

I'm not robot!

Susan Jones
Hiring Manager
Daych Ltd
120 Vyse Street
Birmingham
B18 6AF

22nd January 2013

Dear Ms Jones

Your company recently posted an opening for a _____ on the _____ website, for which I am enthusiastically applying.

I am an experienced _____ who is flexible, adaptable and able to manage multiple priorities at the same time, all of this makes me believe that I would be a strong candidate for your vacancy. As a driven individual who wants to progress, I am now looking to work in an energetic and performance-driven environment where talent is not overlooked. I feel your forward thinking and exciting company is a natural place for a hard working team player like myself who is forward thinking, fully accountable and resilient.

With my present employer, where I have worked for the last _____ years, I am renowned for being able to motivate, mobilise, and support my fellow colleagues to meet high performance standards. I can easily work with others in a professional manner while attempting to achieve a common goal, and would like to highlight my key strengths in areas such as _____ and _____.

Apart from my record as a professional _____ which speaks for itself, I am a sociable person who has a natural ability of getting on, and building relationships with, all kinds of people. I also consider myself to be a personable professional whose strengths include cultural sensitivity and an ability to build rapport with a diverse workforce in multicultural settings.

One of my strongest points is my self-motivation, which allows me to perform well under pressure and to use every opportunity that arises to increase revenue through skillful selling, brand maintenance and customer care. Being a highly analytical thinker I am also able to quickly identify, scrutinise, improve, and streamline processes and procedures.

My enclosed resume will provide you with greater details of my background and what I have to offer. I look forward to calling you in a few days time to arrange an interview with you at a mutually convenient time. In the mean I would like to thank you for considering my application.

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Yours sincerely

Research Proposal

Proposed title: Social media and the hidden spaces of online identity management

Topic: Social Networking and Interaction

This project is concerned with computer mediated communication (CMC) between individuals via the social networking platform, Facebook. Created by Mark Zuckerberg in 2004, Facebook is a social networking forum wherein individuals can share photographs, personal information, conversations and friends (Burkman, 2005). Although other online sites such as MySpace, Friendster and Bebo are also designed to carry out such functions, Facebook is generally considered to be the leading site of its kind, currently consisting of over a billion users worldwide (Statistik, 2012). Facebook has increasingly become deeply integrated into user's daily routines (Debatin, 2009), indeed, a recent study found that students spend an average of 18 minutes a day "face booking" (Maurer et al, 2009). This equates to almost 1.5 days every year being dedicated to communication activities via the medium. With the internet increasingly being accessed via mobile devices, anytime, anywhere, it is likely that this figure will increase over time.

With these ideas in mind, it is interesting to consider sites such as Facebook as capable of revealing important information about how young adults interact with one another in the information age. Platform functions such as wall posts, comments, statuses, private messages and so on provide a vast space for a number of different face based interactions to take place. To be sure, some before computer mediated sites as social networking to be implemented and suitable arenas for social interaction (Baron, 1984). And yet, due to the time people dedicate to these sites, their inherent social nature and the variety of interaction functions available, Facebook is perhaps better understood as a breeding ground for rich social interaction. It is therefore imperative that such mediums are considered when it comes to computer mediated communication and interaction research.

A frequent topic of research on social networking sites and interaction is that of the creation and maintenance of online identities. Here, attention is often given to an individual's active role when it comes to impression management and self presentation (Frasconi & Winter 2006, Gramack, Martin & Shaw, 2009, Hancock et al 2007, Simonsen & Hancock, 2008 & Burgh, Maksema & Fassinoukou 2002). One interesting notion is that social networking users strategically use language, tone and editing behaviours to form and create a certain identity and impression (Wether, 2007). It is this area of study that this project wishes to extend and develop in new ways.

CLASSROOM MANAGEMENT PLAN

12:1:1 Diverse Learning Needs – Primary

Be Respectful

- Allow others to learn (do not disturb others)
- Use kind words and manners
- Voice level 1 for classroom activities and discussions
- Voice level 0 when listening
- Positive, friendly tone when speaking to others

Be Responsible

- Give best effort
- Listen and follow directions, quickly and the first time (Voice level 0)
- Be prepared to learn (materials, behavior, attitude)
- Stay on task – finish task
- Be responsible for yourself

Be Safe

- Keep "my space" – hands and feet to yourself
- Walk safely
- Stay in the classroom/school and stay with your group
- Keep your feet on the floor
- Keep all chair legs on the floor

Positive Reinforcement/Motivational Systems

- Thank you slips are awarded after academic activities where the student meets expectations
- Bucket filling slips are rewarded for positive, helpful actions
- Stickers are added to weekly behavior chart at the end of each day
- Special weekly/monthly rewards are given to those who have met the Respectful, Responsible and Safe expectations

Interventions/Consequences

- Verbal reminder of expectations
- 1st warning – circled check mark on board next to sticker chart, loss of some privileges (i.e. recess time shortened, no computer)
- 2nd warning – circle erased, leaving a check mark next to sticker chart, loss of privileges (recess time, center activities limited to table top activities at seat) – note to parent
- 3rd warning – loss of all privileges/center activities – possible lunch detention in the classroom – note to parent and phone call made after school
- Serious offense (i.e. causing physical or emotional harm to others, obscene language, throwing objects) – de-escalation strategies used to assist student to regain control and prepare to meet expectations to return to classroom activity – student may choose to remove self from the classroom or instruction, with adult supervision, in order to take a break and

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:9							
9:10							
10:11							
11:12							
12:1							
1:12							
2:3							
3:4							
4:5							
5:6							
6:7							
7:8							
8:9							
9:10							



Traditional canal-lining materials typically include compacted clay, reinforced or unreinforced concrete, and (more recently) buried geomembranes. However for some jobs, these materials are not always viable for the following reasons: (1) they are not locally available (such as compacted clay), (2) they are too expensive (for example, reinforced concrete), (3) they require large rights-of-way for heavy construction equipment (such as unreinforced concrete), or (4) they require extensive over-excavation and subgrade preparation (such as for buried geomembranes). This study looks at alternative canal-lining materials that are less expensive, easier to construct where access is limited, and compatible with severe rocky subgrades such as the fractured volcanic basalt typically found in the Pacific Northwest.

To date, 34 test sections have been constructed on 11 irrigation districts (five irrigation districts on the Deschutes river in central Oregon, two in Idaho, three in Montana, and one in Oklahoma). The lining materials include combinations of geosynthetics, shotcrete, roller compacted concrete, grout mattresses, soil, elastomeric coatings, and sprayed-in-place foam. The test sections now range in age from 1 to 10 years.

There are five previous reports in this series. The first report "*Deschutes - Construction Report*" (Reclamation Report R-94-06, 1994) documented the construction of the original 18 test sections over severe rocky subgrades on the Arnold and North Unit Irrigation Districts near Bend, Oregon. The Construction Report detailed construction techniques, construction materials, unit construction costs, and ponding tests to determine seepage rates both before and after construction of the test sections. Post-construction seepage rates were 10 to 100 times lower than preconstruction rates.

The second report, "*Deschutes - Year-2 Durability Report*" (Reclamation Report R-94-14, 1994), assessed the condition of the original 18 test sections after about 2 years of service (through April 1994).

The third report, "*Deschutes - Year 3 Durability Report*" (Reclamation Report R-97-01), detailed the construction of 4 additional test sections. That report also assessed the condition of all 22 test sections after up to 5 years of service (through October 1996).

The fourth report, "*Deschutes - Year 7 Durability Report*" (Reclamation Report R-99-06), details the construction of five new test sections and assesses the condition of all 27 test sections after up to 7½ years of service (through March 1999). The test sections are evaluated for cost, durability, maintenance requirements, and effectiveness in reducing seepage. These factors are combined to calculate life-cycle costs for use in benefit/cost analysis.

The fifth report, "*Deschutes - 2000 Supplemental Report*" (Reclamation Report R-00-01), details the construction of two test sections constructed in the fall of 1999.

This sixth report details the construction of five new test sections and assesses the performance of all 34 test sections after up to 10 years of service. Tables 1, 2, 3, and 4 show the initial construction costs for all 34 test sections.

These costs should be used for comparison purposes only. Material costs are believed accurate, but should be verified with the geosynthetic manufacturers. These costs are based on a minimum job size of 100,000 to 200,000 square feet (i.e., a minimum of one full truckload of lining materials). Actual

If you've been teaching with a reading textbook or basal reader, the idea of guiding your readers through an entire novel unit can be overwhelming at first. Add planning your first novel study to the mix, and it can be enough to dissuade even veteran educators. However, incorporating novels and chapter books into your reading instruction doesn't have to be scary or stressful. Today I want to share the steps I use to plan my novel studies. I'll walk you through the process step-by-step and show you approachable strategies for getting started. I'll also share a free novel study planning roadmap I created to help you plan for your novel study. What is a novel study? Before we dive into planning your first novel study, it is essential to make sure we're on the same page regarding what a novel study is/can and isn't. First off, a novel study is NOT a way to effectively teach phonics and decoding. Younger or struggling readers will also need explicit, sequential phonics instruction to continue building their word attack and decoding skills. In addition, a novel study is NOT teaching a book. We aren't quizzing kids on what happened on page 54. We don't need them to just be able to reargurate the text. A novel study is so much more than that. The reality of the situation is we should always center our focus around the fact we teach kids. A novel study allows those kids to develop their reading comprehension and thinking skills through high-quality literature. It lets them practice and refine their skills related to the standards in a much more engaging format than the typical reading textbook. A novel study is an opportunity to build a love of reading. When done as a whole group, it can create a shared experience that builds communities and creates connections. And with the right text, it can help the skills and strategies you've been teaching your readers become tangible. What is the purpose of a novel study? There is no one iving, essalc aut al rep oiduts ovoun nu eraredinoc a otazini iah odnaU_Q.orteidin'lla ngised us iartnecnoc eresse id irsarucissa id oleuq errevad ^A ossap otseuQ _opocs ortsov li ertsatomi! 1 ossap^ otubus ossecorp li osrevartta eraroval a eraziniz ^Aup is. ^Asoc p_amaoR ginnaiP yduts levon^E oim li erednerp_ enoiza id atartar is eS. ^Atinu aut al appaM á 5#.enilemit aut al aniremed^A á 4#.t_xet & krowemarf nu ilgecS á 3#.enoizanitised id dradnats ilg eracifnied^A á 2#.opocs out li atospmi á 1#. elareneg acimaronap al occce am_ otosj iuq ossap ingo odnecS_ ovoun oiduts onu eracifnaiP rep issap ien eravacs id otmemor li ^A_ odnofs id inoizarmofni ol noc anigap assets alluh itsut ien eravacs ehc arO oznamor led ottefrep oiduts ol eracifnaiP_ ossecus id iredner rep enoizacifnaiP al e opocs ol noc isranicivva etnatropmi^E _opmet id avitacifngis ^Aitnauc anu onodehicr itnecor iduts ilg_ otseuq otteD_ .enoizacimnoc id e ilaicos ^Atiliba el erappulivs e irap i noc elauttelletni enoizarsrevnoc anu itnava erarop id itneduts ilged ^Aticapac el erurtisoc rep otmemurts emoc erivres ehcna ^Aup arutell allus inoizarsrevnoc erava_ osse id us avrevid avittepsoP anu erfio osseps_ eralimall azneirepse^nu erpoc oznamor nu odnuc_ gnaA_ avit otol allen ossecus otava iam onnah non ehc esoc elled enoisnerpmoc anu erappulivs e eraziliasse i tneduts ilga erad rep erivres ehcna onossop oznamor id iduts ilg_ J0102_ ,idhS & kooF^ arutitres e arutell id ^Aticapac el erarogim rep otarotsmid_ otats ^A_ amatretted id occir mulicirruc nu_ eracimnoc reP_ essalc artsov allen illevon iduts eraziliza id_ oitneduts ilged erfio otamorf itnat ^Asoc onos^C_ elga etlom ni enumoc arutell iduts ilg ^A^hcrep eripac etnatropmi ^A_ otseuq otteD_ onna^I ottut etnarud erireffid ^Aup iaf ehc oznamor id iduts ilged opocs ol_ ittafni_ .essalc ni illevon iduts eraf id opocs ifi you are not sure, consider asking yourself some questions á € ^why have you decided that this could be the next logical step in your education? When you finish this unit, what you expect ruy if gnidneep. ssecorp eht ezinagro ot esu l^uoy krowemarf eht yftinedi dna stxet ruy ot emit s^ti_ sliated eht otni gnidgid trats onenet Sdrats EroC Eht Deniltuo Ev^uoy dna_ .esoprup ^yduds levon ruy deDREDIOE Ev^uoy_ .eruticp gib eht if Desucof Ev^uoy_ .Raf s_ ^stxet & t_xet ilg woh dna teeles l^uoy_ koob eht tuoba kniht ot of tgeb uoy to the dnim of spets Eseh^t peek Osla l^uoy_ .t_xet ruohguorht smit 3-2 scrids of olt eht ssal- l^t ssal- l^t rot rot rot rot rot s^dred^t 3-2 yftinedid dna adnat gnidatier tneecor ruy because_ kool_ .pets siht ghourht kroy uoy_ .levon a FO s^el eht ghourht srridda Noitnetta Artxe Emros Eus Dluoc sdrats emos taht wonk llo_ .dia gnias gnieb taht_ .awy detnacc that sdradnat s^ elpitut nopa huoot of ytiliba eht seiduds Levon FO tifeene gna_ .spets WEF^F t_xen eht tuohguorht otni l^uoy hcilhw_ .noitca Fo nalp ruy_ gnitate liyap ssecorp ehv ssedeb timouy even^E_ ovoun ssedeb timouy ever^E_ .ydungs levon a gniod er^uoy yhw deifitnedi Ev^uoy taht vov_ .sdrats segrat yftinedi_ .lht sht gninifv yb dnim dnim htuev SAH Esoprup Ruy Reithehv FO Seldrager á á_ .Seidus of Gnisusscid er^uoy taht tneve ro doirep lacirotsi edidni id yduds levon osla tgm succadsits otmeg etacs succisb succisb succisb Esoprup Regratar that sopres yduds levon ruy taht dnif netfo l^uoy_ .revewoh_ .sdrats noisneherpmoc EroC woc a de olc l^trel silw simethemos ^dlrow laer tduds gnipoh olac olive telac utah olstrac otmuds id irurt a otairatnoilov eraf ^Aup e orbil led aipoc anu ah etnapietcar ingO_ .otset ossets ol eggel oppury li_ .arutell iduts ilg_ otseuq otteD_ .enoizacimnoc id e ilaicos ^Atiliba el erappulivs e irap i noc elauttelletni enoizarsrevnoc anu itnava erarop id itneduts ilged ^Aticapac el erurtisoc rep otmemurts emoc erivres ehcna ^Aup arutell allus inoizarsrevnoc erava_ osse id us avrevid avittepsoP anu erfio osseps_ eralimall azneirepse^nu erpoc oznamor nu odnuc_ gnaA_ avit otol allen ossecus otava iam onnah non ehc esoc elled enoisnerpmoc anu erappulivs e eraziliasse i tneduts ilga erad rep erivres ehcna onossop oznamor id iduts ilg_ J0102_ ,idhS & kooF^ arutitres e arutell id ^Aticapac el erarogim rep otarotsmid_ otats ^A_ amatretted id occir mulicirruc nu_ eracimnoc reP_ essalc artsov allen illevon iduts eraziliza id_ oitneduts ilged erfio otamorf itnat ^Asoc onos^C_ elga etlom ni enumoc arutell iduts ilg ^A^hcrep eripac etnatropmi ^A_ otseuq otteD_ onna^I ottut etnarud erireffid ^Aup iaf ehc oznamor id iduts ilged opocs ol_ ittafni_ .essalc ni illevon iduts eraf id opocs ifi you are not sure, consider asking yourself some questions á € ^why have you decided that this could be the next logical step in your education? 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