



# Guide to Writing Resumes, CVs and Cover Letters

Swarthmore College

**CAREER SERVICES**

610.328.8352

[career@swarthmore.edu](mailto:career@swarthmore.edu)

<http://www.swarthmore.edu/Documents/administration/careerservices/resume.pdf>

---

## THE CONTENT

---

### TYPICAL CATEGORIES

**IDENTIFICATION:** Begin your resume with your name, address, telephone number and email address. Most students include a college address and a permanent address. Area codes and zip codes should also be included. Make sure you include a telephone number where you can be reached or where voice mail messages can be left. If you are listing a cell phone number, make sure you have a professional-sounding voicemail greeting rather than a humorous or potentially inappropriate one.

**EDUCATION:** As your education may be your biggest accomplishment thus far, it belongs at the top. You may also include scholarships, honors, or awards related to your education.

- **GPA** – Listing your GPA is optional. The Registrar’s official policy is not to provide GPA or class rank to people outside of the College but in many cases you will be asked to provide it on an application. You may calculate your GPA on your own and list it on your resume. A general rule is if you have a 3.0 or higher, you may want to include it. For more information about GPA and to compute your GPA using a special calculator, visit the Registrar’s website.
- **Honors** – Swarthmore does not award Latin honors (e.g. “cum laude”) so don’t include these on your resume. Our designations are highest honors, high honors or honors.
- **Courses** – In your Education section, you can choose to include a list of some of the courses you have taken. These courses should be tailored to the type of position for which you are applying. If you prefer, “Relevant Coursework” can be listed as a separate section on your resume.
- **High School: To list or not to list?** – If including high school shows a geographic familiarity that may be important to the employer, significant honors, or strengthens the representation of yourself, feel free to include it. For most first-years and sophomores, it is appropriate to include high school and to list activities and awards received during that time. Only include data that is relevant, perhaps choosing just highlights. High school info will be left off your resume as you fill it up with college experiences.

**EXPERIENCE:** You can include any of the work that you have done, including full-time, part-time, paid, volunteer, on-campus, off-campus, community service, summer jobs, internships, externships, college projects, independent research, or anything else that required time, effort, or skill. Do not categorize by full time or volunteer work, rather by skill sets such as Leadership or Research. It does not matter where you got the experience, rather the skills you developed during the work. You are presenting what you can do for the next employer.

- **Breaking it down:** When listing your experience, select a category title that matches the type of job for which you are applying. For example, someone interested in teaching would have a “Teaching Experience” section that would include teaching and tutoring. Guide your reader to see the skills you have that show you can do the job. Title sections by skill sets. You can use titles specific to your background and goals:

Communication Experience	Editorial Experience	Leadership Experience	Research Experience
Engineering Experience	Public Relations	Marketing Experience	Non-Profit Experience

- **Not all of your experience needs to be included on your resume.** Communicate experiences that are relevant to your goal but try not to have unexplained gaps in time between positions.

---

## OPTIONAL CATEGORIES

---

**PROFESSIONAL AFFILIATIONS:** If you belong to professional organizations (either as a student or regular member) or hold professional certificates or licenses, a section on professional affiliations may be useful. Include membership, offices held, and work done for the organization.

**PUBLICATIONS:** If you have published any articles or books, particularly if they relate to the work you are seeking, include a section on publications. Use a standard citation format. Pending publications may also be included. This is a category that is appropriate in a CV.

**INTERESTS, SKILLS, ACTIVITIES:** These sections can highlight particular skills, show a breadth of interests, show your personal characteristics, act as an icebreaker in an interview, and provide common ground between you and the interviewer. These sections will be different for every person, depending on background.

**Skills:** Special skills such as knowledge of languages, computers, public speaking, artistic ability, and any "extras" that may enhance your qualifications for a position

**Activities:** Usually groups with which you may be involved, leadership roles, and volunteer positions, either in or out of college

**Interests:** Usually individual longer-term interests such as music, horseback riding, chess, athletics, reading 18th century novels

Before adding any of the above optional categories, ask yourself “do they add value to my resume”

---

## CATERGORIES TO AVOID

---

**Location Preferences and Availability Dates:** These issues are best addressed during the interviewing process. If an employer requests this information as part of an application packet, you should discuss these issues in your cover letter (not in your resume).

**Salary Requirements:** Discussing salary in a job application is unwise. One way to address salary requirements is to add a line to your cover letter such as “My salary requirements are negotiable.” If the employer will not accept applications without a stated salary requirement, talk to a staff member. We can help you find the median salary for the type of position and suggest an appropriate range to list.

**Personal Information:** Use good judgment in supplying personal data. Unless the requested information meets bona fide occupational requirements, is relevant to your objectives, or will otherwise help you in obtaining a job, you are not required to include it, by U.S. law. If you are applying for positions outside the U.S., this information may be an expected and accepted practice in job recruitment.

---

## ORGANIZATION of CONTENT

---

When developing your resume and describing your experiences, focus on:

- Your **highest level of responsibility** in the position – limit your description of mundane tasks and instead describe interesting projects or ways you took initiative.
- **Transferable skills that can be used across industries.** These are skills such as leadership or communication. They have value and add to your skills sets as a candidate.
- **Accomplishments** – emphasize ways you made a difference, took initiative, and how your role contributed to the larger goals of the group or organization. Quantify if possible.

Three main considerations in developing a resume are content, order, and layout:

**Content:** Assess your interests, skills, competencies, and experiences in light of the career field you seek to enter. In doing this you will make decisions as to what to include and what not to include.

**Order:** The format you choose makes a statement about the importance and relevance of your experiences for the desired position. Entries that appear first and/or take up significant space are perceived as more important than other entries – this should influence your arrangement of items.

**Layout:** You want your resume to be well laid out, understandable, clear, organized, and above all, inviting to read. Employers look over resumes quickly; therefore, you want your qualifications to jump off the page. Your goal is to organize the resume to maximize its clarity, focus, and impact.

- Use a 10-12 point font in a style like Arial, Calibri, Geneva, Helvetica or Times New Roman.
- Margins – Try to keep about 1” on all sides of the document, but edit to make your resume one page!

---

## WRITING STYLE

---

Resume language does not follow all the rules of English grammar. Do not write in complete sentences and do not use pronouns, as the subject of your resume is you. Write short, concise, positive, and descriptive phrases about your experiences. Make sure that every item on your resume is presented in the same order and you are consistent in your use of tenses, punctuation, and grammar.

**Tenses:** Be consistent in the tense you use to describe your work. Usually jobs are described in the past tense, active voice (for example, “Coordinated campus event on social justice”). If you are currently working in a position, it is appropriate to use the present tense in describing your responsibilities.

**Punctuation:** Some people follow their job titles with a comma and then the place of employment, while others use a period or a dash. Whatever you use, follow the same form throughout your resume.

**Skill language:** Using action words (e.g., active verbs, adverbs, numbers, statistics, and results) when describing your experiences will aid you in maximizing the impact of your descriptions and creating an active, positive representation of your experience.

---

## PUTTING IT ALL TOGETHER

---

### *General Guidelines*

- You are writing a list of accomplishments, not a job description
- Use present tense for jobs/positions you still currently hold; use past tense otherwise
- If your job title and employer are not readily recognizable, use a bullet point to further describe your role and/or the employer
- Quantify where possible
- Contextualize processes (e.g. how many team members, whom you reported to)
- Specify tools (e.g. computer programs, statistical methods) utilized where possible
- Make comparisons where relevant (e.g. your proposal was allocated a budget of X increase over previous year’s budget)
- Describe the final outcome of your accomplishment where relevant, even if you are not present for its fruition (e.g. your consolidation of all the files allowed the lab scientists to more readily access information in the research of X)

### *Sample Descriptions*

- **Analyzed 13** competitor companies in **Excel** using **basic accounting methods**
  - [Action verb] and [quantified product], with information on [what tools] you used, both in terms of a computer program and in terms of utilizing your accounting skills
- Presented analysis to **Finance Department**, which used the data to **help build company's growth strategy**
  - Often contextualization does not fit in one line only, so the first bullet point is further described by the second bullet point above. Here your [action] is contextualized by the [target audience] of the thing that you accomplished, and also the [final outcome] of that accomplishment, even if you yourself didn't execute the final outcome!
- Lead team-building activities with **other 7 members of Executive Board**, **drawing from leadership workshops attended previously**
  - Your accomplishments are achieved by the skills you have, and you acquired those skills somewhere. This bullet point not only [contextualizes activity with number involved] but also [explains source of skills]. Note that this is in present tense, for a current job.
- Secured position through the **Awesome Person Fellowship**, given to **100 students nationwide** who demonstrate **leadership in social action**
  - Bullets to further describe your role can be the first bullet point under the job title, but not necessarily. Here you have described [how] you got the position and [how great you are because only 100 students get it!] and [for what reason you got it]
- Answered calls **for Director of office**, **ensuring efficient and accurate communication of messages**
  - Yes, sometimes you will have to embellish your function a little bit. But even in this instance, you aren't just answering calls at a desk, you're answering calls [for an ultimate purpose] – which is not lying, either. No lying!
- Coordinated **5 events in a week** for Heritage Week, **meeting with administration to ensure space reservation and adequate publicity**
  - Quantifying doesn't just mean raw numbers, but what statisticians would call efficiency numbers too. [How many things in how much time] is conveyed here, plus what exactly "coordinated" means; often the initial action verb needs a bit more description, which in this case means [coordinated with administration for space and advertising],

---

## FEDERAL RESUMES

---

Federal resumes are generally lengthier than their private sector counterparts, and can range from one to five pages. Applicants create their resumes with the USAJOBS Resume Builder, on the USAJobs.gov website, by completing the questions in the template. Applicants are asked to submit all required information and the answers must be highly structured with specific data. Be advised that excluding this information may mean that the resume will not be considered.

When filing out a Profile, the information must be specific. In the education section, specify the major subjects and the total credits earned for each diploma/degree awarded. If your education does not meet the qualifications, work experience may be an appropriate substitute. Make sure to mention language proficiencies and work/educational experiences abroad if applicable. Related qualifications and concrete examples of their similarity to the job listing (e.g. using SPSS to analyze data), along with listings of memberships and awards can also strengthen your resume.

Once all sections have been completed, a Federal Resume is generated that can be submitted to employers. USAJOBS.gov allows job seekers to create up to five federal resumes, each of which can be tailored to a different federal position.

For more information on applying to Federal Jobs and Application Tips, please see our Government Handout and the sample federal resume in this packet.

---

## ALUMNI RESUMES

---

The alumni resume still follows the same rules as a student resume. Make sure you put it all together, highlighting skills, accomplishments and ultimate levels of responsibility. You can be creative in how you showcase your talents, but it should still be professional and easily read. A *Professional Highlights* or *Qualifications Summary* section at the beginning of your resume will help guide the reader through your career path. These are short, dynamic, descriptive sentences that give an enticing beginning to your resume. For example: *20 years of financial services experience* or *Strong Communication and Leadership skills*.

Now that you have professional work experience, it is time to pick and choose from your experiences to make the best targeted resume you can. That means not every experience or accomplishment is going to add value to your resume. The ultimate goal is to communicate the skill sets for your desired job. Even the most seasoned professional can have a concise resume that emphasizes skills for a potential position.

Career changers or those coming back to the workforce after time off may find that they need to emphasize skill sets more than work history. This functional approach to resume writing emphasizes the skill sets that the desired job will require. A work or project history can be added in the resume to show where the skills were acquired. Make sure to identify your transferable skills and know your desired industry's keywords. You want to make these fit together. If you are returning to the workforce, include any volunteer work done during your paid work hiatus.

**Use the following list of ACTION VERBS to help generate  
ways to list your experiences on your resume.  
Original List from “The Damn Good Resume Guide”**

<b><i>Management</i></b>	<b><i>Technical</i></b>	<b><i>Research</i></b>	<b><i>Teaching</i></b>
administered	assembled	clarified	adapted
analyzed	built	collected	advised
assigned	calculated	critiqued	clarified
attained	computed	diagnosed	coached
chaired	designed	evaluated	communicated
contracted	devised	examined	coordinated
delegated	engineered	extracted	demystified
developed	fabricated	identified	developed
directed	maintained	inspected	enabled
evaluated	operated	interpreted	encouraged
executed	overhauled	interviewed	evaluated
improved	programmed	investigated	explained
increased	remodeled	organized	facilitated
organized	repaired	reviewed	guided
oversaw	solved	summarized	informed
planned	upgraded	surveyed	instructed
prioritized		systematized	mentored
produced	<b><i>Financial</i></b>		persuaded
recommended	administered	<b><i>Creative</i></b>	set goals
reviewed	allocated	acted	stimulated
scheduled	analyzed	conceptualized	trained
strengthened	appraised	created	
	audited	customized	<b><i>Communication</i></b>
<b><i>Administrative</i></b>	balanced	designed	addressed
approved	budgeted	developed	arbitrated
arranged	calculated	directed	arranged
catalogued	computed	established	authored
classified	developed	fashioned	collaborated
compiled	forecasted	founded	convinced
dispatched	managed	illustrated	corresponded
executed	marketed	initiated	developed
generated	projected	integrated	directed
implemented	researched	introduced	drafted
inspected		invented	edited
monitored	<b><i>Helping</i></b>	originated	enlisted
operated	assessed	performed	formulated
organized	assisted	planned	influenced
prepared	clarified	revitalized	interpreted
processed	coached	shaped	lectured
purchased	counseled		mediated
recorded	demonstrated	<b><i>Accomplishment</i></b>	moderated
retrieved	diagnosed	achieved	negotiated
screened	educated	expanded	persuaded
specified	expedited	improved	promoted
tabulated	facilitated	pioneered	publicized
validated	familiarized	reduced (losses)	reconciled
	guided	resolved	spoke
	motivated	restored	translated
	rehabilitated	spearheaded	wrote
	represented	transformed	

---

## LIBERAL ARTS and the WORLD of WORK

---

Understanding the relationship between a liberal arts education and the world of work may provide you with valuable insight as you consider the purpose and focus of your resume. Mary J. Hicks, Stephen Koller, and Nancy Tellett-Royce, in *Liberal Arts Students and Their Skills*, list the following skills that liberal arts students may develop as a result of personal experience and a liberal arts education.

### **Design and Planning**

- Initiating projects or ideas
- Identifying problems and needs
- Making and keeping schedules
- Identifying priorities, parameters, and alternative courses of action
- Setting realistic goals
- Implementing ideas
- Visualizing spatial relationships
- Illustrating, displaying, and creating two- and three- dimensional images
- Following through with a plan or decision
- Managing time, energy, and resources effectively
- Predicting and evaluating future trends and patterns

### **Management/Leadership**

- Using tact, diplomacy, and discretion
- Interacting effectively with others
- Motivating and leading others
- Accepting and learning from negative feedback
- Maintaining group cooperation
- Organizing people and tasks to achieve specific goals
- Identifying critical issues and making decisions quickly and accurately
- Identifying people who can contribute to a task or the solution of a problem
- Analyzing the behavior of self and others
- Making commitments and following through
- Keeping a group on track and moving toward a common goal

### **Information Management**

- Sorting data and objects; Cataloging information
- Compiling and selecting information
- Manipulating information using expertise in a specific body of knowledge
- Understanding and using organizing principles
- Evaluating information against appropriate standards

### **Research and Investigation**

- Mediating, negotiating, and taking risks
- Using a variety of sources of information
- Applying appropriate methods to test the validity of data
- Designing an experiment, plan, or model that systematically defines a problem
- Identifying information sources appropriate to special needs or problems
- Formulating questions to clarify a particular problem or issue
- Analyzing the interrelationship of events and ideas from several perspectives
- Using systems-analysis and lab techniques

### **Interpersonal/Communication**

- Speaking effectively to individuals and groups
- Using media formats to present ideas creatively and effectively
- Using argumentation techniques to persuade
- Teaching a skill, concept, or principle to others
- Describing objects or events factually
- Demonstrating premises and reasoning to their conclusions
- Interviewing
- Coordinating or directing others in a group presentation or performance
- Writing factual material clearly and concisely
- Translating written materials
- Critiquing, editing, and proofreading
- Using creative writing techniques

### **Human Relations**

- Listening objectively
- Expressing needs, wants, opinions, and feelings without violating others' rights
- Communicating value judgments effectively
- Understanding the feelings of others



---

## RESUME vs. CV: WHAT'S THE DIFFERENCE

---

A **resume** is an advertisement of who you are in terms of your competencies, accomplishments, and future capabilities. The purpose of a resume is to motivate an employer to interview you. It should work in unison with a cover letter to emphasize your strengths and document your skills.

**Resumes** are appropriate to submit for most positions in fields like business and public service. A resume must have a clean, concise, organized, and professional appearance. It should be easy to scan and key information should stand out. A resume should be **one page** - a general rule to follow is no more than one page for every ten years of experience.

In the U.S., a **curriculum vitae** (or CV, vita, vitae) is a summary of the relevant information from your educational and work experience and is usually required for positions within an academic setting (i.e., research, teaching assistant, lab manager). The CV has a similar format to a resume but includes additional categories which reflect academic experiences related to the position. CVs tend to be longer than resumes since they can include categories such as publications, lectures, and more. You should organize the format of your CV by placing the most relevant categories first.

In other countries, a CV is very similar to a traditional resume and companies from various fields request them. **International CVs** tend to list information that U.S. employers are legally not allowed to ask candidates, such as marital status, date of birth, ethnic background, and more. International CVs also tend to be a few pages rather than the standard one page U.S. resume. Be sure to check out *The Global Resume and CV Guide* in the Career Library, with international CV examples.

### CREATING A CURRICULUM VITAE

**If you are applying to graduate school or for an academic position (for example, a research assistant), a CV may be a more appropriate document than a resume.** Even if a graduate school does not specifically ask for a CV, you can submit one with your other application materials. As noted earlier, a CV lists more academic information and tends to be more than one page long.

**Category Titles:** In addition to traditional categories like Education and Experience, CVs can contain numerous other categories so make sure to choose ones that best highlight your work. Here are some examples of CV categories:

Publications	Presentations & Lectures	Committee Appointments
Honors & Awards	Professional Associations	Research Interests
Teaching Experience	Community Service	Foreign Study
Research Experience	Licensure	Grants

For detailed information on developing a CV, visit the career library and check out *How to Prepare Your Curriculum Vitae* by Acy L. Jackson. Also, if you are considering an international position, be sure to check out our book in the career library called *The Global Resume and CV Guide* - it has important information and examples for countries around the world.

---

## COVER LETTERS

---

A cover letter is a tool that is used to introduce yourself to potential employers, showing **how your skills meet their job needs**. A well-written cover letter connects your qualifications to a specific job with a prospective employer. Keep in mind that your cover letter will be looked upon as a sample of the quality of your work. **NOTE: You CANNOT write a generic cover letter to send to all companies. They must be written specifically addressing the employer's job description.**

There are certain characteristics that are common to all types of cover letters. Each effective cover letter:

- 1) is personalized and written to serve a specific purpose
- 2) directs the reader's attention to the depth of your experiences as they relate to the organization and the job at hand
- 3) opens lines of communication between the writer and the recipient
- 4) has a positive tone

**FORMAT:** They should be concise, one page, with relatively short paragraphs. This letter includes the format you have used for most papers meaning, introduction, body and conclusion.

**Intro:** This shows how excited you are about this position and working for this particular organization. Indicate that you know something specific about their organization. Mention how you found the job and if you happen to have a connection to the organization, such as an alum or recent grad who works there. Then indicate what you'll be talking about in the body of the letter, meaning your specific skills that meet their needs.

**Body:** The body is 2 or 3 small paragraphs addressing qualifications found in their job description. Each body paragraph addresses a specific job qualification. You'll give examples of where you developed the skills that meet their needs. For example, if they are looking for someone with excellent quantitative skills write about where you developed your quant skills in class and on a job or doing research. You are showing them that you have what it takes to do their job.

**Conclusion:** Reiterate how your education and experience are a fit for the job. Tell them you look forward to discussing the job and your background further and thank them for their time and consideration.

Letters should be addressed to an individual using the correct title or full name: Dear Senator Gray, Dear Dr. Black, Dear Ms. White, or Dear Amber Green.

(Your address followed by the date)

Ms. Amber Green, District Attorney  
District Attorney's Office  
City of Philadelphia  
Philadelphia, PA 19013

Dear Ms. Green:

(Your address followed by the date)

Mr. John Black, Vice President of Marketing  
DLJ Marketing Consultants  
One Plaza Place  
New York, NY 10090

Dear John Black:

**Writing Style and Focus:** Effective cover letters utilize business language, the hallmarks of which are concreteness, clarity, and conciseness. Some specific points to remember are:

- 1) **Demonstrate your interest in their organization.** Rather than saying “I am interested in the legal field because I think it is intellectually stimulating,” explain why you want to work **specifically** for that organization.
- 2) **Keep your sentences short.**
- 3) **Use the active voice.**
- 4) **Use descriptive and strong words.** "As a consulting intern with -----, I developed effective research and analytical skills as well as the ability to meet deadlines under pressure."
- 5) **Use short paragraphs**, especially at the beginning and end of the letters. Generally a cover letter will have no more than three or four paragraphs with three to seven sentences in each. Usually the first and last paragraphs are shorter than those in the middle.
- 6) **Give specific, concrete examples that relate to their job requirements.**

I have had a long-standing interest in creative writing, and have written several plays that have been produced by theater groups here at Swarthmore. I am both proud and pleased that they received rave reviews from the campus newspaper. One play, "Swarthmore Vice," was deemed the most innovative, irreverent review of campus life this decade! In addition, I have gained broad exposure to film-making from working as a Production Assistant for PennVisions, a local company that produces promotional videos for area businesses.

- 7) **Focus on how you meet their needs** rather than on what the employer has to offer you.

## ***How to Match Your Cover Letter to the Job Description***

### **Sample Job Description:**

#### **Council on Foreign Relations: Research Associate, Asia Studies**

The Council's Studies Program is one of the country's largest foreign policy think tanks with a widely respected and influential research staff. The Studies Program's aim is to advance the discussion of American foreign policy and international affairs through its writing, publications, public outreach, and discussions.

#### **Major responsibilities for the Research Associate include:**

- Researching specific areas as requested by the Fellow. Tracking news and data sources on China's economic and political developments, as well as issues related to U.S.-China relations, energy and environment, and Asian regional security concerns.
- Assisting with writing assignments, including articles, book chapters, presentations, research briefs, and business writing
- Managing budgets, including preparing budgets and tracking monthly statements, monitoring grant information, and preparing vouchers for reimbursement
- Coordinating events, including arranging mailings, preparing invitations, travel arrangements, scheduling, corresponding with speakers and presiders, helping to prepare background papers and materials for distribution, and providing other logistical support
- Providing administrative support to the Fellow, including answering telephones, arranging travel for speaking engagements, handling correspondence, filing, and responding to requests for information

#### **Preferred Qualifications:**

- BA in international relations or Asia studies
- Strong command of Mandarin (reading)
- Excellent English language verbal and written communication skills
- Strong research, proofreading, and editing skills
- Proficiency in MS Word, Excel and Email, including advanced functions such as mail merge
- Strong organizational skills, attention to detail, and ability to work under tight deadlines
- Experience with blogs a plus
- 1-2 years related internship, administrative and/or research experience

## **Matching Cover Letter:**

April 25, 2014

Mr. Jeffrey Jones, Recruiting Manager  
Council on Foreign Relations  
58 East 68th Street  
New York, NY 10065

Dear Mr. Jones:

I write to apply for the Research Associate position in the Asia Studies program at the Council on Foreign Relations (CFR). I have read and cited many publications by the program director Dr. Elizabeth Economy. With a profound interest in the Chinese political economy and US-China relations, I believe that working as a Research Associate in CFR's Asia Studies program would be a very rewarding next step.

My research and writing experiences have prepared me thoroughly for the research that is central to this position. As a political science and environmental studies student in the Honors Program at Swarthmore College, I am skilled at conducting research using various kinds of digital databases as well as written texts. For an honors seminar on comparative Chinese politics, I wrote a research paper on China's state interests and historical lessons as shaping forces of Chinese foreign policy. This piece of work has been accepted for publication by both the *Journal of Undergraduate International Studies* at the University of Wisconsin-Madison and the Sigma Iota Rho *Journal of International Relations* at the University of Pennsylvania.

During my research internship with the Foreign Policy In Focus (FPIF) program at the Institute for Policy Studies (IPS), I worked on several security-related research projects that involved research in digital databases and libraries, interviewing scholars and journalists, and attending relevant policy events in order to produce reports on U.S.-Australia joint military facilities in Australia, Taiwan's military spending, and U.S. bases in Japan. My work on these projects acquainted me with aspects of conducting research in a professional environment; it spurred my interest in working at a research-oriented think tank.

Organizing workshops, speaker events, and conferences has sharpened my organization, communications, and interpersonal skills. During my 2012 summer internship with the US-China Energy Cooperation Program in Beijing, I acted as a liaison among the U.S. agencies and their Chinese counterparts in organizing two U.S.-China high-level energy forums in Beijing. I not only gained more insight into Sino-American government relations and large-scale event planning from this experience, but also improved my ability to multi-task, prioritize and re-prioritize my tasks constantly, and to pay close attention to details. This experience bore fruit in my subsequent internship with the Think Tanks and Civil Societies Program. Program Director James McGann appointed me to head the Program's China project. As the project lead, I used my knowledge of conference planning to work with other team members to put together a full agenda of a conference on Chinese think tanks in Beijing in October 2013.

My research, writing, organization, and administrative experiences have prepared me for the responsibilities of a Research Associate at CFR. With a keen interest in the Asia-Pacific region and China in particular, I believe that working at CFR will be a truly enriching and growth-filled next step before starting my graduate school education in government or international relations. In the meantime, I hope to contribute my previous research and event management experiences to the research and administrative work at CFR. Thank you very much for your consideration; I look forward to hearing from you soon.

Sincerely,  
**Alice Paul**  
Alice Paul

---

## REFERENCES

---

Type your references on a **separate sheet of paper** with your resume header (name and contact information) at the top. **You will present the reference when asked, but you need not note this on the resume.** Speak to someone in Career Services about setting up a credentials file to manage your reference letters and see the end of this handout for an example of a reference list.

---

## SUBMITTING AN APPLICATION

---

### Email

- Most organizations request that you submit documents electronically. Make sure the subject line of your email is specific (for example, Applicant for Assistant Editor Position) rather than vague or blank. If the employer specifies a preference about how they would like to receive electronic files, follow their wishes. If an employer does not specify a preference, you can attach your resume or CV as a PDF.
- When submitting a cover letter, you can either paste it into the body of the email (remove the address/date section at the top and start with Dear Mr./Ms. <name here> or you can attach the cover letter. If you choose to attach the cover letter, write a brief email that describes why you are writing and what's attached. Here is an example:

Dear Ms. Jones:

I am writing to apply for the Assistant Editor position recently posted on your website. This May, I will graduate from Swarthmore College with a B.A. in English and I have had several editorial internships. I have attached a cover letter and resume providing more details about my experience. Thank you and I hope to speak with you soon.

- Organizations often require you to submit an online application form that may ask for a resume. Formatting elements such as bullets and italics will not transfer. You can create a plain text version of your resume or CV by using capital letters for each section heading and dashes or asterisks instead of bullets, then copy and paste into the application text boxes or attach to emails as needed.
- Send a few practice emails to yourself and friends with your resume or CV attached. This allows you to make changes and to ensure that employers view your document exactly as you created it.

### Fax

- If an organization lists a fax number, you can submit your resume or CV through this method. Create a cover sheet for your document. Career Services has a fax machine you can use.
- Call to make sure that the organization received your fax.

### Mail

- Print your resume and cover letter on white or cream bond paper (heavier weight, often cotton). Make sure the printer you are using prints cleanly without making lines or spots on your document. Career Services has resume paper and a printer for your use.
- Send the employer(s) your documents in an envelope that matches your resume or in a mailer that keeps your documents flat. Try to send the resume to a specific person rather than to a department (for example, Ms. Sally Smith instead of just Human Resources).

---

## THANK YOU NOTES/LETTERS

---

Follow-up thank-you letters should be sent to **each** interviewer, thanking him/her for his/her time and consideration. Try to reference a key point of the interview conversation to remind them of your specific qualifications. All follow-up thank-you letters should be short, concise, and positive. Use a format similar to a cover letter (person's address, Dear Mr./Ms/ X., etc.). Here is an example of the body of a thank-you letter:

Thank you very much for interviewing me yesterday for the Analyst position. I enjoyed meeting you and learning more about your organization. Our conversation about the impact of new financial modeling theories further heightened my interest in the position.

Through my experience and education, I have developed skills that will enable me to make a strong contribution to your organization as an Analyst. I am particularly interested in applying my financial modeling experience gained during my summer internship at XYZ Bank. Please let me know if you would like me to provide any additional information about my background. Again, thank you for the interview and I look forward to speaking with you soon.

Your thank-you note also provides an opportunity to mention something specific you learned about the organization or something about your background you forgot to share in the interview. Personalizing the letter and demonstrating your enthusiasm and sincere interest in the position will make you stand out as a candidate.

### **Sending the thank-you letter:**

In today's world, email is a very common means of communication. Within 24 hours of your interview, you should email your thank-you note to each person with whom you interviewed. In addition, you could send a more formal thank-you letter to your potential direct supervisor which should be typed on resume paper with your signature and sent via the US Mail.

Save hand-written correspondence for a personal or less-formal relationship, with one exception: heads of independent schools are more likely to read a hand-written letter (but it should still be worded formally).

**The following pages contain sample resumes and cover letters.**  
**Feel free to follow any of these examples in creating your own resume and/or cover letter.**

## Frank Firstyear

College Address • Swarthmore College • 500 College Avenue • Swarthmore, PA 19081 • (610) 555-5555  
Permanent Address • 1234 Winding Way • Atlanta, GA • ffirsty1@swarthmore.edu

---

### Education

#### **Swarthmore College**, Swarthmore, PA

Candidate for Bachelor of Arts with an anticipated major in Economics and Philosophy, May 2017

#### **Penncrest High School**, Atlanta, GA

Graduated with high honors, June 2013      GPA: 3.85      National Merit Scholar

### Work Experience

#### **Tutor**, Dare 2 Soar, Chester, PA

January 2014 – present

- Tutor second-grade students from an under-resourced community in math and science subjects
- Actively engage students by designing creative lesson plans and working collaboratively with parents

#### **Tour Guide**, Swarthmore College Admissions Office, Swarthmore, PA

September 2013 – present

- Lead guided tours for prospective students and families visiting campus
- Quickly develop a strong rapport with tour members to gauge their interests and tailor the tour accordingly
- Successfully balance a rigorous academic course load while working 15 hours per week

#### **Private Piano Teacher**, Smith Valley Music Program, Atlanta, GA

July 2010 – July 2013

- Taught beginner and intermediate lessons to 5 students on a weekly basis
- Initiated, organized and launched an annual piano recital for students to showcase their accomplishments for family and friends; developed related fundraising campaign successful in generating \$25,000 in scholarships

### Extracurricular Activities and Awards

#### **Participant**, Tri-College Institute at Swarthmore College, Swarthmore, PA

August 2013

- Selected as one of thirty student participants in a week-long discourse on diversity and inclusion
- Attended seminars on Race, Class and Gender and led discussions within small groups

#### **Captain**, Penncrest High School Science Team, Atlanta, GA

September 2011 – June 2013

- Led the team to place in the top two of the East Coast Science League
- Organized weekly meetings and practice schedule for competitions

### Skills and Interests

**Computer:** Proficient in MS Excel, PowerPoint, and Word

**Languages:** Fluent in Spanish; Basic knowledge of Russian

**Interest and Activities:** a capella group, Debate Society, traveling, video game design and development



## **Janelle Wharton**

500 College Avenue, Swarthmore PA 19081  
jwharto1@swarthmore.edu (610) 328-8352

### **Education**

---

Swarthmore College, Swarthmore PA

Bachelor of Arts in Chemistry, June 2015 Overall GPA: 3.2, Policy GPA: 3.6

John Jay High School, New York, NY International Baccalaureate Diploma, May 2011

- Valedictorian. GPA: 4.0/4.0
- National Merit Scholar and Presidential Scholar Semifinalist
- SAT: Verbal: 800 Math: 770 Writing: 720

### **Research Experience**

---

Developmental Economics, Swarthmore College, Swarthmore, PA

Jan. 2014-present

- Perform regressions of GDP data on several different poverty indicators for 25 countries using STATA.
- Write scripts in STATA to change variables and perform a series of multivariable regressions to provide quantitative evidence for a critique of an academic research paper.

Educational Psychology, Swarthmore College, Swarthmore, PA

Sept. 2013-Dec. 2013

- Evaluated the effectiveness of the Gateways Program (an alternative classroom in Radnor, PA) and suggested improvements.
- Collected data by surveying 40 students and interviewing 8 students. Coded qualitative data for analysis.
- Used SPSS to perform statistical analyses of data and prepare graphics.
- Prepared a 60-page written report of findings; wrote and presented a summary for the school.

Research Assistant, Swarthmore College, Swarthmore, PA

Jan. 2013-Aug. 2013

- Analyzed impact of pesticides on soil bacteria with applications for agribusiness.
- Designed experimental protocols, performed experiments, analyzed data in Microsoft Excel.
- Prepared charts, graphs, a written analysis, and a poster of findings and presented conclusions at a research conference.

Intern, Ion Field Systems, Wilmington, DE

June 2012-Aug. 2012

- Served as an assistant at a scientific instrumentation start-up company.
- Performed experiments to optimize the company's product, wrote company reports on findings and presented results to marketing and scientific representatives and the venture capitalist funding the company.
- Analyzed whether it was cost-effective for the lab to get new equipment.
- Honed ability to work on multiple projects at once, and had the opportunity to help make decisions to optimize the performance of a small company.

### **Leadership Experience**

---

Resident Assistant, Swarthmore College, Swarthmore, PA

Aug. 2013-present

- Provide conflict resolution and support for a hall of thirty six students. Intervene in crisis situations.
- Learned how to work collaboratively with administrators and other RAs.

Student Academic Mentor, Swarthmore College, Swarthmore, PA

Aug. 2012-Aug. 2013

- Served as a residential mentor for eighty students, assisted students with time management and supported students who were struggling to adjust to college.
- Developed an ability to manage time effectively, making helping people and finishing work a priority.

Program Cabin Staff, Double H Ranch, Lake Luzerne, NY

June 2010-Aug. 2011

- Served as a teacher and counselor at a residential camp for children with life threatening illnesses.

# Dana Willets

College Address • Swarthmore College • 500 College Avenue • Swarthmore, PA 19081 • (610) 980-5674

Permanent Address • 1435 Windstrom Way • Atlanta, GA • dwillet1@swarthmore.edu

## Education

### **Swarthmore College**, Swarthmore, PA

Candidate for Bachelor of Arts Honors Program, June 2016. Honors Major in Economics. Honors Minor in Asian Studies. Course minor in Chinese. GPA: 3.1.

### **Raffles Junior College**, Singapore

Graduated 2012. GPA: 4.0. Recipient of Shaw Foundation Scholarship 2011 & 2012. Recipient of Commendation Award. National Youth Science Festival- Gold. SAT I score: Math 800, Verbal 730. President of Chorale.

## Financial Experience

### **Summer Analyst**, *Credit Suisse*, Singapore

Jun. to Aug. 2013

- Worked in both the Fixed Income Structuring and Investment Banking Divisions.
- Participated in the full process of structuring a deal in the Indonesian oleochemical industry, from initial client conference to research, analysis and documentation.
- Compiled a comprehensive structured credit derivatives products presentation template.
- Researched and prepared company profiles and informational memoranda.

### **Member**, *Committee for Socially Responsible Investing*, Swarthmore College

Jan. to May 2013

- Appointed to serve on committee which includes faculty and administration.
- Conducted research for voting recommendations on shareholder resolution issues and filed shareholder resolutions.
- Networked with other SRI committees from other colleges and assisted in establishing instructional website.

## Mentoring Experience

### **Teaching Assistant**, *Economics Department*, Swarthmore College

Jan. 2014 to present

- Conduct walk-in clinics and grade problem sets for Introductory Economics, Intermediate Macroeconomics and Intermediate Microeconomics.

### **Chinese Tutor**, *Academic Services*, Swarthmore College

Aug. 2012 to Jan. 2013

- Instruct students on reading, writing and speaking Mandarin.

### **Intern**, *AACE Upward Bound*, San Francisco, CA

Jun. to Aug. 2012

- Received Lang Foundation Summer Social Action Award to work for academic mentorship program.
- Assisted in organization of residential program and provided individual tutoring.

### **Intern**, *Cutting-Edge Learning Services*, Singapore

May to Aug. 2011

- Co-designed and executed workshop to teach economic literacy to students.
- Managed initial stages of sales and marketing for the company.

## Leadership

### **Resident Advisor**, *Office of Residential Life*, Swarthmore College

Aug. 2013 to present

- Counsel and advise 26 students on residence life issues such as roommate conflicts.
- Serve as liaison between students and administration.
- Coordinate residence hall-wide events for community building.

### **Campus Life Representative**, *Student Council*, Swarthmore College

Dec. 2013 to present

- Facilitate student-administration dialogue via meetings with administration to address student concerns.
- Appoint members to campus committees and charter groups.

### **Public Relations Officer**, *International Club*, Swarthmore College

Aug. 2012 to May 2013

- Organized faculty dinner for 180 guests.
- Managed publicity for International Week, formals, social functions and other events.

## Skills and Interests

- Computer**: Proficient in MS Excel, PowerPoint, and Word; Thompson Database, Factiva and Bloomberg.
- Languages**: Fluent in English and Mandarin. Basic Spanish.

# Jeeyong Kim

*College Address:* 500 College Avenue, Swarthmore, PA 19081 (610) 328-8352

*Permanent Address:* 34 Old Well Road, St. Louis, MO 54539 (213) 555-5555

*Email:* jkim1@swarthmore.edu

## Education

### **Swarthmore College, Swarthmore, PA**

- Bachelor of Science in Engineering, May 2015. Overall: 3.28 GPA. Major: 3.46 GPA.
- *Honors & Scholarships:* Tau Beta Pi Engineering Honor Society; The Society of American Military Engineers H. Chandlee Turner, Jr.; T.H. Dudley Perkins; Vaughan-Berry.
- *Coursework:* Differential Equations, Digital Systems, Control Theory, Digital Signal Processing, Analog Circuits, Electromagnetic Theory, VLSI Design, Communication Systems.

### **Guilford High School, Rockford, IL**

- Graduated Valedictorian, June 2011. 4.00 / 4.00 GPA.
- Varsity Tennis Team Captain. Illinois First-Team All-State Tennis.

## Research Experience

### **Electrical Engineering Research Experience for Undergraduates, The Pennsylvania State University, University Park, PA**

(Summer 2013)

- Developed iron (III) oxide nanostructures for solar generation of hydrogen by water photolysis.
- Fabricated nanostructures by potentiostatic anodization and thermal annealing of pure iron foils.
- Investigated properties of nanostructures by electron microscopy and photoelectrochemical analysis.
- Authored paper for publication into an annual research journal, *The Journal of Nanostructure Anomalies*.
- Sponsored by the National Science Foundation.

### **BioMEMS Summer Institute, New Jersey Institute of Technology, Newark, NJ**

(Summer 2012)

- Designed blood viscosity MEMS sensor using silicon microcantilevers and piezoelectric crystals.
- Determined dimensional aspects of microcantilevers for effective device sensitivity.
- Gained cleanroom experience with silicon wafer fabrication and photolithography processes.
- Sponsored by the National Institute of Health and National Science Foundation.

## Teaching Experience

### **Student Technical Support Associate, Swarthmore College IT Services**

(Fall 2011-Present)

- Troubleshoot software and hardware problems for college faculty and staff.
- Assist in the day-to-day support and maintenance of college network.
- Balance a rigorous course load with 10-20 hours of employment per week.

### **Academic Instructor, Laurus Education Center, Seoul, South Korea**

(Winter break 2011-12)

- Instructed high school and standardized exam (SAT I, SAT II, AP) related math and physics courses.
- Provided assistance and consulting for students on college/boarding school admissions, applications, and essays.

## Leadership & Community Service

- Captain of Varsity Tennis Team: #3 singles and #1 doubles for nationally ranked Division III college.
- President and Cofounder of Swarthmore Korean/Korean-American Student Organization: *Han*.
- Radio Rock/Talk Show Host: *Broken Muffler*. Swarthmore College Student Radio 91.5 WSRN.
- Hold free weekly community tennis clinics for children of Chester, PA.
- Volunteer for engineering outreach program for junior high students in Chester, PA.

## Skills & Interests

- Operating Systems: Linux, UNIX, Solaris, Mac OS 9 +, Win 9.x +.
- C/C++, Java, LISP, Visual Basic, HTML, MATLAB, VHDL, SPICE, Excel, PowerPoint.
- Languages: Proficient in Korean. Four years of Latin.
- Guitarist, Intramural Basketball, Bowling Club, Poker.

## Antônio José Parrish

Permanent Address: SHIS QI 44 – Conjunto 99 – Casa 22, Lago Sul – Brasília – DF--Brazil 71.88-5555

College Address: 500 College Avenue, Swarthmore PA USA 19081

Phone: (555) 222-6121 (cell phone)

E-mail: antoni0@gmail.net

### Education

Swarthmore College, Swarthmore, PA

B.A. in Computer Science and Economics (Honors), May 2014 GPA: 3.85

**Relevant Coursework:** Intro to Computer Science\*, Data Structures and Algorithms\*, Structure and Interpretation of Computer Languages\*, Intro to Econometrics, Single and Multi Variable Calculus, Honors Linear Algebra, Discrete Mathematics (\* denotes lab component)

American School of Brasilia (ASB), Brasilia, Brazil Jan. 2007- May 2010 GPA: 3.86

Graduated May 2010, GPA 3.86 Student Council President, 2008-09 / Class President 2008-10

### Economics Research

Wharton Business School/ Leonard Davis Institute of Health Economics Summer Undergraduate Research Program, Philadelphia, PA May-Aug. 2013

Worked full-time on two health economics research projects:

- ⤴ Variation in Physician Treatment Styles for Pelvic Organ Prolapse with Andrew Epstein, Ph.D. Determined the variability in choice of procedure between gynecologists and verified the existence of styles of treatment in Pelvic Organ Prolapse. Writing a manuscript, as co-author, to be published. Performed extensive analysis on STATA, including several econometric tests.

(<http://www.youtube.com/watch?v=iQ-tQktlDfw&feature=youtu.be>) (2 minute clip)

- ⤴ Designing a Patient-Centered EMS System: Barriers and Opportunities with Brendan Carr, MD. Examined how EMS systems could be redesigned to decrease volume of Emergency Department patients and increase industry profits. Gave presentation to a committee Department of Health and Human Services in Washington, D.C. Wrote a policy brief explaining issue.

(<http://www.youtube.com/watch?v=PdhFgdxNtbo&feature=youtu.be>) (2 minute clip)

### Technical Proficiency

- ⤴ Programming Languages: Python, C++, Scheme/Racket, Javascript, OCaml, HTML, Ruby, Visual Basic
- ⤴ Member of Swarthmore's ACM Programming Competition Team
- ⤴ Systems/Software: Microsoft Word, Excel, PowerPoint, Access; Visual Basic; ArcGIS; STATA; Mathematica; Unix/Linux; Microsoft Windows; Apple Mac OS X
- ⤴ Top Programming Projects: Browser with search functionality for CS Department pages, Scheme language interpreter

### Internships

Financial Analysis Intern, CDL Engineering Firm, Brasilia, Brazil

Jun. - Aug. 2012

- ⤴ Prepared spreadsheets with bidding proposals for electric systems of large infrastructure projects, including bridges, subways and highways.
- ⤴ Helped budget raw material costs, engineers' and workers' wages, taxes, profit, etc. and presented reports for these projects.

Credit Intern, Banco Safra (Safra Group), Brasilia, Brazil

Dec. 2011 – Jan. 2012

- ⤴ Worked with credit analysis, reporting overdue fees in mortgage financing and car leasing.

### Language Mastery

**English:** Fluent, first language; **Portuguese:** Fluent, first language; **French:** Fluent, equivalent of 9 semesters of studies – Alliance Française Brasília; **German:** Proficient; certified by Goethe-Institut; **Spanish:** Working knowledge

# SEAN SENIOR

500 College Ave, Swarthmore, PA 19081  
ssenior5@gmail.net (555) 560-8888 citizenship - USA

## Education

### **Swarthmore College, Swarthmore, PA**

Candidate for Bachelor of Arts: Honors Major in Economics, Honors Minor in Political Science, May 2014

GPA: 3.65/4.0

Relevant Coursework: Econometrics; Data Analysis and Visualization; Financial Accounting; International Economics

### **International School of Beijing, Beijing, People's Republic of China**

International Baccalaureate Diploma, June 2010

National Merit Commended Scholar

SAT: Verbal: 700 Math: 770 Writing: 750

## Financial Experience

### Business Analyst, **Office of Corporate Development, Tiny Telecom Corp., Shanghai, P.R.C.**

June 2013-Aug. 2013

- Reported to Chief Strategy Officer of a broadband access multinational corporation
- Conducted valuation analysis, in Excel, of target companies for M&A due diligence using accounting methods
- Researched status of various industry developments, including global 4G rollout plans, based on industry reports
- Assembled Excel database of 11 competitors, both local (e.g. OEM Corp.) and multinational (e.g. Global Tech)
- Helped deliver, as part of CSO's team, presentation on company's growth strategy to Operations department

### Research Assistant, **Swarthmore College Dept. of Economics, Swarthmore, PA**

Aug. 2012 – present

- Selected, with 3 other students, by Prof. Joe Economics to conduct research in the field of international economics
- Research statistics from World Trade Organization on emerging market-to-LDCs trade patterns
- Create graphs and tables in Excel to depict the discrepancies in regional trade patterns

### Extern, **The Boutique Consulting Firm, Boston, MA**

Jan. 2013

- Shadowed Swarthmore alum at a corporate strategy consulting firm as part of week-long externship program
- Helped market-size the refrigerator industry by making cold calls; part of due diligence work for PE firm

### Intern, **Economics, Energy, and Business Affairs, U.S. Department of State, Washington, D.C.**

June 2012 – Aug. 2012

- Completed in conjunction with an International Leadership Foundation (ILF) fellowship
- Led collection process of all domestic clean energy corporations documentation; created central database in Excel
- Helped assess potential for streamlining processes by cataloging chain-of-command procedures

## Campus Leadership

### President, **Swarthmore Asian Organization, Swarthmore, PA**

Jan. 2013 – Dec. 2013

- Wrote proposal for group budget; won 15.6% increase on previous year's allocation from Student Budget Committee
- Liaised between students, faculty, and Philadelphia groups to foster Asian Pacific American (APA) relationships
- Managed \$5000 budget for APA Heritage Month and coordinated execution of 12 events in 30 days
- Led team-building and organizational meetings with other 12 members of executive board

### Treasurer, **Swarthmore Chess Club, Swarthmore, PA**

Aug. 2011 – present

- Manage and keep track of finances for organization, with a yearly budget of \$950
- Help coordinate outreach events, such as a speed chess marathon held in campus dining hall

### Columnist/Opinions Editor, **The Phoenix, Swarthmore College, Swarthmore, PA**

Jan. 2010 – May 2011

- Supervised content of Opinions section for only print newspaper on campus, managing 4 columnists per semester
- Wrote biweekly column as columnist, "International Love," focusing on international affairs
- Facilitated discussion for and wrote the weekly Staff Editorial
- Helped design and lay out section pages using QuarkXPress

## Skills and Interests

**Computer:** QuarkXPress; DataDesk; STATA; Python; C++; Microsoft Office (Word, Excel, Access, PowerPoint)

**Languages:** Fluent in English, Mandarin, and Cantonese

# MARY LYON

805 Harvard Avenue · Swarthmore, PA 19081 · mlyon1@swarthmore.edu · (222) 333-4444

## EDUCATION

---

*Swarthmore College*, Swarthmore, PA

Bachelor of Arts in English Literature and History (Honors), June 2016

*Relevant Coursework:* Contemporary Women's Poetry (Honors), Labor & Urban History (Honors), Introduction to Education, Thesis (Honors), Victorian Literature & Culture (Honors), Writing Pedagogy

## EDITORIAL EXPERIENCE

---

*Writing Associate, Writing Center*, Swarthmore, PA

September 2013 – June 2014

☐ Assisted student writers in the prewriting, drafting, and revision of written course assignments; supported Intro to Education course and walk-ins at the Writing Center

☐ During one-on-one sessions, provided writers with honest, constructive feedback; engaged writers in dynamic conversations to troubleshoot and cooperatively develop a plan for drafting or revising

☐ Engaged the writer's personal perspective, style, and goals; developed brainstorming, drafting, and revising techniques according to the particular needs of each writer

☐ Volunteered as a writing mentor for associated program at the College Access Center

*Writing Mentor, College Access Center*, Chester, PA

January 2013 – June 2013

☐ Coordinated with fellow writing associates and the staff of the CAC to design lesson plans and lead after-school classes for high school students on writing for the SAT and college applications

☐ Instructed students on writing techniques, from grammar to brainstorming to drafting to revising

☐ Developed the individual skills and interests of students during one-on-one discussions in class; encouraged students to write creatively and from their own experiences and feelings

*Jr. Technical Writer, Bowhead Systems Management*, Patuxent River, MD

May 2011 – January 2013

☐ Consulted with Navy flight test personnel to correctly classify and revise flight test reports

☐ Followed and implemented rhetorical and stylistic rules of government's publication guide

## MANAGEMENT EXPERIENCE

---

*Researcher & Program Manager, Early Novels Database*, Philadelphia, PA

June 2013 – August 2014

☐ Managed the collection and organization of large sets of bibliographic metadata from collection at UPenn library; input data into research database; created and updated electronic tracking sheet

☐ Coordinated and directed the day-to-day activities and progress of fellow student researchers across two libraries in Philadelphia using electronic media such as Skype and Gchat; checked in daily with program director to discuss and troubleshoot progress

☐ Conceptualized and implemented platforms for internally and publicly sharing END's progress and content; created Google account to generate and maintain shared content among team members; created and edited content for END's WordPress, Tumblr, and Twitter accounts

☐ Assisted program director and library staff in training of new researchers

# Malik McCabe

Permanent Address • 5256 Smithbridge Road • Minneapolis, MN 55410 • mmccabe1@swarthmore.edu • (555) 555-5555

---

## Education

**Swarthmore College**, Swarthmore, PA

- BA, June 2014. Major: Honors Political Science, Minor: Honors Chinese. GPA: 3.83/4.0.

**CET: China's Globalization** Shanghai, People's Republic of China

- Semester abroad, fall 2012. GPA: 4.0/4.0
- Coursework in Chinese language, contemporary Chinese politics, and the history of Shanghai.

## Political Science Experience

**Policy Intern, National Security Network**, Washington, DC

June-August 2013

*Communications and advocacy organization that works with experts to develop progressive national security solutions*

- Researched quotes and background info on foreign policy topics for inclusion in NSN Daily Update, a daily policy brief sent to over 800 scholars and policymakers.
- Prepared digests of quotes from commentators, politicians and news sources on current affairs.
- Participated in Congressional conference call briefings on Russia, Africa and North Korea.
- Researched, wrote blog posts on Bagram detention facility, Iraqi Palestinian refugees and the Congo.
- Copy-edited NSN Daily Update, posted it to mailing lists, NSN website and NSN blog.
- Created intern guide, with step-by-step illustrated instructions for intern tasks. Trained new interns.

**Intern, Shanghai Academy of Social Sciences**, Shanghai, People's Republic of China

September-  
December 2012

*Second-ranked think tank in the People's Republic of China*

- Researched and wrote a paper on scenarios for succession in the Democratic People's Republic of Korea, and implications for peninsular stability and the six-party talks.
- Worked closely with the Vice President of the SASS Institute of Asia Pacific Studies, Dr. Liu Ming.
- Attended the 3<sup>rd</sup> World Forum on China Studies, hosted by SASS and welcoming over 400 scholars.
- Provided editing services for SASS staff, checking for grammar, spelling and usage in English-language materials, including Dr. Liu's latest paper on a China-South Korea Free Trade Agreement.

**Intern, Office of United States Senator Amy Klobuchar**, Minneapolis, MN

June-August 2012

- Worked with constituent advocacy staff to manage over 175 cases in Medicare, Social Security, OWCP and the postal service. Helped lower caseload in those areas by 1/3.
- Made calls to constituents and agencies, and wrote letters to go out under the Senator's signature. Independently worked several cases from start to finish.
- Coordinated a service project for the office with Feed My Starving Children, preparing enough food aid to feed 17 children in the Philippines for a year.
- Answered phones, assisted constituents with requests and helped handle administrative duties.

**Reporter, Darfur Radio Project**, Swarthmore, PA

September 2011-  
Present

*Student-run monthly radio broadcast that seeks to give listeners a balanced, in-depth analysis of the violence in Sudan*

- Researched the political, social and economic conditions in Sudan. Conducted telephone and in-person interviews with experts on the issues to include in radio pieces. Topics include: life in refugee camps, Sudanese weddings, arrest of UN journalist Lubna Hussein, female combatants.
- Used ProTools to prepare short radio pieces on topics related to Sudan or Darfur.
- Helped prepare 2011-2012 budget, drafted 2012 yearly report and request for future funding.
- Program has received national attention through a Reuters PRNewswire Press release, my appearance on Air America's *The Lionel Show*, and guest posts on the Enough Project's blog.

**Intern, Congressional Management Foundation**, Washington, DC

June-August 2011

- Evaluated Congressional websites according to 115 criteria for the 2007 Gold Mouse Report.
- Assisted Executive Director in organizing a bipartisan retreat for Senate Chiefs of Staff.
- Conducted outreach for fall interns: updated career databases, contacted placement companies.
- Attended CMF training programs for Congressional staff, drafted scenarios for future programs.

# Carter Eldridge

College Address: Swarthmore College · 500 College Avenue · Swarthmore, PA · 19081 · (610)-328-8352

Permanent Address: 123 Anapamu Street · Santa Barbara, CA · 90832 · celdrid1@swarthmore.edu

---

## EDUCATION

**Swarthmore College** - Swarthmore, PA

B.S. in Engineering (ME/EE focus) and Biology Minor, May 2014 (GPA: 3.74)

- Tau Beta Pi National Engineering Honor Society member
- Recipient of Martin S. Kapp Award, Society of Military Engineers (2013-2014)

## RESEARCH AND DESIGN PROJECTS

**Sensor Design (Fall 2013-Present)** - Swarthmore, PA

- Currently developing an interferometric sensor capable of measuring self bending and torsion of a four-core optical fiber
- Upon completion of implementing the sensor system it will be evaluated for potential applications in atomic force microscopy

**Materials Testing (Fall 2013)** - Swarthmore, PA

- Developed test procedures for determining the Young's Modulus for fused silica optical fibers
- Explored the effects of fiber coating and speed of load application
- Designed and fabricated test fixtures for tension tests

**Biomechanics (Spring 2012)** – Swarthmore, PA

- Investigated the relative strengths of cactus joints, areole-spine junctions, and gripping forces induced by spine surfaces as they relate to primary reproductive strategies
- Developed test procedures for testing joint and tensile strength

## WORK AND VOLUNTEER EXPERIENCE

**Signal Processing Analyst - OptaDesign Inc** (June-August, 2013) - Cambridge, MA

- Developed and presented algorithms and testing procedures for sensor calibration on a fiber optic based distributed acoustic sensing system
- Reported weekly on project updates and submitted two final manuscripts describing high-level functionality and implementation of calibration algorithms
- Performed field testing on calibration algorithms
- Supervised GPS surveys for ground truth data
- Managed field experiments

**iOS Application Developer - engIN Inc.** (May-August, 2012) – San Francisco, CA

- Collaborated with development team on application development
- Redesigned and shipped “Big Words” application to Apple’s App Store

**Laboratory Intern – University of California, San Francisco** (Summer 2011) – San Francisco, CA

- Genotyped Embryos, tagged cell surfaces for imaging, sectioned cells for 3D imaging, dissected embryos

**Animal Care Volunteer - Marine Mammal Center** (2006-2010) – Sausalito, CA

- Animal husbandry tasks such as feeding, restraining, weighing animals, and maintaining patient records
- Assisted veterinary technicians with examinations, anesthesia, necropsies and other medical procedures

## SKILLS AND INTERESTS

- **Biology and Chemistry:** Genotyping/PCR, microscope dissection, titrations
- **Computer:** Extensive Matlab experience, C/C++, Cocoa (iOS), Python, Solidworks, MS Office, Unix
- **Engineering:** Milling machine and lathe operation, solder, strain gage installation, multimeter use



## Eric Ashton

Swarthmore College • 500 College Avenue • Swarthmore PA 19081

Phone: (610) 328-8352 • eashton1@swarthmore.edu

### Education

Swarthmore College, Swarthmore, PA

Bachelor of Arts, Special Major in Psychology and Education, Religion Minor, June 2014 GPA: 3.1

- **Honors:** Richard Rubin Scholar, 2012-present; Temple Minority Access to Research Careers Scholar, 2011-present
- **Relevant Course Work:** Developmental Psychology; Adolescence; Urban Education; Special Education; Educating the Young and Diverse Learner
- **Senior Comprehensive:** *Insights into Children's Acquisition of Racial and Ethnic Concepts*: examining how children develop racial understanding through an exploration of the works of leading psychologists including Lawrence Hirschfeld, Phyllis Katz, and Frances Aboud.

### Teaching Experience

**Dare 2 Soar Program**, Chester, PA

January 2012 - present

*Dare 2 Soar is a tutoring and academic support program that was founded by Swarthmore College students seeking to help students in the Chester- Upland school district.*

*Tutor* – Tutored elementary and middle school students in subjects including literacy, algebra, and science at the local YWCA. Collaborated with the middle school teacher to reinforce lesson plans and helped the teacher and students achieve classroom objectives. Administered placement exams to assess students' grade level in various subjects and then developed learning goals to bolster achievement.

**Office of the Superintendent of Schools**, Chester, PA

Spring 2014

*Truancy Research Project* – Collaborated with Chester-Upland Citizens for Educational Progress and the school system to initiate a research project to explore incidents and causes of trancies and absences. Observed the "late room" and interviewed students, faculty and administrators. Learned about obstacles facing students, including community divisions and gang violence.

**Stetser Elementary**, Chester, PA

Spring 2013

*Stetser is part of the Chester Upland school district, one of Pennsylvania's school districts of greatest need.*

*Science Instructor* – Developed a curriculum to introduce 6<sup>th</sup> grade students to the investigative properties of science. As member of a three person teaching team, went into the classroom twice a week to provide classroom demonstrations of science projects and review science vocabulary, literature and knowledge with students. Developed lessons to address curricular deficiencies and to engage students who were curious about the natural world and were eager to learn but lacked the resources.

### Classroom Observations

2012-2014

Through practicum experiences linked to my educational courses, had the opportunity to observe and often assist teachers in the following school settings:

**J.R. Masterman High School**, Philadelphia, PA: 9<sup>th</sup> grade biology

- Assisted the teacher of a freshman biology course in one of Philadelphia's top ranked public high schools

**Stetser Elementary**, Chester, PA: 6<sup>th</sup> grade reading

- Provided additional one-on-one support to students finding coursework challenging

**John Paul Jones Middle School**, Philadelphia, PA: 6<sup>th</sup> grade reading, special education

- Observed the inner workings of a behavioral support classroom

### Activities

Swarthmore African American Student Society; Campus Advisor; Swarthmore African Student Association; Intramural Soccer.

## **Adriana Wharton**

500 College Avenue, Swarthmore PA 19081  
awhartol@swarthmore.edu (610) 328-8352

### **Education**

Swarthmore College, Swarthmore PA

Bachelor of Arts in Chemistry, June 2015 GPA: 3.5

- Relevant Coursework: Introduction to Education, Educational Psychology, Ethics and Public Policy, Introduction to Psychology
- Awards: Swarthmore College Chemistry and Biochemistry Department Service Award, 2014; Presidential Scholars Program Semifinalist, 2011; National Merit Scholar, 2011

### **Teaching Experience**

Science for Kids Helper, Swarthmore College, Swarthmore, PA June 2013-July 2013

Mentored two ten year old girls from the worst-performing school district in the state of Pennsylvania in a science summer camp run by the college chemistry department. Helped them perform experiments, discovered creative ways to explain scientific concepts, and designed new experiments for them when they were curious about a particular topic. Learned how to communicate about science with non-scientists.

Chemistry TA/Tutor, Swarthmore College, Swarthmore, PA August 2011-May 2013

Led General Chemistry (Fall 2011), Organic Chemistry I (Spring 2012 and 2013), and Organic Chemistry II (Fall 2012) help sessions. Answered homework questions from students in the help session, taught course material, and aided students who were struggling with concepts. Earned award from faculty for excellence in this position.

Program Cabin Staff, Double H Ranch, Lake Luzerne, NY June 2012-August 2012

Worked at a summer camp for children with life-threatening and terminal illnesses. As Cabin Staff, befriended and entertained the children and assisted with their care, working with 9-13 year old girls, 11-14 year old boys, and a five year old boy. As Program Staff, was responsible for developing fun and inclusive activities for campers of different abilities, facilitating the activities, and coordinating the weekly Double H Talent Show. Developed an ability to stay calm under pressure, and to plan and lead lessons for children ages 6-16.

### **Leadership**

Resident Assistant, Swarthmore College, Swarthmore, PA August 2013-present

Serve as a residential advisor and counselor for a hall of thirty six students. Provide conflict resolution, and support services for residents. Intervene in crisis situations. Also responsible for ensuring that the dorm is secure and that residents follow safety precautions. Learned how to write to students and administrators providing relevant information, and honed an ability to work on multiple projects while dealing with residential issues.

Student Academic Mentor, Swarthmore College, Swarthmore, PA August 2012-May 2013

Served as a residential academic mentor for a dorm with eighty students. Helped students with course and major selection and organized study break activities. Supported students who were having trouble adjusting to college or were struggling academically, encouraged students to take advantage of college resources, and collaborated with administrators to help students. Developed an ability to manage time effectively, making helping people and finishing work a priority.

# Kayley Clothier

500 Oak Avenue, Rockville MD 29808  
(610) 328-8352 [kclothier@gmail.com](mailto:kclothier@gmail.com)

## SUMMARY OF QUALIFICATIONS

- Adept in data analysis, using both primary and secondary data, software applications including:  
*Microsoft Word ♦ Microsoft Excel ♦ Microsoft PowerPoint ♦ Microsoft Access ♦ Stata ♦ Python.*
- Effective communicator, skilled in presenting complex concepts in straightforward ways
- Bilingual, English and Spanish: speak fluently, as well as write and translate in both languages
- Proficient in Mandarin Chinese: four semesters of language study at Swarthmore College
- Experienced in time management, establishing priorities, and complying with deadlines.
- Proven leadership and team-building abilities.
- Thorough understanding of government regulations through work with agencies such as BOEM, EPA, FDA, & OSHA.

## EDUCATION

**Swarthmore College**, Swarthmore PA

Bachelor of Arts, Economics, Mathematics Minor, May 2010. GPA: 3.2

**Honors:** Awarded the Joel Dean Summer Research grant for environmental economics research. Awarded the John H. Nixon Scholarship based on financial need and academic achievement 2007-2010.

## PROFESSIONAL EXPERIENCE

Research Analyst, **Eastern Research Group**

Lexington MA, September 2010- Present

- Conduct primary and secondary research on scientific, technical and policy topics in environmental science, pharmaceutical, food and occupational safety.
- Effectively present and map data for economic models.
- Perform quality assurance processes for data sets involving over 50K points obtained from separate databases.
- Collect and synthesize data using Microsoft Excel and Access.
- Experience in obtaining data from government websites and private sources, and extrapolating data points.
- Collected, translated and synthesized information on food imports processes in Chile and Mexico; summarized findings into reports to inform potential changes in FDA’s food import policies.
- Obtained time series interest rate data for small business regulation project dating back to 1960.
- Managed and updated data set containing financial data for over 150 airports and performed quality assurance for EPA aircraft-deicing.
- Mapped model data for 40K+ products for FDA foods imports regulations project.
- Interacted with government agencies to obtain special tabulations for data for 60+ NAICS codes in five different industries.
- Navigated through government published data sets to obtain industry specific information for FDA small business regulations model, including time series capital investment data. Extrapolated missing data points.
- Developed an outline of the user interface for a model to measure risk of small business decline due new regulation.
- Compared current OSHA regulations to a proposed rule to extrapolate the net cost of implementing the new regulation.
- Performed market research on forecasts of energy savings and costs for companies in Europe, USA and Japan that produce green technologies for buildings.
- Updated burden hour evaluations for OSHA.
- Effectively presented and mapped data for risk in food imports project.

## ADDITIONAL EXPERIENCE AND COMMUNITY SERVICE

Governor, Area 32 District 31 **Toastmasters International**

Cambridge MA, Sept. 2012- Present

- Oversee four Toastmasters International clubs, making improvements in the quality of the education and experience for members.

Research Assistant, **Behavioral economics study on decision-making**

Chester PA, Tax season 2010

- Ensured compliance with survey distribution procedures at the volunteer income tax assistance (VITA) site.

Co-President, **Student Wellness Advisory Team**

Swarthmore PA, Feb. 2008 – Dec. 2009

- In a team with four other students, utilized strong leadership skills to delegate tasks to a group of 20 people; worked with faculty and staff, and emphasized goal setting and teamwork to accomplish our objectives.

Research Assistant, **Stockholm Environment Institute**

Somerville MA, Summer 2009

- Collected data primarily for the Climate and the Regional Economics of Development (CRED) model
- Synthesized large data sets in reader-friendly format, emphasizing key points

# Marybeth Williams

3687 Massachusetts Ave. • Washington • DC • 20008 • (555)-555-1555 • [marybeth@gmail.com](mailto:marybeth@gmail.com)

## EDUCATION

**Swarthmore College**, Swarthmore, PA

B.A History, Spanish and Religion, with Honors, May 2008. **GPA 3.8**

Thesis: *The Politics of Performance in the Mardi Gras Indian Tradition and Social Aid Pleasure Clubs of New Orleans*

## RELEVANT EXPERIENCE

**Paralegal, Relman, Dane & Colfax PLLC**, Washington, DC (Fall '08- Present)

- Support 15 civil rights attorneys through tasks including, organizing all case files, scheduling meetings, conducting interviews with potential clients, drafting internal memos, and conducting substantive investigative research.
- Served as senior paralegal for case *GNOFHAC et al. v. St. Bernard Parish et al.*, a race and affordable housing discrimination case outside of New Orleans, LA; prepared and organized exhibits for hearings, communicated with clients, conducted factual research, coordinated travel logistics, attended hearings, assisted in production of case video.

**Founder, NOLARIZE!**, Swarthmore, PA (Fall '05- Present)

- Founded non-profit organization aimed to raise social and cultural awareness about New Orleans and continue efforts in directly aiding its local communities; Formed and supervised organization's leadership and general meetings.
- Instituted and executed an annual New Orleans Week, a week-long event celebrating and examining post-Katrina New Orleans through speaking events featuring some of the city's prominent cultural leaders, movie and documentary screenings about the city, hosting and planning New Orleans-themed dinners and benefit concerts.
- Led, developed and conceptualized the creation of the Cutoff Youth Library, a self-managed library in New Orleans aimed to provide a physical space for youth, ages 5 thru 17, affected by Katrina to be inspired to excel academically through reading, writing, and creative expression; galvanized support from local leaders and young people for project.
- Coordinated and participated in service trips to New Orleans aimed to provide direct assistance and volunteer services to those affected by Hurricane Katrina; secured over \$20,000 for 3 trips, through fundraising and grants.

**Washington Performing Arts Society Men and Women of the Gospel Choir Member**, Washington, DC (Fall '08- Present)

- Sing and study under the leadership of accomplished composers and artistic directors of the Gospel Music tradition including, Stanley Thurston, Evelyn Simpson-Currenton, Valeria Foster, and Rev. Nolan Williams, Jr.
- Perform annually at the Kennedy Center, including the most recent Gospel symposium at the Kennedy Center titled, *Joyful Sounds Across America*, with Washington's nationally recognized National Symphony Orchestra.
- Performed for the Inaugural Opening Ceremonies for President Barack Obama and participated in annual *Christmas in Washington* programs for Presidents Obama and Bush, their families and other Washington political officials.

## RELATED EXPERIENCE

**Honors Thesis Researcher**, Swarthmore, PA and New Orleans, LA (Fall '07-Spring '08)

- Conducted over 25 interviews with members of the New Orleans community, including culture preservationists, community activists, historians, residents, and artists about the social and cultural histories of the city.

**Resident Assistant**, Swarthmore, PA (Fall '07- Spring '08)

- Serve as a counselor to 29 female hallmates by providing academic, moral and emotional support, while serving as liaison between school administration and residents.
- Upheld dorm rules and college policies with fellow RAs while fostering a safe and diverse space for residents.

**Crowell & Moring Law Firm Summer Intern**, Washington, D.C. (Summer '07)

- Interned under Wilma Lewis, a Partner in the firm's Litigation group and the first African-American woman to be appointed U.S. Attorney for the District of Columbia.
- Wrote a case summary for a class action suit, attended live court hearings and internal committee meetings.

## SKILLS AND INTERESTS

- **Languages:** Proficient in reading, writing, and speaking Spanish.
- **Computer Skills:** Proficient in Microsoft Word, Publisher, Excel, Power Point, Adobe Professional, Word Perfect.

## BRITTE BEARDSLEY

500 College Avenue • Swarthmore PA 19081 • [britte@gmail.net](mailto:britte@gmail.net) • (610) 328-8352

### EDUCATION

**Swarthmore College**, Swarthmore, PA.

Expected graduation: May 2014

Candidate for Bachelor of Arts in Honors History with an Honors Minor in Peace and Conflict Studies.

- *Major & Minor GPA: 3.82 ; Cumulative GPA: 3.61*

**University of Ulster**, Derry/Londonderry, Northern Ireland.

Spring 2013

- Participated in Swarthmore College's Northern Ireland Study Abroad program
- Interned and conducted fieldwork part-time at the Verbal Arts Centre

### INTERNSHIPS

**Facing History and Ourselves; Research & Development Intern**, Brookline, MA.

June – August 2013

*Facing History and Ourselves is an educational organization working to help youth understand and formulate their own opinions on civic engagement, social action and moral responsibility through the teaching of history.*

- Authored report on Latino involvement in the desegregation of Boston Public Schools for a new history curriculum entitled "Boston and the Civil Rights Movement"
- Edited and formatted lesson plans for the above curriculum
- Prepared glossaries for 2 *Facing History and Ourselves* publications: "Totally Unofficial: Raphael Lemkin and the Genocide Convention" and "Stitching Truth: Women's Protest Art in Pinochet's Chile"

**Verbal Arts Centre; Intern**, Derry/Londonderry, Northern Ireland.

January – May 2013

*The Verbal Arts Centre is a community organization promoting the verbal and written arts, with a strong focus on engaging youth in community relations programs to facilitate and improve cross-community interaction and relations.*

- Conducted fieldwork assessing students' understanding of 'The Troubles' and key effects of sectarian discrimination and violence
- Interviewed teachers on the challenges of teaching Irish/Northern Irish history
- Using information gathered from fieldwork, designed curricula for new community relations projects, one targeted at Key Stage 2 students on gender equality and discrimination, and the other at Key Stage 4 students on racial, ethnic and religious discrimination

### RESEARCH TOPICS & INTERESTS

**Honors Peace and Conflict Studies Thesis; "Teaching History in Northern Ireland"**

- Researching the various approaches and views educators in Northern Ireland have on the role of history and historical education in a post-conflict society
- Thesis involves looking at how historical interpretation and understanding, collective memory and the formation of narratives come together and inform individual and collective identity, discourse on the concept of 'acknowledgement', and historical education in the framework of peace education

**Senior History Research Thesis; "Carlos Montezuma and American Indian Identity"**

- Researching the role and legacy of Carlos Montezuma in influencing pan-Indian identity at the turn of the 20th century

**Role of History in Shaping Contemporary Society and Identity**

- Relevant coursework includes: Triumph of the Individual in Modern Japan; War, Revolution in the Middle East; Production of History; Exemplary Studies

**Grassroots Peace-building and Reconciliation in Post-Conflict Societies**

- Relevant coursework includes: Non-Violent Social Movements; Peace Studies and Action; Transitional Justice; Politics of Divided Societies; Community Organization Learning Module

## **COMMUNITY SERVICE**

### **Swarthmore TOPSoccer; *Senior Coordinator*, Swarthmore, PA.**

Fall 2012 – Present

*Swarthmore TOPSoccer is a student-run, community-based program that provides children with special needs an opportunity to learn soccer in a one-on-one environment that aims to improve their motor and communication skills and raise their self-esteem.*

- Managing weekly, one-hour sessions for child athletes and families
- Recruiting and managing training and program sessions for student volunteers
- Under my leadership the program has expanded in the number of children we serve and the number of volunteers we attract, from approximately 25 children to 35-40, and from about 30 volunteers, to 50+

### **Summer Social Action Award Committee; *Grant Reviewer*, Swarthmore, PA.**

Spring 2014

- Reviewed grant applications for the Lang Center of Civic and Social Responsibility's annual awards and made recommendations on grant recipients

### **Elwyn Summer Therapeutic Camp; *Aide Counselor*, Elwyn PA.**

Summer 2012

- Co-facilitated "Lizards" group, comprised of six children with autism, for a period of 7 weeks

## **ADMINISTRATIVE EXPERIENCE**

### **Scott Arboretum; Educational Programs Assistant, Swarthmore, PA.**

Fall 2011 –Present

- Assist Educational Programs Coordinator with creating and implementing workshops and concerts to educate the community on the Scott Arboretum

### **Office Akatani; *Assistant Editor*, Tokyo, JAPAN.**

Summers 2010, 2011

*Office Akatani is an English transcribing/translation company.*

- Transcribed tapes from 500-person 2011 Asean-Japan Counterterrorism Conference
- Designed 2010, 2011 Global Youth Exchange report for Ministry of Foreign Affairs review

## **AWARDS/FELLOWSHIPS RECEIVED**

### **Julia and Frank Lyman Student Summer Research Fellowship**

Summer 2013

- Awarded \$3,000 to pursue summer research on the importance of acknowledging history, particularly in education, as a means of conflict resolution and peace building
- Researched in conjunction with an internship at Facing History and Ourselves

### **Everett Public Service Internship Program**

Summer 2013

- Awarded \$2,800 to intern at Facing History and Ourselves

### **Lang Center for Civic and Social Responsibility, Summer Social Action Award**

Summer 2012

- Awarded \$4,350 to pursue interest in special education and community work

## **PUBLICATIONS/PRESENTATIONS**

1. "Ireland after 'The Troubles': Defining Identity in a Post-Conflict Society," *Journal of Peace and Conflict Studies* (pending)
2. "Teaching History in a Post-Conflict Society," Association of Peace and Conflict Studies 2014 annual conference (poster presentation)

## **SKILLS**

- Computer: Proficiency with both Windows and Mac operating systems; Proficiency in Microsoft Office (Word, Excel, PowerPoint), Adobe Photoshop & Pagemaker
- Languages: Proficient in Japanese and learning Arabic

**JAKE GOODWELL***Permanent Address:* 1616 Lowley Court, Goodtown, MT 17003 • *Cell:* (555) 000-2900*College Address:* 500 College Ave., Swarthmore, PA 19081 • *Email:* [jgood@gmail.net](mailto:jgood@gmail.net)**EDUCATION****Swarthmore College** – Swarthmore, PA

- B.A. with a major in Biology and Pre-med curriculum
- Anticipated date of graduation: May 2015, GPA: 3.2
- SAT: 790 Math, 680 Verbal

**INDEPENDENT RESEARCH****Research in Biomechanics, Independent Researcher** – Swarthmore, PA**1/2014 - Present**

- Investigating the mechanical properties of sea urchins and how specific predators exploit their defenses
- Currently examining the forces necessary for an urchin spine or test to fail using an Instron tensometer
- Provide evolutionary insights into how structural characteristics have developed to provide locomotion

**Research in Evolutionary Biology, Researcher** – Swarthmore, PA**9/2013 - 12/2013**

- Conducted research on the collective interactions of twining plants with Professor Colin Purrington
- Received funding from Sigma Xi Scientific Research Society
- Candidate for Sigma Xi induction in Spring 2014
- Will present research at Sigma Xi Student Research Symposium in April
- Data suggested that plants in a group environment offer advantageous support to their overall growth

**LAB EXPERIENCE****Biochemistry** – Swarthmore College**1/2013 – 5/2013**

- Assessed the stability, purity, total protein concentration and molecular mass of myoglobin
- Separated unknown protein mixtures into basic components using Ion Exchange and Size exclusion Chromatography
- Explored the effects of temperature, pH, and other inhibitors on the enzymes kinetics in Beta-Galactosidase
- Investigated the effects of various chloride salts on the rate and quality of crystallization

**Organic Chemistry** – Swarthmore College**1/2012-12/2012**

- Synthesized alcohols with Grignard Reagents, and amides using solid-supported reagents and scavengers
- Explore Electrophilic Aromatic Substitution, Diels-Adler Reaction, and Mixed Aldol Condensation
- Used computer modeling of molecular orbitals in conjugated polymers

**Genetics** – Swarthmore College**9/2011 – 12/2011**

- Learned the principles of heredity and their application to all organisms

**LAB TECHNIQUES**

Chromatography: Ion Exchange, Size Exclusion, Thin Layer, Column, Gas  
 Extraction NMR/IR Spectroscopy  
 SDS-PAGE Distillation  
 Crystallization SEM  
 Western Blot Filtration  
 Bradford Assay Melting/Boiling Point Identification

**AWARDS AND HONORS**

- **Massey Scholar Fellowship** (2013) – \$10,000 in financial aid awarded to current student who exhibits a passion for Biology
- **Science Excellence award** (2012) – 1 of 3 students selected as recipient by faculty within the Biology Department.

**EXTRA-CURRICULAR ACTIVITIES AND COMMUNITY SERVICE**

**Hospital Exposure, Pre-medical Volunteer** – Philadelphia area, PA **1/2012 – 1/2014**

- Witnessed various surgical procedures in the operating room at Taylor Hospital
- Assisted physicians with post operative patients in the neurosurgery unit at University of Pennsylvania Hospital
- Externed with pediatrician in office setting, free clinic and maternity ward at Delaware County Memorial Hospital
- Observed physicians and nurses in emergency room at Montgomery Hospital
- Personally saw to patient comfort

**Swarthmore Varsity Soccer, Player and Captain** – Swarthmore College **8/2011 – Present**

- Captain team: organize practices, coordinate team meetings, liaison between coaches and players
- Received First team All-America honor during junior year: first Swarthmore player since 1957
- Garnered All Conference honors sophomore and junior years and selected to the All-Sportsmanship team
- Led team to conference championship, NCAA Sweet 16, and most wins in a season during junior year

**Alumni Relations Representative, Member** – Swarthmore College **9/2012 – Present**

- Pioneered new program to reconnect Swarthmore alumni with the current college community
- Shared personal college experiences at local retirement homes
- Increased alumni association membership by 33% through marketing and outreach efforts to fellow alumni

**Student Athletic Advisory Committee, Member** – Swarthmore College **9/2013 – Present**

- Led discussions about student-athlete issues and concerns on campus
- Generated increased community involvement in Swarthmore athletics through newsletters and advertising
- Organized canned food drive for Bernardine Center to assist low income Chester residents

**Coach and Personal Soccer trainer** – Swarthmore College **11/2011 – 5/2013**

- Coordinated youth soccer clinic to raise funds for the Genocide Intervention Network
- Developed weekly practices and specific workout regiments for under-13 boys club team
- Personally trained middle school soccer players during weekly individualized sessions on soccer fundamentals

**Baseball Camp Counselor, Group leader** – Methacton High School **8/2009 – 6/2011**

- Supervised intra-squad baseball games for 12-13 year old age group
- Provided batting, fielding, and base-running instruction to entire camp

**SKILLS AND INTERESTS**

Computer: Microsoft Office (Word, Excel, and PowerPoint)

Languages: Fluent in Spanish, Basic Knowledge of Chinese

Interests: Tennis, Frisbee, traveling, hiking, movies, and Biology club



**Kendra Kemp**

Permanent Address: 123 James Street, Apt. 52E, New York, NY 10003

College Address: 500 College Ave., Swarthmore, PA 19081

Phone: (610) 328-8352

Email: kkemp1@swarthmore.edu

**EDUCATION**

**Swarthmore College**, Swarthmore, PA

B.A. with a major in Biology and minor in Psychology, May 2014      GPA: 3.4

**HONORS and AWARDS**

- NSF REU / Blinks / BEACON Internship at Friday Harbor Laboratories, University of Washington, **Summer 2013**
- Swarthmore Meinkoth Field Funds for summer research in marine biology and biomechanics, **Summer 2013**
- Induction in Sigma Xi Honors Research Society, **Spring 2013**
- Howard Hughes Medical Institute Grant to support summer research, **Summer 2012**
- National Merit Scholarship, **Spring 2010**

**PUBLICATIONS and PRESENTATIONS**

*Poster*

**Winter 2014**

Kemp, K.A. & Hardy, E.R. Sediment properties and the burrowing abilities of two species of lugworm in False Bay, WA. The Society for Integrative and Comparative Biology, San Francisco, CA. (Also published in Friday Harbor Laboratories Library, University of Washington, 2013, presented at Friday Harbor Laboratories, 2013, and presented as a poster at the Sigma Xi Poster Session, Swarthmore College, 2013)

*Poster*

**Summer 2013**

Srinivasan, U. & Kemp, K. The role of executive function in children's language comprehension and production. 42<sup>nd</sup> Annual Meeting of the Jean Piaget Society, Toronto, Canada. (Also presented as a poster at the Sigma Xi Poster Session, Swarthmore College, 2012)

**RESEARCH EXPERIENCE**

**Burrowing and Sediment Mechanics**

**6/2013 – 12/2013**

**Friday Harbor Laboratories, University of Washington, Friday Harbor, WA**

**REU conducted with Dr. Ellen Hardy**

- Applied new laboratory findings about burrowing techniques to understand animal distribution in the field
- Examined relationships between material properties and grain size composition of sediment, distribution of *Abarenicola*, and worm burrowing success
- Collaboratively designed experiment, collected data in the field and laboratory, and carried out data analysis
- Designed new research technique to test material properties of sediment in the field
- Findings suggest each species lives in sediment with distinct material properties and grain size distributions, and burrowing abilities may limit the distribution of one species

**Biomechanics Project on Effect of Light on *Cassiopea* Behavior**

**3/2013 – 6/2013**

**Department of Biology, Swarthmore College, Swarthmore, PA**

**Independent Research, advised by Dr. Ellen Hardy**

- Measured changes in pulsating rate of the upside-down jellyfish *Cassiopea* at different lights and temperatures to examine the function of bell movement, incorporating published models of fluid movement around *Cassiopea*
- Worked collaboratively with an engineering student to design experiment, carry out research, and analyze and interpret results
- Findings suggest that pulsating increases with higher light and temperature, possibly removing toxic byproducts of photosynthesis, and that flow patterns produced at different pulsating rates may correspond to distinct functions
- Research for double-credit honors seminar in biomechanics that culminated in a paper and presentation for the class

**Executive Function and Language Acquisition in Children**

**6/2012 – 8/2012**

**Department of Psychology, Swarthmore College, Swarthmore, PA**

**Conducted with Dr. Udit Srinivasan**

- Investigated language acquisition, comparing the role of executive function in production and comprehension
- Collaboratively designed testing procedure and computer program for testing; tested adult and child participants

**RELEVANT COURSE and LAB EXPERIENCE****Biomechanics** – Swarthmore College**Spring 2014**

- Learned engineering basics and application to biological questions
- Became familiar with relevant instrumentation including tensometer, flow tank, and methods of measuring flow

**Evolution** – Swarthmore College**Fall 2013**

- Designed three experiments expanding on class exercises: Examining evolution in bacterial strains through antibacterial resistance, creating molecular and morphological phylogenies, and examining speciation through pre- and postzygotic isolation using behavioral measures

**Developmental Biology** – Swarthmore College**Spring 2013**

- Dissected chick embryos throughout development, which required precise motor control and an understanding of developmental stages; examined and manipulated development of sea urchin and zebra fish embryos

**Invertebrate Biology** – Swarthmore College**Spring 2012**

- Focused on examinations of functional morphology in fossils and living organisms
- Supplemented morphological examinations in the laboratory with field observations of species

**Cell Biology** – Swarthmore College**Spring 2012**

- Learned a variety of lab techniques, including:
  - SDS-PAGE and Western blot
  - PCR
  - Agarose gel electrophoresis
  - Staining and confocal analysis

**Organic Chemistry and General Chemistry** – Swarthmore College**Spring 2011, 2012**

- Learned a variety of lab techniques, including:
  - NMR/IR Spectroscopy
  - Chromatography: Column, Thin Layer, Gas
  - UV Spectrophotometry
  - Crystallization
  - Extraction
  - Melting/Boiling Point Identification

**Relevant Coursework in Math and Physics**

- Earned through AP classes: 1 semester Physics (mechanical), 1.5 semesters calculus (AB), 1 semester statistics
- **Data Analysis and Visualization, Spring 2014**, statistical modeling of relationships and structure in data

**LEADERSHIP and ADDITIONAL EXPERIENCE****Writing Associates Program, Writing Associate (peer writing tutor)** – Swarthmore College**9/2011 – Present**

- Worked with peers in conferences to improve writing, crafting constructive written and oral feedback
- Critically examined aspects of ethical and effective peer tutoring in full credit, semester-long training course
- Developed listening skills to personalize conferences and help peers organize and articulate their thoughts
- Helped students with clarity of writing from argumentation to grammar
- During weekly 2.5 or 5 hour shifts, held half-hour conferences with students from across the disciplines
- Conferenced with 6-12 students from a single course repeatedly throughout each semester, communicating and coordinating with faculty to scaffold student learning

**Outreach Coordinator** – Swarthmore College**9/2012 – Present**

- Oversaw Writing Center operation, helped make policy decisions, and trained and supported Writing Associates
- Organized service projects through a program for high school students; worked individually and in a classroom on writing and college preparation
- Acted as liaison between the leadership team and both the Writing Associates and the campus community
- Collaborated with the leadership team to organize events for the campus including workshops, speakers, and panels

**Marine Biology, Teaching Assistant** – Swarthmore College**9/2012 – 12/2012**

- Mediated weekly small group discussions of published papers, aided the professor as needed, and attended lecture

**Carolina Waterfowl Rescue, Volunteer** – Charlotte, NC**6/2011 – 8/2011**

- Assisted in treating injured birds; cared for birds throughout rehabilitation, including cleaning and feeding

**Alice Paul**

*College Address* ■ Swarthmore College ■ 500 College Avenue ■ Swarthmore, PA 19081 ■ 610.328.8352

*Permanent Address* ■ 222 Oak Lane ■ Cambridge, MA 08765 ■ apaul@swarthmore.edu

---

**EDUCATION**

**Swarthmore College**, Swarthmore, PA.

Candidate for Bachelor of Arts with majors in Biology and Psychology, May 2015 GPA: 3.1

**RELEVANT COURSE WORK AND LAB EXPERIENCE****Developmental Biology**

- Immunohistochemistry, confocal microscopy, chick embryo isolation and monitoring chick embryo development

**Organic Chemistry I**

- Synthesis, purification, and analysis of simple organic compounds. Instrumentation involved FTIR spectroscopy, NMR spectroscopy, refractometry.

**Genetics**

- PCR, tetrad analysis in the Fungus *Sordaria fimicola*, 3 point mapping in *Drosophila melanogaster*, an analysis of human chromosome abnormalities and in-depth study of primary literature.

**Neurobiology**

- Immunocytochemistry, confocal microscopy, electrophysiology training (intracellular and extracellular recordings). Instrumentation includes components of electrophysiology rig, such as digital storage oscilloscope, stimulator, neuroprobe amplifier, differential AC amplifier, and digital oscilloscope.

**Ecology**

- Collection and identification of litterfall, measuring tree growth, and earthworm collection.

**RESEARCH EXPERIENCE**

**Research in Physiology**, Dr. Anca Dobrain Ph.D, Eastern Virginia Medical School, Norfolk, VA 6/2013 – 8/2013

Conducted research on the cellular and molecular mechanisms involved in atherosclerosis using diet-induced and genetically-induced mouse model. Investigated the role of T-cell function in adipose fat tissue and stained for adipocyte presence and size in mouse spleens. Current findings are still under investigation. The ultimate goal of our studies is to better understand the key mechanisms associated with obesity hypertension and find new molecular targets for an efficient treatment.

**Research in Perceptual Psychology**, Dr. Frank Durgin, Ph.D, Swarthmore College 6/2012- 8/2012

Conducted research on space perception in the real world and in virtual-reality, including a variety of egocentric and exocentric distances judgments, simulated and actual walking distance task, and enhanced scale perception tasks. Led to the publication of two journal articles. Ultimately, this will lead to a better understanding of how people perceive and think about space. Received funding from Sigma Xi Scientific Research Society.

**LEADERSHIP EXPERIENCE**

**Women's Resource Center Board Member**, Swarthmore College 1/2013 - Present

- Initiate and facilitate discussion and events concerning women
- Encourage campus-wide dialogue about women's issues

**Resident Advisor, *Office of Residential Life*, Swarthmore College**

8/2012 - Present

- Counsel and advise students of residence life issues such as conflict mediation, mental health, emotional and physical well-being

**Student Health Advisory Council, Swarthmore College**

8/2013 - Present

- Provide guidance and student representation to student health services
- Discuss strategies for promoting greater health awareness on campus including our newest initiative, smoke-free residence halls

**Speak 2 Swatties, Swarthmore College**

8/2013 - Present

- Provide peer counseling and advocate mental health to the student population
- Help plan campus wide activities to promote the presence of the group

**College Judiciary Committee, Swarthmore College**

1/2012 – Present

- Decide cases, along with faculty and staff member, involving students charged with academic dishonesty

**PUBLICATIONS**

Durgin, F. H., Klein, B., Paul, A., Strawser, C. J., & Williams, M. (2014). The social psychology of perception experiments: Hills, backpacks, glucose and the problem of generalizability. *Journal of Experimental Psychology: Human Perception and Performance*.

Li, Z., Sun, E., Strawser, C. J., Paul, A., Klein, B., & Durgin, F. H. (2013). On the anisotropy of perceived ground extents and the interpretation of walked distance as a measure of perception. *Journal of Experimental Psychology: Human Perception and Performance*.

*This is a sample of what the federal resume looks like once it is built on USAJOBS.gov*

## **Abraham Lincoln**

111 President Drive / Washington DC 20005

Evening Phone: 202 200 2222 / Email: [alincolin@pastpresidents.com](mailto:alincolin@pastpresidents.com)

Country of citizenship: United States of America  
Veterans' Preference: No  
Highest Grade: GS-02-07, 06/20XX-08/20XX

### **AVAILABILITY**

Job Type: Permanent  
Temporary Promotion  
Federal Career Intern  
Work Schedule: Full Time

### **DESIRED LOCATIONS**

US-DC-Washington/Metro  
US-VA-Northern

### **WORK EXPERIENCE**

ABC Afterschool Program  
Philadelphia PA US  
9/20XX-4/20XX  
Salary: 15 USD Per Hour  
Hours per week: 40  
Program Coordinator  
-Oversee three mentoring programs in limited resource communities  
-Recruit, train, and manage 25 adult mentors and 20 youth  
-Develop marketing and training materials for use in programs and mentoring initiatives  
-Write and manage program grants, hire outside contractors for grant implementation  
-Communicate in Spanish with program participants and their families (Contact Supervisor: Yes, Supervisor's Name: Clyde Jackson, Supervisor's Phone: 215-555-1212)

U.S. Consulate (Department of State)  
Madrid, Spain  
6/20XX – 8/20XX  
Grade Level: NA  
Hours per week: 45  
Political and Economic Section Intern, NA  
-Researched and wrote regional economic and political briefs for US Ambassador's Madrid consulate district visits  
-Worked with professionals in regional chambers of commerce, banks NGOs, and government offices to compile briefs  
-Utilized Spanish language skills and political and cultural knowledge in a variety of settings (Contact Supervisor: Yes, Supervisor's Name: Lisa Mil, Supervisor's Phone: State Dept of Wash. DC)

Department of State (Educational and Cultural Affairs)  
Washington, DC US  
9/20XX – 8/20XX  
Grade Level: 02  
Hours per week: 20  
Intern then Public Affairs Assistant, GS  
-Wrote articles in Bureau newsletter & press releases  
-Drafted memoranda for the Undersecretary of State  
-Supervised contractors on communications project  
-Contacted and pitched media for program publicity  
-Assembled financial and budget information for use in ECA material (Contact Supervisor: Yes, Supervisor's Name: Nina Bishop, Supervisor's Phone: 202-203-7024)

**EDUCATION**

Swarthmore College  
Swarthmore, PA US  
Bachelor's Degree – 5/20XX  
35 Semester Hours  
Major: Economics, Spanish Language (double major)  
GPA: 3.50 out of 4.0

**LANGUAGES**

Spanish	
Spoken:	Advanced
Written:	Advanced
Read:	Advanced
Spanish	
Spoken:	Advanced
Written:	Advanced
Read:	Advanced

**AFFILIATIONS**

National Spanish American Foundation	Member
--------------------------------------	--------

**REFERENCES**

George Washington	Swarthmore College Professor, Spanish Language
Phone Number:	610-328-8000
Email Address:	<a href="mailto:g washington@pastpresidents.org">g washington@pastpresidents.org</a>
Reference Type:	Personal

**ADDITIONAL INFORMATION**

Skills:

- Strong written and oral communication skills
- Strong analytical abilities and problem solving capabilities
- Grant writing experience (awarded "Dream Catchers Award" by Community and Recreation Services, Delaware County Government, Dec. 2013)
- Regional expertise in Balkan, Post-Soviet, and Western European political issues (including extensive regional travel )
- Proficient in Microsoft Office programs

**Leadership and Service Roles:**

Tri-College Winter Institute: Diversity Workshop Facilitator Sep. '13-May '14

- Developed forums for dialogue between diverse student groups
- Built partnerships between student groups through cultural programming

**Swarthmore Business Society, President Sep. '11-May '12**

- Recruited executive committee members, planned meetings
- Managed a membership base of 40+ students
- Organized club involvement in business related workshops/events

**Other Roles at Swarthmore College:**

War News Radio

Spanish Department Representative Sep. '10-May '11

May 13, 2014

Ms. Lauren Herskovic, Director of Operations  
Admissionado  
2039 N Albany  
Chicago, IL 60647

Dear Ms. Herskovic:

*I am writing to apply...* So begins nearly every sample cover letter in Swarthmore's "Guide to Writing Resumes, CVs and Cover Letters," which sprawls before me with all the promise and terror of 'real life.' I find that this phrase isn't just a job-snagging platitude; it speaks to my experience of writing as a process of self-application, of leaving my unique mark using the written word. Admissionado seems to value the same outlook on writing to apply for college. So here goes: I am writing to apply for the Senior Editor position!

When I saw Admissionado's posting on Swarthmore's eRecruiting website, the shiny job title of Senior Editor caught my eye. *Hey, I'm qualified for that!* I thought. I've spent the past four years editing the zany yet brilliant written creations of Swatties, the raw but passionate essays of high-schoolers, and the technical reports of Naval test flight personnel. But what really got my attention was the posting's welcoming, enthusiastic tone and emphasis on *storycrafting* as an essential feature of this position. After exploring Admissionado's website, I got an even better sense of your company's commitment to creativity and excellence. I see this as an exciting opportunity for me to aid clients in crafting their collegiate journeys as I grow into my graduate boots and reflect on my own collegiate journey.

As an Honors student and Writing Associate at Swarthmore, I did not simply read, write, and edit; instead, I was constantly challenged to creatively (re)envision the writing process as a cooperative creative endeavor. In Honors seminars, my classmates and I shared sometimes crazy but always creative seminar papers with each other each week, learning not just how to write, say, a lyrical narrative about Blues poetry, but how to tell and react to our experiences *in* writing. As a Writing Associate, I learned that editing is a dynamic process that changes according to the unique needs of each writer and each piece. I developed the skills to accommodate this and to empower students to 'write to apply' themselves, or to tell their own story even as they write about history or politics.

While working as a researcher and student program manager for the Early Novels Database, I honed the telecommunication and time management skills required by this position. I managed researchers across two and sometimes three different locations using a shared Google account that I created as END expanded in its third year of development. On END's two blogs and fledgling Twitter account, I whetted my social networking skills and began to write and edit for a totally new audience: the Web. Using these tools in collaboration with my fellow researchers, we began to tell a virtual multimedia story of END and its content.

I've had a lot of fun preparing this application — or *writing to apply*, so to speak — and am excited to share the same experience with your clients. Thank you for reading and I look forward to hearing from you!

Sincerely,

*Alice Paul*

Alice Paul

## Kendra Kemp

Permanent Address: 123 James Street, Apt. 52E, New York, NY 10003  
College Address: 500 College Ave., Swarthmore, PA 19081

Phone: (610) 328-8352  
Email: [kkemp1@swarthmore.edu](mailto:kkemp1@swarthmore.edu)

---

April 9, 2014

Dr. Grace Jones  
Department of Biology  
University of California at Berkeley

Dear Dr. Jones:

I write to apply for the Laboratory Technician position in your lab at the University of California at Berkeley. I am particularly interested in your research on spiny lobsters and the mechanics of their movement. I have learned and implemented a broad range of biomechanical principles through courses at Swarthmore with Professor Ellen Hardy. Working with her, I have also conducted biomechanics research exploring fluid movement around the upside-down jellyfish *Cassiopea* and examining burrowing mechanics of two species of lugworm. These projects provided me with training in data organization and analysis, which I am extending this semester in a statistics course that uses R and focuses on data visualization and modeling. I want to continue looking at biological systems through a biomechanical lens, incorporating perspectives and methods from engineering and physics with an understanding of the behavior, evolution, and needs of the organism.

Furthermore, I am curious about your work with acoustics and crustaceans, especially focusing on the mechanics of the communication and its evolutionary history. This work presents new and exciting perspectives for me that I would love to learn more about. I like learning about mathematical questions and theories through biology. I am taking a directed reading this semester on evolution and social networks, which requires understanding and evaluating complicated statistical and mathematical analyses. I am equipped and excited to work through new quantitative methods.

Looking further ahead, I hope to be a professor. I enjoy biology research; I like the questions that biologists ask and the process by which they try to answer them. I also love teaching. I want to share my love of biology, and I like working with students to help them grapple with new concepts and learn to articulate their questions and ideas. In order to prepare myself for this path, I want more lab experience. I hope to broaden my understanding of the intellectual and conceptual framework of a variety of biological questions and to further develop the skills to answer those questions. Additionally, I hope to narrow my focus for graduate school. I am lucky enough at the moment to have dipped a toe (or sometimes two) into a range of fields of biology, and I want begin to break down this world of infinite questions to identify what I am most interested in.

Thank you for your consideration, and I look forward to hearing from you.

Sincerely,

*Kendra Kemp*

Kendra Kemp



**Cameron Clothier**

Swarthmore College, 500 College Ave, Swarthmore, PA 19081  
Email/Phone: cclothi1@swarthmore.edu / (610)-328-8352

---

February 1, 2014

Dr. Jorge Martinez, Principal Investigator  
Monterey Bay Aquarium Research Institute  
7700 Sandholdt Road  
Moss Landing, CA 95039

Dear Dr. Martinez:

I am a senior at Swarthmore College working towards a BS in engineering with a minor in biology. I am writing to apply for the MBARI summer internship program for the summer of 2014. I discovered this program while searching for employment opportunities in fields related to ocean physics or AUV design and I was delighted to see a number of programs that perfectly match my interests.

One of the benefits of studying engineering at a liberal arts college is that I have been able to maintain a balance between technical skills and a well-grounded understanding of the theoretical concepts that drive engineering. In the course of pursuing this balance I've often been drawn to the intersections of different disciplines. As the coursework on my cv indicates, I have developed expertise in topics spanning both mechanical and electrical engineering while also following my interest in biology. In the early stages as a student of engineering, I planned on working primarily in the field of sensor design. Many of the courses that I have elected to take have been with this specific vision in mind. I didn't anticipate how strong the courses I took in biology would resonate with my interests, however, and I see working at MBARI as an ideal way to explore how my interest in sensors could integrate with my love of biology.

I am particularly drawn to working on the two projects suggested by Jim Bellingham based around the LRAUV missions. While I would primarily be interested in exploring novel sensing approaches or evaluating other sensors to be added to the system, I believe I could also find developing LRAUV diagnostic procedures to be an equally stimulating experience. I also see the project proposal by Gene Massion on the profiling float as an interesting opportunity. I see this project not only as a chance to work with sensors, but also to get some experience dealing with the product lifecycle, reusability of equipment and potentially fatigue and failure analysis, all of which are topics I would like to continue to work with.

As the courses I have studied suggest, I am well equipped to address many of the challenges that might arise from one of these projects such as stress and strain analysis, rigid body dynamics, circuit design and modeling and controlling linear systems. I also have extensive programming experience with Matlab and am familiar with many other programs including Solidworks, ANSYS, and Microsoft office. Prior internships demonstrate my experience in project management, working both individually and in a team, working with sensor interfaces and calibration, and most importantly that I am capable of familiarizing myself with a new environment and producing useful and meaningful results in a short time span. Through my work and studies I have picked up many practical skills such as working in a machine shop, familiarity with common equipment such as oscilloscopes and multimeters, and even some experience working as deckhand on a research vessel, all of which I see being useful in this internship.

My desire to work alongside biologists resonates strongly with the goals of MBARI, and I am particularly looking forward to the opportunity to interact with and learn from individuals who share interests similar to my own. Please let me know if you require any additional materials, and I look forward to hearing from you soon.

Sincerely,  
*Cameron Clothier*  
Cameron Clothier

March 28, 2014

Game Informer  
attn: Internship Program  
724 N 1st St., 3rd Floor  
Minneapolis, MN 55401

Dear Internship Coordinator:

I bought my first issue of Game Informer back in 2002. It was issue 108, featuring *Mortal Kombat Deadly Alliance* on the cover. To this day, I have yet to read a video game magazine that compares to GI. The reviews are always brutally honest. If a game is not worth the time, the review says as much, often in a delightfully snarky tone. Most memorable, however, are the articles that discuss overarching concerns or ongoing debates in the gaming world, such as whether it's worth playing an older series from the first entry before picking up the latest. Articles like Jeff Cork's "Destroy All Humanoids?" leave me feeling impressed with the writer's insight and reasoning. Cork, for instance, is keenly aware that more and more gamers want more substance from their games than the violence often used to sell them, and asserts that a game supported by a strong story doesn't need violence as a crutch. Articles like this are what keep me a devoted reader of GI, and make me want to be a part of the team.

My education as a double major at Swarthmore College has provided me with a diverse set of skills. My studies in Biology have taught me how to obtain information from a variety of sources, how to compare that information against a standard, and how to develop effective questions for any situation. In turn, my studies in English Literature have taught me how to write both creatively and coherently, as well as how to consider a topic objectively or from multiple perspectives. Additionally, both areas of study have fostered my ability to accept criticism, and use it to improve my work. In the summer of 2012, I traveled to Costa Rica for a biology course presented by Duke University and the Organization for Tropical Studies. The experience has enabled me to better work with others in designing and executing projects. The course had also taught me to combine my analytical and compositional skills to achieve a better product.

I am confident that my studies at Swarthmore have prepared me to meet the demands of a fast-paced work environment. I thrive under challenging conditions and can handle various assignments simultaneously. This is demonstrated by my success in balancing the demanding course load of two very distinct majors. I have experience with and enjoy working both alone and as part of a team.

Thank you for your consideration. I am excited for the opportunity to apply my passion for video games, and look forward to hearing from you. Enclosed are the requested writing samples, in which I review several games I have recently played. If you would like any additional information, please do not hesitate to contact me.

Sincerely,

Marissa Gutierrez

Marissa Gutierrez

March 15, 2014

Christy Reardon, Assistant Head of Lower School  
Wilmington Friends  
101 School Rd.  
Wilmington, DE 19803

Dear Ms. Reardon:

The first time I learned about the educational philosophy of Wilmington Friends School, I was in second grade. My teacher at Wilmington Montessori and a teacher at Wilmington Friends had planned a Japanese culture day together. While I had a great time exploring Japanese culture, the part of the day I remember most was when a teacher at Wilmington Friends told us about the influence of community on the school. I went home that day and begged my parents to let me go to Wilmington Friends. Fifteen years later, I am now asking you to let me join your community.

I want to teach at Wilmington Friends School because I feel I can align myself wholeheartedly with your educational philosophy. I want to encourage children to learn through experience and reflection, and to think critically about the world around them. I am so excited about the opportunity to be part of the lower school because I feel that if children are supported to learn this way at an early age, they will have a greater chance to love learning and unlock their full potential later in school. Also, the value Wilmington Friends places on respect for the individual resonates strongly with me. I want to teach in a place that recognizes the greatness in each student and helps them contribute meaningfully to the school community. Finally, I want to work in a place that values social justice and educating students about how to be good people, not just good students.

I have had diverse experiences as a teacher, teaching science to kids from a struggling school district in Chester, and drama, art, writing, and music to kids who had a variety of physical and mental disabilities. My placements for education courses have put me in an affluent middle school and a high school where 97.1% of students are below the poverty line. I have experience working with students from many different cultures and economic backgrounds, and I have learned how to teach people with a variety of life experiences. My experiences in different schools have also taught me important lessons about diversity that I would like to share with students. As a counselor at a camp for children with different disabilities and racial, ethnic, and financial backgrounds, I learned to encourage children to celebrate what makes them different and learn from each other. I would love to have the opportunity to continue this work in a school that celebrates the individual while emphasizing that they have a meaningful role to play in the larger community.

At this point in my career as an educator, I recognize that I have more to learn. I came to Swarthmore with the intention of being a chemist. However, one day I thought about the jobs I loved, and realized that they all involved teaching and helping people. I have always wanted to be a teacher, I just did not realize it! I have learned a great deal about teaching through my education courses and through my work in several different teaching and mentoring positions. Working at Wilmington Friends School will give me the opportunity to continue learning through experience, while also collaborating with a lead teacher to share what I have learned. I would love to ultimately gain enough experience to be a lead teacher at Wilmington Friends.

Best Regards,

*Adriana Wharton*

Adriana Wharton

June 15, 2014

Ms. Christina Santos  
Director of College Retention and Success  
Philadelphia Futures  
230 South Broad Street, 7<sup>th</sup> Floor  
Philadelphia, PA 19102

Dear Ms. Santos:

I am writing to apply for the Associate Director of College Retention position listed on the Philadelphia Futures website. As a recent graduate of Swarthmore College, I am eager to translate my passion for education into a meaningful contribution to the improvement of college graduation rates.

Beginning in my junior year, I worked as a coach for Swarthmore College's Women's Volleyball team. Serving as a mentor to my peers strengthened my ability to motivate students by building relationships in which they saw themselves as partners in pursuit of their personal growth and development. My younger players sought me out as a mentor because I understand the pressures that a college environment can exert on students from different backgrounds and how to navigate them. I worked with students from a broad spectrum of races, religions, sexual identities, and socioeconomic backgrounds because I used my strong presentation skills to recruit actively from the entire community and cultivate a welcoming environment. A thorough appreciation for the particular challenges that my first generation students faced was crucial in order to support them effectively. I accomplished this through direct guidance and by facilitating their access to campus resources such as deans and administrators with whom I maintained relationships.

The organizational, interpersonal, written, and verbal communication skills which I developed through my liberal arts studies at Swarthmore are my strongest areas. Through extensive work with the campus' writing center and disability services office, I gained firsthand experience with different writing strategies and learning styles. I recently used my writing ability and familiarity with the admissions process to help a transfer student successfully apply to Occidental College by editing application essays and guiding him through the financial aid process. Because I am familiar with different learning styles, I am adept at evaluating how a student's individual strengths and needs will function in a college environment.

Philadelphia Futures' Sponsor-A-Scholarship and College Connection Programs resonate deeply with my personal values and opinions about the state of higher education. Because my family has little direct experience with higher education, I benefited from the support of various administrators and staff who acted as mentors. I am determined to have the same constructive impact on future students from similar low income backgrounds. I want to serve students in need as an Associate Director of College Retention and Success with Philadelphia Futures because I firmly believe that every student is capable of rising to the formidable challenge of graduating when they are given proper support. Thank you very much for your time and consideration.

Sincerely,

*Janelle Kohlberg*

Janelle Kohlberg

# Isabella Swat

[Iswatt1@swarthmore.edu](mailto:Iswatt1@swarthmore.edu) \* 213-909-1234

July 13, 2014

Alex Carr  
WHYY, Inc.  
150 South Main Street  
Philadelphia, PA 19106

Dear Alex Carr:

I am writing to apply for a fall internship at WHYY. The positions that I would like to apply for, in order of preference, are for *Radio Times*, NewsWorks - FM, and Voices in the Family. These positions appeal to me for several reasons. First, and foremost, they would expose me to WHYY's fast-paced news environment that would provide me with an invaluable experience, as I would like to pursue a career in broadcast journalism and law. Secondly, I am an avid listener of WHYY, especially to the aforementioned programs, and I would relish an opportunity to conduct research on topics for these radio programs.

This past semester I joined the student group War News Radio at Swarthmore College. War News Radio is a group that produces a weekly internet radio program that provides coverage of the conflict in Libya, Iraq, and Afghanistan. I assisted with the research of news stories to include in the weekly newscast and with the production of the newscast. Additionally, I contributed to the production of the weekly broadcast using ProTools, Garage Band, and Audio Hijack. This fall, I hope to write pieces for the weekly broadcast and learn more production techniques. I believe that an internship at WHYY would not only allow me to utilize the skills that I learned this spring, but it would allow me to develop my production and research skills.

As an intern of the Independence Seaport Museum last summer, I gained valuable research experience. I worked diligently on research for an upcoming exhibit entitled "Disasters on the Delaware". I visited several regional archives, utilized numerous research databases, and conducted several interviews. I also participated in the museum's response to the duck boat disaster by taking and cataloguing photos and aiding in the collection and dissemination of information for press releases. In the process, I honed my research, writing, and oral communication skills. Currently, I am doing research for my Honors History thesis. I have continued to research in prominent archives in Philadelphia and I have increased my efficiency and productivity. Both of these experiences have deepened my connection and familiarity with the community in Philadelphia.

These experiences, coupled with Swarthmore's rigorous academic environment, have prepared me to function at a high level in a fast-paced environment. I have successfully balanced a difficult course load in the Honors Program with the demands of varsity athletics and several extracurricular activities. Additionally, I am highly proficient in Spanish which could be of assistance for certain research topics. I believe that I could offer the same level of commitment and focus to an internship at WHYY. Thank you for your consideration, and I look forward to hearing from you.

Sincerely,

*Isabella Swat*

Isabella Swat

## **Daniel Cornell**

College Address: Swarthmore College, 500 College Avenue, Swarthmore, PA 19081, 555-555-5555

Permanent Address: 659 East 137th St #22, New York, NY 10027 E-mail: dcornell@swarthmore.edu

January 27, 2014

Mr. Brandon Larson, Recruiting Coordinator  
Novantas LLC  
485 Lexington Ave  
New York, New York 10017

Dear Mr. Larson:

I am writing to apply for a summer consulting internship position at Novantas. Business consulting appeals to me because it combines creativity and quantitative rigor in delivering pragmatic solutions. I enjoy New York's international and diverse roots and feel that it is an ideal place for me to develop professionally. Novantas's meritocratic structure allows performance-based advancement and my international background especially attracts me to Novantas's international scope. I have previously achieved optimum results when working with energized and knowledgeable individuals and organizations, and am confident that Novantas would be a prime setting in which to hone my skills.

My varied coursework in economics, engineering, statistics and Chinese has provided me with the creativity and analytical skills to successfully perform jobs ranging from delivering IT solutions for a structural engineering firm in Manhattan to designing physics lesson plans and teaching them to rural students in China. My experiences balance the applied with the theoretical. Last summer, as a Fulbright scholar, I was selected to introduce, mediate, and conclude a two-hour series of four presentations given by my colleagues and I to a Chinese audience in Mandarin. Using leadership skills developed at Swarthmore, I felt confident while providing spontaneous responses to audience members' questions. My international experience extends beyond China; I have spent 10 years abroad in four foreign countries. Varied working and living experiences have endowed me with the resourcefulness to be an effective problem solver, communicator, and team leader.

Swarthmore has conditioned me to function at a high level in a challenging environment. I successfully balance a rigorous course load with an on-campus job and my commitment to being a 3-season varsity athlete. This environment has taught me to set personal goals and prioritize tasks effectively. More importantly, I have learned that I operate at an extremely high level when my chosen path ties in closely with my passions and interests. I eagerly look forward to the possibility of pursuing a career at Novantas. Thank you for your consideration, and I look forward to hearing from you.

Sincerely,

**Daniel Cornell**

Daniel Cornell

**SUZIE MCPHERESON**

Swarthmore College, 500 College Avenue, Swarthmore, PA 19081

Phone: (555) 000-8859 Email: [smcp@gmail.net](mailto:smcp@gmail.net)

---

March 9, 2014

Mr. Paul Socolar, Editor and Director  
The Philadelphia Public School Notebook  
3721 Midvale Avenue  
Philadelphia, PA 19129

Dear Mr. Socolar:

I am writing to apply for the Operations/Business Manager position with the Philadelphia Public School Notebook. Having spent last summer interning with the Notebook, I am interested in this position for two reasons: First (and foremost), it would allow me to continue working with the Notebook and its supporters towards encouraging public engagement with issues in Philadelphia schools; second, the job's responsibilities would challenge me to continue developing skills that I believe are critical as I graduate from college and look toward a career in the educational and nonprofit sectors.

While my previous work with the Notebook has been in a more journalistic capacity, I have prior experiences from my time at Swarthmore and in previous internships that have prepared me for the significant and varied responsibilities of this position. Last year, I was appointed co-coordinator of the Summer of Learning, a summer workshop program provided to Swarthmore's "non-academic" staff as part of the Learning for Life program. My major responsibilities included: applying for funding, budgeting and tracking spending, organizing the workshops by procuring space and resources from other College departments, and arranging a large field trip to Washington, D.C.. In the process I developed my organizational skills, my teamwork and networking capacities, and my ability to manage my time and balance responsibilities (I coordinated this program while also interning with the Notebook). As a result, I believe that I am prepared to take on the new challenge of managing the Notebook's operations and business side.

I also have had more specific experience in the daily operations of a non-profit, dating back to when I was a summer intern with 826LA, a writing and literacy tutoring center in Los Angeles. While half of my work centered on tutoring students and developing the English Learners summer program, the other half was dedicated to assisting the directors by carrying out daily tasks such as handling donations, preparing for and staffing large fundraising events, and dealing with inquiry emails. My main responsibility in the office was organizing and mobilizing the organization's volunteer base by scheduling trainings, processing new volunteers, and sending mass emails to update tutors on their "drop-in hours" responsibilities as well as plans for the special English Learners programs. This experience gave me my first taste of what it was like to work at a small non-profit and handle many responsibilities at once.

My work with the Notebook last summer has inspired me to continue even more specifically in working for educational opportunity and equality in the Philadelphia area, by exposing me to the city and its schools as well as the community of educators, parents, and citizens working to improve the system. To continue being a part of this effort through work with the Notebook would give me great pride. I also look forward to the opportunity to draw upon my various abilities—for example, my dexterity in writing, my sales experience and interpersonal skills, and my project development and implementation experience—and turn them into valuable tools to support the Notebook.

Please find attached my resume. If you would like to see more materials or to speak with any references, please do not hesitate to contact me. Thank you for your consideration, and I look forward to hearing from you.

Sincerely,

***Suzie McPherson***

Suzie McPherson

**Ms. Parker Wharton**

Swarthmore College  
500 College Avenue  
Swarthmore, PA 19081

Cell phone: 111-222-3333  
pwharto1@swarthmore.edu

September 27, 2013

Jim Jacobs, Manager of Human Resources  
McMaster-Carr  
333 Dawn Industrial Parkway  
Lancaster, PA 44202

Dear Mr. Jacobs:

I am writing to apply for the General Management position at McMaster-Carr. I learned of this position through the Fall Recruiting Consortium at Swarthmore College. I am particularly interested in McMaster-Carr because the multifaceted nature of your company's management positions requires a familiar versatility and resourcefulness which I find invigorating in my current management position. I am excited to explore the fields of management at a supply-oriented company, from distribution to sales, and all related domains.

As a college-appointed Co-Director of *Paces*, Swarthmore's oldest student-run café, I am responsible for overseeing the café's operation and managing the abilities of 42 student employees. By its nature, the Co-Directorship has further developed my ability to take a team-oriented approach to problem solving and management. Successfully balancing my student responsibilities necessitates that I work closely with my Co-Director and recognize employee strengths for the effective delegation of tasks which can be completed well by others.

My organizational skills and ability to identify problems have proven to be professional assets. In my first year as Co-Director ('11-'12), I reduced *Paces*'s yearly operational cost by almost 20% by restructuring the café's operational requirements, establishing effective communication between different nightshift employees and clarifying the café's role on campus. Based on *Paces*'s many improvements and positive feedback from college administrators and student employees, the College re-appointed me to the position for a second year, 2012 - 2013. Despite college-wide budget cuts and an increased minimum campus wage, I was able to increase the efficiency and appeal of *Paces* by reorganizing and redefining basic operational tasks, resulting in a noticeable increase of patronage and the "street credit" of offering the most sought-after campus job available—to work as a *Paces* nightstaff crewmember.

In Spring of 2013, the college appointed me to a third consecutive year as Co-Director, recognizing the previously unrealized potential of *Paces* made apparent under my stewardship. In my third year and final year as Co-Director, I am making necessary arrangements for the continuation of *Paces* by building its institutional memory and training competent staff for its future safekeeping. I feel that this step is crucial to the management process—ensuring that one's charge will continue to prosper despite a parting of ways.

Thank you for your consideration. I am enthusiastic about this opportunity to work with McMaster-Carr and look forward to hearing from you.

Sincerely,

*Parker Wharton*

Parker Wharton



## Elise Ashton

Swarthmore College • 500 College Avenue • Swarthmore PA 19081

Phone: (610) 328-8352 • [elashton1@gmail.com](mailto:elashton1@gmail.com)

September 20, 2013

Ms. Meredith Martin, Recruiter  
McKinsey & Company  
100 McKinsey Way  
Chapel Hill, NC 10094

Dear Ms. Martin:

In my conversations with Swarthmore alumna and McKinsey BA Susan Smith, I was excited to learn more about the opportunities at McKinsey and confirm my interest in the BA role. I am currently an Honors Major at Swarthmore College, concentrating in English Literature with a minor in Art History.

I am extremely interested in pursuing a career at McKinsey. I strongly value the defining principles of McKinsey's collegial atmosphere and would thrive with colleagues who continually challenge me to succeed and achieve to my highest potential. Particularly attractive to me is the prospect of being able to meet and work with different clients and people from around the world through a shared experience. McKinsey's dedication to working directly with their clients for lasting and effective change is singularly conducive to my personal and professional growth. I am certain that I would be an invaluable and eager contributor to this initiative.

My coursework at Swarthmore has prepared me to write clearly using argumentation techniques to persuade, and demonstrating analytical reasoning to draw conclusions. Being a part of the Honors program at Swarthmore, I participate in small group seminars in which I must rapidly gain an in-depth understanding of complex and varied subject matter, analyze and synthesize the information, and then defend my position to my colleagues. The Honors experience has left me confident in my skill to question convention and assumption as well as accept and implement constructive criticism from my professors and peers.

I believe that my Swarthmore experience has prepared me for the demands of a challenging environment. I have balanced a rigorous, full-time workload while serving as Captain of two Varsity sports. As a student-athlete at Swarthmore, I have become accustomed to working under pressure and multi-tasking, while honing my interpersonal and communication skills. I enjoy being part of a team and am capable of functioning as both a contributing member, as well as an effective leader.

I am enthusiastic about bringing my energy and abilities to McKinsey. Thank you for your consideration and I look forward to hearing from you.

Sincerely,

*Elise Ashton*

Elise Ashton

January 5, 2014

Jamie Massey  
Director of Human Resources  
RAND Corporation  
58 Pennsylvania Street  
Washington, DC 20006

Dear Jamie Massey:

I am currently a senior at Swarthmore College and I will be graduating this May with a degree in Psychology and a strong research background. I am extremely interested in beginning my career in social policy research at RAND because it is an ideal fit for me, both in terms of its work environment and the work itself.

After RAND was recommended to me by two professors who are familiar with my career aspirations, I investigated the organization further and discovered that I share RAND's commitment to improving policy through rigorous, nonpartisan research. I perused the reports listed on RAND's education and health division webpages and was very impressed that all the research is geared toward promoting social welfare. Furthermore, I have spoken with several alumni of my college who work at RAND and they have been unanimous in their praise of the organization. In particular, RAND's flat organizational structure and opportunities to pursue diverse and interdisciplinary research areas make RAND extremely appealing to me given my interests and career goals.

I have significant experience in both quantitative and qualitative research. This past summer, I served as the principal investigator on a research project analyzing Medicaid claims data of enrollees diagnosed with Major Depression. The project was largely quantitative and relied heavily on statistical analyses, compelling me to become expertly familiar with Excel, SPSS, and the art of making data tables and graphs. My project was selected for an Outstanding Research Award by an independent panel of faculty reviewers, and I am the first author on the resulting manuscript, which has since been submitted for publication.

I also have extensive experience utilizing qualitative methods, including conducting an action-research project for an Educational Studies Honors seminar that involved interviewing teachers and students, transcribing the interviews, and analyzing the data to produce practical recommendations for how a college preparation program could be improved. This spring, I will build on these quantitative and qualitative skills during a paid internship at the Office of Evaluation and Inspections in Philadelphia. As a Research Analyst, I will be working with a research team to design studies, conduct evaluations, and produce recommendations geared toward eliminating fraud, waste, and abuse from programs funded by the Department of Health and Human Services.

I am enthusiastic about bringing my energy and skills to RAND. I am enclosing my resume in case you anticipate any openings for a research assistant with significant research experience. While most of my experience is in the fields of education and health, I am interested in all areas of social policy that RAND studies. If you would like to know more about my credentials, please contact me and I will provide you with any necessary information. I am available at any time for an interview in Washington, DC.

Sincerely,

Anita Ville  
Swarthmore College Class of 2014  
aville1@swarthmore.edu

College Address: 500 College Avenue, Swarthmore, PA 19081  
Permanent Address: 10 Joel Street, Maple, NJ 08006  
Email/Phone: mm@gmail.net / 555-000-2461

February 24, 2014

Ms. Patricia Feller  
Vice President for Finance & Administration  
The Philadelphia Foundation  
1234 Market Street, Suite 1800  
Philadelphia, PA 19107

Dear Ms. Feller:

I am writing to apply for the position of Development Assistant at the Philadelphia Foundation. I learned of this opportunity while looking for development-related positions through Opportunityknocks.org. This position excites me because it would provide me with the opportunity to build on my experience working in development or fundraising positions at organizations focusing on social change.

I am currently a graduating senior at Swarthmore College, and I believe that my experience here at Swarthmore has prepared me well for the demands of the Development Assistant position. Swarthmore's rigorous academic program demands strong organizational as well as analytical skills. Along with fulfilling a broad array of academic requirements, I have also taken the Swarthmore ideal of ethical intelligence to heart. I am a research assistant to well-known peace activist Professor George Lakey, and have involved myself in many activist groups including Students for a Democratic Society and Student Health Action in which I now hold lead organizing positions. The Philadelphia Foundation, which empowers both funders and organizations to make positive changes in the Philadelphia area, would be an excellent place for me to continue living up to my ideals of ethical intelligence.

Moreover, I have relevant experience within the field of development and fundraising. Throughout my time at Swarthmore I have been the lead fundraiser in the college's Phonathon program which raises \$500,000 annually. As an intern in the Phonathon program I am also responsible for training and overseeing other callers. This position, while clearly strengthening my firm fundraising skills, has also strengthened my leadership and communication skills. In addition to the college's program, I also intern at the development office of the American Civil Liberties Union in Philadelphia. In this position I am gaining experience in donor research for a large foundation, as well as a better familiarity with the Philadelphia non-profit sector.

Ever since I decided to go into foundation work, the Philadelphia Foundation has struck me as an ideal place to work. Few organizations have a reputation for and commitment to funding powerful projects as much as the Philadelphia Foundation. My work experience up until this point has provided me with a strong combination of fundraising skills, organizing and activism that I am confident can make my contribution to the Philadelphia foundation worthwhile.

Thank you for your consideration. Should you require any additional information, please do not hesitate to contact me. I look forward to hearing from you.

Sincerely,

**Miller O'Connor**

Miller O'Connor

# Jonathan Ashton

College Address: 500 College Avenue • Swarthmore, PA 19081 • (610) 654-3210 • [jashton1@swarthmore.edu](mailto:jashton1@swarthmore.edu)

Permanent Address: 1100 Petal Way • Kenton, Harrow • United Kingdom • Cell phone: (333) 546-9087

---

December 27, 2013

Vikram Urumapthy  
Fixed Income, Currency & Commodities  
Goldman Sachs  
85 Broad Street  
New York, NY 10004

Dear Mr. Urumapthy:

I am currently a junior at Swarthmore College and am applying for the Summer Analyst position with the Fixed Income, Currency & Commodities Division at Goldman Sachs. Last May, I visited the Goldman Sachs office in New York as a member of my school's business association. Having the opportunity to network with Swarthmore alumni working at your firm, I was delighted to learn about the supportive, collegial work environment at Goldman Sachs. I am convinced that the culture at Goldman is truly unique and conducive to one's personal and professional growth. A culture emphasizing the value of a team, Goldman encourages its employees to receive constant feedback and support from one's peers, supervisors and mentors. I have every confidence that the opportunity to work within FICC as a summer intern will provide the best training on the Street and significant exposure to what drives the Fixed Income Capital Markets.

My background in economics and mathematics has cultivated my interest in understanding how the Fixed Income Capital Markets operate and has also greatly strengthened my quantitative and analytical skills. My coursework at Swarthmore has exposed me to some of the key concepts and tools used in the industry ranging from theoretical securities valuation to economic factors affecting currency and rates markets. Similarly, I am confident that my experiences at Swarthmore will help prepare me for the demands of a challenging environment at Goldman Sachs. I have grown very accustomed to working under pressure and multitasking having successfully balanced 3 campus jobs (almost 20 hours per week) with extra-curricular activities while maintaining a rigorous, full-time course load.

The Goldman Sachs' *Business Principles* greatly resonate with me -- especially the first principle of placing the clients' interests as paramount. My experience working in the hotel industry and in several service-oriented positions at Swarthmore has truly made me attuned to best serving a client's needs. I have worked in an environment where providing the best quality service possible to retain existing clients and attract new clients is of utmost importance. Having the opportunity to interact with clients has also substantially honed my interpersonal and communication skills.

I consider myself to be a driven and energetic team player, capable of functioning as both a contributing member as well as a leader. I am very enthusiastic about bringing my energy and my eagerness to learn to Goldman Sachs.

Thank you for your consideration. Should you require any additional information, please do not hesitate to contact me at [jashton1@swarthmore.edu](mailto:jashton1@swarthmore.edu). I look forward to hearing from you in the near future.

Sincerely,

*Jonathan Ashton*  
Jonathan Ashton

## Sample Thank you Letter

October 4, 2013

Ms. Sarah Brightman, Recruiter  
CRA International  
1201 F Street, N.W. Suite 700  
Washington, DC 20004-1204

Dear Ms. Brightman:

Thank you for taking the time to speak with me during your recruiting visit to Swarthmore College on October 3. The consulting analyst position you outlined sounds both challenging and rewarding and I look forward to your decision concerning an on-site visit.

As mentioned during the interview, I will be graduating in June with a Bachelor's degree in Economics. Through my education and experience I have gained many skills, as well as an understanding of sophisticated economic and mathematical quantitative concepts. After speaking with you, I believe that I would be a perfect candidate for your firm, offering the quick learning and adaptability that is needed for a position in consulting. In addition to my enthusiasm to contribute to your firm, I would bring the technical and analytical skills necessary to get the job done.

Thank you again for the opportunity to interview with CRA International. The interview served to reinforce my strong interest in becoming a member of your firm. I can be reached at (610) 328-8352 or by email at [bfrankl1@swarthmore.edu](mailto:bfrankl1@swarthmore.edu) should you need additional information.

Sincerely,

*Benjamin Franklin*

Benjamin Franklin  
Swarthmore College  
500 College Ave.  
Swarthmore, PA 19081  
(610) 328-8352  
[bfrankl1@swarthmore.edu](mailto:bfrankl1@swarthmore.edu)

## Sample Reference List

### Carl Crum

500 College Avenue, Swarthmore • PA 19081 • 610-444-6868 • 234-980-5768 (cell) • ccrum1@swarthmore.edu

#### Reference

##### **Katie Wood**

Campaign Coordinator  
Amnesty International Australia  
29 Shepherd Street  
Chippendale, NSW 2008  
Australia  
Office: (+612) 9217 7626  
kwood@amnesty.org.au

##### **Brett Solomon**

Refugee Campaign Coordinator  
Amnesty International Australia  
29 Shepherd Street  
Chippendale, NSW 2008  
Australia  
Office: (+612) 9217 7642  
bsolomon@amnesty.org.au

##### **Keith W. Reeves, Ph.D.**

Associate Professor of Political  
Science and Public Policy  
Swarthmore College  
500 College Avenue  
Swarthmore, PA 19081  
Office: (610) 690 6862  
kreeves1@swarthmore.edu

Due to various commitments, Dr. Reeves occasionally travels during the semester. In the event that he cannot be reached, please contact Dr. Jeffrey S. Murer, a political science professor at Swarthmore College.

##### **Jeffrey S. Murer, Ph.D.**

Assistant Professor of Political  
Science  
Swarthmore College  
500 College Avenue  
Swarthmore, PA 19081  
Office: (610) 690 6866  
jmurer1@swarthmore.edu

#### Relationship

##### **Supervisor**

Ms. Wood supervised my work in Amnesty's submission to the Australia-Senate Select Committee. It was through subsequent conversations with her that I created the position of Research Assistant in 2013.

##### **Supervisor**

Mr. Solomon was my supervisor when I held the position of Research Assistant at Amnesty. He is familiar with my work on the military commission process at Guantanamo Bay.

##### **Professor**

I completed a political science honors seminar entitled *The Urban Underclass and Public Policy* taught by Dr. Reeves. As director of the Center for Social and Policy Studies, Dr. Reeves chose a research paper I wrote for his seminar to be the flagship article for a journal on urban policy.

##### **Professor**

Professor Murer has instructed me in two political science classes. He is well acquainted with my work in an academic setting.