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WRITING THE FIRST RESUME: ONE PAGE OR TWO?

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Pre-service teachers typically write their first resumes during student teaching, a time that appears nearly perfect. After all, student teachers have both physically and psychologically left their college campuses, and they are poised to begin the job search. Moreover, they can now include in the resume their student teaching, which is arguably the most relevant undergraduate experience during the job search. Though all these observations are true, student teaching is not the time when Central Michigan English majors write their first resumes; instead, they create them in a required, 300-level composition methods course. Why then? First, resume writing reinforces principles regarding composing processes and products that CMU faculty want English majors to know and value before student teaching. Second, writing resumes can prompt positive change because they tend either to delight or dismay the writer, and both responses are potentially transformative. Delighted students tend to be pleasantly surprised by the newly constructed, “teacherly self” introduced in the resume, and their surprise eventually becomes increased confidence, an important characteristic for pre-service teachers. Dismayed students, on the other hand, see the need to bolster their credentials with relevant work experience and campus activities, and this change is also ultimately positive.

As the previous explanation shows, a good rationale exists for assigning resumes in a composition methods course; however, new resume writers—regardless of whether they are methods students, interns, or even new teachers—often ask many of the same questions: Should I include solely

a cumulative GPA? What about high school experiences? Is an associate’s degree important to mention? Will principals value faith-based teaching? Among all of these questions, though, the most common one deals with page length. More specifically, should the resume be one page or two? The answer to this question will disappoint those looking for quick and easy answers. *It depends.* It depends on the writer’s beliefs and the extent of his/her credentials; and for those with extensive credentials, it depends on the writer’s willingness to sacrifice crucial content or visual impact for the sake of a one-page resume.

Jessica Fuentes and Krista Vanderveen, were CMU undergraduates when they and their composition methods professor co-presented “One Page or Two: Writing the First Resume” at the 2003 Bright Ideas Conference. For the presentation, there were two polished versions of each woman’s resume, a one- and two-page version, and the primary activity was a close reading and comparison. How did the content differ between one- and two-page resume versions for each woman? Were there differences in entire sections or small pieces, here and there? What differences existed in visual impact, especially in terms of white space, font size, and margin length? Overall, what was lost or gained in the one-page version, and what benefit was there in the two-page version? Most important, which version seemed most likely to result in an offer for a first job interview?

Despite dictums advocating strongly for one-page resumes, the close reading/comparison of the resumes overwhelmingly convinced conference participants that Jessica and Krista were better served by . . . *the envelope, please* . . . a two-page resume. Moreover, conference participants were encouraged to experiment by drafting a two-page resume so that they, too, could make an informed decision about their resume length.

Comparing the One- and Two-Page Resume Versions

A close reading of Krista’s one- and two-page resumes (see examples at end) reveals the same

basic content. Though References have been omitted in the one-page version, the content is identical under Education and Professional Organizations, and the same is nearly true for Teaching Experience and Teaching-Related Experience with only two exceptions: A May 2001 “Classroom Guest” is a bulleted section under Teaching-Related Experience in the two-page version, and there are also a few additional bulleted items describing Krista’s various roles. Nevertheless, both resume versions “construct” Krista as a competent and well-trained pre-service teacher. She has excellent grades and academic honors at CMU, as well as substantive K-12 classroom and extra-curricular experiences with children from rural, small town, and urban backgrounds. Besides all of this, Krista’s credentials show she has done more than complete university requirements; she has sought out professional opportunities on her own, providing evidence of commitment and initiative. It’s all good.

Despite similar content, Krista’s one- and two-page resumes differ in print size: 12-point font for the two-page version and 10-point font for the one-page version. Though 10-, 11-, and 12-point font are generally considered standard in professional communication, conference participants agreed that the print size in Krista’s one-page version appeared overly small, and so the resume was seriously lacking in “visual impact” appeal. Moreover, they noted that Krista’s resume did not include her student teaching experience, and no room remained to incorporate it. After student teaching and upon graduation, then, Krista could write a one-page resume only if she were willing to (a) use 9- or even 8-print font or (b) cut crucial content, such as substitute teaching or Gear-Up participation. As one might expect, conference participants quickly rejected the idea of using an even smaller print font for the sake of a one-page resume, but they also questioned the value in cutting any teaching experience that principals might value. In the end, everyone agreed that Krista’s credentials warranted a two-page resume.

Conference participants had a more difficult time comparing Jessica’s resume versions (see

Appendices C and D), primarily because the one-page resume looks so good. First of all, the visual impact is excellent; 11-point print font is easy to read and the one-page format allows busy principals to scan “at a glance” Jessica’s entire credential package, including classroom, writing center, and coaching experiences, along with professional affiliations and specific roles. In short, Jessica’s credentials look great, and the one-page resume showcases that fact. In particular, the CMU Writing Center experience is especially impressive. The bulleted explanations suggest that Jessica has received specialized training with obvious classroom connections, and she has worked cooperatively and professionally with WC staff. Moreover, her job requires nearly twenty hours a week, but her grades are still good, providing evidence of good organization, study skills, and subject matter knowledge. Even with all these (and other) details, however, Jessica’s one-page resume is not overly crowded, so conference participants reasoned she could easily incorporate student teaching into the one-page format by cutting a bullet “here or there” while possibly minimizing top and/or bottom margins.

Despite the positive reaction to Jessica’s one-page resume, conference participants eventually favored the two-page version because it provides a fuller and more accurate explanation of Jessica’s credentials. First of all, she has the space under Teaching and Field Experience to include a special section devoted specifically to her PEAK Supervisor experience, rather than simply a bulleted side note under Mid-Tier Teacher, as she does in the one-page version. In addition, Jessica can round out the two teaching-related experiences (coaching volleyball and being a teaching assistant) by incorporating more bullets so they are more accurate and appear even more substantive. Second, the two-page resume provides the space to divide Campus Activities and Professional Organizations into two different major categories and then expand them with bulleted explanations, a good strategy given the scope of Jessica’s involvement. For example, Jessica lists serving as the secretary of the CMU Latino Student Organization in her one-page resume, but

she explains in the two-page version what the role entailed: attending meetings and taking minutes, planning campus-wide events for students, faculty, and staff, and participating in student advisory committees. Similarly, Jessica lists being a Bright Ideas presenter in her one-page resume; in her two-page version, however, she includes the presentation title and her collaboration with an undergraduate peer and a faculty member. In general, conference participants agreed that the additional information in Jessica's two-page resume was both relevant and substantive, and they believed, even more importantly, that principals would agree.

Though Jessica and Krista are better served by a two-page resume, it's important to note that not all two-page resumes are equal. For example, a two-page resume padded with "white space" or insignificant activities/experience would not be perceived as persuasive. Similarly, a resume with nothing more than "spillage" on page two would be perceived as negative.

Investigating the "One-Page Rule"

Even after analyzing excellent two-page resumes, some readers might have serious reservations: isn't the "one-page rule" considered the "right rule" for resumes? Couldn't a two-page resume hurt or ruin candidates' chances for job interviews? No one can deny these concerns are "out there" and that they are strongly supported by resume lore and anecdotal evidence (Brockman and Belanger). Here are a few good examples:

I have a neighbor with a sister working for a big company. She says she throws away any resume longer than a page.

Everyone knows that a two-page resume shows poor writing skills, and writing skills really matter on the job.

My father's best friend from high school wrote a two-page resume and initially received no job interviews.

My cousin's college placement officer said never to write a two-page resume.

I have heard that most business people are so busy that they'll read the first page of a resume and no further.

My brother-in-law wrote a one-page resume, and he was invited to numerous interviews; now he has a great job making over \$75,000 a year.

Though these stories may be prevalent and appear persuasive, they aren't substantiated by any research, other than questionnaire or survey data (Brockman and Belanger). In these studies, respondents are given a choice, whether they prefer reading a one- or two-page resume, and one answer is selected. Though it's true that a "one-page resume" response may reinforce lore and anecdotal evidence, it is equally true that the question, itself, is methodologically flawed. Over ten years ago, Sherblom, Sullivan, and Sherblom explained why:

Well-designed surveys can help us study people's opinions and perceptions . . . [They] cannot, however, measure people's behaviors. It can only measure their perceptions of those behaviors. This means that a survey may not be the appropriate instrument to gather certain types of information. A recent survey . . . illustrates this point. It asked 659 professional employees of an organization how much of their working day was spent doing business over the telephone. One hundred of these employees responded that they spent more than 50% of their time talking on the phone and twenty-three indicated that they spend more than 75% of their time on the phone. Actual phone records of the organization show that no phone was in use more than 20%-30% of the time, and few were in use that much. Respondents had no reason to intentionally inflate their phone use. They were only reporting their perceptions. (58-59)

One can imagine a similar scenario with a group of principals reporting one-page resume length preferences. Sherblom, Sullivan, and Sherblom, however, would argue that principals' self-reported perceptions should be compared to documented workplace choices. In other words, when a principal puts aside the questionnaire/survey and gets down to the business of evaluating a stack of real resumes, which resume—the one- or two-pager—is more likely to prompt an interview offer? This is what pre-service teachers need to know.

Until that research takes place, we recommend that all pre-service English teachers, like Krista and Jessica, experiment by drafting a two-page resume. That way, they can also make an informed decision.

Drafting a Two-Page Resume

In the 300-level composition methods course at CMU, everyone drafts a two-page resume. To simplify that process here, the following explanation is divided into three overlapping steps: Drafting the Heading and the First/Last Sections, Drafting the Middle Sections of the Resume, and Polishing the Resume.

Drafting the Heading and the First/Last Sections

The methods class makes clear that the easiest part of resume writing is the heading. As Jessica and Krista's resumes show, the heading includes the writer's name and contact information: address, phone number, and e-dress. A prospective teacher might begin revising a juvenile e-dress, such as hottie@myhouse.net or letsparty@thecrib.com, to something more professional.

After the heading, the first major section is Education. This section should include the college degree, anticipated graduation date, and university affiliation/location, as well as certification areas and cumulative GPA. People unsatisfied with their "cums" often include one additional GPA, such as major/minor or the professional education GPA, to bolster their credentials. To show a creative alternative, one student listed her cumulative GPA with and without her first-year grades, a provocative

move that did not dissuade principals from interviewing her.

Under Education, it is also appropriate to include other relevant information, such as academic honors or an associate's degree. Listing academic honors under Education is a wise move because it highlights them for readers in the very first major section. Principals literally can't miss them. If space permits, an associate's degree can also be listed immediately after the undergraduate degree, so they appear in reverse chronological order.

The last major section is References. Three or four is a standard number of references, and so recent graduates tend to list a cooperating teacher, a university supervisor, and one or two other professional contacts, such as a professor or principal. Composition methods students, however, can't draw from student teaching, so they select references from broader range of experiences, including field experiences, part-time jobs, and even high school. The resume is a draft, so virtually any choice is fine for a 300-level course. It is important, however, to write the references in parallel structure with names, titles, and addresses listed identically (see Krista's and Jessica's resumes for clarification). It's useful, too, if references' credentials and perspectives balance each other. A pre-service teacher studying English and Spanish might select a professor from each department; a person with extraordinary computer skills might include a "Help Desk" supervisor to complement a cooperating teacher or university supervisor.

One final word on References. A common strategy for saving resume space is to omit references, making them "available upon request." This strategy, however, has three drawbacks. First, it renders the resume an incomplete document, a fundamental violation of effective professional communication (Locker). Second, it may hurt candidates' if they are out of town or simply unavailable when principals request references. Third, it ironically adds another resume page; presumably, a typed list of references is needed on a separate piece of paper, in case principals request it.

Drafting the Middle Sections of the Resume

Once Education and References are drafted, it's time to focus on the most important part of the resume: the middle section, or the so-called body. This section needs to identify and showcase teaching and teaching-related experiences, substantive activities and/or employment, and professional development. Though a person may quickly draft the heading and the Education and Reference sections of the resume, the middle portion requires a more recursive approach, especially for a two-page resume. To demonstrate, we offer Jessica's planning and writing processes as a model for LAJM readers.

Jessica admitted to feeling initially daunted by the prospect of writing a two-page resume. Like many undergraduates, she knew she had participated in many teaching-related experiences, but she had never taken the time to document them. Her first step, then, was to spend several days prewriting, but not in the typical, left-brain sense of the word by freewriting in her journal, creating a web, or brainstorming a list. Instead, she read. She read sample resumes with her classmates and participated in group discussions. At the same time, Jessica "read herself" by culling college records, diary entries, and photographs to jog her memory for experiences that principals might find persuasive in a resume. In addition, she read about resumes as a genre. In the process, she learned that the purpose of a resume is not to land a job; it's to land a first interview. As a result, resumes must be as persuasive and accurate as possible so that principals are suitably impressed. Otherwise, the candidate will never have the opportunity for a second interview and, in turn, the ultimate goal: a job offer.

In addition to reading, Jessica sought advice from other people, especially those with experience and expertise writing resumes. She shared initially that she was imagining a resume showcasing three major roles: a field experience student, a writing center consultant, and a volleyball coach. Given the two-page requirement, though, Jessica stopped in the middle of composing and saw that she still had ample room to expand and so she did, with advice from others. As previously noted, she divided her

mid-tier experience into two different sections, one for the 8th grade English classroom and the other for after-school PEAK program. In addition, she created a section called "Teacher's Assistant" that described the ninety observation hours required by the College of Education. In the process of writing her resume, then, Jessica's credentials expanded from three major teaching roles to five, and so she decided to list them under two major headings, instead of one as she originally planned. This approach, she reasoned, provided stronger visual appeal in the current resume draft, and it would also simplify revision work in the near future when she completed student teaching.

Meanwhile, Jessica had isolated two noteworthy university activities: Sigma Lambda Gamma Sorority and the Latino Student Organization. She assumed correctly that a single section could accurately describe her work with the LSO; through trial and error, though, she learned that her sorority experiences were extensive enough to require two sections for her two different elected positions, especially in a two-page resume. In addition, she added a major category called Professional Organizations where she could describe her membership and experiences with two organizations representing both her major/minor fields of study.

How do resumes begin and end, and what teaching-related roles and experiences should be included in the middle of the resume? What are the major categories, and what specific sections are described beneath them? Is there an advantage in dividing major categories or specific sections? In addition to these broad concerns, however, Jessica was simultaneously concerned with sentence-level issues. As the examples at the end of the article show, Jessica's resume is filled with bulleted descriptions, and a close analysis shows they follow a pattern (Locker).

The first bullet of each section typically provides an overview of a role or experience, so readers immediately understand it as a whole, and the last bullet serves as a conclusion by describing a highlight or positive evaluation.

- *The bullets in the middle are carefully crafted and arranged, and they reflect Jessica's growing knowledge of the field, her keen sense of responsibility, and her strong commitment to teamwork.*
- *The bullets all have parallel verb openings, showcase specific details, and provide line-length variation.*

A person might assume that Jessica focused on global issues in the early stages of writing and the bulleted descriptions in the final stages of writing, but that was not actually the case. Instead, she shifted constantly between the document and sentence levels, as she simultaneously juggled three writerly concerns: her credentials, audience expectations, and genre conventions.

Jessica's writing process serves as a useful model. First, she spent time reading and talking, recognizing these activities as worthwhile planning strategies. Second, she wrote a "fat draft" (16) of her resume, to borrow momentarily from Wendy Bishop. Jessica stopped in the middle of drafting to take stock and "revised out" (13) at both the document and sentence levels, so that principals would have an accurate portrait of her "teacherly" potential; in doing so, however, she also knew that she would later need to "revise in" to find the space for her student teaching experience. Last, Jessica saw resume writing as a collaborative process. In short, she wasn't afraid or defensive about seeking advice from experienced mentors.

Polishing the Resume

Atwell uses the word *polishing* to describe the final phase of writing because it encompasses editing and proofreading but also takes into consideration other tasks that real writers perform as they complete their documents. And so it goes with resume writing. Here are a few polishing strategies for resume writers:

- **Overall Accessibility.** Can readers locate quickly the most important information? Are teaching and teaching-related

experiences easily found and understood? Are readers able to see "at a glance" teaching/employment titles, locations, and dates? Is any key honor or accomplishment inadvertently buried?

- **White Space.** Are top/bottom/side margins .75-1.0 inch in width? Is there triple spacing before major categories and double spacing between sections? Do "tabbed" content items (dates, job titles, bulleted descriptions) line up consistently throughout the resume? Does the document look overly crowded, or are there vacant sections drawing attention to their emptiness? Does font size look good on the page?
- **Proportionality.** Does the resume, as a whole, reflect both the major and minor fields of study? Though every resume item "counts," is more space devoted to roles/responsibilities of greater importance? For example, a short-term volunteer position would probably feature fewer bulleted descriptions than a long-term substitute teaching position. Does every major category have two to five specific sections? Does every section have two to six bulleted descriptions? Would any benefit result by dividing a section or category?
- **Parallelism.** Do all bullets begin with verbs and end with periods? Do specific sections within the major categories begin consistently with job titles (Tennis Coach, Writing Tutor, Teacher's Assistant) or organizations (Robertson Tennis, The Write Place, Henderson High School). Are references listed identically, regardless of credentials or job position? Does each bullet begin with an overview of the experience and end on a positive note?
- **Grammar/Usage Conventions.** Does the resume demonstrate spelling, punctuation,

and capitalization conventions? Are titles of literary works correctly italicized or placed in quotations? Is pronoun choice correct, especially in compound subjects and objects? Do pronouns/nouns and subjects/verbs agree. Check for who/whom usage, and edit for sexist language.

• **Word Choice.** Are bulleted descriptions specific? For example, “Attended numerous after-school events” is vague, while “Attended school events, including volleyball games, tennis tournaments, and the Winter Ball” is specific. Are bulleted descriptions concise? For example, “Facilitated a class discussion of the novel, *The Scarlet Letter*, by Nathaniel Hawthorne” is wordy, while “Led class discussion of Hawthorne’s *The Scarlet Letter*” is concise.

• **The Heading.** Decide if space permits to enlarge print with larger font or bolding options. Include the most appropriate contact information (permanent or current), and ensure that e-dress and voicemail messages are professional.

Conclusion

In January 2000, the *Journal of Business Communication* published a nationwide study suggesting that accounting majors with outstanding credentials write two-page resumes for entry-level Big Six accounting positions (Brockman and Belanger). The study was the first of its kind because participants did not respond to a survey or questionnaire, but instead ranked actual one- and two-page resumes.

The field of English education needs discipline-specific resume research. Until it takes place, we remind pre-service English teachers that only resume lore, anecdotal evidence and survey data support the “one-page resume rule,” and that no study has proven that principals throw out two-page resumes.

In other words, no research exists suggesting that a two-page resume invites automatic rejection. In addition, we strongly urge pre-service English teachers to follow Krista and Jessica’s lead by experimenting with a two-page resume. Then—and only then—can anyone make an informed and personalized decision regarding the one-page/two-page resume question.

*Both the one- and two-page resumes are based upon models proposed in Kitty O. Locker’s *Business and Administrative Communication*.

About the Authors:

Elizabeth Blackburn-Brockman is a professor of English language and literature at Central Michigan University.

Jessica Fuentes and *Krista Vanderveen* are recent Central Michigan University graduates.

**Vanderveen: Example
One-Page Resume**

Krista Lynn Vanderveen
4954 Eisenhower, Hudsonville, MI 49426 • Phone (616) 662-6206
Email KristaCMU1@yahoo.com

EDUCATION

Bachelor of Science in Education, expected December 2003, Central Michigan University, Mt. Pleasant, Michigan

Certification: English/Business Education 7-12

GPA: 3.63

Academic Honors: CMU Valedictorian Scholarship, State of Michigan Outstanding High School Student Scholarship, Golden Key Honor Society, and Dean's List (December 1998 – Present)

TEACHING EXPERIENCE

- January-April 2003 **Mid-Tier Teacher**, West Intermediate Middle School, Mt. Pleasant, Michigan
Completed a 12-week field experience in an English 7 class.
Completed routine tasks, such as recording attendance and distributing papers.
Created and taught two writing prompts; responded to student writing.
Assembled three bulletin boards to induce student curiosity and creativity.
Assessed student reading abilities using a standardized rubric.
Received outstanding evaluations from cooperating teacher.
- January-April 2002 **Mid-Tier Teacher**, Chippewa Hills High School, Remus, Michigan
Completed a 30-hour field experience in a business class (11th and 12th grade).
Instructed a Microsoft Excel graphs lesson plan to a Software Business class.
Coordinated an advertising lesson and activity with an Economics Business class.
Conducted one-on-one tutoring with students in Introductory Keyboarding.
Received outstanding evaluations from cooperating teacher.
- January-May 2002 **Substitute Teacher**, Mt. Pleasant Public Schools, Mt. Pleasant, Michigan
Worked with students K-12 in four schools: Ganiard Elementary, Fancher Elementary, West Intermediate Middle School, and Mt. Pleasant High School.
Implemented lesson plans provided by teachers; documented classroom behavior.
Encouraged students to participate in learning games when time and lesson plans allowed.
Assumed classroom responsibilities often on very short notice.

TEACHING-RELATED EXPERIENCE

- August-December 2002 **Participant**. GEAR UP, Partnership between Flint Public Schools and Central Michigan University
Corresponded as a pen pal with middle school students living an urban setting.
Organized MEAP test and vocabulary activities for their teacher.
Hosted a field trip to CMU, including a campus tour, dorm luncheon, and "pen pal" time.
- October 2002 **Facilitator**. Peace, Justice, and Unity Conference, Central Michigan University
Led discussion with middle school students from fifteen different schools.
Fostered unity and friendship while discussing diversity and stereotyping.
Helped coordinate luncheon and awards ceremony.
- August-December 2001 **Assistant**. PEAK After-School Program, Fancher Elementary, Mt. Pleasant, Michigan
Worked with 50-60 5th and 6th graders in an after-school program funded by the state.
Maintained a two-hour schedule on M/W/F.
Tutored children in homework labs, and supervised indoor/outdoor activities.
Chaperoned field trips to a local museum and bowling alley.

PROFESSIONAL ORGANIZATIONS

- Michigan Council for Teachers of English (Co-Panelist at a State Conference)
Michigan Business Education Association (Member)
Pi Omega Pi National Business Education Fraternity (Treasurer)

References Available upon Request

Krista Lynn VanderVeen

4954 Eisenhower, Hudsonville, MI 49426 • Phone (616) 662-6206 •
Email KristaCMU1@yahoo.com

Vanderveen: Example Two-Page Resume

EDUCATION

Bachelor of Science in Education, expected December 2003, Central Michigan University, Mt. Pleasant, Michigan

Certification: English/Business Education 7-12

GPA: 3.63

Academic Honors: CMU Valedictorian Scholarship, State of Michigan Outstanding High School Student Scholarship, Golden Key Honor Society, and Dean's List (December 1998 – Present)

TEACHING EXPERIENCE

January-April 2003

Mid-Tier Teacher, West Intermediate Middle School, Mt. Pleasant, Michigan
Completed a 12-week field experience in an English 7 class; worked with students from a small town.

Took responsibility for routine daily tasks, such as recording attendance and distributing papers.

Created and taught two writing prompts; responded to student writing.

Held one-on-one conferences with students regarding topic selection, global revision, and editing strategies.

Assembled three bulletin boards to induce student curiosity and creativity.
Received outstanding evaluations from cooperating teacher.

January-April 2002

Mid-Tier Teacher, Chippewa Hills High School, Remus, Michigan
Completed a 30-hour field experience in business classes; worked with 11th and 12th graders in a rural school.

Instructed a lesson on Microsoft Excel to a Software Business class.

Coordinated an advertising lesson and activity with an Economics Business class.

Conducted one-on-one tutoring with students in Introductory Keyboarding.

Received outstanding evaluations from cooperating teacher.

January-May 2002

Substitute Teacher, Mt. Pleasant Public Schools, Mt. Pleasant, Michigan
Worked with students K-12 in four schools: Ganiard Elementary, Fancher Elementary, West Intermediate, and Mt. Pleasant High School.

Implemented lesson plans provided by teachers; document classroom behavior.

Encouraged students to participate in learning games when time and the teacher's lesson plans allowed.

Assumed classroom responsibilities often on very short notice.

TEACHING-RELATED EXPERIENCE

August-December 2002

Participant, GEAR UP, Partnership between Flint Public Schools and CMU

Corresponded as a pen pal with middle school students living in an urban setting.

Organized MEAP test and vocabulary activities for their teacher.

Hosted a field trip to CMU, including a campus tour, dorm luncheon, and one-on-one time for Flint Middle School/CMU pen pals.

October 2002

Facilitator, Peace, Justice, and Unity Conference, Mt. Pleasant, Michigan, CMU

Led small group discussion with middle school students from fifteen schools.

Fostered unity and friendship while discussing diversity and stereotyping.

Helped coordinate luncheon and awards ceremony.

August-December 2001

Assistant, PEAK Program, Fancher Elementary, Mt. Pleasant, Michigan

Worked with 50-60 5th and 6th graders in an after-school program funded by the state of Michigan.

Maintained a two-hour schedule on M/W/F.

Tutored children in homework labs, and supervised indoor/outdoor activities.

Chaperoned field trips to the local museum and bowling alley.

May 2001

Classroom Guest, Grandview High School, Grandview, Michigan

Observed 90-hours in two classrooms: Senior English and Drama.

Assisted teachers with taking attendance and grading objective tests.

Helped drama students rehearse by reading lines in small groups.

Answered students' questions regarding homework and daily lessons.

Strengthened resolve to become a teacher.

PROFESSIONAL ORGANIZATIONS

Michigan Council for Teachers of English (Co-Panelist at a State Conference)

Michigan Business Education Association (Member)

Pi Omega Pi National Business Education Fraternity (Treasurer)

REFERENCES

Dr. Nancy Csapo
Business Education Department
Central Michigan University
Mt. Pleasant, MI 48858
(989) 774-3485

Dr. Elizabeth Brockman
English Department
Central Michigan University
Mt. Pleasant, MI 48858
(989) 774-3520

Mr. Todd Kamphuis
Marketing Department
X-Rite, Inc.
Grandville, MI 49418
(616) 534-7664

**Fuentes: Example One Page
Resume**

Jessica Fuentes

408 Theo Avenue, Lansing, MI 48917
(517) 323-2209 or fuent1jl@cmich.edu

EDUCATION

Bachelor of Science in Education, December 2003, Central Michigan University, Mt. Pleasant, Michigan

Certification: English/Earth Science 7-12

GPA: 3.18

TEACHING AND FIELD EXPERIENCE

January-May 2003

Mid-Tier Teacher. West Intermediate, Mt. Pleasant, Michigan

- “Mid-tiered” in Ms. Cilibrise’s English 8 for 12 weeks; added additional hours by supervising an after-school program for 7th and 8th graders.
- Developed two writing assignments and responded to students’ writing using both global and sentence level suggestions.
- Used computer technology to record attendance and grades.
- Answered students’ questions regarding homework and reading assignments.
- Chaperoned a school dance, and participated in parent/teacher conferences.
- Helped substitute teacher with planning and discipline in Cilibrise’s absence.
- Commended by cooperating teacher and university for outstanding work.

January 2002-May 2003

Writing Center Consultant. Central Michigan University, Mt. Pleasant, Michigan

- Conducted one-on-one conferences with CMU students writing papers across disciplines and genres; worked seventeen hours weekly, conferencing with both scheduled and drop-in clients.
- Interacted with clients during all phases of the composing process: planning, drafting, revising, and editing.
- Completed routine office tasks, such as answering the phone, scheduling appointments, organizing files, and entering database information.
- Participated in staff enrichment activities and discussions.
- Facilitated Writing Center orientation; participated in simulation activity and served as a small group leader.

TEACHING-RELATED EXPERIENCE

January-March 1999

Assistant Volleyball Coach. Waverly Middle School, Lansing, Michigan

- Coached fifteen 7th graders four days a week.
- Led warm-ups, participated in drills, demonstrated techniques, and supervised practices.
- Supervised bus trips and team conduct, and provided after-school tutoring.

January-March 1999

Teacher Assistant. Waverly High School, Lansing, Michigan

- Assisted Mr. Sherman in his 9th grade history class.
- Completed daily tasks, including recording attendance/grades and correcting tests/assignments.

ACTIVITIES/PROFESSIONAL ORGANIZATIONS

Michigan Council for Teachers of English (Co-Panelist at a State Conference)

Michigan Science Teachers Association (Student Member/State Conference Attendee)

Sigma Lambda Gamma (Vice President of Recruitment/President of House Operations)

Latino Student Association (Secretary)

References Available upon Request

Fuentes: Example Two-Page Resume

Jessica Fuentes
408 Theo Avenue
Lansing, MI 48917
(517) 323-2209 or fuentjli@emich.edu

EDUCATION

Bachelor of Science in Education, December 2003, Central Michigan University, Mt. Pleasant, Michigan

Certification: English/Earth Science 7-12
GPA: 3.18

TEACHING AND FIELD EXPERIENCE

January-May 2003

Mid-Tier Teacher. West Intermediate, Mt. Pleasant, Michigan

- "Mid-tiered" in Ms. Cilibrise's English 8 for 12 weeks.
- Developed two writing assignments and responded to students' writing using both global and sentence level suggestions.
- Used computer technology to record attendance and grades.
- Answered students' questions regarding homework and reading assignments.
- Chaperoned a school dance, and participated in parent/teacher conferences.
- Helped substitute teacher with planning and discipline in Cilibrise's absence.
- Commended by cooperating teacher and university for outstanding work.

January-May 2001

PEAK Supervisor. West Intermediate, Mt. Pleasant, Michigan

- Completed additional "mid-tier" hours by working in an after-school program designed to foster good school citizenship.
- Supervised 7th and 8th graders in an informal school setting.
- Helped students improve recycling program and enhance hallway showcases.
- Commended by cooperating teacher and university supervisor for outstanding work.

January 2002-May 2003

Consultant. The Writing Center, Central Michigan University

- Conducted one-on-one conferences with CMU students writing papers across disciplines and genres; worked seventeen hours weekly, conferencing with both scheduled and drop-in clients.
- Interacted with clients during all phases of the composing process: planning, drafting, revising, and editing.
- Completed routine office tasks, such as answering the phone, scheduling appointments, organizing files, and entering database information.
- Participated in staff enrichment activities and discussions.
- Facilitated Writing Center orientation; participated in simulation activity and served as a small group leader.

TEACHING-RELATED EXPERIENCE

January-March 1999

Assistant Volleyball Coach. Waverly Middle School, Lansing, Michigan

- Coached fifteen 7th graders four days a week.
- Led warm-ups, participated in drills, and supervised practices.
- Demonstrated various techniques, such as passing, setting, and serving.
- Supervised bus trips and team conduct.
- Provided after-school tutoring to players at their request.

January-March 1999

Teacher's Assistant. Waverly High School, Lansing, Michigan

- Assisted Mr. Sherman in a 9th grade history class.
- Recorded attendance and grades; checked for accuracy.
- Corrected tests and daily assignments.
- Administered oral quizzes and proctored tests.

CAMPUS ACTIVITIES

August 2002-May 2003

President of House Operations. Sigma Lambda Gamma Sorority, CMU

- Completed chapter paperwork accurately and timely.
- Facilitated weekly meetings.
- Delegated chapter responsibilities between chapter members.
- Coordinated chapter programs, volunteer work, and social activities.
- Served as ambassador for district, national, and alumni relations.

August 2000-May 2002

Vice President of Recruitment. Sigma Lambda Gamma Sorority, CMU

- Coordinated sorority recruitment on campus.
- Planned and implemented educational activities for associate members.
- Mentored individual associate members.
- Supervised bus trips and team conduct.
- Provided after-school tutoring to players at their request.

August 1999-May 2001

Member/Secretary. Latino Student Organization, CMU

- Attended meetings, took minutes, and completed routine secretarial tasks.
- Worked on planning committees for 2001 Hispanic Leadership Conference, 2001 Hispanic Heritage Month, and 2001 Hispanic Heritage Week.
- Served on a university student advisory group to voice concerns to administrators.

PROFESSIONAL ORGANIZATIONS

January 2003-present

Student Member. Michigan Science Teachers Association

- Joined the organization with other interested CMU science students.
- Attended the 2003 Michigan Science Teachers Association in Grand Rapids, Michigan.

April 2003

Co-Panelist. 2003 Spring Language Arts Conference, MCTE, East Lansing, Michigan

- Participated in a panel entitled "One Page or Two? Writing the First Resume."
- Worked collaboratively with a CMU faculty member and peer.

REFERENCES

Mr. David Lockhart
8th Grade English Teacher
Waverly Middle School
Lansing, MI 48917
davrosan@yahoo.com

Dr. Mary Ann Crawford
Writing Center Director
Central Michigan University
Mt. Pleasant, MI 48859
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Dr. Elizabeth Brockman
English Professor
Central Michigan University
Mt. Pleasant, MI 48859
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