

Applying for Jobs In Languages and Literatures

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This essay addresses the new Ph.D., a job candidate newly emerging (or reemerging) onto the academic market: a person who has completed graduate school and written a dissertation, and so who presumably is ready to assume a position in "the profession."

After reading several hundred job application dossiers over the past years, however, it has become painfully clear to me that applicants often do *not* know what they are really doing as they are assembling the documentation to apply for an academic position. Yes, job seekers have generally mastered the mechanics of assembling *curricula vitae*, cover letters, and letters of reference, and are able to follow the procedural directions included in standard references like *The MLA Guide to Job Seekers*. Most are impeccably typed and formatted with a fine sense of graphic layout. But all too often, the total package doesn't come together to suggest who the people behind these documents are: the applicants do not know *why* these are the standard documents in the job search, or what function each is intended to fulfill. The following, somewhat informal, comments, therefore, attempt to clarify the *logic* behind an academic job search in language and literature -- to describe not only what documentation is appropriate, but how candidates can use the logic of the process to present themselves.¹

Job Descriptions: Hidden Agendas

The formalism of the job search requires a candidate to look at the jobs advertised, and then send a cover letter and a vita that will indicate how a person would fill the position offered, in terms both of an institutional and a scholarly profile. Conventional wisdom points out what each candidate must do in that search: 1) take the job description seriously in preparing your applications; 2) learn about the institutional context in which that job description will be defined in practice; and 3) define a

professional profile in terms that will appeal to that job description and institutional context. This sounds simple enough, but reality is more complicated.

Despite pervasive illusions to the contrary, the "standard form" vita and cover letter does not exist. We have long been warned against mass mailing applications, because generic application letters do not work for departments that *think* they know what they are looking for in a candidate. But the situation in languages and literatures has gotten more difficult recently, because the debate about canons, cultural literacy, and multiculturalism has altered the shapes of available jobs in unacknowledged ways (an exception is Lunsford et al.). In the days when one signed on to be "the eighteenth-century specialist" or the "sociolinguist" in the institution, that sufficed as a job definition, in light of the prevailing canons -- departmental interviewers could go to the "standard anthology" in the field and verify that the candidate could teach the canon course in that specialization.

Those halcyon days of clear professional definitions have largely passed out of existence. If recent candidates describe themselves in a vita or cover letter as a "twentieth-century literature specialist," they may well be considered "a bit narrow," and interviewers may question their teaching flexibility within the graduate or undergraduate curriculum. So a new burden of proof has been placed on candidates. Departments have generally not aided this process, since job advertisements still tend to be couched in the old specialization rhetoric, stressing canon that no longer exist across the curriculum (see, e.g., Byrnes, Devens, DiPietro, Waldinger).

There is another wrinkle hidden in these undone redefinitions. Particularly in languages, there is a distinct generation gap: many Ph.D.'s who *should* have gotten jobs in the later 1970's and early 1980's did not and have disappeared from the profession. Those who are still around may have survived by learning to do whatever marginal jobs existed instead of occupying the specialist slots in the scholarly disciplines in which they were so lovingly trained -- they are survivors, who may or may not be nostalgic or bitter about the good old days. This generation gap is often exacerbated by a culture gap in the foreign languages. There used to be a certain prestige to have a significant number of native speakers in a department, a goal very easy to fulfill, given the politics of the 1930's through the early 1950's (and beyond, in some languages). This generation's view of the American high school student who becomes today's college freshman is doubly colored vis-à-vis the "basic undergraduate curriculum."

As language and literature jobs gradually opened in the later 1980's, a younger generation was hired and is generally beginning to be in place around the country. But this younger generation is often split off from the

"traditions" of their specializations for the reasons just suggested. Their view of the professions have evolved in the context of theoretical scholarly innovations, conferences, and colleagues (see, for example, the Modern Language Association Program issues each November in *PMLA*, and the reports put out by AEGIS, the Alliance for Education in Global and International Studies). Because of the current shape of graduate education, they have little experience with educational hierarchies or with larger curricular issues. They are, moreover, caught in the new tenure crunch (where they are evaluated according to standards that many presently-tenured professor could not match; see Barbara Elling). All in all, their lives are circumscribed by the last generation's myths, which even newer contributions to this situation, like *The Academic's Handbook*, cannot dispell.

What does all this have to do with the person who is looking for a job? It means that today's *job advertisements* do not correspond to the actuality of today's job situation, and that any individual is not likely to find an available mentor who can clarify the situation. *Each candidate* will have to decide what a job description means in terms that have not been evident in many (if not most) professional discussions out in the field today.

Redefining Academic Jobs: The Professional Profile

So how does one go about figuring out what a job description might imply, if the old scholarly canon descriptions no longer fit? The answer has to be evolved gradually, as one rethinks what one is able and willing to do in a profession, and evolve what can be called a professional profile. Start with the area where good mentoring was likely to have existed (scholarship), and start asking hard questions about how individual interests match up with the profession and the institutions in which one may work. An individual's ultimate goal is not only an academic job, but also a career (and, probably, a life) that will grow, not only through a first job, but into a second or third, as well.

Start on a professional profile by asking yourself how you stack up according to these significant pieces of a "professional profile."

1) Am I primarily a scholar? If so, you will be "playing" for tenure in a research or research-compatible institution (i.e, one with research leaves, conference sponsorship, or at least a library). This means that your persona on paper and in an interview will be evaluated in terms of scholarly productivity and likelihood of tenure. Can you, for example, place 6-10 articles in literature or linguistics, or a book at a refereed publisher, within the time allotted for your tenure probation? If you choose the book option, this book should generally *not* be your dissertation, no matter how much you rewrite it; the "tenure book" needs to encompass

significant new material or a fresh approach, an advance over the dissertation.) Can you write grant proposals for extramural support so that you get the release time to complete this research?

The "scholar" profile overtly makes additional claims. Interviewers will assume that you can teach the "survey" and the "introductory course" in your discipline, both on the graduate and the undergraduate levels. You will have to figure out what that means, in terms of the old canon as well as recent scholarship, because it is very likely that the "older (e.g., canonical) generation" will be the winning votes in a hiring or tenure decision, even though the "younger generation" may have done initial interviews.

The department hiring a candidate with a "scholar" profile will also be looking for a colleague, more or less covertly. They need answers to these questions:

-Do you "share" research, reading, and references?

-Will you read and edit for other people?

-Are you able to conduct a useful discussion about your specialty to specialists in other, neighboring or non-neighboring disciplines?

These questions constitute your "personality quotient": even a scholar needs to manage interpersonal relationships with one's peers in the profession. *Bartelby the Scrivener* is not usually hireable these days; "pure scholarship," just doing one's work in the ivory tower, needs to be mediated to students and other professionals.

Even if you have not chosen the "scholar profile" as your first role, you will need to have answers to these questions, just as the potential scholar will need to have answers to those for the following profiles.

2) Am I first and foremost a teacher? If you assume this profile, you are claiming not only good teaching recommendations and a track record of good student and peer evaluations, but also an interest in curriculum development and educational research. Interviewers will evaluate you as a possible coordinator, or as a liaison to your campus's "center for teaching effectiveness." Moreover, you will be expected to be able to *document* your classroom commitment publicly, since what students say is only hearsay to your colleagues and institution. Therefore, you'll have to:

- *publish* articles on pedagogy, on TA, apprentice, or student teacher supervision, or on curricular innovations, or

- give workshops to educators at other levels and in varying contexts.

An acknowledged "teacher," as customarily defined professionally, gains professional visibility as an advocate of the students and of curricular practices. That advocacy must extend beyond the classroom to the profession and to the educational establishment. Again, that is established through substantive publication, committee work, or workshop/in-service

contributions to your profession and your institution -- not "just" to your students. Said more pragmatically: if that course you developed is *really* that good, a description of it and the educational goals it serves ought to be publishable in an education journal.

A teaching profile often merges imperceptibly into a third major option.

3) Am I a potential administrator or program developer? That is, are you going to make a mark on your profession organizationally "instead of" scholarly -- a phrasing which badly misrepresents the impressario and organizational genius who will become a successful college and university dean or president, a journal editor of stature, or a leader of professional organizations.

To even begin evolving this profile (which usually only comes to fruition over years), you will have to be able to write and edit reports, to coordinate, to deal with study abroad programs, with honors program development, with university or national committees, with funding entities, or with the government. You will need the broadest possible exposure to educational issues at the highest level, and so must know how your institution stands vis-à-vis others of its type, regionality, and level. You need to show interviewers that you are aware of professional organizations (like the American Associations of Teachers of German or French, the Association of Departments of English [ADE] or Foreign Languages [AFDL], the Modern Language Association, the Linguistic Society of America, . . . and a list of similar organizations that do policy for their professions), and that you have begun to be involved. It is not hard to get involved as either a graduate student or as a beginning professional, because there are many local layers of national organizations, each with huge amounts of work needing to be done.

But to get tenure as a future educational administrator, you'll have to account for your time by teaching until you accrue the experience to administer or manage credibly. Until then, what will you teach for undergraduate majors, for graduates, for the student population of the institution in general? And again, administrators at the department and program levels need to accrue "professional credibility" by publishing and appearing at professional meetings in the field of their Ph.D.'s.

Why does a job seeker need to answer these questions to get an academic job? Tacitly, an interviewing team is checking if you'll fit into their institution, not only into a scholarly specialization. They are checking if a candidate and their institution can complement each other in a career, and if there is enough for a candidate to do there that will complement personal and professional development. Can a candidate fill in on standard courses when needed, or will s/he only be able to wear one hat in a department or institution?

The Actual Job Search

The questions posed above as part of a professional profile may sound excessive as a mere preamble to a job search, but only if you can answer them will you be able to create a career profile that will make sense for you. If you know where you stand on these issues, you will be able to write your own job description as a combination of what you have done, and what you are willing to do or what will be required of you in the coming years (not only in scholarly terms, but also professionally). Answers to the questions above, then, must be developed before you proceed to the mechanics of the job search, to the *dossier*, the *cover letter*, and the *vita*. Each serves a particular purpose in conveying a professional profile to a search committee.

The following will discuss each separately, easiest first!

Job Application, Part 1: Dossiers

Usually, these contain letters of recommendation and transcripts, but they may contain personal statements, as well. The last are probably not customary, but if they exist, they need to explain a true professional profile.

Usually, dossiers should be closed files, if possible: letters still look more reliable this way, no matter the legalities involved. Rules of thumb for successful dossiers:

- Don't stuff the file with letters from people who have little direct knowledge of you.

- Update letters yearly, where possible; and pull letters that are just too old.

- If in doubt about the quality of letters, ask your advisor or your department's graduate

- advisor to request a copy of the dossier and check the letters while retaining their confidentiality.

- Make sure that you have recommendations for all the areas you claim expertise in:

- scholarship, teaching, and (if that exists) administration or committee work (which can often be a chairperson's or graduate advisor's letter).

Start assembling the dossier early in the fall semester you intend to go on the job hunt -- three weeks before winter break is not the time that a faculty member has time to write an optimal letter. Too, it is essential that a teaching recommendation can be based on observations of a class-in-progress.

Don't send the dossier unless it is requested by the job advertisement. If your dossier is requested, send it promptly, and check up with your

placement center that it has been done. Some campuses do not have academic placement services; it may be possible to have a general placement center hold one for you. If this cannot be, then be sure you provide stamped and addressed envelopes to your recommenders for their convenience (and usually a copy of your vita, and the abstract of your dissertation).

Job Application, Part 2: The Curriculum Vita

The traditional wisdom says that a vita includes the following sections:

- name/address
- dissertation
- education
- professional experience
- grants
- honors
- publications
- invited lectures
- service
- languages
- professional memberships
- areas of specialization.

Again, these things seem simple, but they *cannot* be applied in rote fashion, since they should help communicate the professional profile you have developed. Accordingly, each has possible uses, either for or against you, and should therefore be treated with discretion. Some samples follow.

Name/Address sounds simple, but if you have an ethnic name that matches your field, indicate whether you are a citizen or have a permanent residency visa/green card. Visas are difficult to come by these days for some institutions, while others need native speakers. Therefore, make sure you indicate exactly who you are. Similarly, it is technically illegal for you to be asked about sex, ethnicity, marital status, and the like -- but in certain cases, casually mentioning these factors can make you more desirable. An example: if your spouse has a "totally portable" profession, like nursing or computer programming, and you are applying to a land grant college in the middle of the Great Plains, mention that -- your spouse is not geographically bound, so the interviewers can more easily assume that, if they hire you, they don't have to go through all this next year when you leave to "get back to" where your spouse's job has to be. If such factors are not issues, one is better off mentioning them to keep them non-issues. Otherwise, search committees are left to speculate and second-guess the people they might interview!

Dissertation should be mentioned as a starting point, in terms of its predictive value. If it has been many years since completion, mention it separately if your supervisor is/was significant; otherwise, subsume it in one line under your Ph.D. date. For recent Ph.D.'s, include supervisor and/or committee so that your work can be located professionally, not be shrouded in mystery. It's positive advertisement if the people are "significant" and keeps a committee from speculating; you can't lose by mentioning your committee, and you may gain. If you are not done, be sure "Ph.D. expected" is under **Education**, and indicate a defense date that makes that expectation credible.

Education needs to be organized with *most recent first*, and preferably with dates introducing the degrees and places -- continuity is most important here. If you've skipped around, or had a lot of short-term, in-service, or summer courses, you might want to introduce a separate category of **Degrees** versus **Other Education**, or the like. Don't bury the clean outlines of your studies. If you "stopped out," don't hide it, explain it on your cover letter, as will be suggested below.

Professional experience for academics usually means teaching experience, but several other scenarios easily emerge: do you have editing experience? have you done in-service training or workshops? have you taught in non-traditional (e.g., corporate or military) environments? One might want to make subcategories: **Professional Experience: Editing**, in order to clarify the picture involved. Even **Teaching** may, in certain cases, be profitably separated into categories. (Rule of Thumb, 1: do not make separate categories for one entry; if, however, two or three items make a unit, label them separately.) Too, one may want to mention, but nonetheless "hide," certain experience that otherwise needs to be included to account for your time. (Rule of Thumb, 2: don't leave large temporal gaps in the vita.) For example, extensive high school-teaching experience in a field related to your later Ph.D. work is significant, but not "top of the vita" material. Separate it out from your college-level teaching experience, and either decide to place it next to your college experience (for a community college application, which will appreciate this), or remove it to near the end of your vita (for a research institution application, which may be less interested in your possible ability to "teach freshmen"). Put voluntary parts of teaching jobs or other committee work under **Service**.

Grants, Honors, Publications, and Invited Lectures (with possible additions like: **Panels Organized**, **Workshops**, or **Panels Moderated/Respondant**) need to be treated with sense. Figure out everything you have in these categories, and then design an order reflecting your strong suit. (Rule of Thumb, 3: get the most important stuff as high on the page as possible for a one-page vita, or on the first page in a two-page vita.) **Publications** *must* be differentiated and put into a

hierarchy: Books, Textbooks, Chapters, Articles, Edited Volumes, Notes, Reviews, Translations is an approximate hierarchy, reflecting relative importance. To mix them up is false representation: several reviews mixed up with one article makes it look like you're trying to "sell" yourself as a four-article person. **Honors** like "best graduate student" are important if that's what a beginner has; any publication would be more important than that, and such an entry would be embarrassing for an Associate Professor. Conversely, a Rhodes Scholarship under **Grants** has lasting cachet, no matter how long the career. **Honors** from a very undistinguished graduate program may be less significant than **Invited Lectures** (a division hinting that the candidate is better than his/her degree-granting institution).

Languages, Professional Memberships, and Areas of Specialization generally look like padding. To be sure, a philologist or comparativist needs to indicate degrees of multilingualism, because that is integral to the job description; in contrast, a specialist in "modern American literature" might profit by multilingualism, but may easily conduct a large part of their research and teaching monolingually -- this category may thus be cut out of many vitae that are running too long. **Professional Memberships** are important only if they are *elective*; if your vita is blank, such memberships show you know where your particular field fits in the profession; if your vita is full, this category is pure fill, excess space.

Areas of Specialization doesn't mean much as a category in the days of decline of canonical job descriptions. A much better tactic is to document your areas by having a publication in each. If that can't be done, or if you're too new in the profession, then add a separate page to your vita (in another format) that purports to explain your transcripts: **Areas of Preparation**, which organize your coursework (with expanded, illustrative titles, instead of the abbreviated computer-generated ones) under areas -- and do not list a single course in multiple places (if you need to suggest different specializations, do totally different versions of this document).

How long is a vita? One or two pages, for the customary beginner to intermediate. Do not pad; do not use excess white space; do not crowd out legibility. Be sensible, and remember that the first page will get read much more assiduously than the rest. If the vita gets long, make sure that section titles are *utterly* legible -- if a reader needs more than two seconds to find a section, your vita is typographically inadequate.

The important thing to remember is that your vita is only a suggestive arrangement of facts. You must still give a committee directions on how to "read" the vita -- and that is done by the cover letter you assemble.

Job Application, Part 3: The Cover Letter

The truism is: "Read the job description and write your cover letter appropriately." Yet what does that mean, since fewer than 10% of the cover letters I've read over the last few years indicated they'd even read the advertisement. Why is the cover letter there?

The first thing a cover letter does is tell a job search committee how you'll fill the job, as a tacit guide to how your vita should be read. As such, after you restate what job you're applying for, describe how your areas of specialization fit the specializations required by the job advertisement: is your dissertation in the area? have you done coursework in the area? have you published in the area? If not, you'd better have some rationale for applying: "although my dissertation is on seventeenth-century prose (and your job asks for modern poetry), that area has required me to do intensive general reading in poetry and poetics, and I would welcome an opportunity to teach in the area ." Note that you might want to reexplain your coursework or your dissertation. If the advertisement is period- or genre-specific, reexplain the title as a competency in a body of materials; highlight the approach to suggest competency in a particular methodology, or as a set of skills that can be transferred into other contexts (including the seemingly totally different one of the job advertisement!).

The body of the cover letter usually specifies a major and a minor area of specialization (defined your way) and then mentions other significant areas of engagement (e.g. working with play production, editing, course development). Write a sample group of four or five possible short paragraphs, and then assemble letters out of various combinations of two or three of them, tailored to the schools you are addressing. For example, Old English poetry or generative grammar will probably be too specialized for a junior college. Use your space wisely, and instead include your "teaching specialties" paragraph in this application letter.

You generally decide which of the paragraphs to include by projecting what types of coursework an institution is likely to have, and then decide which types of courses you can fill. Consider both major and graduate courses, undergraduate general education (language teaching, composition), and general humanities (western civilization, "great books," "Introduction to linguistics for teachers of composition"), which would constitute a service to the institution. After all, you are likely to have to teach 6 courses a year -- and the department which hires you has to *find* six slots on their campus for you to fill successfully. You win points by pointing out, "yes, my dissertation is technical, but it qualifies me to teach *Intro. to X, Y, & Z*, aside from my specialty." One gets points for being quick on one's feet.

If the job application says "specialty open," check out the institution, and deal your strongest suit to that public: the flashiest of flashy scholarship, for research institutions, and the most humane of teachers for teaching institutions. Remember that it is perfectly legitimate to indicate

what you are *going to do* that would satisfy the description, if you tell readers how it dovetails with what you have done. Similarly, it is legitimate to treat neighboring disciplines as progressions into each other, and to consider "changing subfields" among them as hardly a stretch -- if your explanation indicates that you understand the larger field.

But don't stretch too far, or into areas that you cannot back up with real abilities: most search committees know the landscape, and, even if you get an interview, they will know if you have made things up out of thin air. You cannot declare your way into a job, there has to be work done or in progress, and plans made to follow up. At the same time, a vita entry saying "Undergraduate Curriculum Committee, 1989-90" does not clarify that this committee redesigned the undergraduate majors for an entire institution in light of multicultural concerns -- your cover letter has to suggest the degree of administrative skill that implies.

Finish your cover letter by indicating clearly exactly where you can be reached for an appointment prior to your job-hunting convention: phone numbers need to be current, and tended (with answering machines, or, preferably, people attached). Many an interview has been arranged on December 23 or 24 before a convention starting on the 27th. If it is not on your vita, also indicate where your dossier can be requested, as well.

From First Job to Second Job

The strategies indicated above are tacitly focused for the entry-level job seeker, but a second group of job candidates exist for whom they are even more important: second-job seekers, whether you are trying to "phase out" of a job you do not like, did not get tenure, or have been in one (or more) temporary or replacement positions, as is increasingly common.

For second-job interviewees, ambivalence vis-à-vis a professional profile is particularly dangerous, since you will be interviewed by people looking for their experience. No matter how bad the situation you were in, you should have learned something from it. That you are coming out of a situation that may have lacked professional support or colleagues or library opportunities will be taken into consideration; that you have analyzed the lacks or strengths of that situation will be expected. Be prepared to state why you are leaving that situation, and what you have learned from that experience, after you have recast your resume and professional profile with some consistent, enhanced, sense of purpose.

Consider the situation you are trying to leave from the standpoint of your professional profile, as well. No matter how bad or unsatisfactory it is, don't throw the "baby out with the bathwater." Carefully phase out by collecting your teaching evaluations and recommendations, a list of your committee duties, your advising. Take the time to learn something to take along with you, such as curricular innovations on your campus (even if not

in your field or department), or national scholarships. To set up a second job search, go to your appropriate conferences and make your face known in your newly-chosen role -- preferably, a year or two before you're trying to leave.

No matter what professional profile you wish to develop (scholarship, teaching, or management), follow every conference appearance up with an attempt to publish. This two-stage approach to visibility is *not* optional, if you really want to find a new job. If you feel that you totally lack the ability to evolve a new professional profile, find some new models by applying to an NEH Seminar (or, for Germanists, to the DAAD; others may apply to one of the summer universities abroad or to specialist academies like the American Academy in Rome). They'll give you a sense of the diction norm of the field you may want to be in. Optimal ways to make contacts, such seminars usually include guest speakers, and are placed at major schools that will reinsert you into a heart of a field and will aid you getting out a publication done under the supervision of a major scholar. If summer seminars do not exist in your discipline, apply for post-doctoral appointments or other grants.

If you have "stopped out" of a professional situation for either personal or professional reasons and are trying to "re-enter," follow the same guidelines: you will be asked to account for your time, and prove evidence of some growth, in focus and maturity, if not in scholarship. You must be able to demonstrate that time has not just passed you by, and that you have used the opportunity and change of scene to gain in perspective and focus on your field. Don't worry about your age, or about being judged against others; worry about making a coherent picture of your own growth and goals. The language and literature professions and their institutions are diverse enough that almost any personal profile can be accommodated, as long as the person can project the professional image that they know what they are doing.

Negotiating Jobs

Once you are offered a job, several items need to be considered on the management of your career goals. Get things you have been promised (such as moving expenses, or a computer) in writing whenever possible. Deans change, and budget shifts create short memories. If you can't get a verbal promise written down, write a response letter to the department with the promise in it, so that you have some documentation (if they didn't protest, you have some slight leg to stand on, at least).

In the situation of a second job or a re-entry job, there may be problems in matching salary or rank, or dealing with the issue of when tenure reviews come up. When you are changing classes of institutions, for instance, there may be a question of your rank: is tenure at a community

college equal to tenure at a research institution? Conventional rules of thumb recommend that hires should be lateral, and that candidates shouldn't lose rank -- but do you really qualify for that rank at that new institution? Be prepared to justify why you are, or to negotiate how you will "regain" your rank expediently.

Similarly, early consideration for tenure is a two-edged sword. Try to not say "I'll come up in three years," but "I'll come up in three years, or when I get _____ done" (fill in your dean's statement of what gets tenure around there). Third jobs are almost impossible to find: don't push rank for permanence.

Other trade-offs may present themselves. If an institution cannot match or overmatch salaries, what about travel funds, library acquisition money, access to a secretary or research assistance, tuition for spouses or children? Calculate such trades in terms of your professional profile, get them in writing, and remember that such indirect benefits aren't taxed, and so may actually be more valuable than cash up front. Other possibilities may be moving costs, "set-up costs," research leaves, time release for course development, housing allotments, etc. Before you decide that an offer is really out of line, check the real costs of living in your target area: real estate costs and taxes, state income and sales taxes, travel costs to visit families or attend conferences. Such factors may aid you assert your distinctive rights to professional development within the confines of your new institution, and may be more important than absolute money. Check, too, if replacement jobs are planned to turn into tenure track. There are no guarantees, but you generally have an inside track if you're there and fit the institution as a known quantity who has performed well, even if only for a semester.

Conclusions

The foregoing represents common knowledge among established academicians. Apparently, however, the notion among senior colleagues that "one should just know these things" if one is in graduate school is often not the case. Too many thoughtless, pointless, ill-conceived job applications appear in my own and other departments across the country each November and December to make me believe that the logic of the job search is clear to the candidates.

What I've hoped to suggest is that each candidate has the responsibility of developing a professional profile during the graduate career, not just finishing a dissertation or otherwise "doing their job." To believe otherwise is to fundamentally misassess academics as a group of professionals capable of self-definition and of "professing."

****SEE APPENDICES:**

- Sample Vitae (Bad and Good Formats)
- How to Fix CV Problems
- Sample of "Areas of Preparation"
- Sample Job Letters

Note

¹ Parts of this essay were originally given as a presentation for a panel on "The Second Job Search" organized by the MLA Committee on Careers for the MLA Convention in New Orleans, LA, 27 Dec. 1988. My thanks to Janet Swaffar for her editorial and content suggestions.

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How Not to Format a Vita

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	Junior year, University of Helsinki (1990-1991).
Areas of Specialization	Twentieth century Finno-Ugaric literature, Women's Studies, migration age literature and culture.
Scholarships and Awards	Finnish Government Grant (Feb. 1999-June 1999). Fulbright-Hays Scholarship (Sept. 1996-Jan. 1999). Prominent Alumna Memorial Scholarship (1990). Academic Development Award (1999).
Teaching Experience	<u>Graduate Teaching Assistant</u> , taught beginning and intermediate Finnish; assisted in planning, lecturing, grading in a Finnish/Women's Studies/European Studies course; proposed, designed, and implemented with two other graduate students a second-year reading course of literature by and about women (1998-1999). <u>Language Assistant</u> , led conversation classes and lectured on American culture; team-taught with Finnish teachers in three Finnish high schools (1997-98). <u>Seminar faculty member</u> , led discussions at seminars for Finnish teachers of English, co-sponsored by the United States Information Service and the Finnish Ministry of Education (1997-1998).
Service	<u>Conference planning</u> , served on planning committee for the Middle Pacific Rim Student Comparative Literature Conference

(1995-1996).

Graduate Research Assistant, assisted Professors Superwoman (U. of Utopia), Everywoman (U. of Texas at Waco), and Queen (U. of Ascona) with their research on Finnish women writers; edited papers (1996-1998 & 2000).

Publications

Article: "George Solti's 'Finnish Novel': The History of a Transmutation," Modern Language Memos, 6 1998-1999

Ugaric
2000.

Review of Hail the Skiing Hero in Current Scandinavian and Finno-Literature (1997); Finn Author, Pseudo Epic, in MFL, Vol. 35, Nr. 4,

To appear: Post-war Finnish women writers bibliography for MLA bibliography.

Lectures

"Conflict and Contrariness: The Struggle for Finnish and American Women's Suffrage," Liberal Arts College (Sept. 2000).

"Women and Madness," Central High School, Helsinki, Finland (Nov. 1999).

"George Solti's 'Finnish Novel': The History of a Transmutation," Kentucky Modern Language Conference (April 1998).

"Fallen Women of Literature: Manon and the Finnish Sister's Association," Modern Language Association of America Annual Meeting, Los Angeles (Dec. 1997).

SAME PERSON, BETTER FORMAT

Joan Q. Public
Curriculum Vitae

1993 Street Address
Languages
Anytown, State 03ZIP
University of Texas at Waco
(555) 555-1212 Waco, Texas 76ZIP
FAX #
Born Helsinki; permanent US Resident

Department of Modern
email@mail.edu
(444) 555-1212

Education

1993-2000 Ph.D., Finno-Ugaric Literature, University of Texas at Waco (defense, May)
Dissertation: "Feminism and Finnish Women Writers of the Interwar Years"
Dissertation director: Professor Eminent Everywoman
1992-93 M.A., Finnish Literature, University of Ascona-Windward Isles
1988-92 B.A., Linguistics, Liberal Arts College
magna cum laude with departmental honors
1990-91 University of Helsinki

Fellowships and Assistantships

1999 Finnish Government Grant (dissertation research, February -June)
1997-98 Research Assistant, project on Finnish women writers
& 2000 (Professors Superwoman, U. of Utopia; Everywoman, U. of Texas
at Waco; and Queen, U. of
Ascona)
1996-97 Fulbright-Hays Full Grant to Helsinki

Teaching Experience

1999-2000 Assistant Instructor, University of Texas at Waco (Finnish language)
1997-98 Language Assistant, three high schools, Helsinki, Finland
1997-98 Seminar faculty member (discussion leader for Finnish teachers of English)
Sponsors: US Information Agency & Finnish Ministry of Education
1994-95 Assistant Instructor, University of Texas at Waco (first-semester Hungarian)

Publications: *Forthcoming Chapter*

"Bibliography of Post-War Finnish Women Writers," *MLA Bibliography 2000*
(New York: Modern Language Association, 2001): 79-81

_____ : *Article*

"George Solti's 'Finnish Novel': The History of a Transmutation," *Modern Language Memos*, 6 (1998-1999): 53-64

_____ : *Reviews*

Hail the Skiing Hero, *Current Scandinavian and Finno-Ugaric Literature*, 23 (1997): 78-79

Finn Author, *Pseudo Epic*, *Modern Finnish Literature*, 35, No. 4 (2000): 12-14

Invited Lectures

"Conflict and Contrariness: The Struggle for Finnish Women's Suffrage," Women's Studies Colloquium, Liberal Arts College, Johnstown, MA, 24 September 2000

"Women and Madness," sponsored by USIA & Ministry of Education, Central High School, Helsinki, Finland, 11 November 1999

"George Solti's 'Finnish Novel': The History of a Transmutation," Panel on Modern Literature, Kentucky Modern Language Conference, 12 April 1998

"Fallen Women of Literature: Manon and the Finnish Sister's Association," Special Session on Intertextuality, MLA, Los Angeles, CA, 27 December 1997

Awards

1999 Academic Development Award (travel grant, U. of Texas Graduate Studies)

1990 Prominent Alumna Memorial Prize (academic excellence)

Courses Taught

Women's Literature (fourth-semester Finnish language course; original design)

World Literature: Women's Perspective (freshman composition; original design)

Freshman Composition (English)

First- and second-year Finnish and Hungarian

Service

2000-2001 Representative of Graduate Association for Modern Languages, U. of Texas

(arranged workshops, participant in committee for program restructure)

1995-96 Conference planning committee, Middle Pacific Rim Student Comparative Literature Conference

1999-2000 Macintosh Tutor, Dept. of Modern Languages, U. of Texas at Waco

Languages

near-native Finnish and Hungarian

French: good reading knowledge

Dossier available from:

Career Center

University of Texas at Waco

Waco, TX 78707

Phone #

Recommenders:

Marilyn Superwoman, Dept. of English, U. of Utopia

Eminent Everywoman, Dept. of Modern Languages, U. of Texas at Waco

Debbie Queen, Dept. of Finnish, University of Ascona-Windward Isles

Informal suggestions on building your professional image

Katherine Arens

Dept. of Germanic Languages

What to do on my c-v if . . . ?

-the job I'm applying for has a vague description?

-Use the cover letter to write a job description that you can fill, given your CV items.

-no one but me knows what area I'm in?

-Use the cover letter to explain your field ("My dissertation on witchcraft required work

in cultural anthropology and folklore, as well as extensive historical work on the 14th century. ").

-I have two (or more) equal strengths?

-Add a sheet behind your vita, arranging your coursework according to "Areas of Preparation," backing up your areas; maybe do two or three versions (see samples).

-I don't have any publications?

-Publish something.

-Use "Areas of Preparation" sheet to imply that you were too busy making use of the opportunities you had in graduate school; include audited courses; indicate "article(s)

in progress" or planned (very chancy).

-Work up a seminar paper or dissertation chapter and submit; list as "under consideration"; use it as your campus interview speech, or as an alternate speech.

-I have an unusual life history?

-Use strict "most recent first" order so that old oddnesses are subsumed under your present sterling record; if the hole is too big, address it at end of your cover letter.

-Develop categories to account for your time (so it doesn't look like you spent time playing with your toes): e.g. "(Other) Professional Experience" to include editing, tutoring, library work, lab jobs, public service; "High School" as opposed to "Post-Secondary Teaching."

-there isn't enough to fill a page?

-NEVER PAD -- it shows too badly; make prettier margins.

-Include "Professional Organizations," "Service" (community and professional), "Courses Taught."

-I ran out of room?

-Drop "Professional Organizations" or "Languages"; reduce "Service" if you're going for a research institution.

-it looks too busy -- too many titles with only one entry under them?

-Change titles, coalesce ("Awards and Honors"; "Experience" for work and teaching).

-I don't have a BA -- I went to school in another system abroad?

-Put in the original degree title, not a translation, with the dates of state exams.

-I look like a lightweight?

-Specify things: your dissertation committee (or even a 1¶ abstract, if desperate); add

approaches and courses taught (first-year German, 4-skills approach;

composition

through reading); explain committee work (not just "Graduate Student Representative," but "aided in reorganization of departmental graduate program").

-DON'T PAD -- use this to "unhide your light from under the bushel."

-I have a foreign name? a family?

-Indicate visa status or place of birth or citizenship, so no one panics.

-Although an illegal question, the question of marital status will arise. Use your vita to

hint at portable spouses or mature relationship decisions that will make you permanent faculty (so departments don't panic at the thought of "doing this job search over next year").

****Key to your Transcripts**
For a "Specialty Open" Position (generalist environment)

Joan Q. Public
Areas of Preparation

Medieval Studies

Old English (P. Loggia)
Heroic Poetry (seminar, P. Loggia)
Epics of the Migration Age (survey, P. Loggia)
Saga Literature (seminar, P. Loggia)
Old Norse (P. Loggia)

Linguistics

Linguistics and the Analysis of Finno-Ugaric (seminar, H. Oldfihn)
Syntax of Modern Finno-Ugaric (lecture, H. Oldfihn)
Introduction to Linguistic Semiotics (D. Sausoon)
Introduction to Logical Models of Linguistics (D. Sausoon)
Survey of Modern Linguistic Theory (D. Sausoon)
Methods of Teaching Less-Taught Languages (lecture, P. Gogia)

European Literature: Eighteenth- through Twentieth-Century

Eighteenth-Century Scandinavian and Baltic Literature (survey, J. Halevala)
Renaissance and Reformation in the Baltic Region (survey, M. Thorfinn)
Theater History: From Britain to Scandinavia (seminar, M. Thorfinn)
Poetics of the Romantic Movement (seminar, J. Theory)
British and Continental Romanticism (seminar, J. Theory)
Survey of Nineteenth-Century British Literature (P. Norton)
Survey of Twentieth-Century British Literature (Q. Norton)
Joyce and Finnish Author Influence (seminar, J. Halevala)

Philosophy and Intellectual History

Phenomenology: Nineteenth- and Twentieth-Centuries (seminar, J. Theory)
German Philosophy, Hegel to Nietzsche (lecture, J. Theory)
Modernism and the Humanities (seminar, J. Theory)
Enlightenment Philosophy in Europe (lecture, H. Spreitzer)
Modern Philosophies of Culture and Textuality (lecture, H. Spreitzer)
Bibliography and Methods of Literary Criticism (seminar, J. Theory)

****Key to your Transcripts**

For a Scandinavian/Germanic/Finno-Ugaric Department

**Joan Q. Public
Areas of Preparation**

Baltic and Northern European Culture

Heroic Poetry (seminar, P. Loggia)
Epics of the Migration Age (survey, P. Loggia)
Saga Literature (seminar, P. Loggia)
Eighteenth-Century Scandinavian and Baltic Literature (survey, J. Halevala)
Renaissance and Reformation in the Baltic Region (survey, M. Thorfinn)
Theater History: From Britain to Scandinavia (seminar, M. Thorfinn)
Joyce and Finnish Author Influence (seminar, J. Halevala)
Enlightenment Philosophy in Europe (lecture, H. Spreitzer)
German Philosophy, Hegel to Nietzsche (lecture, J. Theory)

Philology and Linguistics

Linguistics and the Analysis of Finno-Ugaric (seminar, H. Oldfihn)
Syntax of Modern Finno-Ugaric (lecture, H. Oldfihn)
Old English (P. Loggia)
Old Norse (P. Loggia)
Introduction to Linguistic Semiotics (D. Sausoon)
Introduction to Logical Models of Linguistics (D. Sausoon)
Survey of Modern Linguistic Theory (D. Sausoon)
Methods of Teaching Less-Taught Languages (lecture, P. Gogia)

British Literature

Poetics of the Romantic Movement (seminar, J. Theory)
British and Continental Romanticism (seminar, J. Theory)
Survey of Nineteenth-Century British Literature (P. Norton)
Survey of Twentieth-Century British Literature (Q. Norton)

Philosophy and Intellectual History

Phenomenology: Nineteenth- and Twentieth-Centuries (seminar, J. Theory)
Modernism and the Humanities (seminar, J. Theory)
Modern Philosophies of Culture and Textuality (lecture, H. Spreitzer)
Bibliography and Methods of Literary Criticism (seminar, J. Theory)

******Key to your Transcripts
For an English Department**

**Joan Q. Public
Areas of Preparation**

British Literature and Intellectual History

Enlightenment Philosophy in Europe (lecture, H. Spreitzer)
Poetics of the Romantic Movement (seminar, J. Theory)
British and Continental Romanticism (seminar, J. Theory)
Survey of Nineteenth-Century British Literature (P. Norton)
Survey of Twentieth-Century British Literature (Q. Norton)
Phenomenology: Nineteenth- and Twentieth-Centuries (seminar, J. Theory)
Theater History: From Britain to Scandinavia (seminar, M. Thorfinn)
Joyce and Finnish Author Influence (seminar, J. Halevala)
Philosophy, Hegel to Nietzsche (lecture, J. Theory)
Modernism and the Humanities (seminar, J. Theory)
Modern Philosophies of Culture and Textuality (lecture, H. Spreitzer)
Bibliography and Methods of Literary Criticism (seminar, J. Theory)

Medieval Studies

Heroic Poetry (seminar, P. Loggia)
Epics of the Migration Age (survey, P. Loggia)
Saga Literature (seminar, P. Loggia)
Old English (P. Loggia)
Old Norse (P. Loggia)

Linguistics

Introduction to Logical Models of Linguistics (D. Sausoon)
Survey of Modern Linguistic Theory (D. Sausoon)
Methods of Teaching Less-Taught Languages (lecture, P. Gogia)
Introduction to Linguistic Semiotics (D. Sausoon)

Baltic and Finnish Culture

Eighteenth-Century Scandinavian and Baltic Literature (survey, J. Halevala)
Renaissance and Reformation in the Baltic Region (survey, M. Thorfinn)
Linguistics and the Analysis of Finno-Ugaric (seminar, H. Oldfihn)
Syntax of Modern Finno-Ugaric (lecture, H. Oldfihn)

SAMPLE JOB LETTERS: ONE PERSON, FOUR PROFILES

Job Description: Cultural Studies -- Literature and Rhetoric

123 Any Street
Anyburg, Big State 08ZIP
(555) 555-1212
email@mail.utexas.edu
15 October 1993

Professor X, Chair, Faculty Search Committee
Liberal Studies
University of Washington, Tacoma
Tacoma, WA 98402

Dear Professor X:

I am responding to your advertisement in the *MLA Job Information List* for an assistant professor in Liberal Studies. With my Ph.D. in literature and the history of rhetoric, an MA in composition, and extensive work in intellectual history and linguistics, I believe I am ideally suited to fill such a position and contribute to your institution.

As the enclosed abstract indicates, my dissertation crosses traditional disciplinary lines between history of rhetoric, intellectual history, and literary studies, and explores heretofore untouched intellectual links in order to show how concepts drawn from classical theories of rhetoric entered popular science and (in much modified form) literature, to influence 17th- and 18th-century European concepts of aesthetics, history, and genre. My new project, on the letters written by scientists in the period (including Isaac Newton and Lavoisier), explores how metaphors drawn from contemporaneous rhetorics converge with the metaphysics of the period, conditioning their concepts of the state and society, and especially their concerns with control and confinement, as outlined most prominently by Foucault in *Discipline and Punish*. This ongoing research, backed up with my work in intellectual history, will contribute to the growing field of literature and rhetoric studies in addressing the links between metaphysical theories and sociopolitical issues.

I have already had considerable experience in interdisciplinary work, as my publications indicate, but also have been fortunate enough to have been able to explore the curricular implications of this scholarship at both Big State University and Ivy Heaven, and am convinced that the types of courses I have designed (see the enclosed syllabuses for details) are important additions to the undergraduate curriculum. In four courses that I have designed for Ivy Heaven, students read religious and literary texts in parallel, in order to achieve two discrete educational goals: they not only learn an area of cultural history and see how religion and literature

reflect each other in a culture, but also explore the varying analytic and argumentative skills in each discipline. Two courses that I designed and taught at Big State were more issue-oriented, exploring concepts of sanity and insanity, and their implications for literature (*Don Quixote*, *The Magic Mountain*), current legal practice (as reflected in current novels about lawyers, such as Turow), and legal approaches to the problems of the homeless. Students have responded enthusiastically to these courses, and I am looking forward to the challenge of further course design (both on the undergraduate and graduate levels) that will present current functions of rhetoric in society, as well as more traditional courses in the Early Modern Period, the great books, and the western traditions.

My dossier is available at the address on my vita, should you wish to request it directly, or I would be happy to have it sent (or any other information you require, including teaching evaluations). I will be attending the MLA Convention in New York, and I would be pleased to meet with you for an interview. I can be reached at the above address until December 21, after which you may contact me in New York at (xxx)xxx-xxxx. Many thanks for your consideration.

Sincerely,

Job Description: English Department, Literary Specialization

123 Any Street
Anyburg, Big State 08ZIP
(555) 555-1212
email@mail.utexas.edu
15 October 1993

Professor X, Chair, Faculty Search Committee
English Department
Any University
Tacoma, WA 98402

Dear Professor X:

I am responding to your advertisement in the *MLA Job Information List* for an assistant professor in Milton and Early Modern literature and culture. With my Ph.D. in rhetoric and Renaissance literature, extensive work in cultural theory and cultural history, and my experience in composition, I believe I am ideally suited to fill such a position and contribute to your institution.

As the enclosed abstract indicates, my dissertation crosses traditional disciplinary lines between history of rhetoric, intellectual history, and literary studies, and explores heretofore untouched intellectual links in order to show how concepts drawn from classical theories of rhetoric entered popular science and (in much modified form) literature, to influence 17th- and 18th-century European concepts of aesthetics, history, and genre. My new project, on the letters written by scientists in the period (including Isaac Newton and Lavoisier), explores how metaphors drawn from contemporaneous rhetorics converge with the metaphysics of the period, conditioning their concepts of the state and society, and especially their concerns with control and confinement, as outlined most prominently by Foucault in *Discipline and Punish*. This juxtaposition of literary and rhetorical/scientific tropes of the period allows me to approach Renaissance literature and its place in culture in a fresh way, showing how narrative strategies cross over between disciplines and how popular science forges links between the two domains -- enabling me to draw cultural implications in ways parallel to those of Anthony Grafton.

I have also have been fortunate enough to have been able to explore the curricular implications of interdisciplinary literary scholarship at both Big State University and Ivy Heaven, and am convinced that the types of courses I have designed (see the enclosed syllabuses for details) are important additions to the undergraduate curriculum. In four courses that I have designed for Ivy Heaven, students read religious and literary texts in parallel, in order to achieve two discrete educational goals: they not

only learn an area of cultural history and see how religion and literature reflect each other in a culture, but also explore the varying analytic and argumentative skills in each discipline. Students have responded enthusiastically to these courses, and the comparison of the two fields of discourse seems to be an extremely effective way to teach expository prose while teaching cultural history. I would look forward to have further opportunities to teach Shakespeare, Milton, and early modern literature to both undergraduate and graduate students, either as part of a literary tradition or against the background of the cultural and intellectual history of the period (including intercultural borrowings from the Italian Renaissance and German Humanism) -- a tribute to Grafton's influence on my work.

My dossier is available at the address on my vita, should you wish to request it directly, or I would be happy to have it sent (or any other information you require). I will be attending the MLA Convention in New York, and I would be pleased to meet with you for an interview. I can be reached at the above address until December 21, after which you may contact me in New York at xXxx)xxx-xxxx. Many thanks for your consideration.

Sincerely,

Job Description: Renaissance Studies

123 Any Street
Anyburg, Big State 08ZIP
(555) 555-1212
email@mail.utexas.edu
15 October 1993

Professor X, Chair, Faculty Search Committee
Department of Renaissance Studies
Auy University
Tacoma, WA 98402

Dear Professor X:

I am responding to your advertisement in the *MLA Job Information List* for an assistant professor in Renaissance English literature and intellectual history. With my Ph.D. in rhetoric and literature, extensive work in cultural theory (especially that with Grafton, LaCapra, and Gilman), English and continental literature and intellectual or cultural history, I believe I am ideally suited to fill such a position and contribute to your institution.

As the enclosed abstract indicates, my dissertation crosses traditional disciplinary lines between history of rhetoric, intellectual history, and literary studies, and explores heretofore untouched intellectual links in order to show how concepts drawn from classical theories of rhetoric entered popular science and (in much modified form) literature, to influence 16th- through 18th-century European concepts of aesthetics, history, and genre. My new project, on the letters written by scientists in the period (including Isaac Newton and Lavoisier), explores how metaphors drawn from contemporaneous rhetorics converge with the metaphysics of the period, conditioning their concepts of the state and society, and especially their concerns with control and confinement, as outlined most prominently by Foucault in *Discipline and Punish*. This juxtaposition of literary and rhetorical/scientific tropes of the period allows me to approach Renaissance literature and its place in culture in a fresh way, showing how narrative strategies cross over between disciplines and how popular science forges links between the two domains -- enabling me to draw cultural implications in ways parallel to those of Anthony Grafton. Moreover, comparing letters from scientists in different countries will allow me to reconsider the varying impacts of Italian Humanism throughout the continent and England, reopening the question of Renaissance cosmopolitanism in the sciences. This material has been well received at two conferences, and at *Renaissance Studies*, where I have a forthcoming article on the topic.

I have also have been fortunate enough to have been able to explore the curricular implications of interdisciplinary literary scholarship at both Big State University and Ivy Heaven (see the enclosed syllabuses for details). In four courses that I have designed for Ivy Heaven, students read religious and literary texts in parallel: they not only learn an area of cultural history and see how religion and literature reflect each other in a culture, but also explore the varying analytic and argumentative skills in each discipline. Students have responded enthusiastically to these courses, and the comparison of the two fields of discourse seems to be an extremely effective way to teach expository prose while teaching cultural history. I would look forward to have further opportunities to teach Shakespeare, Milton, Dante, and other masterworks of Renaissance literature to both undergraduate and graduate students, either as part of a literary tradition or against the background of the cultural and intellectual history of the period (including intercultural borrowings from the Italian Renaissance and German Humanism) -- a tribute to Grafton's influence on my work.

My dossier is available at the address on my vita, should you wish to request it directly, or I would be happy to have it sent (or any other information you require). I will be attending the MLA Convention in New York, and I would be pleased to meet with you for an interview. I can be reached at the above address until December 21, after which you may contact me in New York at (xxx)xxx-xxxx. Many thanks for your consideration.

Sincerely,

Job Description: Rhetoric and Composition, Liberal Arts College
123 Any Street
Anyburg, Big State 08ZIP
(555) 555-1212
email@mail.utexas.edu
15 October 1993

Professor X, Chair, Faculty Search Committee
Division of Composition and Rhetoric
Teeny State College
Tacoma, WA 98402

Dear Professor X:

I am responding to your advertisement in the *MLA Job Information List* for an assistant professor in rhetoric and composition. With my Ph.D. in literature and the history of rhetoric, an MA in composition, and extensive work in intellectual history and linguistics, I believe I am ideally suited to fill such a position and contribute to your institution.

As the enclosed abstract indicates, my dissertation crosses traditional disciplinary lines between history of rhetoric, intellectual history, and literary studies, and explores heretofore untouched intellectual links in order to show how concepts drawn from classical theories of rhetoric entered popular science and (in much modified form) literature, to influence 17th- and 18th-century European concepts of aesthetics, history, and genre. As an outgrowth of this earlier work, I hope to work on the rhetoric and composition teaching practices of the period, in order to see what was considered literacy in English and Latin.

Deapite the more technical natues of my dissertation, I have been fortunate enough to have been able to explore the curricular implications of this scholarship at both Big State University and Ivy Heaven, and am convinced that the types of courses I have designed (see the enclosed syllabuses for details) are important additions to the undergraduate curriculum in any college. In four courses that I have designed for Ivy Heaven, students read religious and literary texts in parallel, in order to achieve two discrete educational goals: they not only learn an area of cultural history and see how religion and literature reflect each other in a culture, but also explore the varying analytic and argumentative skills in each discipline.

Two courses that I designed and taught at Big State were more issue-oriented, exploring concepts of sanity and insanity, and their implications for literature (*Don Quixote*, *The Magic Mountain*), current legal practice (as reflected in current novels about lawyers, such as Turow), and legal

approaches to the problems of the homeless. Students have responded enthusiastically to these courses, and I am looking forward to the challenge of further course design (both on the undergraduate and graduate levels) that will present current functions of rhetoric in society, as well as more traditional courses in the great books and Western Civilization.

I have also had considerable experience as a writing tutor, both in the Writing Lab at Big State, but also as part of the team developing DAEDALUS software for the INTERCHANGE network for teaching composition at all levels.

Although my Ph.D. is from Big State, I welcome the opportunity to teach in an environment such as yours. I have run the "Literary Film Series" on our campus for several years, as well as judging for the local "Gilbert and Sullivan League." Such activities are, for me, a natural outgrowth of a love for reading and writing, an essential part of teaching at all levels.

My dossier is available at the address on my vita, should you wish to request it directly, or I would be happy to have it sent (or any other information you require, including teaching evaluations). I will be attending the MLA Convention in New York, and I would be pleased to meet with you for an interview. I can be reached at the above address until December 21, after which you may contact me in New York at (xxx)xxx-xxxx. Many thanks for your consideration.

Sincerely,