

Preparing a Curriculum Vitae

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Note: An advanced Google search with "curriculum vitae" on 11/6/08 yielded 15,600,00 sites. The same search in September 2002 yielded 622,000 sites. A search on "CV" on 11/6/08 yielded 310,000,000 sites. A search in February of 2003 yielded 6,390,000 sites. A search on "vita" on 11/6/08 yielded 267,000,000 sites.

A. What is the proper use of the terms "vitae" and "vita" and "CV"?
(Source: <http://www.careers.ucr.edu/Students/Graduates/cv.html>)

“The minutiae of this controversial question remain the topic of vigorous debate. However, a recent issue of the *Chronicle of Higher Education* served to standardize the usage somewhat by passing along the following information:

The term ‘curriculum vitae’ translates as something close to ‘course of life.’ The term ‘vita’ translates as simply ‘life.’ The correct label for one’s (single) document can be either ‘curriculum vitae’ or simply ‘vita.’ In other words, one does not use the term ‘vitae’ by itself, nor does one write ‘curriculum vita.’

In informal conversation we often hear academicians call this document a ‘CV,’ thus avoiding the Latin forms altogether. This practice is widely accepted, but we do not recommend your putting ‘CV’ at the top of your curriculum vitae for employment applications. It is better to use one of the two acceptable forms shown above.”

Note: You don’t need to label your CV. We will know what it is when we see it.

B. Uses

1. Applying for teaching, research, and/or administrative positions in universities/colleges
2. Applying for positions in research institutes
3. Submitting grant proposals (might be shorter than regular CV)
4. Consulting
5. Applying for graduate school
6. Writing promotion-tenure reviews
7. Submitting a book prospectus
8. Applying for tenure and/or promotion.
9. Annual merit reviews

C. Standard Components (order varies)

1. Name
2. Address(es), phone number(s), email address(es), web site(es)
3. Education (reverse chronology)
4. Teaching Experience (reverse chronology, with inclusive dates)
5. Teaching Interests
6. Publications
 - a. Books
 - b. Book Chapters
 - c. Peer-Reviewed Journal Articles
 - d. Other Journal Articles
 - e. Conference Proceedings
 - f. Scholarly Web Sites
 - g. Book Reviews
7. Works Submitted
8. Works in Progress
9. Conference Presentations
10. Research Experience (reverse chronology, with inclusive dates)
11. Research Interests
12. Grants
13. Service
 - a. Department
 - b. College
 - c. Institutional
 - d. Profession
 - e. Community
14. Other Professional Experience (reverse chronology, with inclusive dates)
15. Honors and Awards
16. Professional Development
17. Professional Memberships
18. Language Proficiency (degree of fluency in reading, speaking, or writing)
19. References (in order of preference, with full contact information)

D. Relationship between Your CV and Your Letter of Application

1. Letter points to specifics in CV.
2. Letter explains some items in CV.
2. Letter is more tailored to the job ad than CV is.

Jenny Rebecca Rytting

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Education

Doctor of Philosophy candidate, English, with emphasis in Medieval Literature, Arizona State University, Tempe, Arizona, expected December 2005

Dissertation: "Hearing the Word": Julian of Norwich and the Medieval English Sermon Tradition
 Committee Members: Rosalynn Voaden, Chair; Dhira Mahoney; and Robert Bjork

Master of Arts, English, Acadia University, Wolfville, Nova Scotia, 1996

Thesis: "Famous in Legend and Story": Robin McKinley's Portrayal of Heroes
 Committee Members: Raymond Thompson, Supervisor; H. Dominique Paratte, Chair; Hilary Thompson, Internal Reader; Michael Larsen, External Reader; David Baron, Acting Department Head.

Bachelor of Arts with University Honors and Honors in English, Brigham Young University, Provo, Utah 1995, Magna Cum Laude

Honor's Thesis: A Study of Jane Austen's *Pride and Prejudice* from a Perspective of Psychological Type (Or, Six Characters in Search of a Psychologist)
 Committee Members: Gary Hatch, Advisor; and Neal Kramer, Honors Dean

Teaching Experience

Faculty Associate, Department of English, Arizona State University, Tempe, AZ 2004-present

ENG 352: The Short Story (1 discussion section)
 ENG 221: Survey of British Literature, Medieval to 18th Century (1 section)
 ENG 105: Advanced First-Year Composition (1 section)
 WAC 101: Introduction to Academic Writing (2 sections)

Teaching Associate, Department of English, Arizona State University, Tempe, AZ, 1999-2004

ENG 394: Special Topics: The Middle Ages in Modern Children's Literature (1 section)
 ENG 352: The Short Story (1 hybrid [combination in-class and on-line] section)
 ENG 321: Introduction to Shakespeare (2 discussion sections)
 ENG 301: Writing for the Professions (1 CAI [computer-assisted instruction] section)
 ENG 221: Survey of British Literature, Medieval to 18th Century (1 hybrid section)
 ENG 105: Advanced First-Year Composition (2 regular sections, 2 CAI sections)
 ENG 102: First-Year Composition (2 regular sections, 1 hybrid section)
 ENG 101: First-Year Composition (2 sections)
 Substitute, First-Year Composition classes

Teaching Development Workshops/Courses

Teaching Undergraduates Critical Reading, Thinking, and Writing, Center for Learning and Teaching Excellence, 4 part workshop, Sept.-Oct. 2005.
 Cooperative Learning Workshop, English Department, 11 May 2005.
 On-line/Hybrid Course Development Workshop, English Department, 15-19 Mar. 2004.
 Online Pedagogy: an Overview, Information Technology/Instruction Support, 16 Jan. 2003.
 Learning Styles and Teaching Goals, Center for Learning and Teaching Excellence, 4 Feb. 2002.
 Storytelling Workshop, Center for Learning and Teaching Excellence, 14 Feb. 2000.
 The Nuts and Bolts of Teaching, School of Education, 11 Jan. 2000.
 Learner-Centered/Learning-Centered Instruction, Center for Learning and Teaching Excellence, 4 Nov. 1999.
 ENG 594: Seminar for New Teaching Associates/Assistants, Fall 1999
 ENG 532: Composition Theory, Spring 1999

Teaching Interests

Medieval Visionary Literature	Early British Literature
Medieval Women's Writing	Shakespeare
History of the English Language	Jane Austen
Old/Middle English	Children's Literature
The <i>Pearl</i> -poet	Fantasy

Research Experience

Research Assistant in English Literature, Arizona State University, 2002
 Rosalynn Voaden, Associate Professor
 Assisted in the compilation and editing of *The Medieval Translator 8*, the proceedings of the Sixth Cardiff Conference on the Theory and Practice of Translation in the Middle Ages held in Santiago de Compostela, Spain, 18-23 July 2001.

Research Assistant in English Literature, Arizona State University, 2000-2002
 Nancy A. Gutierrez, Associate Dean of the College of Liberal Arts and Sciences
 Assisted in the research for and editing of *Shall She Famish Then? Food Refusal in Early Modern England*; conducted preliminary research for a future article on the performance history of Shakespeare's *Richard III*; wrote for and edited the newsletter of the Rocky Mountain Medieval and Renaissance Association; and conducted a membership drive for the Rocky Mountain Medieval and Renaissance Association.

Research Assistant in English Literature, Arizona State University, 2001
 Rosalynn Voaden, Assistant Professor
 Helped organize the 6th Cardiff Conference on the Theory and Practice of Translation in the Middle Ages, Santiago de Compostela, Spain, 18-23 July 2001.

Bibliographer (Subject Specialist), Arizona Center for Medieval and Renaissance Studies, May-Aug 2001
 Entered the bibliographic information of articles dealing with the medieval and Renaissance periods for inclusion in the database "Iter: Gateway to the Renaissance" and analyzed their subject matter in order to choose key words.

Publications

Edited Collections

Voaden, Rosalynn, René Tixier, Teresa Sanchez Roura, and Jenny Rebecca Rytting, eds. *The Medieval Translator* 8. Turnhout: Brepols, 2003.

Refereed Articles

“Parallel Parables: Julian of Norwich’s Lord and Servant and the Biblical Good Samaritan.” *The Medieval Translator* 9. Ed. Jacqueline Jenkins. Turnhout: Brepols [forthcoming].

“On Deeds and Doings in Ursula K. Le Guin’s Earthsea.” *Paradoxa* [forthcoming].

“In Search of the Perfect Spouse: John Gower’s *Confessio Amantis* as a Marriage Manual.” *The Dalhousie Review* 82 (2002). 113-26. Reprint in *Poetry Criticism* 59 (2005): 106-13.

“Jane Austen Meets Carl Jung: Pride, Prejudice, and Personality Theory.” *Persuasions: The Jane Austen Journal On-Line* 22:1 (Winter 2001). <<http://www.jasna.org/persuasions>>.

Other Articles

“*Pearl* and the Translation of Scriptural Paraphrase.” *The Medieval Translator* 8. Ed. Rosalynn Voaden, René Tixier, Teresa Sanchez Roura, and Jenny Rebecca Rytting. Turnhout: Brepols, 2003. 281-93.

Translations

“*A Disputacioun betwix þe Body and Wormes*: A Translation.” *Comitatus* 31 (2000): 219-34.

Creative Writing (Children’s Literature)

“Sent Home From School.” *The Friend*. [forthcoming].

Book Reviews

Rev. of *Authority and the Female Body in the Writings of Julian of Norwich and Margery Kempe*, by Liz Herbert McAvoy. *Hortulus: The Online Graduate Journal of Medieval Studies* [forthcoming].

Works Submitted

“Public and Private Religion in Julian of Norwich’s *Revelation of Love*.”

Works in Progress

Julian of Norwich and the Medieval Sermon Tradition [book proposal]

“Unpunctuating Shakespeare: Cognition and Recognition in *King Lear* IV.vii.”

Translation of “Forunderligt at sige” (a Danish hymn by N.S.F. Grundtvig)

Conference Presentations

“Julian of Norwich and the Rhetoric of the Late-Medieval English Sermon.” The Rhetoric of the Anchorhold. International Anchoritic Society Conference. University of Wales, Swansea, Gregynog Hall, Newtown Powys, Wales. 8-10 July 2005.

“Public and Private Religion in Julian of Norwich’s *Revelation of Love*.” Annual Meeting of the Medieval Association of the Pacific. San Francisco State University, San Francisco, California. 11-12 March 2005.

- “Parallel Parables: Julian of Norwich’s Lord and Servant and the Biblical Good Samaritan.” 7th Cardiff Conference on the Theory and Practice of Translation in the Middle Ages. University of Paris-Sorbonne Nouvelle, Paris, France. 20-24 July 2004.
- “Knowing and Loving: *The Shewings of Julian of Norwich*.” 39th International Congress on Medieval Studies. Western Michigan University, Kalamazoo, Michigan. 6-9 May 2004.
- “On Deeds and Doings in Ursula K. Le Guin’s *Earthsea*.” Ursula K. Le Guin Symposium. Arizona State University, Tempe, Arizona. 2 April 2004.
- “Unpunctuating Shakespeare: Cognition and Recognition in *King Lear* IV.vii.” Group for Early Modern Cultural Studies Annual Meeting. Newport Beach, California. 23-26 Oct. 2003.
- “Heaven and Earth: Scriptural Paraphrase in *Pearl*.” 37th International Congress on Medieval Studies. Western Michigan University, Kalamazoo, Michigan. 1-5 May 2002.
- “Familial Similitudes in Gertrud of Helfta’s *Herald of God’s Loving-Kindness*.” Annual Meeting of the Medieval Association of the Pacific. University of San Diego, San Diego, California. 22-23 Mar. 2002.
- “*Pearl* and the Translation of Scriptural Paraphrase.” 6th Cardiff Conference on the Theory and Practice of Translation in the Middle Ages. Santiago de Compostela, Spain. 19-23 July 2001.
- “Milton as Prophet: Elements of Throne Theophany in *Paradise Lost*.” Southwest Graduate Literature Symposium. Arizona State University, Tempe, Arizona. 2-4 Mar. 2001.
- “Sin and What To Do About It: Images of Atonement in the Writings of Gertrud of Helfta.” 35th International Congress on Medieval Studies. Western Michigan University, Kalamazoo, Michigan. 4-7 May 2000.
- “In Search of the Perfect Spouse: John Gower’s *Confessio Amantis* as a Marriage Manual.” Annual Meeting of the Medieval Association of the Pacific. University of Victoria, Victoria, British Columbia. 25-27 Feb. 2000.
- “Wholehearted and Single-minded: The Revelations of Gertrud of Helfta.” 5th Annual Conference of the Medieval and Early Modern Student Organization of the Pacific. University of Oregon, Eugene, Oregon. 15-17 Oct. 1999.
- “Creating an Uncommon Language: A New Look at the Northern Dialect in Chaucer’s *Reeve’s Tale*.” 31st Annual Meeting of the Rocky Mountain Medieval and Renaissance Association. Arizona State University, Tempe, Arizona. 20-22 May 1999.
- “Identifying archetypes in *Anne of Green Gables*.” Interdisciplinary Student Conference on Women’s Issues. University of Prince Edward Island, Charlottetown, PEI. 1996.
- “‘With what measure ye mete’: Justice and Mercy in Three of Shakespeare’s Plays.” National Undergraduate Literature Conference. Weber State University, Logan, Utah. 1994.

Public Lectures

- “Parallel Parables: Julian of Norwich and the Medieval Exegetical Tradition.” Graduate Colloquium Series, Graduate Scholars of English Association. Arizona State University, Tempe, Arizona. 28 April 2005.
- “Knowing and Loving: *The Shewings of Julian of Norwich*.” Arizona Center for Medieval and Renaissance Studies. Arizona State University, Tempe, Arizona. 27 April 2004.

Service

Regional

Session Chair, "Mystical, Theological, and Pastoral Purpose in Medieval Spiritual Texts," 10th Annual Arizona Center for Medieval and Renaissance Studies Conference: *Translatio*, or the Transmission of Culture, 12-14 Feb. 2004.

Registration, Arizona Center for Medieval and Renaissance Studies Annual Conferences, 1998-2004.

Session Chair, "Issues of Sex and Gender," 31st Annual Meeting of the Rocky Mountain Medieval and Renaissance Association, Arizona State University, Tempe, Arizona, 20-22 May 1999.

Registration, 31st Annual Meeting of the Rocky Mountain Medieval and Renaissance Association, Arizona State University, Tempe, Arizona, 20-22 May 1999.

Departmental

Graduate Student Representative, Curriculum Committee, English Department, 2005-present
Second Reader, Sarah Morrow's Honor's Thesis Committee.

Session Chair, "Identities on the Borders of Popular Literature," Southwest Graduate Literature Symposium, Arizona State University, Tempe, Arizona, 3-4 Apr. 2004.

Session Chair, "(Re)forming the Female Hero," Southwest Graduate Literature Symposium, Arizona State University, Tempe, Arizona, 3-4 Apr. 2004.

Community Outreach Committee, Graduate Scholars of English Association, 2001-2004
Arranged for community service activities, including a build day with Habitat for Humanity and volunteering with Tempe Empty Bowls.

Session Chair, "Cooking Up Trouble: Rhetorical Rebellion as Social Criticism," Southwest Graduate Literature Symposium, Arizona State University, Tempe, Arizona, 2003.

Secretary, Graduate Scholars of English Association, 2002-2003
Kept minutes of monthly business meetings and posted them to our listserv.

Travel Grant Committee, Graduate Scholars of English Association, 2002-2003
Evaluated travel grant applications and helped rewrite the application form.

Fundraising Committee, Graduate Scholars of English Association, 2001-2002
Organized bake sales, book sales, and other activities to raise funds for travel grants, academic conferences, and professional development workshops.

Proposal Reviewer, Southwest Graduate Literature Symposium, Tempe, 1999-2000, 2002-2004

Session Chair, "Power and Female/Feminine Voices across the Centuries," Southwest Graduate Literature Symposium, Arizona State University, Tempe, Arizona, 3-5 Mar. 2000.

Community

Cub Scout Committee Member, Pack 74, Salt River District, Grand Canyon Council, 2002-present

Volunteer, Tempe Empty Bowls, Tempe, Arizona, Spring 2002, 2003, & 2004.

Volunteer, Habitat for Humanity, Phoenix, Arizona, Fall 2002 & 2003.

Workshop, "Introduction to Heraldry," Salvation Army Service Learning Program, Mesa, Arizona, March 2003. With Christina Francis.

Storyteller, Wolfville Public Library, Wolfville, Nova Scotia, 1996.

Awards and Honors

Graduate Student Travel Award, Arizona Center for Medieval and Renaissance Studies, 2004
 Best Essay, Lawrence G. Blackmon Book Collecting Contest, Arizona State University, 2004
 P.E.O. Scholarship, 2002-2003
 John Doeblner Memorial Award, Southwest Graduate Literature Symposium, 2001
 John F. Benton Travel Award, Medieval Association of the Pacific, 2001
 Governor's Gold Medal nominee, Acadia University, 1996
 Aaron Jenkins Perry Memorial Fellowship, Acadia University, 1995
 Second place, Elsie C. Carroll Essay Contest, Brigham Young University, 1994
 National Merit Scholarship, Brigham Young University, 1989-1991; 1993-1994

Language Proficiency

Old English (basic translation)
 Middle English (basic translation)
 Latin (basic translation)
 Danish (intermediate conversation)

Professional Memberships

Medieval Academy of America
 Medieval Association of the Pacific
 Rocky Mountain Medieval and Renaissance Association
 Modern Language Association
 Jane Austen Society of North America
 Graduate Scholars of English Association, Arizona State University

References

Please feel free to contact any of my references.

Rosalynn Voaden, Associate Professor, Department of English, Arizona State University, Tempe, AZ 87287-0302; (480) 965-3364; Rosalynn.Voaden@asu.edu.
 Dhira Mahoney, Associate Professor, Department of English, Arizona State University, Tempe, AZ 87287-0302; (480) 965-8139; Dhira.Mahoney@asu.edu.
 Robert Bjork, Professor, Department of English, and Director, Arizona Center for Medieval and Renaissance Studies, Arizona State University, Tempe, AZ 85287-4402; (480) 965-5900; Robert.Bjork@asu.edu.
 Curtis Perry, Associate Professor, Department of English, Arizona State University, Tempe, AZ 87287-0302; (480) 965-4182; CPerry@asu.edu
 Nancy Gutierrez, Vice Provost, Office of the Executive Vice President and Provost of the University, Arizona State University, Tempe, AZ, 87287-1701; (480) 965-3391; Nancy.Gutierrez@asu.edu.
 Greg Glau, Writing Program Administrator, Department of English, Arizona State University, Tempe, AZ, 87287-0302; (480) 965-3898; gglau@asu.edu.

Stetson U

English, 421 North Woodland Blvd, Unit 8300, DeLand, FL 32720

<http://www.stetson.edu>

Assistant Professor of English

Tenure-track position in Ethnic American literatures. Teaching includes upper-division and graduate literature courses, as well as lower-division literature and composition. Opportunities to work in such interdisciplinary programs as Africana Studies, Latin American Studies, and Women & Gender Studies. 3/3 teaching load, half of which is first-year composition. Candidates should have promising records of teaching and scholarship. Ph.D. by time of appointment. Send letter of application and c.v. by November 12 to John Pearson, Chair, Department of English, Unit 8300, Stetson University, DeLand, FL 32720. Interviews at MLA. Stetson University is located in central Florida, near Orlando and Daytona Beach. The University enrolls approximately 2000 undergraduates, emphasizes undergraduate teaching, offers support for scholarly research, and is committed to ethical inquiry, social and environmental responsibility, and international programs. Stetson is an EOE employer actively seeking to increase the cultural diversity of its faculty.

John Pearson, Chair
 Department of English
 421 North Woodland Blvd.
 Unit 8300
 Stetson University
 DeLand, FL 32720

7 October, 1999

Dear Professor Pearson,

I am writing in response to the advertisement for an assistant professor in Ethnic American literatures, which currently appears in the MLA on-line Job Information List. As my range of publications and dissertation topic reveal, my research interests are in the area of multi-ethnic American women writers of the nineteenth and twentieth centuries. In addition, I have experience teaching multicultural American literature and a variety of composition courses. I am currently writing the final two chapters of my dissertation. I will defend in March, with a graduation date of May 2000. My publications, dissertation research, teaching experience, and graduate coursework have prepared me to teach and develop a range of courses in comparative American literatures and composition.

My dissertation is a comparative study of six late-nineteenth- and early-twentieth-century American women writers of color, which examines ways that their fictional and autobiographical texts function as resistance literature. The study includes Sophia Alice Callahan (Muscogee [Creek]), Zitkala Sa (Yankton Sioux), and Mourning Dove (Okanogan), the first three Native American women to publish fiction in the United States; Sui Sin Far, the first published Chinese American woman writer; and Frances E.W. Harper and Pauline Hopkins, two of the most prolific and influential African American women writers at the turn of the last century. Informed by considerations of the literary traditions of nineteenth-century America and by the theoretical work of contemporary women of color, the study discusses ways in which these writers find in the act of reconceiving literary conventions to enact self-representation a creative paradigm for reconceiving inadequate categories of identity.

In addition to this work on turn-of-the-last-century writers, I have also studied contemporary writers of color, as is evidenced by my publications on Gloria Naylor, Leslie Marmon Silko, and Paula Gunn Allen. As a guest lecturer in various upper-division literature courses, I have led discussions on Audre Lorde, Cherrie Moraga, Jo Carrillo, Carolyn Mobley, Toni Morrison, Langston Hughes, and Yellow Wolf. After revising my dissertation for publication as a book, my next project will be a study of ghosts as vehicles for the reconsideration of history and ethnic identity in fiction by American women writers of color. I look forward to developing a course from this research that would consider the ghost story as a genre used in this way by numerous contemporary multicultural women writers, a topic I think would be of great interest to students.

Leading discussion sections of an undergraduate American Literature survey (1865-present) has given me experience teaching multicultural American prose and poetry. In addition, I gained further preparation to teach American literature survey courses with a multicultural emphasis through a course entitled "Multicultural American Literature," a course which considered marginalized writers represented in the Heath anthologies with a focus on "teaching the conflicts." During my graduate work at Lehigh University and Arizona State University, I taught a variety of first-year and advanced composition courses. These ranged in topic, with such emphases as personal essay writing, research and academic writing, writing for the professions, argumentation, writing about literature, and writing about cultural studies. I taught a number of these courses in the computer-mediated classroom, the technology of which enhanced student opportunities for in-class research, revision work, peer review workshops, and forum-

based discussions. I have also worked as a writing tutor in a university writing center, which, along with one-on-one conferencing with my composition students, appealed to my enthusiasm for mentoring students individually. In addition, I taught English as a Foreign Language to Japanese students from the ages of preschool to adult while living in Japan. For this reason, the reference in your ad to international programs caught my attention; my experiences in Japan have spurred in me great interest in the ways that the classroom can become a site of intercultural learning.

Whether teaching composition or literature, I envision the college English classroom as a place where students learn to improve their skills in reading, critical thinking, interpretation, and communication through active dialogue and engagement with their own texts and with those written by others. My goal is to create a learner-centered classroom based on civil discourse and mutual respect that can serve as a safe space where diversity is celebrated and increased understanding results from a focus on the nuances of communication. My teaching portfolio, which includes student evaluations, courses developed and taught, and a teaching philosophy statement, can be viewed on line at <http://www.public.asu.edu/~vanessa>.

I am drawn to the possibility of teaching at Stetson University because of the range of teaching opportunities the position offers; teaching has been my first love since I was an undergraduate secondary education major. When I saw on the Department's web page that part of the faculty responsibilities at Stetson include teacher preparation, I was further drawn to the position. I also look forward to teaching and mentoring graduate students, as my work as President of the Graduate Scholars of English Association at Arizona State for two years attests. Lastly, I am eager for opportunities to work with faculty in interdisciplinary programs such as those mentioned in your ad because I believe the future of higher education lies in collaboration across the boundaries of traditional departmental divisions. My experiences with the Preparing Future Faculty program, offered by Arizona State's Graduate College, have helped me develop strategies of balancing the faculty obligations of teaching, research, and service.

I look forward to the opportunity to interview with your search committee. I will be attending the MLA convention in Chicago and will be available for interviews on the 28th and 29th of December. If you would like to contact me, I can be reached at (000)000-0000 until December 16, after which date I will be available at (000)0000 or (000)000-000 until December 26. I can be contacted at any time via e-mail at vanessa@asu.edu.

Sincerely,

Vanessa Holford Diana