

## LMC 3403, Unit 2: Career-Focused Communication



### Introduction

In Unit 2: Career-Focused Communication, you will create a portfolio of job-search documents and experience a mock interview. We will use a modified form of the revision process from the Unit 1 project: namely, draft, test/review, and revise. However, I want us to take additional time on the work of your resumes and application letters, which will go through two rounds of revision. For those students who engage in this process wholeheartedly, you will generate a portfolio of job-search documents that are ready for use with appropriate tailoring and revision for the specific jobs for which you apply.

The deliverables of this project include:

- An experiential resume
- A skills resume
- A job research memo
- A job application letter
- A mock interview reflection memo

### Step 1, Write two resumes: an experiential resume and a skills resume

Refer to Anderson's TC Chapter 2, "How to Write an Effective Resume" for a description of the two types of resumes. You will create one of each kind using your experiences and skills. We will conduct two peer review sessions on your resumes.

### Step 2, Find a job ad and research the company

Using a job search engine (e.g., monster.com, dice.com, usajobs.gov, or careers.ga.gov) or networking/social media site (e.g., LinkedIn.com or Twitter), find a job that you would like to apply for. Save that job listing and its details as a PDF. Using the company's website and the library's company research databases (<http://libguides.gatech.edu/company>), learn more about

the company and possibly the division within the company offering the job that you want. Google searches discussing company culture and other reports about what it is like to work there might be useful to you. Then, write a 1-2 page memo summarizing the job ad in your own words and what you learned about the company that might be relevant for a job seeker. We will hold a class-wide roundtable discussion across two days to discuss your job ads and research. Each student should be prepared to speak for 5-10 minutes and offer advice/ask questions of others.

### **Step 3, Write a job application letter**

Refer to Anderson's TC Chapter 2, "A Reader-Centered Approach to Writing Your Job Application Letter" for a description of the job application letter. You will write a letter specifically tailored to the job ad that you selected in Step 2. We will conduct two peer review sessions on your job application letter.

### **Step 4, Mock interviews**

Refer to the "Acing Your Interview" video linked under "Useful Resources" below. In your teams, take turns giving 15-20 minute interviews. One person at a time will be interviewed by the other team members. Each team member acting as an interviewer has to ask at least one question. A list of useful questions can be found here (<http://career-advice.monster.com/job-interview/interview-questions/100-potential-interview-questions/article.aspx>). However, some questions need to focus on the job and the qualifications of the interviewee. This means that all team members should familiarize themselves with each other's job ads, resumes, and job letters BEFORE the two days assigned for mock interviews. Interviewers will write a brief email memo to the interviewee with feedback on the interview. Each interviewee will compile these memos in a new memo with their own writing that addresses and reflects on his or her interview performance.

## Step 5, Submit your project deliverables

Your Unit 2 project deliverables should include these files:

- gtid#.unit2.resume.experiential.draft1.docx
- gtid#.unit2.resume.experiential.draft2.docx
- gtid#.unit2.resume.experiential.final.docx
- gtid#.unit2.resume.skills.draft1.docx
- gtid#.unit2.resume.skills.draft2.docx
- gtid#.unit2.resume.skills.final.docx
- gtid#.unit2.job-ad.pdf
- gtid#.unit2.job-research-memo.docx
- gtid#.unit2.letter.draft1.docx
- gtid#.unit2.letter.draft2.docx
- gtid#.unit2.letter.final.docx
- gtid#.unit2.mock-interview-memo.docx

## Useful Resources

- Georgia Tech Career Services, <http://career.gatech.edu>
- Job Search Strategies, <http://www.lynda.com/Business-Business-Skills-tutorials/Job-Search-Strategies/97580-2.html>
- Acing Your Interview, <http://www.lynda.com/Business-Skills-tutorials/Acing-Your-Interview/103614-2.html>
- Managing Your Career, <http://www.lynda.com/Business-Business-Skills-tutorials/Managing-Your-Career/97579-2.html>

## Updated Schedule (note reading changes and due dates)

Unit 2: Getting a Job and Communicating in the Workplace					
5	M	2/3		Analysis.	
	W	2/5	<b>Introduce unit 2 Major Project: Job Application Portfolio</b>  <i>TC Chapter 2: Obtaining a Job</i>	Analysis.  Discuss job application portfolio and job advertisements.  Form new teams—form teams of three to four members who you had not yet worked with in our class.	<b>Submit Unit 1 Deliverables to T-Square.</b>
	F	2/7	<i>TC Chapter 11: Beginning a Communication</i>	Analysis.	

				Discuss resumes.	
6	M	2/10	<b>TC Chapter 12: Ending a Communication</b>  <b>TC Chapter 9: Using Nine Reader-Centered Patterns for Organizing Paragraphs, Sections, and Chapters</b>	Analysis.  Peer review resumes.	Submit drafts of your experiential resume and skills resume to T-Square. Email copies to your team members.
	W	2/12	<b>Independent workday: Do not meet in our classroom.</b>	<b>During our class, meet with your team and discuss your job aspirations. Share your experiences in the workplace, opportunities you have sought to improve your resume, and job hunting advice. Have one team member take a picture of your team meeting. Attach the photo to an email, write the names of those in attendance, and send the email to <a href="mailto:jason.ellis@lmc.gatech.edu">jason.ellis@lmc.gatech.edu</a>.</b>	
	F	2/14	TC Chapter 10: Developing an Effective, Professional Style	Analysis.  Second peer review session for resumes.	Revise and resubmit drafts (second draft) of experiential resume and skills resume to T-Square. Email copies to your team members.
7	M	2/17	TC Chapter 20: Creating and Delivering Listener-Centered Oral Presentations	Analysis.  Round table discussion of each class member's job ad. Be prepared to speak from your seat about the job, the company, and why you believe that you are/will be a good fit for that job.	Submit PDF of a job ad that you want to apply for that you find on a job site and a 1-2 page research-oriented memo describing the job and company in your own words.
	W	2/19	TC Chapter 13: Writing Reader-Centered Front and Back Matter	Analysis.  Continued: Round table discussion of each class member's job ad. Be prepared to speak from your seat about the job, the company, and why you believe that you are/will be a good fit for that job.	
	F	2/21	TC Chapter 24: Writing Reader-Centered Proposals	Analysis.  Peer review job application letters.	Submit PDF of a job ad that you want to apply for and draft of your job application

					letter. Email PDF of job ad and draft of your cover letter to team members.
8	M	2/24	<i>TC</i> Chapter 27: Writing Reader-Centered Progress Reports	Analysis. Second peer review session for job application letter.	Revise and resubmit draft (second draft) of your job application letter.
	W	2/26		Mock interviews.	Email a copy of your job ad PDF, both resumes, and job application letter to your interviewer.
	F	2/28		Mock interviews.	<b>Last day to drop individual courses with a "W" grade.</b>
<b>Unit 3: Service-Learning Research Project</b>					
9	M	3/3	<i>TC</i> Chapter 21: Managing Client and Service-Learning Projects  Introduce Unit 3 Service-Learning Research Project.	Analysis.	<b>Submit Unit 2 deliverables to T-Square.</b>

## Holistic Grading

I grade your work holistically. First, this means that your work must be complete, on time, and done using the writing process. If these components are not met, you will likely lose points. Second, I evaluate your work using the attached grading rubric. I deduct points from a maximum score of 100 based on the weaknesses that I might find in your work. I will include constructive criticism and advice with your grade. **Remember to focus on strategic issues AND tactical issues.**

## Grading Rubric

Scale	Basic	Beginning	Developing	Competent	Mature	Exemplary
<b>Rhetorical Awareness</b> Response to the situation/assignment, considering elements such as purpose, audience, register, and context	Ignores two or more aspects of the situation and thus does not fulfill the task	Ignores at least one aspect of the situation and thus compromises effectiveness	Attempts to respond to all aspects of the situation, but the attempt is insufficient or inappropriate	Addresses the situation in a complete but perfunctory or predictable way	Addresses the situation completely, with unexpected insight	Addresses the situation in a complete, sophisticated manner that could advance professional

						discourse on the topic
<b>Stance and Support</b> Argument, evidence, and analysis	Involves an unspecified or confusing argument; lacks appropriate evidence	Makes an overly general argument; has weak or contradictory evidence	Lacks a unified argument; lacks significance (“so what?”); lacks sufficient analysis	Offers a unified, significant, and common position with predictable evidence and analysis	Offers a unified, distinct position with compelling evidence and analysis	Offers an inventive, expert-like position with precise and convincing evidence and analysis
<b>Organization</b> Structure and coherence, including elements such as introductions and conclusions as well as logical connections within and among paragraphs (or other meaningful chunks)	Lacks unity in constituent parts (such as paragraphs); fails to create coherence among constituent parts	Uses insufficient unifying statements (e.g., thesis statements, topic sentences, headings, or forecasting statements); uses few effective connections (e.g., transitions, match cuts, and hyperlinks)	Uses some effective unifying claims, but a few are unclear; makes connections weakly or inconsistently, as when claims appear as random lists or when paragraphs’ topics lack explicit ties to the thesis	States unifying claims with supporting points that relate clearly to the overall argument and employs an effective but mechanical scheme	Asserts and sustains a claim that develops progressively and adapts typical organizational schemes for the context, achieving substantive coherence	Asserts a sophisticated claim by incorporating diverse perspectives that are organized to achieve maximum coherence and momentum
<b>Conventions</b> Expectations for grammar, mechanics, style, citation, and genre	Involves errors that risk making the overall message distorted or incomprehensible	Involves a major pattern of errors	Involves some distracting errors	Meets expectations, with minor errors	Exceeds expectations in a virtually flawless manner	Manipulates expectations in ways that advance the argument
<b>Design for Medium</b> Features that use affordances to enhance factors such as comprehensibility and usability	Lacks the features necessary for the genre; neglects significant affordances, such as linking on the web; uses features that conflict with or ignore the argument	Omits some important features; involves distracting inconsistencies in features (e.g., type and headings); uses features that don’t support argument	Uses features that support with argument, but some match imprecisely with content; involves minor omissions or inconsistencies	Supports the argument with features that are generally suited to genre and content	Promotes engagement and supports the argument with features that efficiently use affordances	Persuades with careful, seamless integration of features and content and with innovative use of affordances