

A Guide to

**RESUME  
WRITING**



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# WORKSHEET FOR RESUMÉ PREPARATION

The first step in writing an effective résumé is gathering necessary information and data. This worksheet has been developed to assist you in collecting the basic ingredients for your résumé. List as many relevant facts as you can in this stage of the process. Use this worksheet as an opportunity to gather your thoughts about past and current work related activities. This information will then be used to hone exactly what you wish to present to an employer on the final résumé.

## Basic Identifying Data

### Address

#### Present (College address)

P.O. Box or Street: \_\_\_\_\_  
City: \_\_\_\_\_  
State: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
Phone: (area code) \_\_\_\_\_  
Email: \_\_\_\_\_

### Address

#### Permanent (if different)

P.O. Box or Street: \_\_\_\_\_  
City: \_\_\_\_\_  
State: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
Phone: (area code) \_\_\_\_\_

## Career Objective

List below the functions you would like to perform for an employer.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List below some possible employers/organizations that could utilize your skills.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List below some possible job titles based upon your qualifications, education and interests.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Educational Information

College attended: \_\_\_\_\_  
Dates of attendance: \_\_\_\_\_  
Major/Research Area: \_\_\_\_\_  
Degree: \_\_\_\_\_ Date: \_\_\_\_\_  
Grade point average: \_\_\_\_\_

College attended: \_\_\_\_\_  
Dates of attendance: \_\_\_\_\_  
Major/Research Area: \_\_\_\_\_  
Degree: \_\_\_\_\_ Date: \_\_\_\_\_  
Grade point average: \_\_\_\_\_

Other training: \_\_\_\_\_

## Summary of Experience

Work History (include employment, internships, etc.)

Position Title: \_\_\_\_\_ Dates: \_\_\_\_\_  
Employer: \_\_\_\_\_  
Location (city & state): \_\_\_\_\_  
Responsibilities and functions performed: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Position Title: \_\_\_\_\_ Dates: \_\_\_\_\_  
Employer: \_\_\_\_\_  
Location (city & state): \_\_\_\_\_  
Responsibilities and functions performed: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Position Title: \_\_\_\_\_ Dates: \_\_\_\_\_  
Employer: \_\_\_\_\_  
Location (city & state): \_\_\_\_\_  
Responsibilities and functions performed: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Position Title: \_\_\_\_\_ Dates: \_\_\_\_\_  
Employer: \_\_\_\_\_  
Location (city & state): \_\_\_\_\_  
Responsibilities and functions performed: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Position Title: \_\_\_\_\_ Dates: \_\_\_\_\_

Employer: \_\_\_\_\_

Location (city & state): \_\_\_\_\_

Responsibilities and functions performed: \_\_\_\_\_

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Additional Experience (include any not mentioned above – such as significant volunteer activity and/or project work).

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## Computer Skills

List both software and hardware.

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## Activities Summary

List below any college extracurricular activities in which you have been involved. You may also want to include the dates you were involved in these activities.

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## Special Competencies

Include teaching areas, artistic talents, organizational skills, supervisory skills, speaking skills, sales ability, proposals funded, etc.

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## Professional Activities

Memberships in Professional Associations. Include your position (such as Treasurer) and dates involved.

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## Leisure Interests/Hobbies

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## Languages Spoken

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## Awards and Honors (include dates)

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## References

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Date Confirmed: \_\_\_\_\_

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Date Confirmed: \_\_\_\_\_

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Date Confirmed: \_\_\_\_\_

# Résumé Writing

## INTRODUCTION

Résumés are as unique as the individuals they represent. There is no 'one' specific design for writing a résumé. Disappointed? Don't be. If all résumés were alike, there would be no need for having one.

This guide is designed to get you started in writing your résumé. Once you write your first draft, you should make an appointment to have a Career Counselor review it, and provide feedback with suggestions for improving it, in an effort to help you create a well written, effective résumé.

## WHAT IS A RESUME?

A résumé is the basis of an effective and successful job hunting effort. **The résumé markets your skills and qualifications relative to your career objective.** To prepare a résumé, develop a concept of your job objective in terms that can be described and communicated, as well as an assessment of your abilities and other characteristics that qualify you for that objective. The résumé displays on paper for the employer all the thought, analysis, and effort you have put into determining where you belong in your first, or next, career step.

## WHAT SHOULD A RESUME DO FOR YOU?

**An effective résumé is one that is written concisely, honestly, and interestingly, causing the reader to want more information from the applicant, hopefully in the form of an interview. The résumé will probably be the first form of contact you have with a prospective employer. Therefore it, along with your cover letter, must make a dynamic first impression.**

## BEFORE YOU BEGIN

Whether you are looking for a part-time internship or full-time position, before you can effectively present yourself on paper, you must do a self-analysis. Ask yourself a set of questions, some of which may sound like this:

“Describe the position I want. Why do I want it?”

“What skills do I have that might support my ability to perform effectively in this position?”

“Where and how did I obtain these skills?”

“Looking at my background, what would be most interesting to an employer?”

Identify aspects of your personality and background that qualify you for a position, as well as make you unique. Your ability to articulate these aspects will make your résumé a powerful tool. If you are having difficulty doing this, consider conducting information interviews or doing other research to learn more about the field you are pursuing and more about yourself, before attempting to write a résumé.

## GENERAL CONTENT

Although a résumé is an individual record of achievement, there are certain essentials that most commonly appear on the résumé of a college student.

### **Identification**

It is very important to include your name, address (*campus and permanent*), telephone numbers and email address. You need to make it easy and convenient for an employer to get in touch with you to arrange a meeting. You need not, however, use the abbreviation “Tel” before the phone number. That’s obvious.

### **Objective** (*Sometimes called ‘Job Objective’, ‘Career Objective’ or ‘Professional Objective’*)

This section is probably viewed as the most difficult to complete. The general purpose of an objective is to convey intelligently to your reader what you would like to do with your abilities, interests, and experiences. **The objective should be brief, but have some meaning for the employer.** You may name a specific job title in your objective and/or an industry or a field of specialization and mention two or three closely related positions in your objective. Employers want to know what you can do for them. If you have two or more unrelated objectives, consider writing two or more different résumés or express your career objective in your cover letter. Start with a basic objective such as “A position in the field of computer programming” and add to it skills you plan to bring to the position, a special interest or emphasis within the field, or your aspirations. For example:

1. a position...utilizing microprocessor skills.
2. a position...with an emphasis in design.
3. a position...leading to project management.

Objectives are no longer required on a resume, but recommended. However, keep in mind that if you forgo using an objective, you should include a statement in your cover letter that serves the same purpose.

### **Education**

List colleges from which a degree is obtained in reverse chronological order. List name of college/university, city and state, degree you obtained, major and date of completion (*month and year, not years of attendance*). If you have not yet received the degree, it is still acceptable to list the date you plan on graduating. If no degree was received, for instance if you transferred to another school, then list courses of study and dates of attendance. It may not always be appropriate to list courses, but do indicate areas of specialization, or extensive course work that relates to the job for which you are applying. If you choose to indicate courses taken, give the descriptive title of the course.

It is not necessary to list all schools attended. However, list any schools which are referred to in other parts of your résumé. You should **not** list high school information.

It may be appropriate to list honors and awards in this section. If this list is extensive or especially noteworthy, you may want to add a section specifically for this information.

Should you include your **grade point average**? That decision is up to you. As a general rule, **if it is a 3.00 or better, add it.** Your personal situation, however, may warrant including it in the résumé. On the other hand, you could include your major course average if you would prefer not to include your overall grade point average. Normally, SAT scores are not included.

## Coursework

This section is placed beneath the 'Education' section. Coursework refers to a list of your major program of study courses (*especially upper division*), as well as those courses related to the job position for which you are applying. **List approximately eight to twelve courses, formatted in two or three columns (depending in available space and formatting style)**. Always refer to the proper course names, rather than using the course numbers and abbreviations referred to in the course catalog (*i.e. Chem. 204, Soc. 325*).

Listing courses on your resume provides the employer with vital information regarding your theoretical background and knowledge base. Coursework is an important section to include on your resume because it demonstrates credibility and marketability, especially if your resume lacks substantial content in sections such as 'Experience' and 'Activities'.

## Experience

As with education, list your most recent employment first (*reverse chronological order*). Include your title, place of employment, city, state (*not street address*), dates. Brief statements should be used in describing your responsibilities.

- Use simple statements, **not** complete sentences.
- **Begin statements with action verbs** that highlight skills you used. Do **not** use the word "I". A list of sample action verbs are included in this guide.
- **Avoid** phrases such as "duties were" or "responsibilities included".
- **Do not** describe irrelevant duties or those you are not interested in using professionally. For example, typing may have been an important part of your duties at your last summer job. If typing is not a skill you want to sell yourself with, you may not need to include it.
- On the other hand, skills such as organization, dependability, thoroughness (*to name a few*) are transferable skills and any experiences that illustrate these should be listed.

If you are fortunate enough to have relevant work experience through a cooperative education job, internship, college project or volunteer work, you may consider a **Related Experience** section preceding an **Other Experience** section to highlight those jobs. A 'Related Experience' section would be most effective if you have more than one experience, and if it is a job you did several years ago. This allows you to highlight it by putting it earlier in the résumé, rather than keeping it in reverse chronological order listed with your less relevant jobs. The non-related positions could then be included in the 'Other Experience' section. You may not need to include as much detail with these positions as you would for those under 'Related Experience'.

## OTHER SECTIONS

### Qualifications/Skills

This section is placed under 'Objectives', and highlights areas of expertise, talents, abilities, and strengths. **It emphasizes general and specific skills, relevant to the job position for which you are applying** (*i.e. interpersonal, communications, management, computer*). Work ethic behavior and/or personal characteristics/traits may also be included (*i.e. diligent, initiative, creative, highly motivated, reliable*). You may list five to eight qualification statements. Always list computer skills, regardless of your major, preferably under a 'Computer Skills' section. Computer Science/MIS students will want to be more detailed in this area. Also, technology/science students may want to have a separate section for their technical/laboratory skills.

## **Certification and Licenses**

Any professional certifications and licenses should be listed on the résumé. Examples are teaching certifications, FCC licenses, engineering licenses, etc. They should be listed just below the 'Education' section and above the 'Experience' section as they are important qualifiers for certain occupations.

## **Languages**

This section should list foreign languages or American sign language. You may use words such as 'familiar with', 'fluent in' or "verbal and written".

## **Professional Associations**

This section is recommended for all students/alumni who want to demonstrate their commitment and interest in their chosen professions. Students/alumni benefit greatly when they join professional associations. Members are continually updated with information regarding new trends and prospects in their fields. Professional associations provide their membership with opportunities to meet other professionals in their fields for the purposes of networking, mentoring, and accessing employment openings. Attending conferences and monthly chapter meetings can really boost members' careers. In addition, employers are impressed with candidates who are actively engaged in their professional associations. Students/alumni can utilize the knowledge they gain from their membership affiliation to enhance the interview discussion topics.

## **Activities**

These could range from 'Society of Engineers' to the 'Soccer Team'. Remember to include any offices to which you have been elected and possibly the dates of service.

## **Projects**

It is important to provide examples of projects you have completed or that are in progress. Projects show you can take the theoretical or classroom lecture and apply it to a real-world situation. If you were part of a team, note that. This is an opportunity to provide grade/award/special honors received for the project.

## **Military Service**

If you received special technical training while in the military, held a position of leadership, or have a continuing work relationship, you may want to include this section. Be sure to use civilian terms if applying for non-military positions.

## **References**

Stating that your references are 'Available on request' is sufficient for most résumé. It is also acceptable to leave this section completely off your résumé. If you need a space filler and have sufficient room on your resume, it would be appropriate to include. Either way, you should be prepared to offer a list of references for review. Therefore, you may want to ask three to five people to write a letter on your behalf or to be prepared for a telephone call from potential employers.

## **Be sure to get permission from all parties to use them as references before releasing their names.**

Select people who will support your candidacy by confirming and adding to information on the résumé. Select a reference because of what he or she could say about your abilities and personality not because of how their name (and title) might look as one of your references. Some type of jobs may require a portfolio or a writing sample. Therefore, 'Portfolio Available' or 'Writing Samples Available' may also be appropriate.

When compiling your references, it is important to list them on a separate sheet of paper. The paper should match your résumé and cover letter. The same font and style should be used. The following

contact information should be provided: name, title, company, street, city, state, zip, phone, fax, email. Normally, your name is centered on the top middle of the page and the references are listed in a column left or centered.

## FORMAT

**How your résumé appears is just as important as the content. The visual presentation can also send messages to an employer about you. Your résumé should be organized, neat and balanced. This is a sign of a professional who is interested and serious about career opportunities.**

### *Pages & Overall Length*

One page is standard and preferred. Two pages are acceptable if: 1) you would have to really squeeze everything onto one page; or 2) you would leave out important material if you used only one page. However, keep in mind that if two pages are used, both pages must be used in total.

Although one page résumés are recommended and preferred, there are certain majors and professions that may necessitate two pages. Science and education majors for example, may have additional categories such as lab work/field work and student teaching/observations that may lengthen the content of their resumes. Employers may need to know the details of their experiences because they are relevant to the job positions for which they are applying.

### *Margins*

The appearance of your résumé is often negatively influenced by uneven or inadequate margins. Three quarters of an inch is the minimum margin for both sides of your résumé as well as the top and bottom (*one inch is preferred*). The way in which your content fills a page should be comfortable to the reader's eye. The résumé should contain a balance of white space. Fitting the résumé on one page is more important than maintaining 1" margins. Therefore, adjust as necessary.

### *Highlighting*

You want a résumé that is visually "scannable". On the average, an employer is going to scan your résumé the first time in 15 seconds or less. Focus the reader's attention on special items by using ALL CAPITAL LETTERS, *italics*, **bold face**, underlining and • bullets. Be sure not to "overuse" any one of these techniques, but rather blend a few. In addition, the use of lines and/or boxes sometimes contributes to the 'ease of read'.

### *Abbreviations*

They should be used with discretion. **Do not abbreviate items that will not be quickly identified by the reader.** Remember, your résumé is a formal document. The general rule is that the only acceptable abbreviation is that for the state in which you live.

### *Fonts*

Choose standard fonts that are easily read such as Helvetica, Times Roman, and Arial. Select the point size based on the amount of content you have on one page. Eleven or twelve point size is standard and legible. Your contact information may be twelve to fourteen point, bold, and upper case letters. Many templates are not well designed because the name is often too large, while the contact information is often too small. These types of templates are **not** recommended for résumé usage.

### *Production*

The best résumé can easily be ruined by one misspelled word or typographical error, smudges or an incomplete thought. **Have your résumé proofread by someone.** You may easily overlook obvious

mistakes. Remember, the presentation of your résumé will represent your style. A nominal investment here can produce great dividends. Use a PC to format/create your résumé. If you do not have access to a laser printer, take your résumé to someone who does. Ask your friends for referrals or check the Yellow Pages for professionals with experience in reproducing résumés.

The method you use to reproduce your résumé can range from photocopying to typesetting. Also, consider the type of paper your résumé is printed/copied on. The use of bond paper creates an **impression of professionalism** in your approach to the job search. The color of paper you choose to have your résumé produced on should be decided with care. A conservative decision may be the safest one. Remember that your résumé, cover letter, reference sheet and envelope should be on the same kind and color of paper. Use the method most appropriate and affordable for you. Suggested colors are white, ivory, cream and light gray. Avoid fancy or grainy paper, they may not copy well.

## **IN CONCLUSION**

As stated previously, this information is just a guideline to get you started. You undoubtedly will have questions that relate to your own needs. Make an appointment with a professional staff member to get the help you need. In addition, you can always drop your resume off for review and pick it up within the week.

## SAMPLE LIST OF ACTION WORDS

|              |                 |                 |                      |
|--------------|-----------------|-----------------|----------------------|
| accomplished | clarified       | developed       | followed through     |
| achieved     | classified      | devised         | forecasted           |
| acquired     | closed          | diagnosed       | formed               |
| acted        | coached         | directed        | formulated           |
| addressed    | coded           | discovered      | functioned           |
| adept        | collaborated    | discussed       | gathered             |
| adjusted     | collated        | dispatched      | information          |
| administered | collected       | dispensed       | generated            |
| advertised   | comforted       | displayed       | graded               |
| advised      | committed       | dissected       | grouped              |
| aided        | communicated    | distributed     | guided               |
| alerted      | compared        | diverted        | handled              |
| allocated    | competed        | drafted         | helped               |
| analyzed     | compiled        | dramatized      | identified           |
| annotated    | completed       | drew            | illustrated          |
| answered     | composed        | drove           | imagined             |
| anticipated  | computed        | edited          | implemented          |
| applied      | conceived       | educated        | imposed              |
| appraised    | concluded       | elicited        | impressed            |
| appreciated  | conducted       | empathized      | improved             |
| arranged     | confronted      | employed        | increased            |
| articulated  | constructed     | empowered       | influenced           |
| ascertained  | contacted       | enabled         | informed             |
| assembled    | continued       | encouraged      | initiated            |
| assessed     | contracted      | endured         | innovated            |
| assigned     | contributed     | enlightened     | inquired             |
| assisted     | controlled      | enlisted        | inspected            |
| assured      | convened        | ensured         | inspired             |
| attained     | conveyed        | entertained     | installed            |
| attended     | cooperated      | established     | instilled            |
| audited      | coordinated     | estimated       | instructed           |
| authored     | copied          | evaluated       | insured              |
| balanced     | corrected       | examined        | interacted           |
| bargained    | corresponded    | excelled        | interpreted          |
| began        | counseled       | exchanged       | intervened           |
| bought       | created         | executed        | interviewed          |
| briefed      | critiqued       | exercised       | introduced           |
| brought      | cured           | exhibited       | invented             |
| budgeted     | dealt (with)    | expanded        | inventoried          |
| built        | decision-making | expected        | investigated         |
| calculated   | defined         | expedited       | involved             |
| cared (for)  | delegated       | experimented    | joined               |
| carried out  | delivered       | explained       | judged               |
| catalogued   | demonstrated    | expressed ideas | kept                 |
| categorized  | derived         | facilitated     | learned              |
| chaired      | described       | figured out     | lectured             |
| challenged   | designed        | filed           | led                  |
| changed      | detected        | financed        | licensed             |
| channeled    | determined      | focused         | listened attentively |

|              |             |                   |                  |
|--------------|-------------|-------------------|------------------|
| located      | predicted   | reproduced        | summarized       |
| made         | prepared    | researched        | supervised       |
| maintained   | presented   | resolved          | supported        |
| managed      | printed     | respond           | surveyed         |
| manipulated  | processed   | restored          | synthesized      |
| marketed     | produced    | retrieved         | systematized     |
| mastered     | programmed  | reviewed          | talked           |
| measured     | prohibited  | revised           | targeted         |
| medicated    | projected   | risked            | taught           |
| memorized    | promoted    | scheduled         | tended           |
| mentored     | proof-read  | searched          | tested           |
| met          | protected   | selected          | took initiative  |
| modeled      | provided    | selling           | traced           |
| modified     | publicized  | sensitized        | trained          |
| molded       | published   | served            | translated       |
| monitored    | purchased   | serviced          | treated          |
| motivated    | qualified   | set               | trouble shooting |
| named        | quantified  | shaped            | tutored          |
| negotiated   | questioned  | shared            | typed            |
| observed     | raised      | showed            | untied           |
| obtained     | rated       | simplified        | updated          |
| operated     | recognized  | skilled           | used             |
| ordered      | recommended | socialized        | utilized         |
| organized    | reconciled  | sold              | verified         |
| outlined     | recorded    | solicited         | visualized       |
| oversaw      | recruited   | solved (problems) | volunteered      |
| paired       | referred    | sought            | wrote            |
| participated | regulated   | specified         |                  |
| perceived    | related     | spoke             |                  |
| performed    | remembered  | staged            |                  |
| persevered   | rendered    | stimulated        |                  |
| persuaded    | reorganized | structured        |                  |
| planned      | repaired    | studied           |                  |
| played       | reported    | succeeded         |                  |
| possessed    | represented | suggested         |                  |

# TOM WAGER

225 Calvin Street

Somers, CT 06099

(860) 999-9555

wager@snet.comnet

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## OBJECTIVE

Actuarial position that effectively utilizes professional experience, analytical skills, and educational background.

## QUALIFICATIONS

- Ability to work independently and as team member.
- Self-motivated; able to set effective priorities to achieve goals and meet operational deadlines.
- Professional administrative and supervisory experience.
- Interpersonal skills, effectively deal with a diversity of professionals, clients, and staff members.
- Performs well in fast-paced, high-pressure atmosphere.

## EDUCATION

**Eastern Connecticut State University**, Willimantic, CT

Bachelor of Arts in Mathematics and Economics, May 2000

Overall GPA: 3.82; Mathematics GPA: 4.00, Economics GPA: 4.00

**Three Rivers Community Technical College**, Norwich, CT

Associate in Science, General Studies, May 1998

**Warsaw University**, Poland

Mathematics, 1984 - 1987

## COURSEWORK

Calculus III

Number Theory

Abstract Algebra

Differential Equations

Complex Analysis

Micro and Macro Economics

Real Analysis I

Accounting II

Money and Banking

Mathematical Statistics II

Intermediate Microeconomics

Methods for Business & Economics

## COMPUTER SKILLS

Proficient in Lotus 1-2-3, dBase IV, Harvard Graphics, WordPerfect, MS Office 95.

Experienced in Pascal, Qbasic, C++, Freelance Graphics, cc:Mail, Minitab.

## EXPERIENCE

**Gaming Scheduler**, Foxwoods Resort Casino, Mashantucket, CT

1996 to 1998

- Analyzed and projected staffing requirements.
- Generated schedules for dealers and floor supervisors in a fast-paced office environment.
- Maintained database information (terminations, transfers, newly hired personnel).
- Provided forecast of impending employee terminations.
- Effectively communicated with subordinates, employees, and management.

**Employment Specialist**, Foxwoods Resort Casino, Pawcatuck, CT

1995 to 1996

- Generated reports providing timely information on hiring status; maintained open requisition reports.
- Handled phone requests; Scheduled interviews; typed correspondence; generated training lists.
- Performed testing on clerical skills; controlled employment documentation.

**Retail Operations Clerk**, Navy Exchange, New London, CT

1991 to 1995

- Installed software applications and developed spreadsheets.
- Identified and solved computer related problems; maintained and distributed cc:mail.
- Coordinated and compiled diverse retail and services information.
- Analyzed and processed NEX budget; handled customer relations.

**Math Teacher**, Elementary School, Tykocin, Poland

1986 to 1987

- Implemented all aspects of teaching (grades 4 - 6).
- Conducted counseling meetings, organized trips and sports activities.

# TAMMY WORK

25 Dalton Street, Bristol, CT 06010  
(860) 888-9545 work@snet.comnet

## OBJECTIVE

A position as an Early Childhood Education Teacher.

## QUALIFICATIONS

- Works well with at-risk students
- Extensive coursework in early childhood education
- Taught multicultural classes
- Fluent in Spanish
- Function well in fast-paced, high-pressure atmosphere

## EDUCATION

**Eastern Connecticut State University**, Willimantic, CT  
Bachelor of Arts in Early Childhood Education, May 2000  
GPA: 3.82

**Three Rivers Community Technical College**, Norwich, CT  
Associate in Science, General Studies, May 1998

## RELEVANT COURSEWORK

|                          |                       |
|--------------------------|-----------------------|
| Early Childhood Teaching | Child Development     |
| Educational Psychology   | Children's Literature |

## COMPUTER SKILLS

Word, Excel, PowerPoint, Internet

## EXPERIENCE-Student Teaching

**Student Teaching**, Coventry Elementary School, Mashantucket, CT 1996 to 1998

- Taught beginning math concepts to small cluster groups
- Designed plans for cooperative group activities
- Constructed interest centers for Reading and Math
- Planned ESL lessons for language minority children
- Maintained students' progress reports
- Participated in parent/teacher conferences

**Student Teaching**, Lyndon B. Johnson School, Pawcatuck, CT 1995 to 1996

- Taught integrated units on: Poetry; American Indians; Rocks and Minerals
- Created interest centers for Reading, Math Manipulatives; Creative Writing
- Taught reading to advanced level reading group
- Maintained progress charts and records for all students
- Attended "Student Study Team" meetings for Learning Disability children

## ACTIVITIES

Volunteer, Big Brothers Club, 1997-Present  
Tutor, America Reads Program, ECSU, 1999-Present  
Vice President, Psychology Club, 1998-1999

## INTERESTS

Music, camping, running marathons

# KATIE MORTEN

mortenk@stu.easternct.edu

## Campus Address

305 Occum Hall v Willimantic, CT 06226,  
(860) 465-0663

## Home Address

Whis Brook, Kensington, CT 06037  
(860) 879-4588

## OBJECTIVE

To obtain a challenging position utilizing communication, writing, computer, problem solving and organizational skills.

## QUALIFICATIONS

- Ability to work with others in collaborative and independent work environments
- Self-motivated with strong writing and editing capabilities
- Exhibits effective leadership skills
- Works well in fast-paced environments
- Published in *The New Britain Herald* on several occasions

## EDUCATION

*Eastern Connecticut State University, Willimantic, CT*

**Bachelor of Arts in English**, May 2001

Minor: Communications, Concentration: Public Relations

## COURSEWORK

|                     |                          |                                 |
|---------------------|--------------------------|---------------------------------|
| Mass Communications | Communication Writing    | History/Development of Language |
| Human Communication | Public Relations         | Telecommunication Policy        |
| Publication Design  | Writing Intensive Course | Critical and Creative Thinking  |

## COMPUTER SKILLS

|                  |                      |                   |
|------------------|----------------------|-------------------|
| Windows 95/98/NT | Microsoft Excel      | Microsoft Outlook |
| Microsoft Word   | Microsoft PowerPoint | QVT Net           |

## EXPERIENCE

**Office Manager** *ECSU Housing Office, Willimantic, CT* 1998-present

- Promoted from student worker to Office Manager in 2000
- Supervise paraprofessional staff in the office
- Answer phone calls from new students, campus residents, parents and the general public
- Facilitate community service hours for 1,950 on-campus residents
- Perform general office duties

**Writer** *The Campus Lantern, ECSU, Willimantic, CT* 1998-present

- Write publicity promos for special campus events
- Write articles for weekly paper regarding campus issues
- Work with a staff of 10-15 students

**Vice President** *Residence Outreach Council, ECSU Willimantic, CT* 1997-1998

- Coordinated numerous campus social events
- Worked one-on-one with University faculty and staff
- Acted as a liaison between students and Housing professional staff

**Manager** *Mortensen's Restaurant, Newington, CT* 1995-present

- Train and supervise employees and restaurant operations
- Provide positive customer service through social interaction

## REFERENCES

Available upon request

# Juston Mansfield

P.O. Box 102, Coventry, CT 06238  
(860) 999-8150 mansfieldj@snet.net

## OBJECTIVE

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To obtain a dynamic and challenging position in the field of Information Technology.

## SUMMARY OF SKILLS

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- Extremely self-motivated and commended for strong leadership, organizational, and managerial abilities.
- Excellent oral and written communication skills.
- Varied and extensive technical experiences.

## EDUCATION

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**Eastern Connecticut State University**, Willimantic, CT.  
Bachelor of Science in Computer Science, May 2001  
GPA 3.0, Dean's list

### **United States Air Force, Tinker Air Force Base, OK.**

- Leadership Schools include the following: Airman Leadership School, Flight Crew Unity, Survival School, Seven Habits of Highly Effective People (attended and taught course), Strategic Planning, and Tools and Teams.

## AWARDS

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- Recipient of the A.C.E Award for GPA above 95% during U.S. Air Force technical training, Kessler AFB, MS.
- Recipient of the Aerial Achievement Medal for sustained flight during Operation Southern Watch, Riyadh Air Base, Saudi Arabia.

## COMPUTER SKILLS

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- Operating Systems: All Microsoft Systems, OS 390, UNIX, and Novell.
- Programming Languages: C++, Visual Basic, HTML, Assembly, LISP, and JAVA.
- Software Applications: Microsoft Word, Microsoft Excel, Microsoft Power Point, and Microsoft Front Page.

## WORK EXPERIENCE

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**Internship**, Fuss & O'Neil Consulting, Manchester, CT Spring 2000

- Performed help desk responsibilities.
- Carried out necessary software changes and installations.
- Built computers from the ground up for clients of Fuss & O'Neil.

**Airborne Computer and Display Technician**, Tinker Air Base, OK 1993-1997

- Attained an unprecedented 99.9% effective sortie rate during Operation Southern Watch, Saudi Arabia. Only 2 of 650 flights were effected due to computer down time.
- Inspected, managed operations and troubleshoot airborne computer, display and ancillary systems aboard the E-3 AWACS.
- Aided ground maintenance in repair and test procedure down to the component level.
- Acted as the 965<sup>th</sup> Squadron Quality Performance Monitor.
- Co-authored the 1996 Unit Self Assessment.

# JOSEPH SMITH

25 Cherry Lane, Moodus Ct. 06469

(860)999-1240

smithj@earthlink.com

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## OBJECTIVE

To obtain a position as a production assistant in the field of television broadcasting.

## EDUCATION

**Eastern Connecticut State University**, Willimantic, CT

Bachelor of Science in Communications, December 2000

GPA 3.5 (Cum Laude) Dean's List

## AWARDS

**Service Award: WECS 90.1, 1998 & 2000**

## QUALIFICATIONS

- Extremely self-motivated
- Seeks high level of achievement
  - Proven ability to prioritize and complete multiple tasks

**COMPUTER SKILLS** Microsoft Word, Excel, Publisher, Internet Navigation

## RELATED COURSEWORK

Intro To Television

TV Production 2

Non Linear Editing

TV Production 1

Mass Communication

Workshop In Television

## WORK EXPERIENCE

**Manager**, Shipping Department, Custom House, East Haddam, CT 12/99-Present

- Update the shipping computer with the new UPS Software
- Modify the shipping process into a more efficient and detail oriented activity
- Oversee the publication of the new company catalog
- Assist in revising the company website
- Aid in the installation of home theaters

**Internship** Simon Pure Production, Moodus, CT 9/00- 1/01

- Acted as a production assistant on documentaries for Connecticut Public Television
- Created field logs and catalogued them sequentially on computer
- Collaborated with my supervisor during non linear editing sessions
- Performed the process of video transcribing at the CPTV studios
- Carried out the responsibility of mediator for my supervisor

**Staff Member** WECS 90.1, Hartford, CT 9/96-5/00

- Conducted own weekly urban radio show
- Trained other DJ's on the operation of the audio equipment
- Monitored the radio station to ensure it was running properly
- Informed record label representatives about playlist information as music director
- Recorded, maintained, and organized all public service announcements

## REFERENCES

Furnished on request

## JENNIFER GRANDNER

Campus Address  
248 Valley St. Noble 41  
Willimantic, CT 06226  
(860) 465-5000

grandnerj@aol.com

Home Address  
102 Quail St.  
Norway, CT 06843  
(203) 666-0000

**OBJECTIVE** A position in Consumer Product Development.

### SUMMARY OF SKILLS

- Extremely self-motivated and possess strong organizational skills
- Detailed oriented, efficient, and accurate
- Excellent written and communications skills
- Accustomed to working in a fast-pace environment

**EDUCATION** **Bachelor of Science in Business Administration**, May 2001  
Eastern Connecticut State University, Willimantic, CT  
Minor: Management Information Systems  
Concentration: Marketing  
GPA: 3.59/4.0

### COMPUTER SKILLS

Word, Excel, PowerPoint, SPSS, Access, Internet

**EXPERIENCE** Unilever, Inc., New Milford, CT Summer 2000

#### **Marketing Assistant**

- Prepared strategic marketing plan for soap division
- Conducted competitive market analysis
- Developed and implemented focus group sessions

ESPN, Bristol, CT

Summer 1999

#### **Communications Co-op**

- Created ad campaign for ESPN Classic
- Wrote, edited and published press releases
- Maintained positive relations with vendors

Target, Manchester, CT

1/98-12/98

#### **Customer Service Supervisor**

- Supervised up to six cashiers
- Ensured proper cash handling at registers
- Processed approximately 100 customer refunds/day

**ACTIVITIES** *President*, American Marketing Association, 1996-present  
*Vice President*, Communications Club  
*Ambassador*, Admissions Office  
*Volunteer*, Willimantic YWCA

**INTERESTS** Biking, canoeing, hiking and swimming

**REFERENCES** Available upon request.

# Adam D. Johnson

## Curriculum Vitae

20 North St., Apt #2  
Willimantic, CT 06226

(860) 450-1251  
JohnsonA@stu.easternct.edu

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### EDUCATION

EASTERN CONNECTICUT STATE UNIVERISTY,  
Willimantic, CT  
**Bachelor of Arts** in History and Social Sciences, May 2001  
GPA 3.4/4.0, **Certification** to teach CT High School Social Studies

### WORK EXPERIENCE

**Management Trainee / Administrator**, Eastern Connecticut State University,  
Willimantic, CT May – June 2001.

- Assisted Director of Facilities, planning and assistance with capitol projects team.

**Pre-CAPT Grader**, Windham High School, Willimantic, CT May – June 2001.

- Assisted with grading of 9<sup>th</sup> grade pre-CAPT test.

**Student Teacher**, Windham High School, Department of Social Science, Willimantic, CT  
Spring 2001.

- Courses taught: *Advanced Placement U.S. History* and *Current Issues*.

**Assistant to the Dean of Student Affairs**, Office of Student Affairs, Eastern Connecticut  
State University, Willimantic, CT 1998 – 2001.

- Developed student leadership, office web site, orientation planning and staff training.

**Intern in Educational Technology**, Norwich Public Schools, Norwich, CT 1999.

- Implemented school computer network.

**Director of Leadership Training**, Center Church Camp Asto Wamah, Columbia, CT  
1996 - Present.

- Supervised the training of future camp counselors.

**Office Assistant**, Office of University Relations, ECSU 1997 – 1998

- Wrote and edited university press releases.

### MAJOR RESEARCH PROJECTS

‘Education is the Revolution: Paulo Freire and Cuban Education Reform’, Fall, 2000.

‘Genetics, Intelligence, and a Structure of Inequality’, Spring, 2000.

‘Yan’an Days: Sinification, Rectification, and Chinese Marxism’, Fall 1999.

### MERIT-BASED SCHOLARSHIPS

Bernie Moore/ Connecticut Camping Assoc. Scholarship, 2000

Howard B. Kniffin Scholarship, 1999

Sodexo-Marriot Scholarship, 1998

Marian B. Silcox Scholarship, 1997

Marlborough PTO Scholarship, 1997

### PRESENTATIONS

‘**To Read the Word: Radical Literacy Instruction in Brazil and Cuba, 1959 – 1963**’

presented at Second Annual Research Conference of the School of Arts and Sciences,  
Eastern Connecticut State University, Spring 2001.

‘**Genetics, Intelligence, and a Structure of Inequality**’ presented at First Annual  
Research Conference of the School of Arts and Sciences, Eastern Connecticut State  
University, Spring 2000.

‘**Facilitating Effective Group Meetings: Organized Planning for Change**’ presented at  
National Conference of the National Student Campaign against Hunger and Homelessness,

## **LEADERSHIP**

Fall 1999

**Member**, Northeast Alliance of Schools and Colleges (NEASC), Self Steering Committee

**Chair**, Latin American History Professor Student Search Committee

**Treasurer**, Student Government Association

**Senator**, Student Government Association 1998 – 2000

**Founding Member**, Campus Activist League

**President**, ConnPIRG Organizing Committee

**Treasurer**, ECSU Tae Kwon Do Club

**President**, Crandall Hall Council

## **HONORS AND AWARDS**

‘Outstanding Undergraduate Student Secondary Education’ Department of Education, Eastern Connecticut State University, May, 2001.

‘Outstanding Service’ Department of History, Philosophy, and Political Science, Eastern Connecticut State University, Spring 2001.

‘Best Colloquium Paper’ Department of History, Philosophy, and Political Science, Eastern Connecticut State University, Fall 2000.

‘Outstanding Service to the Division of Student Affairs’, Student Government Association Leadership Award, Eastern Connecticut State University, May, 2001.

Elected to membership in Omicron Delta Kappa (National Leadership Honor Society), May, 2001.

‘History Oral Presentation Award’ Second Annual Research Conference of the School of Arts and Sciences, Eastern Connecticut State University, April 2001.

‘Martin Luther King Jr. Distinguished Service Award’, Eastern Connecticut State University, Spring 2001.

‘Outstanding Colloquium Paper’ Department of History, Philosophy, and Political Science, Eastern Connecticut State University, Fall 1999.

‘Outstanding New Senator’, Student Government Association, Eastern Connecticut State University, Spring 1998.

## **PROGRAMS AND EVENTS**

“DEMOCRACY IS COMING TO THE USA: A Film in Progress,” Principle Organizer. University Hour Series, May 2000.

“THE MYTH OF THE COLD WAR: THE U.S. AND LATIN AMERICA, A Teach-In with Howard Zinn,” Principle Organizer. Special Event sponsored by Campus Activist League, Department of History, Political Science and Philosophy, Budget and Management Committee of the SGA, Political Science Club, History Club, April 2000.

“GREAT AMERICAN SLEEPOUT,” an event of the National Student Campaign Against Hunger and Homelessness, Principle Organizer, November 1999.

“HUNGER CLEANUP,” an event of the National Student Campaign Against Hunger and Homelessness, Principle Organizer, April 1998.

## **PROFESSIONAL MEMBERSHIPS**

American Sociological Association (Sociology and Education sect.)

National Council for the Social Studies

Omicron Delta Kappa