



COMM 1301

Business Communications



About Us

The College of Biomedical Equipment Technology (CBET) is a majority Veteran owned and operated private college offering Biomedical Equipment Technician (BMET), Healthcare Technology Management (HTM) and Healthcare Information Systems Management training at the certificate and associates degree levels. Our leadership team is comprised of individuals with decades of experience in the healthcare industry and education. Similarly, our instructional staff is comprised of industry experts and award-winning educators dedicated to providing quality education, training, and career services to our students.

Locations

Main Campus

105 Windy Meadows, Suites 201
Schertz, Texas 78154
www.cbet.edu

Mission

“The College of Biomedical Equipment Technology delivers premier education and training in Healthcare Technology Management and Information Technology to equip students to meet the evolving needs of the industries we serve.”

About the Course

The Professional Business Communications course introduces organizational communication theory through research and develops communication competence in professional settings.

Course Description

The course is designed to support the student's readiness to communicate effectively and professionally in a healthcare setting. Students will learn effective practices for interacting with co-workers, recognizing the cultural differences of members in an organization, and employing the appropriate communication strategies to recognize cultural diversity. Topics include: how to interpret verbal and nonverbal messages with accuracy and effectiveness, build positive interpersonal relationships in the workplace, identifying and overcoming common obstacles in group meetings, creating and delivering a business presentation, and anticipating and responding to questions that may arise. Emphasis is also placed on projecting and maintaining a professional image while interacting with clients and developing and studying situational approach methods.

Learning Objectives

- LO1. Describe the communication process and its impact on business organizations.
- LO2. Identify how to send and interpret verbal and nonverbal messages effectively.
- LO3. Compare various listening habits and practice effective listening skills.
- LO4. Describe positive interpersonal relationships in the workplace.
- LO5. Construct relevant and concise written reports and presentations.
- LO6. Apply proper etiquette and communicative skills during meetings and presentations.

Time-on-Task.

Time on task is the total learning time spent by a student in this course, including instructional time and time spent studying and completing course assignments and other activities (e.g., reading, research, writing, individual and group projects.) These activities are:

- Attending the weekly webinars
- Reading course presentations/ "lectures"
- Reviewing course notes
- Reading assignment references, books, or other course materials
- Participation in online discussions
- Conducting research
- Writing papers or other assignments
- Completing other assignments (e.g., projects)

The entire course Time-on-Task is 119.5 hours.

Instructional Team

The Professional Business Communication course is led via webinar and interactive distance learning formats. In addition to the weekly live sessions, the instructor is accessible via the Learning Management System (LMS) daily, and by appointment via Zoom between the hours of Monday through Friday from 0800-1700 (CST).



Victoria Martinez serves as the Adjunct Professional Communications Instructor for the College of Biomedical Equipment Technology. In her capacity as the COMM 1301 Instructor, Victoria helps students build skills to communicate effectively in a professional setting. In addition to her role at CBET, Victoria is currently a high school teacher in SWISD. Dedicated to education and service, she serves on multiple committees focused on community outreach, coordinating events, and preparing at risk students for graduation. Victoria is a proud University of Texas at San Antonio Alumna where she focused on Latin American studies and received a Bachelor of Arts degree in History. She was the first recipient of the We Teach Texas Leadership Scholarship at Texas A&M San Antonio where she completed her Master of Arts in Educational Administration.

Throughout the course, Victoria can be contacted directly through CANVAS messaging or via e-mail at vmartinez@cbet.edu, during office hours, Monday through Friday, 0800-1700 CST.

Instructional Methods and Activities

The student online learning environment is structured to mirror the course syllabus and includes all the information students require to successfully navigate the course. The online learning environment referred to as CANVAS, provides a means for students to engage, communicate, and learn. CBET instructors will actively engage students in CANVAS via discussion board forums and other activities designed to cultivate student engagement and participation.

Online Classes (Daily). Students are expected to engage in CANVAS. Courses includes weekly assignments, quizzes, tests, and other requirements prescribed by the instructor. Students are responsible for completing weekly assignments in a timely manner as prescribed by the instructor(s). It is important to remember that in addition to the resulting grades, completion of weekly assignments is also used to measure student engagement, attendance, and participation

Weekly Live Webinars. Mandatory instructor led webinars will be conducted at least once per week (60 Minutes). Additionally, students may request one-on-one counseling or tutoring sessions based on the instructor's availability. Webinars are not optional; however, we understand that from time-to-time students may not be able to attend in person. If you cannot attend a live session, the webinars will be posted in CANVAS for review.

Online Discussion Forum (daily/weekly). CANVAS includes a discussion board with weekly prompts and instructions for completing daily/weekly assignments. Students are required to respond to all weekly discussion board topics and instructor-directed prompts. Responses must be substantive and meet the minimum word count requirement. Additionally, students are required to engage with peers by responding to no fewer than two student responses per week. Student participation and attendance in CANVAS is reported to the Director of Education on a weekly basis and the information is used, in part, to measure attendance and participation in the course.

Late/Make-up work. All assignments must be completed on time and as instructed to receive full credit. Make-up work shall:

1. Be supervised by an instructor approved for the subject being made up.
2. Require the student to demonstrate the same knowledge or competence expected of a student who attended the scheduled class session.
3. No more than 5% of the missed work can be made up. All work must be completed and submitted within seven (7) calendar days of its original due date. All coursework must be submitted no later than six (6) calendar days after the course ends.

Week 1/Module 1 (Personal Communication)

Learning Objective 1. Describe the communication process and its impact on business organizations.	
TLO 1	Through self-reflection, describe your communication strengths and weaknesses.
TLO 2	Identify the different forms of communication.
TLO 3	Evaluate the effectiveness of communication in your current work environment.
TLO 4	Describe the benefits of good communication in a business setting.

Module 1 Overview. The first course module requires students to conduct a self-reflection on their personal communication strengths and weaknesses. Identifying one's personal communication strengths and weaknesses is important for growth and development as a communicator.

Discussion Questions.

Discussion Question (DQ) 1 – *Introduce yourself to the class by describing your (1) professional background, (2) where you work currently, and (3) why you are interested in entering the Healthcare Technology Management (HTM) (Biomedical) career field. If you are already in the HTM Industry, describe your career objectives related to this program. [Minimum 200-word response for full credit]*

Discussion Question (DQ) 2 – *Identify both your top communication strength and top weakness and describe why. [Minimum 200-word response for full credit]*

Discussion Question (DQ) 3 – *Describe how effective the communication is at your workplace and why. [Minimum 200-word response for full credit]*

Webinar Session (60 Minutes). The Module 1 webinar will include a course overview and instructions to improve the student's ability to access materials and resources. Students will be asked to introduce themselves and will be expected to actively participate throughout the session. Because this class is oriented towards communication and includes a recorded video assignment, students are asked to ensure that their cameras are on and that they are in a professional setting. During the first week, participants will be encouraged to reflect on their own experiences and skills. Instructional focus will be oriented towards personal communication.

Assignments.

Assignment. Research different forms of communication and describe how each form is utilized in your current professional environment. Furthermore, describe the second and third order effects of good communication in a professional setting.

Assignment Guidelines. Paper will be in APA format, 12-point Times New Roman font, 1-inch margins, and a minimum of 1-2 pages.

Time-on-Task. The Time-on-Task for this module is 21 hours.

Week 2/Module 2 (Non-Verbal Communication)

Learning Objective 2. Identify how to send and interpret nonverbal messages effectively.	
TLO 1	Research different forms of non-verbal communication.
TLO 2	Analyze your own non-verbal communication.
TLO 3	Identify the importance of self-awareness.
TLO 4	Identify non-verbal communication in your current professional setting.

Module 2 Overview. During week 2 students will conduct research and participate in a webinar discussion highlighting non-verbal communication. The research is intended to guide students towards a higher awareness of non-verbal communication. Students will also identify non-verbal communication within their current professional settings.

Discussion Questions.

Discussion Question (DQ) 1 – *Identify two (2) forms of non-verbal communication and the signals this communication sends to the receiver. [Minimum 200-word response for full credit]*

Discussion Question (DQ) 2 – *Through self-awareness, analyze your own non-verbal communication and describe how it could improve/damage relationships. [Minimum 200-word response for full credit]*

Webinar Session (60 Minutes). The week 2 webinar will be oriented towards non-verbal communication and self-awareness.

Assignments.

Assignment. Analyze three (3) interpersonal interactions in your professional work environment (that did not include you) and document the non-verbal communication you witnessed and how you interpreted the interaction from non-verbal communication only. Do not mention names or titles.

Assignment Guidelines. Paper will be in APA format, 12-point Times New Roman font, 1-inch margins, and a minimum of 1 paragraph for each interaction (3).

Time-on-Task. The Time-on-Task for this module is 19.5 hours.

Week 3/Module 3 (Active Listening)

Learning Objective 3. Compare various listening habits and practice effective active listening skills	
TLO 1	Research traits of an active listener.
TLO 2	Evaluate your own active listening.
TLO 3	Describe the impact of active listening in a professional environment.
TLO 4	Compare and contrast hearing versus active listening.

Module 3 Overview. During module 3 students will research and evaluate active listening. The research is intended to educate students on the importance of active listening and the positive/negative impact it's inclusion or absence may have in a professional environment.

Discussion Questions.

Discussion Question (DQ) 1 – *Identify two (2) traits of an active listener and how active listening can have a positive influence in a professional environment. [Minimum 200-word response for full credit]*

Discussion Question (DQ) 2 – *Conduct a personal and professional reflection your own active-listening and how you are effective or need improvement. [Minimum 200-word response for full credit]*

Webinar Session (60 Minutes). The module 3 webinar will emphasize the importance of active listening. Students will be introduced to a variety of active listening techniques and how to implement them into their daily lives. Discussions will revolve around personal and professional relationships and how communication can be improved through active listening.

Assignments.

Assignment. Compare and contrast hearing versus active listening by using real world examples. Additionally, identify pitfalls that lead to hearing versus active listening and how you can avoid them.

Assignment Guidelines. Paper will be in APA format, 12-point Times New Roman font, 1-inch margins, and a minimum of 1-2 pages.

Time-on-Task. The Time-on-Task for this module is 19.5 hours.

Week 4/Module 4 (Interpersonal Relationships)

Learning Objective 4. Describe positive interpersonal relationships in the workplace.	
TLO 1	Research different interpersonal relationships in a healthcare setting.
TLO 2	Examine the importance of building lasting relationships within the Biomedical Equipment Technician career path.
TLO 3	Describe how interpersonal relationships impact customer service.
TLO 4	Evaluate your own personal interpersonal relationship strengths and weaknesses.

Module 4 Overview. During module 4 students will conduct research and participate in a webinar discussion highlighting the interpersonal relationships within the Biomedical Equipment Technicians HTM career field. Students will engage in research intended to educate them on the importance of relationship building and how it ties to customer service functions. Additionally, students will evaluate their own interpersonal strengths and weaknesses.

Discussion Questions.

Discussion Question (DQ) 1 – What are your interpersonal relationship strengths and weaknesses and why? [Minimum 200-word response for full credit]

Discussion Question (DQ) 2 – How can interpersonal relationships impact customer service in a healthcare setting? [Minimum 200-word response for full credit]

Webinar Session (60 Minutes). The module 4 webinar will include a broad discussion of interpersonal relationships and how they are intertwined in a healthcare setting. Additionally, students will evaluate their own interpersonal relationship strengths and weaknesses through self-reflection.

Assignments.

Assignment. Identify five (5) different interpersonal relationships you have or will encounter and build in a healthcare setting as a Biomedical Equipment Technician. Describe each relationship and why it's important to build that relationship.

Assignment Guidelines. Develop a professional PowerPoint presentation. Title slide, one (1) slide minimum per relationship, closing slide, and reference slide (if applicable) are minimum mandatory requirements. Each relationship slide will have 30-40 words describing the relationship and its importance. Pictures are encouraged. All citations on reference slide must also be identified within text on each slide per APA guidelines.

Time-on-Task. The Time-on-Task for this module is 19.5 hours.

Week 5/Module 5 (Written and Electronic Communication)

Learning Objective 6. Prepare professional correspondence.	
TLO 1	Identify importance of preparing professional written and electronic communication.
TLO 2	Describe elements of professional email correspondence.
TLO 3	Compare and contrast electronic versus verbal communication and when is appropriate.
TLO 4	Demonstrate knowledge of electronic communication in a professional setting.

Module 5 Overview. During module 5 students will strengthen their communication skills through correspondence. Students will identify elements of professional correspondence and demonstrate what they have learned through an email preparation assignment. Students will also evaluate when electronic correspondence is appropriate versus verbal communication.

Discussion Questions.

Discussion Question (DQ) 1 – *Identify (3) three reasons why it is important for you to know how to prepare professional correspondence. [Minimum 200-word response for full credit]*

Discussion Question (DQ) 2 – *What are the strengths and weaknesses of electronic communication? [Minimum 200-word response for full credit]*

Webinar Session (60 Minutes). Discussions will emphasize the importance of professional correspondence. Discussion will also identify elements of a professional email and how to draft a clear and concise message. Students will provide examples of when email versus a phone call may be appropriate.

Assignments.

Assignment 1. Prepare a professional email that you would send after a job interview thanking them for providing you an opportunity.

Assignment 2. Prepare a professional email asking your supervisor for time off.

Assignment Guidelines. Emails will be drafted in Microsoft Word and have all requirements of a professional email (Subject/Greeting/Body/Closure/Signature Block). Both emails will be submitted on the same page with a break in-between.

Time-on-Task. The Time-on-Task for this module is 19.5 hours.

Week 6/Module 6 (Presentations)

Learning Objective 6. Apply proper etiquette and communicative skills during meetings and presentations	
TLO 1	Demonstrate the understanding of providing clear and concise instructions.
TLO 2	Evaluate your own public speaking skills.
TLO 3	Demonstrate an ability to communicate effectively through verbal communication.
TLO 4	Demonstrate an understanding of timeliness and preparation in regard to presentations.

Module 6 Overview. During module 6, the discussion questions and assignment will be oriented towards better preparing the student for conducting an actual professional presentation. Students will be presented with techniques and methods on how to provide clear and concise instructions and validated through a video assignment.

Discussion Questions.

Discussion Question (DQ) 1 – Identify why giving clear and concise instructions is important in a healthcare setting.
[Minimum 200-word response for full credit]

Discussion Question (DQ) 2 – *Evaluate your own public speaking skills and identify where you think you are at regarding effectiveness. [Minimum 200-word response for full credit]*

Webinar Session (60 Minutes). Discussion will revolve around the importance of providing clear guidance and how to communicate effectively through presentations. Additionally, students will self-reflect on their own public speaking skills and how they can improve.

Final Assignment.

Assignment. Students will record themselves giving a professional presentation on how to complete a technical task. The task will be electronical or mechanical in nature.

Assignment Guidelines. Presentation will be 5-7 minutes long and include an introduction, clear and concise instructions on how-to topic of choice, and conclusion. Notes may be used for reference, but no manuscript reading will be allowed.

Time-on-Task. The Time-on-Task for this module is 20.5 hours.

Note: Please remember to complete the end of course survey prior to the end of the last day of class.

Course Grade Distribution

Discussion Board Requirements	25%
Weekly Webinars and Assignments	25%
Homework Assignments	25%
Capstone Project (How to Video)	25%

Discussion Board Grading Criteria (25% of overall grade)

Students are required to respond to all weekly discussion board topics and instructor-directed prompts. Responses must be substantive and meet the minimum word count requirement. Additionally, students are required to engage with peers by responding to no fewer than two peer-to-peer responses per week. The following rubric is used as a guide by instructors to evaluate and grade student responses to discussion questions and peer-to-peer engagement:

	Beginning 0-25 Points	Developing 25-50 Points	Accomplished 50-75 Points	Exemplary 75 to 100 Points
Weekly Discussion Question Responses (Minimum of two 200-word responses per week).	Contributes fewer than the required 2 Discussion Question (DQ) responses.	Contributes 2 Discussion Question (DQ) responses but one or both fail to meet minimum word-count requirements for the DQ.	Contributes by providing 2 Discussion Question (DQ) responses and meets the minimum word count requirements for the DQ.	Exceeds required DQ word count requirements and/or provides an exemplary response to a DQ.
Weekly Engagement with peers (Minimum of two 200-word responses to peers each week).	Contributes fewer than the required peer-to-peer responses in the discussion forum.	Contributes 2 peer-to-peer responses in the discussion forum but fails to meet minimum word-count requirements and lacks substance.	Contributes by providing 2 peer-to-peer responses and meets the minimum word count requirement for the peer-to-peer response	Exceeds required peer-to-peer response requirements by meeting the minimum word count requirement and providing substantive responses to peers.
Quality and Content of DQ responses and peer-to-peer responses in the Discussion Forum.	Postings in the discussion forum are not relevant to the assigned topic, are inaccurate, or misrepresented.	Postings in the discussion forum address peripheral topics, are generally accurate, but may contain factual omissions and/or errors.	Postings are generally substantive; however, responses rely too heavily on opinion than fact. Postings meet word count requirements but lack scholarly tone or appropriate references.	Discussion Question and Peer-to-Peer postings consistently contribute to the discussion, contain substantive comments backed by relevant references and encourage open dialogue and additional discussion in the class.

Weekly Live Webinars (25% of overall grade)

Mandatory instructor led webinars will be conducted at least once per week (60 Minutes). Webinars are not optional; however, we understand that from time-to-time students may not be able to attend in person. If you cannot attend a live session, the webinars will be posted in CANVAS for review. Instructors will assign weekly assignments associated with the live webinars.

Homework Assignments (25%)

Students will be assigned homework on a weekly basis. Homework may consist of a wide variety of deliverables. Homework may include a wide array of requirements, ranging from written assignments, research projects, PowerPoint presentations, and a host of other activities. In all cases, instructors will endeavor to ensure that students possess a clear understanding of the requirements and expectations.

Capstone Project/Final Exam (25%)

Each course will contain a capstone project or final exam. Capstone and final exams are worth no more than 30% of the student's overall grade in the course.

Grading System for the College of Biomedical Equipment Technology

A	90-100	4.0	F	59 & Below	0.0
B	80-89	3.0	W	Withdrawal	N/A
C	70-79	2.0	I	Incomplete	N/A
D	60-69	1.0	T	Transfer	N/A

To receive an incomplete "I", the student must petition the instructor for an extension to complete the required coursework. The student must be able to pass the course with the completed work and garner a grade of 70 or better. Incomplete grades that are not completed within 7 business days after the beginning of the next session will be converted to the existing grade earned in the course and will affect the student's GPA accordingly. CBET reserves the right to extend the time needed to fulfill the incomplete.

An "I" does not count towards the Grade Point Average (GPA) until a grade is assigned. A "W" is given when a student is dropped from the roster during the course and does not replace the previous grade(s). Grades of "W" and "F" are recorded in the academic transcript and reflected in the GPA. When a course is repeated after failure or withdrawal, the later grade will replace the first grade in calculating the CGPA. The clock hours of the course repetition are counted toward the maximum timeframe. CBET shall record a grade of "incomplete" for a student who withdraws but is not entitled to a refund if the student requests the grade at the time the student withdraws, and the student withdraws for an appropriate reason unrelated to the student's academic status.

A student must repeat a course in which a grade of "F" was received. A student can repeat each course once, however, once they reach 1.5 times the length of time required for graduation, they will be dropped from the program. If a student fails any course a second time, he/she will be dropped from the program. A failed course will be rescheduled for the earliest possible module at the discretion of the Director of Education. Students will be charged to retake the course.

Additional Resources and Points of Contact

Students requiring additional administrative support are encouraged to contact the Colleges Student Advocate, Mrs. Terri Gomez, at 210.233.1102 or via e-mail at tgomez@cbet.edu

For a complete list of administrative policies and regulations refer to the CBET Catalog at <https://cbet.edu/course-catalog>

NOTE: THE INSTRUCTOR RESERVES THE RIGHT TO MODIFY THIS SYLLABUS and COURSE OUTLINE