
COURSE PREFIX/NO:	ENG 156
COURSE TITLE:	Communications II
LEC HRS/WEEK:	3.0
LAB HRS/WEEK:	0.0
CREDIT HRS/SEMESTER:	3.0

[Distance Learning Attendance/VA Statement](#)
[Textbook Information](#)

Resources/references:

A college handbook such as THE BLAIR HANDBOOK
A college dictionary
Access to the Internet, especially for distance learning students
English tutoring and the LAC computer lab are also available

Course description:

This course is a continuation of the development of communication skills through writing, speaking, and library research assignments.

Course competencies:

1. Organize and write well-developed letters, memos, and reports.
2. Format correctly the various types of professional writing: memos, letters, reports.
3. Proofread, revise, and edit materials to reflect use of standard English, tone, and style of writing appropriate to the intended audience.
4. Analyze, interpret, and draw conclusions from data.
5. Conduct research using a variety of resources.
6. Document and format findings in a technical report.
7. Develop and use graphic aids to strengthen content.
8. Apply and practice standard speaking skills as a part of any or all of the above competencies.

Methods of instruction:

The course content is divided into four modules plus a research unit. It may be taught as a regular text-based classroom course in a regular 16-week or a minimester setting, or it may be text-based distance learning course. As a regular classroom course, the instructor leads and paces the work, providing appropriate class discussion, drill, and group activities. The course also has many on-line resources whether it is delivered in classroom setting or as distance learning. The modules address specific competencies based on text chapters and completion of required assignments. The major assignments for each module are submitted in folio format at the completion of the module.

Content outline:

The course covers the following areas and objectives:

Module I: Communicating Foundations and the Writing Process

1. Identify recent changes in workplace communication.
2. Describe the process of communication.
3. Show how all verbal communication skills work together.
4. Recognize the importance of nonverbal communication and use it correctly.
5. Recognize barriers to interpersonal communication.
6. Identify the characteristics of as well as any strengths or weaknesses of communicating in teams.
7. Recognize cultural diversity in the workplace.
8. Avoid language that stereotypes or shows insensitivity to workforce diversity.
9. Employ the three-phase writing process by planning, drafting, and revising.
10. Adapt messages to the audience and purpose.
11. Employ the reader-centered approach rather than the writer-centered approach to any communication.
12. Use correct grammar, punctuation, and sentence structure by applying standard rules.
13. Proofread work to eliminate errors.

Module II: Routine, Goodwill, and Negative Messages

1. Identify the proper formatting of a memo, an e-mail, a full-block letter, a modified-block letter, and a simplified-style letter.
2. Identify and use correctly all parts of a letter including the subject line, the attention line, dates, letterheads, personal business letterheads, second-page headings, and copy and enclosure notations.
3. Identify strengths and weaknesses (as well as the advantages and disadvantages) of electronic mail.
4. Identify the three basic content patterns (direct, indirect, and persuasive).
5. Identify types of letters and memos that require the direct pattern and employ consistently.
6. Identify types of letters and memos that require the indirect pattern and employ it consistently.
7. Identify the purpose of a buffer opening and use it correctly.
8. Identify and avoid the causes for legal problems in business writing.
9. Employ correct positive or forward-looking closings.
10. Employ the complete, clear, concise, and correct test to writings.
11. Proofread and edit to avoid errors in grammar and punctuation as well as format, tone, and sentence structure.

Module III: Persuasive and Sales Messages

1. Identify and explain the components of a persuasive message.
2. Critique sales letters and memos to identify techniques used.
3. Employ "sales" techniques that reduce resistance.
4. Employ techniques that motivate to action.
5. Compose effective sales messages (avoiding liability and employing sound ethics).
6. Complete a self-analysis in preparation for the employment process.
7. Distinguish between the chronological and the functional resume.

8. Prepare a marketable resume.
9. Write a persuasive cover letter for a letter of application.
10. Write other employment letters such as thank you for interview, job acceptance and resignation.
11. Write a recommendation letter.

Module IV: Report Writing, Visuals, Research, and Oral Reporting

1. Create visuals such as tables or figures.
2. Critique visuals as to effectiveness and clarity.
3. Interpret information and draw conclusions from data.
4. Label visuals correctly.
5. Incorporate visuals into reports with proper placement, correct referencing, proper citations, and interpretation for the reader.
6. Identify different reports and their purposes.
7. Demonstrate correct formatting of various reports.
8. Identify the components of a formal report.
9. Write various reports employing proper format and components.
10. Conduct various research techniques.
11. Define and distinguish among the purpose, the problem, and the scope of a report.
12. Evaluate sources.
13. Cite sources correctly using standard documentation form.
14. Distinguish between conclusions and recommendations.
15. Report findings from the researched report orally and in writing.
16. Answer audience and/or instructor questions in defense of the researched report.

Minimal standards:

Given an assignment or a group of assignments, the student will demonstrate minimal course competencies as set by the department and/or the instructor. Assessment and feedback may be in the form of graded folios, tests, various in- and out-of-class assignments, and personal conferences. Students who score lower than a C on any module should review and redo (as directed by the instructor) any or all of the work before attempting the next folio.

COURSE REQUIREMENTS:

Attendance (regular classroom setting): Students are responsible for attending all scheduled class meetings, for all material covered, and for all assignments. Any student who is not in attendance the required 90% of scheduled class time will be withdrawn. Absences are counted from the first scheduled class. Ordinarily, late arrivals or early departures of fewer than 10 minutes constitute a tardy. Three tardies constitute one absence. Late arrivals or early departures of more than 10 minutes may constitute an absence. Attendance is required on test dates.

Attendance (distance learning): Those students who are enrolled in the course as distance learning (DL) students must meet all the deadlines for submission of work as specified on the course calendar. DL students may submit work by e-mail or regular mail if agreed upon by the instructor. However, all students will complete any module tests, the midterm, the final examination and any other such required assignments in a testing setting such as the Assessment Center or with the instructor as proctor.

Withdrawal from class: A student may withdraw from the class until midterm and receive a grade of W. The student should contact the instructor to withdraw. A grade of W or WF at the time of withdrawal will be determined by the situation or reason for withdrawal. For DL students, a withdrawal from class may be initiated if the student does not attend a DL student orientation and contact the instructor during the first two weeks of the term. Other cause for withdrawal of a DL student may be failure to complete assignments in a timely manner.

Assignments: This course is divided into four modules which are to be completed in sequential order. Each of these modules is based on specific competencies or objectives and appropriate text chapters and assignments to be completed in and out of class. There will also be various handouts and appropriate supplemental materials. Each module will be completed and submitted for a grade in a folio format. Module IV includes a researched project which will be submitted in written format and presented as an oral report.

Late or missed assignments: Any approved make-up, late, or revised work must be completed in a designated time and manner as directed by the instructor. An instructor may choose not to accept late or missed work or may limit the maximum credit allowed.

Academic integrity: Academic dishonesty includes using another's work without giving credit to the source and cheating of any type. "Any student caught cheating or involved in any other academic dishonesty will be given a grade of zero and will be subject to further disciplinary action" (York Technical College Handbook and Catalog).

Evaluation strategies/grading: All regular classroom and distance learning work will be evaluated on correct use of the English language and the employment of accepted business practices, as well as completion of work according to the course calendar. Work will be evaluated on format and content, including organization, clarity, logic, and grammatical correctness.

Grading Scale:

A = 90 -100
B = 80 - 89
C = 70 - 79
D = 60 - 69
F = below 60

Module I = 10%
Module II = 15%
Module III = 15%
Module IV = 10%
Researched report (written) = 15%
Researched report (oral)* = 10%
Midterm = 15%
Classwork/Homework = 10%

*Distance learning students may make their oral report either by coming to a prearranged class and presenting in person or by videotaping their presentation and submitting the video.

ENTRY LEVEL SKILLS: A student should be able to demonstrate mastery of the English 155 competencies.

PREREQUISITE: ENG 155 with a minimum grade of C

CO-REQUISITE: None

Disabilities Statement: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Special Resources Offices (SR) at 803-327-8007 in the 300 area of Student Services. The SRO coordinates reasonable accommodations for students with documented disabilities.