SCOTTSDALE COMMUNITY COLLEGE
A MARICOPA COMMUNITY COLLEGE

Course Information

- Semester and Year: Fall 2026
- Course Title: Business Communications
- Course Prefix and Number: GBS233
- Section Number: 34795
- Credit Hours: Three (3)
- Start Date: October 26, 2026
- End Date: December 18, 2026
- Class Format: Online

Instructor Information

- Instructor: Dr. Monika Nathan
- Email: monika.nathanl@scottsdalecc.edu
- Phone: 623-223-2274 as needed
- Office Location: None
- Meeting: I will meet with students as needed by phone

Course Description

Internal and external business communications, including verbal and nonverbal techniques. Characteristics and activities of current local, national, and international business. An overview of economics, marketing, management, and finance. Please refer to the following link for the official MCCCD competencies for this course. Can be found at the District Curriculum Site.

Prerequisites and/or Corequisites

ENG101 or ENG107 with grade of C or better or permission of Department or Division

Course Competencies

[MCCD Official Course Competencies District Curriculum Site.

1. Identify general characteristics of language and meaning. (I)
2. Identify ways of processing messages and evaluating their success. (I)
3. Write coherent sentences and paragraphs, using fundamental writing techniques. (II)
4. Describe the process of sending and receiving professional quality electronic mail. (I)
5. Identify and write business letters for favorable, unfavorable, and persuasive situations. (III)
6. Identify and write business memos for favorable, unfavorable, and persuasive situations. (IV)
7. Identify and state the purpose of the major parts of the inductive organization for reports. (V)
8. Compose a report. (V)

9. Plan and participate in an efficient and effective business meeting. (VII)
10. Describe common uses of visual aids to convert quantitative and qualitative data into meaningful summaries. (VI)
11. Prepare a visual aid for a business situation. (VI)
12. Prepare and present an oral business presentation using visual aids. (VII)
13. Describe how to modify communication behavior in selected cases to overcome barriers arising from interpersonal and organizational sources. (VIII)
14. Prepare a resume of employment credentials and write an application letter to accompany the resume. (IX)
15. Describe how the technology revolution - national and international - affects the employee and the company. (X)

General Education & Institutional Learning Outcomes

Students who take GBS 233 will focus on practical skills like critical thinking, communication (oral/written/visual), tech use, and ethical decision-making, within the broader framework of the Arizona General Education Curriculum (AGEC-B) for business majors, aiming to prepare students for transfer or entry-level jobs by developing competencies in finance, marketing, management, and legal/social business impacts.

General Education provides foundational learning experiences that contribute to academic and career success. It is reflected in Scottsdale Community College's Institutional Learning Outcomes: Arts & Humanities Awareness, Career Readiness, Critical Thinking and Problem Solving, Effective Communication, Information Literacy, and Social Responsibility. Students who take GBS 233 will career readiness, critical thinking and problem solving, effective communication, information literacy, and social responsibility.

Program Learning Outcomes

Credit-bearing courses at Scottsdale Community College can count toward the completion of a degree or certificate program. Each program has Program Learning Outcomes, which are learned assets that students can claim to have acquired by completing their academic or occupational program at SCC. Program Learning Outcomes can be found on the Degrees and Certificates page of the SCC Website. For each degree, look under "What You'll Learn."

This course is a General Business Education course that is foundational to many degree programs and a key component of the Arizona General Education Curriculum (AGEC) certificate program.

Regular Substantive Interaction (RSI)

The Regular and Substantive Interaction (RSI) statement shows **online** students will receive consistent, meaningful engagement with their instructor throughout the course. **Regular** refers to frequent, planned communication such as weekly announcements, feedback, or discussions.

Substantive assignments or action contribute to learning—like guiding discussions, providing feedback on assignments, or explaining course concepts. Together, these interactions ensure that **online** courses offer the same level of instructor presence and academic quality as in-person classes.

Student/Instructor Interaction

In this course, you can expect regular and substantive interaction (RSI) that aligns with Scottsdale Community College's mission to provide challenging and supportive learning experiences and the US Department of Education's requirement for regular and substantive interaction (RSI) for online courses. My commitment to your success includes the following:

- Being available during regularly scheduled student support hours as stated in the syllabus.
- Providing group or individual feedback regularly on assignments.
- Promptly responding to student questions about the course sent via email.
- Consistently post announcements about the course content and activities.
- Monitoring your academic progress and communicating concerns, as needed.

Texts and Course Materials

There is no textbook required for this course.

Visit the SCC Bookstore

Response Time

Students can expect a response time of 24 to 48 hours for the instructor to respond to messages sent via the Canvas Learning Management System or email. Students can expect assignments graded within 72 hours of the assignment's due date.

Attendance Policy

Attendance is based upon submitted assignments as this is an online 16-week course which is modified to an eight-week course. Students will be withdrawn when two assignments are missed within a week unless the instructor has been notified of the student circumstances.

Instructional Contact Hours (Seat Time)

This is a three (3) credit-hour course. Plan to spend at least three hours on course content or seat time (direct instruction) and six hours on homework weekly = 9 hours per week minimum. Accelerated courses will require additional time per week.

Participation Policy

To ensure your success in this course, please carefully review the following expectations:

- **Assignment Submission**: All work must be submitted electronically via the **Assignments area** or posted on the appropriate communication tool (e.g., canvas discussion board) **on or before the due date**.

- **Participation Requirement**: Failure to submit **two or more weekly assignments during the first week** of the semester will result in withdrawal from the class.
- **Course Completion**: Failure to submit **four or more assignments** by their due dates during the semester will result in a **failing grade**.
- **No Extensions**: Please note that **no extensions are granted** in online courses.
- **Withdrawal Option**: If you find that you cannot complete the course with a passing grade, be sure to file a **withdrawal form** to officially withdraw. Otherwise, a failing grade will appear on your college record.

Diversity and a Safe Learning Environment:

Let us work together to build an online classroom culture that encourages learning, growth, and mutual respect. Our virtual classroom is a space where every individual should feel safe, respected, and valued. I am committed to fostering a learning environment that supports open dialogue and diverse perspectives.

- I will treat each of you with respect, and I expect the same in return — both toward me and your fellow classmates.
- Disagreement does not equal disrespect. We all bring unique viewpoints, values, experiences, and preferences, which enrich our discussions and relationships.
- While we celebrate our differences, I ask that you respect the rights and needs of others in this course.
- You should feel safe expressing your ideas, attitudes, and beliefs, knowing they will be treated with dignity and consideration.

The importance of Self-Care:

Learning can be especially challenging when your basic needs outside of school are not being met. Things like getting enough sleep, having nutritious food, and living in a safe and secure environment are essential to your success—not just academically, but personally.

I care about your **overall well-being**, not just your performance in this class. If you are facing challenges in any of these areas, please do not hesitate to reach out. I am here to help connect you with **resources on campus and in the community** that can support you.

You are not alone, and asking for help is a sign of strength. Let us work together to make sure you have what you need to thrive.

Course Policies

The following are policies specific to this course. Students are also responsible for the college policies included on the Student Regulations page of the Maricopa Community College District website.

Due Dates

- **Regular due dates**: Tuesdays, Thursdays, and Saturdays by **11:00 PM**
- **Late submissions**: A 5% deduction will be applied after 24 hours and will continue to increase until the assignment is submitted. Students can submit for up to 48 hours and them must request access.
- **Final assignments (Module 8, Week 8)**: Due on Tuesday, Thursday, and Friday
- **Final day of class**: **October 16th.**

Academic misconduct: Academic misconduct includes any form of cheating (copying the work of others, having others to do your work, giving, or receiving quiz or exam answers from other students, etc.) and plagiarism (copying ideas and/or words from others without correctly citing sources). Any academic misconduct will result in zero points for the assignment, and if egregious or repetitive, a failure from the course and an official report of misconduct. If you foresee having a busy week, you should plan and work in advance of the due dates. You can always submit assignments and quizzes earlier than the due date. An AI Checker will be utilized for all assignments.

Grading Standards and Practices

Each week starts on a Monday and covers one module.

Each week, you will:

- Watch the **Video Lecture** and take notes on Monday.
- Watch the video and complete **Quiz**; submit before 11:00 pm on Tuesday.
- Complete the **Discussion Post;** submit before 11:00 pm on Thursday.
- Complete the **Discussion Replies;** submit before 11:00 pm on Thursday.
- Complete the **Case Study;** submit before 11:00 pm on Thursday.
- Complete the **Weekly Reflection;** submit before 11:00 pm on Saturday.
- Complete the **Course Project /Writing Assignment**; submit before 11:00 pm on Saturday.
- Complete the **Final Course Project 8 and Weekly Reflection;** submit before 11:00 pm on Friday, October 16th.

Late Work **Grades** will be posted up to seven days, which is the maximum acceptable timeframe for an eight-week course. **Assignments late will assess a 5% penalty per day** an assignment is late. **After 48 hours**, students must ask for access to complete the assignment. I want you to be successful in this class, and I understand that sometimes life presents unexpected challenges. If you are unable to submit an assignment on time due to a **mitigating circumstance** as outlined in our course policies, please know that I do accept late work **with proper documentation**. Let us work together to make this a successful term!

To ensure fairness and clarity:

- You must **notify me before or within 24 hours** of the assignment due date.
- The circumstance must be supported by **appropriate documentation**.
- Please **reach out to the instructor directly** to discuss your situation. I am here to support you and help you stay on track.

Grade Scale

Grades: Each assignment will be graded according to the rubric provided. Be sure you review the expectations of the rubric in Canvas.

Letter Grade	Points Range
A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	0 – 59%

Assignments

*Assignments: Following is a table of points associated with each assignment or quiz in the course

Module	Grammar Quizzes	Discussion	Case Study/DQs	Weekly Reflections	Course Projects/ Weekly Assignment	Total Points
1	20		40	10	50	140
2	20	20	40	10	50	160
3	20	20	40	10	50	160
4	20		40	10	50	90
5	20		40	10	50	140
6	20	20	40	10	50	160
7	20		40	10	60	150
8	20		40	10	50	140
8 Final Course Project						50
TOTAL	160	60	320	80	410	1030

Maricopa Systems

This course uses key Maricopa systems for course management and communication.

- Canvas Learning Management System
- Student Maricopa Gmail Account
- Maricopa Open Educational Resource Learning System (MOER)

Streaming Media/Audio/Video Tools

This course uses webcasting, lecture capture systems, YouTube, and/or other streaming media services.

- YouTube
- Films on Demand

Student Assignment Tools

This course requires students to participate in or submit assignments using desktop or cloud-based applications.

- Google Products
- Microsoft Office 365
- ScreenPal
- Adobe Creative Cloud

Tutoring

SCC's tutors are available online to help with your courses. You may work with an SCC tutor remotely using Google Meet, your phone, or email. Visit the Tutoring & Learning Centers page for detailed information on the five learning centers' hours and procedures.

If you need to collaborate with a tutor outside regular hours, online and hybrid students now have access to a 24/7 online tutoring service called Brainfuse. To access Brainfuse and begin working with a tutor, visit the SCC Online Tutoring Services Through Brainfuse page.

To access Brainfuse and begin collaborating with a tutor:

1. Visit the SCC Online Tutoring page (https://www.scottsdalecc.edu/students/tutoring/online-tutoring)
2. Click the **Visit a tutor online** button.
3. Enter your MEID and password.
4. Choose your topic and subject.
5. Click the **Connect** button.

Please use your time effectively and be prepared with your questions before you connect to a tutor. Tutors and students communicate in real time through the Brainfuse Online Classroom. Whatever

you type, draw, or share on the screen, the tutor sees, and vice versa. You may also want to have screenshots ready if applicable. All sessions are recorded for you to review later.

Withdrawal Policy

- Students may initiate an official withdrawal from any course by submitting a withdrawal form with required signatures to the A&R office within published deadlines.
- Failure to attend any classes is not a guarantee of a refund or an excuse of debt incurred through registration. See Refund Policy in the https://www.scottsdalecc.edu/academics/catalog.
- The official date of withdrawal is the last date of attendance as determined by student's withdrawal or as reported by the instructor.
- The official date of withdrawal will determine degree of refund, if any.
- Failure to file official withdrawal from within published deadlines can result in a failing. grade and may affect a refund of course tuition and fees.

Additional information on Withdrawals can be found in the https://www.scottsdalecc.edu/academics/catalog .

Course Technologies

View the Accessibility Statements & Privacy Policies of the technologies used in this course.

Maricopa Systems

This course uses key Maricopa systems for course management and communication.

- Canvas Learning Management System
- Student Maricopa Gmail Account
- Maricopa Open Educational Resource Learning System (MOER)

For help with Canvas:

- Check out the Canvas self-help site or call 1-888-994-4433 for 24/7 support
- Visit the Maricopa 24/7 help site for a live chat with a support team member
- The Start Here Link has information on student and academic resources as well as videos on how to use Canvas

Note: It is essential that you set your notifications in Canvas before you get started with the course. Here is a video to help you set your notifications.

Streaming Media/Audio/Video Tools

This course uses webcasting, lecture capture systems, YouTube, and/or other streaming media services.

- YouTube
- Films on Demand

Student Assignment Tools

This course requires students to participate in or submit assignments using desktop or cloud-based applications.

- Google Products
- Microsoft Office 365
- Screencast-O-Matic
- Adobe Creative Cloud

Generative Artificial Intelligence (AI) Policy

The World Economic Forum defines generative AI as “a category of artificial intelligence (AI) algorithms that generate new outputs based on the data they have been trained on. Unlike traditional AI systems that are designed to recognize patterns and make predictions, generative AI creates new content in the form of images, text, audio, and more.”

Some examples of generative AI tools include but are not limited to: ChatGPT, Google Gemini, Microsoft Copilot, Stable Diffusion, GrammarlyGo, and Adobe Firefly.

No Generative Artificial Intelligence (AI) Allowed

In this class, all the work submitted must be your own. The use of generative AI tools is considered academic misconduct (see Administrative Regulation 2.3.11 1. B (b) and is treated as such. If you are unsure if the tool or website you are using is a generative AI tool, please contact the instructor for further clarification before using the tool or website. An AI Checker will be utilized for assignments.

MCCCD Policies

MCCCD is committed to providing a safe, fair, and accessible environment for all students. This includes laws such as the ADA and Title IX, which protect against discrimination. These statements explain your rights, available support, and where to go for help or more information. Please review the following policies:

Classroom Accommodations for Students with Disabilities

Addressing Incidents of Title IX Sexual Harassment

Students are responsible for the information contained in this syllabus, the Syllabus page in your Canvas course and the **College Policies & Student Services** page found in the First Steps module of your Canvas course. Students will be notified by the instructor of any changes in course requirements or policies.