MGMT 254 Hybrid
Business Communication

Spring Session 14/14

Course Description
Development of written, oral and interpersonal skills for effective communication in the business world. Emphasis on clear, effective business correspondence, improved interpersonal skills and public speaking. Students learn appropriate real-world skills and strategies to increase their abilities to use this knowledge.

Prerequisite: ENGL 112
Proctored Exams: -- None

Class Day and Time: Wednesdays from 8:00PM – 11:00PM

This is a hybrid course which is defined as an online course supported by a weekly in-seat class. Our class will consist both in-seat and online instruction through various resources, discussion and homework. Please note that we will meet every week, unless otherwise noted.

You are expected to attend every class. If you know prior to the beginning of the session that you will miss more than one in-seat class, it is strongly recommended that you wait to take this course at another time.

The online portion of our course is located in D2L. You will access the course through CougarTrack.

Textbooks
Business Communication (Bundle)
Author: Guffey & Loewy
Edition: 8th 15
Publisher: South-Western Publishing Co.

MBS only offers the textbook available as a bundle (ISBN provided above). If you purchase a textbook elsewhere you do not need to purchase the access card.

You may need access to an MLA handbook to complete assignments. MLA guidelines may be required for format and resources. Purchase of this text is NOT mandatory but access to the proper MLA format may be necessary. I recommend the following MLA handbook as a reference if you choose to order one: Gibaldi, J. (2003) MLA Handbook for Writers of Research Papers 7th ed., ISBN: 978-1-60329-024-1.

Textbooks for the course may be ordered from MBS Direct:

- online at http://direct.mbsbooks.com/columbia.htm
by phone at 800-325-3252

For additional information about the bookstore, visit http://www.mbsbooks.com.

Course Overview

This course will deal with business communication activities. It is designed to give students a thorough introduction to business communication and its basic concepts and theories. It will also provide students ample opportunities to improve upon their writing skills. Participants in this course will gain knowledge and skills that will assist them not only in their chosen careers, but also in their academic and social lives.

Technology Requirements

Participation in this course will require the basic technology for all online classes at Columbia College:

- A computer with reliable Internet access,
- a web browser,
- Acrobat Reader,
- Microsoft Office or another word processor such as Open Office.

You can find more details about standard technical requirements for our courses on our site.

Course Objectives

- To identify and use writing strategies more likely to obtain the desired reader's response.
- To develop and apply an awareness and understanding of small group and cross-cultural communication determinants and issues affecting individual or organizational success.
- To develop an effective writing and editing plan prior to beginning a writing project.
- To develop communication strategies for dealing with various oral and written business communication situations.

Measurable Learning Outcomes

- Write effective business memos, letters, and reports.
- Create an effective job search strategy, resume, and cover letter.
- Demonstrate effective interpersonal communication skills.
- Prepare and deliver effective presentations.
- Communicate in one-on-one, small group, and large group situations.
- Apply appropriate writing techniques when communicating good news, bad news, or in persuasive messages.
### Grading

#### Grading Scale

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<th>Points</th>
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#### Grade Weights

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<td>Discussions</td>
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<td>28%</td>
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<tr>
<td>Dropbox Assignments</td>
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<tr>
<td>Quizzes</td>
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### Schedule of Graded Assignments

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Assignment Overview

Assignment Overview

Online Resources

Various website links to each Discussion assignment are found in the respective week's Assignment section in the course Content area.

Supplemental Material

Chapter PowerPoint presentation may be found in the respective week's Overview section in the course Content area.

Readings

All graded assignments will rely on information derived from the text, though the incorporation of class discussions should be reflected equally in such responses. All other sources must be identified. Please note that there are significant weekly learning and study aids available through the text. Spend time reviewing these learning resources so you can maximize your learning experience. Also review the videos and other online resources in the course Content area.

Discussions

Each week, you are required to actively participate in the discussions. You are expected to respond to the initial question or writing prompt and respond to at least two of your classmates on each topic. Support your statements with in-text and full citations of ideas gained through your readings and/or online research. Credit will not be given for responses if no assignment is submitted. Assignments must be posted in the body of the message box, not as an attachment. Discussion postings submitted as attachments will receive zero credit.

Your initial response and two responses are due by Sunday at 11:59 pm Central Time (CT) each week. Your discussions for Week 8 are due by Saturday at 11:59 pm CT.

Please review the Discussions Expectations page in the Content area.

Dropbox Assignments

You will prepare four business documents in this class:

1. A business memo
2. A persuasive email
3. An analytical memo report
4. A resume and cover letter
They must be posted to the Dropbox by Sunday at 11:59 pm CT on the due date listed. You will find more information about each assignment in the Content area of the course.

**Quizzes**

There will be four quizzes throughout the course. Each quiz will be composed of 35 multiple choice and/or true/false questions and is worth a total of 75 points. You will have 60 minutes to complete each quiz. The quizzes will be due no later than Sunday at 11:59 pm CT of the week in which they are assigned, except for Week 8. In Week 8, Quiz 4 is due on Saturday at 11:59 pm CT.

**Course Schedule**

**Week 1 – Communication Foundations**

**Readings (In Class)**

Chapters 1 and 2

**Participation 1 (In Class)**

You will learn about communication foundations through self-awareness perspectives, and the theories and effects of values, mental models, and feedback. You should complete the chapter reading before class and be prepared to make connections between discussion In Class and the reading assignment. Discussion 1: Introductions (Online)

**Plagiarism Tutorial and Quiz**

Please review the Plagiarism Tutorial located in the course content area. After reading the tutorial, please complete the Plagiarism Quiz located in the course quiz section. You will not be able to join Discussion 2 until you have done so.

**Discussion 1: Introductions**

Introduce yourself in the "Introductions thread" of our class Discussion. Please include your name, your profession, hobbies, interests and any other information that can help us get to know each other.

**Discussion 2: Rival Chicken Chain Calls Out KFC (Online)**

El Pollo Loco, a chain of 418 grilled-chicken restaurants concentrated in the Southwest, is trying to scare up a chicken fight with industry giant KFC.

Soon after KFC rolled out its first grilled-chicken offering on April 14 -- the biggest new-product launch in KFC's history -- Steve Carley, chief executive of El Pollo Loco, appeared in commercials challenging KFC to a taste test and set up an 800 number for KFC to call to arrange a showdown. (See the Discussion area of D2L to read more details).

Your task is to assume you work for KFC and you are convinced that your new grilled chicken tastes great. In fact, you think that its blend of secret spices makes it far superior to El Pollo Loco's citrus-marinated grilled chicken. One of your KFC coworkers feels the same way and urges you to join him and other KFC employees in calling the El Pollo Loco 800 number to register your preference. You didn't hear about any restrictions regarding who could enter the taste test. Should you call? Apply the tools for doing the right thing that you studied in Chapter 1. You need to defend your position in the discussion thread.

**Week 2 – Intercultural Communication**

**Readings (Before Class)**

Chapter 3

**Participation 2 (In Class)**
You will learn about intercultural communication through the perspectives of cultural differences, understanding diversity, and how value differences can effect communication and forward change. You need to complete the chapter reading before class and be prepared to make connections between discussion In Class and the reading assignment.

Discussion 3: Understanding Other Cultures (Online)

After viewing the English Mania video (in the Overview section of the course Content area), answer the following questions: Why is it important to understand cultures other than our own? English is a compulsory subject for all Chinese elementary school students; more than 200 million Chinese children study English. By comparison, only about 24,000 U.S. elementary children study Chinese. Why would it be helpful for more U.S. students to study the Chinese language?

Discussion 4: Research Other Customs (Online)

Research business communication customs on any country you choose other than the USA. What does one need to be aware of to conduct business and communicate in this country? Briefly describe any topics to avoid in conversation; business dress; gift giving; business cards, etc. Support your statements with source citations gained through your readings and/or online research.

Quiz 1 (Online)

Complete Quiz 1, which consists of 35 questions over Chapters 1-3, covering Communication Foundations. You will have 60 minutes to complete the quiz.

Week 3–The Writing Process in the Digital Age

Readings (Before Class)

Chapters 4, 5, and 6

Participation 3 (In Class)

You will learn about writing process through mapping and grouping tools and processes. You will discuss the concept of teams using Belbin’s and Tuckman’s theories. You need to complete the chapter reading before class and be prepared to make connections between discussion In Class and the reading assignment.

Discussion 5: The 3x3 Writing Process (Online)

Discuss what areas of the 3x3 process you consider strengths and weaknesses of your ability in reference to the writing process. Be sure to give specific examples and reasoning to support your comments.

Discussion 6: Analyze the Purpose of a Message (Online)

Analyze the purpose of a message, anticipate its audience, and select the best communication channel.

Find and share an example of a business message (see TOMS example on page 121). Who is the targeted audience? What channel is used for its delivery? Was the channel appropriate? Were all seven factors you reviewed in the chapter considered in selecting an appropriate channel to deliver the message you chose?

Dropbox Assignment 1: Business Memo Revision (Online)

The Business Memo exercise will illustrate and have you develop a clearer introduction, body and conclusion though reorganization, grouping material, and adjusting context and tone.
Week 4 – Workplace Communication Part I

Readings (Before Class)
Chapters 7 and 8

Participation 4 (In Class)
You will learn the fundamentals of social media use and impact as it relates to business communication. You need to complete the chapter reading before class and be prepared to make connections between discussion In Class and the reading assignment.

Discussion 7: Twitter - From Fad to New Communication Channel for Business (Online)
In what ways have social media and “real-time Web” changed how Internet users communicate? Have services like Twitter improved the way we exchange information?

Discussion 8: Claims (Online)
Why is it smart to keep you cool when making a claim, and how should you go about it?
Also give an example when you have or wanted to make a claim in the past. Describe the situation, your first impulse/reaction, your method of addressing the situation, the outcome, and lastly what would you have done differently and why?

Dropbox Assignment 2: Persuasive Email Message (Online)
You will layout, develop, and finalize a persuasive letter that takes into account what message your trying to transmit, while meeting the receivers interests.

Quiz 2 (Online)
Quiz two consists of 35 questions, Chapters 4-8, 60 minutes, covers The Writing Processes and Workplace Communication.

Week 5 – Workplace Communication Part II

Readings (Before Class)
Chapters 9, 10, 11 & 12

Participation 5 (In Class)
You will learn how to use persuasive techniques with the emphasis on understanding and applying interest based approaches. You will also learn techniques to ensure your ideas heard, by responding to another individual in a respectful manner. You need to complete the chapter reading before class and be prepared to make connections between discussion In Class and the reading assignment.

In participation for the Dropbox Assignment 3: Analytical Memo Report: How to Make Honey Bear More Appealing that will be due during Week 6, you will need to come prepared to class with a rough draft of your proposed response.

Discussion 9: Saying No to Job Applicants (Online)
Your company interviewed Jasmine Patterson for an opening as an Assistant Manager in the marketing department. Jasmine, an Africa American woman, has good recommendations and lots of hands-on experience. During the interview process, Jasmine makes the observation that the most management personnel are primarily male Caucasians.

The hiring manager interviews Jasmine, though quickly realizes there are other candidates whose qualifications are actually a better fit for the organization. As the hiring manager, you write Jasmine a letter to let her know that she has not been selected, in hopes of her continuing her job search.
In paragraph format (no bullet list) please

1. indicate the strengths and weaknesses of the letter are below,
2. what message does the letter send about the organization,
3. concerns you would have with the message sent as is, and
4. what would be, if suggested, a more effective message and why?

**Letter Written to Jasmine:**

Jasmine-

Sorry, but we’ve got bad news!

The Best Is Still To Come- You’ve not been chosen for the management position.

Don’t take it personal, though the other interviewers were much more qualified than you and made us feel they would be a better fit than you.

Even though your application has been rejected from this opportunity, this shouldn’t discourage you from looking for a more entry level position that fits your qualifications.

Good luck- I’m sure you’ll be an asset for someone else.

Hiring Manager’s Name

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**Discussion 10: Persuasion (Online)**

*Persuasion* is the ability to use argument or discussion to change an individual's beliefs or actions.

In your own career, when might you find it necessary to be persuasive? What techniques are effective or ineffective in persuading others to accept your views?

**Week 6 – Reports, Proposals, and Presentations Part I**

**Readings (Before Class)**

Review Chapters 11 and 12

**Participation 6 (In Class)**

You will learn how to conduct effective problem solving techniques for the goal of reaching retainable and agreeable solutions. You need to complete the chapter reading before class and be prepared to make connections between discussion In Class and the reading assignment.

**Discussion 11: Problem and Purpose Statements (Online)**

Define Problem and Purpose statements. Then, identify a problem in your current job or previous job, such as inadequate use of technology, inefficient procedures, spotty customer service, poor product quality, low morale, or a personnel problem. Assume your boss agrees with your criticism and asks you to prepare a report. Write:

- a two or three sentence statement describing the problem,
- a problem question, and
- a simple statement of purpose for your report. (You are not required to write an actual report).

**Dropbox Assignment 3: Analytical Memo Report (Online)**

Analytical Memo Report: How to Make Honey Bear More Appealing
Your company intends to launch a product line of children's bedding and clothing. Folks in the Graphic Design Department submitted a design for a cartoon-like character called "Honey Bear" that would be imprinted on packaging materials. The graphics design people love Honey Bear, but the marketing staff wants to test the concept. A marketing survey team conducted interviews outside Babies R Us (with the manager's permission). The team set up a display table near the entrance featuring a banner inviting expectant mothers to inquire about a gift. Each prospective mother who agreed to be interviewed received a free Honey Bear crib sheet.

Over the course of a week, 76 expectant mothers were interviewed. Of this group 20 were expecting a first child. We interviewed 42 mothers who were expecting a second child, and 14 who were expecting a child beyond the second.

The first thing the team did was ask each shopper to describe Honey Bear using the first word that came to mind. The team discovered that 57 respondents used words such as "gloomy," "sleepy," "depressed," "inactive," "uninteresting," or "boring." Only 8 shoppers described Honey Bear as "cute," "lovable," or "appealing."

When the team asked the shoppers how to make Honey Bear more attractive, 71 percent of the respondents suggested showing the bear in more active poses. Another 42 percent thought he would look better if the colors were brighter. Another significant group (62 percent) suggested that Honey Bear be rounder and more cuddly. The totals equal more than 100 percent because some interviewees made more than one suggestion.

Your Task: As part of the Marketing Department survey team, prepare a brief (one page) memo report describing and analyzing your findings. The primary audience for your report is Rachel Monroe, Vice President, Marketing Department. The secondary audience will be the Graphic Design Department. From the findings described here, draw conclusions and make recommendations for

Post as an attachment, copy and paste your memo.

Reference: Figure 11.4 Analytical Report-Memo Format Page 378

Quiz 3 (Online)

Quiz three consists of 35 questions, Chapters 9-12, 60 minutes, covers Workplace Communication and Reports, Proposals, and Presentations.

Week 7 – Reports, Proposals, and Presentations Part II

Readings: (Before Class)

Chapters 13 and 14

Participation 7 (In Class)

You will learn how to research and construct a writing piece that's main goal is to persuade by uncovering the interests of another. You need to complete the chapter reading before class and be prepared to make connections between discussion in class and the reading assignment.

Discussion 12: Informal Proposal (Online)

From your chapter readings, explain the meaning of and list the six main components of an informal proposal.

Using the Web, locate, review, and briefly report on an actual Business Proposal. Is the proposal formal or informal? Summarize the key points.

Support your review with source citations and/or the URL.
Discussion 13: Visual Aids (Online)

What purposes do visual aids serve? Why are they critical for both local and international audiences? How do you keep your audience engaged?

Week 8 – Employment Communication

Readings (Before Class)
Chapters 15 and 16

Participation 8 (In Class)

You will discuss, evaluate and enhance or change your own personal brand. The concept and resources for effective networking will be discussed. You need to complete the chapter reading before class and be prepared to make connections between discussion In Class and the reading assignment.

Discussion 14: The Job Search (Online)

How has job searching for candidates and job placement for hiring managers changed in the digital age? In your opinion, have the changes had a positive or a negative effect? Why?

Discussion 15: The Interview (Online)

Is interviewing a two-way street? As a job interview nears conclusion, what kinds of questions should you ask about the position or company? Provide some examples that you have used and discuss the reaction/response you have received from an interviewer.

Dropbox Assignment 4: Resume and Cover Letter

Students will develop and construct a cover letter and resume for a position they may currently or in the future would like to apply for.

Quiz 4 (Online)

Quiz Four consists of 35 questions, Chapters 13-16, 60 minutes, covers Reports, Proposals, and Presentations, and Employment Communication.

Course Policies

Student Conduct

All Columbia College students, whether enrolled in a land-based or online course, are responsible for behaving in a manner consistent with Columbia College’s Student Conduct Code and Acceptable Use Policy. Students violating these policies will be referred to the office of Student Affairs and/or the office of Academic Affairs for possible disciplinary action. The Student Code of Conduct and the Computer Use Policy for students can be found in the Columbia College Student Handbook. The Handbook is available online; you can also obtain a copy by calling the Student Affairs office (Campus Life) at 573-875-7400. The teacher maintains the right to manage a positive learning environment, and all students must adhere to the conventions of online etiquette.

Plagiarism

Your grade will be based in large part on the originality of your ideas and your written presentation of these ideas. Presenting the words, ideas, or expression of another in any form as your own is plagiarism. Students who fail to properly give credit for information contained in their written work (papers, journals, exams, etc.) are violating the intellectual property rights of the
original author. For proper citation of the original authors, you should reference the appropriate publication manual for your degree program or course (APA, MLA, etc.). Violations are taken seriously in higher education and may result in a failing grade on the assignment, a grade of "F" for the course, or dismissal from the College.

Collaboration conducted between students without prior permission from the instructor is considered plagiarism and will be treated as such. Spouses and roommates taking the same course should be particularly careful.

All required papers may be submitted for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers may be included in the Turnitin.com reference database for the purpose of detecting plagiarism. This service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

A plagiarism tutorial is located in the content area of the D2L website. Additionally, work that was completed in a prior course and submitted in the current course will not be accepted.

Non-Discrimination

There will be no discrimination on the basis of sex, race, color, national origin, sexual orientation, religion, ideology, political affiliation, veteran status, age, physical handicap, or marital status.

Disability Services

Students with documented disabilities who may need academic services for this course are required to register with the Coordinator for Disability Services at (573) 875-7626. Until the student has been cleared through the disability services office, accommodations do not have to be granted. If you are a student who has a documented disability, it is important for you to read the entire syllabus before enrolling in the course. The structure or the content of the course may make an accommodation not feasible.

Attendance Policy

Attendance for a week will be counted as having submitted a course assignment for which points have been earned during that week of the session or if the proctoring information has been submitted or the plagiarism quiz taken if there is no other assignment due that week. A class week is defined as the period of time between Monday and Sunday (except for Week 8, when the week ends in accordance with the campus end date). The course and system deadlines are all based on the Central Time Zone.

Email

All students are provided a CougarMail account when they enroll in classes at Columbia College. You are responsible for monitoring email from that account for important messages from the College and from your instructor. You may forward your Cougar email account to another account; however, the College cannot be held responsible for breaches in security or service interruptions with other email providers.

Students should use email for private messages to the instructor and other students. The class discussions are for public messages so the class members can each see what others have to say about any given topic and respond.

Late Assignment Policy

A hybrid class requires regular participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. Although most of the communication for this course is asynchronous, you must be able to commit to the schedule
of work for the class for the next eight weeks. You must keep up with the schedule of reading and writing to successfully complete the class.

Course Evaluation

You will have an opportunity to evaluate the course near the end of the session. Course evaluations will open on Sunday of Week 5 and will remain open until Thursday of Week 7. A link will be sent to your CougarMail that will allow you to access the evaluation. Be assured that the evaluations are anonymous and that your instructor will not be able to see them until after final grades are submitted.

Additional Resources

Orientation for New Students

This course is offered online, using course management software provided by Desire2Learn and Columbia College. The Student Manual provides details about taking an online course at Columbia College. You may also want to visit the course demonstration to view a sample course before this one opens.

Technical Support

If you have problems accessing the course or posting your assignments, contact your instructor, the Columbia College Helpdesk, or the D2L Helpdesk for assistance. Contact information is also available within the online course environment.

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<tr>
<td>800-231-2391 ex. 4357</td>
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Online Tutoring

Smarthinking is a free online tutoring service available to all Columbia College students. Smarthinking provides real-time online tutoring and homework help for Math, English, and Writing. The Writing Center can be used for writing assistance in any course.

Smarthinking also provides access to live tutorials in writing and math, as well as a full range of study resources, including writing manuals, sample problems, and study skills manuals. You can access the service from wherever you have a Connection to the Internet. I encourage you to take advantage of this free service provided by the college.

Access Smarthinking through CougarTrack under Students->Academics->Academic Resources.