

**Completely  
revised and  
updated!**

# **HOW TO Prepare Your Curriculum Vitae**

- ✓ Perform self-assessments to put your past in perspective**
- ✓ Craft attention-grabbing CVs**
- ✓ Investigate new information on international CVs**
- ✓ Discover a vital tool to advance your career—  
a polished and professional CV!**

**Acy Jackson and Kathleen Geckeis**

# HOW TO Prepare Your Curriculum Vitae

**Revised Edition**

**Acy L. Jackson and C. Kathleen Geckeis**

***VGM Career Books***

*Chicago New York San Francisco Lisbon London Madrid Mexico City  
Milan New Delhi San Juan Seoul Singapore Sydney Toronto*

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**Professional**

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*To my beloved grandchildren  
Jamil Allette-Jackson  
Lourdes Bronté Jackson  
Quinn Sterling Julius Jackson  
who constantly inspire me to excel in all my endeavors  
—Acy L. Jackson*



*To my parents  
Jean and Roger Tucker  
whose love and support sustain me in everything that I do  
—C. Kathleen Geckeis*

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# Getting Started

# 1

The curriculum vitae, commonly referred to as a CV, Vita, or Vitae, is a detailed biographical description of one's educational and work background. It differs from a résumé, a one-page description of one's work experience and educational background not only in length but also in detail. The origin of the term *curriculum vitae* is Latin and means "the course of one's life or career." As such, a CV includes detailed information regarding one's academic coursework, professional experience, publications, and so on.

The curriculum vitae, long in use among professionals in higher education, has gained currency among undergraduates applying for admission to graduate and professional schools, as well as among applicants for selected areas of employment such as those in research, teaching, and management. Moreover, because of the growing tendency to use brief application forms—often only two pages

## 2 *How to Prepare Your Curriculum Vitae*

long—some graduate and professional programs actually encourage applicants to enclose a CV with their applications. For these reasons, the curriculum vitae is often referred to as an “academic résumé.” We have included sample curricula vitae in Chapters 5, 6, and 7.

This book provides effective and timely guidelines for:

- Soon-to-be college graduates
- Continuing graduates
- Professionals who need to prepare a CV
- Professionals who need to update a CV
- Professionals planning a career transition

As a resource, this book is especially suited to the needs of faculty and staff who provide academic, personal, and career/vocational counseling to those who are preparing to write their CVs and are in need of guidance.

As you prepare your CV, it is important to use the critical-thinking skills you have learned as a result of your education or training. Few individuals realize that the critical-thinking skills they acquire as they pursue an academic degree are transferable to other aspects of their lives. Take the skill of analysis, for example. Upon graduation, one can assume that an individual has acquired analytical skills such as problem solving and decision making. The biology major, for example, will have honed analytical skills by studying courses in the discipline, performing experiments in the laboratory, writing reports based on observations, and using data to reconsider the conditions under which those observations occurred. These very skills are transferable as the biology graduate begins the process of writing a CV and reexamining his or her life and academic career. Use the exercises provided at the end of this chapter to examine your life and your academic career. As you do so, remember to examine specifically those academic skills that are transferable to other aspects of your life and career.

***The Emotional Dimension***

The process of writing a curriculum vitae can be an exhilarating experience because it generates a heightened degree of pride in your accomplishments as well as an increased awareness of your skills. Begin the process with enthusiasm and a desire to share information about yourself. If you approach this process with anxiety or uncertainty about its efficacy, writing a curriculum vitae will not be a pleasurable experience.

If you are like most individuals, you will probably experience a mixture of emotions ranging from nonchalance to denial of the need to prepare a CV. You will probably have emotional highs and lows that will affect every aspect of the work to be accomplished. It is essential to recognize that your feelings about yourself have much to do with the degree of confidence with which you approach and effectively complete this process. Therefore, a little emotional introspection may well be in order.

View the process of preparing an effective CV as more than merely recording your educational and work background. Instead, make it an intensely satisfying experience by critically reflecting upon your life. In this frame of mind, then, consider the following exercises as a means of developing an emotional and intellectual foundation that will take you on an investigative course in the preparation of your CV. Return to this chapter whenever you need support in this effort. Keep in mind, however, that revisions, additions, and clarifications will occur naturally as your work progresses.

On the following pages you will find exercises that will assist you in exploring the emotional dimension of preparing your curriculum vitae. Since preparing to write a CV must begin with emotional reflection, we highly recommend that you articulate those emotions in a effort to anchor them. As you do so, you will generate confidence and a frame of mind conducive to successfully creating an effective CV. To begin, find a quiet place and allow yourself sufficient time to reflect on the emotional and intellectual dimensions of preparing your CV. Use the space provided below each exercise to record your reactions.

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1. Describe your feelings as you begin this process.

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2. List your strengths and the context in which you displayed each strength.

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3. It is essential that you confront any uneasiness, discomfort, or negative feelings you have about your educational background and work experience. Write these feelings down and then set them aside. Do not dwell on them.

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4. Now, ask yourself why you are writing your curriculum vitae.

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# Identifying Competencies and Skills

# 2

After you have explored the emotional dimension of preparing your CV, the next stage in creating an effective curriculum vitae involves delineating your competencies and skills. Competencies are what a person can do well. They include all the things that he or she has learned as a result of acquiring a skill through education, training, and experience. By the same token, a skill defines the level at which one can perform a competency. As individuals develop, they obtain credentials stating the competencies and skills they have acquired and the level of proficiency at which they can perform them. Credentials usually take the form of diplomas, degrees, licenses, certificates, and so on.<sup>1</sup>

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<sup>1</sup>Appalachia Educational Laboratory, Inc. Career Decision-Making Program. *Career Planning and Decision-Making for College*. Bloomington, IL: McKnight Publishing Co., 1980.

It is not always easy to separate the competencies and skills that are the outcomes of life experiences from those that result from structured educational experiences. Most people would insist that life, as a learning experience, should be included in one's CV. The competencies and skills that you have learned as a result of formal education or training are not only transferable to other venues but are also valuable tools in developing an effective CV. Your academic advisor, professor, and/or mentor can assist you in making these connections. This chapter, therefore, encourages individuals, whose experiences allow for such distinctions, to include them (see Step II). It provides step-by-step procedures for identifying educational and noneducational competencies and skills that might be listed on your CV.

**Step I: Identify Your Competencies**

The following classifications are meant to encourage you to take inventory of your competencies and skills, as well as to present them as effectively as possible on your CV. No effort has been made to define each competency—that would be too restrictive—or to place values on any competency or skill or group of competencies or skills. You are expected instead to make broad assessments, or self-statements, at this stage of the process. Using the list below as a guide, write several self-statements that describe your competencies and skills. This list addresses perspective—that is, how one sees one's education and experience, or how one views what one knows. The broad categories of *intellectual disposition*—an innate inclination toward ways of processing knowledge and information—and *intellectual maturity*—the ability to think critically about information—will help you establish your competencies and skills.

**Intellectual Disposition**

Commitment  
Creativity  
Curiosity  
Enthusiasm  
Imagination  
Predisposition  
for Discovery  
Sympathy/Empathy

**Intellectual Maturity**

Analysis  
Assimilation of  
Information  
Communication  
Conceptualization  
Critical Judgment  
Cultural Perspective  
Decision Making



**Intellectual  
Maturity** *continued*  
Discrimination  
Interpersonal  
Nominalization  
Problem Solving

The following examples will guide you in developing self-statements, the first step in delineating your competencies and skills. Examples A and B describe specific details that you might use to describe your own intellectual disposition and maturity.

**Example A:** sympathetic toward economically disadvantaged; imaginative in creating scenarios for social change; committed to community involvement in decision-making processes

**Example B:** committed to consensus in policy decisions; effective utilization of mathematical and quantitative reasoning in marketing strategies; enthusiastic development of profits; employment of state-of-the-art communication techniques to interpersonal interactions

On the next page, you will find a worksheet that you can use to record your own intellectual disposition and maturity self-statements.

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**Exercise for Step I**

*Intellectual Disposition and Maturity Self-Statements*

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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2. \_\_\_\_\_  
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3. \_\_\_\_\_  
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4. \_\_\_\_\_  
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\_\_\_\_\_  
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5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

***Step II: Identify  
Your Skills***

Record your competencies and skills and their applications in the following exercise. Do not be concerned about the way they might appear on your CV; the objective here is to generate as much information about yourself as possible. Use the lists below as preliminary guidelines for delineating your competencies and skills. A *competency* can be defined as that which you know as a result of your education and training; it reflects content and knowledge. Competencies might include a specific body of knowledge—that is, boundaries that divide traditional disciplines. For example:

- Accounting
- Communication
- Economics
- Humanities
- Language
- Mathematics
- Natural Sciences
- Physical Sciences
- Quantitative Reasoning
- Social Sciences

*Skills*, on the other hand, reflect what you do with what you know, or the degree to which you perform a competency, a technique, or a craft. For example:

- Written/Spoken Language
  - Precision
  - Fluency
  - Clarity
  - Persuasion
  - Concision

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- Information Processing
  - Select
  - Interpret
  - Store
  - Place Information into a Larger Context
- Observation
- Research
- Analysis
- Organization
- Problem Solving
- Logical Reasoning
- Historical Method
- Scientific Method
- Stimulated Listening
- Rhetorical Style
- Evaluation
- Improvisation
- Conceptualization
- Counseling Theories
- Advising
- Decision Making
- Evaluation
- Negotiation Strategies
- Argumentation

The ability to use one's skills in a given context is called *application*. In other words, using the skills one has acquired through education or training constitutes the application of one's skills and knowledge. For instance, someone who has majored in languages might be able to use his or her language skills to interpret at an international conference. Of course, prospective employers, colleges, and universities are naturally interested in what you know and how well you know it. However, they are especially interested in whether or not you can *apply* the knowledge and skills you have acquired to the job or research position for which you are applying.

We have provided a scenario that demonstrates the interconnected relationship among competencies, skills, and their applications. Use this exercise and the examples shown to record your own competencies, skills, and applications.

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**Exercise for Step II**

<b>COMPETENCY</b> (that which you know; education/training)	<b>SKILLS</b> (the degree to which you can do something; ability)	<b>APPLICATION</b> (the context in which you use your skills; life/work experience)
<ul style="list-style-type: none"><li>• Advanced Gaelic Classes, Dublin University, Dublin, Eire, Ireland</li><li>• Tutor, Beginning Gaelic, Boston College, Chestnut Hill, MA</li></ul>	<ul style="list-style-type: none"><li>• Fluent in oral and written Gaelic</li></ul>	<ul style="list-style-type: none"><li>• Member, The Gaelic League, New York, NY</li><li>• Assistant coach, County Galway, Irish GAILLIMH, Football Team, Galway, Ireland</li><li>• Translated, from Gaelic to English, paper on "Short History of Gaelic League," 2001</li></ul>

***Step III: Determine Levels of Proficiency***

Using the skills you identified in Step II, describe the levels or degrees of proficiency you have achieved in using them. The following list will assist you in completing this exercise. On the lines provided, add other qualifiers that best describe your degree of proficiency in using your skills.

- |                         |                            |
|-------------------------|----------------------------|
| accurate (in)           | master (master of)         |
| adept (in, at)          | perception (of)            |
| advanced (knowledge of) | perceptive                 |
| alert (in)              | practical (experience in)  |
| competent               | proficient (in)            |
| concise                 | relentless (in pursuit of) |
| conversant (in)         | rudimentary                |
| detailed (knowledge of) | sensitive (to)             |
| effective (in)          | skilled (at, in)           |
| empathy                 | sophisticated              |
| exceptional             | (understanding of)         |
| exemplary               | strong (sense of,          |
| expert (in, at)         | background in)             |
| extraordinary           | successful (in, at)        |
| fluent (in)             | uncommon                   |
| functions (well)        | understanding (of)         |
| gifted                  | unusual                    |
| good (at)               | _____                      |
| great                   | _____                      |
| high (degree of)        | _____                      |
| intermediate            | _____                      |
| (knowledge of)          | _____                      |
| judicious               | _____                      |
| keen (sense of,         |                            |
| understanding of)       |                            |
| knowledge (of)          |                            |

***Step IV: List Your Credentials; Articulate Your Skills***

In this step, you need to provide information regarding the degrees, licenses, and certificates that you have earned. You should also consider the experiences that were an integral part of acquiring those credentials. In addition, determine which of your skills are a result of your education and training.

**Exercise A for Step IV**

***Professional Degree (business, law, medicine)***

Credentials: \_\_\_\_\_  
\_\_\_\_\_

***Postgraduate (certificate)***

Specialization: \_\_\_\_\_  
\_\_\_\_\_

Credentials: \_\_\_\_\_  
\_\_\_\_\_

***Graduate Degree (doctorate)***

Specialization: \_\_\_\_\_  
\_\_\_\_\_

Credentials: \_\_\_\_\_  
\_\_\_\_\_

***Graduate Degree (master's)***

Majors: \_\_\_\_\_  
\_\_\_\_\_

Minors: \_\_\_\_\_  
\_\_\_\_\_

Credentials: \_\_\_\_\_  
\_\_\_\_\_

***Undergraduate Degree (bachelor's)***

Majors: \_\_\_\_\_  
\_\_\_\_\_

Minors: \_\_\_\_\_  
\_\_\_\_\_

Credentials: \_\_\_\_\_  
\_\_\_\_\_

On the following worksheet, articulate the level or degree of proficiency you have achieved. An example has been provided.



**Exercise B for Step IV**

<b>SKILLS</b>	<b>LEVEL/DEGREE OF PROFICIENCY</b> (articulation of your skill)
Improvisation (music composition)	Gifted trombonist; expert in creating extemporaneous jazz idioms using folk elements indigenous to southeastern United States; master in use of counterpoint rhythms

***Step V: Review***

Review the worksheets and exercises you have completed in Steps I through IV. Summarize this information by writing your five most important competencies and skills, along with the level or degree of proficiency you have achieved in using them. To determine which skills are most important, you must consider which of your skills best correspond to those needed to perform the job or the research position for which you are applying. Write these skills in draft form—for now. You will revise them as you complete the information requested in Chapter 3. The following factors might affect the skills and competencies you choose:

- Your career, professional, and/or research objectives
- The program or position for which you are preparing your CV
- The degree of importance you attribute to your competencies and skills as a part of the total presentation of yourself

As you review the data you have collected thus far, remember your objective, which will determine the data you include in your CV. For instance, our list of competencies might be similar to this example, which is written in the same format that you will use when you develop your CV.

**Example:** Relentless in pursuit of excellence in instruction; highly functional in environments that expect high degree of critical judgment, maturity, sympathy, and creativity in instructional methods; keen understanding and appreciation of diverse learning styles; proficient in evaluation of student performance on oral examinations

On the next page, you will find a worksheet to assist you in determining relevant skills.



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# Preparing Your Curriculum Vitae

# 3

Now that you have established your competencies and skills, transfer them to a working draft of your curriculum vitae. This preliminary draft will reflect, in the broadest sense, the essence, structure, and components of your experiences as a graduate with credentials from institutions of higher education. Your CV will also include experiences that you have pursued after such study. Naturally, there are some common experiences that students and professionals in a wide range of occupations share and which should be reflected in a CV. After you prepare the working draft of your CV, read the remaining chapters of this book and carefully review the sample CVs in Chapters 5, 6, and 7. Then take a break, revise your working version, and prepare the final draft.

The following list comprises the major components, or defining characteristics, of a CV:

- Professional/Career/Vocational/Research Objectives
- Education
- Coursework
- Honors/Achievements/Awards/Kudos
- Thesis/Dissertation Abstract
- Research Interests
- Research and/or Laboratory Experience
- Teaching Interests and Experience
- Instrumentation Experience
- Specialized Skills
- Publications/Presentations/Works-in-Progress
- Work Experience
- Professional Associations/Learned/Scientific Societies
- Background
- Community Service
- Cocurricular Activities
- Interests
- Travel
- References/Letters of Recommendation

These components are not finite and therefore should be tailored to meet your needs. Adapt them to fit your experiences—use them, in fact, as a basis for creating components that more precisely fit your own situation.

The specific objective for which you are preparing your CV, as well as the order in which these broad components might appear on your CV, should reflect the degree of importance you attribute to them. Arrange them so that the most important information appears at the beginning of your CV and the least important at the end.

In the pages that follow, you will find descriptions of each component as well as suggestions to help you prepare your own preliminary, revised, and final versions of each component. Use the following four guidelines as you prepare the initial draft of your curriculum vitae.

1. Do not feel compelled to complete all the worksheets at one sitting. Begin with those that request routine information and then move on to those that might require reflection and detailed organization.
2. Initially, focus solely on content. Describe experiences in detail and later refine them through careful revision.
3. Ignore any overlap among components because some duplications or redundancies will be eliminated as you work through the drafts. Others can be edited or revised in consultation with your academic advisor, professor, or mentor.
4. Consider using one of the two options discussed below to organize the information in each component.

The first option is the self-teaching résumé, which can be used for curriculum vitae and provides templates for use with standard word-processing programs. Yana Parker has developed one such program that is a comprehensive approach to the preparation of templates. Parker describes the templates as detailed structural outlines of documents that provide a starting point and some graphic assistance in visualizing a finished product. These self-teaching templates also provide explicit instructions about the nature of the material to be entered in a particular section or location, along with instructions that link the various parts to form a focused, coherent, and concise document. She warns that your résumé will not look exactly like the templates and must be customized in the curriculum vitae format. In fact, she offers alternative wording for some components as well as optional components that are clearly appropriate for CVs.<sup>1</sup>

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<sup>1</sup>Parker, Yana. *Resume Pro: The Professional's Guide*. Berkeley, CA: Ten Speed Press, 1993. Parker's "Self-Teaching Templates for your PC" (for IBM compatibles, in WordPerfect and Microsoft Word [including Windows]; for Apple Macintosh, in Microsoft Word) can be ordered from Yana Parker, Software Department #10, P.O. Box 3289, Berkeley, CA 94703.

The second option is to use any word-processing program to delineate the components, which allows for more flexibility and makes revising the document much easier throughout the whole process.

***Professional/  
Career/  
Vocational/  
Research  
Objectives***

The first component of a CV states your objective(s), or the reason(s), you are distributing your CV. Your objective can be as brief as one sentence, stating a general goal, or as long as a brief paragraph, expressing both short-term and long-term goals.

Be sure to research carefully all graduate and professional programs and areas of employment that interest you. Connect your goals, which should be logically and clearly stated, to those of the program or position for which you are applying. Next, avoid vague or obscure language that fails to express precisely what you would like to do. Finally, use the worksheet that follows to prepare preliminary, revised, and final drafts of your objectives.



*Professional/Career/Vocational/Research Objectives*

*Preliminary Version*

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*Revised Version*

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*Final Version*

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***Education*** The objective of this component, as well as the component that describes your coursework, is to provide graduate and professional schools and prospective employers with a brief but thorough understanding of your academic background. In this section you should indicate the following:

- graduation dates
- degrees and the dates they were received
- diplomas
- certificates
- names of universities, colleges, professional schools, or other institutions you have attended
- your majors and minors along with your grade point average for each
- your cumulative grade point average for each institution attended as well as for each degree

Place all graduate degrees, as well as all completed coursework toward a graduate or professional degree, *before* your undergraduate degrees.

Highlight significant academic achievements, such as strong grade point averages in specific courses, as well as any extensive background you might have in areas of study outside your major and/or minor. If you are an undergraduate and a candidate for honors or high honors in your major, indicate as much in this component.

*Education*

*Preliminary Version*

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*Revised Version*

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*Final Version*

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**Coursework**

Using your most recent transcripts, provide complete course titles, with brief descriptions where appropriate, so that prospective employers have a clear indication that course content is congruent with job requirements. You might also find it advantageous to list the grades you have received in some courses if you want to highlight academic performance or describe a trend in that performance. *Do not include course numbers or abbreviations because they are irrelevant and institution-specific.*

List all courses in groups that support and strengthen your professional, career, vocational, and/or research objectives. If, for example, as a German major and an accounting major, your professional objective is to pursue a position in financial consulting, we would suggest the following format for listing courses:

**COURSEWORK**

**Accounting Courses**

Advanced Statistics  
Accounting Software Applications  
International Accounting  
Electronics Spreadsheet Analysis  
Business Management

**German Courses**

Bibliography and Research Methods  
History of the German Language  
Heidelberger and Berliner  
Romantiker  
German Philosophers  
Seminar Clemens Brentano  
Seminar Walther von der Vogelweide

***Coursework***

***Preliminary Version***

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***Revised Version***

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***Final Version***

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***Honors/  
Achievements/  
Awards/Kudos***

List and briefly describe all special recognitions you have received, including study group participation, community and institutional service, departmental awards, athletic awards and/or lists, dean's awards, scholarships, fellowships, community awards, professional awards, academic awards, and memberships in academic organizations.

As a general rule, do not list high school awards or achievements since they might diminish the importance of undergraduate and graduate honors, achievements, awards, and kudos. If, however, you have significant high school awards or achievements you want to highlight, discuss with your academic advisor, professor, or mentor whether or not to include them.

***Honors/Achievements/Awards/Kudos***

***Preliminary Version***

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***Revised Version***

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***Final Version***

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***Thesis/Dissertation  
Abstract***

Summarize your thesis or dissertation in a brief abstract. Include the full title and date or term of completion. Consult your academic advisor, professor, or mentor regarding the appropriate wording of this statement. Some disciplines (for example, chemistry and psychology) have specific editorial formats for abstracts. See Appendix C for appropriate stylebooks and manuals in your field.



***Thesis/Dissertation Abstract***

***Preliminary Version***

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***Research Interests***

Be as specific and precise as possible regarding the description of your research interests. Strike a balance between being specific enough to ensure congruence between your objectives and those of the program and/or employment option for which you are submitting your CV and being general enough not to preclude options that you might pursue if your research objectives are flexible. This delicate balancing act makes this component extremely complex and often requires that it be developed in consultation with your academic advisor, professor, mentor, representatives of graduate and professional schools, and/or a selected group of prospective employers.

***Research Interests***

***Preliminary Version***

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***Research and/or  
Laboratory  
Experience***

Provide detailed descriptions of your research and laboratory experiences. Include information about the ways in which your research fits into a given profession or into a particular laboratory's ongoing research. Be sure to give the title of each project as well as information concerning its actual or potential publication. Also, list the names and titles of professors or other individuals who have supervised or are currently supervising your research.

**Research and/or Laboratory Experience**

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***Teaching Interests  
and Experience***

For this component, describe only those teaching interests and experiences that can be documented. However, you might also include tutoring experience as well as any group learning experience in which you were a leader, such as laboratory or writing center experience.

*Teaching Interests and Experience*

*Preliminary Version*

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***Instrumentation  
Experience***

If you have used standard instruments in a laboratory—for example, computer hardware, photographic, or audio-visual equipment—describe that use. You will probably not need to provide extensive details regarding the devices themselves. On the other hand, if you have used state-of-the-art instruments, it is appropriate to describe both the instruments and the extent to which you have used them.



*Instrumentation Experience*

*Preliminary Version*

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***Specialized Skills***

Use the information you developed at the end of Chapter 2 to decide which skills to include in this component. Describe in detail any interpersonal, leadership, organizational, or analytical skills you have as well as their applications and the contexts in which you have used them. Do the same for specialized skills involving any languages, computers/technology, computer software, and so on.

Students who intend to pursue a graduate degree should clearly describe their levels of proficiency in their intended field of study. Vague descriptions might be interpreted as a marginal degree of competency.

***Specialized Skills***

***Preliminary Version***

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***Publications/  
Presentations/  
Works-in-Progress***

If you have authored or coauthored publications, provide appropriate bibliographic descriptions. List unpublished manuscripts only if they are actually being considered for publication. Artists and musicians, for example, should provide complete descriptions of works-in-progress. Provide detailed descriptions of presentations, particularly those made before academic societies and professional associations. Documentation should include title of the presentation, name of the organization, location of the meeting, and date.

Although classroom presentations would ordinarily not be included here, there are occasions when students are selected or encouraged to give a presentation because of superior performance in class or because they have researched a topic that is being studied in class. In these instances, such experiences should be listed. If you want to highlight significant classroom presentations, you might consider establishing a separate component for them.

*Publications/Presentations/Works-in-Progress*

*Preliminary Version*

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**Work Experience**

In this section, list all of your work experiences, including internships, summer jobs, and campus employment. Give brief but detailed descriptions of your responsibilities. Use action verbs to describe those responsibilities. (See Appendix A for a list of action verbs.) Provide the following information: titles, names of the organizations or businesses, locations of the organizations or businesses, and dates of employment.

For each individual entry, present information in the order of importance, as you deem appropriate. If, for instance, you want to emphasize your job titles, position them at the beginning of an entry. For example:

**EXPERIENCE**

**Coach**, Junior Tennis Teams, Hutto High School, Bainbridge, GA. Summer 1994

**Recreation Assistant/Counselor**, City of Bainbridge Parks and Recreation Program, Bainbridge, GA. Summer 1993

**Research Assistant**, Dean of Students Office, Bowdoin College. Wrote computer program for housing lottery. 1994

However, if you want to emphasize the organization or business where you have worked or volunteered, *that* information should be at the beginning of an entry. For example:

RESEARCH EXPERIENCE	<p>FORD FOUNDATION, Lagos, Nigeria 1991 Trained and monitored 300 rural women to enhance development potential of their indigenous association; formed Abo Umulolo Women's Cooperative as forum for installing motorised engines for cracking palm kernels and milling maize, beans, and cassava</p> <p>UNICEF, Imo, Nigeria Research Consultant 1990 Monitored and evaluated impact of participatory approach to Rural Drinking Water Supply and Sanitation Project</p>
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Do not include the address or telephone number of an organization or business where you were employed; however, do include the city and the United States or Canadian postal abbreviation for the state or the province, respectively.

If your supervisor enjoys wide recognition in his or her profession, it would be appropriate to provide that information. Moreover, if you are seeking admission to a graduate program in a scientific area that requires clinical and/or work experience that was supervised by a certified professional, you *must* provide the name and certification of the supervisor. In addition, if an applicant seeking admission to a graduate program in clinical psychology has some clinical experience that was supervised, the clinical supervisor should be identified and that information should be included in the entry. Here is an example:

**CLINICAL  
EXPERIENCE**

1993–1994 **UNIVERSITY OF MINNESOTA  
MENTAL HEALTH CENTER**  
Minneapolis, MN

**Predoctoral Intern** (APA approved)

Researched data on adjustment of  
first semester National Merit  
Scholars under supervision of Dr.  
Sven Lindstrom.

To ensure a comprehensive description of all of your experiences, discuss each item with your academic advisor, professor, mentor, or director of the career planning center at your college or university.

*Work Experience*

*Preliminary Version*

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***Professional  
Associations/  
Learned/  
Scientific  
Societies***

List any memberships in organizations such as in the American Chemical Society, the Modern Language Association, the American Psychological Association, the Mathematical Association of America, and so on. If you have not obtained membership in or an affiliation with a professional, learned, or scientific society of the discipline in which you plan to pursue graduate study or seek a position, you should do so as soon as you become eligible for membership. Such affiliation—or lack thereof—might be interpreted as an indication of the level of enthusiasm you have for your intended areas or fields of study.

One advantage of belonging to such organizations is that they publish scholarly journals and literature on major issues in their fields of interest. Frequently, they also convene national and international conferences that provide opportunities for interaction with other scholars. Furthermore, they are generally a rich source of information regarding opportunities for job placement within their fields.

You will find a selected list of major United States and Canadian professional, learned, and scientific societies in Appendix B.

*Professional Associations/Learned/Scientific Societies*

*Preliminary Version*

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***Background***

This component anticipates the section on graduate and professional school applications where applicants are asked to provide additional background or information that might not have been requested in other sections of an application. In addition, this component might include information regarding citizenship, prolonged residence abroad, and/or unusual educational or work experiences. For example:

**BACKGROUND**

Dual Japanese/Canadian citizenship with permanent residence in the United States. Past residence in the Netherlands and Canada. Fluent in Japanese; conversant in Dutch.

*Background*

*Preliminary Version*

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***Community Service***

This component includes volunteer work, contributions to a community, and/or membership on university-wide committees. There might be some overlap for undergraduates between this component and cocurricular activities.

*Community Service*

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***Cocurricular  
Activities***

List and describe campus programs and activities in which you have been an *active* participant, such as student government, athletics, sororities, fraternities, academic clubs, and language clubs.

*Cocurricular Activities*

*Preliminary Version*

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***Interests*** This component includes avocations such as bird-watching, stamp collecting, chess, rugby, antique collecting, and music. List interests as a separate component even though they may appear elsewhere in your CV.

*Interests*

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***Travel*** Include extended international travel as a result of academic study abroad; however, do not include brief visits abroad as a tourist. If, on the other hand, you have had extensive domestic travel that is related to your objectives, mention it here. When appropriate, list cities, states, regions, or countries alphabetically with descriptions of experience and length of visits. For example:

ACADEMIC STUDY ABROAD

**Sea Semester**, Greece, summer of 2000  
Semester spent on schooner to study marine life and to maintain ship

*Travel*

*Preliminary Version*

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***References/  
Letters of  
Recommendation***

This component is entirely optional; however, if you choose to include references on your CV, *list only the names and titles of individuals you have asked to write recommendations for you.* Including letters of recommendation depends on the preference of the employing institution or university to which you are applying. Some institutions maintain placement files and/or dossiers for students; therefore, requests for recommendations are generally referred to undergraduate institutions or to the institution of your most recent attendance. If appropriate, you may simply indicate one of the following on your CV:

1. Placement credentials available from the name of the institution or the name of the appropriate office
2. References available upon request

Professors, deans, chairs, and those who supervise your work are frequently asked to be references. Be sure to ask these individuals in advance for their permission to use them as references.

*References/Letters of Recommendation*

*Preliminary Version*

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**Polishing Your  
Work**

Thus far, attention has been focused on the content of your CV without regard to such matters as audience, writing conventions, and document design (format, layout, and so on). To be effective, your CV must be not only informative but also aesthetically pleasing, grammatically correct, and stylistically sound. This chapter provides some guidelines that will assist you in making decisions regarding the physical rendering of your CV.

**Audience**

The curriculum vitae is used to communicate with colleagues who share a common vocabulary and knowledge of a particular discipline. It is essential that you describe your experiences in language appropriate to your discipline. *Also, this is not the time to be modest—be your own advocate!*

**Writing  
Conventions,  
Grammar, and Style**

Use a confident, authoritative, and crisp writing style, as well as standard writing conventions throughout your CV. (See Appendix C for a selected bibliography of stylebooks and manuals.) Be concise, economical, and consistent in content and format. Use telegraphic style and avoid the use of first-person singular pronouns. Use definite articles selectively.

Grammar and spelling must be perfect, so follow standard grammar and punctuation rules. Use active voice and tenses that are always in agreement with the time of the action, as well as parallel structures and grammatical phrases. Avoid using exclamation points and interjections.

Where appropriate, use standard postal abbreviations and be consistent in this usage throughout your CV—for example, NM for New Mexico, AK for Arkansas, ON for Ontario, and QC for Quebec.

Ask several colleagues to critique a draft of your CV, and request a similar critique from your academic advisor, professor, or mentor. Recognize that you might not agree with some or all of the critiques that this process will generate. It is essential that you are able to justify, to your own satisfaction, the content and format of your CV.

Since you are making a first impression on representatives from colleges, universities, and prospective employers, *your CV must be perfect*. We, therefore, highly recommend that you carefully revise, edit, and proofread

each draft of your CV. We define *revising*, *editing*, and *proofreading* in the following ways:

- *Revising*: Making critical changes to content and organization
- *Editing*: Making appropriate changes to sentence structure, basic grammar, and word choice
- *Proofreading*: Correcting spacing errors, typographical errors, misspellings, and mechanics

Make a hard copy of the final draft of your CV and accompanying correspondence and keep everything on file. Update your CV every year or as frequently as you have new information to add.

### ***Document Design***

Use a computer to create your curriculum vitae. CVs printed on laser printers look the best, but those printed by DeskJet printers are acceptable. Choose both a font style (e.g., Times New Roman or Tahoma) and a size (10- or 12-point) that are conservative, attractive, and reader-friendly. Use single spacing within a component and double spacing between components. Indent to improve readability and use liberal white space.

For variety and emphasis, highlight various levels of information by using underlining, capitalization, boldface, and italics. If you use full capitalization, do not underline and do not repeat the same highlighting technique for more than one level of information. (See Chapters 5 and 6 for examples.)

Avoid lengthy descriptions of academic and work experiences. Descriptions of six lines or more are difficult to scan and, therefore, limit readers' ability to orient themselves on the page, so choose content wisely.



# Correspondence for the Application Process and the Job Search

# 4

The same techniques used to polish your CV must be used to compose effective correspondence with individuals and organizations that might advance your career or vocational goals. Effective correspondence is an essential component in the application or job-search process. The correspondence that accompanies a curriculum vitae is generally referred to as a *cover letter*. It is defined, shaped, and determined by its diverse purposes. There are, for example, letters of application, declination, acceptance, and referral. In addition to the cover letter, the application process and the job search might require you to write other forms of correspondence such as prospecting letters, search firm letters, thank-you letters, letters of withdrawal, and letters of interest.

### ***Objectives of Correspondence<sup>1</sup>***

A well-written letter satisfies the following objectives:

- It offers the writer an opportunity to target the curriculum vitae to a particular person.
- It allows the writer to direct particular attention to specific skills that might be important to the reader.
- It enables the writer to state clearly why an organization is of interest to him or her.
- It opens the door for further communication and follow-through.

The essential structure and format of the correspondence should adhere to some commonly agreed upon guidelines even though there is wide flexibility regarding important matters of content, tone, style, and focus. While you are naturally expected to exercise prudent judgment in these matters, your primary consideration must always be to produce prose of the highest and most inspired quality.

Write with clarity, persuasion, honesty, and economy. You cannot afford to do otherwise. Grammar, writing conventions, style, format, and appearance require the same focused attention that you give your curriculum vitae. Use a computer and a laser or DeskJet printer, and proofread your correspondence several times to catch misspellings, typographical errors, grammatical errors, and ineffective style and format. This correspondence speaks for you at the most important stage of your application or job search—that initial stage when decisions are made that will determine whether you receive an interview or remain in a pool of applicants who do not survive the paring process.

### ***Characteristics of Effective Correspondence<sup>2</sup>***

- Address your letter to someone who has authority to hire you or to have an impact on your admission (or acceptance). Wherever possible, address a specific person, not a title.

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<sup>1</sup>Adapted from *The Resume Handbook*, by Arthur D. Rosenberg and David V. Hirer, Holbrook, MA: Adams Media Corps, Inc., 1999.

<sup>2</sup>Adapted from *Resume Pro: The Professional's Guide*, by Yana Parker. Berkeley, CA: Ten Speed Press, 1993.

- Use that person's name and title, and spell both correctly.
- Find out as much as you can about the organization from which you are seeking employment (or admission).
- Sound enthusiastic to indicate interest.
- Be professional, warm, and friendly.
- Be specific about what you are seeking and what you are offering.
- Set yourself apart from other applicants. Identify at least one thing about you that is unique—something that distinguishes you and that is relevant to the position or program for which you are applying.

***Guidelines for  
Effective  
Correspondence***

Eric Martin and Karyn Longhorne, authors of *How to Write Successful Cover Letters*, provide valuable information and creative exercises that describe the process of self-assessment—a systematic evaluation of your strengths, interests, and personal style—that is a critical preliminary step before you prepare your correspondence. They also provide useful information that will help you determine what you need to know about the individuals and organizations to whom you direct your correspondence.<sup>3</sup>

- Effective communication involves shared understandings. Enhance the quality of your communication by using keywords and phrases about your skills as well as information from your profession or discipline, advertisements, descriptive pamphlets, brochures or films, and any other source that will show you have a clear understanding of yourself and have carefully researched the organizations or individuals with whom you are now communicating.

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<sup>3</sup>Martin, Eric R., and Karyn E. Longhorne. *How to Write Successful Cover Letters*. Lincolnwood, IL: VGM Career Horizons, 1994.

- It is essential that the tone of the correspondence accurately reflect the tenor of the messages you want to convey. Be certain that your language and the format of your correspondence reflect such positive characteristics as career maturity, enthusiasm, intelligence, creativity, energy, organization, attention to detail, and skills appropriate to your focused interest.
- In some cultures, especially in academia, it is sometimes considered “bad form” to view or even use accompanying correspondence, CVs, and other accoutrements of the application or job-search process as marketing tools. While it is quite understandable that marketing oneself might clash with the values of some cultures, it is nonetheless naïve to assume that it is not part of competition for positions. Weigh your values against the advantages of using correspondence and CVs as effective marketing tools in your profession.
- Richard Beatty, author of *The Perfect Cover Letter*, insists that correspondence should generally be written so that it is directly related to the way it will likely be read.<sup>4</sup> Analyze your audiences’ expectations and needs. This approach naturally shifts the focus away from writer-centered correspondence toward the needs of the individual or organization for which it is intended, requiring an astute ability to read between the lines. To take this approach, ask yourself which of your skills will most likely appeal to the reader and include them, thus, effectively targeting your audiences’ expectations and needs. The between-the-lines information represents the nuances of effective correspondence that are rarely *stated* but which are often *inferred*. The classic example is the individual who applies for one position but who is offered another position because his or her unique talents surface during the course of effective correspondence. While this is not a common occurrence, it is, nonetheless, an eventuality that resourceful individuals create for themselves.
- Correspondence should generally be limited to one page. However, this is not an inflexible guideline. There are occasions when it is appropriate or even

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<sup>4</sup>Beatty, Richard H. *The Perfect Cover Letter*. New York: John Wiley & Sons, 1997.

expected that correspondence will exceed one page. Correspondence regarding grant applications or communication with professional associations and learned societies exemplifies occasions when you must focus on the content of the communication rather than on some arbitrary rule regarding length.

- It is important to provide detailed information specific to the purpose of your correspondence, e.g., the date you will begin employment, your response to salary and benefits packages, or information regarding individuals who have agreed to write letters of recommendation.
- Appropriate and specific information describing your education and work background, skills, interests, publications, and presentations—in short, highlights from your CV that should generate enthusiasm in the reader for more detailed information about you—should be included.
- All correspondence should describe the actions you will take following the communication, i.e., thank-you letters and continuing interest letters.

The next section of this chapter provides several sample letters that will assist you in preparing effective correspondence. Please note that these letters have been arranged in the order of the application and job-search process. Following the sample letters is a section explaining how to distribute and market your CV.

## Application Letter: Modified Block Style

14 Overland Street  
Youngstown, OH 33602-1110  
15 October 20\_\_

His Excellency S. K. Ghusayni  
Embassy of Lebanon  
2560 28th Street, NW  
Washington, DC 20008

Excellency:

I am applying for the position of Assistant Professor of English at the American University of Beirut. Since the position, which was advertised in the *Chronicle of Higher Education*, requires some teaching at Université Saint Joseph, I am sending a set of my credentials to you and to representatives of the respective institutions. This is a particularly exciting position as I would be able to use my knowledge of Arabic and French, which would enhance the effectiveness of my English language instruction.

As my enclosed curriculum vitae indicates, I received a Ph.D., *magna cum laude*, with a major in English and Linguistics, from Yale University in 1994. Prior to that, I obtained a B.A., *magna cum laude*, in French, and an M.A., *summa cum laude*, in French Literature from the Massachusetts Institute of Technology. Moreover, during my Fulbright Scholarship for the study of French literature at the Sorbonne, I read extensively the works of writers from Algeria, Tunis, Martinique, and other Francophone countries.

The paramount experience that has influenced my decision to apply for this position, however, was a three-year teaching position at Mohammed V University in Morocco. Not only did I teach English, but I also developed an innovative program in Arabic using computer-assisted pedagogy. It was recognized as a major breakthrough in Arabic language instruction.

During the week of 18 February, I plan to be in Washington, D.C., and would like to arrange an interview with you at your convenience. I will telephone you next week to arrange that meeting. Please feel free to call me at 216/555-8209 or fax me at 216/555-8210.

Thank you for your consideration. I remain

Yours truly,

Zoltan M. Zantovsky

Enclosures: Curriculum Vitae  
Book Reviews  
Disk Containing Arabic Language Course  
Letters of Recommendation

## **Response to an Advertisement Letter: Modified Block Style**

2 Fisherman's Cove  
San Francisco, CA 94682  
February 20, 20\_\_

Dr. Alva Marie Demetriades  
Senior Vice President  
The Johnston Wells Group  
720 Writer Square  
1512 Larimer Street  
Denver, CO 80202

Dear Dr. Demetriades:

I am applying for the position of Research Associate at The Johnston Wells Group. The description of the position, as advertised in *The San Francisco Chronicle*, is congruent with my educational and work background in health care public relations. Having written speeches and researched the mechanics of the health care system for senior executives of health management organizations, public and private hospitals, physicians' consulting groups, etc., I have acquired the high degree of expertise in analytical and communication skills that define the position with you. Furthermore, my facility with state-of-the-art computer-assisted research in biotechnology augment those skills.

I have enclosed a portfolio of my writing along with a recent copy of my curriculum vitae. As this is a confidential search, I would appreciate an opportunity to speak with you concerning individuals whom I might approach for references. You can appreciate, I am certain, the delicacy of interlocking relationships in the highly interconnected field of health care public relations.

May I take the opportunity to congratulate you on receiving the International Public Relations Award for research on marketing support of health care providers? It is a fine tribute to the quality of the service offered by The Johnston Wells Group. I shall contact you regarding my response to your advertisement in three weeks. Should you need to contact me before that time, please call my 24-hour answering service at 415/555-6874.

Thank you.

Sincerely,

Omo J. Kacendar

Enclosures (2)

## Continuing Interest Letter: Modified Block Style

P.O. Box 1872  
Santa Fe, NM 87492  
7 June 20\_\_

Mr. Joseph Jackson  
Editor  
*The Plain Dealer*  
1801 Superior Avenue  
Cleveland, OH 44114-2037

Dear Mr. Jackson:

I am writing to inform you of my continuing interest in the position of Associate Sports Editor of *The Plain Dealer*. Your forthright expressions of confidence in my journalistic skills and publication background convinced me that I would grow and mature as a sports editor in the demanding yet supportive culture at *The Plain Dealer*.

You will be pleased to know that eager and oftentimes perplexed sports fans in Santa Fe read with interest the continuing negotiations among the Cleveland Browns, the city of Cleveland, and the National Football League in the 90s. Needless to say, I was enormously impressed by *The Plain Dealer's* in-depth coverage of all aspects of the momentous decisions that confront all of the players in this pivotal episode in professional football.

A very interesting thing happened to me on my return to Santa Fe. Purely by chance, I met Mr. Michael Doerfler, a retired gentleman who was a sports columnist for *The Plain Dealer*. Let me assure you that he had some great stories to tell about milestones in professional sports in Cleveland. He regaled me with accounts of personal encounters with individuals from all levels of that segment of society. I am eager to become a part of that hallowed tradition.

Thank you again for your generous hospitality during my recent visit.

Sincerely,

Strobe L. Watson



## **Networking with Friends Letter: Full Block Style**

Theta Kappa Psi Fraternity  
University of Connecticut  
203 Broad Street  
Storrs, CT 06269-1008  
March 25, 20\_\_

Jed Aaron Smith, Jr.  
Executive Secretary  
Theta Kappa Psi Fraternity  
University of Utah  
Boulevard of the Americans  
Salt Lake City, UT 84202-7600

Dear Jed:

Greetings from the cold, windswept tundra of Storrs, Connecticut, and its only bright spot this weekend of weekends! With several hundred graduating seniors of TKP from twelve schools in the northeast due on our campus tomorrow, we should have a great career fair. It was great seeing you and all the brothers at our alumni officers' gathering at the University of Florida. I tell you, the warm weather makes me seriously think of transferring there.

Just wanted to get off a quick note to you to let you know that I am indeed interested in the new position of Executive Secretary for Alumni Affairs at our national headquarters at Indiana University. Although I would prefer an assignment at the University of Florida or the University of Texas, I could live with Indiana University, particularly when it would involve such extensive contact with all of our chapters throughout the United States. I would greatly appreciate a good word from you to the search committee on my behalf. In fact, I plan to call Jim at UCLA and Bob at UNLV and take them up on their offer to intercede on my behalf.

All of this feels just right! With TKP growing in all parts of the country, our alumni will be assuming increasingly important responsibilities in the overall management of each of our chapters. Take care and have a great time on the slopes. See you at the University of Colorado next month. Just do it!

Fraternally yours,

Jared Angier Solomon  
Alumni Secretary

Enclosure: Curriculum Vitae

cc: James M. Braithwaite  
UCLA

Robert S. Pendergast  
UNLV

## Prospecting Letter: Full Block Style

January 29, 20\_\_

Ms. Daphne Lizbet Middlemiss  
Photographic Director  
ARTnews  
40 West 38th Street  
New York, NY 10000-2222

Dear Ms. Middlemiss:

Cats! I love them! You love them! Your recent photographic features on *Egyptian Cats at Court* and *Siamese Cats in Thai Arts* were riveting and captivating works of artistic expression. For that reason and the obvious cachet that your publication enjoys in photography and art, I have decided to apply for a staff photographer position at ARTnews.

It is fitting that I have made this decision after being informed by *National Geographic Magazine* that my set of photographs of Bengal tigers, as well as a diary associated with each shooting, will appear in its Fall 2003 issue. That exposure and the recognition I am receiving for my exhibition of photographs of the flora and fauna along the Amazon River support my strong interest in a position with you. I have enclosed a copy of my curriculum vitae and a set of slides, which describe the diversity of my photographic techniques, the equipment, and the materials I use in producing them.

Should you plan to attend the Art in Urban Landscape Biennial in Baltimore on March 30, 2004, I would like to speak with you about my interest in joining the staff of ARTnews. I will contact you in two weeks to arrange a meeting. Since I travel frequently, I am always in touch with my E-mail address at: drunningbear@hotmail.com.

Thank you for the wonderful photographs of cats. Muffin, my beautiful, moody, sensitive, bright, black and white cat, is peering at me from her exalted position in the middle of my desk. Does she know what I am doing?

Take care!

Cordially,

David (Shenandoah) Runningbear  
25-10 Orchard Park  
Charlottesville, VA 22391

**Referral Letter: Modified Block Style**

July 20, 20\_\_

Dr. Hillary Theakston  
Department of Psycholinguistics  
Bloomfield Hall  
University of Pennsylvania  
Philadelphia, PA 19104-6226

Dear Mr. Theakston:

Dr. Anton P. Cleggart, Matthew J. Owens Professor of Linguistics at the University of Delaware, suggested that I contact you regarding postdoctoral fellowships in psycholinguistics at the University of Pennsylvania. Since you have had a long and distinguished career in this field, he even suggested that I approach you regarding the prospect of obtaining a fellowship under your supervision.

I am very enthusiastic about the prospect of continuing my research on the psychological impact of autism on language acquisition in preverbal four-year-old children. Your paper at the recent annual meeting of the American Psychological Association further stimulated my interest in working with you.

I have enclosed a copy of my curriculum vitae along with a letter of introduction from Dr. Cleggart. Please contact me by E-mail so that we may arrange a time to talk about my proposal.

Thank you for your consideration.

Sincerely,

Dr. Siobhan Y. Kaufman  
University of Delaware  
Department of Psychology  
Spruce Hall  
Newark, DE 19617  
E-mail: siobhan@psych.edu.

Enclosures: curriculum vitae  
letter of introduction

cc: Dr. Anton P. Cleggart

## Search Firm Letter: Full Block Style

1472 Rockland Estate  
Hanover, NH 03744  
August 8, 20\_\_

Dr. Danielle Linton-Panko  
President  
Panko, Linton, Jawarski, Paolone & Associates  
Research Triangle Park  
Building 16-62  
Durham, NC 24720-0001

Dear Dr. Linton-Panko:

Your article, "An Analysis of Einstein's 1905 Specialty Relativity Paper and Its Implications for Pedagogy in Technical Writing," which appeared in the *Journal of Technical Writing and Communication* (volume 25, number 1, 1999), is extraordinary research whose outcomes will have far-reaching implications for pedagogy in technical writing and communication. It has, therefore, made imminent sense for me to become a client with your firm, as I now begin my search for a teaching position in technical writing. Its highly regarded profile in this field, coupled with your reputation for placement success, made the choice of your firm inevitable.

I have enclosed a copy of my curriculum vitae, which describes my educational and work background. After a decade of quality experience at IBM and Argonne National Laboratory in hardware and software documentation, on-line documentation, research in writing, and technical journalism, I am now seeking a teaching position at a major research university or laboratory in the Boston area.

In addition to articles in *The New York Times*, *The Washington Post*, *The Los Angeles Times*, and *The Chicago Tribune*, I am now a syndicated technical/scientific columnist with Gannet Newspapers and the Associated Press. My most recent publication is the second edition of my book, *Technical Documentation on the Internet*.

Dr. Danielle Linton-Panko  
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I am eager to speak with you about procedures for becoming a client with your firm. Please fax the appropriate information to me at the address above, or contact me by E-mail at: mpp@aol.com.

Thank you for your consideration, and I shall look forward to hearing from you. Please keep my inquiry confidential.

Sincerely yours,

Marva Pallante-Pezzeni

Enclosure: Curriculum Vitae

### Targeted Letter: Full Block Letter

Ishmael Benjamin Herera  
Department of Mechanical Engineering  
University of Mississippi  
Cobalt Hall, Room W  
University, MS 38323

December 12, 20\_\_

Nissan of North America  
1000 Lake Shore Drive, Suite 900  
Detroit, MI 48200-3222

Attention: Environmental Compliance Officer

In the November/December 2000 issue of *Environmental Waste Management*, it was reported that “Nissan of North America leads major auto companies in the United States by making air conditioning systems free of ozone-depleting CFCs available in nearly two-thirds of the 2001 models it manufactures.” As a doctoral student in automotive/mechanical engineering at the University of Mississippi, I have followed closely the continuing efforts of automobile manufacturers to comply with environmental regulations of this type. Your firm’s success has attracted the attention of researchers here at the University of Mississippi.

I am, therefore, writing to you to arrange a summer internship at Nissan of North America, which would provide me with access to data that details the results of your efforts in reducing ozone depletion.

If it is appropriate for me to work with you on this proposal or to contact someone else at Nissan, I would be pleased to do so. I will contact you next week regarding the next steps in the process of arranging this internship. Please contact me at the Department of Mechanical Engineering, University of Mississippi at [ishmaelherera@olemiss.urns.edu](mailto:ishmaelherera@olemiss.urns.edu).

Thank you.

Sincerely,

Ishmael Benjamin Herera

**Thank-You Letter: Modified Block Style**

May 5, 20\_\_

The Honorable Svetlana Teraskova  
Member of City Council  
County Court House  
The City of Lake Forest  
Lake Forest, IL 60012

Dear Councilwoman Teraskova:

Please accept my appreciation for arranging my attendance at the extended meeting of the City Council of Lake Forest, Illinois, last month. As a result of that experience and my extensive conversations with you, I have decided to continue my graduate studies in urban affairs at the University of Chicago and will focus those studies on the gentrification of Chicago's northside neighborhoods.

Again, I want to thank you for expressing your enthusiasm for my studies and for the opportunity to discuss some of my ideas with you and your colleagues.

Sincerely,

Qian Xinzhong  
16 Seventh Avenue  
Topeka, KS 32130

cc: Mr. Abraham Troutmeyer  
Chair  
City Council  
The City of Lake Forest

## Acceptance Letter: Full Block Style

February 1, 20\_\_

Ms. Marianne Meadows  
Commissioner  
Kentucky State Board of Tourism  
Capital Plaza Tower  
500 Metro Place  
Frankfort, KY 40601

Dear Ms. Meadows:

I am writing to inform you of my acceptance of your offer to become the director of the Kentucky State Board of Tourism effective June 4, 2003. Pursuant to the contract I have signed, I shall report for work at 10:00 A.M. on the above-mentioned date.

Please know that I remain enthusiastic about the development of tourism in the great state of Kentucky. The broad economic returns that can accrue to the residents of the state are certainly powerful incentives for vigorous and imaginative implementation of tourism programs.

I am eager to join my colleagues in this important endeavor. Thank you again.

Sincerely yours,

Davin P. McCormick  
7 Kellogg Circle  
Kalamazoo, MI 49032-3160

Enclosure: Contract



## **Withdrawal Letter: Modified Block Style**

October 24, 20\_\_

Mr. Nicholas Y. Spurgeon  
Vice President for Human Resources  
Toys “Я” Us, Inc.  
461 Fromm Road  
Paramus, NJ 07652

Dear Mr. Spurgeon:

I am writing to inform you that I am withdrawing my application for the position of Vice President for International Marketing with Toys “Я” Us, Inc. As you know, the sharp fluctuations in the securities markets have enhanced the value of the dollar, thus favorably affecting my current position. This has consequently reinforced my decision, which we discussed at length as one of the several options available to me, to remain in my current position. In short, that is what I will do.

Thank you for spending your very valuable time with me at each critical juncture of this decision. I am certain we will have occasions to share ideas regarding effective international marketing of toys as we vigorously pursue international markets for our products.

Enjoy your upcoming trip to Singapore.

Cordially,

Roberto Juan Castillo  
9440 Lehigh Parkway  
Fort Myers, FL 33711-6200

## **Declination Letter: Full Block Style**

September 25, 20\_\_

His Excellency Livingston Gomez Gotarz  
Embassy of the Republic of Cote D'Ivoire  
2424 Massachusetts Avenue, NW  
Washington, DC 20008

Dear Dr. Gotarz:

Thank you for offering me the position of Assistant to the Cultural Attaché for Graduate Education at the Embassy of the Cote D'Ivoire. Unfortunately, I received your cablegram several weeks after I had accepted a similar position with another country and thus must decline your offer.

I am, however, encouraged by your continuing interest and support of the graduate studies of your students in the United States of America and expect that we will continue to have occasions to discuss our mutual interests in international education.

Thank you again for your kindness during my interviews and subsequent conversations with you. Please accept my standing invitation for tea when I am next in Washington, D.C.

With best regards,

Aiesha Sente-Mendoza  
10-107 Magnolia Boulevard  
Baton Rouge, LA 70666

### ***Marketing and Distributing Your Curriculum Vitae***

Effective marketing and distribution of your curriculum vitae and accompanying correspondence are as important as the quality of the material itself. Both require a comparable degree of creativity, thoroughness, and attention to detail in order to achieve the desired results. View the process of distribution, in and of itself, as an essential means of marketing yourself.

To be effective in your overall marketing effort, you need to use strategies that are consistent with your personality and do not exceed your comfort level about presenting yourself for evaluation. A reticent person should not use the same strategy as a gregarious individual who has strong interpersonal skills and who is interested in projecting that image. Marketing and distribution strategies should include:

- Congruence among your professional, career, or vocational goals and your marketing strategy. While diverse objectives require diverse strategies, at this stage, it is essential to be certain that the information on your CV complements your objectives.
- Research approaches and skills you have developed and honed through your academic experiences to obtain information about individuals and/or organizations you plan to contact. The quality of this research will naturally affect the approach and the information you include in your correspondence, the negotiation strategies you use in obtaining and conducting interviews, and the general outcomes of the complete process. *Know as much as you can about the intended recipients of your correspondence.*
- Self-management of marketing and distributing your correspondence, as well as all other aspects of your application process or job search. This means you must give careful attention to such matters as time management, record keeping, follow-up, and negotiation strategies. Know where you are in every step of the process and exercise control over each element to ensure desired outcomes.

Self-management can be one of the most nettlesome aspects of this emerging marketing and distribution strategy. Although some of the psychological issues involved in preparing a CV have been addressed in

Chapter 1, it is instructive, here, to address some issues regarding management style.

For some individuals, the worst time to seek a position is when they do not have one and must get one. The pressure to obtain a position can lead to the production of an inadequate CV and/or marketing strategies that reflect necessity rather than opportunity. Likewise, an impending application deadline can cause panic in some individuals and thus result in a less than outstanding effort.

Other individuals, however, are actually energized by impending unemployment or application deadlines and, in effect, do their best work under pressure. In some circles, it is a badge of honor to do things at the last minute. Whatever your management style, know its possibilities and its limitations. Structure and manage your marketing and distribution strategy accordingly.

## **Distribution and Marketing Checklist**

This checklist will facilitate the effective distribution and marketing of your correspondence. Modify and adapt it to your needs.

- \_\_\_\_\_ Consult your advisor, professor, or mentor regarding the distribution and marketing of CVs in your field.
- \_\_\_\_\_ Cultivate the art of preparing lists, writing brief notes, and keeping logs of your marketing/distribution targets. Prepare lists of prospective recipients and rank them in order of importance to you. Also, keep track of all correspondence, as this information will assist you in maintaining effective follow-up.
- \_\_\_\_\_ Keep the number of organizations and individuals you contact within manageable limits. While the distribution of a large number of CVs might engender feelings of accomplishment, the effective follow-up that is required might become impossible or at least difficult to manage. Consider mailing information at different times so that responses will follow at different intervals.
- \_\_\_\_\_ Enclose a CV with applications to graduate and professional programs. Provide all the information that is requested on an application. Refer to your enclosed CV, however, when inadequate space is available for the information that is requested on the application or when you are instructed or encouraged to provide additional sheets for such information.
- \_\_\_\_\_ Enclose a curriculum vitae and accompanying letter with applications for grants, fellowships, and scholarships, even though they may not be required. An attractive CV can enhance an application and should always be enclosed unless a fellowship, grant, or scholarship sponsor strictly forbids it.
- \_\_\_\_\_ Submit a CV and letter when requesting information regarding a position that an organization has not advertised. Enclosing such a CV with a letter of inquiry precludes the necessity for follow-up correspondence to request it.
- \_\_\_\_\_ Submit a CV and letter with employment applications or responses to advertised positions.
- \_\_\_\_\_ Use only the best quality paper and matching envelopes for your CV. Consult your advisor, professor, or mentor regarding acceptable colors for CV paper in your field.

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# Sample Curricula Vitae

# 5

The experiences of the fictitious individuals described in the sample CVs that follow provide concrete examples of content, style, and format that will assist you as you present your own unique experiences. Listed here are the academic majors and professions for which we have provided sample CVs.

## **Undergraduate**

African American Literature

Art

Chemistry

English

Geology

Neuroscience

Political Science

**Graduate**

Anthropology  
Astronomy  
Clinical Psychology  
Computer Science  
Economics  
German  
Mathematics  
Women's Studies

**Professional**

Architecture  
Business  
Engineering  
General Medicine  
Law

We have also included our own CVs for the fields of Higher Education and Composition and Rhetoric. You will find these at the end of this chapter.



*African American Literature*

Curriculum Vitae

**JUDE WESLEY GREEN**

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26 River Road  
Bainbridge, GA 31728  
(912) 555-3973

Box 928, Bowdoin College  
Brunswick, ME 04011  
(207) 555-0922

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**PROFESSIONAL OBJECTIVE**

Ph.D. in African American Studies

**RESEARCH OBJECTIVE**

To develop psycholinguistic profiles through study of autobiographical narratives of ex-slaves of African descent in eighteenth-, nineteenth-, and twentieth-century America

**EDUCATION**

1996 B.A. Bowdoin College, Brunswick, ME

Major in African American Studies (GPA 3.7); minor in psychology (GPA 3.7) and computer science (GPA 3.6)  
Cumulative GPA 3.7

Candidate for high honors in African American Studies

1994–1995 Tougaloo College, Tougaloo, MS

Studied linguistics, music, and anthropology

Summer 1995 Yale University, New Haven, CT

Studied psycholinguistics, African American literature of the Colonial Period, and computer applications for research in the humanities

**COURSEWORK**

**African American Studies**

African American History  
The African Diaspora  
Race and Ethnicity  
African American Fiction  
Africa and the Slave Trade

**Computer Science**

Microcomputing Concepts Applications  
Advanced Microcomputer Topics  
Microsoft Networking II  
Visual Basic Web Programming

**Psychology**

Introduction to Psychology  
Developmental Psychology  
Personality  
Language: A Developmental  
Perspective

**Other**

Swahili  
Survey of American Literature  
Printmaking  
Forms of Narrative

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JUDE WESLEY GREEN

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### HONORS AND AWARDS

**Phi Beta Kappa**, Alpha of Maine. Bowdoin College, 1996

**Dean's Award**, seven of seven semesters, Bowdoin College

**Abraxas Award** for highest standing during first year, Bowdoin College

**The George Duane Kimbrough Prize for Academic Excellence in Computer Science**, Bowdoin College, 1995

**The Adam Clayton Powell Scholarship for Excellence in African American Studies**, Bowdoin College, 1995

### SKILLS

Academic: Strong problem-solving, critical judgment, conceptualization, and research skills; effective in unstructured academic environments where initiative and creativity are encouraged

Languages: Conversant in Latin; proficient in reading Swahili and French

Computer: Word Processing: WordPerfect  
Microsoft Word  
Windows 2000

Spreadsheet: Excel

Programming: C, C++, Java (dBase III for AIX)

### AFFILIATIONS

National Urban League  
Association for the Study of African American Life and History

### EXPERIENCE

**Coach**, Junior Tennis Teams, Hutto High School, Bainbridge, GA. Summer 1994

**Recreation Assistant/Counselor**, City of Bainbridge Parks and Recreation Program, Bainbridge, GA. Summer 1993

**Research Assistant**, Dean of Students Office, Bowdoin College. Wrote computer program for housing lottery 1994

**Student Representative**, Board of Proctors, Bowdoin College, 1993–1995

### INTERESTS

Spirituals, philately, tennis, swimming

**Art**

<p><b>PHOEBE A. PARKER</b></p> <p>Box 207, Beloit College, WI 53511, (608) 555-2761</p> <p>77 Cypress Way, Palm Beach, FL 29073, (305) 555-1596</p>		
<p><b>PROFESSIONAL OBJECTIVE</b></p> <p>Independent artist supported by exhibitions and publications</p>		
<p>A R T  S H O W S</p>	<ul style="list-style-type: none"> <li>• Spring 1996 One-person show of environmental sculptures and landscape paintings—series of seascapes emphasizing play of light on water with contrasting water pollutants in staged relief</li> <li>• Fall 1995 Wright Museum of Art, Beloit College Series of self-portraits dealing with test anxiety</li> <li>• Summer 1995 Crispen Gallery, Palm Beach, FL Series of oil paintings of children visiting a planetarium</li> <li>• Spring 1995 Notten Gallery of Art, Philadelphia, PA One-person show of watercolors of artists at work</li> <li>• Fall 1994 The Gallery of the Department of Art and Art History, Beloit College</li> </ul>	<p>W O R K S • I N • P R O G R E S S</p> <p>Photographic images of blossoming (Independent Study)</p> <p>Portraits of growth stages of children through adolescence</p> <p>Series of photographic images of players in Virginia Slims Tennis Tournament</p>

<ul style="list-style-type: none"><li>• Dean's Award (GPA 3.3) Six of six semesters</li><li>• Senior Bench Chapter of Mortar Board, 1996</li><li>• Shirley Stewart Foster Scholarship for Excellence in Studio Art, 1995</li></ul> <p style="text-align: center;"><b>HONORS</b></p>	<ul style="list-style-type: none"><li>• American Pewter Guild</li><li>• Surface Design Association</li><li>• Wisconsin Women Sculptors</li><li>• Women's Caucus for Art</li></ul> <p style="text-align: center;"><b>AFFILIATIONS</b></p>
<p>Beloit College <span style="float: right;">Beloit, WI</span></p> <p style="text-align: center;">B.A., May 1996</p> <p style="text-align: center;">Major: Art and Art History (GPA 3.5)</p> <p style="text-align: center;">Minor: Museum Studies (GPA 3.2)</p> <p style="text-align: center;">Cumulative GPA 3.3</p> <p style="text-align: center;">Candidate for honors in Studio Art</p> <p>The Art Institute <span style="float: right;">Chicago, IL</span></p> <p style="text-align: center;">Summer 1995. Studied sculpture</p> <p style="text-align: center;"><b>EDUCATION</b></p>	

<p><b>Model</b></p> <p>Department of Art and Art History (Studio Art), Beloit College 1995–1996</p>	<p><b>Model and Writer</b></p> <p>Blackstone Photographic Modeling Agency Minneapolis, MN 1995</p>	<p><b>Costume Designer</b></p> <p>University Theatre productions of <i>Barefoot in the Park</i>, <i>A Funny Thing Happened on the Way to the Forum</i>, and <i>Evita</i> 1995–1996</p>
<p><b>EXPERIENCE</b></p>		
<p><b>Docent</b></p> <p>Wright Museum of Art, Beloit College 1996</p>	<p><b>Intern</b></p> <p>Museum of Modern Art New York, NY Catalogued acquisitions in Eskimo art collection Summer 1995</p>	<p><b>Apprentice</b></p> <p>Pierre L. Lovin, environmental sculptor Madison, WI 1994–1995</p>
<p><b>Art and Art History</b></p>		
<p>Basic Studio Drawing I, II Painting I, II Sculpture I, II</p>	<p>Photography I, II Ceramics Art History Survey I Senior Seminar in Art and History</p>	
<p><b>COURSEWORK</b></p>		
<p><b>Communication Arts</b></p> <p>Stage Management Scene Design Costume Design Arts Management</p>	<p><b>Related</b></p> <p>British Literature I, II Shakespeare Psychology Images of Modern Man Astronomy</p>	

## Chemistry

### CLEMENTINE OPHELIA HARE

2 Quackenbush Lane  
Tuscaloosa, AL 34586  
(205) 555-5660  
E-mail: cohare@hotmail.com

Newcomb College  
Box TU 6071  
New Orleans, LA 70118  
(504) 555-2777

### PROFESSIONAL/CAREER/RESEARCH OBJECTIVE

A research position that requires background in organic synthesis and/or chemical identification through spectrographic techniques such as NMR, GC, IR, UV-Vis, and mass spectroscopy

### EDUCATION

B.S., 1996, Newcomb College of Tulane University, New Orleans, LA; major in chemistry; GPA 3.3; cumulative GPA 3.2

1993–1994, University of Tennessee, Knoxville, TN

Summer 1992, University of Alabama, Tuscaloosa, AL; studied biochemistry and environmental geology

### COURSEWORK

(\*denotes courses taken at the University of Tennessee)

Introductory Chemistry I\*, II\*  
Organic Chemistry I\*, II\*, III  
Advanced Organic Chemistry  
Physical Chemistry I, II  
Advanced Inorganic Chemistry  
Independent Research in Chemistry  
Senior Research in Chemistry

Instrumental Methods  
Calculus I\*, II  
Physics I, II  
Biology I\*, II\*  
Environmental Hazards  
Natural Hazards  
Environmental Geology and  
Natural Resources

Related courses: Intermediate Louisiana French  
Cajun Art and Music of the Nineteenth Century  
Roots of Western Civilization  
The Modern Experience in the West  
Mass Media, Mass Society, and the Individual

### LABORATORY EXPERIENCE

*Research Assistant*, Chemistry Department, Newcomb College  
Under Dr. M. P. Norris, Spring 1996–Fall 1996  
Experimented with synthesis of  $\beta$ -amino ketones via enol boronates, as they pertain to natural products

*Research Assistant*, Chemistry Department, Newcomb College  
Under Dr. M. P. Norris, 1995–1996  
Experimented with SmI selective bond cleavage of carbon-oxygen single bonds

*Research Assistant*, Chemistry Department, University of Tennessee  
Under Dr. Craig Barnes, Summer 1994  
Synthesis of macro-cycle containing two transition metal atoms

*Research Assistant*, Chemistry Department, University of Tennessee  
Under Dr. Craig Barnes, Spring 1994, Fall 1994  
Synthesis of starting material for graduate student research

CLEMENTINE OPHELIA HARE

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#### INSTRUMENTATION EXPERIENCE

- Nuclear Magnetic Resonance
- Infrared and Raman Spectroscopy
- Ultraviolet and Visible Absorption Spectroscopy
- Mass Spectrometry
- Atomic Absorption Spectrometry
- High Performance Liquid Chromatography
- Gas Chromatography
- Fluorimetry
- Gel Electrophoresis

#### MEMBERSHIP

Younger Chemists, American Chemical Society 1996

#### HONORS AND ACHIEVEMENTS

Stella Florence Pettypiece Memorial Prize in chemistry for outstanding performance in first year chemistry 1992

Clarence Charles Zess Mathematics Prize for Excellence in Calculus II

*Captain*, National Championship Swim Team 1991

*All-America*, high school swimming 1990, 1991

Deborah Wingert Athletic Scholarship (swimming), University of Tennessee 1992–1994

#### COCURRICULAR ACTIVITIES

Varsity Swim Team, Tulane University 1994–1996

Varsity Swim Team, University of Tennessee 1993–1994

Big Brother/Big Sister, Newcomb College of Tulane University 1994–1996

*Tutor*, Chemistry Department, Newcomb College of Tulane University, Fall 1995; assisted students in Advanced Organic Chemistry

#### OTHER EXPERIENCE

*Assistant to the Manager*, Welsch Electric Co., Tuscaloosa, AL

Coordinated warehouse inventory with showroom inventory, Summer 1996

*Coach*, Tuscaloosa Swim Club, Tuscaloosa, AL, Summer 1995

*Coach*, United Swimming Clinics, Mercersburg, PA, Summers 1993, 1994

## English

curriculum vitae

### phillip hogarth hedgeworth

- box CDE, colgate station, hamilton, new york. telephone (315) 555-1234
- 4 stanton place, rochester, new york. telephone (716) 555-4569

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#### literary interests

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continued work in writing and poetry, focusing on the development of craft, image, and voice; study of psychological and cultural complexities of poems and poets; interest in works of pound, williams, lowell, bishop, plath, hayden, ginsberg, and rich

---

#### workshops

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##### **poetry writing workshop**—professor bruce berlind

emphasized critique and discussion of form and content, experimented with syllable verse, sestinas, and various other rhyme and metrical schemes

##### **short fiction workshop**—visiting author david bradley

emphasized extensive revision of working short stories; four drafts written over course of three months. mr. bradley stressed combination of creativity and discipline

##### **independent in reading and writing poetry**—professor bruce berlind

month-long intensive study of modern poets such as richard wilbur, denise levertov, and ted hughes; also wrote and revised two or three poems per week and met with professor berlind for discussions

---

#### cocurricular activities

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##### **cofounder**, colgate university poetry society, 1995

organized and participated in poetry workshops every other week. edited and published poetry in *the colgate maroon*

##### **cofounder and assistant president**, colgate literary society, 1995–1996

organized bureaucracy to tie literary aspects of the colgate campus together; ran poetry and short fiction workshops; organized faculty lectures and co-sponsored visiting writers; administered the first in a series of poetry, short fiction and essay contests; hosted informal group discussions on literary topics

##### **poetry editor**, *the colgate maroon*, spring, 1996. one of two colgate weekly newspapers

##### **editor**, *the palette and the pen*, colgate's literary and art magazine, fall 1995

contributed poetry spring 1995, fall 1995, and spring 1996

##### **member**, amnesty international, colgate chapter, 1994–1996

##### **member**, students for environmental awareness, 1995

---

#### education

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b.a., may 1996, colgate university, hamilton, new york

major: english, gpa 3.7

workshop, gpa 3.7

minor: history, gpa 3.4

cumulative gpa 3.4



phillip hogarth hedgeworth

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**coursework**


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**english***workshops*

poetry—professor berlind

\*poetry—professor

balakian

short fiction

independent reading and

writing poetry

*other*

british literature I

british literature II

american literature

the novel I

the american novel

shakespeare

literature of the 17th

century

\*the brontes

**history**

growth of nation-states

in europe

europe in crisis since

1815

u.s. in vietnam (1945–75)

formation of the russian

empire

history of american

diplomacy

\*seminar: problems in

american diplomacy

cultural identity of

europe

**related**

roots of western

civilization

the modern experience

north american indians

international ethics

\*ethics

\*mass media, society,

and the individual

introduction to religion

the buddhist tradition

comparative cultures

contract tradition in

modern thought

\*denotes spring 1996 courses

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**honors**


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dean's award for academic excellence; six of six semesters

edward wood scholarship 1995, academic excellence

allen poetry award 1996, literary excellence

*runner-up*, colgate winter poetry contest 1993*honorable mention*, colgate literary society, fall 1995 poetry contest*honorable mention*, world of poetry national poetry contest, summer 1994*selected member*, colgate geneva study group, fall 1994; traveled throughout western europe; studied various international organizations in depth

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**other experiences**


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*lifeguard*, athletic department, colgate university, 1993–1995*student worker*, case library, colgate university, 1994–1996*carpenter's assistant*, alternative timber structures, summers 1993–1995

richard g. smith, contractor, summer 1995

robert g. rose, contractor, january 1993

*lifeguard*, marriot hotel, henrietta, new york, summer 1994

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### *Geology*

MARIA VALESQUEZ COLÓN

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(permanent)  
2733 Willow Park Drive  
Golden, CO 80401  
(303) 555-9822

(until 20 June 2003)  
University of Rhode Island, Box 8028  
Kingston, RI 02881  
(401) 555-0630

**EDUCATION**      B.A., June 1996, University of Rhode Island, Kingston, RI.  
Major in geology (GPA 3.4) with primary interest in oceanography.  
Cumulative GPA 3.3.

#### **COURSEWORK**

##### **Geology**

Physical Geology  
Oceanography  
Mineralogy  
Petrology  
Coastal Geology  
Structural Geology  
Marine Geology  
Stratigraphy and Sedimentation  
Invertebrate Paleontology  
Applied Field Geology

##### **Related Sciences**

Chemical Principles I  
Chemical Principles II  
Calculus I  
Computer Science II  
Physics I  
Physics II

##### **Other**

Economic Principles  
Introduction to Philosophy  
Psychology  
Intermediate Portuguese  
Political Science  
History of Egypt  
American Education  
Mass Media

**HONORS**      Dean's Award, six of six semesters  
Phi Eta Sigma, honor society for first-year students, 1993  
*Recipient*, The Camille and Henry Dreyfus Foundation Scholarship for National Merit Finalist studying chemistry or related sciences

#### **SPECIAL SKILLS**

Language:      Fluent in Spanish; conversant in French and Portuguese  
Computer:      Languages: C, C++, DB2, IMS, Visual Basics, Java, COBOL

**Maria Valesquez Colón**

page 2

#### **LABORATORY EXPERIENCE**

*Researcher*: The Sediment History of the Pettaquamscutt River and Its Relation to the Narragansett Bay, RI. Dr. J. King, advisor. Fall 1994

*Research Assistant*, Lake Ontario Coastal Survey, Colgate University, Department of Geology. Dr. C. McClennen and Dr. P. Pinet, advisors. Fall 1995

*Research Fellow*, University of Rhode Island, Graduate School of Oceanography, Narragansett, RI. The Sediment History of Heavy Metal Pollution in the Pettaquamscutt River, RI. Dr. J. King, advisor. Summer 1994

*Research Assistant*, United States Geological Survey, Branch of Atlantic Marine Geology, Woods Hole, MA. Lake Michigan Lake Level Study: performed grain size analysis on cores. Dr. S. Coleman, advisor. January 1995

*Researcher*, Coastal Geomorphology, cuspidal beach formations and their relation to rip currents. Dr. C. McClennen, advisor. Spring 1995

*Teaching Assistant*, Mineralogy, University of Rhode Island, Department of Geology. Dr. J. Novacek, instructor. Fall 1994

#### **INSTRUMENT EXPERIENCE**

- Coulter Counter/Elzone
- Freeze Drier
- X.R.F.
- Rock Saw
- S.E.M.
- I.C.P.
- Piston Corer
- Shatter Box
- X.R.D.
- Freeze Corer
- Smith-McIntyre Grab
- Cryogenic Magnetometer

#### **OTHER EXPERIENCE**

*Tour Guide*, Enviro Tours, Everglades, FL. Conducted environmental tours of Central America. Summer 1995.

#### **COCURRICULAR**

- *Certified*, NAUI Openwater I SCUBA diver
- Position #1, Women's Cross-Country Ski Team, 1993–present; Captain, 1992
- Latin American Student Association, 1993–present
- Pi Beta Phi Fraternity for Women, 1993–present
- Cycling Team, 1995
- Geology Club, 1993–present

#### **TRAVEL**

Extensively throughout Spain, Portugal, Finland, Sweden, Denmark, and Norway; resided in Oslo, Norway for two years (1991–1993)

## 98 *How to Prepare Your Curriculum Vitae*

### *Neuroscience*

SARAH RUTH EISENBAUM<sup>1</sup>

P.O. Box 92, Brandeis Station  
Waltham, MA 02254  
617-555-8677

7 Evergreen Court  
Highland Park, IL 60031  
708-555-9081

#### RESEARCH OBJECTIVES

##### Short Range:

Neural plasticity in the mammalian CNS, i.e., the capacity of brain cells to change as a function of experience or environmental demand; field properties of the retina during synaptic drug application.

Long Range: M.D., Ph.D.

#### EDUCATION

B.A., *cum laude*, June 1996. Brandeis University, Waltham, MA  
Major in neuroscience (GPA 3.5); minor in Judaic Studies  
Cumulative GPA 3.6  
High honors in neuroscience

Summer 1995, Columbia University, New York, NY  
Studied psychological measurement and applications of experimental psychology

Spring 1993, Swarthmore College, Swarthmore, PA  
Studied Hebrew (intermediate level), modern Hebrew literature, comparative psychology, and genetics

#### COURSEWORK

##### *Neuroscience*

Introduction to Neuroscience  
Inorganic Chemistry I, II  
Organic Chemistry I, II  
Genetics  
Physiological  
Cellular Biology  
Functional Neuroanatomy  
Clinical Neuroanatomy  
Fundamentals of Neurochemistry/Neuropharmacology  
Fundamentals of Neurophysiology  
Neural Cell Culture  
Senior Thesis I, II

##### *Psychology*

Experimental Psychology  
Quantitative Methods  
Comparative Psychology  
Psychology  
Personality

##### *Judaic Studies*

Religion and Literature of the Old  
Testament: Through the  
Babylonian Exile  
Classical Judaism

Intermediate Hebrew  
Modern Hebrew Literature  
Texts and Images of the  
Holocaust

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<sup>1</sup>Information contained in the categories RESEARCH EXPERIENCE and SPECIFIC SKILLS is from the curriculum vitae of Dean Michael Cestari 1992, Colgate University, neuroscience major. The information in the category INSTRUMENTATION EXPERIENCE is from the curriculum vitae of Lisa Petronella 1992, Colgate University, neuroscience major. This information is used with their permission.

SARAH RUTH EISENBAUM  
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COURSEWORK (continued)

*Other*

Calculus III  
Physics I, II  
The American Novel  
British Literature

RESEARCH EXPERIENCE

**Senior Thesis.** "The Afferent Gastric Vagal Fibers Are Critical in Food Related Drinking in Rats" Program in Neuroscience, Department of Psychology, Brandeis University. Thesis Advisor, E. L. Baum, Ph.D. 1995–1996  
Examined the effect of selective vagotomy of both the anterior and posterior gastric trunks, selective vagal afferent denervation with capsaicin, and selective vagal efferent blockade with atropine on drinking caused by eating in rats

**Research Assistant.** Bonney Center for the Neurobiology of Learning and Memory, University of California, Irvine. Summer 1994  
Supervisor, Dr. James L. Lee. Received NSF Grant  
Examined role of specific nuclei of the amygdaloid complex involved in the amnesic effects produced by benzodiazepines in rats; observed role of nucleus of the solitary tract as a possible relay station between the peripheral nervous system in aversive memory formation in rats

**Research Assistant.** Department of Anatomy and Cellular Biology, University of Illinois, Champaign-Urbana. Summer 1993  
Supervisor, Dr. Lois M. Rogers  
Examined nerve growth factors receptors of chick and quail embryos using in situ hybridization and autoradiographic techniques

SPECIFIC SKILLS

*Surgery (rat)*

- Stereotaxic cannulae and electrode implantation
- Lesioning, electrolytic as well as chemical via microinjections with Hamilton syringe
- Full anterior and posterior trunk vagotomies including selective vagal denervation using capsaicin
- Gastric fistula implantation

## 100 *How to Prepare Your Curriculum Vitae*

SARAH RUTH EISENBAUM

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### SPECIFIC SKILLS (continued)

#### *Histology*

- Perfusion with saline and formalin
- Tissue sectioning using freezing microtome and Cryostat
- Microscope slide subbing and mounting of tissue on slides
- Lesion verification using projector and microscope

#### *Staining*

- Cell body (Cresyl violet)
- Direct immunofluorescence
- Indirect immunoperoxidase
- Autoradiography

#### *Behavioral Training Testing*

- Radial arm maze
- Inhibitory Avoidance (IA)
- Continual multiple-trial TA
- Water maze
- Y-maze

#### *Cell Culture*

- Aseptic technique
- Preparation of primary cultures of Schwann cells from rat sciatic nerve
- Preparation of mixed cultures of oligodendrocytes and astrocytes from neonatal rat brain
- Staining techniques mentioned above

### INSTRUMENTATION EXPERIENCE

- (1) Cell Culture
  - sterile and aseptic technique
  - media preparation
  - maintenance and preparation of primary cultures: Schwann cells, Astrocytes
  - cell lines; PC12, B49, BSO
  - transfected Schwann cells-SV40
- (2) Molecular Biology
  - plaque lifting screening
  - immunological screening of a cDNA library
  - isolation of mRNA
  - Northern Blotting
  - manipulation of plasmid vectors using restriction enzymes
  - preparation and assay of bacteriophage lysates
  - determination of concentration of cultures by antibody titer
  - plasmid DNA purification

SARAH RUTH EISENBAUM

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INSTRUMENTATION EXPERIENCE (continued)

- (3) Biochemistry
  - Western Blotting
  - SDS-PAGE electrophoresis
  - Silver Straining
  - electro-elution
  - scanning densitometry
  - Lowry Protein Assay
  - cell fractionation
  - Differential Centrifugation
  - gradient gels
  - UltravioletNisual Spectroscopy
  - Enzyme Linked Immunosorbent Assay
  
- (4) Biology
  - Transmission Electron Microscopy
  - Scanning Electron Microscopy
  - Nissl Staining
  - Autoradiography

COMMUNITY SERVICE

*Volunteer*, Department of Psychological Services, Brigham and Women's Hospital, Boston, MA  
Supervisor: Dr. Dawne Allette-Noel, specialist in study of Alzheimer's disease. 1994

*Volunteer*, Neurobiology Division, The Massachusetts Mental Health Center, Boston, MA  
Supervisor: Dr. Sander Gorham. 1995  
Counseled patients in early stages of Parkinson's disease.

*Circulation Assistant*, Gerstenzang Science Library, Brandeis University. 1993–1994

## 102 *How to Prepare Your Curriculum Vitae*

### *Political Science*

Curriculum Vitae

#### **YOKO I. NAKAGAWA**

Box 903 College Station • Norman, OK 73069 • (405) 555-2187

6 Jackson Way • Seattle, WA 98100 • (206) 555-4563

#### **BACKGROUND**

Dual Japanese/Canadian citizenship with permanent residence in the United States. Past residence in the Netherlands and Canada. Fluent in Japanese; conversant in Dutch.

#### **EDUCATION**

B.S., June 1996. University of Oklahoma, Norman, OK. Major in political science; minor in geography. Cumulative GPA 3.5. Candidate for high honors in political science.

#### **RESEARCH INTERESTS**

The nature of concept formation and theory construction in political science with particular emphasis on utopian impulses in political philosophy.

#### **COURSEWORK**

##### *Political Science*

Introductory I  
Comparative European Politics  
American Political System  
National Institutions and the Policy Process  
Parties in the Political Process  
European Security and Integration  
National Security  
Family in Political Thought  
Living Politicians: The Electoral Process

##### *Geography*

Human Geography  
Political Geography  
Geography of Development: Asia  
Environmental Geography  
Environmental Issues  
Environmental Hazards  
Environmental Impact Assessment

##### *Related*

Calculus I  
Elementary Russian I, II  
Oceanography  
Introductory Economics  
Living Writers  
Modern Philosophy

Aquatic Insects  
Chinese Studies  
World Food and Hunger  
Comparative Cultures  
Social and Political Ethics



YOKO I. NAKAGAWA

Page 2

### HONORS

Pi Sigma Alpha, national political science honorary society.

Dean's Award (3.3 GPA). Five of six semesters.

*Member*, American University London Study Group. Studied political and economic policies of the European community. Achieved 3.7 GPA. Spring 1993.

Colonel J. G. McCoy Scholarship. Research paper, "China: A Ten-Year Prediction." Received \$3,000. 1993. *Research Assistant* to Mary Margaret McShane, Ph.D., Distinguished Professor of Political Institutions, The Carl Albert Congressional Research and Study Center, the University of Oklahoma. Analyzed document of funding sources of independent political parties for Dr. McShane's book, *Political Action in the Eighties: Americans Outside of the Political Mainstream*. 1996.

### EXPERIENCE

Kappa Kappa Kappa Sorority. 1993–present.

*Steward*. Administered budget of \$52,000. Directed preparation of all meals; organized modernization of kitchen facilities; supervised five student workers and cook. Fall 1994.

*Social Manager*. Administered budget of \$16,000. Spring 1995.

*Scholarship Chair*. Organized tutoring program; originated sorority computer center. Fall 1995.

*Member*. Sorority Executive Committee. 1995–present.

*Intern*, Daiwa Securities Co., London, England.

Assisted head trader of United Kingdom Equities Division in product research; observed trading procedures of London Stock Exchange. Spring 1993.

*Intern*, Nikko Securities Co., New York, NY.

Aided in assembling daily trade information for brokers; planned study program of the New York Stock Exchange for Nikko interns. Summer 1994.

*Intern*, United States Senator Alphonse D'Amato (R-NY), Washington, DC.

Aided legislative assistant in researching legislation and reporting on committee hearings. Gained familiarity with structure of Capitol Hill and Senate offices. January 1995.

*Volunteer*, Saracens Rugby Club, London, England.

Assisted in coaching and managing rugby team for girls ages ten through twelve. Spring 1993.

### COCURRICULAR

*Representative*. Student Affairs Board. 1993–1994.

President's Committee on Investments. 1995.

Asian Society. 1994–present.

### SKILLS

Conversant with political issues at all levels of government; practical experience in problem solving; excellent oral and written communication skills.

## 104 *How to Prepare Your Curriculum Vitae*

### *Anthropology*

**NGOZI AWOJOBI**

**Curriculum Vitae**

**BACKGROUND** Nigerian citizen with permanent residency in the United States of America; extended residency in England, Canada, and Barbados; fluent in Igbo, Swahili, Yoruba, English, and French; advanced knowledge of computer systems and applications in social science research.

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**PRESIDENT**

THE NGAMI MFUMBIRO FOUNDATION

2000–present

Lagos, Nigeria, and Washington, DC

Manage a by-invitation coterie of African, Middle Eastern, and Near Eastern countries, which support economic, educational, and scientific development in their respective countries; supervise staff of 75 consultants in Lagos office and 200 in Washington; manage annual budget of \$50 million; report to Board of Advisors composed of representatives of participating countries and funding areas.

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October–February  
2107 R Street, NW  
Washington, DC 20009  
202/555-3187 (tel)  
202/555-3189 (fax)

March–September  
PMB 1209, Sijuada  
Lagos, Nigeria  
(1) 6120789 (tel)  
28763 (telex)  
(1) 6120663 (fax)

[nawojobi@hotmail.com](mailto:nawojobi@hotmail.com)

<http://www.nawojobi.org>

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#### ACCOMPLISHMENTS

- Increased endowment from \$120 million
- Increased awards, grants, scholarships, fellowships by fifty percent in four years
- Expanded scope of scientific grants to include telecommunications and aerospace engineering
- Developed innovative program for recruiting expatriate scholars for positions at universities and research institutions in their home countries
- Actively established cooperative projects with other international foundations with similar interests
- Organized and managed development staff that continually seeks innovative sources of funding for foundation projects

NGOZI AWOJOBI

page two

SUMMARY OF QUALIFICATIONS

- Dedicated to efforts to improve the quality of life of all people, especially those in Africa, the Near East, and the Middle East
- Successful in bringing diverse opinions and ideas to consensus
- Innovative thinker and problem solver
- Excellent communication and persuasion skills
- Effective in conceiving, developing, and implementing creative programs targeted for special populations

EDUCATION

HARVARD UNIVERSITY, Cambridge, MA

**Ph.D.**, anthropology, *summa cum laude* 1985

Major: cultural anthropology

Dissertation, awarded High Honors: "The development of anthropological writing as it has moved through culture critique: the use of knowledge of other cultures to examine the assumptions of our own"

Areas of specialization:

- Socioeconomic transformation of indigenous societies and their transition to market economies
- Transformation of indigenous local organizations into development organizations

Research interests:

- Symbolic analyses of women and rituals in Igbo culture
- Ethnic formation and transformation—the Aro/Igbo ethno-history

AHMADU BELO UNIVERSITY, Zaria, Nigeria

**M.A.**, cultural anthropology, African History (Honors) 1982

Thesis: "Comparative analyses of kinship, marriage, and family in matrilineal societies in Nigeria"

UNIVERSITY OF IBADAN, Ibadan, Nigeria

**B.A.**, geography and mathematics, Honors 1978

HONORS  
and AWARDS

Senior Fulbright Scholar-in-Residence, SUNY, Farmingdale, NY

International Fellow, American Association of University Women Award for dissertation

Research Fellow, Rockefeller Foundation, Ahmadu Bello University

Faculty Prize for Best Graduating Student, Ahmadu Bello University

## NGOZI AWOJOBI

page three

RESEARCH EXPERIENCE	<p>FORD FOUNDATION, Lagos, Nigeria Trained and monitored 300 rural women to enhance development potential of their indigenous association; formed Abo Umulolo Women's Cooperative as forum for installing motorised engines for cracking palm kernels and milling maize, beans, and cassava</p> <p>UNICEF, Imo, Nigeria Research Consultant Monitored and evaluated impact of participatory approach to Rural Drinking Water Supply and Sanitation Project</p> <p>ROCKEFELLER FOUNDATION, Lagos, Nigeria Used anthropological and historical theories and methods, especially oral traditions, in study of the Aro of southeastern Nigeria</p>	<p>1991</p> <p>1990</p> <p>1990</p>
TEACHING EXPERIENCE	<p>HARVARD UNIVERSITY, Cambridge, MA. Teaching Fellow Courses taught: -Film and Anthropology: The Translation of Culture -Economic Anthropology</p> <p>BOSTON COLLEGE, Chestnut Hill, MA. Assistant Professor Courses taught: -Economic Anthropology -Race and Society</p> <p>UNIVERSITY OF NIGERIA, Nsukka. Professor, Department Chair Courses taught: -Anthropological Theories -Marxist Sociology -Rural Development Studies -Systems of Social Inequality -Women and Development</p>	<p>1992</p> <p>1991</p> <p>1990</p>
PUBLICATIONS	<p>Awojobi, Ngozi. <i>The Aro of Southeastern Nigeria</i>. Ibadan, Nigeria: University of Nigeria Press, 1994.</p> <p>———. <i>Economic Anthropology</i>. Washington: Smithsonian Institution Press, 1994.</p> <p>———. "Women in African Society: The Place of Igbo Women in Igbo Culture." <i>Nigerian Journal of Economic and Social Studies</i> 50 (1990), pp. 38–72.</p> <p>Awojobi, Ngozi, and Catherine E. Shu. "Cultural Ecology of Agrarian Societies," <i>Contemporary Readings in Sociology</i>. Chicago: University of Chicago Press, 1992.</p> <p>Awojobi, Ngozi, and Joi Chin. "Ethnology of the Near East and North Africa," <i>Signs</i> 85 (1989), pp. 56–66.</p>	
AFFILIATIONS and BOARDS	<p>Association of African Women for Research and Development (AAWARD) Association of American Anthropologists Nigerian Association of Sociologists and Anthropologists Nigerian Economic Society Nigerian Academy of Science Nigerian Institute of International Affairs Social Science Research Council Society for Applied Anthropology</p>	

**Astronomy**

**Curriculum Vitae**

**AARON J. LEVY**

residence: 3 Rosebud Terrace  
Pasadena, CA 91102  
(818) 555-9079  
Fax: (818) 555-9090  
E-mail: [alevy@aol.com](mailto:alevy@aol.com)

office: 4800 Oak Grove Drive  
Pasadena, CA 91109  
(818) 555-6583  
Fax: (818) 555-9854  
E-mail: [alevy@net.com](mailto:alevy@net.com)

**EDUCATION**

Ph.D., UNIVERSITY OF WASHINGTON

Seattle, WA  
1992

Major: astronomy  
Research interests: radio astronomy; optics; x-ray observations, stellar evolution

B.A., *magna cum laude*, REED COLLEGE

Portland, OR  
1985

Major: astronomy  
Minor: classics

**RESEARCH INTERESTS**

Optics; radio astronomy; stellar astronomy; extragalactic supernovae; optical systems and design; CCD photometry of extragalactic supernovae.

**EXPERIENCE**

JET PROPULSION LABORATORY

Pasadena, CA  
1995–present

California Institute of Technology

*Associate Research Astronomer*

Research interests: adaptive optics; charge-coupled devices; infrared detector arrays; interplanetary optical communications; telecommunication systems; artificial intelligence

Manage \$500,000 budget; supervise four post-doctoral research fellows, two Ph.D. candidates, and eight undergraduate assistants.

AARON J. LEVY

**EXPERIENCE**

(continued)

UNIVERSITY OF CALIFORNIA, BERKELEY

Berkeley, CA  
1993–1995

*Adjunct Assistant Professor of Astronomy*

Research and instructional interests: circumstellar molecular envelopes of evolved stars; luminous hot stars (type O and B, and the Wolf-Rayet stars); x-ray extreme ultraviolet and far interests: ultraviolet observations of evolved stars; joint projects with Laboratoire d'Astronomie Spatiale in Marseilles, France.

UNIVERSITY OF FLORIDA

Gainesville, FL  
1992–1993

*Postdoctoral Research Associate*

Research interests: radio astronomy; dynamical and solar system astronomy; stellar evolution.

UNIVERSITY OF WASHINGTON

Seattle, WA  
1991–1992

*Graduate Research Assistant*  
*Co-investigative Assistant, Infrared Astronomical Satellite, 1991.*

NATIONAL RADIO ASTRONOMY OBSERVATORY

Charlottesville, VA  
1990

*Summer Research Assistant*

GEORGIA TECH RESEARCH INSTITUTE

Atlanta, GA  
1989

*Summer Research Assistant*

Research interests: infrared/electro-optics; microelectronics; millimeter wave technology.

**SPECIAL SKILLS**

Computer: Scientific software and hardware development; system modeling; database management; mathematical modeling; IBM large-scale systems; UNISYS and VAX computers.

page 3

**AARON J. LEVY**

**PUBLICATIONS**

Journal Articles  
*refereed*

A.J. Levy, T.M. Avery, O.L. Braun, "Optical identifications of high luminosity infrared sources," *Astronomical Journal*, 201, 1411–1420 (1991).

A.J. Levy, S.M. Smith, R.A. Quakenbush, "The Hubble Space Telescope: ultraviolet and x-ray observations," *Astrophysical Journal*, 80, 1202–1218 (1993).

Books

A.J. Levy, *Paths to the Present: Origins of Elliptical Galaxies*, John Wiley & Sons, Inc. 225 pp (1992).

A.J. Levy, *Directory of Observatory and Satellite Facilities in the United States and Canada*, John Wiley & Sons, Inc. Vol. 1, 11. 400 pp (1993).

Thesis

A.J. Levy, "Instrumentation in radio astronomy," Ph.D. dissertation, University of Washington, 275 pp (1992).

**PRESENTATIONS**

"Instrumentation in radio astronomy," oral paper, American Astronomical Society Meeting, Princeton, NJ, June 1991.

"An observational study of barium stars and their relation to Cepheids," American Astronomical meeting, Tucson, AZ, 1982.

"Infrared detector arrays," NOAA workshop on "Infrared Emission from Active Galactic Nuclei," Madison, WI, June 1993.

**GRANTS**

"Interplanetary optical communications," Arizona Space Grant Consortium, 1992.

Two-year grant of \$50,000. Support for student and faculty wages, equipment, and travel to observatories to conduct astronomical observations.

**GRANTS**  
(continued)

"Luminous Hot Stars," National Science Foundation, College Science Instrumentation Program, June 1993.

Two-year grant of \$45,000, matched by University of California, Berkeley, for computer system to be used at University of California, Berkeley.

Travel grant of \$5,000 from United States National Committee to the IAU to attend the International Astronomical Union General Assembly in Marseilles, France, 1995.

**COMMUNITY SERVICE**

*Member*, Ph.D. dissertation committees for T. L. Smith (Astronomy 1990–1992) and A.O. Schwartz (Astrophysics 1991–1993), University of Washington.

*Member*, Committee on Affiliation Services, Lick Observatory, University of California, Santa Cruz, CA. 1990–present.

*Member*, University committee on user services, Kitt Peak National Observatory and Dominion Astrophysical Observatory. 1991–present.

**PROFESSIONAL AFFILIATIONS**

American Astronomical Society, 1987–present  
Astronomical Society of California, 1990–present  
International Astronomical Union, 1992–present  
American Association of Variable Star Observers, 1987–present



**Clinical Psychology**

**GISELA E. SCHMIDT**

home: 2764 Smythe Blvd.	Minneapolis, MN	(612) 555-4683	Fax (612) 555-8710
office: 1 Miller's Place	Minneapolis, MN	(612) 555-6723	Fax (612) 555-2689

**RESEARCH INTERESTS**

Performance anxiety (academic and music); music therapy

**EDUCATION**

1994 **UNIVERSITY OF MICHIGAN**

Ann Arbor, MI

**Ph.D., Clinical Psychology**

Dissertation: "Assessing test anxiety, stress reduction, and self-concept maintenance among first semester National Merit Scholars"

1990 **UNIVERSITY OF MICHIGAN**

Ann Arbor, MI

**M.A., Clinical Psychology**

Thesis: "Psychophysiological investigation of the effects of positive personality reinforcements and degrees of uncertainty among Phi Beta Kappa inductees who are physics majors"

1987 **ST. OLAF COLLEGE**

Northfield, MN

**B.A., *summa cum laude*, Psychology Minor: Music**

Elected to membership in Sigma Xi and Psi Chi

**HONORS  
and  
AWARDS**

1993 Division 29 (Division of Psychotherapy)

*Winner*, graduate student competition for best paper on measurement, University of Michigan.

1987 Phi Beta Kappa, St. Olaf College

1987 Thomas J. Watson Fellowship for year of independent research in Bolivia, Turkey, Bulgaria, and France.

Topic: "The effects of lullabies on relaxation among autistic teens"

1986 Psi Chi, St. Olaf College

**FELLOWSHIPS**

- 1993 Dissertation Grant, Horace A. Rackham School of Graduate Studies, University of Michigan
- 1995 Postdoctoral Fellowship in Clinical Psychology, University of Rochester and Eastman School of Music, Rochester, NY  
Focus: "Comparative studies of psychomotor dysfunction in breathing techniques among flautists and oboists"

**LICENSES**

- 1994 Licensed Psychologist, State of Minnesota  
License #200

**CLINICAL  
EXPERIENCE**

- 1993–1994 **UNIVERSITY OF MINNESOTA MENTAL HEALTH CENTER**  
Minneapolis, MN  
**Predoctoral Intern** (APA approved)  
Researched data on adjustment of first semester National Merit Scholars under supervision of Dr. Sven Lindstrom.
- 1990–1992 **UNIVERSITY OF MICHIGAN COUNSELING SERVICES**  
Ann Arbor, MI  
**Half-time Psychology Intern**  
Supervised two master's level interns in counseling practica; taught counseling methods course and measurements course.
- 1989–1990 **UNIVERSITY OF MICHIGAN COUNSELING SERVICES**  
Ann Arbor, MI  
**Half-time Psychology Intern**  
Conducted psychotherapy with graduate students pursuing degrees in music; performed psychological consultations and evaluations of anorexic clients under supervision of Dr. Hope Wilson Webber, Clinical Psychologist.
- 1989 **YPSILANTI PSYCHIATRIC CENTER**  
Ypsilanti, MI  
**Half-time Psychology Intern**  
Performed psychodiagnostic assessments under supervision of Dr. Agnes Y. Kimbrough, Clinical Psychologist.

**CLINICAL EXPERIENCE** (continued)

- 1992     **NORTHFIELD SYMPHONY ORCHESTRA**  
Northfield, MN  
**Crisis Counselor**  
        Provided crisis phone counseling and referral information to performers  
        and staff of Orchestra.
- 1992     **WALK-IN WOMEN'S COUNSELING CENTER**  
Northfield, MN  
**Counselor**  
        Provided crisis intervention and short-term counseling to single mothers.

**PROFESSIONAL  
AFFILIATIONS**

American Psychological Association, Division 29  
Minnesota Women Psychologists  
Society for Music Therapists

**PUBLICATIONS  
and  
PRESENTATIONS**

- Allen, B., Weinstein, F., Schmidt, G. (1993). "Effects of stress on creativity among teens who achieve perfect scores on SATs." *Educational & Psychological Measurement*, 100, 1108–1121.
- Davis, M., Schmidt, G., & Musa, M. (1992, June). *Psychotherapy and High Achievers: Research Guidelines*. Included in proceedings at Annual Conference of Minnesota Women Psychologists.
- Schmidt, G., & Cohen, A. (1991, September). *Mood and Memory: Evaluating the Psychological Functioning of Child Prodigies*. Paper presented at Symposium on Creativity, Psychology Department, Stanford University, Palo Alto, CA.

**REFERENCES**

Available upon request.

**Computer Science**

**JAMAL MARQUIS MAGBY**

4 Oahu Drive • Honolulu, HI 96831-3002  
808/555-9000 • 808/555-9022 (fax)  
www.jmmagby.com

PROFESSIONAL  
OBJECTIVE

A research position in computer and applied mathematics

COMPUTER  
SKILLS

Software Development

Extensive knowledge of C; C++, and COBOL; data communications/networking; TCP/IP; Ethernet; database and design support software; fault tolerant computing; RISC technology; UNIX; VSAT; ATM; Windows NT.

Hardware Development

Experienced in design, testing, quality assurance, systems integration, reliability, and field engineering of computer systems and subsystems that include CPUs, memory systems, power supplies, power distribution systems, storage devices (tape disks and optical devices), and storage subsystems (device, power, packaging, and controllers). High speed ECL, CMOS, and RISC technologies, which utilize state-of-the-art CAD and CAE design.

Networks

OSI; LAN; CICS; NOVEL; ISDN; frame relay; satellite multiple access techniques; terrestrial networking interfacing.

QUALIFICATIONS

- expert knowledge of mathematical theories of dynamical systems
- advanced knowledge of the application of computer decision-making models in the medical sciences
- full knowledge of software and hardware available for research in the natural sciences
- high value placed on teamwork, flexibility, and quality interpersonal communication
- strong analytical, conceptual, and organizational skills
- prompt in planning and implementing agreed-upon proposals and ideas

## EDUCATION

■ Ph.D., 1993, Computing and Computational Mathematics, Stanford University, Stanford, CA

Dissertation: "On randomized versus deterministic computation"

Abstract: A study of the relative power of linear and polynomial randomized time compared with deterministic time.<sup>1</sup>

Related courses:

- Numerical Analysis of Dynamic Systems
- Advanced Numerical Analysis
- Advanced Methods in Matrix Computation
- Numerical Methods for Initial Boundary Problems
- Number Theory
- Artificial Intelligence
- Machine Learning
- Methods of Mathematical Physics

■ B.Sc., 1988, Computer Science and Mathematics, University of Hawaii, Honolulu, HI  
GPA 3.9 (4.0)

Honors and Awards:

Alpha Theta Mu, honorary society in computer science  
Omicron Delta Psi, honorary society in mathematics  
Dean's Award (seven of eight semesters)  
NCAA Scholar Athlete in Track (200 and 400 meters)

Related courses:

- |                             |                           |
|-----------------------------|---------------------------|
| Mathematics                 | Computer Science          |
| • Mathematical Logic I, II  | • Theory of Computing     |
| • Representation and Memory | • Discrete Structures     |
| • Topology                  | • Operating Systems       |
| • Real Analysis I, II       | • Simulation              |
| • Quantitative Reasoning    | • Information Systems     |
| • Theory of Algorithms      | • Computer Graphics       |
| • Geometry                  | • Compiler Design         |
| • Differential Equations    | • Artificial Intelligence |

<sup>1</sup>Karpinski, Marek and Rutger Verbeek. "On randomized versus deterministic computation." *Theoretical Computer Science*, 154, (1996), 23–39.

## PUBLICATIONS

## Journal Articles

- J. M. Magby. "New algorithms for signal processing and analysis" *Journal of Computer and System Sciences* 21 (1995) 423–475.
- ———. "Notes on constructive logic and implications for computer science" *Mathematical Structures in Computer Science* 5 (1994) 162–183.
- ———. "Numerical solutions of boundary value problems" *Mathematical Structures in Computer Science* 3 (1993) 122–145.

## Book

- Magby, Jamal Marquis. *Studies in Artificial Intelligence*. 3rd ed. New York: Academia Press, 1992.

## RESEARCH EXPERIENCE

■ *Research Assistant*, 1994–1995, Aerospace Division, Rockwell, Seal Beach, CA. Member of team of computer scientists who evaluated test data on the performance of the Space Shuttle Orbiter designed and produced by Rockwell. Results will be used in design of electrical power system for space station.

■ *Research Associate*, 1995–present, Digital Data Processing, Massachusetts Institute of Technology, Lexington, MA. Researched systems for more efficient data reduction and analysis as well as improved algorithms for signal processing and analysis.

■ *Research Associate*, 1992–1994. Visual and Systems Interface, Cirrus Logic®, Fremont, CA. Assisted in research in the development of 2D/3D graphics, video, and power management chips for both desktop and portable PCs.

## WORK EXPERIENCE

■ *Consultant*, 1991–1993. Worldwide Information Services (WWIS), Unisys Corporation, Bismarck, ND. Advise clients in creative use and application of technology to improve service to customers, enhance their competitive position in their marketplace, and increase their flexibility.

■ *Visiting Assistant Professor*, 1990, Department of Computer Science, University of Hawaii, Honolulu, HI. Taught graduate courses in artificial intelligence, algorithms and theory, constructive logic, and computer graphics.

## REFERENCES

Available upon request

*Economics***CAXTON A. FABERSHAW, IV****Trade Representative**

Canadian Embassy-Apartado Mexico, D.F.  
Tel: 555-2222; Fax: 555-0000

---

**EXPERIENCE**

- 1994–present

CANADIAN EMBASSY

**Trade Representative.** Negotiate, interpret, and implement Canadian trade policies and agreements of North American Free Trade Agreement (NAFTA); represent Canada in multilateral trade negotiations with Mexico and contiguous countries; prepare proposals for trade agreements that enhance profitability of Canadian trade in the hemisphere; advise Canadian firms of market opportunities in the region; supervise staff of thirty associates.

1150 Mexico, D.F.
- 1990–1994

ROYAL BANK OF CANADA

**Economist.** Multinational Banking Division. Analyzed and prepared annual reports on effectiveness of Investment and Corporate Divisions in delivering financial products to corporations, governments, and other major institutions around the world; prepared quarterly forecasts of trends in multinational banking.

Montréal (Québec)
- 1989–1990

THE INSTITUTE FOR RESEARCH  
ON PUBLIC POLICY

L'Institut de Recherche en Politiques Publiques

**Senior Economic Consultant.** Convened monthly focus groups composed of public and private sector executives in discussions of international trade and its impact on public policy; wrote monthly newsletter, which included economic analyses of policies and recommendations for implementation of innovative research programs; obtained \$500,000 Canadian Economic Association grant for research on the impact of free enterprise zones on conservative public policies.

Montréal (Québec)

**AFFILIATIONS**

The Conference Board of Canada  
 North Atlantic Council  
 (Delegation of Canada to North Atlantic Council)  
 Organization of American States  
 (Permanent mission of Canada to the Organizations of American States)  
 Canadian International Development Agency (CIDA)  
 British Columbia Chamber of Commerce  
 Musée d' art contemporain de Montréal

**EDUCATION**

• 1988 PRINCETON UNIVERSITY Princeton, NJ (USA)

Postdoctoral studies in international economics

Coursework

Advanced Economic Theory	Econometric Modeling
Econometric Theory I, II	Public Finance
International Monetary Theory	International Trade Scale
Economics and Imperfect Competition Theory and Policy	

Research paper: "Factor Movements and Multinational Corporations"

• 1987 THE UNIVERSITY OF BRITISH COLUMBIA Vancouver, BC

Ph.D. (High Honors) in economics

Major: International Economics

Dissertation: "Case Studies in Output and Price Determination in Open Economies"  
 Awarded J. Peter Norris Prize for Best Dissertation in International Economics

Courses in Economics

Empirical Research in Economics	Money and Banking
Economic History of Canada	International Economics
Labour Economics	Monetary Theory
International Macroeconomics	Econometric Analysis
Topics in Mathematical Economics	International Trade



Caxton A. Fabershaw, IV \_\_\_\_\_ page three

**EDUCATION, cont'd**

- 1984 THE UNIVERSITY OF CALGARY Calgary, Alberta  
B.Sc. (Honors) in psychology  
Concentration: Experimental Psychology  
Minor: Statistics

**SKILLS**

- Languages: Fluent in oral and written French, Spanish, and Portuguese  
Conversant in oral German
- Telecommunications: Knowledge of UNIX; DOS environment; C Language; C++;  
LAN/WAN  
Communication protocols
- Computer Networks: ATM; VSAT; ISDN

**PUBLICATIONS**

- C. A. Fabershaw. "Myths and Mysteries of Corporate Debt." *The Economist*. 7947, 50–51, (1996).
- C. A. Fabershaw. "Investors and International Markets: An International Economics Perspective." *Fortune*. 133, 1, 60–63, (1996).

**INTERESTS**

Aboriginal affairs (treaty negotiations; management services; policy; planning, and research);  
Ojibway and Cree cultures; archery; chess; calligraphy

**Spanish and Portuguese versions of this CV are available upon request.**

## 120 *How to Prepare Your Curriculum Vitae*

### *German*

#### JÜRGEN F. ALTSCHULER

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2 Appian Way, East  
Bloomington, IN 47426  
(812) 555-4001  
24-hour message: (812) 555-4711, ext. 29

office: (812) 555-1080, ext. 92  
Fax: (812) 555-1087

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#### BACKGROUND

Dual German-American citizenship with permanent residence in the United States of America. Past residence in Germany and Switzerland.

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#### EDUCATION

##### STANFORD UNIVERSITY

Palo Alto, CA

Ph.D., 1990. Major: Empires of the Mind: Nineteenth Century German Ideas. Topics in politics, religion, society, and history in the nineteenth century; Heine, Hegel, Schopenhauer, Feuerbach, Marx, Nietzsche, Burkhardt, Frisch, Rauke, D.F. Strauss, Tönnies, Weber, Freud.

Research Interests: Germanic linguistics and philology; foreign language pedagogy; theory of language; and computer assisted text analysis.

Dissertation, awarded high honors. Dissertation Review Committee, College of Arts and Sciences: "Psycholinguistic analysis of print advertisements for pediatric pharmaceuticals in popular journals, Federal Republic of Germany, 1991–1992."

##### WILLIAMS COLLEGE

Williamstown, MA

B.A., *summa cum laude*, 1985.

Major: German

Minor: computer science

Senior Thesis: "Schiller: Aesthetic Theory and Practice: The Nature and Function of the Artist and the Work of Art, in Schiller's Essays, Poetry, and Dramas"

JÜRGEN F. ALTSCHULER

- 2 -

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**HONORS AND AWARDS**

**Phi Beta Kappa**, 1985, Williams College.

Goethe Prize for excellence in German language, 1985, Williams College.

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**FELLOWSHIPS**

UNIVERSITY OF SOUTHERN CALIFORNIA

Los Angeles, CA

1991 Andrew A. Mellon Postdoctoral Fellowship in the Humanities.

Research: Theories of knowledge, language and the German Tradition.  
Readings in Kant, Herder, Mauthner, Wittgenstein, Heidegger, and Habermas.

Taught graduate courses on Wittgenstein and literary criticism.

UNIVERSITÄT MANNHEIM

Mannheim, Federal Republic of Germany

1988 Deutscher Akademischer Austauschdienst, short-term research grant.

Research: Foreign language pedagogy.

---

**EXPERIENCE**

INDIANA UNIVERSITY

Bloomington, IN

1994 *Assistant Professor of German*, College of Arts and Sciences.

Taught advanced language courses and special topics in theories and history of language, aesthetics, literature, and mythology. Team taught courses on computer assisted text analysis.

DEUTSCHE GESELLSCHAFT FÜR AUSWÄRTIGE POLITIK, e. V.

Bonn, Federal Republic of Germany

1993 *Senior Researcher*. Areas of interest:

- The European Community: Progress or Decline.
- American foreign policy under change; the Middle East, and African Policy of the U.S. since Carter.

INTERNATIONAL BUSINESS MACHINES

Frankfurt, Federal Republic of Germany

1992 *Consultant*, Office of Communications and Global Markets.

JÜRGEN F. ALTSCHULER

- 3 -

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**SKILLS**

Languages:

German:           Fluent (speak, read, write, translate, interpret)  
Italian:           Conversationally fluent  
French:            Conversationally fluent

Computer:

Programming languages: Java; C; C++; COBOL; Virtual Basic

Spread Sheet:

Excel

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**COMMUNITY SERVICE**

*Member*, Ph.D. dissertation committees for D.K. Badenhausen (German language and literatures, 1991) and P.A. Koenig (Germanic linguistics and philology, 1996). Indiana University.

*Faculty Advisor*, Goethe Haus, living-learning residence for graduate students pursuing doctorate degrees in German language, 1994. Indiana University.

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**PRESENTATIONS**

Altschuler, Jürgen F. "Fairy Tales as Literary Genre; Historic Relevance, types of Märchen from Volksmärchen to Kunstmärchen to the Anti-Märchen." Division on Teaching of Literature, MLA Convention. Atlanta, 28 December 1994.

Altschuler, Jürgen F. "Deutsche Kulturgeschichte." Association of German Nobility in North America, Triennial Meeting. Montreal, 1993.

Altschuler, Jürgen F., and Mueller, Max S. "The German Bildungsroman." German-American Chamber of Commerce, Symposium on "Culture and Enterprise." Chicago, 1992.

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**AFFILIATIONS**

American Association of Teachers of German  
Modern Language Association of America  
American Philological Association  
International Association of German Language and Literatures

**Mathematics**

**SUJATA A. CHATTERJEE**

8 Colonial Way, Morristown, NJ 07934 Fax: 201/555-6451

E-mail: [schatterjee@aol.com](mailto:schatterjee@aol.com)

Tel: 201/555-471

**BACKGROUND**

Dual Indian and U.S.A. citizenship with extended residency in Sweden. Fluent in English, Hindi, Bengali, and Swedish. Superior skills in applied mathematics with particular emphasis on applications of mathematical and computer models for the development of effective management systems.

**EXPERIENCE**

AT&T BELL LABORATORIES  
Morristown, NJ

1994–present

- *Senior Research Associate.* Manage team of twenty-five assistants in longitudinal study of the impact of short-term memory on effective management of hourly employees.
- *Systems Consultant.* Provided sales support, systems analysis and design, and presale management to ensure that solutions by AT&T match customers' systems.
- *Development Engineering Intern.* Assisted senior engineers in developing products and systems, in improving processes, and in conducting analyses.

TATA INSTITUTE OF FUNDAMENTAL RESEARCH  
Bombay, India

1991

- *Assistant to Dr. V. R. Singh, Director.* Conducted research in pure and applied mathematics.

BOSE INSTITUTE  
Calcutta, West Bengal

1990

- *Research Assistant* in nuclear physics and solid state physics.

BHABHA ATOMIC RESEARCH CENTRE  
Bombay, India

1989

- *Assistant* to committee that studied the development of nuclear energy for peaceful purposes.

**EDUCATION**

MASSACHUSETTS INSTITUTE OF TECHNOLOGY  
Cambridge, MA

Ph.D., 1994, (*cum laude*) in applied mathematics

Dissertation: "Linear partial differential operators in Gevrey spaces"

Coursework:

- |  |                             |
|--|-----------------------------|
| -Ordinary and Partial Differential         | -Groups, Rings and Fields   |
| -Theory of Functions of a Complex Variable | -Ring Theory                |
| -Banach Algebras and Spectral Theory       | -Representation Theory      |
| -Unbounded Operations                      | -Homological Algebra        |
| -Classical Harmonic                        | -Abstract Harmonic Analysis |
| -Transformation Groups                     |                             |

UNIVERSITY OF CALCUTTA, Presidency College  
West Bengal

M.Sc., 1990, in applied mathematics

Papers:

- |                                     |                   |
|-------------------------------------|-------------------|
| -K-theory                           | -Geometry         |
| -Number theory                      | -General topology |
| -Set theory                         | -Statistics       |
| -Mathematical logic and foundations | -Computer science |

B.Sc., 1986, (First Class Honors) in mathematics

Pass subjects: physics and astronomy

**SKILLS**

Educational and practical knowledge of C; C11, UNIX; MS DOS Windows; networking technologies such as WAN, LAN, SNA, CPUs, JCL procedures; ES 9000; COBOL; PASCAL; X.400; X.25; SNA; OSI; database and design support software.

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<sup>1</sup>Using Luigi Rodino's publication of the same title (River Edge, NJ: World Scientific Publishing Co., Inc., 1993).

..... 3 .....Sujata A. Chatterjee

**POSTDOCTORAL AWARDS AND STUDIES**

The Mittag-Leffler Institute, 1991, Sweden  
Award: 100,000 Swedish crowns  
Studies: mathematical physics

The Lettie Delilah Hensen Fellowship at Rhodes University, 1990, Grahamstown, South Africa  
Studied pure and applied mathematics

**AFFILIATIONS**

Association for Symbolic Logic

Association for Women in Mathematics

**PUBLICATIONS**

S.A. Chatterjee. "Ordinary differential equations, partial differential equations, and applied mathematics" *Transactions of the American Mathematical Society*, **62** (1994), 172–194.

S.A. Chatterjee and Gifford von Edsel. "A UNIX tool for software development in determining executive compensation packages" *The Computer Journal* **27** (1995), 200–239.

S.A. Chatterjee and Mignon E. Delacroix. "Linear and multilinear algebra: some matrix theories" *Studies in Applied Mathematics*, **95** (1993), 6–18.

**GRANTS**

An empirical study of the impact of perceived environmental uncertainty and perceived agent effectiveness on the composition of compensation contracts. Research supported by a \$50,000 grant from the National Science Foundation.

Some advanced technological and organizational implications for change in human resources management. Research supported by a \$60,000 grant from AT&T Bell Laboratories.

## **Women's Studies**

### **MAMIE FRAMPTON-GREEN**

*permanent:*  
1235 Central Ave.  
Beaufort, SC 29902  
(803) 555-1358  
Fax: (803) 555-5902

*office:*  
Congress Way and Main  
Beaufort, SC 29902  
(803) 555-3957  
Fax: (803) 555-3958

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### **PROFESSIONAL OBJECTIVE**

To obtain a position as advisor to Governor Nancy Lee (R-LA) regarding women's issues

---

### **EDUCATION**

Ph.D., 1992, in American History.

Research interests: Transdisciplinary approaches to health care issues of affluent women in twentieth-century America: 1970–1990

M.A., 1987, Women's Studies, University of Wisconsin, Madison, WI.

Thesis: "Oral histories of millionaire widows in Philadelphia, PA, Miami, FL, and Phoenix, AZ"

#### Coursework

Race, Class, and Gender  
Gender and the Economy  
Philosophy and Feminism  
Latin-American Women Writers  
African American Women Writers  
Stratification Sociology

Field Methods in Oral History  
Women's Health Issues  
Women in American History  
Corporate Finance  
Accounting

B.A., *cum laude*, 1985, Fisk University, Nashville, TN.  
Major in history; minor in natural sciences

Senior thesis: "Images of affluent women in Pulitzer Prize winning fiction. 1960–1980"

---

### **EXPERIENCE**

*Director*, City of Beaufort, Women's Resource Center, Beaufort, SC.

Manage Center that provides family, personal, and career counseling, as well as public health services to professional women; supervise staff of eight including a clinical psychologist, financial planner, psychiatric social worker, and philosopher; manage budget of \$400,000; generate 50% of budget from consultant services to government agencies and businesses. 1992–present.



**MAMIE FRAMPTON-GREEN**

page 2

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**EXPERIENCE** (continued)

*Assistant to Director of Community Relations*, Bank of New England, Providence, RI.

In cooperation with health care providers and insurers, developed community-based health care planning program for middle-income single mothers. 1989–1990.

*Apprentice*, Office of Hospital Administration, Nashville General Hospital, Nashville, TN.

Assisted in assessing the quality of outpatient services for individuals suffering from acute fatigue syndrome; performed data entry using dBase 3. Summer 1987.

*Intern*, The Tennessee Historical Society, Nashville, TN.

Edited catalog for centennial celebration. Summer 1986.

---

**COMMUNITY SERVICE**

*Student Representative*, Curriculum Committee, Women's Studies Department, University of Wisconsin—Madison. 1988–1989.

*Volunteer*, HELP-LINE, Nashville, TN. Provided counseling for troubled teens. 1989.

---

**GRANTS**

*Recipient*, American Friends of Cambridge Visiting Research Fellowship in the Arts, Cambridge University, Newham College, Cambridge, ENGLAND.

Studied social science research methods, social psychology, and economics. 1990–1991.

*Recipient*, Alisha Sese Seko Travel Grant to Greece.

Interviewed wives of prominent government officials. Wrote monograph for social science research course at Cambridge University. 1992.

---

**AFFILIATIONS**

National Women's Economic Alliance • American Historical Association • American Sociological Association

**MAMIE FRAMPTON-GREEN**

page 3

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**SKILLS**

Leadership of groups committed to social change; facilitation of individual efforts toward achieving group objectives; motivation of individuals to achieve individual objectives; research; problem solving; observation of phenomena; critical judgments.

---

**INTERESTS**

Detective fiction; Hepplewhite furniture; bridge; chess; collector of vintage carburetors.

## Architecture

**Caesar Felipe Rodriguez II** \_\_\_\_\_ **Registered Architect**

residence: 261 Bloomfield  
Ottremont, Québec H2Y 1B6  
514-555-2301

office: 11 Metcalf  
Montréal, Québec H2Y 1B6  
514-555-2796  
Fax: 514-555-2783

### Objective

 \_\_\_\_\_

To obtain a position with a licensed architectural consulting firm with client base in arts and entertainment, health care, higher education, and professional athletics.

### Background

 \_\_\_\_\_

Dual Canadian/Portuguese citizenship with extensive residency in São Paulo, Brazil; Lisbon, Portugal; and Upper Sandusky, Ohio.

### Experience

 \_\_\_\_\_

1992–present Rodriguez & Rodriguez, Architects Montréal, Québec

#### *Partner*

- Draft and design multibuilding complexes for the public domain such as college campuses, residential communities, hospitals, nursing homes, and entertainment centres
- Supervise staff of five associates
- Arrange client presentations
- Assist clients in obtaining construction proposals

1991–1992 Ministère de L'Environnement Montréal, Québec

#### *Associate Architect*

- Assisted in preparation of architectural documents and drawings
- Researched municipal building codes and materials
- Wrote specifications for building materials

Summers 1990, 1991 Ministère du Tourisme Québec City, Québec

#### *Assistant Architect*

- Developed cost figures for construction and maintenance of facilities
- Prepared drawings, specifications, and related construction documents for facilities

Caesar Felipe Rodriguez II \_\_\_\_\_ 2 \_\_\_\_\_

**Education** \_\_\_\_\_

1991 **M.Sc. A**      Université de Montréal      Montréal, Québec  
                         École d' Architecture  
                         Faculté de l'Aménagement

Design thesis (awarded high honours): Schematic design of biosphere using alternative sources of energy, materials, and construction techniques.

Coursework

- CONCEPTS D'SPACE
- RAPPORTS PERSONNE-SOCIETE-ENVIRONNEMENT
- LE DESIGN DEPUIS 1960
- INTEGRATION DE L'ARCHITECTURE AU MILIEU
- METHODES DE RESTAURATION
- LABORATOIRE D'ARCHITECTURE
- LE LABORATOIRE D'ACOUSTIQUE
- LE LABORATOIRE DE CLIMATOLOGIE ET D'ENERGIE
- LE LABORATOIRE D'INFORMATIQUE

1989 **B Arch**      Université de Laval à Québec      Québec City, Québec  
                         École d'Architecture

**Skills** \_\_\_\_\_

- Fluent in English, Portuguese, and French (oral and written; writing proficiency in all three languages)
- Strong background and experience in
  - physical sciences
  - humanities
- Detailed knowledge of and practical experience in design
- Proficient in use of computer-assisted design techniques

**Professional Associations** \_\_\_\_\_

- Order des architectes du Québec
- The Royal Architectural Institute of Canada
- Society for the Study of Architecture in Canada

**Portfolio** \_\_\_\_\_

Portfolio, references, and transcripts available upon request

**A French version of this CV is available upon request.**

**Business**

curriculum vitae

JOSEPH GERONIMO GIST  
(Sequoya)

---

**Offices**

•Rockefeller Center  
Suite 6126  
New York, NY 10004  
Tel: (212)555-8091  
Fax: (212) 555-8937  
E-mail: jggist@aol.com

•Villa Roma Ippolito  
Via Grassi 10  
20122 Milano  
ITALY  
Tel. 243689  
E-mail: gist@oasi.milano.it

---

**Experience**

CHEROKEE INTERNATIONAL MARKETING, INC.  
New York, NY and Milan, Italy

*President and Chief Executive Officer 1992–present*

- Manage \$50,000,000 international marketing firm, which specializes in providing services for major manufacturers of consumer products
- Firm employs 3,000 worldwide
- Increased profits 25% (1994) and 35% (1995)
- Increased clients by 50% (1993); very effective in creating client loyalty
- Board of Directors has approved plan for opening offices in Barcelona, Frankfurt, London, and Toronto

PROCTER & GAMBLE  
Rome, Italy and Dublin, Ireland

*Vice President, Marketing European Division 1988–1992*

- Implemented marketing strategies for detergents, soft drinks, and pharmaceuticals
- Managed staff of 125, representing diverse cultural and linguistic backgrounds

COCA-COLA FOODS DIVISION  
Atlanta, GA and Caracas, Venezuela

*Assistant Vice President, Sales and Marketing 1984–1988*

- Developed and implemented sales/marketing strategy for emerging international markets
- Supervised staff of 200 sales personnel in Caracas

---

**Skills**

- Strong conceptualization, analytical, and interpersonal skills essential for administration of an international corporation
- Proven success in motivating colleagues and staff, as well as promoting teamwork
- Significant experience and expertise in developing and implementing sales and marketing strategies particularly for international markets
- Fluent in Italian, Spanish, and German

---

**Education**

- NORTHWESTERN UNIVERSITY, Evanston, IL 1982–1984  
MBA The J.L. Kellogg Graduate School of Management  
Specialty: international marketing

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**Coursework**

- International Business Management
- International Marketing II
  - International and Foreign Marketing
  - International Marketing Management
  - Cross-cultural issues in International Management
- UNIVERSITA DEGLI STUDI DI MILANO, Milan, Italy 1979  
*Fulbright Scholar*. Studied economics and international affairs
- CORNELL UNIVERSITY, Ithaca, NY 1976–1978  
BA, *cum laude*, Native American Studies  
minor: economics and international relations  
Activities:
  - *President*, Class of 1978
  - *Co-captain*, Varsity Lacrosse, 1977, 1978
  - *President*, Alpha Omega Psi Fraternity, 1977

---

**Affiliations**

- American Marketing Association
- Sales and Marketing Executives International
- Marketing Research Association
- National Congress of American Indians
- League of the Six-Iroquois Nations in New York State and Canada
- The Pre-Columbian Powhattan Confederacy—East Coast
- The All-Pueblo Council in the Southwest

---

**Interests**

- Native American languages, history, art, and music
- Italian Renaissance opera and dance

**Engineering**

CHAUNCEY MERRILL THIGPEN

**Professional Engineer**

---

4 Landsdowne Court, Houston, TX 77008 • 713/555-2222 (messages)  
 Fax: 713/555-0000 • E-mail: cthigpen.air.com

**OBJECTIVE**

A chemical engineering position in project development, including equipment specification, procurement, cost control, project scheduling, and installation

**EXPERIENCE**

- |  |  |
|--|--|
| <b>Project Engineer</b> , Air Liquide, Houston, TX   | 1993–present   |
| Supervise industrial gas technology team of ten chemical engineers in development and production of oxygen, nitrogen, and carbon dioxide |  |
| <b>Process Engineer</b> , PPG Industries, Pittsburgh, PA   | 1992–1993  |
| Researched impact of production of chlorine caustic soda on sub-tropical environments  |  |
| <b>Hoescht Celanese</b> , Somerville, NJ   | 1990–1992  |
| Researcher   | Developed specialty chemicals for Crayola® Crayons                       |
| Associate Chemist  | Monitored tests of pigments used in Tupperware and Rubbermaid products   |
| Assistant Chemist  | Monitored tests of printing inks for <i>National Geographic Magazine</i> |

**ENGINEERING REGISTRATIONS**

- |  |      |
|--|------|
| Fundamentals of Engineering Examination                | 1986 |
| Principles of Practice of Engineering Education, Texas | 1995 |

**EDUCATION**

- |  |   |
|--|---|
| Ph.D., University of Minnesota, Minneapolis, MN                                | 1991  |
| Major: chemical engineering  |   |
| Dissertation: “Case studies in the use of photogrammetry in retrofit projects” |   |
| Coursework:  | <ul style="list-style-type: none"> <li>• Computational Methods in Chemical Engineering and Material Science</li> <li>• Principles of Chemical Engineering</li> <li>• Unit Operations and Separation Processes</li> <li>• Scientific Models for Engineering Processes</li> </ul> |

two \_\_\_\_\_ Chauncey Merrill Thigpen

- Coursework:
- (cont'd)
- Advanced Mathematics for Chemical Engineers
  - Physical and Chemical Thermodynamics
  - Chemical Reaction Kinetics—Kinetics of Homogeneous Reactions
  - Chemical Reaction Analysis
  - Chemical Engineering Laboratory
  - Process Evaluation and Design
  - Process Control
  - Research in Chemical Engineering

B.Sc., University of Illinois at Urbana-Champaign, Urbana, IL 1986

Major: chemical engineering

#### **PRESENTATION**

“Refinery Optimization Using Total Site (Pinch) Technology and Simulation Specification Data Sheets,” CHEMPUTERS, Conference and Exhibition of Computer Technology for Chemical Engineers, Houston, TX, 14, 15 February 1996.

#### **PUBLICATIONS**

C. M. Thigpen, “Process simulation. The art and science of modeling. A powerful engineering tool,” *Chemical Engineering*, 101, 10, 82 (1994).

Thigpen, Chauncey M. *Catalytic Liquid Phase Hydrogenation*. New York: McGraw-Hill, 1995.

#### **SKILLS/ABILITIES**

Technical: LANs; WANs; client-server, object-oriented; C++; Visual BASIC; COBOL; NonStop SQL; TCP/IP; OLTP; UNIX; POSIX; MS DOS Windows

Highly developed teamwork abilities; superior communication, leadership, and flexibility skills

#### **AFFILIATIONS**

American Chemical Society

American Institute of Chemical Engineers

#### **REFERENCES**

Available upon request



**General Medicine**

**GENEVIEVE MARGARET ACKERMAN, M.D.**

Director, University Health Services  
 University of Montana  
 Missoula, MT 59812  
 Tel: (406) 555-7906  
 Fax: (406) 555-8291  
 E-mail: gackerman@uiuc.edu

**SPECIALTY**

General and Family Practice  
 Subspecialty: community health

**EDUCATION**

- BROWN UNIVERSITY  
 M.D. 1986 Program in Medicine  
 Clerkships:  
 -Acute care Roger Williams General Hospital Providence, RI  
 -Pediatrics The Emma Pendleton Bradley Hospital Providence, RI
- DARTMOUTH MEDICAL SCHOOL  
 1984 The Brown-Dartmouth Program in Medical Education Hanover, NH

Coursework

Year I		Coursework	Year II	
Anatomy	Microbiology	Psychiatry	Epidemiology	
Biochemistry	Neuroscience	Pharmacology	Clinical History	
Cell Biology	Pathology		Physical Diagnosis	
Human Genetics	Physiology		The Scientific Basis of Medicine	

- BRYN MAWR COLLEGE  
 1983 Post-baccalaureate Pre-medical Program Bryn Mawr, PA
- UNIVERSITY OF MISSOURI—COLUMBIA  
 1979 A.B. **magna cum laude**  
 Major: anthropology  
 Minor: journalism

Honor: **Phi Beta Kappa**

**CERTIFICATION and LICENSURE**

- 1991 Medical License, State of Missouri
- 1990 Medical License, State of Missouri
- 1985 American Board of Family Practice
- 1964 Diplomate, National Board of Medical Examiners

- UNIVERSITY OF NEVADA Reno, NV  
1990 School of Medicine  
Internship in community health
  - UNIVERSITY OF NEBRASKA Omaha, NE  
1987 College of Medicine  
Residency in general and family practice
  - GEORGE WASHINGTON UNIVERSITY Washington, DC  
1988–1989 School of Medicine and Health Services  
Residency in internal medicine
- 

**EXPERIENCE**

- UNIVERSITY OF MONTANA Missoula, MT  
1994–present *Director, University Health Services*
  - UNIVERSITY OF NORTH DAKOTA Grand Rapids, ND  
School of Medicine  
1994–present *Visiting Assistant Professor*
  - NBC NEWS New York, NY  
1993–1994 *Research Assistant to Health Sciences Correspondent*
  - NEW ENGLAND JOURNAL OF MEDICINE Waltham, MA  
1992–1994 *Associate Editor*
- 

**AFFILIATIONS**

- American Academy of Family Physicians
  - American Medical Association
  - National Association of Medical Writers
- 

**INTERESTS**

- Scientific writing (medical); Go; white water rafting; Mayan art; needlepoint; kickboxing

**Law**

**PIERCE S. STATLER III**  
Suite 1200, Carnegie Towers  
1777 Fifth Avenue  
Pittsburgh, PA 15275

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Residence: 412-555-1921 Office: 412-555-0923  
Fax: 412-555-5883 Fax: 412-555-1801  
E-mail: pstatler@cros.net

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Member of the Bar: State of West Virginia, admitted 1990  
State of Pennsylvania, admitted 1991

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**EDUCATION**

WEST VIRGINIA UNIVERSITY, College of Law Morgantown, WV  
Juris Doctorate, June 1990

Honors and Awards: Order of the Coif  
Roger Douglas, Jr. Memorial Prize for highest  
first year GPA West Virginia Bar Merit Scholarship

Activities:

*Editor*, West Virginia University Law Review, 1988–1989  
*Editorial Assistant*, National Coal Issue, Eastern Mineral Law Foundation, Inc., 1987  
*Member* Moot Court Board, 1986  
Intellectual Property Association  
Phi Alpha Delta

UNIVERSITY OF OXFORD, Balliol College Oxford, England

**Rhodes Scholar**

M. Phil., 1986  
Course: economics  
Activities: crew, football, debate

WEST VIRGINIA UNIVERSITY Morgantown, WV

B.A., **summa cum laude**, 1986. Major in economics (GPA 4.0); minor in English  
and international studies. Cumulative GPA 4.0.

Academic Awards:

**Phi Beta Kappa**  
Omicron Delta Epsilon, national honorary society in economics

PIERCE S. STATLER III

-2-

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**LEGAL EXPERIENCE**

SUPREME COURT OF THE UNITED STATES Washington, DC  
*Law Clerk.* Honorable Sandra Day O'Connor. Performed duties such as research, drafting, editing, proofreading, and verification of citations; drafted working opinions pursuant to her direction. 1989–1990.

LTV STEEL COMPANY Pittsburgh, PA  
*Attorney.* Legal Department. Manage staff of ten; expedite international legal matters of multinational corporation such as anti-dumping and countervailing duty laws; import exclusion proceedings and export licensing; bilateral trade agreements; and treaties and foreign laws. 1994–present.

GOODWIN & GOODWIN Charlestown, WV  
*Associate.* Researched and drafted memoranda concerning corporate matters vis-à-vis banking and commercial law; managed team of four associates who prepared briefs for public utilities seeking redress in labor issues. 1991–1993.

PUBLIC DEFENDER CORPORATION Moundsville, WV  
*Consultant.* Provided representation in consumer law. 1990.

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**PUBLICATIONS**

International Trade and Protectionist Economies, 20 *Yale L.J.* 503 (1991).  
Most Favored Nation Legislation and Free Market Economies, 18 *Stan. J. Int. L.* 339 (1992).  
The Human Rights Conundrum, Political Expedience, and International Trade, 10 *W. Virginia L. Rev.* 6 (1994).

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**SKILLS SUMMARY**

Expert oral and written communication skills; practical experience in administration, supervision, negotiation, teaching, training, and tutoring.

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**AFFILIATIONS**

AMERICAN BAR ASSOCIATION Chicago, IL  
Young Lawyers Division.  
*Chairperson.* International Law Committee, 1994.

PENNSYLVANIA BAR ASSOCIATION Pittsburgh, PA

WEST VIRGINIA BAR ASSOCIATION Charlestown, WV

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**INTERESTS**

Crew; physical fitness; music (Gregorian Chants); Impressionist painting.

## Higher Education

**ACY L. JACKSON**

918 Rutherford Lane

Pemberville, OH 44532

HOME: (419) 555-7752

OFFICE: (419) 555-4010, ext. 410

ajackson@msn.com

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### EDUCATION

**Invited Participant** (one of three Americans), *International Seminar on Career Planning and Placement*, Oxford University, Oxford, England, Fall 1990.

**Participant**, *Institute for Educational Management*, Harvard University, Cambridge, MA, Summer 1985.

**M.A.**, *Teaching English as a Foreign Language*, Teachers College, Columbia University, New York, NY, 1970. Awarded Departmental Assistantship with Dr. Edward J. Cervenka, Distinguished Professor of Bilingual Education.

**M.Ed.**, *Religious Education and Counseling*, University of Pittsburgh, Pittsburgh, PA, 1964. University of Tehran, Tehran, Iran. Studied Middle Eastern Culture, History and Religion with Dr. Seyed Hussein Nasr, 1967–1968.

**B.B.A.**, *Economics and Business Administration*, Westminster College, New Wilmington, PA, 1958. Elected to Who's Who in American Colleges and Universities.

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### ADMINISTRATION

**Principal**, Acy L. Jackson & Associates, Management Consulting Firm, Hamilton, NY 1994, 1995 and Owens Mills, MD 1995–1997.

**Co-Director**, Office of Intercultural Resources, Colgate University, Hamilton, NY, 1993–1995.

- Developed syllabus for course, "Understanding Culture and Cultures Through Intercultural Sensitivity, Communication, and Effectiveness." Taught portion of course as model at St. Lawrence University's and Association of American Colleges and Universities' national conferences, "Teaching Cultural Encounters as General Education," March 1995, New Orleans.
- Co-managed \$95,000 annual budget of three-year grant from Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education.
- Facilitated reentry workshops for students returning from study abroad.

**Director**, Career Planning Center, Colgate University, 1978–1993.

- Supervised staff of nineteen—four assistant directors, three secretaries, and twelve students.
- Planned, implemented, and coordinated seminars, workshops, counseling and referral services, and dissemination of career information to faculty, staff, students, and representatives of employing institutions, and graduates and professional schools.
- Planned, implemented, and coordinated job fairs with institutions such as Amherst, Bowdoin, Brown, Colby, Dartmouth, Georgetown, Stanford, Tufts, in Boston, Chicago, New York, and Washington, DC.

**Associate Dean of Students**, Colgate University, 1985–1993.

- Ex-officio member, Graduate Fellowship Committee, Colgate University, 1978-1992. Advised and counseled students applying for Mellon, Fulbright, Rhodes, Marshall, Watson, Churchill, and St. Andrew's fellowships, scholarships, and grants; served as campus liaison with above sponsors; prepared credentials of applicants for review by Committee.

**Assistant Dean for Supportive Services**, Colgate University, 1983–1985.

- Supervised professional staff of seven, including Director of Writing Program and Director of Math Clinic.
- Managed budget of \$985,000.
- Developed guidelines for university-wide tutoring program.

**ADMINISTRATION***(continued)***Associate Dean of Students**, *The College of Wooster, OH, 1972–1978.*

- *Counseled and guided students in personal, education, and career concerns.*

**Director**, *Career Planning and Placement Service, The College of Wooster, 1972–1978.*

- *Administered career development program for liberal arts students, faculty, alumni, administrators, and representatives of employing institutions.*
- *Designed and facilitated workshops such as *Life Planning, Decision Making, New Directions (career exploration), Logistics of the Job Search, and Graduate and Professional Education.**

**Director/Consultant**, *Armaghan English Language Institute, Tehran, Iran, 1970–1972.*

- *Administered English language teaching programs for 500 students each of three quarters; coordinated instructional efforts under the aegis of Iranian Ministries of Education and Higher Education and the United Presbyterian Church (USA); supervised six full-time and eight part-time teachers, and four administrators.*

**INSTRUCTION****Member**, *Adjunct Faculty Owens Community College, Toledo, OH, Spring 2001–present. Composition instruction and curriculum and course development.***Member**, *Adjunct Faculty Terra Community College, Fremont, OH, 1998–present. Developmental Writing instruction.***WSOS**, *Fremont, OH, Summer 1998. Designed and conducted workshops on job-seeking skills for teenagers in Sandusky, Wood, Ottawa, and Seneca Counties.***Instructor/Facilitator**, *The College of Lake County, Grayslake, IL, August 1995. Conducted faculty development workshop on intercultural sensitivity, communication, and effectiveness; advised senior staff on developing guidelines for global studies course.***Instructor**, *English Language Institute, Syracuse University, Syracuse, NY, Summers 1986–1991. Taught English conversation, writing, listening, and grammar to graduate students from yearly average of eighteen countries.***Instructor-at-Large**, *The College of Wooster, Wooster, OH, 1974–1978. Taught special problem courses developed in response to student interests; Freshman Colloquium, with major focus on writing, personal and academic adjustment, and skill development; career development course for students planning careers in teaching.***English Teacher and Director of Cocurricular Programs**, *The Alborz Foundation, Tehran, Iran, 1965–1968. Taught advanced conversation classes and beginning classes in oral-aural English; developed format for and implementation of seminars and discussions regarding cultural issues.***English Teacher**, *C.T.I. High School, Sialkot, West Pakistan, 1958–1961. Taught high school students reading, writing, speaking, and listening skills in preparation for government examinations.***COURSE DEVELOPMENT AND COURSE INSTRUCTION**

**Courses developed:** Colgate University      “Understanding Culture and Cultures Through Intercultural Sensitivity, Communication, and Effectiveness”

**COURSE DEVELOPMENT AND COURSE INSTRUCTION**

(continued)

<b>Courses developed:</b>	Terra Community College	British Literature II Victorian Period "The Short Story" "Writing Historical Fiction" "Write an Heirloom"
<b>Courses taught:</b>	ESL Syracuse University	Teaching English as a Foreign Language
	Developmental Education Terra Community College	Eng 081, Developmental Writing/Grammar Eng 085, Reading
	Owens Community College	Eng 101, The Writing Process
	English	Eng 105, College Composition I Eng 106, College Composition II
	ElderCollege Terra Community College	"The Short Story" "Writing Historical Fiction" "Write an Heirloom"
	ElderVision Lourdes College	"Write an Heirloom"

**PUBLICATIONS**

**Author,** *How to Prepare Your Curriculum Vitae*, Lincolnwood, IL: VGM Horizons, 1992. Second edition was released October 1996; currently writing third edition for publication with McGraw-Hill in Spring 2003.

**Author,** "The Conversation Class," *English Teaching Forum*, vol. VIII (January–February, 1969), No. 1, 19–20. Reprinted in *Die Unterrichtsproaxis*, 2.2, F 1969. Reprinted in *English Teaching Forum, Special Issue*, vol. XIII, 1975.

**Author,** "Career Counseling for Minority Persons," in *Career Development in the 1980's: Theory and Practice*, Springfield, IL: Charles C. Thomas, 1981.

**Career Counselor,** "Life's Work: Four Approaches to Career Counseling," produced by Career Services, Radcliffe College, and Cambridge Documentary Films, Cambridge, MA, 1992. One of four prominent career counselors who conducted session with same client. Referred to as "... defining film of the profession."

**CONSULTATION**

**Faculty Handbook Committee,** compilation of vital information to assist new full-time and part-time faculty, Terra Community College, September 1998–May 1999.

**Head, Evaluation Team,** Office of Career Development and Resources, Wesleyan University, Middletown, CT, 1982.

**Chairman,** Eastern College Personnel Officers Visitation Team, University of Massachusetts-Boston, Boston, MA, 1985.

**Consultant,** professors and administrators regarding research, material development, teacher training and design of courses of study in learning and instruction in English as a Foreign Language at American University of Beirut, Beirut College for Women, and International College all in Beirut, Lebanon; The Regional English Language Centre, Singapore; Tokyo's Women's Christian College, Tokyo, Japan; and the University of Hawaii, Honolulu, Hawaii, 1972.

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**CONSULTATION**

(continued)

**Consultant/Member**, Distinguished Faculty, American Management Association, New York, NY, 1978–1984; 1990; 1992.  
Facilitated and instructed Life Planning Workshops for Operation Enterprise Program.

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**AWARDS**

**Who's Who Among America's Teachers**, "The Best Teachers in America Selected by the Best Students," 2000.

**President's Club**, HECHT's, Owings Mills, MD. One of twenty-two sales associates whose production accounted for 11% of \$30,000,000 in sales for 1997.

**Diamond Star**, HECHT's, Owings Mills, MD. Highest award for friendliness to customers in a selling season; i.e., three exceptionally friendly mystery shopper observations or two exceptionally friendly mystery shopper observations and one customer commendation, 1998, 1997.

**Outstanding Full-time Employee**, Polo Ralph Lauren, HECHT's, Owings Mills, MD, 1998.

**Silver Medal Award** for alumni service to Colgate University. Council for Advancement and Support of Education, 1987.

**Administrative Development Award**, Colgate University, 1985.

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**COMMUNICATION SKILLS**

**Language:** Fluent

- English

Con conversationally fluent

- Persian

Con conversationally proficient

- Urdu

**Communication:** Excellent

- Oral and written skills
- Interpersonal skills
- Organizational skills

**Computer:** Familiar with

- Windows 95, 97, 2000
  - MS Office
  - MS Word
  - PowerPoint
  - Excel
-



## Composition and Rhetoric

**C. KATHLEEN GECKEIS**

635 Walnut Street  
Perrysburg, OH 44320

HOME: (419) 555-2660

OFFICE: (419) 555-3472

E-MAIL: kgeckeis@owens.edu

---

### EDUCATION

**Master of Arts Degree, English Literature, emphasis on Composition and Rhetoric**, the University of Toledo, Toledo, OH, September 1996–June 1997.

#### **Composition and Rhetoric:**

- *Teaching of Composition, Part I*
- *Teaching of Composition, Part II*
- *The Composing Process I: Computer-Assisted Instruction, Rhetorical Invention Strategies and Portfolio Writing*
- *The Composing Process II: Peer Response and Technical Writing*
- *Current Composition Theory*

#### **Literature:**

- *Restoration Literature*
- *Renaissance Literature*
- *Early Romanticism*
- *Post-modernism*
- *Unruly Women: Women Who Rule: 16th and 17th Century Literature*
- *Bibliography and Research Methods*

#### **Linguistics:**

- *Introduction to Linguistics*
- *History of the English Language*

**Master of Arts Degree, German Language, Literature, and Translation**, Kent State University, Kent, OH, 1990.

**Baccalaureate of Arts Degree in German**, Kent State University, Kent, OH, 1988.

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### INSTRUCTION

**Adjunct English Instructor**, Owens Community College, Toledo, OH, instruction of composition, developmental writing, and German courses, 1996–PRESENT.

#### **Writing:**

- *Developmental Writing 101*
- *College Composition I*
- *College Composition II*

#### **German:**

- *Elementary German I*
- *Elementary German II*

**Adjunct English Instructor**, Terra State Community College, Fremont, OH, instruction, curriculum development, and course development, 1992–2000.

#### **Composition and Literature:**

- *Modern American Novel*
- *Introduction to Short Fiction*
- *College Composition I*
- *College Composition II*
- *Business and Technical Writing*

#### **Developmental Education:**

- *Developmental Writing*
- *Reading Comprehension*

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**INSTRUCTION**

(continued)

**Humanities:**

- Humanities 101: Critical Thinking
- Introduction to Humanities

**International Trade:**

- Cultural Awareness for International Trade

**German:**

- Elementary German I, II, III
- Intermediate German I
- Intermediate German II: Introduction to Literature
- Intermediate German III: Introduction to Business German

**Graduate Assistant**, Carlson Library, University of Toledo, August 1995–June 1996

- Instruction of library skills
- Instruction of OhioLINK databases

**German Instructor and Graduate Assistant**, Kent State University, August 1987–May 1990

**Instructor of English as a Second Language**, the Federal Republic of Germany, November 1980–May 1986

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**COURSE DEVELOPMENT**

**Developmental Writing:**

- Developmental Writing 101, developed and piloted course that incorporated writing center pedagogy and one-to-one conferencing techniques.

**Composition:**

- College Composition I
- College Composition II

**German:**

- Elementary German, I, II, III

**German:**

- Intermediate German I
- Intermediate German II: Introduction to Literature
- Intermediate German III: Introduction to German Business Writing

**International Trade:**

- Cultural Awareness for International Trade

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**ADMINISTRATION**

**Manager, the Writing Centers, Toledo and Findlay Campuses**, Owens Community College, January 2000–PRESENT.

- Supervise staff of 25+
- Train writing mentors in writing center, developmental writing, and ESL pedagogies
- Hold conferences with composition, developmental writing, and ESL students

C. Kathleen Geckels  
Page Three

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**ADMINISTRATION**

(continued)

- Hold writing assignment design workshops for faculty
- Conduct Teaching and Learning Forum
- Develop Writing Across the Curriculum Program
- Hire writing mentors and student workers
- Evaluate writing mentors and student workers
- Purchase materials, supplies, and equipment for Writing Centers
- Process payroll

---

**LEADERSHIP EXPERIENCE**

**Chair, Teaching and Learning Forum**, Owens Community College, 2000–PRESENT.

**Editor**, Write Now, Writing Center Newsletter, Owens Community College, 2000–PRESENT.

**Editor**, Speaking of Learning . . . , Teaching and Learning Newsletter, Owens Community College, 2001–PRESENT.

**Co-editor**, Honestly, Writer's Workshop Publication, Owens Community College, 2000–PRESENT.

**IEP Grant Award**, \$1,200 to publish The Journal of World Language Poetry and Prose: Original and Translated Literary Works, Spring 2000.

**Faculty Handbook Development Committee**, compilation of vital information to assist new full-time and part-time faculty, Terra Community College, September 1998–December 1999.

**Writing Center Tutor**, Terra Community College, provided students with help in all areas of writing and rhetorical strategies; taught students to become independent thinkers and critical thinkers, September 1997–December 1999.

**Community College Core Curriculum Committee**, curriculum development, Spring 1995.

**Project Proposal for Improving Foreign Language Education**, sponsored by the American Association of Community Colleges: set forth strategies for foreign-language faculty development, workshops, and curriculum development, Fall 1993.

**Informal supervision of foreign-language faculty**, January 1992–September 1993.

**International Trade Technologies Program Advisory Committee**, curriculum and course development, August 1991–September 1993.

**Graduate Committee Representative**, represented graduate student concerns, August 1988–May 1990.

**Graduate Student Senate Representative**, communication of available funds, programs, and services to German department. Funds received purchased various texts, dictionaries, German films, and literary works for departmental archives, August 1987–May 1988.

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**PROFESSIONAL ORGANIZATIONS**

- Ohio Association of Developmental Education (2000–PRESENT)
- National Association of Developmental Education (2000–PRESENT)
- NCTE (2000–PRESENT)
- International Writing Centers Association (2000–PRESENT)
- Delta Phi Alpha, National German Honorary (1988–PRESENT)
- American Translators' Association (1989–1990)
- North Ohio Translators' Association (1988–1990)
- American Association of Teachers of German (1987–1990)

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**ACHIEVEMENTS, AWARDS, AND NOMINATIONS**

- *IEP Grant for \$1,200 to publish The Journal of World Language Poetry and Prose: Original and Translated Literary Works*
- *Editor of Write Now, Writing Center Newsletter*
- *Editor of Speaking of Learning . . . Teaching and Learning Newsletter*
- *Co-editor of Honestly, Writers' Workshop Publication*
- *Two-year Graduate Tuition Remission Scholarship, University of Toledo, English Department*
- *Mortar Board Award for Academic Achievement*
- *Ester L. Grant Award for Academic Achievement, Highest GPA*
- *Nomination for the David B. Smith Fellowship, Outstanding Graduate Student*
- *Certificate of Advanced Proficiency in German, the "Goethe Institut" Grade: "sehr gut" (excellent)*
- *Three-year Tuition Remission Scholarship, Kent State University, German Department*

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**PUBLICATIONS AND PRESENTATIONS**

Jackson, Acy L., and C. Kathleen Geckeis. *How to Prepare Your Curriculum Vitae, with McGraw-Hill for publication in Spring 2003.*

Assessing Factors That Influence the Content of Conference Reports: Stating Clear Objectives and Outcomes. *Presentation at the International Writing Centers Association Conference in Savannah, GA. April 11, 2002.*

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**COMMUNICATION SKILLS**

**LANGUAGES:** *Fluent*

- *English*
- *German*

*Two years*

- *College Spanish*

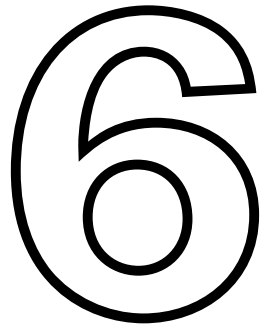
**COMMUNICATION:** *Excellent*

- *Oral and written skills*
- *Interpersonal skills*
- *Organizational skills*

**COMPUTER:** *Familiar with*

- *Microsoft Word*
  - *Microsoft Works*
  - *Windows 95, 97, 2000*
  - *PowerPoint*
  - *Internet*
  - *OhioLINK Databases*
-

# The Electronic Curriculum Vitae



In keeping with the bold innovations in telecommunications, a revolution of monumental proportions is occurring in the job-search process. While recent developments are having a profound impact on the way major corporations first screen applicants for positions, the ripple effects are being felt not only by prospective employers in small- to medium-sized organizations but also in the ways in which individuals prepare information to present themselves as applicants for positions. The revolution involves computers, which have now set the standards by which information is processed and presented to decision makers.

As you prepare your curriculum vitae and its accompanying correspondence, use the samples in Chapters 4 and 5 as guidelines. It is essential that you prepare at least two copies of your material: one for individuals to read and one to be scanned by a computer. To determine whether to send the scannable or nonscannable CV, query

admissions officers and contacts at employing institutions. Suggestions are also often found in advertisements. Not surprisingly, the computer drives the new technology, defines the terms, and sets the structure and guidelines for the information it will reject. Traditionally, for example, hiring professionals expected applicants to use action verbs to describe what they had done or could do. In the new mode, individuals are required to use nouns or job titles, as computers are programmed to scan CVs for certain prescribed ideal characteristics in applicants. These nouns or ideal characteristics are called keywords. In scannable résumés and CVs, these words appear in prescribed positions at the beginning of the document.

Several publications have anticipated and essentially defined this electronic revolution. Two such publications are:

Kennedy, Joyce Lain, and Thomas J. Morrow. *The Electronic Resume Revolution*. 2nd ed. New York: John Wiley & Sons, 1995.

Kennedy, Joyce Lain, and Thomas J. Morrow. *The Electronic Job Search Revolution*. New York: John Wiley & Sons, 1994.

Several features define the ideal scannable curriculum vitae. As you create a scannable CV, focus on clearly defined format and content rules, which are determined by Optical Character Recognition (OCR). These rules create a text file in ASCII (American Standard Code for Information Interchange). Next, artificial intelligence reads the text and extracts the information it needs. Therefore, use clean, crisp, and dark type—preferably standard fonts—so that OCR can recognize every letter. Include specific keywords when describing your skills, education, and experience. Use language and acronyms that are appropriate for the field in which you are seeking entry. Be succinct. Use commonly accepted headings such as all capitalization for the sections and active verbs when noting responsibilities and skills. Do not be concerned about length, as the computer's ability to scan is not affected by it.<sup>1</sup>

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<sup>1</sup>Adapted from "Preparing the Ideal Scannable Resume." Resumix Corporation, 1995.

### **Tips for Producing a Scannable Curriculum Vitae**

- \_\_\_\_\_ Produce a letter-quality original.
- \_\_\_\_\_ Use a standard typeface in a font size of 12 to 14 points.
- \_\_\_\_\_ Avoid using italics, underlining, lines, graphics, two-column format, or boxes. Emphasize text using boldface type or full capitalization.
- \_\_\_\_\_ Use standard spacing; letters should not touch.
- \_\_\_\_\_ Place your name at the top of the first page, followed by your address on the next line. Include your phone number on a separate line.
- \_\_\_\_\_ Place your name as the first text on each successive page.
- \_\_\_\_\_ Do not fold or staple, and use a manila envelope.

***Sample Scannable  
Curricula Vitae***

The format and design of the following scannable CVs adhere to guidelines established by Joyce Lain Kennedy and Thomas J. Morrow in their pioneering publication, *Electronic Resume Revolution*.



MOIRA ELSPETH SOAMES

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Big Sky Ranch • Jackson Hole, WY 82072 • 307 765-6029  
maisonette theasthai • Savannah, GA 31401 • 912 262-0015  
Messages: 912 267-0000  
E-Mail: soames@yahoo.com

---

**KEYWORD PROFILE** Actress. Toy Designer. Producer. Writer. Cartoonist. Film Maker. Dancer. Fund-raiser. Suburban Teens. Substance Abuse. Fitness. Dependability. Mature Judgment. High Energy. Creative. Flexible. Sensitive. Competitive. Detail-Minded. Public Speaking. Organizational Skills. Results-Oriented. Team Player. Ensemble. MFA Degree. BFA Degree. University of Wisconsin—Madison. Video Production. West Virginia University. Professional Diploma in Film Production. Presidential Scholar in the Arts. University Scholar. National Endowment for the Arts Administrative Fellows Program.

**OBJECTIVE** A fund-raising position for ensemble productions of documentaries depicting quality fitness and nutrition programs for suburban teens engaged in substance abuse

#### EXPERIENCE

- 1994–Present **Production Intern/Assistant Development Officer.** The American Place Theatre, New York, NY. Assisted production manager in rehearsals and running of productions; solicited corporate foundations for financial support of theatre productions; raised \$95,000 for annual theatre summer festival productions
- 1992–1994 **Associate Stage Manager/Public Relations Specialist.** Circle Repertory Company, New York, NY. Managed development projects; supervised backstage crew of eighteen; assisted stage manager in twelve productions; made monthly appearances on public television to solicit funds for theatre productions
- 1991–1992 **Assistant Literary/Dramaturg.** The Guthrie Theatre, Minneapolis, MN. Researched backgrounds for productions; wrote reviews of theatre productions
- Summer 1991 **Production Assistant.** Castillo Video, Albuquerque, NM. Assisted in production of cable television shows, documentaries, and special events; duties included camera work, editing, research, and administrative support
- Summer 1992 **Associate Computer-Games Specialist.** Lucasdigital Ltd., Lucasfilm Ltd., Lucasarts Entertainment Co., San Raphael, CA. Assisted game developers and artists in developing computer software games; utilized 2-D computer graphic art/animation techniques in producing computer games

EDUCATION

1992 **Professional Diploma in Film Production**, Honors, University of Wisconsin-Madison, Madison, WI

Coursework:

- Film Styles and Genres
- Critical Film Analysis
- The American Film Industry in the Age of Television
- Video Production and Direction
- Advanced Motion Picture Production
- Film Colloquium
- Seminar Radio, Television, Film
- Seminar in Film Theory

Recipient:

- The Mary Elizabeth Tucker-Chaffin Fellowship

1990 **Master of Fine Arts**, High Honors, West Virginia University, Morgantown, WV

Major: Acting

Coursework:

- Directed Theatre Studies
- Advanced Technical Theatre
- Costume History
- Creative Dramatics
- Puppetry
- Advanced Playwriting
- Classic Theatre
- Advanced Graduate Vocal Techniques
- Movement
- Advanced Graduate Stage Movement
- Graduate Acting Studio
- Period Style
- Graduate Colloquium

Recipient:

- W. E. B. DuBois Fellowship; the Anthony Wayne Tucker Fellowship

MOIRA ELSPETH SOAMES  
page three

1987           **Bachelor of Fine Arts**, cum laude, Fashion Institute of Fine Arts, New York, NY  
Major: toy design Minor: dance

#### SCHOLARSHIPS

1991           **Presidential Scholar in the Arts Award**, Presidential Scholar in the Arts Recognition and Talent Search. Awarded by the National Foundation for Advancement in the Arts (NFAA). Honored at the White House and received \$1000

1993           **National Ten-Minute Play Contest**, Actors Theatre of Louisville, Louisville, KY  
One-act play *Love Au Gratin*

#### AFFILIATIONS

American Film Institute  
Association of Visual Communicators  
Toy Manufacturers of America  
USITT: The American Association of Design and Production Professionals in the Performing Arts

MENZIES H. QING

3401 Assylum Avenue  
Hartford, CT 06705

203 768-1900  
E-mail: Menzies@aol.hartford.com

### **Keywords**

Television. Theology. Religion. Philosophy. Culture. Chinese. PhD Harvard University. MDiv Graduate Theological Union. BA University of Melbourne, Australia. WPIX-TV Channel 11. WIHN-TV. WTNH-TV Channel 8. CBS "60 Minutes." Talk Show Host. Copy Editor. Researcher. Interviewer. Charlie Rose. Oprah Winfrey. Mike Wallace. Sally Jesse Raphael. Windows 2000. Communication Skills. Accurate. Adaptable. Aggressive. Analytical. Conceptual. Articulate. Creative. Public Speaking. High Energy. Persuasive. Tenacious.

### **Professional Objective**

A position hosting television programs that present discourse on philosophical, theological, and religious perspectives of cultures in America.

### **Education**

- 1995            PhD, **THE UNIVERSITY OF MICHIGAN**, Ann Arbor, MI  
Major: Systematic and Philosophical Theology and Philosophy of Religion  
Dissertation: "Theological and Philosophical Perspectives of God and Man in the Writings of Paul Tillich and Pierre Teilhard de Chardin" Coursework:
- Themes in African American Religious History
  - Current Trends in American Judaism
  - Aramaic/Rabbinic Hebrew
  - Hermeneutics and Christian Theories: An Historical Survey
  - Theories of Religion and Culture
  - Medieval Religious Texts
  - World Religions
  - Otherness and History in the Study of Religion
  - Seminar in Systematic Philosophy
  - Advanced Problems in Philosophy of Language
  - Observation and Interpretation of Religious Action
  - Seminar in Philosophical Theology
  - Islam

MENZIES H. QING 2

- 1990 MDiv, **GRADUATE THEOLOGICAL UNION**, Berkeley, CA  
Major: Cultural and Historical Study of Religion  
Thesis: "History of Religion in America: 1980–1990"  
Coursework:
- Religion, Fundamentalism, and Nationalism
  - Modern Western Religious Thought
  - Religion and Anthropology
  - History of Religion in America Since 1865
  - Ethnicity, Race, and Religion in America
  - Public Religion in US History
  - Sufism
  - Topics in Comparative Religions
  - Buddhism
  - Understanding World Religions in Multicultural Contexts
- 1987 BA, **UNIVERSITY OF MELBOURNE**, Melbourne, Australia  
Major: Asian Languages and Literatures  
Specialty: Chinese Language and Literatures

### **Awards**

- January 1995 **Beinecke Library Short-Term Fellowship**, Yale University  
Researched publications in medieval philosophy in the Beinecke Rare Book and Manuscript Library
- 1984 **Sidney E. Mead Prize**. Awarded for best essay—"History of Religion in America: 1960–1970"—in the field of church history by a doctoral candidate

### **Experience**

- 1995 **Researcher**, "The Charlie Rose Show," II WCNY-TV, New York, NY.  
Reviewed publications and prepared program notes
- Summer 1994 **Copy Editor**, "60 Minutes," CBS TELEVISION. Prepared information for Mike Wallace's program segments
- 1994 **Interviewer/Prompter**, "The Oprah Winfrey Show," CBS TELEVISION. Interviewed show guests
- Summer 1993 **Interviewer/Prompter**, "Sally Jesse Raphael," STUDIOS USA.  
Interviewed show guests

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MENZIES H. QING 3

- Summer 1993      **Newscaster**, WPIX-TV Channel 11, New York, NY.  
Weekend news co-anchor.
- 1989–1991      **Intern/Panelist**, AUSTRALIAN BROADCASTING COMPANY, New  
York, NY. Panelist on programs describing American culture for  
broadcast in Australia; edited scripts for guests
- Summer 1988      **Model**, THE de l’Orme AGENCY, Boston, MA. Appeared on television  
in automobile commercials

**Skills**

- Language:      Conversationally fluent in Chinese  
                    Proficient in French
- Computer:      Software and programming in C, C++, and visual BASIC in Windows  
                    NT and WNIX environments

**Interests**

Chinese language and theatre; Dead Sea Scrolls; theology; sailing;  
swimming; television

### **Checklist for Preparing Scannable Curricula Vitae<sup>2</sup>**

- \_\_\_\_\_ Select keywords carefully and arrange them in an order that complements the categories of your CV. They should not only appear in the KEYWORD category but also in other parts of your CV. (Consult *The Electronic Resume Revolution* for guidance in using keywords.)
- \_\_\_\_\_ Use a popular, common typeface such as Times New Roman, Tahoma, or Arial.
- \_\_\_\_\_ Use a font size between 12 and 14 points. Your name, however, should always appear in a font at the upper end of this range.
- \_\_\_\_\_ Avoid italics, script, and underlined passages.
- \_\_\_\_\_ Do not use graphics and shading.
- \_\_\_\_\_ Use horizontal and vertical lines sparingly. If you use them, however, allow a quarter-inch of white space around them.
- \_\_\_\_\_ Use a laser or DeskJet printer.
- \_\_\_\_\_ Use 8½ × 11 inch white paper.
- \_\_\_\_\_ Place your name at the very top of the first page and all subsequent pages of your CV. It must be on a line by itself.
- \_\_\_\_\_ Avoid stapling or folding your CV.
- \_\_\_\_\_ Use boldface and/or all capital letters as long as the letters do not touch each other.
- \_\_\_\_\_ Avoid two-column formats.
- \_\_\_\_\_ Use standard address format below your name.
- \_\_\_\_\_ List each telephone number on its own line.
- \_\_\_\_\_ Do not condense spacing between letters.

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<sup>2</sup>Adapted from Kennedy and Morrow. *The Electronic Resume Revolution*, 2nd ed. New York: John Wiley & Sons, 1995.

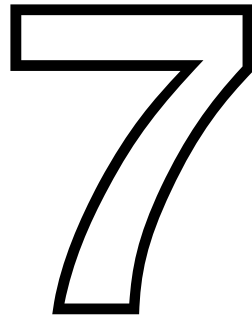
In addition to scannable curriculum vitae, prospective employers also accept E-mailed and online CVs, as well as those submitted to CV banks. As a general rule, however, they do not search for home page CVs. Prospective employers prefer E-mailed curricula vitae because there are far fewer formatting errors for them to correct. Remember to include a cover letter and to place your E-mail address and telephone number on all pages. Before E-mailing your CV, find out whether prospective employers prefer to receive CVs as attachments or as part of the E-mail itself.<sup>3</sup>

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<sup>3</sup>West, Linda. "E-Mail Resumes—The New Trend in Recruitment." 2002. *ProvenResumes.com*. 14 April 2002.  
[www.provenresumes.com/reswkshps/electronic/emlres.html](http://www.provenresumes.com/reswkshps/electronic/emlres.html)



# International Curricula Vitae



For bilingual and international applicants, we have included sample curricula vitae written in French, German, and Spanish. With regard to content, organization, and format, please note that similar principles discussed in previous chapters often apply to the creation of CVs written in languages other than English. However, there are some differences. For example, French CVs always include the applicant's passport photograph; passport photos on German CVs are optional. You can learn about cultural differences in creating curricula vitae by consulting your professors, advisors, or mentors.

We are especially grateful to Dr. Orlando Reyes-Cairo, who wrote the Spanish language CV.

L E B E N S L A U F

**Rainer Müller**

**PERSÖNLICHE DATEN**

geb. am: 25. Juni 1971  
Geburtsort: Kirrberg/Saarland  
Wohnhaft in: Weinbrennerstraße 11  
Saarbrücken  
D-6600  
Familienstand: ledig  
Staatsangehörigkeit: deutsch

**SCHULAUSSBILDUNG**

1981–1991 Gymnasium Johanneum  
Abitur

**WEHRDIENST**

1991–1993 15 Monate Grundwehrdienst  
(Marine)

**STUDIUM**

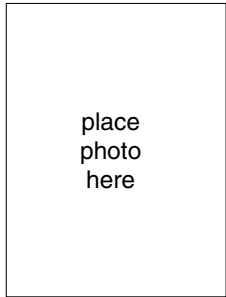
Studiumaufnahme an der Universität des Saarlandes in den Hauptfächern  
Germanistik und Anglistik und in dem Nebenfach Amerikanistik  
1994–1996 DAAD-Stipendiat am Ohio University in Athens, Ohio, USA  
1996–1997 1. Staatsarbeit: „Water Imagery in James Joyce's *Ulysses*“  
1. Staatsexamen: Note, sehr gut  
2000 2. Staatsarbeit: „The Grotesque in Flannery O'Connor's *Wise Blood* and  
Selected Short Stories“  
2. Staatsexamen: Note, sehr gut  
2000–2002 Referendariat am Gymnasium am Krebsberg in Neunkirchen/Saarland

**SPRACHKENNTNISSE**

Deutsch: Muttersprache  
Englisch: sehr gut  
Französisch: Grundkenntnisse

André Michel'  
Né le 08/02/70  
560, Rue de la Révolution  
95110 SANNOIS  
France

Téléphone: 4.96.38.82.61  
E-mail: andré.michel@laposte.net



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**Éducation**.....

- |              |  |
|--------------|--|
| février 1997 | <i>Maîtrise d'Informatique et Mathématique</i><br>Université de Nantes |
| juin 1993    | <i>Licence d'Informatiques</i><br>Université de Nantes                 |

**Expériences professionnelles**.....

- |                                |  |
|--------------------------------|--|
| depuis novembre 2000           | Développement avec FoxPro 2.6 d'un logiciel pour l'industrie du vêtement; installation et support de systèmes PC, basés sur DOS, Windows 2000 et Windows NT<br>FoxSoftware<br>Saint-Hubert, Québec |
| septembre 1999 à novembre 2000 | SSI Eurotechnologie<br>Administration Système sous Novell et Windows NT; développement et extension de logiciel sur PC pour des applications C, Basic et Pascal<br>Paris, France                   |

**Expériences professionnelles, suite**.....

- |                          |   |
|--------------------------|---|
| juin 1998 à octobre 2000 | Stage, développeur C sous Unix, société<br>35 GlobalNet<br>Paris, France      |
| juin 1997 à juin 1998    | Ingénieur de développement, société<br>Encrease<br>Cologne, Zurich, Frankfurt |

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<sup>1</sup>The following websites were consulted to prepare this CV:  
[www.amath.net/perso/MarcGuillemot.htm](http://www.amath.net/perso/MarcGuillemot.htm)  
[www.ressources-web.com/cv/informatique/BOUCHARD.htm](http://www.ressources-web.com/cv/informatique/BOUCHARD.htm)  
[www.ressources-web.com/cv/informatique/CV%20\(2\).htm](http://www.ressources-web.com/cv/informatique/CV%20(2).htm)  
[www.ressources-web.com/cv/informatique/BEBERIDE.htm](http://www.ressources-web.com/cv/informatique/BEBERIDE.htm)

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André Michel

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### **Connaissances**.....

*Langages de programmations:*

- COBOL
- Scheme
- C
- C++
- Pascal
- ColdFusion
- Delphi
- XML
- VisualBasic
- JAVA
- php
- JavaScript

*Langages de développement Web:*

- JavaServer
- Page
- HTML
- JavaScript
- BroadVision 4 et 5

*Autres:*

- Windows 2000
- NT Serveur
- Hyena
- Insight Manager

### **Aptitudes**.....

*Administration, installation et paramétrage de serveurs:*

- Novell 5.1
- NT 2000
- Windows NT
- Compaq

*Langues:*

- français: langue maternelle
- anglais: courant
- allemand: courant

### **Divers**.....

- célibataire
- mobilité géographique internationale
- sport: football
- musique

*Ce curriculum vitae est disponible en allemand sur demande.*

Fait le 06/08/02

**CURRICULUM VITAE**

**ORLANDO M. REYES-CAIRO**

Owens Community College  
P.O. Box 10,000, Toledo, Ohio 43699-1947  
Teléfono: (419) 661-7935  
Correo electrónico: [oreyes-cairo@owens.edu](mailto:oreyes-cairo@owens.edu)

**DATOS PERSONALES**

Nacido y criado en Cuba. Actualmente ciudadano norteamericano naturalizado.

**EDUCACIÓN**

**PRE-UNIVERSITARIA**

Escuela Primaria Don Tomás Estrada Palma, Jagüey Grande, Matanzas, Cuba.  
Escuela Superior Félix Varela, Jagüey Grande, Matanzas, Cuba.  
Escuela Presbiteriana *La Progresiva*, Cárdenas, Matanzas, Cuba. Bachillerato.

**UNIVERSITARIA**

*Licenciatura en Filosofía y Letras*—Universidad de Dakota del Sur, Vermillion, 1958  
Dakota del Sur.

Campo de Concentración: Lengua y Literatura Española

Campos Secundarios: Ciencia Aplicada, Francés, Teatro

*Master en Letra*—Universidad de Minnesota, Minneapolis, Minnesota. 1962

Campo de Concentración: Literatura Española

Campos Secundarios: Francés y Teatro

*Doctorado en Filosofía*—Lingüística Románica. Universidad de Michigan, 1970  
Ann Arbor, Michigan.

Tesis Doctoral: "Utterance—Final Frequency and Amplitude Contours  
in the Perception of Questions in Spanish"

**PREMIOS Y HONORES**

*National Defense Foreign Language Fellowship*. Universidad de Michigan, 1962–1964  
Ann Arbor.

*Rackham Dissertation Fellowship*. Escuela de Estudios Graduados Rackham,  
Universidad de Michigan, Ann Arbor. 1968–1969

*Profesor Emérito*. Universidad de Toledo, Toledo, Ohio. 1989

### EXPERIENCIA

#### DOCENTE

Candler College, Marianao, Habana, Cuba. Inglés.	1956–1957
Escuela Metodista Central, Habana, Cuba. Inglés.	1956–1957
Universidad de Minnesota, Minneapolis, Minnesota. Español.	1960–1962
Universidad de Tecnología Lamar, Beaumont, Texas. Español.	1964–1965
Universidad de Purdue, West Lafayette, Indiana. Español y Lingüística.	1965–1968
Curso intensivo de español para el Programa de Asistencia en la América Latina de la Universidad de Purdue.	Verano de 1966
Universidad de Toledo, Toledo, Ohio. Español y Lingüística.	1969–1989
Cuatro cursos especiales sobre cultura hispánica para el Centro de Entrenamiento y Educación de Justicia Criminal en Toledo, Ohio.	1983
Colegio Universitario Comunitario Owens, Toledo, Ohio. Español.	1999–presente

### ACTIVIDADES PROFESIONALES EN LA UNIVERSIDAD DE TOLEDO

#### CURSOS CREADOS EN LA UNIVERSIDAD DE TOLEDO

Español para chicanos  
Sintaxis y estilística  
Lingüística románica  
Literatura infantil española  
Historia de la lengua española  
Teatro español práctico  
La estructura del español moderno  
Seminario de lingüística española  
Pronunciación de lenguas modernas: alemán, español, francés e italiano  
Introducción a la lingüística  
Español comercial  
Cultura hispánica

#### MATERIALES CREADOS

Materiales para cursos de conversación en español  
Texto para el curso de Sintaxis y estilística  
Monografía para texto de Cultura hispánica

Curriculum Vitae: Orlando M. Reyes-Cairo

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**PROGRAMAS CREADOS**

Programa de Verano en México (con colaboración)  
Colaboración en la creación del Programa Lingüístico  
Programa de Estudios Chicanos (con colaboración)  
Programa de Intercambio Estudiantil con la Universidad de Toledo, España  
(con colaboración)  
Programa Intensivo de Capacitación en Español para la División de Educación  
de Adultos  
Programa de Lenguas Críticas

**DIRECCIÓN DE PROGRAMAS**

Codirector del Programa de Verano en México 1972  
Director del Programa de Verano en México 1973–1975  
Director del Programa de Lenguas Críticas 1975–1977

**PARTICIPACIÓN EN COMITÉS**

Miembro de 13 comités del Departamento de Lenguas Extranjeras, en cinco  
como presidente Participación en 3 comités de la facultad de Artes y Ciencias

**PARTICIPACIÓN EN OTRAS ACTIVIDADES ACADÉMICAS**

Secretario de la Sociedad Honoraria Sigma Delta Pi 1973–1976  
Consejero de Estudiantes Graduados 1975–1987

**ACTIVIDADES PROFESIONALES EN EL COLEGIO UNIVERSITARIO OWENS**

**CURSO CREADO**

Cultura Hispánica

**PARTICIPACIÓN EN COMITÉS**

Varios comités departamentales  
Comité Universitario sobre Culturas Mundiales  
Concilio de Planeamiento Universitario  
Comité de Evaluación de Rango

**EXPERIENCIA RELACIONADA CON LA DOCENCIA**

**PARTICIPACIÓN EN REUNIONES PROFESIONALES**

Asistencia a la Conferencia Bicultural-Bilingüe auspiciada por el Centro  
para el Desarrollo de la Educación y los Servicios Estratégicos de  
Kent Estatal en Toledo Febrero de 1975

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Curriculum Vitae: Orlando M. Reyes-Cairo

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- Asistencia a la Conferencia de la Asociación Nacional para los Programas de Lenguas Auto-Instruccionales (NASILP), en Buffalo, N.Y., en preparación para asumir la responsabilidad de Director del Programa de Lenguas Críticas 1975
- Asistencia a la Conferencia sobre Carreras Bilingües en Comercio en la Universidad del Este de Michigan Marzo de 1982
- Moderador de la Sesión sobre Variaciones Dialectales en América durante la Conferencia sobre la Política de Lenguas en América en la Universidad de Toledo Abril de 1982
- Asistencia a la Conferencia del Sistema de Información Nacional del Departamento de Educación de Ohio en el Centro de Desarrollo y Entrenamiento del Colegio Universitario Owens Mayo de 2000
- Participación en la Conferencia Cumbre IV de Inglés para Hablantes de Otras Lenguas (ESOL) en Columbus, Ohio Mayo de 2000
- Asistencia a la Conferencia de Maestros de Inglés para Hablantes de Otras Lenguas (TESOL) y (LAU) en Columbus, Ohio Octubre de 2000
- Participación en la Conferencia Cumbre V de Inglés para Hablantes de Otras Lenguas (ESOL) en Columbus, Ohio Diciembre de 2000
- Miembro del Grupo de Creación de Normas para el Contenido Académico de Lenguas Extranjeras creado por el Departamento de Educación del Estado de Ohio 2002–presente
- PONENCIAS EN REUNIONES PROFESIONALES**
- Enfoques modernos a los estudios de lenguas modernas.* Seminario sobre Lenguas Extranjeras en la escuela secundaria Start, patrocinado por el Consejo de Educación de Toledo. Octubre de 1969



# A Final Word

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We encourage you to use the information presented in this book to prepare your curriculum vitae and accompanying correspondence, as well as to remember and continue throughout your life the creative reflection that produced it. Our hortatory tone notwithstanding, we trust you will use this experience in producing your CV as a springboard for continued reflection on who you are and what you want to accomplish in the future.

Discerning readers of *How to Prepare Your Curriculum Vitae* will recall that the CV, as least as it has often been constructed and disseminated in academic circles, has always been viewed as an extension of notions of academic freedom. From this perspective, it has been shielded from any trend toward standardization or orthodoxy, which has become the fate of the traditional résumé.

Members of the academy have always insisted on describing their academic and work backgrounds without regard for any commonly agreed upon standards except those promulgated by professional associations and learned and scientific societies. This practice has often resulted in CVs of unusual length and confusing organization.

Not surprisingly, some movement toward changing this situation has occurred. *How to Prepare Your Curriculum Vitae* is a significant part of this change. It emphasizes adherence to writing styles and documentation guidelines of professional associations and learned or scientific societies; at the same time, it encourages the use of document design guidelines that enhance the overall presentation of the CV. These changes have been largely occasioned by the increasing use of CVs outside the academy. Moreover, technological advancements such as the Internet, electronic record keeping, data storage, and informational transmission have also contributed to changes in the content, format, design, and dissemination of CVs.

Our text has taken you beyond typical publications that simply end by saying “the process of preparing your CV is complete; you are now on your own.” We are, rather, suggesting that you reflect on the skills you have acquired as a result of completing your degree(s) as well as on the skills you have honed as a result of preparing your CV. Furthermore, we urge you to use these skills in your professional development, career planning, and lifelong learning.

We trust that the preparation of your CV and accompanying correspondence has been, and will continue to be, a rewarding experience. We wish you only success.

# Appendix A: Action Verbs

accelerated  
accommodated  
accomplished  
accounted for  
achieved  
acquainted  
acquired  
activated  
adapted  
added  
adjusted  
administered  
advertised  
advised  
advocated  
aided  
alphabetized  
altered  
analyzed

anticipated  
applied  
appointed  
appraised  
approved  
arbitrated  
argued  
arranged  
assembled  
assessed  
assisted  
assumed  
attached  
attained  
attended  
augmented  
authored  
authorized  
balanced

bolstered  
boosted  
briefed  
budgeted  
built  
calculated  
catalogued  
caused  
chaired  
changed  
checked  
classified  
cleared up  
collected  
combined  
commanded  
communicated  
compared  
completed

composed  
conceived  
concluded  
condensed  
conditioned  
conducted  
conferred  
consolidated  
constructed  
consulted  
contracted  
controlled  
converted  
convinced  
coordinated  
copied  
corrected  
counseled  
counted

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crafted	familiarized	modernized	reorganized
created	filed	modified	repaired
critiqued	financed	monitored	replaced
curtailed	forecast	motivated	reported
debated	foresaw	negotiated	rescued
decided	formulated	notified	researched
defined	fostered	observed	restored
delegated	found	obtained	resulted in
delivered	gathered	opened	returned
demonstrated	governed	operated	revealed
designated	graded	ordered	reviewed
designed	greeted	organized	revised
determined	grossed	originated	saved
developed	grouped	overcame	screened
devised	guaranteed	oversaw	scrutinized
diminished	guided	paid	selected
directed	handled	painted	sent
disclosed	hastened	participated	serviced
discontinued	heightened	perceived	set
discovered	helped	performed	shipped
dispatched	highlighted	persuaded	showed
displayed	identified	pioneered	sifted
distributed	illustrated	planned	simplified
drafted	implemented	policed	smoothed
dramatized	improved	prepared	solved
earned	included	prescribed	sought
economized	incorporated	presented	spearheaded
edited	increased	prevailed	specified
educated	informed	processed	spoke
elected	initiated	procured	sponsored
eliminated	inspected	produced	stabilized
employed	instructed	profited	started
encouraged	interpreted	programmed	stopped
endorsed	interviewed	prohibited	straightened
enlarged	introduced	projected	streamlined
enlisted	inventoried	promoted	strengthened
ensured	invested	proofed	stripped
entered	investigated	proved	studied
established	joined	publicized	submitted
estimated	judged	published	suggested
evaluated	labored	purchased	supervised
examined	launched	qualified	supplemented
excelled	lectured	rated	surpassed
exchanged	led	received	taught
executed	located	recognized	terminated
exercised	maintained	recommended	trained
exhibited	managed	rectified	transferred
expanded	mapped out	reduced	transformed
expedited	maximized	regulated	unified
explained	measured	related	updated
explored	merged	removed	utilized
extended	minimized	renovated	vetoed

# Appendix B: Selected United States and Canadian Professional, Learned, and Scientific Societies

The U.S. listings in this appendix appear in *National Trade and Professional Associations of the United States* (Washington, DC: Columbia Books, Inc., 2001). The Canadian listings are from *Corpus Almanac and Canadian Sourcebook* (Third annual ed. Don Mills, Ontario: Southam, Inc., 1997).

***United States***

- Anthropology*** American Anthropological Association  
4350 North Fairfax Drive, Suite 640  
Arlington, VA 22202  
Tel: (703) 528-1903  
Fax: (703) 528-3546  
Internet: [www.aaanet.org](http://www.aaanet.org)
- Archaeology*** Archaeological Institute of America  
Boston University  
656 Beacon Street, Fourth Floor  
Boston, MA 02215-2006  
Tel: (617) 353-9361  
Fax: (617) 353-6550  
E-mail: [aia@aia.bu.edu](mailto:aia@aia.bu.edu)  
Internet: [www.archaeological.org](http://www.archaeological.org)
- Architecture*** American Institute of Architects  
1735 New York Avenue NW  
Washington, DC 02215-5292  
Tel: (202) 626-7300  
Fax: (202) 626-7426  
Internet: [www.aia.org](http://www.aia.org)
- Arts*** American Council for the Arts  
1 East Fifty-Third Street  
New York, NY 10022  
Tel: (212) 233-2787  
Fax: (212) 980-4857  
Internet: [www.artsusa.org](http://www.artsusa.org)
- Biology*** American Institute of Biological Sciences  
730 Eleventh Street NW  
Washington, DC 20001-4521  
Tel: (202) 628-1500  
Fax: (202) 628-1509  
E-mail: [admin@aibs.org](mailto:admin@aibs.org)  
Internet: [www.aibs.org](http://www.aibs.org)
- Chemistry*** American Chemical Society  
1155 Sixteenth Street NW  
Washington, DC 20036  
Tel: (202) 872-4600  
Fax: (202) 872-4615
- Computer Science*** Computing Research Association  
1100 Seventeenth Street NW, Suite 507  
Washington, DC 20036-4632  
Tel: (202) 234-2111  
Fax: (202) 667-1066  
E-mail: [info@cra.org](mailto:info@cra.org)  
Internet: <http://cra.org>

- Dentistry** American Dental Association  
211 East Chicago Avenue  
Chicago, IL 60611-2678  
Tel: (312) 440-2500  
Fax: (312) 440-2800  
Internet: [www.ada.org](http://www.ada.org)
- Economics** American Economic Association  
2014 Broadway, Suite 305  
Nashville, TN 37203-2418  
Tel: (615) 322-2595  
Fax: (615) 343-7590  
E-mail: [aeainfo@ctrvax.vanderbilt.edu](mailto:aeainfo@ctrvax.vanderbilt.edu)
- Engineering** National Society of Professional Engineers  
1420 King Street  
Alexandria, VA 22314-2794  
Tel: (703) 684-2800  
Internet: [www.nspe.org](http://www.nspe.org)
- Geography** American Geographical Society  
4220 King Street  
Alexandria, VA 22303  
Tel: (703) 379-2480  
Fax: (703) 379-7563
- Geology** American Geophysical Union  
2000 Florida Avenue NW  
Washington, DC 20009-1277  
Tel: (202) 462-6900; (800) 966-2481  
Fax: (202) 328-0566  
Internet: [www.agu.org](http://www.agu.org)
- History** American Historical Association  
400 A Street SE  
Washington, DC 20003-3889  
Tel: (202) 544-2422  
Fax: (202) 544-8307  
E-mail: [aha@theahe.org](mailto:aha@theahe.org)
- Language** Modern Language Association of America  
10 Astor Place  
New York, NY 10003-6981  
Tel: (212) 475-9500  
Fax: (212) 477-9863  
Internet: [www.mla.org](http://www.mla.org)
- Law** American Bar Association  
750 North Lake Shore Drive  
Chicago, IL 60611-6281  
Tel: (312) 988-5000  
Fax: (312) 988-6281  
Internet: [www.abanet.org](http://www.abanet.org)

- Linguistics*** Linguistics Society of America  
1325 Eighteenth Street NW, Suite 211  
Washington, DC 20036-6501  
Tel: (202) 835-1714  
Fax: (202) 835-1717  
E-mail: [lsa@lsadc.org](mailto:lsa@lsadc.org)  
Internet: [www.lsadc.org](http://www.lsadc.org)
- Mathematics*** Mathematical Association of America  
1529 Eighteenth Street NW  
Washington, DC 20036  
Tel: (202) 387-5200  
Fax: (202) 379-7563  
Internet: [www.maa.org](http://www.maa.org)
- Medicine*** American Medical Association  
515 North State Street  
Chicago, IL 60610  
Tel: (312) 464-4814; (800) 621-8335  
Fax: (312) 464-4184  
Internet: [www.ama-assn.org](http://www.ama-assn.org)
- Music*** American Society of Music Arrangers and Composers  
P.O. Box 11  
Hollywood, CA 90078  
Tel: (213) 658-5997  
E-mail: [info@asmac.org](mailto:info@asmac.org)  
Internet: [www.asmac.org](http://www.asmac.org)
- International Association of Jazz Educators  
P.O. Box 724  
Manhattan, KS 66502  
Tel: (785) 776-8744  
Fax: (785) 776-6190
- Philosophy*** American Philosophical Society  
104 South Fifth Street  
Philadelphia, PA 19106-3387  
Tel: (215) 440-3434  
Fax: (215) 440-3436  
Internet: [www.amphilsoc.org](http://www.amphilsoc.org)
- Physics*** American Institute of Physics  
1 Physics Ellipse  
College Park, MD 20740-3843  
Tel: (301) 209-3100  
Fax: (301) 209-0840  
E-mail: [aipinfo@aip.org](mailto:aipinfo@aip.org)
- Political Science*** American Political Science Association  
1527 New Hampshire Avenue NW  
Washington, DC 20036  
Tel: (202) 483-2512  
Fax: (202) 483-2657



**Psychology** American Psychological Association  
750 First Street NE  
Washington, DC 20002-4242  
Tel: (202) 336-5510; (800) 374-2721  
Fax: (202) 336-5708  
Internet: [www.apa.org](http://www.apa.org)

**Religion** American Academy of Religion  
1703 Clifton Road NE, Suite G-5  
Atlanta, GA 30329-4019  
Tel: (404) 727-7920  
Fax: (404) 727-7959  
Internet: [www.aarweb.org/Default.asp](http://www.aarweb.org/Default.asp)

**Sociology** American Sociological Association  
1307 New York Avenue NW, Suite 700  
Washington, DC 20005  
Tel: (202) 383-9005  
Internet: [www.asanet.org](http://www.asanet.org)

**Theater** American Society for Theatre Research  
Department of Theatre, Fine Arts  
University of Rhode Island  
Kingston, RI 02881-0824  
Tel: (401) 874-5921  
Fax: (401) 874-5618

Dramatists Guild of America, Inc.  
1501 Broadway, Suite 701  
New York, NY 10036  
Tel: (212) 398-9366  
Fax: (212) 944-0420  
Internet: [www.dramaguild.com](http://www.dramaguild.com)

## **Canada**

**Architecture** The Royal Architecture Institute of Canada  
55 Murray Street, Suite 330  
Ottawa, ON K1N 5M3  
Tel: (613) 241-3600  
Fax: (613) 241-5750

Society for the Study of Architecture in Canada  
Box 2302, Suite D  
Ottawa, ON K1P 5W5  
Tel: (416) 961-9956  
Fax: (416) 585-2389

**Arts** Canadian Conference of the Arts/Conférence canadienne des arts  
c/o Keith Kelly, National Director  
189 Laurier Avenue E  
Ottawa, ON K1N 6P1  
Tel: (613) 238-3561  
Fax: (613) 238-4849  
E-mail: [ccart@globalx.net](mailto:ccart@globalx.net)

Conseil de la peinture du Québec  
911, rue Jean-Talon Est. Bur. 120  
Montréal, QC H2R 1V5  
Tel: (514) 279-5600

Royal Canadian Academy of Arts  
163 Queen Street E, Box 2  
Toronto, ON M5A 1S1  
Tel: (416) 408-2718  
Fax: (416) 363-9612

**Biology** Canadian Federation of Biological Societies, Inc. (CFBS)/Fédération  
canadienne des sociétés de biologie, inc.  
104-1750 Courtwood Crescent  
Ottawa, ON K2C 2B5  
Tel: (613) 225-8889  
Fax: (613) 224-9621  
E-mail: cfbS@hpb.hwc.ca

**Chemistry** The Chemical Institute of Canada  
130 Slater Street, Suite 550  
Ottawa, ON K1P 6E2  
Tel: (613) 232-6252  
Fax: (613) 232-5862  
E-mail: cic\_adm@FoxNSTY.CA  
Internet: www.chem-inst-can.org

**Cinema and Film** Academy of Canadian Cinema and Television/Academie canadienne du  
cinema et de la télévision  
158 Pearl Street  
Toronto, ON M5H 1L3  
Tel: (416) 591-2040  
Fax: (416) 591-2157  
Internet: www.academy.ca

Orde des architectes du Québec  
1825 boulevard René-Lévesque Ouest  
Montréal, QC H3H 1R4  
Tel: (514) 937-6168; (800) 599-6168  
Fax: (514) 933-0242

Canadian Film Institute/Institut canadienne du film  
2 Daly Avenue  
Ottawa, ON K1N 6E2  
Tel: (613) 232-6727  
Fax: (613) 232-6315  
E-mail: cv534@freenet.carlton.ca

**Computer and  
Information Processing** Association of Professional Computer Consultants  
2175 Sheppard Avenue E, Suite 310  
Willowdale, ON M2J 1W8  
Tel: (416) 491-3556  
Fax: (416) 491-1670

Canadian Association for Information Science  
University of Toronto  
140 St. George Street  
Toronto, ON M5S 3G6  
Tel: (416) 978-8876  
Fax: (416) 971-1399

Canadian Information Processing Society  
430 King Street W, Suite 106  
Toronto, ON M5V 1L5  
Tel: (416) 593-4040  
Fax: (416) 593-5184  
E-mail: infor@cips.ca

Information Technology Association of Canada (ITAC), Inc.  
2800 Skymark Avenue, Suite 402  
Mississauga, ON L4W 5A6  
Tel: (905) 602-8346  
Fax: (905) 602-8346  
E-mail: infor@itac.ca

***Dentistry***

Canadian Dental Association  
1815 Alta Vista Drive  
Ottawa, ON K1G 3Y6  
Tel: (613) 523-1770  
Fax: (613) 523-7736

***Economics***

Canadian Economics Association  
University of Toronto  
Department of Economics  
150 St. George Street  
Toronto, ON M5S 3G7  
Tel: (416) 978-6295  
Fax: (416) 978-6713  
E-mail: denny@epas.utoronto.ca

***Engineering***

Canadian Association for Composite Structures and Materials  
(CACSM)/Association canadienne pour les structures et matériaux  
composites  
Sylvie Lamontagne, Administrative Secretary  
75 boulevard De Montagne  
Boucherville, QC J4B 6Y4  
Tel: (514) 641-5139  
Fax: (514) 641-5117

Association des Diplômés de Polytechnique  
Lucille Charbonneau, directrice d'admin.  
C.P. 6079, succ. Centre-Ville  
Montréal, QC H3C 3A7  
Tel: (514) 340-4764  
Fax: (514) 340-4472

Association of Consulting Engineers of Canada/Association des  
ingenieurs-conseils du Canada  
Pierre A. H. Franche, President/CEO  
130 Albert Street, Suite 616  
Ottawa, ON K1P 5G4  
Tel: (613) 236-0569  
Fax: (613) 236-6193  
E-mail: [exec@asec.ca](mailto:exec@asec.ca)

**Geography** Canadian Association of Geographers/L'Association canadienne  
des géographes  
Burnside Hall  
McGill University  
805 rue Sherbrooke ouest  
Montréal, QC H3A 2K6  
Tel: (514) 398-4946  
Fax: (514) 398-7437  
E-mail: [cag@felix.georg.mcgill.ca](mailto:cag@felix.georg.mcgill.ca)

Royal Canadian Geographical Society  
39 McArthur Avenue  
Vanier, ON K1L 8L7  
Tel: (613) 745-4629  
Fax: (613) 744-0947

**Geology** Geological Association of Canada  
Department of Earth Sciences  
Memorial University of Newfoundland  
St John's, NF A1B 3X5  
Tel: (709) 737-7660  
Fax: (709) 737-2532  
E-mail: [gag@sparky2.esd.mun.ca](mailto:gag@sparky2.esd.mun.ca)  
Internet: [www.esd.mun.ca/~gac](http://www.esd.mun.ca/~gac)

**History** Canadian Historical Association/Société historique du Canada  
395 Wellington Street  
Ottawa, ON K1A 0N3  
Tel: (613) 233-7885  
Fax: (613) 567-3110  
E-mail: [jmineault@archives.ca](mailto:jmineault@archives.ca)

**Law** Canadian Bar Association/L'Association du Barreau canadien  
55 O'Connor Street, Suite 902  
Ottawa, ON K1P 6L2  
Tel: (613) 237-2925  
Fax: (613) 237-0185

**Linguistics** Canadian Linguistic Association, Inc./L'Association canadienne de  
linguistique inc.  
Memorial University  
St. John's, NG A1C 5S8  
Tel: (709) 737-8255  
Fax: (709) 737-2135

**Mathematics** Canadian Mathematical Society, Inc./L'Association canadienne de linguistique inc.  
577 King Edward Avenue, Suite 109  
Ottawa, ON K1N 6N5  
Tel: (613) 562-5702  
Fax: (613) 565-1539

**Medicine** Association of Canadian Medical Colleges  
774 Echo Drive  
Ottawa, ON K1S 5P2  
Tel: (613) 730-0687  
Fax: (613) 730-1196  
E-mail: acmd@rcpsc.edu

The Royal College of Physicians and Surgeons of Canada  
774 Echo Drive  
Ottawa, ON K1S 5N8  
Tel: (613) 730-6201  
Fax: (613) 730-2410  
E-mail: pierrette.leonard@rcosc.edu

**Music** Black Music Association of Canada  
59 Chester Hill Road  
Toronto, ON M4K 1X4  
Tel: (416) 463-8880  
Fax: (416) 463-8880

Canadian League of Composers  
20 St. Joseph Street  
Toronto, ON M4Y 1J9  
Tel: (416) 964-1364

**Physics** Canadian Association of Physicists/Association canadienne des physiciens et physiciennes  
MacDonald Building  
150 Louis Pasteur, Suite 112  
Ottawa, ON K1N 6N5  
Tel: (613) 562-5614  
Fax: (613) 562-5615

**Political Science** Canadian Political Science Association  
1 Stewart Street, Suite 205  
Ottawa, ON K1N 6H7  
Tel: (613) 564-4026  
Fax: (613) 230-274

**Sociology and Anthropology** Canadian Sociology and Anthropology Association  
Concordia University  
1445, boulevard de Maisonneuve ouest  
bur. LB-615  
Montréal, QC H3G 1M8  
Tel: (514) 848-8780  
Fax: (514) 848-4539

# Appendix C: Suggested Reading

## ***Selected Stylebooks and Manuals***

American Society of Journalists & Authors Staff. *Tools of the Trade: Successful Writers Tell All About the Equipment & Services They Find the Best*. New York: HarperCollins, 1990.

American Psychological Association. *Publication Manual of the American Psychological Association*. 4th ed. Washington, DC: American Psychological Association, 2001.

Brown, Bill Wesley. *Successful Technical Writing*. South Holland, IL: The Goodheart-Wilcox Co., Inc., 2000.

*The CBE Manual for Authors and Publishers. Scientific Style and Format*. 6th ed. Cambridge, MA: Cambridge University, 1999.

Crewes, Frederick. *The Random House Handbook*. New York: McGraw-Hill, Inc., 1992.

DeBries, Mary A. *Prentice Hall Style Manual*. Englewood Cliffs, NJ: Prentice Hall, 1992.

Dodd, Janet S., and Marianne C. Brogan. *The ACS Style Guide: A Manual for Authors and Editors*. Washington, DC: American Chemical Society, 1997.

- Dumond, Val. *The Elements of Nonsexist Usage*. New York: Prentice Hall Press, 1990.
- Fowler, H. Ramsey, and Jane E. Aaron. *The Little Brown Handbook*. New York: HarperCollins, 2002.
- Jordan, Lewis. *The New York Times Manual of Style and Usage*. New York: Quadrangle New York Times Book Co., 1999.
- Karls, John B., and Ronald Szymanski. *The Writer's Handbook*. Lincolnwood, IL: National Textbook Co., 1994.
- Kirszner, Laurie G., and Stephen R. Mandell. *Holt Handbook*. 3rd ed. New York: Harcourt Brace, 2002.
- Lerner, Marcia. *Writing Smart: Your Guide to Great Writing*. New York: Random House, 2001.
- Longyear, Marie. *The McGraw-Hill Style Manual*. New York: McGraw-Hill, 1989.
- Luey, Beth. *Handbook for Academic Authors*. rev. ed. Cambridge, MA: Cambridge University Press, 2002.
- Lynch, Patrick J. *Web Style Guide: Basic Principles for Creating Web Sites*. New Haven, CT: Yale University Press, 1997.
- Marins, Richard. *A Writer's Companion*. 3rd ed. New York: McGraw-Hill, 1997.
- New York Public Library. *Writer's Guide to Style and Usage*. New York: HarperCollins, 1994.
- Nickerson, Marie-Louise. *The Scribner Workbook for Writers*. Boston, MA: Allyn and Bacon, 1995.
- Rubens, Philip, ed. *Science and Technical Writing. A Manual of Style*. New York: Henry Holt, 2000.
- Shelton, James H. *Handbook for Technical Writing*. Lincolnwood, IL: NTC Business Books, 1999.
- Steinmann, Manin, and Michael Keller. *NTC's Handbook for Writers*. Lincolnwood, IL: NTC Publishing Group, 1995.
- Strunk, William, Jr., and E.B. White. *The Elements of Style*. 3rd ed. New York: Macmillan Publishing Co., 1979.
- Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 6th ed. Chicago, IL: University of Chicago Press, 1996.
- United Press International. *The UPI Stylebook*. 3rd ed. Lincolnwood, IL: National Textbook Co., 1995.
- The University of Chicago Press. *The Chicago Manual of Style: The Essential Guide for Writers, Editors, and Publishers*. 14th ed. Chicago, IL: University of Chicago Press, 1993.
- Williams, Joseph M. *Style: Toward Clarity and Grace*. Chicago, IL: University of Chicago Press, 1995.
- Zacharias, Johanna. *A Style Guide for CBO*. Washington, DC: Congress of the U.S., Congressional Budget Office, 1984.
- Zinsser, William K. *On Writing Well*. 5th ed. New York: HarperCollins, 1998.
- . *Writing to Learn*. New York: Harper and Row, 1988.

***Resources on  
Accompanying  
Correspondence***

- Adams, Robert L., ed. *The Adams Cover Letter*. Holbrook, MA: Adams Publishing, 1995.
- Asher, Donald. *The Overnight Job Change Letter*. Berkeley, CA: Ten Speed Press, 1994.
- Beatty, Richard H. *175 High Impact Cover Letters*. New York: John Wiley & Sons, Inc., 2002.
- Besson, Taunee. *Cover Letters*. New York: John Wiley & Sons, 1989.
- Burgett, Gordon. *The Writer's Guide to Query Letters and Cover Letters*. Rocklin, CA: Prima Publishing, Inc., 1991.
- Farr, Richard. *The Quick Resume and Cover Letter Book*. Indianapolis, IN: JIST Works, 1994.
- Frank, William S. *200 Letters for Job Hunters*. Berkeley, CA: Ten Speed Press, 1993.
- Hansen, Katherine, and Randall Hansen. *Dynamic Cover Letters: How to Write the Letter That Gets You the Job*. Berkeley, CA: Ten Speed Press, 2001.
- Kaplan, Bonnie Miller. *Sure-Hire Cover Letters*. New York: American Management Association, 1994.
- Krannich, Ronald L., and Caryl Rae Krannich. *Dynamic Cover Letters and Other Great Job Search Letters*. Manassas Park, VA: Impact Publications, 1998.
- . *The Perfect Cover Letter*. New York: John Wiley & Sons, 1997.
- Krannich, Ronald L., and William J. Banis. *High Impact Resumes and Letters*. 6th ed. Manassas, VA: Impact Publications, 2002.
- Marler, Patty, and Jan Bailey Mattia. *Cover Letters Made Easy*. Lincolnwood, IL: VGM Career Horizons, 1996.
- Martin, Eric R., and Karyn E. Langhorne. *How to Write Successful Cover Letters*. Lincolnwood, IL: VGM Horizons, 1994.
- Neal, James E., and Dorothy J. Neal. *Effective Letters for Business, Professional and Personal Use*. Perrysburg, OH: Neal Publications, Inc., 1999.
- Provenzano, Steven. *Top Secret Resumes and Cover Letters*. Dearborn, MI: Financial Publishing, Inc., 1996.
- Wynett, Stanley. *Cover Letters That Will Get You the Job You Want*. Cincinnati: Better Way Books, 1993.



# About the Authors

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**Acy L. Jackson** is president of Acy L. Jackson & Associates, which provides career, interpersonal, and intercultural consultation services for private sector employers and educational institutions. He was associate dean of students and director of the Career Planning Center at Colgate University in Hamilton, New York. In those capacities he counseled students and young professionals who applied to graduate and professional schools, sought employment, and/or applied for graduate fellowships. He was also a part-time instructor at the English Language Institute at Syracuse University.

Prior to Colgate, Jackson was associate dean of students, director of the career planning and placement center, and instructor-at-large at the College of Wooster in Ohio. He has also been director of Armaghan English Language Institute in Tehran, Iran, and has taught English at a boarding school in West Pakistan.

Jackson holds a B.B.A. from Westminster College (PA), an M.Ed. from the University of Pittsburgh, and an M.A. from Teachers College, Columbia University. Selected as a participant in the Institute for Educational Management at Harvard University in 1985, he received the Administrative Development Award from Colgate University that year. He has served as distinguished instructor of career life planning for the American Management Association's Operation Enterprise Program.

Jackson has published articles on teaching English as a foreign language and career planning for undergraduates. In the fall of 1989, he was one of three Americans selected to participate in an international seminar on career planning and placement at the University of Oxford in England.

Since 1997, Jackson has taught writing at Terra Community College and Owens Community College in Ohio.

**C. Kathleen Geckeis** lived in Germany and studied German, art history, and British and American literature at the Universität des Saarlandes from 1977 to 1986. As methodology instructor at the Berlitz School of Languages in Saarbrücken, Saarland, she taught English as a Foreign Language, as well as Business English to corporations, such as Mannesmag Demag and the Deutsche Bank, from 1980 to 1986.

In 1988, Geckeis received a B.A. in German Language, Literature, and Translation, *cum laude*. At the top of the class, she was first to receive an M.A. in German Translation and Literature from the Applied Linguistics Institute at Kent State University.

In 1997, Geckeis earned an M.A. in English from the University of Toledo. A ten-year veteran of community college education, she has taught and developed a variety of courses, including Elementary and Intermediate German, Composition I and II, Technical Report Writing, Business Communication, the American Novel, Short Fiction, Introduction to Humanities, Critical Thinking, Business for International Trade, and Developmental Reading and Writing. Geckeis has also worked as a freelance interpreter and as an in-house translator.

Since 2000, Geckeis has been the Manager of the Writing Center at Owens Community College. In the spring of 2002, Geckeis presented a paper at the International Writing Centers Association Conference in Savannah, GA.