

Writing Workshop

Procedural Documents

In this unit, you read literature that reflects people's struggle for advancement and progress in the modern world. As you begin your personal struggle for advancement, whether you go to college or enter the workforce, you will need to be well versed in procedural and work-related documents. One document you may need to prepare is a *résumé*, a document that lists personal information, education, experience, skills, accomplishments, qualifications, and goals. A *résumé* tells employers or college admissions committees who you are and what you have done.



Complete the workshop activities in your **Reader/Writer Notebook**.

WRITE WITH A PURPOSE

WRITING PROMPT

Write a single-page *résumé* in which you share information about yourself and your achievements with a specific audience, such as a college admissions committee or an employer.

Idea Starters

- personal background, achievements, and goals
- experiences in school, workplace, or community
- workplace and academic skills
- activities that interest you

THE ESSENTIALS

Here are some common purposes, audiences, and formats for writing a *résumé*.

PURPOSES	AUDIENCES	GENRES/FORMATS
<ul style="list-style-type: none"> • to complete a college application • to complete a job application • to be considered for a volunteer position 	<ul style="list-style-type: none"> • guidance counselor • parents • college admissions committees • potential employers 	<ul style="list-style-type: none"> • printed <i>résumé</i> or electronic document • personal Web site or blog • job bank Web site



TEXAS KEY TRAITS

1. FOCUS AND COHERENCE

- identifies a **clear objective** or **goal**
- provides a **focused list** of accomplishments, skills, and experiences

2. ORGANIZATION

- uses a **logical order** (chronological or functional) to present information
- uses appropriate **formatting structures**

3. DEVELOPMENT OF IDEAS

- provides essential **facts** about personal, academic, and professional experiences
- addresses potential **questions** about one's experiences and abilities

4. VOICE

- uses formal but **accessible language** and **active voice**

5. CONVENTIONS

- employs correct **grammar, mechanics, and spelling**

Writing Online



Go to thinkcentral.com.
KEYWORD: HML12-1380

Planning/Prewriting



WRITING 15B Write procedural and work-related documents that include a clearly stated purpose combined with a well-supported viewpoint on the topic; appropriate formatting structures; relevant questions that engage readers and address their potential problems and misunderstandings; accurate technical information in accessible language; and appropriate organizational structures supported by facts and details.

Getting Started

IDENTIFY YOUR OBJECTIVE

A **résumé** is a document intended to help you reach a specific goal or objective. Your goal might be to get a job or to be admitted to a college. You need to state your objective clearly in your résumé. Keep your objective in mind as you select information for your résumé.

WHAT DOES IT LOOK LIKE?

- * *Seeking a volunteer teaching position at a community arts center to share knowledge of and experience with digital photography*
- * *To gain admission to a small liberal arts college*
- * *To obtain a position as a part-time veterinarian's assistant*

THINK ABOUT AUDIENCE AND PURPOSE

Keep in mind that your **purpose** for preparing a résumé is to make a good impression on your **audience** and to provide accurate facts and interesting details about your life, experience, education, and goals.

ASK YOURSELF:

- Who is my audience?
- What information will my audience need to know about me?
- How can I make my experiences and qualifications stand out from those of other applicants?
- What skills or experiences make me an exceptional candidate for a particular job or college?

DECIDE ON KEY EXPERIENCES

A résumé should paint a positive picture of you. Focus on the most successful aspects of your life—your achievements in school and at work and your personal interests and accomplishments. Think again about your objective; the experiences and accomplishments you include in your résumé should be relevant to your goal.

TIPS:

- Talk with a friend or family member about your goals, interests, and successes.
- Think about what your life experiences and successes say about who you are as a person, as a worker, and as a student.
- Consider which experiences are most relevant to your goal.

PAY ATTENTION TO DETAILS

The **information** you provide—names, dates, titles, addresses, phone numbers, and e-mail addresses—*must be accurate and up-to-date*.

TIPS:

- Double-check all the names and addresses of the places where you have worked, gone to school, or volunteered.
- Make sure the dates and job titles are correct.

Planning/Prewriting *continued*

Getting Started

CONSIDER THE FORMAT

A résumé is essentially a list of names, dates, addresses, and descriptions of experience. You want your résumé to be interesting and eye-catching, but you also must adhere to an accepted résumé format and style.

TIPS

- Find models of résumés online or in the library at your school.
- Study the different formats, and choose a format that works best for you.

ORGANIZE YOUR INFORMATION

You may organize the information in your résumé using **chronological order** or by grouping your skills and experiences under **functional headings**. Most résumé formats use both organizational strategies. Information is grouped into categories, such as *Education*, *Work Experience*, and *Skills*. The categories are normally listed in the order best suited to your goals. For example, if your experience is well suited to your goal, list it first; if education is your strongest point, list that first. Within each category, list information in reverse chronological order—beginning with the most recent experience or education and working backward.

WHAT DOES IT LOOK LIKE?

Work Experience

2007–Present *Bosquez Family Camera*,
San Antonio, Texas

* Worked as cashier and in sales

Volunteer/Community Experience

Summer 2008 *Meals for Seniors Program*,
San Antonio, Texas

* Delivered meals daily to local seniors

Summer 2007 *Kids and Cameras Program*,
San Antonio, Texas

* Taught photography class

USE APPROPRIATE LANGUAGE

A résumé is a formal **procedural document**. Although it reveals who you are, a résumé is not suited to an expressive style of writing. Use standard, formal English and short phrases to describe your experience. Avoid using the first-person pronoun *I*. Use technical language where appropriate, but make sure its meaning is clear.

WHAT DOES IT LOOK LIKE?

Qualifications

* Language skills—fluent in Spanish

* Computer literate—word processing, digital photography, Web design

* Retail experience—worked in family business for three years

PEER REVIEW

Share your ideas with a peer. Ask: Have I presented my experiences and goals in a way that would convince someone to give me an interview? How can I make my “self-portrait” more appealing?



Develop your writing plan in your *Reader/Writer Notebook*. Consider these tips as you decide how to present the information in your résumé.

- Take notes on your achievements at school, work, and in the community.
- Consider how the experiences relate to your goals.
- Consider the best way to format your résumé, using headings and chronological order.

Drafting



WRITING 13A–B Plan a first draft; structure ideas in a sustained and persuasive way and develop drafts in open-ended situations.

The following chart shows one possible format for organizing an effective résumé.

Organizing a Résumé

TOP OF THE RÉSUMÉ

- Provide your contact information—full name, address, telephone number, and e-mail address. Set the information in large type, centered at the top of the page.
- State your **goal** or **objective** in clear language. Make sure you identify the particular job or position you are seeking.

BODY OF THE RÉSUMÉ

- Identify experiences and qualifications, especially those relevant to your goal.
- Separate this information into clear categories, such as work experience, community involvement, education, school activities, honors and awards, and skills.
- Within each category, use reverse **chronological order** to list facts and details.
- Use an attractive but conservative font, and use formatting such as headings, spacing, bullets, indentation, and boldface type to help readers navigate the information.
- Use appropriate language. Your language should be formal but accessible.

BOTTOM OF THE RÉSUMÉ

- You may want to end your résumé with the phrase *References available upon request*.
- References are people you know who can vouch for your character, skills, and abilities. You should tell your references that a potential employer or college admissions officer may contact them to ask about you.

GRAMMAR IN CONTEXT: ACTIVE VERSUS PASSIVE CONSTRUCTION

When the subject of a verb performs the action, the verb is in active voice. When the subject receives the action, the verb is in passive voice. Use the active voice whenever possible.

Voice	Example
Passive	<p><i>Company Web site was developed and maintained.</i></p> <p>[The subject (<i>Web site</i>) receives the action (<i>was developed and maintained</i>). While this correctly avoids the first-person <i>I</i>, the passive voice sounds awkward and wordy.]</p>
Active	<p><i>Developed and maintained company Web site.</i></p> <p>[The subject (<i>I</i>) is implied, not stated; it clearly performs the action (<i>developed and maintained</i>).]</p>

To identify passive voice in your writing, look for forms of the verb *be* (*is, was, were, have been*).



Develop a first draft of your résumé, following the tips outlined in the chart above. Include the most important details and organize them clearly and logically. Use the active voice in describing your experiences.

Revising

As you revise, you evaluate the content, organization, and format of your résumé. Your goal is to determine if you have achieved your purpose and effectively communicated your ideas. The following questions, tips, and strategies will help you revise your draft.

RÉSUMÉ		
Ask Yourself	Tips	Revision Strategies
1. Does the résumé provide complete contact information?	▶ Bracket the contact information.	▶ Add any missing contact information, including full name, address, telephone number, and e-mail address.
2. Does the résumé clearly state a goal or objective that is tailored to your purpose?	▶ Underline the statement of goal or objective. Double-underline words that show how the statement relates to your purpose.	▶ Add a sentence that states your goal or objective. Include specific words that relate to your purpose.
3. Is the information in the body of the résumé relevant to the goal?	▶ Place stars next to the information that is most relevant to your goal.	▶ If necessary, add relevant experiences, and delete those that do not merit a star.
4. Is the organization clear, with information in reverse chronological order?	▶ Number the details within each category. Circle the category headings.	▶ Reorder events to reflect reverse chronological order. Add or rearrange category headings.
5. Is the formatting clear and attractive? Does it help the reader find information in the document?	▶ Highlight each example of formatting, including headings, bullets, spacing, and special type treatment.	▶ Add or remove formatting for consistency, clarity, and attractiveness. Your résumé should include no more than two different fonts.
6. Does the résumé use formal but accessible language? Does it use an appropriate tone?	▶ Put an asterisk next to any examples of informal English or first-person pronouns. At the bottom of the draft, write a word that sums up the tone.	▶ Replace inappropriate or informal language with formal or standard English. Replace any words that do not convey a formal, polite, and confident tone.



PEER REVIEW Exchange your résumé with a classmate. As you read and comment on your classmate’s work, consider whether the résumé leaves a good impression. Make sure your classmate has stated a clear goal and used effective formatting. Give concrete suggestions for improvement, using the revision strategies in the chart.



WRITING 13C Revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization.

ANALYZE A STUDENT DRAFT

Read this student draft, and notice the comments on its strengths as well as suggestions for improvement.

1

Connor Bosquez
923 Old Pecos Road • San Antonio, Texas 78212
Phone: 210-555-0055
E-mail: cbosquez@sanantonezone.net

2 Objective

- Seeking a job in the arts community

3 Education

- Hyde Park High School, 2007–2010, Class of 2010, San Antonio, Texas
- Texas Arts College, Summer Photography Institute, June 2009, Austin, Texas

4 Qualifications

- Visually oriented—totally into photography
- Language skills—fluent in Spanish
- Computer literate—word processing, digital photog, Web design
- Retail experience—helped out at family biz for 3 years
- Teaching experience—did camera classes for kids and adults

Connor uses a clear and attention-grabbing **font** for his **contact information**, which he correctly centers at the top of the page.

Here, Connor states his goal or **objective**, but it is too general. The objective needs to be more specific to the position he is seeking.

Connor identifies the full names and locations of the schools he attended. He also lists the dates of his attendance.

Connor is consistent in his use of **formatting**. He uses the same **font** for all **headings**. Under each heading, he uses **bullets** to set off details in a different font.

LEARN HOW **Write an Objective** A clear and specific objective is essential to an effective résumé. Connor's statement is too broad. It does not clearly identify what he wants to do. The résumé reader may think Connor is uncertain about his goals or that he did not fully consider the job opening before submitting his résumé. Connor needs to add information to the objective to specify the job he wants and to show how his skills are matched to the job.

CONNOR'S REVISION TO THE OBJECTIVE **2**

a volunteer teaching position at a community arts center to share knowledge of and experience with digital photography

Seeking a job in the arts community

ANALYZE A STUDENT DRAFT *continued*

Work Experience

- 2007–Present **Bosquez Family Camera**, San Antonio, Texas
- Worked as cashier and in sales
 - Did digital-camera photography workshops
 - Did business Web page

Connor correctly uses **phrases** to describe the details of his experience, but he uses weak verbs in some items. He should use **vivid verbs** to help describe exactly what he did at his job.

Volunteer/Community Experience

- Summer 2008 **Meals for Seniors Program**, San Antonio, Texas
- Delivered meals daily to local seniors
 - Took photographs for organization's newsletter
- Summer 2007 **Kids and Cameras Program**, San Antonio, Texas
- Taught teen photography class at local community center

Here, Connor uses **reverse chronological order** to list the most recent experience first. He sets the names of the companies and groups he worked for in **boldface** and uses this formatting consistently.

Honors and Awards

- Honor Roll, 2007–2010
- National Honor Society

Connor could have **organized** his résumé so that the category of honors and awards was closer to the top, but he thought that his work and volunteer experience were more relevant to his goal.

Activities

Photography Club, Yearbook, Young Journalists Club, Soccer, Spanish Club

References available upon request.

LEARN HOW Use **Vivid Verbs** Vivid verbs bring descriptions to life and add specificity. As Connor reviewed his résumé, he decided to replace some of the weak verbs with more vivid verbs.

CONNOR'S REVISION TO WORK EXPERIENCE 5

- ~~Did~~ digital-camera photography workshops
- ~~Did~~ business Web page



Use the feedback from your peers and teacher as well as the two “Learn How” lessons to revise your résumé. Make sure that your objective statement is clear and focused and that you have used vivid verbs. Make sure you have been consistent in your formatting.

Editing and Publishing



WRITING 13D-E Edit drafts for grammar, mechanics, and spelling; revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. **ORAL AND WRITTEN CONVENTIONS 18-19** Use appropriate capitalization and punctuation conventions; spell correctly.

In the editing stage, you review your résumé to make sure that it is free of grammar, spelling, and punctuation errors. You don't want mistakes to distract your audience from focusing on your accomplishments and skills.

GRAMMAR IN CONTEXT: FORMAL VERSUS INFORMAL LANGUAGE

Informal English is the language people use in conversations, personal letters, journal entries, e-mails, and text messages. **Formal English** is used for oral presentations, academic papers, and most procedural documents, among other things. Unlike informal English, which employs contractions, colloquialisms, slang, and jargon, formal English uses standard grammatical constructions, conventional spelling, little use of contractions, and a serious and dignified tone. You should always use formal English in a résumé.

As Connor edits his résumé, he replaces informal English with formal English.

- * Visually oriented ~~totally into photography~~ *experienced photographer*
- * Language skills ~~Spanish~~ *fluent in*
- * Computer literate ~~word processing, digital photog, Web design~~ *photography*
- * Retail experience ~~helped out at family biz for 3 years~~ *worked in family business for three years*
- * Teaching experience ~~did camera classes for kids and adults~~ *led digital camera workshops for teens and adults*

PUBLISH YOUR WRITING

Share your résumé with an audience.

- Send your résumé to a potential employer, or submit it with a college application.
- Post your résumé on your school's career-center Web page, or, after getting permission from a parent or guardian, upload it to a secure online job-search site.
- Offer your résumé to the school's career center for others to use as a model.



Correct any errors in your résumé. Edit carefully and make sure that you have used formal English throughout. Then, publish your final résumé where your audience is likely to see it.



Scoring Rubric

Use the rubric below to evaluate your procedural document from the Writing Workshop or your response to the on-demand prompt on the next page.

PROCEDURAL DOCUMENTS	
SCORE	TEXAS KEY TRAITS
4	<ul style="list-style-type: none">• Focus and Coherence Focuses consistently on a clear objective• Organization Presents information in a consistent and logical fashion• Development of Ideas Presents essential facts and details in a way that answers readers' implicit questions• Voice Uses formal language to convey a tone of confidence and professionalism• Conventions Exhibits mature control of written language
3	<ul style="list-style-type: none">• Focus and Coherence Focuses on a clear objective, with minor distractions• Organization Presents information in a logical fashion, with minor lapses• Development of Ideas Presents facts and details in a way that answers some of readers' implicit questions• Voice Uses language to convey a tone that suggests confidence and professionalism• Conventions Exhibits general control of grammar, mechanics, and spelling
2	<ul style="list-style-type: none">• Focus and Coherence Includes some unrelated information that distracts from the writer's goal• Organization Presents information in a somewhat logical fashion, with noticeable lapses• Development of Ideas Presents facts and details, but some are irrelevant and may not address readers' questions• Voice Uses language in a way that only sometimes conveys confidence and professionalism• Conventions Exhibits a limited control of grammar, mechanics, and spelling
1	<ul style="list-style-type: none">• Focus and Coherence Shows little awareness of the purpose for writing• Organization Lacks organization• Development of Ideas Offers unclear and conflicting information• Voice Exhibits little confidence or professionalism• Conventions Exhibits major problems with grammar, mechanics, and spelling



Preparing for Timed Writing



WRITING 13B Develop drafts in timed situations.

1. ANALYZE THE PROMPT

5 MIN



Read the prompt carefully. Then, read it again, noting words that identify the topic, audience, and purpose.

PROMPT

A memorandum is a brief, written workplace communication that focuses on a single topic. Think of an event or procedure ^{Topic →} that your classmates need to know about. Write a memorandum that informs your ^{Audience ←} classmates ^{Purpose ←} about the event or procedure.

2. PLAN YOUR RESPONSE

10 MIN



A memorandum should answer the questions *who, what, when, where, why, and how*. As you plan your memorandum, consider the following questions:

1. Who needs to know the information?
2. What information should my readers know?
3. When and where will the event or procedure take place?
4. Why do people need to know the information?
5. How do I want readers to respond after reading the memo?

3. RESPOND TO THE PROMPT

20 MIN



Begin drafting your memorandum. As you write, follow the plan below.

Heading	TO: (Identify your audience.) FROM: (Write your name.) DATE: (Write the date.) SUBJECT: (Briefly identify the topic of the memorandum.)
Body	<ul style="list-style-type: none"> • First, explain your reason or purpose for writing. • Second, present the relevant information in a logical order. If it is a procedure, provide step-by-step details. Provide necessary information, including dates, times, and places. • Finally, make recommendations or suggest actions for readers to take, and thank your readers.

4. IMPROVE YOUR RESPONSE

5–10 MIN



Revising Check your draft against the prompt. Ask yourself: Does my memorandum have a clear purpose? Does the body present the key points in a logical way? Will readers know what to do after they have read the memo?

Proofreading Find and correct any errors in grammar, usage, or mechanics. Make sure that your memorandum and any edits are neatly written and legible.

Checking Your Final Copy Examine the memorandum once more to make sure that you are presenting your best work.

Listening & Speaking Workshop

Participating in Job Interviews

Throughout your life, you will meet with people who want to know about your workplace skills and qualifications. The ability to share your skills and experiences in a coherent and interesting way will help you during interviews for work or school. This workshop will help you polish the speaking and listening skills required in job interviews.



Complete the workshop activities in your **Reader/Writer Notebook**.

SPEAK WITH A PURPOSE

PROMPT

Use your résumé to prepare for a **job interview**. Practice answering specific questions about yourself and your goals, and hold a mock interview with a friend or classmate.

TEXAS KEY TRAITS

A STRONG INTERVIEW . . .

- focuses on relevant details and experiences in your life
- has a ready answer for any potential question
- uses effective verbal and nonverbal speaking techniques
- uses active listening skills



LISTENING AND SPEAKING 24A Listen responsively to a speaker by framing inquiries that reflect an understanding of the content. **25** Speak clearly and to the point, using the conventions of language. **LISTENING AND SPEAKING 26** Participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions.

Prepare for Your Job Interview

A job interview is a formal meeting between you and a potential employer. It is usually held near the end of the job application process, when the employer has narrowed the field of candidates. The application process begins when you research job openings and submit a résumé like the one you prepared in the Writing Workshop. If an employer is interested in your résumé, you will usually be contacted to schedule an interview. The steps below will help you prepare.

1. **Consider the purpose of the interview** Both you and the interviewer have a purpose in participating in an interview. The interviewer wants to find out if you have the qualities and skills the job requires, while you want to know if the job is what you are looking for.
2. **Research your potential employer** Do a little research. Find out what the employer does or produces and how he or she treats employees. Surf the Internet and talk to friends who may know the employer's reputation.
3. **Know what you want to say** A job interview is a great opportunity for you to share information about yourself—specifically your qualifications, goals, and interests. Even if an interviewer asks a question that can be answered “yes” or “no,” elaborate on your skills and qualifications.

Example interview question: Do you have any experience working with children?

Possible answer: Yes, as I showed on my résumé, I worked at a day camp for kids with special needs for two summers. I learned a lot from the children's enthusiasm. If I felt tired, the kids would remind me that life is full of fun.

4. **Know what you want to ask** Prepare and ask some questions of your own.



Listening & Speaking Online

Go to thinkcentral.com.
KEYWORD: HML12-1390

Practice for Your Interview

USE VERBAL TECHNIQUES

Think of a job interview as a formal speaking engagement. In the interview, you must be both informative and persuasive. How can you use your voice to achieve those purposes? Use the tips in the chart below to practice answering these questions: Why do you want a job at this company? What is your strongest workplace skill?

Tips for Responding to Interview Questions

Formal language	Answer questions using formal English. Don't use big words in order to impress people, but speak in complete sentences and avoid using slang.
Tone	Speak in a confident tone—even if you feel nervous.
Clarity	Enunciate your words clearly. Don't mumble. Don't fill your answers with “ums” and “uhs.” Take a moment before you begin an answer to think about what you want to say.
Paraphrases	Paraphrase and repeat the interviewer's question if you need a moment to process the question and gather your thoughts.

USE NONVERBAL TECHNIQUES

In a face-to-face interview, your interviewer will “read” your body language. Your facial expressions and gestures should reflect your desire to impress and inform.

- **Appearance:** Make sure that you are neatly dressed and well groomed for your interview. First impressions are very important.
- **Poise:** Even if you feel nervous or excited, stay calm. Sit with your hands in your lap. Breathe normally. Maintain eye contact with your interviewer and smile politely. Nod to show your understanding. If you don't know how to answer, calmly ask the interviewer to rephrase the question.

USE ACTIVE LISTENING SKILLS

An interview is an opportunity to show that you are a good listener. Your interviewer will ask you specific questions. Pay attention to his or her questions, and never interrupt the interviewer. Use your listening skills to note key words and phrases and to identify the point of the question. If necessary, ask the interviewer for clarification.



As an Interviewee With a trusted friend, plan and participate in a mock interview. Make sure you use the verbal and nonverbal speaking techniques listed on this page. Also, use your listening skills to evaluate the questions. Ask your friend for feedback on your performance, and use it to improve your interviewing skills.

