



Letter of Application

Name: Elizabeth
Couillard

District: Wabeno HS

Overview:

In this activity, high school seniors develop communications skills that will help them obtain acceptance to jobs, colleges and other internship and apprenticeship programs. While developing an application portfolio, and after having completed portfolio components of resumes, letters of recommendation, activities lists and personal statements, students will learn the fundamentals of business writing as they write a letter of application (cover letter) for a job, college, or other program.

Featured Externship Business:

[Nicolet Plastics, Inc.](#)

Subject:

English

Grade Level:

Grade 12

Learning objectives:

After doing this activity, students should be able to:

- Define and identify required components of a business letter
- Compose an impressive and persuasive business letter, with appropriate language level
- Edit and revise a business letter to their current purpose and audience
- Choose and supply appropriate enclosures for application
- Work with peers (peer-editing) to improve communications

Workplace Readiness Skill:

x Social Skills

Teamwork

x Attitude and Initiative

x Professionalism

x Communication

Critical Thinking

Planning and Organization

x Media Etiquette

Type of Activity:

- ✓ Individual
- ✓ Small Group
- ☐ Whole Class

Wisconsin Common Career Technical Standards:

Content Area: 4C/Creativity, Critical Thinking, Communication and Collaboration:

- 4C3a: Communicate thoughts and feelings with others using verbal and non-verbal language
- 4C3b: Work collaboratively with others

Content Area: CD/Career Development:

- CD4.b: Demonstrate skills related to seeking and applying for employment to find and obtain a desired job
- CD4.b.6.h: Prepare a resume, cover letter, employment application

Common Core State Standards for English/Language Arts:

Reading Informational Text:

Key Ideas and Details, #2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Craft and Structure, #5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Writing:

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Time: 110 minutes within three class periods

Materials:

- Internet
 - Resources for formatting
 - Templates/samples
 - Shared Documents

- Word Processing Software
- Printer, paper

Directions:

Day 1

1. Formative assessment - Give notecards to each student. Ask students to list all the elements of a business letter that they can. Collect the cards. (analyze later) [10 minutes]
2. Teacher presents brief lecture on whiteboard or on SmartBoard, list, define and explain all the components of a business letter. Draw/post an example. Share links to other examples of letters of application. [10 minutes]
3. Assign: Students will write a letter of application as a cover letter to their application package. Their previously produced resume, activities list, personal statements, and/or paper application (at least one of these) should be enclosures with this letter. [20 minutes]
4. As students begin to write, teacher will share (on Google Classroom, or via email) links to acceptable application letter templates, and courtesies. [2 minutes]

Day 2 - When students are finished writing their initial(rough) letters.

5. Teacher gives brief introductory lecture on editing and revising. [3 minutes]
6. Students revise and edit their own letters to the best of their ability [15 minutes].
7. Teacher defines and class discusses constructive criticism. Emphasize the positive outcomes of *CONSTRUCTIVE collaboration*(in school, and in the workplace). [10 minutes]
8. Students are paired for peer editing. They will edit/revise each other's' letters. [20 minutes]
9. Students make final revisions to their letters and submit to teacher, AND to Career Cruising portfolio. [10 minutes]

Wrap-Up:

Day 3

- Summative assessment - Give notecards to each student. Ask students to list all the elements of a business letter that they can. Collect the cards. (analyze later, and compare to pretest) [10 minutes]

Extension Activity:

- An industry guest speaker could be invited to talk about what HR looks for in a letter of application.



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