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 
Cooperative Learning Workshop, English Department, 11 May 2005.
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 Pearl-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

Refereed Articles

Other Articles

Translations

Creative Writing (Children’s Literature)

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


Public Lectures


Service

Regional

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

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; Dhiramahoney@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
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.
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 online 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)000-000 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