

How Do I Write a Resume, List of References, and Job-Application Letter?

By David Bruce

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Introduction

This document is written especially for college students. It tells how to write a good resume, list of references, and job-application letter.

The names in the resumes, lists of references, and letters are pseudonyms, and the addresses and telephone numbers have been altered.

Overview of Resumes and Letters of Job Application: Reader Analysis

Because so many juniors and seniors are currently writing Resumes and Job-Application Letters, now is a good time to learn some tips for making these communications effective.

Of course, you must understand who will read your Resume and Job-Application Letter. If you are writing to a big organization with a Personnel department, your Resume and Job-Application Letter will be read in three stages, assuming that your job application is not rejected in an early stage.

In the first stage, your Resume and Job-Application Letter will go to the Personnel department. Here, the communications will be read quickly as the people in Personnel reject many of the job applicants. If 100 people are applying for one job, the people in Personnel will attempt to reduce the number of job applicants to seriously consider to perhaps ten. People in Personnel may spend only one minute reading each set of Resumes and Job-Application Letters. Your Resume must have headings (“Objective,” “Work Experience,” “Education,” “Activities,” “References”) to help the reader locate important sections quickly. Your Resume should be written with short phrases and bulleted lists to enable the reader to quickly scan the Resume and see that you are qualified.

People in Personnel will probably simply scan the Job-Application Letter to ensure that the job applicant knows how to use a conventional business letter format and has proofread the letter. Errors in spelling, grammar, and punctuation are good reasons to reject the job applicant as they show lack of attention to detail. (Many people can scan a document and see these errors without carefully reading the letter.) A very short Job-Application Letter may be rejected because one purpose of the Job-Application Letter is to show that the job applicant can write well; very short letters can’t show that. Be aware, however, that sometimes people in Personnel will read the Job-Application Letter—especially if writing is an important part of the job you want.

Because the Job-Application Letter will be scanned so quickly, a job objective should appear in the Resume. After all, people in Personnel usually don’t have time to read your Job-Application Letter to find out which job you want.

If your Resume and Job-Application Letter get past the Personnel department, they will be sent to the department where you wish to work (for example, Chemical Engineering, Biological Research, or Accounting). In stage two, decision-makers in the department where you wish to work will carefully read all Resumes and Job-Application Letters sent to them. Like people in Personnel, they will be attempting to reject several job applicants. After reading perhaps ten Resumes and Job-Application Letters, decision-makers in the department where you wish to work may decide to interview only the four best job applicants.

For these readers, you must list specific skills in your Resume. For example, rather than simply saying that you know several computer languages, you must list specific computer languages you can use in programming.

In your Resume, it's also a good idea to include a section on your activities in addition to sections on education and work experience. Your activities help show that you are a well-rounded individual who can get along with other people.

References are very helpful in showing that good people will vouch for you. Include your References so that no one has to contact you to get them; many people don't have the extra time to do that.

Although your Job-Application Letter may be addressed to the Personnel department, its true readers are decision-makers in the department where you wish to work. Be aware that in the Job-Application Letter, you can do several things that you cannot do in a Resume.

In addition to showing that you can use a conventional business letter format and can write well, your Job-Application Letter should show that you have knowledge of the organization where you wish to work. If you write about an honor the organization has recently won or about another accomplishment by the organization, decision-makers at the department will know that you are serious about working there. If possible, write specifically about the department where you wish to work.

In your Job-Application Letter, you can also write about why you want to work at the organization and you can show enthusiasm for the particular job you want. Decision-makers at the organization will know that if they bring you in for an interview, you probably aren't going to look around and discover that you don't want to work there. In addition, you can write about how your education, work experience, and activities have prepared you for this particular job in this particular organization. You can't do that in a Resume, which is basically a list of data that can be sent to 500 different organizations.

If you get past the second stage, you will be brought in for an interview. This is the third and final stage. Before the interview, the people meeting with you will look at your Resume and Job-Application Letter again for ideas about questions they wish to ask you. Be prepared. If you wrote in your letter that you're a problem-solver, be prepared to speak about a couple of problems you have solved.

If all goes well, you will be the one person who gets the one job.

How Do I Write a Resume and References?

How to Decide Which Job to Write a Resume and Letter of Application For

Ask yourself these questions:

- What is your dream job? (You may not be qualified for your dream job, so look at the next question.)
- What job can you get this summer—or winter break—that will help you to get your dream job later?

I also recommend that you look at books on internships. You may search the WWW for internship possibilities. (Anyone want to intern for David Letterman or at Ben and Jerry's?)

You may want to check out these sites:

www.ajb.dni.us (America's Job Bank, sponsored by the U.S. Department of Labor)
www.monster.com (a commercial site)

What is the most common pattern used by college students to organize a Resume?

It is organized by Contact Information, Job Objective, Education, Work Experience, and Activities, followed by References (perhaps on a separate page).

Why should you include a job objective in your Resume?

People in Personnel don't have time to look at your Resume and match you with a job the company has open. If your Resume doesn't have a job objective, it is likely to be rejected immediately.

What are the characteristics of a good job objective?

A good job objective will do these things:

1. Say what you want (e.g., "A middle- or high-school social studies teaching position").
2. Mention one or two qualifications (e.g., "where I can use my knowledge of the subject and educational methods").
3. Identify a goal that you can help the organization to achieve (e.g., "to teach students the importance of good citizenship").

For example:

A middle- or high-school social studies teaching position where I can use my knowledge of the subject and educational methods to teach students the importance of good citizenship.

To be a caseworker for an organization in which I can use my knowledge of the criminal justice system and psychology to rehabilitate juvenile offenders.

In what order should I list my jobs?

Jobs are listed in reverse chronological order, which means that your most recent job will be listed first. Occasionally, your most recent job will not be your most impressive job—the one that is related job experience. For example, during the summer you may have had an internship that is directly related to your future career, but now that you are back at Ohio University, you are working at an ordinary job in a cafeteria. In that case, you can emphasize your internship (and list it first) by putting it in a section called “RELATED WORK,” while your other job or jobs are listed in an “OTHER WORK” section, if they are listed at all. If you have worked at many jobs, you don’t need to list them all. Simply choose the one or ones that will help you get the job you want.

What are three reasons you should include References with your Resume?

1. Many employers want References with the Resume because it saves time that would be spent contacting you to get your References.
2. If your References are included with your Resume, it’s easier for the company to contact the References.
3. Good References help show that you are qualified for a job. They help to beef up your Resume.

Who should be my References, and how many should I have?

Since you are a student, one Reference should be a professor. Another should be someone for whom you have worked. Have at least three References. (After you have been in the job market for a few years, you won’t have to have a professor as a job reference; instead, all three—or more—References will be people for whom you have worked.)

Should your Resume end with either your References or with a line such as “References: See enclosed sheet” or “References: Available upon request”?

Writing either of these two lines (“References: See enclosed sheet” or “References: Available upon request”) is optional; however, one advantage of doing so is that the reader knows that your resume has come to an end. One disadvantage of writing either of these two lines is that it will take up space that perhaps could be better used to list more qualifications.

Almost always, you should include your References with your Resume. The one time you should not is when you have a job, you are looking for another job, and you don't want your supervisors and co-workers to know you are looking for another job until you have a serious indication of interest from another organization that may wish to hire you.

Setting the Goals of Your Resume—Determining the Final Result

The final result you desire from your Resume is to be invited to interview with the organization. If the interview goes well, you hope to be offered a job with the organization.

Setting Goals—Understanding Your Readers

What are the three stages of people reading your Resume?

- Stage One: People in the Personnel Department will quickly scan your Resume and look especially for reasons to reject you.
- Stage Two: People in the department to which you are applying will carefully read your Resume, List of References, and Job-Application Letter. They will look especially for your qualifications for their job.
- Stage Three: Before the interview, people in the department to which you are applying will carefully read your Resume, List of References and Job-Application Letter and formulate questions to ask you.

Planning—Deciding How You Want Your Resume to Affect Your Readers

You want your audience to perceive you as capable, responsible, and pleasant. Employers will want you to get along with other employees.

Drafting—Answering the Questions of Your Readers

Readers' Question: How do I contact you?

To answer this question, include your name, address, and telephone number. If you wish, you may include information for both your home and your school addresses and telephone numbers. You must include your area code because your Resume can be mailed to many different organizations all across the country or world. If you wish, you may include your e-mail address, and if it is relevant, you may include your personal WWW site.

Readers' Question: What exactly do you want to do?

You must have a job objective because employees in the Personnel Department will not take their time to match you with a job. They will think that since you don't have a job objective, you don't know what you want to do, and they will reject your job application for that reason. I recommend that you not mention the name of the company you wish to work for in your job objective. By convention, you can mail the Resume to many different organizations. Also, be sure that the reader knows what you want to do.

Say what you can do for the organization, not what the organization can do for you. (In other words, emphasize how the organization will benefit if it hires you; do not emphasize how you will benefit if you are hired. This will be especially important when you write your Job-Application Letter.) That is, mention a goal that you can help the company to achieve.

Here are examples of good, reader-centered job objectives:

A summer engineering internship in which I would use my knowledge of plastics and aerodynamics to help a team of aerospace engineers design high-quality components for commercial aircraft.

An entry-level position in which I would use my knowledge of nutrition and physiology to develop individualized nutrition and exercise programs to enable elite competitive athletes to achieve peak performance.

An entry-level position as a computer programmer in which I can use my knowledge of accounting and business to develop and maintain software systems which provide efficient, easy-to-use control of inventory, ordering, and billing for mail-order companies.

Q: Is it a good idea to name a specific organization in your objective?

A: By convention, the resume can be sent to 500 different organizations, so normally a specific organization is NOT named in the objective. However, conventions can change over time, so if you would like to name a specific organization in the resume, feel free to do so. However, be very careful not to put a resume for IBM into an envelope that will be sent to Apple Computer.

Readers' Question: What kind of education do you have for the job?

In this section, mention Ohio University and say that it is located in Athens, Ohio. List the month and year you expect to graduate, and identify your major and minor. For most students, your education will be your most important qualification, so you will list it before you list your work experience and activities. Later, after you have been working for a few years, your work experience will be your most important qualification and so it will be listed before your education.

Don't mention your high school.

Include a list of relevant courses or a list of relevant skills, or both. For example, if you are majoring in one of the hard sciences, you will have learned a number of laboratory techniques that may be relevant to the job you want. Listing relevant courses or relevant skills (or both) is an excellent way of showing what you have learned from your education.

Q: Should you list your G.P.A.?

A: Yes, if it is good. In general, you should list your G.P.A. if it is 3.0 or above.

Readers' Question: What experience do you have for the job?

List the name of the organization you worked for, its location, the dates you worked there, and your job title. Also list your duties and responsibilities for that particular job. When you list duties and responsibilities, list duties and responsibilities that are impressive and that are relevant to the job you want. When you list your duties and responsibilities, use parallel structure. For example, you may begin each bulleted item with a past-tense verb. You must list at least one job, but you need not list all the jobs you have ever worked. List jobs that are relevant to the job you want and that are recent.

Readers' Question: What other activities have you engaged in that have helped prepare you for the job?

What is wrong with not listing any activities?

The problem with not listing activities is that you are missing a chance to show that you are compatible with other people. Your employer will want you to get along with the other workers and not make enemies. If you list activities, you show that you can work as a member of a group.

Readers' Question: How can I get more information about your qualifications?

You will need to have at least three References. Because you are a college student, at least one of the References should be a college professor. In addition, at least one should be someone for whom you have worked. You may have more than three References. List the References in order of importance. The Reference who will most impress the reader should be listed first. Include job titles, complete addresses, and telephone numbers with area codes. You may also include e-mail addresses. Don't just say that someone is a professor; say what they are a professor of. If you don't list a job title, prospective employers may think that your References are your friends.

Drafting—Showing that You are Qualified

- List computer skills if they are relevant.
- List special skills such as CPR if they are relevant.
- List memberships in professional organizations if they are relevant.
- List and describe a special course if it is relevant.
- List and describe volunteer experience if it is relevant.

A few examples (using different styles):

*Special
Skills*

Fingerprint Analysis
Crime Scene Sketch
Interrogation Techniques
Crime Scene Analysis

Bullet Striation Identification
Crime Scene Grid
Interview Techniques
Photography

<i>Special Skills</i>	Risk Factor Evaluation Heart Rate and Blood Pressure Assessment YMCA Fitness Tests Ergometer Tests Body Composition Tests Muscle Fitness/Flexibility Tests Calibration of Testing Equipment
<i>Lab Experience</i>	Chromatography Methods Gel Electrophoresis Methods Separations Methods Quantitative Methods Nuclear Magnetic Resonance Analysis Infrared Analysis
<i>Computer Literacy</i>	Matlab, Microsoft Word, Microsoft Excel, Microsoft PowerPoint, CAD, C++
<i>Certifications</i>	CPR for the Professional Rescuer Adult CPR Infant and Child CPR American Red Cross: Lifeguarding with First Aid Boy Scouts of America: Lifeguarding

Evaluating—What Kind of Evaluating Can You Do of Your Resume and Letter?

You can check it over by yourself, or you can have a peer and/or professor review it.

Make sure that your Resume shows that you are qualified for the job you want. Do the best you can with the education, work experience, and activities you have—and figure out how to get more impressive education, work experience, and activities. Occasionally, I read a Resume that lists the objective of being a business manager, and I think that it is not the Resume of someone who wants to be a business manager, but of someone who wants an ordinary summer job such as delivering pizzas or cooking hamburgers and French fries.

As an experiment, cover up the objective on your resume, then have a friend read the rest of the resume and guess the kind of job you are applying for. If you want an entry-level job in the career you have been studying for, but your friend guesses that you want a job flipping hamburgers, you definitely need to revise your resume to show that you are qualified for the job you want.

You need relevant experience. If you don't have relevant experience to list on your Resume now, get an internship quickly so that you have relevant experience to list the next time you revise your Resume.

Revising—What Kind of Revision may be Necessary After Evaluation?

Of course, the amount of revision needed depends on the result of the evaluation. Sometimes, a major revision is needed. Sometimes, a minor revision is needed.

Advice

- Revise your Resume after each quarter. Each time you revise your Resume, think about what you can do to get relevant education, experience, or activities that you can use to beef up your Resume.
- You need relevant experience. If you don't have relevant experience to list on your Resume now, get an internship quickly so that you have relevant experience to list the next time you revise your Resume. (This advice is so important that I have repeated it.)
- Work hard on your Resume, List of References, and Job-Application Letter. Write more than one draft. After they are graded, you will not be allowed to revise them for a higher grade.

Should You Have More Than One Resume?

If you are applying for more than one type of job—let's say you are applying for jobs in accounting and in management—you should have more than one Resume. One Resume should emphasize your accounting qualifications; the other Resume should emphasize your management qualifications.

Ethics and the Job Hunt

To have an ethical Resume, List of References, and Job-Application Letter:

- Do not take sole credit for group accomplishments.
- Do not list qualifications you do not possess.
- Do not list job titles you have not had.
- Do not intentionally mislead the readers.
- Don't list people as References who have not agreed to be References for you.
- Don't make up stuff to make you look good.

Note: For the purposes of this course, you may list as References people who have not agreed to be References for you as long as they are likely to agree to be References for you. In real life, before mailing your Resume, List of References, and Job-Application Letter, you would get permission to use these people as References.

Notes on Addresses and E-Mail Addresses

A Note on E-Mail Addresses: E-mail addresses are optional, but if you list one, make sure that it is professional. If your e-mail address is drunkguy@hotmail.com or slackergal@hotmail.com, get a new e-mail address.

A Note on Addresses: If you list two addresses in your Resume, it's a good idea to let the reader know when you will be where. For example, you could write "Home Address (After June 15)" and "College Address (Until June 15)." This is optional.

A Note on Jobs

If your jobs are not relevant work experience, list just one job and use the extra space to list relevant qualifications. If your jobs are not relevant work experience, but your activities are relevant experience, you may list Activities before Work Experience.

Notes on Answering the Reader's Questions

- Make sure that the reader has enough information to understand your Resume.
- If you worked at a place called the Boathouse, identify what kind of business it is—restaurant, gift shop, store that sells boats?
- If you use an acronym, make sure that the reader understands what it stands for. A good idea is to write out the name in full the first time you use it, then to use the acronym.

A Note on Relevant Courses

It is OK to list courses you are taking this quarter, although you have not yet completed the courses. Good courses to list include composition courses. Listing relevant courses is a good way to indicate that you have some relevant skills.

Show, Don't Tell

Don't simply list a bunch of nice-sounding terms such as "problem solver" and "critical thinker." A list of such terms can make the reader think that you need to fill up space because you lack qualifications. You need to show that you are these things. For example, under your duties/responsibilities for a job, you can write something such as "Solved the problem of inadequate kitchen clean-up by writing a set of instructions to be used by the kitchen clean-up staff on the night shift."

A Note on Capitalization and Apostrophes—This note also applies to Job-Application Letters.

The below are correct:

dean's list

(use "dean's list" in a Job-Application Letter; "Dean's List" is OK for the Resume)

Dean's Scholarship

grade point average

bachelor's degree

master's degree

Bachelor of Science

Bachelor of Health and Human Services

School of Hearing, Speech, and Language Sciences

College of Arts and Sciences

Ohio University
the university
an university
website or Web site

A Note on Having a Separate List of References

The contact information that appears at the top of your Resume and at the top of your List of References should be exactly the same. Simply copy the contact information in your Resume and paste it into your List of References.

A Note on Templates

Templates show a lack of originality and may reveal an unfamiliarity with computers. In addition, many resume templates are poorly designed. Avoid templates when you write your resume.

Sample Resumes, Lists of References, and Job-Application Letter

On the next few pages appear sample Resumes (with References) and a Job-Application Letter. These Resumes (with References) and Job-Application Letter are excellent.

Elaine M. Pauley

E-mail: ep267201@ohio.edu

Current Address:

Until Nov. 15
667 W. State St.
Athens, OH 45701
(740) 593-7658

Permanent Address:

After Nov. 15
64 Vancouver Dr.
Westerville, OH 43081
(614) 891-2850

Objective

A co-op position in Mechanical Engineering beginning in January 2006 in which I can use my knowledge of engineering and computers to assist other engineers to develop new technologies

Education

OHIO UNIVERSITY Athens, OH
B.S. Mechanical Engineering

June 2007

GPA: 3.5/4.0

Global Learning Community

- 2-year certificate program
- Group project-based learning
- International Consulting Projects

Traveled with the Global Learning Community class to Guadalajara, Mexico, to work with students from the Universidad de Guadalajara to help a school for disabled children obtain information about new technology and autism

Relevant Courses

Calculus 1-4	Differential Equations
Chemistry	Statics
Strengths of Materials	Thermodynamics
Metal Machining	Materials Science
Physics	Dynamics
Public Speaking	Advanced Writing and Rhetoric

Honors

Founder's Award (Ohio University)
Dean's List
Alpha Lambda Delta (Freshman Honor Society)

Computer Literacy

Matlab, Microsoft Word, Microsoft Excel, Microsoft PowerPoint, CAD, C++

Current Employment

BROMLEY DINING HALL	Athens, OH
Server	9/04-present
◦ 7 hours of work/week	
◦ Served food to students, replaced food as needed, cleaned work area	

Elaine M. Pauley

Resume

Page 2

Activities	Pi Tau Sigma (Mechanical Engineering Honor Society) Tau Beta Pi (National Engineering Honor Society) Amnesty International Intramural Sports: volleyball, broomball	2004-present 2004-present 2004-present 2004-2005
References	<p>Dr. Israel Smith Professor of Mechanical Engineering Ohio University 25 Stocker Engineering Center Athens, OH 45701 (740) 593-1520</p> <p>Dr. Greg Jones Director of Global Learning Community Ohio University Copeland Hall, Room 316 Athens, OH 45701 (740) 593-9927</p> <p>Dr. Brian Womack Professor of Electrical Engineering Professor of Global Learning Community Ohio University Stocker Engineering Center Athens, OH 45701 (740) 593-1589</p>	

Elaine Pauley
667 W. State St.
Athens, OH 45701
(740) 593-7658

September 19, 2006

Mr. Thomas Koenig
Senior Research Engineer
Equipment Development Department
Battelle Memorial Institute
505 King Avenue
Columbus, OH 43201-2693

Mr. Koenig:

When I decided that I wanted to complete a Mechanical Engineering co-op in addition to my studies at Ohio University, I began to think about where I would like to work, and Battelle came to my mind. My hometown is Columbus, and I have heard many positive things about the accomplishments of Battelle. I decided to complete some additional research about Battelle online, and after exploring the website, I was excited to see the breadth of projects at Battelle. I was also really impressed when I discovered that Battelle is a research and design facility because I am very interested in that facet of engineering. Developing new technologies is something that I would like to work on in the future. Therefore, I would like to apply for a co-op position in Mechanical Engineering to begin in January.

Currently, I am a junior working on my Bachelor of Science degree in Mechanical Engineering at Ohio University. I am learning engineering and physics concepts through the classes that I am taking. As of this summer, I have completed courses in chemistry, math, physics, strengths of materials, statics, as well as computer programming. As my education is very important to me, I have excelled in my classes and I was recently inducted into Pi Tau Sigma and Tau Beta Pi, two engineering honor fraternities. I plan on being involved in both this year.

In addition to my required classes, I am in the second year of a two-year program known as the Global Learning Community, which combines Business, Communication, Engineering, and International Studies. This program has given me the opportunity to work on several group consulting projects. For example, last December I traveled with the Global Learning Community class to Guadalajara, Mexico, to work with students from the Universidad de Guadalajara. I was part of a group of Americans and Mexicans who worked on helping a school for disabled children obtain the latest information about new technology in Spanish, as well as information about autism. The research was presented to the principals of several different schools. This year I will have the opportunity to travel to Thailand to complete a similar project. I feel that the Global Learning Community has given me a lot of experience working in groups, presenting information, and working with people from other countries. I believe these are important qualities for an engineer to have today, as good communication is necessary, and business is

Mr. Thomas Koenig

-2-

September 19, 2006

taking place on the global level. Having a well-rounded education is important to me, and I feel that both my major of Mechanical Engineering and my participation in the Global Learning Community are helping me reach that goal.

Besides the classes that I am currently taking, I work and take part in various activities. I work seven hours a week at the Bromley Dining Hall as a food server in order to help pay for my education. This has taught me how to get along with other employees and customers. Also, I recently became involved with the group Amnesty International that launches letter-writing campaigns in order to fight for human rights. Finally, I take part in intramural sports each year. These activities keep me busy and have taught me how to manage my time well.

I would love to meet with you in person to talk about my qualifications. You can call me at (740) 593-7658 or e-mail me at ep267201@ohio.edu. I hope to speak with you in the future, and I thank you very much for your time.

Sincerely,

Elaine Pauley

Enclosure: Resume

[Note: Because Elaine Pauley has a 2-page Resume with the References on the second page, she has one enclosure, so she needs to write "Enclosure: Resume" or "Enclosure," which of course she has done. If she had a one-page Resume with a separate List of References, she would have written "Enclosures: Resume and List of References" or "Enclosures."]

[Note: The reader will need to know **when** you can work. Don't simply write that you want an internship. Let the reader know that you want an internship beginning in a certain month. At least, let the reader know whether you want an internship over summer break or over winter break. Engineering students, of course, may want co-op positions for a certain quarter.]

[Note this good transition: "In addition to my required classes, I am in the second year of a two-year program known as the Global Learning Community, which combines Business, Communication, Engineering, and International Studies." This sentence provides a transition from a description of the writer's general education to a description of a special course of study.]

[Note: Elaine Pauley could have written a one-page resume with a separate list of references. See the following pages for what they would look like. Of course, if she had done this, she would write "Enclosures" instead of "Enclosure" at the end of her job-application letter.]

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Tau Beta Pi (National Engineering Honor Society)
Amnesty International
Intramural Sports: volleyball, broomball

2004-present
2004-present
2004-present
2004-2005

References

See enclosed sheet

Elaine M. Pauley

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Dr. Brian Womack
Professor of Electrical Engineering
Professor of Global Learning Community
Ohio University
Stocker Engineering Center
Athens, OH 45701
(740) 593-1589

How Do I Write a Job-Application Letter?

Advertisements for Jobs

Always study very carefully the advertisement for the job you want. The advertisement can help you do some important things:

- 1) Your job objective can be word for word or almost word for word from the advertisement. (I do not consider that to be plagiarism.) The employer will state what they want someone to do. Your job objective should state that you want to do exactly that.
- 2) The advertisement can help you decide which content to put in your Resume and Job-Application Letter. If the advertisement stresses computer skills, you should stress computer skills in your Resume and Job-Application Letter. If the advertisement stresses communication skills, you should stress communication skills in your Resume and Job-Application Letter. If the advertisement says you need a reliable car and car insurance (for an internship as a photojournalist), say that you have a reliable car and car insurance (if you do).

Information from Friends and Other Contacts

Your friends may be wonderful sources of information for you. If you are applying for an internship or entry-level job in a department in an organization where a friend previously worked, see if the friend can let you know what you will do in the internship or entry-level job. If the friend says that you will use Microsoft Office in the internship or entry-level job and you are very knowledgeable in Microsoft Office, state in the Resume and Job-Application Letter that you are very knowledgeable in Microsoft Office. The same advice applies to other knowledge and skills that the friend says you will need and use. You can also ask professors in your major or ask other contacts for advice. In addition, you may be able to e-mail the organization directly and find out what knowledge and skills you will need and use in the internship or entry-level job. When you find out what knowledge and skills you will need and use in the internship or entry-level job, then if you have that knowledge and those skills, be sure to mention them in your Resume and Job-Application Letter. If you don't have that knowledge and those skills, take steps to acquire them.

Plagiarism

In this course, you need to avoid plagiarism. If you were to take a sentence or two word for word from someone else's Resume or Job-Application Letter, you would be plagiarizing. Fortunately, you can say the same thing in your own words and avoid plagiarism.

An Effective Organization for Job-Application Letters

- 1st: Show that you know something about the organization you are applying to. Praise the organization. Say who you are. Say what you want.

- 2nd: Write about your strongest qualification (probably your education) and show how it is relevant to the job you want.
- 3rd: Write about your other qualifications (probably your work experience and activities) and show how they are relevant to the job you want.
- 4th: Show enthusiasm for the job in your conclusion. Ask for an interview. Give your telephone number.

When is it proper to give a Job-Application Letter to a prospective employer?

When you first contact an employer through the mail.

A Job-Application Letter can be regarded as a written substitute for what?

An interview.

What can you convey in a Job-Application Letter that you can't convey in a Resume?

- A sense of your personality. You get along with other people, and you have an interesting, well-rounded personality.
- Why you are interested in this particular job and organization. You are enthusiastic about working in this job and for this organization.
- Your perception of the relationship between your qualifications and the particular job you are after.
- That you can write well and that you can correctly use the business-letter format.

What is wrong with writing a form letter?

In a form letter, you can't show specific knowledge about the organization.

At which stage will your letter be read?

Will it be read in the first stage? Probably not, but it will be read in the second stage. However, people in Personnel will at least glance at the letter to make sure that you know how to use the business-letter format. They will also glance at it to see if they can find a reason to reject you as a job applicant. For example, if they see a few spelling errors in the letter as they glance over it, they may decide to reject you.

What is wrong with not using a conventional business-letter format?

Employers want you to know how to use a conventional business-letter format.

Setting Your Goals

What is the final result you desire from writing your Resume and Job-Application Letter?

Resume: Concentrates on persuading the reader that I would be good at the type of job I want.

Job-Application Letter: Concentrates on persuading the reader that I would make a positive contribution to the particular organization to which I am applying.

Planning

Do research to answer the prospective employer's questions and learn about the organization.

Prospective Employer Questions:

- Why do you want to work for me instead of someone else?
- How will you contribute to my organization's success?
- Will you work well with my other employees and the persons with whom we do business?
- Can you write well, and can you use a conventional business-letter format?
- When can you start?

GUIDELINES FOR WRITING THE INTRODUCTION OF A LETTER OF JOB APPLICATION

- 1. Show that you know and like the organization to which you are applying for a job.**
- 2. Say who you are.**
- 3. Say what you want.**

Q: What is wrong with this kind of introduction?

I wish to apply for a position as _____. I am a senior at _____.

A: When writing your Job-Application Letter, show that you know something specific about the organization you are writing to. By doing research and giving specific praise to the company, you answer the reader's question, *Why do you want to work for me instead of someone else?* Also, don't start lots of sentences (or paragraphs) with "I" and don't have many short, simple sentences in a row.

GUIDELINES FOR WRITING THE QUALIFICATIONS SECTION (PROBABLY TWO OR THREE PARAGRAPHS LONG) OF A LETTER OF JOB APPLICATION

- Stress what you can do for the organization, not what the organization can do for you. The prospective employer is looking for an employee who can help the organization. (In other words, emphasize how the organization will benefit if it hires you; do not emphasize how you will benefit if you are hired.)
- When writing your Job-Application Letter, you need to write about your Education, Work Experience, and Activities.

1. Describe—in detail—the qualifications you have that result from your education.

- By writing about Education, you answer the reader's question, *How will you contribute to my organization's success?*

Example:

- In one advanced chemistry course, I learned to conduct fluoroscopic and gas chromatographic analyses similar to those used in your laboratory to detect contaminants in the materials provided by your vendors.

2. Describe—in detail—the qualifications you have that result from your work experience.

- By writing about Work Experience, you answer the reader's question, *How will you contribute to my organization's success?*

3. Describe—in detail—the qualifications you have that result from your activities.

- By writing about Activities, you answer the reader's question, *Will you work well with my other employees and the persons with whom we do business?*

GUIDELINES FOR WRITING THE CONCLUSION OF A LETTER OF JOB APPLICATION

1. Tell the reader how to get more information about your qualifications.

2. Put your telephone number and/or e-mail address in your conclusion.

3. Say what you want—an interview.

4. Express enthusiasm for the job.

5. Thank the reader.

Q: What is wrong with this kind of conclusion?

I would like to meet with you at your earliest convenience. Please let me know when this is possible.

A: It is pushy. The employer, not you, will decide **whether** an interview is possible.

Q: How can you show enthusiasm for the job you want?

A: You can tell the employer that this is the kind of job you have worked four years at OU to prepare for.

Q: Why is it important to include your telephone number in your letter?

A: Your letter may become separated from your Resume. Also, in the letter, you may tell the prospective employers the best time to call you.

A Note About Two-Page Resumes

You can write a two-page Resume if you wish. If you do, follow these rules:

- Make sure that your name, “Resume,” and “Page 2” appear on the second page of your Resume.
- Put your References on the second page of your Resume instead of in a separate list.

A Note About Lists

Whenever you list things, list them in order of importance. Therefore, when you list your qualifications—education, work experience, activities—put your most important qualifications first. When you list your duties and responsibilities under your work experience and activities, list your most important duties and responsibilities first. When you list your references, list your most important reference first.

Graphic Designers, Artists, and Other Visually Creative People

If you are a graphic designer or artist, you will not use a template, as the use of a template will show a lack of originality in someone who should be very original. (Actually, no one should use a template.) Instead, you will design a Resume and Letterhead that will display your skills as a graphic designer or artist.

If you are a graphic designer or an artist, your Resume, List of References, and Job-Application Letter should be works of art. Choose your fonts, typefaces, and page design carefully.

Avoid Dangling Modifiers

Dangling modifiers are dependent structures that are related to the wrong word in a sentence.

For example, in the following sentence, the writer is saying that he or she is “a Fortune 200 company and the world’s largest producer of automotive and industrial coatings.”

Being a Fortune 200 company and the world’s largest producer of automotive and industrial coatings, I would assume challenging assignments to provide exposure to various career options.

To get rid of the dangling modifier, the writer needs to accurately identify the “Fortune 200 company and the world’s largest producer of automotive and industrial coatings.”

A Fortune 200 company and the world’s largest producer of automotive and industrial coatings, PPG Industries allows interns to assume challenging assignments to provide exposure to various career options.

In the following sentence, the writer says that “the majority of our curriculum” is “an engineering student at Ohio University.”

As an engineering student at Ohio University, the majority of our curriculum is centered on three important areas in engineering: development, drafting, and design.

To get rid of the dangling modifier, the writer needs to make clear that “an engineering student at Ohio University” describes him or her and not “the majority of our curriculum.”

As an engineering student at Ohio University, I study in particular three important areas in engineering: development, drafting, and design.

Use Hyphens When and Where Needed

When you put two or more words together to form an adjective that comes before the noun it modifies, use a hyphen or hyphens to connect the words together.

I am applying for an entry-level position in your chemical department.
 I am applying for a part-time position in your chemical department.
 I am applying for a full-time position in your chemical department.
 I have used my problem-solving skills to increase profits and decrease costs at SSI Industries.
 Last Monday was a two-pots-of-coffee-and-three-packs-of-cigarettes day.
 Your internships give students hands-on experience.

However, when the adjective follows the noun it modifies, no hyphen is needed.

The road was well paved.
 The basketball team was well coached.

Also note that no hyphen is needed with -ly words.

The extremely drunk student worshipped at the porcelain altar.
 An incredibly strong student broke the world record.

Thank-You Letters

After interviewing with an organization, send it a thank-you letter. This has many advantages:

1. You can express interest in and enthusiasm for the job.
2. You can mention some of your strong points.
3. You show that you understand proper etiquette.
4. The letter will remind the interviewer who you are—often at a time when the interviewer is deciding whom to hire.

Do these things in a thank-you letter:

1. Thank the interviewer for his or her time.
2. Express enthusiasm for the job and the organization.
3. Mention your strong points.

4. Mention what you learned from the interview—mention something positive about the organization or mention that you have one of the skills that the employer is looking for, or mention both.
5. Tell the reader how to contact you if he or she needs more information.

Note: The thank-you letter need not be very long.

Should I Use Staples?

Don't use staples on your Resume or your Job-Application Letter or both.

Sample Job-Application Letters, Resumes, and List of References

On the next few pages appear a sample Job-Application Letter and two versions of a Resume and References. All documents are excellent.

- Note especially this excellent transition sentence in the letter: “In addition to the education that I have been receiving at Ohio University to become a teacher, I have worked as a swim-lessons instructor and at a child daycare center.” The transition is from her education to her work experience.
- Note also this second excellent transition sentence in the letter: “Besides my work experience, I have also volunteered my time to bowl with mentally and physically handicapped people through the ATCO organization.” The transition is from her work experience to her activities.
- Note also the amount of space at the bottom of the Resume and the first page of a two-page Job-Application Letter. That amount of space should be approximately one inch. A two- or three-inch bottom margin on a Resume indicates a serious lack of qualifications.

Resume Checklist

1. Do you spell your name correctly? (Don't laugh. I have received Resumes with the name of the writer misspelled.)
2. Is your name, address and telephone number emphasized? Do you include your area code?
3. Are your headings emphasized?
4. Is your Resume attractive with 1-inch margins and good use of white space?
5. Do you include a reader-centered job objective? (If you don't think your Resume needs a reader-centered job objective, put the reader-centered job objective on a separate sheet of paper. I want to make sure that you know how to write a reader-centered job objective. After all, you will probably change careers at least once during your lifetime.)
6. Do you include your expected date of graduation in your education section?
7. Do you include a list of relevant courses? (Be sure to list the name, not the number, of each course. "Marketing 358" won't mean much to the reader, but "Professional Selling" will.)
8. Do you have education, work, and activities sections?
9. Do you have at least three References? (These may be on a separate "List of References" page. If they are, "References: See enclosed sheet" should be stated on the bottom of the Resume.) If you have a separate List of References, your name and contact information must be listed at the top of the list, and your name should be emphasized more than the word "References."
10. Do you include your References' telephone numbers (with area codes)?
11. Do you identify your References (so the employer doesn't think they are drinking buddies)?
12. Do you spell all words correctly? Do you use parallelism as needed?
This list is parallel (notice the past-tense verbs):
 - Closed the store.
 - Trained new employees.
 - Operated cash register.

13. Do you identify skills from the jobs you worked? Do you include volunteer experience if relevant? Do you list skills that show you are qualified for the job you want? Do you list memberships in professional organizations, if relevant? Do you list computer skills, if relevant?
14. Do you use bullets (•) as needed? (On most computers, you can create a bullet by pressing the ‘OPTION’ and the ‘8’ keys at the same time. To create an EM space after a bullet, press the ‘OPTION’ key and the space bar at the same time.)
15. Do your columns line up evenly? (If your columns look even on your computer screen, but print jaggedly, then you are probably using spaces to line up your columns. Get rid of the spaces and use tabs instead.)
16. If you have a two-page Resume, do your References appear on the second page? (You should not both have a lot of space at the bottom of the second page and have your References on a separate page.)
17. If you have a two-page Resume, do you have your name, the word “Resume,” and “Page 2” centered at the top of the second page? (Do not use the header that is used for the second page of a letter or memo.)
18. Do you have a 1-inch margin at the bottom of the first page of your Resume (whether it is a 1-page or a 2-page Resume)? If you have more than a 1-inch bottom margin, use the extra space to list more qualifications.
19. If you have lots of work experience but no relevant work experience, you should list just one job and use the extra space to list relevant qualifications. Did you do that, if relevant?
20. **Is it possible for you to list specific skills?** For example, if you are applying for a job in a laboratory, you could list specific laboratory skills that you possess. Or if you are applying for a job in a professional music studio, you could list specific music-editing equipment that you can operate and specific music-editing computer programs that you can use. If it is relevant for you to list specific skills, have you done so?
21. Do you double-space, not triple-space, between the major sections of your resume? If you triple-space, you will seem to lack qualifications, so double-space and use the extra room to list computer skills or other relevant qualifications.

Job-Application Letter Checklist

1. If possible, you should have the name of a real person to whom you address your letter. In the address, put the job title of the reader and the organization for which the reader works. In some cases, you may have to use the name of the organization (e.g., IBM) instead of the name of a real person.
2. Do you clearly identify the job you want?
3. Do you show that you know something about the organization to which you are applying? Do you have specific praise for the organization? If you mention a contact person (perhaps someone who has praised the company) in your first paragraph, do you give the person's full name?
4. Do you show how your **education** qualifies you for the job?
5. Do you show how your **experience** qualifies you for the job?
6. Do you show how your **activities and/or interests** qualify you for the job?
7. Is your conclusion non-pushy?
8. Do you include your telephone number (with area code) and/or e-mail address in your conclusion?
9. Does your letter indicate your personality: competent, responsible, interesting, and enthusiastic?
10. Are all the words spelled correctly and do you use good grammar and punctuation?
11. Do you remember to focus on what you can do for them, not on what they can do for you? (In other words, emphasize how the organization will benefit if it hires you; do not emphasize how you will benefit if you are hired.)
12. Do you avoid widows and orphans? The glossary at <http://www.designtalkboard.com/glossary/fonts/typography.php> says this:
 - A widow occurs when the last line of a paragraph from the previous page flows onto the top of the next page.
 - An orphan occurs when the first line of a new paragraph starts at the bottom of a page.

For example, if the first line of a paragraph appears at the bottom of a page and the rest of the paragraph appears on the next page, the first line of the paragraph is an orphan.

You may correct this orphan by moving the first line of the paragraph to the top of the next page.

13. Do you have the correct header on all pages following the first? (The header will have the name of the reader, the date, and the page number. Make sure that the date on the second and following pages matches the date on the first page. Special note for Winter Quarter students: Be sure to use the correct year in the date.)
14. Do you have only one space between words? If you are using a computer, be aware that most word-progressing programs have a FIND command, often located in the EDIT menu. You can have the computer find all the places where you have two spaces in a row in your communication. Note: After a period, you may use either one space or two.
15. Do you use a good style? Do you avoid having too many paragraphs or sentences in a row that begin with the word "I"? Do you avoid having too many short, simple sentences in a row? Do you vary your sentence length and structure?
16. Do you use a conventional business letter format? Do you have a date on your letter? Do you have the word "Enclosure" or "Enclosures" (whichever is relevant) at the end of your letter?
17. If you have a 2-page letter, you should have a 1-inch bottom margin at the bottom of the first page. Do you?
18. Should you tell the reader when you want the internship or job (winter break, or summer vacation)? Do you need to say when you can start (universities stop for breaks at different times)? If you need to do these things, have you done them? (In the resume, you can say that you want a summer internship. In the letter, you can tell the specific time during which you are available to work.)
19. Do you have a comma after the complimentary close (for example, "Sincerely," or "Sincerely yours,")?
20. Do you capitalize only the first word of the complimentary close (for example, "Sincerely yours,")?

More Advice

Contact Person: When writing your job-application letter, you may be able to mention a contact person in the introduction. For example, you may be applying for an internship that one of your friends has previously held. In that case, mention the contact person's full name in the introduction and mention some praise that the contact person has given about the organization.

A Note About Time: You may need to state explicitly when you want a job or an internship. You may need to say that you want an internship over winter break starting on a certain date or that you want an entry-level job starting this summer on a certain date.

A Note About Conflicting Advice: Chances are, I have written a few things about Resumes, Lists of References, and Job-Application Letters that will conflict with what you have heard from other people, including other professors and advisors. I always try to explain why I recommend that you do something, and other professors and advisors will do the same thing. You will have to judge for yourself what is best for your situation and your readers in real life.

Stapling: Do not staple together the pages of your resume or of your job-application letter or of any formal business letter.

Kristy L. Quickly
30 Station St. Apartment Z
Athens, OH 45701
(740) 589-4444

January 18, 2006

Dr. Richard Ross
Superintendent, Reynoldsburg High School
6699 E. Livingston Avenue
Reynoldsburg, OH 43068

Dr. Ross:

Several months ago, I met with Dr. Rosalie Romano, an Assistant Professor of Education at Ohio University. She was very much impressed with your school and informed me about the democratic educating principles that are the foundation behind it. Your school truly puts your students and their education first, which is vital to providing the young people of today with an empowering educational experience. I believe in these same democratic ideals and I feel I would be a valuable asset as a middle- or high-school social studies teacher in the exceptional learning environment that you and your staff have created at Reynoldsburg High School.

Currently, I am a junior working toward my Bachelor of Science degree in Education at Ohio University and am majoring in secondary education with a concentration in social studies. I am a member of the C.A.R.E. program (Creating Active and Reflecting Educators), which shares the same basic educational philosophies that are exhibited at your school such as creating an empowering learning environment. C.A.R.E. has also provided me with the opportunity to learn about the importance of democratic education in a classroom setting, and I have been fortunate enough to practice these ideas first hand in a classroom. I have already taught over 150 hours in a middle- and high-school learning classroom and have taught several lessons in addition to my student teaching. I have taken forty-four credit hours of education courses, while also earning forty-nine hours toward my concentration in the social sciences. Before I graduate in June, I will have earned ninety-two credit hours in social studies, which will make me very knowledgeable in my field of study.

In addition to the education that I have been receiving at Ohio University to become a teacher, I have worked as a swim-lessons instructor and at a child daycare center. Both of these jobs have provided me with valuable experience, which I will carry with me when I become a teacher. They have allowed me to use my knowledge about how children learn best and how to interact with them on a student/teacher basis to make learning effective and fun. Besides my work experience, I have also volunteered my time to bowl with mentally and physically handicapped people through the ATCO organization. Before working with ATCO, I had never interacted with physically and mentally challenged people on a personal basis and did not know what to expect. I now realize that mentally and physically handicapped people deserve to be treated equally and

Dr. Richard Ross

-2-

January 18, 2006

also deserve the best possible education we as educators can offer them in the public-school system.

I would welcome the opportunity to meet with you in person to talk about my qualifications. You can call me at (740) 589-4444 in the evenings, and I hope that I may look forward to speaking with you.

Sincerely,

Kristy L. Quickly

Enclosures

[If you have only one enclosure (for example, a two-page Resume with the References listed on the second page), write "Enclosure." If you have two or more enclosures (for example, a one-page Resume with a separate List of References), write "Enclosures."]

[Ms. Quickly will be graduating in June, so the reader knows that she is applying for a teaching job that would begin at the beginning of the next academic year.]

[For some jobs, you may need to have enclosures such as clips of articles you have written for newspapers or newsletters. In such cases, mention in the letter that you are enclosing some clips, and write the word "Enclosures" at the bottom of the letter even if your references are part of the resume.]

KRISTY L. QUICKLY

30 Station St. Apartment Z
Athens, OH 45701
(740) 589-4444
quicklyk123456@ohio.edu

Professional Objective	A middle- or high-school social studies teaching position where I can use my knowledge of the subject and educational methods to teach students the importance of the social sciences	
Education	Ohio University ; Athens, OH Bachelor of Science in Education	June 2006 G.P.A. 3.71
	<ul style="list-style-type: none"> • <i>Education courses</i> include child development, several methods courses, how to teach students with exceptional needs, multi-cultural courses, and how to incorporate technology in a classroom • <i>Social studies courses</i> include several in history, political science, geography, psychology, economics, and sociology • Completed several courses such as public speaking and writing to enhance communication skills 	
Honors	Dean's List—seven quarters Academic Superiority—two quarters Golden Key National Honor Society	
Work Experience	Canal Winchester Swim Club ; Canal Winchester, OH <i>Lifeguard and Swim-Lessons Instructor</i>	2004-Present
	<ul style="list-style-type: none"> • Taught children the fundamentals of swimming • Ensured the safety of all patrons • Completed procedures to open and close the pool 	
	Faith United Methodist Educare ; Canal Winchester, OH <i>Teacher's Aide</i>	2003-2005
	<ul style="list-style-type: none"> • Planned and carried out age-appropriate activities for children • Was responsible for the safety of the children under my care • Used my knowledge about child development to create a stimulating learning environment for the children 	
Activities	C.A.R.E. Partnership Program , College of Education <i>Member</i>	2004-Present
	<ul style="list-style-type: none"> • Learned the importance of creating an empowering learning environment • Experienced over 150 hours in a classroom 	
	ATCO Program Volunteer	2004-Present
	<ul style="list-style-type: none"> • Assisted with bowling and other activities for mentally and physically handicapped people 	
References	See enclosed sheet	

KRISTY L. QUICKLY

30 Station St. Apartment Z
Athens, OH 45701
(740) 589-4444
quicklyk123456@ohio.edu

References

Steve Donnybrook
Principal
Canal Winchester High School
300 Washington Street
Canal Winchester, Ohio 43110
(614) 833-2176

Dr. Rosalie Roman
Assistant Professor of Education
Ohio University
McCracken Hall, Room 342
Athens, Ohio 45701
(740) 593-4060

Polly Sand
Director
Center for International Studies
Ohio University
Burson House, Room 104
Athens, Ohio 45701
(740) 593-4960

Kimberly Gerber
Manager
Canal Winchester Swim Club
9665 Slough Road
Canal Winchester, Ohio 43110
(614) 837-1333

KRISTY L. QUICKLY

30 Station St. Apartment Z

Athens, OH 45701

(740) 589-4444

quicklyk123456@ohio.edu

Professional Objective

A middle- or high-school social studies teaching position where I can use my knowledge of the subject and educational methods to teach students the importance of the social sciences

Education

Ohio University; Athens, OH
Bachelor of Science in Education
June 2006
G.P.A. 3.71

- *Education courses* include child development, several methods courses, how to teach students with exceptional needs, multi-cultural courses, and how to incorporate technology in a classroom
- *Social studies courses* include several in history, political science, geography, psychology, economics, and sociology
- Completed several courses such as public speaking and writing to enhance communication skills

Honors

Dean's List—seven quarters
Academic Superiority—two quarters
Golden Key National Honor Society

Work Experience

Canal Winchester Swim Club; Canal Winchester, OH, 2004-Present
Lifeguard and Swim-Lessons Instructor

- Taught children the fundamentals of swimming
- Ensured the safety of all patrons
- Completed procedures to open and close the pool

Faith United Methodist Educare; Canal Winchester, OH, 2003-2004
Teacher's Aide

- Planned and carried out age-appropriate activities for children
- Was responsible for the safety of the children under my care
- Used my knowledge about child development to create a stimulating learning environment for the children

Activities

C.A.R.E. Partnership Program, College of Education, 2004-Present
Member

- Learned the importance of creating an empowering learning environment
- Experienced over 150 hours in a classroom

KRISTY L. QUICKLY

Resume

Page 2

Activities	ATCO Program , 2004-Present
Continued	Volunteer • Assisted with bowling and other activities for mentally and physically handicapped people
References	Steve Donnybrook Principal Canal Winchester High School 300 Washington Street Canal Winchester, Ohio 43110 (614) 833-2176 Dr. Rosalie Roman Assistant Professor of Education Ohio University McCracken Hall, Room 342 Athens, Ohio 45701 (740) 593-4060 Polly Sand Director Center for International Studies Ohio University Burson House, Room 104 Athens, Ohio 45701 (740) 593-4960 Kimberly Gerber Manager Canal Winchester Swim Club 9665 Slough Road Canal Winchester, Ohio 43110 (614) 837-1333

[A note on the second page of a Resume. Your name must appear on the second page as well as on the first page.]

[Note: Ms. Quickly's Education courses are teaching courses in the College of Education.]

Randy Jones.
31964 Painter Ridge Rd.
Vinton, OH 45686
(740) 123-4567

January 21, 2009

Mr. Jesse Taylor, Coordinator
Governor's Internship Program
Office of the Governor
77 S. High St.
30th Floor
Columbus, OH 43215

Mr. Taylor:

Over the past two years, I have been closely following Governor Ted Strickland's efforts to reform the educational system of Ohio's public schools. I have been particularly impressed by his "Conversation on Education" forums across Ohio that were used to solicit input from Ohio citizens on how best to solve the educational inadequacies in the state. Having attended a public school in rural southeastern Ohio, I have held an interest in Ohio's educational requirements and funding formula since I was in high school, and as a college student I have researched this topic from both legal and economic perspectives. Having the opportunity to work with the Governor's Legislative Affairs staff during this upcoming period of drafting and revising education-reform legislation, as well as various other bills, would be a terrific opportunity for me to apply my knowledge of state law and my research in the areas of Ohio's school funding and the No Child Left Behind Act, as well as to gain and develop new legal writing skills that will be needed as I pursue a law degree. I am excited about the prospect of working in Governor Strickland's administration, and I would love to start a summer internship in the Legislative Affairs office this June.

Presently, I am a senior Political Science major at Ohio University. After graduation in June, I plan to enroll in law school this fall. Although it is still early in the admissions cycle, I have received multiple acceptances including the University of Cincinnati Law School, West Virginia University Law School, and the University of Illinois Law School. I believe that my research abilities, which I have developed through work on my undergraduate honors thesis and Political Science coursework, will be a strong asset for the work that is currently being done in the Legislative Affairs office. While working on my undergraduate thesis, I reviewed thousands of pages from the Congressional Record and have become accustomed to the legal language in legislation and the passage procedures. Moreover, I have also taken classes that were focused on the legal system of Ohio and have studied the state's budget in my Economics courses. In particular, I have researched the issue of Ohio's school funding formula in both my Political Science and Economics coursework.

In addition to my educational qualifications, I currently work as a licensed real estate sales agent in the state of Ohio. In this job I have been held to the standards of professionalism set by the

Mr. Jesse Taylor, Coordinator

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Ohio Real Estate Commission and have learned to manage multiple tasks in a fast-paced work environment. I have also been able to sharpen my communication and management skills working as a regional coordinator of a state senate race this past fall. Particularly through this experience I have learned to effectively communicate and work with elected officials and their aides. Being able to communicate effectively was essential during my three years as a member of the Ohio University marching band, just as mutual cooperation and discipline were as well. I believe all of these skills and qualifications will enable me to do great work as an intern for the Governor's office.

I would take great pleasure in meeting with you in person to discuss my qualifications and answer any questions you may have. Please feel free to contact me at (740) 416-4957 or email me at rh109605@ohio.edu. I hope to that I may speak with you soon, and I thank you for your time.

Respectfully,

Randy Jones

Enclosure: Resume

Some Books by David Bruce (1954-)

Author: Discussion Guides Series

Dante's Inferno: A Discussion Guide

Dante's Paradise: A Discussion Guide

Dante's Purgatory: A Discussion Guide

Forrest Carter's The Education of Little Tree: A Discussion Guide

Homer's Iliad: A Discussion Guide

Homer's Odyssey: A Discussion Guide

Jane Austen's Pride and Prejudice: A Discussion Guide

Jerry Spinelli's Maniac Magee: A Discussion Guide

Jerry Spinelli's Stargirl: A Discussion Guide

Jonathan Swift's "A Modest Proposal": A Discussion Guide

Lloyd Alexander's The Book of Three: A Discussion Guide

Mark Twain's Adventures of Huckleberry Finn: A Discussion Guide

Mark Twain's The Adventures of Tom Sawyer: A Discussion Guide

Mark Twain's A Connecticut Yankee in King Arthur's Court: A Discussion Guide

Mark Twain's The Prince and the Pauper: A Discussion Guide

Nancy Garden's Annie on My Mind: A Discussion Guide

Nicholas Sparks' A Walk to Remember: A Discussion Guide

Virgil's Aeneid: A Discussion Guide

Virgil's "The Fall of Troy": A Discussion Guide

Voltaire's Candide: A Discussion Guide

William Shakespeare's 1 Henry IV: A Discussion Guide

William Shakespeare's Macbeth: A Discussion Guide

William Shakespeare's A Midsummer Night's Dream: A Discussion Guide

William Shakespeare's Romeo and Juliet: A Discussion Guide

William Sleator's Oddballs: A Discussion Guide

(Oddballs is an excellent source for teaching how to write autobiographical essays/personal narratives.)

Retellings of a Classic Work of Literature

Dante's Inferno: A Retelling in Prose

Dante's Purgatory: A Retelling in Prose

Dante's Paradise: A Retelling in Prose

Dante's Divine Comedy: A Retelling in Prose

From the Iliad to the Odyssey: A Retelling in Prose of Quintus of Smyrna's Posthomerica

Homer's Iliad: A Retelling in Prose

Homer's Odyssey: A Retelling in Prose

Jason and the Argonauts: A Retelling in Prose of Apollonius of Rhodes' Argonautica

Virgil's Aeneid: A Retelling in Prose

William Shakespeare's 1 Henry IV, aka Henry IV, Part 1: A Retelling in Prose

William Shakespeare's As You Like It: A Retelling in Prose

William Shakespeare's The Comedy of Errors: A Retelling in Prose

William Shakespeare's Julius Caesar: A Retelling in Prose

William Shakespeare's Macbeth: A Retelling in Prose

William Shakespeare's A Midsummer Night's Dream: A Retelling in Prose

William Shakespeare's Much Ado About Nothing: A Retelling in Prose

William Shakespeare's Othello: A Retelling in Prose

William Shakespeare's Romeo and Juliet: A Retelling in Prose

William Shakespeare's The Taming of the Shrew: A Retelling in Prose

William Shakespeare's The Tempest: A Retelling in Prose

William Shakespeare's Twelfth Night: A Retelling in Prose

Children's Biography

Nadia Comaneci: Perfect Ten

Personal Finance

How to Manage Your Money: A Guide for the Non-Rich

Anecdote Collections

250 Anecdotes About Opera

250 Anecdotes About Religion

250 Anecdotes About Religion: Volume 2

250 Music Anecdotes

Be a Work of Art: 250 Anecdotes and Stories

The Coolest People in Art: 250 Anecdotes

The Coolest People in the Arts: 250 Anecdotes

The Coolest People in Books: 250 Anecdotes

The Coolest People in Comedy: 250 Anecdotes

Create, Then Take a Break: 250 Anecdotes

Don't Fear the Reaper: 250 Anecdotes

The Funniest People in Art: 250 Anecdotes

The Funniest People in Books: 250 Anecdotes

The Funniest People in Books, Volume 2: 250 Anecdotes

The Funniest People in Books, Volume 3: 250 Anecdotes

The Funniest People in Comedy: 250 Anecdotes

The Funniest People in Dance: 250 Anecdotes

The Funniest People in Families: 250 Anecdotes

The Funniest People in Families, Volume 2: 250 Anecdotes

The Funniest People in Families, Volume 3: 250 Anecdotes

The Funniest People in Families, Volume 4: 250 Anecdotes

The Funniest People in Families, Volume 5: 250 Anecdotes

The Funniest People in Families, Volume 6: 250 Anecdotes

The Funniest People in Movies: 250 Anecdotes

The Funniest People in Music: 250 Anecdotes

The Funniest People in Music, Volume 2: 250 Anecdotes

The Funniest People in Music, Volume 3: 250 Anecdotes

The Funniest People in Neighborhoods: 250 Anecdotes

The Funniest People in Relationships: 250 Anecdotes

The Funniest People in Sports: 250 Anecdotes

The Funniest People in Sports, Volume 2: 250 Anecdotes

The Funniest People in Television and Radio: 250 Anecdotes

The Funniest People in Theater: 250 Anecdotes

The Funniest People Who Live Life: 250 Anecdotes

The Funniest People Who Live Life, Volume 2: 250 Anecdotes

The Kindest People Who Do Good Deeds, Volume 1: 250 Anecdotes

The Kindest People Who Do Good Deeds, Volume 2: 250 Anecdotes

Maximum Cool: 250 Anecdotes

The Most Interesting People in Movies: 250 Anecdotes

The Most Interesting People in Politics and History: 250 Anecdotes

The Most Interesting People in Politics and History, Volume 2: 250 Anecdotes

The Most Interesting People in Politics and History, Volume 3: 250 Anecdotes

The Most Interesting People in Religion: 250 Anecdotes

The Most Interesting People in Sports: 250 Anecdotes

The Most Interesting People Who Live Life: 250 Anecdotes

The Most Interesting People Who Live Life, Volume 2: 250 Anecdotes

Reality is Fabulous: 250 Anecdotes and Stories

Resist Psychic Death: 250 Anecdotes

Seize the Day: 250 Anecdotes and Stories