Cedar Valley College

Business Correspondence and Communication
POFT 2312
Syllabus
(Fall 2012)

Instructor: Timica Patterson, BAAS, MS Ed.
Phone: 972-860-8034
Division: Business and Technology
E-mail: tpatterson@dccc.edu
Office Number: C-014
Office Hours: By appointment
Fax: 972-860-8052
Course Number: POFT 2312
Section Number: 9004
Class Meeting Time: Online
Credit Hours: Three (3)

Read about the QEP at www.cedarvalleycollege.edu

COURSE PREREQUISITES:
Business English

REQUIRED OR RECOMMENDED MATERIALS:

DESCRIPTION:
Development of writing and presentation skills to produce effective business communications. (2 Lec., 2 Lab.)

STUDENT LEARNING OUTCOMES:
- Compose, produce, and present effective business documents appropriate to meet industry standards.
- Apply critical evaluation techniques to business documents.
- Demonstrate the importance of coherent, ethical communication principles in business and industry.

COURSE OBJECTIVES, SCANS AND WORKPLACE COMPETENCIES:
Upon successful completion of POFT 2312, you should be able to:

1. Build a foundation for communicating at work.
2. Employ communication tools to keep the peace on the job.
3. Develop an effective message.
4. Utilize techniques for composing a business message.
5. Manage effective memo and email messages.
6. Produce a positive business letter.
7. Utilize strategies presented to write a negative message.
8. Compose a persuasive letter that sells ideas.
9. Describe the role of positive and assertive speaking skills in business communications.
10. Deliver an effective presentation.
11. Differentiate between a long report and a short report and determine when to use for specific business situations.
12. Utilize techniques presented to write a business proposal.
13. Construct a résumé and persuasive cover letter.
14. Discuss what to do before and after an employment interview.

Cedar Valley College is determined to prepare you with knowledge and skills to succeed in today’s dynamic work environment. Towards this goal, these Workplace Competencies and Foundation Skills have been designed into the curriculum for this course: Common Workplace Competencies:

- Manage Resources: Time, staff, money
- Exhibit Interpersonal Skills: Work in teams, serve customers, teach others, lead, negotiate, and work with diversity
- Work with Information: Acquire and evaluate, organize and maintain, communicate, use computers
- Apply Systems Knowledge: Understands, monitors, corrects, improves
- Uses Technology: Selects, applies

Foundation Skills:

- Demonstrate Basic Skills: Reading, writing, listening, speaking
- Demonstrate Thinking Skills: Creative thinking, decision making, problem solving, mental visualization, reasoning
- Exhibit Personal Qualities: Responsibility, sociability, self-esteem, self-management, integrity, honesty

In addition, students will:

- Apply effective writing principles and techniques to the subject matter.
- Apply critical thinking skills to problem solve.
- Link and synthesize information learned in this course to the greater body of knowledge related to business communications.

**ATTENDANCE POLICY:**
You must be participative in this online course. Try to check emails daily and access the course at least three times a week.

**GRADING SCALE:**
The final grade will be calculated as follows:
- 810 - 900 = A
- 720 - 809 = B
- 630 - 719 = C
- 540 - 629 = D
- 539 or less = F

**EVALUATION PROCEDURES:**
POFT 2312, Business Correspondence and Communication, is divided into 5 units of study. Each has a given set of objectives to be mastered. These objectives will be accomplished through the combined use of lectures, textbook reading, discussion boards, assignments, research, and objective tests.
Your grade will be based on the following point system:

<table>
<thead>
<tr>
<th></th>
<th>Points each</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 Chapter Tests</td>
<td>25</td>
<td>350</td>
</tr>
<tr>
<td>14 Chapter Assignments</td>
<td>30</td>
<td>420</td>
</tr>
<tr>
<td>Language Arts Basics Review</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5 Discussion Board Topics</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>900 POSSIBLE POINTS</strong></td>
</tr>
</tbody>
</table>

**COURSE SCHEDULE:**

This course is designed to be completed following a 16 week format. In the summer and winter terms, you should follow the schedule provided. During the spring or fall, you should follow the 16 week schedule. Weekly assignments must be received **no later than the specified due date. The assignments will become unavailable after the specified weekly due date.** Print out the following schedule and be sure to **PAY CLOSE ATTENTION to DUE DATES.**

**WARNING:** I **STRONGLY SUGGEST** that you put yourself on a weekly schedule and **complete the assignments on or before the specified deadline.** **The COURSE WILL CLOSE at 12 NOON on MONDAY, DECEMBER 10.** Work turned in after this day will not be considered in the final grade computation.

<table>
<thead>
<tr>
<th>16 Week</th>
<th>8 Week</th>
<th>Assignments and Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td>Course Orientation and Syllabus. Syllabus Quiz. Course Contract.</td>
</tr>
<tr>
<td>Date: August 27 – September 1</td>
<td>Week 1</td>
<td></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td></td>
<td>Discussion Board 1.</td>
</tr>
<tr>
<td>Date: September 2-8</td>
<td>Week 2</td>
<td></td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td></td>
<td>Language Arts Basics Review.</td>
</tr>
<tr>
<td>Date: September 9-15</td>
<td>Week 3</td>
<td></td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td></td>
<td>Chapter 1 Assignment and Test.</td>
</tr>
<tr>
<td>Date: September 16-22</td>
<td>Week 4</td>
<td></td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td></td>
<td>Chapter 2 Assignment and Test.</td>
</tr>
<tr>
<td>Date: September 23-29</td>
<td>Week 5</td>
<td></td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td></td>
<td>Chapter 3 Assignment and Test.</td>
</tr>
<tr>
<td>Date: September 30 – October 6</td>
<td>Week 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 4 Assignment and Test.</td>
</tr>
<tr>
<td>Week 7</td>
<td>Date: October 7-13</td>
<td>Week 4</td>
</tr>
<tr>
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</tbody>
</table>
| Week 8  | Date: October 14-20| Week 5 | Chapter 5 Assignment and Test.  
|         |                    |        | Chapter 6 Assignment and Test.  |
| Week 9  | Date: October 21-27| Week 5 | Chapter 7 Assignment and Test.  
|         |                    |        | Chapter 8 Assignment and Test.  |
| Week 10 | Date: October 28 – November 3 | Week 5 | Chapter 9 Assignment and Test.  
|         |                    |        | Chapter 10 Assignment and Test.  |
| Week 11 | Date: November 4-10| Week 6 | Discussion Board 3.  |
| Week 12 | Date: November 11-17| Week 6 | Chapter 11 Assignment and Test.  
|         |                    |        | Chapter 12 Assignment and Test.  |
| Week 13 | Date: November 18-24| Week 7 | Chapter 13 Assignment and Test.  |
| Week 14 | Date: November 25 – December 1 | Week 7 | Discussion Board 4.  |
| Week 15 | Date: December 2-8 | Week 8 | Chapter 14 Assignment and Test.  |
| Week 16 | Date: December 9-10 | Week 8 | Discussion Board 5.  |
TESTS, ASSIGNMENTS, AND DISCUSSION BOARDS:

14 Chapter Tests
There are 14 Chapter Tests, which include 20 application-based multiple choice and true/false questions each worth 1 point and one (1) essay question worth 5 points. Each test is timed for 1 hour and 30 minutes. You will be required to understand not only the terminology in the chapters, but also applications of the terms and concepts. It is likely that you will NOT simply be able to turn to a certain page number to find the answers.

14 Semester Assignments
Chapter assignments are each worth 30 points and will be graded using the Assignment Rubric. Specific instructions are provided in eCampus on how to complete each chapter assignment. Please read the directions carefully to ensure that you complete each assignment correctly. A Samples tab is available in eCampus that provides samples of various business communication documents. Feel free to contact the instructor if you need further guidance in completing chapter assignments.

1 Language Arts Basics Review Assignment
A review for punctuation, grammar, mechanics, and word usage is provided. After reviewing the material, a review assignment will be completed covering the material presented in the reading material for the Language Arts Basics. Specific instructions are provided in eCampus on how to complete the review. Specific points will be awarded for each element included in the assignment.

Assignment Rubric (Short Answer/Essay)

<table>
<thead>
<tr>
<th>Below Standard (0-17 points)</th>
<th>At Standard (18-23 points)</th>
<th>High Standard (24-30 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offers an answer but might only describe the element briefly. There may be analysis of effects, but it is vague and confusing.</td>
<td>Answer describes the elements and analyzes the effects of these elements. Might need to clarify the link between elements and effects. Overall significance may be unclear.</td>
<td>Answer describes the elements and analyzes the effects of these elements persuasively and moves toward a clear claim about their larger significance to the work.</td>
</tr>
</tbody>
</table>
| • Not organized.  
• One topic does not flow into another.  
• Missing the answer to the main question. | • Organized but missing some parts of the essay.  
• Paragraphs or ideas do not flow easily from idea to another.  
• Questions answered, but not all of them. | • Very organized.  
• Paragraphs and ideas flow from one to another.  
• All questions thought out and answered in the essay. |
| • Many spelling and mechanical errors. | • More than one spelling error.  
• More than one grammatical and/or mechanical error. | • No spelling errors.  
• No grammatical and/or mechanical errors. |

Assignment Rubric (Letters, Reports, Memos, Etc.)

A = 27-30 An exceptional paper. Offers an effective solution to the problem based on good audience analysis. Overall pattern of organization is suitable; internal organization of ideas is
successful; transitions are smooth. Reader benefits and logic are well developed. Message well written, appealing, and easy to read. Free of spelling, grammatical and/or mechanical errors.

**B = 24-26**  
A good paper. Offers an effective solution to the problem. Overall pattern of organization and internal organization are good. Reader benefits and logic are developed sufficiently. Writing style is clear, concise, and friendly. A few spelling, grammatical and/or mechanical errors. Message well written and interesting.

**C = 21-23**  
An acceptable paper. Offers a solution which is satisfactory; uses an okay pattern of organization; writing follows the conventions of standard English and principles of business writing. Spelling, grammatical and/or mechanical errors. Reader benefits or logic may not be fully developed.

**D = 18-20**  
A paper which shows some evidence of attempting to solve the problem, but which has many minor errors in organization, development, word choice, style, tone, and mechanics. None of these alone would necessarily doom the paper; however, together they make the paper unsatisfactory.

**F = 0-17**  
A poor paper with a major fault in one of the following: the solution, organization, tone, or writing style. Paper is flawed by an acceptable number of errors in organization, development, word choice, style, tone, and mechanics.

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**Test Essay Question Rubric**

<table>
<thead>
<tr>
<th>Below Standard (0-3 Points)</th>
<th>At Standard (4 Points)</th>
<th>High Standard (5 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offers an answer but might only describe the element briefly. There may be analysis of effects, but it is vague and confusing.</td>
<td>Answer describes the elements and analyzes the effects of these elements. Might need to clarify the link between elements and effects. Overall significance may be unclear.</td>
<td>Answer describes the elements and analyzes the effects of these elements persuasively and moves toward a clear claim about their larger significance to the work.</td>
</tr>
</tbody>
</table>

**5 Discussion Board Topics**  
The first and last Discussion Boards are introductions and evaluations and are worth 20 points each for participation.

Discussion Boards two through four are each worth 20 points. Each post must demonstrate your achievement of the participation criteria. Additionally, you must respond to the posts of at least two other classmates for each discussion board. These responses should contribute to the dialogue by asking questions, respectively debating positions and presenting supporting information relevant to the topic. No participation in discussion boards will result in a zero. You will be graded based on the Discussion Rubric below.

**Discussion Rubric**

<table>
<thead>
<tr>
<th>Poor Performance (D-F)</th>
<th>Basic (C)</th>
<th>Proficient (B)</th>
<th>Distinguished (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-13 Points</td>
<td>14-15 Points</td>
<td>16-17 Points</td>
<td>18-20 Points</td>
</tr>
<tr>
<td>Basic and sketchy</td>
<td>Generally competent</td>
<td>Substantial information</td>
<td>Rich in content</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------</td>
<td>-------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>No analysis or insight is displayed</td>
<td>Information is thin and commonplace</td>
<td>Thought, insight, and analysis has taken place</td>
<td>Full of thought, insight, and analysis</td>
</tr>
<tr>
<td>No connections are made</td>
<td>Limited, if any connections</td>
<td>Connections are made</td>
<td>Clear connections to previous or current content</td>
</tr>
<tr>
<td>Off topic</td>
<td>Vague overview</td>
<td>Not really clear or too obvious</td>
<td>Applies professional, personal, or real-world experiences</td>
</tr>
<tr>
<td>Obvious grammatical and/or spelling errors</td>
<td>Obvious grammatical and/or spelling errors</td>
<td>Several grammatical errors</td>
<td>Few grammatical and/or spelling errors</td>
</tr>
<tr>
<td>Makes understanding impossible</td>
<td>Errors interfere with interpretation of content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some, or all required postings missing</td>
<td>All required postings</td>
<td>All required postings</td>
<td>All required postings</td>
</tr>
<tr>
<td></td>
<td>Most postings at the last minute without allowing for response time</td>
<td>Some postings not in time for others to read and respond</td>
<td>Posts early in discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Posts throughout the discussion</td>
</tr>
</tbody>
</table>

**INSTITUTIONAL POLICIES:**

**Withdrawal Policy**
If you are unable to complete the course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by Thursday, November 15, 2012. Failure to do so will result in your receiving a performance grade, usually an “F.” If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a “W” (Withdraw) in each class dropped. **STOP BEFORE YOU DROP**
For students who enrolled in college level courses for the first time in the Fall of 2007, Texas Education Code 51.907 limits the number of course a student may drop. You may drop no more than six courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated six non-exempt drops, you cannot drop any other courses with a “W.” Therefore, please exercise caution when dropping courses in any Texas Public Institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: [https://www1.dcccd.edu/coursedrops](https://www1.dcccd.edu/coursedrops).

**Course Repeat Policy**
Effective for Fall Semester 2005, the Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. This class may not be repeated for the third or subsequent time without paying the additional tuition. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 semester. More information is available at: [https://www1.dcccd.edu/catalog/ss/oep/third_attempt.cfm](https://www1.dcccd.edu/catalog/ss/oep/third_attempt.cfm).
Financial Aid Notice
Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

If you are receiving Financial Aid grants or loans and are enrolled in a Distance Learning class, you must show participation in this class prior to the certification date, September 10, 2012, by either e-mailing/contacting the instructor or logging on to eCampus. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds.

TSI
The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend public college or university in the state of Texas. The program assesses a student's basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college level classes. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient areas and passing them with a grade of C or higher. Additional information is available at https://www1.dcccd.edu/catalog/admiss/tsi_requirements.cfm.

Academic Honesty
Academic honesty is expected, and integrity is valued in the Dallas County Community Colleges. Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog. More information is available at https://www1.dcccd.edu/catalog/ss/code.cfm.

ADA Statement
If you are a student with a disability and/or special needs who requires accommodations, please contact the college Disability Services Office at 972 860-8119 or email Krystle Singleton at ksingleton@dcccd.edu. For information on Blackboard accessibility go to: http://www.blackboard.com/Teaching-Learning/Learn-Resources/Accessibility.aspx

Religious Holidays
Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to take a make-up examination or complete an assignment within a reasonable time after the absence.

Online Tutoring
All students of CVC are eligible to receive tutoring services without having to qualify. Students can email their inquiries to a CVC tutor at tutoringcenter@dcccd.edu and expect a response within 48 hours of normal Tutoring Center hours. Call 972-860-2974 to schedule a live online tutoring session with a tutor, or email tutoringcenter@dcccd.edu for an appointment.

Tutoring Center Hours:
Monday – Thursday
8 a.m. – 7 p.m.
Saturday
10 a.m. – 2 p.m.

During the summer and winter terms, these hours are subject to change. Please call in advance to find out the hours of operation. The Tutoring Center is located in C206.
ONLINE COURSE POLICIES:
If you are unable to complete this course, you must formally withdraw by the date listed on your fee receipt. The last day to withdraw with a W is Thursday, November 15, 2012. Withdrawing from this course is a formal procedure you must initiate. If you choose to stop participating in class and do not withdraw, you will receive a performance grade of “F.” Before you make the decision to drop this course, please contact the instructor by email at tpatterson@dcccd.edu or phone at (972) 860-8034. Students sometimes drop a course when help is available that would enable them to continue. I hope you will discuss any plans with the instructor if you feel the need to withdraw from this course. If you are receiving financial aid, please be aware that the census date is September 10. You must have completed some of the coursework in order to be certified on this date.

It is HIGHLY RECOMMENDED that you follow the week-by-week course schedule and complete and submit assignments, tests, and discussion boards no later than the specified due date. The assignments will become unavailable after the specified weekly due date. The COURSE WILL CLOSE at 12 NOON on MONDAY, DECEMBER 10.

Incompletes or "I" grades are NOT routinely given in this class and are at the sole discretion of the instructor. To even be considered for an incomplete the student must have completed AT LEAST 50% of the total coursework AND have a written medical excuse or verifiable extenuating circumstances.

Effective written communication skills are essential for success in this class. Accuracy, clarity, grammar, spelling, punctuation, and presentation will be included in the evaluation of all assignments. If points are deducted from your assignment, feel free to contact the instructor via email for an explanation. Assignment grades will be posted 24 to 48 hours after receipt. Assignments turned in over the weekend may not be graded until Monday.

Students, your online work must be completed independently. You may not collaborate on assignments or tests. If duplicate work is found, students will be given a score of zero on the first offense and will fail the course on the second offense and face possible disciplinary action from Student Services. I keep a file of all submitted student assignments and electronically check for duplications or near duplications. Remember, that simply making minor word changes does not make the work your own. I am so happy to have all of you in class and I want to make sure that you are all learning the material and grasping the concepts, as solid business communications are critical to your futures!

Please note that any violation of the Student Code of Conduct will be penalized accordingly. All matters of academic dishonesty (plagiarism, collusion, fabrication, cheating, etc.) will result in a failing grade for the assignment in question. All violations will be forwarded to the proper college authorities for review. The college may, at its discretion, impose additional penalties on the student including academic probation, suspension, or expulsion.

Once a test has been started, you must finish the entire test within the 1 hour and 30 minutes time limit. If you are knocked off line while taking the test, contact me and I will make arrangements for you to complete the test again. However, the questions are completely random, so if you access the test again, the questions you get will be different. You will be given only three (3) chances with quiz and test results unless technical difficulties can be verified by DCCCD tech support.

It is expected that you will use common courtesy when posting responses to the Discussion Board. Evidence of meaningful interaction with your classmates on the Discussion Board with thorough and well-thought out responses is required. See the Evaluation for Final Grade section of the syllabus for specifics on how Discussion Boards will be graded.

You can expect me to respond to emails within 24 to 48 hours. If you email me over the weekend you may not get a response until Monday.

DISCLAIMER RESERVING RIGHT TO CHANGE SYLLABUS:
The instructor reserves the right to amend this syllabus as necessary.