*Note: All content is based on the professor’s opinion and may vary from professor to professor and student to student. All content may be changed without notice. This information is offered to provide an analysis, but is not binding in any form.

From a Scale of 1-10 (1=low demands; 5= moderate demands; 10 = very demanding), how would you rate the overall level of difficulty of this course?

Level of demand = 8

This course requires several individual assignments. This course should be taken with other courses within an 8-week format with less level of difficulty.

From a Scale of 1-10 (1=low demands; 5= moderate demands; 10 = very demanding), how would you rate the level of reading requirements in this course?

Level of demand = 7

Students are responsible for reading two to four chapters every week. However, the chapters are packed with information, with which the students must learn and become familiar.

From a Scale of 1-10 (1=low demands; 5= moderate demands; 10 = very demanding), how would you rate the level of lecture requirements in this course?

Level of demand = 2

The course contains no video lectures however students are responsible for the lecture notes that are provided as an outline of the textbook. PowerPoint slides have also been provided.

From a Scale of 1-10 (1=low demands; 5= moderate demands; 10 = very demanding), how would you rate the level of online exam requirements in this course?
Level of demand = 8

The course has two online tests. Although they are open book and open notes, students are responsible for all material found in the book. Questions come from an extensive exam database.

From a Scale of 1-10 (1=low demands; 5= moderate demands; 10 = very demanding), how would you rate the level of discussion board requirements in this course?

Level of Demand = 8

A discussion board assignment is due in weeks 1, 3, 5, and 7 that require the student to research peer-reviewed journal articles in an attempt to answer one of several questions.

In weeks 2, 4, 6, and 8 students are required to substantively respond to another student’s posting using the 2 x 2 method.

From a Scale of 1-10 (1=low demands; 5= moderate demands; 10 = very demanding), how would you rate the level of the written paper requirements in this course?

Level of Demand = 8

Additional Comments:

Written assignments and discussion boards must follow APA requirements and require the use of outside sources. This course moves quickly, therefore students should expect to be very busy for the duration of the course as there are assignments due each week.
Syllabus

LIBERTY UNIVERSITY DISTANCE LEARNING PROGRAM
SCHOOL OF BUSINESS

BUSI 300
BUSINESS COMMUNICATIONS

REQUIRED TEXTBOOK

COURSE DESCRIPTION
Essential to all business professionals is a sound understanding of the theories and practice of organizational communication. This dynamic course presents the fundamentals of written, verbal, nonverbal, and technological communication. As individuals and in groups, students will prepare business memos, letters, and formal reports, deliver presentations, conduct Internet research, and employ new technologies for communication. Lab fee.

I. RATIONALE
This course directly supports Aims 1, 3, 6, 7, 8, 10 of the Liberty University Statement of Purpose. An individual’s ability to communicate effectively affects audience response dramatically.

II. PREREQUISITES
ENGL 102 and CMIS 201 (COMS 101 would be helpful.)

III. LEARNING OUTCOMES
Each student in this course will:
1. Create grammatically correct written communication in proper format for a professional business setting
   a. Prepare a business memorandum to an internal audience according to prescribed format
   b. Prepare a business letter to an external audience according to prescribed format
2. Summarize major items required for oral presentations in a professional business setting.
   a. Prepare an appropriate outline for an oral presentation in accordance with standard outline procedure
b. Prepare effective PowerPoint slides to complement a professional business presentation

3. Create a business proposal appropriate for a professional organization according to prescribed format.

4. Generate effective career enhancement documents.
   a. Prepare an error-free chronological resume according to prescribed format
   b. Prepare an error-free three- or four-paragraph cover letter to accompany a résumé

IV. MATERIALS FOR LEARNING
   A. Internet access and Microsoft Word
   B. Textbook

V. COURSE REQUIREMENTS AND ASSIGNMENTS
   A. Textbook readings
   B. Business letter
   C. Memorandum
   D. Proposal for Class Research Paper
   E. Outline for Presentation
   F. PowerPoint
   G. Resume
   H. Cover letter (job application letter)
   I. Discussion Board Responses/evaluations (4 each)
   J. Tests (2)

VI. COURSE GRADING AND POLICIES
   A. Weight
      Business Letter 5%
      Memorandum 5%
      Proposal for Class Research Paper 10%
      Outline for Presentation 5%
      PowerPoint Slides 5%
      Resume 5%
      Cover Letter (Job Application Letter) 5%
      Discussion Board Responses (4) 20%
      Discussion Board Evaluations (4) 20%
      Tests (2) 20%
      Total 100%
B. Scale
A = 90–100    B = 80–89.9    C = 70–79.9    D = 60–69.9    F = 0–59

C. Special Assignment Instructions
Written memos and letters will be no more than one (1) page each.
Proposal for Class Research Project will be no more than three (3) pages.
Chronological Résumé will one (1) page and be prepared for a position you desire.
Cover letter to a prospective employer will be one (1) page and be created for a position you would desire.

Each student is required to participate on time in all class discussions through the use of Discussion Boards (DB) and Discussion Board evaluations (DB Eval).

**Late submissions will not be accepted.**

D. Disability Assistance Students with a documented disability may contact the DLP Office of Disability Academic Support (ODAS) at [dlpodas@liberty.edu](mailto:dlpodas@liberty.edu) to make arrangements for academic accommodations.
## Course Chart

**Textbook:** *Business Communication: Building Critical Skills*

<table>
<thead>
<tr>
<th>Module</th>
<th>Learning Outcomes</th>
<th>Weeks</th>
<th>Reading Assignment</th>
<th>Learning Activities</th>
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<tr>
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<td>1a–1b</td>
<td>Week 1</td>
<td>Textbook Mods. 1–2</td>
<td>Discussion Board 1</td>
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<td>Week 2</td>
<td>Textbook Mods 4, 9–11</td>
<td>DB Evaluation 1</td>
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**Note:** Discussion Board due no later than 8 p.m. Eastern Time on Thursday of weeks 1, 3, 5, 7.

Evaluations of one other student's work (DB Eval.) due no later than 8 p.m. Eastern Time on Thursday of weeks 2, 4, 6, 8.

Written assignments due no later than 8 p.m. Eastern Time on Thursday of weeks 2, 4, 6, 8.

Tests available from 5 p.m. Eastern Time Thursday until 8 p.m. Eastern Time on Sunday of weeks 4 and 8.