



| <b>Goodheart-Willcox Publisher Correlation of<br/>           Professional Communication ©2017<br/>           to Tennessee Department of Education CTE Standards<br/>           Course: Business Communications (5888)</b> |   |   |
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| STANDARD  |   | CORRELATING PAGES   |
| <b>Communication Components</b>   |   |   |
| 1   | Demonstrate compliance with the school’s ethics policy regarding copyrighted materials, plagiarism, authenticity, proper citations, privacy, and proper use of technology resources.  | <b>Instruction:</b> Pg. 50–53 Intellectual Property; 149–150 Where Is the Information?; 272 Crediting Sources; 282 Citations<br><br><b>Application:</b> Pg. 75 AYK #1–2, 4; 76 CS Writing, Speaking   |
| 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. | <b>Instruction:</b> Pg. 8–10 Communication Process; 19 Receiving Barriers; 32–33 Interpersonal Skills; 148–149 Who Is the Audience?; 235–236 Message; 268–272 Where Is the Information?; 374–388 Listening with a Purpose<br><br><b>Application:</b> Pg. 21 AYK #2; 290 AYK #1–3, 5–6, IR; 352 AYK #5–7   |
| 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.   | <b>Instruction:</b> Pg. 5 CS; 10–11 Informal and Formal Communication; 13 Verbal Communication; 14–17 Nonverbal Communication; 27–29 Communicating in a Diverse Workplace; 66 Verbal Communication; 316–318 Verbal Communication; 344–345 Voice Modulation<br><br><b>Application:</b> Pg. 5 CT; 21 AYK #6; 22 IR; 43 AYK #2; 44 IR English as a Second Language; 217 CS Writing; 311 PD; 390 CS Writing |
| 4   | Practice and implement proven communication techniques to foster positive interpersonal relationships in the business atmosphere, such as:<br><br>a. Establishing and maintaining positive relationships with coworkers and customers (e.g., being fair, helpful, tactful, gracious, and appreciative).<br><br>b. Recognize manifestations of tension, and employ recommended strategies to resolve the situation in the most favorable ways (e.g.,   | <b>Instruction:</b> Pg. 9 Receiver; 32–33 Interpersonal Skills; 37–39 Group Conflict; 378 Active Listening<br><br><b>Application:</b> Pg. 21 AYK #5–6; 43 AYK #2–4, 7–8; 390 AYK #4, CS Writing   |



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|                            | <p>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>  |  |
| <b>Digital Citizenship</b> |  |  |
| 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>  | <p><b>Instruction:</b> Pg. 48–50 Digital Communication; 208–214 Writing Messages to Persuade</p> <p><b>Application:</b> Pg. 76 AYK #7; 216 CS Speaking; 240 IR; 241 Teamwork; 370 CS Speaking</p>  |
| 6                          | <p>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.</p>               | <p><b>Instruction:</b> Pg. 2 PC; 6–8 Professional Communication; 10–11 Informal and Formal Communication; 49–50 Digital Citizenship; 59–61 Ethical Internet Use; 254 Social Media</p> <p><b>Application:</b> Pg. 75 AYK #2–4; 76 CS Writing, Speaking, IR, Teamwork; 262 CS Speaking</p>   |
| 7                          | <p>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</p> <p>a. Message priority (urgent, normal, or low)</p> <p>b. Consent to share (property rights)</p> <p>c. Confidential or sensitive information (privacy)</p> <p>d. Message formatting (fonts, color, case, informal abbreviations, emoticons)</p> | <p><b>Instruction:</b> Pg.10–11 Informal and Formal Communication; 49–50 Digital Citizenship; 57 Confidentiality; 162–163 Publishing; 170–171 Use Formal Language; 207 Courtesy Response; 221 Standard Fonts and Sizes; 235–236 Message; 304 Typography</p> <p><b>Application:</b> Pg. 75 AYK #1; 76 CS Writing, Teamwork; 240 AYK; 310 AYK #2–5</p> |
| <b>Business Writing</b>    |  |  |
| 8                          | <p>Evaluate, create, and revise business correspondence, short contracts and reports, electronic forms, and small legal documents</p>  | <p><b>Instruction:</b> Pg. 12–13 Written and Visual Communication; 80–109 Grammar Skills; 116–129 Punctuation; 158 Editing; 162–163 Publishing; 170–177 Style and Tone; 220–222 Formatting Basics;</p>   |



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|                           | <p>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>254–259 Writing for Social Media; 275–283 Writing Formal Reports; 304 Typography; 306–307 Text Controls; 316–318 Verbal Communication</p> <p><b>Application:</b> Pg. 111 AYK #2–5, CS Speaking; 142 AYK, CS Writing; 143 Teamwork, CTSOs; 187 AYK #2–4, 6; 188 IR, Teamwork; 240 AYK #4; 261 AYK #6; 262 CS Speaking; 290 AYK #4, 6; 310 AYK #2</p> |
| 9                         | <p>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.</p>  | <p><b>Instruction:</b> Pg. 254–259 Writing for Social Media; 356–358 Digital Media Presentations</p> <p><b>Application:</b> Pg. 261 AYK #6; 262 CS Speaking; 263 CTSOs; 370 Speaking</p>   |
| 10                        | <p>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.</p>  | <p><b>Instruction:</b> Pg. 162–163 Publishing; 208–214 Writing Messages to Persuade; 220–222 Formatting Basics; 306–307 Text Controls</p> <p><b>Application:</b> Pg.465 Portfolio Development: Presenting Your Portfolio (Step 5–7).</p>   |
| <b>Desktop Publishing</b> |  |  |
| 11                        | <p>Create, adjust, and publish business document projects to typographic standards:</p> <p>a. Using word processing or desktop-publishing software</p> <p>b. Planning layouts based on estimation and calculations to achieve accepted balance of text, art, photos, and white space</p>   | <p><b>Instruction:</b> Pg. 158 Editing; 162–163 Publishing; 220–222 Formatting Basics; 257–259 Publishing; 299 Charts; 302–308 Desktop Publishing Basics</p> <p><b>Application:</b> Pg. 240 AYK #1–3; 310 AYK; 311 Teamwork, CTSOs</p>   |



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|                            | <p>c. Applying consistent style standards, including fonts, margins, layout, color scheme, and image and text formats</p> <p>d. Inserting and formatting merged graphic elements, such as charts, photos and artwork, and text embellishments</p> <p>e. Incorporating editing and revision markings to incorporate desired changes by the author/editor</p>   |   |
| 12                         | <p>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.</p>   | <p><b>Instruction:</b> Pg. 302–305, Desktop Publishing; 304 Typography; Pg. 308 first paragraph</p> <p><b>Application:</b> Pg. 308, Check Your Understanding #1–5; Pg. 310 Apply Your Knowledge #3–5; Pg. 311 Teamwork</p>  |
| 13                         | <p>Manipulate, enhance and produce digital photographs, graphics, or other art elements utilizing photographic and / or graphic editing software.</p>   | <p><b>Instruction:</b> Pg. 302–305 Desktop Publishing; 361–362 Digital Photography; 364–365 Editing Video Footage</p> <p><b>Application:</b> Pg. 370 AYK #5, CS Speaking; 371 Teamwork</p>  |
| <b>Oral Communications</b> |   |   |
| 14                         | <p>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:</p> <p>a. Appropriate for various audiences and purposes</p> <p>b. Delivered with enthusiasm and appropriate body language</p> <p>c. Structured to guide the listener to the desired objective or response</p> <p>d. Includes facts and research, in addition to original claim(s) and counterclaim(s) supported by evidence</p> <p>e. Revised based on peer feedback</p> | <p><b>Instruction:</b> Pg. 6–8 Professional Communication; 14–15 Body Language; 148–149 Who Is the Audience?; 208–214 Writing Messages to Persuade; 268–272 Where Is the Information? 325–327 Why Are You Presenting?; 346–347 Control Your Body Language</p> <p><b>Application:</b> Pg. 21 AYK #1; 22 IR; 216 CS Speaking; 290 AYK #1; 333 AYK#1–6; 333–334 CS Speaking; 334 Teamwork; 352 AYK #7; 352–353 CS Speaking</p> |
| 15                         | <p>Critique the purpose of various speaking assignments to identify the design and goal, such as to inform, educate, convince, persuade, or lead to action.</p>   | <p><b>Instruction:</b> Pg. 6–8 Professional Communication; 208–214 Writing Messages to Persuade</p> <p><b>Application:</b> Pg. 21 AYK #1; 216 CS Speaking</p>   |



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| 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.  | <p><b>Instruction:</b> Pg. 37 Team Meetings; 379–380 Listen to Instructions</p> <p><b>Application:</b> Pg. 43 AYK #8; 45 CTSOs</p>  |
| 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.   | <p><b>Instruction:</b> Pg. 37–39 Group Conflict; 338–341 Effective Presentations; 341–342 Supporting Visual Aids</p> <p><b>Application:</b> Pg. 43 RYK #9, AYK #6; 351 RYK #1</p>   |
| <b>Virtual Meetings</b> |  |   |
| 18                      | <p>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).</p> <p>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.</p> <p>b. Single-handedly or as a team, conduct the webinar or simulated webinar according to the agenda.</p> <p>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.</p> <p>d. Save, and edit, if needed, a short audio/video recording of the webinar for later publication.</p> | <p><b>Instruction:</b> Pg. 151–153 How Should the Information Be Organized?; 272–274 How Should the Information Be Organized?; 357–358 Software; 362–365 Video; 365 Audio</p> <p><b>Application:</b> Pg. 290 AYK #1; 370 AYK #1, 5, CS Speaking</p> |
| 19                      | <p>Plan, organize, schedule, and conduct a web videoconference 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</p>   | <p><b>Instruction:</b> Pg. 10–11 Informal and Formal Communication; 37 Team Meetings; 362–365 Video</p> <p><b>Application:</b> Pg. 45 CTSOs; 370 CS Speaking</p>  |



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|                          | <p>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> |  |
| <b>Career Activities</b> |   |  |
| 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 résumé 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><b>Instruction:</b> Pg. 218–238 Formatting Professional Messages; 362–365 Video; 442–447 Writing a Résumé; 449–453 Cover Messages and Job Applications</p> <p><b>Application:</b> Pg. 22 PD; 44 PD; 76 PD; 112 PD; 143 PD; 166 PD; 188 PD; 217 PD; 241 PD; 262 PD; 291 PD; 311 PD; 334 PD; 353 PD; 371 PD; 391 PD; 409 PD; 438 PD; 464–465 PD</p>     |
| 21                       | <p>Conduct a job search of positions in one or more career areas of interest using tools such as <a href="https://www.jobs4tn.gov">https://www.jobs4tn.gov</a> and other online employment resources; complete a job application; participate in mock interviews with partner businesses and/or through participation in a student organization event.</p>  | <p><b>Instruction:</b> Pg. 414–417 Skills for the Workplace; 420–421 Interests; 452 Applying in Person; 455 Questions Likely to Be Asked</p> <p><b>Application:</b> Pg. 166 IR; 262 IR; 353 CTSOs; 391 CTSOs; 409 CTSOs; 438 IR Career Opportunities, Career Match; 463 AYK #6–7; 464 IR Evaluating and Comparing Employment Opportunities, Teamwork</p> |
| 22                       | <p>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.</p>   | <p><b>Instruction:</b> Pg. 49–50 Digital Citizenship; 56–63 Workplace Ethics; 254 Social Media</p> <p><b>Application:</b> Pg. 75 AYK #2; 76 Teamwork; 262 CS Speaking, Teamwork; 291 CTSOs</p>   |