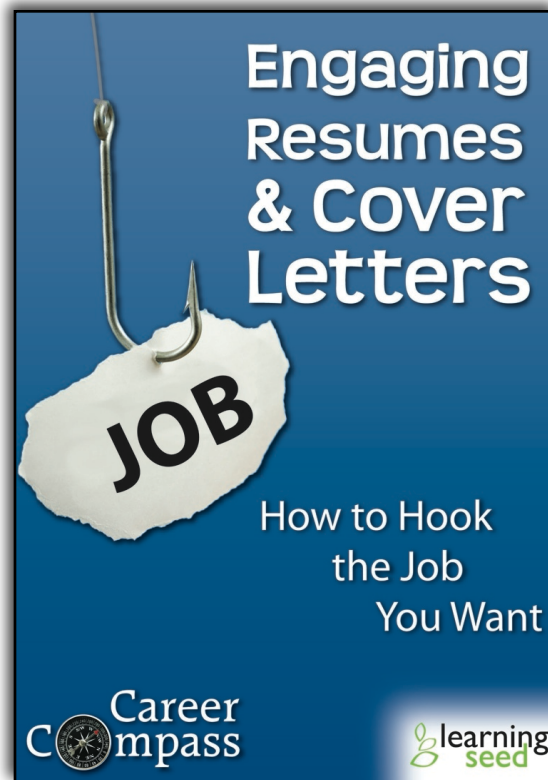


Engaging Resumes & Cover Letters: How to Hook the Job You Want



Educator's Resource Guide



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Engaging Resumes & Cover Letters

How to Hook the Job You Want

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Resource Guide: *Engaging Resumes & Cover Letters: How to Hook the Job You Want*

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Program Summary

Resumes and cover letters are the hooks that job seekers use to land an interview for the job they want. Job applicants use research and hard work to tailor a resume and cover letter for an employer. This video demonstrates the steps to create a resume and cover letter that showcase an applicant's qualifications for a specific job.

Teaching points:

1. A resume displays your qualifications in a concise, organized package; self-marketing is the key to a good cover letter and resume.
2. A resume should include: a header with name and contact information, an objective statement, a history of employment and experience, and skills pertinent to the job.
3. A resume should be organized and use a chronological or chronofunctional format. Chronological is best when most of your work history relates directly to the job description. Chronofunctional may be used when you have skills for the job, but not much relevant work history.
4. Cover letters are like someone recommending you to their friend. A good cover letter takes a few key parts from your resume, animates them, and tells a story about them.
5. In about three paragraphs, your cover letter should convey why you're writing, why you're qualified for the position, and a peek into your personality. It requires perfect grammar and spelling.
6. Resumes and cover letters should be proofread and revised for concision and word choice to ensure they are compelling and engaging.
7. When submitting an application package, you should precisely follow the delivery directions in the job advertisement.

Related Programs: *Your Job Search: Navigating the Roads to Employment*
Solid Interview Skills: Your Journey to a Job Offer
Mapping a Career Path: Know Your Aptitude, Interests, Values and Personality

National Standards

American School Counselor Association (ASCA)

C: A2.2 Apply job readiness skills to seek employment opportunities

C:A2.6 Learn how to write a resumé

American Association of Family and Consumer Sciences (AAFACS)

1.2.2 Demonstrate job seeking and job keeping skills.

National Council of Teachers of English (NCTE) and International Reading Association (IRA)

5: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

12: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Additional Resources

Books

[Happy About My Resume: 50 Tips for Building a Better Document to Secure a Brighter Future](#) by Barbara Safani

[Cover Letter Magic: Trade Secrets of Professional Resume Writers](#) by Louise Kursmark

[Resume Magic, 4th Ed: Trade Secrets of a Professional Resume Writer](#) by Susan Britton Whitcomb

Online

About.com Career planning

http://careerplanning.about.com/od/resumewriting/Resume_Writing.htm

Adventures in Education

<http://www.aie.org/finding-a-career/index.cfm>

<http://www.aie.org/Links/index.cfm?category=Jobs>

Job Star Central: Job Search Guide from your Local Public Library

<http://www.jobstar.org/tools/resume/index.php>

ResumeEdge Resource Center – Resume Help, Resume Writing Tips and More

<http://www.resumeedge.com/resume-writing/index.php>

Lesson Plan 1a (page 1 of 2)

Purpose: Guide and Create Expectations
Name: “All About Me”
Type: Self-Reflection
Est. Length: 40 minutes

Unit Name: Resumes & Cover Letters

Accompanying video:
*Engaging Resumes & Cover Letters:
 How to Hook the Job You Want*

Grade Level: Grade 11 and up

Unit Assessment:
 “My Cover Letter”

Type: Writing Exercise

Lesson Materials

- Copy of “All About Me” (Worksheet A in the Appendix)
- Highlighter
- Pen/Pencil
- Notebook paper

Lesson Summary

Using a graphic organizer, students will describe the qualities they have that can help secure a job.

Lesson Objective

- The student will complete a self-analysis to determine their job-related qualifications.

*The lesson objective of **Lesson 1a** correlates to **Unit Teaching Point 1**.
 See **page 4** for a list of unit teaching points.*

Lesson Plan 1a (page 2 of 2)

(Estimated Length: 40 minutes)

I. Lesson Set-up (5 minutes)

DISCUSSION

1. Ask students to discuss the following question in a open forum:
 - What type of information would you want to share about yourself on a cover letter?

II. Learning Activity (30 minutes)

1. Distribute “All About Me” (Worksheet A) to the class.
2. Instruct students to follow the worksheet directions to create a list of information about themselves.
3. Inform students to include as much information as possible, even if it seems irrelevant to a particular job.
4. Monitor students as they work to ensure they stay on task.

III. Closure: Discussion (5 minutes)

Using the five questions below, guide a daily closing discussion about resumes and cover letters.

1. How can researching a company help get you the job you want?
2. Why are first impressions so important?
3. What are some steps you can take to ensure your cover letter and resume are the best they can be?
4. What are some important qualities you can show to a potential employer before they ever meet you?
5. Why is it important to be honest on your resume and cover letter?

Lesson Plan 1b (page 1 of 1)

Purpose: Guide and Create Expectations
Name: Unit Pre-test
Type: Fill-in-the-Blank
Est. Length: 15 minutes

Unit Pre-test

As an alternative to Lesson 1a: “All About Me” you can use a pre-test to guide and create student expectations. See Worksheet B in the Appendix for the Fill-in-the-Blank Pre-test.

Unit Pre-test Answer Key

Resumes and cover letters are important factors in getting an interview. A resume displays your **education, work** experience, and **skills** in an **organized** format. Reviewing a job **description** will help you decide what to put in your **resume**. Two common ways to structure your resume are: **chronological** (if most of your work history relates directly to the job description) or **chronofunctional** (if you have skills that are important to the job but not a lot of relevant work history). Cover letters are like someone **recommending** you to a friend. A cover letter should be **one** page long and include about **three** paragraphs. The best cover letters are **professional**, to the **point**, and **enjoyable** to read. Two ways to submit a resume and cover letter are **digitally** or hard copy. Resumes and cover letters can help you catch a potential employer’s **attention**, so remember: **presentation** is everything! However, you should never put anything on a resume or cover letter that isn’t **true**.

Lesson Plan 2 (page 1 of 2)

Purpose: Define and Interpret Information
Name: “The Whole Truth”
Type: Independent Practice
Est. Length: 40 minutes

Unit Name: Resumes & Cover Letters

Accompanying video:
*Engaging Resumes & Cover Letters:
 How to Hook the Job You Want*

Grade Level: Grade 11 and up

Unit Assessment:
 “My Cover Letter”

Type: Writing Exercise

Lesson Materials

- Copies of “The Whole Truth” (Worksheet C in the Appendix)
- Highlighter
- Pen/Pencil
- Notebook paper
- Video: *Engaging Resumes & Cover Letters: How to Hook the Job You Want*



Lesson Summary

While watching the video, *Engaging Resumes & Cover Letters: How to Hook the Job You Want*, students will identify why it is important to tell the truth on resumes and cover letters.

Lesson Objectives

- The student will know the process of writing resumes and cover letters.
- The student will define resumes and cover letters.
- The student will identify the structure and formatting of resumes and cover letters.
- The student will recognize the importance of being truthful on resumes and cover letters.
- The student will consider how lying can affect credibility.

*The lesson objectives of **Lesson 2** correlate to **Unit Teaching Points 1, 2, 3, 4, 5, 6, and 7.** See **page 4** for a list of unit teaching points.*

Lesson Plan 2 (page 2 of 2)

(Estimated Length: 40 minutes)

I. Lesson Set-up (5 minutes)

Journal and Discussion Activity

1. Ask students to answer the following question in 3-5 sentences:
 - Why would it be a bad idea to lie on a resume or cover letter?
2. Have a class discussion about some responses.

II. Learning Activity (30 minutes)

DURING the Film

1. Hand out “The Whole Truth” (Worksheet C).
2. Instruct students to complete Part A while they watch the video *Engaging Resumes & Cover Letters*.

AFTER the film

1. Instruct students to finish Part B after they have watched the film.

III. Closure: Discussion (5 minutes)

Using the five questions below, guide a daily closing discussion about resumes and cover letters.

1. How can researching a company help get you the job you want?
2. Why are first impressions so important?
3. What are some steps you can take to make sure your cover letter and resume are the best they can be?
4. What are some important qualities you can show to your possible employer before they ever meet you?
5. Why is it important to be honest on your resume and cover letter?

Lesson Plan 3 (page 1 of 2)

Purpose: Define and Interpret Information
Name: “The Good and the Bad”
Type: Collaborative Learning
Est. Length: 60 minutes

Unit Name: Resumes & Cover Letters

Accompanying video:
*Engaging Resumes & Cover Letters:
 How to Hook the Job You Want*

Grade Level: Grade 11 and up

Unit Assessment:
 “My Cover Letter”

Type: Writing Exercise

Lesson Materials

- Copies of “The Good and the Bad” (Worksheet D in the Appendix)
- Highlighter
- Pen/Pencil
- Notebook paper
- Computer with online access to www.careerbuilder.com or similar website.



Lesson Summary

In this lesson, students will create good and bad cover letters and examine why they fall into each category.

Lesson Objectives

- The student will analyze resumes for good and bad traits.
- The student will analyze cover letters for good and bad traits.

*The lesson objectives of **Lesson 3** correlate to **Unit Teaching Points 1, 4, 5, and 6**. See **page 4** for a list of unit teaching points.*

Note to Teacher: For the best learning outcome, this lesson should be paired with Lesson Plan 5, “Present What You’ve Learned.” At your discretion, however, this lesson maybe used independently.

Lesson Plan 3 (page 2 of 2)

(Estimated Length: 60 minutes)

I. Anticipatory Set (5 Minutes)

DISCUSSION

1. Have students answer the following question:
 - What distinguishes a good cover letter from a bad cover letter?
2. Have a class discussion about some student responses.

II. Learning Activity (50 minutes)

1. Student computer access is needed for your class to complete this lesson.
2. Break up students into preset groups of two.
3. Inform students they are searching for a career and they are going to create a cover letter.
4. Each student will pick a career and search for a related job description using www.careerbuilder.com (or a similar job board website).
5. Handout “The Good and the Bad” (Worksheet D) from your teaching guide. This activity sheet contains the directions for students to draft their cover letter.
6. Remind students to keep their research and cover letters from today’s activity because they will be used in other lessons.

III. Closure: Discussion (5 minutes)

Using the five questions below, guide a daily closing discussion about resumes and cover letters.

1. How can researching a company help get you the job you want?
2. Why are first impressions so important?
3. What are some steps you can take to make sure your cover letter and resume are the best they can be?
4. What are some important qualities you can show to your possible employer before they ever meet you?
5. Why is it important to be honest on your resume and cover letter?

Lesson Plan 4 (page 1 of 2)

Purpose: Generate and Differentiate Ideas
Name: “What Would YOU Want Said?”
Type: Journaling Exercise
Est. Length: 60 minutes

Unit Name: Resumes & Cover Letters

Accompanying video:
*Engaging Resumes & Cover Letters:
 How to Hook the Job You Want*

Grade Level: Grade 11 and up

Unit Assessment:
 “My Cover Letter”

Type: Writing Exercise

Lesson Materials

- Copy of “What Would YOU Want Said?” (Worksheet E in the Appendix)
- Highlighter
- Pen/Pencil
- Notebook paper

Lesson Summary

Students will list the personal work qualities they would like shared versus qualities that they would not like shared with a possible employer. Students will then select and prioritize the qualities that they feel would be most helpful and most harmful and explain why they chose these qualities.

Lesson Objectives

- The student will consider helpful qualities to list for a future employer.
- The student will consider harmful qualities not to list for a future employer.
- The student will differentiate between helpful and harmful qualities.
- The student will recall how certain qualities listed can affect your hiring status.

*The lesson objectives of **Lesson 4** correlate to **Unit Teaching Points 1 and 4**. See **page 4** for a list of unit teaching points.*

Lesson Plan 4 (page 2 of 2) (Estimated Length: 60 minutes)

I. Lesson Set-up (5 minutes)

DISCUSSION

1. Ask students to answer the following question by participating in an open discussion.
 - What are some disadvantageous work qualities you possess? How are you trying to overcome them?
2. Create a list of answers shared with the class.

II. Learning Activity (50 minutes)

1. Instruct students to journal about qualities that they would or would not like shared with a potential employer.
2. Hand out “What Would YOU Want Said?” (Worksheet E). Instruct students that they may also use the graphic organizer created from “All About Me” (Worksheet A).

III. Closure: Discussion (5 minutes)

Using the five questions below, guide a daily closing discussion about resumes and cover letters.

1. How can researching a company help get you the job you want?
2. Why are first impressions so important?
3. What are some steps you can take to make sure your cover letter and resume are the best they can be?
4. What are some important qualities you can show to your possible employer before they ever meet you?
5. Why is it important to be honest on your resume and cover letter?

Lesson Plan 5 (page 1 of 2)

Purpose: Generate and Differentiate Ideas
Name: “Present What You’ve Learned”
Type: Group Presentation
Est. Length: 60 minutes

Unit Name: Resumes & Cover Letters

Accompanying video:
*Engaging Resumes & Cover Letters:
 How to Hook the Job You Want*

Grade Level: Grade 11 and up

Unit Assessment:
 “My Cover Letter”

Type: Writing Exercise

Lesson Materials

- Copies of “Present What You’ve Learned” (Worksheet F in the Appendix)
- Completed cover letters from Lesson 3 Activity “The Good and the Bad” (Worksheet D in the Appendix)
- Highlighter
- Pen/Pencil
- Notebook paper

Lesson Summary

Students will discuss the cover letters they wrote in a previous lesson and peer-edit a partner’s letter. Student groups will then present their findings to the class.

Lesson Objectives

- The student will consider the consequences of lying on a cover letter.
- The student will relate a good cover letter to landing the job they want.

*The lesson objectives of **Lesson 5** correlate to **Unit Teaching Point 4**. See **page 4** for a list of unit teaching points.*

Note to Teacher: For the best learning outcome, this lesson should be paired with Lesson Plan 3, “The Good and the Bad.” At your discretion, however, this lesson maybe used independently.

Lesson Plan 5 (page 2 of 2) (Estimated Length: 60 minutes)

I. Lesson Set-up (5 minutes)

DISCUSSION

1. Ask students to answer the following question by participating in an open discussion:
 - What do you think people lie about on cover letters?
 - Why do you think employers might dislike this?
2. Create a list of answers shared with the class.

II. Learning Activity (50 minutes)

PART A: GROUP WORK (30 minutes)

1. Pair students with the person with whom they wrote good and bad cover letters in Lesson 3.
2. Instruct pairs to join with another pair so they become groups of 4.
3. Each person will share a cover letter with the group. The group will discuss what aspects are good and bad, and take notes on the peer-edits given.
4. Instruct the groups to plan their presentation of their letters and conclusions to the class. They may decide to present the worst or best things they saw in the letters, or share parts of the letters with the class and lead a discussion.

PART B: PRESENTATIONS (20 minutes)

1. Instruct groups to come up in front of the class, one group at a time, and present their letters.
2. Depending on the style of presentation each group chose, the rest of the class may ask questions to the group or make their own observations about the letters.

III. Closure: Discussion (5 minutes)

Using the five questions below, guide a daily closing discussion about resumes and cover letters.

1. How can researching a company help get you the job you want?
2. Why are first impressions so important?
3. What are some steps you can take to make sure your cover letter and resume are the best they can be?
4. What are some important qualities you can show to your possible employer before they ever meet you?
5. Why is it important to be honest on your resume and cover letter?

Lesson Plan 6a - Assessment (page 1 of 2)

Purpose: Develop and Evaluate Performance
Name: "My Cover Letter"
Type: Writing Exercise
Est. Length: 60 minutes

Unit Name: Resumes & Cover Letters
Accompanying video: *Engaging Resumes & Cover Letters:How to Hook the Job You Want*
Grade Level: Grade 11 and up
Unit Assessment: "My Cover Letter"
Type: Writing Exercise
Assessment Summary: Students create a cover letter for a job description they are interested in.

Assessment Materials

- Copies of "My Cover Letter" (Worksheet G in the Appendix)
- Completed copies of "What Would You Want Said?" (Worksheet E)
- Highlighter
- Pen/Pencil
- Notebook paper
- Online Access (www.careerbuilder.com) or similar website



Assessment Objective

- The student will demonstrate mastery of the unit by creating a comprehensive cover letter.

*The lesson objective of **Lesson 6** correlates to **Unit Teaching Point 4, 5 and 6.***

*See **page 4** for a list of unit teaching points.*

Lesson Plan 6a - Assessment (page 2 of 2)

(Estimated Length: 60 minutes)

I. Anticipatory Set (5 minutes)

DISCUSSION

1. Ask students to answer the following question by participating in an open discussion:
 - What do you need to include to create an effective cover letter?
2. Create a list of answers to share with the class.

II. Assessment Activity (55 minutes)

1. Instruct students to write their own cover letter.
2. Handout “My Cover letter” (Worksheet G) from the teaching guide.
3. Instruct students to follow all directions, in the order given on the worksheet.
4. Remind students to create an ENGAGING cover letter. The opening line should be inviting and the content throughout should be accurate.
5. An optional rubric is available (Worksheet H) to help guide students in their letter writing.

Lesson Plan 6b - Assessment (Alternative)

Purpose: Develop and Evaluate Performance
Name: Unit Post-Test
Type: Multiple Choice
Est. Length: 30 minutes

Unit Post-test

As an alternative to Lesson 6a: “My Cover Letter,” you can define and evaluate student performance by using this post-test. See Worksheet I in the Appendix for the Multiple Choice Post-test.

Unit Post-test Answer Key

The correct answer is bolded and italicized.

<p>1) All of these are lists you create to prepare for writing a resume EXCEPT:</p> <p><i>b) awards received</i></p>	<p>6) When you have skills important to a job but not much relevant work history, your resume format should be:</p> <p><i>a) chronofunctional</i></p>
<p>2) The very first thing on your resume should be a:</p> <p><i>e) heading</i></p>	<p>7) A cover letter should be no more than ___ page long and include about ___ paragraphs.</p> <p><i>b) 1, 3</i></p>
<p>3) Which is an example of an appropriate email address to include on a resume?</p> <p><i>c) Luc.Smith@example.com</i></p>	<p>8) The final step in preparing your resume and cover letter is to:</p> <p><i>c) proofread</i></p>
<p>4) Which is NOT a step needed to prepare a resume and cover letter?</p> <p><i>b) reset</i></p>	<p>9) All of these are appropriate ways to submit your resume and cover letters EXCEPT:</p> <p><i>b) having your parents deliver it</i></p>
<p>5) All of these should match on your resume and cover letter EXCEPT:</p> <p><i>d) salutation</i></p>	<p>10) The opening line in your cover letter is as important the _____ in your resume:</p> <p><i>d) objective statement</i></p>

Appendix

Student Worksheets

Rubric

Glossary

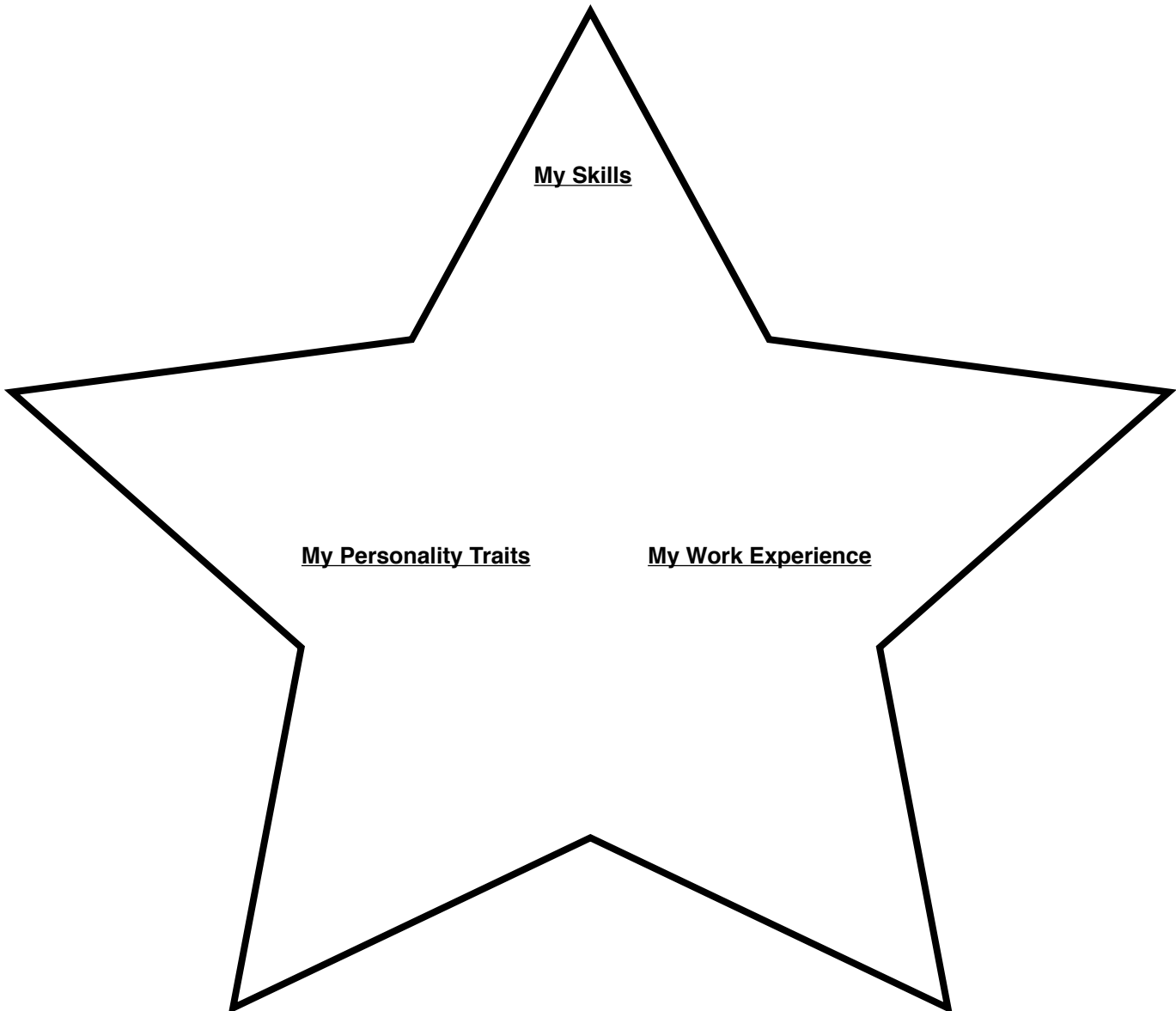
Stopping Point Activities

Name _____

Directions:

Fill out the graphic organizer with as much information as you can about yourself. Some information will be useful for getting a job and some will not.

Once you have filled out as much as you can, think of an ideal job you would like to have or company you would like to work for. Then, review everything you have listed and circle the information that would be helpful to include in a resume or cover letter.



My Skills

My Personality Traits My Work Experience

Name _____

Fill-In-The-Blank

Directions: Fill in the blanks with the correct words from the Word Bank at the bottom of the page.

Resumes and cover letters are important factors in getting an interview. A resume displays your _____, _____ experience, and _____ in an _____ format. Reviewing a job _____ will help you decide what to put in your _____. Two common ways to structure your resume are: _____ (if most of your work history relates directly to the job description) or _____ (if you have skills that are important to the job but not a lot of relevant work history). Cover letters are like someone _____ you to a friend. A cover letter should be _____ page long and include about _____ paragraphs. The best cover letters are _____, to the _____, and _____ to read. Two ways to submit a resume and cover letter are _____ or hard copy. Resumes and cover letters can help you catch a potential employer's _____, so remember: _____ is everything! However, you should never put anything on a resume or cover letter that isn't _____.

WORD BANK

attention
 chronofunctional
 chronological
 description
 digitally
 education

enjoyable
 one
 organized
 point
 presentation
 professional

recommending
 resume
 skills
 three
 true
 work

Name _____

Part A: During the Film**Directions:** As you watch the video, define the following words.

1. Heading
2. Objective Statement
3. Related Work Experience
4. Chronological vs. Chronofunctional
5. Rewording
6. Resume
7. Cover Letter

Part B: After the Film

1. Give an example of a time you didn't tell the truth about yourself and what happened because of it.
2. What do you think some people lie about on resumes and cover letters?
3. What do you think would happen if you were caught lying on a resume or cover letter?

Name _____

Directions: You and your partner will each select a career and find a job description on the job board website your instructor has selected.

1. Choose a field you are interested in (it doesn't matter if you and your partner choose the same career or different ones.) You will use this job description for future lessons, so choose one you're interested in!
2. Once you find a job description for your field of choice, it's time to write your cover letter!

If you and your partner choose the SAME job description...

- Together you will write one "good" cover letter based on both of your backgrounds.
- Together you will write one "bad" cover letter.

If you and your partner choose DIFFERENT job descriptions...

- Pick *one* description and create a "good" cover letter based on *both* of your backgrounds.
- Use the other job description to create one "bad" cover letter.

IMPORTANT REMINDER

BOTH of you must contribute to writing BOTH of the letters (i.e., one partner should not write the "good" letter while the other writes the "bad" letter). The letters should reflect *both* of your personalities!

Name _____

Directions: Using the good and bad cover letter you created earlier, work with your partner plus another set of partners.

PART A: GROUP WORK

1. Share your letters with the group.
2. Discuss what makes them good or bad ... and WHY.
3. Determine two (and only two!) major points from each letter to present to the class.
4. Decide how to present your letters and conclusions to the class.

PART B: PRESENTATIONS

1. Everyone from your group must participate in the presentation.
2. Read two letters directly to the class (one bad, one good).
3. Create a T-chart on the board to list the good or bad points of each letter.
4. Lead a discussion about the the high points and pitfalls of the letters and how they may affect a potential job interview.
5. Make sure you understand your letters and can explain why a certain aspect is good or bad.
6. Remember: other students can ask you questions, so be prepared!

Name _____

“A good cover letter takes a few key parts from your resume, animates them, and tells a story about them.”

Directions: Choose a job description that you would be interested in from www.careerbuilder.com (or a similar website your instructor suggests). Then write a cover letter to that company as if you were applying for the job. Remember, the best cover letters are professional, to the point, and enjoyable to read.

Your cover letter should be only **one** page long -- about three paragraphs. Use professional grammar and spelling.

1. The first paragraph should start with 1-2 sentences about WHY you're writing, including the name of the job you're interested in. (Make sure this section is attention grabbing!)
2. The second paragraph should have about 2-3 points on WHY you're qualified for the job.
3. Your third paragraph should include your follow up plan.
4. End with a thank you and your contact information.

MAKE SURE TO INCLUDE:

- header
- date
- recipient's address and name (if you can't find it, use a title like Hiring Manager or Human Resources Director)
- salutation (greeting)
- professional closing

HINTS:

- Start by going back to your selected job description to look for repeating words. Whatever concept repeats in the job description is the concept you want to focus on in your cover letter stories.
- You should also research the company's products and goals and provide a connection to them in your letter.

REMEMBER!

- Prepare
- Draft
- Revise (rewording, concision)
- Format (body paragraphs in block format, margins justified left, lines single-spaced, double space between paragraphs)
- Proofread

Name _____

CATEGORY	4	3	2	1
Sentences & Paragraphs	Sentences and paragraphs are complete, well-constructed and of varied structure.	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs a lot of work.
Grammar & spelling (conventions)	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling	Writer makes more than 4 errors in grammar and/or spelling.
Length	The entry is 10 or more sentences.	The entry is 8-9 sentences.	The entry is 5-7 sentences.	The entry is less than 5 sentences.
Capitalization and Punctuation	Writer makes no errors in capitalization and punctuation.	Writer makes 1-2 errors in capitalization and punctuation.	Writer makes 3-4 errors in capitalization and punctuation.	Writer makes more than 4 errors in capitalization and punctuation.
Ideas	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the entry was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the entry was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the entry was about.

How to Use this Rubric

A rubric is a useful tool for ensuring fair and consistent grading methods. Our rubric scores student's work and performance in a variety of categories. To use our rubric, identify where a student's work falls in each category. Each level of the category is assigned a number value. Add up the scores that your student's work has earned and divide by a perfect score of 20 to assign his or her grade. For example: $4 + 3 + 1 + 4 + 4 = 16$, the grade is 16/20.

Name _____

Directions: Circle the best available answer for each of the following:

<p>1) All of these should be lists you create to prepare for writing your resume EXCEPT:</p> <ul style="list-style-type: none"> a) other experience b) awards received c) work history d) skills e) education 	<p>6) When you have skills that are important to a job but not much relevant work history, your resume format should be:</p> <ul style="list-style-type: none"> a) chronofunctional b) reverse order c) highest salary to lowest salary d) chronological e) favorite job to least favorite job
<p>2) This is the very first thing on your resume should be a:</p> <ul style="list-style-type: none"> a) salutation b) skills c) salary expectations d) work experience e) heading 	<p>7) A cover letter should be no more than ____ page long and include about ____ paragraphs.</p> <ul style="list-style-type: none"> a) 1, 1 b) 1, 3 c) 2, 2 d) 2, 3 e) 3, 1
<p>3) Which is an example of an appropriate email address to include on a resume?</p> <ul style="list-style-type: none"> a) PartyGuy55@example.com b) Gossip12@example.com c) Luc.Smith@example.com d) IHeartRobPattinson@example.com e) LazyBones20@example.com 	<p>8) The final step in preparing your resume and cover letter is to:</p> <ul style="list-style-type: none"> a) step away from your work for a few minutes b) format c) proofread d) share with a friend e) there is no final step
<p>4) Which is NOT a step needed to prepare a resume and cover letter?</p> <ul style="list-style-type: none"> a) draft b) reset c) proofread d) prepare e) format 	<p>9) All of these are appropriate ways to submit your resume and cover letters EXCEPT:</p> <ul style="list-style-type: none"> a) application process on employer's website b) having your parents deliver it c) mail d) hand delivery e) email
<p>5) All of these should match on a resume and cover letter EXCEPT:</p> <ul style="list-style-type: none"> a) font size b) header c) margins d) salutation e) font style 	<p>10) The opening line in your cover letter is as important as the _____ in your resume:</p> <ul style="list-style-type: none"> a) education b) format c) salutation d) objective statement e) salary expectations

Chronofunctional	style of resume used when applicant has skills and accomplishments important to the job, but not a lot of relevant work history
Chronological	style of resume used when applicant's work history relates directly to the job description
Concision	the practice of presenting essential information in as clear, brief, and concise a manner possible
Cover Letter	an introduction to an employer; informs employers why an applicant is qualified for the job; should be engaging and used to catch an employer's attention
Heading	includes name and contact information (address, phone number, email) at the very top of the resume, centered and in bold type
Objective Statement	resume section that summarizes what benefits an applicant brings to a position
Other Experience	resume section that summarizes previous work experience that is relevant but not directly related to the position an applicant is applying for
Related Work Experience	work or activity that clearly and directly matches the job description
Resume	a concise history of relevant work experience, skills, and education; shows an employer, at a glance, that an applicant possesses the skills they require
Rewording	revising a resume's language to reflect a better way to state something; does NOT mean lying

NAME _____

Circle the job description you would like to apply for:

CLASSROOM TEACHERResponsibilities:

- Teaches students according to designated curricula
- Creates lesson plans and classroom activities
- Develops and nurtures student's respect for learning
- Works collaboratively with faculty and administrators to foster an effective teaching environment
- Reports to school administrators
- Demonstrates exemplary ethical behavior to students and colleagues

Requirements:

- Must be able to meet the school's attendance requirements
- Must possess strong communication skills
- Must exhibit a passion for teaching
- Must be a team player
- Must be dependable
- Must be dedicated to the education of the students
- Must exhibit strong organizational skills
- Must manage time effectively and responsibly

FIRE FIGHTERResponsibilities:

- Responds to alarms and emergency situations
- Drives and operates fire fighting equipment and related apparatus
- Aids in the suppression of fires
- Provides rescue and emergency medical care to victims
- Performs clean-up and overhaul work
- Inspects fire hydrant flows, fire codes, and pre-fire plans
- Demonstrates the flexibility to perform related tasks as necessary

Requirements

- Must be able to perform heavy manual labor
- Must be able to operate emergency equipment
- Must be a team player
- Must understand the principles and techniques of firefighting
- Must be able to follow instructions
- Must be able to function and excel under pressure

WEB DESIGNERResponsibilities:

- Creates website design and layout
- Creates graphic elements of websites
- Designs the architecture and navigation of website
- Ensures that web design is conducive to client's needs
- Communicates with client to ensure that design and content are perfect
- Performs maintenance to website as needed
- Aids in troubleshooting problems with website as needed

Requirements:

- Possesses strong technological and creative skills
- Must work well under deadline
- Must be able to multi-task under pressure
- Must be a strong creative problem-solver
- Possesses exemplary organizational skills
- Must be dependable
- Must be able to follow instructions
- Must have excellent written and verbal communication skills

ADVERTISING ACCOUNT SERVICES SUPERVISORResponsibilities:

- Works with client to identify desired advertising campaign
- Maintains open and clear communication between agency and client
- Supervises deadlines, budgets, and creative process for client's advertising campaign
- Oversees creation of campaign and communicates progress to client
- Organizes agency resources and talent to best meet client's needs

Requirements

- Must be a team player
- Must possess excellent organizational skills
- Must excel in a fast-paced environment and function under pressure
- Must be willing to travel
- Must have excellent written and verbal communication skills
- Must be able to work and cooperate with a variety of people and personalities



ACTIVITY 2: LISTS

Engaging Resumes & Cover Letters: How to Hook the Job You Want

NAME _____

Use the category headings below to brainstorm four lists you can use later to build your resume.

Work History

Education

Skills

Other Experience



ACTIVITY 3 & 4: RESUME TEMPLATE

Engaging Resumes & Cover Letters: How to Hook the Job You Want

_____ (Full Name)
 _____ (Address)
 _____ (Phone Number) _____ (Email)

Objective: _____

Education & Training

Name of school _____ (Most Recent)

Degree or Certificate received _____ Years attended _____

Employment & Experience (list most recent job first)

<i>(Title at job)</i>	<i>(Name of Company)</i>	<i>(Dates of Employment)</i>
• _____		(Duties & Accomplishments)
• _____		(Duties & Accomplishments)
• _____		(Duties & Accomplishments)

<i>(Title at job)</i>	<i>(Name of Company)</i>	<i>(Dates of Employment)</i>
• _____		(Duties & Accomplishments)
• _____		(Duties & Accomplishments)
• _____		(Duties & Accomplishments)

Other Experience

<i>(Title at job)</i>	<i>(Name of Company)</i>	<i>(Dates of Employment)</i>
• _____		(Duties & Accomplishments)
• _____		(Duties & Accomplishments)

Skills

_____ (Work related) _____ (Work related)
 _____ (Computer/Technical) _____ (Computer/Technical)



ACTIVITY 5: COVER LETTER PREPARATION
Engaging Resumes & Cover Letters: How to Hook the Job You Want

NAME _____

Part A: Adjectives and Action Phrases

List five adjectives and five action phrases about yourself. Your choices should help reflect the qualities you have for the job you are applying to.

ADJECTIVES

1. _____
2. _____
3. _____
4. _____
5. _____

ACTION PHRASES

1. _____
2. _____
3. _____
4. _____
5. _____

Part B: Introductory Sentence

Write an introductory sentence for your cover letter by using some of the words and phrases you wrote above in Part A.
