

COURSE OUTLINE

- 1. Course Title:** Contemporary Communications.
- 2. CBEDS Title:** Business Technology
- 3. CBEDS Number:** 4623
- 4. Job Titles:**

Administrative Assistant	163-167-010
Advertising Manager	163-117-010
Financial Manager	186-167-086
Operations Officer	186-137-014
Public Relations Manager	165-167-014
Sales Manager	163-167-018
Technical Writer	132-017-018
Technical Services Manager	189-117-018
- 5. Course Description:** This class is intended to prepare students for a competitive and global marketplace by providing meaningful preparation of students for the future demands of the workplace, while offering comprehensive language learning in writing skills, reading, interpretation, and presentations based on English literature appropriate to the senior level of study. It is the result of academic and technical teachers working together to design and deliver curriculum that would meet the strong academic demands and technical, thinking, and team-building skills needed for post-secondary education and the competitive workplace. It provides preparation for jobs in management, general office occupations, and any jobs within the area of business technology, some of which are listed above.
- 6. Hours:** 525 hours
- 7. Prerequisites:** Students should be seniors, and have passed junior level English.
- 8) Articulation:** This course is articulated with the UC system as fulfilling the B and G requirements.
- 9) Academic credit:** Course is approved to receive academic credit.
- 10) Instructional materials:** All material is self-contained in 2 vol. text, including necessary handouts

Methods of Student Evaluation

- ✍ Written Tests
- ✍ Student Portfolio
- ✍ Peer Evaluations
- ✍ Assigned Papers
- ✍ Class Participation
- ✍ Presentations

Methods of Instruction

- ✍ Lecture
- ✍ Team Participation
- ✍ Presentations
- ✍ Design-Based Learning/constructivism
- ✍ Work-Based Learning
- ✍ Interactive Learning
- ✍ Role Play/Simulations

Workplace Competencies:

RESOURCES: A) Time; B) Money; C) Material; D) Human; E) Space

INTERPERSONAL SKILLS: A) Team; B) Teach Others; C) Serves Clients; D) Exercises Leadership; E) Negotiates; F) Works with Diversity

INFORMATION/COMMUNICATIONS: A) Acquires and Evaluates Data; B) Organizes and Maintains Files; C) Interprets and Communicates; D) Uses Computers to Process Information

SYSTEMS: A) Understands Social, Organizational and Technological Systems; B) Monitors and Corrects Performance; C).Improves or Designs Systems

TECHNOLOGY: A) Selects Equipment & Tools; B) Applies Technology; to Task; C) Maintains and Troubleshoots Equipment

EMPLOYMENT LITERACY

OCCUPATIONAL SAFETY

Foundation Skills:

BASIC SKILLS: A) Reading; B) Writing; C) Arithmetic/Mathematics; D) Listening; E) Speaking

THINKING SKILLS: A) Creative Thinking; B) Decision Making; C) Problem Solving; D) Seeing Things in the Mind's Eye; E). Knowing How to Learn; F) Reasoning

PERSONAL QUALITIES: A) Responsibility; B) Self-Esteem; C) Sociability; D) Self-Management; E) Integrity/Honesty

Course Goals

Upon satisfactory completion of this course, the student will be able to:

1. Analyze and summarize a variety of readings from core and selected literature and from recreational/motivational readings.
2. Relate concepts from the core and selected literature to diverse communications through integrated writing, speaking, and listening activities.
3. Identify and discuss major issues and values connected to the literature.
4. Write a variety of cogent, clear, and concise communications in response to his/her reading, such as essays, letters, memos and reports.
5. Use the writing process (prewriting, drafting, revising, editing, final writing) to produce a variety of written assignments demonstrating proper word usage, spelling, punctuation, and other conventions of written communications.
6. Demonstrate the development of voice (point of view) and style through writings that address a variety of literary genres.
7. Demonstrate good speaking skills by oral presentations, discussions, and interviews.
8. Demonstrate good listening skills by writing summaries based on lectures given by the teacher, presentations given by outside experts, and oral reports given by other students.
9. Understand vocabulary in context which was previously unfamiliar.
10. Develop a personal portfolio which includes writing samples, a research paper, a newsletter and career acquisition documents.

Course Objectives

1st Unit - Team Building

1. Students will identify their own personality characteristics and learning styles, and recognize relationships between different styles.
2. Students will compare and contrast personality and learning styles of team members.
3. Students will examine teamwork concepts of successful businesses.
4. Students will develop a group identity through creation of a mission statement, team logo, and motto.
5. Students will learn to defuse group dissention.
6. Students will practice methods of leading a group.
7. Students will demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
8. Students will explore imagery in poetry.
9. Students will explore stereotypes.

10. Students will identify tone, theme, and metaphor.
11. Students will recognize a linguistic style referred to as “Middle English.”
12. Students will recognize the importance of networking to create positive context for interaction.

2nd Unit - Career Building

1. Students will investigate personal career interests.
2. Students will examine the professional portfolio as a self-marketing strategy.
3. Students will compose a personal resume.
4. Students will recognize sonnet form.
5. Students will write a letter of application to a business of their career choice.
6. Students will complete an employment application obtained from a business of their career choice.
7. Students will utilize interpersonal skills in requesting professional recommendations.
8. Students will demonstrate effective written communication skills.
9. Students will investigate a personal career choice and synthesize the information in research paper format.
10. Students will link with a career mentor in business.
11. Students will explore the interview process.
12. Students will write and layout a newsletter based on their personal accomplishments

3rd Unit - Contemporary Communications

1. Students will recognize a variety of communication styles and identify their own.
2. Students will study and model effective listening and speaking skills.
3. Students will be familiar with several public speaking formats.
4. Students will acquire skills to work toward agreements involving exchange of ideas, resolving divergent interests, and managing conflict in a workplace setting.
5. Students will identify cultural differences as they relate to interactions in the workplace.
6. Students will acquire written communication techniques appropriate to the business community.
7. Students will recognize and identify conflict arising from isolation.
8. Students will recognize and identify literary voice.

4th Unit - Leadership

1. Students will define the concept of leadership.
2. Students will define the attributes of successful leaders in business.
3. Students will compare and contrast contemporary leadership styles with those needed in the future.
4. Students will examine alternative management structures--Japanese management.

5. Students will analyze and evaluate a variety of business philosophies and mission statements.
6. Students will create a philosophy and mission statement for a product-oriented company.
7. Students will read and analyze a Shakespearean tragedy.
8. Students will compile a vocabulary list from selected readings.

5th Unit - Ethics

1. Students will trace changes in American work/business ethics from Puritan times through the contemporary period.
2. Students will investigate trends in work/business ethics for the future, both in America and the global community.
3. Students will research and analyze the ethical philosophy of recognizably successful American retailers.
4. Students will identify and explain the unethical practices of several American businesses.
5. Students will compare and contrast culturally influenced work ethics/practices.
6. Students will recognize actions comprising sexual harassment and legal aspects that affect business.

6th Unit - Entrepreneurship

1. Students will explore marketing strategies relating to target groups, demographics, and buying habits.
2. Students will analyze contemporary propaganda techniques in a variety of media.
3. Students will develop a product concept from an unstructured medium provided by teacher.
4. Students will design a mock-up of the product concept.
5. Students will create a package design, product name, logo, and appropriate product information.
6. Students will produce an advertising campaign for their product.
7. Students will identify characteristics of successful sales persuasions.
8. Students will discuss external/internal conflicts in a selected literary work.
9. Students will identify theme.
10. Students will recognize satire.

**CONTEMPORARY COMMUNICATIONS
CALIFORNIA MODEL CURRICULUM STANDARDS**

UNIT I. Team Building

CAREER PERFORMANCE STANDARDS

Communication Skills, Employment Literacy, Interpersonal Skills, Personal Skills,
Thinking And Problem Solving Skills

BUSINESS EDUCATION STANDARDS

1.0, 1.1, 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.8, 1.7, 1.7.1, 1.7.6, 1.7.9, 1.8.1, 1.8.2, 1.8.3, 1.8.4,
1.8.5, 3.0, 3.4, 3.4.4, 3.4.7, 3.3, 3.3.5, 4.0, 4.2, 4.2.5, 4.2.6

CALIFORNIA ENGLISH-LANGUAGE ARTS STANDARDS

READING STANDARDS

1.0, 1.3, 2.0, 2.2, 2.3, 2.4, 2.5, 2.6, 3.0, 3.1, 3.2, 3.5, 3.6, 3.7, 3.9

WRITING STANDARDS

1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 2.0, 2.1, 2.2, 2.3

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

1.0, 1.1, 1.2, 1.3

LISTENING AND SPEAKING STANDARDS

1.0, 1.4, 1.6, 1.7, 1.8, 1.9, 2.0, 2.1, 2.3, 2.5

HISTORY & SOCIAL SCIENCES ANALYSIS SKILLS

1.0

HISTORY & SOCIAL SCIENCES STANDARDS

1.0, 1.1, 1.1.1, 1.1.2, 1.1.3, 1.3, 1.3.3, 1.3.4, 1.6, 1.6.2, 1.6.2.1, 1.6.2.2, 1.6.2.3

VISUAL & PERFORMING ARTS STANDARDS

3.0, 5.0

UNIT II. Career Building

CAREER PERFORMANCE STANDARDS

Communication Skills, Employment Literacy, Interpersonal Skills, Occupational Safety,
Technology Literacy, Thinking And Problem Solving Skills

BUSINESS EDUCATION STANDARDS

1.0, 1.1, 1.1.1, 1.1.3, 1.1.4, 1.1.8, 1.3, 3.1, 1.3.3, 1.3.4, 1.3.5, 1.7, 1.7.1, 1.7.6, 1.8, 1.8.2,
1.8.4, 1.8.5, 1.9, 1.9.1, 1.9.3, 1.9.4, 4.0, 4.1, 4.1.4, 4.1.7, 4.1.14

CALIFORNIA ENGLISH-LANGUAGE ARTS STANDARDS

READING STANDARDS

1.0, 1.3, 2.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.0, 3.1, 3.2, 3.3, 3.4, 3.7, 3.9

WRITING STANDARDS

1.0, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.0, 2.1, 2.2, 2.3, 2.5

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

1.0, 1.1, 1.2, 1.3

LISTENING AND SPEAKING STANDARDS

1.0, 1.4, 1.5, 1.6, 1.8, 2.0, 2.1, 2.3

HISTORY & SOCIAL SCIENCES ANALYSIS SKILLS

1.0

HISTORY & SOCIAL SCIENCES STANDARDS

1.0, 1.1, 1.1.1, 1.1.2, 1.1.3, 1.4, 1.4.1, 1.4.1.2, 1.4.1.4, 1.4.4,

VISUAL & PERFORMING ARTS STANDARDS

3.0, 5.0

UNIT III. Contemporary Communications

CAREER PERFORMANCE STANDARDS

Communication Skills, Interpersonal Skills, Technology Literacy, Thinking And Problem Solving Skills

BUSINESS EDUCATION STANDARDS

1.0, 1.1, 1.1.3, 1.1.4, 1.1.6, 1.1.7, 1.1.8, 1.1.9, 1.1.10, 1.3, 1.3.5, 1.7, 1.7.1, 1.7.2, 1.7.4, 1.7.6, 1.9, 1.9.1, 4.0, 4.1, 4.1.4, 4.1.6, 4.1.9

CALIFORNIA ENGLISH-LANGUAGE ARTS STANDARDS

READING STANDARDS

1.0, 1.3, 2.0, 2.1, 2.2, 2.4, 2.5, 2.6, 3.0, 3.2, 3.4, 3.5

WRITING STANDARDS

1.0, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, 2.0, 2.1, 2.2, 2.5

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

1.0, 1.1, 1.2, 1.3

LISTENING AND SPEAKING STANDARDS

1.0, 1.3, 1.5, 1.6, 1.8, 2.0, 2.3

HISTORY & SOCIAL SCIENCES ANALYSIS SKILLS

1.0

HISTORY & SOCIAL SCIENCES STANDARDS

1.0, 1.1, 1.1.1, 1.1.2, 1.1.3, 1.4, 1.4.1, 1.4.1.2, 1.4.1.4, 1.4.4, 1.5, 1.5.1, 1.6, 1.6.2, 1.6.2.1, 1.6.2.2, 1.6.2.3

VISUAL & PERFORMING ARTS STANDARDS

3.0, 5.0

UNIT IV Leadership

CAREER PERFORMANCE STANDARDS

Communication Skills, Employment Literacy, Interpersonal Skills, Personal Skills, Thinking And Problem Solving Skills

BUSINESS EDUCATION STANDARDS

1.0, 1.1, 1.1.1, 1.1.2, 1.1.3, 1.1.8, 1.1.9, 1.1.10, 1.2, 1.2.1, 1.3, 1.3.1, 1.3.3, 1.3.5, 1.4, 1.4.2, 1.7, 1.7.1, 1.7.4, 1.7.6, 1.7.9, 1.8, 1.8.1, 1.8.2, 1.8.3, 1.8.4, 1.8.5, 1.8.6, 1.9, 1.9.1, 1.9.3, 3.0, 3.4, 3.4.4, 4.0, 4.1, 4.1.4

CALIFORNIA ENGLISH-LANGUAGE ARTS STANDARDS

READING STANDARDS

1.0, 1.1, 1.3, 2.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.0, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9

WRITING STANDARDS

1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.0, 2.1, 2.2, 2.4, 2.5

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

1.0, 1.1, 1.2, 1.3

LISTENING AND SPEAKING STANDARDS

1.0, 1.1, 1.2, 1.4, 1.6, 1.7, 1.8, 1.9, 1.11, 1.12, 1.13, 2.0, 2.2, 2.3, 2.5

HISTORY & SOCIAL SCIENCES ANALYSIS SKILLS

1.0

HISTORY & SOCIAL SCIENCES STANDARDS

1.0, 1.1, 1.1.1, 1.1.2, 1.1.3, 1.3, 1.3.3, 1.3.4, 1.6, 1.6.2, 1.6.2.1, 1.6.2.2, 6.2.3

VISUAL & PERFORMING ARTS STANDARDS

3.0, 5.0

UNIT V. Ethics

CAREER PERFORMANCE STANDARDS

Communication Skills, Employment Literacy, Interpersonal Skills, Personal Skills, Technology Literacy, Thinking And Problem Solving Skills

BUSINESS EDUCATION STANDARDS

1.0, 1.1, 1.1.1, 1.1.2, 1.1.3, 1.1.5, 1.1.8, 1.2, 1.2.1, 1.3, 1.3.1, 1.3.4, 1.6, 1.6.3, 1.6.5, 1.7, 1.7.1, 1.7.4, 1.7.5, 1.7.6, 1.7.9, 1.8, 1.8.3, 1.8.4, 1.8.6, 1.9, 1.9.1, 1.9.3, 3.0, 3.4, 3.4.4

CALIFORNIA ENGLISH-LANGUAGE ARTS STANDARDS

READING STANDARDS

1.0, 1.1, 1.3, 2.0, 2.1, 2.2, 2.4, 2.5, 3.0, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7

WRITING STANDARDS

1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.0, 2.1, 2.2, 2.4

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

1.0, 1.1, 1.2, 1.3

LISTENING AND SPEAKING STANDARDS

1.0, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11, 1.12, 2.0, 2.1, 2.2

HISTORY & SOCIAL SCIENCES ANALYSIS SKILLS

1.0

HISTORY & SOCIAL SCIENCES STANDARDS

1.0, 1.1, 1.1.1, 1.1.2, 1.1.3, 1.2, 1.2.2, 1.2.3, 1.3, 1.3.3, 1.3.4, 1.6, 1.6.2, 1.6.2.1, 1.6.2.2, 1.6.2.3

VISUAL & PERFORMING ARTS STANDARDS

3.0, 5.0

UNIT VI. Entrepreneurship

CAREER PERFORMANCE STANDARDS

Communication Skills, Employment Literacy, Interpersonal Skills, Thinking And Problem Solving Skills

BUSINESS EDUCATION STANDARDS

1.0, 1.1, 1.1.3, 1.1.4, 1.1.8, 1.1.9, 1.1.10, 1.6, 1.6.4, 1.6.5, 1.7, 1.7.1, 1.7.6, 1.7.9, 1.8, 1.8.3, 1.8.4, 1.8.6, 1.9, 1.9.1, 1.9.3, 1.9.4, 4.0, 4.1, 4.1.2, 4.1.4, 4.1.7

CALIFORNIA ENGLISH-LANGUAGE ARTS STANDARDS

READING STANDARDS

1.0, 1.1, 1.3, 2.0, 2.1, 2.4

WRITING STANDARDS

1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.0, 2.5, 2.6

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

1.0, 1.1, 1.2, 1.3

LISTENING AND SPEAKING STANDARDS

1.0, 1.5, 1.8, 1.9, 1.13, 1.14, 2.0, 2.4

HISTORY & SOCIAL SCIENCES ANALYSIS SKILLS

1.0

HISTORY & SOCIAL SCIENCES STANDARDS

1.0, 1.1, 1.1.2, 1.1.3, 1.5, 1.5.1

VISUAL & PERFORMING ARTS STANDARDS

5.0

EXPECTED STUDENT LEARNING RESULTS: Write T = if directly TAUGHT, or R = if only REINFORCED; Underline the specific competency.

- T** 1. **DEMONSTRATE PERSONAL DEVELOPMENT**
 A) Possess professional work ethics and moral standards; B) Exhibit self-esteem and the ability to assume responsibility for their actions; C) Demonstrate realistic goals and establish plans to achieve these goals; D) Establish criteria for a professional image; E) Manage change effectively.
- T** 2. **POSSESS CRITICAL THINKING AND PROBLEM SOLVING SKILLS**
 A) Demonstrate strategies to work through and resolve everyday problems; B) Demonstrate initiative and independence; C) Demonstrate ability to think creatively; D) Acquire, analyze and process information.
- T** 3. **DEMONSTRATE USE OF TECHNOLOGY AS A TOOL**
 A) Understand the need for life-long learning and adapt to emerging technologies; B) Demonstrate a willingness to utilize technology to acquire information; C) Communicate effectively using technology as a tool; D) Adhere to rules and ethics governing the use of technology.
- T** 4. **FUNCTION AS RESPONSIBLE CITIZENS**
 A) Demonstrate an ability to work as a team; B) Develop relationships within the various cultures of the community; C) Show respect for the property and rights of others; D) Exhibit self-discipline and individual responsibility.
- T** 5. **DEMONSTRATE EFFECTIVE COMMUNICATION SKILLS**
 A) Demonstrate effective verbal, written and listening skills; B) Demonstrate use of appropriate career terminology.
- T** 6. **POSSESS CAREER AND EMPLOYMENT COMPETENCIES**

A) Demonstrate employability skills using job search techniques; B) Demonstrate resume, application, interview techniques; C) Integrate academic knowledge with vocational skills needed for future careers; D) Understand personal assessment to make appropriate career choices; E) Understand the importance of life-long learning; F) Demonstrate appropriate job skills preparation and readiness.

6 ½ STEPS TO BACKWARDS THINKING

CHALLENGE: A) Design a Problem

ANSWER VS QUESTION: A) Replication vs Creativity.

SET CRITERIA: A) A Constant Organizer; B) Rubric for Evaluation.

TOOLS AND TECHNIQUES: A) Never Before Seen; B) Graphic Organizers; C) 3D Rough Models; D) Menu of Change; E) Matrices; F) Parts to Whole.

MAP TO CURRICULUM: A) How Question Refines Model; B) Information: the Research; C) Meeting Standards;

WEAVE MANY CHALLENGES TOGETHER: A) Present; B) Critique; C) Parts to Whole; D) Simulations as Organizers.

REACT TO FEEDBACK: A) Check Against Criteria; B) Get Feedback From Peers; C) Make Changes; D) Simulations as Organizers.

East San Gabriel Valley Regional Occupational Program/Technical Center

CONTEMPORARY COMMUNICATIONS

SUMMARY COURSE OUTLINE

CR = Classroom
 WL = Worksite Learning
 CVE = Cooperative Education

	<u>CR</u>	<u>WL</u>	<u>CVE</u>
I. Team Building			
1) Breaking the Stereotype	<u>10 Hrs</u>	_____	<u>2 Hrs</u>
2) Personalities	<u>24 Hrs</u>	_____	<u>4 Hrs</u>
3) True Colors –Personality Types	<u>24 Hrs</u>	_____	<u>8 Hrs</u>
4) "Your Life-One Step at a Time"	<u>10 Hrs</u>	_____	<u>4 Hrs</u>
II. Career Building			
1) Building Bridges	<u>30 Hrs</u>	_____	<u>5 Hrs</u>
2) Recommendation Letters	<u>12 Hrs</u>	_____	<u>12 Hrs</u>
3) Personal Accomplishments	<u>24 Hrs</u>	_____	<u>4 Hrs</u>
III. Contemporary Communications			
1) Cross Cultural Communication	<u>12 Hrs</u>	_____	<u>6 Hrs</u>
2) Technical Writing	<u>14 Hrs</u>	_____	<u>25 Hrs</u>
IV Leadership			
1) Creating a Mission Statement	<u>20 Hrs</u>	_____	<u>10 Hrs</u>
2) Developing Leadership	<u>34 Hrs</u>	_____	<u>15 Hrs</u>
3) Women in Leadership	<u>16 Hrs</u>	_____	<u>10 Hrs</u>
V. Ethics			
1) Indirect Business Communication	<u>10 Hrs</u>	_____	<u>10 Hrs</u>
2) Making Ethical Decisions	<u>40 Hrs</u>	_____	<u>10 Hrs</u>
3) Why People Work	<u>20 Hrs</u>	_____	<u>20 Hrs</u>
VI. Entrepreneurship			
1) How to Create and Sell a Product	<u>60 Hrs</u>	_____	<u>20 Hrs</u>
TOTAL HOURS	<u>360 Hrs</u>		<u>165 Hrs</u>

East San Gabriel Valley Regional Occupational Program/Technical Center

CONTEMPORARY COMMUNICATIONS

INDIVIDUALIZED TRAINING PLAN

COURSE: _____ SECTION: _____ HIGH SCHOOL: _____

STUDENT NAME: _____

ADDRESS: _____

HOME PHONE: _____ GRADE LEVEL: _____ SS#: _____

ENROLLMENT DATE: _____ COMPLETION DATE: _____

CERTIFICATE ISSUED: _____ COUNSELOR: _____

INSTRUCTOR'S SIGNATURE: _____

PROFICIENCY RATINGS:

- 1 = NOT MEETING STANDARDS, DIFFICULTY GRASPING CONCEPTS, SKILLS AT A LOWER UNDERSTANDING LEVEL, EMPLOYABILITY SKILLS RARELY MET.

- 2 = BEGINNING TO, SOMETIMES DOES MEET THE STANDARDS, BEGINNING TO GRASP AND APPLY THE KEY CONCEPTS, WORK CONTAINS MANY ERRORS, EMPLOYABILITY SKILLS, WORK HABIT LEVELS ACCEPTABLE.

- 3 = REGULARLY MEETS THE STANDARDS, DEMONSTRATES PROFICIENCY IN MANY AREAS, LIMITED ERRORS, GRASPS AND APPLIES KEY CONCEPTS AND PROCESSES, EMPLOYABILITY SKILLS SOMETIMES EXCEEDED.

- 4 = CONSISTENTLY MEETS, OFTEN EXCEEDS STANDARDS, WITH RELATIVE EASE, GRASPS, APPLIES, AND EXTENDS THE KEY CONCEPTS AND PROCESSES, EMPLOYABILITY SKILLS MOST OFTEN EXCEEDED.

East San Gabriel Valley Regional Occupational Program/Technical Center

CONTEMPORARY COMMUNICATIONS

INDIVIDUALIZED TRAINING PLAN

	Proficiency Rating	Completion Date	Instructor Initials
I. Team Building			
1) Breaking the Stereotype	10 Hrs		2 Hrs
a. Stereotypes in Relationships	_____	_____	_____
b. Stereotypes in Leadership	_____	_____	_____
c. Biography Paper	_____	_____	_____
2) Personalities	24 Hrs		4 Hrs
a. Interpret Similies	_____	_____	_____
b. Write Tale	_____	_____	_____
c. Characterization (DBL)	_____	_____	_____
d. Peer Evaluations	_____	_____	_____
e. Team Journey	_____	_____	_____
f. Managing Disagreements	_____	_____	_____
3) True Colors –Personality Types	24 Hrs		8 Hrs
a. Temperament Styles (DBL)	_____	_____	_____
b. Leadership Styles	_____	_____	_____
4) Your Life-One Step at a Time	10 Hrs		4 Hrs
a. Facing Fears (DBL)	_____	_____	_____
II. Career Building			
1) Building Bridges	30 Hrs		5 Hrs
a. Creative Thinking/Reasoning	_____	_____	_____
b. Team Presentation	_____	_____	_____
c. Vision	_____	_____	_____
d. Interest Survey	_____	_____	_____
e. Ability Survey	_____	_____	_____
f. Career Interview	_____	_____	_____
g. Presentation	_____	_____	_____
h. Peer Evaluation	_____	_____	_____

2) Recommendation Letters	12 Hrs		12 Hrs
a. Letter of Recommendation (DBL)	_____	_____	_____
3) Personal Accomplishments	24 Hrs		4 Hrs
a. Creating Newsletter	_____	_____	_____
b. Study Life Goals (DBL)	_____	_____	_____
c. Goal Setting	_____	_____	_____
d. Mission Statements	_____	_____	_____
III. Contemporary Communications			
1) Cross Cultural Communication	12 Hrs		6 Hrs
a. Phraseology	_____	_____	_____
b. Paper/ Culture Communicating	_____	_____	_____
2) Technical Writing	14 Hrs		25 Hrs
a. What is Technical Writing?	_____	_____	_____
b. Document Design	_____	_____	_____
c. Employment Letters	_____	_____	_____
d. Resume Writing (DBL)	_____	_____	_____
IV Leadership			
1) Creating a Mission Statement	20 Hrs		10 Hrs
a. Figurative Language	_____	_____	_____
b. Personal Mission (DBL)	_____	_____	_____
c. Value Statement	_____	_____	_____
d. Org. Mission Statement	_____	_____	_____
2) Developing Leadership	34 Hrs		15 Hrs
a. Vocabulary	_____	_____	_____
b. Scene Reading	_____	_____	_____
c. Role Plays (DBL)	_____	_____	_____
d. Peer Evaluation	_____	_____	_____
e. Structure	_____	_____	_____
f. Team Scene Development	_____	_____	_____
g. Leadership Characteristic	_____	_____	_____
h. Team Development	_____	_____	_____
i. Team Evaluations	_____	_____	_____

3 Women in Leadership	16 Hrs	10 Hrs
a. Biography	_____	_____
b. Presentations	_____	_____
c. Peer Evaluation	_____	_____
d. Leadership Positions	_____	_____
e. Role Play	_____	_____
V. Ethics		
1) Indirect Business Communication	10 Hrs	10 Hrs
a. Employment Skills Required	_____	_____
b. Employer Requirements	_____	_____
c. Writing Persuasive Messages	_____	_____
d. Writing Bad News Letters	_____	_____
2) Making Ethical Decisions	40 Hrs	10 Hrs
a. Building Enclosure (DBL)	_____	_____
b. Developing Teams	_____	_____
c. Learning to Ask Questions	_____	_____
d. Employer Interview	_____	_____
e. Developing Work Ethic	_____	_____
f. Ethics Check	_____	_____
g. Letters of Complaint	_____	_____
3) Why People Work	20 Hrs	20 Hrs
a. Developing Understanding	_____	_____
b. Employee Interviews	_____	_____
c. Presentation of Results	_____	_____
d. Peer Evaluation	_____	_____
VI. Entrepreneurship		
1) How to Create and Sell a Product	10 Hrs	2 Hrs
a. Developing Product	_____	_____
b. Collaborative Learning	_____	_____
c. Team Development	_____	_____
d. Employment Interview	_____	_____
e. Role Play (DBL)	_____	_____
f. Team Evaluation	_____	_____

- g. Objectives _____
- h. Marketing Plan _____
- i. Mock-up of Product _____
- j. Commercial Presentation _____
- k. Peer Evaluation _____