

Course Title & Number:**Bus 14****Faculty Name:****Mary Dermody****1. Need/Justification**

Business Communications is an important course that provides business students with much needed written and oral business communication skills. The course is required for several certificate and degree programs, and is transferable to CSU. The course attracts both degree/certificate candidates and businesspeople looking to build their business skills.

The intent of a hybrid offering is to improve access for students. The course outline has recently been updated to significantly increase the written communications component, and a lab hour has been added, making the course a 4-hour per week on-campus commitment for students. In evenings, this would be scheduled as a two-night per week class. The required commitment to attend class two evenings per week is more than many students can handle, particularly those students taking more than one course. The hybrid online section would instead schedule this course to meet only 4 times per semester, primarily for the purposes of making oral presentations and developing listening skills. This format will enable more students to take this course, and will offer far more opportunity to leverage the power of the internet, for routine assessments, discussion, and collaboration.

2. Course Content Delivery

As a traditional face-to-face course, this class would meet for 51 hours per semester, with an additional lab component of 17 hours. This hybrid course will meet 12 hours during the semester on campus. The remaining 39 hours of online class time will be structured as follows:

7 hours of reading lectures and hyperlinked material and completing practice quizzes (30 minutes per week)

10 hours of threaded class discussion on course subject matter (45 minutes per week for 14 weeks)

10 hours of online quizzes and exams.

10 hours of peer editing work on written assignments (45 minutes per week for 14 weeks)

2 hours of online meetings to improve meeting management skills

The 17 hours of lab component of the course would consist of weekly refresher "learning modules on grammar/punctuation/spelling/capitalization, formatting, and tone, along with quizzes on each module.

In addition to this structured time, students will be able to collaborate on team presentations via discussion boards, to view the best student work on each written assignment, to conduct research for individual and team projects on the internet, and to anonymously evaluate the instructor and course via online surveys.

3. Nature and Frequency of Instructor-Student Interactions

This course will meet in the classroom four times during the semester for orientation, listening skill exercises, interviewing exercises, and oral presentations.

Other weeks, students will be presented with a learning module which will include instructor-authored lecture notes including hyperlinks to web resources, a discussion board topic and questions, a writing assignment with links to detailed instructions, two quizzes (one related to the lab), and a peer editing or online meeting assignment.

Students will begin each week by reading the lecture notes, hyperlinks, and textbook assignments. By Thursday evening, each student will make an initial contribution to that week's discussion topic and will post first drafts of their writing exercise for the week to their peer editing discussion board. By Sunday evening of each week, each student will have made at least two more substantive contributions to each of the two discussion boards, and will have completed their quizzes. The final draft of each writing assignment will be due the following week.

The instructor will participate extensively in the class discussion boards, offering clarifications, new ideas for discussion, and positive reinforcement. The instructor will provide written individual evaluations of all writing assignments via the assignments tool in Blackboard.

Quizzes will be multiple choice questions and computer-graded, with results available to students immediately.

The instructor will post all grades weekly

4. Assignments & Methods of Evaluation

Methods of Evaluation:

Student progress will be evaluated as follows:

- a. Quizzes
- b. Written assignments
- c. Oral/Class presentations.
- d. Online examinations
- e. Class participation through email and discussion boards.
- f. Final class presentation using PowerPoint and accompanying written materials

Assignments:

12 business writing assignments:	40% of grade.
1 oral presentation and one interview skills assessment	15% of grade.
Business communications concept quizzes:	10% of grade.
Quizzes on grammar/punctuation/spelling/capitalization, formatting, and tone:	10% of grade.
Discussion board contributions:	10% of grade.
Final Presentation	15% of grade

5. Technical Support

The online components of this course will be managed through Blackboard, which is very user friendly and has built-in support features. Students will receive a complete orientation on the course and the features of Blackboard during the first on-campus class session. Blackboard can be accessed from any computer with internet access, whether at home, on campus, or in a local library, and is supported by the Blackboard Help Desk. Students must have an email account to participate in the course; free email accounts are available via Hotmail, Yahoo, and other providers. Students who have any difficulties will be able to contact their instructor via email, or by phone, or during the on-campus sessions.

6. Student Services

Students can register and drop the course online, and utilize library services online. Students can order textbooks online through the Chabot bookstore website, and links will be provided in the course syllabus to enable this. All campus services are also available to online students, and the students in this course will be on campus at least four times during the semester.

7. Accommodations for Students with Disabilities

Blackboard meets the basic requirements for accessibility for students with disabilities. Every effort will be made to accommodate students with special needs.