



**LIBERAL ARTS DIVISION**  
**1400 TANYARD ROAD, SEWELL, NJ 08080**  
**856-468-5000**

**COM104: BUSINESS COMMUNICATIONS SYLLABUS**  
**LECTURE HOURS/CREDITS: 3/3**

**CATALOG DESCRIPTION**

**Prerequisite or Co-requisite: RDG099 – Introduction to College Reading III and ENG101- English Composition I**

This course highlights the theory and practice of written, oral, and interpersonal communication used in the workplace with emphasis on composing clear, concise, and effective business correspondence. Students will discuss various types of communication media and the importance of succinct written and oral expression to modern business interactions. Students will have extensive practice writing a wide spectrum of documents, including professional email and reports. Additionally, the course will discuss effective planning and delivery strategies for professional oral presentations.

**TEXTBOOK AND COURSE MATERIALS**

It is the responsibility of the student to confirm with the bookstore and/or their instructor the textbook, handbook and other materials required for their specific course and section.

*Please see current textbook prices at [www.rcgc.bncollege.com](http://www.rcgc.bncollege.com)*

**EVALUATION AND ASSESSMENT**

**Grading Distribution**

<p><b>Individual instructors may include the following assessment(s):</b></p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Written Assignments</li> <li>• Course Project</li> <li>• Oral Presentations</li> <li>• Mid-Term and Final Exams</li> <li>• Class Discussion</li> <li>• Attendance and Participation</li> </ul>	<p>Grading to be determined by individual instructors</p>
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**Grading Scale**

The grading scale for each course and section will be determined by the instructor and distributed the first day of class.

## ROWAN COLLEGE AT GLOUCESTER COUNTY CORE COMPETENCIES

(Based on the NJCC General Education Foundation - August 15, 2007; Revised 2011)

This comprehensive list reflects the *core* competencies that are essential for all RCGC graduates; however, each program varies regarding competencies required for a specific degree. Critical thinking is embedded in all courses, while teamwork and personal skills are embedded in many courses.

<b>RCGC Core Competencies</b>	
<b>1</b>	<b>Written and Oral Communication</b> Students will communicate effectively in both speech and writing.
<b>2</b>	<b>Quantitative Knowledge and Skills</b> Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
<b>3</b>	<b>Scientific Knowledge and Reasoning</b> Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
<b>4</b>	<b>Technological Competency</b> Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
<b>5</b>	<b>Society and Human Behavior</b> Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
<b>6</b>	<b>Humanistic Perspective</b> Students will analyze works in the fields of art, history, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language
<b>7</b>	<b>Historical Perspective</b> Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
<b>8</b>	<b>Global and Cultural Awareness</b> Students will understand the importance of a global perspective and culturally diverse peoples.
<b>9</b>	<b>Ethical Reasoning and Action</b> Students will understand ethical issues and situations.
<b>10</b>	<b>Information Literacy</b> Students will address an information need by locating, evaluating, and effectively using information

### **COM104 CORE COMPETENCIES**

This course focuses on one of RCGC's Core Competencies:

- Written and Oral Communication

## STUDENT LEARNING OUTCOMES: BUSINESS COMMUNICATIONS

(Revised 2011)

<b>Successful Completion of COM104 will help students:</b>	<b>RCGC Core Competencies</b>	<b>Evaluation / Assessment</b> (Additional means of evaluation may be included by individual instructors)
1. Compose clear, concise, and effective business correspondence that meets the goal of various rhetorical situations: <ol style="list-style-type: none"> <li>a. Letters               <ol style="list-style-type: none"> <li>i. Cover letter</li> <li>ii. Letter for a job application</li> <li>iii. Thank you letter</li> <li>iv. Letter of complaint</li> </ol> </li> <li>b. Memos</li> <li>c. Resumes</li> <li>d. Emails</li> <li>e. Reports</li> </ol>	- Written and Oral Communication	Written Assignments - Written Assignment Grading Rubric Course Projects
2. Understand and apply a multi-stage writing process: <ol style="list-style-type: none"> <li>a. Planning</li> <li>b. Writing and Crafting</li> <li>c. Completing and Finalizing</li> </ol>	- Written and Oral Communication	Written Assignments - Written Assignment Grading Rubric
3. Recognize the way in which technology and media have transformed communication in the business environment: <ol style="list-style-type: none"> <li>a. Mobile devices</li> <li>b. Internet</li> <li>c. Tablet computers</li> <li>d. Social media</li> </ol>	- Written and Oral Communication	Written Assignments - Written Assignment Grading Rubric Oral Presentations Class Participation
4. Communicate in ethical ways: <ol style="list-style-type: none"> <li>a. Construct a reasoned and fair argument without deception or inflammatory language</li> <li>b. Adapt tone for various rhetorical situations</li> <li>c. Appropriate source integration</li> </ol>	- Written and Oral Communication	Written Assignments -Written Assignment Grading Rubric Oral Presentations Class Participation
5. Understand and apply basic business etiquette to a variety of professional situations: <ol style="list-style-type: none"> <li>a. First impressions</li> <li>b. Attire</li> <li>c. Listening skills</li> <li>d. Tone</li> <li>e. Behavior</li> <li>f. Telephone etiquette</li> </ol>	- Written and Oral Communication	Written Assignments -Written Assignment Grading Rubric Oral Presentations Class Participation

## TOPICAL OUTLINE

- What is Communication?
  - Analyzing Rhetorical Situations
    - Goals and Intended Outcomes
    - Audience
    - Tone
  - Ethical Communication
    - Reasonable/Fair Arguments
    - Adapting Tone
    - Appropriate Source Integration
  
- Written Business Communication:
  - Letters
    - Cover Letter
    - Letter for Job Application
    - Thank You Letter
    - Letter of Complaint
  - Memos
  - Resumes
  - Electronic Communication
    - Email
    - Social Media
    - Website Copy
  - Reports
  
- Oral Business Communication
  - First Impressions
  - Attire
  - Presentations
    - PowerPoint
    - Capturing Audience
  - Listening Skills
  - Tone
  - Behavior
  - Telephone Etiquette

## **ASSIGNMENT INSTRUCTIONS AND GRADING RUBRICS**

### **Criteria for Preparing and Submitting Assignments:**

1. All assignments must be word-processed, double-spaced, on one side of standard-sized paper (8.5 x 11 inches) with top/bottom margins of 1 inch and left/right margins of 1.25 inches.
2. A title page is unnecessary. Instead, provide the MLA four-line, double-spaced header in the top left corner of the first page. This header includes the student's name, instructor's name, course number and section, and the date submitted.
3. Pages must be numbered consecutively in the upper right corner, one-half inch from the top and flush with the right margin.
4. The Works Cited begins on a separate page, the last page, and is labeled Works Cited centered at the top of the page. Double-space within and between entries.

## ASSIGNMENT INSTRUCTIONS AND GRADING RUBRICS (CONTINUED)

### WRITTEN ASSIGNMENT GRADING RUBRIC FOR BUSINESS COMMUNICATIONS

	<b>“A” Level Assignment</b>	<b>“B” Level Assignment</b>	<b>“C” Level Assignment</b>	<b>“D” Level Assignment</b>	<b>“F” Level Assignment</b>
<b>Writing Style</b>	Demonstrates a clear sense of direction that focuses the writing. Appropriate transitions are evident.	Demonstrates a sense of direction that attempts to focus the writing. Transitions are evident.	May lack a sense of direction. Attempts transitions throughout the writing.	Writing lacks focus. Moves directly from point to point without connections.	Writing lacks focus. Piece is apt to lack divisions between ideas.
<b>Tone/Audience and Rhetorical Goals</b>	Document shows a clear understanding of audience and uses appropriate tone for the rhetorical situation.	Document shows an understanding of audience and generally uses appropriate tone for the rhetorical situation.	Document shows an understanding of audience, but may be inconsistent. Tone is generally appropriate.	Document does not have a clear sense of audience. Tone is inconsistent and, at times, inappropriate.	Document has no sense of audience. Tone is inappropriate and unprofessional.
<b>Control of Language</b>	Uses mature vocabulary, diction and syntax.	Uses mature vocabulary, diction and syntax, but may not be consistent	Uses standard vocabulary, diction and syntax	Uses standard vocabulary, diction and syntax with some notable lapses	Uses simplistic vocabulary, diction and syntax, sometimes makes up words.
<b>Grammar</b>	Contains few, if any, errors in mechanics or usage, and those are of a minor variety	Contains few, if any, errors in mechanics or usage	Contains a pattern of errors which do not seriously interfere with the reader’s understanding	Contains numerous errors in basic grammar that interfere with the reader’s understanding	Contains errors so severe that they detract from the reading of the paper
<b>Format And Structure (If applicable)</b>	Follows standard structure for the appropriate document with few, if any, errors, and those present are of a minor variety.	Follows standard structure for the appropriate document with few, if any, errors.	Contains errors in the standard document structure that do not seriously interfere with the intended rhetorical goals of the document.	May not follow the standard structure for the appropriate document; numerous errors are present.	Does not follow the standard structure for the appropriate document.
<b>Source Integration And Integrity (If applicable)</b>	Writing uses appropriate formal or informal documentation strategy. Source materials used are valid and writer relates source material to the rhetorical goal of the piece.	Writing generally uses appropriate formal or informal documentation strategy. Source materials used are valid and are generally related to the rhetorical goal of the piece.	Writing may not use appropriate formal or informal documentation strategies. Source materials used are valid, but may not relate to the rhetorical situation.	Documentation integration is flawed. Source material is haphazardly incorporated and does not relate to the rhetorical goal of the piece.	Source integration is so flawed that academic honesty may be questionable. Source material is non-legitimate and/or haphazardly used to meet research requirement.

## Affirmative Action Statement

The Board of Trustees is committed to providing an educational and workplace environment free from unlawful harassment and discrimination. All forms of employment and educational discrimination and harassment based upon race, creed, color, national origin, age, ancestry, nationality, marital or domestic partner or civil union status, sex, pregnancy, gender identity or expression, disability, liability for military service, affectional, or sexual orientation, atypical cellular or blood trait, genetic information (including refusal to submit to genetic testing) are prohibited and will not be tolerated.

For questions concerning discrimination contact Almarie J. Jones, Executive Director, Diversity and Equity, Affirmative Action/Title IX Officer at 856-415-2154 or [ajones@rcgc.edu](mailto:ajones@rcgc.edu).

For disability issues, contact Dennis M. Cook, Director, Department of Special Services, ADA/504 Officer at 856-415-2265 or [dcook@rcgc.edu](mailto:dcook@rcgc.edu).

## Department of Special Services

The Department of Special Services, located in the Instructional Center, room 425A, welcomes students of all abilities. The staff members in Special Services are committed to providing support services and ensuring equal access to eligible students with documented disabilities as outlined by the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act with Amendments Act (ADAAA).

To maximize the potential of eligible students who self-identify, the Special Services staff provides an array of support services which may include extra time for tests and quizzes, testing in a separate location, advisement, interpreters, scribes, tutors, assistive technology (such as magnification devices and audio amplification), touch screen computers, audio books and note-taking assistance.

As students embark on their academic journey, they are encouraged to meet with staff members to identify, develop and implement support services that are in accord with their individual academic needs. Students are also encouraged to make use of other college support services that are available to all RCGC students currently enrolled in credited academic courses, such as tutoring services and the college library, which offer online information research and other materials needed to complement their studies.

Students registered with the Department of Special Services and who plan to earn an associate degree, further their education and transfer to a four-year institution, or enter the workforce, are encouraged to choose a corresponding program of study (college major) as soon as possible. The Special Services staff assists enrolled students with additional support that focuses on advancing students through their selected programs of study towards a goal of graduating.

Students who request academic support from the Department of Special Services can be assured that confidentiality will always be maintained. Accommodations are provided to address the special needs of individuals with disabilities under Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990 together with the ADA Amendments Act of 2008 (ADAAA). Under these acts, the office advocates a user-friendly campus for accessibility and a learning-friendly campus for academic success.

For more information or to schedule an appointment to meet Special Services staff, please call 856-415-2265 or visit [RCGC.edu/SpecialServices](http://RCGC.edu/SpecialServices).

## To Register with Special Services

Students must follow these steps:

- Complete and submit the Student Profile form. Access the [Student Profile Form](#).
- Submit documentation detailing the student's disability. Support services will not be granted without documentation specifying the student's disability. Documentation should include the following information:
  - a. Diagnosis with written evaluation of current disability;
  - b. Date the student was diagnosed;
  - c. Tests used to reach diagnosis;
  - d. Credentials of the medical professional conducting evaluation; and
  - e. How the disability affects daily activities and/or academic performance.
- By clicking on the following links, students can download the [Special Education Records Release Form](#) and/or Medical Release Form to present to their medical care professional.
- Contact the Special Services office to schedule a meeting with a staff member.
  1. Students should schedule a meeting after submitting the [Student Profile Form](#), proper documentation and completing the College's placement test. (Click on [Special Accommodations for Placement Testing](#) to determine whether student should arrange his/her placement test through the Special Services office or the general Testing Center.
  2. During the meeting, the student and staff member will discuss his or her disability and determine eligible accommodations.

## Accommodations

Students who qualify for accommodations are encouraged to register with the Department of Special Services at RCGC before they begin their academic career at Rowan College. This allows students to take advantage of any special accommodations and auxiliary aids that they might need and be eligible to receive.

- **Special accommodations** include but are not limited to extended time on tests, private test rooms to complete tests with the assistance of a reader or scribe, as well as a distraction-free test room.
- **Auxiliary aids** include but are not limited to note takers, tape recorders, large display calculators, interactive calculators, desktop magnifiers, large-screen computer monitors, touch-screen computer monitors, touch-screen laptop computers and JAWS® software. More information about adaptive technology can be found on the [technology](#) link. Students are responsible for identifying which accommodations and auxiliary aids they require for academic support.

## Confidentiality

Students who register with the Department of Special Services are assured that their information is kept confidential.

In addition, the student's transcript will not indicate that the he or she is registered with the Department of Special Services. The student's specific special need is not disclosed to the student's instructors. However, accommodation letters are sent to each of the student's professors if the student needs testing accommodations or accommodations in the classroom. It is the student's choice whether or not to disclose the specifics of his or her special need.