



El Camino College  
COURSE OUTLINE OF RECORD – Official

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| <b>Course Acronym:</b>              | BUS  |
| <b>Course Number:</b>               | 108  |
| <b>Descriptive Title:</b>           | Written Business Communications  |
| <b>Division:</b>                    | Business   |
| <b>Department:</b>                  | Office Administration  |
| <b>Course Disciplines:</b>          | Business Education, Office Administration  |
| <b>Catalog Description:</b>         | In this course, students will study the theory and practice of functional writing. This course is designed to provide students with a better understanding of the human relations aspects of communication, focusing on how to develop logical patterns for organizing ideas and how to achieve clear, concise expression in written form. Students will prepare formal and informal written reports for various types of business communication, utilizing appropriate inductive and deductive methods and incorporating considerations for ethical and legal implications. Understanding critical thinking techniques and the problems associated with logical fallacies will be emphasized throughout the course. |
| <b>Prerequisite:</b>                | English 1A with a minimum grade of C   |
| <b>Co-requisite:</b>                |  |
| <b>Recommended Preparation:</b>     |  |
| <b>Enrollment Limitation:</b>       |  |
| <b>Hours Lecture (per week):</b>    | 3  |
| <b>Hours Laboratory (per week):</b> | 0  |
| <b>Outside Study Hours:</b>         | 6  |
| <b>Total Course Hours:</b>          | 54   |
| <b>Course Units:</b>                | 3  |
| <b>Grading Method:</b>              | Letter Grade only  |
| <b>Credit Status:</b>               | Credit, degree applicable  |
| <b>Transfer CSU:</b>                | Yes  |
| <b>Effective Date:</b>              | Prior to July 1992   |
| <b>Transfer UC:</b>                 | No   |
| <b>Effective Date:</b>              |  |
| <b>General Education:<br/>ECC</b>   | Area 4A - Language and Rationality: English Composition  |
| <b>Term:</b>                        |  |
| <b>Other:</b>                       |  |

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| <b>CSU GE:</b>                    |  |
| <b>Term:</b>                      |  |
| <b>Other:</b>                     |  |
| <b>IGETC:</b>                     |  |
| <b>Term:</b>                      |  |
| <b>Other:</b>                     |  |
| <b>Student Learning Outcomes:</b> | <p><b>SLO #1 Communication Situations</b></p> <p>Identify and employ the proper approach or plan to be used for various business communication situations.</p> <p><b>SLO #2 Logical Patterns</b></p> <p>Develop logical patterns of presenting ideas as a means of achieving clear, concise expression. Compose various business documents, applying the principles of effective communication. Write clear and effective business documents.</p> <p><b>SLO #3 Content and Structure</b></p> <p>Criticize, evaluate, and revise the content and structure of business communications</p> <p><b>SLO #4 Problems or Conflicts</b></p> <p>Evaluate business problems or conflicts, organize strategies, and compose effective written communications under typical business conditions.</p> |
| <b>Course Objectives:</b>         | <ol style="list-style-type: none"> <li>1. Write clear and effective business documents utilizing appropriate inductive and deductive methods.</li> <li>2. Identify logical fallacies found in documents and edit documents to correct the fallacies.</li> <li>3. Develop logical patterns of expressing ideas in planning and delivering clear and concise written communications.</li> <li>4. Evaluate and revise the content and structure of business communications.</li> <li>5. Plan, research, and compose formal informational business reports.</li> </ol>   |
| <b>Major Topics:</b>              | <p><b>I. Foundations of Business Communications (4 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>A. Communication Process (Sender/Receiver/Noise)</li> <li>B. Technology Influences in the Communication Process</li> <li>C. Legal and Ethical Constraints of Communication</li> <li>D. Behavior Theories Impact on Communication</li> <li>E. Nonverbal Communication</li> <li>F. Listening Skills</li> </ol> <p><b>II. The Writing Process (3 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>A. Planning and Preparing Four-Step Process</li> <li>B. Professional Communication</li> <li>C. Written vs. Spoken Communications</li> </ol>   |

### **III. Tools for Understanding (3 hours, lecture)**

- A. Analogy
- B. Simile
- C. Metaphor
- D. True Syllogism

### **IV. Logical Fallacies and Common Defects in Structure (4 hours, lecture)**

- A. False Syllogism
- B. Argument for Consequence
- C. Strawman
- D. Appeal to Intellectual Authority
- E. False Dilemma
- F. Appeal to Fear
- G. Hasty Generalization
- H. Guilt by Association
- I. Slippery Slope
- J. Ad Hominem
- K. Circular Reasoning
- L. Equivocation

### **V. Professional Ethics and the Written Word (3 hours, lecture)**

- A. Honesty and the Importance of Clarity
- B. Objective Presentation of Data

### **VI. The Logical Approach to the Writing Process (6 hours, lecture)**

- A. Deductive Reasoning
- B. Inductive Reasoning
- C. Active Voice
- D. Passive Voice

### **VII. Delivering Messages Utilizing Deductive and Inductive Organizational Patterns (12 hours, lecture)**

- A. Good/Neutral News Messages
  - 1. Thank You and Appreciation Messages
  - 2. Routine Claims and Requests
  - 3. Favorable responses to Requests
  - 4. Extending Credit
- B. Negative Messages
  - 1. Refusals and Denying Requests
- C. Persuasion and Sales Messages

### **VIII. Research and Business Reports (12 hours, lecture)**

- A. Research Strategies
  - 1. Primary
  - 2. Secondary

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|   | <p>3. Evaluating Validity</p> <p>B. Common Tools for Business</p> <ol style="list-style-type: none"> <li>1. S.W.O.T Analysis</li> <li>2. S.M.A.R.T. Goal Setting</li> <li>3. Gantt Planning</li> </ol> <p>C. Characteristics of Reports</p> <p>D. Parts of a Formal Report</p> <ol style="list-style-type: none"> <li>1. Executive Summary</li> <li>2. Table of Contents</li> <li>3. Organization of Content</li> <li>4. Appendices</li> </ol> <p>E. Using Graphics</p> <ol style="list-style-type: none"> <li>1. Purpose</li> <li>2. Development</li> <li>3. Placement and Discussion</li> </ol> <p><b>IX. Communication for Employment (4 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>A. Application Forms</li> <li>B. Resume</li> <li>C. Application Letter</li> <li>D. Interviewing</li> <li>E. Follow-Up Messages</li> </ol> <p><b>X. Digital Communications (3 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>A. E-Mail</li> <li>B. Writing for the Web</li> </ol> |
| <b>Total Lecture Hours:</b>                                   | 54  |
| <b>Total Laboratory Hours:</b>                                | 0   |
| <b>Total Hours:</b>   | 54  |
| <b>Primary Method of Evaluation:</b>                          | 1) Substantial writing assignments  |
| <b>Typical Assignment Using Primary Method of Evaluation:</b> | <p>What constitutes a monopoly? Research the history of monopolies in the United States. What are the foundations of the law regarding monopolies?</p> <p>The complexities of our technological world present many potential challenges. One specific challenge might be the monopolistic tendencies of some existing businesses.</p> <p>Identify one U.S. company that might be a monopoly. In a five-page paper use your research of the law to determine if the company would likely be considered a monopoly. Based on what you learned of the penalties imposed on companies found to be monopolies, discuss the possible outcomes for the company you identified.</p>   |

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| <p><b>Critical Thinking Assignment 1:</b></p>   | <p>Research occupation data for a position of your choice.</p> <ul style="list-style-type: none"> <li>• Identify typical educational requirements, compensation, and companies in a specific geographical area offering this position type.</li> <li>• Use a detailed S.W.O.T. analysis to evaluate yourself as a potential candidate for each position identified. Discuss your analysis.</li> <li>• Use the S.M.A.R.T. goal setting model to establish goals and milestones designed to prepare yourself for the identified position. Discuss the goals and milestones in relation to the S.W.O.T. analysis.</li> <li>• Prepare a time-oriented plan using a Gantt chart to detail each goal and the relationships to the other goals and milestones.</li> <li>• Develop a 10- to 12-page final report and include an executive summary.</li> </ul> |
| <p><b>Critical Thinking Assignment 2:</b></p>   | <p>If we pay attention, logical fallacies can be found in advertising. Use online resources to review current product advertising. In a one- to two-page paper, present an advertisement, identify the likely common fallacy, and discuss how it is used to persuade an audience.</p>   |
| <p><b>Other Evaluation Methods:</b></p>   | <p>Essay Exams, Multiple Choice, Term or Other Papers, Written Homework</p>   |
| <p><b>Instructional Methods:</b></p>  | <p>Discussion, Lecture, Multimedia presentations</p>  |
| <p><b>If other:</b></p>   |   |
| <p><b>Work Outside of Class:</b></p>  | <p>Answer questions, Required reading, Study, Written work (such as essay/composition/report/analysis/research)</p>   |
| <p><b>If Other:</b></p>   |   |
| <p><b>Up-To-Date Representative Texts:</b></p>  | <p>Guffey. <u>Business Communication w/MindTap</u>. 10th ed. South-Western Publishing Co/Cengage Learning, 2022.</p>  |
| <p><b>Alternative Texts:</b></p>  |   |
| <p><b>Required Supplementary Readings:</b></p>  |   |
| <p><b>Other Required Materials:</b></p>   |   |
| <p><b>Requisite:</b></p>  | <p>Prerequisite</p>   |
| <p><b>Category:</b></p>   | <p>sequential</p>   |
| <p><b>Requisite course(s): List both prerequisites and corequisites in this box.</b></p>  | <p>English 1A</p>   |
| <p><b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</b></p> | <p><b>Analyze types of sentence structures (simple, compound, complex, compound-complex), and use correct structure for effective written communications.</b></p> <p>ENGL 1A -Recognize and revise sentence-level grammar and usage errors.</p> <p>ENGL 1A -Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.</p>  |

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|  | <p><b>Identify and describe the following errors in compositions: sentence fragments, comma splices, run-ons, and misplaced and dangling modifiers.</b></p> <p>ENGL 1A -Recognize and revise sentence-level grammar and usage errors.</p> <p><b>Locate and paraphrase the thesis/proposition of essays.</b></p> <p>ENGL 1A -Compose multi-paragraph, thesis-driven essays with logical and appropriate supporting ideas, and with unity and coherence.</p> <p>ENGL 1A -Compose multi-paragraph, thesis-driven essays with logical and appropriate supporting ideas, and with unity and coherence.</p> |
| <b>Requisite Skill:</b>  |   |
| <b>Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable</b>   |   |
| <b>Requisite course:</b>   |   |
| <b>Requisite and Matching skill(s):Bold the requisite skill. List the corresponding course objective under each skill(s).</b>                      |   |
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| <b>Enrollment Limitations and Category:</b>  |   |
| <b>Enrollment Limitations Impact:</b>  |   |
| <b>Course Created by:</b>  | Lois Steffey  |
| <b>Date:</b>   | 10/15/2015  |
| <b>Original Board Approval Date:</b>   |   |
| <b>Last Reviewed and/or Revised by:</b>  | David Pahl  |
| <b>Date:</b>   | 10/11/2023  |
| <b>Last Board Approval Date:</b>   | 12/18/2023  |
| <b>Effective Term:</b>   | FALL 2024   |