

B.E. Publishing - Correlations for the Tennessee 2017-2019 Adoption Section D

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TITLE: **Business & Professional Communications**

ISBN: **978-1-626892-54-5**

COURSE NO: **5888**

COURSE: **Business Communications**

All activity keys, rubrics, chapter tests, and extension activities included in online instructor resources.

| # | Standard | Text Correlation | Activities Found In Online Resources |
|---|---|---|--|
| 1 | Demonstrate compliance with the school's ethics policy regarding copyrighted materials, plagiarism, authenticity, proper citations, privacy, and proper use of technology resources. | Ch. 1, pg. 13 | Ch. 1 "Define Key Terms" "Extension Activity 1A" Students review school's Code of Conduct |
| 2 | Identify, analyze, and critique the basic components of communications, such as the message, the sender, the receiver, the mode, the noise, and the response. This includes conducting responsible research when necessary, developing effective arguments, composing meaningful and coherent messages appropriate to the intended audience, and polishing one's delivery skills to deliver an effective and credible message, followed by listening. | Ch. 3, pg. 30-36 Ch. 4, pg. 40-41 Ch. 10, pg. 130-139 | Ch. 3 "Define Key Terms" "Create and Design" Activity asks students to identify and discuss a time when they have experienced miscommunication. "Listen and Speak" Students practice feedback loop with a partner. "Read and Write" Students use real-world case study to analyze oral communication. "Define Key Terms" "Create and Design" Student will evaluate the content of an actual business article. "Read and Write" Student will analyze real-world situation using knowledge of reading methods and assumptions. Ch. 9 "Extension Activity 9A" Students conduct research, develop an argument, and work to deliver a message to an audience Ch. 10 "Define Key Terms" "Create and Design" Students apply and analyze active listening skills in three real-world scenarios. "Listen and Speak" Students record and critique a video presentation using specific criteria. "Read and Write" Students use real-world case study to analyze listening skills. |

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| 3 | Differentiate between verbal and nonverbal communications when interacting with peers, subordinates, superiors, and customers. List specific techniques for effective communications and evaluate how different cultures and generations attach different meanings to various gestures, intonations, and other communications techniques. | Ch. 1, pg. 14-15 Ch. 2, pg. 20-25 | Ch. 1 "Define Key Terms" "Read and Write" Students analyze and discuss communication in real-world scenario. Ch. 2 "Define Key Terms" "Create and Design" Students discuss various channels of communication within organizations. "Read and Write" Case Study: Ethics in Action "Listen and Speak" Students prepare and present one minute talk while the audience observes for types of nonverbal communication. |

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| 4 | <p>Practice and implement proven communication techniques to foster positive interpersonal relationships in the business atmosphere, such as:</p> <p>a. Establishing and maintaining positive relationships with coworkers and customers (e.g., being fair, helpful, tactful, gracious, and appreciative).</p> <p>b. Recognize manifestations of tension and employ recommended strategies to resolve the situation in the most favorable ways (e.g., collaborating, compromising, accommodating).</p> <p>c. Practice various interactions and conflict resolution strategies by participating in role-play exercises and structured controversies, allowing students to model positive/supportive behaviors that respect varying perspectives and viewpoints of others and yield consensus decision-making.</p> | <p>a. Ch. 13, pg. 177 Ch. 15, 201-203 Ch. 16, pg. 206-211</p> <p>b. Ch. 13, pg. 178 Ch. 15, pg. 198-199</p> <p>c. Ch. 14, pg. 198-199</p> | <p>a. Ch. 13 "Define Key Terms" "Read and Write" Students discuss and analyze real-world scenario about importance of following protocols.</p> <p>b. Ch. 13 "Listen and Speak" Students discuss applications of conflict resolution.</p> <p>Ch. 15: "Define Key Terms" "Create and Design" Student will write a response to a real-world workplace conflict. "Read and Write" Student will analyze real-world consumer compliant scenario and use of customer service strategies.</p> <p>c. Ch. 14 "Define Key Terms" "Create and Design" Students practice applying ethical leadership skills using three real-world scenarios. "Listen and Speak" - Students discuss student leadership roles and characteristics. "Read and Write" - Students apply conflict resolutions skills by analyzing real-world workplace scenario.</p> |
| 5 | <p>Create a rubric for evaluating and selecting the best electronic communication tool for a given task or situation. Using scenarios from business and industry, identify appropriate tools for various situations and defend selections through a persuasive narrative, based on the application of the rubric.</p> | N/A | <p>Ch. 1 "Extension Activity 1B" Students establish and implement a rubric for electronic communication tools</p> |

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| 6 | Research and analyze various aspects of good digital citizenship. In groups, discuss the effects of technology on day-to-day and business communications. Select one topic (such as hacking of a customer database, social media, etc.) for further exploration and develop an electronic presentation employing to demonstrate the implications of the topic on society, as well as business and industry. | Ch. 1, pg. 10-12 | Ch. 1 "Define Key Terms" |
| 7 | Compile significant points regarding courtesy and propriety in a digital business world ("netiquette") and prepare a presentation or web page that includes the topics of: a. Message priority (urgent, normal, or low) b. Consent to share (property rights) c. Confidential or sensitive information (privacy) d. Message formatting (fonts, color, case, informal abbreviations, emoticons) | Ch. 1, pg. 10-11 Ch. 6, pg. 75-77, 80-81 | Ch. 1 "Define Key Terms" Ch. 6 "Extension Activity 6B" Students prioritize tasks and emails "Define Key Terms" "Read and Write" Student will analyze microblog post for style, tone, and language. |

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| 8 | <p>Evaluate, create, and revise business correspondence, short contracts and reports, electronic forms, and small legal documents for a business in standard English using the following:</p> <p>a. Employing word processing and simple spreadsheet programs</p> <p>b. Using proper grammar essentials, including parts of speech, vocabulary, punctuation, sentence structure</p> <p>c. Applying accepted business styles, including fonts, margins, layout, color, formats for dates, times, currencies, proper names</p> <p>d. Using acceptable business language, vocabulary, acronyms</p> <p>e. Writing for social media</p> <p>f. Writing for the internet</p> | <p>a. Ch. 6, pg. 72-75. Text does not include spreadsheet information.</p> <p>b. Ch. 5, pg. 57-60</p> <p>c. Ch. 5, pg. 57-64 Ch. 7, pg. 84-98</p> <p>d. Ch. 4, pg. 48-49 Ch. 5, pg. 55-56</p> <p>e. Ch. 6, pg. 78</p> <p>f. Ch. 8, pg. 105-110</p> | <p>a. Ch. 6 "Create and Design" Student will write informal email to instructor about key concepts of lesson.</p> <p>b. Ch. 6 "Extension Activity 6C" Students create spreadsheet considering writing style and audience</p> <p>Ch. 5 "Define Key Terms" "Listen and Speak" Student will prepare a presentation in key points of punctuation and grammar.</p> <p>c. Ch. 6 "Extension Activity 6C" Students create spreadsheet considering writing style and audience</p> <p>Ch. 5 "Read and Write" - Students analyze real-world business email for effectiveness.</p> <p>Ch. 7 "Define Key Terms" "Create and Design" Student will produce a formal document utilizing a writing process.</p> <p>d. Ch. 6 "Extension Activity 6C" Students create spreadsheet considering writing style and audience</p> <p>Ch. 4 "Create and Design" Student will evaluate the content of an actual business article.</p> <p>e. Ch. 6 "Extension Activity 6C" Students create spreadsheet</p> |

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| 9 | Analyze examples of writing for evolving digital platforms such as social media applications. Compare and contrast writing conventions required for commonly used applications and construct an event announcement for a local business in formats appropriate for at least three different social media/networking tools. | Ch. 6, pg. 72-79 Ch. 7, pg. 84-99 | Ch. 6 "Extension Activity 6C" Students plan and write material for various evolving social media platforms Ch. 7 "Define Key Terms" "Listen and Speak" Students will work in teams to prepare and present informal presentations about types of formal writing. "Read and Write" Students will analyze and discuss a real-world formal report. |
| 10 | Locate a website used by a business to sell a product or service. Evaluate the website's design, content, text, images, layout, and color. Discern the site's effectiveness and ease of navigation, including the use of hyperlinks. Using persuasive writing, produce a critique addressing the pros and cons of the site, and offer recommended revisions. | N/A | Ch. 7 "Extension Activity 7A" Students use criteria to evaluate a website and make recommendations |
| 11 | Create, adjust, and publish business document projects to typographic standards: a. Using word processing or desktop-publishing software b. Planning layouts based on estimation and calculations to achieve accepted balance of text, art, photos, and white space c. Applying consistent style standards, including fonts, margins, layout, color scheme, and image and text formats d. Inserting and formatting merged graphic elements, such as charts, photos and artwork, and text embellishments e. Incorporating editing and revision markings to incorporate desired changes by the author/editor | Ch. 5, pg. 67-68 | Ch.5 "Extension Activity 5A" Students design a flyer with visual elements "Create and Design" Student will produce a document about a topic of their choice in the communication field using the writing process and various available software tools. |
| 12 | Configure and send typographic output for designing camera ready documents on destination printer, color model (RGB, CMYK, etc.), preprint color requirement, and process color separations. | N/A | Ch. 5 "Extension Activity 5A" Students prepare and print visual content |

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| 13 | Manipulate, enhance and produce digital photographs, graphics, or other art elements utilizing photographic and/ or graphic editing software. | N/A | Ch. 5 "Extension Activity 5A" Students manipulate images using software |
| 14 | Draft and edit two speeches: (1) to persuade, and (2) to inform. Incorporate planning and preparation to deliver speeches that adhere to the following expectations: a. Appropriate for various audiences and purposes b. Delivered with enthusiasm and appropriate body language c. Structured to guide the listener to the desired objective or response d. Includes facts and research, in addition to original claim(s) and counterclaim(s) supported by evidence e. Revised based on peer feedback | a. Ch. 8, pg. 104-106 Ch. 9, pg. 116-117 b. Ch. 8, pg. 111-113 Ch. 9, pg. 122-123 c. Ch. 8, pg. 108-109 Ch. 9, pg. 119-121 d. Ch. 118-119 e. Ch. 9, pg. 126 | a. - e. Ch. 8 "Define Key Terms" "Create and Design" Student will evaluate a presentation chosen from the Internet using a list of questions. "Listen and Speak" Student will prepare and present an informal professional presentation to peers using specific components. "Read and Write" Student will evaluate presentation preparation straggles in a real-world scenario. Ch. 9 "Define Key Terms" "Create and Design" Student will create a formal presentation using a four part presentation plan. "Listen and Speak" Student will deliver and self-evaluate an impromptu formal speech. "Read and Write" Student will evaluate presentation preparation strategies in a real-world scenario. |
| 15 | Critique the purpose of various speaking assignments to identify the design and goal, such as to inform, educate, convince, persuade, or lead to action. | Ch. 8, pg. 104-106 | "Create and Design" Student will evaluate a presentation chosen from the Internet using a list of questions. |
| 16 | Plan, prepare, and conduct a short business meeting, including following-up after the meeting. Write an agenda, develop and produce necessary materials, facilitate the meeting effectively, and prepare a follow-up email thanking the attendees for their participation and summarizing key takeaways and action items. | Ch. 13, pg. 172-176 | Ch. 13 "Extension Activity 13A" Students plan and facilitate a meeting "Define Key Terms" "Create and Design" Students must work together during a meeting to developed a safety plan for the type of building of their choice. |

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| 17 | Promote, organize, and practice creative problem-solving using the brainstorming approach, incorporating common techniques such as predefined time limits, short breaks, goals, visual aids, and record-keeping. | Ch. 8, pg. 110 Ch. 9, pg. 124-125 | Ch. 7 "Extension Activity 7A" Students brainstorm to solve problems Ch. 8 "Create and Design" Student will evaluate a presentation chosen from the Internet using a list of questions. "Listen and Speak" Student will prepare and present an informal professional presentation to peers using specific components. |
| 18 | Plan, organize, schedule, and deliver a webinar to one or more distant parties using computer conferencing tools (e.g., telephone or voice over IP, online conferencing system). a. Prepare an invitation, agenda, and overall script for the webinar, outlining the planned verbiage and business-related flow of information. Include guidelines, minutes and follow-up. b. Single-handedly or as a team, conduct the webinar or simulated webinar according to the agenda. c. Leverage the video, audio, and meeting enhancement tools available through the selected webinar software, such as highlighting, chat, polling, and question features to maximize audience interaction. d. Save, and edit, if needed, a short audio/video recording of the webinar for later publication. | Ch. 13, pg. 173 | Ch. 13 "Extension Activity 13A" Students plan and facilitate a webinar |

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| 19 | <p>Plan, organize, schedule, and conduct a web video conference or simulation with one or more distant parties using computer conferencing tools (e.g., webcams, high-speed Internet, computer)</p> <p>a. Prepare an overall agenda for the web conference, outlining the planned exchanges of information, positioning and appearance of people, and switching between video sources (e.g., webcams, document cams, and other imagery).</p> <p>b. Follow the agenda to complete the web-meeting exchange, either single-handedly or as part of a team.</p> <p>c. Use effective communication and engagement strategies (such as effective meetings facilitation) to encourage active participation by all parties connected to the meeting.</p> <p>d. Save, and edit if needed, a short audio/video recording of the web meeting for later publication.</p> | N/A | <p>Ch. 13 "Extension Activity 13A" Students plan and facilitate a video conference</p> |
| 20 | <p>Prepare an electronic portfolio</p> <p>a. Including work products demonstrating career preparation skills, using an assortment of media (text, photos, video, hyper-linked pages).</p> <p>b. Including a professionally formatted resume and other supporting documents such as cover letter and application.</p> <p>c. Packaged on a suitable media (e.g., CD, DVD, memory stick, web site).</p> | <p>a. Ch. 12, pg. 163-164</p> <p>b. Ch. 12, pg. 156-162</p> <p>c. N/A</p> | <p>a. - c. Ch. 12 "Define Key Terms" "Create and Design" Students will create a resume using a planning form.</p> |

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| 21 | Conduct a job search of positions in one or more career areas of interest using tools such as https:// www.jobs4tn. Gov and other online employment resources; complete a job application; participate in mock interviews with partner business and/or through participation in a student organization event. | Ch. 11, pg. 151-157 | <p>Ch. 1 "Listen and Speak" Student will explore careers in the career cluster of Arts, A/V Technology, and Communications.</p> <p>Ch. 11 "Define Key Terms" "Create and Design" Student will explore professional opportunities by establishing SMART goal. "Listen and Speak" Student will explore education available for preparation for a career of their choice. "Read and Write" Student will analyze the process of choosing and preparing for a career using a real-world scenario.</p> <p>Ch. 12 "Extension Activity 12A" Students perform a job search and mock interview "Listen and Speak" Student will work with partner to develop list of interview questions, conduct mock interview, and discuss responses.</p> |
| 22 | Address the appropriate use of and ethics related to social media in personal and professional situations and its impact on career search processes, as well as its impact on the professional reputation of a person. | Ch. 6, pg. 75 | <p>Ch. 6 "Extension Activity 6A" Students reflect on and manage their digital footprint "Listen and Speak" Student will prepare brief presentation on positives and negatives of social media and discuss findings with peers.</p> |