



COMMUNICATION APPLICATIONS COURSEOUTLINE

COURSENAME:

GRADELEVEL: COURSELENGTH: Semester(s)

COURSENUMBER:

PROGRAMAREA :

COURSEOVERVIEW:

StudentsenrolledinCommunicationApplicationswillbeexpectedtoidentify, analyze,develop,andevaluatecommunicationskillsneededforprofessionaland socialsuccessininterpersonalsituations,groupinteractions,andpersonaland professionalpresentations.

STATEADOPTEDTEXT :

NAMEORTITLE OFTOPICOR UNITOFSTUDY :

TIMEFRAME:

TEKS	FBISDOBJECTIVE	RESOURCES
2B,4H	Getacquaintedwithaudienceandbuild confidence	<ul style="list-style-type: none"> Teacherdeveloped“gettingto knowyou”gamesand activities
2B, 4GH	Developinterestingmaterialthroughtheuse ofpictures(selfcollage)foraninformative presentation	<ul style="list-style-type: none"> Teacherdeveloped supplementalmaterials

Communication Applications Course Outline

4GHK	Prepare and present an informative speech based on personal experiences	<ul style="list-style-type: none"> Teacher developed materials PBA p.60 <i>Communication Applications</i>
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NAME OR TITLE OF TOP IC OR UNIT OF STUDY :	Unit 2: Communication Process
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TIME FRAME:	3 weeks
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TEKS	FBIS OBJECTIVE	RESOURCES
1ACD, 2ABF	Identify and analyze the ethical and social responsibility of communicators	<ul style="list-style-type: none"> Teacher developed materials <i>Communication Applications and Teacher's Resource Book</i>
1ABCD	Identify the components of the communication process and their functions	<ul style="list-style-type: none"> <i>Communication Applications and Teacher's Resource Book</i>
2A	Explain the importance of effective communication in personal, professional, and social contexts	<ul style="list-style-type: none"> <i>Communication Applications and Teacher's Resource Book</i>
1EF	Recognize the importance and impact of both verbal and non-verbal communication	<ul style="list-style-type: none"> <i>Communication Applications and Teacher's Resource Book</i> Teacher developed materials and games to illustrate the importance of non-verbal vs. verbal communication <i>Guesstures</i>
2C, 4H	Discuss what confidence means and how it is a vital element in effective speaking	<ul style="list-style-type: none"> <i>Communication Applications and Teacher's Resource Book</i>
2C, 4H	Recognize the realities of communication apprehension (stage fright) and how you can appropriately deal with the problem	<ul style="list-style-type: none"> <i>Communication Applications and Teacher's Resource Book</i>
2C, 4H	Realize the value of perception as it applies to confidence in one's speaking	<ul style="list-style-type: none"> <i>Communication Applications and Teacher's Resource Book</i>
3FG	Define the terms "leadership" and "leader" and then effectively apply these terms to intrapersonal and interpersonal communication	<ul style="list-style-type: none"> <i>Communication Applications and Teacher's Resource Book</i>

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3F	List the specific components of leadership	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i>
3FH	Understand the correlation between leadership skills and self-confidence	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i>
3FH	Realize the importance of effective speaking in leadership	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i>
3FH	Implement leadership skills in daily life	<ul style="list-style-type: none"> •
1G	Explain the difference between hearing and listening	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i>
1H	Identify the components of the listening process	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i>
1H	Describe at least four kinds of listening	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i>
1FGHI J, 2BH	Explain why good listening habits are important	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i>
1CI, 2B	Demonstrate how good listening skills can be used in the workplace	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i>
1EF	Distinguish between verbal and nonverbal communication	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i>
1EF	Use body language to reinforce verbal message	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i>
1EF	Explain how the same gesture can have different meanings in different cultures	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i>

NAME OR TITLE
OF TOPIC OR
UNIT OF STUDY :

Unit 3: Preparation and Informative Speaking

TIME FRAME:

3 weeks

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TEKS	FBISDOBJECTIVE	RESOURCES
4B	Discuss the impact of the information age on the future	<ul style="list-style-type: none"> <i>Communication Applications and Teacher's Resource Book</i>
4BCF	Develop a plan that will help focus research efforts	<ul style="list-style-type: none"> <i>Communication Applications and Teacher's Resource Book</i>
4BCF	Identify shortcuts that will reduce the time spent researching	<ul style="list-style-type: none"> <i>Communication Applications and Teacher's Resource Book</i>
4C	Use library resources to find materials for speeches	<ul style="list-style-type: none"> <i>Communication Applications and Teacher's Resource Book</i> School library
4EF	Distinguish between plagiarism and intellectual honesty	<ul style="list-style-type: none"> <i>Communication Applications and Teacher's Resource Book</i> School library
4D	Use effective strategies to organize and outline presentations	<ul style="list-style-type: none"> <i>Communication Applications and Teacher's Resource Book</i>
4DI	Use effective verbal strategies in presentations	<ul style="list-style-type: none"> <i>Communication Applications and Teacher's Resource Book</i>
4D	Develop appropriate introductions and conclusions that will give positive first and last impressions	<ul style="list-style-type: none"> <i>Communication Applications and Teacher's Resource Book</i>
4DF	Develop a meaningful body that shows clarity and logical progression	<ul style="list-style-type: none"> <i>Communication Applications and Teacher's Resource Book</i>
1CD	Explain why using effective oral language is important in professional and social settings	<ul style="list-style-type: none"> <i>Communication Applications and Teacher's Resource Book</i>
1CD	Show how the spoken word differs from the written word and recognize language that can prevent effective communication	<ul style="list-style-type: none"> <i>Communication Applications and Teacher's Resource Book</i>
4I	Explain the components of effective delivery and understand what delivery means as well as how it applies to effective oral communication	<ul style="list-style-type: none"> <i>Communication Applications and Teacher's Resource Book</i>
1EF	Use appropriate delivery techniques to gain command of information	<ul style="list-style-type: none"> <i>Communication Applications and Teacher's Resource Book</i>
4ABGI	Identify the major types of informative speeches	<ul style="list-style-type: none"> <i>Communication Applications and Teacher's Resource</i>

Communication Applications Course Outline

		<i>Book</i>
4BEI	Find a good subject for an informative speech, narrow the subject, and compose a sharply focused thesis	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i>
4G	Integrate audio and/or visual aids into the informative speech	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i> • Various technological media
4DGK	Present an informative speech using a visual aid	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i> • Teacher developed materials • Computer (possibly)
2I, 4MN	Analyze and evaluate the effectiveness of one's own and others' presentations	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i> • Teacher developed evaluation instruments/forms
1E	Use effective verbal and nonverbal strategies in professional presentations	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i> • Teacher developed evaluation instruments/forms

NAME OR TITLE
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Unit 4: Preparation and Persuasive Speaking

TIME FRAME:

3 weeks

TEKS	FBISDOBJECTIVE	RESOURCES
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4A	Distinguish among several types of reasoning and recognize faulty or misleading types	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i>
4K	Analyze student's own logic to determine if conclusions are valid	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i>
4BCF	Develop a plan that will help focus research efforts	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i>
4C	Use library resources to find materials for	<ul style="list-style-type: none"> • <i>Communication Applications</i>

Communication Applications Course Outline

	speeches	<ul style="list-style-type: none"> and <i>Teacher's Resource Book</i> • School library
4D	Use effective strategies to organize and outline presentations	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i>
4DI	Use effective verbal strategies in persuasive presentations	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i>
4D	Develop appropriate introductions and conclusions that will give positive first and last impressions	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i>
4DF	Develop a meaningful body that shows clarity and logical progression and reasoning	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i>
1EF	Use appropriate delivery techniques to gain command of information	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i>
4AB	Recognize the specific features of the persuasive speech	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i>
4BEI	Find a good subject for a persuasive speech, narrow the subject, and compose a sharply focused thesis	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i>
1A, 4AB	Analyze the type of audience to whom one is speaking	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i>
4BDJN	Adapt persuasive approach to match the makeup of the audience	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i>
4BDJN	Understand and implement logical, emotional, and personal appeals	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i>
4G	Integrate audio and/or visual aids into the persuasive speech	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i> • Various technological media
4DGK	Present a persuasive speech using a visual aid	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i> • Teacher developed materials • Computer (possibly)
2I, 4MN	Analyze and evaluate the effectiveness of one's own and others' presentations	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i>

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		<ul style="list-style-type: none"> Teacher developed evaluation instruments/forms
1E	Use effective verbal and nonverbal strategies in professional presentations	<ul style="list-style-type: none"> <i>Communication Applications and Teacher's Resource Book</i> Teacher developed evaluation instruments/forms

NAME OR TITLE
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UNIT OF STUDY :

Unit 5: Communication in the Workplace and Interviewing

TIME FRAME:

3 weeks

TEKS	FBIS DOBJECTIVE	RESOURCES
1D, 2CDE F	Understand the importance of assertiveness and tact when dealing with other people	<ul style="list-style-type: none"> <i>Communication Applications and Teacher's Resource Book</i>
1D, 2CDE F	Use professional protocol and etiquette in certain situations	<ul style="list-style-type: none"> <i>Communication Applications and Teacher's Resource Book</i>
1AD, 2H	Know the value of appropriate dress, language and behavior in social and business settings	<ul style="list-style-type: none"> <i>Communication Applications and Teacher's Resource Book</i>
1AD, 2H	Use effective communication to build positive professional and social interpersonal relationships	<ul style="list-style-type: none"> <i>Communication Applications and Teacher's Resource Book</i>
1AD, 2H	Realize the benefits of understanding diversity when it involves gender, ethnicity, and age	<ul style="list-style-type: none"> <i>Communication Applications and Teacher's Resource Book</i>
1C, 2GH	Prepare for an interview by making an inventory of skills, experiences, and accomplishments	<ul style="list-style-type: none"> <i>Communication Applications and Teacher's Resource Book</i> Teacher gathered job applications
1C, 2GH	Describe strengths and weaknesses as they might apply to a job situation	<ul style="list-style-type: none"> <i>Communication Applications and Teacher's Resource Book</i>
2GH	Anticipate questions that may be asked in an interview and rehearse effective answers	<ul style="list-style-type: none"> <i>Communication Applications and Teacher's Resource Book</i>
2BG	Dress appropriately and present self in a	<ul style="list-style-type: none"> <i>Communication Applications</i>

Communication Applications Course Outline

	professional manner for an interview	and <i>Teacher's Resource Book</i>
1I, 2BC EGH	Use an interview to gather material for a speech	• <i>Communication Applications and Teacher's Resource Book</i>
1I, 2BC EGH	Schedule an interview at a time and place that will increase its chance for success	• <i>Communication Applications and Teacher's Resource Book</i>
1J, 2G H	Create open-ended questions to draw out the best possible answers	• <i>Communication Applications and Teacher's Resource Book</i>
1K	Recognize and analyze appropriate channels of communication in organizations	• <i>Communication Applications and Teacher's Resource Book</i>

NAME OR TITLE
OF TOPIC OR
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Unit 6: Groups

TIME FRAME:

2 weeks

TEKS	FBISDOBJECTIVE	RESOURCES
3B	Explain how cooperative attitudes are necessary for group discussions	• <i>Communication Applications and Teacher's Resource Book</i>
3A	Describe the major kinds of group discussions	• <i>Communication Applications and Teacher's Resource Book</i>
3BC	Discuss the factors that determine the success of group discussions	• <i>Communication Applications and Teacher's Resource Book</i>
3H	Identify the steps of the problem-solving process	• <i>Communication Applications and Teacher's Resource Book</i>
3D, 4J	Develop a list of questions to be used to direct a group discussion	• <i>Communication Applications and Teacher's Resource Book</i> • Library; internet
2C	Understand the importance of assertiveness, courtesy, and tact when dealing with people	• <i>Communication Applications and Teacher's Resource Book</i>
3DE	Participate in a variety of group problems	• Teacher developed problems

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	solving activities	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i>
3CDI	Evaluate and analyze one's own role in the group as well as the roles of other group members	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i>
4J	Participate in a group discussion for an audience	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i> • Library, Internet
4L	Participate in a question and answer session following a presentation	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i> • Library, Internet

NAME OR TITLE
OF TOPIC OR
UNIT OF STUDY :

Unit 7: Preparation and Ceremonial Speeches

TIME FRAME:

2 weeks

TEKS	FBISD OBJECTIVE	RESOURCES
4D	Use effective strategies to organize and outline presentations	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i>
4DI	Use effective verbal strategies in presentations	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i>
4D	Develop appropriate introductions and conclusions that will give positive first and last impressions	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i>
4DF	Develop a meaningful body that shows clarity and logical progression and reasoning	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i>
1EF	Use appropriate delivery techniques to gain command of information	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i>
4AB	Recognize the specific features of the special occasions speech	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i>
4BEI	Find a good subject for a ceremonial speech, narrow the subject, and compose a sharp	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i>

Communication Applications Course Outline

	focused thesis	<i>Book</i>
1A, 4AB	Analyze the type of audience to whom one is speaking	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i>
4BDJN	Adapt approach to match the makeup of the audience	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i>
4DGK	Present a ceremonial speech using a visual aid	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i> • Teacher developed materials • Computer (possibly)
2I, 4MN	Analyze and evaluate the effectiveness of one's own and others' presentations	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i> • Teacher developed evaluation instruments/forms
1E	Use effective verbal and nonverbal strategies in professional presentations	<ul style="list-style-type: none"> • <i>Communication Applications and Teacher's Resource Book</i> • Teacher developed evaluation instruments/forms