## First College Résumé – Collaboration with the Center for Career Development

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he First College Résumé & Career Development Unit has been developed through years of collaboration between First Year Programs & Learning Communities (FYP&LC) and the Center for Career Development (CCD).

**College Résumé Learning Outcomes**

**LO1:** Students will apply the principles of critical and creative thinking as they create a first
 draft of their résumé, and workshop and revise it through a CCD in-class lesson and
 Small Group Résumé Workshop.

**LO2:** Students will develop a college résumé to document their starting point, learn about
 the concept of transferable skills, and begin to plan for their development of these
 skills through college experiences.

**LO3:** Students will engage with the Center for Career Development, and its resources and
 services, through an in-class lesson and a Small Group Résumé Workshop.

**LO4:** Students will recognize and practice basic skills necessary for drafting a college-level
 working résumé by creating a first college résumé with quality bullet statements.

**LO5:** Students will register for an FYE Small Group Résumé Workshop session at the
 Center for Career Development and arrive on time prepared for the session to
 demonstrate professionalism.

**LO6:** Students will begin to practice ongoing career development, to be supported through
 future interactions with the Center for Career Development.

**Assignment Rationale**

Your first year college students may associate a résumé with upper-level students going out on the job market. So you may be wondering why FYP&LC and CCD have required that FYE students participate in a résumé writing assignment when they have just arrived on campus. We strongly believe that first year students will benefit from creating this document early in their academic career because it will help them strategically build their skills and will make it possible for them to successfully apply for opportunities as soon as they find something that is right for them. The FYE Résumé Writing Assignment is a holistic career development program that utilizes the creation of a first college résumé as a vehicle for engaging first year students with the Center for Career Development (CCD). This assignment is **not** intended to leave the participant with a submission-ready document to be provided to employers but to expose them to the importance of developing a résumé early and how that résumé can serve as a tool guiding their career development. The assignment aims plant a seed for long term self-reflection and excitement regarding professional and career development. After completion of the assignment students are encouraged to sign up for a one on one résumé critique with a CCD representative where they will receive instruction on how to improve their résumé.

**Skill-Building**

Creating a résumé early in a student’s college career allows them to use it as a guide to see what skills, experiences, and activities they need to gain over the next four years to help them identify and begin applying for on-campus opportunities, internships, full-time jobs, or graduate schools. Regardless of what students decide to do after graduation, if they have demonstrated “transferable” skills, such as communication, teamwork, problem solving, and interpersonal ability, they will find they will be awarded more opportunities.

**Practical**

The résumé and career development unit is also a practical assignment. If students already have a declared major or a defined career goal, having a completed résumé will enable them to apply for career-related summer jobs and/or internships. Having a solid résumé is also vitally important if a student’s academic program requires them to apply for admission (such as the Neag School of Education). Additionally, having a completed résumé will help keep students prepared for other opportunities that arise. In order for them to have the opportunity to excel at the highest levels and make the most of their time at UConn, students are encouraged to take advantage of these opportunities beginning in their freshman and sophomore years.

**Student Assignment Prompt and Steps for Success**

**1.** Draft a résumé using the College Résumé Sample to see how the first-year student, “Jonathan Husky,” writes and formats his résumé. This helpful sample created by the Center for Career Development serves as a way for you to understand how a completed college résumé can look.  You should delete Jonathan’s information and put in your own.  The amount of information in each section will vary and change depending on each student’s experiences. You can include education, activities, and jobs from high school, so don’t worry if you feel as if you don’t have anything to include from college—yet.

**2.** Use the “Résumé Information Sheet” to learn about writing an effective college résumé.  The Information Sheet explains what a basic résumé is and also covers helpful tips and strategies, commonly used action verbs on a résumé, and the top transferable skills employers are looking for.  It also details in-depth how to write the following sections of a college résumé:  the Objective Statement, Education, Work Experience, Activities, Volunteer Experience, and Skills.

**3.** Come to class prepared with your draft and ready to actively engage with the Center for Career Development presenter. This is an especially important day not to miss.

**4.** Attend a Small Group Résumé Workshop session held in the Center for Career Development (CCD), Wilbur Cross Building 202 **the week following** your in-class presentation. The CCD will give you the link to sign up online. Please bring **one hard copy** of your résumé draft with you to this workshop.

**5.** Turn in the final draft and original rough draft with revision notes and a CCD stamp from your Small Group Résumé Workshop session to your instructor on the date listed in your syllabus. Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Please Note: If you need an extension for any reason, see your syllabus for your UNIV instructor’s late work policy. Email them with a concise, clear description of your circumstances as soon as you know that an extension is needed.**

**Small Group Résumé Workshop session at the Center for Career Development**

**Objectives and Format for 1800 Instructors**

**Content elements to be highlighted:**

* Objective statements
* Education
* Categories of experience: e.g. work, volunteer, and activities
* Bullet statements

**Format**

*Prior to attending* the Small Group Résumé Workshops, students will have drafted a résumé using the template located on HuskyCT, annotated their first draft during the Center for Career Development in-class presentation, and possibly created a second draft.

To sign up for a small group workshop students must use the online scheduling provided by the Center for Career Development as part of the in-class presentation. Sessions should be scheduled **the calendar week following** the in-class presentation. Instructors, please require the final draft of your assignment to be due two weeks after the presentation to ensure student compliance with this deadline, as it is necessary to make it possible for all students to attend a workshop. Any students who do not make this deadline can be directed to make-up workshops that will be held toward the end of the semester. More details and information will be provided regarding this at a future date.

At the workshop sessions, students will work in groups of 6-8 FYE students with one undergraduate CCD Career Intern. The Career Intern will facilitate a peer workshop on résumés by 1) asking students to focus in on specific content elements one at a time; 2) supervising students as they workshop the résumés of their peers; and 3) guiding a meaningful critical discussion on each of these elements that is responsive to the particular group’s strengths and weaknesses. Sessions will last 30 minutes.

**To Tell Your Students**

In order to be successful, students will need to do the following things:

They should make their Small Group Résumé Workshop appointment as early as possible. And they need to keep their appointment as scheduled. If they cannot make the appointment, they must cancel at least 24 hours in advance.

Students must bring **one hard** copy of their résumé draft to the workshop session,

If you have any further questions please email CareerPresentations@uconn.edu.

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| **Grading Rubric** |
|  | **Not Submitted (0%)** | **Partial Completion** **(70%-80%)** | **Assignment Completed (80%-95%)** | **Successful Fulfillment of all Assignment Elements (95%-100%)** |
| **Résumé Drafting** | No rough draft included. | The draft does not demonstrate full engagement with all of the steps in the drafting process. Either there is a CCD stamp on the draft, but almost no notes. Or there are notes, but no CCD stamp indicating participation in the Small Group Workshop Session.  | The draft demonstrates completion of all of the steps in the drafting process. There is a CCD stamp and revision notes. The amount and quality of notes will differentiate B grades from A grades. | The draft demonstrates a high-level of engagement with all of the steps in the drafting process. It includes copious meaningful revision notes from class and the Small Group Workshop Session, as well a CCD stamp. |
| **Final Résumé** | No final draft included. | The final draft demonstrates only minor revision from the first draft. Or there is no first draft for comparison. | The revised final draft demonstrates meaningful growth from the first draft. However, there is clear need for continued revision or editing. | The revised final draft demonstrates meaningful growth, with no clear need for revision until it is to be used or updated. It is polished and copyedited. |

**Important Link:**

* To request a CCD FYE Résumé Writing presentation:

<https://forms.prod.uconn.edu/feb/landing/org/app/ebcfb311-07ce-48ee-8f64-0ea1371da720/launch/index.html?form=F_Presentation_Form>

**Questions?**

* Email careerpresentations@uconn.edu

**Options to Expand**

The remainder of this chapter is dedicated to options you have to expand on the core that are popularly utilized by FYE instructors across campus. The following two assignments can be incorporated into you course to enhance critical and creative thinking, writing skills, exposure to enrichment opportunities, and thoughtful career development in the first year. Fully editable Word document versions of these assignments can be found in the FYP&LC Evernote.

**Introduction to Students Development Opportunities**

**Involvement Fair Assignment**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**1800 Section: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Describe four involvement opportunities that you might be interested in pursuing this year. These must be thoughtful reflections written in full sentences.*

|  |  |  |
| --- | --- | --- |
| **#** | **Organization** | **Why do you think this might be a good opportunity for you?** |
| **1** |    |   |
| **2** |      |   |
| **3** |    |   |
| **4** |    |   |

Interview representatives from **one** of these organizations to answers the following questions:

|  |
| --- |
| **Name of the Organization:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **1** | **What is the purpose or goal of this group?** |
| **2** | **How long has this organization been on campus?** |
| **3** | **Describe the most significant annual event or activity of this group.** |
| **4** | **How could participating in this organization challenge and strengthen your college résumé?**  |

**Personalized Students Development Research**

**Revised Résumé and Refection Packet:**

* Draft with notes from class and a CCD stamp (on any document from the workshop workshop)
* Revised résumé that shows growth from the first draft
* Résumé research reflection of 1 full page – 2 pages

**Prompt**

Use your critical and creative thinking skills to research **one** way you can get involved during your time at UConn that will be **especially beneficial for you**. Write a 1-2 page refection on this research that identifies why this is a good choice for your development. In your paper include 1) your source, 2) why you trust it as a guide to your involvement, and 3) how you will use the information you’ve learned. Potential sources include the Center for Career Development’s website, résumés of people in positions you may want that can be found at CCD, academic departmental websites, or personal interviews with faculty members or professionals