

TECHNICAL BUSINESS COMMUNICATIONS

Technical/Business Communication provides students with the communication and problem-solving skills to function effectively in the workplace. Areas of study include written/oral/visual communication, listening, informational reading, Internet research/analysis, and electronic communication. Concepts addressed will include adapting communication to the situation, purpose, and audience. Students produce documents related to employee handbooks, instructional manuals, employment communication, organizational communication, business reports, and social and professional situations using word processing, presentation, multimedia, and desktop publishing software.

- DOE Code: 4508
- Recommended Grade Level: 11, 12
- Required Prerequisite: Digital Applications and Responsibility
- Credits: 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- May fulfill up to two graduation credits of the English/Language Arts requirement

Career and Technical Student Organizations (CTSOs)

Career and Technical Student Organizations are considered a powerful instructional tool when integrated into Career and Technical Education programs. They enhance the knowledge and skills students learn in a course by allowing a student to participate in a unique program of career and leadership development. Students should be encouraged to participate in Business Professional of America, DECA, or Future Business Leaders of America, the CTSOs for this area.

Content Standards

Domain – Introduction

Core Standard 1 Students understand the nature of oral, visual, and written communication in the workplace.

Standards

- TBC-1.1 Identify Who, What, Why, and How in Technical/Business Communication
- TBC-1.2 Understand the importance of technical/business communication in the workplace
- TBC-1.3 Introduce concepts of situation, purpose, and audience
- TBC-1.4 Understand that workplace communication is always situational (that it always has a reason or is a response) and is always part of a complex communication network
- TBC-1.5 Recognize that technical/business documents include but are not limited to proposals, technical articles, abstracts, reports, letters, memos, e-mail, manuals, outlines, flyers

Domain – Gathering and Assessing Information/Resources

Core Standard 2 Students locate, assess, and use information from a variety of print and online sources.

Standards

- TBC-2.1 Locate print and online information to aid in decision making and strengthening arguments
- TBC-2.2 Determine authority and validity of sources/resources

- TBC-2.3 Understand how statistics can be interpreted and manipulated
- TBC-2.4 Identify and assess common logical fallacies, such as over-generalization and distorted data
- TBC-2.5 Understand ethical issues involved in gathering, displaying, and interpreting data
- TBC-2.6 Identify content and design errors in visual displays of data such as tables, graphs, and charts
- TBC-2.7 Use research strategies to confirm accuracy of information in technical/business communication

Domain – Informational Reading

Core Standard 3 Students read and analyze for content, interpretation, and inference.

Standards

- TBC-3.1 Identify and analyze the situation, purpose, and audience when reading print and online material
- TBC-3.2 Apply reading skills to gather information from print and online material
- TBC-3.3 Analyze the integrity of printed and online material
- TBC-3.4 Use context clues to recognize word meaning
- TBC-3.5 Select appropriate reading method for a particular situation (e.g., skimming, scanning, speed reading, and in-depth reading)
- TBC-3.6 Distinguish between literal and inferential statements
- TBC-3.7 Discuss print and online persuasive information and its impact on decision making
- TBC-3.8 Interpret technical/business correspondence, professional articles, and supporting graphic materials
- TBC-3.9 Interpret and use information from manuals, computer printouts, and electronic sources
- TBC-3.10 Explain career-specific terminology
- TBC-3.11 Analyze and synthesize information from print and electronic sources to create a group project or product

Domain – Written Communication

Core Standard 4 Students plan and write documents that are appropriate for the situation, purpose and audience.

Standards

- TBC-4.1 Analyze the situation, purpose, and audience to guide the planning, writing, and revising of written material
- TBC-4.2 Develop and use a writing process appropriate to the situation
- TBC-4.3 Design letters, memos, and reports that conform to workplace standards and conventions
- TBC-4.4 Demonstrate and understand effective layout, design, and typography
- TBC-4.5 Create technical/business documents and presentations that are informational, persuasive, and analytical
- TBC-4.6 Avoid biased language (e.g., sex, gender, race, etc.)
- TBC-4.7 Revise and edit documents to improve content and effectiveness
- TBC-4.8 Prepare industry-specific technical reports that incorporate graphic aids

- TBC-4.9 Analyze and respond to complex business case studies
- TBC-4.10 Research, analyze, and prepare collaboratively a written response to a complex business project

Domain – Oral Communication

Core Standard 5 Students communicate in a clear, courteous, concise, and appropriate manner.

Standards

- TBC-5.1 Analyze the situation, purpose, and audience to guide the planning and presentation of oral communication
- TBC-5.2 Select language, visuals, and method of delivery appropriate to the situation
- TBC-5.3 Use proper telephone techniques and etiquette
- TBC-5.4 Ask questions with confidence to elicit general and specific information
- TBC-5.5 Respond to questions directly and appropriately
- TBC-5.6 Organize thoughts to reflect logical thinking before speaking
- TBC-5.7 Identify regional and cultural differences in spoken communication; use oral language that is comprehensible to the audience
- TBC-5.8 Plan and present short presentations individually and as a member of a group
- TBC-5.9 Interact effectively with people from varying international, cultural, ethnic, and racial backgrounds
- TBC-5.10 Function as a team member to identify and solve several problems inherent in a capstone project
- TBC-5.11 Present findings of capstone projects in a formal presentation using appropriate graphics, media, and support materials
- TBC-5.12 Deliver impromptu and planned speeches with confidence
- TBC-5.13 Advocate a specific cause
- TBC-5.14 Serve effectively as an interviewer or interviewee in public relations, civic, media, and community situations

Domain – Listening

Core Standard 6 Students listen discriminately and respond appropriately to oral communication.

Standards

- TBC-6.1 Analyze the situation, purpose, and audience of an oral message
- TBC-6.2 Listen discriminately in order to separate verifiable information from opinion
- TBC-6.3 Critique media and oral presentations analytically and critically
- TBC-6.4 Assess and respond to a speaker's nonverbal messages
- TBC-6.5 Identify and overcome major barriers to enhance active listening
- TBC-6.6 Direct courteous attention to multiple speakers within a group to obtain key facts

Domain – Communication Through Technology

Core Standard 7 Students enhance the effectiveness of communication through the use of technology.

Standards

- TBC-7.1 Analyze the situation, purpose, and audience when using technology to communicate
- TBC-7.2 Operate electronic message technologies to include facsimile machines, voice mail, conference calls, pagers, and e-mail
- TBC-7.3 Use computer networks (e.g., communicating computers, Internet, or on-line

- databases) to facilitate collaborative or individual learning and communicating
- TBC-7.4 Discuss the use of the following communicating systems: WATS lines, LAN system, cellular technology, and voice recognition dictation
 - TBC-7.5 Enhance documents through the use of advanced layout, design, and graphics production software and scanning hardware
 - TBC-7.6 Address the ethical issues regarding intellectual property and dissemination of information generated electronically
 - TBC-7.7 Apply the rules of electronic messaging etiquette
 - TBC-7.8 Evaluate and select messages that may be addressed best by electronic media
 - TBC-7.9 Incorporate the use of international electronic resources such as Internet in complex projects

Domain – Employment Communication

Core Standard 8 Students integrate communication in the pursuit of employability.

Standards

- TBC-8.1 Research the job market and specific potential employers using personal and electronic networks
- TBC-8.2 Write a formal application letter, print and scannable versions of a resume, and a follow-up (thank you) letter for job opportunities
- TBC-8.3 Develop an employment portfolio
- TBC-8.4 Demonstrate proper business and dining etiquette
- TBC-8.5 Complete employment application forms
- TBC-8.6 Demonstrate appropriate interviewing techniques (dress, questions, etc.)
- TBC-8.7 Understand employer expectations (punctuality, dependability, willingness to learn, cooperation, etc.)
- TBC-8.8 Identify employee expectations (health and safety, evaluations, fairness, pay, benefits, rights, labor/management relations, etc.)