

**§130.99. Professional Communications (One-Half to One Credit).**

- (a) General requirements. This course is recommended for students in Grades 9-12.
- (b) Introduction. Professional Communications blends written, oral, and graphic communication in a career-based environment. Careers in the global economy require individuals to be creative and have a strong background in computer and technology applications, a strong and solid academic foundation, and a proficiency in professional oral and written communication. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research.
- (c) Knowledge and skills.
- (1) The student applies English language arts in professional communications projects. The student is expected to:
    - (A) demonstrate use of content, technical concepts, and vocabulary;
    - (B) use correct grammar, punctuation, and terminology to write and edit documents;
    - (C) identify assumptions, purpose, outcomes, solutions, and propaganda techniques;
    - (D) compose and edit copy for a variety of written documents;
    - (E) evaluate oral and written information; and
    - (F) research topics for the preparation of oral and written communications.
  - (2) The student applies professional communications strategies. The student is expected to:
    - (A) adapt language for audience, purpose, situation, and intent;
    - (B) organize oral and written information;
    - (C) interpret and communicate information, data, and observations;
    - (D) present formal and informal presentations;
    - (E) apply active listening skills;
    - (F) develop and interpret tables, charts, and figures;
    - (G) listen to and speak with diverse individuals; and
    - (H) exhibit public relations skills.
  - (3) The student understands and examines problem-solving methods. The student is expected to employ critical-thinking and interpersonal skills independently and in teams to solve problems.
  - (4) The student applies information technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, presentation, and spreadsheet or database applications for professional communications projects.
  - (5) The student understands communications systems. The student is expected to:
    - (A) describe the nature and types of businesses;
    - (B) analyze and summarize the history and evolution of the various related fields of study; and
    - (C) analyze the economic base in order to demonstrate an understanding of the economic factors influencing the industry as a whole.
  - (6) The student applies safety regulations. The student is expected to implement personal and classroom safety rules and regulations.
  - (7) The student develops leadership characteristics. The student is expected to participate in student leadership and professional development activities.
  - (8) The student applies ethical decision making and understands and complies with laws regarding use of technology in communications. The student is expected to:
    - (A) exhibit ethical conduct;
    - (B) discuss copyright laws in relation to fair use and duplication of materials; and

- (C) analyze the impact of communications on society, including concepts related to persuasiveness, marketing, and point of view.
- (9) The student applies technical skills for efficiency. The student is expected to employ planning and time-management skills to relate to professional communications.
- (10) The student develops an understanding of professional communications through exploration of the career cluster. The student is expected to:
  - (A) develop an understanding of the evolution of the career cluster by:
    - (i) explaining the history and evolution of career cluster fields;
    - (ii) defining and using related terminology;
    - (iii) analyzing foundation elements and principles of career fields; and
    - (iv) analyzing the communicative effects of career fields;
  - (B) demonstrate knowledge of various communication processes in professional contexts by:
    - (i) explaining the importance of effective communication skills in professional contexts;
    - (ii) identifying the components and functions of the communication process;
    - (iii) identifying standards for making appropriate communication choices;
    - (iv) identifying the characteristics of oral language;
    - (v) analyzing standards for using informal, standard, and technical language appropriately;
    - (vi) identifying types and effects of nonverbal communication;
    - (vii) recognizing the importance of effective nonverbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance;
    - (viii) identifying the components of the listening process;
    - (ix) identifying specific kinds of listening such as critical, deliberative, and empathic;
    - (x) recognizing the importance of using accurate and complete information as a basis for making communication decisions;
    - (xi) identifying and analyzing ethical and social responsibilities of communicators; and
    - (xii) recognizing and analyzing appropriate channels of communication in organizations;
  - (C) use appropriate interpersonal communication strategies in professional contexts by:
    - (i) identifying types and purposes of professional communications;
    - (ii) employing appropriate verbal, nonverbal, and listening skills;
    - (iii) using communication management skills;
    - (iv) using professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism;
    - (v) using clear and appropriate communications with others;
    - (vi) participating appropriately in conversations;
    - (vii) communicating effectively in interviews;
    - (viii) identifying and using appropriate strategies for dealing with differences such as gender, ethnicity, and age; and
    - (ix) analyzing and evaluating the effectiveness of communications;
  - (D) communicate effectively in professional group contexts by:
    - (i) identifying types and purposes of groups;
    - (ii) analyzing group dynamics and processes;
    - (iii) identifying and analyzing the roles of group members;
    - (iv) demonstrating skills for assuming productive roles in groups;
    - (v) using appropriate verbal, nonverbal, and listening strategies;
    - (vi) identifying and analyzing leadership styles;
    - (vii) using effective communication strategies in leadership roles;
    - (viii) using effective communication strategies for solving problems, managing conflicts, and building consensus in groups; and
    - (ix) analyzing and evaluating group effectiveness;
  - (E) make and evaluate formal and informal professional presentations by:
    - (i) analyzing the audience, occasion, and purpose;
    - (ii) determining specific topics and purposes for presentations;
    - (iii) researching topics using primary and secondary sources;
    - (iv) using effective strategies to organize presentations;

- (v) using information to support points in presentations;
  - (vi) preparing scripts or notes for presentations;
  - (vii) using visual or auditory aids to enhance presentations;
  - (viii) using appropriate techniques to manage communication apprehension, build self-confidence, and gain command of the information; 51
  - (ix) using effective verbal and nonverbal strategies in presentations;
  - (x) participating in an informative or persuasive group discussion;
  - (xi) making individual presentations to inform, persuade, or motivate an audience;
  - (xii) participating in question-and-answer sessions following presentations;
  - (xiii) applying critical-listening strategies to evaluate presentations; and
  - (xiv) evaluating effectiveness of presentations;
- (F) use a variety of strategies to acquire information from electronic resources;
- (G) acquire electronic information in a variety of formats;
- (H) use research skills and electronic communications;
- (I) format digital information for appropriate and effective communication by:
- (i) defining the purpose of a product;
  - (ii) identifying the intended audience;
  - (iii) using the principles of page design to create a product, including leading, kerning, automatic text flow into linked columns, widows, orphans, and text wrap; and
  - (iv) creating a master template that includes page specifications and other repetitive tasks;
- (J) apply desktop publishing to create products by:
- (i) using word processing, graphics, or drawing programs;
  - (ii) applying design elements such as text, graphics, headlines, use of color, and white space;
  - (iii) applying typography concepts, including font, size, and style;
  - (iv) applying graphic design concepts such as contrast, alignment, repetition, and proximity;
  - (v) editing products; and
  - (vi) developing and referencing technical documentation; and
- (K) deliver digital products in a variety of appropriate media.