voices_Workplace.html
3. **Review** *Writing Online* at <http://bcs.bedfordstmartins.com/axia/6.asp>
4. **Read** *Emails, Memos, and Letters*.
5. **Discussion Question 1**
 - **Due Date:** Day 2 [Main] forum
 - **Post** your response to the following: In what ways are purpose, audience, tone, and content different for interpersonal and business communication? Provide specific examples to support your answer.
 - **Consider** your own experience as you answer this question. If you have not worked in a business environment, you may ask a friend, parent, or other adult about his or her experiences.
6. **Discussion Question 2**
 - **Due Date:** Day 4 [Main] forum
 - **Post** your response to the following: What qualities make any form of written communication effective? Which qualities do you already include in your writing? How can you incorporate additional effective elements into your written communication?
7. **CheckPoint:** Effective Business Communication

Conveying negative information is one of the most difficult tasks you will encounter in business communication. To receive a favorable response, focus on appropriate word choices, tone, and organization of details—especially how much information to convey to each person and how to layer the negative content. Providing the best possible service to both internal and external customers hinges on good communication.

- *Resources: Microsoft® Word Tutorial: Creating Tables, Writing for Your Reader Checklist, Keys to Effective Business Communication, and Writing Different Kinds of Messages*
- **Due Date:** Day 5 [Individual] forum
- **Read** the following scenario:

As a project manager, you are looking forward to completing your current project and then taking a European vacation with your bonus money. Shortly before bonuses are expected, however, you realize your team just missed reaching the financial goal for the quarter. As a result, you and your team will not receive bonuses. You must notify your manager and your team members about this development. You must also inform your travel agent you are unable to take the trip.

- **Review** the section about purpose, audience, tone, and content in the Week One reading *Keys to Effective Business Communication* and the section about composing negative messages in the Week Three reading *Writing Different Kinds of Messages*.
- **Review** the Microsoft® Word Tutorial: Creating Tables at <http://corptrain.phoenix.edu/axia/com215/wordchart01.htm>
- **Create** a table with the following column headings: Manager, Teammates, Travel Agent.
- **Add** the following row headings to the table: Purpose, Audience, Tone, Content.
- **Use** the table to enter the appropriate purpose, audience, tone, and content for communicating the negative information in the scenario to your manager, teammates, and travel agent. Later in the course, you will use the information in the table to develop business communication.
- **Review** the *Writing for Your Reader Checklist* at http://bcs.bedfordstmartins.com/axia/write_audience.html to ensure you have included all the information for your intended audiences. If you cannot answer yes to each item, revise your list before you submit the CheckPoint.
- **Post** the CheckPoint as an attachment.

Week Four

Informative, Positive, and Negative Messages

- Use the writing process to create a variety of effective business communication.
- Develop informative and positive messages for use in the workplace.
- Convey negative messages that communicate openly, honestly, and diplomatically.

ASSIGNMENTS

1. Exercise: Grammar Exercise 2: Sentence Structure and Spelling

- *Resources: A Pocket Style Manual* and Exercise Central on the Axia College Writing Resources Web Site
- **Due Date:** Day 3
- **Read** the designated pages about sentence structure and spelling in *A Pocket Style Manual*, available on your aXcess page.
- **Complete** the Exercise Central exercises listed in the table below. The exercises are located at the Axia College Writing Resources Web Site at <http://bcs.bedfordstmartins.com/axia/>.
- **Copy and paste** your individual results for each exercise into a new post in your **Individual** forum. The subject line of each post must inform the instructor which exercise you are posting (for example, *Exercise 123*).

Pocket Style Manual Reading	Exercise Central Category	Topics	Exercises
<ul style="list-style-type: none"> • Pages 48-50 (<i>Repair sentence fragments</i>) in the <i>Grammar</i> section 	Grammar/ Sentence Fragments	Identifying sentence fragments; Identifying and correcting fragments	122, 124
<ul style="list-style-type: none"> • Pages 50-54 (<i>Revise run-on sentences</i>) in the <i>Grammar</i> section 	Grammar/Run-On Sentences	Run-on sentences and comma splices; Correcting run-on sentences	13, 299
<ul style="list-style-type: none"> • Pages 95-97 (<i>Spelling</i>) in the <i>Mechanics</i> section 	Mechanics/Spelling	Spelling; Identifying misspelled words; Spelling words correctly (adding endings)	68, 326, 449

2. CheckPoint: Different Kinds of Messages

Although all business communication shares some common characteristics, differences exist among different kinds of messages. Because writers do not have a second opportunity to create a first impression, planning what to say and how to say it is an essential first step in successful business communication.

- *Resources:* Appendix A, *Writing Different Kinds of Messages*, the River View Plaza Digital Story printed transcript, and Model Documents Gallery
- **Due Date:** Day 5 **[Individual]** forum
- **Review** the Week Three reading *Writing Different Kinds of Messages* to determine the most appropriate type of communication for different types of messages.
- **Write** one or two paragraphs in which you address the following points regarding your final project: What kinds of unwanted reactions might you encounter when trying to convince the business committee to accept your proposal for a new service? What steps can you take to ensure you convey the purpose of your message to the audience?
- **Review** appropriate and inappropriate email samples in the Model Documents Gallery at <http://www.bedfordstmartins.com/modeldocs/business.htm>
- **Draft** an informative email to one person on the committee and a positive email to another person on the committee. In the emails, explain the purpose of your presentation. Explain how these two emails differ.
- **Post** the CheckPoint as an attachment.

3. Assignment: Negative Messages

Using templates or sample documents to help you write emails, memos, and letters can be helpful for inexperienced writers; however, customize the communication so the document does not appear as a form letter.

- *Resources:* *Writing Different Kinds of Messages*, Week Three CheckPoint, Model Documents Gallery, and *Writing for Your Reader Checklist*
- **Due Date:** Day 7 **[Individual]** forum
- **Use** the information in your Week Three CheckPoint to determine how to communicate with the manager, teammates, and travel agent in the scenario.
- **Consider** how much information and what type of communication (email, memo, or letter) is appropriate for each party, based on information in the Week Three reading *Writing Different Kinds of Messages*.
- **Review** the sample emails, memos, and letters in the Model Documents Gallery at <http://www.bedfordstmartins.com/modeldocs/business.htm>
- **Write** a letter to one party, a memo to one party, and an email to one party. Each communication must be a maximum of 250 words.
- **Use** appropriate grammar, spelling, style, and format for each type of communication.
- **Review** the *Writing for Your Reader Checklist* at http://bcs.bedfordstmartins.com/axia/write_audience.html to ensure you have followed the guidelines for communicating effectively with an audience. If you cannot answer yes to every question, revise your messages before submitting them.
- **Post** the messages as attachments.

Week Five

Persuasive Messages

- Identify characteristics of persuasive messages.
- Write persuasive messages to meet specific business needs.

ASSIGNMENTS

1. **Read** *Persuasive Messages*.

2. **Discussion Question 1**

- **Due Date:** Day 2 **[Main]** forum
- **Post** your response to the following: Recall a situation in which someone was trying to persuade you. How effective was the argument? What could have made the argument more persuasive?

3. **Discussion Question 2**

President John F. Kennedy was considered an effective and persuasive communicator. Watch one of the videos of President Kennedy's speeches at <http://www.presidency.ucsb.edu/medialist.php?presid=35> before addressing the discussion question. If the UCSB Web site is unavailable, select one of President Kennedy's speeches (found under **Political Speeches**) at <http://www.space-video.info/speech/19620912-jfk-rice.html>.

- **Due Date:** Day 4 **[Main]** forum
- **Post** your response to the following: Which speech did you watch? What kind of body language did the president use to make his speech persuasive? Provide an example. What word choice and tone did President Kennedy use? What was the effect? Did the president use logic or emotion to persuade the audience? Provide an example. Did you find the speech persuasive? Why or why not?

4. **CheckPoint:** Persuasive Memo

Recall the characteristics of persuasive communication as well as the personal example you noted in DQ 1. As you compose your memo, remember to address any questions or objections the committee members might have.

- *Resources:* Appendix A, *Persuasive Messages*, Model Documents Gallery, and *Writing for Your Reader Checklist*
- **Due Date:** Day 5 **[Individual]** forum
- **Review** the Week Five reading *Persuasive Messages*.
- **Review** the sample memos in the Model Documents Gallery at <http://www.bedfordstmartins.com/modeldocs/business.htm>
- **Write** a 200- to 300-word persuasive memo to one of the committee members noted in Appendix A. In your memo, convince the committee members the service you chose for your final project is needed.
- **Review** the *Writing for Your Reader Checklist* at http://bcs.bedfordstmartins.com/axia/write_audience.html to ensure you have followed

the guidelines for communicating effectively with your audience. If you cannot answer yes to every question, revise your message before submitting it.

- **Post** the CheckPoint as an attachment.

Week Six

Word Processing Skills

- Develop fundamental word processing skills.
- Compare basic style guidelines for formatting papers.

ASSIGNMENTS

1. **Exercise:** Grammar Exercise 3: Capitalization and Punctuation

- *Resources:* *A Pocket Style Manual* and Exercise Central on the Axia College Writing Resources Web Site
- **Due Date:** Day 3
- **Read** the designated pages about capitalization and punctuation in *A Pocket Style Manual*, located on your aXcess page.
- **Complete** the Exercise Central exercises listed in the table below. The exercises are located at the Axia College Writing Resources Web Site at <http://bcs.bedfordstmartins.com/axia/>.
- **Copy and paste** your individual results for each exercise into a new post in your **Individual** forum. The subject line of each post must inform the instructor which exercise you are posting (for example, *Exercise 123*).

Pocket Style Manual Reading	Exercise Central Category	Topics	Exercises
<ul style="list-style-type: none"> • Pages 88-90 (<i>Capitalization</i>) in the <i>Mechanics</i> section 	Mechanics/Capitalization	Using capitalization correctly; Capitalization	327, 558
<ul style="list-style-type: none"> • Pages 76-79 (<i>The apostrophe</i>) in the <i>Punctuation</i> section 	Punctuation/Apostrophes	Apostrophes in contractions; Apostrophes showing possession	200, 203
<ul style="list-style-type: none"> • Pages 72-74 (<i>The semicolon and the colon</i>) in the <i>Punctuation</i> section 	Punctuation/Semicolons and Colons	Semicolons; Using semicolons correctly	218, 317
<ul style="list-style-type: none"> • Pages 74-76 (<i>The semicolon and the colon</i>) in the <i>Punctuation</i> section 	Punctuation/Semicolons and Colons	Using colons correctly	318
<ul style="list-style-type: none"> • Pages 64-72 (<i>The comma</i>) in the <i>Punctuation</i> section 	Punctuation/Commas	Using commas correctly; Commas	316, 727

1. **CheckPoint:** Creating Effective Documents

This course has covered various types of business communication—each with its own format and characteristics. In other college courses, you will write academic papers formatted according to guidelines in the Axia College's *Writing Style Handbook*. This CheckPoint provides you with an opportunity to compare the ways business and academic writing are similar and different.

- **Resources:** Microsoft® Word tutorial, *Designing Documents Tutorial*, and Axia College's *Writing Style Handbook*
- **Due Date:** Day 4 [**Individual**] forum
- **Review** the Microsoft® Word tutorial at http://corptrain.phoenix.edu/office_tools/word_root.htm, the *Designing Documents Tutorial* at http://bcs.bedfordstmartins.com/techcomm/content/cat_030/designWP/index.html, and Chapter 1 in Axia College's *Writing Style Handbook*.
- **Address** the following in 200-300 words: Suggest two tips for creating academic documents not mentioned in the resource information. Which guidelines do you think are most important for formatting papers? Which guidelines appear less important to the message of a business document but more important to the message of an academic paper? Explain your answers.
- **Post** the CheckPoint.

3. **Assignment:** Applying Style Guidelines

- **Resources:** Appendix D, Appendix E, and Axia College's *Writing Style Handbook*
- **Due Date:** Day 7 [**Individual**] forum
- **Read** the memo in Appendix D.
- **Use** the information in Chapter 1 in Axia College's *Writing Style Handbook* to apply Axia style guidelines and reformat the academic paper in Appendix E.
- **Address** the following points: What are the main formatting differences between the memo and the academic paper? In what ways do audience, purpose, tone, and structure affect the formatting of the memo and the paper?
- **Write** a response in the form of a memo from Joe Gilmore, Training Department Manager, to Christine Lancaster, Training Supervisor, regarding her idea for the next training series. The memo must not exceed 300 words.
- **Post** the assignment components as attachments: (1) the reformatted paper in Appendix E, (2) the answers to the questions about formatting, and (3) the memo.

Week Seven

Elements of Presentations

- Discuss options for presenting information in a business environment.
- Identify ways to incorporate effective visual elements into business presentations.

ASSIGNMENTS

1. **Read** *Effective Presentations*.
2. **Review** the Microsoft® PowerPoint® tutorial, the *Preparing Presentation Slides Tutorial*, and the *Presenting Effective Charts and Graphs Tutorial* located on your aXcess page.
3. **Read** *8 Secrets to a Knockout Business Presentation* at <http://sbinformation.about.com/od/sales/a/presentationtip.htm>
4. **Review** the sample Microsoft® PowerPoint® presentation.
5. **Read** *Job-Application Skills*.
6. **Discussion Question 1**
 - **Due Date:** Day 2 [Main] forum
 - **Post** your response to the following: Suggest options for presenting information to an audience. Which method do you think is the most effective? Explain your answer.
7. **Discussion Question 2**
 - **Due Date:** Day 4 [Main] forum
 - **Post** your response to the following: What strategies can you use to incorporate effective visual elements into business presentations? Explain your answer.
8. **CheckPoint: Effective Presentations**

Effectively presenting information to an audience, whether for your direct supervisor or a roomful of clients, is crucial to business success. An essential element of an effective presentation is the visual components—everything from the font you choose to the graphics and presentation template.

 - *Resources: Effective Presentations, Microsoft® PowerPoint® tutorial, Preparing Presentation Slides Tutorial, Presenting Effective Charts and Graphs Tutorial, and 8 Secrets to a Knockout Business Presentation*
 - **Due Date:** Day 5 [Individual] forum
 - **Review** the Week Seven reading *Effective Presentations* as well as the tutorials for creating presentations at http://corptrain.phoenix.edu/office_tools/pp_root.htm , http://bcs.bedfordstmartins.com/techcomm/content/cat_030/preparingpresentationslides/index.html , <http://bcs.bedfordstmartins.com/techcomm8e/tutorials/chartsgraphs/index.html> , and <http://sbinformation.about.com/od/sales/a/presentationtip.htm>
 - **Determine** what type of document design, layout, presentation template, font, colors, and graphics you plan to include in your final project. Explain why you made those choices.
 - **Post** the 200- to 300-word CheckPoint.

Week Eight

Job-Application Skills

- Determine a strategy for managing a job search.
- Develop documents associated with a job search.

ASSIGNMENTS

1. CheckPoint: Comprehensive Grammar CheckPoint

- *Resources:* Appendix F; *A Pocket Style Manual*; designated Exercise Central practice exercises on grammar, punctuation, mechanics, and writing; and the Comprehensive Grammar CheckPoint exercises
- **Due Date:** Day 4 **[Individual]** forum
- **Use** Appendix F to complete the Comprehensive Grammar CheckPoint.
- **Post** the completed form in Appendix F as an attachment.

2. CheckPoint: Job-Search Management

Finding a job in today's competitive market not only takes time but also strategic planning. Creating résumés and job-application letters is only half the battle. Applicants also need to manage the interview process, including writing follow-up letters and making phone calls. Finally, they need to determine which position to accept once an offer has been made.

- *Resources:* *Job-Application Skills* and *Microsoft® Word Tutorial: Creating Tables*
- **Due Date:** Day 5 **[Individual]** forum
- **Review** the Week Seven reading *Job-Application Skills* and the *Microsoft® Word Tutorial: Creating Tables* at <http://corptrain.phoenix.edu/axia/com215/wordchart01.htm>
- **Plan** for a job search by considering how you would manage the résumé, job-application letter, interview, and follow-up letter.
- **Create** a table that lays out a day-by-day plan to use as a job aid for your employment search, spanning 3 weeks.
- **Post** the CheckPoint as an attachment.

3. Assignment: Résumé and Job-Application Letter

Certain details attract the attention of interviewers, whereas other aspects of job-search communication routinely disqualify applicants. Savvy job hunters know how to highlight strengths and learn how to deal with any difficulties in their work background. It is also important to customize résumés and application letters for each specific job description.

Many companies now prefer online résumés, which differ slightly from the traditional hardcopy résumé. Job seekers can also use online job boards and databases to their advantage.

- *Resources:* *Job-Application Skills*, newspaper or online database, Model Documents Gallery, business document templates, and *Writing a Letter of Application Checklist*
- **Due Date:** Day 7
- **Review** the Week Seven reading *Job-Application Skills*.
- **Review** the job titles and descriptions in a newspaper or online database, such as <http://www.monster.com> or <http://www.jobing.com>

- **Select** a job you want.
- **Create** a résumé for online distribution using one of the examples in the Model Documents Gallery at <http://www.bedfordstmartins.com/modeldocs/business.htm> You may elect to use one of the templates at <http://jobsearch.about.com/od/samperesumes/qt/microtemplate.htm>
- **Write** a 200- to 300-word job-application letter to accompany the résumé using one of the examples in the Model Documents Gallery. You may elect to use one of the templates at <http://jobsearch.about.com/od/samperesumes/qt/microtemplate.htm>
- **Use** the *Writing a Letter of Application Checklist* at http://bcs.bedfordstmartins.com/axia/WritersChecklist/write_letterofapp.html to ensure you have written an effective job-application letter. If you cannot answer yes to every question, revise your letter before submitting it.
- **Post** the résumé and job-application letter as attachments.

Week Nine

Business Presentations

- Apply comprehensive presentation skills.

ASSIGNMENTS

1. Capstone Discussion Question

- **Due Date:** Day 3 **[Main]** forum
- **Post** your response to the following: How will you apply the knowledge you have gained about effective business communication in your current or future job and college courses?

2. Final Project: Business Presentations

- **Resources:** Appendix A, River View Plaza Digital Story transcript, *Effective Presentations*, *Preparing Presentation Slides Tutorial* at, *Visual Presentation Tutorial*, and *Preparing Effective Charts and Graphs Tutorial*
- **Due Date:** Day 7 **[Individual]** forum
- **Review** the final project criteria in Appendix A and the River View Plaza Digital Story transcript.
- **Review** the Week Seven reading *Effective Presentations* as well as the presentation tutorials at http://bcs.bedfordstmartins.com/techcomm/content/cat_030/preparingpresentationslides/index.html , http://bcs.bedfordstmartins.com/speakersguide3e/content/cat_940/PPtutorial.ppt , and <http://bcs.bedfordstmartins.com/techcomm8e/tutorials/chartsgraphs/index.html>
- **Create** a Microsoft® PowerPoint® slide presentation to persuade a business committee your office building needs a new service.
- **Post** the presentation as an attachment.