

Saddleback College  
BUS102 Oral Business Communications  
DISTANCE EDUCATION MODE  
SYLLABUS

Ticket Number: 23535  
Semester: Fall 2009  
Instructor: Barbara Cox  
Office location: BGS210  
Telephone: (949) 582-4818 (But email is faster/better.)  
E-mail: [bcox@saddleback.edu](mailto:bcox@saddleback.edu)  
Office Hours: Wednesday 2 to 5pm  
Office Hours Online. To be scheduled at <http://cccconfer.org>

Orientation: This distance education course will hold a live orientation. Critical information about how to participate in the course will be reviewed. Therefore, the orientation is *mandatory*. Orientation is scheduled for Friday, 8-28, 7:30 to 9:00 pm, in BGS 232.

### **Course Description**

Create and deliver business-oriented presentations using presentation software. Includes locating, evaluating, synthesizing, outlining and reporting on business communication situations using computer databases. Includes interpersonal communication, teamwork and leadership skills, interviewing, business etiquette, and the reduction of communication anxiety. Students will improve their listening skills as well as their oral and nonverbal competencies necessary for workplace success.

### **Objectives**

Upon completion of this course, the student will be able to:

1. Assess and practice the elements of communication competence needed for success in the workplace.
2. Describe improved listening techniques and empathy for others.
3. Demonstrate awareness of different communication styles to improve interpersonal skills and better handle obstacles to communication.
4. Practice techniques for managing anxiety in presentation situations and for handling conflict in business relationships and communication situations.
5. Conduct himself/herself using proper business etiquette for dining, introductions, and meetings.
6. Create and deliver presentations using presentation software.
7. Prepare presentations following the laws and ethics pertaining to acceptable use of information and technology.
8. Develop informative and persuasive presentations selecting appropriate business topics and utilizing the latest commercial and computer databases.
9. Gather information using appropriate research methods and a variety of sources.
10. Develop a draft, an outline, and a report with bibliography after accessing the accuracy of the

information; cite sources correctly.

11. Demonstrate successful interviewing techniques.
12. Describe the impact of technology on oral business communication by completing various Internet activities and reporting on the findings.

### **Required Text**

*Communicating for Results: A Guide for Business and the Professions, Eighth Edition* by Cheryl Hamilton. Publisher: Cengage (formerly Thomson/Wadsworth). ISBN -13: 978-0-495-09584-2; ISBN-10: 0-495-09584-2. *Be sure the CD is with the book!*

### **How the Course Works**

This distance education course is taught using the text, the CD, and various online tools. The components are organized into three learning modes: textbook reading, online instruction, and learning activities.

The main online tools are e-mail, Blackboard (at <http://soccdd.blackboard.com>), CCCConfer (at <http://cccconfer.org>), YouTube (at <http://youtube.com>), and InfoTrac (accessed through the CD). Students will also be directed to various Web sites to view video clips, complete activities, or read additional instructional material.

You *must* have access to a computer with a reliable Internet connection, e-mail, and a newer version of Internet Explorer or Firefox browser.

This course is NOT recommended for students who are computer or Internet newbies. This is, after all, an online course.

### **Blackboard**

Instructions for accessing Blackboard are provided below.

We will use Blackboard for the following:

- Quizzes and Exams
- Posting to the Discussion Board
- Submitting assignments
- Viewing PowerPoint lecture presentations
- Viewing Learning Activity (assignments) details
- Viewing various articles posted by the instructor
- Viewing some of the assigned video clips
- Obtaining forms or other documents needed to complete assignments

Note: Blackboard-embedded YouTube videos will not work as well with a Mac. For those clips, Mac users will be provided with the direct link.

**CCCConfer**

CCCConfer.org is a powerful Web site available for California community college courses. As its name implies, its primary operation is conferencing. The instructor and students, small groups of students, or even pairs of students, can meet at this Web site, where they can hear one another while viewing material (PowerPoint slides, images, documents, etc.) uploaded by the instructor. The site can be used for students to participate in oral presentations, interviews, and other activities.

Although CCCConfer.org is state-of-the-art technology, it does pose the challenge of scheduling. During the first week of class, the instructor will attempt to set up the cccconfer.org meeting times for the semester, taking student schedules into consideration to the extent possible. Since the sessions' audio and visuals can be recorded, students who cannot attend a conference will have access to the recorded sessions. It is expected that all students will make every attempt to attend these online sessions.

During the 16-week course, we will schedule [#] sessions. Two of the CCCConfer.org sessions will be considered "key sessions" because they will be used for student presentations. The instructor may schedule more than one time for a key session if necessary. If a student cannot participate in a key session for scheduling reasons, alternatives will be suggested so that the instructor can view and evaluate the student's oral work. Alternatives may include a YouTube video upload, an in-person meeting, or other strategies acceptable to the instructor.

Instructions for accessing CCCConfer sessions will be posted in Blackboard.

**YouTube**

We will use YouTube for two important activities: viewing assigned video clips and uploading videos of student presentations. YouTube provides one alternative for students who cannot attend a key session.

**InfoTrac**

InfoTrac is an online research tool available to students using the assigned text. Students will use InfoTrac as one means of searching for articles or other information in the development of their presentations.

**Weekly Assignments**

Each week's assignments will include a textbook reading assignment, online instruction, and learning activities.

Textbook reading will consist of approximately one chapter per week.

Online instruction is the distance education alternative to classroom instruction. It may take the form of a presentation to view in Blackboard, on YouTube, or on another Web site. Sometimes the instruction may take the form of additional reading. CCCConfer.org sessions are

considered part of online instruction. Online quizzes and exams are considered part of the online instruction time.

Learning activities will be assigned weekly and may be in the form of threaded discussions on the Blackboard Discussion Board, written assignments submitted via e-mail or through Blackboard, online chapter previews (“pretests”), or other assignments from the instructor. For example, students may be asked to view a short video clip of an interview and then comment on the clip or answer questions about it. Since some learning activities would normally be carried out during classroom time, some of these activities are considered part of the online instruction time. Others are considered homework.

### **Major Assignments**

Students will complete two major presentation assignments: an interview and an oral persuasive presentation. These will be described in detail on Blackboard.

### **Quizzes and Final Exam**

The quizzes and final exam will be taken online, in Blackboard.

Quizzes will consist of multiple-choice and true-false questions. Students will complete three quizzes. Each quiz will address approximately five weeks of learning.

### **The Final Exam**

The final exam will consist of four essay questions. Students will be able to choose the essay questions from six alternatives.

<b>Tentative Test Schedule. SUBJECT TO CHANGE.</b>		
<b>NOTE Instruction and Learning Activities will be provided in detail on Blackboard.</b>		
<b>Week</b>	<b>Text Assignment</b>	<b>Important Dates</b>
1	Chapter 1.	Orientation.
2	Chapter 2	
3	Chapter 3	
4	Chapter 4	
5	Chapter 5	Quiz
6	Chapter 6	
7	Chapter 7 & 8	
8	Chapter 7 & 8	Interviews on cccconfer.org or via live alternative
9	Chapter 7 & 8	Interviews on cccconfer.org or via live alternative
10	Chapters 9 & 10	Quiz
11	Chapter 11& 12	
12	Chapter 11& 12	
13	Chapter 11& 12	Quiz
14	Chapter 13	Oral presentations on cccconfer.org or via live alternative
15	Chapter 14	Oral presentations on cccconfer.org or via live alternative

16	Final Exam
----	------------

## Grading

### Subject to Change

Component	Points
Quiz (3 x 50 points each)	150
Final Exam (4 essay questions, 65 points each)	260
Learning Activities (12 activities, 20 points each)	240
Discussion Board and other participation	50
Major Assignment: Interview	100
Major Assignment: Persuasive Oral Presentation	200
Total	1000

## Grades

Points	Grade
901 – 1000	A
801 - 900	B
701 - 800	C
601 - 700	D
Below 601	F

### \*\*\*IMPORTANT GRADE INFORMATION\*\*\*

The Family Rights and Privacy Act of 1974 restricts the release of certain student information such as grades. Therefore, please do not call for grade information. Your grades will be made available to you as soon as possible through your MySite page.

If you decide to drop this course, you must go to the Office of Admissions and Records in the Student Services Building.

If you fail to officially drop and do not complete the course, you will receive an "F" on your permanent record. This is a College rule. Your instructor cannot change it.

## Disability Accommodations

If you have specific disabilities and require accommodations, please let me know early in the semester, so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the Special Services Office in Student Services Center, Room 113.

Students with disabilities, including non-visible disabilities such as chronic diseases, learning disabilities, head injury and attention deficit disorder, are encouraged to contact the instructor to discuss appropriate accommodations that might be helpful to them.

Students with disabilities who may need academic accommodations should discuss options with their professors during the first two weeks of class.

Any student with a documented disability needing academic adjustments or accommodations is requested to speak with the instructor. All discussions are and will remain confidential.