PROGRAM CONCENTRATION: **Business & Computer Science**
CAREER PATHWAY: **Administrative Information/Support**
COURSE TITLE: **Business Communication and Presentation**

Course Description: The goal of this course is to provide students with an understanding of communication skills and current and upcoming technology and its impact personally and professionally. Competency will be developed in the areas of oral and written communication, interpersonal skills, and the use of current technology. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the core employability skills standards and the technical skill standards.

FOUNDATIONS OF COMMUNICATION
Students will communicate in a clear, complete, concise, correct, and courteous manner personally and professionally using a variety of formats.

BCS-BCP-1. Students will understand the nature of and practice written communication by planning and writing documents that are appropriate for the situation, purpose, and audience.

   a.   Analyze the situation, purpose, and audience to guide the planning, writing, and revising of written material.
   b.   Develop and use a writing process appropriate to the situation.
   c.   Design letters, memos, and reports that conform to workplace standards and conventions.
   d.   Demonstrate and understand effective layout, design, and typography.
   e.   Create technical/business documents and presentations that are informational, persuasive, and analytical.
   f.   Revise and edit documents to improve content and effectiveness.
   g.   Analyze and respond to business case studies.
   h.   Research, analyze, and prepare collaboratively a written response to a business problem.

BCS-BCP-2. Students will understand the nature of and practice oral communication by communicating in a clear, courteous, concise, and appropriate manner.

   a.   Analyze the situation, purpose, and audience to guide the planning and presentation of oral communication.
   b.   Select language, visuals, and method of delivery appropriate to the situation.
   c.   Use proper telephone techniques and etiquette.
   d.   Ask questions with confidence to elicit general and specific information.
   e.   Respond to questions directly and appropriately.

f.   Organize thoughts to reflect logical thinking before speaking.
g.   Plan and present short presentations individually and as a member of a group.
h.   Deliver impromptu and planned speeches with confidence.

BCS-BCP-3. Students will listen discriminately and respond appropriately to oral communication.

a.   Analyze the situation, purpose, and audience of an oral message.
b.   Listen discriminately in order to separate verifiable information from opinion.
c.   Critique media and oral presentations analytically and critically.
d.   Assess and respond to a speaker's nonverbal messages.
e.   Identify and overcome major barriers to enhance active listening.
f.   Direct courteous attention to multiple speakers within a group to obtain key facts.

Academic Standards:
ELA10RL4 The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in selected literary works. The student composes essays, narratives, poems, or technical documents.

ELA10RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

ELA10W2 The student demonstrates competence in a variety of genres.

ELA11W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA11LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA12C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

SCSh6 Students will communicate scientific investigations and information clearly.

SOCIETAL COMMUNICATION
Students will apply basic social communication skills in both personal and professional settings.

BCS-BCP-4. Students will locate, assess, and use information from a variety of print and online sources.

a. Locate print and online information to aid in decision making and strengthening arguments.
b. Understand how statistics can be interpreted and manipulated.
c. Identify and assess common logical fallacies, such as over-generalization and distorted data.
d. Understand ethical issues involved in gathering, displaying, and interpreting data.
e. Identify content and design errors in visual displays of data such as tables, graphs, and charts.
f. Use research strategies to confirm accuracy, authority, and validity of information in technical/business communication.

BCS-BCP-5. Students will read and analyze for content, interpretation, and inference.

a. Apply reading skills to identify and analyze the situation, purpose, and audience when reading print and online material.
b. Use context clues to recognize word meaning.
c. Select appropriate reading method for a particular situation, e.g. skimming, scanning, speed reading, and in-depth reading.
d. Distinguish between literal and inferential statements.
e. Discuss print and online persuasive information and its impact on decision making.
f. Interpret technical/business correspondence, professional articles, and supporting graphic materials.
g. Interpret and use information from manuals, computer printouts, and electronic sources.
h. Analyze and synthesize information from print and electronic sources to create a group project or product.

Academic Standards:
ELA10RL1 The student demonstrates comprehension by identifying evidence (i.e., examples of diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative of different genres (i.e., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.

ELA10RL4-B The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in selected literary works. The student composes essays, narratives, poems, or technical documents. The student explains important ideas and viewpoints introduced in a text through accurate and detailed references or allusions to the text and other relevant works.

ELA10RC3 The student acquires new vocabulary in each content area and uses it correctly.

ELA12W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA12W3 The student uses research and technology to support writing.

WORKPLACE COMMUNICATION
Students will incorporate appropriate leadership and supervision techniques, customer service strategies, and personal ethics standards to communicate effectively.

BCS-BCP-6. Students will demonstrate the ability to effectively communicate using a variety of written techniques in business and personal environments.

a. Identify the six steps of the communication process.
b. Communicate in a clear, courteous, concise, and correct manner.
c. Read and follow directions.
d. Incorporate a variety of references, resources, and graphics when writing letters or composing emails.
e. Listen objectively and record major points of a speaker's message.
f. Demonstrate the use of correct spelling, grammar, and word usage.
g. Cite both print and electronic sources correctly to avoid plagiarism.
h. Compose a communication document that reflects international differences and incorporates current business practices and protocol.
i. Develop a comprehensive corporate vocabulary.
j. Prepare and present a business report.
k. Explain the benefits of effective communication skills in the workplace.
l. Communicate thoughts, ideas, and information effectively in writing.
m. Relate the changes to business social customs due to email and Internet communications.
n. Evaluate and select several resources from a variety of information sources by reviewing each author's credentials, perspective, or bias.
o. Research and apply knowledge of ethical and legal issues within the business technology industry.
p. Analyze the role of personal integrity and ethical behavior in the workplace.
q. Use appropriate technology to plan, develop, edit, and present material to different types of audiences.

BCS-BCP-7. Students will effectively demonstrate the ability to communicate using a variety of oral and listening techniques in business and personal environments.

a. Demonstrate courtesy and respect for the speaker through active listening.
b. Communicate in a clear, courteous, concise, and correct manner.
c. Develop and practice effective oral communication skills.
d. Compare and contrast fact and opinion.
e. Participate in a group discussion for problem resolution.

f.   Prepare, deliver, and evaluate oral instructions.
g.   Use technology appropriately to enhance oral presentations.
h.   Demonstrate ability to speak persuasively for a specific cause.
i.   Critique effectiveness of an oral message or directive.
j.   Deliver an impromptu speech in a clear logical format.
k.   Research a given topic and present affirmative and negative arguments.
l.   Determine the appropriate channel for effective communication.
m.   Use appropriate technology to plan, develop, edit, and present material to a variety of audiences, e.g. multimedia presentation, speech.

BCS-BCP-8. Students will demonstrate a variety of written and oral skills in the pursuit of employment in the communication and multimedia fields.

a.   Explore and identify careers in communication and multimedia.
b.   Explore job search strategies and sources for job placement.
c.   Compose and produce an effective resume, application letter, and follow-up letter for a position in a communication or multimedia field.
d.   Identify and demonstrate proper job interview techniques.

Academic Standards:
ELA10W3 The student uses research and technology to support writing.

ELA10RC3 The student acquires new vocabulary in each content area and uses it correctly.

TECHNOLOGICAL COMMUNICATION
Students will use technology as a tool to increase productivity in completing a variety of tasks to create, edit, and publish industry appropriate documents and presentations for personal and professional use.

BCS-BCP-9. Students will understand the laws and licenses involved in multimedia production.

a.   Explain the key principals in the Electronic User's Bill of Rights, e.g. safety, security, ownership, privacy.
b.   Identify copyright and patent laws pertaining to scanned images and documents and information downloaded from the Internet.
c.   Identify licensing agreements pertaining to audio and video files.
d.   Identify licensing agreements associated with multimedia presentations and electronic communications.

BCS-BCP-10. Students will understand hardware, software, and the preparation needed to create a multimedia presentation for business or personal use.

a.   Identify multimedia equipment and computer hardware requirements for various types of media.

   b.   Identify, select, and apply multimedia software appropriate for specific tasks.
   c.   Explore emerging multimedia software.
   d.   Identify and apply the six stages of pre-production.
   e.   Identify components of effective oral and electronic presentations.
   f.   Identify design principles used in multimedia production.
   g.   Describe examples of digital media such as graphics, digital photography, video, audio, and animation.

BCS-BCP-11. Students will use multimedia software to effectively produce a variety of personal and business media-rich projects.

   a.   Create and present original multimedia presentations to appeal to a target audience.
   b.   Create a multimedia project collaboratively.
   c.   Demonstrate the ability to develop a multimedia product that enables the presenter to interact persuasively for a specific cause.
   d.   Use multimedia software to create projects on academic curriculum.
   e.   Select and integrate multimedia software products appropriate for various computer platforms.
   f.   Demonstrate the proper operation of a digital, still, and video camera.
   g.   Identify and apply tools and palettes used in photo editing.
   h.   Manipulate pictures or graphics using photo editing software.
   i.   Create a stand alone version of a presentation.
   f.   Define video graphic basics including lighting, camera angles, and camera features.
   j.   Capture and edit video footage to create a video clip.
   k.   Demonstrate the proper operation of a video desktop editing system.
   l.   Identify the components of and develop an interactive presentation.
   m.   Determine the appropriate type of multimedia presentation based upon purpose, intended audience, life of presentation, cost limits, time restraints, and available equipment.
   n.   Design and plan a multimedia project using master slides, transitions/animation, audio, graphics, and video files.
   o.   Create, capture, download, edit, import/export, and manipulate animation, audio, graphics, sound, and video files.
   p.   Use storyboarding, outlining, and time management organizational tools to plan and produce multimedia projects.
   q.   Import linked and embedded objects into a multimedia presentation.

Academic Standards:
ELA10LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions.

ELA10LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid

reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

ELA12W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA12W2 The student demonstrates competence in a variety of genres.

ELA12W3 The student uses research and technology to support writing.

Reading Across the Curriculum

Reading Standard Comment

After the elementary years, students engage in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in *context*.

Beginning with the middle grades years, students begin to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

CTAE-RC-1 Students will enhance reading in all curriculum areas by:
Reading in All Curriculum Areas

- Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
- Read both informational and fictional texts in a variety of genres and modes of discourse.
- Read technical texts related to various subject areas.

Discussing Books

-Discuss messages and themes from books in all subject areas.
-Respond to a variety of texts in multiple modes of discourse.
-Relate messages and themes from one subject area to messages and themes in another area.
-Evaluate the merit of texts in every subject discipline.
-Examine author's purpose in writing.
-Recognize the features of disciplinary texts.

Building Vocabulary Knowledge
-Demonstrate an understanding of contextual vocabulary in various subjects.
-Use content vocabulary in writing and speaking.
-Explore understanding of new words found in subject area texts.

Establishing Context
-Explore life experiences related to subject area content.
-Discuss in both writing and speaking how certain words are subject area related.
-Determine strategies for finding content and contextual meaning for unknown words.

CTAE Foundation Skills

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and post secondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.