

Résumés and Letters of Application

Unit. Employability in Family and Consumer Science

Problem Area. Gaining Employment

Lesson. Résumés and Letters of Application

■ **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

- 1 Explain the purpose of a résumé.**
- 2 List the main items that should be included in a résumé.**
- 3 Describe the purpose of a letter of application and its primary elements.**

■ **List of Equipment, Tools, Supplies, and Facilities**

- ✓ Writing surface
- ✓ Overhead or PowerPoint projector
- ✓ Visual(s) from accompanying master(s)
- ✓ Copies of sample test, lab sheet(s), and/or other items designed for duplication
- ✓ Copies of sample résumés and letters of application



■ **Terms.** The following terms are presented in this lesson (shown in bold italics):

- ▶ career objective
- ▶ curriculum vitae
- ▶ explanation of intent
- ▶ letter of application
- ▶ personal data sheet
- ▶ résumé
- ▶ statement of qualifications

■ **Interest Approach.** Use an interest approach that will prepare students for this lesson. Teachers often develop approaches for their unique class and student situations. A possible approach is included here.

Gather sample résumés and letters of application from local sources. Since these documents are sometimes confidential, make sure the names of individuals have been eliminated. Copies of résumés can also be found in books available for purchase from bookstores, or check your local library for a copy. Distribute copies of these materials to the class. Have students read through the résumés and letters. Discuss what the purpose of each is. Have students identify aspects that are common to all of the résumés and letters. Help students understand that the materials follow a basic format. Through use of this format, the writers are using the résumés and letters as tools in selling themselves to prospective employers.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1: Explain the purpose of a résumé.

Anticipated Problem: What is the purpose of a résumé?

- I. A **résumé** is a written summary of one's education, experience, and other qualifications.
 - A. A résumé has two main purposes.
 1. A résumé provides information when the person cannot be present. The résumé serves as a quick summary of a person's qualifications and background. It is most often used in applying for jobs; however, it is also used in applying for awards and scholarships.

2. A résumé also serves as a permanent record that can be placed into a file or attached to a letter or application form.
- B. Résumés are often referred to by two other names.
1. **Personal data sheet** is a term often used because it is easier to properly write.
 2. **Curriculum vitae** is a Latin term meaning “course of life.”

Many techniques can be used to help students master this objective.

Objective 2: List the main items that should be included in a résumé.

Anticipated Problem: What items should be included in a résumé?

- II. A good résumé is easy to prepare. The content should be accurate and should positively reflect a person’s qualifications. There are six major items that should be included in a résumé.
 - A. Personal information—the candidate’s name, address, and telephone number should appear prominently at the top of the page.
 - B. **Career objective**—a statement as to the type of position a candidate is qualified for.
 - C. Education and training—summarized with emphasis on particular aspects that relate to the candidate’s career objective.
 - D. Work experience—summarized with the dates the candidate was employed included.
 - E. School and community activities—should reflect the candidate’s personal interests.
 - F. References—these can be stated on the résumé as “Available on Request.” Always obtain a person’s permission before using him or her as a reference.

Many techniques can be used to help students master this objective. Use VM–A to summarize the major items included on a résumé. Have them complete LS–A to reinforce the information to include in a résumé. Compare the completed lab sheets to the sample résumés used in the interest approach.

Objective 3: Describe the purpose of a letter of application and its primary elements.

Anticipated Problem: What is the purpose of a letter of application, and what primary elements should be included in it?

- III. A **letter of application** is a business letter which indicates that a candidate is applying for a job. It provides an important first impression to the employer. Certain primary elements should be included in a letter of application.
- A. **Explanation of intent**—this is a statement as to the job the candidate is applying for. This should appear in the first paragraph of the letter.
 - B. **Statement of qualifications**—this section of the letter summarizes the candidate’s education, training, and work experience. This information should appear in one or two paragraphs. It serves as the body of the letter.
 - C. Restatement of qualifications—this paragraph should briefly summarize the information contained in the body of the letter.
 - D. Conclusion—this is a statement of the candidate’s availability to further discuss his or her qualifications. A telephone number and the hours during which the candidate may be reached should be included.

Many techniques can be used to help students master this objective. Use VM–B to summarize the primary elements of a letter of application. Use LS–B to reinforce the purpose and elements of a letter of application.

- **Review/Summary.** Use the student learning objectives as the basis for review and summary. Have students explain the content associated with each objective. Use their responses in determining which objectives and concepts need to be retaught. The anticipated problems can be used as student review questions.
- **Application.** Use the included visual masters and lab sheets to apply the information presented in the lesson.
- **Evaluation.** Evaluation should be based on student comprehension of the learning objectives. This can occur during instruction, review, or later as students apply the information. The sample written test provided can also be used.

■ **Answers to Sample Test:**

Part One: Matching

1. c
2. b
3. a
4. d

Part Two: Completion

1. personal data
2. letter of application
3. statement of qualifications
4. conclusion

Part Three: Short Answer

1. personal data sheet, curriculum vitae
2. personal information, career objective, education and training, work experience, school and community activities, references
3. Students should write a sentence that states their interest in an “ideal” job and the qualities they possess that would make them a good candidate.

Résumés and Letters of Application

► Part One: Matching

Instructions: Match the term with the correct definition.

- | | |
|--------------------------|---------------------|
| a. explanation of intent | c. career objective |
| b. curriculum vitae | d. résumé |

- ____ 1. A statement in a résumé which explains the type of position a candidate is qualified for.
- ____ 2. A Latin term meaning “course of life.”
- ____ 3. Statement appearing in the first paragraph of a letter of application which states the job a candidate is applying for.
- ____ 4. A written summary of one’s education, experience, and other qualifications.

► Part Two: Completion

Instructions: Complete the following statements.

1. A _____ sheet is another term for a résumé.
2. A _____ is a business letter which indicates a candidate is applying for a job.
3. The section in a letter of application that summarizes a candidate’s qualifications is referred to as the _____.
4. The _____ is the section of the letter of application that states the candidate’s availability to further discuss his or her qualifications.



Résumés and Letters of Application

Overview

Students will develop a letter of application for a job within a company that they researched for the “Job Applications” lesson.

Procedures

Prior Student Learning Opportunities

1. In order to communicate ideas in writing to accomplish a variety of purposes, provide students with sufficient learning opportunities to develop the following skills:
 - ◆ Accomplish the assumed purpose (e.g., job application, résumé, petition).
 - ◆ Adjust voice, tone, vocabulary, and grammatical conventions according to purpose and audience.

Student Task

2. Provide each student with a copy of the task sheet and the rubric. Have students review and discuss the task to be completed and how the rubric will be used to evaluate their work.
3. Using the research that you gathered regarding the company of your choice in the “Job Applications” lesson, develop a letter of application.
4. The letter of application should be written specifically for a job vacancy within the company.

Evaluation

5. Evaluate each student’s performance using the rubric. Add each student’s scores to determine the performance level.

Time Requirements

- ◆ 120–180 minutes

Resources

- ◆ Computer
- ◆ Writing scoring rubric

Résumés and Letters of Application

1. Using the research that you gathered regarding the company of your choice in the “Job Applications” lesson, develop a letter of application.
2. The letter of application should be written specifically for a job vacancy within the company.



Résumés and Letters of Application

- ◆ Exceeds standard (28–32 total points)
- ◆ Meets standard (21–27 total points)
- ◆ Approaches standard (15–20 total points)
- ◆ Begins standard or absent (6–14 total points)

	FOCUS	SUPPORT	ORGANIZATION	CONVENTIONS	INTEGRATION
6	<ul style="list-style-type: none"> • Effective opening (may or may not include specific preview) which displays sophistication through the use of anecdotes, quotations, definitions, personal appeals, or other effective strategies; may develop the focus inductively. • Writing is purposeful with logic maintained throughout. • Effective closing which relates to opening and unifies the writing (may invite exploration, raise relevant questions, or use other devices/ ideas). 	<ul style="list-style-type: none"> • All major points fully developed and supported evenly by specific detail throughout the paper. • Extensive, in-depth development of support using multiple strategies (e.g., explanation, evidence, and example). • Word choice enhances specificity. 	<ul style="list-style-type: none"> • Structure is clear, appropriate, and effective. • All paragraphs are appropriate and purposeful.* • Coherence and cohesion are demonstrated throughout with effective and varied devices. • All points logically presented and interrelated. • Varied sentence structure and word choice produce cohesion. 		<ul style="list-style-type: none"> • Fully developed for grade level. • Clear and purposeful focus; in-depth, balanced support; lines of reasoning identified and developed coherently and cohesively throughout.
5	<ul style="list-style-type: none"> • Clearly sets purpose of paper through thematic introduction, specific preview, or successful, more sophisticated introduction; may develop the focus inductively. • Maintains clear position/logic throughout. • Effective closing. 	<ul style="list-style-type: none"> • All major points developed evenly by specific detail (to the same degree of specificity). • Most support developed through multiple strategies (e.g., explanation, evidence, and example). • Word choice enhances specificity. 	<ul style="list-style-type: none"> • Structure is clear and appropriate to purpose. • All points are appropriately paragraphed.* • Coherence and cohesion are demonstrated by effective and varied transitions and/or other devices. • All points are logically presented and interrelated. • Varied sentence structure and word choice produce cohesion. 		<ul style="list-style-type: none"> • Developed for grade level. • All features are developed but not equally well developed throughout.

	FOCUS	SUPPORT	ORGANIZATION	CONVENTIONS	INTEGRATION
4	<ul style="list-style-type: none"> Clearly sets purpose of paper through thematic introduction or specific preview. May attempt a more sophisticated introduction (with varying degrees of success). If previewed, paper develops only previewed points. Maintains clear, logical subject/position. Clear closing. 	<ul style="list-style-type: none"> Most major points developed by specific detail. All key points supported, some key points may be more developed than others (not even or balanced). Word choice may enhance specificity. 	<ul style="list-style-type: none"> Structure is clear. Most major points appropriately paragraphed.* Coherence (paragraph to paragraph) and cohesion (sentence to sentence) demonstrated with appropriate transitions and/or other devices; a variety of transitional devices may be present in more developed essays. Most points logically presented and organized. Some varied sentence structure and word choice produce cohesion. 		<ul style="list-style-type: none"> Bare-bones–developed paper for grade level. Simple and clear, presents nothing more than the essentials. Limited depth.
3	<ul style="list-style-type: none"> Subject/position (or issue) identified by only brief, general opening statement or established somewhere in the paper. If previewed, paper develops more or fewer points than previewed. Minor focus drift or lapses in logic (not really separate ideas—repetitious). Closing is absent or only a verbatim reiteration of the introduction. Lacks sufficiency to demonstrate a developed focus. 	<ul style="list-style-type: none"> Some main points are developed by specific detail (e.g., second-order ideas beyond major point), some may be general. Some elaboration of key points but lacks depth. Lacks sufficiency to demonstrate developed support. 	<ul style="list-style-type: none"> Structure is evident. May have inappropriate or intrusive transitions that disrupt the progression of ideas (e.g., “Firstly,” “Secondly,” “Lastly” used within paragraphs). Some major points appropriately paragraphed.* Has coherence but lacks cohesion. May have a minor digression. May lack sufficiency to demonstrate developed organization. 		<ul style="list-style-type: none"> Partially developed. Some (or one) of the feature(s) may not be sufficiently formed, but all are present. Inference is usually required.

	FOCUS	SUPPORT	ORGANIZATION	CONVENTIONS	INTEGRATION
2	<ul style="list-style-type: none"> Subject/position is vague or prompt-dependent; may launch with no unifying statement anywhere or repeats prompt or a portion of it as the only focusing statement. Unrelated or illogical ideas that drift from focus; paper may consist mostly of repetitions and redundancies. Off-mode response that does NOT serve persuasive/expository purpose. Multiple subjects/positions without a unifying umbrella statement. May be insufficient writing to determine that subject/position (or issue) can be sustained. 	<ul style="list-style-type: none"> Most support is general or consists of repetition/redundancy. Simple list of specifics that may have some extensions. May be insufficient writing to determine that the support can be maintained. 	<ul style="list-style-type: none"> Structure is noticeable, but the reader must infer it. Limited evidence of appropriate paragraphing.* Little structure within paragraphs (e.g., little purposeful ordering of sentences). Lacks appropriate persuasive or expository structure. May have a major digression. May be insufficient writing to determine that organization can be sustained. 	<ul style="list-style-type: none"> Mastery of sentence construction. Very few run-ons or fragments in proportion to amount written. Mastery of verb tense and subject/verb agreement. Correct use of pronouns. Mastery of punctuation/capitalization. Few minor and very few major errors in proportion to amount written.** 	<ul style="list-style-type: none"> Attempts to address the assignment, but only rudiments of techniques for forming focus, support, and organization can be detected. Some confusion and/or disjointedness. Lacks appropriate persuasive or expository structure. May be insufficient writing to determine that features can be maintained.
1	<ul style="list-style-type: none"> Subject/position (or issue) is unclear. Insufficient writing to show that criteria are met. 	<ul style="list-style-type: none"> Support may lack clarity. Insufficient writing to show that criteria are met. 	<ul style="list-style-type: none"> Structure is attempted; the reader must work hard to infer it. Insufficient writing to show that criteria are met. 		<ul style="list-style-type: none"> Does not fulfill the assignment, barely deals with the topic, or does not present most or all of the features. Insufficient writing to show that criteria are met.
Score					

Remember: Integration scores are to be doubled when tallying totals.

*A well-developed, one-paragraph paper may receive a “4,” “5,” or “6.”

**Convention scores will be assigned on the basis of “2” for a developed score and “1” for an undeveloped score.

MAJOR AND MINOR ERRORS

SENTENCE CONSTRUCTION

Major Errors

- ◆ Incorrect subject/verb agreement
- ◆ Run-on(s)
- ◆ Fragment(s)
- ◆ Omitted words that interfere
- ◆ Incorrect usage
- ◆ Incorrect use of common words
- ◆ Incorrect pronoun reference
- ◆ Confusing tense shifts

Minor Errors

- ◆ Incorrect use of connectors between clauses
- ◆ Omitted words that do not interfere

USAGE

Minor Errors

- ◆ Commas in a series, for opening or clauses
- ◆ Awkward or odd use of words/phrases, but meaning is still clear
- ◆ Homonyms (its/it's, there/their/they're, to/two/too)

SPELLING

Major Errors

- ◆ Misspelled common words (same word misspelled is considered only once)

Minor Errors

- ◆ Inventive spellings for unusual or less frequently used words

PARAGRAPH FORMAT

Major Errors

- ◆ Using titles to delineate paragraphs
- ◆ Numbering paragraphs
- ◆ Mixed or incorrect paragraph formats

Minor Errors

- ◆ Inconsistent separation of paragraphs

PUNCTUATION/CAPITALIZATION

Major Errors

- ◆ Omission of initial caps
- ◆ Common proper nouns
- ◆ Missing or incorrect ending punctuation
- ◆ Missing or misplaced apostrophes

Minor Errors

- ◆ Missing periods for abbreviations

MAJOR ITEMS CONTAINED IN A RÉSUMÉ

- ◆ Personal information
- ◆ Career objective
- ◆ Education and training
- ◆ Work experience
- ◆ School and community activities
- ◆ References



PRIMARY ELEMENTS OF A LETTER OF APPLICATION

- ◆ Explanation of intent
- ◆ Statement of qualifications
- ◆ Restatement of qualifications
- ◆ Conclusion



Developing a Résumé

Procedure

Review the copies of résumés that your teacher has provided. Pick a job you are interested in and write a résumé for yourself.

Name _____

Address _____

Telephone number _____

Career Objective:

Education and Training:

(include locations and dates)

Work Experience:

(include dates employed)

School and Community

Activities:

References:

Writing a Letter of Application

Procedure

Use this page as a guide to writing a cover letter to accompany the résumé you developed in the previous lab sheet.

(Return address and date) _____

_____ (Addressee's Name, Title, and Complete Address)

Dear: _____

(Explanation of Intent)

(Statement of Qualifications)

(Restatement of Qualifications)

(Conclusion)
