English 12

Unit 2
Communication at School and in the Workplace
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Note

QualityCore® instructional units illustrate how the rigorous, empirically researched course objectives can be incorporated into the classroom. For more information about how the instructional units fit into the QualityCore program, please see the Educator’s Guide included with the other QualityCore materials.

ACT recognizes that, as you determine how best to serve your students, you will take into consideration your teaching style as well as the academic needs of your students; the standards and policies set by your state, district, and school; and the curricular materials and resources that are available to you.
Unit 2  Communication at School and in the Workplace

Purpose ................................................................. vi
Overview ..................................................................... vi
Time Frame .................................................................. vi
Prerequisites ................................................................ 1
Selected Course Objectives ...................................... 1
Research-Based Strategies ........................................ 4
Essential Questions ................................................ 4
Suggestions for Assessment ....................................... 4
  Preassessments ....................................................... 4
  Embedded Assessments .......................................... 4
  Unit Assessments .................................................. 5
Unit Description ....................................................... 5
  Introduction ............................................................ 5
  Suggested Teaching Strategies/Procedures .................. 8
Enhancing Student Learning
  Selected Course Objectives ...................................... 43
  Unit Extension ......................................................... 43
  Reteaching ............................................................ 44
Bibliography ............................................................. 45

Appendix A: Record Keeping ................................... A-1
Appendix B: Days 1–2 ............................................... B-1
Appendix C: Days 3–4 ............................................... C-1
Appendix D: Days 5–7 ............................................... D-1
Appendix E: Days 8–10 ............................................. E-1
Appendix F: Days 11–12 ........................................... F-1
Appendix G: Days 13–14 ........................................... G-1
Appendix H: Days 15–17 ........................................... H-1
Appendix I: Days 18–19 .......................................... I-1
Appendix J: Days 20–23 .......................................... J-1
Appendix K: Enhancing Student Learning ................. K-1
Appendix L: Secondary Course Objectives ............... L-1
Appendix M: Course Objectives Measured by Assessments .......... M-1
Purpose

Students explore their career interests and develop communication skills needed for success in school and the workplace.

Overview

Whether they intend to further their education or enter the workforce, senior students are poised for postsecondary endeavors. Therefore, in this unit students explore their postsecondary paths, understand and practice effective communication, and engage in job-seeking activities such as writing résumés and participating in mock job interviews. The unit culminates in an oral presentation that requires students to write a proposal, conduct independent research, and correspond with experts within a chosen career path.

After brainstorming the different forms of writing they have either read or crafted, students will be introduced to the basics of business communication. They will use this information to choose the better of two proposals. Students will write letters of complaint and memoranda, two forms of writing that nearly everyone encounters at some point in their lives. In addition, because e-mail is such a common and misused form of communication, students will spend three days learning how to craft and send effective business and personal e-mails.

Students will then shift focus to activities related to searching for jobs. First, students will prepare to write cover letters and résumés by reflecting on their skills and accomplishments. Second, because writing cover letters and résumés are likely new experiences, students will receive direct instruction on the documents’ content and form. Third, students will complete job applications and participate in mock job interviews that will give them practice responding to common interview questions and using interpersonal communication skills. Following the mock job interviews, students will craft thank-you letters to the interviewers.

To conclude the unit, students will write personal essays and present their career research projects. The personal essay may be the seed of a college application essay or it may help students to further explore possible careers. It also allows students to demonstrate what they have learned about clear, concise writing. The presentations of the career research projects give students an opportunity to share the knowledge they have gained, to hone their oral presentation skills, and to practice being supportive and attentive listeners.

Time Frame

This unit requires approximately twenty-three 45–50 minute class periods.
Everything that can be said can be said clearly.
―Ludwig Wittgenstein (as cited in Williams, 1990, p. 1)

I believe that there is one story in the world, and only one . . . . Humans are caught—in their lives, in their thoughts, in their hungers and ambitions, in their avarice and cruelty, and in their kindness and generosity too—in a net of good and evil . . . . There is no other story. A man, after he has brushed off the dust and chips of his life, will have left only the hard, clean questions: Was it good or was it evil? Have I done well—or ill?
―John Steinbeck (1952, p. 411)

UNIT 2
COMMUNICATION AT SCHOOL AND IN THE WORKPLACE

Prerequisites

- Experience revising and editing documents
- Experience writing informed arguments to a prompt
- Experience preparing and giving presentations
- Experience with Internet research

Selected Course Objectives

The primary objectives, which represent the central focus of this unit, are listed below and highlight skills useful not only in English, but in other disciplines as well. Secondary objectives are listed in Appendix L.

A.1. Reading Across the Curriculum

b. Read independently for a variety of purposes (e.g., for enjoyment, to gain information, to perform a task)

A.3. Knowledge of Literary and Nonliterary Forms

a. Identify, analyze, and evaluate the defining characteristics of specific literary and nonliterary forms (e.g., satire, allegory, parody, editorial, essay, memorandum) and describe how form affects the meaning and function of the texts

A.5. Author’s Voice and Method

a. Critique the effectiveness of the organizational pattern (e.g., comparison/contrast, cause/effect, problem/solution) and how clarity of meaning is affected by the writer’s techniques (e.g., repetition of ideas, syntax, word choice) in increasingly challenging texts

B.1. Writing Process

a. Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information
b. Analyze writing assignments in terms of purpose and audience to determine which strategies to use (e.g., writing a letter to a potential employer versus writing a college-entrance essay)

c. Create and use various tools (e.g., rubrics, checklists, models, writing conferences) to revise, refine, edit, and proofread own and others’ writing, using appropriate rhetorical, logical, and stylistic criteria for assessing the final versions of compositions

d. Prepare writing for publication by choosing the most appropriate format, considering principles of design (e.g., margins, tabs, spacing, columns) and the use of various fonts and graphics (e.g., drawings, charts, graphs); use electronic resources to enhance the final product

B.2. Modes of Writing for Different Purposes and Audiences

a. Craft first and final drafts of expressive, reflective, or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific effect

e. Craft first and final drafts of workplace and other real-life writing (e.g., résumés, editorials, college entrance and/or scholarship essays) that are appropriate to the audience, provide clear and purposeful information, and use a format appropriate to the task

B.3. Organization, Unity, and Coherence

a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing

b. Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence

c. Add important information and delete irrelevant information and details to more clearly establish a central idea

d. Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and to achieve specific aesthetic and rhetorical purposes

e. Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in writing

B.4. Sentence-Level Constructions

a. Recognize and correct errors that weaken writing, including nonparallel structure, shifts from active to passive voice, misused modifiers, and awkward sentence construction

b. Combine phrases and clauses to create sentences of varying lengths and sophistication (e.g., simple, compound-complex, balanced, periodic, cumulative) and to coordinate or subordinate meaning for effect

c. Use parallel structure to present items in a series and items juxtaposed for emphasis

d. Evaluate own sentence style by identifying common sentence patterns and constructions
e. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone, and voice
f. Use formal, informal, standard, and technical language effectively to meet the needs of audience and purpose
g. Use strong action verbs, sensory details, vivid imagery, and precise words

B.5. Conventions of Usage
   a. Correctly spell commonly misspelled/confused words
   b. Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity

B.6. Conventions of Punctuation
   a. Recognize that several correct punctuation choices create different effects (e.g., joining two independent clauses in a variety of ways)
   b. Use punctuation correctly within sentences and words
   c. Demonstrate correct use of capitalization

C. Research
   c. Evaluate multiple sources of information for accuracy, credibility, currency, utility, relevance, reliability, and perspective
   d. Identify discrepancies in information, recognize the complexities of issues conveyed about the topic, and systematically organize the information to support central ideas, concepts, or themes

D.1. Comprehension and Analysis
   a. Recognize the main ideas in a variety of oral presentations and draw valid conclusions
   e. Analyze and evaluate the way language choice (e.g., repetition, use of rhetorical questions) and delivery style (e.g., eye contact, nonverbal messages) affect the mood and tone of the communication and make an impact on the audience

D.2. Application
   a. Use elements of speech forms—introduction, transitions, body, and conclusion—including the use of facts, literary quotations, anecdotes, and/or references to authoritative sources
   b. Use effective delivery skills (e.g., appropriate volume, inflection, articulation, gestures, eye contact, posture, facial expression)
   c. Give impromptu and planned presentations (e.g., debates, formal meetings) that stay on topic and/or adhere to prepared notes
   f. Apply analytic and active listening strategies (e.g., paraphrasing, monitoring messages for clarity, selecting and organizing essential information, noting change-of-pace cues) in formal and informal settings

E. Study Skills and Test Taking
   a. Apply active reading, listening, and viewing techniques by taking notes on classroom discussions, lectures, oral and/or video presentations, or assigned at-home reading, and by underlining
d. Demonstrate familiarity with test formats and test administration procedures to increase speed and accuracy

**Research-Based Strategies**

- Long-Term Project (pp. 8–42)
- Misconception Check (p. 9)
- Reflective Questioning (pp. 9, 35–36)
- Think-Pair-Share (p. 10)
- Decision Making (p. 18)
- 3-2-1 Assessment (p. 23)
- Jigsaw II (pp. 28, 34)
- Focused Listing (p. 42)

**Essential Questions**

1. How have changes in society affected how people relate to their jobs?
2. How can I achieve my professional or academic goals?
3. Why are oral communication and presentation skills important?
4. How does business writing compare to other types of writing?

**Suggestions for Assessment**

Except where otherwise noted, assessments can be given a point value or they can simply be marked as completed.

**Preassessments**

*Homework*—The Career Myths homework (p. A-4) serves as a misconception check of students’ perceptions about careers. (Prior to Day 1)

*Worksheet*—The Career Possibilities worksheet (pp. C-4–C-12) invites students to reflect on their interests and skills and connect them to career clusters, career areas, and specific occupations. (Day 3)

**Embedded Assessments**

*Career Research Project Proposal*—Students write a proposal outlining their plan of study for the Career Research Project (p. B-2). Use the Advanced Proposal Rubric (p. B-4) to assess students’ writing. (Days 1–9)

*Worksheet*—After students identify a particular career of interest, the Career Planning Guide worksheet (p. C-13) helps them define research questions and organize information in preparation for the Career Research Project. (Day 4)

*Writing Memos*—Students craft memoranda using the Guidelines for Writing a Memo (pp. D-7–D-8) and Sample Memos (pp. D-9–D-10) handouts. Use the Memo Rubric (p. D-11) to assess the quality of the memos. (Days 6, 11–12)

*Writing Letters of Complaint*—Students write letters of complaint using the Writing a Letter of Complaint handout (p. D-12). To assess the letter, use the Letter of Complaint Rubric (p. D-13). (Day 7)
3-2-1 Assessment—Students complete a 3-2-1 Assessment to clarify their understanding of proper e-mail usage. (Day 8)

Writing E-mail Correspondence—Students craft personal and business e-mails using the Eleven Tips for Writing Effective E-mails handout (pp. E-5–E-6). (Days 8–10)

Writing Résumés and Cover Letters—Students prepare their own résumés using the Résumé Review worksheet (p. F-10). In addition, students write a cover letter to a potential employer. (Days 11–14)

Form—After learning about business language and writing various business documents, students complete the Sample Job Application worksheet (pp. H-11–H-12). (Day 15)

Mock Job Interviews—Students use the Interview Skills Checklist (p. H-10) to evaluate their peers’ interview skills. They also craft thank-you letters to their interviewers that they then self-assess. (Day 16)

Unit Assessments

Career Research Project Presentation—Once students have completed their research, they use the Career Research Presentation Rubric (p. B-5) to prepare a five- to seven-minute presentation for their peers. (Days 1–23)

Personal Essay—After analyzing sample essays, students write personal essays in response to the Personal Essay prompt (p. I-10). Students use the Personal Essay Rubric (p. I-11) to help them write a successful essay; they also strengthen their editing and proofreading skills using the Essay Peer Review worksheet (p. J-2) to guide their work in peer review. (Days 18–23)

When determining the grade weighting for the unit, the two unit assessments should receive primary attention.

Unit Description

Introduction

Materials & Resources

- Books about careers and interesting occupations*
- Unit Assignments and Assessments (pp. A-2–A-3)
- Career Myths (p. A-4)
- Career Myths Key (p. A-5)

*Materials or resources not included in the published unit

In a study that followed 9,964 youths from 1979 to 2005, the Bureau of Labor Statistics found that the average person born in the later years of the baby boom held approximately eleven jobs between the ages of eighteen and forty. Nearly three-fifths of these jobs were held between the ages of eighteen and twenty. These findings highlight the fact that career planning is not something a person does once, but is rather an ongoing, lifelong process. Senior students in particular are confronted with several choices: for example, they may pursue higher education, enlist in the military, enter the workforce, or accomplish some combination of these. Therefore, they are most likely to benefit from exploring potential career interests and honing their job-searching skills.
Career planning has three main steps (see Figure 1):

1. Know yourself.
   - Evaluate your:
     ✓ Interests: things you like, such as hobbies or school subjects
     ✓ Abilities: what you are good at
     ✓ Work Values: what you value about work, such as creativity or independence

2. Explore options and choose a direction:
   - Gather information to consider career options that relate to what you know about yourself. Select occupations that may fit you.

3. Make plans and take action:
   - Find out what it takes to enter your chosen fields, such as type of education needed and available opportunities.
   - Consider issues that can affect your plans and take appropriate actions to accomplish your goals.

Because following these steps can help students make informed career decisions, much of the instruction of this unit is modeled on them.

This unit aims to prepare students for life after high school by providing opportunities to explore careers, develop oral and written communication skills, engage in workplace writing, and focus on strategies for finding and securing employment. To ensure that students have enough time to complete the major assignment, the Career Research Project frames the unit: students are introduced to the project at the beginning, spend time throughout completing their research, and then present their findings at the end. The project gives students opportunity to practice their writing, research, and oral presentation skills, all of which may serve them in school and the workplace.

Although entering the workforce typically precedes one’s use of business communication, the unit addresses business communication before moving on to activities related to finding a job. Covering business communication early provides students with a foundation for writing their Career Planning Project proposals, which they must complete relatively early in the unit to focus their
research. It also reinforces skills, such as writing concisely, that students will draw upon as they later craft cover letters, résumés, and thank-you letters. While some students may not write formal memoranda or proposals in their future careers, all students benefit from learning to make reasoned arguments and to write with completeness, clarity, and correctness.

Finally, the unit helps to prepare students for the world after high school by simulating the process of finding a job. Students learn to fill out a job application, create a résumé, and even participate in mock job interviews. In the process, they hone their writing, interpersonal, and oral communication skills. Because the unit includes a variety of projects and writing assignments that requires students to communicate clearly, be responsible, and manage their time well, they learn many skills necessary for success in school and in the workplace.

As you teach this unit over time, collect books about different careers and make them available for students to check out. This in-class library will provide students with additional sources of information and serve as a resource for Sustained Silent Reading (SSR) throughout the unit.

Before beginning the unit in earnest, follow the example (p. A-2) as you fill out the Unit Assignments and Assessments record keeping log (p. A-3) for students to use to keep track of their work. In addition, assign the Career Myths homework (p. A-4) adapted from ACT’s DISCOVER® program. Students should bring it to class on Day 1.

As students enter their final year of high school, they face a wide range of future choices. Some may choose to pursue higher education, while others may enlist in the military or enter the workforce. Whichever option they choose, all students benefit from learning to explore potential career interests, to communicate clearly, and to present themselves in as positive a manner as possible.
Suggested Teaching Strategies/Procedures
Days 1–2

*Students participate in group activities that introduce them to the content of the unit.*

Materials & Resources

- Transparency illustrating an “odd job”*
- Overhead projector*
- Slips of paper, numbered sequentially for each student, and a container to hold them*
- Career Myths
- Career Myths Key
- Class notebooks*
- Career Research Project (p. B-2)
- Advanced Elements of a Proposal (p. B-3)
- Advanced Proposal Rubric (p. B-4)
- Career Research Presentation Rubric (p. B-5)
- Class library of literary and nonliterary books about careers or interesting occupations*
- Books About Careers (pp. B-6–B-9)

*Materials or resources not included in the published unit

Prior to class create a transparency of one of Nancy Rica Schiff’s photographs from the “Odd Jobs” section of her website, Nancy Rica Schiff Photography (2006). Create enough numbered slips of paper to have one slip for every student in your class, and place the slips in a container: students will draw the slips at the beginning of class. Finally, write on the board Essential Question 1: “How have changes in society affected how people relate to their jobs?”

To pique students’ interest, display the “odd job” transparency as they enter the classroom. Greet students at the door, and ask them to choose a slip from the container. These will be used to group students and to identify time slots for the unit’s culminating presentation. As a warm up, have students anticipate the unit’s content by reflecting on the transparency, the essential question, and the Career Myths homework. Prompt students to share briefly what they know about career exploration, and ask them to identify what they might want to know about potential occupations.

Then preview the unit. In addition to career exploration, students will write a variety of business documents and a résumé, participate in mock job interviews, and craft a personal essay that relates to their postsecondary plans. Because the primary purpose of the unit is to expose students to forms of communication appropriate for school and the workplace, they will not begin their personal essays until later in the unit. Even if students already have postsecondary plans, participating in career exploration can further clarify their goals and may open them to new possibilities. Career exploration will also

Tips for Teachers

An alternative introduction to the unit, which would provide more information about students’ writing, would be to assign students to write a personal letter or short speech in which they give advice about the future. For example, students might craft a letter to students entering high school or write a commencement speech to their high school class. Examples of commencement speeches are available online at The Humanity Initiative (2008). According to Sally Crossley, an English teacher at Binghamton High School, the assignment positions students as experts, so completing it may also boost their confidence in their writing ability.
help them determine the steps they need to take to achieve their professional goals. While not all students may work in contexts that require business writing, learning to communicate clearly and concisely is a skill that will also prove useful in their personal lives. Career exploration is also important because many people—even those who decide on particular career paths early in life—work in a variety of careers throughout their lives. It is important, then, that students acquire the tools that will allow them to determine and successfully navigate future career paths.

Ask students to share and explain their answers to the Career Myths (p. A-4) homework. This worksheet serves as a misconception check of students’ perceptions about careers. As you work through the homework with the class, try to develop consensus for each statement, especially for those statements that are most unresolved. Guide the conversation by using the Career Myths Key (p. A-5). Encourage students to record what they learn on their worksheets and place them in their class notebooks.

Arrange students into groups of four based on the numbers they chose at the beginning of class (1–4, 5–8, and so on). In their groups, students should brainstorm the skills necessary for success in college and in the workplace. Working with computers, learning a foreign language, demonstrating honesty and integrity—anything students volunteer to their groups should be written down. Once groups have compiled their lists, ask them to categorize the skills by topic and importance. Then, have each group share their results with the class. As they share, list the categories and skills on the board. In addition, use Reflective Questioning (King, 1992) to help students add to or clarify the class list. Reflective questions ask students to reflect on and develop their ideas by elaborating their meaning. Examples of reflective questions include:

- Does anything seem to be missing?
- How does __________ relate to __________?
- Could you give an example?

Students should record the class list in their notebooks. This information will be helpful on Days 11–12 when they begin to write their résumés.

Introduce the Career Research Project, a long-term project in which students investigate a career with a central focus on Essential Question 2: “How can I achieve my professional or academic goals?” Distribute the Career Research Project prompt (p. B-2) and give students time to read it. There are three assignments that comprise the project: a research proposal, independent research, and a presentation.

To encourage students to analyze the project carefully, ask each group to analyze one of the three assignments. For the rest of the class period, have students clarify their understanding by engaging in a modified Think-Pair-Share. Inform groups that they will be responsible for explaining their particular assignment to the class the following day. Students should first cover the information included on the prompt; then they should go beyond it by asking questions, identifying additional possibilities, and sharing relevant prior knowledge. Each group should prepare to share a minimum of five questions or ideas with the class. In the process, each group member should talk during the informal presentation and prepare to answer questions. In

Brainstorming is a useful way to get students to think of new ideas. According to Manktelow (2005), effective brainstorming has the following characteristics:

- The problem or question you want addressed is well-defined.
- Students remain focused on the problem or question.
- No one (including you) is allowed to criticize or evaluate the ideas that are offered.
- Enthusiasm is encouraged.
- No train of thought is allowed to go on too long.
- Students are encouraged to build on each other’s ideas or to use one idea to generate a new idea.
- A student is appointed to write down ideas where all can see them.
preparing the presentations, students will be required to think independently, solve problems, ask questions, plan how to complete the project, and communicate those plans to others. The class should come away from the presentations with an enriched understanding of the project as a whole.

Give groups time to work on and struggle with the task before intervening by asking questions or providing them with additional information, such as the Advanced Elements of a Proposal handout (p. B-3), the Advanced Proposal Rubric (p. B-4), or the Career Research Presentation Rubric (p. B-5). The Advanced Elements of a Proposal handout builds upon and extends the skills students learned in Unit 1. Whereas students used an inductive approach to writing proposals in Unit 1, the proposals they will write for this unit follow a more established model. Distribute the materials when you feel it would aid their discussions. Meanwhile, be aware that analyzing the assignment may be difficult for students who have had little experience thinking through assignments on their own or speaking in front of peers. Sharing an analogy or anecdote of a time you botched an assignment or froze in front of an audience can be a good way to reveal that you understand their struggles. As they work, circulate around the room and encourage the groups to make connections to what they already know. For example, ask questions:

- What does to propose mean, and how does that correlate to a proposition?
- How is this proposal similar to what you wrote in Unit 1? How is it different?
- Who could you ask about career information?
- How do you capture your friends’ attention or share important events with your parents? Would the same approaches work for a formal presentation? Why or why not?

The research assignment may be the most difficult assignment to complete since students gained experience writing proposals in Unit 1 and have probably given presentations in other courses. The group assigned this component may thus need extra guidance. Encourage them to explore a particular issue or problem that affects careers they are interested in. For example, students might want to study the impact of outsourcing on computer programming or the effect of Internet drug sales on pharmacists. The more students recognize the value of asking specific questions about the careers they choose, the more explicitly they will address Essential Question 1: “How have changes in society affected how people relate to their jobs?”

The Partnership for 21st Century Skills (2002) identifies the following learning skills in the twenty-first century workforce:

- Information and media literacy skills (evaluating information in its many forms; understanding the role of the media)
- Communication skills (understanding and using effective oral, written, and multimedia communication in various forms and contexts)
- Critical thinking and systems thinking (using logical reasoning, making informed decisions, comprehending the interconnections among systems)
- Problem identification, formulation, and solution (using problem-solving abilities)
- Creativity and intellectual curiosity (being open to new ideas and diverse perspectives, sharing ideas with others)
- Interpersonal and collaborative skills (working collaboratively with teams of people, respecting others’ opinions, adjusting to new roles and responsibilities)
- Self-direction (developing metacognition, transferring concepts between domains)
- Accountability and adaptability (accepting responsibility in various contexts, setting goals and achieving them)
- Social responsibility (keeping the interests of society in mind when making complex decisions, being ethical)

These skills can be used to supplement the list of categories and skills the class compiled.

Tips for Teachers

This unit includes a number of writing assignments that require access to a word processor. While the unit includes some in-class time for typing, students may need to make outside arrangements to complete some of their work. If students do not have access to a computer, remind them to make alternate arrangements with you.
To wrap up the day, have students complete the following phrases in their journals:

- In high school, I wanted to . . .
- A year from now, I want to . . .
- Ten years from now, I want to . . .
- Twenty years from now, I want to . . .
- By the end of my life, I want to . . .

Encourage them to write about more than just their career aspirations. Completing some sort of postsecondary education, finding a good-paying job, having a family, taking time to travel, or volunteering in their communities are all excellent topics to write about. Identifying these goals will help students name personal priorities and values that may influence their future career choices. Career exploration involves not only discerning one’s academic or intellectual interests, but also determining how those interests might overlap with other life goals. In addition to previewing the Career Possibilities activity on Day 3, this wrap-up ties to Essential Question 2: “How can I achieve my professional or academic goals?” The journal writing should be finished as homework.

As an alternative journaling activity, have students respond to the following prompt: “Select an issue at your school that has been discussed but not resolved. Write a response in which you describe the issue, discuss the various perspectives on the issue, and explain why the problem has been difficult to resolve.” For example, students may journal about school uniforms, requiring student athletes to enroll in certain courses in order to maintain player eligibility, or plans to implement a community service requirement for graduation. This activity asks students to identify and analyze different perspectives on a complex issue, thus preparing them to complete the Grade 12 End-of-Course constructed response writing assessment.

Before class ends, instruct students to write their names on the slips of paper drawn at the beginning of class and turn them in. Before Day 2, create a schedule of presentations that follows the numbers students drew.

As a warm-up for Day 2, direct students’ attention to the books gathered for the unit, and take a few minutes to tell them about a few. The collection may give students ideas about careers that interest them. In addition, distribute the Books About Careers annotated bibliography (pp. B-6–B-9) to provide additional resources for students’ research and personal enjoyment.

Then have students re-form their groups from the previous day and deliver their informal presentations about the Career Research Project. The presentations should last three to five minutes each and should allow time for questions from the students or you. Take notes on the discussion, and prompt students to write down important points or good ideas they hear. Students may draw on their prior experience writing proposals and giving presentations in Unit 1 to discuss those elements of the project. They may also suggest the need for additional information for the research portion, such as salary ranges, opportunities for growth, job locations, perks, and required testing or training. Students should realize that the process of writing the proposal should help them clarify their approaches to the project. As groups present, offer advice as it seems appropriate. Encourage students to use books, magazines, and Internet resources to gain a grasp of current issues related to the careers they choose. Emphasize the importance of oral communication skills. Explain that students will have opportunities throughout the unit to practice speaking in front of others before they give their final presentations. Remind students that they will collect or copy students’ journal entries and give them to the senior class president to read at graduation or at a class reunion.
need a visual aid for their presentations. At this time, draw students’ attention to Essential Question 3, “Why are oral communication and presentation skills important?” and ask them to formulate answers. Finally, review the Advanced Proposal Rubric and the Career Research Presentation Rubric so students will know and be able to meet your expectations.

For the next several days, students will identify the careers that interest them. For the rest of the unit, they will also continue to work on the project both in class and at home. After the discussion, reveal the schedule of presentations, explaining that the order was determined by the numbered slips of paper that students drew on Day 1.

Wrap up the day by encouraging students to browse the books collected for the unit. For homework, students should begin crafting their research proposals, even though they are not due until Day 10. Students may find it helpful to focus their thinking by starting with the proposal’s purpose statement. Throughout the drafting stage, emphasize the connections between this proposal and the proposals they wrote for Unit 1. They should begin to see clear parallels between this proposal’s purpose statement and the previous proposal’s “Problem” section.

**Tips for Teachers**

An occupational influences chart may spur students’ thinking about careers. Have students list the names of four adults they know—parents, grandparents, friends, neighbors, teachers, clergy, or other acquaintances. Then ask them to write each person’s profession by his or her name. Have students look for patterns in the chart and think about how the occupations listed have influenced their own career interests. For example, is there more than one teacher on the student’s chart? If so, how does that career pattern shape the student’s thinking about his or her values or future? Does having strong career patterns help or hurt one’s own ability to make decisions? This information can be valuable as students explore their own career paths.
Days 3–4

*Students explore their interests and skills.*

**Materials & Resources**

- Two pieces of chart paper*
- Markers*
- Overhead projector*
- Career Exploration Exercise transparency (p. C-2)
- Basic Work Tasks and Career Clusters transparency (p. C-3)
- Career Possibilities (pp. C-4–C-12)
- Access to computers and the Internet*
- Career Planning Guide (p. C-13)
- Internet Guidelines (pp. C-14–C-15)

*Materials or resources not included in the published unit

Before class, create two large charts. Title the first chart “Career Paths,” and on it create four columns with the following headings: “Today’s Date & Class Period,” “KNOW Which Path to Follow,” “TORN Between Several Paths,” and “UNDECIDED About My Path.” (See Figure 2.)

Title the second chart “ACT’s Career Clusters,” and on it list the six career clusters:

- Business Operations
- Technical
- Science & Technology
- Arts
- Social Service
- Administration & Sales

![Figure 2](image)

**Figure 2** The “Career Paths” chart
Set up both charts in prominent places in the classroom.

Greet students at the door and direct their attention to the “Career Paths” chart. To warm up for the day, students should write their initials underneath the heading that best represents their current thinking. This activity reinforces to students that others may have similar feelings about their own career paths. In addition, because students will reevaluate the placement of their initials later in the unit, it provides a way to monitor the progress of students’ thinking.

Have students break into small groups to compare their proposals’ purpose statements. After a few minutes, ask them to share statements with the class. As they share, model note-taking by writing students’ responses on the board. Talk through how you decide what to write down, explain symbols or abbreviations you use, and emphasize the need to reread notes later to fill in gaps. Explain that taking notes while others speak will serve students well in school and for whatever career they choose. In fact, it is an everyday skill that can be used while taking a telephone message or attending a meeting, lecture, or parent-teacher conference. (This may be a good time to preview the fact that students will study telephone skills on Day 13.)

Draw students’ attention to the chart they marked as they entered the classroom. Explain that, because there are thousands of occupations, looking for a career that fits their interests and skills can be challenging. This point will likely be supported by the number of students who placed their initials in the “Torn” or “Undecided” columns on the chart.

Next, on an overhead projector, display the Career Exploration Exercise transparency (p. C-2) and the Basic Work Tasks and Career Clusters transparency (p. C-3), both adapted from ACT’s DISCOVER program. To simplify investigating careers, it is possible to categorize occupations according to the tasks involved. One way to do this is to break down work into four basic tasks:

- Analyzing data (facts, numbers, files, business procedures)
- Exploring ideas (knowledge, insights, and new ways of expressing something, with words, equations, music, etc.)
- Working with people (to help, to serve, to care for, to sell things to)
- Manipulating things (machines, tools, living things, and materials such as food, wood, or metal)

While any occupation involves all four tasks, occupations differ in the level of their involvement. Examples should help students better understand the concept: insurance agents explore ideas and manipulate things, but their primary tasks are to work with people and analyze data. In contrast, engineers work with people and analyze data, but their primary tasks are exploring ideas and manipulating things. Clearly, insurance agents and engineers do fundamentally different types of work.

Emphasize that these work tasks can help students to understand basic similarities between occupations and, therefore, identify occupations that match their basic interests. For example, interior designers are typically called upon to use visual skills, whereas book editors use language skills. Both occupations, though, involve exploring ideas and working with people.
Broadly speaking, then, interior designers and book editors are doing similar types of work. Pose one or two additional occupation pairs, such as a bus driver and database programmer or an event planner and human resources manager, and ask students to identify the basic work tasks involved in each occupation.

Once students understand the idea of grouping occupations around the four basic work tasks, distribute the Career Possibilities worksheet (pp. C-4–C-12). To help students begin the activity, ask them to answer the following questions in their journals:

- What courses have you most enjoyed in high school?
- What skills have those courses required?
- What personal qualities or traits have been required to succeed in those courses?
- What are you interested in?
- What do you do in your free time?
- What types of magazines do you most frequently read?
- What are you typically doing when you lose track of time or do not want anyone or anything to disturb you?

After five minutes reflecting, students should work for the remainder of the class to complete the worksheet. Circulate around the room, helping struggling students by asking additional questions:

- Do you consider yourself curious? Do you like to learn about and study new things?
- Would you describe yourself as self-assured or comfortable speaking in front of others?
- Why do you like or dislike the chores or jobs you do?

Help students to connect their responses to possible career areas. Students who finish early could peruse the class library of books and engage in SSR, practicing the reading strategies learned in Unit 1.

Wrap up the day by previewing the occupation research students will begin on Day 4, which will take place in the computer lab or library. In addition, ask those who are ready to write their initials under one of the career clusters on the ACT’s Career Clusters chart to illustrate the range of career interests in the class. The chart will also prove useful for grouping students later in the unit.

For homework, students should finish the worksheet if they have not already, and they should revise their proposal purpose statements based on the day’s activities. Finally, students should make prewriting notes for the “Background” and “Significance” sections of their proposals.

Before students begin their research, reinforce the previous day’s activities by having them point their Web browsers to ACT’s World-of-Work Map (http://www.act.org/wwm), a visual representation of the organizational schema on the Career Possibilities worksheet. Examining the World-of-Work Map should help students understand the range of career possibilities and postsecondary options. Guidance counselors may also be valuable resources for students as they begin work on business writing.

Remind students that their guidance counselor may be able to provide assistance as they explore career possibilities and postsecondary options. Guidance counselors may also be valuable resources for students as they begin work on business writing.

The O*NET Interest Profiler is a self-assessment career exploration tool. Users identify and learn about what they are interested in, and they use these results to explore the world of work. The assessment is available from http://www.onetcenter.org.
students who need to connect their interests to career areas or to better understand how different occupations relate to one another. Encourage students also to explore the United States Department of Labor’s *Occupational Outlook Handbook* (Bureau of Labor Statistics, 2008), which provides information on hundreds of occupations, including job descriptions, working conditions, required training, employment statistics, job outlook, earnings, and related occupations. Since at this point most, if not all, students will still be choosing careers to research, let them know that the *Handbook* is a useful resource for honing in on a particular occupation.

Once students have been introduced to these two resources, give them the rest of the class period to research independently. Distribute the Career Planning Guide (p. C-13) and the Internet Guidelines worksheet (pp. C-14–C-15) to direct their efforts. Review the Internet Guidelines worksheet, which students may have used in tenth or eleventh grade, to make sure students understand how to use it to evaluate Internet resources. Remind students to be honest in their evaluations; they may decide to forgo use of the website if too many questions about its reliability remain after completing the Internet Guidelines worksheet. Circulate around the room to answer questions and provide guidance. As students work, emphasize the importance of assessing a source’s validity. There are four qualities of a valid source that students should keep in mind:

1. **Authority** is an evaluation of who has written or published the information.
2. **Accuracy** is the correctness of a source.
3. **Timeliness** is an estimation of whether a source is current.
4. **Relevance** is an evaluation of how well the text addresses the topic.

The *Occupational Outlook Handbook* is a good model of all the qualities of a valid source. Assessing these qualities will help students interpret the value of the sources they are using.

To wrap up the day, have students share with a partner two websites they have chosen to use for their project. Partners should review each other’s websites to assess whether they meet the four qualities of a valid source. Students should discuss their evaluations, clarifying them for each other and comparing the information the websites provide. Some students may need to complete this review for homework. If Internet access at home is an issue, encourage students to print pages from the website and take them home. Another option is to schedule an extra day of independent research for students.

For homework, students should work on their proposals and continue to research on their own. Continue to remind students of their experience writing proposals in Unit 1, explaining that the “Description” and “Methodology” sections of this proposal are comparable to the “Solution” and “Procedure” sections of the previous proposal.
Days 5–7

Students are introduced to the complexity of business writing and review the quality of a mock proposal. They also apply their newfound knowledge by writing a letter of complaint.

Materials & Resources

- “Career Paths” chart*
- Markers*
- Literary Collages*
- The Seven Cs of Communication (pp. D-2–D-3)
- Sample Proposals (pp. D-4–D-5)
- What Do These Documents Have in Common? (p. D-6)
- Guidelines for Writing a Memo (pp. D-7–D-8)
- Sample Memos (pp. D-9–D-10)
- Memo Rubric (p. D-11)
- Sample of a faulty or broken household product* (optional)
- Writing a Letter of Complaint (p. D-12)
- Letter of Complaint Rubric (p. D-13)
- What’s Her Line of Work? (pp. D-14–D-16)
- What’s Her Line of Work? Key (p. D-17)
- Grade 12 Expository Prompt Dissection (pp. D-18–19)

*Materials or resources not included in the published unit

To warm up for the day, revisit the “Career Paths” chart students marked on Day 3. Students should note which column they first marked and then place their initials under the category that best fits their thinking now that they have spent time doing research. Ask volunteers to share with the class whether and why their thinking has shifted. Before moving on, remind students that their proposals are due on Day 10.

Introduce the idea of business language by asking students to brainstorm different forms of writing they have read or written. Accept all answers: satires, news writing, essays in magazines, blogs, poems, song lyrics, novels, and anything else students volunteer. Because business writing may be a new concept to students, it is important they understand the differences and similarities between communicating for work and for other purposes. Remind students of the things they included on their literacy collages in Unit 1, representations of the in-school and out-of-school literacy activities they enjoy, find useful, or do often. Ask students how the forms of writing differ. Invite them to analyze why the styles are unique and what rhetorical purpose each fulfills:

- How does the language of a newspaper article differ from that of a poem?
- How does the purpose of writing shape the nature of language?
- How does the intended audience for writing shape the nature of language?

Record students’ responses on the board so they can revisit them during the next activity, which will help students begin to formulate answers to Essential Question 4: “How does business writing compare to other forms of writing?”
Following the conversation, distribute The Seven Cs of Communication handout (pp. D-2–D-3). Ask students to compare it to the responses written on the board. Encourage students to look for similarities across different forms of writing. Just as poetry aims to communicate a message to its audience in a particular way, so business writing aims to convey a message in as clear and concise a way as possible. To reinforce the need for clear communication and to give students practice making “business” decisions, distribute the Sample Proposals handout (pp. D-4–D-5). The handout features two proposals, one written clearly, the other sloppily. Their task is to review the proposals, compare what they read, and then accept one of the proposals. Students should use The Seven Cs of Communication handout—particularly the segments about completeness and conciseness—to guide their evaluations.

Before students begin, however, introduce them to the formal process of decision making. Decision making is a complex process that involves making a prediction and then weighing that prediction against other possible calculations. Marzano, Norford, Paynter, Pickering, and Gaddy (2001) identify a seven-step decision-making process. Each step is phrased as a question:

1. What am I trying to decide?
2. What are my choices?
3. What are important criteria for making that decision?
4. How important is each decision?
5. How well does each of my choices match my criteria?
6. Which choice best matches my criteria?
7. How do I feel about the decision? Do I need to change any criteria and try again?

Encourage students to ask and answer each question as they evaluate the sample proposals.

As they analyze and evaluate the proposals, students should be able to understand the importance of careful language choice and concrete detail. As they work through the decision-making process, students should also compile a list of reasons they chose one proposal over the other and support their reasons with textual examples. This list will be important on Day 6 when students write a memorandum that explains their choice.

To wrap up, allow students time to work on or to ask questions about the Career Research proposals. Encourage students to respond to each other’s questions. Emphasizing and relying upon students’ creativity helps to ensure that collaboration in your classroom remains a significant part of student learning.

To warm up on Day 6 and to introduce the concept of memoranda, place the What Do These Documents Have in Common? transparency (p. D-6) on an overhead projector. After a few minutes, pose the transparency title question to the students. Building on the previous day’s discussion about purposes, students should respond that each text has a specific purpose (to inform, persuade, or remind) and communicates important information such as a person’s whereabouts or a company policy. Use students’ analysis to introduce the day’s discussion: just like the documents on the transparency, a memo aims to communicate something important to its reader. Then distribute the Guidelines for Writing a Memo (pp. D-7–D-8), and Sample Memos (pp. D-9–D-10) handouts as well as the Memo Rubric (p. D-11). Give students time to read them.

Share with students that the word memo is a shortened version of the Latin memorandum, meaning “(thing) to be remembered.” Memo has largely replaced memorandum in English usage, thus illustrating the dynamic nature of word use.
Have students reassemble their Day 5 groups to review their reactions to the two proposals on the Sample Proposals handout. Students’ task for the day is to write a brief memo to a fictional supervisor explaining which proposal they chose to fund. Before they begin writing, however, review with students what they should include in each section of the memo. Give them time to think about the background of the problem that the memo is communicating; ask them to describe the process they used to solve the problem of which proposal to fund. Ask students to decide what section or sections of the memo might be omitted for the sake of brevity. (They should recognize that omitting the summary is a good choice.) As students plan their memos, take note of how they communicate what they learned on Day 5. If students do not support their plan by referencing supporting details from the texts, nudge them by asking for their support. Encourage them to see that their explanations will be more effective if they begin with their recommendations and then list the most compelling arguments. If time permits, encourage the class to order their support from most to least compelling. Finally, remind students that the closing of the memo should identify what action they want the supervisor to take.

Once students are comfortable with their plans, give them time to write their memos independently. Students should complete the handwritten memos as homework. Remind students to review the Sample Memos if they have questions. Assess students’ finished memoranda with the Memo Rubric.

To wrap up the day, ask students to respond in their journals to the following question: “How prepared are you for your academic or work-related plans after high school?” The question is intended to help students consider the educational requirements and potential obstacles component of the career research project—in other words, it is a way for students to use writing to formulate their thinking. As they write, encourage students to read outside of class one of the books on the Books About Careers annotated bibliography or articles and websites from their research to help them address the component further. Students should finish the memo, journal entry, and reading as homework.

After collecting students’ memos on Day 7, warm up by asking them to share excerpts from their journal entries. Connect the journal entries to the day’s lesson by explaining that being prepared also means being able to advocate for yourself. To pique students’ interest dramatically, tell a story about something you (or a friend) bought that no longer works. If possible, put your purchase on display and inform students that you have decided not to let the matter go unresolved. Ask students to discuss what you should do based on what they have learned thus far about business communication.

Students’ task is to write a letter of complaint. Letters of complaint require students to be self-reliant and to stand up for what they believe; the letters also must incorporate the Seven Cs of Communication to be effective. Moreover, because complaints require specific details and reasoned arguments, students who write them acquire important skills for communicating in school, the workplace, and life. Distribute the Writing a Letter of Complaint handout (p. D-12) and the Letter of Complaint Rubric (p. D-13). After giving students time to study both documents, ask them to explain the form the letter should take (listed second on the handout). As students describe the letter, encourage them to use the language of the genre by clarifying and rephrasing what they say: “Yes, the salutation should be polite and businesslike” emphasizes the form by naming its formal qualities. Brainstorm with the class a plan for your
letter by identifying its purpose, summarizing the problem, suggesting a resolution, and requesting action. Then, give students two options for writing their own letters:

1. Write to the local chamber of commerce about a problem in the community
2. Write to the CEO of a business about a problem with a faulty product or poor service

Give students time in class to write. As they work, emphasize the importance of concise descriptions and specific details. Meanwhile, circulate around the room, answering questions and providing content and grammatical reviews of their letters. In addition, consider drafting your letter concurrently with students both to remind yourself of the frustrations of writing and to model the writing process.

To wrap up the day, distribute the What’s Her Line of Work? practice test (p. D-14–D-16), which reproduces a reading passage from ACT’s PLAN® assessment. The passage describes Mary Ross’s experience as an aeronautical engineer in the 1960s. Completing the passage will remind students of test formats and procedures; it will also allow them to practice correct sentence construction, usage, and punctuation. Review the answers (p. D-17) with students once they have finished the passage.

Alternatively, distribute the Grade 12 Expository Prompt Dissection (pp. D-18–D-19) and ask students to journal about how they might go about completing the essay assignment. This journal assignment reinforces the idea that resolving complex issues can be a difficult process and prepares students to complete the Grade 12 End-of-Course constructed response writing assessment.

For homework, have students continue writing their letters of complaint, which will be due on Day 8. To accommodate students who may not have access to a word processor, you may choose to allow students to submit a handwritten version of the assignment.

Tips for Teachers

Spandel (2005) suggests several techniques for modeling the writing process:

- Share topics you are thinking of writing about, explaining how you invented those topics and how the topics changed as you worked with them.
- Show students prewriting strategies that work for you.
- Draft one or more paragraphs so that your students can see how you generate copy.
- Read a draft of your writing aloud so students can give you their responses.
- Show students various ways that you and other writers organize writing—physically cutting and pasting an essay and moving the cut-up paragraphs into a different order; writing a brief outline before writing the actual essay; or writing voluminously and then extracting parts to use for a different essay.
- Work out a typical writer’s problem—a lack of detail, awkward sentence structures, important information left out—and ask for students’ help as you do so.
- Ask for students’ opinions about possible conclusions or introductions to a draft.
- Ask students, after a major writing assignment, to describe the different steps they took and to share those steps and stages with their classmates so that all can contrast the varying ways they write and learn from others’ procedures.

Having students model the various ways they write would also show them the necessity of finding their own writing processes.
Days 8–10

*Students write personal and business e-mail correspondence, practice problem-solving skills, and learn how to listen and ask good questions.*

**Materials & Resources**

- Benefits and Drawbacks of E-mail (p. E-2)
- E-mail Exchange transparency (p. E-3)
- Overhead projector*
- Writing Effective E-mails (two copies per student) (p. E-4)
- 11 Tips for Writing Effective E-mails (pp. E-5–E-6)
- Index cards*
- Class set of dictionaries and thesauruses*
- Gubbins’s Matrix of Thinking Skills (p. E-7)
- Students’ career research notes*
- Deck of Old Maid cards*
- Active Listening (p. E-8)
- Bloom’s Taxonomy (p. E-9)

*Materials or resources not included in the published unit

To begin the day, collect students’ letters of complaint, and remind them that their proposals are due on Day 10. As a means of introducing the day’s topic, share the following information with the class: more than 170 billion e-mail messages are sent worldwide every day, almost two million e-mails each second (Bentley, 2007). E-mail has transformed the way people work and communicate with each other and is therefore a necessary and important part of workplace and personal communication. It is also frequently misused. To illustrate the latter point, ask students to draw upon their prior knowledge by writing a brief satire of e-mail and its uses. The anecdote should use a satirical technique learned in Unit 1. Provide examples to spur students’ thinking:

- Hi, my name is John Smith, and I am an e-mail addict. I cannot live without reading my e-mail. I am like Pavlov’s dog; I salivate and get excited when I hear my computer say, “You’ve got mail.” (Parody)
- The moment I got my first e-mail account, I was hooked on spam. Like the canned meat, the unsolicited e-mails are “a miracle,” feeding me with countless people to converse with on a range of topics I am profoundly interested in. Spam is a staple in my diet, just like the canned meat was during wartime and continues to be today. (Exaggeration)
- I remember the time I labored for hours over an e-mail telling my friend Mary how much I cared for her. I struggled so long with the words that when I finally finished writing, I addressed it quickly and hit send. As I eagerly waited for a reply, I saw that my mom, Mary, our town’s favorite English teacher, had sent me an e-mail. She had edited my e-mail and told me to resend it to the correct person! (Irony)

In small groups, students should brainstorm by writing down as many satires as they can. This prewriting strategy will help them quickly practice techniques used by satirists, identify and develop the best ideas, and encourage
the use of descriptive language and personal stories that will be important in the personal essays they will write later in the unit. As students work, circulate through the room and monitor their group work. When all groups have written at least three, have them read the satires aloud. The other groups should identify the satirical technique used in each anecdote.

Follow this sharing by asking students to infer how personal e-mail differs from business or professional e-mail given what they have learned about business writing so far. Prompt their thinking by asking the following questions:

- How might the purpose of personal e-mails differ from those written in a business environment?
- How might your use of language differ?
- What happens when you make a mistake in a personal e-mail or when you send the e-mail without reviewing it? How might this differ in a business environment?
- How might you change the tone and message of your e-mails based upon your audience?

Use the discussion to check students’ misconceptions about the purpose or nature of electronic correspondence and to reinforce the basic differences between e-mail for personal and professional use.

Students should also begin to identify and discuss the benefits and drawbacks of e-mail.

- E-mail is real-time written communication that can create connections around the world.
- E-mail can hinder communication when writers do not think through what they write or to whom they are writing.
- The immediacy of e-mail can create frustration when correspondents do not respond in a timely manner.
- E-mail can be easily abused, and in-boxes can become clogged with spam or trite messages.
- E-mail allows everyone to have a voice regardless of position, but it can hinder face-to-face conversation, especially with issues that should be handled personally.
- In a business setting, e-mail can also create a hierarchical culture, depending on who receives e-mails.
- E-mail provides a written record that can be checked to ensure tasks have been completed, but it can also be a source of damaging evidence.
- E-mail can be sent from home or work at any time, which can be helpful with impending deadlines, but it can also cut into time allocated to family.
- E-mail can open doors by creating opportunities to make new acquaintances or friends; it can also close doors when imprecise language is used or hasty notes that lack tact and an appropriate tone are sent.
- E-mail has created its own language that allows for quick communication, but many readers do not understand it, and it is often grammatically incorrect.

During the discussion, students might look beyond e-mail, connecting the benefits and drawbacks of e-mail to posted (“snail”) mail and instant messaging. After the discussion, you may wish to distribute the Benefits and Drawbacks of E-mail handout (p. E-2) to reinforce students’ learning.
To extend this discussion, display the E-mail Exchange transparency (p. E-3) on an overhead projector. It reprints correspondence between two workers at a large American company in China. Ask the class to read and analyze the first e-mail. Prompt them by asking the following questions:

- What was your first reaction to the message?
- Who initiated the e-mail, and in what setting was it written? What evidence leads you to these conclusions?
- What is the purpose or intent of the e-mail? Who is its audience?
- What type of language does the writer use (formal, informal, technical)?
- How would you describe the e-mail’s tone? What textual or personal evidence leads you to these conclusions?

Remain neutral during the discussion—do not give away the correct answers yet. Let students do the thinking. After students have responded to each question, reveal the second part of the exchange. Have them analyze this message using the same set of questions while adding two more:

- What is the likely relationship between the correspondents? What evidence supports your conclusion?
- What error was committed in the first message?

Clarify the last question by distributing the Writing Effective E-mails worksheet (p. E-4). Encourage students to describe and interpret each tip; when necessary, expand on their ideas using the Eleven Tips for Writing Effective E-mails handout (pp. E-5–E-6). Students should take notes during this discussion to practice note-taking and to deepen their understanding of each tip. They should also realize that the first e-mail disregarded Tips 1, 4, 5, and 9. At this point, reveal that the exchange was between an executive and a secretary at a large American company overseas. In this case, the secretary purposely sent copies of the exchange to everyone in the company. The Chinese press reported the exchange, which led to the resignation of the executive. From this context, students should conclude that the executive also did not think about Tip 7 when crafting his e-mail.

To wrap up the day, distribute an index card to each student and have them complete a 3-2-1 Assessment. A 3-2-1 Assessment is a formative assessment strategy that asks students to categorize their learning so far. In this case, students should identify three things they learned about the benefits and drawbacks of e-mail, two tips they will follow the next time they write an e-mail, and one point they are unsure about or need clarified. Students should hand in their cards so that you can address their questions during the next class.

Before students leave for the day, assign the following homework:

Craft a personal e-mail asking a mentor, family member, personal acquaintance, or employer to list important skills you possess and skills you may need to improve.

This exercise allows students to apply the information they have learned about writing effective e-mails. It should also provide them with some ideas to include on the résumés they will write on Days 11–12. They will review each other’s e-mails on Day 9. Now might be a good time to emphasize that e-mail addresses should be appropriate for the type of communication a person is sending: a student with the address lifeoftheparty@e-mail.com might want to think twice about using it to solicit ideas for a résumé. Students who do not
have computer access should be responsible for making arrangements with you for typing their e-mails. If students do not have a personal e-mail account or an account through their school, allow them to craft a handwritten letter or to script a telephone conversation.

To begin Day 9, group students by the audiences they chose for the e-mails (or letters or telephone conversations) they wrote for homework. They should critique each other’s work using a clean copy of the Writing Effective E-mails worksheet. Encourage them to use their notes from Day 8 and to pay particular attention to Tips 2, 8, and 9. Have dictionaries and thesauruses available so students may suggest ways to make the language of the correspondence as precise as possible. As they work, move from group to group and address students’ comments and questions from the previous day’s 3-2-1 Assessment. Ask clarifying questions:

- What information is critical to include?
- Does the e-mail convey the key points in a logical manner?
- Based on the language used, what type of tone does the e-mail convey?
- Are there other words that would be clearer, more appropriate, or more precise?
- How could you reorganize the e-mail to make it easier to read and to achieve its purpose?

Allow time for students to read each other’s reviews and to discuss how to rework their writing.

Display the E-mail Exchange transparency again, and pose the following question: “How could the executive have handled the situation differently?” To help students answer the question, distribute Gubbins’s Matrix of Thinking Skills (p. E-7), and draw their attention to the first section, “Problem Solving.” Students may see connections between Gubbins’s Matrix and the list of important skills for the twenty-first century introduced on Day 1. Both reference critical thinking and problem solving skills. Gubbins’s Matrix also includes decision-making skills. As with all group activities, as students work together to answer the question, they will share ideas, practice interpersonal communication, and further develop teamwork.

Circulate around the room, encouraging the groups to compare what they have learned about e-mail to what they know about face-to-face conversations and other types of writing. After a few minutes, ask a group to share its ideas for improving the communication in the exchange. The other groups should compare these ideas with their own, build upon them, and share new thoughts about the exchange. If students redrafted the exchange, have them read the e-mails they wrote aloud. The rest of the class should pay particular attention to the e-mail’s audience, purpose, and tone.

To wrap up Day 9, have students revise and proofread the e-mails they wrote for homework. Students should send them as soon as possible and print a copy to turn in on Day 10. They will have the opportunity to use their responses on Day 12. However, because students cannot be held responsible for receiving timely e-mail responses, emphasize that they will be graded on what they send, not on what they receive. For homework, students should also look through their career project notes and identify one or two people they would like to correspond with about their career area. They should also brainstorm possible questions to ask their potential correspondents. Finally, students should finish writing their research proposals, which are due the following day.
The cards of an Old Maid deck typically illustrate occupations, which makes them both useful and topical for the Day 10 warm-up. As students come to class, ask them to draw one card from the deck. Students should then spend a few minutes freewriting in their journals about the card they drew. Finally, invite students to volunteer their thoughts about the cards—the ensuing discussion will probably range widely into questions about career stereotypes and old-fashioned ideas about occupations.

As students turn in their personal e-mails and research proposals, congratulate them on finishing the first assignment of the Career Research Project. Then, ask them to describe the proposal-writing process in their journals. Returning to the Old Maid cards, ask students to find partners according to the corresponding matches. The student who draws the Old Maid card may join any group. Pairs should then read and discuss each other’s experiences. This activity allows students to reflect on and commiserate about writing, and, opens doors for them to explore how this proposal was similar to or different from the proposals written in Unit 1. Before moving on, encourage students to evaluate whether writing this proposal was easier because of their prior work.

Then, broach the subject of listening. Ask students to evaluate how well they listen and encourage them to provide evidence of their skill from the day’s activities so far. Pose the following questions to the class: How many of you were good listeners during the warm up? How do you know? On the board, list the qualities of good listening from students’ responses. Then, distribute the Active Listening handout (p. E-8). Ask students to compare it to the list on the board. After emphasizing the difference between knowing and applying listening skills, invite students to practice active listening and public speaking: give them five minutes to learn three interesting or unusual things about their partners that others would not likely know. Then, have students introduce their partners to the class without using notes. This activity provides an opportunity to build class rapport and for students to practice active listening, note-taking, and speaking—all important skills for school and the workplace. In addition, the activity prompts students to notice nonverbal cues, both their own and others’. Students will continue to practice active listening as they learn about effective questioning.

Since students have been researching careers for more than a week now, they likely have some questions for their chosen career expert. Therefore, now is a good time to explore effective questioning. Have students group themselves based on their career areas, then distribute the Bloom’s Taxonomy handout (p. E-9), which illustrates the questions that correspond to different levels of abstraction. Students’ level of familiarity with the taxonomy will determine how much time is needed to explain it.

Each group member should have developed for homework a preliminary list of questions to ask. Have each member read one or two questions aloud for the group to analyze by comparing the question to those on the handout.

There are many ways to improve students’ active listening skills. For example:

- Show a clip from Patch Adams in which Patch is being interviewed by a disinterested psychiatrist. Have students indicate which rules of active listening the psychiatrist is breaking.
- Have partners take turns reading aloud a passage from a book, paraphrasing what was read, and identifying the key points.
- Have students perform a skit. Ask the audience how to change the dialogue to emulate active listening.

Benjamin Bloom of the University of Chicago devised his taxonomy in 1956 to identify the kinds of thinking students do in class. Each kind of thinking has levels of abstraction associated with it. All levels of thinking are important, and the type of question one asks depends on its purpose.
Remind students to practice active listening skills as each member reads. As students analyze each other’s questions, they should also work together to determine the qualities of effective questions. They should list these qualities on a separate sheet of paper. Circulate about the room as they make their lists. In addition, encourage students to compare effective questions to good communication. For example, effective questions should consider the following points:

- The audience and its level of expertise
- The context in which the questions will be posed
- The purpose of each question
- The kind of information wanted or needed
- The type and level of questions asked (such as broad versus focused questions, open-ended versus closed questions; questions requiring a single answer versus multiple answers)
- The wording of each question (clarity, precision, and logic)

To wrap up the day, have students revise their questions in preparation for the homework assignment: to write a first draft of a business e-mail to two experts or organizations within their chosen careers. As before, students without e-mail accounts should make arrangements with you to complete the assignment.
Days 11–12

Students study and evaluate sample résumés as well as create their own.

**Materials & Resources**

- Writing Effective E-mails
- Guest speaker (human resources staff member or school administrator)*
- Résumés (pp. F-2–F-7)
- Sample Résumés (pp. F-8–F-9)
- The Seven Cs of Communication
- List of knowledge and skills formed on Day 1*
- “Career Paths” chart*
- Blank pieces of paper*
- Résumé Review (p. F-10)

*Materials or resources not included in the published unit

Warm up by having students share with a partner the business e-mails they wrote. Readers should analyze their partners’ e-mails in terms of succinctness, clarity, and tone (Tips 2, 5, and 9 from the Writing Effective E-mail handout). Students should revise their e-mails based on their partner’s responses. After class, the e-mails should be sent; students should submit printed copies of their e-mails to you. Invite students to share with the class any responses they have received from their personal e-mails.

Since students have now compared and contrasted various genres of business writing to other writing genres, they are ready to shift focus to the job-seeking process. To begin, invite a human resources staff member or a school administrator to speak about the importance of flawless job applications. Ask the guest speaker to share stories about the hiring process and the effect that mistakes on cover letters and résumés can have on how applications are received. In addition to informing students about the hiring process, the presentation should also reinforce the importance of careful writing and editing to eliminate errors in usage and mechanics. You may also ask your guest to talk about the role the Internet now plays in the hiring process. Many employers now run Internet searches on applicants to cut the pool of potential employees to a manageable size. Students should already be aware of the effect of inappropriate images or stories on social networking websites such as MySpace® or Facebook®; the presentation should be an effective way to reinforce caution.

Before students begin work on their résumés, emphasize that résumés are an essential part of many job applications. Students will need résumés if they plan to enter the workforce immediately and if they intend to apply for work-study or part-time jobs in college. A résumé communicates what you want potential employers to know about you, and a stand-out résumé can result in more interview opportunities. Emphasize that beginning a résumé now will allow them to track their accomplishments and will make it easier to update in the future.

Even though many résumés do not include lists of references, they are still an important part of most job applications. Therefore, encourage students to consider carefully the persons who might serve as good references for them. To ensure employers receive a well-rounded representation of themselves, students should aim for variety in their references: one reference should come...
from school, for example, another from the community, and—for students who already have work experience—a third reference should come from work. Emphasize that students should gain a person’s permission before listing him or her as a reference; they should also ensure that the person’s name and contact information is error-free. Typically, students should have three references before interviewing.

Divide the class into groups of four students and distribute the Résumés handout (pp. F-2–F-7), which was developed (along with many of the handouts in this unit) as part of the DISCOVER program. Instruct groups to divvy up each of the four sections of the handout—dos and don’ts, required information, optional information, and the types of résumés—among their members. After students become experts on their respective sections, they will share the information they have learned with the other members of their groups. Using this modified Jigsaw II teaching strategy allows students to focus by mastering small parts of a large body of information. Moreover, because it also requires them to teach information to their peers, it deepens their understanding and encourages groups to work toward common understanding. Finally, it invites students to share responsibility, to identify and appreciate each other’s talents, to think through ideas in order to share them, and to take a vested interest in each other’s learning.

When students have mastered and taught their respective sections and are confident they can critique résumés well, introduce the next activity: their groups will simulate a hiring committee for a language camp. There is one counselor position available, and the committee has narrowed the field to two applicants, Mary I. Needajob and Sally S. Hireme, whose résumés make up the Sample Résumés handout (pp. F-8–F-9). The ideal candidate will have experience camping, be proficient in at least one language besides English, and be able to serve as a positive role model for campers. The committee must decide which applicant to invite for a final interview. Based on what students have learned, have them review the two résumés, noting what is done well and what needs revision. If students do not suggest it on their own, encourage them to reference the Seven Cs of Communication handout as part of their review. (The first résumé includes intentional mistakes for students to discover; these mistakes should figure into their hiring decision.)

After giving groups time to evaluate and discuss both résumés on the handout, ask them to decide which applicant should be interviewed. Encourage groups not only to assess what the résumés say, but also to evaluate their presentations, such as whether they are difficult to read because of small type, unusual fonts, cramped line spacing, or unnecessary graphics. If they appear to be having trouble deciding, remind them of the process for making decisions they learned on Day 5. As soon as they have made their decision, each group should write a memo to the camp director that identifies and explains their choice. While not every student will write memos in their future occupations, this activity allows them to practice writing to communicate, including the ability to present a reasoned argument. Groups may need time on Day 12 to finish their memos.
Wrap up the day by having students brainstorm information they would like to include on their own résumés. This activity should allow you to assess how well students understand what information they must include in a résumé: identification, employment history, and educational background. With the possible exception of employment history, all students should be able to include these categories in their résumés. In addition, evaluate the kinds of optional information students want to include. Take note of those students who emphasize trivial hobbies over awards—they may need further instruction. Students who do not plan to pursue postsecondary education may emphasize skills or extracurricular activities such as skill with computers, participation in athletics, service in the community, or involvement in the arts. They might also identify special training such as CPR or child care classes.

Students will craft their résumés in class on Day 12. For homework, in addition to completing and sending the business e-mails they have written, students should gather the information they will need, such as the names of previous employers, dates of employment, lists of community and school awards and of extracurricular activities. Remind them that the purpose of a résumé is to showcase skills and accomplishments to potential employers. Therefore, students should also review the list of skills compiled on Day 1 and the responses they may have received from the personal e-mails they have sent. To ensure that students are not caught by surprise, reveal that the final, typewritten résumés are due on Day 15.

To warm up on Day 12, have students revisit the “Career Paths” chart created on Day 3 and updated on Day 5. Ask students to initial the chart again. While some students may now feel relatively confident about their career choices, others will probably still place themselves in the “UNDECIDED About My Path” column. Ask for volunteers to describe how their thoughts about careers have changed. Students who are troubled by their indecision may benefit from individual attention or referral to a guidance counselor. Before moving on, collect students’ business e-mails to assess the content, format, and writing.

Because the résumé is an important document that entails a form of writing with which students are probably unfamiliar, the class will work together to create individual résumés. Instruct students to begin writing the required information on a blank piece of paper. Give them a few minutes to record their names, addresses, telephone numbers, and e-mail addresses. (Remind students that their e-mail addresses should be appropriate for potential employers.) Students should then complete the educational background section of their résumés, making sure to include the correct name, location, and dates of attendance for high school and to include all relevant courses they have taken. Emphasize relevance: courses will differ according to the postsecondary plans each student intends to pursue. A student interested in studying international business may want to highlight second language and accounting courses, whereas a student who wants to become an electrician will want to showcase math and science classes. Students should include grades for their courses, but only if they are a B or higher. Average and lower grades do not fulfill the purpose of a résumé. Finally,

**Tips for Teachers**

Because crafting résumés is time intensive, you may wish to elicit the help of other English teachers or a guidance counselor to help answer students’ questions and spur their thinking.

**Tips for Teachers**

You may wish to have students work on their résumés with their desks in a circle, especially if you have a small class. After completing each section of the résumé, students could exchange papers for review. This allows for more interaction between students and gives them practice assessing each other’s work.
students should complete their employment histories. They should list, beginning with their most recent jobs, the dates of their employment, the job titles they held, and the names and addresses of their employers. Students should also include the basic work functions of the jobs they list. (Students who have no work experience should begin to think about the optional information they may want to include.) When students have completed the required sections of their résumés, have them exchange papers with a partner. Give them a few minutes to review each others’ work to ensure that each category is complete.

Move on to the optional information they can include in their résumés. Depending on the skills and accomplishments students want to highlight, they may choose to include any of the eight optional categories listed on the Résumé Information handout. They may also choose to include volunteer experience. Students should omit categories from their résumé if they do not have any information to include underneath them: one who has never volunteered has no volunteer experience to highlight. The optional section should be organized in order of importance or relevance. It may be tempting to write a personal description or list hobbies, but they are not nearly as valuable on a résumé as a summary of qualifications, relevant skills and experience, and community or school awards. At the same time, encourage students to think creatively as they begin to write and organize their résumés. Even seemingly minor activities or accomplishments may show a potential employer something about character or work ethic. For example, it is fair to infer that a student who has perfect attendance will likely be a reliable employee. A student who volunteers once a month at a nursing home may prove to be someone who has compassion and patience. The qualities named on a résumé should represent a well-rounded person and be attuned to the position being applied for.

Continue to the summary of qualifications. Emphasize to students that it provides an opportunity for students to showcase themselves. Ask students to list five skills, experiences, or personality traits they would want a potential employer to know about. Examples might include fluency in French, mechanical aptitude, the ability to cook, ease with children, willingness to travel, experience volunteering at a homeless shelter, an outgoing personality, a strong work ethic, or a willingness to learn. Remind students of the responses, if any, they received to their personal e-mails; emphasize that qualifications need not be academic. As they work on this section, circulate around the room, answer questions, and give students feedback on their work. If time permits, allow students to work on a new category of their choice, making sure to follow the guidelines provided on the Résumés handout.

Preview Days 13 and 14 as a wrap-up. On Day 13, students will discuss cover letters. On Day 14, they will type their résumés.

For homework, have students complete their résumé drafts and review them using the Résumé Review (p. F-10).
Days 13–14

Students are introduced to the characteristics of cover letters. In addition, they identify and develop interpersonal skills.

**Materials & Resources**

- Help Wanted Ad transparency (p. G-2)
- Overhead projector*
- Cover Letters (p. G-3)
- Cover Letters: Got You Covered! (p. G-4)
- Workplace Telephone Skills (p. G-5)
- Computer access*

*Materials or resources not included in the published unit

To warm up for Day 13 and to introduce the topic of cover letters, place the Help Wanted Ad transparency (p. G-2) on an overhead projector. Give students time to read and analyze the advertisement, then distribute the Cover Letters (p. G-3) and the Cover Letters: Got You Covered! (p. G-4) handouts, both adapted from ACT’s DISCOVER program. Explain to students that, like letters of complaint, cover letters follow a defined form and should include specific kinds of information. The purpose of a cover letter is to draw a potential employer’s attention to your qualifications. Give students ten minutes to read both handouts; respond to questions after they have finished. A well-written cover letter can cause employers to take notice of a job application, especially if it establishes a positive tone. In addition, emphasize why effective cover letters aim to say more about a job applicant than a résumé: Résumés are lists that convey the basic facts of a job applicant’s history; cover letters are a chance to convey personal and professional qualities that can become diminished or obscured when communicated in a list.

After discussing its form, instruct students to write a cover letter in response to the Help Wanted Ad transparency. As they work, move through the room, asking students to share with you what they have written. You may wish to use the time to give extended, individual feedback and advice to students who have been struggling to grasp the business-writing style. Ask students to share their work with the class once they have made adequate progress on their drafts.

Wrap up the day by previewing the next part of the unit. Ask for anecdotes of discourteous, unhelpful, or downright rude salespersons—especially of telemarketers. Share stories of your own, too. As students share their anecdotes, ask them to describe the salesperson’s tone of voice and listening skills. Encourage them to interpret their stories in light of the Seven C’s of Communication and of active listening skills. At the same time, question students about what a polite telephone conversation should include: a pleasing tone of voice, for example, or clear enunciation, active listening, and a willingness to help a caller or connect them to someone who can. Broaden the conversation to include face-to-face conversations. A warm handshake, a welcoming smile, good eye contact, and positive nonverbal response are all qualities students might value in a good conversation. A frown, averted eyes, crossed arms, slumped posture, and signs of inattention—such as looking about the room or checking one’s watch—are all qualities of poor
conversations students will probably identify. List the positive qualities on the board. Supplement the list by distributing the Workplace Telephone Skills handout (p. G-5). Oral communication skills in person and on the telephone can make or break one’s success when applying for jobs; both will be discussed at greater length on Day 15. Redirect students’ attention to Essential Question 3, “Why are oral communication and presentation skills important?” and ask how they would change their answers from Day 2.

For homework, students should complete a draft of the cover letters worked on earlier in class. Inform students that you will assess their work according to the guidelines laid out by the cover letter handouts.

Before class on Day 14, reserve the computer lab so students can work on their résumés and cover letters during class. When class begins, warm up by asking students to share questions or concerns they have about their résumés or cover letter drafts. Also ask for volunteers to share any responses they have received to their business e-mails.

Allow students to work on their résumé and cover letter drafts. As students write, visit them at their computers, answering questions and exploring writing strategies that can help them develop ideas.

Since students will complete their résumés at different rates, allow students who finish early to work on their career research projects or engage in Silent Sustained Reading (SSR). Students’ résumés and cover letters will be due on Day 15. Because they will turn in their résumés as well as trade résumés with a partner, students should bring two copies to class.
Days 15–17

*Students learn about interview skills, engage in mock interviews, and write thank-you notes.*

**Materials & Resources**

- Slips of paper containing general interview questions*
- Hat or other container*
- Class notebooks*
- Job Seeking on the Internet (p. H-2)
- Interviews (pp. H-3–H-6)
- General Interview Questions (pp. H-7–H-9)
- Interview Skills Checklist (p. H-10)
- Sample Job Application (pp. H-11–H-12)
- Sample Thank-You Letter transparency (p. H-13)
- Overhead projector*
- Thank-You Letters (p. H-14)

*Materials or resources not included in the published unit

Before class begins, cut apart a list of general interview questions. Place the questions in a hat or other container. Students will draw and respond to the questions for the day’s wrap-up.

After students turn in final drafts of their résumés and cover letters, warm up by having them brainstorm places they could look for a job, such as newspapers, websites, community bulletin boards, or professional networks. After creating a working list, students should evaluate the benefits and disadvantages of each medium. For example, although websites like Monster® may provide current job listings, users need to know precise keywords to find relevant jobs, and they must take into account that such large websites create large applicant pools. Students should record their analyses in their class notebooks for future reference. In addition, distribute the Job Seeking on the Internet (p. H-2) handout, adapted from ACT’s DISCOVER program, and ask students to add any additional resources they can think of.

Particularly if students begin to debate the value of networking, emphasize its importance by describing the idea of six degrees of separation. The theory claims that, on average, everyone in the world is separated by five acquaintances. Students may be familiar with John Guare’s play *Six Degrees of Separation* or with the parlor game “Six Degrees of Kevin Bacon.” The theory was originally articulated by Hungarian writer Frigyes Karinthy in the short story “Chains.” Networking is helpful not only for job searches but also for identifying people who will serve as references.

To transition to the topic of job interviews, ask students to share what jobs they have had, how they got them, and whether any of the jobs required an interview. Prompt students to describe their interview experiences:

- How did you prepare for the interview?
- What kind of image did you seek to project with the clothes you wore?
- How did you overcome nervousness?
- What sorts of questions were you asked?

Then pair students up, if possible according to their career interests, and distribute the Interviews handout (pp. H-3–H-6), adapted from ACT’s
As during the Jigsaw II activity on Day 11, assign each pair one section of the handout to read and analyze. To save time, you may choose not to assign sections that are less relevant to the mock interviews the class will hold in the next two days. Each pair should be responsible for explaining its assigned section to the class and highlighting the main ideas. Because more than one pair will be responsible for the same information, invite later groups to add to or clarify information presented by the first group. The other students should take notes on the handout as each pair presents.

When students have finished working through the handout, explain that it is helpful to have examples of prior successes to share with potential employers during an interview. Such success stories or portfolios allow you to share work-related achievements, tasks, or talents of which you are particularly proud, and they give concrete examples of your work. With their partners, have students brainstorm effective (and true) success stories they might use during the interview process. This activity allows students to reflect on their strengths and to gather personal information that will be useful in the future.

To wrap up the day, ask student volunteers to draw an interview question out of a hat and respond to it orally. Have the class evaluate the student’s response by suggesting ways to strengthen or clarify the answer. If time allows, respond to a question yourself, but do so poorly. Ensure your answer is incongruent with your tone and body language, for example, or deliberately misinterpret the formality of the occasion. Students should evaluate your response, too. This exercise should emphasize that how something is said is just as important as what is said.

The homework assignment, then, is to prepare for fifteen-to twenty-minute mock interviews. Each student will interview the partner they worked with during class on Day 15. To prepare for the role of interviewer, students should review the Interviews handout, choose questions to ask during the mock interview, and sketch out the answers they would like to receive. You might also distribute the General Interview Questions handout (pp. H-7–H-9) to give students a clearer sense of how to respond to interview questions. Students should also create one additional question based on their partner’s résumé. Therefore, ensure students trade résumés before class ends. Having students prepare this extra question reinforces the link between students’ résumés and the interview process and allows students to practice answering honestly a question addressed toward their credentials. To prepare for the role of interviewee, students should draft answers to the most asked questions on the handout and think of two follow-up questions to ask the interviewer. They should also read through the Interview Skills Checklist worksheet (p. H-10) so they are aware of the expectations for the assignment. Students should review the active listening skills they learned on Day 10. Finally, students should begin to complete the Sample Job Application homework (pp. H-11–H-12), which will be due on Day 18 and requires students both to gather the background information that a job application requires and to fill out a form neatly and accurately.

Warm up for Day 16 by asking students to share responses they have received from their business e-mails. Then ask volunteers to reveal what in the interview process they are most and least confident about. Give students another approach to teaching interview skills is to show a video clip of a job interview and have students evaluate the interviewee’s performance. A clip allows you to pause the video to scrutinize the body language, eye contact, and gestures both interview participants display. Such clips can be found on the Internet at the English for Professional Communication website (Benson, Chow, Desloge, & Lawson, 2007) and from YouTube®.
five minutes to prepare for their interviews by reviewing the questions they chose to ask or the responses they prepared for homework.

Then, have students conduct the mock interviews. You may want to model an interview for students by conducting an interview with a student. Be sure to model open and affirming body language.

The purpose of the mock interview is to allow students to focus on self-presentation in a business or formal environment. Hold the interviews simultaneously in the classroom. Although the interviews will not be formally evaluated, students should give each other feedback using the Interview Skills Checklist worksheet. As they work, circulate around the room, observing the interactions between interviewers and interviewees.

To conclude Day 16, ask students to share their reactions to participating in the interviews. Were they nervous, and if so, how did they calm themselves? Did anyone face a question they were unable to answer? How did they respond? If time allows, encourage students to reanswer Essential Question 3 based on the interview experience.

To begin Day 17, have students pair up with their partners from the previous day and review how the interviews went. If necessary, allow students time to finish their interviews.

Once students have completed their interviews, explain to them that their interaction with a potential employer does not end with the interview. It is important to follow up by writing a thank-you letter. To begin the discussion, ask students to list on the board times during a job search when a thank-you might be appropriate, such as after an interview, when a contact person has provided important information or has been especially helpful, or when you have visited or toured a workplace.

Then, place the Sample Thank You-Letter transparency (p. H-13) on an overhead projector. Ask students to look at its form, taking note of its similarities and differences to letters of complaint. Then, based on the sample, ask students to identify the thank-you letter’s distinguishing characteristics. Students will probably comment on the following:

- The show of appreciation at the beginning of the letter
- The statement of continued interest in the position
- The identification of pertinent information that did not come up during the interview
- The enclosure of information requested during the interview
- Contact information

To enhance the realism of the interviews, invite human resources professionals or prospective employers from the community to conduct the sessions. Prior to the mock interviews, create two or three job descriptions and a list of twenty interview questions that cover a range of career clusters to guide the volunteers’ interviews—the Job Profiles website (http://www.jobprofiles.org) is a good resource for this. Have students sign up for whichever job they would like to interview, and provide them with the job description and the interview questions. Each interviewer should be able to interview four students in an hour. You could also invite community members, guidance counselors, school administrators, or teachers to conduct the interviews. If time and equipment are available, consider videotaping the interviews to show students how they present themselves to others both verbally and nonverbally. Another possibility is to invite professionals and community members to observe the students interviewing one another and to give students valuable feedback on their performances.

The National Communications Association (1998) defines 20 standards for speaking, listening, and media literacy for K–12 students. Use them to extend classroom conversations about body language and nonverbal communication. For example, you may wish to discuss the effect that body language can have during an interview:

- What does sitting with good posture communicate to a potential employer? What does slouching communicate?
- What does fidgeting or folding one’s arms across one’s chest say? How does this differ from holding one’s hands in one’s lap?
- What does nodding one’s head at appropriate times communicate?
As students analyze and generalize from the sample, ask reflective questions to guide students’ thinking. For example:

- What verbs or adjectives are used in the first paragraph? What tone do they imply?
- What is the function of each paragraph? What evidence leads you to that conclusion?

After the class analysis, distribute the Thank-You Letters handout (p. H-14) to introduce the characteristics to include in their own thank-you letters.

Explain to students that, while the sample illustrated a formal thank-you letter, other forms of written appreciation are acceptable depending on circumstance. For example, handwritten thank-you letters are more personal and are appropriate for people you meet during the interview process or for people who have been especially helpful during your job search. E-mail thank-you letters are appropriate when e-mail has been the primary form of contact during the application process, if the contact has expressed a preference for e-mail, or if you want to send a quick thank-you to be followed up by a hard copy.

To wrap up the day, ask students to jot down in their journals what they would write in their thank-you letters based on their experience with the mock interviews. For homework, students should include their ideas in a handwritten or typed thank-you letter addressed to their interviewer. The letters are due on Day 18 along with their completed job application forms.
Days 18–19

Students craft personal essays to apply for college or scholarships, to convince their parents of their chosen career path, or to learn more about themselves by describing their strengths and skills.

Materials & Resources

- Slips of paper with sample prompts*
- Hat or other container*
- Class notebook*
- Common College Essay Mistakes (p. 1-2)
- Sample Personal Essays (pp. 1-3–1-8)
- Personal Essay Plan (p. 1-9)
- Personal Essay prompts (p. 1-10)
- Personal Essay Rubric (p. 1-11)

*MATERIALS OR RESOURCES NOT INCLUDED IN THE PUBLISHED UNIT

Write the following prompts on slips of paper, making sure that there are enough slips for each student to draw one.

- Describe an interest or experience that has significant meaning for you.
- Choose a prominent person (living, deceased, or fictional) to interview. Explain why you choose that person.
- Identify a person who influenced you. Explain that person’s influence.
- Create a reasoned argument that persuades your parents to let you _____ after high school.
- Who do you most envy? What is it about that person’s life that you wish were your own? Why?
- If money were no object, how would you spend your perfect day?
- Have you ever struggled to achieve something and succeeded? What made you successful?
- Have you ever struggled to achieve something and failed? How did you respond?
- What was the most difficult time in your life? Why was it difficult? How did your outlook on life change as a result of that experience?
- What are your major accomplishments, and why do you consider them accomplishments?

As on Day 15, place the slips in a hat or other container.

To begin the day, have students turn in their job applications, thank-you letters, and their final informal responses about the mock interviews. Then, remind students of the journal entries they wrote, on the second day of Unit 1, in response to one of the following prompts:

- Why do you plan to enter the workforce rather than college after high school (or vice versa)? Defend your plan with thoughtful reasons.
- Have you taken advantage of all the available educational opportunities to prepare for college?

Today’s activities will encourage students to revisit those journal entries. Separate the class into groups of four students. Then, have each student pull a
slip from the hat and share with his or her group an extemporaneous response to the prompt. The verbal response gives students more practice with the oral communication skills that school, a job interview, or other situations call for.

Encourage students to identify similarities between the prompts and between students’ responses. Personal essay prompts—for that is what all of these prompts are—ask students to develop an essay that moves from a particular, anecdotal experience to a general or universal understanding of that experience. To help students understand this aspect of the personal essay, ask volunteers to share their responses with the class. As students share, model how to interpret their responses. For example, consider a student who recalls how, after an entire summer of swimming laps at five o’clock every morning, she failed to make the swim team because her qualifying time at team tryouts did not make the cut. Although she says she was disappointed, she also reveals that she soon discovered that working as a lifeguard could be just as rewarding as the swim team. Develop her anecdote into a universal thesis: “Failure need not deter a person from pursuing her dreams, but can serve as a catalyst for new outlets or interests.” As more students volunteer their stories, ask their classmates to try their hands at developing similar universal thesis statements. Finally, explain the point of the exercise. For the next two days, students will read and respond to a selection of personal essays; at the same time, they will craft their own. In the process, they will be expected to interpret their experiences in terms of their universal meaning.

For college-bound students, writing in response to personal essay prompts prepares them to craft college admissions and scholarship essays. On college applications, personal essays give admissions committees a personal glimpse into who the applicants are. Therefore, like a job interview, student essays should emphasize the personal qualities they want others to know. Admissions counselors are often particularly interested in intellectual promise, reaction to setbacks, motivation, maturity, independence, capacity for growth, integrity, and creativity. Just like cover letters, application essays are high-stakes writing: the essay could be a decisive factor in choosing between comparable students. The college essay, therefore, aims to persuade an admissions committee that accepting its writer would benefit both the applicant and the college.

Because application essays are high-stakes writing, students should be sure that their essays, like their cover letters, are free of errors. Students’ essays should demonstrate attention to detail and authenticity; they should showcase their own voices and experiences. Advise students not to write to impress their readers or to say what they think they want to hear: admissions committees read thousands of essays and are familiar with trite, cookie-cutter essays. Caution students, too, from relying on samples from the Internet of prompts and “real” admissions essays. These may be good sources of ideas and inspiration, but students should never copy them. Encourage students to research the websites of the schools they are applying to: many include samples of successful essays. Distribute the

The Common Application (2008), an online admission application used by nearly 300 colleges and universities, includes six essay questions similar to the prompts students respond to extemporaneously. They include:

- Evaluate a significant experience, achievement, risk you have taken, or ethical dilemma you have faced and its impact on you.
- Discuss some issue of personal, local, national, or international concern and its importance to you.
- Indicate a person who has had a significant influence on you, and describe that influence.
- Describe a character in fiction, a historical figure, or a creative work (as in art, music, science, etc.) that has had an influence on you, and explain that influence.
- A range of academic interests, personal perspectives, and life experiences adds much to the educational mix. Given your personal background, describe an experience that illustrates what you would bring to the diversity in a college community, or an encounter that demonstrated the importance of diversity to you.
- Topic of your choice.

These topics are appropriate for classroom use should you want to give students more complex prompts to respond to. Another good way to acquire similar prompts is to contact local colleges or universities for the essay topics on their applications or to ask students to bring in questions from applications they are completing.
Common College Essay Mistakes handout (p. 1-2) adapted from ACT’s DISCOVER program, to students who would like more guidance.

Because some students in your class may not plan to apply to college and may feel left out of the conversation, explain to them that writing a personal essay according to the prompts just reviewed is still beneficial. Not only does the essay give them practice writing, but also it invites them to reflect on their beliefs and interests. They might also use the writing to convince their parents of the validity of their future plans. It may also help noncollege bound students solidify what their future career paths might be. Finally, many students may go on to college despite their immediate post-high school plans.

According to the National Center for Education Statistics (2002), in 1999 nearly forty percent of all undergraduate students were twenty-five years of age or older.

Have the class divide into groups of five. Distribute the Sample Personal Essays handout (pp. 1-3–1-8), one essay per group. Each group member should choose one of the following parts of the essay to analyze: the essay’s thesis, its introduction, what the essay says, its conclusion, and its sentence style.

Students should answer the following questions and support their answers with evidence from the text:

- Thesis: What is the thesis, and how well does it unify the essay?

- Introduction: How well does the introduction hook the reader? How well does it orient the reader to the essay’s subject?

- What the essay says: How are central ideas developed? What is explicitly and implicitly stated about the writer?

- Conclusion: How well does the conclusion provide closure to what the essayist has written?

- Sentence style: Describe the essayist’s sentence style. Are sentences businesslike and concise, or are they conversational? How would you describe the tone of the language used?

The small group assigned Richard Van Ornum’s essay might provide the following answers:

- Thesis: “I realized that everybody is born with gifts, but we all run into obstacles. If we recognize our talents and make the best of them, we’ve got a fighting chance to overcome our obstacles and succeed in life.” The thesis unifies the essay by its reference to gifts and obstacles, the two major discussion points of the essay. Van Ornum’s gifts of imagination and perseverance help him to overcome his physical disability.

- Introduction: The introduction hooks the reader by recounting a childhood dream, perhaps one that readers can identify with. It leads to the thesis statement by introducing the ideas of gift and obstacle: Van Ornum dreams of flying, but he is crushed by the weight of knowing that no real person can fly. The last two sentences of the first paragraph prepare the reader to learn more about the effects of Van Ornum’s real obstacle, his physical disability.

- What the essay says: Van Ornum draws from his experience to reach the larger conclusion that gifts can help one overcome obstacles. He develops his idea by explicitly describing his gifts:
imagination in the first paragraph and perseverance in the second. He introduces his obstacle, a physical disability, in the third. Van Ornum then writes about a moment of clarity in which he realizes that his imagination and perseverance had helped him overcome his physical disability.

- Conclusion: This ending provides closure because it revisits Van Ornum’s childhood memory from the introduction. Now free from his obstacle, Van Ornum can dream of flying once again.

- Sentence style: The sentences are short and mostly simple; the language is figurative. The tone is informal and conversational. For example, rather than providing the reader with a medical description of his disability, Van Ornum describes his obstacle as “a runaway truck on a May morning with no compassion for preschoolers on a field trip.”

Students will spend time writing personal essays in class and outside of class. Wrap up the day by distributing the Personal Essay Plan homework (p. I-9), Personal Essay prompts (p. I-10), and Personal Essay Rubric (p. I-11) and giving students time to read them. Answer any questions students may have. Students may also choose to bring in a prompt of their own. For homework, students should complete the Personal Essay Plan homework and begin to develop their ideas. Most of this information should be written on the Personal Essay Plan worksheet. Before class ends, remind students that they will begin listening to the career research presentations on Day 20.

To warm up for Day 19, ask for volunteers to share their work from the Personal Essay Plan homework.

Day 19 consists of two parts: a period of freewriting and another of organization. First, give students twenty minutes to freewrite in response to the essay prompts they chose. Their freewriting should begin on the back of their Essay Plan worksheet and continue in their journals. Freewrites can be an important part of the writing process because they give students time to collect all of their ideas in one place, to come up with preliminary ideas for their writing, and to discover possibilities they had not previously considered. Outline the following steps to a freewrite:

- Without regard for organization, grammar, or even spelling, write continuously for ten to fifteen minutes. (As they write, students should react to the prompt and try to develop their ideas in any way they might go.)

- Reread what you have written and circle what you want to keep. Cross out ideas that are not helpful. Try to discover relationships between the circled ideas.

- Answer the following questions: Is it possible to formulate a main idea or thesis from what you kept? If so, try to write your main idea as concisely as you can. If not, freewrite again if time allows.

The prewriting that students did for homework should help them to focus in freewriting. After twenty minutes have passed, have students pair up to review each other’s ideas. Working together for the rest of the class period, students should try to organize their ideas according to the categories on the Personal
Essay Plan worksheet. This should help students clarify their thinking and provide a framework for their essays.

To wrap up the day, solicit students’ suggestions for a set of ground rules for audience behavior during the presentations. Remind students that giving oral presentations can be nerve-wracking and that they can make the experience more comfortable by being supportive of each other. Review with students the order of presentations, determined on Day 1, and post them. Tell students they will exchange drafts of their essays for peer review for homework on Day 20.
Days 20–23

*Students present their career research projects to their peers and continue to work on their personal essays.*

### Materials & Resources

- Overhead projector or laptop computer and projector*
- Career Research Presentation Rubric
- Essay Peer Review (p. J-2)

On Days 20–23, before students begin their presentations, ensure they have the necessary equipment, such as an overhead projector or laptop and projector, and that they have already evaluated their own work using the Career Research Presentation Rubric. In addition, while each student presents, ask three volunteers to evaluate the presentation using the rubric. This feedback will provide presenters with a range of comments on their work, and it will encourage students to listen to the presentations thoughtfully and analytically. Other students should practice Focused Listing by identifying the main point of each presentation and listing several ideas closely related to it.

To conclude Day 20, have students exchange drafts of their personal essays for peer review (Essay Peer Review, p. J-2). For homework, students should complete a peer review of a classmate’s essay to turn in the following day. This independent peer review builds on skills that students have gained throughout this unit. However, because some students have limited experience with peer review, they may give questionable advice that you will want to temper or correct. Therefore, inform students you will evaluate their reviews based on the quality of their written comments.

Before students turn in the second draft of their personal essays at the beginning of class on Day 23, they should edit their drafts for spelling and grammar. Since students may want to use their essays for an actual college application, they may need to complete a more polished version at a later date.

### Tips for Teachers

Suggest to students that they invite school personnel, family members, or community members to listen to their presentations. Having others attend will provide them with a more diverse audience to address, and it will allow them to share what they have learned with interested adults. You might ask to videotape students’ presentations to offer to interested area groups. Doing so will provide those groups with useful information, and it will build school-community rapport. Students could also offer to deliver their presentations to younger students or to students in career exploration courses—volunteer experiences that would help enrich their résumés.
**ENHANCING STUDENT LEARNING**

**Selected Course Objectives**

**B.2. Modes of Writing for Different Purposes and Audiences**

e. Craft first and final drafts of workplace and other real-life writing (e.g., résumés, editorials, college entrance and/or scholarship essays) that are appropriate to the audience, provide clear and purposeful information, and use a format appropriate to the task

**E. Study Skills and Test Taking**

a. Apply active reading, listening, and viewing techniques by taking notes on classroom discussions, lectures, oral and/or video presentations, or assigned at home reading, and by underlining key passages and writing comments in journals or in margins of texts, where permitted

**Unit Extension**

**Suggested Teaching Strategies/Procedures**

**Materials & Resources**

- Job-Shadowing Plan (p. K-2)
- Job-Shadowing Student Form (p. K-3)
- Job-Shadowing Employer Form (p. K-4)
- Guest speakers*

*Materials or resources not included in the published unit

Students who show a particular interest in one aspect of the career they researched might write an article for a trade magazine or online publication. They could use their research as a catalyst for the project.

To build first-hand knowledge about the careers they researched, have students participate in a job-shadowing activity. Setting up a job-shadowing opportunity is a major undertaking for teachers, students, and employers, and your school will likely need to establish rules and parameters based on your students, the location of your school, and the location of possible job-shadowing employers. That said, the activity can be invaluable. Students will witness the day-to-day interactions they can expect in the job and will be exposed to the types of documents they will handle. Students will also be able to ask someone experienced in the line of work questions to gain first-hand knowledge about the job. Students should begin by completing the Job-Shadowing Plan worksheet (p. K-2). Allow students to complete the form at home, perhaps after speaking with family members or friends. Allow students a week to finalize their plans and return the planning form to you. If possible, select one day for all students to participate so that absences from class will not be staggered. In addition, students will have to get approval to miss their other classes and arrange for transportation to the job-shadowing site. When shadowing someone at a job, students should also complete the Job-Shadowing Student Form worksheet (p. K-3) and give the Job-Shadowing
Employer Form worksheet (p. K-4) to the person they shadow. Remind students that their answers on the student form should be thoughtful and honest.

To give students a glimpse of what particular occupations entail, you may also invite a series of guests to speak to the class. Depending on the number of speakers, presentations should last between fifteen and twenty minutes, including time for questions. As students are listening and interacting with the presenters, they should take notes over the most important, pertinent information.

**Reteaching**

**Suggested Teaching Strategies/Procedures**

**Materials & Resources**

☐ Computer access*

*Materials or resources not included in the published unit

If students struggled when writing their proposals, encourage them to choose another topic and repeat the process. Since finding a topic and developing a research idea is often the most difficult part of the proposal-writing process, invite students who struggle with it to focus their work on that part of the process. Other students may need to focus on the format, language, and tone of their proposals, making sure that their writing is concise and the overall purpose of the document is clear.

Give struggling students additional practice writing e-mail correspondence by asking them to write e-mails inviting their career experts to be guest speakers in their class.

**Reflecting on Classroom Practice**

- How am I supporting each student as he or she begins to develop a professional or occupational identity?
- To what extent are students completing tasks with accuracy and precision?
- Which SSR readings and classroom experiences did students respond to best or most positively?
Bibliography

References


**Resources**


Appendix A: Record Keeping

Contents

Unit Assignments and Assessments ................................................................. A-2
  Example

Unit Assignments and Assessments ................................................................. A-3
  Record Keeping

Career Myths ........................................................................................................ A-4
  Homework

Career Myths Key .................................................................................................. A-5
  Key
Unit Assignments and Assessments

Name: ________________________ Period: ___ Unit 2: Communication at School and in the Workplace

**Directions:** Prior to starting the unit, complete the log on the next page according to the example below and distribute it to students as an organizational tool.

<table>
<thead>
<tr>
<th>Day Assigned</th>
<th>Assignment/Assessment</th>
<th>In Class</th>
<th>Homework</th>
<th>Date Due</th>
<th>Feedback (Completed/Points)</th>
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<tr>
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<td>Career Myths Homework</td>
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<td>Research Proposal</td>
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<td>3</td>
<td>Career Possibilities Worksheet</td>
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<td>6</td>
<td>Memo</td>
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<td>Letter of Complaint</td>
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<td>Personal E-mail</td>
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<td>Business E-mail</td>
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<td>Résumé Work</td>
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<td>13</td>
<td>Cover Letter</td>
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<td>15</td>
<td>Interview Questions</td>
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<td>Job Application</td>
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<td>17</td>
<td>Thank-You Letter</td>
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<td>18</td>
<td>Personal Essay</td>
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</table>
**Unit Assignments and Assessments**

Name: ___________________________  Period: ___ Unit 2: *Communication at School and in the Workplace*

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*Record Keeping*
Career Myths

Directions: Mark each of the following statements as True (T) or False (F). In addition, write a brief justification for each “False” statement. Finally, mark with a star (★) the statements you would like to discuss in class.

1. T F There is only one right occupation out there for me.

2. T F I do not have time to spend on career planning now.

3. T F Throughout school I need to actively keep tabs on the job market to stay well informed.

4. T F When the time is right, the perfect career for me will be clear.

5. T F I know all there is to know about occupations that interest me.

6. T F If I spend time planning my career now, I will never have to do it again.

7. T F I will only have five or six different occupations before I retire.

8. T F Career assessments are able to tell me what I should be.

9. T F Careers portrayed on TV shows (such as Law & Order® or ER®) demonstrate the typical duties of workers in those occupations.

10. T F Our interests are determined as much by our genes as they are by our environment.

11. T F Having a clear goal while engaging in career exploration is important.

12. T F I must find an occupation that satisfies all of my interests.

13. T F Good grades in classes are enough to show an employer or university that I am prepared.

14. T F Consulting with my counselor is adequate career planning.
Career Myths Key

<table>
<thead>
<tr>
<th>Answer</th>
<th>Explanation</th>
</tr>
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<tbody>
<tr>
<td>1. F</td>
<td>There are over 30,000 job titles. Most people change careers several times during their lifetimes.</td>
</tr>
<tr>
<td>2. F</td>
<td>Career planning is an ongoing process, so now is a great time to think about what you might like to do and learn how to acquire the skills necessary to do it.</td>
</tr>
<tr>
<td>3. T</td>
<td>The world of work is constantly changing. Being aware of the changes will help you to better prepare for the careers you choose.</td>
</tr>
<tr>
<td>4. F</td>
<td>Most people take a job that meets their financial needs.</td>
</tr>
<tr>
<td>5. F</td>
<td>There are 30,000 possible jobs: It is unlikely that you have explored them all adequately.</td>
</tr>
<tr>
<td>6. F</td>
<td>Every time your career path changes, you will plan again.</td>
</tr>
<tr>
<td>7. F</td>
<td>The average American worker has ten or more jobs over the course of his or her lifetime.</td>
</tr>
<tr>
<td>8. F</td>
<td>Career surveys can provide some ideas about where your interests, values, and abilities are as they apply to work, but only you can decide what is best for you.</td>
</tr>
<tr>
<td>9. F</td>
<td>Television shows tend to glamorize work. They ignore the everyday responsibilities of most jobs such as filling out paperwork.</td>
</tr>
<tr>
<td>10. T</td>
<td>Who your parents are and the type of place you grow up affect your interests. At the same time, the more experiences you have, the more likely it is that your interests will change.</td>
</tr>
<tr>
<td>11. F</td>
<td>The better you are able to define what you want, the fewer dead-ends you will likely encounter.</td>
</tr>
<tr>
<td>12. F</td>
<td>It is rarely true that a person finds a job that meets most of their interests. That is one reason many people have hobbies or do other things for fun.</td>
</tr>
<tr>
<td>13. F</td>
<td>Good grades are very important, but other things count too, especially after-school activities, leadership roles, and work experience.</td>
</tr>
<tr>
<td>14. F</td>
<td>In addition to consulting with the guidance counselor, you and your parents or guardians should be exploring options and planning how to move forward. This planning includes asking teachers for recommendations, contacting colleges or places of business for information, and making visits.</td>
</tr>
</tbody>
</table>
Contents

Career Research Project ........................................................................................................ B-2
  Prompt

Advanced Elements of a Proposal .................................................................................. B-3
  Handout

Advanced Proposal Rubric ................................................................................................. B-4
  Rubric

Career Research Presentation Rubric ............................................................................... B-5
  Rubric

Books About Careers ......................................................................................................... B-6
  Annotated Bibliography
Career Research Project

Name: ____________________________ Period: ______ Date: ________________

**Directions:** After choosing a career to research, write a proposal that outlines your goals, identifies the significance of your research, and enumerates your research methods. Second, conduct your research. Finally, deliver a 5–7 minute presentation that, with the help of a visual aid, presents your findings.

**Purpose**

The purpose of this project is to investigate a career that you might want to pursue after high school.

**Research Proposal**

The research proposal outlines your plans for the project. In the proposal, explain the purpose of your project, the significance of your research, and how you will go about your research. Think of the proposal as a means of organizing your thinking. (Due on Day 10)

**Independent Research**

Your research should cover the following components:

- **Career description and related careers:** What sorts of roles and responsibilities does the career include? What would you be doing on a daily basis? How does the career connect to other occupations?

- **Educational requirements and potential obstacles:** What sort of schooling or training do you need to attain this career? What might prevent you from reaching your goals? How can you overcome those obstacles?

- **Career decisions:** What are the perks and shortcomings of this career? How might your values affect your choice of careers? Why is the path you are researching the right career path for you? (Is it?)

- **Career projections:** How will the career change over the next five to ten years? Will the career be in demand, or will the need for it decrease?

- **Career-related topic:** What particular issue or problem is currently affecting my career of interest? How? For example, how has the threat of global warming had an impact on the automobile industry?

**Presentation**

In 5–7 minutes, present your research about the career to the class. Use a visual aid in your presentation. (Due on Days 20–23)
**Advanced Elements of a Proposal**

<table>
<thead>
<tr>
<th><strong>Project Title:</strong></th>
<th>Your project should have a working title, even if it does not become the project’s final title.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose Statement:</strong></td>
<td>Your purpose statement should express what you hope to discover or demonstrate through your research. Before beginning your research, compile a list of questions you hope to answer. You should be able to answer these questions with one or two sentences after you finish your research.</td>
</tr>
<tr>
<td><strong>Background:</strong></td>
<td>Explain your interest in and experience with your subject. Have you conducted similar research in the past? Have you taken courses that will help your work? Have you done readings, or do you have pertinent personal experience?</td>
</tr>
<tr>
<td><strong>Significance:</strong></td>
<td>Why is this subject worth spending time on? Why are your questions worth answering? What do you hope to learn? What value will your final project have for you and, potentially, others?</td>
</tr>
<tr>
<td><strong>Description:</strong></td>
<td>Describe the sort of research you will conduct to complete the project.</td>
</tr>
<tr>
<td><strong>Methodology:</strong></td>
<td>Explain, in as much detail as possible, how you will conduct your research. What references and experts will you consult, and what role will they play in your research? Be sure to support your ideas with sound reasoning.</td>
</tr>
<tr>
<td><strong>Problems:</strong></td>
<td>Describe potential problems you might encounter and how you hope to solve them.</td>
</tr>
<tr>
<td><strong>Resources:</strong></td>
<td>Make a list of the sources you plan to use.</td>
</tr>
</tbody>
</table>

# Advanced Proposal Rubric

**Name:** ___________________________  **Period:** ______  **Date:** ______________

**Directions:** Circle the descriptions that best represent the student’s work. Assign point values based upon that description, and write it in the “Points Earned” column. Assign a “0” if work is missing. Total the points earned in the “Total” box.

<table>
<thead>
<tr>
<th>Attributes</th>
<th>Above Standard 5</th>
<th>At Standard 3</th>
<th>Below Standard 1</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>Problem is described clearly and with appropriate development.</td>
<td>Problem is described with some clarity.</td>
<td>Problem is not described or described with too little development.</td>
<td></td>
</tr>
<tr>
<td><strong>Solution and Its Benefits</strong></td>
<td>Solution is described in clear detail. Tone is businesslike, direct, and organized.</td>
<td>Solution is described in some detail. Tone is informal and indirect. Overall organization is not as clear as it should be.</td>
<td>Solution is unclear or minimal. Few details are provided. Tone is inappropriate, and organization is confusing.</td>
<td></td>
</tr>
<tr>
<td><strong>Procedure</strong></td>
<td>Manner in which solution will be developed is detailed and well developed, with paragraphs carefully organized in a logical order.</td>
<td>Manner in which solution will be developed is fairly well detailed and somewhat developed, with paragraphs somewhat organized.</td>
<td>Manner in which solution will be developed is general. Paragraphs are disorganized, thin, and illogical.</td>
<td></td>
</tr>
<tr>
<td><strong>Budget, Materials, Time</strong></td>
<td>Issues of budget, materials, and time are fully described.</td>
<td>Issues of budget, materials, and time are somewhat described.</td>
<td>Issues of budget, materials, and time are minimally or not described.</td>
<td></td>
</tr>
</tbody>
</table>

**Total** /20

**Comments**

# Career Research Presentation Rubric

**Name:** __________________________________________  **Period:** __________  **Date:** ________________

**Directions:** Use this rubric to develop your presentation. Both your peers and I will score your presentation on a 4-point scale where 4 = excellent, 3 = average, 2 = good, and 1 = poor.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Hook is effective; career choice and research questions are clearly stated; rationale and personal significance are given.</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>The research question and main idea are stated; supporting details and evidence develop the main idea and outline new understandings.</td>
<td></td>
</tr>
<tr>
<td>Coherence</td>
<td>Ideas are logically connected; organization is engaging and easy to follow.</td>
<td></td>
</tr>
<tr>
<td>Delivery</td>
<td>Speaker makes eye contact with audience, presents without reading, speaks clearly at an appropriate rate and volume, inflects voice, and appears poised and confident.</td>
<td></td>
</tr>
<tr>
<td>Self-Reflection</td>
<td>Conclusion identifies the successes and challenges experienced while completing the project and describes the importance of the research on future career choices.</td>
<td></td>
</tr>
<tr>
<td>Responsiveness</td>
<td>Answers to questions are concise and insightful.</td>
<td></td>
</tr>
<tr>
<td>Visual Aid</td>
<td>Slideshow, poster, or other graphic illustration informs and enhances the presentation.</td>
<td></td>
</tr>
<tr>
<td>Time Limit</td>
<td>Presentation stays within 5–7 minutes.</td>
<td></td>
</tr>
</tbody>
</table>

**Total** 32

**Comments**
Books About Careers

All of the following books focus on careers and work. Some introduce the variety of careers people hold in the 21st century; others describe a historical overview of work and explore effects of work on people’s lives. Each annotation connects the book to ACT’s six career clusters, career areas, and occupations.

Career Research Project Books


This book helps teenagers identify their skills, interests, preferred work environments, and dream jobs. It also encourages teens to think about how to meet their goals and secure those dream jobs. Eight jobs are profiled in the appendix. (All six career clusters and various career areas and occupations)

*Gig: Americans Talk About Their Jobs* by John Bowe, Marisa Bowe, and Sabin Streeter (2000)

This book documents the dedication, ups and downs, and personal thoughts of working-class United States citizens about twenty-first century jobs. The book is organized into fifteen categories that cross such career areas as goods and services, plants and animals, children and teachers, and bodies and souls. (All six career clusters and various career areas and occupations)


This book describes one man’s journey toward his dream job as a motivational speaker for Nike employees. Driven by his love of sports, Carroll shows how finding your own “red rubber ball” or passion in life can help you develop a career worth loving. (Art: Applied Arts [Written & Spoken], Public Relations Specialist or Administration & Sales: Employment-Related Services, Training)


Eikleberry’s book is divided into three sections. The first part gives readers a view of the world of work, describes John Holland’s six personality types, and discusses the mismatch that exists between people and their careers. The second section encourages readers to determine their skills and either tie them to specific career areas or create their own career options. The final section provides tools and strategies to help readers achieve their goals. The book includes an appendix that describes 270 jobs organized by three trails—Ideas, Ideas and People, and Ideas and Things—and coded both according to Holland’s personality traits and the level of creativity required to perform the job. (All six career clusters and various career areas and occupations)

*The World is Flat: A Brief History of the Twenty-First Century* by Thomas L. Friedman (2007)

The New York Times columnist describes globalization and how it has and will continue to affect nations, companies, towns, and persons. (All six career clusters and various career areas and occupations)


This book argues that workers are not taking advantage of “family friendly” salary and work options. It also discusses why some parents prefer work to dealing with family struggles caused by longer work hours. (All six career clusters and various career areas and occupations)


Hochschild and Machung reveal the roles and inequity of duties that working women have in households where both parents work. (Science & Technology: Social Sciences, Sociologist)

*Who Do You Think You Are? Understanding Your Motives and Maximizing Your Abilities* by Nick Isbister and Martin Robinson (1999)

Art Miller’s System for Identifying Motivated Abilities (SIMA) provides the underlying foundation of this book. Using various exercises, readers are
encouraged to identify and interpret their life achievements, discover motivational patterns among them, and translate those patterns into possible careers or changes to existing careers. (All six career clusters and various career areas and occupations)


This book provides detailed descriptions of more than 80 interesting and unusual jobs. The book organizes these jobs into 15 categories that include, among many others, jobs done in the wild, up high in the air, in the cold, and to the flesh. The intent is to broaden readers’ thinking and illustrate the many career possibilities there are. (All six career clusters and various career areas and occupations)


The 40 essays in this book address problems and issues of the workplace and discuss forces that have made an impact on jobs and the economy. (All six career clusters and various career areas and occupations)

**Working: People Talk About What They Do All Day and How They Feel About What They Do by Studs Terkel (1972)**

An in-depth oral history of work experiences in the 1970s. (All six career clusters and various career areas and occupations)

### Books for Personal Enjoyment

**Crescent by Diana Abu-Jabar (2003)**

This love story between a chef in a Lebanese restaurant and an Arab literature professor describes Middle Eastern culture and the challenge of taking risks and committing to a relationship. (Technical: Crafts & Related, Chef)

**Origin: A Novel by Diana Abu Jabar (2007)**

Lena Dawson is a fictional fingerprint expert in Syracuse, New York, who is surprised by the number of crib deaths that have been attributed to SIDS (Sudden Infant Death Syndrome). Working on the investigation brings up memories of her own childhood and raises questions about her own origins. (Administration & Sales: Regulation & Protection, Investigator)

**Paula by Isabel Allende (1995)**

Allende wrote *Paula*, her first work of nonfiction, at the bedside of her dying daughter. She writes of her childhood, her family’s flight from the Pinochet regime to Venezuela, an assortment of colorful relatives, and the process by which she became a writer. (Arts: Creative & Performing Arts, Writer)

**Unbought and Unbossed by Shirley Chisolm (1970)**

This autobiography describes the life and career of Congresswoman Chisolm who was an advocate for African Americans and women. (Science & Technology: Social Sciences, Political Scientist)

**Madame Curie: A Biography by Eve Curie (1937)**

Marie Curie was the first woman scientist to gain international acclaim and one of the greatest scientists of the twentieth century. This biography chronicles Curie’s celebrated scientific achievements and her personal life, including her childhood in Poland, her marriage to scientist Pierre Curie, and her tragic death. (Science & Technology: Natural Science & Technologies, Physicist)

**Working Men by Michael Dorris (2003)**

This collection of short stories chronicles the working life of various characters. (All six career clusters and various career areas and occupations)

**Surely You’re Joking, Mr. Feynman! (Adventures of a Curious Character) by Richard Feynman, as told to Ralph Leighton (1985)**

This autobiography is a collection of reminiscences from the Nobel Prize-winning physicist. It describes subjects as varied as Feynman’s interest in hypnotism and safe-cracking as well as the development of the atomic bomb and the death of Feynman’s first wife. (Science & Technology: Natural Science & Technologies, Physicist)
If He Hollers Let Him Go by Chester Himes (1945, 1986)
This book is set in Los Angeles during the 1940s. Bob Jones is an African American shipyard worker who has worked hard to achieve his current position. But his daily struggles with racism eventually lead to profound turmoil in his life. (Technical: Construction & Maintenance, Boat Builder/Repairer)

This novel is a portrait of Stevens, an English butler who has faithfully served Lord Darlington for 30 years. (Social Services: Personal Services, Server)

Strawberry Road by Yoshimi Ishikawa (1991)
A memoir of the author’s experiences working as a farmhand on his brother’s strawberry farm in the 1960s. (Technical: Agriculture, Forestry, and Related, Farm Manager and Farmhand)

Ironweed by William Kennedy (1979)
Set in the 1930s, this book is the story of Frances Phelan, a former baseball player and now self-proclaimed bum. Phelan committed several crimes in his hometown of Albany, New York, and then ran away. He is now returning to face the past and its ghosts. (Arts: Creative & Performing Arts, Professional Athlete)

Lucy by Jamaica Kincaid (1990)
Lucy is a teenage girl from the West Indies who comes to the United States to be an au pair for Lewis and Mariah and their four children. (Social Services: Personal Services, Childcare Worker)

Truth and Bright Water by Thomas King (1970)
At fifteen, Tecumseh is a confused teen who has endured much hardship. He is asked to help Monroe Swimmer, an artist from Bright Water, on several projects that help him to learn about the world and his own rural community named Truth. (Arts: Applied Arts, Artist)

On Writing consists of two parts: an autobiography and a lesson for aspiring novelists. King’s memoir covers his life from childhood through the aftermath of a near-fatals accident in 1999. He advises would-be novelists to read and write endlessly and to develop a toolbox of proper grammar, vocabulary, mechanics, and usage. (Arts: Creative & Performing Arts, Writer)

Native Speaker by Chang-Rae Lee (1995)
Henry Park is a Korean American who feels alienated from both the American and Korean cultures, which makes him a perfect spy. But events cause him to struggle with the questions of who he is and what he believes. (Administration & Sales: Regulation & Protection, Spy)

Life of Pi by Yann Martel (2001)
As the son of a zookeeper, Pi Patel has a vast knowledge of animals. On his sixteenth birthday, his family leaves Pondicherry, India, boarding a cargo ship along with some of their animals to start a new life in Canada. When the ship sinks, Pi is lost at sea. He finds himself sharing a lifeboat with several of the family’s animals. (Social Services: Personal Services, Animal Trainer)

“In the Bird Cage” by Steve Martin (The New Yorker, October 29, 2007)
This article takes a look into the beginnings of Steve Martin’s career as a stand-up comedian. (Arts: Creative & Performing Arts, Actor)

Teacher Man by Frank McCourt (2005)
This memoir focuses on McCourt’s thirty-year teaching career in New York City’s public high schools. Realizing that the school system was run by bureaucrats instead of teachers, McCourt found ingenious ways to motivate his students and claims that teaching is more than achieving high test scores. (Social Service: Education, Teacher)

The Nanny Diaries by Emma McLaughlin and Nicola Kraus (2002)
Cowritten by former nannies, this book is an inside look at the duties and responsibilities of a New York City nanny and the relationships that develop between employer and employee. (Social Services: Personal Services, Childcare Worker)
Books About Careers
Annotated Bibliography

Last Man Down: A New York City Fire Chief and the Collapse of the World by Richard Picciotto and Daniel Paisner (2001)

Last Man Down is a first-person account of the September 11 World Trade Center collapse. Picciotto, a FDNY battalion commander, was inside the North Tower when it collapsed. Trapped between the sixth and seventh floors, he coordinated the rescue of several dozen civilians. (Technical: Construction & Maintenance, Firefighter)

Jackie Robinson and the Integration of Baseball by Scott Simon (2002)

This brief biography of Jackie Robinson focuses on his life from his army service during World War II through his first few seasons with the Brooklyn Dodgers. Woven into the account is a description of racial segregation. (Arts: Creative & Performing Arts, Professional Athlete)

The Jungle by Upton Sinclair (1906)

Jurgis Rudkus and his Lithuanian family immigrate to Chicago in the hope of finding a good home and job. However, there is little work available in the area called “packingtown”: most of the work is in the stockyard in the slaughterhouses. This novel reveals the deplorable working conditions people suffered until government regulations were put into place in the early 1900s. (Technical: Manufacturing & Processing)

A Primate’s Memoir: A Neuroscientist’s Unconventional Life Among the Baboons by Robert M. Sapolsky (2002)

Knowing from childhood that he wanted to study primates, Sapolsky jumped at the chance to study social behavior in baboons in Africa. Once in Kenya, though, Sapolsky realized that his life among the baboons was quite different from his previous bookish studies. With stories about mastering blowguns and subsisting on canned mackerel and beans, A Primate’s Memoir provides a glimpse into the life of a primatologist conducting field work. (Science & Technology: Social Sciences)

House of All Nations by Christina Stead (1939)

This satire illuminates the world of international finance. It is a story about Jules Bertillon, the director of a private European bank, and his clients’ insatiable greed. (Administration & Sales: Management)

The Bonesetter’s Daughter by Amy Tan (2001)

This novel tells the story of Ruth Young, a ghost writer of self-help books, who has a difficult relationship with her mother. As Alzheimer’s begins to erode her mother’s mind, Ruth works to get to know her mother and her life through conversation and her mother’s manuscripts. (Arts: Creative & Performing Arts, Writer)

The Messenger by Charles Wright (1963, 1993)

As a budding writer, Charles Stevens takes a job as a New York City messenger to make ends meet and in the process encounters many kinds of people. This book looks at the complexities that are inherent in United States society. (Business Operations: Distribution & Dispatching, Messenger/Courier)


Confessions traces the transformation of Yancey from an unemployed theater major, initially ambivalent about working for the IRS, to an unyielding revenue officer committed to the work of the organization. Yancey’s metamorphosis includes a range of colorful characters and provides an engaging portrayal of life inside the IRS. (Business Operations: Financial Transactions, Accountant/Auditor)
Contents

Career Exploration Exercise ........................................................................................................ C-2
  Transparency

Basic Work Tasks and Career Clusters ..................................................................................... C-3
  Transparency

Career Possibilities .................................................................................................................. C-4
  Worksheet

Career Planning Guide .............................................................................................................. C-13
  Worksheet

Internet Guidelines ..................................................................................................................... C-14
  Worksheet
Career Exploration Exercise

All occupations differ in their engagement with four basic tasks:

- **Analyzing Data**: Facts, numbers, files, business procedures
- **Exploring Ideas**: Knowledge, insights, and new ways of expressing something (with words, equations, music, etc.)
- **Working with People**: To help, to serve, to care for, to sell things to
- **Manipulating Things**: Machines, tools, living things, and materials such as food, wood, or metal

While any occupation involves all four of these basic work tasks, occupations differ in the level of their involvement. For example:

- Insurance agents work with ideas and things, but their primary tasks are working people and analyzing data.
- Engineers work with people and data, but their primary tasks are exploring ideas and manipulating things.

Clearly, insurance agents and engineers do fundamentally different types of work.

These work tasks can help us understand basic similarities between occupations. For example, interior designers are typically called upon to use more visual skills than book editors. But both occupations’ primary tasks are exploring ideas and working with people. Broadly speaking, interior designers and book editors do similar types of work.

These tasks can also be used to organize the world of work and discover the similarities and differences between occupations. In turn, this can help you identify occupations in line with your interests.
Basic Work Tasks and Career Clusters

Administration & Sales
Persuading, influencing, directing, or motivating others through activities such as sales, supervision, and aspects of business management. This work primarily involves analyzing data and working with people.

Business Operations
Developing and/or maintaining accurate and orderly files, records, and accounts; designing and/or following systematic procedures for performing business activities. This work primarily involves analyzing data and manipulating things.

Social Service
Helping, enlightening, or serving others through activities such as teaching, counseling, working in service-oriented organizations, and engaging in social/political studies. This work primarily involves working with people.

Analyzing Data
(facts, numbers, files, business procedures)

Exploring Ideas
(knowledge, insights, and new ways of expressing something)

Technical
Working with tools, instruments, and mechanical or electrical equipment. Activities include designing, building, repairing machinery, and raising crops/animals. This work primarily involves manipulating things.

Working with People
(to help, to serve, to care for, to sell things to)

Manipulating Things
(machines, tools, living things, and materials such as food, wood, or metal)

Arts
Expressing oneself through activities such as painting, designing, singing, dancing, and writing; artistic appreciation of such activities (e.g., listening to music, reading literature). This work primarily involves exploring ideas and working with people.

Science & Technology
Investigating and attempting to understand phenomena in the natural sciences through reading, research, and discussion. This work primarily involves exploring ideas and manipulating things.
Career Possibilities

Name: ___________________________________ Period: __________ Date: ______________

Directions: Read each step and complete its corresponding worksheet.

Step 1
This diagram shows six major types of work, called career clusters. Each career cluster differs in how much it involves analyzing data, exploring ideas, working with people, and manipulating things. For example, the Social Service career cluster consists of occupations that primarily involve working with people, such as teachers and social workers. In contrast, the Business Operations career cluster consists of occupations that primarily involve analyzing data and manipulating things, such as accountants and air traffic controllers.

Review the six types of work and select one you want to know more about. Think about the classes and activities you enjoy. Do they primarily involve working with data, ideas, people, or things? Use your answer to help you select a career cluster.

Administration & Sales
Persuading, influencing, directing, or motivating others through activities such as sales, supervision, and aspects of business management. This work primarily involves analyzing data and working with people.

Social Service
Helping, enlightening, or serving others through activities such as teaching, counseling, working in service-oriented organizations, and engaging in social/political studies. This work primarily involves working with people.

Business Operations
Developing and/or maintaining accurate and orderly files, records, accounts, etc.; designing and/or following systematic procedures for performing business activities. This work primarily involves analyzing data and manipulating things.

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Working with tools, instruments, and mechanical or electrical equipment. Activities include designing, building, repairing machinery, and raising crops/animals. This work primarily involves manipulating things.

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Science & Technology
Investigating and attempting to understand phenomena in the natural sciences through reading, research, and discussion. This work primarily involves exploring ideas and manipulating things.

Career Cluster: ___________________________________
Step 2

There are hundreds of occupations in the career cluster you chose in Step 1. Step 2 will help you focus on a smaller set of occupations.

Each career cluster consists of several subtypes, called career areas. Occupations in a career area are all very similar in terms of the kinds of work done.

The boxes on this and the following pages show you the career areas in each career cluster. Example jobs are shown for each career area. Find your career cluster and review the career areas in it. Choose two or more career areas that have the kinds of occupations you might like best.

If you recently completed the ACT Interest Inventory (found in programs such as PLAN®, DISCOVER®, or the ACT® test), you may recall your ACT World-of-Work Map regions. You can use the map regions to search for career areas. Map regions are listed for each career cluster. For example, if your regions are 3, 4, and 5, then you may want to look closely at career areas in the Administration & Sales or Business Operations career clusters.

### Administration & Sales

(ACT Map Regions 2 and 3)

**Employment-Related Services**

*Example jobs:* Employee Benefits Manager; Employment Interviewer; Human Resources Manager; Training/Education Manager

**Marketing & Sales**

*Example jobs:* Advertising Manager; Buyer; Insurance Agent; Real Estate Agent; Sales/Marketing Manager; Travel Agent

**Management**

*Example jobs:* Financial Manager; Foreign Service Officer; General Manager/Top Executive; Hotel/Motel Manager; Property/Real Estate Manager

**Regulation & Protection**

*Example jobs:* Customs Inspector; Detective (Police); FBI Agent; Food & Drug Inspector; Park Ranger; Police Officer

### Business Operations

(ACT Map Regions 4 and 5)

**Communications & Records**

*Example jobs:* Abstractor; Court Reporter; Hotel Clerk; Medical Record Technician; Title Examiner/Searcher

**Financial Transactions**

*Example jobs:* Accountant/Auditor; Bank Teller; Budget/Credit Analyst; Insurance Underwriter; Real Estate Appraiser; Tax Accountant

**Distribution & Dispatching**

*Example jobs:* Air Traffic Controller; Flight Dispatcher; Mail Carrier; Shipping/Receiving Clerk; Warehouse Supervisor
Technical
(ACT Map Regions 6 and 7)

Transport Operation & Related
Example jobs: Aircraft Pilot; Astronaut; Bus Driver; Locomotive Engineer; Ship Captain; Truck Driver (Tractor Trailer)

Agriculture, Forestry & Related
Example jobs: Aquaculturist; Farm Manager; Forester; Nursery/Greenhouse Manager; Tree Surgeon (Arborist)

Computer & Information Specialties
Example jobs: Actuary; Archivist/Curator; Computer Programmer; Computer Systems Analyst; Web Site Developer

Construction & Maintenance
Example jobs: Carpenter; Electrician (Construction); Firefighter; Plumber; Security System Installer

Crafts & Related
Example jobs: Cabinetmaker; Chef/Cook; Jeweler; Tailor/Dressmaker; Winemaker

Manufacturing & Processing
Example jobs: Printing Press Operator; Sheet Metal Worker; Tool & Die Maker; Water Plant Operator; Welder

Mechanical & Electrical Specialties
Example jobs: Locksmith; Millwright; Technicians in various fields (for example, Automotive, Avionics, Broadcast, Sound)

Science & Technology
(ACT Map Regions 8, 9, and 10)

Engineering & Technologies
Example jobs: Architect, Engineers (for example, Civil, Mechanical) & Technicians (for example, Energy Conservation, Quality Control) in various fields; Surveyor

Natural Science & Technologies
Example jobs: Biologist; Food Technologist; Geologist; Meteorologist; Physicist

Medical Technologies
Example jobs: Dietician/Nutritionist; Optician; Pharmacist; Radiographer Technologists in various fields (for example, Medical, Surgical)

Medical Diagnosis & Treatment
Example jobs: Anesthesiologist; Dentist; Nurse Practitioner; Physical Therapist; Physician; Veterinarian

Social Sciences
Example jobs: Anthropologist; Criminologist; Political Scientist; Experimental Psychologist; Sociologist
### Career Possibilities Worksheet

#### Arts

**(ACT Map Regions 10 and 11)**

**Applied Arts (Visual)**
*Example jobs:* Animator; Fashion Designer; Graphic Artist (Software); Photographer; Set Designer

**Creative & Performing Arts**
*Example jobs:* Actor; Composer (Music); Dancer/Choreographer; Fashion Model; Musician (Instrumental); Writer/Author

**Applied Arts (Written & Spoken)**
*Example jobs:* Advertising Copywriter; Columnist; Editor; Interpreter; Librarian; Reporter/Journalist

#### Social Services

**(ACT Map Regions 1 and 12)**

**Health Care**
*Example jobs:* Athletic Trainer; Dental Hygienist; Health Services Administrator; Psychiatric Technician; Recreational Therapist

**Education**
*Example jobs:* Athletic Coach; College/University Faculty; Educational Administrator; Teachers in various specialties (for example, Art, Foreign Language, Music)

**Community Services**
*Example jobs:* Counselors in various specialties (for example, Mental Health, Rehabilitation); Director (Social Service); Lawyer; Social Worker

**Personal Services**
*Example jobs:* Barber; Flight Attendant; Gaming Occupations Worker; Hairstylist/Cosmetologist

Career Areas You Selected:

1. ____________________________________________
2. ____________________________________________

In the space below, reflect on your choices by listing reasons for your interest.
Step 3

You are now ready to select a few occupations. The lists below name more occupations in each career area. Using the lists, find the career areas you selected in Step 2, and review the occupations. All occupations in a career area involve the same general types of work, so try to select three or four occupations you would like to learn more about.

**Employment-Related Services**
- Compensation Manager
- Director (Industrial Relations)
- Employee Benefits Manager
- Employment Interviewer
- Human Resources Manager
- Job Analyst
- Labor Relations Specialist
- Training/Education Manager
- Property/Real Estate Manager
- Sports/Athletics Manager

**Regulation & Protection**
- Bill Collector
- Correction Officer
- Customs Inspector
- Detective (Police)
- Environmental Health Inspector
- FBI Agent
- Food and Drug Inspector
- Industrial Hygienist
- Insurance Claim Representative
- Park Ranger
- Police Officer
- Private Detective/Investigator
- Security Manager
- Umpire/Referee

**Marketing & Sales**
- Account Executive (Advertising)
- Advertising Manager
- Auctioneer
- Buyer
- Driver (Sales Route)
- Fund-Raiser
- Importer/Exporter
- Insurance Agent
- Real Estate Agent
- Sales Representative
- Sales/Marketing Manager
- Travel Agent
- Wedding Consultant
- Abstractor
- Career Technician
- Court Reporter
- Customer Service Representative
- File Clerk
- Foreign Trade Clerk
- Hotel Clerk
- Legal Secretary
- Medical Record Technician
- Medical Transcriptionist
- Secretary
- Statistical Clerk
- Title Examiner/Searcher

**Management**
- Airport Manager
- Business Agent
- City Manager
- Contractor/Construction Manager
- Emergency Manager
- Event Planner
- Financial Manager
- Foreign Service Officer
- General Manager/Top Executive
- Hotel/Motel Manager
- Loan Officer/Counselor
- Management Consultant
- Production Manager (Industry)
- Financial Transactions
- Accountant/Auditor
- Accounting Clerk
- Bank Teller
- Brokerage Clerk
Budget Analyst  
Cost Estimator  
Credit Analyst  
Insurance Underwriter  
Payroll Clerk  
Real Estate Appraiser  
Tax Accountant  
Ticket Agent  

**Distribution & Dispatching**  

Air Traffic Controller  
Flight Dispatcher  
Mail Carrier  
Messenger/Courier  
Meter Reader  
Order Filler  
Postal Clerk  
Shipping/Receiving Clerk  
Stock Clerk  
Warehouse Supervisor  

**Transport Operation & Related**  

Aircraft Pilot  
Astronaut  
Bus Driver  
Chauffeur  
Forklift Operator  
Locomotive Engineer  
Railroad Braker  
Railroad Conductor  
Ship Captain  
Taxicab Driver  
Truck Driver (Tractor Trailer)  

**Agriculture, Forestry & Related**  

Aquaculturist  
Farm Manager  
Farm Worker (General)  
Fisher  
Forester  
Forestry Technician  
Groundskeeper (Gardener)  
Logger  
Nursery/Greenhouse Manager  
Nursery/Greenhouse Worker  

Pest Controller  
Tree Surgeon (Arborist)  

**Computer & Information Specialties**  

Actuary  
Archivist/Curator  
Computer Network Specialist  
Computer Programmer  
Computer Service Technician  
Computer Software Engineer  
Computer Systems Analyst  
Desktop Publisher  
Information Systems Manager  
Library Technician  
Operations Research Analyst  
Web Site Developer  

**Construction & Maintenance**  

Boat Builder/Repairer  
Bricklayer/Stonemason  
Building/Construction Inspector  
Carpenter  
Diver  
Electrician (Construction)  
Firefighter  
Floor Covering Installer  
Glazier  
Heavy Equipment Operator  
Painter (Construction)  
Paper Hanger  
Plumber  
Security System Installer  

**Crafts & Related**  

Baker  
Butcher/Meatcutter  
Cabinetmaker  
Chef/Cook  
Jeweler  
Musical Instrument Repairer  
Shoe Repairer  
Tailor/Dressmaker  
Upholsterer  
Winemaker
Manufacturing & Processing

Assembler
Blaster/Explosive Worker
Bookbinder
Inspector (Industrial)
Machinist/Tool Programmer
Miner
Photographic Process Worker
Power Plant Operator
Printing Press Operator
Sheet Metal Worker
Tool & Die Maker
Water Plant Operator
Welder
Woodworker

Mechanical & Electrical Specialties

Air-Conditioning/Refrigeration/Heat Technician
Aircraft Technician
Automotive Technician
Biomedical Equipment Technician
Boat/Small Engine Mechanic
Broadcast Technician
Electronic Equipment Repair Person (Industrial)
Locksmith
Machine Repairer (Industrial)
Maintenance Mechanic (General)
Millwright
Office Machine Servicer
Solar Energy System Installer
Telecommunications Technician

Engineering & Technologies

Aerospace Engineer
Architect
Cartographer
Civil Engineer
Computer Engineer
Drafter
Industrial Engineering Technician
Mechanical Engineering Technician
Production Planner
Quality Control Technician
Robot Technician
Stage Technician
Surveyor

Natural Science & Technologies

Technical Illustrator
Tool Designer

Technical Illustration

Medical Technologies

Dietitian/Nutritionist
Embalmmer
Medical Laboratory Technician
Medical Technologist
Nuclear Medicine Technologist
Optician
Pharmacist
Prosthetist/Orthotist
Surgical Technologist
Weight Reduction Specialist

Medical Diagnosis & Treatment

Anesthesiologist
Audiologist
Chiropractor
Dentist
Emergency Medical Technician
Nurse Practitioner
Occupational Therapist
Optometrist
Physical Therapist
Physician
Physician Assistant
Respiratory Therapist
Speech-Language Pathologist
Veterinarian
Social Sciences
Anthropologist
Archaeologist
Criminologist
Economist
Experimental Psychologist
Geographer
Gerontologist
Historian
Market Research Analyst
Political Scientist
Sociologist
Urban Planner

Applied Arts (Visual)
Animator
Artist
Cinematographer
Fashion Designer
Floral Designer
Graphic Artist (Software)
Illustrator
Industrial Designer
Interior Designer
Merchandise Displayeer
Photographer
Set Designer
Video/Film Editor

Creative & Performing Arts
Actor
Composer (Music)
Conductor (Music)
Dancer/Choreographer
Dramatist (Playwright)
Fashion Model
Movie/TV Director
Musician (Instrumental)
Professional Athlete
Singer
Stunt Performer
Writer/Author

Applied Arts (Written & Spoken)
Advertising Copywriter
Columnist
Critic (Book/Theater)
Editor
Interpreter
Librarian
Proofreader
Public Relations Specialist
Radio/TV Announcer/Newscaster
Reporter/Journalist
Technical Writer
Translator

Health Care
Athletic Trainer
Dental Assistant
Dental Hygienist
Geriatric Aide
Health Services Administrator
Medical Assistant
Medical Records Administrator
Nurse (Licensed Practical or Registered)
Physical Therapy Assistant
Psychiatric Technician
Recreational Therapist

Education
Athletic Coach
College/University Faculty
Daycare Operator (Child/Adult)
Educational Administrator
Teacher (Elementary)
Teacher (Preschool)
Teacher (Secondary)
Teacher (Special Education)
Teacher Aide

Community Services
Clergy (Minister, Priest, Rabbi)
Counselor (Career, Mental Health, Rehabilitation, School/College)
Credit Counselor
Director (Social Service)
Home Economist
Lawyer
Legal Assistant/Paralegal
Parole Officer
Psychologist, Clinical
Recreation Leader
Residential Counselor
Social Worker

Personal Services
Animal Trainer
Barber

Childcare Worker (Domestic)
Electrologist
Flight Attendant
Food Preparer/Server
Gaming Occupations Worker
Hair stylist/Cosmetologist
Homemaker/Home Health Aide
Manicurist
Massage Therapist
Travel Guide

Occupations to Learn More About:

____________________________________________    _______________________________________________
____________________________________________    _______________________________________________
____________________________________________    _______________________________________________
____________________________________________    _______________________________________________
____________________________________________    _______________________________________________
____________________________________________    _______________________________________________

Step 4
If you want to expand your list of occupations, repeat Steps 2 and 3 focusing on other career areas in your career cluster. If you want to be more daring, select a different career cluster and repeat Steps 2 and 3.

Step 5
You now have a list of occupations that reflects some of your basic interests. Use your list as a guide, helping you focus your search for an occupation for the Career Research Project. As you explore occupations, keep in mind that they differ in ways that are not defined here such as educational requirements, salary, and work environments.

Online Resources for Career Information

- http://actstudent.org
- http://www.bls.gov/oco
Career Planning Guide

Name: ___________________________ Period: _______ Date: __________________

Directions: Use this worksheet to help you synthesize notes obtained from your research of various Internet sites, or other mediums. Remember to draw conclusions or make assertions as supported by the information you have found.

Career(s) of interest:

Job description:

Related occupations:

Educational requirements, including tests and/or licensure:

Obstacles to achieving your chosen career:

Career decisions:

Career projections:

Career-related topic relevant to your chosen occupation:
# Internet Guidelines

**Name:** __________________________________________  **Period:** _______  **Date:** ________________

**Directions:** Use the following questions to guide your review of Internet resources. Take notes to support your responses for each series of questions.

**Address of website:** __________________________________________________________

**Title of page on website:** ______________________________________________________

## The Source

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Is it clear who the website author is?</td>
<td>□ Yes</td>
<td>□ No</td>
</tr>
<tr>
<td>2.</td>
<td>Does the <em>author</em> provide several forms of contact information (email address, telephone number, street address)?</td>
<td>□ Yes</td>
<td>□ No</td>
</tr>
<tr>
<td>3.</td>
<td>Does the <em>author</em> state his/her qualifications, credentials, or information on why he/she is a credible source on the subject?</td>
<td>□ Yes</td>
<td>□ No</td>
</tr>
<tr>
<td>4.</td>
<td>Is the website published by an educational institution, a nonprofit organization, or a commercial group?</td>
<td>□ Yes</td>
<td>□ No</td>
</tr>
<tr>
<td>5.</td>
<td>Does the <em>publisher</em> list his/her qualifications, credentials, or information on why he/she is a credible source on the subject?</td>
<td>□ Yes</td>
<td>□ No</td>
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</table>

## The Content

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>6.</td>
<td>Does the website share its mission, goal, or intent?</td>
<td>□ Yes</td>
</tr>
<tr>
<td>7.</td>
<td>Does the website’s content support the website’s purpose?</td>
<td>□ Yes</td>
</tr>
<tr>
<td>8.</td>
<td>Is the website well organized and easy to navigate?</td>
<td>□ Yes</td>
</tr>
<tr>
<td>9.</td>
<td>Are topics explored in depth?</td>
<td>□ Yes</td>
</tr>
<tr>
<td>10.</td>
<td>Does the website use statistics or other factual information, and does it cite proper sources?</td>
<td>□ Yes</td>
</tr>
<tr>
<td>Question</td>
<td>Yes</td>
<td>No</td>
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<td>------------------------------------------------------------------------</td>
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<tr>
<td>11. Is the information current and reliable? (Check to see when the site was last updated and if the author is affiliated with a particular institution to help answer this question.)</td>
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<tr>
<td>12. Are the links up-to-date and reliable?</td>
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<tr>
<td>13. Is a reference list included on the website?</td>
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<tr>
<td>14. Based on your knowledge, does the website’s information seem accurate?</td>
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<tr>
<td>15. Is the website a valuable source of information when compared to other sites on the subject?</td>
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</tbody>
</table>

**The Reader**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Is the website geared toward a particular audience?</td>
<td></td>
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<tr>
<td>17. Is the website’s information presented without bias?</td>
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<tr>
<td>18. Does the author avoid expressing opinions that have no factual basis?</td>
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<tr>
<td>19. Does the website avoid swaying the reader in a certain direction through nonfactual means?</td>
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<tr>
<td>20. Does the website avoid swaying the reader through unrelated pictures or graphics?</td>
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<tr>
<td>21. Does the website avoid advertising that may be a conflict of interest with the website’s content?</td>
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<tr>
<td>22. Does the website try to avoid selling or promoting things or ideas?</td>
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</tbody>
</table>

**Analysis and Conclusion**

Is this website appropriate for your research? Why or why not? Write your analysis on the back.
## Contents

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Seven Cs of Communication</td>
<td>D-2</td>
</tr>
<tr>
<td>Handout</td>
<td></td>
</tr>
<tr>
<td>Sample Proposals</td>
<td>D-4</td>
</tr>
<tr>
<td>Handout</td>
<td></td>
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<tr>
<td>What Do These Documents Have in Common?</td>
<td>D-6</td>
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<tr>
<td>Transparency</td>
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<tr>
<td>Guidelines for Writing a Memo</td>
<td>D-7</td>
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<tr>
<td>Handout</td>
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<tr>
<td>Sample Memos</td>
<td>D-9</td>
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<td>Memo Rubric</td>
<td>D-11</td>
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<td>Writing a Letter of Complaint</td>
<td>D-12</td>
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<td>Handout</td>
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<tr>
<td>Letter of Complaint Rubric</td>
<td>D-13</td>
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<td>Rubric</td>
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<tr>
<td>What’s Her Line of Work?</td>
<td>D-14</td>
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<tr>
<td>Practice Test</td>
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<tr>
<td>What’s Her Line of Work? Key</td>
<td>D-17</td>
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<tr>
<td>Key</td>
<td></td>
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<tr>
<td>Grade 12 Expository Prompt Dissection</td>
<td>D-18</td>
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<tr>
<td>Constructed Response Prompt</td>
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</tbody>
</table>
The Seven Cs of Communication

There are certain communication principles that will allow you to communicate effectively in a business environment. Known as the “seven Cs,” they are completeness, conciseness, consideration, concreteness, clarity, courtesy, and correctness.

Completeness

Your business communication should include all the information your reader or listener needs to elicit the reaction you desire. Complete messages will help you avoid having to provide additional information, and they can help you build goodwill with your reader or listener. To check for completeness:

- Answer all questions asked.
- Provide additional information when desirable and if possible.
- Answer the questions who, what, when, where, why, and how.

Conciseness

Try to communicate what you have to say with the fewest possible words, but without sacrificing the other “C” principles. Eliminating unnecessary words helps your message stand out. To achieve conciseness:

- Eliminate wordy phrases.
- Include only relevant statements.
- Cut unnecessary repetition.

Consideration

As you communicate, keep in mind the recipient of your message and try to put yourself in his or her place. Think about the recipient’s circumstances, perspectives, emotions, and probable reactions to your communication. Then handle the situation from their point of view, or with empathy. To be considerate:

- Show an interest in the reader or listener.
- Emphasize positive facts.
- Show integrity and act ethically.

Concreteness

Be specific, definite, and vivid when you communicate. To ensure communication is concrete:

- Use precise facts and figures.
- Use action verbs.
- Use descriptive words and imagery.
Clarity
A clear message is easy to understand. The goal is for your listener or reader to interpret your message with the same meaning you have in mind. To make your message clear:

- Choose short, familiar, conversational words.
- Construct effective sentences and paragraphs.
- Aim for readability or listenability.
- When helpful, use examples, illustrations, and visual and other sensory aids.

Courtesy
Courtesy means communicating in a way that builds business friendships and helps to develop new relationships. To be courteous in communications:

- Be genuinely tactful, thoughtful, and appreciative.
- Delete phrases that hurt, belittle, or irritate.
- Apologize good-naturedly when necessary.

Correctness
Correctness means more than proper grammar, spelling, and punctuation. To achieve correctness:

- Use the right level of language.
- Be accurate with your facts, figures, and words.
- Use proper writing mechanics.
- Choose nondiscriminatory expressions.
- Apply all “C” principles.
Sample Proposals

Sample 1

Potential Solutions to Global Warming

The purpose of my research project is to investigate potential solutions to global warming. After providing a brief overview of the causes of global warming, I will investigate possible solutions on the following levels:

- Individual: What can individuals do in their everyday lives to help clean up the environment? Examples might include using fluorescent light bulbs, driving hybrid cars, or using alternative energy sources to heat one’s home.

- Community: What can communities do to improve the environment? Examples might include planting trees, encouraging recycling, or supporting community education programs.

- National: What can the United States do to fight global warming? Examples might include participating in international forums or talks, protecting endangered species, or providing tax breaks to sustainable businesses.

As a part of my biology class, I completed a research project on the causes of global warming. I also completed an environmental studies course at the local community college. I am a member of the Sierra Club, and I keep current on environmental issues by reading its magazine. This year I am the acting president of the school’s environmental club.

Global warming has the power to alter our environment in ways that may jeopardize our very existence. As a result of global warming, extreme weather patterns plague parts of the world, and animals such as the polar bear face extinction. This research is significant because it aims to highlight solutions, from small changes that anyone can make to large actions that our government can take. Through focusing on a range of solutions, this research can benefit anyone interested in contributing to the fight against global warming.

To gain a grasp of possible solutions to the problem of global warming, I will first consult research briefs published by reputable organizations such as the Environmental Protection Agency (EPA). I will also use books, magazines, and other Internet sources, being sure to evaluate the Internet sources for credibility. In order to gain a first person perspective on fixing the problem of global warming, I hope to interview a family member who works for the EPA.

Because the issues surrounding global warming are so broad, I may struggle to narrow my sources to a workable number. In order to alleviate this problem, I will focus on the sources that are the most pertinent and produced by the most reputable sources.

References


Global Warming

The purpose of my research project is to look at the causes and potential solutions to global warming. There are a variety of solutions that will be looked at, including the individual, community, and national levels.

My coursework has prepared me to undertake this special project and I’ve done some research projects in classes both here and at the local community college. I am a member of several environmental organizations, some of them national and some of them local. I read a lot (for example, EPA briefs), including much on environmental issues. I feel as though my background has fortified me especially well for this project and that I am well suited to look at the topics I’ve chosen through doing readings and keeping up on current events. This topic is worth spending time on because anyone interested in preserving the world as we know it should be interested in my research. Anyone interested in saving animals and having more normal weather should be interested in my research. It should be worth anyone’s consideration and interest, the idea that we humans are transforming the world as we know it. I hope many, many people will be edified through my research.

I will use as many sources as I can find to make this report authoritative, well-rounded, exhaustive, and deep. I will use the Internet to find the most up-to-date sources. I will use books from my previous classes and readings to find information from in-print sources. I will use magazines to find examples of solutions. I may even talk to someone I know from the EPA to see what they have to say about the issue.

My biggest problem will be how to handle the research to make it more manageable. I will try to do this through limiting my sources to five.

Bibliography

What Do These Documents Have in Common?

<table>
<thead>
<tr>
<th>Week</th>
<th>Weight Loss</th>
<th>Exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0 pound</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td>1 pound</td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>2 pounds</td>
<td>Yes</td>
</tr>
<tr>
<td>4</td>
<td>0 pounds</td>
<td>No</td>
</tr>
<tr>
<td>5</td>
<td>1 pound</td>
<td>Yes</td>
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<tr>
<td>6</td>
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<td>7</td>
<td></td>
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<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MOM,
Left at 6:00 with Carlos and Josh.
Went to girl’s b-ball game. Will be back late.

Anthony

TO DO:
- Take out garbage
- Pick up kids at Fran’s house
- Buy 2 gal. of milk
- Call brother (b-day)

NOTICE
Save a tree. Use less paper! Please help make our company green by reducing, reusing, or recycling.

From the desk of…
Quarterly sales quotas are due March 31 to Bob Jones in triplicate.
Guidelines for Writing a Memo

Memos serve two purposes: they bring attention to a problem, and they solve problems. Memos inform others of new information, and they may persuade the reader to take action. Good memo writing links the writer’s purpose with the interests and needs of the reader.

When writing a memo, make sure that the audience includes only those who need to read the memo. Do not address a memo to an entire staff when the content pertains to an issue involving only one person. Also, be careful not to include overly sensitive information in a memo. Usually it is better to communicate such information through a face-to-face conversation or a phone call.

A memo should include the following parts:

- **Heading**
  To: (Readers’ correct names and job titles)
  From: (Your name and job title)
  Date: (Month, day, and year)
  Subject: (A specific, concise statement of what the memo is about)

- **Opening**
  The opening provides a brief overview of what the memo is about and helps readers understand why they should read it. It should include the purpose of the memo, the context and problem, and the specific assignment or task. The opening should be brief, about the length of a short paragraph.

- **Context**
  The context describes the event, circumstance, or background to the problem that the memo is communicating. Establishing the background and stating the problem often requires a short paragraph or a few sentences.

- **Task**
  This portion of a memo describes what you are doing to solve the problem. Be concise, and provide only the necessary details. If you are struggling to put this portion of the memo into words, then you may need to do more planning before you write the memo.

- **Summary**
  If the memo is longer than a page, it may require a summary of the key recommendations. This will help readers understand the key points of the memo. A summary is unnecessary with shorter memos.

- **Discussion**
  The discussion segment of the memo is the longest, and it includes all the details that support your ideas. Start with the information that is the most important, such as key findings or recommendations. Present the most general information first and then move to specific details and supporting facts. The discussion should include the most compelling arguments supporting your findings.

- **Closing**
  The closing should be courteous and should state the action you want your reader to take. Consider how the reader will benefit from the action, and think about how you can make the reader’s action easier.

- **Attachments**
  Be sure to attach pertinent information such as graphs, charts, and tables. Refer to your attachments in the memo, and note what is attached below your closing.
A typical memo is one to two pages, single-spaced, left-justified, and block paragraph style. To make the memo as readable as possible, use headings and lists to help readers find information. Headings should be short and yet still clarify the content of the segment. For example, instead of using “Summary,” try “Internet Sales Recommendations.” Lists help readers to focus on important points or details.

A memo should have roughly the following layout:

- Header: one-eighth of memo
- Opening, Context, and Task: one-fourth of memo
- Summary and Discussion: one-half of memo
- Closing and Necessary Attachments: one-eighth of memo
Sample Memos

Memo 1

To: Marin Johnson, Superintendent, Hutchinson High School
From: Joshua Simpson, Principal, Hutchinson High School
Date: January 14, 2006
Subject: School Uniform Fact Finding

Inappropriate Dress Violations

An increase in the number of incidents of inappropriate dress among our high school students suggests the need to reevaluate our current clothing policy. Over the course of the last three semesters, the number of students reprimanded for inappropriate dress has increased from 30 per semester to 80. One can attribute this increase to two primary causes: 1) changing fashion trends, and 2) the move to year-round schooling, which puts students in school during the hottest months of the year. This increase in unacceptable dress suggests the need for research on more formalized school dress code policies.

Implementing a School Uniform Policy

A possible solution to this problem is to implement a school uniform policy, which would require students to wear articles of clothing from a preapproved line. For example, female students would be able to choose either a khaki skirt or khaki pants paired with a white shirt or navy blue sweater. Male students would have roughly the same choices, excepting the skirt. Research has shown that when students are required to choose their clothing from a preapproved line, the incidents of inappropriate dress in a school become virtually nonexistent (See attached bibliography for a list of related sources). Through having tangible examples of appropriate clothing, students are less confused about proper dress: they understand better how the school expects them to look. Students lose the temptation to push the boundaries of what has been determined acceptable, and they do not have a chance to communicate obscene, graphic, or provocative messages through what they wear. Further, faculty members no longer have to guess whether a student’s clothing meets the school’s definition of appropriate, and they do not have to waste important class time reprimanding offenders. These points gain further validity when school administrators choose especially modest or subdued uniforms.

Research suggests that school uniforms can dramatically reduce instances of inappropriate dress among students. Such findings should encourage members of the Hutchinson High School administration to determine whether a school uniform policy is a feasible solution to the growing number of unacceptably clothed high school students.

Attachment: Bibliography of sources related to the issue of school uniforms
Memo 2

To: Development Division
From: Toni Sample
Date: August 30, 2005
Subject: CC Mathematics Test Development Associate position

I am pleased to announce that José Ortiz has agreed to join the Classroom Connections staff, providing his expertise in the area of mathematics. José is from Anytown, USA and has taught at both the secondary and postsecondary levels. His first day will be next Tuesday, September 6. José will be located in B20207. Please feel free to stop by and welcome José to our department.
Memo Rubric

Directions: Circle the box that best describes the student’s work. Record points earned in the appropriate column, then calculate the total points earned.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>5</th>
<th>3</th>
<th>1</th>
<th>Comments</th>
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<td><strong>Purpose</strong></td>
<td></td>
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<tr>
<td>The memo clearly articulates a problem and provides possible solutions/recommendations.</td>
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<tr>
<td>The memo identifies a problem to be solved, but does not give convincing solutions/recommendations.</td>
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<td>The memo does not identify the problem nor give solutions/recommendations.</td>
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<tr>
<td><strong>Supporting Information</strong></td>
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<tr>
<td>The memo provides details to support solutions/recommendations, beginning with the most important pieces of information.</td>
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<tr>
<td>The memo provides details to support solutions/recommendations, but they are unorganized.</td>
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<tr>
<td>The memo does not provide details to support solutions/recommendations.</td>
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<td><strong>Organization</strong></td>
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<tr>
<td>The memo includes all seven required components and follows a memo layout, with each memo component taking approximately the right amount of space.</td>
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<tr>
<td>The memo includes all seven required components but does not follow a memo layout.</td>
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<tr>
<td>The memo does not include all seven required components nor follow a memo layout.</td>
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<tr>
<td><strong>Audience</strong></td>
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<tr>
<td>Writing is well suited for a business audience; the memo is addressed to its proper recipients.</td>
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<tr>
<td>Writing is appropriate, but the memo is not addressed to its proper recipients.</td>
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<tr>
<td>Writing is inappropriate, and the memo is not addressed to its proper recipients.</td>
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<tr>
<td><strong>Word Choice</strong></td>
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<tr>
<td>Word choice is powerful, specific, accurate, and descriptive; the tone is respectful, yet compelling.</td>
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<tr>
<td>Word choice is acceptable; the tone of the memo is appropriate.</td>
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<tr>
<td>Word choice tends to be informal and sloppy; the tone of the memo is inappropriate.</td>
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</tbody>
</table>

Total /25
Writing a Letter of Complaint

1. Note every detail you can remember about an unfavorable experience, bad service, or a faulty product (address who, what, when, where, why, and how); use your notes to help plan and craft your letter.

2. Use business letter form.
   - Date
   - Sender’s address/heading
   - Inside address
   - Salutation/greeting
   - Body of letter
   - Closing signature
   - Enclosures

3. Craft the letter.
   - Write to a specific person (i.e., the CEO or owner of the company), not just to the customer service department.
   - State purpose of letter in first paragraph.
   - Identify the problem, giving history and specific facts or details (i.e., name of personnel, product, and service; serial or model number of product; date and location of purchase, service, or conversation; description of problem) and referencing enclosures as appropriate.
   - Request or propose a specific resolution to the problem.
   - Create a strong, yet pleasant, conclusion by reiterating the specific action to be taken and giving contact information.

4. Be concise and brief, maintaining a professional tone.
   - Keep the letter to the point.
   - Use compelling language (adjectives), but avoid emotional, derogatory, or threatening words.
   - Set letter aside, and review it later to check the tone.

5. Keep all documents related to the product or service, including correspondence with the company.

6. Send a thank-you note if request is granted.
# Letter of Complaint Rubric

Name: ___________________________  Period: _________  Date: _________________

**Directions:** Circle the box that best describes the student’s work. Record points earned in the appropriate column, then calculate the total points earned.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>5</th>
<th>3</th>
<th>1</th>
<th>Comments</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>Takes a clear stand on the problem/issue; states the purpose in the first paragraph.</td>
<td>Takes a stand on the problem/issue, but does not clearly state the purpose in the first paragraph.</td>
<td>Does not take a stand on the problem/issue; purpose is not apparent.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Supporting Information</strong></td>
<td>Makes key points about the problem/issue and includes specific facts or details to support position.</td>
<td>Makes a few points about the problem/issue and includes one or two necessary facts or details to support position.</td>
<td>Fails to present specific facts or details about the problem/issue.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Follows a business format, including all seven components, uses transitions to connect ideas, and concludes with a strong restatement of requested action.</td>
<td>Follows a business format, but is missing a few components, uses transitions many times, and concludes with a weak restatement of requested action.</td>
<td>Does not follow the format of a business letter or include the necessary components, transitions are confusing, and does not include a conclusion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Audience</strong></td>
<td>Writing is concise and straightforward; well-suited for a business audience.</td>
<td>Writing is clear yet wordy; needs some revision for a business audience.</td>
<td>Writing rambles, is lengthy or ill-suited for a business audience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Word Choice</strong></td>
<td>Word choice is powerful, specific, accurate, and descriptive; tone is respectful, yet compelling.</td>
<td>Word choice is acceptable; tone is appropriate.</td>
<td>Word choice tends to be emotional, derogatory, or threatening; the tone is inappropriate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Stylistic Elements</strong></td>
<td>Correctly uses parallelism, repetition, and analogy to make points.</td>
<td>Correctly uses parallelism, repetition, and analogy.</td>
<td>Unsuccessfully uses parallelism, repetition, and analogy.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total** /30
Directions: In the passage that follows, certain words and phrases are underlined and numbered. In the right-hand column, you will find alternatives for each underlined part. You are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is best, choose “NO CHANGE.”

You will also find questions about a section of the passage, or about the passage as a whole. These questions do not refer to an underlined portion of the passage, but rather are identified by a number or numbers in a box.

For each question, choose the alternative you consider best and fill in the corresponding oval on your answer document. Read each passage through once before you begin to answer the questions that accompany it. You cannot determine most answers without reading several sentences beyond the question. Be sure that you have read far enough ahead each time you choose an alternative.

What’s Her Line of Work?

Today Mary Ross’s occupation wouldn’t be considered in any way remarkable, but in 1962, it was sufficiently and unusually that she appeared on the television game show What’s My Line? Ross was an aeronautical engineer with the Lockheed Missiles and Space Company. Hired in 1942 as a mathematician, Ross was soon taking on engineering work. During the early 1960s, she helped develop the Agena rocket, an essential component of the Apollo mission to the moon.

One can imagine the game show panel, which included newspaper columnist, Dorothy Kilgallen and publisher, Bennett Cerf, quizzes Mary Ross about her career.

1. A. NO CHANGE  
   B. sufficient unusually  
   C. unusual sufficiently  
   D. sufficiently unusual

2. F. NO CHANGE  
   G. mathematician, Ross  
   H. mathematician, Ross,  
   J. mathematician. Ross,

3. A. NO CHANGE  
   B. columnist Dorothy Kilgallen and publisher  
   C. columnist, Dorothy Kilgallen, and publisher,  
   D. columnist, Dorothy Kilgallen and publisher

4. F. NO CHANGE  
   G. will quiz  
   H. quizzing  
   J. was quizzed
Unfortunately, the panelists must have neglected to interrogate Ross about such things as payloads and stress analyses, for they failed to guess her profession. Perhaps they can be forgiven; the space program was then just getting off the ground.


Ross is a direct descendant of John Ross, principal chief of the Cherokee Nation from 1838 to 1866. Proud of her heritage, Ross is a respected historian of Cherokee language and culture.

Ross twice served as a national officer in the Society of Women Engineers. In 1961, a San Francisco newspaper nominated her as Peninsula Woman of the Year. The fact

5. A. NO CHANGE  
   B. of been neglecting  
   C. have neglect  
   D. of neglected

6. Given that all of the choices are true, which one provides the most effective support for the first part of this sentence?
   F. NO CHANGE  
   G. is most visible now through its space shuttle missions.  
   H. hopes to study Mars over the next few years.  
   J. later put astronauts on the moon.

7. A. NO CHANGE  
   B. begun in  
   C. began  
   D. begun

8. F. NO CHANGE  
   G. teaching, science and math  
   H. teaching, science, and math  
   J. teaching, science and math,

9. For the sake of the unity and coherence of this paragraph, Sentence 3 should be placed:
   A. where it is now.  
   B. before Sentence 1.  
   C. before Sentence 2.  
   D. before Sentence 5.

10. If the writer were to delete this paragraph, the essay would primarily lose which of the following?
    F. Information about another important facet of Ross’s life  
    G. An explanation of how Ross came to be involved in her occupation  
    H. Information that explains the role the game show played in Ross’s career  
    J. Further details that reveal the “line of work” referred to in the title

11. A. NO CHANGE  
    B. In 1961, for instance,  
    C. In 1961, on the other hand,  
    D. Yet, in 1961,
is that, whether she stumped the television panel, Mary Ross was well known and highly respected within her profession and community.

12. F. NO CHANGE
   G. although
   H. once
   J. since

**Question 13 asks about the preceding passage as a whole.**

13. Suppose the writer had chosen to write an essay about someone who had been involved in the early days of the U.S. space program. Would this essay successfully fulfill the writer’s goal?

   A. No, because the essay focuses too narrowly on the Lockheed company instead of on the Apollo space mission.
   B. No, because the essay presents Mary Ross as primarily a Cherokee historian rather than as an aeronautical engineer.
   C. Yes, because the essay refers to a television game show that was popular during the time when the space program began.
   D. Yes, because the essay provides a short biography of Mary Ross, an engineer who helped design many early space vehicles.
What’s Her Line of Work? Key

1. D
2. G
3. B
4. H
5. A
6. F
7. D
8. F
9. D
10. F
11. A
12. G
13. D
Grade 12 Expository Prompt Dissection

The following essay question is a sample of your end-of-course exam. Read the passage and the task carefully, and then complete the assignment following the sample exam.

With persistent gaps in student achievement between the nation’s demographic groups (rich vs. poor, city vs. suburban), educators continue to look for new ways to achieve equity and motivate students to learn. A recent trend has been to financially reward students for receiving good grades or scoring well on important tests. For example, the school district of Baltimore, Maryland, will soon offer seniors $110 to stay in school and improve their performance on state graduation tests. In Atlanta, Georgia, school districts are paying some eighth- and eleventh-grade students $8 per hour to attend an after-school study program for 15 hours each week. As a growing number of states and urban school districts study this so-called “performance pay,” a growing chorus of teachers and community leaders are debating appropriate methods for achieving improved student performance.

This chart identifies differing perspectives on financially rewarding students for academic achievement.

<table>
<thead>
<tr>
<th>Perspectives Supporting Performance Pay</th>
<th>Perspectives Opposing Performance Pay</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Most current performance pay programs are funded privately by corporate or philanthropic donors. Many studies and programs are aimed solely at low-performing, high-poverty schools.</td>
<td>▪ Many educators see performance pay as tantamount to bribing. Putting a price tag on an intrinsic value like education demean the value of learning and certainly will not inspire unmotivated students to value the importance of lifelong education.</td>
</tr>
<tr>
<td>▪ Programs that pay students to take and pass Advanced Placement (AP) coursework and exams have shown significant increases in the percentage of minority and low-income students enrolling in college-level coursework. These programs may help raise SAT and ACT scores and encourage more students to attend college.</td>
<td>▪ While student performance may increase in the short term, there is no evidence to suggest that the achievement gains will be permanent. Students who are paid to do well may demand greater incentives to continue their performance, thereby stressing school or external financial resources.</td>
</tr>
<tr>
<td>▪ Providing incentives and rewards, such as new mp3 players, to students allows schools and districts to increase the number of high-achieving students without lowering standards or expectations for performance.</td>
<td>▪ Paying students does not adequately address the most pressing and complex issues, such as increasing dropout rates or struggling readers, that are negatively affecting the nation’s schools. Money and resources should be put towards improving the learning environment and creating a safe atmosphere for students.</td>
</tr>
<tr>
<td>▪ Some economists believe that providing a tangible reward in the short term helps unmotivated students, especially those coming from less-educated families, see the long-term benefits of education.</td>
<td>▪ The pressure to meet school goals in order to receive rewards wrongly places emphasis on a single outcome (such as a test score) rather than on individual student progress.</td>
</tr>
<tr>
<td>▪ Many wealthy students are motivated academically by the financial rewards (i.e., cars, money) parents offer. These programs provide the same incentives to disadvantaged students, thereby leveling the playing field.</td>
<td>▪ Even with careful management, there is considerable risk that money given to students may be spent on possessions or substances that will compete with schoolwork for their time and attention.</td>
</tr>
</tbody>
</table>
Write an essay in which you explain how the differences in values and ideas between people who support performance pay and those who do not support performance pay make the issue of financially rewarding student achievement difficult to resolve. You are encouraged to use your own understanding of the issue, as well as the information presented in the chart, to develop your explanation.

Please note that the assignment does not ask you to take a position on the issue of offering performance pay to students, but rather asks you to discuss why it is a difficult issue to resolve.

With a pen or highlighter, return to the sample item and mark the following:

- Terms that indicate what the expectations are for your response
- Key words that specify what the focus of your response should be
- Words or phrases that define how you should complete the sample task and what your response will need to include

When you have finished, share your notes with a partner. Together, discuss the following questions:

- What are you being asked to do in the sample task?
- What kinds of thinking and writing will you be required to do? How will your approach differ from what you might do in a persuasive essay on this topic?
- What information, terms, and details should be included in a complete response?
- What writing strategies would be effective in a response to this item?
## Contents

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits and Drawbacks of E-mail</td>
<td>E-2</td>
</tr>
<tr>
<td>Handout</td>
<td></td>
</tr>
<tr>
<td>E-mail Exchange</td>
<td>E-3</td>
</tr>
<tr>
<td>Transparency</td>
<td></td>
</tr>
<tr>
<td>Writing Effective E-mails</td>
<td>E-4</td>
</tr>
<tr>
<td>Worksheet</td>
<td></td>
</tr>
<tr>
<td>Eleven Tips for Writing Effective E-mails</td>
<td>E-5</td>
</tr>
<tr>
<td>Handout</td>
<td></td>
</tr>
<tr>
<td>Gubbins’s Matrix of Thinking Skills</td>
<td>E-7</td>
</tr>
<tr>
<td>Handout</td>
<td></td>
</tr>
<tr>
<td>Active Listening</td>
<td>E-8</td>
</tr>
<tr>
<td>Handout</td>
<td></td>
</tr>
<tr>
<td>Bloom’s Taxonomy</td>
<td>E-9</td>
</tr>
<tr>
<td>Handout</td>
<td></td>
</tr>
</tbody>
</table>
Benefits and Drawbacks of E-mail

- E-mail is real-time written communication that can create connections across the world.
- E-mail can hinder communication when writers do not think through what they write or to whom they are writing.
- The immediacy of e-mail can create frustration when correspondents do not respond in a timely manner.
- E-mail can be easily abused, and in-boxes can become clogged with spam or trite messages.
- E-mail allows everyone to have a voice regardless of position, but it can hinder face-to-face conversation, especially with issues that should be handled personally.
- In a business setting, e-mail can also create a hierarchical culture, depending on who receives e-mails.
- E-mail provides a written record that can be checked to ensure tasks have been completed, but it can also be a source of damaging evidence.
- E-mail can be sent from home or work at any time, which can be helpful with impending deadlines, but it can also cut into time allocated to family.
- E-mail can open doors by creating opportunities to make appropriate acquaintances or friends; it can also close doors when imprecise language is used or hasty notes that lack tact and an appropriate tone are sent.
- E-mail has its own language that allows for quick communication, but many readers do not understand it, and it is often grammatically incorrect.
E-mail Exchange

“You locked me out of my office this evening because you assume I have my office key on my person. With immediate effect, you do not leave the office until you have checked with all the managers you support.”

“I locked the door because the office has been burgled in the past. Even though I’m your subordinate, please pay attention to politeness when you speak. This is the most basic human courtesy. You have your own keys. You forgot to bring them, but you still want to say it’s someone else’s fault.”

From David Shipley and Will Schwalbe, Send: The Essential Guide to Email for Office and Home. ©2007 by David Shipley and Will Schwalbe.
Writing Effective E-mails

Name: ___________________________________ Period: _______ Date: ________________

**Directions:** Take notes on each tip for writing effective e-mails.

1. Make the subject line informative.

2. Craft a message that is succinct, focused, and readable.

3. Avoid attachments.

4. Identify yourself clearly.

5. Be polite.

6. Edit and proofread.

7. Do not assume privacy.

8. Distinguish between formal and informal situations.

9. Consider context, audience, and purpose when crafting a message.

10. Respond promptly and with some context.

11. Show respect and restraint.
Eleven Tips for Writing Effective E-mails

1. **Make the subject line informative.**
   - Users make a decision about an e-mail—whether to open, archive, delete, or reply to it—based on the subject line.
   - A precise subject line will convey the e-mail’s topic and level of importance.

2. **Craft a message that is succinct, focused, and readable.**
   - A short, brief message likely will be read.
   - Put the most important point in the first paragraph.
   - Bullets will convey your key points or identify questions to be answered.
   - Line spacing will help to avoid one long lengthy paragraph.

3. **Avoid attachments.**
   - Attachments can carry viruses that are dangerous to others’ computers. If possible, be sure to have anti-virus software loaded on to your computer that scans all incoming and outgoing messages for viruses.
   - People may have difficulty opening an attachment, or it might not translate well due to different software programs.
   - Put information into the e-mail unless it is quite lengthy.
   - When you must send an attachment, send an e-mail telling the recipient what you are sending and why.

4. **Identify yourself clearly.**
   - It is important to state one’s name, occupation, and any other identifying information when corresponding with a stranger.

5. **Be polite.**
   - Extend pleasantries to help establish a connection.
   - Using all capital letters translates as shouting when used in an e-mail.
   - If an insult is suspected, quote the lines back and add a neutral comment that requests more information.
   - Take time to get emotions under control before responding to or crafting an e-mail.
   - Written messages that are critical or nasty can come back to hurt a person.

6. **Edit and proofread.**
   - Slow down and think things through; provide supporting information for ideas.
   - Reread a message before sending, and/or ask a friend or colleague to read it.
   - Before hitting the send button, check e-mail addresses.
   - Decide which people should receive the message (all or some).
   - When available, spell-check will help to find typographical errors.
7. **Do not assume privacy.**
   - Companies may monitor employees’ e-mails for various reasons; it is not a secure medium.
   - E-mail allows others to save a message and to broadcast it to people around the world.

8. **Distinguish between formal and informal situations.**
   - Emoticons and jokes are appropriate for personal messages or close colleagues, but not for business correspondence.
   - Use abbreviations sparingly, typically with people who will understand their meaning.
   - Before writing, think about the impression the message should convey and choose words carefully.

9. **Consider context, audience, and purpose when crafting a message.**
   - If a hasty reply is necessary, use punctuation marks to insert tone.
   - Choose words precisely to convey an appropriate tone; imprecise wording allows the reader to project his or her own fears, attitudes, etc.

10. **Respond promptly and with some context.**
    - If it is impossible to respond to someone in a timely manner, send a quick message to let them know the message was received and when they can expect a response.
    - To keep people from having to scroll down and read multiple e-mails, provide some context for a short reply.

11. **Show respect and restraint.**
    - Written e-mails are considered copyrighted materials. Quote passages from others and ask permission to forward someone else’s message or attachment.
    - When contacting someone, send three messages before giving up, remembering to allow at least two or three days between e-mail messages.
    - Chain e-mails are illegal.
    - Do not forward unwanted e-mail or unsolicited messages (junk mail or spam).
    - Never send usernames, passwords, or credit card or other account information via e-mail.
    - Remember to send only necessary messages to avoid clogging people’s e-mail in-box.

**Resources**

Gubbins’s Matrix of Thinking Skills

I. Problem Solving
   A. Identifying general problems
   B. Clarifying problems
   C. Formulating hypothesis
   D. Formulating appropriate questions
   E. Generating related ideas
   F. Formulating alternative solutions
   G. Choosing the best solution
   H. Applying the solution
   I. Monitoring acceptance of the solution
   J. Drawing conclusions

II. Decision Making
   A. Stating desired goal/condition
   B. Stating obstacles to goal/condition
   C. Identifying alternatives
   D. Examining alternatives
   E. Ranking alternatives
   F. Choosing best alternative
   G. Evaluating actions

III. Inferences
   A. Inductive thinking skills
      1. Determining cause and effect
      2. Analyzing open-ended questions
      3. Reasoning by analogy
      4. Making inferences
      5. Determining relevant information
      6. Recognizing relationships
      7. Solving insight problems
   B. Deductive thinking skills
      1. Using logic
      2. Spotting contradictory statements
      3. Analyzing syllogisms
      4. Solving spatial problems

IV. Divergent Thinking Skills
   A. Listing attributes of objects/situations
   B. Generating multiple ideas (fluency)
   C. Generating different ideas (flexibility)
   D. Generating unique ideas (originality)
   E. Generating detailed ideas (elaboration)
   F. Synthesizing information

V. Evaluative Thinking Skills
   A. Distinguishing between fact and opinion
   B. Judging credibility of a source
   C. Observing & judging observation reports
   D. Identifying central issues & problems
   E. Recognizing underlying assumptions
   F. Detecting bias, stereotypes, clichés
   G. Recognizing loaded language
   H. Evaluating hypotheses
   I. Predicting consequences
   J. Classifying Data
   K. Demonstrating sequential synthesis of information
   L. Planning alternative strategies
   M. Recognizing inconsistencies
   N. Identifying stated and unstated reasons
   O. Comparing similarities and differences
   P. Evaluating arguments

VI. Philosophy and Reasoning
   A. Using dialogical/dialectical approaches

From Judith Arter and Jennifer Salmon, Assessing Higher Order Thinking Skills. ©1987 by Northwest Regional Education Laboratory.
Active Listening

Active listening is an art that requires several interconnected skills: listening carefully, both verbally and nonverbally; clarifying a speaker’s message by asking questions or paraphrasing; giving thoughtful, empathetic feedback; and self-disclosing by sharing.

Improvements to Listening

**Verbal**
- Use “I” statements to demonstrate understanding (e.g., “Let me see if I understand. I heard you say . . .”).
- Ask good questions to gather additional information, refine ideas, resolve misperceptions, or extend the conversation.
- Restate or reframe ideas presented to affirm understanding, to avoid wrong assumptions, and to foster dialogue.
- Provide feedback using an appropriate tone to demonstrate openness, empathy, and support (e.g., answer speaker’s questions, make nonjudgmental comments like “That’s an interesting point,” interpret ideas presented).
- Be cognizant of own biases and values and how they may interfere with listening.
- Know how to conclude a conversation (e.g., be reflective, indicate appreciation, apply information to a new situation).

**Nonverbal**
- Prepare for listening, when appropriate (e.g., review what you already know about the topic).
- Listen with your body to demonstrate attention or support (e.g., face speaker; make eye contact; use appropriate facial expressions, body movements, and posture).
- Use silence or lulls in the conversation to think through points made or to encourage self-disclosure.

Impediments to Listening

**Verbal**
- One-sided control of conversation (e.g., lectures, reprimands)
- Use of language (words with positive or negative connotations or emotionally charged language)
- Lack of knowledge of topic or personal disagreements (e.g., thinking of counterarguments during conversation)

**Nonverbal**
- Cannot attend to conversation due to external or internal influences (e.g., noise, interruptions, personal preoccupations)
Bloom’s Taxonomy

Bloom’s Taxonomy defines the learning process by separating actions into distinct domains and categories. The cognitive domain, which is the category that emphasizes intellectual learning, is divided into six distinct categories. Knowing the keywords and the question cues associated with each category can help you study better.

Level 1: Knowledge
Exhibiting previously learned material by recalling facts, terms, basic concepts, and answers.
- **Key Words**: who, what, when, where, which, choose, find, how, define, label, show, spell, list, match, name, relate, tell, call, select

Level 2: Comprehension
Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.
- **Key Words**: compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, rephrase, translate, summarize, show, classify
- **Questions**: How would you classify . . . ? What facts or ideas show . . . ? What is the main idea of . . . ? Which is the best answer . . . ? How would you summarize . . . ?

Level 3: Application
Applying acquired knowledge, facts, techniques, and rules in a different way.
- **Key Words**: apply, choose, construct, develop, interview, make use of, organize, experiment with, plan, select, solve, utilize, model, identify
- **Questions**: How would you use . . . ? What examples can you find to . . . ? How would you organize _____ to show . . . ? What would result if . . . ? What facts would you select to show . . . ?

Level 4: Analysis
Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalizations.
- **Key Words**: analyze, classify, compare, contrast, discover, dissect, divide, examine, simplify, survey, take part in, test for, distinguish, list, distinction, theme, relationships, function, motive, inference
- **Questions**: How is _____ related to . . . ? Why do you think . . . ? What is the theme . . . ? What motive is there . . . ? What inference can you make . . . ? What conclusions can you draw . . . ? How would you classify . . . ? How would you categorize . . . ?

Level 5: Synthesis
Compiling information together in a new pattern or proposing alternative solutions.
- **Key Words**: combine, compile, compose, design, develop, estimate, formulate, imagine, invent, plan, predict, solve, suppose, discuss, modify, improve, adapt, minimize, maximize, theorize, elaborate, test

Level 6: Evaluation
Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.
- **Key Words**: conclude, criticize, decide, defend, determine, evaluate, judge, justify, rate, recommend, select, agree, interpret, explain, prioritize, opinion, criteria, prove, disprove, assess, influence, estimate
- **Questions**: Do you agree with the actions/outcomes . . . ? What is your opinion of . . . ? How would you prove/disprove . . . ? What would you recommend . . . ? How would you rate . . . ? How could you determine . . . ?

Adapted from Barbara Fowler, “Bloom’s Taxonomy and Critical Thinking.” ©1996 by the Critical Thinking Across the Curriculum Project.
Contents

Résumés ........................................................................................................................................... F-2
Handout

Sample Résumés .................................................................................................................................. F-8
Handout

Résumé Review .................................................................................................................................... F-10
Worksheet
Résumés

How Do I Start Writing a Résumé?

A résumé summarizes your skills and strengths for an employer. It should be written with the employer’s needs in mind. Employers often receive more than 100 résumés each day and review each one for 7–30 seconds. A résumé that spells out your knowledge, skills, and abilities and shows how they fit the job requirements will enhance your opportunity to be interviewed.

Before writing a résumé, make a list of your skills that a job (or type of work) in your field requires. Different jobs call for different skills. It is important to highlight those skills and experiences that you have that best match the job you wish to pursue.

You need to think about your personal strengths. Ask several friends, advisors, teachers, and/or supervisors how they would describe you. Most people are not able to see themselves clearly, and need the help of others for this step. This is no time to be overly modest. Be sure to describe yourself with the most glowing words you feel comfortable using.

There is no one “correct” form for a résumé. Though there are some kinds of information that are always in a résumé, you can arrange the parts as you wish and decide which optional information to include. However, it is usually recommended to start with a job objective or summary of qualifications, education and employment history, and skills, not hobbies.

What Information is Required in a Résumé?

Identification

Be sure potential employers can find you quickly and easily.
- Name
- Address
- Phone numbers (including cell or pager)
- E-mail address

Employment History

If you have ever been employed, you should list these experiences, most recent first.
- Make a section with work-related experiences based on nonjob experiences. For example, as treasurer of the Spanish club, you may have gained experience creating and sticking to a budget.
- List the dates of employment, job title, name of employer, city, and state. The exact address is not recommended.
- A functional résumé usually places this list below the skills summary.

<table>
<thead>
<tr>
<th>Table 1</th>
<th>Dos and don’ts of writing a résumé</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do</strong></td>
<td><strong>Don’t</strong></td>
</tr>
<tr>
<td>■ Create a crisp, clean, professional appearance.</td>
<td>■ Exaggerate your experience or credentials.</td>
</tr>
<tr>
<td>■ Keep the layout simple and well-organized.</td>
<td>■ Include personal information such as social security number and citizenship (unless it’s a technical position), age, marital status, etc.</td>
</tr>
<tr>
<td>■ Use consistent indentation, capitalization, font style, and spacing.</td>
<td>■ Use flashy graphics or print that is difficult to read.</td>
</tr>
<tr>
<td>■ Use boldface for the most important information.</td>
<td>■ Include information irrelevant to your objective.</td>
</tr>
<tr>
<td>■ Quantify accomplishments when possible.</td>
<td>■ Use pointless phrases such as “seeking a challenging position” or “seeking a position working with people.”</td>
</tr>
<tr>
<td>■ Begin phrases with action verbs in the past tense, except current positions, which should be described in the present tense.</td>
<td>■ Give complete addresses of your employers.</td>
</tr>
<tr>
<td>■ Have someone critique and proofread your résumé.</td>
<td>■ Start phrases in the experience section with “My responsibilities (or duties) included . . .”</td>
</tr>
<tr>
<td>■ Use high-quality bond in white, ivory, or light gray.</td>
<td>■ Begin phrases with “I” or use complete sentences.</td>
</tr>
<tr>
<td>■ Keep your résumé at one to two pages in length.</td>
<td>■ Use the passive voice.</td>
</tr>
<tr>
<td>■ Have someone critique and proofread your résumé.</td>
<td>■ List scholarships based on need.</td>
</tr>
</tbody>
</table>
A chronological résumé includes a description of the tasks of each job.

**Educational Background**
- List the name, location, and dates of attendance for the high school you are attending.
- If you are in school or recently graduated, this section is very important and should be placed before the Employment History.
- Describe relevant courses you have taken.
- Mention your grades if they are good.
- If you have relevant work history after completing your education, this section should not include descriptions of courses and should be placed after the Employment History.

**What Optional Information Could I Include?**

**Job Objective**
If you have a specific type of job in mind, you can describe it at the beginning of the résumé. However, if you place a job objective on your résumé, you may need to reprint the résumé if applying for a job with a title that is inconsistent with your stated objective. To make your résumé more flexible, you may put the job objective in the cover letter and omit it from the résumé.

Your job objective should answer the question “What are you looking for in a job?” Make a list of all the types of jobs for which you plan to apply. Find a general job title that describes all of them. Then describe the characteristics of this general job title that appeal to you. Make it personal. If you ask for the specific type of job you want, you are much more likely to get it.

**Summary of Qualifications**
This is your opportunity to sell yourself. Think about the skills, experiences, and personality traits that might convince an employer to hire you instead of another person. Either summarize them or list them with bullets in this section. List up to five strengths that you want to be sure the employer notices when reading the rest of your résumé.

**Relevant Skills and Experience (functional résumé only)**
This is the heart of a functional résumé. It summarizes each of the primary skills you have to offer, whether they were gained through work, education, or life experiences. Usually, the skills are arranged according to their importance to the type of job you are seeking.

Under each skill, a sentence or two describes experiences which demonstrate that you have the skill. This allows employers to see quickly how your experiences (both school and work) relate to the job for which you are applying.

**Community or School Awards**
If you have ever won an award, even for unrelated or extracurricular experiences, be sure to list it on a résumé. Awards show that you work hard at achieving your goals, take pride in your accomplishments, and can produce quality results. They may also tip an employer off to some hobbies or activities that you enjoy, allowing a job interview to be more relaxed and personal.

**References**
Everyone provides references if requested to do so, but most people do not want to list them unless requested. It is wise to notify references that an employer may be calling them. If they are not listed, the employer must ask for them. Employers usually ask for references for candidates they are considering seriously for the job (the top three candidates, usually). When they ask, you can call your references and tell them who will call them and what to emphasize to help you get the job.

**Credentials**
If the work requires any type of license or credentials, like a driver's license, first aid certificate, teaching credential, etc., be sure to indicate that you have the necessary credentials.

**Personal Description**
You may wish to describe your strengths (and perhaps weaknesses) to help employers appreciate you as a whole person. This section is similar to the Summary of Qualifications, but more personal. Avoid clichés and common phrases. If you include this section, it belongs in the middle of the résumé.

**Hobbies**
It is sometimes helpful to break the ice in a job interview by including some nonwork-related information. Employers may see a shared interest in the list of hobbies, or your hobbies may indicate personal traits that they value.
**Other**

Other possible categories include personal information such as professional memberships, publications, unpaid (volunteer) experience, a photograph (very important if you are an actor, television newswoman, or model), etc. Items like these may help to assure the employer that you are involved in your profession. Include any additional items that would be viewed as positive in the eyes of an employer.

**What Types of Résumés Work Best?**

There are two basic styles of résumés: chronological and functional. (See Table 2.)

Whichever résumé style you choose can be modified to suit your needs. A general rule in selecting a résumé style is “does it present your qualifications in the best light?” If you are not sure which résumé style is best, seek the advice of a counselor, advisor, or supervisor.

Because a fast-growing number of employers are posting job openings on the Internet, knowing how to transfer your résumé to an electronic format is important. The advantage of an electronic résumé is it shortens the time it takes for the applicant to reach an employer. The disadvantage is that often the résumé is screened electronically. This means that presenting information in a way that an electronic scanner can pick up keywords, related to work tasks and roles, is very important.

**How Can I Write a Good Chronological Résumé?**

Chronological résumés are the most common type of résumé. Education and experience are listed in chronological order, starting with your most recent experience. This format emphasizes positions and organizations, and describes achievements and responsibilities. The chronological résumé demonstrates career growth and continuity, and it is most effective when the job target is in line with your experience and academic background.

If your most relevant experience for a particular career field is not your most recent, creating two “experience” sections can feature it. These can be called “Related Experience” and “Other Experience.” By separating the information into two categories, you can maintain a chronological format while emphasizing your most pertinent skills.

Here are the key components, in standard order, of a standard chronological résumé:

**Identification**

This section should include your name, address, phone number (including pager, fax, or cell phone), and e-mail address.

<table>
<thead>
<tr>
<th>Chronological Résumés</th>
<th>Functional Résumés</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ch</strong>ronological résumés emphasize your past work or education. They specify exactly what you did in each job or course, whether or not it was related to the type of job you want in the future. Use this type of résumé if you have experience or training in the type of job you want to find.</td>
<td><strong>F</strong>unctional résumés emphasize your skills, without specifying the job or course where you learned each skill. Use this type of a résumé if your past jobs or training are not in the same field as the job you want in the future.</td>
</tr>
<tr>
<td><strong>A</strong> chronological résumé works best if . . .</td>
<td><strong>A</strong> functional résumé works best if . . .</td>
</tr>
<tr>
<td>■ You have a strong, ongoing work history with increasingly more responsible positions related directly to the career path you’re pursuing.</td>
<td>■ You are interested in highlighting responsibilities of positions and accomplishments rather than length of time on the job, skills, and employers.</td>
</tr>
<tr>
<td>■ Your most recent job or jobs are similar to the position you are applying for.</td>
<td>■ Your background fits one of the following categories</td>
</tr>
<tr>
<td>■ You are applying for a position with a firm that tends to be conservative.</td>
<td>1. You have had notable job titles and duties.</td>
</tr>
<tr>
<td>■ Your work history doesn’t have potentially embarrassing gaps to explain; chronological organization will emphasize any gaps in your work history.</td>
<td>2. You have held a variety of jobs or assignments not directly related to your intended career but have performed functions directly related to your career objective.</td>
</tr>
</tbody>
</table>

**Table 2  *Chronological and functional résumés***
**Job Objective**

A job objective is optional and should only be included if you seek a specific type of work. Otherwise, use your cover letter to show your career interests and job objective. If you do use an objective, make sure your objective explains the kind of work you want to do, and keep it between two to four typed lines.

**Key Accomplishments**

Some résumé experts are suggesting adding a section that highlights your key accomplishments and achievements. This section should use nouns as keywords and descriptors to summarize your major accomplishments. This section can also be called “Summary of Accomplishments,” “Key Skills,” “Summary of Qualifications,” or “Qualifications.”

**Education**

For new grads, this should be the next entry. For others with full-time work experience, this section should follow your experience section. Include the school(s) you’ve attended (including years of attendance), majors/minors, degrees, and honors and awards received. If you decide to include your GPA, make sure to use the GPA that puts you in the best light—either overall GPA, school or college GPA, or major GPA.

**Experience**

This section can be labeled “Experience,” “Work History,” or “Employment.” The term *experience*—especially for new graduates—is broader than *work history*, allowing you to include major school projects that showcase your skills and abilities.

List company name, your job title, dates of employment, and major accomplishments. List experiences in reverse chronological order (from your most recent experience to your earliest). List your accomplishments in bullet format (rather than paragraph format). If you do not have a lot of career-related job experience, consider using transferable skills to better highlight your work experience.

**Affiliations/Interests**

This section is optional and often used simply as an ice-breaker by interviewers looking to start an interview on an informal basis. It should include professional memberships and noncontroversial activities/interests.

**References**

This section is optional. If you have room, include it. Only include a statement saying, “References are available upon request.” Do not include the names of your references on your résumé.

**How Can I Write a Good Functional Résumé?**

Functional résumés are useful to highlight your skills in terms of functions or activities you have performed. This type of résumé is helpful when you have limited work experience. The skills you have acquired from different experiences may be transferred to other fields, even if the work environment is far different.

Typically, the functional résumé has a summary of qualifications section and a “Skills/Functions” section. Here are the key components, in standard order, of a standard functional résumé:

**Summary of Qualifications**

This section will provide a concise overview of your qualifications as they relate to your job objective. Here is where you want an employer to recognize and become interested in the advantage you bring to the position. Summarize by including three to seven points, using nouns and adjectives, not action verbs. Draw from your work experience, school experiences, volunteer and/or extracurricular activities in terms of duration, scope, accomplishments, etc. If you lack relevant experience, emphasize those skills you have developed in terms of interpersonal, organizational, supervisory, etc.

- If applicable, the first point summarizes the experience you have related to your job objective, (e.g., one year experience in graphic design).
- The second statement describes your working knowledge of the various components or aspects of the position (e.g., budgeting, report writing, program planning).
- The third statement outlines the various skills you possess to do the work effectively (e.g., problem-solving, communication, time management).
- The fourth statement may refer to any academic background you have that complements your practical experience (e.g., machine design, resource assessment, marketing).
The last statement lists your personal characteristics and attitudes as required on the job (e.g., reliable, able to work under pressure, creative).

**Skills/Functions**

Experiences are divided into general areas of skill or functions (e.g., computer skills, communications skills, or marketing skills). The experience, qualifications, and accomplishments related to each skill are listed in these separate skill sections.

**Other**

Other sections may be included such as education, hobbies, references.

**How can I Write a Good Electronic Résumé?**

Generally, electronic résumés follow the rules that apply to writing any type of résumé. If you haven't viewed the information for writing a chronological or functional résumé, you may want to do so. There are three types of résumés that can be in an electronic format.

**E-mail Résumés (résumés that are sent as e-mail)**

E-mail résumés have the advantage that they go directly to the employer, bypassing those who may screen you out. Because of the various computer platforms and e-mail systems, e-mail résumés generally should not rely on special formatting to convey information. After a brief introduction, the résumé should be included in the body of the message. It is possible to attach a formatted document to an e-mail, but some employers are concerned that attachments may carry a virus.

**Web or HTML Résumés (résumés that are designed for presentation on a website)**

The advantage of HTML résumés over other electronic résumés is that they give you a chance to demonstrate your technical and creative abilities. A cover letter e-mail may include the link to your résumé's web address. Some résumés include links to other web pages that demonstrate your skills. They allow use of colors, graphics, italics, bullets, and various creative options. Using your creativity is an advantage of this type of résumé. However, as with any résumé, remember that you are writing it for an employer. Don’t overdo it!

**Scannable Résumés (résumés that can be read by scanning software)**

Scannable résumés are different from traditional résumés in that they are “read” by a computer rather than by an employer. A computer does the preliminary screening and looks for certain key words that “match” the advertised position. Look at job and occupational descriptions for keywords. If you are not sure whether a certain employer scans or not, call and ask.

To develop an electronic résumé, select your favorite word processor and set the margins so your longest line will wrap to a new line at 65 characters.

Do not use columns; scanners read the text from left to right.

Avoid formatting such as:

- Tabs
- Special alignments, such as centering
- Special characters, such as ampersands or %
- Boldfacing or underlining
- Special font sizes or typefaces

When you respond to a job posting, begin with a cover letter/introduction, then cut and paste your résumé into your e-mail.

To assure that your résumé will get the attention it deserves:

- Use keywords that are important in your field. Employers often scan for keywords. DISCOVER’s occupational descriptions can help you to identify keywords.
- Keep paragraphs short and to the point. This makes it easy for the employer to skim your résumé yet not miss any important skills or accomplishments.
- Use active, not passive verbs. “Was responsible for organizing special events” is not as powerful as “Organized and managed special events.”
- Avoid using personal pronouns, as in “I improved production efficiency.”
- Begin each phrase with an action verb: “Improved production efficiency by 30%.”
- Remember that specifics sell. For example, “Worked as editor of high school newspaper.”
is vague. “Supervised six reporters as editor of the high school newspaper” says more about your abilities.

- Always have someone else check for spelling and grammatical errors. Nothing will hurt your chances for a job faster than a poorly written résumé. Spell-check alone is not enough.
- Don’t underestimate the impact of your résumé’s appearance. Does it invite the reader to take a closer look? Are the most important things first?

**Places To Post Your Résumé on the Internet**

The following websites can provide more answers to your questions about résumés. You may also post your résumé on these sites. Some sites may charge for some of their services.

- CareerBuilder® Want Ad and Employer Listings: http://www.careerbuilder.com
- CareerOneStop: http://www.careeronestop.org/
- Charge Forward: http://www.chargeforward.com
- CollegeGrad.com: http://www.collegegrad.com
- Hot Jobs: http://hotjobs.yahoo.com
- Job.com: http://www.job.com
- JobBank USA: http://www.jobbankusa.com/
- Monster*: http://www.monster.com
- MonsterTRAK® (College Student Service): http://www.monstertrak.monster.com
- National Business and Disability Council: http://www.nbdc.com
- Nation Job: http://www.nationjob.com
- Quintessential Careers: http://www.quintcareers.com
- Spherion: http://www.spherion.com/
Résumé 1

401 Third Street, Omaha, Nebraska 432-3887 scarymary13@gmail.com
SSN: 472-49-0011

Mary J. Needajob

Objective
Seeking a challenging position as a camp counselor at a language camp. Love working with people of all ages.

Educational Background
2003–2007 Winthrop High School Omaha, Nebraska

Relevant Coursework
Spanish I B
French I B-

Employment History
2003–2004 Mailroom Clerk 3244 West Second Ave.
The Smith Corporation Omaha, Nebraska 50304
402-341-4009
In this position I was responsible for sorting and delivering each piece of mail to its rightful owner.

2006–2007 Junior Pizza Master 55 Douglas Street
Pizza Master Counciltown, Iowa 50669
(402) 440-0000
I was responsible for making pizzas over the weekends. The pizzas were also delivered under my watch.

Relevant Skills and Accomplishment
In my spare time, I like to read. I also like to camp and hike. I have traveled with my parents since I was a little kid, and I was foreign exchange student in Provence, France during my junior year of high school. I am currently learning Mandarin in my spare time.

Activities and Honors
Swim Instructor, Omaha YMCA, 2003–Present
President, French Club, 2006–2007
Member, Spanish Club, 2003–2007
Brownie Girl Scouts Chapter Leader, 2006–2007

Personal Description
I enjoy working with people. I am flexible, and I learn quickly. I am a self-starter and a good worker.

References
John Gore, Pizza Master 55 Douglas Street, Counciltown, IA, 50669 (402) 440-0000
Judy Bench, Personal Friend 49 Mockingbird Lane, Fayetteville, AR, 12345 (999) 213-3939
Résumé 2

Sally S. Hireme
1324 Fictional Street
Wichita, Kansas 50495
(555) 349-2003

Objective
To gain a position as a summer counselor at a language camp.

Education
Chattanooga High School, Wichita Kansas Class of 2008
Grade point average: A–

Relevant Coursework
Spanish 1 (H) A
Spanish 2 (H) A
Spanish 3 (H) A–

Employment History
2004–Present Internship, Wichita Department of Cultural Affairs
Assisted research staff with genealogical study
Provided administrative support to the yearly Wichita cultural diversity day
Recruited high school volunteer corps

Relevant Skills and Accomplishments
Speaking Spanish
Translated the high school student handbook into Spanish for English Language Learner students
Served as bilingual liaison for the Wichita YMCA
Camping Skills
Passed the YMCA survival skills weekend course
Certified in CPR
Completed a weeklong excursion in the Rocky Mountains

Activities and Honors
President, Chattanooga Outdoors Club, 2007–Present
National Honor Society, 2006–Present
Vice President, Spanish Club, 2006–2007
President, Spanish Club, 2007–Present

References available upon request.
Résumé Review

Name: __________________________________________ Period: _______ Date: __________________

Directions: Use the following prompts to review your résumé draft.

1. What type of résumé are you crafting, chronological or functional? Why is that résumé type the best choice for showcasing your credentials?

2. Does the résumé include the required information (identification, employment history, and educational background)?

3. What optional information does your résumé include? Why is the optional information pertinent?

4. List the strong action verbs you use in the résumé.

5. Are there any grammatical or spelling mistakes in the résumé? If you can identify a pattern in the mistakes, describe it.

6. What is included in the résumé that should not be there?

7. What are the résumé’s strengths? Give evidence of those strengths.

8. How can you make the résumé stronger?
Contents

Help Wanted Ad...................................................................................................................... G-2
  Transparency

Cover Letters ........................................................................................................................... G-3
  Handout

Cover Letters: Got you Covered! ............................................................................................. G-4
  Handout

Workplace Telephone Skills .................................................................................................... G-5
  Handout
Help Wanted Ad

Help Wanted

Part-time associates wanted to help greet customers both afternoons and weekends at Metro City’s premiere toy store, Toy-Mart. Great hourly rates, merchandise discounts, and flexible schedules available. Applicants must be dependable, friendly, and willing to provide top-notch customer service. Please send application materials to Scott Smith, Human Resources Manager, Metro City Toy-Mart, 555 Ridgeway Drive, Streamway, AK, 55555, (515) 555-3199. Toy-Mart is an Equal Opportunity Employer (EOE).

—Metro City Daily Buzz, November 1, 2007
Cover Letters

What is a cover letter?

It is customary to send a cover letter with a résumé. It may seem like unnecessary work, but it helps to make a good impression. Because cover letters can be less formal than résumés, they may contain information that you do not wish to include in your résumé. Usually, cover letters should not fill more than one page.

Do not rehash your résumé. The cover letter should generate interest in the résumé, but not reiterate the same points. Have someone else review your cover letter. While you may have used spelling and grammar checkers on your computer, thoroughly proofread for any typos, grammar errors, and spelling mistakes.

How do broadcast and application letters differ?

Broadcast letters are designed to be sent to employers who may have a job opening in the future, but who have not yet announced an opening. Letters of application are sent to employers who have announced an opening. Both types of letters should include the following parts:

- **Beginning**: Name the position or type of job you are seeking. If you are applying for a specific opening, explain how you found out about the opening.
- **Middle**: Highlight your most important qualifications for this position. If you think your résumé covers everything, simply refer the reader to the résumé. If you can think of any interesting examples which show that you would be good for this job, put them here.
- **Closing**: Ask for an interview, tell the employer how to reach you, and state that you would like a response.

When can I send an e-mail message instead of a cover letter?

It is appropriate to send an e-mail message when the employment opportunity is advertised electronically. Keep e-mails shorter and even more concise than posted mail.

What should you include in an e-mail message?

Letters sent as an e-mail should follow the other rules of writing a cover letter. Use professional salutations such as “Mr.,” “Ms.,” or “Dr.,” and always include your full name, telephone number, and mailing address. Appearances aside, what really matters in a cover letter is what it says—and that it generates enough interest to draw readers to your résumé. It is inappropriate to use Internet slang and abbreviations such as “btw.”
Any time you give a prospective employer a résumé, you must also give them a cover letter. Even if they do not ask for one, they expect it. A great cover letter entices the hiring manager into reading your résumé. It highlights the aspects of your résumé that are especially relevant to the job for which you are applying, saving time for the busy hiring manager.

Some Basics

Cover letters are generally written in business-letter form and typed on white or cream-colored paper matching your résumé. Include your contact information and an e-mail address if you have one. Also include the date, name, title, company name, and address of the person you are writing.

Try to address your letter to a specific person rather than the “Hiring Manager.” Because it often requires some research, this takes a little more time, but it is worth it! Adding this personal touch shows initiative and problem-solving skills—qualities that will make your cover letter stand out. Try checking the organization’s website or calling the organization directly for the information.

Great cover letters are concise, one page or less, with plenty of white space. Consider creating a bulleted list in the body paragraph(s) to make it easier to read. The key sections of a cover letter follow:

Opening

Tell the employer why you are sending your cover letter. Is it in response to an advertised opening? Inform the employer how you learned of the opening. For example, if you are responding to a classified ad, indicate the newspaper’s name and date of the advertisement. Are you sending your résumé just in case the organization has openings in that department? Or, did someone recommend that you apply? If so, ask if you can use his or her name in your cover letter.

Body

Explain why you are interested in working for the organization. Relate your specific skills and experience to the position you want. If you are responding to a classified ad, put the text of the classified ad in bold type. Describe how specific accomplishments from your education or other experiences make you an excellent job candidate. For example, you could write a sentence like this: “Your ad states you are looking for an individual who can set goals and priorities while managing multiple projects. Ten years of management experience in the telecommunications industry have taught me to juggle competing priorities while handling complex projects.”

Conclusion

Ask for an interview to discuss your qualifications and indicate that you will follow up within two weeks. If you are going to be in the area for a limited amount of time, mention the dates you are available and state that you will call to arrange an interview.

Close the letter with a polite “Sincerely” and type your name a few spaces below. Always sign your cover letter. Make sure it is free from grammatical errors and ask friends, family, mentors, or anyone you can find to read it and give you comments and suggestions.

Use all the resources available to you to write the best cover letter possible. For example, the section on cover letters under the “Job Search” tab on ACT’s DISCOVER® system is an excellent resource. Performing an Internet search for the term “cover letter” will return many pages that give additional tips on cover letter writing and examples of good cover letters. And there are many books in your school or public library that will provide more information about writing cover letters. Writing a good cover letter can mean the difference between landing an interview for your dream job or your résumé and cover letter landing in the recycle bin.
Workplace Telephone Skills

Answering the Telephone

- Clearly state your first and last name (and department for business calls).
- Be professional and pleasant; use a warm, friendly tone.
- Indicate that you will return a call if you are unprepared for the conversation or the timing is inconvenient.
- Always ask before placing a caller on hold; update them periodically.
- Screen calls by saying “I’m sorry, [NAME] is not available. May I help you?” or by using voice mail.
- Be considerate when transferring calls: Seek permission before transferring a caller, give the caller the number in case the transfer does not work, and take the caller’s name and number if he or she has been transferred several times.
- Take a message, restating the information to make sure it is accurate (i.e., full name, company/institution, date and time of call, telephone number, message or purpose of call).

Planning and Preparing for a Call

- Outline the goal of the call.
- Determine what you need from the person and need to convey to him or her.
- Ask the best time to call.

Placing a Telephone Call

- Smile; your voice can imply how you are feeling.
- Identify yourself: Give your full name depending on the nature of the call and to whom you are speaking.
- Use active listening.
- Use effective speaking skills, such as appropriate volume, articulation, inflection.
- Consider your location (e.g., move away from background noise and distractions) and intent when placing private and business calls.
- Take notes on important calls: Write down the name and title of the person you spoke to and when, list the key points of the discussion or the decisions made, and identify the required follow-up actions and due dates.
Contents

Job Seeking on the Internet ........................................................................................................ H-2
   Handout
Interviews..................................................................................................................................... H-3
   Handout
General Interview Questions........................................................................................................ H-7
   Handout
Interview Skills Checklist .......................................................................................................... H-10
   Worksheet
Sample Job Application ............................................................................................................. H-11
   Homework
Sample Thank-You Letter ......................................................................................................... H-13
   Transparency
Thank-You Letters .................................................................................................................... H-14
   Handout
Job Seeking on the Internet

The Internet is a convenient tool to access a wealth of information, including job listings. Job openings are listed by “job banks,” organizations that list a lot of jobs and offer a variety of search tools to find the ones that are relevant for you. They also offer to store your résumé, so employers can find you when searching for a person with your skills. To find a list of job banks, type “job bank” into a search engine.

There are some special features that can help you use the Internet better. Some job banks offer a search agent. With a search agent, you can customize and save a search for your desired industry, location, and keywords. All search agents will allow you to access your saved search and see the most current results, and many sites will even allow you to receive daily e-mail updates of your search results. This way, you can see job openings that match your specific search criteria without even having to visit the site! Monster® and Career Builder are two websites that offer this type of search agent.

Do you have specific questions about an industry? Are you having trouble finding answers to them? There are many places on the Internet to look for answers to your questions. Most job banks have message boards where you may interact and share knowledge with other job seekers in a certain field. Also, there are websites which offer experts in many fields to answer specific questions. There are also job banks that only list openings in a specific industry. These sites tend to offer more specific and advanced features that are tailored to their industry. These sites can be very helpful, but since they offer so many jobs, it might be difficult to find exactly what you are looking for. It is useful to see if there is a site that specializes in the industry you are interested in. For instance, DICE® is just for computer professionals, NursingJobs.com is for the nursing profession, and JournalismJobs.com is for journalists.

Other job banks cater to a specific type of job seeker. For example, MonsterTrak® is a subscription-based service for students and recent graduates, while Senior Job Bank is designed to connect senior citizens with employers who value their skills. Both CareerBuilder® and NowHiring include jobs for noncollege-educated individuals.

Despite the convenience of using job search websites, do not forget to pursue traditional ways of finding a job. The classified section of local newspapers still have many job listings. In addition, it is important to meet and network with people who are already working in your desired field.

Thanks to the Internet, there have never been so many ways to find a job. However, do not just use these conveniences—use them wisely!
How Do I Prepare for an Interview?

The job interview is an opportunity to convince an employer that you have the skills and qualities needed to handle a job and to decide whether or not you want the job.

Plan carefully for the interview. Learn about the organization before you go so you can demonstrate knowledge of its goals, products, or services and describe how you would contribute to the organization.

Here are some things you can do:

- If possible, talk to one or more people who work for the organization about what it does and how they like working there.
- For large organizations, call your local library and ask if it has an annual report for the organization. If not, call its Human Resources Development Office, and ask for literature about the organization.
- Try to get a good understanding of the duties and skills which the job requires. Think about your past experience at school, at other jobs, and in volunteer or extracurricular activities.

Then:

- Think of examples of things you have done that are similar to the duties of the job for which you are applying.
- Think about the questions the employer might ask you. Be sure you have answers for these questions.
- Prepare a list of references with names, addresses, and phone numbers.
- Think about the conditions that are most important to you in a job. Think of tactful ways of asking about these things if the employer does not bring them up.

How Should I Dress for an Interview?

When you are deciding how to dress for an interview, think about how you would dress every day for the job for which you are applying. Then, dress slightly better than that. Choose clothes that you could wear while doing the work on a day when you wanted to look really nice. Some good principles are:

- Dress conservatively. Do not wear unusual or striking clothing or jewelry. You want the interviewer to be thinking about what you are saying, not about what you are wearing or how you look.
- Wear sensible, practical clothes that make you look like you know how to focus on your work. Your clothes should let the employer know that you can get the job done.
- Make sure your clothes look clean and neat. Employers may judge the quality of your work by the quality of your clothes. Wearing sloppy or old clothes implies that you do not care about the quality of your work.
- Do not chew gum or smoke. Some employers find these habits offensive. After you start a job, you can ask if they are permitted in the workplace.

How Can I Make a Good Impression in an Interview?

It is always a good idea to scout the location of your interview ahead of time. When you do so, notice where you can park, or how long it takes you to get to the right place from public transportation. These two things will help you accurately estimate how long it will take you to get to the interview.

It is absolutely essential that you get to an interview on time! Plan to arrive 5–10 minutes early. If you arrive earlier, walk around the area or find a place to relax. When it is time for the interview, introduce yourself to the receptionist or another staff person by saying something like “I am Jane Doe. I have an interview with Mr. Smith at 10:00.” Then sit down, look relaxed, and wait patiently.

Remember that the employer forms an opinion of you in the first 3–5 minutes. So...

- Dress appropriately.
- Greet the interviewer by name with good eye contact and a firm handshake.
- Be as relaxed as possible.
- Let the interviewer take the lead, and listen carefully while he or she is talking.
When you have an opportunity to talk, be concise in what you say.

- Use your best English.
- Maintain good eye contact with the interviewer.
- Respond adequately to the questions that are asked, but do not ramble.

The employer is looking for a responsible person who will work hard, do good work, and get along well with coworkers. Be sure your answers show that you have these qualities.

As soon as the interview is over, be sure to write a follow-up letter thanking the employer for the interview.

**What Happens During a Job Interview?**

During a job interview, the employer takes the lead and explains some of the following kinds of things:

- The purpose and goals of the organization
- The role of this office/group within the organization
- Future plans and goals for this office/group
- Job duties
- Management style and expectations
- Opportunities for promotion
- Fringe benefits (e.g., paid time off, flexible versus standard work schedule)

Then, the employer usually asks questions about your training and experience. The way you answer these questions reveals your personality, your problem-solving and coping skills, and your knowledge.

When the employer asks you to talk about your skills and experience, relate them directly to the position. Think about your past experience at school, at other jobs, and in volunteer or extracurricular activities. Then:

- Give examples of things you have done that are similar to the duties of the job for which you are applying.
- Indicate your willingness to learn new skills you need—through reading, course work, or taking your own time to learn from others.

In addition to the one-on-one interview, there are other types of interview formats you should be aware of:

- **Group or Panel Interviews:** Two or more employer representatives interview you alone or in a group with other applicants.
- **Observation Interview:** You are evaluated while conducting a presentation or performing a task. This format may be used when interpersonal relations and teamwork skills are the most essential job factors.
- **Telephone Interview:** Prepare as you would for any other interview, but pay special attention to your verbal presentation. Try to schedule the call in a quiet room free of interruptions. Take notes and have your résumé on hand to answer specific questions about your experience. Be aware that a seemingly casual phone conversation with any employer can actually be a screening interview.
- **Virtual Interview:** This format is cost-efficient for an employer located in a distant city, and may occur on- or off-campus using videoconferencing equipment or a PC-mounted camera linked to a special telephone line.

**What Questions Might the Employer Ask?**

The employer might ask about your skills and experience:

- Tell me about yourself.
- What courses did you take that are relevant to this job?
- Do you know how to . . . ? Have you had experience in . . . ?
- Did you like . . . job? . . . company?
- Why did you leave . . . job?
- Describe your weaknesses.
- List your five most important strengths.
- What do you hope to be doing five years from now?
I n t e r v i e w s
H a n d o u t

What are your goals in life?
why should we hire you instead of the other applicants?
Are you willing to take a test related to the duties of this job?
Suppose . . . How would you deal with this situation?
What is the minimum salary you would accept?

Near the end of the interview, the employer might ask:
When could you be available to start?
Do you have a good understanding of the job tasks?
So, would you be willing to get some additional training in . . .?
Is the travel a matter of concern to you?

What Questions Could I Ask?
When the employer asks if you have any questions, convey an interest in the organization by asking questions like these:
What kinds of career paths are possible?
In what areas of the organization do you expect growth?
Do you foresee any opportunity for me to expand my skills?
What do you see as strengths of the organization?
What do you see as potential problems of the organization?
What is the organizational structure of the department?

As the interview comes to an end, you may ask some closing questions, such as:
When do you think you will make a decision?
May I call you then (when the decision will be made) to find out what you have decided?
Would you like to have my list of references?
If you offer me the job, when would you like a decision from me?

How is a Virtual Interview Different From a Live Interview?
A virtual interview can be done using the Internet or other broadcasting technology. Sometimes you will not see your interviewer, but will be answering questions either verbally or by typing your responses (like in a chat room).

Video or web conferencing is becoming a popular way for companies to interview remote candidates. Videoconference setups are available at corporations, many universities, and from your home by special software and a connection to the Internet. As companies expand their candidate searches nationally, and even internationally, many expect video interviewing to grow in popularity.

Generally, the purpose of the video interview is as a prescreening tool. Candidates are given a list of questions. The interviews take the place of screening performed by human resources recruiters and staffing firms. This helps a hiring manager to get a better idea of how well you communicate and present yourself. Wear solid dark clothing, focus on the interviewer's image, speak clearly, and avoid quick movements. You may keep a résumé in front of you for reference.

A virtual interview lets employers observe you, your body language, and how you answer questions. To prepare for this type of interview, it is a good idea to practice interviewing while being videotaped. Becoming comfortable with this format and learning to control your body language and expression will help you to communicate verbally and physically with your interviewer. If you have a video camera or a webcam for your computer, you and a friend can practice together.

How Can I Decide Which Job to Accept?
One major issue in every job is the salary. You need to know how much other companies pay for this type of work and your level of experience. Ask a placement specialist or librarian to help you find this information.

Fringe benefits are an important part of earnings. They may include health (medical, dental, and vision) insurance, time off, sick-leave policy, retirement benefits, life insurance, food, transportation, or clothing assistance, stock in the company, and/or a variety of other possible “perks.” Try to decide how much major benefits, such as retirement and health care, are worth so you will be able to compare offers.
On the negative side, think about the cost of getting to work, parking, and dressing for work. These costs will differ depending on where you would work, how far it is from your home, and how you would dress while there.

Armed with salary estimates, you must decide what a fair salary would be for you and the minimum you would accept. This may vary, depending on the benefits that are offered and the cost of going to work. You may be willing to accept a lower salary in return for better fringe benefits.

When you are ready to discuss salary, ask the employer to give you a salary range and to explain the fringe benefits. If you are not happy with the salary, explain your salary preferences and ask if the salary is negotiable.

Think about the factors which are most important to you in a job, such as advancement opportunities, not spending too much time driving to work, working for an employer you respect, doing tasks you believe are important, or working for people you like. Decide how well the job rates on these factors.

Job offers usually come days to weeks after the interview. When you are offered a job (and the salary has been specified), you may wonder if there will be better offers. Will you be unhappy if you accept this job? How long are you willing to wait for a better job?

If you have any doubts about accepting the job, ask for time to think about it. Employers know this is an important decision. It is better to take time to think about your answer than to take the job and wish you had a different job.

What Can I Do if I Am Not Offered a Job?

Looking for a job may be the hardest job you will ever have. Put as much time into your job search as you would into a job. Be organized and businesslike about it. Learn from your mistakes and keep trying.

It is painful to receive rejections. For most jobs, 10 to 200 people will apply and three to ten people will be interviewed. Only one will get the job, so many will be rejected. Most people are rejected many times before receiving the first job offer.

When you receive a rejection, ask for helpful feedback. Be careful not to sound like you are challenging the decision. Make it clear that you sincerely want to know about anything you can do to improve your chances in the future.

Whether you receive an honest answer or not, be sure to thank the person. For fear of legal problems, many employers will not answer this question honestly. If you receive an honest answer, it may be painful for you to hear. Be prepared to thank the person anyway.

If you have friends or acquaintances who are also searching for a job, it may help to talk to them. If you are getting more than your share of rejections, find someone who will help you figure out why.

Links to Learn More About Interviewing on the Internet

The following sites offer helpful information about interviewing. You may also post a résumé on these sites. Some sites may charge a fee for some of their services.

- CareerOneStop: http://www.careeronestop.org
- CollegeGrad.com: http://www.collegegrad.com
- Hot Jobs: http://hotjobs.yahoo.com
- JobBank USA: http://www.jobbankusa.com/
- Monster®: http://www.monster.com
- MonsterTRAK® (College Student Service): http://www.monstertrak.monster.com
- Quintessential Careers: http://www.quintcareers.com
- Spherion: http://www.spherion.com/
General Interview Questions

1. Tell me about yourself.
   The most often-asked question in interviews. You need to have a short statement prepared, but be careful that it does not sound rehearsed. Limit your response to work-related items unless instructed otherwise. Talk about things you have done and jobs you have held that relate to the position you are interviewing for. Start with the item farthest back and work up to the present.

2. Why did you leave your last job?
   Stay positive regardless of the circumstances. Never refer to a major problem with management, and never speak ill of supervisors, coworkers, or the organization. If you do, you will be the one looking bad. Keep smiling and talk about leaving for a positive reason such as an opportunity, a chance to do something special, or other forward-looking reasons.

3. What experience do you have in this field?
   Speak about specifics that relate to the position you are applying for. If you do not have specific experience, get as close as you can.

4. Do you consider yourself successful?
   You should always answer yes and briefly explain why. A good explanation is that you have set goals, and you have met some and are on track to achieve the others.

5. What do coworkers say about you?
   Be prepared with a quote or two from coworkers. Either a specific statement or a paraphrase will work.

6. What do you know about this organization?
   This question is one reason to do some research on the organization before the interview. Find out where they have been and where they are going. What are the current issues, and who are the major players?

7. What have you done to improve your knowledge in the last year?
   Try to include improvement activities that relate to the job. A wide variety of activities can be mentioned as positive self-improvement. Have some good ones handy to mention.

8. Are you applying for other jobs?
   Be honest, but do not spend a lot of time in this area. Keep the focus on this job and what you can do for this organization. Anything else is a distraction.

9. Why do you want to work for this organization?
   This may take some thought and certainly should be based on the research you have done on the organization. Sincerity is extremely important here and will easily be sensed. Relate it to your long-term career goals.

10. Do you know anyone who works for us?
    Be aware of the policy on relatives working for the organization. This can affect your answer even though they asked about friends not relatives. Be careful to mention a friend only if they are well thought of.

11. Are you a team player?
    You are, of course, a team player. Be sure to have examples ready. Specifics that show you often perform for the good of the team rather than for yourself are good evidence of your team attitude. Do not brag, just say it in a matter-of-fact tone. This is a key point.

12. How long would you expect to work for us if hired?
    Specifics here are not good. Something like this should work: “I’d like it to be a long time.” Or “As long as we both feel I’m doing a good job.”

13. What is your philosophy towards work?
    The interviewer is not looking for a long or flowery dissertation here. Do you have strong feelings that the job gets done? Yes. That’s the type of answer that works best here. Short and positive, showing a benefit to the organization.

14. Have you ever been asked to leave a position?
    If you have not, say no. If you have, be honest, brief, and avoid saying negative things about the people or organization involved.
15. Explain how you would be an asset to this organization.
   You should be anxious for this question. It gives you a chance to highlight your best points as they relate to the position being discussed. Give a little advance thought to this relationship.

16. Why should we hire you?
   Point out how your assets meet what the organization needs. Do not mention any other candidates to make a comparison.

17. What irritates you about coworkers?
   This is a trap question. Think real hard, but fail to come up with anything that irritates you. A short statement that you seem to get along with folks is great.

18. What is your greatest strength?
   Numerous answers are good, just stay positive. A few good examples: Your ability to prioritize, your problem-solving skills, your ability to work under pressure, your ability to focus on projects, your professional expertise, your leadership skills, your positive attitude.

19. Tell me about your dream job.
   Stay away from a specific job. You cannot win. If you say the job you are contending for is it, you strain credibility. If you say another job is it, you plant the suspicion that you will be dissatisfied with this position if hired. The best response is to stay generic and say something like: “A job where I love the work, like the people, can contribute, and cannot wait to get to work.”

20. Why do you think you would do well at this job?
   Give several reasons and include skills, experience, and interest.

21. What kind of person would you refuse to work with?
   Do not be trivial. It would take disloyalty to the organization, violence, or lawbreaking to get you to object. Minor objections will label you as a whiner.

22. What is more important to you: the money or the work?
   Money is always important, but the work is the most important. There is no better answer.

23. What would your previous supervisor say your strongest point is?
   There are numerous good possibilities: loyalty, energy, positive attitude, leadership, team player, expertise, initiative, patience, hard work, creativity, problem solver.

24. Tell me about a problem you had with a supervisor.
   Biggest trap of all. This is a test to see if you will speak ill of your boss. If you fall for it and tell about a problem with a former boss, you may well blow the interview right there. Stay positive, and develop a poor memory about any trouble with a supervisor.

25. What has disappointed you about a job?
   Do not get trivial or negative. Safe areas are few but can include: not enough of a challenge; you were laid off in a reduction; company did not win a contract, that would have given you more responsibility.

26. Tell me about your ability to work under pressure.
   You may say that you thrive under certain types of pressure. Give an example that relates to the type of position applied for.

27. What motivates you to do your best on the job?
   This is a personal trait that only you can say, but good examples are: challenge, achievement, recognition.

28. Are you willing to work overtime? Nights? Weekends?
   This is up to you. Be totally honest.

29. How would you know you were successful on this job?
   Several ways are good measures: You set high standards for yourself and meet them. Your outcomes are a success. Your boss tell you that you are successful.

30. Would you be willing to relocate if required?
   You should be clear on this with your family prior to the interview if you think there is a chance it may come up. Do not say yes just to get the job if the real answer is no. This can create a lot of
problems later on in your career. Be honest at this point, and save yourself future grief.

31. Are you willing to put the interests of the organization ahead of your own?
   This is a straight loyalty and dedication question. Do not worry about the deep ethical and philosophical implications. Just say yes.

32. What have you learned from mistakes on the job?
   Here you have to come up with something or you strain credibility. Make it a small, well-intentioned mistake with a positive lesson learned. An example would be working too far ahead of colleagues on a project and thus throwing coordination off.

33. Do you have any blind spots?
   Trick question. If you know about blind spots, they are no longer blind spots. Do not reveal any personal areas of concern here. Let them do their own discovery on your bad points.

34. If you were hiring a person for this job, what would you look for?
   Be careful to mention traits that are needed and that you have.

35. Do you think you are overqualified for this position?
   Regardless of your qualifications, state that you are very well qualified for the position.

36. How do you propose to compensate for your lack of experience?
   First, if you have experience that the interviewer does not know about, bring that up. Then, point out (if true) that you are a hard-working, quick learner.

37. What qualities do you look for in a boss?
   Be generic and positive. Safe qualities are knowledgeable, a sense of humor, fair, loyal to subordinates, and holder of high standards. All bosses think they have these traits.

38. Tell me about a time when you helped resolve a dispute between others.
   Pick a specific incident. Concentrate on your problem-solving technique and not the dispute you settled.

39. What position do you prefer on a team working on a project?
   Be honest. If you are comfortable in different roles, point that out.

40. Describe your work ethic.
   Emphasize benefits to the organization. Things like, determination to get the job done and working hard but enjoying your work are good.

41. Tell me about the most fun you have had on the job.
   Talk about having fun by accomplishing something for the organization.

42. Do you have any questions for me?
   Always have some questions prepared. Questions that indicate you will be an asset to the organization are good. “How soon will I be able to be productive?” and “What type of projects will I be able to assist on?” are examples.
Interview Skills Checklist

Name: ___________________________ Period: ________ Date: ________________

Directions: The purpose of the résumé is to get you a job interview; the purpose of an interview is to get you a job. Keep this idea in mind. As you practice for your mock interview, use this checklist to self-evaluate. As you complete your mock interview, have a peer evaluate you and provide feedback using the rubric and comment section below. Remember to provide supporting details to back up your numbers and comments.

___ Be prompt and appropriately dressed; shake hands and give a sincere greeting.
___ Refer to specific technical skills, personal attributes, and prior experiences that indicate you can do the job.
___ Address your strengths; show that you are willing to improve your weaknesses.
___ Show confidence and enthusiasm at the prospect of actually getting the job.
___ Be precise but brief and to the point in your responses; avoid rambling.
___ Maintain eye contact without staring.
___ Speak clearly, at a reasonable rate and volume.
___ Relax into the chair when seated, but avoid slumping.
___ Avoid fidgeting.
___ Show interest by asking a few clarifying questions.
___ Thank everyone involved in the interview and shake hands before leaving.

3—Exceptional  2—Adequate  1—Needs Improvement

<table>
<thead>
<tr>
<th>Interview Skills Rubric</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Introduction: Appropriate dress and greeting</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Confidence: Eye contact; no fidgeting; good, relaxed posture</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Voice: Appropriate volume and rate of speech; clarity of voice</td>
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<tr>
<td>Self-presentation: Standard English and precise vocabulary</td>
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<tr>
<td>Responsiveness: Concise, specific, full responses to questions</td>
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<tr>
<td>Closure: Expression of thanks to all involved; graceful exit</td>
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Notes

Conclusions
What have you learned or gained from this experience?
 Interviewer: 
 Interviewee:
**Sample Job Application**

Name: ___________________________________ Period: _______ Date: ____________

**Directions:** Fill out this sample application using your personal information. Include all applicable information and addresses.

### Name and Address

<table>
<thead>
<tr>
<th>Name (First, Mi, Last)</th>
<th>Social Security Number</th>
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<tbody>
<tr>
<td>Mailing Address</td>
<td></td>
</tr>
<tr>
<td>City, State, and Zip Code</td>
<td></td>
</tr>
<tr>
<td>Home Phone Number</td>
<td>Message Phone</td>
</tr>
<tr>
<td>E-mail Address</td>
<td>May we use e-mail to contact you? □Yes □No</td>
</tr>
</tbody>
</table>

### Additional Information

- Have you been an employee of this organization in the past? □Yes □No
- I certify that I am in compliance with the provisions of the Selective Service Act (Draft Registration).** □Yes □No
- I certify that I am a U.S. citizen, permanent resident, or a foreign national with authorization to work in the United States.** □Yes □No
- Have you ever been convicted of, or entered a plea of guilty, no contest, or had a withheld judgment to a felony?** □Yes □No
  
  If yes, please explain:

  **These questions must be answered in order to be considered for employment**

### Education

(Schools attended or special training received)

<table>
<thead>
<tr>
<th>School</th>
<th>Attendance Dates</th>
<th>Did you graduate?</th>
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<tr>
<td>Location</td>
<td>Type of degree or diploma</td>
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</tr>
<tr>
<td>Location</td>
<td>Type of degree or diploma</td>
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*QualityCore*
### Work History

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<tr>
<th>Job Title</th>
<th>Employment Dates</th>
<th>Hrs/Week</th>
<th>Employer</th>
<th>Address</th>
<th>Phone</th>
<th>Supervisor</th>
<th>May we contact this employer?</th>
<th>□ Yes □ No</th>
<th>Reason for leaving?</th>
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<th>May we contact this employer?</th>
<th>□ Yes □ No</th>
<th>Reason for leaving?</th>
</tr>
</thead>
</table>

### How did you find out about this position?

- □ Current Employee
- □ Career Fair
- □ Website
- □ Company Newsletter
- □ Job Service
- □ Monster.com
- □ Newspaper Ad
- □ Other Internet Source
- □ University/College
- □ Recruiter
- □ Radio/TV Ad
- □ Professional Organization Website
- □ None of the above

### Job Type/Shift

- □ Full Time
- □ Part time
- □ Permanent
- □ Temporary
- □ Seasonal
- □ Limited Service
- □ Shift
- □ Night

### Signature

I certify that all answers and statements on this application are true and complete to the best of my knowledge. I understand that should an investigation disclose untruthful or misleading answers, my application may be rejected, my name removed from consideration, or my employment with this company terminated.
Sample Thank-You Letter

Meredith Hartley
402 West Second Street
Haverford, IL, 60000
(555) 515-5534
Meredith.haverford@email.edu

March 17, 2005

Sara Bradford
Principal
Montgomery High School
2121 Hawkeye Drive
Montgomery, IL, 69305

Dear Principal Bradford:

Thank you for taking the time out of your busy schedule to talk with me about the Spanish teacher position at Montgomery High School. I appreciate your time and consideration in interviewing me for this position.

After speaking with you and the hiring committee, I believe I would be an excellent candidate for this position, offering the language skills and international experience that is needed for a foreign language position.

In addition to my enthusiasm for teaching Spanish, I would bring my knowledge of Spanish music and fine art to the classroom. I might add that I did earn a minor in art history, along with my Spanish and education majors.

As requested, I have enclosed a copy of my senior thesis for your review.

Again, I am very interested in the teaching position, and I look forward to hearing from you once your committee has finished the interview process. Please feel free to contact me anytime if you need further information. My cell phone number is (555) 123-1234.

Thank you for your time and consideration.

Sincerely,

Meredith Hartley (Typed name)
Enclosure
Thank-You Letters

You should write a thank-you letter in any of these situations:

- Following an interview.
- A contact person is helpful to you, either on the telephone or in an email.
- Someone provides information that you have requested.
- A contact person is especially helpful to you at a career fair.
- You visit a contact person at his/her place of work.
- You want to express thanks or keep in touch with any other contact person.

Your thank-you letter may be:

- Typed hard copy: the most formal style and always appropriate after an interview
- Handwritten: more personal, and appropriate for people whom you may have met during an interview or who have been particularly helpful to your job search
- E-mail: appropriate when this has been your means of contact with a person, if your contact has expressed a preference for e-mail, or if you want to send a quick thank-you to be followed up by hard copy

Your thank-you letter should:

- Show appreciation for the employer’s interest in you.
- Restate your interest in the job opening and in the organization.
- Restate or remind the employer of your qualifications for the position. If you thought of something you forgot to mention in the interview, this is an appropriate time to mention it.
- Show your good manners and that you know how to write a thank-you letter.
- Provide any information the employer may have asked for following the interview.
- If the employer did not inform you of the organization’s follow-up procedures, and if you did not ask about them during the interview, the thank-you letter is an appropriate place to do so.

If you don’t hear from the employer:

- If more than a week has passed beyond the date you were told you’d hear something from the employer, you may call or e-mail to ask politely about the status of the decision-making process. Something may be holding up the process. An inquiry shows that you are still interested in the job, and it may prompt the employer to get back on schedule. Be sure to mention the following in your inquiry: name of the person with whom you interviewed, date and time of your interview, position for which you applied, and ask the status of your application.

Adapted from Career Services @ Virginia Tech, Thank-you/ follow-up letters. ©2006 Career Services.
Contents

Common College Essay Mistakes ................................................................. I-2
  Handout

Sample Personal Essays ........................................................................... I-3
  Handout

Personal Essay Plan .................................................................................. I-9
  Homework

Personal Essay ......................................................................................... I-10
  Prompt

Personal Essay Rubric ............................................................................. I-11
  Rubric

APPENDIX I: DAYS 18-19
Common College Essay Mistakes

It may be tempting to skip over the college essay question on the college application, but don’t do it! Colleges look closely at the application essay when deciding whether to admit students. If your test scores and academic record puts you in a gray area, the essay becomes even more important.

Why does the college want you to write an essay anyway? A great essay tells them what is important to you and shows that you have the maturity to succeed at college. This is your chance to tell them what is special about you that your test scores, grades, and recommendations don’t show.

Below are some do’s and don’ts to help you start writing that college entrance essay.

Do

Be original and creative. Choose a topic that grabs the reader and gets a positive emotional response.

Use a personal anecdote, a bit of dialogue, or vivid imagery in your introduction to capture the reader’s interest right away. Sprinkle these throughout the body of the essay to illustrate your preferences, values, and thought processes.

Write a well-organized essay with an introduction, body, and conclusion.

Use a positive tone in your essay. Write about things you enjoy, people you love, or valuable life lessons you’ve learned.

Be truthful, while highlighting your best qualities.

Use your friends, parents, counselors, and teachers as resources. They can help you brainstorm ideas, give you feedback about your essay, or help you find mechanical errors.

Polish it. Check for spelling and grammatical errors. Type it. Have a friend or relative proof it.

Don’t

Pick an obvious topic or write about broad social or political topics without relating them to your personal experience.

Paint with too broad a brush by talking about every good thing you’ve ever done and ending up with a broad summary of your entire life. Concrete examples are better than generalities. Show—don’t tell—the reader who you are.

Write a disorganized essay with no clear beginning, middle, and end.

Be sappy, over-dramatic, or negative. Try not to write about when your dog died or why you didn’t get good grades in school.

Lie or exaggerate. They are interested in you, not a fictional character!

Try to do this without any help from your friends, parents, counselors, and teachers. It can be really frustrating writing without getting a reaction from anyone.

Spend just 15 minutes writing it on the back of a napkin.

Feeling overwhelmed? You are not alone! Although this can seem like a daunting task, there are some tools that will help you out. Make sure to have a dictionary, thesaurus, and The Elements of Style by William Strunk Jr. and E. B. White handy. Also, there are a number of good resources on the Internet where you can find information on writing a college essay. Search for “college essay” from any search engine. Or go to your local library and look for a book about writing a college essay.
When I was little, I dreamed I was flying. Each night I was up in the air, though never over the same landscape. Sometimes, in the confusion of early morning, I would wake up thinking it was true, and I’d leap off my bed, expecting to soar out of the window. Of course, I always hit the ground, but not before remembering that I had been dreaming. I would realize that no real person could fly, and I’d collapse on the floor, crushed by the weight of my own limitations. Eventually, my dreams of flying stopped. I think I stopped dreaming completely.

After that, my earliest memory is of learning to count to one hundred. After baths my mother would perch me on the sink and dry me as I tried to make it to one hundred without a mistake. Whenever I got lost, she’d stop me and make me start all over again from the beginning. I never got bored and I never got frustrated, though I think maybe she did. I’d just keep trying until I got it right or my mother got bored.

I had to be lifted up onto the sink. An accident with a runaway truck when I was four had mangled my left leg, leaving scars that stood out, puckered white against my skin. Looking at the largest of my scars in the mirror, I imagined that it was an eagle. It wasn’t fair, I thought. I had an eagle on my leg but I couldn’t fly. I could hardly walk, and the crutches hurt my arms.

Years later, in Venice, I had the closest thing to a revelation I can imagine. Sitting on the rooftop of the Cathedral of San Marco, I wasn’t sure what life had in store for me. I was up on a ledge, in between the winged horses that overlooked San Marco square. To the left, the Grand Canal snaked off into the sea, where the sun cast long, crimson, afternoon shadows across the city. Below me, in the square, pigeons swirled away from the children chasing them and swooped down onto a tourist who was scattering dried corn. Somewhere in the square a band was playing Frank Sinatra. It was “Fly Me to the Moon,” I think.

Up on the roof of the Cathedral, it seemed to me the pieces of my life suddenly fell together. I realized that everybody is born with gifts, but we all run into obstacles. If we recognize our talents and make the best of them, we’ve got a fighting chance to overcome our obstacles and succeed in life. I knew what my gifts were: imagination and perseverance. And I also knew what my first obstacle had been: a runaway truck on a May morning with no compassion for preschoolers on a field trip. But I knew that the obstacles weren’t impossible. They could be overcome. I was proof of that, walking.

That night, for the first time in years, I dreamed I was flying. I soared through the fields of Italy, through the narrow winding streets of Venice and on beyond the Grand Canal, chasing the reddening sun across the sea.

I woke up sure that it was true.
Ambar Espinoza

Every time my 10-year old sister asks where “our dad” is, it makes me sad. At seven, I never asked questions. I knew that I had a father who left before I was even born. I knew that my baby sister had a dad who didn’t stay with her either. I knew. No questions asked.

My entire life I have watched my single mother struggle to raise my little sister and me. I have struggled along with her. At eight, I already had responsibilities—not just second-grade homework, but a baby to look after. I stayed home alone with my little sister when my mom couldn’t find a sitter. I picked her up after school while my mom was working. I also translated for my mom at her jobs, at my school when we had teacher/parent conferences, or when she didn’t understand bills that she needed to pay. And I still burn with anger at the way people treat my mom sometimes, like she doesn’t count, because she doesn’t speak English very well and she’s “just a housekeeper.”

I have had to be strong to help my family survive—but it hasn’t been that hard because I have my mother’s daily example. Every day, I see my mom get up at 6 A.M. to get ready for work. And when I get home from my part-time job at 9 P.M., she’s still working, cleaning the house, cooking dinner or doing laundry.

My mom and I have so many hopes for me. That’s what I think about when I get up at 5:30 A.M. to take the bus to a better school in a better neighborhood. And I try to keep it in mind as I open my books to study on the bus on the way home from work. Sometimes I wish I didn’t have to work part-time in a shoe store, but my mom really needs help with the bills and with my school expenses. I do get tired, but whenever I feel like giving up, I read the short note that my mom gave me on the 17th birthday: “Gracias por todo su esfuerzo en superarse para su futuro. Es el mejor regalo que yo recibo dia con dia. Quiero verla como profesional y siendo responsable para con usted misma. La quiere, su mom.” (Thank you for all your efforts to succeed in your future. It is the best gift I receive day by day. I want to see you as a professional who is responsible for her own self. I love you, Mom.)

As I get closer to making my college dream a reality, my mom and I have been on edge—we both want this so much. I’ll be studying late, and she’ll get mad at me for leaving my desk messy. I’ll snap at her for getting on my case about petty matters or when I’m simply stressed out from school. Whenever I try to talk to her about financial aid, she just changes the subject. It’s scary to be so close, and yet so far. I know my grades are a little shaky, especially in math and science. But I’m still trying hard to make up for those classes, especially since not one day goes by without my mom emphasizing the importance of education. For this reason, I am applying to the Educational Opportunity Program offered at UCLA, I want to be the first person in my family to graduate from college.

But I also know that no matter what happens, I will always achieve the goals I set for myself. My mom may have been shut out by society, but she’s made sure that I haven’t been. All the things I’ve done—taking honors and AP classes, interviewing the head of the school district, taking summer journalism classes at USC, editing my school newspaper—have helped my family believe that if you work hard, “uno se supera” (one can succeed). I’m even going to be editor-in-chief of my school paper next semester. I was nationally selected to be part of the Teen People News Team—only 36 out of more than 400 applicants from all over the country were chosen. I was nationally selected by the LA Times to attend the inaugural Al Neuharth Free Spirit Journalism Conference—only two students per state were selected. I am extremely proud of myself for having achieved a lot in so little time. All of these honors that I’ve earned with my hard work and dedication is shaping a path for a career that I am passionately pursuing.

I’m beginning to learn how the world works, and I’m finding out that success is not based on who your dad is, or if your mom went to high school, or the color of your skin, or where you were born. Success is just setting goals and building a path to make them happen. And I am on my way to success.
It’s late December and my family and I have finally returned home from three months living in the city. A small house built by my parents twenty-five years ago and the hundred acres surrounding it on this easterly facing hill in upstate New York, this is my home. As we all trudge up the steep and winding path towards the pond with ice skates in hand, I glance up at the bright full moon. I begin to recall memories of my seventeen years growing up on this land. I skate around the pond like I have done every winter. I have lived on this hill, in these woods and fields, my entire life. The moon illuminates the trees, the ravines, the surrounding hills and valleys, the land that has taught me much of what I know and has shaped me into the person I am today. Under full moons my family and I have followed the tracks of deer, explored forgotten trails, and cross-country skied for miles. We have swum in cool waters on warm August evenings at moonrise just as the fog settled over the pond. Over the years I have developed a deep rooted connection to this land: from my bones to the veins running through my body like the ravines and small creeks mapping the surface of this hill. After living in the city for three months I am struck by the silence. It has always been quiet here. The only sounds I hear now are the blades of our skates scraping the frozen pond.

But this pond is not always frozen. In spring it teems with life. Often on early spring nights my mom would hand me a flashlight and head outside into the warm darkness. The peepers were calling and she was out to look for them. I would run after my mom, catching up with her on the dew-drenched path, through the crown vetch leading up the bank to the pond. Crouching on all fours we would stalk the tiny and elusive frogs for hours. Believing that one of them was calling out from just under our noses, we would flip on our flashlights only to see a wavering blade of grass. Eventually, if we got lucky, we’d catch sight of one with its throat bulging larger than the frog itself. Holding our breaths, we would remain crouched there, enthralled, until the little frog jumped into the darkness. The trill whistle of thousands of spring peepers resonated deep within me. My world was full of life. Until I was fourteen years old and attended school for the first time, the land we lived on was my classroom and its occupants my teachers. So much was learned from building a terrarium, hatching a wood frog egg found in a cold puddle, and observing its entire life cycle; or from observing the strange spiraling flight of a male woodcock’s mating ritual in the field above our house. I found a dead deer once while walking in the woods. I collected the bones and reassembled the skeleton. Mine was a living education.

As I grew older, though, the vast woods and fields that were my classroom seemed to be shrinking. All I had known was woods, fields, and streams, and so I assumed in my young mind that most of the world looked this way. But as I spent more and more time away from home, in school and in the city, my perception began to shift. The untouched wilderness of my childhood, once endless, now seemed to be a small island surrounded by the concrete world of humans. The night I knew this to be true was when I heard the coyotes for the second time in my life. Only recently had the Eastern Coyote returned to our area since they were eradicated. Theirundaunted howls filled me with a renewed hope for the resiliency of the natural world. I awoke that night to the distant sound of a fire siren in the valley. There was nothing remarkable about this, but then I heard the excited yaps and howls of coyotes in the fields below our house, calling back. Witnessing Nature calling out, trying to communicate with a machine, forced upon me the ultimate realization that it is almost impossible to escape the far-reaching influence of man.

As I unlace my skates and head back down the steep, slippery pond bank I have a renewed awareness of this land that bore me and my deep-rooted connections to it. I glance up at the moon before turning toward the glowing windows of the house. I am still young and foolish. I cannot say where my life will take me. I do not know if one day I will return to this area and settle down. I do know, however, that part of me will always be here in this land that showed me the value of silence and reflection; educated me; and ultimately led me to realize its very fragility.
Clayton Kennedy

The license plate of New Hampshire reads Live Free or Die. Undoubtedly, this refers to the revolutionary cry for liberation from repressive outside forces. A more befitting interpretation for me, though, would imply a deliverance from the abusively restrictive nature of myself.

The downward spiral was fast and fierce. It was the spring of my eighth grade year and with each passing day I drew increasingly within. My peers were waging a battle for sameness, and I stood confused, an all-too-conscientious objector. My intrinsic, subconscious need to fit in actively conflicted with my disgust of the “ideal” person I seemingly had to become to do that. Analytically, I was far advanced; emotionally, I was the runt. My world felt out of my control and I groped for something that was not. Jarring months passed, my parents dragged me to the doctor, and the words were finally spoken aloud: anorexia nervosa.

In the midst of one of the most rapid growth periods of my life, I was shutting my body down. My parents were terrified but were determined to help me trounce the disorder. In a plea for magic, my mother and I trekked down to rural, central Mexico where, for three months, we lived with a family and taught daily classes of English to local children. The hope was that the sudden and succulent change of scenery would snap me out of it. The scheme faltered and I returned not as a healthy, actualized young man, but a wasted, frantically weak sack of bones whose emotional fragility embarrassed even the little bit of himself that remained. My body had surrendered a third of its original (and never excessive) weight, and my psyche had relinquished even more. Without fear of over-exaggeration, my state was horrific—I could not even cognize what it would be like to be better. Doctors insisted I be hospitalized (“... or else he might not wake up some morning …”), and there I stayed for over a month.

With parachutes open and uplifting drafts finally blowing through, the real journey began. The hospital gave me a calm reflection period, and in time, rational thought became less fleeting. Upon my release, I returned to my freshman year of high school, just over four months tardy. To say that the following period was plagued with failures is an understatement. I do not know if I will ever engage in a more difficult or perverted battle in my life. To actively fight oneself is insidious business. At all times I betrayed part of myself, causing emotional endurance to be nearly impossible to regain. I had to quadruple any willpower I had used in starving myself to now replenish my “masterpiece”.

From where did this willpower come? Having seen the grueling depths, the splendor of the crisp air above began to sink in. This world is full of harmony and I realized that I could be a player of it. I began to develop my worldly, aesthetic values. I found peace in everything from the sparkle of one's eye to the hue in a stretching sunset to the innocence in a kitten’s face. In essence, these became my religion. I now live for that beauty. I strive to create that beauty.

I am that beauty.

I am Maya Angelou, spinning tragedy into harmony. I am Roberto Benigni, leaping across seat tops. I am the invincible boy who dreams to go to Mars. I am the wise and weathered grandma who cherishes her loved ones. I frolic in the gales, like the resplendent
Clayton Kennedy (cont.)

autumn leaves. I soften sharp edges, like the buoyant, babbling creeks. My compassion is thrilling, my creativity transcending. I love unabashedly, sing uncontrollably. I am far too enthralled by the euphony of the world to experience anything less than adulation and a fierce desire to explore and help better it. Yes, I will be shot down, time and time again, but wounds heal stronger than before. Darkness is an essential step in true enlightenment.

In eighth and ninth grade, I was bloodied. I was bloodied by my peers and I was bloodied by myself. From the grotesque depths of helplessness, though, I have soared to individually unprecedented heights. I have opened myself up and found that I have the ability to be the very person I dream of being. Yes, I am still a teenage boy who goofs up all the time, but I am where I want to be in my mental, emotional, and (not to be forgotten) physical development.

More than any other achievement in my life, I am proud of this one. The chemical deficiency that led to this devastating, psychological disease was absolutely out of my control; the warm power that was used to beat it was not. What underlying, overriding lesson has enlightened me, then? Simplistically speaking, I suppose the expression Live Free or Die fits. A more personally appropriate way of stating it, though, is this:

If I live free, I fly.
Leah Knobler

“Oh Jonah, play the piano for us!” they cried.
“No, recite the periodic table of elements instead!” Okay, so maybe nobody asked him to recite the periodic table of elements, but the fact of the matter is… he could have done it had they asked.

“Jonah, go play the piano and sing for our guests,” requested my mother. On June 5, 1999, our house was filled with relatives, friends, and other members of the “Jonah Knobler Fan Club” for my brother’s graduation party. After all, he was the valedictorian. He did ace the ACT. And he was going to attend Harvard in the fall. The spotlight, as usual, was on him.

And how did I feel?
Having an older brother like mine, I often get asked, “How does it feel to be Jonah’s younger sister?” Most people assume my answer will be filled with self-pity: “My life has been awful because I can never measure up to what he achieves and I will always be stuck in his shadow.” But the truth is different. I genuinely respond, “Jonah is one of a kind and living with him has been an experience I wouldn't trade for anything.”

Growing up with my anything-but-average brother has impacted me significantly. Just as younger siblings often look up to their older brothers or sisters, I, too, look up to Jonah. I try to emulate some of his characteristics, but I’m a distinctly different person—proud of it.

Jonah’s most obvious strength is his academic ability. I admire the effort and determination he puts into schoolwork as well as the results he achieves. Although I can never come close to his abilities, I strive to do my best in school.

However, watching Jonah focus so much of his high school career on academics has motivated me to seek a better balance in mine. I witnessed first-hand how Jonah had to win awards and contests in order to feel good about himself. I saw his disappointment and panic if he dropped below an A on any assignment. My brother’s single-minded pursuit of academic perfection left him unhappy and a little lonely. Despite his genius, he was insecure. I wanted none of this for myself. I wanted my confidence to be rooted inside, instead of from external accolades. I stepped out of his shadow and made his weaknesses into my strengths.

Living with Jonah has taught me there’s more to life than the results of standardized tests and awards. I purposely sought balance in my life among academics, athletics, and friendships. I’ve been on two varsity sports teams (captain of one) and served on Student Council for three years while maintaining a high honor roll GPA. I work 12 hours per week and still make time for my friends.

But sometimes I find a moment in my busy schedule to daydream the following scenario: Two years have passed since Jonah’s graduation party. Harvard-man is home for spring break. I’m a senior now and captain of the lacrosse team, so I invite him to the qualifying game for the state tournament. It’s tied with only a few minutes remaining on the clock and I score the winning goal. The fans go wild and I feel awesome. I see Jonah rush towards the field to congratulate me. A local reporter blocks his way and I overhear his question, “Jonah, how does it feel to be Leah's older brother?”
**Personal Essay Plan**

Name: __________________________________ Period: ________ Date: ________________

**Directions:** Choose one of the Personal Essay prompts to respond to. Complete the chart below as a starting point for writing the essay. Keep in mind that this essay may go through several rounds of revision in addition to peer review before it is finished.

<table>
<thead>
<tr>
<th>Essay prompt:</th>
<th>Central idea, event, or person:</th>
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<tr>
<th>Supporting or authenticating details:</th>
<th>Characteristics the essay reveals about you:</th>
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Personal Essay

Name: ___________________________ Period: _______ Date: ________________

Directions: Write a 2–3 page essay in response to one of the following prompts. The essay will be planned and written in class.

1. Describe an interest or experience that has significant meaning for you.
2. Choose a prominent person (living, dead, or fictional) to interview and explain why you choose that person.
3. Identify a person who has influenced you and explain that person’s influence.
4. Create a reasoned argument that persuades your parents to allow you to ______ after high school.
5. Who do you most envy? What is it about that person’s life that you wish were your own? Why?
6. If money were no object, how would you spend your perfect day?
7. Have you ever struggled for something and succeeded? What made you successful?
8. Have you ever struggled for something and failed? How did you respond?
9. What was the most difficult time in your life? Why was it difficult? How did your outlook on life change as a result of that experience?
10. What are your major accomplishments, and why do you consider them accomplishments?
11. Write an essay on a topic of your own choosing.
# Personal Essay Rubric

Name: _____________________________ Period: ________ Date:______________

**Directions:** Circle the box that best describes the student’s work. Write the points earned in the “Score” column.

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<th>Criteria</th>
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<th>3</th>
<th>1</th>
<th>Comments</th>
<th>Score</th>
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<tr>
<td><strong>Reflection</strong></td>
<td>The essay thoughtfully and effectively presents a personal response to the prompt. The essay consciously and insightfully provides personal anecdotes or other details.</td>
<td>The essay attempts to present a personal response to the prompt. The exploration of this response is somewhat haphazard and inauthentic.</td>
<td>The response to the prompt is impersonal or trite. There is little exploration of the response.</td>
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<tr>
<td><strong>Development</strong></td>
<td>The essay thoroughly describes a personal response to the prompt. Effective use of writing techniques and strategies (e.g., dialogue, sensory language) create a vivid description of the response and enhance the essay.</td>
<td>The essay partially describes a personal response to the prompt. The essay includes some evidence of writing techniques and strategies to create a vivid description of the response and enhances the essay.</td>
<td>The essay’s response to the prompt is shallow or cursory. There is little evident use of writing techniques and strategies.</td>
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<tr>
<td><strong>Organization</strong></td>
<td>Organization is unified and coherent, with a logical progression of ideas and clear transitions to clarify relationships between ideas. The essay includes a clear, well-developed introduction and a developed conclusion that may summarize, extend, or elaborate ideas.</td>
<td>Organization is apparent, with ideas logically grouped and some transitions to clarify relationships between ideas. The essay includes a somewhat developed introduction and a conclusion that may restate the author’s points.</td>
<td>Organization is simple, with some ideas logically grouped. The essay has a brief introduction, and there may be a brief conclusion.</td>
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<tr>
<td><strong>Language</strong></td>
<td>A variety of well-constructed sentences and precise word choice clearly convey ideas. Tone is appropriate to the essay’s purpose. Although there may be a few errors in grammar, usage, and mechanics, they rarely distract, and the meaning of the essay is clear.</td>
<td>Sentences and word choice are usually clear and adequately convey ideas. Tone is mostly appropriate to the essay’s purpose, though it may not be consistently maintained. Errors in grammar, usage, and mechanics may be distracting and impede understanding.</td>
<td>Some sentences and word choices convey ideas clearly. Tone may be inconsistent and inappropriate to the essay’s purpose. Errors in grammar, usage, and mechanics frequently distract and impede understanding.</td>
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Total /20
Contents

Essay Peer Review .................................................................................................................. J-2
Worksheet
Essay Peer Review

Writer: ___________________________ Reviewer: ___________________ Date: __________________

Directions: Respond to the following questions as you review the essay.

Essay Prompt:

1. Which parts of the essay were strong? Why?

2. What would you like to know more about? What questions do you still have?

3. Which parts of the essay seemed unconvincing or confusing? Give suggestions to address the problem.

4. What is something the writer did that you would like to try in your own essay?

5. Provide suggestions for revising a part of the essay to engage the reader more—perhaps by using precise verbs, varied sentence structures, or more vivid word choice? Include both the writer’s “before” and your “after.”

6. Does the writer use correct grammar? List any errors that you find.

7. Does the writer use proper punctuation? List any errors that you find.

8. Does the writer use correct spelling? List any errors that you find.
Appendix K: Enhancing Student Learning

Contents

Job-Shadowing Plan .......................................................................................................................... K-2
  Worksheet

Job-Shadowing Student Form ........................................................................................................... K-3
  Worksheet

Job-Shadowing Employer Form ....................................................................................................... K-4
  Worksheet
Job-Shadowing Plan

Name: _________________________    Job Site: _________________________    Job Title: ______________

Contact Person: ___________________________    Date/Time of Shadow: ______________

**Directions:** First, set up a job-shadowing visit. Contact potential job sites, introduce yourself as a student, and ask if someone would be willing to let you observe what she or he does on the job. Be prepared with dates and times for the experience. After the shadow is set up, use the script to confirm your visit the day before. Second, show up. Do not disappoint your host and reflect badly on our school. After your experience, write a thank-you letter to your host.

Potential Sites

<table>
<thead>
<tr>
<th>Business or Nonprofit</th>
<th>Contact</th>
<th>Location</th>
<th>Phone</th>
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**Confirmation Script**

Hello, my name is ___________. I am calling from _______________ to confirm my job shadow on (name of school)

(day of the week) , (month and date) from (beginning time) to (ending time).

Where should I meet you? Thank you. I look forward to seeing you. Goodbye.

**Preliminary Thoughts**

On a separate sheet of paper, respond to the following questions. Give detailed, fully developed responses.

1. Why did you choose this site, this type of work, and this person?
2. What experiences have you had that relate to this career? (hobbies, courses, cocurricular activities)
3. What are the responsibilities of the job? How would you describe it?
4. What do you expect to see during your visit?
5. What do you plan to wear?
6. How do you plan to get there?
7. Have you made arrangements with teachers whose classes you will miss?
8. What questions do you have about the job?
Job-Shadowing Student Form

Name: __________________________  Job Site: __________________________  Job Title: __________

Contact Person: _______________________________  Date/Time of Shadow: ________________

Directions: Reflect on your job-shadowing experience by providing answers to the following.

1. How will shadowing complement the research you are doing for your career presentation?

2. What kind of education or training does the job require?

3. What is the outlook for future employment?

4. What are some advantages and disadvantages of the job?

5. Describe the activities you observed.

6. How were you able to assist your host or others on the job?

7. Describe the most beneficial part of your experience.

8. Describe any problems you encountered. How did you handle them?

9. What did you find most surprising about your experience?

10. In specific terms, how did this experience affect your decision to pursue this career?
Job Shadowing Employer Form

Student Name: ___________________________  Job Site: ___________________________
Your Name: _____________________________  Type of Work: _______________________

Directions: Thank you for taking time to provide this experience at your workplace. Your feedback is valuable to us. Please rate the student using the chart below. Additional comments are also appreciated.

Excellent = 4  Good = 3  Fair = 1  Poor = 1

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<th>4</th>
<th>3</th>
<th>2</th>
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<tbody>
<tr>
<td>Punctuality: Reported on time</td>
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<td>Professional Appearance: Dressed and groomed appropriately</td>
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<td>Professional Conduct: Behaved appropriately at the site</td>
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<td>Communication: Showed interest and asked appropriate questions</td>
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<td>Overall Evaluation: Benefited from the experience</td>
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Identify one strength and one area of improvement:

Comments:

Signature: ___________________________  Date: ___________  Telephone: _____________________
Secondary Course Objectives

A primary course objective

- is the central focus of the unit and
- is explicitly assessed in an embedded assessment and/or in the summative assessment.

A secondary course objective

- is less important to the focus of the unit, but is one that students need to know and use when completing activities for this unit and
- may or may not be explicitly assessed by the summative assessment or an embedded assessment.

Course objectives considered primary for this unit are listed on pages 1–3. Below is a list of secondary course objectives associated with this unit.

Selected Secondary Course Objectives

B.5. Conventions of Usage

c. Make subject and verb agree in number, even when a phrase or clause between the two suggests a different number for the verb

d. Use pronouns correctly (e.g., appropriate case, pronoun-antecedent agreement, clear pronoun reference)

e. Correctly choose adjectives, adjective phrases, adjective clauses, adverbs, adverb phrases, and adverb clauses and their forms for logical connection to word(s) modified

f. Correctly use parts of speech
### Course Objectives Measured by Assessments

This table presents at a glance how the course objectives are employed throughout the entire unit. It identifies those objectives that are explicitly measured by the embedded and unit assessments. The first column on this page and the next lists course objectives by a three-character code (e.g., A.1.b.); the remaining columns on this and the next page list the assessments.

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