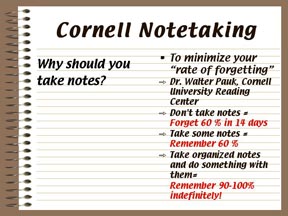
|  |  |
| --- | --- |
| **Course:** | BF10: Principles of Business and Finance |
| **Objective:** | NC CTE 1.02: Record information to maintain and present a report of business activity. (CO:085) (CO:086) (CO:087) |



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| --- | --- |
| Listen to the podcast, **Making an Impact with Your Email Etiquette** at the following website <http://podbay.fm/show/popout.php?id=354940948&e=1251817200> .  We will practice taking notes in the section below labeled “Notes”. After the podcast is done, we will read through our notes and pull out the main concepts to write into the “Key Ideas” section. Lastly, we will summarize what we’ve learned and write it down in the “Summary” section. | |
| **KEY IDEAS** | **PODCAST:** |
|  | **NOTES** |
| **SUMMARY** | |
|  | |

**1.02 Cornell Note Taking - Independent Practice**

|  |  |
| --- | --- |
| Listen to the podcast on [Proper Telephone Etiquette.mp3](file:///C:\\Users\\debragail\\Downloads\\Proper%20Telephone%20Etiquette.mp3) . Or you can go to website <http://www.totalsuccess.co.uk/telephone-skills-podcasts/>.  Scroll down to the Proper Telephone Etiquette Podcast. While listening, take notes in the section below labeled “Notes”. After the podcast is done, read through your notes and pull out the main concepts into the “Key Ideas” section. Finally, how would you summarize what you’ve learned to a friend? Write it down in the “Summary” section. | |
| **KEY IDEAS** | **PODCAST:** |
|  | **NOTES** |
| **SUMMARY** | |
|  | |

**1.02 Scenario Thinking- Using Methods of Organizing Information**

**Directions:** Successful communication is largely determined by our ability to organize material and to select and utilize a delivery method appropriate for a particular audience. For this activity, look at the different methods of organizing information, and then come up with of an example of a situation/scenario for usage the method appropriate for a particular audience.

|  |  |
| --- | --- |
| **Method of Organizing Information** | **Example of situation/scenario of when to use a particular method of organizing information** |
| **Indexed order**  **e.g., Alphabetical** | *Ex. Ashley was asked by her principal to create a program for the commencement exercise held in June.* |
| **Chronological order** |  |
| **Sequential (Process or instruction)** |  |
| **Comparison and Contrast** |  |
| **Inductive (indirect)** |  |
| **Deductive (direct)** |  |
| **Cause & Effect** |  |
| **Problem/solution** |  |
| **Classification** |  |
| **Spatial/Geographical Order of location** |  |
| **Simple to Complex** |  |
| **Value/Size** |  |
| **Climatic order**  **(aka clincher order)** |  |
| **Inverted pyramid**  **(aka anticlimactic order)** |  |

****1.02 Guided Practice-How to Improve Organizational Skills Through the Use of Graphic Organizers**

**Directions**: Taken from the online article, **How to Improve Organizational Skills Through the use of Graphic Organizers** by Tara Duggan, Demand Media<http://smallbusiness.chron.com/improve-organizational-skills-through-use-graphic-organizers-279.html>.

**Use the information found in each step to draw examples of the visual aids referenced in each step below. Show your work in the space given. Give a description of an appropriate usage.**

|  |  |
| --- | --- |
| **Step 1**  Use lines, boxes and colors to explicitly show how information is related.  Create a series of pictures to show a progression of relationships.  Graphic organizers help visual thinkers arrange their ideas and thoughts. | An example would be to draw ***a flow chart***: used to show the names of the department heads. |
| **Step 2**  Create tables to help you plan activities. For example, create a column and list what you know about a topic. Create a second column to determine what you want to accomplish. Make a third column to list how you will know when you have successfully achieved your goal. Finally, create a fourth column to list how you can investigate further, including additional resources and information. |  |
| **Step 3**  Draw a picture resembling a spider web to help you decide what part of a topic or issue is most important. Start by drawing a circle in the middle of a page. List the main topic in the middle of the circle. Then draw smaller circles around the main topic and write words or phrases related to your topic. Number the smaller circles to prioritize their importance. |  |
| **Step 4**  Construct concept maps (also known as mind maps) to help you troubleshoot problems. Start by drawing a circle in the center of a page. Write the problem in the circle. Draw smaller circles around the main circle. Draw lines to connect them. In the circles, list symptoms of the problem. On the lines that connect the circles, list the possible explanations for the problem. |  |
| **Step 5**  Draw a fish-bone (a cause and effect diagram) map to show the interaction of a complex event. Start by listing a result or effect. Draw a long line and then draw angled lines above and below this line. Your picture should resemble a fish. Label each link with a possible cause and some details. Drawing a fish-bone diagram helps you see how different factors interrelate and cause results. Use this graphic organizer technique when you want to study all the possible reasons why a procedure has problems or difficulties. |  |
| **Step 6**  Create Venn diagrams (three items linked by characteristics) so you can compare these attributes. Venn diagrams help you identify similarities and differences based on characteristics. |  |

### 1.02 Fun Graphing Exercise! Web quest

**Learn About Your School!**

* Go to [http://nces.ed.gov/nceskids/tools/](javascript:OpenPage('/nceskids/tools/')) and select whether you go to a private or public school by clicking on the correct category.
* Click on your state and then click on the letter your city begins with. Find your city and click on it. Then scroll through the list of schools until you find yours. Click on your school.
* Look at Enrollment by race/ethnicity and see how it is represented in a pie chart.
* Write down the information under Enrollment by Grade, recording how many students are in each grade.
* Then go to the Create-A-Graph and use the information you recorded to make your own graph showing how many students are in each grade at your school. What is the best graph to use? Try using different kinds of graphs

### HOW DO I USE THE NEW CREATE-A-GRAPH?

**Getting Started . . .**

* Begin by logging on to the Internet and going to [http://nces.ed.gov/nceskids/createagraph](javascript:OpenPage('/nceskids/createagraph/')) if you are not already there.
* A screen will appear with several options for what type of graph you want to build. Read the ["How Do I choose Which Graph to Use"](http://nces.ed.gov/nceskids/help/user_guide/graph/whentouse.asp) section of the tutorial. Then select the appropriate graph by clicking the icon.
* Once you have selected your graph, take a moment to read the Help menu on the left side of your screen. It will give you some tips about making your graph.

**"Design"**

* Once you have selected which type of graph you want to use, you are asked to select several different settings for the layout of your graph. You can always go back and change, so try different options to see which works best.
  + For line graphs and area graphs, you will be asked to select a background color for your graph, the color you want the grid lines to be, the number of grid lines you want (how many segments do you want the y-axis separated into), whether you want the graph to be 2-dimensional or 3-dimensional, and where you want the legend for your graph to be.
  + For bar graphs, you will be asked to select the same things as above, but you will also need to select what kind of bars you want to have.
  + For pie charts, you will need to select what kind of filler you want the slices to have in addition to the general information. Notice you do not have to select information about grid lines, because a pie chart has no x or y-axis.
  + For X-Y plots, you will need to select which type of plot you wish to have in addition to the general information.

**"Data"**

* After you have filled in all of the information on the Design Tab, you can select the Data Tab on the right side of the screen. Again, take a moment to read the help menu. It will explain each of the fields you are being asked to fill in.
* Give your graph a title and identify the source of your data. If your graph has axes, you will need to label them.
* Next you will need to select how many data points you are going to enter and whether you are entering one or more groups of data.
* You will select the colors for your bars/lines/slices as well as the shape, size, and color of the points for line graphs and x-y plots.
* After this, you need to enter your data and give each data a label that will appear along the x-axis or, if you are creating a pie chart, in the legend.
* Finally, on this page you will be asked to select minimum and maximum values for the axes. They will be divided into equal segments depending on how many grid lines you selected on the previous page.
* Once you have entered all of the information, you need to select the Labels tab on the right of your screen.

**"Labels"**

* Now that you have all of your data entered, it is time to choose how you wish to label the data on your graph. Again, you should read the Help menu first.
* Begin by choosing whether you want to show data labels or not. Then you can choose the position, font, and color of your data labels. The data labels are those that directly label each piece of data. (For example, bars in bar graph or slices in a pie char.)
* Next, you can choose the color and size for the other text on your graph. (For example, Title, axis labels, Legend, etc.)
* Finally, you should select the font you want all of your labels to appear in.
* After you have completed all of the information, you can click on the Preview tab on the right side of the screen. This will allow you to see what your graph looks like. If you want to change anything, just select the appropriate tab and change the information. You can preview the graph after every change you make until you are satisfied with the final product.
* Once you are satisfied, select the Print/Save Tab.

**"Print/Save"**

* Now that your graph is complete, you can print, save, and email your graph, or you can start a new graph.
* If you wish to erase your graph or start a new one, select the action under Project Tools.
* If you wish to print your graph, simply select I.
* In order to save your graph, click on I and choose what format you want to save it in and where you want to save the graph.

If you wish to email the graph to yourself or someone else, simply type in the email address and click Send. You will be able to make changes to the graph from the emailed link.