Communication for Career Success
ELA – Course Code: 01157
Course Syllabus

Course Title: Communication for Career Success

Course Description: *Communication for Career Success* provides students with the opportunity to develop the various communication skills necessary for success in the workplace. This course will expand students' prior career exploration by analyzing their individual characteristics and how they interact with employers, leaders, and colleagues in a collaborative setting. A writing intensive course, Communication for Career Success allows students to develop proficiency by producing technical writing and communication products. Along with writing, students will implement cultural responsiveness in the workplace through practicing team dynamics. Throughout the course, technical writings will be complemented with research and differentiated readings applicable to students' future career goals and aspirations. Successful completion of Communication for Career Success increases students' marketability in the workforce.

Prerequisite: Recommended for junior or senior students who have previously met the first two years of English requirements.

Credit: .5 English Elective credit (1 semester)

Course Goals:
1. Create effective formal and informal workplace communication products that demonstrate standard English.
   a. Emails
   b. Memos
   c. Business letter (ie. resignation or complaint)
   d. Daily documentation and/or note taking
   e. Professional presentation
   f. Digital communication
   g. Thank you note
   h. Grant writing or proposal

2. Evaluate public communication in order to design effective public communication that incorporate text and visuals for a target audience. Possible considerations include but are not limited to:
   a. Brochures, fliers, infographics
   b. Social media outlets (blog, Facebook, Twitter, Instagram, etc.)
   c. Company website
   d. Professional presentations

3. Establish a Professional Learning Network to build career connections. Possible considerations include but are not limited to:
    a. LinkedIn
    b. Twitter
    c. Professional organizations
    d. Blogs

4. Compare the relationship between mental health and work-life balance.

5. Investigate organizational culture to understand workplace systems.
    a. Policy and procedure
    b. Organizational structure
    c. Chain of command
    d. Ethics

6. Analyze team dynamics and the impact they have in a group setting.
    a. Leadership styles
    b. Followership
    c. Conflict resolution
    d. Collaboration
    e. Listening

7. Synthesize professional content to support continuing education in chosen career field. Possible considerations include but are not limited to:
    a. Blogs
    b. Journals
    c. TED Talks

8. Communicate an understanding of cultural responsiveness within the workplace
    a. Colleagues
    b. Customers
    c. Diversity: gender, age, race, orientation, socioeconomic status, ableism, etc.

Course Standards:

Reading Informational Text

11-12.RI.1 Accurately cite strong, relevant, and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

Writing

11-12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
   a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
   c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
   d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
   e. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

11-12.W.4 Produce clear and coherent writing in which the development, organization, style, and tone are appropriate to grade-specific task, purpose, and audience.

11-12.W.5 Use a writing process to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

11-12.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

11-12.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

11-12.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

11-12.W.9 Draw relevant evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

11-12.SL.1 Initiate and participate effectively in a variety of collaborative discussions (one-on-one, in groups, and teacher led) on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

11-12.SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

11-12.SL.4 Present information, findings, and supporting evidence while respecting intellectual property; convey a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

11-12.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

11-12.SL.6 Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations).

Major Assignments

These assignments are suggested, not required. Access digital resources [here](#).

1. **Portfolio** - Students will create a portfolio to showcase their final products from the major units of study. Suggested items to include in the portfolio:
   a. 3-4 workplace communication examples
   b. 2-3 public communication examples
   c. Professional organization findings
   d. Work-life balance plan
   e. Documentation or note-taking sample
   f. Finished team proposal
   g. Annotated bibliography
   h. Humans of [community] profiles

2. **Public Communication Project** - Students will research what effective public communication looks like in their selected career choice. Students will apply their knowledge and evaluate 2-3 public communication examples from their career field. Following the research and evaluation, students will create and present 2-3 field-related public communication examples to include in their portfolio.

3. **Professional Organization Research** - Students will find two professional organizations in their selected career field, and compare and contrast them. Students could present their findings in various ways.

4. **Work-Life Balance Plan** - Students will explore their personal approaches to handling stress. Students will also research stress levels (including the causes) related to their career field. The final product will synthesize the personal and career stress information in order to create an individualized work-life balance plan for reducing and managing stress. (Potential ideas for a final product include but are not limited to: a vision board, an infographic, a one-pager, a mindmap/flow-chart of choices, etc.)

5. **Field Trip/Guest Speakers** - Apply documentation and note taking skills to work world events (ie. guest speaker presentations, business meetings, industry tours, etc.).

6. **Team Proposal** - Write a formal team proposal and present to an audience. During and after the process, students will reflect on leadership styles, followership, conflict resolution, collaboration, and listening.

7. **Annotated Bibliography** - Students will create an annotated bibliography entries for various professional readings completed throughout the course. Readings can consist of journal articles, blog posts, TED Talks, etc. Format and cite using MLA, APA, etc.

8. **Humans of [your school, community, future workplace, etc.]** - After exploring the various modes of diversity, each student will create 2-3 profiles for a collective Humans of [selected community] project. Each profile should contain a portrait of an individual community member, plus an excerpt of the individual's story. Following completion of the projects, students should reflect on the diversity of the selected community. (Potential reflection questions: What surprised you about the diversity of your community and why? What elements of diversity were present and/or missing from your community? How does that impact your community? Why is this important in the world of work?)