

# GUIDED TOUR

## FOUNDATIONS OF BUSINESS COMMUNICATION: AN INTEGRATED APPROACH

emphasizes an approach that links creativity to skill development, leading to effective problem-solving skills. This text encourages students to **explore**, **practice**, and **apply**, and in the process motivates them to become better business communicators.

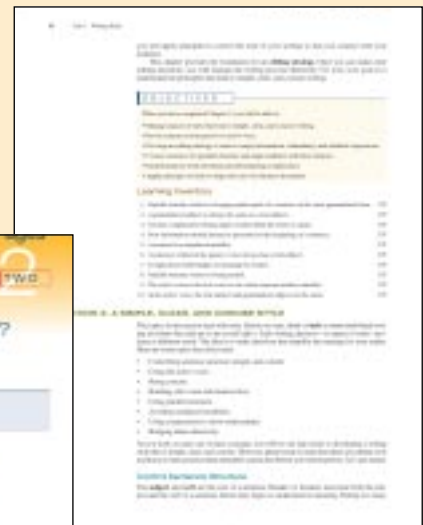
### UNIT OPENERS

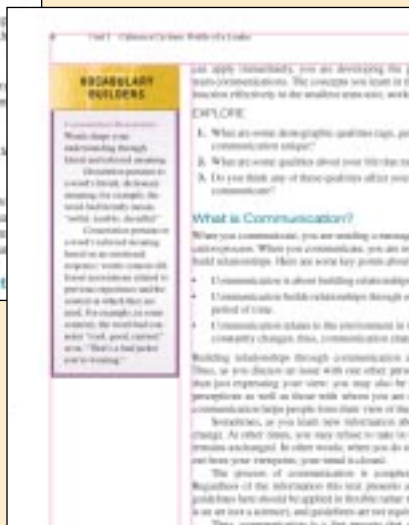
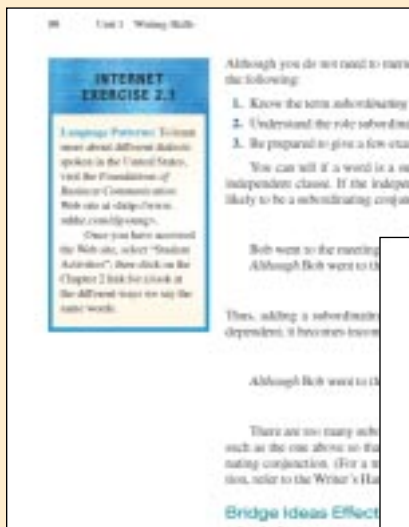
A *BusinessWeek* article with critical thinking questions bringing real-world communication samples and their impact in the business world.



### CHAPTER-OPENING MATERIAL

Each chapter begins with a chapter outline, an introduction, chapter objectives, and a learning inventory to prepare students for the lessons.





## MARGIN FEATURES

**Coaching Tips, Communication Challenges, Vocabulary Builders, Internet Exercises, and Learning and Working in Teams** are margin boxes in each chapter. **Coaching Tips** give additional advice on topics covered in the chapters—from recognizing verbs in Chapter Two to keeping your resume updated in Chapter Nine. **Communication Challenges** offer additional information on practical uses of communication and ask students to answer questions or complete “challenges” based on that information.

**The Vocabulary Builders** expand on terms used in the text and relate them to real-world use. **Internet Exercises** are provided to give students extra chapter-specific practice by leading them to the book's Web site. **Working and Learning in Teams** boxes provide information and advice on working in a team environment—something very real in the business world—and include team activities to reinforce that information.

MARGIN FEATURES

# THE WRITER'S HANDBOOK

Handbook chapters cover writing mechanics, recognizing the challenges many students have with basic content. The four handbook chapters appear at the end of the text; however, shorter versions, entitled “At-a-Glance,” are integrated throughout the text.



# HANDBOOKS AT-A-GLANCE

At-a-Glance sections allow for an abbreviated review of these topics for those students who require only a refresher. They contain pretests and posttests to help students determine their understanding of the material. If they need more help, they can go to the corresponding full handbook chapter.



How would you affect the way more sophisticated speakers judge your talent.

**SECTION B: CONCEPT CHECK**

1. Write a short paragraph that leads to a valid point but is filled with empty meta-discourse.
2. Revise the paragraph so that you get right to the point.
3. Identify common hedges, emphatics, fillers, and tag-ons.
4. Write a few sentences that contain unnecessary bridges, fillers, or tag-ons; you might like just work and of hand on this one, but you will see results! Now, edit out the empty words so that each sentence starts to point immediately.
5. Write a few sentences that include emphatics; really, really try to make your point! Now edit out the emphatics so that your message is clear.

**SECTION C: THE PROCESS OF REVISING**

Revising deals with substance as well as structure. You are reshaping content on the basis of meaning, putting the most important information first. With paragraphs, you are moving the best-written and most comprehensive sentences to the topic-sentence position. On a larger scale, you are moving your most relevant information to the beginning, clearly stating your purpose up front.

Revising is a re-thinking process. According to writing instructor Cathy Davidson, revising is "thinking, unthinking, questioning, rewriting, and re-creating. Revising is recursive; it is a cycle." Being a cyclical process, revising requires that you recycle your thinking; you must see your material with fresh eyes and an open mind and set new priorities to reconstruct the content.

Revising demands that you shed some of your original thinking; it also demands that you shed some well-constructed sentences and paragraphs that do not add value. Cutting is painful; you worked hard to sculpt ideas and shape paragraphs that you now discover do not add strength to your document.

Here are some factors in the revising process:

1. **Re-thinking:** Step back and evaluate your document and its purpose. Rethink your claim.

## CONCEPT CHECKS

The **Concept Checks** at the end of each section of the text provide a quick overview of the material just covered, to keep the learning process flowing.

**FIGURE 14.1.1 | Check Your Grammar: Letter**

Checklist of items to check for in a business letter. The items with a checkmark are items that are correct as written; the items with an asterisk are items that are incorrect as written. The asterisk indicates that the item is incorrect as written.

**Business Letter**

1.  The letter is typed.

2.  The letter is on standard letterhead.

3.  The letter is on standard letterhead.

4.  The letter is on standard letterhead.

5.  The letter is on standard letterhead.

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20.  The letter is on standard letterhead.

**FIGURE 14.1.2 | Standard Business Letter**

Standard business letter format. The items with a checkmark are items that are correct as written; the items with an asterisk are items that are incorrect as written. The asterisk indicates that the item is incorrect as written.

**Standard Business Letter**

1.  The letter is typed.

2.  The letter is on standard letterhead.

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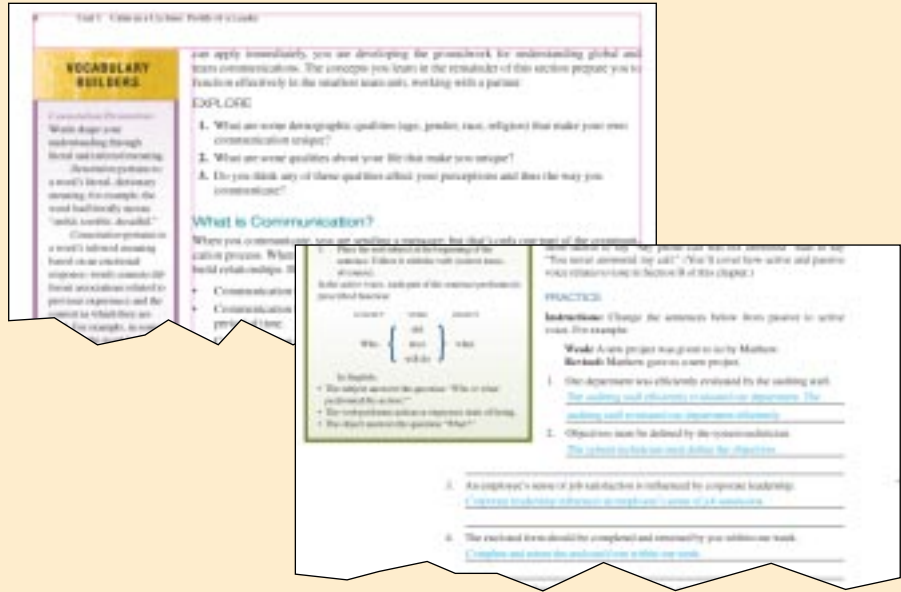
## SAMPLE DOCUMENTS

Throughout the text, sample letters, memos, and e-mails are provided with callouts to specific features to give a real example of a business document.

CONCEPT CHECKS

EXPLORE,  
PRACTICE,  
APPLY

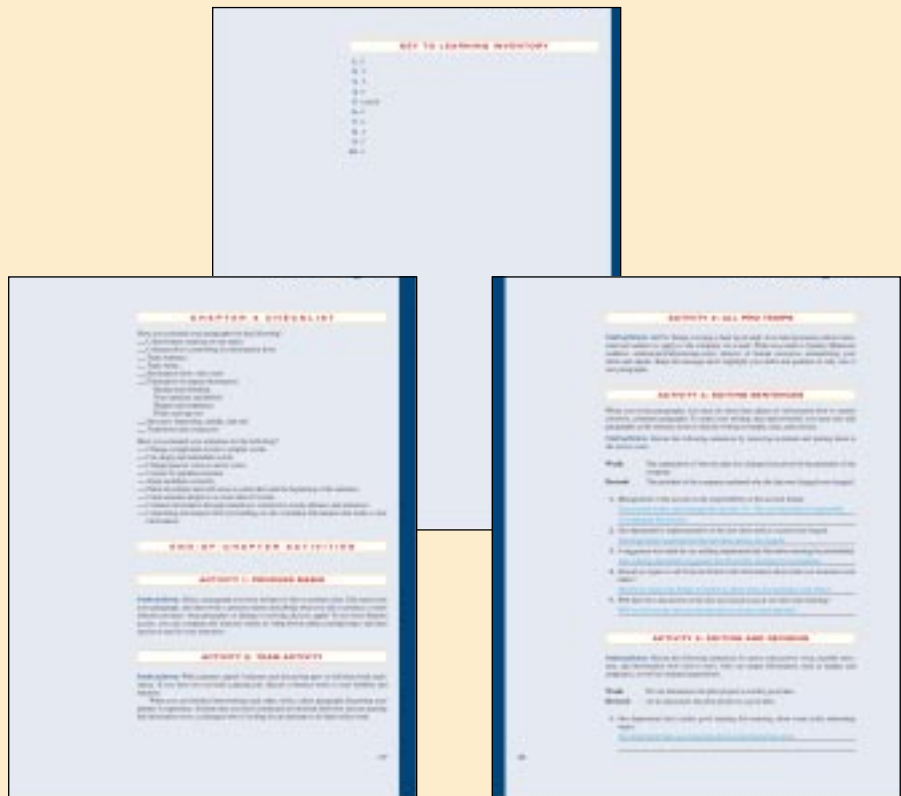
The **Explore, Practice, Apply** features are running themes that are mirrored in the text parts. The learning philosophy behind the text finds its origins in the pioneering philosophy of Alfred North Whitehead. The text applies Whitehead's rhythm of learning in a process that guides the reader through the stages of romance, precision, and generalization:

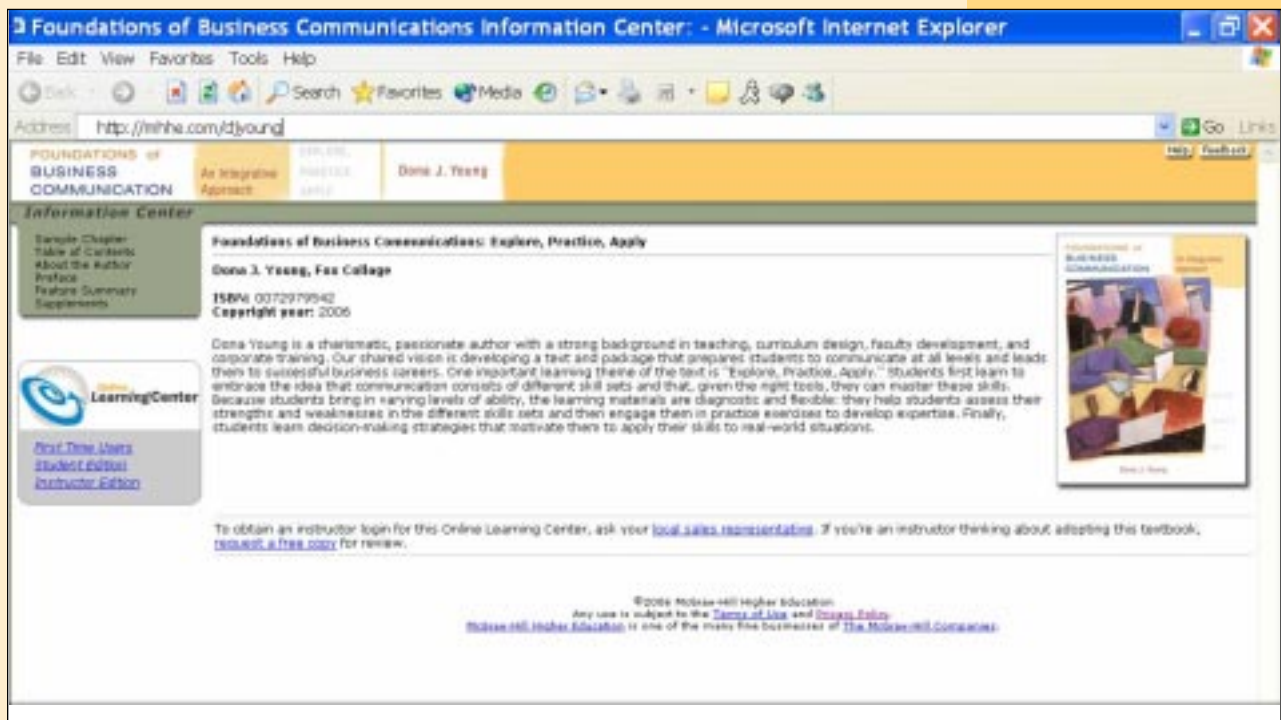


- **EXPLORE: Romance** ties fun and exploration to learning. Through freedom to discover, create, connect, and innovate, the learner finds relevance in the subject and becomes motivated.
- **PRACTICE: Precision** develops expertise through practice. Students internalize skills through repetition and feedback, leading to confidence, a sense of quality, and effective decisions.
- **APPLY: Generalization** applies skills and principles to problem solving. Critical and creative decision-making skills honed through practice are applied to solve real-world problems.

END-OF-  
CHAPTER  
ACTIVITIES

At the end of each chapter, the students will find several activities to reinforce the lesson, including a **Chapter Checklist**, a **Process Memo** serving as an example of an actual business document, an **All Pro Temps** activity (a running real-world application), a **Team Activity**, and a key to the **Learning Inventory** from the beginning of each chapter.





## ONLINE LEARNING CENTER

Online Learning Center (OLC) is a Web site that follows the text chapter-by-chapter. OLC content is ancillary, supplementary, and relevant to the textbook. As students read the book, they can go online to take self-grading quizzes, review material, or work through interactive exercises. OLCs can be delivered multiple ways: professors and students can access them directly through the textbook Web site, through PageOut, or within a course management system (for example, WebCT, Blackboard, TopClass, or eCollege.)

The Web site to accompany the text will also have templates of the Process Memos from the end-of-chapter material, as well as interactive chapter exercises, additional practice exercises, Internet-specific exercises, and additional study tools.

## ANNOTATED INSTRUCTOR EDITION

The AIE offers instructional strategies that reinforce and enhance the core concepts presented in the student text. These include margin notes, an introduction to each chapter, and a special AIE feature on the Web site—a comprehensive variety of teaching support. Lecture Notes are also available on the Web site for the instructors.

## IRCD

The IRCD is an electronic version of all the instructor material from the AIE. It will include materials such as PowerPoints, Lectures Notes, and additional instructor materials.



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