English 112

Fredericton High School

V. Marshall

**Job Application for English 112**

You’ve been a student in school long enough to know that there are natural jobs in every classroom. We don’t usually name the jobs or think specifically of the requirements or qualifications, but we know they exist. There’s the student who just seems to be a walking, talking source of all knowledge. How *does* she know all that info? There’s the student who has an opinion on every topic and can’t wait to tell the rest of us what he thinks. Every day! There’s the student who argues with everyone else’s opinion, especially the teacher’s. And there’s the student who sits quietly, observing the daily happenings and only occasionally offers an idea. But, Wow! What an idea it is.

Of course, these job descriptions are merely a one-dimensional way to describe the complexity of each student. We know there is more to a person than the surface may suggest. Nonetheless, your first task of the semester is to apply for a “job” in the class. Consider the job openings listed below, reflect on your strengths and past experiences, and craft a cover letter in which you apply for one of the positions.

(Don’t see a job best suited to your strengths? Embrace your entrepreneurial side and create the job for which you are best suited.)

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|  | **Learning Targets** |
| 8.1 | use writing to reflect on experiences that have shaped you |
| 8.3 | make informed choices of language, form, style and content address the demands of the audience and purpose |
| 10.2 | demonstrate control of the conventions of written language |
| 7.1 | examine the different aspects of text that contribute to meaning and effect |
| 7.5 | discuss the language, ideas, and characteristics of texts and genres |

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| **JOB OPENINGS** |

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| title | **Discussion Director** |
| description | Voluntarily provide leadership during class discussion, making sure that your voice is heard while allowing other voices to be heard as well. Listen to the ideas of others in order to understand their perspective. |
| qualifications/  responsibilities | * speak with/to others in the room * listen attentively * learn through speaking and listening * ask pertinent questions |
| hours | up to 30 minutes / day depending on the learning activity |

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| title | **Comic Relief** |
| description | Provide moments of humour at appropriate times – this includes during class time and before / after class. Humour must not be offensive to individuals/groups, but rather, should be good-hearted in nature, and it should include the entire class, not just a small sub-set of the class. |
| qualifications/  responsibilities | * understand the boundaries of appropriate behaviour * possess a quick wit * read the mood of the class and the teacher * relieve tense situations with kind-hearted humour |
| hours | up to 60 minutes / day with potential for overtime work |

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| title | **Research Assistant** |
| description | Support students and teacher by finding answers to questions that arise during class. Answers should be provided in a timely manner so as to be of use to the learning activity. |
| qualifications/  responsibilities | * possess an inquisitive mind that wants to find answers * pay attention in class and respond to student and teacher queries regarding a variety of subjects * have access to an internet-connected device for research purposes * share research with students and teacher |
| hours | up to 45 minutes / day with possible overtime required |

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| title | **Instruction Follower** |
| description | Pay close attention to the instructions provided by the teacher or designate and follow the instructions in order to complete tasks. Ask questions for clarification and complete tasks in a timely manner. |
| qualifications/  responsibilities | * focus and listen to instructions * ensure understanding by asking pertinent questions * prioritize tasks * complete tasks in a timely manner |
| hours | 60 minutes / day with occasional overtime |

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| title | **Social Coordinator** |
| description | Tend to the social / emotional needs of the class and teacher. Pay attention to the social dynamics in the classroom and endeavour to include all students in a collaborative atmosphere. |
| qualifications/  responsibilities | * pay attention to others in the room in order to understand their needs * include others in conversations * acknowledge the strengths and contributions of others * make everyone feel welcome and important |
| hours | 60 minutes / day minimum, overtime should be expected |

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| title | **General Labourer** |
| description | Perform a variety of tasks in class that include, but are not limited to, the following: hand out books and papers, close and open windows, retrieve items from the office or other locations in the building, transport mobile computer lab to other classrooms, 3-hole punch papers, straighten desks. |
| qualifications/  responsibilities | * respond without complaining to the needs of the class and teacher * move quietly throughout the room and halls so as to not disrupt learning * anticipate the needs of the class and teacher and volunteer to assist * complete tasks in a timely manner so as to enhance the learning environment |
| hours | up to 15 minutes / day depending on needs |

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| title | **Question Generator** |
| description | Ask questions during class for a variety of reasons: to further understand the learning task, to provide another perspective during discussion, to scrutinize the assertions of authors/texts, to tactfully challenge conventional thinking. |
| qualifications/  responsibilities | * be keenly aware of your own understanding and opinions * know when it is appropriate, or not appropriate, to ask questions, and then act accordingly * listen for answers – before and after asking questions * take charge of your own learning |
| hours | 45 minutes / day with occasional overtime |

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| title | **Events Reporter** |
| description | Ensure the class and the teacher are up to date on current events so that informed conversations and decisions can be carried out. Current events may include the happenings of the class and its students, the school, the community, and the global context. |
| qualifications/  responsibilities | * access reliable news sources for current event information * discern between real and fake news * apply understandings to class activities * share knowledge and informed opinions with others so as to enrich learning opportunities |
| hours | on-call at all hours |

**Mentor Text #1**

Examine and identify the following text features:

letter format, paragraph content, voice, word choice, sentence structure

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123 Main Street  
Anytown, NB

E3Z 1Z1

September 1, 2019

Director, Human Resources  
Fit Living  
456 Business Rd.  
Funnyville, NB

E4B 2W2

Dear Ms. Smith:

I’m writing to apply for the position of Social Media Manager for Fit Living, as advertised on your website career page. I have three years of experience as a Social Media Assistant for Young Living, and I believe I am ready to move up to the manager position.

In your job posting, you mention that you want to hire a Social Media Manager who understands Internet and social media trends. During my time at Young Living, I was given the responsibility of increasing follower numbers on Instagram. I explained to my manager that I would be happy to do so, and that I would also work hard to increase follower participation, because engagement has become an important metric.

Within six months, I increased our followers by over 50 percent and increased engagement by 400 percent. I’m very proud of that accomplishment. Currently, I’m working to build a following with the best influencers in our niche.

When I saw the job opening, I knew it was the perfect opportunity to offer you both my social media marketing skills and people skills. I’ve included my resume so you can learn more about my educational background and all of my work experience. Thank you for your time and consideration.

Please feel free to email me or call my cell phone at 555-555-5555. I hope to hear from you soon.

Sincerely,

Joseph Applicant

Joseph Q. Applicant

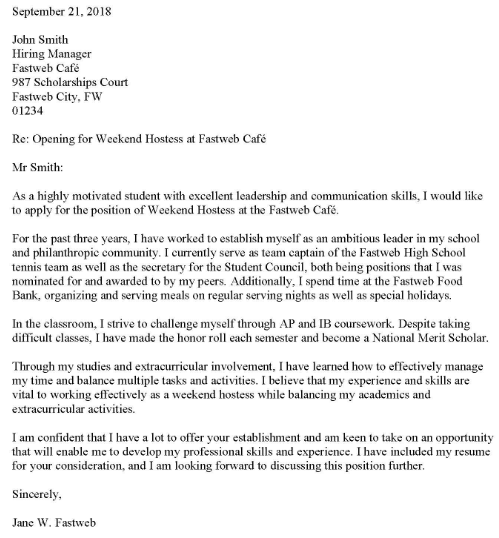
**Mentor Text #2**

Examine and identify the following text features:

letter format, paragraph content, voice, word choice, sentence structure

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123 Main Street  
 Anytown, NB

E3Z 1Z1  
 

**Mentor Text #3**

Examine and identify the following text features:

letter format, paragraph content, voice, word choice, sentence structure

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123 Main Street

Anytown, NB

E3Z 1Z1

September 1, 2019

General Manager  
ABC Company  
55 Main St.  
Sometown, NB

E9P 6K7

Re: application for mechanic position

Dear Mr. George:

I am writing to apply for the auto mechanic position advertised on Monster. I am confident my auto repair and maintenance skills would be valuable to your state-of-the-art shop in Sometown.

A dependable and technically skilled auto mechanic, I offer well-rounded diagnostic and repair expertise and a reputation for quality, honesty and integrity. I recently relocated from Alberta to New Brunswick, and have been searching for a mechanic position with a reputable, full-service shop. I am very excited about the prospect of joining your team.

As an auto mechanic for my former employer (XYZ Company), I handled maintenance and repairs on automobiles and trucks spanning virtually all makes and models. I performed diagnostics, maintenance and repairs on engines, brakes, steering/suspension systems, powertrains, fuel injectors, transmissions, exhaust systems and electrical systems—delivering prompt, thorough and high-quality work on each and every job.

At XYZ, I was known for my mechanical knowledge, diagnostic skills and high productivity level. My commitment to building loyal customer relationships and delivering superior service was repeatedly commended, and my efforts were cited as instrumental to XYZ’s year-over-year revenue increases.

I am confident my mechanical skills would benefit your customers, team members and bottom line if I am selected for this position. You can call me at (555) 555-5555 or email bd@somedomain.com to set up a meeting. I hope to hear from you soon.

Sincerely,

Brenda Doyle

English 112

Fredericton High School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**English 112 Job Application**

**Assessment Rubric**

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| **EXCEEDING** – You have met and surpassed the expectations. The quality of your work is exemplary. | 90 -100 % | 5 |
| **COMPETENT** – You have met the expectations. The quality of your work may show strong control of skills. | 75 – 89% | 4 |
| **ACCEPTABLE** – You have met the expectations. The quality of your work shows your ability to manage the skills. | 60 – 74% | 3 |
| **APPROACHING** – You have not met the expectations. The quality of your work shows that you are close to managing the skills. | 50 – 59% | 2 |
| **STRUGGLING** – You have not met the expectations. The quality of your work shows that you need further practice. | 0 – 49% | 1 |

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| **SCO** | **Learning Targets - WRITING** | **Assessment** |
| 8.1 | use writing to reflect on experiences that have shaped you |  |
| 8.3 | make informed choices of language, form, style and content address the demands of the audience and purpose |  |
| 10.2 | demonstrate control of the conventions of written language |  |
|  | **Learning Targets - READING** |  |
| 7.1 | examine the different aspects of text that contribute to meaning and effect |  |
| 7.5 | discuss the language, ideas, and characteristics of texts and genres |  |
|  | **TOTAL** |  |