



## Course Syllabus

### POFT 1301 – Business English

**Catalog Description:** Introduction to a practical application of basic language usage skills with emphasis on fundamentals of writing and editing for business.

**Prerequisites:** None

**Semester Credit Hours:** 3

**Lecture Hours per Week:** 3

**Lab Hours per Week:** 0

**Extended Hours:** 0

**Contact Hours per Semester:** 48

**State Approval Code:** 5205010000

**Class section meeting time:**

**Instructional Goals and Purposes:** The purpose of this course is to teach students to apply the basic rules of grammar, spelling, capitalization, number usage, and punctuation; utilize terminology applicable to technical and business writing; develop proofreading and editing skills; and write effective sentences and paragraphs for business applications.

#### **Learning Outcomes:**

1. Identify language structure in sentences.
2. Recognize sentence elements, patterns, and types.
3. Create the plural form of a noun.
4. Create the possessive form of a noun or pronoun.
5. Utilize the correct pronoun form in a sentence.
6. Identify and use verbs in a sentence correctly.
7. Identify and use adjectives in a sentence correctly.
8. Identify and use adverbs in a sentence correctly.
9. Recognize and use prepositions in sentences.
10. Recognize and use conjunctions in sentences.
11. Use basic punctuation rules.
12. Use basic capitalization rules.
13. Use basic guidelines for expressing numbers.
14. Write clear, complete sentences.

#### **Specific Course Objectives (includes SCANS):**

After studying the material presented in the text and online, the student should be able to complete all behavioral/learning objectives listed below with a minimum competency of 70% on quizzes, compositions, and exams.

1. **Identify language structure in sentences.** (1a-i, 1a-ii, 2c-i, 2c-iii)
  - a. Identify the eight parts of speech.

- b. Recognize how the parts of speech function in sentences.
  - c. Use words in a variety of grammatical roles.
2. **Recognize sentence elements, patterns, and types.** (1a-i, 1a-ii, 1b-iii, 1b-vi, 1c-i)
    - a. Recognize basic sentence elements including subjects and predicates.
    - b. Differentiate among phrases, dependent clauses, and independent clauses.
    - c. Understand how to use simple, compound, complex, and compound-complex sentences.
    - d. Identify four basic sentence patterns.
    - e. Punctuate statements, commands, questions, and exclamations.
    - f. Use techniques to avoid basic sentence faults such as fragments, comma splices, and run-on sentences.
  3. **Create the plural form of a noun.** (1b-iii, 1b-vi, 2c-i, 2c-ii)
    - a. Distinguish between proper and common nouns.
    - b. State the basic rules for forming the plurals of most nouns.
    - c. Make regular and irregular nouns plural.
    - d. Spell correctly the plural form of nouns ending in y, o, and f; proper nouns; surnames; compound nouns; and numerals, letters, degrees, and abbreviations.
    - e. Make challenging nouns plural, including foreign nouns and special nouns.
  4. **Create the possessive form of a noun or pronoun.** (1a-i, 1b-iii, 1b-vi, 1c-i, 2c-i, 2c-ii, 2c-iii)
    - a. Summarize the basic rules of forming the possessives of nouns.
    - b. Use steps to apply an apostrophe to correctly show possession.
    - c. Distinguish between descriptive nouns and possessive nouns.
    - d. Create correct possessive forms of compound nouns, organizations, names, abbreviations, of nouns showing joint ownership, and of nouns showing individual ownership.
  5. **Utilize the correct pronoun form in a sentence.** (1b-iii, 1b-vi, 1c-iii, 2b-vi, 2c-i, 2c-iii)
    - a. Use subjective, objective, and possessive pronouns correctly.
    - b. Distinguish between personal possessive pronouns (such as *its*) and contractions (such as *it's*).
    - c. Choose the correct pronoun in compound constructions, comparatives, appositives, reflexives, and as complements following linking verbs.
    - d. Make pronoun references clear, and ensure that personal pronouns agree with their antecedents in number and gender.
    - e. Choose alternatives to common-gender antecedents.
    - f. Make personal pronouns agree with subjects joined by *or* or *nor*, indefinite pronouns, collective nouns, company and organization names, and the adjectives *each* and *every*.
    - g. Recognize the functions of *who*, *whom*, *whoever*, and *whomever*, and follow steps to use these words correctly in a sentence.
  6. **Identify and use verbs in a sentence correctly.** (1a-i, 1a-ii, 1b-iii, 1b-vi, 2c-i, 2c-iii)
    - a. Identify verbs and verb phrases in sentences, including sentences that are inverted in order.
    - b. Distinguish between transitive and intransitive verbs.
    - c. Recognize active and passive voice verbs.
    - d. Convert sentences written in passive voice to sentences in the active voice.
    - e. Construct verbs in the present, past, and future tenses correctly.
    - f. Recognize and use present and past participles.
    - g. Recognize gerunds and supply appropriate modifiers of gerunds.
    - h. Identify and remedy split infinitives.
      - i. Correctly punctuate introductory and other verbal phrases.
      - j. Rewrite sentences to eliminate awkward participial phrases.
      - k. Locate dangling verbal phrases and other misplaced modifiers.
        - l. Rewrite sentences to avoid misplaced verbal phrases and modifiers.
    - m. Supply correct verb forms in the progressive and perfect tenses.
    - n. Recognize sentence constructions requiring the subjunctive verb mood.
    - o. Create sentences using the subjunctive mood correctly.
    - p. Identify and write the correct forms of irregular verbs in sentences.
    - q. Locate the subjects of verbs.
    - r. Make verbs agree with true subjects.
    - s. Make verbs agree with subjects joined by *and*, *or*, and *nor*.
    - t. Select the correct verbs to agree with collective nouns and indefinite pronouns.

- u. Make verbs agree with quantities, fractions, portions, clauses, and *a number/the number*.
  - v. Achieve subject-verb agreement within *who* clauses.
7. **Identify and use adjectives in a sentence correctly.** (1a-ii, 1b-vi, 2c-iii)
    - a. Form the comparative and superlative degrees of regular and irregular adjectives.
    - b. Use articles correctly.
    - c. Use adjectives after linking verbs.
    - d. Punctuate compound and successive independent adjectives correctly.
  8. **Identify and use adverbs in a sentence correctly.** (1a-ii, 1b-iii, 1b-vi, 2c-iii)
    - a. Form the comparative and superlative degrees of adverbs.
    - b. Avoid double negatives when using adverbs in a sentence.
    - c. Use adverbs to modify verbs, adjectives, and other adverbs within a sentence.
    - d. Identify pitfalls in the use of adverbs.
  9. **Recognize and use prepositions in sentences.** (1a-ii, 1b-iii, 1b-vi, 2c-i, 2c-iii)
    - a. Identify prepositional phrases and label the preposition and its object(s) in each phrase.
    - b. Avoid using prepositions in place of verbs and adverbs.
    - c. Use troublesome prepositions correctly.
    - d. Omit unnecessary prepositions and retain necessary ones within sentences.
    - e. Construct formal sentences that avoid terminal prepositions.
    - f. Recognize those words and constructions requiring specific prepositions (idioms).
  10. **Recognize and use conjunctions in sentences.** (1a-ii, 1b-vi, 2c-iii)
    - a. Distinguish between simple and compound sentences.
    - b. Punctuate compound sentences joined by *and*, *or*, *nor*, and *but*.
    - c. Punctuate compound sentences using conjunctive adverbs, such as *therefore*, *however*, and *consequently*.
    - d. Recognize correlative conjunctions, such as *either . . . or*, *not only . . . but also*, and *neither . . . nor*.
    - e. Use a parallel construction in composing sentences with correlative conjunctions.
    - f. Distinguish among phrases, dependent clauses, and independent clauses.
    - g. Expand dependent clauses into complete sentences.
    - h. Punctuate introductory and terminal dependent clauses.
    - i. Punctuate parenthetical, essential, and nonessential dependent clauses.
    - j. Recognize simple, compound, complex, and compound-complex sentence patterns.
    - k. Convert simple sentences into a variety of more complex patterns.
  11. **Use basic punctuation rules.** (1a-i, 1a-ii, 1b-iii, 1b-vi, 2c-iii)
    - a. Insert commas correctly in series, direct address, and parenthetical expressions.
    - b. Punctuate dates, addresses, geographical items, and appositives correctly.
    - c. Place commas appropriately in punctuating independent adjectives, verbal phrases, and prepositional phrases.
    - d. Use commas correctly in punctuating independent, introductory, terminal, and nonessential clauses.
    - e. Use commas correctly in punctuating degrees, abbreviations, and numerals.
    - f. Use commas to indicate omitted words, contrasting statements, clarity, and short quotations.
    - g. Identify and correct errors in comma usage.
    - h. Use semicolons correctly to join independent clauses; correct errors in such usage.
    - i. Use semicolons correctly before enumerations and explanations; correct errors in usage.
    - j. Use colons correctly to introduce an independent clause and to emphasize words and thoughts.
    - k. Capitalize the first word following a colon.
    - l. Use dashes correctly in sentences.
    - m. Use quotation marks correctly for direct quotations, definitions, special expressions, unfamiliar terms, and titles of articles.
    - n. Combine other punctuation marks correctly with quotation marks in sentences.
  12. **Use basic capitalization rules.** (1a-i, 1a-ii, 1b-vi)
    - a. Use capitals correctly for the first words of sentences, direct quotations, and items in outlines.
    - b. Use capitals correctly in headings and in titles of publications.

- c. Capitalize correctly proper nouns, short forms used for proper nouns, personal and official titles used with proper names, and proper adjectives.
  - d. Capitalize correctly the names of commercial products.
  - e. Correct errors in capitalization usage.
13. **Use basic guidelines for expressing numbers.** (1a-i, 1a-ii, 1b-vi)
- a. Correctly choose between figure and word forms to express general numbers, money, and numbers beginning sentences.
  - b. Express dates, clock time, addresses, and telephone numbers appropriately.
  - c. Use the correct form in writing related numbers, consecutive numbers, periods of time, and ages.
  - d. Use the correct form in expressing numbers in conventional phrases, with abbreviations and symbols, and as round numbers.
  - e. Express weights, measures, and fractions correctly.
  - f. Use the correct form in expressing percentages, decimals, and ordinals.
14. **Write clear, complete sentences.** (1a-i, 1a-ii, 1b-iii, 1b-v, 1b-vi, 2c-iv)
- a. Compose sentences that are grammatically correct.
  - b. Compose sentences that are punctuated correctly.
  - c. Compose sentences that express a clear thought.
  - d. Avoid fragments, run-on sentences, comma splices, and period faults.
  - e. Proofread sentences for errors.

#### **Course Content:**

A general description of lecture/discussion topics included in this course are listed in the Learning Outcomes/Specific Course Objectives sections of this syllabus.

Students in all sections of Business English will be required to do the following:

1. Students will read assigned chapters in the text and complete an online quiz for each chapter.
2. Students will write and type two drafts and a final composition free of grammar and punctuation errors.
3. Students will complete online objective exams in the presence of a testing proctor.

**Methods of Instruction/Course Format/Delivery:** Students in both the traditional class and in the Internet class will have access to this course via Canvas. Students in the traditional class will meet regularly for lecture over the material. Students in the Internet class will only be required to meet with the instructor for testing; however, Internet students are always welcome to attend the traditional class (especially for exam reviews).

All quizzes, compositions, and exams will be submitted through Canvas. After an assignment has been graded, the student will be able to view his or her grade by returning to the assignment or by clicking Grades in the left banner. Students will have limited review of the answers to the exams, but they will always be able to view the score. Work is generally graded and posted within two days following the deadline.

Students in both the traditional and Internet classes should use People within Canvas to communicate with the instructor. Using Canvas email gives you access to the instructor and other classmates without having to remember or type email addresses—you just select a name from the list. If you are not able to contact your instructor using email in Canvas, you may use his or her Panola College email address. Panola College instructors attempt to respond to all email within 24 hours. Please always include a subject line and your name in your email.

#### **Major Assignments/Assessments:**

The following items will be assigned and assessed during the semester and used to calculate the student's final grade:

- **Online Quizzes**  
Approximately ten quizzes covering selected chapters will be given during the semester. The quizzes will be given online and you may use your textbook to complete them. Each quiz will have a deadline and failure to complete the quiz by the deadline will result in a zero for that quiz.

The normal quiz includes 20-40 true/false and multiple choice questions. Your two lowest quiz grades will be dropped at the end of the semester.

- **Composition**

Students will be required to develop two drafts and a final composition during the semester applying the rules covered in the text. This is a composition so there will be no research involved; your instructor will provide a list of acceptable topics. The drafts and composition must be written in the student's own words and typed using a word processor—plagiarized work will receive a grade of zero. Internet students will submit their compositions by uploading them through Canvas. The drafts will be worth 25 points each and the final composition is worth 100 points. Five points will be deducted for each day that a draft or composition is submitted late and no submissions will be accepted after work has been returned to the class.

- **Exams**

Four objective exams covering Chapters 1-14 will be given during the semester. Traditional and Internet students must access the Syllabus or Calendar in Canvas each week to view the assignment and upcoming test dates. Students in the face-to-face class will take the exams during a regular scheduled class. All tests for Internet students will be administered by a proctor at the Carthage, Center, or Marshall sites. Virtual College of Texas (VCT) students will be able to take proctored exams at the college they currently attend. If you are unable to take a test when it is scheduled, you must schedule the test with the instructor prior to the testing date. An excused absence and makeup test may be granted for sudden illness or unforeseen circumstances. All four exam grades will be used to calculate your final grade. Each exam is worth 15% of your final grade.

#### **Course Grade:**

The grading scale for this course is as follows:

- Online quizzes – 20%
- Composition – 20%
- Exams – 60%

All student grades including a mid-semester and final grade will be posted to Grades in Canvas.

*Cheating* is defined as unauthorized help on an examination or assigned course material. A student must not submit another student's work as his or her own. A student must not receive from any other student or give to any other student any information, answers, or help during an exam. A student must not "steal" the answers from an unsuspecting student during an exam. A student must not use any sources for answers during an exam (including but not limited to notes, books, or electronic devices) without prior authorization from the professor. A student must not obtain exam questions illegally, tamper with the exam questions, nor change the results of an exam after it has been graded. **All cheating infractions will result in a grade of "0" for the assignment.**

*Plagiarism* is defined as the taking of a person's ideas, words, or information and claiming those properties as one's own. The use of all ideas, words, or information from any source must be properly referenced and due credit must be given to its author. All written assignments must be submitted through Canvas which uses turnitin.com to calculate percent originality of the submission. For compositions, a student's work should show 0% plagiarism. The instructor reserves the right to employ other means outside of turnitin.com to check the "originality" of a student's work. **Any submission that contains copied material (other than cited material in a research paper) will automatically receive a grade of "0" for the assignment.**

**A student will fail the class upon his or her second cheating and/or plagiarism offense.** These policies shall be adhered to unless mitigating circumstances should prove a lesser penalty should apply. Students shall have the right to contest a cheating or plagiarism claim; the appeals process is specifically defined in the student handbook.

**Attendance:**

Students in the face-to-face class are expected to arrive on time and remain in class until the class is over as random movement into, out of, or around the classroom is disruptive and disrespectful. Students are highly encouraged to participate in class by asking questions and engaging in discussions. Disruptive class behavior will result in dismissal from the classroom and an absent mark on the attendance record. Persistent, disruptive behavior may ultimately result in dismissal from the course, a failing grade, and further disciplinary actions in accordance with college policy.

Make up assignments/exams will only be granted in accord with the excused absence policy.

A student that chooses to NOT finish the course must complete the withdrawal procedure in the Student Success office in order to receive a "W." Otherwise, the student will receive a grade at the end of the semester commensurate with the work completed.

Students needing special classroom or testing accommodations because of physical or learning disabilities must contact the Student Success office before these services will be made available in the classroom.

**Texts, Materials, and Supplies:**

- *Business English* 12<sup>th</sup> Edition, Guffey and Seefer, 2017, Cengage Learning, ISBN: 9781305499867.
- Access to a computer, a word processor, and the Internet.

**Required Readings:**

- Chapters 1-14 in *Business English*, 12<sup>th</sup> edition.

**Recommended Readings:**

- None

**Other:**

- For current texts and materials, use the following link to access bookstore listings: <http://www.panolacollegestore.com>.
- For testing services, use the following link: <http://www.panola.edu/elearning/testing.html>.
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Administration Building or go to <http://www.panola.edu/student-success/disability-support-services/> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder*: <http://www.panola.edu/student-success/documents/pathfinder.pdf>

## SCANS CRITERIA

- 1) **Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.**
  - a) **Basic Skills:** A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
    - i) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
    - ii) Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
    - iii) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
    - iv) Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
    - v) Speaking: Organize ideas and communicate orally.
  - b) **Thinking Skills:** A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
    - i) Creative Thinking: generate new ideas.
    - ii) Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
    - iii) Problem Solving: recognize problems and devise and implement plan of action.
    - iv) Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
    - v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
    - vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.
  - c) **Personal Qualities:** A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
    - i) Responsibility: exert a high level of effort and persevere toward goal attainment.
    - ii) Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
    - iii) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
    - iv) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
    - v) Integrity and Honesty: choose ethical courses of action.
- 2) **Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.**
  - a) **Resources:** A worker must identify, organize, plan, and allocate resources effectively.
    - i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
    - ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
    - iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently. Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.
  - b) **Interpersonal Skills:** A worker must work with others effectively.
    - i) Participate as a Member of a Team: contribute to group effort.
    - ii) Teach Others New Skills.
    - iii) Serve Clients/Customers: work to satisfy customer's expectations.

- iv) **Exercise Leadership:** communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
- v) **Negotiate:** work toward agreements involving exchange of resources, resolve divergent interests.
- vi) **Work with Diversity:** work well with men and women from diverse backgrounds.

Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

c) **Information:** A worker must be able to acquire and use information.

- i) **Acquire and Evaluate Information.**
- ii) **Organize and Maintain Information.**
- iii) **Interpret and Communicate Information.**
- iv) **Use Computers to Process Information.**

Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

d) **Systems:** A worker must understand complex interrelationships.

- i) **Understand Systems:** know how social, organizational, and technological systems work and operate effectively with them.
- ii) **Monitor and Correct Performance:** distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
- iii) **Improve or Design Systems:** suggest modifications to existing systems and develop new or alternative systems to improve performance.

Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

e) **Technology:** A worker must be able to work with a variety of technologies.

- i) **Select Technology:** choose procedures, tools or equipment including computers and related technologies.
- ii) **Apply Technologies to Task:** understand overall intent and proper procedures for setup and operation of equipment.
- iii) **Maintain and Troubleshoot Equipment:** Prevent, identify, or solve problems with equipment, including computers and other technologies.

Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.