

# Resume Writing

A resume is a document that summarizes your education, experiences, and credentials as they relate to your employment goals. The resume's primary purpose is to convince the employer, in a very short period of time, of your relevant qualifications and create a first impression that motivates the employer to contact you.

Building an effective resume is an iterative process. It usually takes a few reviews to write effective descriptions aligned towards your employment goal, and to catch format inconsistencies, typos and grammatical errors. As such, this guide is intended to help construct the first draft of your resume. The sample resumes at the back of the guide are there to illustrate different formats and styles, and serve as a framework for your initial draft. As always, have your resume reviewed by a Career Advisor before sending it to potential employers.

## RESUME COMPONENTS

### **Identifying Information** (Name, Address, Telephone, and E-Mail - required)

Use your full name and set it apart from the body of your resume. If you're living on campus you may include current and permanent address (school and home) and list the telephone number(s) where you can be reached. The key to this section is to make you as accessible as possible. Often it is easier for an employer to reach you on your cell, but keep in mind poor reception or calls received at inconvenient times may leave a negative first impression. Please ensure that both your email address and voicemail message are professional and appropriate.

### **Objective** (Optional)

The objective is a concise statement which explains what type of work you are seeking. Since the purpose of a cover letter is to state your objective in sending your resume, it is not necessary to include an objective on your resume if it is accompanied by a cover letter. If you choose to include an objective on a resume, it should include a job function and industry but NOT a specific organization name (ex: To obtain a position as a market research analyst in an advertising agency).

### **Education**

Starting with the most recent, list the name(s) of the college(s) attended, location, degree or certificates received, expected date of graduation (month and year only), and major. Term abroad experiences also should be reflected in the education section. For upper class students, high school activities and achievements should be eliminated unless they are directly relevant to the job. Be sure to include information about your Senior Thesis or Senior Project, as these are both noteworthy and indicative of research and writing abilities. Relevant Coursework/Projects may be included in the education section or somewhere within the experience section. Honors or awards may be included here or in a separate section. If your GPA is less than a 3.0, you should leave it off your resume, and emphasize your work experience instead. If your Major GPA is 3.0 or higher, and your overall GPA is less than 3.0, you can choose to list only your Major GPA. If your work experience is limited, consider stressing curriculum highlights that relate to your career field.

### **Work/Relevant Experience**

These sections show how your experiences relate to your target position and demonstrate to the employer that you have the experience necessary to do the required work. Include relevant experience from any of the following: full-time, summer, part-time work; internships; field work; research projects; volunteer work; or extracurricular activities. For upper class students, high school activities and achievements should be eliminated unless they are directly relevant to the job. For each experience, indicate your job title, name of the organization, city, state and dates of employment or service. See the “Writing Action Oriented Descriptions” page for assistance articulating your responsibilities for each position.

### **Additional Experience/Activities**

This section can add depth to a resume by reflecting highly desirable skills, commitment and involvement outside academic coursework and employment. Include leadership positions, memberships in clubs or organizations, volunteer experience, professional development, and athletics. Include your position title, organization name, city, state, and dates of your involvement. You can choose not to provide descriptions or provide descriptions for those activities which require further explanation (determination should be based on whether or not the experience can showcase employer desired skills).

### **Related and Additional Skills**

Use this section to emphasize skills applicable to your field of interest. Skills could include, but should not be limited to, foreign language fluency, computer/technical application, scientific/laboratory, and/or special certifications.

### **Achievements, Awards, Publications or Honors**

This section can stand alone or be included in the education section. List only those received while in college and that are of particular relevance (support your candidacy) to your field of interest.

### **Other**

There may be other qualifications you'll want to consider highlighting as well. These may include “Professional Associations”, “Professional Development”, “Professional Presentations”, “Training”, “Publications”, etc. Consult a Career Advisor for assistance in drafting such a section.

### **References**

Prepare a separate sheet with a similar heading to your resume entitled “References” and have it available upon request. Select three to five people to serve as your references. These people should represent faculty, supervisors, coaches, college administrators or employers who have knowledge of your abilities and goals. Always obtain permission before listing references. Include: name, title, organization, reference’s relationship to you, address, email and telephone number. See References page at end of guide.

# Resume Checklist

## *Appearance and Organization*

- Visually pleasing & easy to read
- Print on high quality paper (white/off white)
- Limit to one page, if possible
- Use laser printer
- No flashy colored or swirled paper
- No faint letters, stray marks or blurry words
- No graphics
- Do not staple pages together

## *Content*

- Use clear, descriptive action verbs
- Emphasize marketable skills
- Stress achievements
- Be honest, non-exaggerative
- Include pertinent details
- Minimize use of repetitive words
- Be consistent with capitalization, punctuation
- Current job is in present tense
- Past jobs are in past tense
- No typos
- No grammatical or spelling errors
- No personal information (i.e., picture, age, etc.)
- No "I" statements
- No abbreviations (except states and GPA)
- Update on a regular basis so it is current

## *Format/Layout*

- No more than two standard font styles
- No font smaller than 10 point
- Margins between .5-1 inch
- Larger or equal margin at top of resume
- Bolding, italics, capitalization is minimal
- Bolding, italics, capitalization is consistent
- Information is not too crowded on the page
- Use bullets to separate items and guide the eye
- Print is only on ONE-SIDE of page

## *Identifying Information*

Clearly present at top of each page

- Name
- Current address and permanent address
- Phone number(s) for contact purposes
- E-mail address

## *Objective (optional)*

- Describe type of work sought (i.e., Sous Chef, Counselor, Accountant, Legal Assistant)
- Can be addressed in cover letter

## *Education*

- School, city and state
- Degree(s), major, minor, concentration
- Honors and awards (unless listed in separate section)
- G.P.A. of 3.0 or higher
- Study abroad and/or thesis
- Relevant certificate programs
- High school information only if necessary
- for first and second year students

## *Work/Relevant Experience*

- Any experience relevant to your objective/interest: paid, volunteer, part-time, fulltime, internships, jobs
- Your title, organization name, city, state
- Experiences are listed in reverse chronological order
- Dates of employment are consistently formatted
- Position descriptions highlight skills and relevant accomplishments
- Highlight your contributions, recognition, achievements, progress and promotions
- Use action verbs to qualify responsibilities where possible
- Explain how your responsibilities contribute to the organizational objective
- Relate your tasks to organizational objectives

## *Additional Section(s)*

- Sample Categories: Community Service,
- Volunteer Experience, Leadership, Activities, and Athletics, etc.
- Offices held (including title, organization, and date)
- Pertinent memberships and affiliations
- Certifications such as ServSafe, TIPS, EMT, CPR, Notary Public, etc.
- Relevant conferences attended

## *Related/Additional Skills*

- Computer and language competencies
- Relevant to objective/interests
- Match job requirements

# Writing Action Oriented Descriptions

Many job candidates make the mistake of being vague articulating relevant employment, leadership, academic, and extracurricular experiences on their resume. Doing so undersells their experience and reduces the chance of hearing back from potential employers. The more detailed and specific you are in describing your relevant/transferrable experiences the stronger a candidate you become. To write strong, action oriented descriptions, focus on including not only what you did, but how you did it, and why or for what purpose. Ultimately, you want to provide active descriptions that highlight your results and experiences.

Use strong action verbs to describe specific facts regarding your responsibilities and accomplishments, instead of general verbs and adjectives. Doing so will strengthen your resume and make it stand out. Below are some typical examples and ways to expand and strengthen them.

**Poor:** Customer Service

**Better:** Received recognition from clients and management for outstanding customer service

- What were the bank services?
- Were there policies/procedures?
- How many customers do you typically service?
- How large are the accounts you handle and process each day?
- What did it result in?

**BEST:** Served 75+ clients per shift, resolving 93% of all concerns through clarification of policies and services. Received 5 outstanding service notifications in the past month.

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**Poor:** Made policy decisions

**Better:** Collaborated with business team when making policy decisions

- How did you make policy decisions?
- Who did you collaborate with?
- Who was effected by the decisions?
- What was the result of the decision?

**BEST:** Collaborated with 17 Student Government members to evaluate 13 proposals and establish 7 new college policies brought forth by students and campus administrators

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**Poor:** Worked with children with special needs

**Better:** Organized and initiated group activities for children with special needs

- What duties?
- What did they result in?
- How did they fit into working with gifted students?

**BEST:** Initiated and organized a 12 week arts and crafts program for 3 groups of 8 - 12 children with special needs to enhance peer interaction and motor development skills

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# Action Verbs

(Choose action verbs to describe your skills, abilities and accomplishments confidently)

**ACHIEVEMENT:** Achieved, Awarded, Earned, Elected, Maintained, Mastered, Performed, Salvaged, Saved, Solved, Started, Succeeded, Utilized, Volunteered.

**ANALYSIS:** Analyzed, Appraised, Ascertained, Assessed, Calculated, Clarified, Conducted, Determined, Discovered, Evaluated, Forecasted, Identified, Integrated, Interpreted, Investigated, Pinpointed, Planned, Probed, Researched, Revised, Selected, Solved, Studied.

**COMMUNICATION:** Addressed, Argued, Authored, Clarified, Collaborated, Communicated, Composed, Consulted, Contracted, Corresponded, Counseled, Debated, Explained, Interacted, Interpreted, Moderated, Motivated, Negotiated, Persuaded, Petitioned, Presented, Promoted, Published, Recommended, Reported, Synthesized, Translated, Wrote.

**COORDINATION:** Activated, Arranged, Assembled, Controlled, Coordinated, Directed, Facilitated, Harmonized, Maintained, Orchestrated, Presided, Scheduled, Shaped, Steered, Systematized.

**CREATION:** Animated, Authored, Composed, Conceived, Conceptualized, Created, Defined, Designed, Developed, Engineered, Fashioned, Formulated, Founded, Illustrated, Initiated, Invented, Mapped, Originated, Pioneered, Reproduced, Visualized, Wrote.

**DEVELOPMENT:** Analyzed, Converted, Cultivated, Designed, Developed, Devised, Engineered, Established, Evaluated, Examined, Explored, Improved, Improvised, Installed, Planned, Refined, Researched, Updated, Upgraded.

**EFFICIENCY:** Combined, Converted, Eased, Expedited, Facilitated, Mobilized, Remodeled, Reorganized, Repaired, Reshaped, Restored, Revitalized, Simplified, Streamlined.

**GROWTH:** Accumulated, Advanced, Amplified, Augmented, Broadened, Concentrated, Condensed, Consolidated, Doubled, Enhanced, Enlarged, Expanded, Gained, Heightened, Increased, Intensified, Maximized, Reinforced, Saved, Strengthened.

**LEADERSHIP/SUPERVISION:** Administered, Appointed, Controlled, Directed, Explained, Governed, Guided, Managed, Orchestrated, Presided, Recruited, Scheduled, Stimulated, Supervised, Trained.

**MANAGEMENT:** Accomplished, Administered, Analyzed, Approved, Arranged, Conferred, Consulted, Contacted, Contributed, Coordinated, Determined, Directed, Discussed, Established, Facilitated, Formulated, Fostered, Handled, Maintained, Marketed, Organized, Planned, Prepared, Prescribed, Promoted, Recommended, Reviewed, Supervised, Trained.

**ORGANIZATION:** Arranged, Catalogued, Classified, Collated, Collected, Indexed, Itemized, Organized, Revised, Scheduled, Specified, Systematized.

**REDUCTION:** Alleviated, Curbed, Curtailed, Declined, Decreased, Diminished, Divided, Lowered, Minimized, Reduced, Simplified.

**SALES:** Distributed, Energized, Generated, Marketed, Obtained, Penetrated, Promoted, Recruited, Sold, Stimulated.

**SUPPORT:** Assisted, Augmented, Boosted, Participated, Relieved, Represented, Strengthened.

**TRAINING:** Advised, Briefed, Coached, Counseled, Educated, Enhanced, Enlightened, Groomed, Guided, Instilled, Instructed, Motivated, Oriented, Stimulated, Taught, Trained.

# **GLEND A. F. SMITH**

10 Cream Cake Drive, Schenectady, NY 12304 \* (518) 355-1234 \* Glena.smith@aol.com

## **Event Planning, Culinary Arts & Hospitality Management**

*Seeking a full-time, Event Planner/Catering position*

### **PROFESSIONAL EMPLOYMENT**

The Desmond Hotel & Conference Center, Albany, NY (Sept. 2002 - Present)

#### **Special Events Assistant**

- Assisted in conceptual, planning, and execution stages of both the '03 & '04 New Year's Eve Celebrations (attraction over 1,200 guests) and the 17<sup>th</sup> & 18<sup>th</sup> Annual American Wine Festivals (attracting over 3,000 guests throughout out the three day event).
- Solicited vendors, suppliers, printers, wineries & advertising sponsors for both events.
- Processed guest & exhibitor registrations in database.
- Complied & set-up program information for graphic artist before printing.
- Crossed trained to serve in Reservations, Operations and Executive departments within the hotel.

Blue Moon Catering, Mechanicville, NY (Aug. 2002 - 2007 / Fasig Tipton at Saratoga) -Seasonal

#### **Pantry Chef**

- Created appetizers, salads, sandwiches & dessert specials for dining room customers.
- Assisted in banquet preparation and carving station service for catered private auctions & elite clientele parties for up to 200 guests.

Chrissy's Cakes, Scotia, NY (Oct.1990 - Present)

#### **Free Lance Cake Designer and Independent Baker**

- Created, designed and sold over 1,000 cakes for Birthdays, Bridal Showers, Weddings and other special events to corporate and residential customers.
- Designed & created petite pastry & cookie trays, holiday, specialty pies, including molded & hand-dipped confections.

First National Bank of Scotia, Scotia, NY (1988 - May 2001)

#### **Indirect Marketing Representative**

- Crossed trained to serve in all departments with in the banking industry.

### **EDUCATION**

**Long Island University/Southampton Campus, Southampton, NY**

Bachelors of Arts in Liberal Studies (May 2004)

**Schenectady County Community College, Schenectady, NY**

Associate in Applied Science in Hotel & Restaurant Management (Dec. 2002)

Associate in Occupational Studies in Culinary Arts-Baking (May 2002)

(Phi Theta Kappa Honor Society Member / GPA 3.97)

### **PRACTICAL TRAINING**

**Bakery Assistant Intern**. J & S Watkins Home Baked Gourmet Desserts. (Mar. 2002 - Jul. 2002)

**Garde Manger Assistant & Rounds Person Intern**. Volume Services America. (2002 Belmont Stakes)

**Assistant Dessert Chef & Assistant Pantry Chef Pantry Intern**. Panza's Restaurant. (May - Aug. 2001)

**Rounds Person/ Service Volunteer**. Glen Sanders Mansion Catering (Dec. 2001 & Feb. 2002)

**Prep-Cook Volunteer**. Regional Farm & Food Project Benefit (Sept. 2001)

**Winery Exhibit Volunteer**. Saratoga Global Wine & Food Festival (May 2001)

# **Howard Human Service**

123 Dependent Drive, Albany, NY 12345  
humandynamics@hotmail.com  
518.321.9876

## ***Residential Program Manager*** *for Court Appointed Juveniles, People with Disabilities or Elderly*

### **EDUCATION & TRAINING**

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#### **A.S. in Human Services**

Schenectady County Community College, NY

**May 2009**

*High Honors Graduate*

- Received \$30K Jack Kent Cooke Foundation Scholarship (only 30 graduates awarded nationally)
- Completed four Criminal Justice courses beyond degree requirements

#### **Computer & Office Procedures Training:**

- Microsoft Office Suite 2007; Database Systems, E-Communications
- Incident Reporting, Client Tracking Systems, Project Management, HIPPA Knowledge

#### **Related Projects:**

- **Received long-term mentoring from three professionals working in areas of Residential Services, Geriatric Services and Mental Health.** Wrote research papers on trends in residential treatment programs and facilities management. Data supplied by local and national sources.
- **Coordinated site visits** to various Schenectady County Courts, County Jail, Juvenile Detention Facilities, and Community Re-Entry Programs.
- **Currently mentoring PIN appointed youth** residing at Glenmont Job Corps in Glenmont, NY
- **Established a college student volunteer program** that fostered relationships between students and those living with disabling physical or mental health conditions. Connected over 40 students.
- **Prepared, submitted and received a grant to initiate an Intergenerational Work Study Program at SCCC.** Connected 8 college students with residents in local nursing homes.

### **PROFESSIONAL AFFILIATIONS**

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#### **National Association for Social Workers / NASW ~ Capital Region Chapter, Albany, NY**

Member / 2008 – Present

- Legislative Intern, researched and promoted new policies and bills being prepared for vote
- Attendance at 2008 and 2009 Annual Conferences, Albany, NY
- Completed 2 Professional Development Courses: Geriatric Addictions and Transgender Emergence in 2009.

#### **SCCC Volunteer Organization, Schenectady, NY**

President, Secretary/Treasurer, Member / 2006-2009

- Served as a catalyst that motivated our membership to think BIG. Led annual fundraising and community engagement campaigns that raised over \$15K and generated 28 new volunteers.
- Founded SCCC's Intergenerational Work Study Program with NYS Office for the Aging.

### **INTERNSHIP**

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#### **Housing Program Intern, Bethesda House, Albany, NY**

Fall 2008

- Updated Community Service Guide with over 100 resources for those with diverse needs.
- Assisted maintenance staff in refurbishing rooms to satisfy NYS code inspection.
- Sat in on intake procedures and later connected new residents to community services.

# ANNE GREENE

1414 Cochran Hill Road  
Schenectady, NY 12345

(555) 555-5555  
agreene@somedomain.com

## TEACHER'S ASSISTANT FOR HEAD START OR CHILD CARE SETTING

### EXPERIENCE

Kinder-Care of New Jersey, Buffalo, NY

6/1996 - Present

#### **Teacher's Assistant**

Assist with managing classroom that consists of 21 (2 to 5 year-old) children. Provide children with learning experiences that promote their cognitive, social and emotional development. Deliver individualized instruction in all areas of the curriculum. Assist teacher with creating and implementing lesson plans. Participate in parent-teacher conferences, handle record-keeping, and keep a tidy classroom.

#### *Classroom Success Stories:*

- Coordinated launch of a reading group in 1999. The hands-on program has received praise from the executive director, parents' association and colleagues.
- Commended by teacher for developing engaging and effective lesson plans.
- Volunteered to co-chair and organize "International Day," an event that attracted 200 parents and students after program hours. The event resulted in press coverage and positive publicity for the center.
- Worked one-on-one with a developmentally challenged student with autism. Assisted child with reaching milestones in the areas of self-care and preservation skills.

Action Day Center, Rochester, NY

4/1990 - 6/1996

#### **Teacher's Assistant**

Helped create a child-centered learning environment for pre-school children aged 3 to 5. Created a nurturing atmosphere using age-appropriate teaching strategies.

#### *Classroom Success Stories:*

- Helped the teacher maintain a supportive learning environment that was often used as a model for other classrooms.
- Worked with interdisciplinary team members to evaluate children's progress and recommend appropriate learning plans.
- Participated in all training and in-service opportunities to maintain a high standard of educational excellence.
- Frequently requested by parents to work with their children.
- Entrusted to manage the classroom in the teacher's absence.

### EDUCATION & TRAINING

Schenectady County Community College, Schenectady, NY

**Associate degree in Early Childhood Education (in progress)**

September 2007 – Present

ABC Training, City, State

**Certification - Developmentally Appropriate Practices for Pre-Schoolers**

January 2008

**Certification - 25-hour Introductory Child Care Training Course**

December 2007

- Fingerprinted & Passed Related Background Checks
- Certified in Red Cross Basic Life Support, First Responder, and CPR.

### ADDITIONAL INFORMATION

- Committed to creating a classroom environment that inspires children and fosters a love of learning. Excellent understanding of teaching strategies for children in various stages of development.
- Experience working with children with challenging behaviors and disabilities.
- Clean NY driver's license.

# Carlos Washington

1000 West Main Street, Apt 8K | Schenectady, NY 12305  
(518) 381-1000 | cwashington123@gmail.com

## REFERENCES

<i>Individual</i>	<i>Relationship and Range of Knowledge</i>
<b>Jennifer Brooks, CSW</b> School Social Worker Schenectady City Schools (518) 333-0000 (h) <a href="mailto:jrbrooks@yahoo.com">jrbrooks@yahoo.com</a>	Served as immediate supervisor (field instructor for graduate placement) at Elmer Avenue Elementary School. Can speak to my skills in regards to working with children (1:1 and groups), families, school administration/faculty and community as well as my ability to develop, implement and evaluate various programs and activities including but not limited to crisis intervention, anger and behavior management. Can confirm and discuss my level of commitment to children and adolescents.
<b>Donna Devito, CSW</b> Professor, Siena College (518) 881-1000 (h) <a href="mailto:mdevitodv@aol.com">mdevitodv@aol.com</a>	Served as Social Work faculty advisor and professor at Siena College. Can confirm my skills in interpersonal communications, research, human behavior management, professional practice. Also served on advisory board together and can discuss level of professionalism, maturity and commitment to field of Social Work and to children and adolescents.
<b>Doris Begley</b> Executive Director Girl Scout Council (800) 319-1999 (h) (800) 319-2000 (w) <a href="mailto:begleyd@gsc.org">begleyd@gsc.org</a> or <a href="mailto:girlscouts@aol.com">girlscouts@aol.com</a>	Immediate supervisor at Mohawk Pathways Girl Scout Council. Can confirm consistent/quality employee record as well as ability to work with children, adolescents and adults. Able to elaborate on my ability to design, implement, and evaluate programs for individuals and group, quality of communication skills, and ability to work as a team player and/or leader. Can confirm and discuss my level of commitment to children and adolescents.
<b>George Jones</b> Asst. Dean, Student Affairs Schenectady Co. Comm. College (518) 381-1000 (w) (518) 234-4321 (h) <a href="mailto:Jonesg@gw.sunysccc.edu">Jonesg@gw.sunysccc.edu</a>	Co-member of Student Access Team at Schenectady County Community College. Can speak to my ability to interact with people of diverse backgrounds, to problem-solve, and to my initiative in regards to working independently as well as part of a team.
<b>Clark Mann, Design Engineer</b> NY State Dept. of Transportation Volunteer, Mohawk Pathways (518) 345-4000 (h) (518) 357-2222 (w) <a href="mailto:clarkbar3@aol.com">clarkbar3@aol.com</a>	Volunteer for Mohawk Pathways Girl Scout Council during my tenure at the organization. Worked jointly to develop numerous programs, safety and crisis plans, and construction projects. Can speak to my commitment to children and adolescents.
<b>David Simone</b> School Social Worker Albany Central School (518) 456-1291 (w) (518) 884-0100 (h)	Served as immediate supervisor (BSW field placement instructor) at Galway Central School. Can speak about my skills in regards to working with students (1:1 and groups), families, administration/faculty and community. Able to discuss my research abilities, skills in crisis intervention and program development, implementation and evaluation. Can speak to my level of commitment to children and adolescents.

# Sample Business Cards

 <p><b>Brian Helder</b> Mission: seeking opportunities to provide outstanding patient care for individuals and their families  (518) 456-3876 ♦ bhelder911@gmail.com Connect with me on LinkedIn.com</p>	 <p><b>Brenda Laska</b> (677) 388-0998 Laska.brenda@yahoo.com <i>Experienced &amp; Certified Culinarian</i></p>
<p><b>Sales &amp; Service Professional</b> ✓ Top in Sales - Two Consecutive Years ✓ Customer Service Award Winner</p> <p><b>Takisha Miller</b></p> <p>518. 433.3870      motivatedtm@verizon.net 433.512.7632      find me on LinkedIn.com</p>	<p><b>Keion J. Wilson</b></p> <p>■ Distinguished Service Veteran ■ Top Security Clearance ■ Logistics &amp; Transportation Experience</p>  <p>677.455.1218 / keion.wilson54@hotmail.com</p>
 <p><b>Melanie DeFreese</b></p> <p>♦ Legal Services Experience ♦ AAS in Paralegal Studies ♦ Notary Public</p> <p>DeFreeseMel@yahoo.com (518) 355-4421</p>	 <p><i>Miki Walsh Designs</i> Specializing in sculpture, pottery, ceramics and stone work</p> <p><i>Review my work at: MWDesigns.com Or give me a ring: (678) 555-9987</i></p>
<p><b>Shawn Brown</b></p> <p>› Internships with top financial companies › Member of AMA / AFMA / ABA › 2.5 years of successful sales and service 201.322.1178 • Portfolio: SBportfolio.yola.com</p>	<p><b>Brigette McKowen</b> Guest Services Professional <b>(518) 356-8789 / McKowenB@aol.com</b> <i>"A top candidate for any hospitality business"</i> Angelo Mazzone, CEO Mazzone Mgmt.</p>
 <p><b>Reheen Kajar</b></p> <p><b>Electrical / Manufacturing Technology</b></p> <ul style="list-style-type: none"><li>• Nanoscales • Material Science • Thin Film</li><li>• Programming Logic • Chemistry/Physics</li><li>• GPA: 3.8 • Autocad • Electronics/Circuitry</li></ul> <p>(315) 767-4411 ♦ Martinnano@gmail.com</p>	 <p>Greg Simmons (518) 456-0110 Theoptimizeguy@aol.com</p> <p><b>optimize your website</b></p>

See how to make your own business cards using Microsoft Publisher on next page

1. To create your business cards from a blank document:

- From the desk top: Click the windows button  (start) on the bottom left corner of the desktop.
- A list of Microsoft applications should be displayed. If not: Click **all programs**, and look for the **Microsoft Office** folder, then Click on **Microsoft Publisher 2010**
- **To create your business card from a template**, Click on **New**
- On the upper right corner of the screen in the search for templates box
- Type **business cards** and click **go**. Scroll through the options and click the design you want.

2. To create your business card from scratch, scroll all the way to the bottom of the page and select the **Standard Page Sizes - 27882 Business Cards 3.5 x 2"**, and **click on** the blank card.

When the card opens, on the ribbon bar (menu bar):

- Click the **Home** tab
- Go over to **Draw Text Box** button, and click on it. After clicking on the Draw Text Box button
- put your cursor on the blank card. Your cursor should look like a “plus” sign.
- **Click and hold**, then drag the text box open as large or as small as you want it.

3. You can add your photo or any image of your choice if you wish.

If you need help, do not hesitate to ask the staff in Career and Employment Services, 222-I, Elston Hall, Schenectady County Community College.