

COURSE NAME: Business Communications
COURSE CODE: CPAY741

COURSE DESCRIPTION

This course introduces the student to the complexities of written and oral communication. The students learn business writing strategies and techniques to communicate ideas effectively through written communication in a business setting. Students will compose, edit, and revise assignments with a focus on writing, critiquing, and editing text. In addition to students gaining skills for effective writing, they will also learn effective oral presentation skills. This course will provide the beginner level user with the basic skills necessary to use power point.

Hours: 40

LEARNING OUTCOMES

OUTCOME	Upon successful completion of this course, you will be able to
1	<p>Select and use appropriate communication means and methods as required in everyday business settings.</p> <p>The following concepts, skills, and issues are used to support this Outcome:</p> <ul style="list-style-type: none">• Identify and understand the communication process in order to express and interpret a message clearly.• Analyze audience's needs and apply an effective strategy and approach to meet them• Select appropriate channel for intended message
2	<p>Understand techniques for successful communication at school and in the workplace</p> <ul style="list-style-type: none">• Review effective study and organizational skills• Gain an understanding of professionalism in the workplace – company culture, dress for success• Understanding plagiarism and proper methods of citing sources• Create, edit and review a resume and cover letter• Mock interview assignment

3	<p>Apply conventions of business style in writing, editing, and evaluating documents to convey professionalism and competence.</p> <p>The following concepts, skills, and issues are used to support this outcome:</p> <ul style="list-style-type: none"> • Identify common writing mechanics and style errors within a previously written document • Apply proofing symbols for document editing purposes • Process business documents to meet North American standards of grammar, punctuation, and usage • Process business documents by applying “Plain English” principles to achieve clarity and concision
4	<p>Compose a business document requiring critical thinking and logical agreement.</p> <p>The following concepts, skills, and issues are used to support this outcome:</p> <ul style="list-style-type: none"> • Summarize business articles capturing the key ideas along with the most important supporting details. • Differentiate between deductive and inductive reasoning and between logos, ethos, and pathos as strategies of argument. • Recognize common misconceptions of logic and evaluate the logical validity of arguments. • Critique a business article
5	<p>The following concepts, skills, and issues are used to support this Outcome Concepts: Agendas, chair’s orientation speech:</p> <ul style="list-style-type: none"> • Concepts: Agendas, chair's orientation speech • Skills: Diplomacy, focus, and planning • Issues: Agenda-less meetings, and "meeting robbers" • Plan and execute a productive meeting Concepts: Agendas, chairs orientation speech.
6	<p>Create presentations using Microsoft power point</p> <p>The following concepts, skills, and issues are used to support this outcome:</p> <ul style="list-style-type: none"> • Functionality of Microsoft power point • Create slides utilizing Microsoft power point features
7	<p>Design and execute a professional oral presentation.</p> <p>The following concepts, skills, and issues are used to support this Outcome:</p> <ul style="list-style-type: none"> • Identify audience and determine relevant subject, purpose, and approach for an oral presentation. • Apply appropriate strategies for organizing presentation content. • Use Microsoft PowerPoint to create an effective visual aid to support presenter’s information. • Identify common public speaking anxieties and apply techniques to overcome them • Present a professional oral presentation in front of an audience

STUDENT EVALUATION

Reading Comprehension, Critical Thinking Skills and Written Expression	20%
Grammar and Writing Mechanics – Activities and Assignments	20%
Meeting Presentation	15%
Oral Presentation	25%
Professionalism Component	10%
TOTAL	100%

COMPLETION REQUIREMENTS

The minimum passing grade for this course is 50% (D). In order to advance to the diploma program a grade of 55% is required.

REQUIRED LEARNING RESOURCES

Successful Writing at Work, 11th Edition, Philip C. Kolin.

DELIVERY METHOD

This course will be taught using a variety of delivery methods which may include face-to-face, online, or blended teaching platforms. Activities such as collaborative exercises/assignments, seminars, labs, discussion, audio/visual presentations, and case studies may be used to support learning.

STUDENT RESPONSIBILITY

Enrolment at NAIT assumes that the student will become a responsible citizen of the Institute. As such, each student will display a positive work ethic, assist in the preservation of Institute property, and assume responsibility for his/her education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

EQUITY STATEMENT

NAIT is committed to providing an environment of equality and respect for all people within the learning community, and to educating faculty, staff, and students in developing inclusive teaching and learning contexts that are welcoming to all.

CPAY 741 – Business Communications

Lesson Plan Class 2 – Becoming an Active Reader

Learning Outcomes: Obtain and active reading strategies to comprehend business documents, employ ability to summarize business articles capturing the key ideas along with the most important supporting details.

Introduction

CONNECTING – Motivate attention, recall of prior learning, inform learner of objectives

- Review 5 types of communication: Speaking, Listening, Reading, Writing Viewing
- Listening
- Recall previous class discussion regarding listening skills and vocal intonation.
- Rephrasing exercise #39 – emphasize how important voice inflections are concerning the perceived meaning of verbal communication.
- Listening Activity 11 – follow directions with eyes closed

Activities

EXPLORING – instruct and demonstrate

- **Display powerpoint quote** “Communications is much more of an art than a science.” Discuss the meaning of this quote based on class 2 lesson.
- Becoming an Active Reader Power Point with student notes handout
 - Active vs. Passive Readers
 - Active Reading Strategies
 - Active Reading Video (15 min)

PRACTICING – provide opportunities for guided practice

- Read **together** article : ***Entrepreneurs Find Hiring a Payroll Service Brings Perks*** using active reading strategies.
- Individual active reading for article “***Don’t Take it Personally***”
- Discuss use of 2 new active reading strategies
- What do you think would be the most helpful skills(s) for you moving forward in your studies?

Conclusion

ASSESSING – assess individual learning, provide feedback, elicit feedback

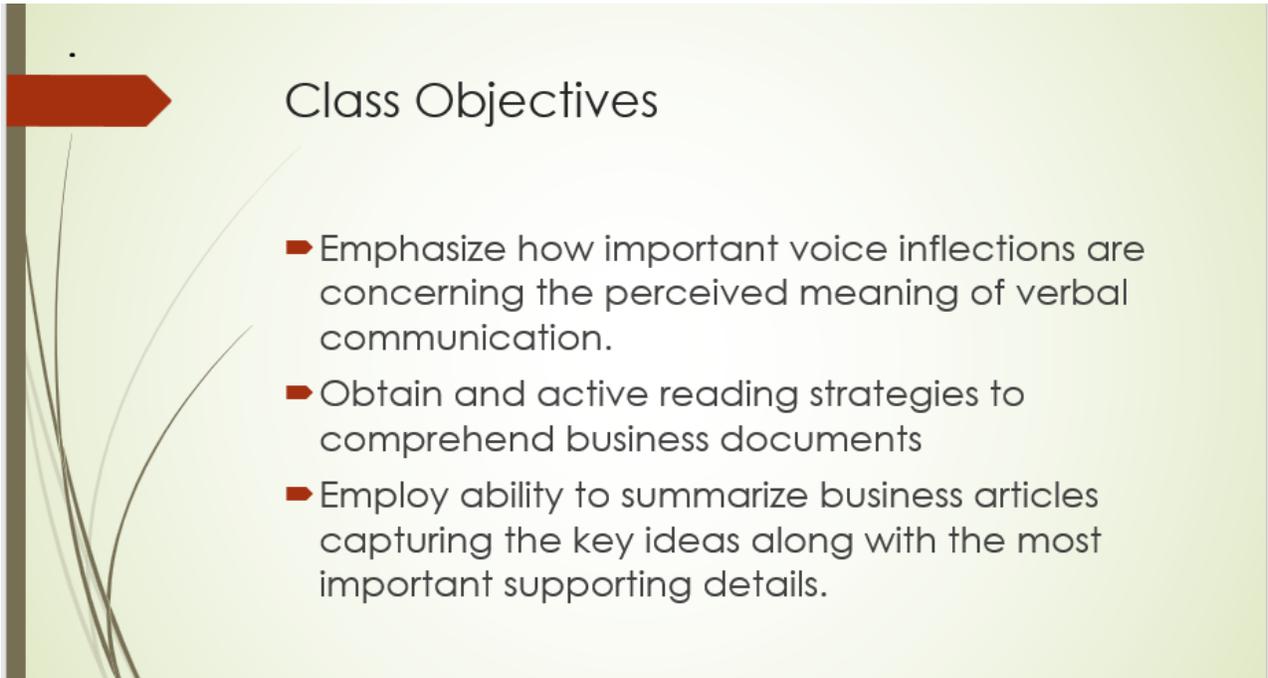
- Discuss new active reading strategies – write down what you think may be new and helpful for you

Assign reading: *Tesla names new board chair in settlement with regulators*

Becoming an Active Reader

CPAY741

Instructor: Sheri Braun



Class Objectives

- ▶ Emphasize how important voice inflections are concerning the perceived meaning of verbal communication.
- ▶ Obtain and active reading strategies to comprehend business documents
- ▶ Employ ability to summarize business articles capturing the key ideas along with the most important supporting details.

“Communications is much more of an art than a science.”

What do you think this quote means?

Topic 2: Becoming an Active Reader

Reading is not a passive process but an interactive one involving a relationship between you and the text you are reading. Your ideas, beliefs and specific knowledge about the topic reflect who you are as well as your unique experiences. Each reader interacts with the text in a unique way. You are reading to discover what the text means to you!

There are some significant ways to engage with a text that will help you to understand (comprehend) the main ideas that the author is writing about. Active reading refers to an approach to reading in you which you take an active participatory role while reading, rather than a passive role.

While simply being able to understand what you are reading is a crucial first step, active reading refers to reading at a more complex level, using active reading strategies and critical thinking skills. Finally, it means approaching a text as a learning experience and asking what it can teach you.

Active readers differ from passive readers in several ways.

Passive readers read _____, but active readers read _____.

A passive reader's goal is to _____. An active reader's goal is to _____. Passive readers expect an author to _____, to _____ them and keep them _____.

Active readers are _____, and they take _____ for _____ their own _____ in an author's topic. Passive readers read without _____. As a result, their minds _____, and they cannot _____ what they have read. Active readers think _____ about the author's ideas. As a result, they are more likely to maintain _____ and remember what they have read. Studies of _____ show increased rates of comprehension for students who use active reading strategies.

Active Reading Strategies: Remember and Analyze What You Read

Choose the strategies that work best for you or that best suit your purpose.

- _____ For example: What is the topic, and what do you already know about it? Why has the instructor assigned this reading at this point in the semester?
- _____
- _____, **and put an asterisk next to it.** Pay particular attention to the introduction or opening paragraphs to locate this information.
- _____ **Make marginal notes or comments instead.** Every time you feel the urge to highlight something, write instead. You can summarize the text, ask questions, give assent, protest vehemently. You can also write down key words to help you recall where important points are discussed. Above all, strive to enter into a dialogue with the author.
- _____ **in a reading journal or on a separate piece of paper.** If you're reading a textbook, try changing all the titles, subtitles, sections and paragraph headings into questions. For example, the section heading "The Gas Laws of Boyle, Charles, and Avogadro" might become "What are the gas laws of Boyle, Charles, and Avogadro?"
- _____ **that help you to map and to understand ideas visually.** See the reverse side for examples.
- _____ **"what it says" and "what it does."** **Answer "what it says" in only one sentence.** Represent the main idea of the paragraph in your own words. To answer "what it does," describe the paragraph's purpose within the text, such as "provides evidence for the author's first main reason" or "introduces an opposing view."
- _____ . Do this in less than a page. Capture the essential ideas and perhaps one or two key examples. This approach offers a great way to be sure that you know what the reading really says or is about.
- _____
- _____ Research clearly shows that teaching is one of the most effective ways to learn. If you try to explain aloud what you have been studying, (1) you'll transfer the information from short-term to long-term memory, and (2) you'll quickly discover what you understand — and what you don't.

CRITICAL READING AND THINKING QUICK QUIZ

1. Explain the difference between active reading and critical reading?
2. There are three types of arguments commonly used to persuade an audience or reader. Define the meaning of each of the words below and provide an example from something you have read, seen, or experienced.

a) Logos

Meaning:

Example:

b) Ethos

Meaning:

Example:

c) Pathos:

Meaning:

Example:

3. What are some of the first reading strategies steps you can take when reading an article? List a minimum of 3. (Think of active reading strategies, critical reading strategies, article writing steps)

ARTICLE SUMMARY & CRITIQUE ASSIGNMENT

The assignment is to read the article “Don’t Take it Personally is Terrible Work Advice” (The article is posted on Moodle and also provided as a handout).

PART ONE – Article Summary

Use **active reading strategies** to understand the article and determine the main idea and best supporting points.

Once you have finished reading the article, write a brief summary of the main points in the article (no more than one page double spaced. Your summary must accurately capture the main points and concepts discussed in the article. This illustrates your ability to read, comprehend, and pull out the important information.

PART TWO – Article Critique

Now use critical reading skills to understand the “why” of the article. Why is she writing this article? What does she want her reader to understand or do? This is an opinion column in a newspaper. She is trying to persuade her reader to believe her ideas and support her opinions. What methods does she use to do this? Can you find any examples of logos, ethos, or pathos methods of persuasion.

Now write your own critique of the article. For example, was the article well written? Did it capture the reader’s attention or was it boring? Was the article clear or confusing? Did she include relevant information to her topic? **Do you agree or disagree with the author about the situation: why or why not?**

The critique section should be no longer than one page double spaced.

NOTES:

1. Make sure the summary is written in your own words Do not use quotes in your summary or copy phrases from the article

2. The summary must be of appropriate length. Generally this is about 200-300 words - generally about one page typed double spaced maximum.. Longer is not always better. The point of a summary is to be succinct.
3. The critique should be on a separate piece of paper no longer than one page. Please print out and hand your assignment in to me. (You can upload it on Moodle, but I will be marking the printed copy.
4. Proper format must be used. This includes your name, date, class information etc. It also includes a properly formatted citation of the article on a separate page at the end of your summary. Summaries must be typewritten and double-spaced. (See the information on Moodle regarding APA style.
5. Staple your cover page and both the summary and your critique together.
6. Grammar, Spelling, Mechanics – be sure to proofread and edit

Total Mark:

Questions to : sherib@nait.ca