

Statewide Healthcare Curriculum: Contextualized Writing Module

Unit I: Writing for the Job Search

Students will:

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<p>1. Identify, list and organize information for employment applications</p>	<p>Employment application preparation</p>	<ul style="list-style-type: none"> • Discuss the information necessary to complete employment applications • Have students compile a list of all the information they will need to complete employment applications • Have students organize their employment information into categories: personal data, employment history, duties, education, skills, accomplishments, references, etc. 	<p>Student checklist</p>
<p>2. Complete sample job applications</p>	<p>Employment applications</p>	<ul style="list-style-type: none"> • Discuss the importance of filling in job applications completely and accurately • Have students practice completing sample paper and online employment applications • Use online job searches and applications: <i>http://jobsearch.about.com/od/jobapplications/qt/employmentapp.htm</i> <i>http://www.ext.colostate.edu/pubs/consumer/job_app.pdf</i> • Use sample online job application: <i>http://jobsearch.about.com/od/jobapplications/qt/employmentapp.htm</i> • Have students work in pairs to give and receive feedback on the completed applications • CARS: <i>Reading</i>—Unit 6: Reading Graphics with Understanding—Lesson 2: Reading Job Applications 	<p>Student submits completed job applications</p>

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<p>3. Prepare and organize the information for a resume</p>	<p>Resume writing preparation</p>	<ul style="list-style-type: none"> • Discuss the important components of a resume • Use the Resume Workout handouts to have students prepare and organize their resume information • Use the following resources: <p>Farr, Michael. <i>Quick Job Search: Fourth Edition.</i> JIST Works, 2006.</p> <p>Jackson, Tom. <i>Perfect Resume: Today's Ultimate Job Search Tool.</i> Broadway Books, 2004.</p> <p><i>Starting Out! Adult Education Edition.</i> The McGraw Hill Companies, Inc., 2011.</p>	<p>Student checklist</p>
<p>4. Write a resume for a position of interest</p>	<p>Resume writing</p>	<ul style="list-style-type: none"> • Students will write resumes for different positions of interest • Have students work in pairs to give and receive feedback on their completed resumes • Students will make revisions based on peer and instructor feedback 	<p>Students submits completed resume</p>

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<p>5. Write a letter of application for a position of interest; write a thank you letter</p>	<p>Cover letters; Thank you letters</p>	<ul style="list-style-type: none"> • Discuss writing letters of application, inquiry, and gratitude • Have students practice writing cover letters • Have students practice writing thank you letters • Use the following resources: <p>Hogue, Ann. <i>First Steps in Academic Writing</i>. Pearson Education, Inc., 2008. Appendix F Business Letters</p> <p><i>http://www.business-plans-guide.com/business-thank-you-letter.html</i></p> <p><i>http://ualr.edu/careerservices/uploads/2010/04/Guide%20to%20Writing%20a%20Thank%20You%20Letter.pdf</i></p> <p><i>http://www.csufresno.edu/scholarships/faq/thankyouletter.shtml</i></p> <ul style="list-style-type: none"> • Have students work in pairs to give and receive feedback on their completed letters • Students will make revisions based on instructor and peer feedback 	<p>Student submits cover letter and thank you letter</p>

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Unit II: Writing for College Admission

Students will:

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
<p>1. Write college application essay(s) for program(s) of interest</p>	<p>College application essays</p>	<ul style="list-style-type: none"> • Use handout: The Writing Process • Discuss the steps for writing essays • Discuss the parts of an essay: introduction, body, conclusion • Use: Zemach, Dorothy, E. and Stafford-Yimaz. <i>Writers at Work: The Essay</i>. Cambridge University Press, 2008. “Essay Basics” • Have students practice writing college application essays • Have students work in pairs to give and receive feedback on their essays • College application essays: http://www.quintcareers.com/college_application_essay.html http://www.unc.edu/depts/wcweb/handouts/application.html • Writing and college entrance help for ELL students: http://www.englishclub.com/writing/college-application-essays/lessonone.html • i-Pathways: <i>Language Arts: Writing</i>—Unit 3: Essay Writing—Lesson 1: Process of Writing an Essay • i-Pathways: <i>Language Arts: Writing</i>—Unit 3: Essay Writing—Lesson 2: Writing Paragraphs • i-Pathways: <i>Language Arts: Writing</i>—Unit 3: Essay Writing—Lesson 3: Writing the GED Essay • CARS: <i>Writing</i>—Unit 3: Essay Writing—Lesson 1: The Writing Process & Lesson 2: Essay Development & Lesson 3: Writing Strategies 	<p>Teacher designed rubric</p>
<p>2. Write timed and untimed essays from a given prompt</p>	<p>Timed and untimed essays</p>	<ul style="list-style-type: none"> • Use: Zemach, Dorothy, E. and Stafford-Yimaz. <i>Writers at Work: The Essay</i>. Cambridge University Press, 2008. Chapter 6, “Timed Essays” • Have students practice writing timed and untimed essay from a given prompt • Have students work in pairs to give and receive feedback on their essays • Have students make revisions to their essays based on feedback 	<p>Teacher designed rubric</p>

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Unit III: Writing in the Workplace

Students will:

OUTCOMES	CONTENT	ACTIVITIES/RESOURCES	ASSESSMENT
1. Complete sample work related writing tasks	Workplace writing tasks	<ul style="list-style-type: none"> • Use work related writing tasks based on the needs of current students in the class • Have students practice completing work-related writing tasks 	Teacher checklist
2. Record and summarize information on sample healthcare forms	Workplace forms	<ul style="list-style-type: none"> • Use common healthcare forms • Students complete forms in a variety of situations: patient interviews, physician’s orders, supervisor’s instructions, phone messages, etc. 	Teacher checklist
3. Compose and reply to sample workplace e-mail	E-mail communication	<ul style="list-style-type: none"> • Discuss e-mail communication • Have students practice composing and replying to workplace e-mail • Use the following e-mail writing and etiquette resources: http://owl.english.purdue.edu/owl/resource/694/01/ http://educationaladvocates.blogspot.com/2010/08/email-etiquette-what-students-need-to.html http://www.google.com/search?sourceid=navclient&aq=3&oq=email+eti&q&ie=UTF-8&rlz=1T4ADRA_enUS369US369&q=email+etiquette+for+students 	Teacher designed rubric