

Community Literacy Program Calendar: Career-Related Sequence Spring 2014

E. Simmons-O'Neill esoneill@u.washington.edu; Updates will be announced and additional materials distributed in class and on the course common view page:

<https://catalysttools.washington.edu/workspace/esoneill/9014>

Wednesday May 21

First hour: Teach-In by [group based on partner-school practicum work]

Due: fine-tuning draft of Individual Project, hard copy and upload to the dropbox. This should be as close to a final draft as possible. Our goal in today's peer workshop will be to "fine-tune," with a focus on later/lower order editing issues.

In class: Career Guides (for final assignment sequence) distributed

Monday May 26: Memorial Day holiday (UW and Seattle Schools)

Wednesday May 28

Due:

- Final draft of Individual Project (hard copy and uploaded to drop box)
- Teach In evaluations and self-evaluations
- Have completed the following activities as homework. Bring with you the position of interest you identified, your Career Guide, and your notes on the Career Guide and podcasts.

In class we will discuss strengths identification, tailoring/customizing resumes and cover letters, and relate these discussions to the positions of interest you've selected and brought to class. We will also discuss saying goodbye to the children and teachers you have been working with this quarter.

1. Read Dean Robert Stacy's column "Changing Enrollments Reflect the Times" (*Perspectives*, May 2013), the "Husky Experience" flyer and Prof. Matt Sparke's final lecture slide from JSIS/Geog 123 (in this packet).
2. Read and complete pages 6-9 (*strengths activity*) in gold Career Guide, distributed in class on 5/21. Bring your Career Guide to class on 5/28 and 6/2.
3. Identify one position-of-interest (job or internship), to which you will eventually target your new or updated resume and cover letter. It's your choice whether you *actually* apply to this position. For the purposes of this assignment, all students need to choose one position-of-interest. Your position of interest could be anything! Summer job; winter or

spring quarter internship; on campus or off campus position you aspire to. Find the position via websites you are familiar with or from any of these resources:

- <http://careers.washington.edu/HuskyJobs/Students>
- <http://www.idealists.org/>
- Career pages of employers' websites (examples: Nike; United Nations; Hopelink; White House; Google; City of Seattle; GoodWill; Big Brothers Big Sisters; Seattle Public Schools, Macys, etc.)
- <http://www.internmatch.com/>
- <http://www.indeed.com/>
- <http://backdoorjobs.com/>
- <http://www.coolworks.com/>
- <http://www.washingtonhealthcarecareers.com/>

Bring the position of interest with you to class on May 28 in print form

4. Review pages 15-22 (resumes and cover letters) in gold Career Guide.
5. Listen to and make notes (handwritten is fine) of what you learn from the following online (audio) slides of the Career Center's "Effective Resume and Cover Letters" workshop, found on this page: <http://careers.washington.edu/Workshops>. (The length of each audio slide is listed in parentheses after the slide name and number.)
 - Slide #1: Effective resumes and cover letters (31 seconds long)
 - Slide #3: What is a resume (1:41)
 - Slide #5: Skills link to jobs (2:56)
 - Slide #6: Job description/targeted resume (3:24)
 - Slide #11: Important resume section: education (4:06)
 - Slide #12: Important resume section: experience (4:19)
 - Slide #13: Possible resume section: relevant projects (2:40)
 - Slide #24: What is a cover letter? (1:42)
 - Slide #25: Cover letters: what to include (2:11)

NOTE: Due by Saturday May 31 at 11:00 pm

Use what you know about resumes and cover letters to write a draft of your resume and cover letter targeted to the position of interest you chose for this assignment. Complete your (draft) revised or brand-new resume and cover letter and upload them to the Community Literacy Program dropbox by 11:00 pm on Saturday May 31.

To help with your resume and cover letter development/editing (continued)

- Re-review pg's 15-22 in gold Career Guide and your notes on the audioslides.
- Listen to full online audio workshop "Effective Resumes and Cover Letters": <http://careers.washington.edu/Workshops>
- Review (highlight key words/skills, underline key aspects of position) job or internship description

NOTE: In addition to Elizabeth's office hours (Monday 9:00-11:00) you might use the OWRC or CLUE writing center for help in revising this assignment. Of particular help will be the UW Career Center individual consultations on writing and revising resumes and cover letters.

Use the Career Center's Same Day Session advising (Monday-Friday, 10am-3pm; 15 min appointments; 134 MGH) if you need additional help!
<http://careers.washington.edu/Students/Career-Counseling>.

Monday June 2: MEET IN MARY GATES HALL 082 (computer lab)

Due: Be able to access your resume and cover letter draft (as submitted Saturday by 11:00 pm) in electronic form from the LAN.

In class: Patrick will lead discussion of (anonymous) sample resume/cover letter picked from class submissions. Students, in consultation with Patrick, Elizabeth and a Career Center Peer Adviser, will complete electronic peer reviews of resumes and cover letters using the "insert comment" function and the cover letter/resume review rubric (attached and on our common view). Save a copy of your peer reviewed draft in the drop-box.

Wednesday June 4

Due:

- Final draft of your resume and cover letter, in print form and uploaded to the drop box.
- Service-learning journal 5 (hard copy, and uploaded to the dropbox)
- Timesheet for the quarter, recording at least 32 hours of volunteer work (up to 4 of which may be earned at outside events such as the workshops listed in this calendar).
- Optional: extra credit (described on the following page)

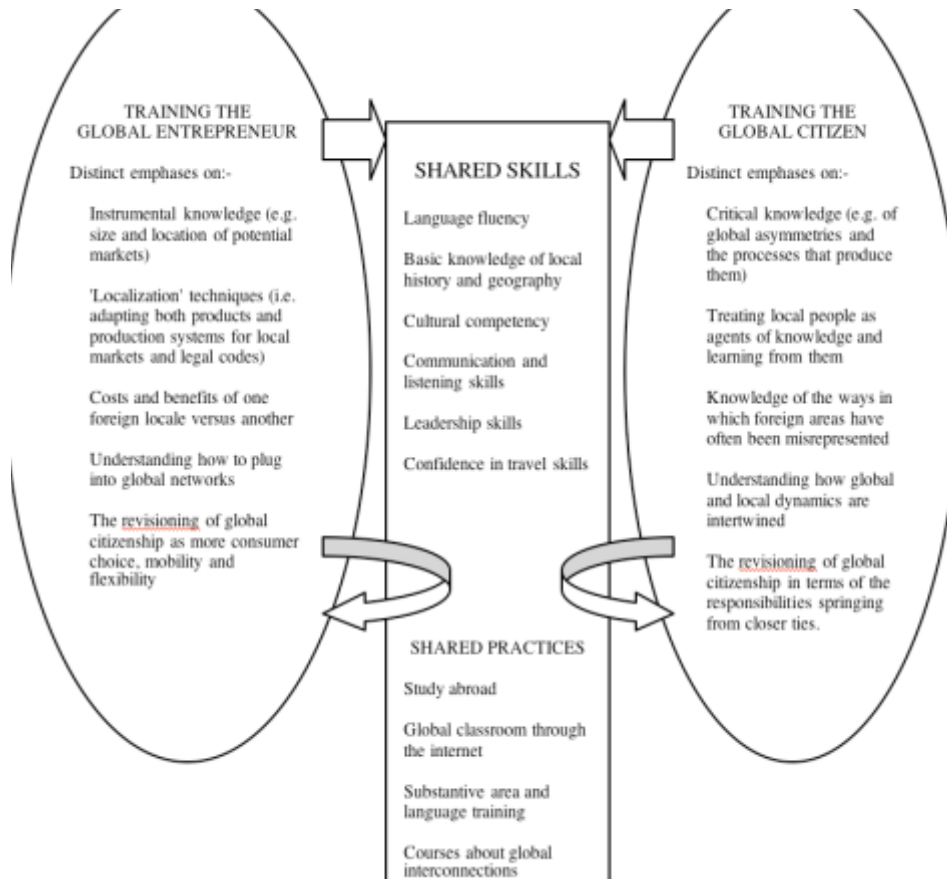
EXTRA CREDIT OPTION: Review your writing for the quarter with a focus on your Individual Project draft and final version, and the reviews you received from colleagues and from Elizabeth on your work. Identify an issue you'd like to work on. This could be opening paragraphs, topic sentences, incorporation of evidence, or a recurring grammatical or syntax issue such as apostrophes, run-on or fragmentary sentences, agreement, in-text citation, etc.

Submit a 1-1.5 page document (in hard copy and uploaded to the drop box by the beginning of class on Wednesday June 4) in which you:

- Describe the issue you'd like to focus on (e.g. I need to improve on my ability to write parallel sentences).
- provide examples of an incorrect or otherwise problematic instance of the issue you want to improve on from your writing this quarter
- provide a corrected version of the example you provided above and

- explain what resources you used to make the correction, and what you did in correcting the original incorrect/problematic use (e.g. I consulted OWL on “parallel structure” and revised the original 2 run-on sentences into a single parallel sentence.”)

Prof. Matthew Sparke's lecture slide from Geog/JSIS 123, Autumn 2012:



Revision and Assessment Rubric for Career-Related Writing: Cover Letter and Resume

Community Literacy Program Spring 2014

CLP instructor: Elizabeth Simmons-O'Neill esoneill@uw.edu

Career Center Counselor and co-teacher: Patrick Chidsey chidsey@uw.edu

Writer's name:

4: Excellent; couldn't be better 3: Very good start, but needs fine-tuning 2: A start, but this needs work 1: Missing or in need of extensive work	
Cover letter is one page, 3-4 paragraphs	
Cover letter is targeted to position of interest	
Tone is positive, professional but not stilted	
There are not too many paragraphs beginning with "I"	
Key experiences, skills, and projects related to the position are mentioned	
The University of Washington is mentioned in the first paragraph	
Resume is one page	
Appearance: Resume is readable, with sufficient white space and margins; bold , <u>underline</u> and <i>italics</i> may be used for emphasis, but aren't overdone or distracting. Font matches cover letter and is appropriate size and style (e.g. TNR, Arial, Garamond, unless there's a reason for something else.)	
Global organization: The most important information (name, contact info, objective, education) is in the top half of the page. Only relevant information is included – the resume is not cluttered.	
Internal organization and style: Information in education, experience and activities sections (or other sections you choose) is listed in reverse chronological order (most recent first), in well-defined sections. Items listed are appropriate, and sufficiently described either in the title or in descriptive statements using action words (e.g. "coordinated," "developed," "tutored")	
Service-learning position/experience is listed on the resume and/or discussed in the cover letter	
Grammar and spelling are correct throughout	

Comments, with a focus on your top 2-3 suggestions for the writer in revising these documents. Feel free to continue on the back of this sheet.