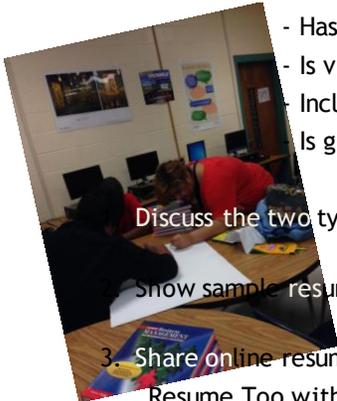


RESUME WRITING LESSON

WHAT IS A RESUME?

1. Introduce students to resumes as a genre of writing: professional writing. Discuss how this is different from academic genres in that it serves a different purpose and is intended for a different audience. In short, it is a type of writing by an author who is trying to get something. As a result, it is an extremely persuasive style of writing. Share examples of when a person would need a resume, such as applying for a job, a scholarship, or an award, or when creating a portfolio of one's work.
2. Prepare students to understand the purpose of a resume, including its **F**unction, **F**orm, and **(e)**ffectiveness (the 3 Fs). Take an informal poll of the class, asking who has heard of a resume before this class, who has seen one, and who has one of their own. Based on the results, you may ask students to share their experiences to add to the conversation.
 - i. **Function:** The function of a resume is to inform the audience about you in order to accomplish something. What you're trying to accomplish depends on what you're trying to do. This might include getting a job, getting into college, winning a scholarship, or being selected for an internship. There are many reasons to show people your resume.
 - ii. **Form:** Resumes need to look a certain way. This is considered their form. People who read resumes expect them to include specific information, such as your name, address, contact information, education, past jobs, volunteer experience, and special skills. If a resume does not look like a traditional resume, the reader may be confused and think the writer is not educated about writing proper resumes.
 - iii. **(e)ffectiveness:** For a resume to be effective, it must demonstrate your knowledge of both function and form.
An effective resume
 - Has a clear purpose that shows why you are writing it
 - Is visually appropriate and appealing, or easy to read
 - Includes all the necessary information about the writer
 - Is grammatically correct with no errors in punctuation or spelling



Discuss the two types of resume: chronological and functional. Ask students which style they think is best for them.

Show sample resumes. Ask students to identify which ones are chronological and which ones are functional.

3. Share online resume reference sites such as [College Admissions High School Resume](#) and [High School Students Need a Resume Too](#) with the class to present additional ways of thinking about the construction of resumes.

DEFINING AUDIENCE AND PURPOSE

1. Begin a discussion about the importance of audience and purpose when creating a resume, as these are fundamental items to consider when putting all of their information together. Points to note include the following:
 - The audience refers to anyone who will review the resume, so we must consider all audiences, both primary and secondary.
 - The purpose refers to why the audience is looking at the resume and what they will be looking for, so we must ask ourselves what they want to read.Connect audience and purpose to the 3Fs as discussed in the previous class. Ask students to comment on how these are related and why they are important.