BYU Hawaii Curriculum Proposal Number [16-02]

Section 1 - Approvals

[See the separate document entitled "BYU Hawaii Curriculum Proposal Instructions" for instructions. Reminder: delete or replace all text in square brackets. Retain all other text.]

Approvals

Name of Proposal: **Professional Writing Minor**

Submitted by: **Ban Phung** Signature:

Date: **January 21, 2016**

Procedure	Recommendation/Signature	Date
Faculty Vote: For [9], Against [ ], Abstain [ ], Absent [ ]		
1. Approved by Department ENGLISH	Signature: Chair: **Steven Hancock**	1/22/16
2. Approved by College College of Language, Culture, and Arts	Signature: Dean: **Phillip McArthur**	1/22/16
3. Approved by University Curriculum Committee	Signature: UCC: **Jennifer Lane**	1/27/16
4. Approved by Deans' Council	Signature: AVP: **John Bell**	2/17/16
5. Approved by the President's Council (for new programs)	Signature: Pres: **John Tanner**	3/7/16

BYU Hawaii Curriculum Proposal Number [16-02]

Section 2 – Overview (Support)

Summary:

The English Department proposes to create a new Professional Writing Minor (17 Credit hours) to develop writing skills for professional, technical, and business environments.

WHAT WILL CHANGE?

Four new courses will be added as outlined below:

ENGL 330: Writing for the Professions

ENGL 331: Professional Career Writing

ENGL 332: Writing in Social Media

ENGL 491: Writing Internship (2)

WHY CHANGE?

Rationale for Professional Writing Minor

This proposal is a direct response to the suggestions of the last two external English department reviews in the following ways:

1) Diversify the English Department course offerings outside of a literature focus

2) Improve the demographic of the major—we are reported to have the fewest international students of any major.

3) Contribute expertise in areas of professional writing and connect to other departments and initiatives.

Students completing the courses below (17 credits) with a grade of C or higher will be awarded the minor. This professional writing minor provides a marketable writing skill for employment, diversifies the English writing program offerings, and possibly attracts a wider representation of the diverse student population at BYU-Hawaii.

No Changes in Graduation Requirements:

There are no changes in graduation requirements as these classes do not change any major requirements for graduation in any field of study.

No new FTE required:

The English department has sufficient faculty to cover all the new proposed courses in the new Professional Writing Minor. Below is the division of labor.

ENGL 331 and 332: Ban Phung. Offered W, S

- Ban Phung was brought into the department last year to mark this shift in departmental priorities. He will be the center of this minor program.

ENGL 330: Ned Williams, Randall Allred, and Ban Phung (rotation). Offered F

- Dr. Williams and Dr, Allred covered the business communications course which Dr. Phung taught in the business department before Dr. Phung was hired, and Dr. Williams has a background in professional writing in industry.

ENGL 491: Ned Williams and Ban Phung Offered F, W, S

ENGL 316: Ned Williams, Keith Peterson, and Ban Phung (rotation). Offered F, W, S

BYU Hawaii Curriculum Proposal Number [16-02]

Section 3 - Program Proposal

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new program proposal.

Effective Date: Immediately upon approval

College: College of Language, Culture, and Arts

Abbreviation: MIPW

The Professional Writing Minor (17 hours) is outlined as follows:

- ENGL 330: Writing for the Professions (3) *** New course**

  An introductory course to improve the professional writing competence of BYU-Hawaii students in all majors. The course focuses on the practice and study of selected types of discourse employed in various organizations and helps prepare students for different kinds of writing they will encounter in their professional lives. The course will analyze professional correspondence on international, national, and local levels. Sample assignments: Professional letters, memos, emails, proposals, reports, grant writing.

- ENGL 331: Professional Career Writing (3) *** New course**

  Prepares writers to explore the field of professional career coaches according to National Resume Writers Association (NRWA) standards. Develop writing skills for an effective job search process. Course includes opportunity to be certified by NRWA.

- ENGL 332: Writing in Social Media (3) *** New Course**

  Practical writing within a specific social and professional setting and develops the participants' practical knowledge and skills of writing crucial to a given social/professional context within the boundaries of social media. Sample assignments: Blogs, Twitter, LinkedIn, Professional Facebook pages, web sites, etc.

- ENG 491: Writing Internship (2) *** New Course**

  The Internship Program is an integral part of the Professional Writing minor. The Internship Program in the English department allows students to gain real-world experience in various related fields, including editing, writing for publication, web design, and professional and technical writing.

- ENGL 316: Technical Writing (3) **-**part of GE credit. Professional writing minor students encouraged to take in lieu of ENG 315)

  Technical writing focuses on communicating complex and technical information used in a large variety of fields such as engineering, computer hardware and software, chemistry, and biotechnology. Technical writers develop, gather and disseminate technical information among customers, designers, and manufacturers. Sample assignments: Training manuals (i.e. company policies, standard operating procedures, job duties), Operations guides, (i.e. assembly instructions, installation guides, owner's manuals, computer software guides, Promotional brochures)

Choose 1 of following electives:

BUSM 320: Business Communication (3)

A communication course focuses on the practice and study of selected types of discourse employed in business situations and helps prepare students for different kinds of writing they will encounter in their professional lives with an emphasis on business writing and presentations.

COMM 201: Introduction to Strategic Communications (3)

Overview of strategic communication (e.g. public relations, public affairs, community relations) from a cultural, theoretical, and professional perspective. International perspectives on strategic communication. Introduction to strategic communication campaign and message design basics.

PMGT 350: Crisis Management (3)

Crisis Management conveys both knowledge and practical skills related to management principles necessary in times of crisis. Students learn about crisis prevention, planning, and leadership in both the public and private sector.

POSC 354: Legal Research and Writing (3)

Introduction to tools and techniques essential to international law practice and legal scholarship, including, legal analysis, research using print sources, and objective writing.

COMM 211: Media Writing (3)

Introduction to basic writing for mass media audiences through newspaper, broadcasting, Internet, and public relations

COMM 313: Cross-Platform Media Writing (3)

Project oriented, individualized course design provides training in advanced media writing and in message design across various platforms. Based on individual students' interests and future career goals, this course helps develop students' message design skills in area(s) of their choice including journalism, broadcasting, videography, advertising, media marketing/campaigns, public community relations, etc.

**With the exception ENG 316 (3 credits), English content classes may not be used to fulfill general education, major, and minor requirements. One elective course in the Professional Writing Minor (3 credits) may count towards the student's major and minor requirements (ie: BUSM 320 counts toward a business student's major and count towards the Professional Writing Minor elective credit)

** Highlighted yellow indicates new course offerings

Professional Writing Minor

MIPW.2016 (mrs)
17 credits

Effective Date: 08/2016

Name of Student:		
Student ID #:		Graduation Date
Home Country:		☐ IWORK
Advisor:	Name	Date

Required						**14 Credits**
Course #	***Title***	***Hr.***	***Prerequisites***	***Offered***	***Sem.***	***Grade***
ENGL 316	Technical Writing	3	ENGL 101 and ENGL 201 or GE 110	FWS		
ENGL 330	Writing for the Professions	3	ENGL 101 and ENGL 201 or GE 110	F		
ENGL 331	Professional Career Writing	3	ENGL 101 and ENGL 201 or GE 110	W		
ENGL 332	Writing for Social Media	3	ENGL 101 and ENGL 201 or GE 110	S		
ENGL 491	Professional Writing Practicum	3	ENGL 316, 330, 331, 332	FWS		
Electives						**3 Credits**
COMM 201	Introduction to Strategic Communication	3		FWS		
COMM 211	Media Writing	3	ENGL 101	FW		
COMM 321	Strategic Communication Campaigns	3		WS		
BUSM 320	Business Communication	3	BUSM 180 and ENGL 201 **or** BUSM 180 and ENGL 101 and GE 110	FWS		
PMGT 350	Crisis Management	3		S		
POSC 354	Legal Research and Writing	3		W		
Total Credits Mapped for Graduation:						

No grade below C- will be accepted in fulfilling Minor requirements.

The terms of this mRS will be honored by the Department and University within the next 8 years. If courses cease to be offered, options for substitution will be provided.

BYU Hawaii Curriculum Proposal Number [16-02]

Section 4 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: Immediately upon approval

College: College of Language, Culture, and Arts

Course Prefix: ENGL

Course Number: 330

NEW COURSE.

Full Title: Writing for the Professions

Short Title (for Transcript, 30-char max): Writing for the Professions

Catalog Entry (50-word recommended maximum): An introductory course designed to improve the general professional writing competence of all majors. The course focuses on the practice and study of selected types of discourse employed in various organizations and helps prepare students for different kinds of writing they will encounter in their professional lives.

Prerequisites: ENG 101 and GE 110 or 201 or equivalent

Credit Hours: 3

Frequency: Fall

Grading Method: A-B-C

Course Fees: none

Textbooks: William H. Baker. *Writing and Speaking for Business. 2nd edition.*

Jane Campanizzi. *Effective Writing for The Quality Professional.*

Learning Objectives: By the end of this course, all students should be able to do the following:

- Transition from academic to professional writing
- Critically investigate and incorporate a variety of research sources
- Demonstrate mastery of standard grammar and writing mechanics
- Utilize various strategies and organizational techniques in the writing process
- Develop collaborative group communication and writing skills
- Exhibit visual presentation skills
- Analyze and evaluate audience/purpose/delivery as they apply to professional writing contexts
- Produce clear, concise, effective audience and purpose specific professional rhetoric
- Incorporate process (research, invention, writing, revision, and editing) into all writing tasks; through multiple drafts create document fluency
- Analyze multiple writings from appropriate professions
- Adapt tone and style for appropriate rhetorical purposes
- Conduct primary and secondary research relevant to topic
- Give and receive constructive criticism among peers

Institutional Learning Outcomes and Program Learning Outcomes

COURSE	LEARNING OUTCOMES				
	Innovatively Apply Knowledge	Effectively & Persuasively Communicate	Manage & Utilize Technologies	Effectively Solve Problems	Lead & Work with Team
ENG 330:Writing for the Professions	M	H	M	L	M

L- low M- Medium H- High

Assessment Methods: Please refer to syllabus

English 330
Professional Writing
Sample Winter Semester syllabus

Dr. Ned Williams
Office: 104A
Phone: 3620
Office Hours: TBA

This syllabus offers students a list of assignments, including topics, readings, written assignments, and in-class projects and exercises. The textbook upon which this syllabus is based is *Writing and Speaking for Business* by William H. Baker, second edition.

The purpose of English 330 is twofold. First, the course stresses the fundamentals of clear writing that would be expected in any upper division writing course. Second, English 316 is also a methods course that emphasizes the practical application of writing skills to help students learn how to communicate efficiently in the professional world of work. In addition to using a process approach to student writing, this course requires students to write a variety of documents: letters, memoranda, reports, research-based documents, PowerPoint slides, resumes, instructions, summaries, and proposals. English 330 allows students to address such subjects as problem-solving techniques, collaborative writing, rhetorical strategies, the use of precise, concrete language in professional writing, and other techniques to improve written and oral communication.

Course Objectives for Students:

- To improve written and oral communication
- To learn how to write a variety of professional quality documents
- To identify effective features of successful documents
- To learn and practice methods of professional expression
- To learn and practice revising skills through individual analysis, classroom activities, style guides, and group exercises
- To prepare, organize, and give a professional presentation based upon selected evidence from your professional writing report
- To develop ability to critique, manage, and evaluate professional writing

Course Policies: The following list of course policies will be in effect during the entire course.

1. All students in English 330 must have successfully completed English 201 or GE 110 or have received equivalent credit from a course from another institution. Students cannot enroll in English 316 during the same semester they are enrolled in English 201 or GE 110.

2. All out-of-class assignments must printed from a laser printer in dark, easy-to-read font. Unreadable, "washed out" manuscripts will be returned unread without the option for additional revision.

3. All out-of-class assignments are due AT THE BEGINNING of each class period or as otherwise stated on the course outline. No late papers, please. No exceptions. Please don't ask your instructor to review or to give you credit for work that comes in after the assignment date.

4. Perfect attendance on time is expected. If you need to miss class, you are responsible to contact another student about everything discussed, assigned, and distributed that day. Feel free to notify me by email in case of sickness or other valid emergencies that may prevent you from attending. A physician's note specifying the days of your illness will serve as an official excuse for any absences. Contact your instructor in advance for handouts and notes if you must miss a class period for unofficial reasons.

5. Every assignment you turn in must be entirely your own work unless it results from group collaboration, peer review, or Reading/Writing Center tutoring. If you need special assistance from a tutor or a fellow student, you must consult your instructor during the first week of class to receive clearance to receive outside help.

6. Please bring no food or drink in the classroom, no infants, or children. Please turn off all cell phones during class time.

7. An "I" grade is extremely rare. It is given only when extenuating circumstances beyond the control of the student make it impossible to complete the required work within the prescribed time. The "I" is never given when a student is failing or has failed a course.

8. Sexual Misconduct is defined as; Sexual Harassment is unwelcomed speech or conduct of a sexual nature which includes unwelcomed sexual advances, request for sexual advances, request for sexual favors and other verbal, non-verbal, or physical conduct is unwelcomed if it not requested or invited. Stalking is repeatedly following, monitoring, harassing, threatening or intimidating another by phone, mail, electronic communication or social media without legitimate purpose. Domestic and Dating violence is a pattern of abusive behavior in any relationship that is used by one partner to control another partner. This includes behaviors that intimidate, manipulate, humiliate, isolate, frighten, terrorize, coerces threaten, blame, hurt, injury or wound. Sexual violence/assault is actual or attempted sexual contact with another person without that persons consent. Updated July 15, 2015 Consent cannot be obtained when someone is a minor, under the influence of drugs or alcohol or has certain disability. In the absence of an outward demonstration, consent does not exist. If at any time it is reasonably apparent that either party is hesitant, confused, or uncertain, both parties should stop. The following individual has been designated to handle reports of sexual misconduct and other inquiries regarding BYU-Hawaii compliance with Title IX:
Debbie Hippolite-Wright PhD Title IX Coordinator Vice President of Student Development & Life Lorenzo Snow Administrative Building 55-220 Kulanui St. Laie, HI 96762 Office Phone: [808] 675-4819 E-Mail: titleix@byuh.edu Sexual Harassment Hotline: (808) 780-8875 BYU-Hawaii's Office of Honor upholds a standard which states that parties can only engage in sexual activity freely within the legal bonds of marriage between a man and a woman. Consensual

sexual activity outside the bonds of marriage is against the Honor Code and may result in probation, suspension, or dismissal from the University.

9. I will make reasonable accommodations for any documented student with a disability that might affect his/her work. Services for Students with Special Needs: If you have a disability and need accommodations, you may wish to self-identify by contacting: Services for Students with Special Needs McKay 181 Phone: [808]675-3518 or [808]-675-3999 Email address: aunal@byuh.edu) *The Coordinator for Students with Special Needs is Leilani Auna.

10. Please strive to be professional in every aspect in your performance as a student in English 316. Professional performance includes close attention to the instruction, the materials, the assignments, and activities during each class period. It also includes treating others with genuine respect, providing constructive feedback, and participating appropriately in class and other group activities and assignments. Unprofessional conduct includes missing class, arriving late and unprepared, leaving and returning to the classroom for arbitrary reasons, working on homework for other courses during class time, texting, or distracting others inappropriately. Use the class period to rehearse expected professional behavior awaiting you in your future careers.

Graded Assignments

Assignment	Points	Due Date
• In-class proposal • Revised proposal • Email draft • Final draft—proposal	50	• January 10th • January 14th • January 21st • January 31st
Before and after document--revision	25	February 11th
Letter of application	25	February 23rd
Resume	25	February 23rd
One-page critique of a meeting	50	• February 25th • March 2nd • March 7thh
Group Instructions	125	March 14th/ March 16th
Professional Writing Report	200	March 18th/ March 28th
Class period summary	50	Varies with each student/ Final review April 8th
Class Attendance	25	Each class period
Class Participation	50	Each class period
Professional Presentation	100	As scheduled during the last three class periods, including the final exam hours

Grading Scale (725 Possible Points)

A 650-700	B-560-579	D+ 470-489
A- 630-649	C+540-559	D 455-469
B+ 612-629	C 510-539	D- 435-454
B 580-611	C-490-509	F 434 and below

Course Outline and Reading Schedule

Date	Activity	Hand In / Read / Notes
Jan. 5	Introduction to English 330: Professional Writing	Complete draft of one-page proposal
7	The importance of professional writing and communication: Warren Buffet and Bill Gates: Columbia University townhall meeting, 2009 video	5 minute clip and discussion of Buffet's promise of 50% increase in value
10	In-basket exercise. Four-box technique. Before–and-after documents.	Bring one typed copy of your one-page proposal to class
12	Communicating in Professional Settings. Writing is a Process. Purpose, Audience. Sample Documents from US and multinational corporations and organizations	Read pages 1-7.
14	Content. Brainstorming. Organization. Composing.	Read pages 17-26. Bring original and revised one-page proposal to class.
17	**Human Rights Day. No class meeting.**	
19	Revising in Stages. Document Hot Spots and Cold Spots Before-and-after document assignment	Read pages 57-66.
21	Guest Speaker: The Role of Effective Writing and Speaking in Professional Settings	Email me the next draft of your one-page proposal.
24	Using Style Guides.	
26	Online and Hard Copy Resources for Improving Your Writing.	
28	Refining and Perfecting One-Page Proposals Passages from proposal drafts	
31	Proposal Quality Contest. Prizes to the top three.	Email final draft of your one-page proposals by 5:00 p.m. January 28th.
Feb. 2	Document Quality Standards. Assignment	
4	Professional Writing Report—Career Centered	Read and review pages 107-138
7	Writing Instructions: Getting Organized Choice of project. Before-and-after document revision	
9	Writing Instructions : division of labor, creating a prototype, desi a project plan, project approval	
11	In-class group planning: instructions assignment	Before-and-after document due at class time
14	Meeting Management	Read pages 6, 8-10
16	Preparing Employment Communications	Read pages 77-83
18	Letters of Applications and Resumes	
21	**Presidents' Day Holiday. No class meeting.**	
23	Revising Letters of Application and Resumes: Peer Review	Letter of application and resume due at class time

Date	Activity	Hand In / Read / Notes
25	Managing Written Communication	Bring one-page critique of a meeting to class
28	Creating Effective Visuals	Read pages 37-52
Mar. 2	Researching and Solving Problems: Professional Writing Report. Peer Review.	Review pages 85-105 Email revised one-page critique of a meeting by class time.
4	Fixing Common Weaknesses from Meeting Critiques	
7	Mastering Business Grammar and Mechanics	Refer to pages 159-188 Final draft of meeting critique
9	Mastering Business Grammar and Mechanics	Refer to pages 159-188
11	Mastering Business Grammar and Mechanics	Refer to pages 159-188
14	Routine Negative & Positive Messages- Requesting a letter of recommendation, making claims and adjustments, answering requests for information & action, announcing good and bad news	Choose 1 aspect and prepare draft
16	Routine Messages- Requesting a letter of recommendation, making claims and adjustments, answering requests for information & action, announcing good and bad news	Positive or Negative Message Assignment: Final draft due at 5:00 p.m. McKay 104
18	Revising Professional Writing Reports: Peer Review	Bring the most advanced draft of your Professional Writing Report to class.
21	Applying Visual Design. Creating Prototypes for Class Presentations.	Review pp. 41-56
23	Professional Presentations: Practicing the Basics	
25	**Kuhio Day Holiday. No class meeting.**	
28	Planning and Delivering Professional Presentations	Final Draft: Final Professional Writing Reports due at class time Read pp. 143-158
Apr. 1	Video-taping and critiquing rehearsal presentations. Peer Review.	
4	Class Presentations	Presentation Evaluations
6	Class Presentations	Presentation Evaluations
8	Class Presentations / Review and Final Evaluation of Class Summaries	Presentation Evaluations

BYU Hawaii Curriculum Proposal Number [16-02]

Section 4 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: Immediately upon approval

College: College of Language, Culture, and Arts

Course Prefix: ENGL

Course Number: 331

NEW COURSE.

Full Title: Professional Career Writing

Short Title (for Transcript, 30-char max): Writing for Employment

Catalog Entry (50-word recommended maximum): Prepares writers to explore the field of a professional career coach writer according to National Resume Writers Association (NRWA) standards. Course includes opportunity to be certified by NRWA.

Prerequisites: ENG 101 and GE 110 or 201 or equivalent

Credit Hours: 3

Frequency: W

Grading Method: A-B-C

Course Fees: none

Textbooks: Alicia Abell *Business Grammar and Style and Usage*
The NRWA Certification Study Guide
William Sabin. (2014) *The Greg Reference Manual*. 11th edition

Learning Objectives: Each student who passes this course will be able to do the following:

- Demonstrate career development and transition skills, including understanding and applying the job procurement process and all forms of communication used in the successful pursuit of a career.
- Use self-assessments to identify strengths, weaknesses, transferable skills, and prime marketable characteristics among numerous candidate profiles.
- Organize and write an effective resume, cover and application letters, graduate school letter of intent/purpose, follow-up emails, Linkedin profiles, and interviewing skills according to standards set by National Resume Writers Association-NRWA (a nationally recognized professional organization of career coaches and resume writers)
- Ability to analyze and produce effective written communication for employment purposes of various candidate profiles according to NRWA standards
- Understand current employer preferences concerning written job search procedures, content, and techniques as revealed through current research.

Assessment Methods:

- As the course is focused on qualifying for the National Resume Writers Association (NRWA) certification, the assessment closely mirrors the standards set by NRWA
- Part 1: Proofreading Exams – The first part is five 1-hour timed proofreading exams. You are provided with employment writing pieces (resume and/or cover letter) that are full of errors and asked to identify 25 specific mistakes within the hour.
- Part 2: Resume and Cover Letter Writing Exam – For the second part, you will be given a candidate profile and asked to write a resume and cover letter based on the profile. See enclosed copy of the NCRW (National Certified Resume Writer) study guide

---

IMPORTANT NOTE: Taking the Certification exam is OPTIONAL but strongly encouraged.

Immediately following this page, attach a sample syllabus if needed.

Refer to sample syllabus for specific sample assignments and sample grading rubric

English 331: Professional Career Writing—Sample Syllabus

Dr. Ban Phung
Office: McKay 103F
Phone: 808-675-3601
Email Address: bphung@byuh.edu
Office Hours: Tuesday/Thursday 8:30 AM – 9:30 AM and available at other times by appointment

Required Text

Alicia Abell *Business Grammar and Style and Usage*
The NRWA Certification Study Guide
William Sabin. (2014) *The Greg Reference Manual*. 11th edition

Prerequisites: ENG 101 and ENG 201 or GE 110 or equivalent

Course Goals: Prepares writers to become professional career coaches according to National Resume Writers Association (NRWA) standards. Develop writing skills for an effective job search process for you and others. Course includes opportunity to be certified by NRWA.

NOTE: This course is NOT just the 1 unit Career Development course (CR DEV 302). It is much more than that. CR DEV 302 superficially looks only at one's own application process, but ENG 331 involves learning to become a certified professional writing consultant in the field of career writing working with not only your own application materials but also preparing to work on the career writing process among numerous candidate profiles.

Each student who passes this course will be able to do the following:

- Demonstrate career development and transition skills, including understanding and applying the job procurement process and all forms of communication used in the successful pursuit of a career.
- Use self-assessments to identify strengths, weaknesses, transferable skills, and prime marketable characteristics among numerous candidate profiles.
- Organize and write an effective resume, cover and application letters, graduate school letter of intent/purpose, follow-up emails, Linkedin profiles, and interviewing skills according to standards set by National Resume Writers Association-NRWA (a nationally recognized professional organization of career coaches and resume writers)
- Ability to analyze and produce effective written communication for employment purposes of various candidates' profiles according to NRWA standards
- Understand current employer preferences concerning written job search procedures, content, and techniques as revealed through current research.

Accessing Online Course Materials on Canvas:

The Canvas website for the course can be accessed through BYU-Hawaii portal. Here you can find course resources, documents, assignments, and communication tools.

Class Policies

1. Policy on class attendance

- **For Fall and Winter semesters**, classes that meet three days a week (MWF, for example), the maximum number of allowed absences is three (3), for classes that meet two days a week, the maximum number is two (2).

2. Grading

Grading for Writing Projects will follow Department standards, which are based on content, organization, expression, and mechanics. To compute final course grades, the following percentages are assigned to the standard letter grades of A through F.

3. Late Writing Projects

All major papers are due on the specified due dates to pass the course. Late papers will be penalized one letter grade. No in-class or homework assignments (quiz, peer review, reading response, etc.,) will be accepted late.

4. All writing for this class must be written for this class

To pass this class all major writing assignments must be completed, and note that all writing for this class must be written for this class. Reusing a paper you wrote for another class, or back in high school, constitutes academic dishonesty and further violates the honor code.

5. Plagiarism

Plagiarism is cheating. It is the intentional act of taking information from somebody else without acknowledging the author. Plagiarism is considered to be an academic misconduct and violates the university's honor code. This violation is taken very seriously. Plagiarism includes, but is not limited to, the use of paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement. Anyone caught plagiarizing will immediately receive an "F" for that assignment and may receive an "F" for the whole class. If you have any questions about how to acknowledge someone else's words or ideas, see me.

6. Sexual Harassment

Sexual Misconduct is defined as; Sexual Harassment is unwelcomed speech or conduct of a sexual nature which includes unwelcomed sexual advances, request for sexual advances, request for sexual favors and other verbal, non-verbal, or physical conduct is unwelcomed if it not requested or invited.

Stalking is repeatedly following, monitoring, harassing, threatening or intimidating another by phone, mail, electronic communication or social media without legitimate purpose.

Domestic and Dating violence is a pattern of abusive behavior in any relationship that is used by one partner to control another partner. This includes behaviors that intimidate, manipulate, humiliate, isolate, frighten, terrorize, coerces threaten, blame, hurt, injury or wound.

Sexual violence/assault is actual or attempted sexual contact with another person without that persons consent. Updated July 15, 2015 Consent cannot be obtained when someone is a minor, under the influence of drugs or alcohol or has certain disability. In the absence of an outward demonstration, consent does not exist. If at any time it is reasonably apparent that either party is hesitant, confused, or uncertain, both parties should stop.

The following individual has been designated to handle reports of sexual misconduct and other inquiries regarding BYU-Hawaii compliance with Title IX:

Debbie Hippolite-Wright PhD Title IX Coordinator Vice President of Student Development & Life Lorenzo Snow Administrative Building 55-220 Kulanui St. Laie, HI 96762 Office Phone: [808] 675-4819 E-Mail: titleix@byuh.edu

Sexual Harassment Hotline: (808) 780-8875 BYU-Hawaii's Office of Honor upholds a standard which states that parties can only engage in sexual activity freely within the legal bonds of marriage between a man and a woman. Consensual sexual activity outside the bonds of marriage is against the Honor Code and may result in probation, suspension, or dismissal from the University.

7. Disability Resources

I will make reasonable accommodations for any documented student with a disability that might affect his/her work. Services for Students with Special Needs: If you have a disability and need accommodations, you may wish to self-identify

by contacting: Services for Students with Special Needs McKay 181 Phone: [808]675-3518 or [808]-675-3999 Email address: aunal@byuh.edu) *The Coordinator for Students with Special Needs is Leilani Auna.

8. NO Cell Phone Use allowed in class.

Institutional Learning Outcomes and Program Learning Outcomes

COURSE	LEARNING OUTCOMES				
	Innovatively Apply Knowledge	Effectively & Persuasively Communicate	Manage & Utilize Technologies	Effectively Solve Problems	Ethically Lead & Work with Team
ENG 331	M	H	M	M	H

Assignments:

Quizzes (200 points)

These quizzes require you to apply what you learned from specific chapters in the textbook to editing situations. This includes general principles for professional writing, grammar, style, avoiding common mistakes, and composing professional documents.

Grammar Presentation (80 points)

Each of you will choose and work on one aspect of grammar that is discussed in the book (see above). Your task is to learn as much about this grammatical aspect as possible, summarize your knowledge in a written handout for the class, and do a 15−20-minute oral presentation on the topic.

Editing Assignments (320 points)

There will be a series of editing assignments that will require you to apply your knowledge gained from this course. Detailed instructions will be provided in written handouts.

Final Project (250 points)

In groups of three to four, you will find three existing employment writing documents−either on or off campus−that requires comprehensive editing. Using what you learned in this course, you will edit/redesign the document to make it truly effective. There are three parts to this project: a short proposal, the edited version of the document, and a rhetorical analysis.

Final Exam (150 points)

This will be an exam is based on NRWA certification exam (see enclosed exam study guide)

Summary

Of Projects Project Title	**Components**	**Points** (Total=1000)
In-Class Exercises	5 quizzes (40 points each)	200
Grammar Presentation	Written handout + Oral presentation	80
Editing Assignments	8 assignments (40 points each)	320
Final Project	Short Candidate Profile	50
	Editing project + Rhetorical analysis	200
Final Exam	Definitions + hands-on exercises	150

Course Schedule

1st week: Present and *Discuss Chapters 1-2 from* *Business Grammar and Style and Usage* by Alicia Abell

- Chapter 1: Purpose, Audience, and Mediums, 4 Keys to Conciseness (eliminating unnecessary information, eliminating unnecessary words, using short sentences and paragraphs, avoiding vague words)

  Chapter 2: Getting grammar straight (agreement, articles, conjunctions, punctuation, top 10 grammar mistakes)

2nd week: **Grammar Presentation and *Discuss Chapters 3-4 from*** *Business Grammar and Style and Usage* by Alicia Abell

- Chapter 3: Dealing with questions of style (abbreviation, capitalizations, top 10 style tips)

  Chapter 4: Avoiding frequently misspelled words and misused terms (top 10 misused terms)

Choose one aspect of grammar that is discussed in chapter 2 (see above). Your task is to learn as much about this grammatical aspect as possible, summarize your knowledge in a written handout for the class, and do a 15−20-minute oral presentation on the topic.

- ****Quiz: Friday, Nov 20 (Chapter 1* Abell*) ***** (Take in testing center)***
- *** *Quiz: Monday, Nov 23, (Chapter 2* Abell*) *****(Take in testing center)***
- ****Quiz: Wed, Nov 25, (Chapter 3* Abell*) ***** (Take in testing center)***
- **** *Quiz: Mon, Nov 30, (Chapter 4* Abell*) ***** (Take in testing center)***
- **** *Quiz: Wed, Dec 2nd (analyzing job postings) ***** (Take in testing center)***

3rd week: Resume writing principles according to NRWA (National Resume Writers' Association) see attached study guide

_____

4th week: Personal resume conferences- individualized feedback for each student's own resume

5th week: Cover Letter writing principles according to NRWA (National Resume Writers' Association) see attached study guide

6th week: Interviewing skills (Behavioral- STARR stories)

_____

- CHRISTMAS BREAK- weeks 7 and 8 (campus closed)

Ninth Week: choose a friend's resume and cover letter (junior or senior) to assist.

Resume and Cover letter project document 1: In groups of three to four, using what you learned in this course, you will edit/redesign their document to make it truly effective. There are three parts to this project: a detailed description of the candidate profile (strengths & weaknesses, successes, personality profiles), the edited version of the document, and a rhetorical analysis of the purpose and audience of the targeted organization.

Tenth Week : **Resume and Cover letter project Editing team project document 2:** Using the same guidelines as above, you will edit/redesign employment document 2 with the same three part assignment.

Eleventh Week : **Other career writing aspects:** LinkedIn Profiles, Branding strategies, Video Resumes, initial contact and thank you emails

Twelfth week: **Revising assignments**: based on 8 sample candidate profiles from NRWA.

Thirteenth week: International resumes and applications

Fourteenth week: Prepare for NRWA certification exam involving two parts:

- Part 1: Proofreading Exams – The first part is five 1-hour timed proofreading exams. You are provided with employment writing pieces (resume and/or cover letter) that are full of errors and asked to identify 25 specific mistakes within the hour.
- Part 2: Resume and Cover Letter Writing Exam – For the second part, you will be given a candidate profile and asked to write a resume and cover letter based on the profile. See enclosed copy of the NCRW (National Certified Resume Writer) study guide

Fifteenth week: Based on the above aspects: Take final exam according to NRWA standards

* Teacher reserves the right to alter times and assignments when deemed necessary

The office of the Certification Chair will be closed December 22, 2015 - January 4, 2016. Our staff and volunteers *will* have limited accessibility over the holiday break. Thank you for your patience!

The NCRW Certification Process

Preparing for and passing the NCRW certification exam associates you with The NRWA's standards of résumé excellence, which reflect sales-focused, relevant, succinct career search documents that are quality oriented and visually appealing.

To make preparing for the exam as easy as possible, you can download and study the NCRW Certification Study Guide from the Members' Portal (member login required) to complement your previous resume training. This comprehensive Study Guide:

- Presents strong résumé writing concepts and strategies that will assist you in honing your skills as a résumé writer.
- Is comprehensive and covers various aspects of résumé writing, cover letter composition, proofreading, and electronic résumé preparation.
- Includes a checklist, to help you proof your work and understand the concepts presented in the NCRW Certification Study Guide.

The NCRW Certification Commission is made up of volunteers who are committed to promoting the highest standards of résumé excellence. Combined, they bring more than 100 years of résumé writing experience to the NCRW program.

Professionals who are considering beginning the certification process are strongly encouraged to have a minimum of two years' experience in résumé writing, although no amount of experience is required to submit your sample and receive feedback.

The education earned in studying for this exam is, in itself, a valuable asset to your career. The exam process is comprehensive and covers various aspects of résumé writing, cover letter composition, proofreading, and electronic résumé preparation.

Perfection is our goal. Excellence will be tolerated.

Writing Sample Review

Step 1

Continuing Education

Step 2

Certification Exam

Step 3

SUPPLEMENTAL INFORMATION

Sample Reviews

Continuing Education Units

Résumé Excellence

Exam Registration

CERTIFICATION ADVISORY BOARD

Kimberly Isaacs
NCRW since 1997
Pat Kendall
NCRW since 1997
Judy Friedler
NCRW since 1998
Michelle Dumas
NCRW since 1999
Kimberly Schneiderman
Certification Chair

Attaining the NCRW Certification

The following steps outline the process for attaining the NCRW certification. (NOTE: You must be a member of The NRWA to earn the certification.)

1. Submit a sample resume and cover letter ($75 fee) to the CE Admin Manager. To prepare your sample, download and study the NCRW Study Guide (member login required). The Study Guide contains an overview of resume writing guidelines, and your samples will be evaluated against these standards. You can pay your $75 sample submission fee by registering here. Your submission should contain:

- A self-authored resume and cover letter in Word (save as .doc rather than .docx). The documents submitted must be in compliance with the NCRW Study Guide and The Gregg Reference Manual, 11th Edition. *Note:* If your sample submission is from one of your clients, fictionalize it before submitting.
- A justification explaining the client's job search objectives and target industry, as well as the strategies incorporated in your documents.

One NCRW grader will review your samples using the same criteria used when grading NCRW exams. Within 2-3 weeks, you will receive written feedback and an invitation to schedule a phone call to answer questions or clarify any suggestions. While the sample submission process is not limited to members pursuing certification, part of the feedback is a "Ready" or "Not Ready" recommendation to help you determine if you are ready to take the NCRW Exam. A "Ready" recommendation will award you 1 CE, and you may earn up to 2 CEs through sample submissions.

Important: A "Ready" recommendation is not required to move on to the NCRW Exam. However, some writers may find it helpful to submit multiple samples ($75 fee for each submission).

2. Report 10 Continuing Education (CE) units that you have earned to the CEU Admin Manager. (CEs expire after 3 years, so you must earn 10 CEs within the 3 years prior to taking the NCRW Exam. Any CEs earned more than 3 years ago do not qualify.) There are many ways to obtain approved CEs.

3. Complete the two-part NCRW Exam. Once you have submitted at least one sample and documented 10 CEs, you may take the exam. When you are ready to begin, pay the $250 exam fee by registering here. Contact the CEU Admin Manager to schedule the exam, which consists of:

- Part 1: Proofreading Exam – The first part is a 1-hour timed proofreading exam. You are provided with a resume that is full of errors and asked to identify 25 specific mistakes within the hour. This portion of the exam is graded within 1-2 days.
- Part 2: Resume and Cover Letter Writing Exam – For the second part, you will be given a candidate profile and asked to write a resume and cover letter based on the profile. The documents (both resume and cover letter) must be submitted to the Certification Chair in three formats: Word, PDF, and ASCII. You will have three days to complete the project, which is handled via email. Your documents will be reviewed by two graders.

If you fail Part 1 of the exam, you must wait 30 days to retake it ($50.00 fee). If you do not pass, we strongly recommend that you take a grammar course.

If you fail Part 2 of the exam, you must wait 30 days to retake it ($150.00 fee).

Maintaining Certification

NCRWs are required to earn 15 CEs every three years and maintain continuous membership with The NRWA.

Not a member? Start the certification process by joining The NRWA!

Join Now!

"Is it easy? No. Is it worth it? Yes. In the words of Tom Hanks, 'If it wasn't hard, everyone would do it. It's the hard that makes it great.' "

"A member of The NRWA for two years and a higher education career counselor for 10+ years, I had helped thousands of students with career planning and resumes. I was an exceptional counselor and resume writer... or so I thought. I had no fear and knew I would pass the NCRW review. Sadly, I was wrong. The graders' comments were honest yet heartfelt, as I knew they wanted me to pass.

Not one to accept failure, I called the President of The NRWA who encouraged me to reach out to the Certification Chair and members of the Certification Commission. An NCRW offered to mentor me, I attended the next conference, and took advantage of multiple training opportunities.

***Certification has given me the confidence** to start a small resume writing business, to accept a contract to train employment specialists at the Job Service and Montana Department of Labor, to submit my work for publication in books by industry experts, and to have more faith in my own abilities."*
- Cheryl Minnick, NCRW

E XYaXVE Xfh Xf (/)

SAMPLE of CAREER WRITERS FEES

"If opportunity does not knock, build a door." - Milton Berle

*NOTE: This is on the lower end.

Corporate Resume-**$150**

Corporate Resume + Cover letter + Interview Coaching Sheet-**$175**

Federal Resume-**$175**

Federal Resume + Cover letter + Interview Coaching Sheet-**$200**

College Student Resume-**$85**

College Student Resume + Cover letter + Interview Coaching Sheet-**$100**

DIY Packet (Custom made resume packet that guides you in writing your own resume)-**$85**

Cover letter and Interview Coaching Sheet-**$35**

Resume Edit & Reformat (Your current resume) -**$30**

For a free resume assessment, email your resume to refinedresumeservices@outlook.com

REFINED RESUMES TIP:

Did you know that resuming writing expenses are tax deductible?

http://www.irs.gov/uac/Job-Search-Expenses-May-be-Deductible

NCRW CERTIFICATION EXAM: PART II

Preparation of Résumé, Cover Letter, E-mail (ASCII) Résumé and Cover Letter (as if they were being e-mailed to employer), and PDF version of Résumé

Candidate:

Date and Time:

Total Pages: *4*

EXAM INSTRUCTIONS

Step 1:

Please pay close attention to these instructions and use the data on the following pages to prepare a job search package that will effectively serve the client's interests and stated objectives. These documents must closely follow NRWA guidelines and standards of excellence as reflected in the *NRWA Study Guide* and the *Gregg Reference Manual*.

NOTE: Your score will include the accuracy in which you interpret the job seeker's background. DO NOT FABRICATE ADDITIONAL BACKGROUND DATA.

Step 2:

Within three days (72 hours) of starting time, after a concentrated effort proofing and revising your documents and removing all identifying personal information from file properties, email your

- ✓ Word résumé and cover letter,
- ✓ and a PDF version of résumé and cover,
- ✓ and an e-mailable version (ASCII document attached to e-mail, as well as text in body of e-mail starting with short cover letter), letter to:

Edie Rische – CEUAdmin@thenrwa.com.

Present these documents as if you were mailing your job search package to an employer in three formats 1) Word, 2) ASCII, and 3) PDF.

Note - Once the materials have been received by The Commission changes will not be accepted.

Questions? Call 806-543-2388 or e-mail CEUAdmin@thenrwa.com

(SAMPLE CANDIDATE PROFILE ASSIGNMENT)

(TOTAL of 8 PROFILES FOR CLASS WORK)

NCRW Certification Exam

Contact Information:
Mark Bienlich
2122 S. Main St.
Jacksonville, IL 62650
217-245-0098 (at home)
217-245-9779 (at work)
827-633-7629 (cell)
mark2@aol.com

OBJECTIVE

What I want to do is find a sales position that pays more money and rewards its top producers. I can sell anything.

EXPERIENCE

I have been an account manager with O'Brien Paint Corporation headquartered in Minneapolis, Minnesota since June, 2009 when I was hired by them. Actually, they recruited me away from CIM. I live in central Illinois, in Jacksonville which is near Springfield. I was born and raised there. O'Brien is among the top five paint and coatings manufacturers in America and they sell over 1 billion dollars every year. They are publicly traded. My territory is 12 Mid-western states and 3 Canadian Provinces with 130 accounts. I report directly to the District Manager. I do everything any other salesman does: new accounts, proposals, negotiating. I use every method possible to find and make a sale. I sell to buyers or stores who then sell to their customers. I am frequently called in to educate their customers and I sometimes have to train the buyers. I do at least $1M in sales every year and have increased sales in my territory about 12% every year. I had 65 accounts when I started in 2009. I've negotiated some pretty good long-term contracts but they have all been with local stores. The big national contracts are handled out of our corporate offices. My customers never complain to the company about me or the product. In 2009 I improved customer service by 1%. In 2010 was named to the President's Club. I always service my accounts and follow up with them after the sale to see if they have any problems. I was over quota by 22% in 2010. Every year the company either comes out with new products or recycles old ones. I'm really frustrated with the company because I'm one of the best salesmen they have in the region but they have been cutting my territory down and giving pieces of it away to other reps. I am very conscientious about my selling and try to match the right products with the needs of my customers even if it means less of a sale at the time. I find out what they need by consulting with them. I really establish good relationships with them. Many times we get together on the weekends and play golf. We have, also, formed teams for charitable events in town.

Before that I was a Sales Rep with CIM Clark-Sheehan in Chicago from March, 2006-June, 2009 selling biological, diagnostics, pharmaceutical and surgicals to veterinarians for a multi-million dollar corporation. Their headquarters are in Northbrook, Illinois. I increased sales by $450,000 over the previous guy and that was 9% over quota. I did a lot of cold calling and keeping "house" accounts. If there was a problem, like with a shipment, I usually took care of it myself rather than waiting for someone else to do it. I was named salesman of the year in 2007 and 2008. By June of 2006 I had reached 65% of my annual quota. I have, occasionally, trained new company hires, who have gone on to be top salesmen in their own territories. One was even promoted to Regional Manager of the West Coast territory.

After graduating from college I tended bar at the Holiday Inn in Jacksonville, Illinois until I found a job in March of 2006. I was really good at it and was able to control the clientele. It was a very busy place most of the time. I got the management to offer burgers and other sandwiches that were big sellers. By offering food we cut down on the number of calls to the police department to break up bar fights late at night. I received negligible pay increases but really mopped up on tips.

EDUCATION

I graduated from Southern Illinois University in Carbondale with a Bachelor of Science Degree in Biology in December of 2005. I played intramural football and basketball, and was a big brother for a 10-year old boy in Big Brother/Big Sister. Before that I attended Lincoln Land Community College in Springfield and got my Associate Degree in Liberal Arts in June of 2002. I graduated from Jacksonville High School in Jacksonville, Illinois, May of 1999. I was Captain of my high school football team.

I know tons of computer programs like Microsoft Office and Access and I use PowerPoint in my presentations all the time. I also use a CD with sound for my presentations.

I've been to lots of seminars including situational leadership, successful selling, sales and motivation skills. I'm a NDPA Certified Coatings Consultant and a Faux Finish Consultant and a NDPA Certified Binks Sprayer Manufacturer.

My free time is spent helping my father farm, especially during planting and harvesting seasons, biking, reading, gardening, and fixing up our old house.

I am currently married with two children, a girl age 9 and a boy age 4, and I do not want to move because I am getting a divorce and do not want to be too far away from my children.

I am an avid golfer and have a pretty good handicap. I golf at least two times a week and close many sales on the golf course.

ADVERTISEMENT

Sales Representative. Standard Pharmaceuticals. Looking for a top-producer in the sales field for the Central IL area. We are nationally the fastest growing B-2-B company in the pharmaceutical business. Our dynamic growth has created an additional opportunity for an accomplished professional sales person. The ideal Candidate Must: Have a minimum of 5 years professional sales experience, preferably within a consultative selling environment. Have excellent communication & negotiation skills. Have a proven track record in exceeding sales goals and the development of new accounts. Background in customer training a plus. Experience in multi-media presentations preferred. A Bachelors degree is required. Advancement based on job performance. We offer this individual: A competitive Base Salary. A progressive Bonus Program. Sales Incentives/Trips. Car Allowance. Medical/Dental Insurance Life Insurance. 401K Plan. Training. For prompt consideration, please forward résumé to: Gary Bradley, Regional Manager, Standard Pharmaceuticals of St. Louis, P.O. Box 17065, St Louis, MO 61135-9616.

MARK BIENLICH

212 S. Main Street ■ Jacksonville, Illinois 62650
(217) 245-0098 (Home) ■ (217) 245-9770 (Work)
mark2@aol.com

August 31, 2012

Gary Bradley, Regional Manager
STANDARD PHARMACEUTICALS OF ST LOUIS
P. O. Box 17065
St. Louis, Missouri 61135-9616

A commitment to patient care exemplifies value to medical professionals.
~ Homer Althouse Carter, *CEO*
Standard Pharmaceuticals of St. Louis

Re: **SALES REPRESENTATIVE**

Dear Mr. Brady:

Your *Jacksonville Journal* classified advertisement for a sales representative and my background **as a top-performer, award-winning sales professional** are an exact match. In response, I am enclosing my resume which lists a **bachelor of science degree in biology, 5 years' relevant experience selling veterinary pharmaceuticals,** and an additional ten years' selling paint products and managing 130 regional accounts in the midwest. I would consider it an honor to represent Standard Pharmaceuticals, a well-known, reputable B-2-B leader in the medical sales industry. I could certainly use the added benefits you offer.

As you continue to read, you will find I am a **results-driven regional sales representative with proven accomplishments in account development, maintenance, and retention; consultative sales; competitive strategies; contract negotiation; and consistent sales growth.** Bringing me on board would insure a company *increase* in:

- **New accounts** from a winsome, appealing,, always-welcome representative who is *genuinely concerned about patient care* and relates well at multiple levels. **Doubled account base in 2 years.**
- **Client loyalty** because of trust, attentiveness, sincerity, and direct response to customer needs. **Earned 4 consecutive "Salesman of the Year" awards.**
- **Sales team & customer product knowledge—a product of** creative multimedia sales presentations, on-site demonstrations, and 19 years of training experience. **Produced 10 top performers in 6 years**
- **Industry ranking** as a result of imaginative marketing, spirited competitiveness, and intense self-motivation. **Consistently maintained annual profitability in a saturated market.**

I feel since a personal meeting to discuss your needs and my ability to meet them will behoove us both, I should call you within the week to set-up an **interview** at your convenience. Until then, I thank you for your time and consideration.

Sincerely,

Mark Bienlich

Enclosures: Résumé

MARK BIENLICH

2122 S. Main Street ■ Jacksonville, Illinois 62650
(217) 245-0098 (Home) ■ (217) 245-9779 (Cell)
mark2@aol.com

QUALIFICATIONS SUMMARY

Nine years' experience selling veterinary pharmaceuticals and surgical supplies. Additional ten years' selling home decorating and paint products. Top performer in both positions. Bachelor of Science in Biology. Employee development in situational leadership, successful selling, and motivation skills. Computer proficient with skills in Microsoft Office Suite. Expert closer and avid golfer. Marketing strengths include;

- **New Account Development**
- **Product Knowledge**
- **New product Launching**
- **Solving Problems Creatively**
- **Strategy Planning**
- **Instructive Communication**
- **Contact Negotiation**
- **Account Retention**
- **Multimedia Presentations**
- **Competitive Selling**
- **Building Relationships**
- **On-site Training**

PROFESSIONAL EXPERIENCE

Regional Account Mgr., O'BRIEN PAINT CORPORATION, Minneapolis, Minnesota **2009 – present**

Generate $1 million annually for billion-dollar paint manufacturer ranking among nation's top five. Report directly to district manager. Provides consultative sales and service to 130 commercial accounts in 12-state, 3-province midwestern territory. Design cost-saving travel plans in order to serve a large territory. Grow new accounts, draft proposals, and negotiate long-term contracts. Launch new products and promote recycled inventory. Negotiate product placement with Store Managers. Match merchandise to customer needs and provide priority service.

Develop new hires incorporating motivational multimedia sales presentations. Conduct on-site customer / buyer training and product demonstrations. Attend on-going training seminars to strengthen management and sales techniques, and returned to share the new knowledge with sales staff.

Key Achievements:

- **Reputation for doubling client base from 65 to 130 accounts, 2009–2011.**
- **Average 12% sales volume increase per annually in a saturated market , 2009–present.**
- **Exceeded quota 22% and was named to the President's Club, 2010**
- **Attained 2 National Decorating Products Association certifications, 2009 & 2010.**

Veterinary Supplies Sales Representative, CIM CLARK-SHEEHAN, Chicago, IL **2006 –2009**

Delivered impressive first-year sales performance promoting pharmaceuticals as well as biological, diagnostics, and surgical supplies for multi-million dollar veterinary corporation. Identified needs, solved logistical problems and consistently meet deadlines. Landed new business through cold-calling. Conducted followup and maintained accounts with telephone contacts, and personal visits. Retained key accounts and generated customer satisfaction by growing strong working relationships with doctors and support personell. Provide prompt and accurate product distribution.

Key Achievements:

- **Earned 4 consecutive Salesman of the Year awards, 2007–2008.**
- **Exceeded quota by 9 percent in first year, surpassing previous years' sales by $450,000.**

Bartender, HOLIDAY INN, Jacksonville, IL. 2005–2006

EDUCATION

Bachelor of Science in Biology, SOUTHERN ILLINOIS UNIV., Carbondale, Illinois, 2005

References Available Upon Request

BIENLICH GRADING WORKSHEET

(3/3/12)

Exam # _____ **Date Received** _____ **Total Points for Candidate:** _____

Grader _____ **Date Returned** _____

Grader: Point system varies according to importance of item. Award a higher number of points for good or excellent work; award zero points for poor or unacceptable work. Score in full numbers (i.e., 2 versus 2.5). For each item, deduct one point for one occurrence of an error, two points for two occurrences, etc. For any item you mark as zero or deduct two points when total was three insert comments in contrasting color under text of item. We no longer use a tally sheet. (Red newest clarifications)

I. THE RÉSUMÉ AS A MARKETING TOOL (total points possible = 20)

No.	*Item*	Circle or checkmark # of points awarded
1.	**Effectively targeted toward job of interest? (Refer to profile)** Is the information "slanted" toward what the candidate wants to do? Does it focus on the right skills and accomplishments? In this résumé, the major emphasis should be on sales. 1A-E, 3A-B, 8A	____ 3 ____ 2 ____ 1 ____ 0
2.	**Strategy (Refer to job posting)** Does the résumé reflect good strategy on the writer's part? Does the writer interpret personal data correctly? All facts and figures correct? Are all positions relevant? Also, leading off with a Summary of Qualifications or Profile section would serve the client well. 1A-K, Overview	____ 3 ____ 2 ____ 1 ____ 0
3.	**Visibility of key information** (within 15 seconds) Are required skills for specific position visible almost immediately? Reference line on cover letter? 3A-B, Overview: sales focused, relevant, succinct, 8C	____ 3 ____ 2 ____ 1 ____ 0
4.	**Accomplishments front-loaded/prominently highlighted?** All sales achievements should be very obvious – bulleted or highlighted. If a Qualifications Summary is used, are achievements included? Are all accomplishments front-loaded? 1H, 3B-C	____ 3 ____ 2 ____ 1 ____ 0
5.	**Relevance of information presented and completeness (See job posting)** Has writer addressed all key points, as well as omitted irrelevant information? 4B	____ 3 ____ 2 ____ 1 ____ 0
6.	**Keywords (Refer to job posting)** Are keywords for management or leadership, especially those listed in the classified ad, incorporated ***somewhere*** in the résumé? 1C, 7A-B	____ 3 ____ 2 ____ 1 ____ 0
7.	**Choice and Order of categories** Do choice and order of categories as well as the data presented best serve the client? (for instance, placement of Qualifications Summary, Experience, Education, etc.) 1F, 1J	____ 2 ____ 1 ____ 0
	TOTAL POINTS FOR THIS SECTION: (total possible for this section = 20)	_____

NCRW CERTIFICATION STUDY GUIDE

Unparalleled excellence in résumé writing

Revised
August 12, 2014

TABLE OF CONTENTS

Introduction 6
NRWA Résumé Excellence Overview 7
Section 1: Strategic Job Search Documents 8
1-A Job Announcement Qualifications 8
1-B Relevance 8
1-C Keywords 9
1-D Résumé Type 9
1-E Summary of Qualifications 9
1-F Category and Date Positioning 9
1-G Job Description Construction 10
1-H Front-Loaded Achievements 10
1-I Dynamic Cover Letter 10
1-J Appropriate Design for Profession 11
1-K Image Projection 11
Section 2: Grammar and Punctuation 12
2-A Numbers 12
2-B Abbreviations 13
2-C Compound Words and Hyphenation 13
2-D Redundancy 14
2-E Quality Control 14
Section 3: Résumé Components 15
3-A Summary Statements 15
3-B Accomplishments 15
3-C Job Descriptions 16
3-D Dates 17
3-E Education 17
3-F Additional Training 17
3-G Affiliations 18
3-H Volunteer Work, Hobbies, and Interests 18
3-I Personal Data 18
3-J References 18
Section 4: Miscellaneous 19
4-A "Résumé" vs. "Resume" 19
4-B Length 19

4-C Computer Experience 20
4-D Language and Travel Experience 20
4-E Needless Words 20
Section 5: Types of Résumés 21
5-A Reverse Chronological 21
5-B Functional 21
5-C Combination / Targeted 21
5-D Curriculum Vitae 21
Section 6: Typography and Design 22
6-A Design Elements 22
6-B Creative Styles / Graphics 22
6-C Consistency 22
6-D Bullets 23
6-E White Space and Readability 23
6-F One Space or Two? 23
6-G Justified Text 24
6-H Dashes vs. Hyphens 24
6-I Ampersands 24
6-J Hyperlinks 24
6-K Type Styles and Sizes 24
Section 7: Electronic Résumés for Online Applications 25
7-A Scannable/Electronic Résumés 25
7-B Formatting Guidlines 25
7-C Helpful Hints 26
7-D Keywords 26
7-E ASCII (or E-Mailable) Résumés 27
7-F Preparing E-Mail 27
7-G Cover Letters for ASCII (E-mailable) Résumés 27
Section 8: Cover Letter Writing 28
8-A Letter Writing Strategy 28
8-B Personalization 28
8-C Reference or Subject Line 29
8-D Introductory Paragraph 29
8-E Sales Pitch 29
8-F Closing Paragraph 29
8-G Business Correspondence 30

8-H Letter Style and Tone..... 30

Introduction

This study guide does not provide step-by-step instructions on how to write résumés. Instead, we have prepared this manual with the assumption that as a professional résumé writer, you are familiar with the basics of résumé writing. We have presented concepts and strategies that separate mediocre writing from excellent writing.

Writing is an art form, and in any creative process, there is much that must be left to the artist's discretion. On a day-to-day basis, professional résumé writers work diligently to present their clients' unique backgrounds in the best possible light. The strategies they use may or may not fall into the acceptable list in a résumé book.

Many résumé books provide specific recommendations on résumé writing; i.e., you must always use this type of paper, you must never include that on a résumé, and so on. Most of us recognize that these maxims don't always apply to our clients. Savvy résumé writers know that such rules are meant to be broken—or at least bent from time to time!

So, first of all, we acknowledge that résumé writing is a subjective process. But secondly, we must state that our mission as an official certification body is "to promote high standards of excellence in résumé writing." Frankly, this is not an easy task! However, correct grammar is (mostly) black and white; an effective "sales pitch" is obvious; and good page design speaks for itself.

The concepts we've outlined here are not original, but are based on the collective wisdom and know-how of the Certification Commission Advisory Board and the Certification Commission with a little help from *The Gregg Reference Manual* (William Sabin), *The Copywriter's Manual* (Robert Bly), *The Elements of Style* (Strunk & White), and several others.

Our goal in developing this manual is to encourage excellence and raise résumé writing standards to a new level—to raise the bar.

The certification process will continue to grow and expand, so YOUR input and feedback are very important to us. We invite you to contact us and let us know how we're doing.

NRWA Résumé Excellence Overview

Before we examine individual components, let's start by defining our product. In a nutshell, excellent résumés are sales-focused, relevant, visually appealing, quality-oriented, and succinct.

Sales-Focused

- Sell benefits instead of features.
- Use action/active verbiage.
- Emphasize successes, contributions, and achievements.
- Exude quality and project the appropriate "image."

Relevant

- Emphasize key information and keywords.
- Prioritize qualifying data.
- Exclude or de-emphasize non-relevant information or include only pertinent information that targets the job.

Visually Appealing

- Utilize classic design elements.
- Use white space effectively.
- Complement the client's profession through appropriate page design and paper choice.

Quality-Oriented

- Meticulously proofread and error-free.
- Consistent in formatting, capitalization, punctuation, number use, line spacing, and abbreviations.
- Printed in a high-quality manner on laser or laser-quality printer.

Succinct

- Present information in first person (without personal pronouns such as "I" or "my").
- Use a telegraphic writing style (with limited use of articles—"the," "an," and "a").
- Avoid overwriting and verbose or pretentious language.
- Exclude extraneous data that does not support candidacy.

Section 1: Strategic Job Search Documents

Following is a summary of the strategic steps NRWA considers vital to producing effective job search documents. Each of these topics is addressed in more depth throughout the NCRW Certification Guide. The intent of grouping this information is to emphasize the importance of strategic writing, especially since the certification exam scores weigh heavily on these writing skills.

1-A Job Announcement Qualifications

A résumé must demonstrate the candidate's experience, education, and accomplishments meet or slightly exceed the requirements for the position. Instead of starting a résumé based on the candidate's experience, begin by understanding the key requirements and building a document to highlight how the qualifications meet the requirements. This approach can protect candidates from appearing "overqualified" and provides focus for the document.

*Partial job posting example for a **sales manager** with skills and keywords bolded:*

> To be eligible for this outstanding opportunity, you will possess the **analytical ability** to recognize and structure sound **financial solutions**, have strong **account management** skills and be a **consummate team player**. You will have a solid understanding and history of cultivating **business partnerships** and then manage these **accounts** through the deployment of **marketing collateral**, **special promotions**, **strict customer focus** and most importantly . . . **commitmen**t to your **vendor partners** and their **sales teams**.

1-B Relevance

Résumés are strategic marketing documents, and every piece of information shared needs to support the candidate's case for the position and industry target(s). Job descriptions do not need to include every aspect of the position, and can be tailored to emphasize skills and keywords that are most relevant to the candidate's target. Similarly, consider the order and emphasis of accomplishments. What problems will the employer expect the candidate to solve? What accomplishments prove the candidate's ability to do this?

Details within the document also support or detract from the candidate's relevancy. Slightly adjusting job titles can help the candidate look like a fit. For example, a candidate who has owned their own company appears more relevant by using a "Business Development Executive / General Manager" title when applying for a business development position instead of saying "Owner," "President," or "CEO." Industry lingo can also be played up or down to position candidates. When candidates are changing industries, eliminate irrelevant, industry-specific terms when possible. Consider the relevance of activities, associations, and community involvement for the position, industry, and company.

1-C Keywords

Keywords are imperative for online computer sorting. In today's job search market, a résumé must be content compelling to capture the attention of a hiring authority and keyword-rich to make it to the "yes" pile. A good resource for keywords is related job announcements sprinkled with terminology, buzzwords, skills, and noun phrases specific to that industry.

1-D Résumé Type

Résumé type is chosen to best position the candidate. Reverse chronological format is preferred by hiring managers, especially for mid- to upper-level positions. Executive résumés often follow a combination format, including a skills-based summary with matching accomplishments followed by a reverse chronological section. For candidates who are changing careers, students, and those returning to the workforce, a functional or skills-based résumé may market them better. Accomplishments listed separately from experience can often be discounted by hiring managers, however, when a candidate's work history is a barrier, the skills-based format can communicate these accomplishments to build a stronger case.

1-E Summary of Qualifications

The summary of qualifications highlights candidate's relevant skills *and* accomplishments, appealing to the limited time hiring managers spend in an initial review of the document. The summary needs to capture attention and entice the reviewer to read on. The summary includes key terms and quickly addresses the employer's top needs for the position while communicating differentiating skills and accomplishments. Summarizing or rephrasing accomplishments detailed in the experience section proves a candidate's abilities and creates a unique, branded summary.

1-F Category and Date Positioning

Manipulate the order of categories to best sell the candidate's relevant qualifications. In most cases, a new college graduate will list education first. However, if the candidate has a strong, relevant work history, placing the professional experience section before education will help the new graduate compete with experienced professional and not be discounted as an "inexperienced recent graduate." Category position should strategically place the candidate's best qualifications first based on the match between their background and experience and the target position.

Positioning of dates can either highlight or take focus away from a candidate's work history. Drawing the dates out to the right makes them more visible and can emphasize a candidate's strong loyalty and solid work history. If the candidate has short stints of employment, consider moving the dates in to just behind the title or company name.

Eliminating months creates a more consistent history and is standard on résumés. As dates are almost never a better selling point for a candidate than job title, avoid putting dates along the left margin where the reader's eye is naturally drawn first.

1-G Job Description Construction

Job descriptions should never "parrot" the official job announcement or simply list job duties. Instead, a job description must convey value by revealing relevant challenges, actions, and results using "action" verbs and quantifiable information instead of gerunds ("ing" words) and vague statements. A strong job description prioritizes information in accordance to employer needs. It also uses keywords relevant to the target industry. Paragraphs are concise, categorized by function, and written in first person without the personal pronoun.

1-H Front-Loaded Achievements

Frontloading accomplishments and following with the why and how not only makes for a more interesting read but it makes sense because the reader scans from the left to right. To capture attention quickly, all quantifiable data should be positioned at the start of each accomplishment.

1-I Dynamic Cover Letter

The cover letter's main purpose is to grab the attention of the reader and entice that reader to continue to the résumé. All too often the employer, recruiter, or HR screener does not read the cover letter because many see them as just an introduction to the résumé. However, imagine the impact of a truly compelling, well written cover letter that references the target position, begins with a strong sentence, answers to employer qualifications, sells candidate strengths, exudes confidence, and ends assertively. The cover letter is the employer's first impression of the candidate. Just as in the résumé, relevance should be immediate and strengths or skills should be clearly noted with bullets, bolding, or charts. Examples are illustrated under "Cover Letters" in this study guide.

Borrowing from Robert Bly in *The Copywriter's Handbook,* here are a few universal writing tips that apply to both the cover letter and the résumé:

- **The reader comes first.** Write to meet the needs of the potential employer.
- **Organize your selling points.** Prioritize information to highlight the most relevant qualifications.
- **Break the writing into short sections.** Avoid lengthy paragraphs / long blocks of text.
- **Use simple words.** Avoid overwriting.
- **Be specific.** Avoid vague or weak copy.
- **Be concise.** Avoid redundancies, run-on sentences, passive voice,

unnecessary adjectives, and wordy phrases (e.g., from a low of six to a high of 16 = from 6 to 16; a wide variety of models = various models)

- **Get straight to the point.** Get your "sales pitch" across in the first 15 seconds; use headlines, categories, and lead paragraphs to convey your primary message.

1-J Appropriate Design for Profession

Visual impact, especially in today's online marketing world, is a must! Social networking, dynamic sites, and personal branding are prevalent in every-day job searching. With this change, comes the need to create marketing dossiers that are notches above the rest in visual design and image projection. Letterhead, graphics, icons, consistent spacing, balanced white space, symmetry, borders, underlines, shading, and even margins are all components of quality design. Not all design elements are appropriate for all professions.

1-K Image Projection

To project a professional image, job search documents must first exude quality. They must be error-free, which requires not only a computerized grammar check, but also a thorough proofreading. Grammar and punctuation must be correct in accordance with the most recent rules. The Gregg Reference Manual is our preferred resource.

Second, the tone of the resume – i.e., the language used to describe a candidate's qualifications – must be appropriate for the job level. In addition to being relevant and cogent, job descriptions should flow.

Finally, the documents (online and printed versions) should be impressive and suitable in appearance for position level. Considerations include paper weight and color, appropriate design (as mentioned above), an easy-to-read font style and size, and text that is balanced on the page and highlighted with white space.

Section 2: Grammar and Punctuation

As professionals, we are paid for our writing expertise. Doesn't it follow that we should be experts in grammar and punctuation? Before we venture into this Pandora's Box, let's start by acknowledging that **résumé writing is not formal writing per se, but is a combination of business and advertising writing** with résumé writers leaning toward either end of the scale.

However, using the argument that résumés are akin to advertising is not a viable justification for poor writing. While we acknowledge that résumés are marketing tools, they are **inherently business documents** and should follow basic grammar and punctuation rules. If we want to be perceived as professional writers, we must be above reproach in our use of grammar and punctuation or have adequate justification for breaking the rules.

Most of our grammar recommendations are based on *The Gregg Reference Manual.* Our objective is not to focus on grammar and punctuation rules, but to address common errors.

2-A Numbers

Some writers prefer to use figures exclusively, especially when dealing with statistics **in charts and bulleted lists.** It maintains consistency and allows the reader to quickly comprehend numerical data. *The NRWA no longer counts using all numerals as incorrect, even when used within a paragraph, as long as the writer is consistent.*

The Gregg Reference Manual (GRM) states:

- Spell out numbers from one through ten (seven).
- Use figures for numbers above ten (11).

However, it also states "use all figures--even for the numbers 1 through 10--when they have technical significance or need to stand out for quick comprehension. This all-figure style is used for technical or emphatic references to age (a clinical study of 5-year-olds), periods of time (a 6-month loan), measurements (parcels over 3 pounds) and page numbers (page 1)."

There are many other exceptions to the rule. When in doubt, check the Gregg Reference Manual for correct usage.

Being specific with numbers is also important. As John Lucht recommends in *Rites of Passage at $100,000+:*

> Use numbers wherever possible . . . Focus on quantifiable data . . . Give dollar figures for sales, profits, ROI, costs, inventories, etc. Omit the self-praising adjectives that losers will wallow in . . . "major," "significant," "substantial," and "outstanding." **Wherever such a word is justified, a number will be far more persuasive.**

And last but not least: When a number is the first "word" in a sentence, it should be spelled out.

Examples:

Correct: **Forty-two** managers attended the meeting.

Incorrect: **42** managers attended the meeting.

2-B Abbreviations

In a formal business document, abbreviations are not considered "proper protocol" and **should be used sparingly**, if at all. In résumé writing, however, there is disagreement on this issue. Many believe that states anany names should be spelled out, since "résumés are a form of business writing." Others justify their use of an informal writing style by arguing "résumés are marketing documents."

Regardless of your preference, there is one caveat here: **Be consistent.** For instance, if you abbreviate the state in the letterhead portion of the résumé, follow this format throughout your document.

Spell all abbreviations the first time they are used in the document **unless they are universal** or well known to the target industry. This first spelling is followed by the abbreviation in parenthesis. After that the abbreviation may be used instead of full spelling.

Examples:

Correct: **The American Cancer Society (ACS)** (used for reader not familiar with non-profit organizations.)

Correct: **HVAC** (common to heating and air conditioning industry.)

Notice no periods are used for abbreviations of well-known business organizations, labor unions, societies, associations, and government agencies.

2-C Compound Words and Hyphenation

The rules for hyphenating compound words can be confusing. Some compound words are written as solid words, some are written as hyphenated words, and some are written as separate words. There are so many combinations and instances of using hyphenated words that documenting them would be paramount. Confusing the issue, style is constantly changing. Thus, the best source for determining the correct format is an up-to-date dictionary. ***The Gregg Reference Manual*** includes a detailed section on compound words and hyphenation that should be referenced when there is a question about hyphenation. DON'T GUESS—LOOK IT UP.

2-D Redundancy

- Redundancy is when a writer uses a particular word two times in the same sentence, paragraph, document, etc. Your MS Word program can track repeated words in a document. It also supplies you with a thesaurus to help you in your choice of words.

- Redundancy also occurs when the writer follows an acronym with a word that is implied in the acronym. See example. Use your thesaurus for more interesting copy.

  Example:

  Correct: Barbara used the ATM (Automated Teller **Machine**).

  Incorrect: Barbara used the ATM machine.

- Other redundancies include, **and also, as to whether, due to the fact that, each and every, point in time, time period, in order to, and considered to be**. Using words redundantly is definitely not concise writing.

2-E Quality Control

Grammar and spelling checkers do not catch all errors, but they can go a long way toward improving the quality of your work and ensuring the ultimate satisfaction of your clients. In addition to using your word processing program's grammar and spelling checker, we recommend proofreading the résumé at least twice—once for strategy and content and once more for grammar, spelling, and consistency. Obviously, it is difficult to maintain 100% accuracy when scrambling to meet deadlines, yet such is the nature of our work!

Section 3: Résumé Components

3-A Summary Statements

The qualifications summary (a.k.a. career summary, professional profile, experience summary, etc.) is the cornerstone of a targeted résumé.

In a typical scenario, the summary statement leads with the **most relevant qualification** (in many cases, a descriptive position title and number of years' experience or knowledge of a particular industry), then continues with a **combination of technical or transferable skills, professional credentials, accomplishments, education, and/or training.**

The summary statement should be used to distinguish the candidate in the job market. What qualifications and abilities set the candidate apart from other job seekers? What uniquely qualifies the candidate to solve the employer's problems? These attributes should be emphasized and illustrated throughout the résumé, but also highlighted in the summary statement. Use the summary statement to establish the candidate's value proposition and to distinguish them from the vast pool of job seekers.

Since employers tend to review résumés quickly (15-30 seconds), the **summary statement plays a major role in capturing the reader's attention.** If the summary focuses on the right set of qualifications, the reader is likely to perceive the candidate as a strong contender. If the summary is weak or focuses on a wrong (even slightly off-base) skill set, the reader is likely to lose interest and move on to the next résumé.

One of the biggest mistakes writers make is overemphasizing generic transferable skills. Summary statements should include a high percentage of nouns and keywords that **relate directly to the job target**. Superlatives and clichés like "Outstanding interpersonal and communication skills" should be avoided. Since they are grossly overused, they have no positive impact and may even annoy the reader. We want to retain the reader's attention, not bore him or her with trite generalities!

Another mistake some writers make is not **backing up the claims made in the summary** further down on the page under *Experience, Accomplishments.* For example, if the summary states the candidate "proactively and creatively solves problems" then there must be a bullet under accomplishments that quantifies that statement.

3-B Accomplishments

In her book Résumé Magic, Susan Whitcomb reports survey results of hiring managers' résumé preferences and pet peeves:

> Eighty-eight percent of respondents agreed that verifiable accomplishments should always be included.

Accomplishments can take a résumé from average to outstanding, as they help **differentiate a candidate** from others with a similar background. In some cases, a separate category labeled Accomplishments may be appropriate to showcase achievements. In general, accomplishments should be highlighted by bullets--not buried in job descriptions. Accomplishments should be **numbers oriented**, can be developed by comparing figures from a prior year or **comparing performance** to a goal or an industry average, as these do:

- Boosted revenue 37% over prior year (from $250K to $342K) by...how?
- Increased customer satisfaction index from 89% to 97% within 1 year by...how?
- Contributed to 18% savings in purchasing costs in FY2005 by...how?

Whenever appropriate, **front-load accomplishment statements** with quantified results–a technique frequently referred to as "leading with the sizzle." For example, "Delivered $3.2 million sales in 28 months, negotiating and winning new key accounts with Fortune 500 customers" is stronger than "Negotiated and won new..."

Note: **The word "by" is unnecessary** verbiage and is redundant. "Increased revenues 37%" is correct in résumé-speak. "Increased revenues *by* 37%" is not concise.

3-C Job Descriptions

Job descriptions should start out strong and **sustain interest by emphasizing key skills**. Like a good headline, the first sentence should arouse the reader's attention and draw him or her into the copy that follows. The worst thing any writer can do is start a job description with "Responsible for" or even worse, "Duties include."

Always start with **active verbs** and write job descriptions so that the first sentence conveys information that is relevant to prospective employers. If the reader skims the résumé (and only glances briefly at the beginning of the job descriptions), he or she will still get a dynamic message, and perhaps be motivated to continue reading more.

Our goal as writers is to keep the potential employer's attention. We do this by **energizing job descriptions** with strategically selected keywords and active verbs. And we keep the reader's attention by focusing on **relevant and prominently highlighted or bulleted accomplishments.**

Employers prefer to hire **candidates who can readily accept new challenges and rapidly progress to higher levels** of responsibility. It is important, then, that we demonstrate this in our clients' job histories by including promotions, special projects, and any additional assignments that might be considered "above and beyond the call of duty." Professional awards and commendations also attract employers' attention and should be highlighted as well.

Good writers also know that job descriptions **should "flow"** and that "rhythm" plays an important role in maintaining reader interest. This can be achieved by using a combination of short, medium, and long sentences.

Current jobs should be written in present tense and previous jobs in past tense.

3-D Dates

While employment dates are not particularly glamorous, their use and placement can have a significant impact—either negative or positive. For instance, placing dates in the right margin is good strategy when presenting long-term positions. On the other hand, it won't help your client if you draw attention to short-term positions or gaps in employment by surrounding the dates with white space. White space is one of the best visual effects we have, so use it carefully. Using only the years of employment rather than including months can help hide the fact that the jobseeker has had a very short-term job lasting only months. However, the writer must be consistent.
Another issue is how dates are used in the Education section. When your client has a degree, list the graduation date only, not the years attended. If you list two years (1984–1988), some résumé-processing applications will assume that college was attended for four years, not that a degree was obtained.

3-E Education

When dealing with a recent graduate (whose primary qualifications are academic), the Education section should be placed near the top of the page.

Accomplishments, majors, minors, course work, and internships may be included when relevant, but in the case of GPAs, only when impressive. Some writers will only include a GPA if it is a 3.0 or higher.

Since education is a secondary qualification for experienced job seekers, it is usually placed below experience. On the other hand, candidates with outstanding academic credentials (a recent MBA graduate, for example) may benefit from a more prominently placed Education category.

Graduation dates should be included when there are not any age-discrimination issues with which to contend. Keep in mind that omitting dates may have the opposite effect—hiring managers may assume the candidate is older if a degree date is omitted.

3-F Additional Training

In our rapidly changing, technology-oriented job market, a college degree may be considered obsolete after a few years. So if your client has been involved in continuing education (especially in technical fields), and this training is relevant to the focus of the résumé, it should be included along with certifications and licenses to indicate that training is up to date. Incorporating additional training may also allow us to legitimately add keywords that might not yet be reflected in a client's job description (i.e., training in an emerging technology).

3-G Affiliations

Relevant affiliations are not only important on traditional résumés, but may actually be used as search terms when a résumé is processed electronically. In addition, offices held within professional organizations demonstrate leadership and a broader knowledge of the target industry, which adds substance to the client's credentials. As always, keep the strategy of the résumé in mind and include only those affiliations and memberships that are relevant.

3-H Volunteer Work, Hobbies, and Interests

In many cases, hobbies, interests, and outside activities should not be included in résumés, as they are not relevant. However, here are a few situations when including them would be beneficial to our clients:

- When they relate directly to employer qualifications (amateur photographer applying for job as professional photographer)
- When they support the job target (stay-at-home parent / school volunteer applying for day care position)
- When they say something about the candidate's character and level of commitment (psychology major/Big Brother volunteer applying for job as boys' counselor)

Activities and hobbies should never be used as "filler" copy. Every item on the résumé should be included for a strategic reason, not to take up space.

Note: It is recommended that the heading of Community Service be eliminated and Community Involvement or Activities be included because Community Service is something that is usually imposed by a judge.

3-I Personal Data

The general consensus is that personal data (age, marital status, health, etc.) **should not be included on résumés**. International résumés, CVs, federal résumés, and some others are exceptions to the rule. International résumés may include date of birth, age, place of birth, marital status, citizenship, and passport information.

3-J References

There are two conventions here. First, the proverbial (and much maligned) "References provided on request." **Some writers claim that this statement is not needed**, because everyone knows that candidates will provide references when they are requested. However, many times is used as a design element to provide closure at the bottom of a page.

Section 4: Miscellaneous

4-A "Résumé" vs. "Resume"

It is not necessary to include the word résumé at the top of a résumé as one assumes that the reader knows what type of document they are reading.

However, the word "résumé" and the word "resume" have two entirely different meanings and pronunciations, so when referring to the résumé (in a cover letter, for instance), use the appropriate word. Because non-keyboard characters do not convert properly the accent marks should not be used in an ASCII résumé or cover letter.

4-B Length

In general, job seekers with just a few years of work experience have a **one-page résumé**; candidates with over 10 years' experience typically need **one to two pages**; and managers and executives with 20+ years of experience usually need **two or more pages**. CVs are rarely subject to any length rules and may include **many** pages.

Full-blown job descriptions on most résumés should go back only 10 to 15 years. Anything older than **10 to 15 years may be considered to be "old"** experience and nothing more than a stepping stone to the client's current position. Earlier jobs can be listed with titles only or with very short descriptions.

There are always **exceptions to any rule**—as when an outstanding accomplishment is older than the 10 to 15 years, or a very senior executive has relevant experience that is older than 10 to 15 years—but the 10 to 15 year guide will cover most circumstances.

Obviously, much depends on the individual client (i.e., number of positions, relevance of earlier employment, amount of additional training, affiliations, etc.). In determining length for a particular résumé, **the key issue is relevance of data**. How much information is needed to present this candidate well?

Robert Bly offers some excellent advice in *The Copywriter's Handbook:*

> *Copy should contain enough information—no more, no less—to convince the reader to take the next step in the buying process.*

For many clients, the most effective approach is to focus on recent experience (the last ten years).

"If your résumé is two pages, the **second page should be substantial**; i.e., at least half of the page and preferably three-quarters of a page long. The **client's name and the page number** are presented at the top of the second page. The writer may want to tag the bottom of the first page "continued."

4-C Computer Experience

Because of the high-tech nature of our world, it is becoming critically important to let employers know that our clients have up-to-date computer skills. Even in traditionally non-technical professions, technology may play a role in the form of computerized cash registers and inventory control systems.
When computer skills are not directly related to the focus of the résumé, you may wish to weave the keywords into the text of the résumé rather than including a separate section. One way to do this is to include achievements that illustrate how computer skills were used to benefit past employers.

4-D Language and Travel Experience

Since our job market and economy are expanding globally, foreign language and travel experience have become more significant than ever. Obviously, this probably won't affect the résumé you write for an accounting clerk, but it may be a critical issue for a manager or marketing executive whose exposure to international business is likely.

Language skills and international travel can be addressed in the qualifications summary or in a separate section of the résumé.

4-E Needless Words

To expand on the importance of being concise, we offer William Strunk's classic essay from *The Elements of Style:*

> *"Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts. This requires not that the writer make all his sentences short, or that he avoid all detail and treat his subjects only in outline, but that every word tell."*

Section 5: Types of Résumés

We have limited our coverage to the most common types of résumés.

5-A Reverse Chronological

The chronological résumé is the most traditional. It focuses on employment history and lists experience in reverse chronological order. This type of résumé is most effective when job listings are impressive and when the client's current or most recent position is directly relevant to the job target.

5-B Functional

Functional résumés provide an outline of skills or experience and de-emphasize individual positions, job duties, and employment dates. Functional styles are frequently used by job seekers who have "holes" in their work histories or by those who want to make a career change. Their use should be carefully weighed, as some employers are wary of functional résumés.

5-C Combination / Targeted

The typical combination résumé features a qualifications, keyword, functional, or skills summary followed by a chronological work history. The summary allows the résumé to be targeted toward a particular job and showcases the candidate's best qualifications.

5-D Curriculum Vitae

The curriculum vitae (Latin for "the course of one's life") is used primarily in academic, medical, and scientific circles, where the emphasis is on educational credentials. According to Michael Holly Smith in *The Résumé Writer's Handbook*, "All CVs begin with a presentation of the most recent or highest level of education accomplished."

CVs typically provide detailed lists of publications, presentations, workshops, awards, honors, grants, research, and academic projects. They are fact-oriented, conservatively written, and traditional in appearance. Some CVs are one page, but most include multiple pages.

"Vita" and "vitae" are both accepted spellings. As with everything else, be consistent.

Section 6: Typography and Design

While we make our living as résumé writers, our clients are actually paying us to prepare "personal marketing tools." With this as our premise, we believe that the documents produced by professional résumé writers should look great—not just good, but great.

Résumés should be thoughtfully produced with classic design elements. Many résumés are nondescript without any distinguishing features. Our clients deserve more.

6-A Design Elements

All advertising includes a primary design element. Whether it's a headline, a photograph, a logo or a cartoon, one element is strategically used to attract the potential buyer's attention.

With résumés, the most logical design element is the client's name. Rather than just centering the name and address, consider designing a "letterhead" that incorporates simple ruling lines, large caps, or other classic design elements. This same letterhead can also be used later when preparing the cover letter and reference page.

Margins of résumé, left and right and top and bottom, should be approximately equal, and no less than .5 or ½ inch wide.

6-B Creative Styles / Graphics

The majority of job seekers (excluding those in creative fields) need résumés where the words speak louder than the design. When in doubt, keep the style and paper conservative.

In his book *The Résumé Writer's Handbook*, Michael Holly Smith puts it this way: "Dress it up in a good suit but not a tuxedo."

The résumé should be printed on at least 24 lb. bond 100% white cotton or other light color such as ivory or gray paper to be safe.

6-C Consistency

Consistency in page design is critical as well.

- Space around categories
- line spacing, bullet spacing
- bullet size
- text alignment
- indentations

- bolding
- capitalization
- and ruling lines

should be consistent throughout.

6-D Bullets

When aiming for a classic résumé appearance (appropriate for most situations), more than two simple bullet styles is overkill. Unfortunately, some résumés include an eclectic mix of dashes, round bullets, check marks and dingbats. The old maxim "less is more" is the best guideline here.

In most cases, bullets should be spaced from 0.15" to 0.25" from text for optimum appearance. If bulleted achievements are presented under a job description, the ideal maximum is approximately five bullets. If there is cause to include more than five bullets, it is often best to segment the bulleted achievements by category headings. Individual bullets should be concise and to the point, with the ideal maximum being two or three lines.

6-E White Space and Readability

Use white space to guide the reader's eye toward important information, such as a relevant title, core skills, or bulleted accomplishments. Remember to be consistent throughout the résumé in use of spacing.

The descriptive paragraph for a job description should be roughly five lines in length. Writing should be concise with a focus on key qualifications that are relevant to the prospective employers. Irrelevant details should not be included. If a descriptive paragraph must be longer than five lines, break the paragraph into two or more shorter paragraphs. Categorizing the paragraphs is a convenient way to break up job descriptions; i.e., job function, such as operations functions in one paragraph and training functions in another.

6-F One Space or Two?

Before computers, we were instructed to use two spaces after a period. Now we use computers that produce typeset-quality documents. Unfortunately, the rules for typing and typesetting are different.

- In typesetting, the rule is to use **only one space after a period**. This improves the document's appearance by eliminating the "rivers" of white space that result when two spaces are used, especially in a document with fully justified margins.

- The same "one space" rule holds true for **ZIP codes**. While the U.S.P.S. requests two spaces before ZIP codes to expedite scanning and mail delivery, this extra space is not needed on the résumé.

6-G Justified Text

Résumé writers have their own preferences here, but full justified text can be distracting and have a negative impact on document appearance. This is especially true when the "one space" rule is ignored and when hyphenation and typographical controls (like word and letter spacing) are not used to reduce the extra spaces. If you don't use typographical controls to fine-tune your document, stick with **left-justified text**, which produces a ragged right margin.

6-H Dashes vs. Hyphens

The options for creating a dash on a typewriter were limited (- or --), but in traditional typesetting and desktop publishing, there are three distinct types of dashes:

- **Hyphen:** Used to join two words (i.e., part-time).
- **En Dash:** Medium-sized dash (the width of the letter "N"), used between dates to indicate continuing or inclusive numbers (i.e., 1999–2001). There is usually no space on either side of the en dash.
- **Em Dash:** Longer dash (the width of an "M"), used to indicate a sudden break in thought that causes an abrupt change in sentence structure but with no spaces around it (i.e., I left—she stayed). There is usually no space on either side of the em dash.

6-I Ampersands

As adorable as they are, there are very few situations in résumé writing that warrant their use. Exceptions include categories (Education & Training), company names (Martinero & Sons), and well-known business or industry terms (P&L).

6-J Hyperlinks

Web savvy job seekers are incorporating their e-mail addresses and even their Web résumé URLs into their traditional résumés. Hyperlinks may remain active on résumés that will be viewed via computer in MS Word or other software applications. There should not be any live links in an ASCII version.

6-K Type Styles and Sizes

Select a type style that is easy to read and is the equivalent size of Calibri 10 to 12 point for the body of the résumé. Headers may be larger. For résumés that are e-mailed, the résumé will likely retain its formatting features on the reader's system if you stick with a universal font such as Goudy, Book Antiqua, Arial, Tahoma, Verdana, Century Schoolbook, Calibri or Cambria.

Section 7: Electronic Résumés for Online Applications

Technology has had an enormous impact on the job market. Since technological trends affect our industry, we must continually educate ourselves to ensure that the résumés we produce work properly when they are electronically processed. If you regularly prepare scannable résumés to be uploaded into online applicant tracking systems (ATS), you may already understand the key issues. Segment 5 of the Online Training Program gives details on how to convert a Word document into an ASCII document for a PC or a Mac.

7-A Scannable/Electronic Résumés

A scannable résumé becomes an electronic résumé when it is processed and placed into an electronic ATS. An ATS is a software system that systematizes selection of résumés based on keywords or phrases.

ATS "read" the résumé content, which is matched to job qualifications using Boolean logic. Next, the text is transferred to an ATS database where it is sorted, scored and stored. The employer can either 1) search the database (using keywords) to find candidates with desired job qualifications or 2) have the database create an Excel spreadsheet of job candidates listed by keyword match score and overall rank. Candidates with the highest scores (right combination of keywords and/or keyword phrases) are considered top candidates. ATS often assign additional points to a candidate who notes on their profile that they were referred to a job by an internal candidate.

ATS is a gatekeeper between the decision-maker and recycle bin. They automate hiring processes for screening candidates' resumes, ranking them, scheduling interviews, checking references, conducting applicant testing, and completing new hire on-boarding paperwork and processes.

7-B Formatting Guidlines

Since technology and the 140+ ATS software systems evolve quickly, update frequently, and work on different platforms, formatting requirements change often. However, to ensure a résumé will scan properly, a few formatting guidelines should be followed.

NRWA agrees with author Pat Criscito (*Résumés in Cyberspace*), who contends that "scannable résumés don't have to be ugly." Pat completed extensive research on ATS and reports that state-of-the-art systems can "read" bold, capital letters, and italic text, and they accept lines and graphics. However, older systems do not have these same capabilities. Standard convention is to remove lines, graphics, headers and footers, and any unusual characters (i.e., anything other than keyboard characters).

Most ATS easily read Word (.doc) documents. Even though formatting may not remain 100% as you created, the information and keywords remain the same and are scannable. Not all ATS read **.docx** documents, so to ensure a resume will upload and be scanned, scored, and ranked, it is best to use .doc files.

A résumé in PDF is a *picture* and thus will maintain formatting, is more secure than a Word file, and is less likely to have a virus embedded in it. However, many ATS cannot score PDF files at this time (August 2014). While ATS are slowly adding PDF-translating capabilities to read and search files, **the standard file format accepted among ATS remains MS Word 2003 (.doc)** and Plain Text (.txt) files.

7-C Helpful Hints

Dates should be presented as the full year (2014, not '14). If you use months, the months should be spelled out (January, not Jan.). ATS do **not** assign experience points for "seasons" (June 2014–August 2014, not Summer 2014).

Abbreviations are not understood by all ATS unless they match job qualifiers (e.g., CPA or P&L). When presenting a degree, it may be helpful to spell out and abbreviate the degree: Bachelor of Science (BS) in Business Administration. Match the job posting. *When in doubt, spell it out.*

Spellcheck the résumé and cover letter. Most ATS cannot understand or assign points to misspelled keywords.

Tables and columns may convert into one column by the ATS, so they should either be avoided OR created knowing that they may morph to a single column of text.

Section titles *Work Experience* and *Education* are the best section titles because most ATS are programmed to search for those sections. Pat Criscito (*Résumés in Cyberspace*) discovered in interviews with ATS engineers that section titles are better if they are NOT combined together (e.g., "Education and Professional Affiliations").

Presenting Company / Job Title: ATS are coded to search for company name first followed by a job title and then employment dates. For this reason, employment dates should not be listed to the left of company names and job titles.

7-D Keywords

Keywords and keyword phrases are **critical components** of all résumés.

Keywords **are NOT the action words** we've been encouraged to use (i.e., managed, directed, implemented, orchestrated, led, etc.), although it remains critical to keep bullets and sentences parallel, powerful, and interesting by using action verbs. Your ultimate goal, after all, is to pass the résumé through the ATS so a human being can read it.

Rather, keywords are nouns (or noun phrases), such as position titles, degrees, certifications, acronyms, technical skills, software, names of colleges or employers, geographical locations, languages, and terms such as "Fortune 500," to name a few.

Hiring managers personalize keyword choices for each job requisition, so you will never know exactly what keywords are for each job. However, the **qualifications listed in a job advertisement** will give you a good idea of what the most important keywords are for any particular job opening.

Keywords may be sourced from job descriptions, advertisements for similar jobs, *The Dictionary of Occupational Titles*, the *Occupational Outlook Handbook*, as well as from local government job service agencies, professional and technical organizations, headhunters, company mission statements, and company websites.

7-E ASCII (or E-Mailable) Résumés

ASCII files are used exclusively any time an employer requests a **text (.txt)** résumé. They are left-justified, plain-text documents that adapt to the user's default settings for typestyle and margins, and they are void of formatting such as bold, italics, indents, or tabs. See *Segment 5 of the Online Training Program* for conversion instructions.

- ASCII résumés offer the **benefit of universal compatibility** as they can be read by any word processor, e-mail program, or operating system (PC or Macintosh). ASCII résumés are sometimes preferred by hiring managers over attached or scannable résumés because they can be processed quickly and accurately, usually translating into substantial reductions in recruiting and hiring costs.

7-F Preparing E-Mail

In most cases, ASCII files are **transmitted via e-mail and/or copied and pasted (whole or in sections) into online application forms**. ASCII résumés with no breaks can be used to create (HTML) Web résumés and word-processed documents.

When **e-mailing résumés**, some basic rules apply:

- Type the job number, job title, or job target keywords into the e-mail subject line.
- Paste the ASCII résumé (with a shorter version of the cover letter – see below) directly into the e-mail window.
- It is recommended that a Word version of the résumé be attached to the ASCII e-mail version, giving the reader a choice.

7-G Cover Letters for ASCII (E-mailable) Résumés

The e-mail cover letter should precede the résumé in the body of the e-mail. It should be brief (much shorter than a standard cover letter) and **hit only high points** relevant to the job so that the résumé is easily seen on first screen.

Section 8: Cover Letter Writing

The cover letter, like the résumé, should be a targeted, concise, strategically written sales tool. Its purpose is to introduce the job seeker to a prospective employer, present qualifications in a compelling manner, and assertively request an interview.

8-A Letter Writing Strategy

To compose an effective cover letter, review the criteria for the position (or job target) and structure letter content around what the employer wants, such as a **specific combination of experience, industry knowledge, technical skills, and personal attributes.** For HR screeners, the cover letter should address as many of the factors in the job posting as are relevant to the client.

- Our job is to demonstrate that the candidate has the **desired qualifications** and the ability to contribute to the employer's operation.

- Author Taunee Besson states: "If your letter doesn't literally **grab readers** by the throat and scream, 'Look at me! I'm the answer to your prayers!' then the world's most wonderful résumé may be relegated to the round file without ever being read."

- Cover letters should be written to **meet the needs of the employer**, not the needs of the applicant. In other words, don't explain what the client wants but emphasize what the client can contribute. The cover letter must illustrate that the candidate has the ability to improve profits, cut costs, increase efficiency, reduce turnover, and make a positive contribution to the bottom line.This is best done with quantifiable statements that do not repeat verbatim the accomplishment statements in the résumé.

  When we focus on employer needs, use of the personal pronouns "I, me, and my" will automatically be limited. If there are too many instances of personal pronouns, especially "I," in a cover letter, it's time to rethink your strategy. A good exercise is to examine the sentence structure and change the subject of the sentence from "I" to a topic that interests the reader, such as "increased bottom-line results."

- Effective cover letters are **assertive**. While we want to avoid grandiose (unsubstantiated) claims, we definitely need to "sell" the potential employer on WHY this candidate is worthy of a personal interview. The most effective way to grab an employer's attention is to focus on relevant accomplishments and proven performance. Cover letters should include generous amounts of both.

8-B Personalization

The cover letter should be **personalized to fit a particular situation**. Cover letter personalization has three key components:

- Addressing the letter to a **specific individual** (preferably a potential supervisor).
- Actively "selling" the **specific experience, skills, and accomplishments** that qualify the applicant for the job.
- **Explaining why** the applicant wants to work for a particular employer.

8-C Reference or Subject Line

A bolded reference or subject line can be used. It can be either justified to the left with the rest of the text or centered for more impact. If a reference or subject line is not used in the cover letter, the job title should fall near the top of the first paragraph and be bolded as easy reference for the HR screener. **Highlighting the job title is good strategy for your client**, as many applicants get only 10 to 15 seconds of the reader's attention.

8-D Introductory Paragraph

In the first paragraph, tell the reader why we are writing **(i.e., response to advertisement, reference to mutual acquaintance or referral source, follow-up after phone call, etc.).** The first paragraph is the introduction to your sales pitch, so make every effort to **capture the employer's attention** with relevant skills, qualifying keywords, or a major accomplishment.

8-E Sales Pitch

The second paragraph should explain why you are qualified for the position. Depending on the situation, the middle paragraph(s) might describe current responsibilities, training, skills and accomplishments or highlights of earlier jobs, all with a liberal sprinkling of relevant keywords.

Ideally, the emphasis is on accomplishments that demonstrate how the job seeker has successfully handled similar responsibilities. However, the cover letter sales pitch **should not repeat of achievements in the résumé**, but rather a summary or a statement to entice to the reader to review the résumé. Be creative. Our goal is to relate that there is a direct match between what the employer wants and what the applicant can deliver.

The strategies used to achieve these goals vary. Some writers use paragraphs exclusively; some use lists of bulleted items; and some use a needs/benefits approach, with employer requirements listed on the left and candidate qualifications on the right. Any of these methods is appropriate as long as the "sales pitch" is compelling.

8-F Closing Paragraph

This is the **"call to action"** where we assertively request a meeting or personal interview and explain how the job seeker can be reached. The closing paragraph is also traditionally used to thank the reader for taking the time to consider the résumé.

8-G Business Correspondence

Since cover letters are a form of business correspondence, they should follow the conventions of business letter writing as far as formatting and punctuation are concerned.

- **Various letter formats** (block, modified block, modified block with indented paragraphs, etc.) are acceptable, as long as the format is consistent throughout. *(The Gregg Reference Manual* is a good source for acceptable letter format variations.)

- We also recommend that cover letters include a **letterhead that matches the résumé style**. This is a quick cut-and-paste job and looks far more professional than other methods. With few exceptions, cover letters should be limited to one page.

- The **font in the cover letter** should match the font in the résumé, but does not have to be the same size. (No smaller than 10 pt., no larger than 12 pt.)

8-H Letter Style and Tone

As professional writers, we need to make sure that the letters we write **reflect our clients' voices**.

Letters should also be **appropriate for the candidate's profession**. For example, a cover letter for a CEO should have a different level of sophistication than a cover letter for a machinist. Consciously or subconsciously, employers use cover letters as a way to evaluate applicants' communication skills. While this may be (erroneously) used as justification to impress the employer with a "flowery" letter, we should use language that is appropriate for our individual clients.

The **tone of a cover letter** should be professional yet sound as if a real person wrote it—in other words, not too formal (unless the situation warrants it). One way to judge your letter is to read it out loud. Do you trip over the words?

NRWA RÉSUMÉ SUBMISSION CHECKLIST

Use and include this checklist when submitting samples to the Certification Commission. Read your résumé and cover letter submission for each one of these factors, correcting and making improvements as you go. Check each item on the checklist below as you complete it. QUESTION EVERYTHING. Mark each questionable item with a question mark and return with your manual and/or *Study Guide* to check them all at once. After making corrections, leave it for another day and review again. Have someone else proofread your submission, too. Sometimes we just don't see the obvious. While this is a time-consuming process, it is likely to make you a winner!

GRAMMAR, SPELLING, AND PUNCTUATION:

_____ 1. Did you run your document through the grammar and spell check (American rules), making sure your grammar check is set for formal or technical writing? THEN READ YOUR DOCUMENT WORD BY WORD, looking for errors that your computer missed, i.e. "form" instead of "from," etc. Use a dictionary for words your computer doesn't recognize. A misspelled word is an INEXCUSABLE ERROR. *Study Guide (SG), Excellence Overview; SG, Quality Control.*

_____ 2. Did you check your document for capitalization using the rules provided in the *Gregg Reference Manual?*

_____ 3. Did you do the same for number usage (money, numbers, dates), plurals and possessives, abbreviations, and hyphenations? *SG, Number Usage, Abbreviations; SG, Dashes vs. Hyphens.*

_____ 4. Did you spell out acronyms for the sake of the reader if they were not universally known to the target industry? *SG, Abbreviations.*

_____ 5. Did you review for proper comma use? *Gregg Reference Manual.*

_____ 6. If you used colons or semicolons in the text, did you check for proper usage? *Gregg Reference Manual.*

_____ 7. Did you look for unparallel sentence structure? *Gregg Reference Manual.*

_____ 8. Did you make sure all "résumés" are accented? *SG, Résumé vs. Resume.*

_____ 9. Did you check for passive voice and mixed tense? *SG, Job Descriptions.*

_____ 10. Did you search for other grammatical errors such as run-on sentences, verb agreement, dangling modifiers, sentences ending in prepositions, improper word usage, etc.? *Gregg Reference Manual.*

_____ 11. Did you use ampersands (&) correctly? *SG, Ampersands.*

WRITING—COVER LETTER AND RÉSUMÉ:

_____ 12. Did you capture the reader's attention with a dynamic, attention-getting sentence at the start of your cover letter? *SG, Letter Writing Strategy.*

_____ 13. Did you refer to the reason for the correspondence in the introductory paragraph of the cover letter (i.e., referral, mutual acquaintance, classified ad)? *SG, Introductory Paragraph.*

_____ 14. Did you explain in your cover letter why the applicant wants to work for a particular employer? *SG, Personalization.*

_____ 15. Did you actively "sell" the specific experience, skills and accomplishments that qualify your client in the second paragraph of the cover letter? *SG, Sales Pitch; SG, Letter Writing Strategy.*

_____ 16. Have you presented information in first person, focusing on employer needs and limiting personal pronouns in the cover letter? *SG, Letter Writing Strategy.*

_____ 17. Did you thank the reader for his/her time and consideration in the closing paragraph? *SG, Closing Paragraph*

_____ 18. Did you check all writing for redundancy? Try not to repeat words if there are alternatives. *SG, Redundancy.*

_____ 19. Did you eliminate unnecessary or vague adjectives, and awkward and/or wordy phrases throughout? *SG, Letter Writing Strategy.*

_____ 20. Did you search for overwriting? Use the language of your client. *SG, Letter Style and Tone.*

_____ 21. Did you check for long blocks of text in both the cover letter and résumé? *SG, Letter Writing Strategy.*

_____ 22. Were you relevant, using only pertinent information that targets the job? *SG, Letter Writing Strategy.*

_____ 23. Have you been consistent in the way you make lists, i.e. placement and format of dates, spacing, etc.*?* *SG, Format Consistency.*

_____ 24. Did you eliminate personal information unless it is pertinent to the job? *SG, Personal Data.*

_____ 25. Have you eliminated unnecessary articles (a, an, the) from the résumé? *SG, Succinct.*

STRATEGY:

_____ 26. Are you using the best format for your client's job-search situation? *SG, Types of Résumés.*

_____ 27. Have you addressed the needs and concerns of the potential employer in the cover letter and résumé? *SG, Letter Writing Strategy.*

_____ 28. Have you weighted the top of each page with pertinent, sales-focused information? *SG, Summary Statements.*

_____ 29. Have you started the résumé with a "Qualifications Summary" that uses a high percentage of nouns, keywords, and accomplishments? *SG, Summary Statements.*

_____ 30. Are client's job descriptions filled with active verbs and keywords; are they strongly stated to keep reader interest; are they free of "duties included" and "responsibilities were"? *SG, Job Descriptions.*

_____ 31. Have you bulleted verifiable key contributions or accomplishments under job descriptions**?** *SG, Accomplishments.*

_____ 32. Have you front-loaded each statement with an active verb and measurable accomplishments? *SG, Accomplishments.*

_____ 33. Have you stated those measurements in a clear, understandable manner relating them to a timeframe? *SG, Accomplishments.*

_____ 34. Have you used enough keywords for your client's target industry? *SG, Keywords.*

_____ 35. Have you de-emphasized potentially damaging information such as a college degree over 10-15 years old? *SG, Dates, Education; SG, Personal Data.*

_____ 36. Have you included professional affiliations, volunteer activities, or other non-job experience such as travel or computer skills that are relevant to the client's target? *SG, Additional Training, Affiliations, Volunteer Work, Hobbies, and Interests.*

_____ 37. Are the job target and the client's skills and desires clearly stated early in the cover letter? *SG, Letter Writing Strategy.*

_____ 38. Does the cover letter make the reader want to review the résumé? *SG, Letter Writing Strategy.*

_____ 39. Does the cover letter end assertively, with the applicant taking the next move? (If applicable.) *SG, Closing Paragraph.*

_____ 42. Does your cover letter end with a business letter closing and the term "enclosure"? *SG, Business Correspondence.*

APPEARANCE:

_____ 43. Is the client's name the primary design element of your résumé? *SG, Design Elements.*

_____ 44. Have you included e-mail address and cell phone number? *SG, Hyperlinks.*

_____ 45. Are top, bottom, and side margins of approximate equal size? *SG, Typography and Design, Format Consistency.*

_____ 46. Have you used indenting, bold text, bulleting, underlining, and white space effectively? *SG, White Space and Readability.*

_____ 47. Have you examined spacing, formatting, font size, bullets, slashes, numbers, etc., for consistency? *SG, Format Consistency.*

_____ 48. Did you check that you used only one space between sentences and between state and zip code? *(Gregg Reference Manual)*

_____ 49. Is your font style acceptable for résumés and comparable in size to Calibri 10 to 12 pt. (excluding headings)? *SG, Type Styles and Sizes.*

_____ 50. Have you right justified your text? THEN UNDO IT. You can right justify the dates for visual appeal, but right justified text is distracting. *SG, Justified Text.*

_____ 51. Did you check that all bulleted statements end with period (or no periods if short phrases)? *SG, Format Consistency.*

_____ 52. If your résumé length is over one page, is the second page substantial? *SG, Length;*

_____ 53. Is second page labeled with client's name and page number? *SG, Typography and Design.*

_____ 54. Do your letterheads match (résumé and cover letter)? *SG, Business Correspondence.*

_____ 55. Is your cover letter addressed to a specific person, selling specific skills and experience for a particular job? It must not look like a form letter. *SG, Letter Writing Strategy.*

_____ 56. Does your cover letter format resemble that of a business letter? (*Gregg Reference Manual*)

_____ 57. Have you saved your résumé and cover letter as a .doc file as opposed to a .docx file to ensure it is compatible with early versions of Word?

CONVERTING TO ASCII AND E-MAILING A TEXT RÉSUMÉ: (Use for TEST submission Only)
Detailed instructions on ASCII conversions can be found in Segment 5 of the Online Training Program.

_____ 58. Have you converted your Word résumé to an ASCII résumé and saved it with a new name as a text only file?

_____ 59. Have you eliminated formatting enhancements such as bold, italics, indents, or tabs and left justified your ASCII document?

_____ 60. Have you substituted ASCII recognizable keyboard characters for bullets and lines? ~, *, +, ~~~~~, =====, ------, ******.

_____ 61. Did you include a comprehensive keyword section at the top of the e-mail ***if*** the original résumé does not already have a strong qualifications summary or keywords sprinkled throughout the résumé documents?

_____ 62. Have you also formatted and included your document as an e-mail as if it were being sent to the employer?

_____ 63. Does this e-mail start with an abbreviated form of the original cover letter that highlights key points?

_____ 64. Have you edited the e-mail document to eliminate "enclosure" on the cover letter and second page headers on the e-mail résumé?

_____ 65. Did you type the job number, job title, or job target keywords into the e-mail subject line?

BYU Hawaii Curriculum Proposal Number [16-02]

Section 4 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: Immediately upon approval

College: College of Language, Culture, and Arts

Course Prefix: ENGL

Course Number: 332

NEW COURSE.

Full Title: Writing for Social Media

Short Title (for Transcript, 30-char max): Writing for Social Media

Catalog Entry (50-word recommended maximum): Practical writing within a specific social and professional setting and develops the participants' practical knowledge and skills of writing that are crucial to a given social/professional context. Acquire writing skills necessary to express your ideas while staying within the boundaries of social media for business etiquette.

Prerequisites: ENG 101 and GE 110 or 201 or equivalent

Credit Hours: 3

Frequency: Spring

Grading Method: A-B-C

Course Fees: none

Learning Objectives: Each student who passes this course will be able to do the following:

- Working with a range of existing and emerging technologies relevant to writing in a digital age.
- Learning techniques to critically examine the impact technologies have on the manner and form in which we communicate.
- Strengthening your writing and communication skills, specifically in terms of online audiences, information architecture, and web style.
- Developing your ability to apply principles and theories to practical, hands-on projects.

Institutional Learning Outcomes and Program Learning Outcomes

COURSE	LEARNING OUTCOMES				
	Innovatively Apply Knowledge	Effectively & Persuasively Communicate	Manage & Utilize Technologies	Effectively Solve Problems	Lead & Work with Team
ENG 332:Writing for Social Media	M	H	H	L	H

L- Low M- Medium H- High

Assessment Methods: See sample course outline

ENG 332: Writing for Social Media

Instructor: Dr. Ban Phung

SAMPLE COURSE OUTLINE

Note: Below is an outline of the course objectives, assessment methods, and detailed assignments adapted from similar courses offered in other institutions. The readings will come from Brian Carroll's *Writing and Editing for Digital Media*, 2nd edition, 2014. The summary of the textbook is provided below.

Writing and Editing for Digital Media, 2nd edition, teaches students how to write effectively for digital spaces like websites, blogs, or Twitter. Each chapter helps students build an understanding of ways digital communication has introduced opportunities for dynamic storytelling and multi-directional writing. The text also addresses the graphical, multimedia, hypertextual and interactive elements when writing for digital platforms and designing digital spaces. The book teaches students to create content and become careful, creative managers of that content.

Based on Brian Carroll's extensive experience teaching the course, this revised and updated edition pays particular attention to opportunities presented by the growth of social media and mobile media. Chapters aim to:

- Assist digital communicators in understanding the social networked, increasingly mobile, always-on, geomapped, personalized media ecosystem;
- Help writers across multiple communication fields (journalism, marketing, PR, technical writing) make the transition from print to digital;
- Teach communicators to approach storytelling from a multimedia, multi-modal, interactive perspective.

A companion website with exercises and assignments gives students the tools they need to put theory into practice.

Learning Objectives: Each student who passes this course will be able to do the following:

- Working with a range of existing and emerging technologies relevant to writing in a digital age.
- Learning techniques to critically examine the impact technologies have on the manner and form in which we communicate.
- Strengthening your writing and communication skills, specifically in terms of online audiences, information architecture, and web style.
- Developing your ability to apply principles and theories to practical, hands-on projects.

Institutional Learning Outcomes and Program Learning Outcomes

COURSE	LEARNING OUTCOMES				
	Innovatively Apply Knowledge	Effectively & Persuasively Communicate	Manage & Utilize Technologies	Effectively Solve Problems	Lead & Work with Team
ENG 332:Writing for Social Media	M	H	H	L	H

L- Low M- Medium H- High

Assessment Methods:
GRADING

ASSIGNMENT	**WEIGHT**
Class Wiki and Discussion Forum	10%
App of the Week Demonstration	10%
Website Analysis Paper/Blogs	20%
Proposal for Final Web Project	10%
Final Web Project	30%
Reflection Paper and Presentation of Final Web Project	10%
Class Participation	10%

TECHNOLOGY

- All assignments will be composed digitally and submitted electronically.
- Students will be introduced to a wide variety of applications.
- Assignments will ask students to think critically about capabilities and limitations of applications and the rhetorical implications of technology.

- Select tools that are most appropriate for communication situation and use this tool for the final web project.
- Privacy note: the class Wiki is open to the public, meaning that anybody can access it. Please be careful of what you post there.

ASSIGNMENTS

I. Class Wiki.

Weekly Contribution.

- Each week students will contribute to the class wiki by editing existing content, adding new content, and/or organizing content.
- Contributions may be related to any aspect of the course, but should make a direct connection to an assigned reading or class discussion topic for that week.
- Contributions should be made by the end of the day on Tuesday of each week.

"App of the Week" Pages.

- On the week that you are asked to demonstrate your "app of the week", you will create, write, and publish a new page on your topic to the class wiki.
- Should be a summary of class presentation but should also be understood by those who will not view the presentation.
- Audience for this writing will be other students interested in digital writing who have no prior knowledge of the application.

II. "App of the Week" Demonstration.

Research

- Students will present on an assigned web application used for writing in digital environments (e.g., Flickr, YouTube, ManyEyes, WordPress, Creative Commons, etc.).
- This presentation will require a fairly extensive amount of research.
- Approach the presentation as you would a research paper, allowing enough time to conduct your research before planning what you will say about the topic.

Presentations

- Presentations will take place during the second half of the class period and should be scheduled for 30-40 minutes.
    a. Describe what the application is and what a writer/educator/communicator can use it for.
    b. Walk the class through a demonstration of using the application. Focus specifically on the rhetorical purposes and implications of the technology for writers.

III. Website Analysis Paper.

- Choose a website (professional, commercial, organizational, or educational) to review, and analyze.
- Once you choose a website, you should follow it for several weeks to note any changing content. Be sure to make screen captures of the site to account for any changes that occur during this time.
- After following and reviewing the site, you will write a 4-6 page double-spaced paper that applies digital rhetoric or writing theory to the site.
    a. The paper should use at least 4 sources, (assigned material from class, academic articles and/or books you've found on your own). Follow MLA format properly.
    b. Provide an overview of the site, its purpose, and intended audience in a paragraph or two.
    c. Discuss aspects of the site's information architecture, design, and/or writing that are especially effective or ineffective for the audience(s) and purpose.
    d. Use as many of the strategies and principles listed in the class readings as possible.
    e. Conclude with a paragraph or two that addresses the implications of your analysis. To do so, you can outline how you would revise the site, or explain how you would apply these same strategies, tips, and principles in creating your own digital content (perhaps in your final media project).

IV. Proposal, Final Web Project, and Class Presentation.

This project is broken down into three parts.

1. Proposal. In 2-4 double-spaced pages,
    - Identify and analyze the audience/users of the project;
    - Describe the intended purpose and goals of the final outcome for its intended users;
    - Explain the learning goals of the project for yourself as a writer;
    - Discuss your technology selection and justification;
    - Outline the site structure/information architecture plan for the project.
2. Media project.
    - The requirements for your project will depend on the format/media you choose to work in. For instance, if designing a website, you could plan to create a site with at least 6 pages of content.
    - The general requirements for your project are to learn a technology that will suit a current or future need, think critically about the rhetorical implications of that technology, strategize and carry out a communication plan that responds to the unique demands of writing online, and create a project that would be appropriate in content and quality to

include in a professional portfolio. Upon completion, the final project should publicly accessible and fully functioning online.

3. Reflection paper and presentation.
    - After developing the project, write a 4-6 page double-spaced reflection paper that explains the thinking that went behind it.
    - Bring in sources from class and/or your own research for the paper.
    - The paper will serve as the basis for a final presentation to the class. In the paper, provide:
        a. A description of the key features of the site, tied to discussion of the users' needs and impetus for the project
        b. An overview of the resources, including people, texts, web pages, etc. that you consulted to create the project
        c. A rationale for the design, content, and organizational decisions you made in creating the project
        d. An overview of the skills, design principles, and theories you used when creating this project
        e. Any questions remaining or lessons learned or other reflections upon completion of the work.

PRESENTERS

American Express - Clarissa Blanco (Senior Email Product Analyst and former E-Commerce Marketing Strategist at Lafayette 148 New York)

BYU-Hawaii University Communications- Michael Johansen (director) and Stephanie Davis (social media assistant)

Polynesian Cultural Center – Communications - Kunz (director) and Arthur Moosa (social media assistant)

BYU Hawaii Curriculum Proposal Number [16-02]

Section 4 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

Effective Date: Immediately upon approval

College: College of Language, Culture, and Arts

Course Prefix: ENGL

Course Number: 491

NEW COURSE.

Full Title: Professional Writing Practicum

Short Title (for Transcript, 30-char max): Professional Writing Practicum

Catalog Entry (50-word recommended maximum):

The Writing Practicum is an integral part of the Professional writing minor. The Writing Practicum in the English department allows students to gain real-world experience in various related fields, including editing, writing for publication, web design, career writing, and technical writing.

Prerequisites: ENGL 316, 330, 331, 332

Credit Hours: 3

Frequency: Fall, Winter, Spring

Grading Method: A-B-C

Course Fees: none

Learning Objectives: Each student who passes this course will be able to do the following:

Institutional Learning Outcomes and Program Learning Outcomes

COURSE	LEARNING OUTCOMES				
	Innovatively Apply Knowledge	Effectively & Persuasively Communicate	Manage & Utilize Technologies	Effectively Solve Problems	Lead & Work with Team
ENG 491:Senior Project	M-H varies	H	L-H-varies	M-H varies	M-H varies

L- low M- Medium H- High

Assessment Methods:

Written and oral presentation of your portfolio, internship experience, career strategy.

Immediately following this page, attach a sample syllabus if needed.

See attached syllabus

ENGL 491: Writing Internship

2 Credit Hours

Instructors: Dr. Ban Phung and Dr. Ned Williams

Senior Project Process:

- Letter/memo from your internship mentor at the beginning of the internship stating expectations for your work and the expected duration of the internship.

- Letter/memo from you regarding your expectations for the internship; this letter/memo should be copied/shared with your mentor.

- A detailed proposal of the scope of writing services to be provided and limitations and time lines

- Letter/memo from your internship mentor at the completion of the internship (or at a point in the internship at which you have completed work significant enough to present as an "outcome" of the internship experience).

- Portfolio of internship work or a general employment portfolio.

- Cover memo/report w/the Portfolio (addressed from professor in charge) in which you reflect on the internship experience. The report should refer to specific work (not everything, select the most important/significant work) completed during the internship experience and should be presented as a cover memo for the internship portfolio required in the bullet above.

- Oral presentation of your portfolio, internship experience, career strategy.

COMPANIES/ORGANIZATIONS: *These are established relationships involving possible smaller projects*

American Express - Clarissa Blanco (Senior Email Product Analyst and former E-Commerce Marketing Strategist at Lafayette 148 New York)

AVENT Korea- S.W. Kim (executive officer of wholesale distribution in charge of communications to its US partners)

BYU-Hawaii - David Preece (Executive Director of Center for Hospitality and Tourism)

BYU-Hawaii University Communications- Michael Johansen (director) and Stephanie Davis (social media assistant)

Kilauea Pest Control- John Speed (President)- writing website content

Korean Chamber of Commerce and Industry (Hyung-Bin Kim- editing brochures, website, instruction manuals, letters)

J M Clean- Byung-Kap Cho (CEO) Raw materials shipping – editing contracts, proposals, letters)

National Resume Writers' Association- about 600 members; member since 2012 and attended conferences (professional career writing network)

Polynesian Cultural Center – Communications - Kunz (director) and Arthur Moosa (social media assistant)

White Information Systems (software developer) Jin-You Kim (CEO)- editing website, brochures, letters, manuals

Vizzda- Kris Thompson (Founding Partner)- data and information provider to the commercial real estate industry

W Holdings- Seth Keeler (Lead Project Manager) - Diversified Land Development Company

Note:

- All foreign companies' materials are already translated to English but need editing work. There will be no content development.
- This is just an initial start with the goal to expand to many other organizations and industries.

English (ENGL)

---

101. College Writing, Reading, and Research (3) (F, W, S) Learning critical awareness through developing effective writing, reading, and research skills by analyzing and critiquing literary and other texts. Requires multiple kinds of writing, including a research paper.

Special Note: Completion of English 101 is required for registration in any English course with a higher catalog number.

199R. Service Leadership Internship in English (1-3) (F, W, S) Off-campus service learning. Activities related to the major and employment will be approved. Prior approval is necessary, a program coordinated by a faculty member and an on-site supervisor.

201. Literary Analysis and Research (3) (F, W, S) In-depth experience in analyzing and writing about literature to strengthen student's abilities to think critically and communicate effectively. Requires a variety of oral and written responses to literature, including a research paper. (Prerequisite: English 101.)

218R. Introduction to Creative Writing (3) (F, W, S) An introductory course in creative writing. Students will learn principles of creative writing and will be assigned to write in several genres, including such forms as poetry, fiction, and drama, etc. (Prerequisite: English 101 or permission of the instructor.)

251. Fundamentals of Literature (3) (F, W, S) English 251 is prerequisite to upper-division literature courses. Basic course in literary appreciation and criticism, literary terminology, and interpretive writing. Long library paper. Required of all English majors and minors. (Prerequisite: English 201.)

314. Exposition and Analysis in the Humanities (3) (F,W,S) Designed to improve analytical skills of interpretation, evaluation, and application, as well as writing skills, through an intensive focus on a limited number of humanistic works and published essays about them. Primarily for majors in the humanities and education. Priority given to students off campus, for internships or other purposes. (Prerequisite: English 101 and either English 201 or GE 110.)

315. Topics for Advanced Writing and Analysis (3) (F, W, S) Intensive course focusing on a specific theme to facilitate in-depth thinking, analysis, and discussion through critical reading, research, and expository and report writing. Requires various forms of writing, including an extended research paper. (Prerequisite: English 101 and either English 201 or GE 110.)

316. Technical Writing (3) (on demand) ~~Intensive course in composition and rhetorical techniques used particularly by the scientist, such as technical reports, probability studies, and smooth handling of large amounts of data. Research techniques in the scientific disciplines are stressed. Primarily for science majors.~~ Technical writing focuses on communicating complex and technical information used in a large variety of fields such as engineering, computer hardware and software, chemistry, and biotechnology. Technical writers develop, gather and disseminate technical information among customers, designers, and manufacturers. (Prerequisite: English 101 and either English 201 or GE 110.)

318R. Advanced Creative Writing (3) (W, S) Offers advanced students an opportunity to refine their skills and expand their knowledge of editing and publication. In addition to creative work and assigned reading, students will serve as Editorial Staff for the Kula Manu, the literary journal of BYU–Hawaii. Students in spring will focus in the writing of poetry.

319. Form and Craft of Literary Genres (3) (S) A thorough study of certain issues in contemporary fiction, creative non-fiction, and/or poetry writing, exemplified in selected texts (stories, novels, essays, memoirs, poems), and studied in light of selected critical texts and instances of writers talking about their craft. (Prerequisites: ENGL 218R, ENGL 318R (or concurrent enrollment with 318R).)

321. English Grammars (3) (F,W) Historical survey of major theories of English grammar, including traditional, structural, and generative grammars, with focus on the morphological and syntactic structure of English and its description for teaching and writing. (Prerequisite: ENGL 201)

330. Writing for the Professions (3) (F) An introductory course designed to improve the general professional writing competence of all majors. The course focuses on the practice and study of selected types of discourse employed in various organizations and helps prepare students for different kinds of writing they will encounter in their professional lives. (Prerequisite: ENGL 101 and GE 110 or ENGL 201)

331. Professional Career Writing (3) (W) Prepares writers to explore the field of a professional career coach according to National Resume Writers Association (NRWA) standards. Course includes opportunity to be certified by NRWA. (Prerequisite: ENGL 101 and GE 110 or ENGL 201)

332. Writing for Social Media (3) (S) Practical writing within a specific social and professional setting and develops the participants' practical knowledge and skills of writing that are crucial to a given social/professional context. Acquire writing skills necessary to express your ideas while staying within the boundaries of social media for business etiquette. (Prerequisite: ENGL 101 and GE 110 or ENGL 201)

341. World Literatures in English (3) (F) Includes literatures in English not written by American or British Authors, including works from Africa, Canada, the Caribbean, India, and the Middle East (Prerequisite: English 251 or ICS 251)

342. Pacific Literatures (3) (W) Offers views of Polynesia, Melanesia and Micronesia as we read a cross-section of literary works (novels, poetry, short stories) from the region. (Prerequisite: English 251 or ICS 251 for English majors)

343. Asian Literature (3) (S) Studies in English original literature and translations of the major classics and modern Asian literatures such as Chinese, Japanese, Hindi, and Near Eastern languages. Emphasize fiction and drama, but also include poetry and other genres. (Prerequisite: English 201.)

345R. Ethnic Literature (3) (Variable) A content course emphasizing ethnic literature from varying venues; considers the culture of these areas as reflected in imaginative literature (Class may be repeated for credit if content is different). (Prerequisite: ENGL 201).

351. Literary Criticism and Theory (3) (S) Surveys literary criticism and theory from classical to post-modern schools. (Prerequisite: English 251 or ICS 251.)

358R. Special Studies: Major Authors or Genres (3) (Variable) Intensive study of a different author, combination of authors, or genre each time the course is offered. Maybe repeated for credit. (Prerequisite: ENGL 201).

361. American Literature From the Beginnings to Mid-Nineteenth Century (3) (F) Selected works from colonial literature through the American Renaissance, including Hawthorne, Melville, Emerson, and Thoreau. (Prerequisite: English 251.)

362. American Literature From Mid-nineteenth Century to World War I (3) (W) Selected works representative of realism and naturalism, including Dickinson, Twain, Howells, James, Chopin, Wharton, Crane, Norris, and Dreiser. (Prerequisite: English 251.)

363. American Literature From 1914-1965 (3) (W) Includes drama, poetry, and prose of the period and gives attention to selected literary trends and theories of criticism. (Prerequisite: English 251.)

364. American Literature from 1965-Present (3) (F) Surveys selected works of contemporary American drama, poetry, fiction, and criticism, including works by women and minority writers. (Prerequisite: English 251.)

371. English Literature to 1500: The Medieval Period (3) (S) Selected Works from Old and Middle English literature, including the Beowulf poet, the Gawain poet, Chaucer and Langland. (Prerequisite: English 251.)

372. English Literature From 1500 To 1660: The Renaissance Period (3) (F) English drama, poetry, and prose of the Renaissance period, including Milton but excluding Shakespeare. (Prerequisite: English 251.)

373. English Literature From 1660 To 1780: The Restoration and Eighteenth Century (3) (W) English literature from the Restoration through the Age of Reason to the beginnings of romanticism, including Defoe, Swift, Fielding, Dryden, Pope, and Johnson. (Prerequisite: English 251.)

374. English Literature From 1780 To 1832: The Romantic Period (3) (S) Includes the works of Burns, Blake, Wordsworth, Coleridge, Scott, Lamb, Byron, Shelley, and Keats. (Prerequisite: English 251.)

375. English Literature From 1832 To 1890: The Victorian Period (3) (F) The middle and late-nineteenth century, including works of Carlyle, Ruskin, the Brontës, Tennyson, Browning, Arnold, Dickens, Thackeray, George Eliot, the Rossettis, Hardy, Swinburne, and Meredith. (Prerequisite: English 251.)

376. English Literature From 1890 To the Present (3) (W) English literature from the aesthetic movement to the present, emphasizing major authors up to 1950. (Prerequisite: English 251.)

382. Shakespeare (3) (F, W) From eight to ten major plays studied intensively. (Prerequisite: English 201.)

390R. Special Topics in English (1-3) (Variable).

392. Introduction to Literary Editing and Publishing/Kula Manu (3) (W) An introduction to the issues and practices of literary magazine editing and publishing, with an examination of both print journals and web-based magazines. Hands on experience includes students creating their own single-issue magazine, and staffing BYU Hawaii's campus literary journal, *Kula Manu.* (Prerequisite: English 218R.)

395R. Tutoring Composition (1) (F, W, S) Designed to give students who are likely to teach writing or other related language skills the practical and theoretical background necessary to tutor English composition.

399R. Internship in English (1-12) (F, W, S) Credit for applied experience in English. Prior approval must be obtained and coordinated by a faculty member and onsite supervisor.

418R. Writing for Publication (3) (F) Advanced creative writers will develop and polish manuscripts for publication. Students will also learn professional skills such as writing query letters and finding a publisher. (Prerequisite: English 201.)

420. Literature for Young Adults (3) (W) Examination of literature written for adolescents; consideration of the role of young adult literature in secondary curriculum, and debates surrounding its audience, purpose, publishing, and content. Required of English majors planning to obtain teacher certification. (Prerequisite: English 201.)

421. History of the English Language (3) (S) Descriptive study of the language in stages of development, related to historical events. (Prerequisite: English 251.)

490. Senior Seminar (2) (F, W) Review of English and American literature and other required course work for the English Major. Students will be examined on the major curriculum and will also compose and present a quality senior thesis to an audience of students and faculty.

491. Professional Writing Practicum (2) (F, W, S) The Internship Program is an integral part of the Professional writing minor and involves a capstone experience, English 491. The Internship Program in the English department allows students to gain real-world experience in various related fields, including editing, writing for publication, web design, career writing, and technical writing. (Prerequisites: ENGL 316, 330, 331, 332)

495R. Independent Study (1-2)

496R. Student Research(1-3) (Variable) Supervised individual research for students who have been granted a student research and development associateship. (Required for all English research associates.)