

Communications 12

Module 3 Blackline Masters

This blackline master package, which includes all section assignments, as well as selected worksheets, activities, and other materials for teachers to make their own overhead transparencies or photocopies, is designed to accompany Open School BC's ***Communications 12*** course. BC teachers, instructional designers, graphic artists, and multimedia experts developed the course and blackline masters.

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Journal Entry 1.1: Jodi's Résumé

After considering the questions in the previous section, comment in 50 – 100 words on Jodi's résumé.

Journal Entry 1.2: Interview Skills

Read the document “Answering Interview Questions” on the following page.

Randomly choose three questions, and then answer them in your journal entry using the three-part answer (fact, proof, value) where appropriate.

Example:

What do you consider to be your greatest strengths and weaknesses?

Answer: I think my greatest strength is my ability to learn quickly. In my last job, a new computer system was brought in and I was able to teach many of the older staff how to use it. It made me feel very smart. In this job, I am sure that I can pick up the use of the computerized inventory system as soon as I am shown how to do it. As for weaknesses, I don't think I have any. I will be a very valuable employee.

ANSWERING INTERVIEW QUESTIONS

It is important that you feel confident when answering interview questions. Too often people think they can memorize answers and then under the pressure of the interview, they forget and lose focus. Rather than memorizing answers, it is a good idea to formulate a strategy for answering questions. One way of approaching answers is outlined below.

Sample Question: What is your strongest skill?

Part 1 Factual Answer

I feel that my strongest skill is my ability to provide superior customer service.

Part 2 Detailed Example (proof)

In my past position with ABC Restaurant I always ensured that customers were greeted upon arrival. If a customer had a special seating or food request, I always did my best to meet the wish, even if it was complex. I also encouraged my manager to set up a non-smoking section on the patio to better accommodate our non-smoking customers and that increased our regular customer base as well.

Part 3 Link to Potential Employer (value)

I believe that these skills would be a strong asset in my ability to provide quality service to your customers in the lunch department.

**ANSWERING
INTERVIEW
QUESTIONS**

Hint: Practising this strategy with your teacher, friends, or family members will make you feel more at ease.

Think about an employer that you might apply to and imagine he/she asks you what your strongest skill is. Formulate your response below.

Factual Answer

Detailed Example (proof)

Link to Potential Employer (value)

ACTIVITY FOR ACTION

Hint: Try answering these questions with a specific job opening in mind.

Hint: Include relevant information you have researched about the company in some of your answers.

The following are some typical questions that get asked in interviews. Read through each question and take some time to think about what your most appropriate response would be. Using the suggestions below each question, prepare, and write out your answer. Make sure your answers are specific to the type of work you are looking for. When applicable, use the three-part answer to respond.

1. Tell me something about yourself.

The interviewer is trying to find out what kind of person you are, not merely about your job skills. Mention your personal strengths, interests, and abilities.

2. Why do you want to work here?

The interviewer wants to make sure that you'll be satisfied with the job and likely to stay. This question also demonstrates if you have researched the company. Share what you learned about the job, the company, and the industry through your own research. Talk about how your professional skills will benefit the company.

3. Why did you leave your last job?

The interviewer is trying to determine whether you had previous work problems. Don't say anything negative about your previous company or supervisor. Simply give an appropriate reason, such as relocated away from job; company went out of business; temporary job; no possibility of advancement; or wanted a job better suited to your skills.

Hint: In the interview keep answers straight forward and concise. Try to keep answers less than 2 minutes long.

4. What are your long-range career goals/objectives?
The interviewer wants to know if your plans and the company's goals are compatible. Talk about new experiences or responsibilities you'd like to add in the future that build on the current job you are applying for.

5. What do you consider to be your greatest strengths and weaknesses?
If you have researched the organization, you should have an idea of what skills or qualities the company values. Use examples to illustrate your positive qualities and how they apply to work. In discussing weaknesses, talk about things that you recognize and have taken steps to improve.

6. What wage are you expecting?
Instead of stating a certain amount, ask the interviewer to discuss the company and the approximate pay range for the position. It is important to know what the current wage is for the position; you can find salary surveys at the library or on the Internet, or check the classifieds to see what comparable jobs in your area are paying. This information can help you negotiate your wage once the employer makes you an offer.

Hint: Avoid one-word answers, such as “yes” or “no.” Provide an example whenever possible.

7. Do you prefer to work alone or with others?

The interviewer wants to get a sense of your ability to get along well with others. Discuss the advantages of working in a group, and be prepared to give concrete examples of your experience of teamwork.

8. Under what circumstances do you work best?

The interviewer may be indicating that the job can be stressful. Talk about several examples where you met deadlines and show how capable you were of rising to the occasion.

9. What are your hobbies?

The interviewer may be looking for evidence of job skills outside of your work experience or may simply be curious as to whether you have a life outside of work. Employees who have creative or athletic outlets for their stress are often healthier, happier, and more productive.

10. What contributions do you see yourself making to this job/company?

Offer examples of actions you took and the positive results you obtained. Show how this ability transfers from your previous position to the new job/company.

Activity 1

Résumé—Your Ticket to the Job Market

Résumé writing is as much about knowing what not to include as it is about knowing what to include.

On the Communicate! CD view the video, “Playing the Game: Résumés” to learn more about the importance of résumés.

Communicate! CD > The Résumé > Playing the Game: Résumés

To get some specific advice and tips for writing an effective résumé, read “Your Résumé” in *Between the Lines 12* (page 413). This information piece outlines the key components of a résumé and provides a sample.

From what you’ve learned about résumé writing, evaluate Jodi’s résumé in *Between the Lines 12*. Think about the following questions

- ❓ Is Jodi’s résumé the right length?
- ❓ Is the résumé organized, coherent, and tidy?
- ❓ Does the content highlight Jodi’s skills and accomplishments in the best possible way? If not, how could this résumé be improved?
- ❓ Did Jodi include all the relevant information needed? Did she forget anything? Did she add too much information?
- ❓ Identify four action verbs used in this résumé.
- ❓ What can you tell about Jodi from this résumé?
- ❓ If you have a résumé of your own, compare it to Jodi’s. Is the format similar or different? Do you prefer one format over another? Why?

Activity 2

Résumé—Gathering Information

Creating a good résumé starts with gathering all the information an employer will want to know about you. Whether you're creating a brand new résumé or polishing up an old one, you first need to collect the relevant information.

On the Communicate! CD, view the Résumé Guide for steps on writing your résumé.

Communicate! CD > The Résumé > Résumé Guide

Print off this guide and fill it in, making sure that you write down any new information. Include: change of address, phone number or email, and any new skills, courses and experiences. If there are sections of the guide that you don't need, such as awards or certificates, just leave it blank. You will need this information for the upcoming assignment.

Hints For Writing Your Résumé

Once you have gathered all the information for your résumé, the writing begins. Here are a few things to keep in mind:

- ❑ A résumé has to be word processed and easy to read.
- ❑ Do not include your race, birth date, or Social Insurance Number.
- ❑ Important information, such as your contact information, should be easy to find.
- ❑ Avoid lengthy paragraphs—use bullets to highlight information.
- ❑ Make it perfect! Have someone proofread it for spelling or grammatical errors.
- ❑ Do not handwrite corrections on the final copy.
- ❑ Use action words or verbs (e.g., coached, designed, built, organized) to describe your skills and experience. Refer to the list of action words when you create your résumé and cover letter.

Although there is no set résumé style that you must follow, it is wise to use a format that is generally accepted and is easy for another person to read. Read through the following three sample résumés. All the samples are acceptable formats. Which one do you prefer?

Alicia MacDonald

2343 Dallas Road
Victoria, BC
V6R 1Z5
250.210.2121

Objective: To obtain an Administrative Assistant position

Skills Summary:

- Strong and effective communication and interpersonal skills
- Exceptionally well-organized and ability to handle ongoing multiple tasks
- Professional, dedicated, efficient, and committed to producing quality work
- Excellent telephone manner; able to direct and answer questions in a clear and effective manner
- Proficient in a variety of computer programs including: MS Office, Outlook Express, WordPerfect, and Photoshop

Employment Experience:

Administrative Assistant

2002–2004

NRC Securities, Victoria, BC

- Provided administrative support for a staff of 15 Investment Advisors
- Interacted in a polite and courteous manner with clients
- Operated a 6 line switchboard console
- Answered basic securities questions regarding investment options
- Prepared various sales contracts, business correspondence, advertisements, and PowerPoint presentations
- Accepted deposits from purchasers and reconciled bank accounts
- Tracked varying investment figures and prepared weekly progress reports for advisors

Office Assistant

2000–2002

David Lam & Company, Victoria, BC

- Interacted in a polite and courteous manner with clients
- Ensured administrative and reception areas were tidy and well organized
- Entered data from expense claims onto a master computer file
- Prepared purchase orders and reconciled goods upon arrival
- Operated a multi-line switchboard console

Alicia

MacDonald

250.210.2121

Page 2

Employment Experience Continued:

Customer Service Representative/Salesperson 1999–2000

Ashlee's Retro Wear, Victoria, BC

- Provided exceptional customer service
- Interacted in a polite and courteous manner with customers
- Operated cash register and received cash, debit and credit card payments
- Opening and closing procedures such as collecting, balancing, and verifying bank deposits and reporting on inter-office forms
- Assisted customers in choosing appropriate merchandise
- Maintained preferred customer database and called to inform about new products and upcoming sales

Volunteer Experience:

Volunteer—Part Time 2000–present

Mustard Seed Food Bank, Victoria, BC

- Assist with weekly food distributions
- Sort and pre-package donations in order to distribute efficiently
- Deposit donations and reconcile bank accounts

Education and Training:

1999 Camosun College Victoria, BC

Receptionist/Office Assistant Program

- 3 week Practicum at KMPG

1995 Oak Bay Secondary School Victoria, BC

High School Diploma

Interests and Hobbies:

Reading, Running, Gardening, Rollerblading, Travelling, and Floral Design.

References Available Upon Request

ADAM WILSON
1234 Christmas Avenue
Calgary, AB T2A 3B7
Ph: (403) 321-1234

OBJECTIVE: To gain a position in purified water delivery

Skills Summary

- ❖ Excellent knowledge of Calgary region with a perfect driving record
- ❖ Team player who works well under pressure
- ❖ Motivated and committed to deliver quality customer service
- ❖ Able to interact with a diversity of people: clients, coworkers, and general public
- ❖ Motivated by challenge with a willingness to learn
- ❖ Personable and flexible with a positive attitude

Relevant Work Experience

- | | | |
|-----------|--|-------------|
| 2003–2005 | ABC TAXI COMPANY | Calgary, AB |
| 2001–2003 | YELLOW BIRD TAXI
Limousine Driver | Calgary, AB |
| | <ul style="list-style-type: none">• Ensured prompt, secure, and safe transport of clients and belongings• Maintained relationships and was requested by regular clientele• Offered flexible service to accommodate clients' individual needs and interests• Located origins and destinations of clientele including obscure addresses | |
| 2000–2001 | 911 COURIER
Courier | Calgary, AB |
| | <ul style="list-style-type: none">• Interacted in a polite and efficient manner with business staff• Picked up and delivered items throughout Central Calgary• Responded to high priority dispatches and met time sensitive deadlines | |

Other Work Experience

- | | | |
|-----------|---|---------------|
| 1998–2000 | VANISLAND MECHANICS
Car Mechanic | Vancouver, BC |
| | <ul style="list-style-type: none">• Interacted in a polite and courteous manner with customers• Performed routine car inspections, service and repair on all makes and models• Diagnosed and repaired engine problems• Operated heavy machinery such as car lifts and torque drills• Followed safety procedures to ensure a safe work environment | |

1996–1998

THE BLACK PEARL RESTAURANT

Vancouver, BC

Server/Busser

- Interacted in a polite and courteous manner with customers
- Provided prompt and efficient service to customers
- Ensured beverage and food orders were correct
- Served customers in a timely and efficient manner
- Balanced bills and provided appropriate change to customer
- Followed procedures to ensure safe work environment

Education

1998

B.C.I.T.

Burnaby, BC

MECHANICAL TECHNOLOGY CERTIFICATE

Action Verbs for Your Resume/ Cover Letter

CREATIVE

acted
composed
conceptualized
created
cooked
displayed
drafted
directed
designed
developed
established
fashioned
founded
illustrated
instituted
integrated
introduced
invented
mapped
modelled
originated
painted
performed
planned
photographed
printed

RESEARCH

clarified
collected
critiqued
diagnosed
evaluated
examined
extracted
identified
inspected
interpreted
interviewed
investigated
organized
reviewed
summarized

HELPING

assessed
assisted
cared for
clarified
coached
counselled
decided
demonstrated
diagnosed
educated
expedited
facilitated
familiarized
guided
lead
managed
motivated
referred
rehabilitated
represented
supervised

FINANCIAL

administered
allocated
analyzed
appraised
audited
balanced
budgeted
calculated
computed
developed
forecasted
managed
marketed
planned
projected

MANAGEMENT

administered
analyzed
assigned
attained
chaired
consolidated
contracted
coordinated
consulted
delegated
developed
directed
evaluated
executed
improved
increased
organized
oversaw
planned
prioritized
produced
recommended
reviewed
scheduled
strengthened
supervised

DETAIL

approved
arranged
analyzed
assessed
catalogued
checked
classified
collected
complied
copied
defined
dispatched
executed
evaluated
examined
filed
generated
implemented
inspected
learned
monitored
operated
organized
prepared
processed
purchased
proofread
processed
purchased
recorded
retrieved
screened
specified
systematized
tabulated
updated
validated

COMMUNICATE

addressed
arbitrated
arranged
authored
corresponded
developed
directed
drafted
edited
enlisted
formulated
influenced
interpreted
lectured

TEACHING

adapted
advised
clarified
coached
communicated
coordinated
developed
educated
enabled
encouraged
evaluated
explained
facilitated
guided
informed
initiated
instructed
persuaded
set goals
stimulated

TECHNICAL

assembled
adjusted
built
calculated
computed
drove
designed
devised
engineered
fixed
fabricated
installed
lifted
maintained
operated
overhauled
programmed
remodelled
repaired
scheduled
solved
serviced
tested
trained
upgraded

Section 1 Assignment: Part 1

Re-create Your Résumé

Step A: Choose an Advertisement

Following are three job advertisements. Choose one advertisement to which you would submit a résumé.

DO YOU LOVE KIDS?

The City of Cranbrook is looking for energetic summer staff to be part of our day camp team. Full-time positions are available at our five locations for approximately 11 weeks.

Requirements:

- 15 years of age
- previous experience working with children
- valid first aid
- enthusiastic
- energetic
- creative

Not required, but desired

- ability to swim, canoe, kayak, and rock climb

Please mail your résumé and cover letter to
City of Cranbrook
555 Winchester St., Cranbrook, BC V8R 3S5
Mark it with attention to: **Mark Smith**

HOW MUCH DO YOU LIKE MUSIC?

We are looking for a self-proclaimed music addict to work part-time at our new mini Marvy Music Sound outlet in Terrace. Can you cater to the music tastes of youth, aged 13–24? We need you to work a flexible 15 hours per week during the school year and extended summer hours may be available. You must be knowledgeable about a range of music and be enthusiastic about music in general. You will assist in choosing stock for the above mentioned age group and will be responsible for choosing the music that plays during your shifts. We will train you to assist customers and operate the cash register and the store's stereo system, so no experience is necessary.

Please drop off or mail your résumé and cover letter to the
Youth Employment Access
1234 Lambly Ave, Terrace, BC V8G 4N5
and mark it with attention to: **Jazzy Jeff**

DO YOU LIKE TO HAVE FUN?

Then how would you like to join our crew at Mandy's Family Restaurant? The position of new recruit involves working two to three nights a week and your primary job will be to assist the hostess and serving staff. We are looking for someone who has a:

- Sparkling personality
- Great smile
- Friendly demeanor
- Enthusiastic attitude
- Strong work ethic

Are you a match for us? If so,
Contact: **Chris Brown**, the Asst. Manager
at 1234 Michigan Way in Surrey

Step B: Adapting Résumés

Create two résumés for that position. One résumé should be a chronological résumé and the other should be a skills-based résumé. Although you will have similar information on both, formatting and presentation will be different.

Your résumés:

- ☐ should be no more than two pages
- ☐ should have their own sense of style or format
- ☐ *must* include the following sections:
 - i. personal information
 - ii. objective/goals
 - iii. education
 - iv. work and/or volunteer experience
 - v. interests and hobbies
 - vi. skills (for the skills-based résumé)

These additional sections are optional but may enhance the quality of your résumé:

- ☐ extra-curricular activities
- ☐ training and certification
- ☐ awards
- ☐ references (on a separate document)

You can review the Résumé Guide by going to the Communicate! CD.

Communicate! CD> The Résumé > Résumé Guide

Once you have completed your résumés, make sure you can say, “yes,” to each of the following questions that will be used to grade your assignment:

- ☐ Is my résumé easy to read?
- ☐ Does it provide a snapshot of qualifications?
- ☐ Is all necessary personal information included?
- ☐ Is there a clear goal or objective?
- ☐ Is my current education level included?

- ☒ Is my work or volunteer experience stated? Is the information complete?
- ☒ Have I identified my skills and given examples to support them?
- ☒ Have I listed my interests and or hobbies?
- ☒ Is the length appropriate (two pages or less)?
- ☒ Is it free of spelling and grammatical errors?

Evaluation Guidelines	Marks
Visual Design Scoring Guide × 2	/12
résumé (visuals are not necessary)	/12
Total	/24

Section 1 Assignment: Part 2

Covering Your Bases

Remember: A cover letter allows you to highlight specific skills. It can also convince prospective employers that you are so fantastic they must meet you. A cover letter adds to the WOW factor and makes you stand out from the crowd.

Step A: Job Ads

Select *two* job advertisements to which you would like to respond with a cover letter. You can choose two from the three ads from the previous assignment, or, you can choose two from your local newspaper or an Internet site. You must include a copy of the ad with your finished cover letter. Your teacher will want to see that you have responded to a specific job with a particular set of skills.

Note: What are your top three skills that fit the job description?

Step: B: Cover Letters

For each of your two selections, write a cover letter. Use real information from your résumé and tailor a cover letter to highlight your specific skills and experience that match the job descriptions. Your cover letter must be typed.

Still need some help? Review the Model for Cover Letters that follows.

Once you have completed your cover letters, make sure you can say “yes” to each of the following questions that will be used to grade your assignment:

- Is my cover letter easy to read?
- Is it clear and legible?
- Is the personal information complete?
- Have I stated a clear objective or goal?
- Is my greeting appropriate? Not too casual?
- Is there a clear statement that addresses why I am writing? Have I stated that I am applying for a particular job?
- Have I identified my skills and supported them with examples?
- Did I match my skills to the job description?
- Have I hooked the reader into wanting to read more?
- Have I included a clear conclusion that states how I can be contacted?
- Is the length appropriate (1 page)?

☐ Is the cover letter free of spelling and grammatical errors?

Evaluation Guidelines	Marks
Job ads 1 per ad	/2
Cover letters Business Letter Scoring Guide × 2/cover letter	/24
Total	/26

MODEL FOR COVER LETTER WRITING

Your Name

Your present address

This should look the same as on your résumé.

City, Province

Postal Code

Date of writing

Name of the person responsible for hiring

Title of the person

Name of Organization

Address

City, Province

Postal Code

Dear (*Mr/Ms/Mrs/Miss—Name person responsible for hiring*):

Opening Paragraph

Introduce why you are writing. Name the position to which you are applying for. Make sure you say how you heard of the opening (newspaper, job ad online, colleague) and why you are interested in the position and the organization.

Second Paragraph

Refer the reader to your enclosed résumé providing additional information concerning your background and interests. Demonstrate to the employer how your interests, education, and experience fit their job requirements. Describe one or two important qualifications you believe are of greatest interest to the employer, keeping in mind your audience: the employer. If you have related experience or specialized training make sure to point it out. Remember not to make the common mistake of saying, "I'd like a position so I can gain experience in my field"; show the employer what you will be able to do for their organization.

Last Paragraph

Close by thanking the reader for reviewing your resume and by making a specific request for an interview. Remember to indicate that you will either phone for a personal appointment or that you can be reached at the stated telephone number (include it here for easy reference). Make sure your closing is clear and suggests a specific action.

Sincerely,

(your handwritten signature)

Type your name here

Encl.

Section 1 Assignment: Part 3

Four Minutes that Get You Hired

Step A: Reading: “Four Minutes that Get You Hired”

Read “Four Minutes that Get You Hired” in *Between the Lines* 12 (page 69). This article outlines three strategies to employ to help you secure a job during an interview.

As you read this article, make note of any information that the article repeats or emphasizes. The highlighted sections will help you figure out the article’s main points.

Step B: Producing Ideas Template

According to the article, it only takes four minutes to make a lasting impression, positive or negative, at a job interview. In a paragraph of approximately 150 words, identify two main points this article stresses as important in making a positive impression, and discuss them. Before you write your paragraph, complete the Producing Ideas Template to generate and organize your ideas.

Step C: Summary Paragraph

Based on your Producing Ideas Template, draft your paragraph summary. Then, polish it using the Final Editing and Proofreading Checklist. Submit your final paragraph to your teacher.

Step D: Formal Language Statements

This article is written as a self-help guide and uses a conversational style, addressing the reader as “you,” and uses everyday informal language. Rewrite the following colloquial or informal expressions in a more formal style.

- ❓ “she landed an interview” (paragraph 2)
- ❓ “if you play your cards right” (paragraph 4)
- ❓ “it’s what’s inside that counts” (paragraph 7)
- ❓ “keep a poker face” (paragraph 17)

Evaluation Guidelines	Marks
Producing Ideas Template Completion	/5
Summary paragraph Information Text Scoring Guide × 2	/12
Language statement 1 mark per statement	/4
Total	/21

Section 1 Assignment: Part 4

Show Time!

Now that you know...

- ❓ some of the questions the interviewer will ask
- ❓ the importance of dress, grooming, and appearance
- ❓ what questions you should not be asked
- ❓ what questions you can ask

...you are ready for the real thing.

Now it's time to practise the interview process. This will let you practise the parts that make you nervous or uncomfortable, and find out what an interview is really like if you've never had one.

Step A: Job Description and Interview Set-up

Arrange to have *one person*—a parent, other family member, teacher, or friend—conduct a mock interview for you.

Give the interviewer:

- ❓ a copy of your résumé so he/she can ask questions based on your information
- ❓ a description of the job for which you are interviewing (you could use an ad you clipped from a previous lesson)
- ❓ an interview performance sheet. Point out the sample interview questions for the interviewer to choose from. Remember, it's better if you don't know exactly what the interviewer will ask.

Give your teacher:

- ❓ a copy of the job for which you are interviewing

Step B: Mock Interview

Conduct the mock interview. Make the experience as authentic as possible. Set up a room, shake your interviewer's hand, answer the questions carefully and honestly, and get honest feedback from the interviewer. This will prepare you for a real job interview and make you feel more confident and prepared. Have the interviewer complete the Interview Performance Sheet.

To demonstrate competency in the interview, choose one of the following assignments:

- submit a video tape of the interview
- submit an audio recording of the interview
- submit a transcript of the interview
- conduct the interview in person with your teacher (this can be done by telephone if necessary)

Submit to your teacher,

- the video, audio, or transcript of the interview
- the completed interview performance sheet

Step C: Interview Reflection

After the interview, reflect on the experience. Record your thoughts on a separate piece of paper. Discuss your experience in paragraph or point form, including:

- how you felt
- what you might do differently next time and why
- what you would do exactly the same and why
- whether it was what you expected

Evaluation Guidelines	Marks
Job description Completion	/2
Mock interview Submission of audio, video, or transcript—5 marks Interview Performance Sheet —35 marks	/40
Interview reflection Response Scoring Guide × 2	/8
Total	/50

Interview Performance Sheet 1

Candidate: _____ Date: _____

Name of Interviewer: _____

Signature of Interviewer: _____

Rating 1–5 (5 being highest)

Presentation	Comments	Rating
First impression (positive/needs improvement)		
Body Language (fidgeting)		
Eye Contact (sees everyone or are they staring)		
Answered the questions (stayed on topic)		
Responses were logical and orderly		
Listens attentively (answers indicate an understanding of what was asked)		
Answers were short (approx. 2 minutes)		

✓ Check off the qualities that apply and add any that may apply.

<input type="checkbox"/> Confident	<input type="checkbox"/> Enthusiastic	<input type="checkbox"/> Caring	<input type="checkbox"/> Warm
<input type="checkbox"/> Intellectual	<input type="checkbox"/> Knowledgeable	<input type="checkbox"/> Creative	<input type="checkbox"/> Dedicated
<input type="checkbox"/> Sense of Humour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS to Assist Interviewee's Improvement for Next Interview

Strengths during interview	
Areas in need of improvement	
Strengths in knowledge and application of knowledge	

Areas in need of improvement regarding application of knowledge	
Comments on preparation for interview	
Overall Impression	

Sample Interview Questions for Interviewers

Why are you leaving your current job?
 How do you handle stress?
 Tell me about a time when you had to juggle several assignments at once. What did you do?
 Tell me about a time when you were disappointed with your performance.
 Tell me about a time that you had to deal with a personality conflict at work or school.
 Describe a past relationship with an adult who was important to you?
 Tell me about a time when you made a major sacrifice to achieve a goal?
 What are your weaknesses?
 Tell me about a time when you made a mistake and learned from it?
 Which past experiences have prepared you for this job?
 Tell me about a time when you used facts or reason to change someone's mind.
 Why should we hire you?
 Tell me about a time when you identified a potential problem and solved it before it became serious.
 Give an example of when you have shown initiative.
 Tell me about a time when you were unwilling to make a sacrifice to achieve a goal.
 Tell me about a time when you used creative problem.
 Why do you want to work for this company?
 What are your future career plans?
 What do you consider to be your greatest technical strengths?
 Tell me about your leadership experiences.
 What would your references say about you?
 What are your strengths?
 Do you challenge conflict or do you avoid it?
 Do you prefer to work alone or with a team? Why?
 How would you describe yourself?
 How would your colleagues or friends describe you?
 How would you describe yourself?
 Where do you see yourself in ten years?
 Tell me about a time when you were on a team and a member wasn't pulling his/her own weight.
 What did you do and why?
 What do you do in your spare time?

Section 1 Assignment: Part 5

Encore Performance

Step A: Job Ads

Choose two different jobs for which you would like to apply. Now, imagine that you've been interviewed for those positions and describe these jobs to your teacher.

Step B: Business Thank-you Letter

Write a business thank-you letter for one of the jobs, making sure to follow the business letter structure. Make up any information that is missing, such as the name of the interviewer.

Hint: Use the Producing Ideas Template and the Final Proofreading and Editing Checklist to produce and polish your work.

Thank-you Email Message

Write an email thank-you message for the other job, based on the email structure. Again, make up information that is missing.

Evaluation Guidelines	Marks
Job ad description 1 mark/ad	/2
Business thank-you letter Business Letter Scoring Guide × 2	/12
Thank-you email message Business Letter Scoring Guide × 2	/12
Total	/26

Section 1 Assignment: Part 6

Journal Entries

What Is a Journal?

A journal is your place to record your ideas, feelings, questions, and reflections about all that you encounter in *Communications 12*. Your journal is also a way to put into practice what you have learned about writing. The journal will be collected and marked at the end of each section.

Typically, people writing in a journal, diary, or Web log use reflective writing, especially when relaying events from their personal life, expressing their opinions, or sharing their feelings. Reflective writing helps you connect what you have learned to your own experience. Any journal should include reflective writing; it helps you not only to remember what you learned, but also to express your feelings about a topic. It also enables you to share questions about your course performance, and express any connections felt between current and past learning, as well as any thoughts for the future.

The following journal excerpt is an example of reflective writing.

I thought the article about needle exchange depots was balanced in how it addressed both sides of the issue. I wouldn't want to have a needle exchange near my house because I have kids and I don't want them exposed to local crime. But I think they are really necessary in helping to reduce illness and the spread of disease.

The intention is for you to have a personal place to comment on all you have read, learned, and enjoyed in this course. Submitting your journal also gives your teacher insight into your learning process.

Some guidelines:

- ❑ In general, aim for 125 words unless otherwise specified.
- ❑ Write in first person.
- ❑ Complete each journal entry in the space provided.
- ❑ Avoid spelling or grammatical errors. You aren't marked on spelling or grammar, but your reader will understand you better if your writing is correct.

How Will My Journal Be Evaluated?

You will submit your journal to your teacher at the end of each section. You must submit work of good quality to earn full marks. Do not wait until the last minute to scribble down a few quick ideas.

When you submit all the entries from one section, your teacher will mark each journal entry, based on the Journal Scoring Guide. Each journal entry is worth 4 marks.

Evaluation Guidelines	Marks
Journal Scoring Guide per entry	/4
Total	/4

Journal Entry 2.1: Group Work

You have probably participated in group-based assignments, activities, or projects both inside and outside of school. It's likely that some of these have been successful, and others have not. Typically, groups that have "ground rules" (strategies for how to share responsibilities, listen, contribute ideas, and come to consensus) have more success than those that do not.

Describe a group project or event that you were part of that was successful. Outline some strategies that you or your group used to help make that project successful.

OR

Describe a group project or event that you were a part of that wasn't successful. If you were given an opportunity to do that project again, what strategies would you employ to make that project successful?

Activity 1

Spot the Differences

Match the term in Column B to its correct description in Column A. Write the correct letter in the space provided.

Answer	Column A	Column B
	Internal communication	a. Business letter
	Informal	b. Memo
	External communication	c. Memo & Business Letter
	Formal	
	Subject	
	Inside address	
	Provide a record of communication	
	Complimentary close	

Activity 1

Reviewing the Performance Review

We will be comparing a poorly written performance review to one that is well-written.

Step A: Read the Review

Read the following employee performance review. Is it the well-written one or the poorly written one?

Performance Review for Mark Tamborini:

You don't seem to have a good work ethic. You don't work hard. You seem oblivious to your faults. You don't work efficiently. You don't get anything done. You are a bad employee. You continue to smile stupidly. You continue to be friendly even though it is obvious that the management hates you. I have nothing good to say about you. You are not trustworthy.

If you thought this was the poor performance review, you were right.

There are a number of problems with this employee performance review:

In terms of form:

- ❑ It is disorganized with no introduction or conclusion.
- ❑ It contains short, choppy sentences with no variation in structure.

In terms of content:

- ❑ It is filled with negative, emotionally-charged language.
- ❑ It is vague.

Step B: Let's Focus on Form

Rewrite this paragraph keeping the content and tone the same. (We will change the tone in the next revision.)

- ❑ Reorganize the information so that the paragraph has a topic sentence, a concluding sentence, and the details in between.
- ❑ Combine sentences to vary the sentence structure and make it flow better.

Grammar Checkup

To review sentence combining, go to Writing on the Run! and complete the tutorials and exercises on sentence types, found in the "Sentence Errors" section.

Step C: What's still wrong with this evaluation?

Answer the following questions.

Does the supervisor used negatively charged language, such as hate? Yes/No

Does the supervisor explain why Mark is not trustworthy? Yes/No

Does the supervisor have anything good to say about Mark? Yes/No

Does the supervisor give specific examples of any of her criticisms? Yes/No

Is the criticism constructive? (Does it suggest ways to improve?) Yes/No

Would Mark be discouraged and feel unappreciated after hearing this review? Yes/No

Activity 1

Where do I find out... ?

As an employee, it's your responsibility to figure out the best way to find information about your job in a timely manner.

Instructions

Below are different questions you might have or scenarios you could find yourself in on the job. Choose the best way to access the information you need.

1. You're not sure, but you suspect that one of your co-workers is acting in an unsafe manner on the job. How do you find out?
 - a. policy and procedures manual
 - b. colleagues
 - c. manager/supervisor

2. You are asked to input data into the computer, but you're unsure of how to use the computer software program. None of your co-workers knows the program. How do you find out?
 - a. manager/supervisor
 - b. manuals
 - c. trial and error

3. You've been asked to work a simple piece of equipment that is not a safety hazard—nor is it rocket science. The person working beside you is using the exact same equipment. Without interrupting your co-worker, how do you figure it out?
 - a. websites
 - b. trial and error
 - c. observing

4. You are sick and won't be able to go into work your next shift. How do you find out who to call and if you need a doctor's certificate?
 - a. policy and procedures manual
 - b. observation and listening
 - c. trial and error

5. You are feeling bullied by your co-worker. How do you handle this?

- a. colleagues
 - b. manager/supervisor
 - c. trial and error
6. There's a notice on the lunchroom bulletin board that there will be a fire drill while you're working your next shift. How do you find out the emergency procedures?
- a. policy and procedures manual
 - b. trial and error
 - c. websites

Activity 1

Effective Communication

Read each of the following quotations. Choose whether you think the statement is an example of effective or ineffective communication in a group situation.

1. I understand what you're saying, but I disagree with you.
 - a. effective
 - b. ineffective
2. Now that we've heard from everybody, I think we should discuss what steps to take from here.
 - a. effective
 - b. ineffective
3. You're wrong - you obviously haven't done the research.
 - a. effective
 - b. ineffective
4. Because I'm in charge of the book sale, I should be the only one to decide on how to price the books.
 - a. effective
 - b. ineffective
5. I don't think I would like to be on the decorating committee, but I am interested in helping out with the music.
 - a. effective
 - b. ineffective
6. What you just said makes no sense at all.
 - a. effective
 - b. ineffective
7. Why isn't anyone listening to what I have to say?
 - a. effective
 - b. ineffective
8. Could you please elaborate on your last point? It isn't clear to me.
 - a. effective
 - b. ineffective

Activity 2

Group Skills

The following three scenarios demonstrate group skills. Read the following scenarios. Then complete the questions about which scenario best portrays openness, which best shows trust, and which one best represents respect.

1. Felicity and Rahim have opposite views when it comes to politics. This doesn't make it easy when they have to work together on a project on how smoking affects the healthcare system. Felicity believes that people who smoke should pay extra healthcare premiums because of their lifestyle choice. Rahim feels that smoking has to be treated like any other addiction, and that people who smoke should be provided with extra resources. With these very different views, working together could have been a disaster. Instead, Felicity and Rahim agreed to disagree. They used their opposing views to show the variety of opinion on the subject of smoking and healthcare.
 2. Joe, Haley, and David meet regularly to work on a group project for Social Studies. The group set the tone from the start that every thought, idea, or opinion presented would be considered valid, even ones that might sound a little crazy at first. All group members feel safe and know that they won't get shot down if they express their views—even if their ideas are a little “out there.”
 3. The Valley View High School Student Council decided to work on their communication skills after a few hurtful arguments among the members. Instead of accusatory statements (“Your idea to organize a student protest was stupid.”) the group instead adopted ‘I’ statements (“I feel disappointed that a decision was made to organize a student protest without the consensus of the whole student council.”) By using effective communication in their meetings, the student council members were less defensive and felt their opinions were better valued.
1. Which group made the best demonstration of openness?
 - a. Felicity and Rahim's healthcare and smoking project
 - b. Joe, Haley and David's Social Studies project group
 - c. The Valley View High School Student Council
 2. Which group made the best demonstration of respect?
 - a. Felicity and Rahim's healthcare and smoking project
 - b. Joe, Haley and David's Social Studies project group
 - c. The Valley View High School Student Council
 3. Which group made the best demonstration of trust?
 - a. Felicity and Rahim's healthcare and smoking project
 - b. Joe, Haley and David's Social Studies project group
 - c. The Valley View High School Student Council

Section 2 Assignment: Part 1

Writing a Memo

Mr. Paulo Ferrar, a day manager with ABC Coffee Shop and Bakery, has asked you to investigate and report any overtime worked by the counter staff and bakers during the week of June 4–June 9.

Six employees did work overtime as follows: Jorge Ames, 4 hours; Joseph Ferris, 6 hours; Lindsay Tan, 5 hours; Blake Cooper, 1 hour; and Katie Johan, 3 hours.

Create a memo using this information.

On the next page, you will find a template to use when creating your memo.

Arrange the information in a short, complete, and easy-to-read form:

- ❓ List each of the names of the personnel with the number of hours worked beside each name.
- ❓ Arrange the names alphabetically.
- ❓ Then, add up the total number of overtime hours worked by all the employees.
- ❓ Draw a line at the bottom of the column and write the total number of hours.
- ❓ Be sure to include an introductory and closing remark.

Evaluation Guidelines	Marks
Two marks for each step completed	/10
Total	/10

ABC Coffee Shop and Bakery

Memo

To:

cc:

From:

Date:

Subject:

Section 2 Assignment: Part 2

Practise Paraphrasing

Paraphrasing is an effective listening and communication strategy that helps you clarify your understanding of what has been said.

Step A: Code of Conduct

Your new boss explains the code of conduct policy for employees at your new workplace. Read what she tells you below.

The employees at this company are expected to communicate effectively and treat customers and their co-workers honestly and fairly. Safety must be a priority protecting customers, co-workers, and yourself from injury. We encourage our employees to try to resolve unsafe situations and help others to act safely as well. Our company policy also includes showing respect for the communities and customers we serve.

Step B: Paraphrasing the Code of Conduct

Practise paraphrasing by writing or recording the code of conduct in your own words. Start with one of the opening lines suggested in the lesson, or think up a line of your own.

You can:

- 🔗 Record your voice into a file and attach it to this assignment.
- 🔗 Set up an appointment with your teacher and deliver your paraphrased statement over the telephone.
- 🔗 Set up an appointment with your teacher and deliver your paraphrased statement using Skype.
- 🔗 Deliver your paraphrased statement in person.

Evaluation Guidelines	Marks
Paraphrase Scoring Guide	/4
Total	/4

Section 2 Assignment: Part 3

Write an Incident Report

Step A: Lost Youth Video

Learn more about the importance of workplace safety by viewing the “Lost Youth Video” on the Communicate! CD.

Communicate! CD > The World of Work > Lost Youth

Step B: Choose an Incident

Choose one of the young workers’ stories from the video to use as the basis for an incident report.

Step C: Filling out the Report

Imagine you were a witness to the accident as it occurred. You may have to make up any details that aren’t explained in the video.

Use the Incident/Accident Report Form found on the following page to write an incident report for this accident.

Make sure that your report contains the following four parts.

1. Summary (no more than five lines)
2. Details
3. Possible causes
4. Action taken

Evaluation Guidelines	Marks
Two marks for each part included in report	/8
Total	/8

Incident/Accident Report Form

Witness's Report of Injury

Please answer all questions and complete this report in ink. Please ensure that this report is accurate to the best of your knowledge and is signed and submitted to your supervisor.

Name of Injured Person	Today's Date
Job Title	Department
Date of Incident	Time of Incident
Location of Incident	Name of Supervisor
Name of Witness	Witness Contact Information

Describe the details of accident or injury as you saw them. Include any details you remember and try to be as factual as possible.

Describe any conclusions you have drawn as to the cause of the accident/injury.

What actions need to be taken to prevent this type of accident/injury from occurring again?

Signature of Witness

Today's Date

Section 2 Assignment: Part 4

Workplace Communication Poster

Previously you watched the video, Lost Youth. That video presented four very dangerous workplace situations. As the video demonstrated, each of the tragic accidents that occurred was preventable.

Based on the information presented in the video and the lesson, create a workplace safety poster designed to accompany an information package on workplace safety, sent to youth between the ages of 15–19 who are starting their first jobs. Use both words and images to convey three to five prevention factors related to workplace safety that all youth should know before starting their first job.

Your poster should:

- a. contain both words and images
- b. contain action verbs
- c. follow the principles of effective layout and design

Your poster should look professional and can be created by hand or by using a computer program.

For a review of layout and design principles before starting, refer to the “Visual Design” multimedia resource found on the *Communicate!* CD.

Communicate! CD > Media Literacy > Visual Design

Evaluation Guidelines	Marks
Workplace communications poster Visual Design Scoring Guide × 3	/18
Total	/18

You can submit this assignment in a variety of ways. You can take a picture of the poster and attach it to the assignment. You can mail this poster to your teacher. You can bring the poster to your teacher.

Section 2 Assignment: Part 5

A Tale of Two Manuals

Step A: Sample Product User Manual

Before you begin this assignment, first read about the main features of a product user manual.

Although the manual you are about to view is simplistic, it will give you a sense of essential components of a product user manual.

To view the Sample Product User Manual, refer to the *Communicate!* CD.

Communicate! CD > The World of Work > Sample Product User Manual

Step B: Select Two Product User Manuals

Find two product user manuals that have a different layout and design. You can use the manual for your iPod, cell phone, a computer program, a game, or an appliance. If you are working, you can also use the policy and procedure manual at your workplace as one of your choices.

Step C: Produce Ideas

Your task is to write a multi-paragraph composition comparing the two manuals. Write a paragraph for each of the following prompts.

- ❑ Compose an opening paragraph with a thesis statement. *Hint:* You might argue that one manual is better than the other.
- ❑ Describe the features of each manual stating how they are structured (consider: table of contents, chapters, headings, subheadings, glossary, index).
- ❑ Evaluate the effectiveness or ineffectiveness of each manual (consider effective layout language that is clear and easy to read, illustrations or graphics to help with understanding, sequential instructions).
- ❑ Make recommendations for improvements for each manual.

To begin producing ideas and organizing your information, complete the Producing Ideas Template found on the following page.

Step D: Process User Manual Comparison

Based on the information in your Producing Ideas Template, compose a draft of your composition. Then, polish your draft using the Final Editing and Proofreading Checklist immediately following the Producing Ideas Template.

Submit your final draft to your teacher.

Evaluation Guidelines	Marks
Producing Ideas Template Completion	/5
Product user manual comparison Composition scoring guide × 5	/30
Total	/35

Section 2 Assignment: Part 6

Save this Group!

The Morrison Memorial High School yearbook committee is on the brink of disbanding, and if this happens, it's unlikely that a yearbook will be published this year. In this assignment, you will be asked to save the yearbook committee—and the yearbook—using the information about effective communication skills and group process that you have examined.

Step A: The Committee

Read the following information about the committee.

Six people volunteered for the high school yearbook committee: Ben, Mei, Jeff, Christina, Sasha, and Tariq. The first time the group met, a teacher posted a list of tasks including photography, copy, design, layout, and editing. Sasha and Jeff dominated the conversation at the first meeting and presented their respective visions for the yearbook. When Mei suggested a graphic novel theme, Sasha told her it was a bad idea because it would be too labour intensive and none of them were artists. Christina remarked that she was a pretty good artist, but Ben made a snide comment about Christina's artistic abilities. Jeff liked Mei's idea, so the rest of the meeting was taken up with Sasha and Jeff arguing, rather than formulating goals, targeting timelines, and assigning tasks.

At the second meeting, nobody could remember if anything has been decided about who was doing what. And although Ben and Tariq had expressed interest in taking photos at the school dance, neither showed up. There was content to be edited too, but no one volunteered. Now, the publisher has contacted the school to say that if the committee doesn't have a section draft complete in two weeks, they won't be able to publish the yearbook for the school.

Step B: Identify the Issues

Identify three group process problems the yearbook committee is having. (3 marks)

Step C: Finding Solutions

In three short paragraphs, work out solutions to the problems you identified in Step B. Focus on one problem per paragraph and use as many specific examples as you can. (18 marks)

Evaluation Guidelines	Marks
Part B: 1 mark per group process	/3
Part C: 6 marks per paragraph/Paragraph Scoring Guide - see appendix	/18
Total	/21

Section 2 Assignment: Part 7

Grammar Quiz

Introduction: In this section, you reviewed the following grammar concepts: parallel structure, misplaced modifiers, dangling modifiers, subject-verb agreement, and pronoun agreement.

Instructions: Select the best response for each of the following questions.

- Which of the following sentences contains a misplaced modifier?
 - The school needed someone to coach volleyball with experience.
 - After Sarah had been out in the cold, the hot chocolate tasted good.
 - We played only two games because we ran out of time.
- Which of the following sentences contains a dangling modifier?
 - While I was working on my computer, the power went out.
 - When I walked into the kitchen, I smelled fresh ginger.
 - After skiing the phone rang, and Joe answered it.
- Which of the following sentences illustrates the proper use of parallel structure?
 - Jamil enjoys hiking, skiing, and swimming.
 - Jamil enjoys hiking, skiing, and he likes to swim.
 - Jamil hikes, skis, and enjoys swimming.
- Which of the following sentences contains a misplaced modifier?
 - Jennifer ordered a cup of hot tea.
 - Lynn handed her paper to the teacher that was late.
 - Because Jessie was tired, she wanted only to eat and go to bed.
- Which of the following sentences illustrates the proper use of parallel structure?
 - In English class, Chris learned to read poems critically and to appreciate good prose.
 - In English class, Chris learned to read poems critically and she appreciated good prose.
 - In English class, Chris learned to read poems critically and appreciated good prose.
- Which of the following sentences contains a dangling modifier?
 - When the ball was thrown into the air, the dog caught it.
 - The dog caught the ball that was thrown in the air.
 - Having been thrown in the air, the dog caught the ball.
- Which of the following sentences illustrates the proper use of parallel structure?
 - There's nothing Sharon liked better than eating pizza and watching a movie.
 - There's nothing Sharon liked better than going out for pizza and then a movie.
 - Sharon liked eating pizzas and movies.

8. Which of the following sentences contains a misplaced modifier?
- a. Raoul sold his car with leather seats.
 - b. On her way home, Ellen found a gold man's watch.
 - c. The baby ate a dish of ice cream at the fair.
9. Which of the following illustrates proper use of parallel structure?
- a. Jasmina was graceful, dexterous, and she could play any position on the field.
 - b. Jasmina was graceful, dexterous, and versatile.
 - c. Jasmina was graceful, dexterous, and had much versatility.
10. Which of the following sentences contains a dangling modifier?
- a. Too much coffee can affect sleep patterns.
 - b. Judy watched the lambs frolicking in the field.
 - c. While still wearing diapers, the father taught his baby how to kick a soccer ball.

Action Verbs for Your Resume/ Cover Letter

CREATIVE

acted
composed
conceptualized
created
cooked
displayed
drafted
directed
designed
developed
established
fashioned
founded
illustrated
instituted
integrated
introduced
invented
mapped
modelled
originated
painted
performed
planned
photographed
printed

RESEARCH

clarified
collected
critiqued
diagnosed
evaluated
examined
extracted
identified
inspected
interpreted
interviewed
investigated
organized
reviewed
summarized

HELPING

assessed
assisted
cared for
clarified
coached
counselled
decided
demonstrated
diagnosed
educated
expedited
facilitated
familiarized
guided
lead
managed
motivated
referred
rehabilitated
represented
supervised

FINANCIAL

administered
allocated
analyzed
appraised
audited
balanced
budgeted
calculated
computed
developed
forecasted
managed
marketed
planned
projected

MANAGEMENT

administered
analyzed
assigned
attained
chaired
consolidated
contracted
coordinated
consulted
delegated
developed
directed
evaluated
executed
improved
increased
organized
oversaw
planned
prioritized
produced
recommended
reviewed
scheduled
strengthened
supervised

DETAIL

approved
arranged
analyzed
assessed
catalogued
checked
classified
collected
complied
copied
defined
dispatched
executed
evaluated
examined
filed
generated
implemented
inspected
learned
monitored
operated
organized
prepared
processed
purchased
proofread
processed
purchased
recorded
retrieved
screened
specified
systematized
tabulated
updated
validated

COMMUNICATE

addressed
arbitrated
arranged
authored
corresponded
developed
directed
drafted
edited
enlisted
formulated
influenced
interpreted
lectured

TEACHING
adapted
advised
clarified
coached
communicated
coordinated
developed
educated
enabled
encouraged
evaluated
explained
facilitated
guided
informed
initiated
instructed
persuaded
set goals
stimulated

TECHNICAL

assembled
adjusted
built
calculated
computed
drove
designed
devised
engineered
fixed
fabricated
installed
lifted
maintained
operated
overhauled
programmed
remodelled
repaired
scheduled
solved
serviced
tested
trained
upgraded

Chronological Resume Sample

Wayne Kim
wkim@warmmail.com

PO Box 2200
Far-Away, BC
V21 5W7
250.212.2232

Employment History

- 2004–Present **Kekko Manufacturing LTD.—Labourer** Surrey, BC
- Loaded and unloaded material to and from boxcars
 - Sorted materials into designated areas for transport
 - Handled dangerous goods and materials safely
 - Operated forklift and cleaned worksite
- 2002–2003 **PM-Tech Supplies—Survey Assistant** Surrey, BC
- Helped map subdivisions and residential buildings
 - Measured and laid out sidewalks and curbs
 - Operated metal punch, compactor, level, and transit
 - Published documents in Word, Excel, and Publisher
- 2001–2002 **Wayfor Builders—Survey Assistant/Labourer** Vancouver, BC
- Helped map residential homes
 - Operated metal punch, compactor, level, and transit
 - Cleared brush and debris from lines and survey
 - Performed interior and exterior painting
- 2000–2001 **Dukes Restaurant—Server** Surrey, BC
- Waited on tables with large and small groups
 - Provided excellent customer service
 - Oriented and trained new employees

Education History

- 2004 BCIT—**AutoCad Level II Certificate** Burnaby, BC
2003 BCIT—**AutoCad Level I Certificate** Burnaby, BC
2003 Academy of Training—**Forklift Certificate** Surrey, BC
2000–2001 Westwood College—**Survey Technician Diploma** Surrey, BC

Interests

Travelling, soccer, music, refinishing furniture

References Available Upon Request

Combination Resume Sample

Wayne Kim
wkim@warmmail.com

PO Box 2200
Far-Away, BC
V21 5W7
250.212.2232

Relevant Skills

- 4 years experience in helping to survey and map subdivisions and residential buildings
- Capable of operating metal punch, compactor, level, and transit
- Extensive knowledge of worksite safety policies and procedures
- Works well unsupervised and in a detail-oriented environment
- Developed communication skills and strong sense of judgment
- Patient and organized with good problem-solving skills

Employment History

- | | | |
|--------------|--|---------------|
| 2004–Present | Kekko Manufacturing LTD.—Labourer <ul style="list-style-type: none">• Loaded and unloaded material to and from boxcars• Sorted materials into designated areas for transport• Handled dangerous goods and materials safely• Operated forklift and cleaned worksite | Surrey, BC |
| 2002–2003 | PM-Tech Supplies—Survey Assistant <ul style="list-style-type: none">• Helped map subdivisions and residential buildings• Measured and laid out sidewalks and curbs• Operated metal punch, compactor, level, and transit• Published documents in Word, Excel, and Publisher | Surrey, BC |
| 2001–2002 | Wayfor Builders—Survey Assistant/Labourer <ul style="list-style-type: none">• Helped map residential homes• Operated metal punch, compactor, level, and transit• Cleared brush and debris from lines and survey• Performed interior and exterior painting | Vancouver, BC |
| 2000–2001 | Dukes Restaurant—Server <ul style="list-style-type: none">• Waited on tables with large and small groups• Provided excellent customer service• Oriented and trained new employees | Surrey, BC |

Education History

2004	BCIT— AutoCad Level II Certificate	Burnaby, BC
2003	BCIT— AutoCad Level I Certificate	Burnaby, BC
2003	Academy of Training— Forklift Certificate	Surrey, BC
2000–2001	Westwood College— Survey Technician Diploma	Surrey, BC

Interests

Travelling, soccer, music, refinishing furniture

References Available Upon Request

Skills Resume Sample

Wayne Kim
wkim@warmmail.com

PO Box 2200
Far-Away, BC
V21 5W7
250.212.2232

Qualifications Summary

- Highly attentive to efficiency and accuracy
- Creative with excellent visualization skills
- Patient and organized with good problem-solving skills
- Knowledgeable in basic computer and internet operations including Word, Excel, Publisher, and computer survey programs
- Developed communication skills and strong sense of judgment
- Works well unsupervised and in a detail-oriented environment

Relevant Skills

- 4 years experience in helping to survey and map subdivisions and residential buildings
- Adept at measuring and laying out sidewalks and curbs
- Considerable experience loading, unloading, and sorting materials to and from boxcars
- Familiar with cleaning construction sites, clearing brush and debris from lines or survey
- Capable of operating metal punch, compactor, level, transit, and forklift
- Extensive knowledge of worksite safety policies and procedures
- Experienced performing interior and exterior renovations and painting

Employment History

2004–Present	Kekko Manufacturing LTD.—Labourer	Surrey, BC
2002–2003	PM-Tech Supplies—Survey Assistant	Surrey, BC
2001–2002	Wayfor Builders—Survey Assistant/Labourer	Vancouver, BC
2000–2001	Dukes Restaurant—Server	Surrey, BC

Education History

2004	BCIT— AutoCad Level II Certificate	Burnaby, BC
2003	BCIT— AutoCad Level I Certificate	Burnaby, BC
2003	Academy of Training— Forklift Certificate	Surrey, BC
2000–2001	Westwood College— Survey Technician Diploma	Surrey, BC

Interests

Travelling, soccer, music, refinishing furniture

References Available Upon Request

Alicia MacDonald

2343 Dallas Road
Victoria, BC
V6R 1Z5
250.210.2121

Objective: To obtain an Administrative Assistant position

Skills Summary:

- Strong and effective communication and interpersonal skills
- Exceptionally well-organized and ability to handle ongoing multiple tasks
- Professional, dedicated, efficient, and committed to producing quality work
- Excellent telephone manner; able to direct and answer questions in a clear and effective manner
- Proficient in a variety of computer programs including: MS Office, Outlook Express, WordPerfect, and Photoshop

Employment Experience:

Administrative Assistant 2002–2004

NRC Securities, Victoria, BC

- Provided administrative support for a staff of 15 Investment Advisors
- Interacted in a polite and courteous manner with clients
- Operated a 6 line switchboard console
- Answered basic securities questions regarding investment options
- Prepared various sales contracts, business correspondence, advertisements, and PowerPoint presentations
- Accepted deposits from purchasers and reconciled bank accounts
- Tracked varying investment figures and prepared weekly progress reports for advisors

Office Assistant 2000–2002

David Lam & Company, Victoria, BC

- Interacted in a polite and courteous manner with clients
- Ensured administrative and reception areas were tidy and well organized
- Entered data from expense claims onto a master computer file
- Prepared purchase orders and reconciled goods upon arrival
- Operated a multi-line switchboard console

Employment Experience Continued:

Customer Service Representative/Salesperson 1999–2000

Ashlee's Retro Wear, Victoria, BC

- Provided exceptional customer service
- Interacted in a polite and courteous manner with customers
- Operated cash register and received cash, debit and credit card payments
- Opening and closing procedures such as collecting, balancing, and verifying bank deposits and reporting on inter-office forms
- Assisted customers in choosing appropriate merchandise
- Maintained preferred customer database and called to inform about new products and upcoming sales

Volunteer Experience:

Volunteer—Part Time 2000–present

Mustard Seed Food Bank, Victoria, BC

- Assist with weekly food distributions
- Sort and pre-package donations in order to distribute efficiently
- Deposit donations and reconcile bank accounts

Education and Training:

1999 Camosun College Victoria, BC

Receptionist/Office Assistant Program

- 3 week Practicum at KMPG

1995 Oak Bay Secondary School Victoria, BC

High School Diploma

Interests and Hobbies:

Reading, Running, Gardening, Rollerblading, Travelling, and Floral Design.

References Available Upon Request

ADAM WILSON
1234 Christmas Avenue
Calgary, AB T2A 3B7
Ph: (403) 321-1234

OBJECTIVE: To gain a position in purified water delivery

Skills Summary

- ❖ Excellent knowledge of Calgary region with a perfect driving record
- ❖ Team player who works well under pressure
- ❖ Motivated and committed to deliver quality customer service
- ❖ Able to interact with a diversity of people: clients, coworkers, and general public
- ❖ Motivated by challenge with a willingness to learn
- ❖ Personable and flexible with a positive attitude

Relevant Work Experience

- | | | |
|-----------|--|-------------|
| 2003–2005 | ABC TAXI COMPANY | Calgary, AB |
| 2001–2003 | YELLOW BIRD TAXI
Limousine Driver | Calgary, AB |
| | <ul style="list-style-type: none">• Ensured prompt, secure, and safe transport of clients and belongings• Maintained relationships and was requested by regular clientele• Offered flexible service to accommodate clients' individual needs and interests• Located origins and destinations of clientele including obscure addresses | |
| 2000–2001 | 911 COURIER
Courier | Calgary, AB |
| | <ul style="list-style-type: none">• Interacted in a polite and efficient manner with business staff• Picked up and delivered items throughout Central Calgary• Responded to high priority dispatches and met time sensitive deadlines | |

Other Work Experience

- | | | |
|-----------|---|---------------|
| 1998–2000 | VANISLAND MECHANICS
Car Mechanic | Vancouver, BC |
| | <ul style="list-style-type: none">• Interacted in a polite and courteous manner with customers• Performed routine car inspections, service and repair on all makes and models• Diagnosed and repaired engine problems• Operated heavy machinery such as car lifts and torque drills• Followed safety procedures to ensure a safe work environment | |

1996–1998

THE BLACK PEARL RESTAURANT

Vancouver, BC

Server/Busser

- Interacted in a polite and courteous manner with customers
- Provided prompt and efficient service to customers
- Ensured beverage and food orders were correct
- Served customers in a timely and efficient manner
- Balanced bills and provided appropriate change to customer
- Followed procedures to ensure safe work environment

Education

1998

B.C.I.T.

Burnaby, BC

MECHANICAL TECHNOLOGY CERTIFICATE

FAQs About Thank You Letters

by Katharine Hansen

Nearly every career book advises jobseekers to send thank-you letters after being interviewed, but how many do? In the aggregate, only about 5 percent of those looking for jobs perform this simple yet crucial ritual. Thus, it's time to address some of the frequently asked questions about thank-you letters.

Doesn't it come off as wimpy or even desperate to send a thank-you letter? Won't the employer think I'm sucking up?

No. It's a very rare employer who isn't pleased to get a thank-you letter. Most consider it just common courtesy, a way to differentiate you from the pack, proof that you're really interested in the position, and a way to keep your name in front of them.

Will a thank-you note make or break my chances of getting a job?

Well, probably not in most cases, but it could. Why take the chance? One of my former students told me that after he was hired for his first job out of college, his boss told him that he had wavered between my student and another finalist for the position. But then the boss got a thank-you letter from my student, and it made all the difference. Because of that simple gesture, my student got the job.

Should it be a typed business letter or a handwritten social note?

Studies show it doesn't matter. The important thing is doing it. Tailor your letter to the culture of the company and the relationship you established with the person who interviewed you. If you feel the interviewer and the company call for a formal business letter, send that. If your rapport with the interviewer dictate a more personal touch, send a handwritten note.

What about an e-mailed thank you?

Career experts are not in total agreement about the propriety of e-mailing a thank you, but again, the company's culture should guide you. If people in the company use e-mail heavily, your e-mailed thank you will seem right in step. It's also a fast solution if you know the company will be making its hiring decision quickly. Even if e-mail fits in with the company culture, however, it's a good idea to follow up your e-mailed thank you with a hard-copy version.

So, if "just do it" is the byword, I don't have to put that much effort into it, right?

Wrong. We've heard of candidates on the verge of being hired getting suddenly discounted from consideration because they sent sloppy, poorly written thank-you letters, riddled with typos, misspellings, and grammatical errors. Writing skills are important in many jobs, and employers don't want to have to teach candidates remedial skills. Spellcheck, proofread, and have someone else read over your letter before you send it.

Can I just borrow a sample thank-you letter from a book and adapt it to my interviewer?

Well, "borrowing" is one thing. But be sure to borrow just the basic structure, and perhaps a few key phrases; don't plagiarize the whole thing. We know of one employer who instantly recognized that a thank-you letter he received had been taken word for word from a text he was familiar with.

If I interview with several people, do I have to send a thank you to each one?

That's the best approach. You can make it essentially the same letter to each, but vary at least a sentence or two to individualize the letters in case your recipients compare notes.

How soon after your interview should you send a thank-you?

The rule of thumb is to send it within 24 hours of the interview.

Should I bother with a thank-you note if I know the hiring decision will probably be made sooner than I can mail a thank-you letter?

The key word here is "mail." If mail is too slow for the hiring decision, find a faster way: e-mail, fax, air-express, or hand-delivery. In fact, if the interview was local, hand-delivery of the thank-you letter can make a super impression.

What if I do receive an offer faster than I can send a thank you?

Send it anyway to thank the employer for the interview and the offer. Your letter can also accept or decline the offer. An acceptance letter can re-state your understanding or the terms of the offer (salary, benefits, vacations days, starting date, paid training, etc.); that way any discrepancies can be red-flagged by the employer and straightened out before you start.

Is there anything you can do to make an even better impression with your thank you?

Find a way to personalize it. If you notice that the interviewer collects elephant figurines, for example, write your thank-you note on a notecard with an elephant picture on it. Or send a clipping of an article you think the interviewer would be interested in.

*Katharine Hansen is a former speechwriter and college instructor who provides content for Quintessential Careers, edits [QuintZine](#), an electronic newsletter for jobseekers, and prepares job-search correspondence as chief writer for **Quintessential Resumes and Cover Letters**. She is author of Dynamic Cover Letter for New Graduates; A Foot in the Door: Networking Your Way into the Hidden Job Market; and, with Randall S. Hansen, Ph.D., Dynamic Cover Letters and Write Your Way to a Higher GPA, all published by Ten Speed Press. She can be reached by e-mail at kathy@quintcareers.com.*

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http://www.quintcareers.com/thank_you_letters.html

SAMPLE THANK-YOU LETTER

Robert Smithson
5748 Evergreen Terrace
Vancouver, BC
V8R-2H5
Ph: (604) 482-0945
Email: rsmithson@gmail.com

November 24, 2005

Mr. Bob Wignall
Owner
AutoPro
4573 Lincoln Street
Burnaby, BC
V71 R3T

Dear Mr. Wignall:

Allow me to take this opportunity to thank you for meeting with me last Thursday. I would like to further restate my interest in joining your company as an auto body technician apprentice.

As we discussed in our interview, I am currently in my third year of studies as an auto body apprentice at BCIT with two years experience as an auto body assistant and am fully capable of performing the technician's work we discussed. I eagerly await more challenges that you may feel are a good fit to my current skill set.

I feel this apprentice position would be a perfect fit for my current skill set and I look forward in working with your team of technicians to further fine-tune my skills in auto body.

If you require any further information please do not hesitate in contacting me at (604) 482-0945. Thank you for your time, Mr. Wignall. I look forward to hearing from you soon.

Sincerely,

Robert Smithson

SAMPLE THANK-YOU LETTER

Adam Wilson

1234 Christmas Avenue

Calgary, AB T2A 3B7

Ph: (403) 321-1234

November 30, 2005

Ms. Ingrid VanZanten
Human Resources Manager
Microclear Pure Water & Company
#15-3456 Pike Street
Calgary, AB
T2U 7H8

Dear Ms. VanZanten:

Thank you for the opportunity to discuss your opening as a delivery driver for your company. I enjoyed meeting with both you and Matt Johnson on February 18 and learning more about the purified water position.

I was very pleased with the interview from my perspective, as I hope both of you were also. Now that I have met with both of you I am even more excited about the possibility of offering my skills and working with your delivery team. As we discussed I am an experienced driver with nearly five years experience with ABC, Yellow Bird Taxi and 911 Courier and maintain my impeccable driving record. I believe my current skill set, background and future goals are perfect for the position of delivery driver with Microclear Pure Water & Company and I look forward in speaking with you again in the near future.

Thank you again for taking the time to interview me Ms. VanZanten. If you require any further information please do not hesitate in contacting me at (403) 321-1234. I look forward to hearing from you soon.

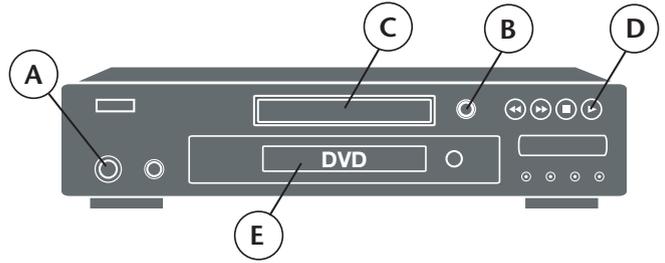
Sincerely,

Adam Wilson

Basic Operations

Heading: Shows the section to which the page refers.

Illustration: Clearly shows where buttons and other important parts of the DVD player are located.



To Load a DVD Disc:

Subhead: Identifies what the instructions that follow are for.

Numbered lists: Outlines step-by-step instructions in an easy-to-follow order. Lists are easier to follow than paragraphs.

- 1 Make sure all connections between your television, DVD player, and audio equipment (if part of your system) are correct.
- 2 Turn on your television and audio equipment (if appropriate).
- 3 Turn on your DVD player by pressing the ON/OFF button (A).
The words "DVD" will appear on the Display (E).

Letters (A): Refers back to the illustration to identify the machine part. The use of bold makes the letter stand out.

Bold Italic: Highlights terms that are defined in the manual glossary.

- 4 Make sure the **video input mode** (see glossary on page 15) on the television is set for the type of connection you need.

All Capitals: Identifies buttons on the DVD player.

- 5 Press the OPEN/CLOSE button (B). *The disc tray automatically slides out to receive a disc.*

Plain text: Explains actions to be performed in easy-to-understand language.

Italics: Provides an explanation of what happens.

- 6 Place the DVD on the disc tray (C).
 - Ensure the disc is the right way up. *(For single sided discs, the label faces up. For double sided discs, the label of the side you wish to play faces up.)*
 - Disc should be aligned within the plastic guides.
 - Do not load more than one disc.
- 7 Press the PLAY button (D). *The disc tray automatically closes and play begins. "Reading DVD" appears on the Display (E).*

Problem: Addresses possible problems and alternate solutions if the above steps do not work.

Problem: "No Play" appears on the Display (E)

The disc cannot be played for one of these reasons:

- A single sided DVD was inserted upside down (go to step 4 above)
- DVD is damaged (see page 8)
- DVD playback is prohibited by initial settings (see page 28)
- DVD has a region number other than "1" or "All" (see page 8)

Page Reference: Indicates where to find more information on a specific topic.

MODEL FOR COVER LETTER WRITING

Your Name

Your present address

This should look the same as on your résumé.

City, Province

Postal Code

Date of writing

Name of the person responsible for hiring

Title of the person

Name of Organization

Address

City, Province

Postal Code

Dear (*Mr/Ms/Mrs/Miss—Name person responsible for hiring*):

Opening Paragraph

Introduce why you are writing. Name the position to which you are applying for. Make sure you say how you heard of the opening (newspaper, job ad online, colleague) and why you are interested in the position and the organization.

Second Paragraph

Refer the reader to your enclosed résumé providing additional information concerning your background and interests. Demonstrate to the employer how your interests, education, and experience fit their job requirements. Describe one or two important qualifications you believe are of greatest interest to the employer, keeping in mind your audience: the employer. If you have related experience or specialized training make sure to point it out. Remember not to make the common mistake of saying, “I’d like a position so I can gain experience in my field”; show the employer what you will be able to do for their organization.

Last Paragraph

Close by thanking the reader for reviewing your resume and by making a specific request for an interview. Remember to indicate that you will either phone for a personal appointment or that you can be reached at the stated telephone number (include it here for easy reference). Make sure your closing is clear and suggests a specific action.

Sincerely,

(your handwritten signature)

Type your name here

Encl.

Subject: Hostess Position

Dear Ms. Jones:

I enjoyed speaking with you today about the hostess position at Malouf's. The job seems to be an excellent match for my skills and interests. The creative approach to restaurant management that you described confirmed my desire to work with you.

In addition to my enthusiasm, I will bring punctuality, superior customer service, and the ability to encourage others to work cooperatively. After meeting with you, I better understand the role that excellent customer service plays in making Malouf's a popular choice of restaurant in Cumberland.

I appreciate the time you took to interview me. I am very interested in working for you and look forward to hearing from you regarding this position. Please don't hesitate to contact me if you have any further questions.

Sincerely,

Jessica Smith
Email address
Address
Phone Number

GETTING A JOB?

Ask questions about safety

A new job — especially your first one — can make you nervous. So you may not think to ask about safety at work. But you need to know about any workplace hazards to stay in one piece and collect your pay cheque — and eventually to grow into better jobs.

Every day, 34 young people are hurt at work in B.C. Five are permanently disabled each week. Most of this happens in what look like safe workplaces...restaurants and retail stores.

Your safety's definitely worth asking about, from the hiring interview and in every shift you work.

Smart employers care

Most bosses know that safety pays off. Accidents cause them a lot of trouble on top of the pain of someone who's hurt, and they appreciate it when a worker asks or tells them about safety hazards. They know good safety is good business, for everyone.

Questions for your interview

Here are some fair questions to ask someone you might work for. If the answers aren't clear, try to find out why. It can help you decide if you really want the job.

- √ Does the job involve any hazards, like working with chemicals, hot grease, high noise levels, or heavy equipment? If so, will I be trained in what to do to prevent injuries?
- √ Is there any safety gear I'll be expected to wear? If so, who provides it?
- √ What specific health and safety orientation will I get before starting work, and who's responsible for supervising me?
- √ What are my health-and-safety responsibilities, and who do I go to with safety concerns?
- √ If I'm hurt at work, what's the procedure? Who's the first aid person?

And after you're hired

Your boss can't read your mind, so always ask if you're not clear about doing something safely. Saying you're not sure or uncomfortable can be hard, even for experienced workers. But it's more than worth it to keep from getting hurt. Taking risks is dumb, and the smart employers know it. They'll respect you for asking. Think of supervisors as teachers who may like it when people recognize what they know. Use their experience to your advantage. Approach them respectfully; speak confidently, and say something like...

...I really like working with this equipment, but there's a lot to remember. Can you spare a few minutes to go over it again?

or

...I really think I've got the hang of this, but can you watch to make sure I'm doing everything right?

or

...I'm still not comfortable with this; would you explain it again?

If you don't feel safe

Your employer's legally responsible for putting safe work practices in place, and you're responsible for following them. If you have safety and health concerns, it's your responsibility to report them. Here's where to raise questions.

- 1: If a task feels unsafe, tell your immediate supervisor, and explain why you're not comfortable. In most cases, the issue will be resolved at this stage.
- 2: If you don't get a satisfactory answer from your immediate supervisor, or they're not available, go to their supervisor.
- 3: If you're still not satisfied, ask your safety representative, a member of the safety committee, or a shop steward.
- 4: Most problems are solved before getting to this stage, but your last resort is WorkSafeBC (the Workers' Compensation Board). Phone and explain your safety concerns (you can do it anonymously). Call 604 276-3100 in the Lower Mainland or toll-free to 1 888 621-7233.

Refusing unsafe work

If nothing else works, you have the legal right to refuse unsafe work. This is a tough thing to do, but it can be necessary. The good news is that most employers do listen when you talk about safety problems.

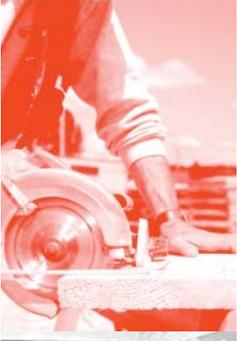
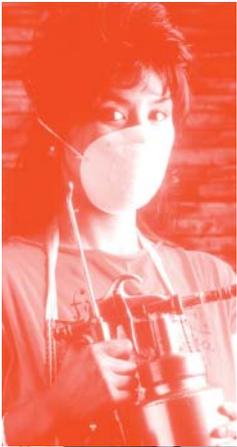
Still, if you run into one of the few who don't, remember that the law protects workers like you who report hazards or refuse unsafe work. It is against workers' compensation law for an employer to fire you or punish you in any way for refusing or reporting unsafe work to your supervisor — no matter where you work in B.C.

So don't doubt yourself. You can speak up for safety with some strength behind you. If you feel a task is dangerous, don't do it. And call WorkSafeBC if you need help.

Find out more

You can get more information on young worker safety from WorkSafeBC.

- Phone 604 231-8578 in the Lower Mainland, or toll-free elsewhere to 1 888 621-7233, ext. 8578.
- Fax 604 207-1478
- E-mail yworker@wcb.bc.ca
- Visit our web site at <http://youngworker.healthandsafetycentre.org/s/Home.asp>



Final Editing and Proofreading Checklist

A Check content (Have you done what you set out to do?)

- All ideas are clear and fully developed
- All ideas support the main idea and relate to each other
- All ideas are supported with adequate details
- Unnecessary details are deleted
- The opening and closing are strong

B Check language (Is it easy to follow?)

- Unnecessary words are deleted
- Transitions are used to move between between ideas
- Sentences are properly constructed
- Word selections are accurate and specific

C Check format

- The form/layout of information is appropriate for the audience or assignment: checklist, paragraph, PowerPoint presentation, composition, speech
- An appropriate and interesting title
- A new paragraph is used every time you change to a new idea or speaker
- Include your name, the date, and the assignment title
- Use only one side of the page

D Check grammar, punctuation and spelling

Grammar:

- All subjects and verbs agree
- Verb tense is consistent and correct
- Parallel structure is maintained

Punctuation:

- Apostrophes with all possessive nouns
- Each sentence begins with a capital and finishes with end punctuation
- Proper names are capitalized.
- Quotation marks are used correctly where appropriate

Spelling:

- Use spell check to catch obvious spelling errors
- Manually look up difficult or confusing words in the dictionary

Learning Log

4

Wow!

Your learning log response is detailed and lively.

- The learning log entry is specific and directly responds to the assigned question or task
- Purposeful and appealing communication
- Accurate, insightful, and complete response
- Your response shows that you take pride in your work

3

Good!

Your learning log response is effective and responsive.

- The learning log entry responds to the assigned question or task
- Purposeful communication, but may not be entirely focused
- Mostly accurate and complete response - with some insight
- Your response shows that you take some pride in your work

2

A Pass!

Your learning log response is weak and under-developed.

- The learning log entry is unspecific and lacks focus
- Developing but unclear communication
- An incomplete response
- Your response shows only minimal pride in your work

1

Not Yet

Your learning log response is inaccurate and incomplete.

- The learning log entry does not specify the task
- Weak communication
- An incomplete and/or inaccurate response
- Your response shows little or no pride in your work

0

Not At All

Your learning log response is not answered or barely answered.

Producing Ideas Template

Topic:	
Audience:	Purpose:
Generate Ideas (brainstorm, cluster, free write):	Organize Ideas (logic, sequence, chronology):

Outline

Thesis Statement: _____

Main idea 1: _____

Supporting Details:

Main idea 2: _____

Supporting Details:

Main idea 3: _____

Supporting Details:

Concluding Sentence: _____

Business Letter Scoring Guide

6 ➔ Wow!	<p>Your superior paper is clear, complete, and to the point.</p> <ul style="list-style-type: none">• Follows proper business letter format• Task or problem identified and communicated effectively• Word choice and overall tone are professional• Specific course of action proposed; suitable closing statement• May contain a couple of writing errors
5 ➔ Strong!	<p>Your effective response is clear and to the point.</p> <ul style="list-style-type: none">• Follows proper business letter format• Task or problem identified and communicated• Word choice and overall tone are acceptable• Specific course of action proposed; suitable closing statement• May contain a handful of minor writing errors that do not interfere with meaning
4 ➔ Good!	<p>Your competent paper is generally clear.</p> <ul style="list-style-type: none">• Follows business letter format, though may contain minor errors• Task or problem communicated, but may be vague• Includes some of the necessary details• Word choice and tone may be minimally acceptable• Course of action may be vague; closing statement may be absent or unsuitable• A number of errors in writing, but meaning is still clear
3 ➔ A Pass!	<p>Your adequate response is barely acceptable.</p> <ul style="list-style-type: none">• Follows basic business letter format, though may contain errors• Task or problem poorly communicated; may be unclear or disorganized• Word choice and tone may be minimally acceptable• Course of action may be absent or vague; closing statement may be absent or unsuitable• Numerous errors may interfere with meaning in some places
2 ➔ Almost!	<p>Your inadequate response is unclear and disorganized.</p> <ul style="list-style-type: none">• Does not follow business letter format• Task or problem may not be identified• Course of action may be absent or vague; closing statement may be absent or unsuitable• Word choice and tone may be unacceptable• Errors may interfere with meaning
1 ➔ Not Yet!	<p>Your response is unacceptable.</p> <ul style="list-style-type: none">• An attempt to respond was made• The response does not demonstrate an understanding of the passage• Much information is missing and the format is incorrect
0 ➔	<ul style="list-style-type: none">• The product is off topic or difficult to understand.

Composition Scoring Guide

6 ➔ Wow!	<p>Your superior paper is developed with originality, energy, and flair.</p> <ul style="list-style-type: none">• Writing is purposeful, focused, and on topic• Details and examples are used effectively• Sentences are controlled and varied in structure• Word choice is appropriate, precise, and often sophisticated• May contain a couple of writing errors
5 ➔ Strong!	<ul style="list-style-type: none">• Your effective paper is clear and fairly well developed.• Writing is purposeful and logical• Supporting details are well chosen• Sentences are controlled and varied in structure• Word choice is appropriate but expression may be awkward• The handful of minor writing errors do not interfere with meaning
4 ➔ Good!	<p>Your competent paper is on topic and generally clear.</p> <ul style="list-style-type: none">• Writing is articulate but unimaginative• Sentence structure is simple• Expression is simplistic; some attempt at more complex word choice• A number of errors in writing, but meaning is still clear
3 ➔ A Pass!	<ul style="list-style-type: none">• Your adequate paper addresses the topic, but development is weak.• Ideas are repetitive and often simplistic• Paragraphs exist but may only be a few sentences each• Awkwardness in sentence structure interrupts flow• Numerous errors may interfere with meaning in some places
2 ➔ Almost!	<p>Your inadequate paper fails to achieve assignment purpose.</p> <ul style="list-style-type: none">• Genuine attempt at a full and structured development• Content may be repetitive, unfocused, or weak• Word choice is basic and often informal• Sentence structure is simple containing fragments and run-ons• Numerous errors interfere with meaning• May demonstrate lack of proficiency in English language
1 ➔ Not Yet!	<p>Your response is unacceptable.</p> <ul style="list-style-type: none">• An attempt to respond was made• Writing has little or no sense of purpose or organization• May be too short (one paragraph for an essay)• Significant number of errors creates uncontrolled development
0 ➔	<ul style="list-style-type: none">• The response is off topic or difficult to understand.

Information Text Scoring Guide

6

Wow!

Your **superior** response shows a thorough understanding of the passage and question:

- Response is accurate, clear, and complete
- Argument is logically developed and with 3 relevant details from the passage
- Clearly explains how details support the argument
- May make relevant connections to personal experience or an external point of view
- May contain a **couple of writing errors**

5

Strong!

Your **effective** response show a clear understanding of the passage and question:

- Response is clear and complete
- Argument is logically developed with some supporting details from the passage
- Explains how details support the argument
- May make connections to personal experience or an external point of view
- May contain a **handful of minor of writing errors**

4

Good!

Your **competent** response shows an understanding of the passage and question:

- Response is reasonably clear and organized
- Argument is developed with some supporting details from the passage
- Some explanation of how details support the argument
- May make connections with experience
- A **number of errors** in writing or content, but meaning is still clear

3

A Pass!

Your **adequate** response shows some understanding of the passage and question:

- Response may be unclear in places and incomplete
- Argument may not be fully developed and shows a lack of logic
- Includes some details but may not be well explained
- Some support may not be related clearly to the question
- Numerous errors** may interfere with meaning in some places

2

Almost

Your **inadequate** response shows an incorrect understanding of the passage and question:

- Response may be unclear or incomplete
- Ideas are not developed or may simply restate the passage
- There is little or no support from the passage
- Some support may not be related clearly to the question
- Numerous errors** interfere with the meaning

1

Not Yet

Your response is **unacceptable**:

- An attempt to respond was made
- Response **does not demonstrate an understanding of the passage**
- Significant number** of errors creates uncontrolled development

0

The response is off topic or difficult to understand

Journal Scoring Guide

4 ➔ Wow!	<p>Your Journal response is reflective, detailed, and lively.</p> <p>Content—what is said:</p> <ul style="list-style-type: none">• Specific, accurate information• Well chosen examples and details• Insightful reflections and connections to broader issues <p>Written Expression—how it's said:</p> <ul style="list-style-type: none">• Obvious purpose for writing• Interesting and engaging to the reader• Intentional organizational structure
3 ➔ Strong!	<p>Your Journal response is reflective, effective, and solid.</p> <p>Content—what is said:</p> <ul style="list-style-type: none">• Accurate but general information• Appropriate details and examples• Basic reflections and connections to broader issues <p>Written Expression—how it's said:</p> <ul style="list-style-type: none">• Sense of purpose is apparent• Good development but unoriginal• Clear organizational structure
2 ➔ Almost	<p>Your Journal response is minimally developed and weak.</p> <p>Content—what is said:</p> <ul style="list-style-type: none">• Brief and generalized information• Obvious or unrelated examples and details• Few reflections and connections to broader issues <p>Written Expression—how it's said:</p> <ul style="list-style-type: none">• Purpose is hard to determine• Minimal development and unoriginal ideas• Loose organizational structure; difficult to follow
1 ➔ Not Yet	<p>Your Journal response is inaccurate and incomplete.</p> <p>Content—what is said:</p> <ul style="list-style-type: none">• Presents brief and possibly inaccurate information• Response is a summary or a single idea rather than a reflection <p>Written Expression—how it's said:</p> <ul style="list-style-type: none">• Sense of purpose is not evident• Response is too brief to evaluate• Disorganized structure makes the response difficult to understand
0 ➔ Not at All	<ul style="list-style-type: none">• The response is off topic or difficult to understand

Oral Communication Scoring Guide for Poetry Reading

	Preparation	Delivery
4 ➡➡ Wow! Your oral interpretation is thoughtfully considered, engaging, expressive, and illuminating	<ul style="list-style-type: none">substantial preparation is evident	<ul style="list-style-type: none">pitch is used consciously and successfully to convey emotions, and to engage and entertain audiencepauses are very effectively employed to improve meaning and/or dramatic impactvolume is used for effect, and speaker is heard throughout the presentation
3 ➡➡ Strong! Your oral interpretation is passable and basic; more effective expression is required	<ul style="list-style-type: none">adequate preparation is evident	<ul style="list-style-type: none">the emotion conveyed using pitch does not always fit the content; voice does not consistently engage and entertain audiencepauses are satisfactorily used to improve meaning or impactvolume is used for effect, and speaker can be heard most of the time
2 ➡➡ Almost Your presentation is weak and underdeveloped. More attention to the presentation is required	<ul style="list-style-type: none">little preparation is evident	<ul style="list-style-type: none">pitch is rarely used, or the emotion it conveys often does not fit the contentpauses are intentionally used, but are not effective in improving meaning or impactregular problems with delivery lead to difficulty understanding or following parts of presentationvolume is minimally used for effect, and speaker is not easily heard for most of the reading
1 ➡➡ Not Yet Your presentation is inaccurate or incomplete	<ul style="list-style-type: none">no preparation is evident	<ul style="list-style-type: none">pitch is not used to convey emotionpauses are not intentionally usedfrequent problems with delivery lead to difficulty understanding or following most of the presentationvolume is too soft to be heard
0 ➡➡ Not at all	<ul style="list-style-type: none">You did not submit a recording of, or deliver an oral interpretation of a poem.	

Paragraph Scoring Guide

6 ➔
Wow!

- Forceful topic sentence that directly addresses the topic
- All ideas are relevant and directly support the topic sentence
- Logical sequence of ideas; effective concluding sentence
- Sentences are controlled and varied in structure
- Word choice is appropriate and precise: few mechanical errors

5 ➔
Strong!

- Clear topic sentence that addresses the topic
- Most ideas are relevant and generally support the topic sentence
- Logical sequence of ideas; strong concluding sentence
- Sentences are mostly controlled and varied in structure
- Word choice is appropriate and accurate; some mechanical errors

4 ➔
Good!

- Adequate topic sentence that addresses the topic
- Ideas support the topic sentence but are general or obvious
- Some logic in the sequence of ideas; adequate concluding sentence
- Sentences and word choice are simple with an attempt at variety
- A number of writing errors, but meaning is clear

3 ➔
A Pass!

- Simple topic sentence that attempts to address the topic
- Some ideas support the topic sentence but are general or obvious
- Attempt at logical sequence of ideas; concluding sentence present but ineffective
- Awkwardness in sentence structure and word choice
- Numerous errors may interfere with meaning in some places

2 ➔
Almost!

- Topic sentence is present, but may not address the subject
- Ideas attempt but do not logically address the topic
- Sequencing of ideas is confusing; concluding sentence present but ineffective
- Awkwardness in sentence structure and word choice
- Numerous errors may interfere with meaning in some places

1 ➔
Not Yet!

- Topic sentence absent or does not address the topic
- Ideas and writing have little or no sense of purpose
- Maybe too short to adequately assess
- Awkwardness in sentence structure and word choice
- Significant number of errors creates interferes with meaning

0 ➔

- The product is off topic or difficult to understand

Paraphrase Scoring Guide

	Content	Delivery
4 ➡ Wow! Paraphrase is outstanding and engages the audience	<ul style="list-style-type: none">• Main idea is exceptionally well paraphrased• Language is vivid and sophisticated	<ul style="list-style-type: none">• Voice is used consciously and successfully to enhance paraphrasing• Delivery engages and/or entertains audience
3 ➡ Good! Paraphrase achieves its purpose and maintains audience interest .	<ul style="list-style-type: none">• Main idea is clearly paraphrased• Language is appropriate but not varied	<ul style="list-style-type: none">• Voice is appropriate and correct but may not enhance the paraphrase• Maintains audience interest
2 ➡ A Pass! Paraphrase is minimally accomplished and does not engage the audience.	<ul style="list-style-type: none">• Main idea is clearly paraphrased• Language is appropriate but not varied	<ul style="list-style-type: none">• Voice problems interfere with paraphrase delivery in places• Audience may struggle to understand or follow communication
1 ➡ Not Yet Paraphrase is inadequate and does not maintain audience interest.	<ul style="list-style-type: none">• Main idea is not paraphrased• Language is consistently used incorrectly	<ul style="list-style-type: none">• Voice problems may interfere with delivery• Audience is unable to understand or follow the paraphrase
0 ➡ Not at all	<ul style="list-style-type: none">• Paraphrase is too brief to evaluate or not attempted at all.	

Response Scoring Guide

4 ➔ Wow!	Your response is detailed and lively. <ul style="list-style-type: none">• The submission is specific and directly responds to the assigned question or task• Purposeful and appealing communication• Accurate, insightful, and complete response• Your response shows that you take pride in your work
3 ➔ Good!	Your submission is effective and responsive. <ul style="list-style-type: none">• The submission responds to the assigned question or task• Purposeful communication, but may not be entirely focused• Mostly accurate and complete response—with some insight• Your response shows that you take some pride in your work
2 ➔ A Pass!	Your submission is weak and under-developed. <ul style="list-style-type: none">• The submission is unspecific and lacks focus• Developing but unclear communication• an incomplete response• Your response shows only minimal pride in your work
1 ➔ Not Yet	Your submission is inaccurate and incomplete. <ul style="list-style-type: none">• The submission does not specify the task• Weak communication• An incomplete and/or inaccurate response• Your response shows little or no pride in your work
0 ➔ Not At All	Your submission response is not answered or barely answered.

Visual Design Scoring Guide

6 ➔

Wow!

- Your superior product is thoughtful, creative, and well designed
- Product has a clear purpose and sense of audience
- Includes significant and relevant details
- Layout is balanced and logically organized
- Effective use of titles and headlines; important elements are clearly emphasized
- Strong visuals add to the product
- May contain some minor errors

5 ➔

Strong!

- Your effective product is clear, organized, and well designed
- Product has a sense of purpose and audience
- Includes most significant details
- Layout is balanced and logically organized
- Appropriate titles and headlines with some elements emphasized
- Effective visuals add to the product
- May contain a handful of minor errors or gaps

4 ➔

Good!

- Your competent product is acceptable
- Product has some sense of audience and purpose
- Some details may be missing or repeated
- Organization is present but may lack balance
- Acceptable titles and headings with some elements emphasized
- A number of errors; some gaps present

3 ➔

A Pass!

- Your adequate product is minimally acceptable
- Weak sense of audience and purpose
- May contain irrelevant details or some details may be missing
- Lack of organization and balance
- Titles, headings, and visuals may be weak or missing
- Numerous errors; gaps are present

2 ➔

Almost!

- Your inadequate product is incomplete and unclear
- Product doesn't address audience or purpose
- Details are irrelevant or missing
- Some visual support but lacks balance
- Titles and headings are weak or missing; visuals less than acceptable
- Numerous errors interfere with meaning

1 ➔

Not Yet!

- Your product is unacceptable
- An attempt was made
- The product does not demonstrate an understanding or the purpose
- Significant information is missing; layout is inappropriate

0 ➔

- The product is off topic or difficult to understand

Visual Design Checklist

General Check

- the product is appropriate for and appeals to its audience
- a headline near the top clearly identifies the product's purpose (may be accompanied by an applicable graphic)
- only relevant information is included
- information is divided into small, easily readable chunks, often presented as lists or tables
- chunks of information are identified with titles where appropriate and are arranged in a logical order
- graphics are used to add context, interest, and balance
- important location and/or contact information is located near the bottom
- a persuasive or summarizing statement, or action phrase, may be included near the bottom

Design Element Check

Type

- the typeface(s) used are readable and complement the mood of the product
- no more than 2 different typefaces are used
- headlines are 18–24 pt, bold
- body copy is very readable and 9–12 pt
- bold is used to emphasize
- italic is used to differentiate
- type alignment looks balanced and easy to read

Graphics

- graphics which illustrate information are placed close to the corresponding text
- small graphics may be used to achieve balance
- lines may be used to separate elements

White space

- white space is provided to separate elements and achieve an uncluttered look

Colour

- colour may be used to add interest and attract the eye to important information
- there is enough contrast between type and the background colour

Composition

- the composition complements the page size and proportions
- elements are not too close to the page edge
- the elements are visually balanced on the page