

## Unit 7 – Lesson 5

Enter your responses between the (blue) parentheses below each item.

### Film Unit Final Assignment: Job Application - Film Reviewer

The local newspaper, *The Gazette*, is looking to appeal to school-aged readers in your community. They are hiring a student writer to write film reviews that will engage this audience.

*The Gazette's* new, young editor, Ms. Corinne Cousineau, will be reviewing the applications and selecting candidates to be interviewed.

To apply, you must prepare a cover letter and a sample film review that demonstrate an accurate analysis of the film, as well as your writing and research skills.



Remember your goal is to persuade them to consider you for an interview by reading your cover letter and your sample film review. Use a respectful tone.

## Section 1 Cover Letter

Type your polished cover letter for your Job Application below.

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### Functional Writing rubric

Functional Writing rubric					
	Excellent	Proficient	Satisfactory	Limited	Poor

	5	4	3	2	1
<b>Content /10</b>	<p>The ideas are perceptive and development of the topic is clear and effective.</p> <p>Pertinent information is presented and this information is enhanced by precise details that effectively fulfill the purpose of the assignment.</p> <p>A tone appropriate for the addressee is skillfully maintained.</p>	<p>The ideas are thoughtful and development of the topic is generally effective.</p> <p>Significant information is presented and this information is substantiated by specific details that fulfill the purpose of the assignment.</p> <p>A tone appropriate for the addressee is clearly maintained.</p>	<p>The ideas are appropriate and development of the topic is adequate.</p> <p>Relevant information is presented, and this information is supported by enough detail to fulfill the purpose of the assignment.</p> <p>A tone appropriate for the addressee is generally maintained.</p>	<p>The ideas are superficial and/or flawed, and development of the topic is inadequate.</p> <p>Information presented is imprecise and/or undiscerning. Supporting details are insignificant and/or lacking. The purpose of the assignment is only partially fulfilled.</p> <p>A tone appropriate for the addressee is evident but not maintained.</p>	<p>The ideas are overgeneralized and/or misconstrued, and development of the topic is ineffective.</p> <p>Information is irrelevant and/or missing. Supporting details are obscure and/or absent. The purpose of the assignment is not fulfilled.</p> <p>Little awareness of a tone appropriate for the addressee is evident.</p>
<b>Content Management /10</b>	<p>Words and expressions used are consistently accurate and effective.</p> <p>The writing demonstrates confident and consistent control of correct sentence structure, usage and mechanics. Errors that may be present do not impede meaning.</p> <p>The envelope and letter are essentially free from format errors and/or omissions.</p>	<p>Words and expressions used are usually accurate and effective.</p> <p>The writing demonstrates competent and generally consistent control of correct sentence structure, usage and mechanics. Errors that are present rarely impede meaning.</p> <p>The envelope and letter contain few format errors and/or omissions.</p>	<p>Words and expressions used are generally accurate and occasionally effective.</p> <p>The writing demonstrates basic control of correct sentence structure, usage and mechanics. Errors may occasionally impede meaning.</p> <p>The envelope and letter contain occasional format errors and/or omissions.</p>	<p>Words and expressions used are frequently vague and/or inexact.</p> <p>The writing demonstrates faltering control of correct sentence structure, usage and mechanics. Errors frequently impede meaning.</p> <p>The envelope and letter contain frequent format errors and/or omissions.</p>	<p>Words and expressions used are inaccurate and/or misused.</p> <p>The writing demonstrates a lack of control of correct sentence structure, usage and mechanics. Errors severely impede meaning.</p> <p>The envelope and letter contain numerous and glaring format errors and/or omissions.</p>
<b>INS – Insufficient:</b> No evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess Content.					

Total:	/20
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Total of Section 1: /20 marks

## Section 2 Sample Film Review

Type your polished Sample Film Review for your Job Application below.

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Film Review rubric					
	Excellent	Proficient	Satisfactory	Limited	Poor
	5	4	3	2	1
Content /10	Your discussion of the plot, the director’s decisions in technique, and the cast reveals an impressive understanding of the film.	Your discussion of the plot, the director’s decisions in technique, and the cast reveals a thoughtful understanding of the film.	Your discussion of the plot, the director’s decisions in technique, and the cast reveals a basic understanding of the film.	Your discussion of the plot, the director’s decisions in technique, and the cast reveals a vague and/or confused understanding of the film.	Your discussion of the plot, the director’s decisions in technique, and the cast reveals a lack of understanding of the film.
Organization /10	Your arrangement of supporting details is skillfully organized and engaging.	Your arrangement of supporting details is logically organized and fluent.	Your arrangement of supporting details is simply organized.	Your arrangement of supporting details is ineffectively organized.	Your arrangement of supporting details is poorly organized.
Sentence Structure /5	Sentence structure is effectively controlled.	Sentence structure is consistently controlled. Sentence type and	Sentence structure is generally controlled. Sentence type and sentence	Sentence structure often lacks control. Sentence type and sentence length	Sentence structure generally lacks control. There is

	Sentence type and sentence length are consistently effective and varied.	sentence length are usually effective and varied.	length are sometimes effective or varied.	are seldom effective or varied.	essentially no variation in sentence type or sentence length.
<b>Vocabulary</b>  <b>/5</b>	Words and expressions are used precisely and deliberately to create vivid images or to enrich details. The voice/tone created is convincing.	Specific words and expressions show evidence of careful selection. The voice/tone created is distinct.	Words and expressions are generally used adequately to clarify meaning. The voice/tone created may be inconsistent.	Imprecise words and expressions predominate; specific words, if present, may be improperly used. The voice/tone created is not clearly established.	Words and expressions are generally used inaccurately; specific words, if present, are frequently misused. The voice/tone created is not evident.
<b>Conventions</b>  <b>/5</b>	The quality of the writing is enhanced because it is essentially error-free.	The quality of the writing is sustained because it contains only minor convention errors.	The quality of the writing is sustained through generally correct use of conventions.	The quality of the writing is weakened by the frequently incorrect use of conventions.	The quality of the writing is impaired by the consistently incorrect use of conventions.
<b>Presentation</b>  <b>/5</b>	Your choices to persuade and engage your audience are precise and effective.	Your choices to persuade and engage your audience are thoughtful and appropriate.	Your choices to persuade and engage your audience are adequate	Your choices to persuade and engage your audience are confusing or unclear.	Your choices to persuade and engage your audience are lacking.
<b>INS Insufficient</b> — No evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess the Content.					
<b>Total:                    /40</b>					

**Total of Section 2: /40marks**

## Section 3 Reading Autobiography

Add to your reading autobiography that you began in L1-1-S3 and added to in L3-5 and L6-1.

You have reached the end of Language Arts 9 (congratulations!). In a personal response, describe specific feelings, attitudes, sensations or actions related to **how you have grown as a reader/writer**.

Here are some questions to help you get started:

- What kind of texts do you believe to be most effective in communicating their message?
- Are there any writers, artists, storytellers or filmmakers that you prefer?
- What kind of texts do you prefer to create?
- How has your interpretation of popular culture (advertisements, internet sites, videos) changed?
- Looking back (to your younger self, or just the beginning of this course), what progress have you made as a reader? As a writer?
- Did you reach the goals you set in L1-1-S3? What happened?
- What have you learned about yourself?

Review the **Reading Autobiography rubric** before you begin.

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Reading Autobiography rubric					
	Excellent	Proficient	Satisfactory	Limited	Poor
	5	4	3	2	1
Content /10	Exploration of the topic is insightful. Main idea and supporting details	Exploration of the topic is adept. Main idea and supporting details	Exploration of the topic is clear. Main idea and supporting details are relevant	Exploration of the topic is simplistic. Main idea and supporting details	Exploration of the topic is minimal. Main ideas and supporting details

	are precise and original.	are specific.	or generic.	are imprecise or superficial.	are irrelevant or scant.
<b>Organization</b> <b>/10</b>	Introduction is engaging and skillfully establishes a focus. Transitions fluently connect details. Closure is effective and related to the focus.	Introduction is purposeful and clearly establishes a focus. Transitions clearly connect details. Closure is appropriate and related to the focus.	Introduction is functional and establishes a focus. Transitions tend to be mechanical. Closure is related to the focus and is mechanical or artificial.	Introduction lacks purpose; little or no focus is established. Transitions are lacking. Closure is abrupt, contrived or unrelated to the focus.	Introduction is ineffective. Transitions are absent or inappropriately used. Closure is ineffectual or missing.
<b>Sentence Structure</b> <b>/5</b>	Sentence structure is effectively controlled. Sentence type and sentence length are consistently effective and varied.	Sentence structure is consistently controlled. Sentence type and sentence length are usually effective and varied.	Sentence structure is generally controlled. Sentence type and sentence length are sometimes effective or varied.	Sentence structure often lacks control. Sentence type and sentence length are seldom effective or varied.	Sentence structure generally lacks control. There is essentially no variation in sentence type or sentence length.
<b>Vocabulary</b> <b>/5</b>	Words and expressions are used precisely and deliberately to create vivid images or to enrich details. The voice/tone created is convincing.	Specific words and expressions show evidence of careful selection. The voice/tone created is distinct.	Words and expressions are generally used adequately to clarify meaning. The voice/tone created may be inconsistent.	Imprecise words and expressions predominate; specific words, if present, may be improperly used. The voice/tone created is not clearly established.	Words and expressions are generally used inaccurately; specific words, if present, are frequently misused. The voice/tone created is not evident.
<b>Conventions</b> <b>/5</b>	The quality of the writing is enhanced because it is essentially error-free.	The quality of the writing is sustained because it contains only minor convention errors.	The quality of the writing is sustained through generally correct use of conventions.	The quality of the writing is weakened by the frequently incorrect use of conventions.	The quality of the writing is impaired by the consistently incorrect use of conventions.
<b>INS Insufficient</b> – No evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess the Content.					
<b>Total:                    /35</b>					

Total of Section 3: /35

Student Comments:

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- Be sure to save your file to your folder before submitting it to the LA9 Assignment 7-5 Submission Box: (YOURNAME)la9-7-5
  - **Check the** Submission page **again** in a few days to retrieve your marked assignment and review the feedback from your teacher.
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Assignment Total: ( /95) = Percent: ( %)

Teacher Comments:

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