

*Curriculum Vitae*

**Anita Career**

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**PROFESSIONAL STRENGTHS**

- Outstanding foreign language teacher with success in motivating students to learn.
- Effective in language curriculum including original lesson plans, second language acquisition theories, assessment and research development in foreign languages.
- Extensive cultural background knowledge; living and traveling in France strengthens teaching and provides students with cultural awareness and greater success with language.
- Effective communicator: poised, professional, animated, energetic; successfully captures the students' attention. Skilled facilitator with excellent planning and organizational skills.

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**EDUCATION**

**MA, Teaching International Languages, Foreign Language Pattern: French**

August 2015 (Cumulative GPA 3.9), Department of Education, California State University, Chico

*THESIS: La France et le Maghreb (l'Algérie, la Tunisie, le Maroc) : perceptions, attitudes et valeurs culturelles (France and the Maghreb, Algeria, Tunisia, Morocco: Perceptions, Attitudes and Cultural Values)*

**Graduate TESOL Certificate**

May 2015, Department of Education, California State University, Chico

**Bachelor of Arts, French**

September 1993, University of California, Davis

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**ACADEMIC / TEACHING EXPERIENCE**

**Substitute French Instructor, August 2013 - May 2015**

Department of Foreign Languages, California State University, Chico

**French Pronunciation Instructor, January 2014 - May 2015**

Student Learning Center, California State University, Chico

**ESL Field Experience, Spring 2015**

Butte Community College, Chico, California

**Instructional Student Assistant (Master Tutor), August 2012 - May 2015**

Student Learning Center, California State University, Chico

**Instructor, French Electives, Spring 2014 - Winter 2014**

Chico Christian School, Chico, California

**Instructional Student Assistant, Spring 2012**

Butte Community College, Chico, California

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**SUPPORTIVE EXPERIENCE**

**Program Coordinator, Marketing Manager, 1994-2004**

University of California, Davis, Occupational & Environmental Medicine

**Publicity Manager and Souvenir Program Coordinator, 1988, 1991-2008**  
Yolo County Fair, Woodland, California

## **STUDY ABROAD**

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### **Institute of European Studies and the University of Nantes, France**

- Lived in Nantes with a French family for two years as part of undergraduate college experience; all courses were in French and several transferred to Bachelor's degree

### **Research Project, Summer, 2013**

- Spent six weeks in France conducting a research project and completing 3-unit culture study

### **Research Project, Summer, 2014**

- Spent four weeks in France continuing cultural research and preparing for thesis

## **INTERNATIONAL RESEARCH**

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### **Comparative Study of Islam in France, Attitudes and Mentalities, 2013-2014**

*The relationship between Europe and the Islamic world is marked by discord. The populations are diverse; integration in Europe of Muslim immigrants has not progressed without conflict. I spent six weeks in France during the summer of 2013 and conducted face-to-face interviews; I used a laptop computer to create a written record of the responses. This project included twenty-seven participants and provided fifty-four pages of data. My goal was to understand why there are tensions between the native French population and the Muslim immigrants. The following sub-groups emerged from my research:*

- Une différence de culture (A difference of culture)
- Un manque de confiance (A lack of trust)
- Un système de bénéfices très avantageux en France (France's generous social benefits)
- La religion (Religion)
- L'histoire avec l'Algérie (History with Algeria)
- Le racisme (Racism)
- Le gouvernement et les medias (The government and the media)
- Les Beurs (Arabs)
- Le travail en France (Work in France)
- L'éducation et la pauvreté (Education and poverty)
- Les malentendus (Misunderstandings)

*The research paper that resulted from this study focused specifically on the tensions between the French and Muslim women. The paper was completed in May 2014, is an 18-page study in French, and is titled: Les raisons des tensions entre les femmes françaises et musulmanes*

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### **Thesis, 2015: Cultural study addressing Muslim integration in France**

La France et le Maghreb (l'Algérie, la Tunisie, le Maroc) : perceptions, attitudes et valeurs culturelles

*The tension in France between native French and Muslim immigrants is a complex problem. The immigrants mainly live in ghettos that encircle Paris and other French cities; poverty, unemployment and youth violence are endemic. The thesis addresses the cultural character of both France and the Maghreb,*

*and uncovers cultural attitudes that are contributing to the difficulties integrating Muslim immigrants. This in-depth study provides insight and understanding about the differences between two diverse populations.*

## **PROFESSIONAL DEVELOPMENT**

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*The Student Learning Center at California State University, Chico, provides undergraduates with private tutoring and supplemental instruction. The College Reading and Learning Association certifies and awards three levels of internationally recognized certification for tutors. Each level requires ten hours of training and 25 hours of tutor experience. In addition to completing this program, completed a training seminar at Butte College and also taught other tutors upon reaching the Master Level III at California State University, Chico.*

- **Tutor Training** (Professional Growth) California State University, Chico - January 2015
- **Tutor Training** (Professional Growth) California State University, Chico - August 2014
- **Tutor Training** (Professional Growth) California State University, Chico - January 2014
- **Master Level III Certification**, California State University, Chico - August 2013
- **Advanced Level II Certification**, California State University, Chico - January 2013
- **Regular Level I Certification**, California State University, Chico - August 2012
- **Instructional Assistant Training Program**, Butte College - January 2012

## **PROFESSIONAL ACCOMPLISHMENTS**

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**Member, Phi Sigma Iota, Beta Tau Chapter**, California State University, Chico, 2014

*This International Foreign Language Honor Society is the highest academic honor in the field of foreign languages and literatures. Phi Sigma Iota recognizes outstanding students of foreign language who are committed to excellence, the study and teaching of foreign languages, and the promotion of cultural enrichment from the knowledge and use of foreign languages.*

**Program Development, Student Learning Center**, California State University, Chico, 2014-15

*Developed and implemented an instructional hour in French pronunciation. Students enrolled and attended weekly lessons in order to learn French Phonetics. The course included listening exercises from the text, Savoir Dire, oral practice in the sounds of French using the International Phonetic Alphabet, and reading from authentic stories.*

## **INVITED PRESENTATIONS**

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### **Instructional Assistant Training Program**

Student Learning Center, California State University, Chico - January 2013

- *Taught a lesson, The Tutoring Cycle, to new instructional student assistants. The purpose of the lesson was to introduce the 12 components of a standard tutoring session, including identifying the task, setting an agenda for the session, summarizing content and preparing.*

Student Learning Center, California State University, Chico - January 2015

- *Taught a lesson, Affective Teaching Strategies, to new instructional student assistants. The purpose of the lesson was to help tutors understand the value of positive emotions and attitudes in learning. It included metacognitive and anxiety-reducing strategies, asking questions to help learners understand, cooperative learning, empathizing with others and developing cultural understanding-- tools which are essential for successful communication.*

## Guest French Instructor

### Intermediate French, California State University, Chico - Fall 2012 and Spring 2013

- *Presented a lesson that introduced the imperfect verb tense through the poem Barbara by Jacques Prévert. Designed the lesson for a graduate seminar in teaching methods and presented pictures and graphics that tied into its theme. The story in the poem takes place in Brest, France, during the landing at Normandy at the end of World War II.*

### Intermediate French, California State University, Chico - Spring 2015

- *Presented a lesson that introduced the regional languages of France. Designed lesson for graduate seminar in curriculum design and presented an explanation and history of French Linguistics. With colorful maps showing the regions and languages, ensured students understood how the other languages in France evolved at the same time French did, and why French became the nation's language and unified the regions.*

### Osher Lifelong Learning Institute, California State University, Chico - Spring and Summer 2015

- *Presented lessons in French pronunciation. The courses included listening exercises from the text, Savoir Dire, oral practice in the sounds of French using the International Phonetic Alphabet, and an introduction to all French oral and nasal vowels. We also studied the distinction between the French [u] and [y] and a scientific study of the French [r].*

## Cultural Presentation

### Humanities and Fine Arts Symposium, California State University, Chico - Spring 2015

- *Title: France and the Maghreb (Algeria, Tunisia, Morocco): Perceptions, Attitudes and Cultural Values. Presented excerpts from master's thesis including cultural differences between the French and Muslim immigrants. After providing details characteristic of each culture, shared some conclusions derived from research.*

## Professional Development

### Butte Community College, Spring 2015

- *Developed and taught grammar, pronunciation and culture lessons for learners of English as a Second Language. Designed a course syllabus for beginning learners of French. Completed the Pearson Longman Series, Teacher Training Through Video: ESL Techniques. Created a training guide based on the information provided in the videos, including a summary of the background and skills necessary to design effective ESL lessons. The training guide also highlights specific techniques that are especially effective for language acquisition (TPR, dialogue drill, focused listening, information gap...)*

## PROFESSIONAL AFFILIATIONS

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**Member**, American Association of Teachers of French (AATF), 2015

**Member**, The Commonwealth Club of California 2015

**Member**, Phi Delta Kappa (The Professional Association in Education), 2014

**Member**, Teachers of English to Speakers of Other Languages (TESOL), 2014

**Member**, California Language Teachers Association (CLTA), 2014