## Course Information

<table>
<thead>
<tr>
<th>Instructor Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Hickman</td>
</tr>
<tr>
<td>Email Address: N/A</td>
</tr>
<tr>
<td>POFT 2312-33827</td>
</tr>
<tr>
<td>972-860-8061</td>
</tr>
<tr>
<td>FCI – Tues / Thurs 7:30am – 11:30am</td>
</tr>
<tr>
<td>Room C020, By Appointment Only</td>
</tr>
</tbody>
</table>

### Course Description

**COURSE DESCRIPTION**

This course focuses on development of writing and presentation skills to produce effective business communications.

### Required Materials Including Textbooks (include ISBN)


**Note:** A minimum of 4 hours per week should be devoted to course material outside of class time.

### Course Prerequisites

- Business English (Suggested)

### Disclaimer

The instructor reserves the right to amend this syllabus as necessary.

## Texas Core Objectives for Student Learning

The College defines essential knowledge and skills that student need to develop during their college experience. These general education competencies parallel the *Texas Core Objectives* for Student Learning. In this course, the following skills are in focus.

1. **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. **Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication

### Student Learning Outcomes

- o. Create effective business documents
- o. Evaluate business documents
- o. Apply ethical communication practices

### CVC Learning Signature

CVC’s Learning *Signature is One College Transforming Lives*. Cedar Valley College establishes clear expectations for students through engagement and empowerment leading to excellence.

### CVC Faculty and Staff expect student to:

- Take responsibility for their own learning
- Commit to achieving high academic performance
- Be meaningfully engaged in the campus community

### CVC Faculty and Staff expect to:

- Provide students a clear pathway of instruction
- Establish clear learning outcomes
- Serve as role models and mentors for students

### Course Outline

Weekly assignments must be received **no later than the specified due date below**.
**PAY CLOSE ATTENTION TO DUE DATES BELOW.**

<table>
<thead>
<tr>
<th>Due Dates 2015</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 6</td>
<td>Course Orientation and Syllabus, Discussion Board, (Introduction) Chapter 1 - Key-Term(s)</td>
</tr>
<tr>
<td>January 8</td>
<td>Chapter 2 - Key Term(s), Assignments and Quiz</td>
</tr>
<tr>
<td>January 13</td>
<td>Chapter 3 - Key Term(s), Assignments(writing) and Quiz</td>
</tr>
<tr>
<td>January 15</td>
<td>Chapter 4 - Key Term(s), Assignments and Quiz</td>
</tr>
<tr>
<td>January 20</td>
<td>Chapter 5 - Key Term(s), Assignments(writing) and Quiz</td>
</tr>
<tr>
<td>January 22</td>
<td>Chapter 6 - Key Term(s), Assignments(Writing) and Quiz</td>
</tr>
<tr>
<td>January 27</td>
<td>Chapter 7 - Key Term(s), Assignments(writing) and Quiz</td>
</tr>
<tr>
<td>* January 29 Chapters 1-8 (Mid-Term-Exam)</td>
<td>Chapter 8 – Key Term(s), Assignments (Mid-Term Exam) Note: The EXAM will be administered the Last Hour of class</td>
</tr>
<tr>
<td>February 3</td>
<td>Chapter 9 - Key Term(s), Assignments(writing) and Quiz</td>
</tr>
<tr>
<td>February 5</td>
<td>Chapter 10 - Key Term(s), Assignments and Quiz</td>
</tr>
<tr>
<td>February 10</td>
<td>Chapter 11 - Key-Term(s), Assignments and Quiz</td>
</tr>
<tr>
<td>February 12</td>
<td>Chapter 12 - Key-Term(s), Assignments(writing) and Quiz</td>
</tr>
<tr>
<td>February 17</td>
<td>Chapter 13 - Key Term(s), Assignments(writing) and Quiz</td>
</tr>
<tr>
<td>February 19</td>
<td>Chapter 14 - Key Term(s), Assignments(writing) and Quiz</td>
</tr>
<tr>
<td>February 24</td>
<td>Chapter 15 - Key Term(s), Assignment writing), and Quiz</td>
</tr>
<tr>
<td>* February 26 Chapters 9-15 (Final-Exam)</td>
<td>Overview and Final Exam Administered. End of course!</td>
</tr>
</tbody>
</table>

Evaluation Procedures
POFT 2312, Business Correspondence and Communication, is divided into 6 units of study. Each has a given set of objectives will be accomplished through the combined use of lectures, textbook reading, discussion boards assignments, research, and objective tests.

Your grade will be calculated as follow:

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>851 – 935</td>
<td>A</td>
</tr>
<tr>
<td>768 – 852</td>
<td>B</td>
</tr>
<tr>
<td>685 – 767</td>
<td>C</td>
</tr>
<tr>
<td>602 – 684</td>
<td>D</td>
</tr>
<tr>
<td>601 or less</td>
<td>F</td>
</tr>
</tbody>
</table>
Exams and Assignments

The Mid-term and Final grade for the course reflect evaluation of the student’s work on the following assignments that are calculated as follows:

**The course will include the following elements:**
- Two examinations (Mid-term, Final) = 100 points each
- Pop quizzes = 20 points each
- Writing assignments = 10 points each
- Homework assignments = 20 points
- Class discussions = 5 points per class session *feed-back must align/w class topic

**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.

**15 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.

**Class Participation, Role Play and Homework**
The student is expected to participate in class discussion, asking questions, and providing ‘sound’ feedback as it relates only to topic discussions. In order to gain a more thorough knowledge of relevant to the chapter topics, the student will engage in Role play exercises as it aligns with the chapter materials. Chat or text language is not acceptable. Use complete sentences. You will be graded based on the Participation Rubric below.

*Note: None participation in the class will result in a zero.*

**Test Essay Question Rubric**

<table>
<thead>
<tr>
<th>Below Standard (zero credit)</th>
<th>At Standard (partial credit)</th>
<th>High Standard (full credit)</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>
### Assignment Rubric

<table>
<thead>
<tr>
<th>Below Standard (zero credit)</th>
<th>Below Standard (partial credit)</th>
<th>Below Standard (full credit)</th>
<th>At Standard (full credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offers an answer but might only describe the element briefly.</td>
<td>Answer describes the elements and analyzes the effects of these elements.</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>
<td></td>
</tr>
<tr>
<td>There may be analysis of effects, but it is vague and confusing.</td>
<td>Might need to clarify the link between elements and effects.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall significance may be unclear.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not organized.</td>
<td>Organized but missing some parts of the essay.</td>
<td>Very organized.</td>
<td></td>
</tr>
<tr>
<td>One topic does not flow into another.</td>
<td>Paragraphs or ideas do not flow easily from one idea to another.</td>
<td>Paragraphs and ideas flow from one to the other.</td>
<td></td>
</tr>
<tr>
<td>Missing the answer to the main question.</td>
<td>Questions answered, but not all aspects of each are addressed.</td>
<td>All questions are well thought out and answered in the essay.</td>
<td></td>
</tr>
<tr>
<td>Several spelling errors.</td>
<td>More than one spelling error.</td>
<td>No spelling or mechanical errors.</td>
<td></td>
</tr>
<tr>
<td>Several errors in grammar or mechanics.</td>
<td>More than one error in grammar or mechanics.</td>
<td></td>
<td></td>
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**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 courses 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: [http://www.dcccd.edu/Why/Reg/Registration/Pages/default.aspx](http://www.dcccd.edu/Why/Reg/Registration/Pages/default.aspx)

**Withdrawal Policy**

If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by [April 12, 2014]. 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. See institutional policies for additional information on withdrawals.

**Attendance Policy**

Regular attendance is necessary for success in this course. If a student is absent from class, the instructor will notify the FCI education personnel on duty so that the (un)excused reason for an absence can be determined. Excessive and unexcused absences (3 plus days) shall be reported to supervisory personnel immediately. [Attendance Certification Date: February 19, 2014]
Emergency Closings  
FCI administration shall determine when/if class cancellation is necessary for emergency reasons.

Classroom Policies  
Be respectful of instructor and fellow classmates. No food consumption in class (drinks are allowed); no cell phone or other electronic device usage; take breaks as needed and as scheduled by FCI policy; and no sleeping in class, for example. In addition to the instructor classroom policies, students shall abide by the guidelines established by FCI administration, as well.

QUALITY ENHANCEMENT PLAN  
Cedar Valley College’s Quality Enhancement Plan is designed to improve student learning in mathematics. Read more about our QEP at:  http://www.cedarvalleycollege.edu/QEP/default.aspx

INSTITUTIONAL POLICIES

Academic Advising  
Academic Advising is a collaborative educational process whereby students and their advisors are partners in meeting the students’ academic, personal, and career goals. This partnership is a process that is built over the student’s entire educational career at Cedar Valley College.

Educational planning is available to all students. First time in college students must meet with academic advisors prior to enrolling in classes; however, continuing students may choose to see faculty advisors, faculty counselors, and/or program coordinators after classes begin. All parties have clear responsibilities for ensuring a successful partnership. For more information, you may access:  https://www.cedarvalleycollege.edu/FutureStudents/StudentServices/AcademicAdvising/Pictures/AdvisingSyllabus.pdf

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.

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.

Emergency Alert  
Sign up for DCCCD Emergency Alerts to receive a text-message, e-mail and/or phone call when there is an unscheduled evacuation or closure of a DCCCD campus or office because of weather closures, utility outages, police or other emergencies. Subscribing is free, but standard text message charges from your cell phone provider will apply. Please refer to:  http://www.dcccd.edu/SS/OnlineSvs/EmergAlerts/Pages/default.aspx

Financial Aid  
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.
Health Center Services

- Basic first aid for minor cuts, scrapes, insect stings, and heat, etc.
- Over-the-counter medications for headaches, fever, seasonal allergies, and colds
- Over-the-counter medications for mild allergic reactions
- Emergency sanitary pads
- Blood Pressure check
- Coordination with outside health agencies such as Carter Blood Care; Dallas County Health Dept. (HIV/STD testing--free, twice a semester); UT Southwestern mobile mammography; Immunizations once a month for children <19 y.o. from the DCDHHS; Agape Massage; and Employee Wellness Screening
- Rest area for stress relief, migraine headaches, post seizure activity
- AED (Automatic External Defibrillator) for CPR
- Student Health101, e-magazine
  http://readsh101.com/go2cedarvalleycollege.html
- Confidential "talks"
- Assists with health related club activities when asked and time permits

Honors Credit Availability (if applicable)

You can earn Honors Credit in this course that will show the completion of an Honors Course on your transcript. Honors credit is important in transfer evaluation for graduation with both Associates and Bachelor degrees with honors. To gain Honors credit for this course you will need to:

1. Demonstrate advanced writing skills through synthesis and original thought in expanded writing projects, research papers, and critical essays. This will entail a minimum of ten pages of writing. You will be asked to read primary sources readings besides the textbook
2. Participate in an outside class activity by attending a lecture, exhibit or program outside of the class activities
3. You will practice your oral presentation skills with a 10-minute presentation to the class about a topic that you have researched

To qualify for Honors credit, you must sign an Honors Contract at the beginning of the semester. Meet with me to design your program and complete the contract form by (Insert appropriate dates for current semester) in order to meet the (Insert appropriate dates for current semester) deadline for submission of Honors Contracts for approval. Finally, you must earn an A or B in the course in order to receive Honors Credit.

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.

Repeating this Course

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:

http://www.dcccd.edu/PC/Cost/3rdCrseAttmpt/Pages/default.aspx

Student Code of Conduct

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?loc=CVC

Tutoring Services

N/A