Moberly Area Community College
Common Syllabus

BUS 150 Business Communication

Current Term

Instructor:  
Office number:  
Office hours:  
Response Time:  I typically respond to student email within 24 hours, Monday through Friday.  
Contact information:  
Classroom number:  
Class Days and Times:  

Catalog Description:  BUS 150 Business Communication  
(3-0-3)  
This course is designed to give students a comprehensive view of communication, its scope and importance in business, and its role in today’s workplace. Topics to be covered include organizational and workplace communication, ethical communication strategies, listening and nonverbal skills, intercultural communication, uses of digital media in the communication process and successfully developing positive, negative and persuasive writing techniques. Written, oral and interpersonal skills for communication in the business world will be emphasized as well as delivering an effective oral presentation.

Prerequisite:  
Eligible placement score.

Text(s):  
Title:  Business Communication: Process and Product  
Author:  Mary Ellen Guffey  
Edition:  10th  
Publisher:  South-Western Publishing/Thompson Learning

Other Required Materials:  

Purpose of Course:  
The purpose of the course is to teach students the fundamental concepts of Business Communication and further develop grammar, punctuation and writing skills. Developing excellent communication skills is extremely important to your career success, whether you are already working or are about to enter today's workplace. Surveys of employers show that
communication skills are critical to effective job placement performance, career advancement, and organizational success. Employers often rank communication skills among the most-requested competencies. Communication skills include writing, reading, listening, nonverbal, and speaking skills. Writing skills are more important than ever because technology enables us to transmit messages more rapidly, more often, and to greater numbers of people than ever before. The most successful players in the new world of work will be those with highly developed communication skills. The lectures, discussions, assignments, and exercises in this course are designed to improve your practical business communication skills.

Course Objectives:
This introductory course is designed to help a student develop and refine written and oral skills necessary to communicate effectively in a business environment. This will be accomplished through the planning, composing, and evaluating of written communication, and an oral presentation. Current theories of communication, perception and semantics will be used. Teaching/learning methods will include reading, close analysis of business and professional documents, in-class writing and oral exercises, presentations, formal writing assignments, and examinations. Through class sessions and out-of-class work, a student should expect to be able to do the following after successful completion of this course:

• Develop or improve your ability to use clear, concise, and grammatically correct language as you employ appropriate formats in writing e-mail messages, memos, and business letters.
• Apply specific reasoned, practical and ethical business communication principles to composing and delivering typical business and professional messages.
• Develop or improve your ability to listen; contribute to team performance; use collaborative technologies; understand and employ nonverbal skills to advance your career; work in diverse environments, and to gain a competitive edge with professionalism and business etiquette skills.
• Practice business communication skills by completing concentrated writing assignments.
• Develop or improve your ability to select, organize, and effectively deliver information in a businesslike manner with appropriate language, articulation, nonverbal communication, and visual supporting materials.

Course Content:
• Unit 1
  ° Chapter 1: Effective and Ethical Communication at Work
  ° Chapter 2: Professionalism: Team Meeting, Listening, Nonverbal, and Etiquette Skills
  ° Chapter 3: Intercultural Communication
• Unit 2
  ° Chapter 4: Planning Business Messages
  ° Chapter 5: Organizing and Writing Business Messages
  ° Chapter 6: Revising Business Messages
• Unit 3
  ° Chapter 7: Electronic Messages and Digital Media
Connection with Career and Technical Education (CTE) Outcome Statement:
In compliance with MACC’s CTE outcomes, the student who successfully completes this course will be able to:
- Students will demonstrate effective written and oral communication skills.
- Students will think critically while systematically assessing problems, identifying issues and implementing solutions.

ASSESSMENT OF STUDENT LEARNING

Business Administration Program Assessment:
The Business Administration faculty continually strives to meet the needs of their students through program improvements. These improvements are a result of program assessments and the consultation and advisement of the Business Administration Advisory Committee. In addition to the course assessments outlined in this syllabus, the objectives achieved in this course will also be an integral part of the Business Administration program assessment.

Grade Scale:
- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% and below

Assessment:
(State the way learning outcomes will be measured. They may be measured through, but not limited to, the following: objective and essay questions, papers, quizzes, oral presentations, class participation, small group work, and/or projects.)

Expected Study Time Commitments:
Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

Description of Assignment(s)/Project(s):

INSTRUCTOR POLICIES
Tardiness:
per instructor’s policy

Make-up and late work:
per instructor’s policy

Extra-credit work:
per instructor’s policy

Schedule of Student Assignments/Activities:
(Instructors will identify a Student Assignment/Activities schedule. Instructors have the prerogative to construct the schedule by class periods, weeks, or an overview of topics to be covered.)

Other:
List any other instructor policies

COLLEGE POLICIES:

Attendance:
Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

Term Length Drop Calculations

16-week: Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

8-week: Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.
Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

**Definition of Course Attendance**

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<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
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<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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| Hybrid Course           | Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:  
  - Completion of quizzes or exams during class meetings and online  
  - Submission of assignments during class meetings and online  
  - Participation in discussions during class meetings and online |
| Online Course           | Active participation in an online course includes the following:  
  - Completion of quizzes or exams  
  - Submission of assignments  
  - Participation in threaded discussions |

Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. *(Policy Handbook, G.040)*

**Academic Dishonesty:**

MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated
seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (Policy Handbook G.020). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Recording Class Sessions Using Zoom:**
The privacy of students is a priority in live or virtual meetings. Recordings of lectures or class meetings that share student information constitute an educational record and are protected under FERPA. Instructors may share recordings within the course section where they were originally recorded and only with the students enrolled in the section. Documented consent from each student identified in the recording is required to distribute outside of the course where it was originally recorded, or student identity must be redacted.

**Student Email:**
MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

**ADA Statement:**
Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 Ext. 11240 or the Columbia office at (573) 234-1067 Ext. 12120, or visit our web page at [http://www.macc.edu/index.php/services/access-office](http://www.macc.edu/index.php/services/access-office).

**Title IX Statement:**
MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see [http://www.macc.edu/sexual-misconduct-policy](http://www.macc.edu/sexual-misconduct-policy) or contact Ms. Cheryl Lybarger, MACC's Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.