

Review of Performance: EN/BU 121, Business Communication; Spring 2013, 20 students

(TTH @12:30)

Submitted by: Resida S. Keller

SLO#	Program SLO#	I, D, M	ILOs	Reflection/Comment
1.1 Define and identify elements of proper letter style, produce properly formatted correspondence and create presentations using applicable software.	Business #4	I=4 D=11 M=5	A,b,c,d,e	<p>Students completed a handout after reading material from their text about elements of style; had a quiz on identifying good letter style.</p> <p>Students completed a handout after reading material from their text about letter formatting.</p> <p>Students were quizzed on letter formatting and had to produce letters that contained proper style and formatting.</p> <p>For the two major presentations that the students performed (mid-term and final exam period), students had to demonstrate proper formatting guidelines for presentations and had to use powerpoint software. All letters that were produced were done with word processing software.</p>
1.2 Identify and use the different parts of a letter and the different types of letter arrangement styles for business correspondence.	Business #4	I=4 D=9 M=7	A,b,c,d	<p>Students completed a quiz and performed activities identifying parts of a letter and different letter arrangement styles after reading material about these topics from their texts.</p> <p>Students wrote various letters applying the letter arrangements styles and utilizing proper parts of a business letter. Students also revised incorrect letters and other business documents.</p>
1.3 Demonstrate the proper use of	Business #4	D=13 M=7	A,b,c,d	<p>Students completed a presentation on grammar usage in groups and took a grammar review test to brush up on grammar skills.</p>

<p>grammar, mechanics, syntax in business correspondence and be able to utilize appropriate software in revision and editing.</p>				<p>All letters and presentations were peer edited and revised for grammatical correctness and were assessed on this also.</p> <p>Letters were produced using word processing software and use of spell and grammar checker were encouraged.</p>
<p>2.1 Utilize appropriate telephone communication skills including answering calls, making calls, taking messages, handling problems, recording messages for voicemail and answering devices.</p>	<p>Business #4</p>	<p>D=8 M=12</p>	<p>A,b,c,d,e</p>	<p>Students were required to perform mock telephone conversations for different scenarios to demonstrate proper telephone etiquette skills.</p> <p>Students completed quizzes, activities and worksheets on telephone usage, message taking and creating messages for office/business devices; had to demonstrate problem-solving skills when facing different telephone scenarios.</p>
<p>2.2 Respond and reply to business email communications following established etiquette for email.</p>	<p>Business #4</p>	<p>D=11 M=9</p>	<p>A,b,c,d</p>	<p>Students had to respond to and send in to instructor and peers three emails for three different situations, utilizing proper email etiquette.</p> <p>Students completed quiz and worksheet on proper email etiquette and did research/surveys to identify email problems among students, faculty and staff.</p>
<p>2.3 Demonstrate appropriate communication skills for employment including</p>	<p>Business #4</p>	<p>D=10 M=10</p>	<p>A,b,c,d,e</p>	<p>Students had to go through the entire employment process from the initial job search, creating resumes and letters of application, applying for a job, performing in two mock interviews where they were the interviewer in one and the interviewee in the other, filling out applications, and following up on the interview.</p>

<p>interviewing, filling out job applications, creating resumes, application letters, and other employment correspondence for various business settings within specified intercultural situations.</p>				<p>Students interviews were videotaped and then viewed; a self-critique and a plan for improvement in interviewing was created by each student for future reference.</p> <p>Students watched a video on appropriate interviewing skills and cultural differences in communicating with people from different places.</p> <p>Discussion and quiz on appropriate behaviors in the employment process and gender/cultural communication differences.</p>
<p>2.4 Produce appropriate minutes from meetings, write memos and respond to formal requests and inquiries as appropriate for a variety of situations/scenarios.</p>	<p>Business #4</p>	<p>D=9 M=11</p>	<p>A,b,c,d,e</p>	<p>Students compiled memos and minutes as both part of a mock committee and individually as assignments.</p> <p>Students submitted formal request and inquiry letters for various situations; students did a presentation on appropriate writing of such letters.</p>
<p>2.5 Give formal presentations of reports, proposals and/or business plans using visual aids and applicable software</p>	<p>Business #4</p>	<p>D=8 M=12</p>	<p>A,b,c,d,e</p>	<p>Students completed two formal reports for the semester: a proposal and a business plan and were required to follow appropriate report formatting and guidelines and were required to perform in presentations for the two reports.</p> <p>Usage of visual aids and powerpoint presentation was a required part of the presentations.</p>
<p>2.6 Demonstrate and utilize persuasive</p>	<p>Business #4</p>	<p>D=9 M=11</p>	<p>A,b,c,d,e</p>	<p>Students completed a handout after reading material from their text about sales, public relations and news releases.</p>

communication as appropriate for advertising, public relations and news releases within specific business and intercultural situations.				Students submitted complete letters for various situations demonstrating their ability to be persuasive in their sales communications and informative in their public/news releases;  Students had to ‘sell’ their business plan idea in a formal presentation to ‘investors’ as their final exam presentation.

**Additional observations:** Group work is an essential part of this class—lots of students mentioned that they did not like to work in groups as some were shouldering most of the work—a handful of students lost a considerable number of points in class due to lack of participation in their group work. The final group project (business plan) was more successful as students were provided a group work rubric that provided clear guidelines on how they were to perform and how they were to be graded; grading their peers and providing an evaluation of their performance in the group activities (and knowing that their grade will be based on their participation and their peers’ evaluations) helped ensure active participation by all group members.

**Special comments:** Grade distribution: A=5; B=6; C=5; D=3; F=1

**Recommendations:** A good grasp of business concepts and language and the ability to express yourself is essential to the success of students in this class as there is a good amount of communicating done during lectures, group work, pair work and individual work.

**Institution Learning Outcomes:** (see fourth column above)

COM-FSM graduates will demonstrate that they can:

- \_\_\_\_\_ a. communicate effectively
- \_\_\_\_\_ b. employ critical thinking [& problem solving]
- \_\_\_\_\_ c. possess specific knowledge and skills in a major discipline or professional program of study
- \_\_\_\_\_ d. take responsibility and develop skills for learning
- \_\_\_\_\_ e. interact responsibly with people, cultures, and their environment

Signature: \_\_\_\_\_  
Resida S. Keller, Instructor

Date: May 17, 2013 \_\_\_\_\_