L&IT 1270 – Fall 2015

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INTRODUCTION TO L&IT – Fall 2015

Welcome to the Language and International Trade program at Clemson University! You have chosen a major that offers you a variety of options. A little background might be helpful.

The degree program
Language and International Trade was established in 1987 as an innovative B.A. degree program for students who wish to combine the study of foreign languages with other courses that will prepare them for a career in the global marketplace. Essentially, this is the equivalent of a double major in foreign language (Chinese, French, German, Japanese, or Spanish) with a professional concentration (international trade, travel/tourism, or applied international economics). In the words of Jessica Brandt, a 2002 graduate of the L&IT program, “If you like to travel while working toward a degree that combines business with a modern language, then this major is for you!”

Professional options
Of the three professional options, the International Trade concentration is the most popular. It includes a core of business-related courses in areas such as marketing, economics, finance, and management. Students choosing the International Trade concentration enter a wide variety of professions in areas such as international sales, marketing, freight forwarding, international finance, and more. These students are also prepared for entrance into nearly any MBA (Master’s in Business Administration) degree program if they choose to continue their formal education. The Travel/Tourism concentration prepares students for professions in hotel management, travel agencies, convention centers, the study abroad industry, theme park management, and special interest tourism (e.g. snorkeling, mountain climbing). The concentration in Applied International Economics involves the international marketing of food products such as prepared foods, beverages, and grains, which are a vital part of the world economy. This concentration is particularly well suited to students considering the Peace Corps or other work experience in third-world countries. This concentration also offers attractive courses in world resource management and globalization.

Degree requirements
To earn a B.A. in L&IT, students must complete 120 academic credits, including specified courses in a foreign language and in business. Two of the most valuable features of the L&IT degree program are the opportunities it provides for working and studying in an international environment, that is the internship in an international company and study abroad. As of Fall 2005, students entering the L&IT program must complete an approved internship with an international company AND must study abroad for at least one full semester. In their senior year (or in the semester following the internship), L&IT students are required to write an 8-10 page research paper in the target language on the company where they completed their internship (L&IT 4000). Effective for freshmen entering the L&IT program in 2007 and afterward, students are also required to create an electronic portfolio showing four years of work in L&IT. Students will present this portfolio to a faculty panel during their senior year. In addition, all seniors must take an Exit Exam prior to graduation.

Internship requirement
The program’s internship requirement provides L&IT students with the opportunity to apply, test, and broaden their academic knowledge in an actual work environment. To fulfill this component of the program, students complete an internship of at least 140 hours with an international
company or agency, either in the United States or abroad. It is the student's responsibility to find an internship, but the L&IT program offers many resources to assist you in this process. The list of internship possibilities is steadily increasing, thanks to a growing network of L&IT alumni working in international firms. The counselors at the Michelin Career Center and our L&IT faculty advisors can help students locate internships either stateside or abroad. Students can also fulfill the Internship Requirement through Clemson's Cooperative Education (Co-op) Program, which enables students to alternate semesters of academic study with paid, career-related semesters of work. Following the internship, students are required to write an extensive paper in the target language (L&IT 4000) on the company where they worked.

**Study abroad**
Over the years, we have found that the surest way to acquire linguistic fluency and cultural understanding is through extended immersion in a foreign culture during an approved international study experience. Beginning in Fall 2005, all students entering the L&IT program must complete at least one full semester in an approved study abroad program where students are immersed in the language they are studying. Thanks to our exchange agreements with universities around the world, Clemson students can study abroad for essentially the same price as if they were on campus. Clemson's Study Abroad Office (E-309 Martin) can provide information on a wide variety of options. There are a limited number of travel grants to assist selected students with the expenses of studying abroad.

**Career opportunities**
As scores of U.S. businesses are now entering the international arena, the demand for graduates with fluency in one or more foreign languages and/or international experience is increasing dramatically. Clemson's L&IT program helps students develop the necessary skills to compete in the global marketplace.

Traditionally, Clemson L&IT majors are successful both academically and professionally. The average GPA (grade point average) of L&IT majors is one of the highest of any major on campus. This is because we attract students who are motivated to learn, and who see a direct relationship between their college studies and a promising career.

This booklet will provide you with information about all major aspects of Clemson's L&IT program. You will also find information about career services, tips for job hunts, websites, and more. Academic requirements for the major can be found on pp. 69-71 of the 2015-2016 edition of Undergraduate Announcements (the university course catalogue). Any of the L&IT advisors listed on the following page would be happy to meet with you to help you plan your curriculum.

If you have any questions, please feel free to contact me at your convenience by phone, e-mail, or by dropping by my office. Best wishes for a successful college career in L&IT!
LANGUAGE AND INTERNATIONAL TRADE PROGRAM

Interim Director: Dr. Eric Touya
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etouya@clemson.edu

L&IT Faculty – Effective Fall 2015

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Please consult the Department of Languages website for the list of L&IT advisors:
http://www.clemson.edu/caah/departments/languages/academics/linit/faculty.html
FAQs (Frequently Asked Questions) for L&IT Majors

What types of employment can I expect to get after graduation?
L&IT graduates are employed in a variety of jobs with domestic and international companies such as BMW, Bosch, General Electric, Prettl Electric, Maersk, Michelin, World Bank, The Walt Disney Corporation, Expediters International, Sea Shipping, and the Atlanta Braves Organization. Graduates generally find positions in the Human Resources, Marketing and Sales side of the international business community.

What if I'm not sure I want to work in the business world?
Since business is a fundamental part of the L&IT major, you will need a number of courses in marketing, economics, management, finance, and accounting. But not all our graduates work in the business world per se. Other options for careers for an L&IT graduate include positions in the non-profit sector in areas such as study abroad administration, international exchange programs, arts administration, grant-writing for third world development projects, foreign missions, Habitat for Humanity, and others.

What does “Undeclared Concentration” mean on the Degree Progress Report?
When a student declares L&IT as his/her major, a language track and a professional option must be chosen. The languages are Chinese, French, German, Japanese, or Spanish. The professional options are International Trade, International Tourism, or Applied International Economics. Once you decide on your language and professional option, contact Dr. Eric Touya or the L&IT advisor who can enter your choices into the L&IT database in the Mainframe.

Can I declare a minor?
L&IT Majors are not required to have a minor, but if a minor is pursued and completed, you can declare it at the time you apply for graduation. It will show up on the official transcript.

What kind of electives should I choose?
This depends on your particular areas of interest. Before you decide, it is recommended that you see your L&IT advisor for a list of courses that are especially helpful for L&IT students.

How do I find out who my advisor is?
Check the list on page 3 of this booklet. You should sit down with your advisor at least once each semester to make sure you are on track and that your course choices are appropriate. It is the student’s responsibility to contact the advisor, not the other way around.

How can I fulfill my Internship Requirement?
There are two steps to fulfilling the L&IT Internship Requirement:

1. Complete an internship with an international company of a minimum of 140 hours, either in the United States or abroad (Options A, B, or C below). You do not need to sign up for any credits during this work period.

2. In the semester following the internship, sign up for three (3) credits in L&IT 4000 and write an 8-10 page research paper in the target language on the company where you worked. (See guidelines in this booklet.) The internship requirement is fulfilled only when the faculty advisor has approved the final version of this L&IT 4000 paper.
Options for the internship

A. Internship in the USA. Students can work for an international firm or agency in the United States for a minimum of 140 hours. This could be ten hours per week for one full academic semester, 20 hours per week for at least 7 weeks in the summer, full time (40 hours per week) for one month, or any other combination that adds up to at least 140 hours. Note that this is the minimum. Most internships in the United States run from 6 to 12 weeks. The more internship experience you have, the better are your chances for employment! Note: In some cases, a position with a domestic firm based in the U.S.A. could count as an international internship if a majority of the employees or clients are native speakers of the target language. Such internships are approved on a case-by-case basis.

B. Work abroad. Students work in an internship abroad for a period of 6 to 12 weeks. Internships must be approved in advance by the L&IT advisor. The next fall semester at CU, the student signs up for 3 credit hours of L&IT 4000, and writes the research paper on the company where he/she worked in the target language. (See guidelines in this booklet.)

C. Co-op. Students complete alternate semesters of academic study with paid, career-related semesters of work. For more information, go to http://www.clemson.edu/coop or see guidelines in this booklet.

Upon completion of the internship, the employer should write a letter certifying the student’s work.

How can I fulfill my Study Abroad requirement if money is an issue? Clemson University has exchange agreements with a number of foreign universities, whereby a Clemson student pays tuition, room, and board for Clemson but studies in a foreign university. In other words, fees are exactly the same as if you were attending Clemson. The only extra expense is the plane ticket. There are a limited number of grants-in-aid to assist students who are studying abroad. For more information, contact your L&IT advisor or Meredith Wilson (E-301 Martin).

For further information, see the L&IT website: http://www.clemson.edu/caah/departments/languages/academics/lnit/index.html
What are the key differences between the “old” and “new” L&IT degree requirements?
The “new” requirements for an L&IT degree were approved in 2004 and went into effect in Fall 2005. All entering freshmen must follow these new requirements. Upperclassmen who are transferring into the major and who entered Clemson before 2005 may follow either the old or new curriculum, but you must be consistent. You cannot pick and choose your favorite features from both.

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<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>“Old” Curriculum</strong></td>
<td><strong>“New” Curriculum</strong></td>
</tr>
<tr>
<td>General Education</td>
<td></td>
</tr>
<tr>
<td>2 semesters of English</td>
<td>ENG 1030</td>
</tr>
<tr>
<td>8 credits of a lab science</td>
<td>4 credits of a lab science</td>
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<tr>
<td>HIST 1720, 1730</td>
<td>6 credits of social sciences</td>
</tr>
<tr>
<td>Computer Science</td>
<td>(See CU catalogue for details)</td>
</tr>
<tr>
<td>Internship requirement</td>
<td>An internship is required.</td>
</tr>
<tr>
<td>Internship OR study abroad</td>
<td>(Can also be Co-op)</td>
</tr>
<tr>
<td>Study abroad</td>
<td></td>
</tr>
<tr>
<td>An alternative way to fulfill internship requirement</td>
<td>Study abroad is required: at least one semester in an approved study abroad program.</td>
</tr>
<tr>
<td>Business component of L&amp;IT major</td>
<td></td>
</tr>
<tr>
<td>A variety of courses in marketing, econ, finance, accounting, management</td>
<td>More focus on upper level economics and marketing courses.</td>
</tr>
<tr>
<td>L&amp;IT 400/ 401 paper</td>
<td></td>
</tr>
<tr>
<td>8-10 page paper in target language.</td>
<td>8-10 page paper in target language (L&amp;IT 4000). With rare exceptions, the L&amp;IT 4000 paper will be on the firm where you interned.</td>
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<tr>
<td>Paper could focus on any international company</td>
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<td>Exit Exam</td>
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<td>Required</td>
<td>Required</td>
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<tr>
<td>Electronic Portfolio</td>
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<tr>
<td>(E-Portfolio)</td>
<td>Required – Must show 4 years of L&amp;IT work</td>
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<tr>
<td>Total credits for degree</td>
<td>133</td>
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<td>120</td>
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</table>
**B. A. IN CHINESE & APPLIED INTERNATIONAL ECONOMICS**  
*Catalog Year 2015-2016*

**FIRST SEMESTER**
- **CHIN 1010** Elementary Chinese ...... 4
- **ENGL 1030** Accelerated Composition ...... 3
- **L&IT 1270** Intro. to Language & International Trade ...... 1
- **MATH 1020** Intro. to Mathematical Analysis ...... 3
- **Natural Science Requirement** ...... 4
- **15**

1 See General Education Requirements.

**SECOND SEMESTER**
- **ACCT 2010** Financial Accounting or **ACCT 2020** Managerial Accounting ...... 3
- **CHIN 1020** Elementary Chinese ...... 4
- **MATH 2070** Multivariable Calculus ...... 3
- **Oral Communication Requirement** ...... 3
- **Elective** ...... 2-3
- **15**

**FRESHMEN YEAR**

**SOPHOMORE YEAR**
- **CHIN 2020** Intermediate Chinese II ...... 3
- **AGR 3090** Economics of Agricultural Marketing ...... 3
- **MKT 3010** Principles of Marketing ...... 3
- **Social Science Requirement** ...... 2
- **15**

**JUNIOR YEAR**
- **CHIN 3160** Chinese for International Trade I ...... 3
- **MGT 2010** Principles of Management ...... 3
- **Advanced Foreign Language Requirement** ...... 3
- **Advanced Agricultural Econ. Requirement** ...... 3
- **Elective** ...... 2
- **15**

**SUMMER**
- **L&IT 4000** Language & International Trade Internship ...... 3

**SENIOR YEAR**
- **CHIN 4160** Chinese for International Trade II ...... 3
- **ECON 3100** International Econ. or **ECON 4120** International Microeconomics ...... 3
- **MKT 4270** International Marketing ...... 3
- **Foreign Language Civilization Requirement** ...... 3
- **Advanced Agricultural Econ. Requirement** ...... 3
- **15**

122 Total Semester Hours (See footnotes on p. 16)
# B. A. IN CHINESE & INTERNATIONAL TRADE
## Catalog Year 2015-2016

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
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<tbody>
<tr>
<td>____ CHIN 1010 Elementary Chinese</td>
<td>____ ACCT 2010 Financial Accounting or</td>
</tr>
<tr>
<td>____ ENGL 1030 Accelerated Composition</td>
<td>____ ACCT 2020 Managerial Accounting</td>
</tr>
<tr>
<td>____ L&amp;IT 1270 Intro. to L&amp;IT</td>
<td>____ CHIN 1020 Elementary Chinese</td>
</tr>
<tr>
<td>____ MATH 1020 Intro. to Mathematical Analysis</td>
<td>____ MATH 2070 Multivariable Calculus</td>
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<tr>
<td>____ Natural Science Requirement¹</td>
<td>____ Oral Communication Requirement¹</td>
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<tr>
<td>____ Social Science Requirement²</td>
<td>____ Elective 2-3</td>
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¹ See General Education Requirements
² 15

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<tr>
<th>Freshmen Year</th>
<th>Sophomore Year</th>
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<tbody>
<tr>
<td>____ CHIN 2010 Intermediate Chinese I</td>
<td>____ CHIN 2020 Intermediate Chinese II</td>
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<tr>
<td>____ ECON 2110 Principles of Microeconomics</td>
<td>____ ECON 2120 Principles of Macroeconomics</td>
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<tr>
<td>____ MGT 2010 Principles of Management</td>
<td>____ MGT 3010 Principles of Marketing</td>
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<td>____ Arts &amp; Humanities (non-Literature) Requirement¹</td>
<td>____ Arts &amp; Humanities (Literature) Requirement¹</td>
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<td>____ Social Science Requirement²</td>
<td>____ Social Science Requirement²</td>
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<td>____ CHIN 3050 Chinese Conversation and Composition</td>
<td>15</td>
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<tr>
<td>____ ECON 3140 Intermediate Microeconomics</td>
<td></td>
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<tr>
<td>____ ENGL 3040 Business Writing</td>
<td></td>
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<tr>
<td>____ MKT 3020 Consumer Behavior</td>
<td></td>
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<tr>
<td>____ Advanced Social Science Requirement³</td>
<td></td>
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<tr>
<td>____ L&amp;IT 4000 Language &amp; International Trade Internship</td>
<td></td>
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<tr>
<td>____ CHIN 4160 Chinese for Inter. Trade II</td>
<td>____ LANG 4990 Language ePortfolio</td>
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<tr>
<td>____ MKT 4270 International Marketing</td>
<td>____ MGT 4230 International Management</td>
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<tr>
<td>____ Advanced Business Requirement⁴</td>
<td>____ Advanced Foreign Language Requirement⁴</td>
</tr>
<tr>
<td>____ Foreign Language Civilization Requirement⁵</td>
<td>____ Advanced Social Science Requirement⁵</td>
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² 15

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<tr>
<th>Junior Year</th>
<th>Summer</th>
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<tr>
<td>____ CHIN 3160 Chinese for International Trade I</td>
<td>3</td>
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<tr>
<td>____ ECON 3150 Intermediate Macroeconomics</td>
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<td>____ Advanced Foreign Language Requirement⁴</td>
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<tr>
<td>____ Advanced Marketing Requirement⁵</td>
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<tr>
<td>____ Elective</td>
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³ 2 |

| Senior Year |
|----------------|--------|
| ____ LANG 4990 Language ePortfolio | 2 |
| ____ MGT 4230 International Management | 3 |
| ____ Advanced Foreign Language Requirement⁴ | 6 |
| ____ Advanced Social Science Requirement⁵ | 3 |

³ 3 |

Total Semester Hours: 122

(See footnotes on page 17)
## B. A. IN CHINESE & TOURISM
### Catalog Year 2015-2016
#### Freshmen Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
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</table>
| _CHIN 1010 Elementary Chinese_ | 4
| _ENGL 1030 Accelerated Composition_ | 3
| _L&IT 1270 Intro. to Language & International Trade_ | 3
| _MATH 1020 Intro. to Mathematical Analysis_ | 3
| _Natural Science Requirement_ | 4
| _Elective_ | 15 |

1. See General Education Requirements

<table>
<thead>
<tr>
<th>Freshmen Year</th>
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</table>
| _CHIN 2010 Intermediate Chinese I_ | 3
| _ECON 2110 Principles of Microeconomics_ | 3
| _PRTM 3420 Introduction to Tourism_ | 3
| _Arts & Humanities (non-Literature) Requirement_ | 3
| _Social Science Requirement_ | 3 |

<table>
<thead>
<tr>
<th>Freshmen Year</th>
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</table>
| _CHIN 3050 Chinese Conversation and Composition_ | 3
| _ENGL 3040 Business Writing_ | 3
| _MKT 3020 Consumer Behavior_ | 3
| _Advanced PRTM Requirement_ | 3
| _Advanced Social Science Requirement_ | 3 |

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<thead>
<tr>
<th>Freshmen Year</th>
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<tbody>
<tr>
<td><em>L&amp;IT 4000 L&amp;IT Internship</em></td>
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<table>
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<th>Freshmen Year</th>
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</table>
| _CHIN 4160 Chinese for Inter. Trade II_ | 3
| _ECON 3100 International Economy or ECON 4120 International Microeconomics_ | 3
| _MKT 4270 International Marketing_ | 3
| _Advanced PRTM Requirement_ | 3
| _Foreign Language Civilization Requirement_ | 3 |

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<th>Sophomore Year</th>
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| _CHIN 2020 Intermediate Chinese II_ | 3
| _MKT 3010 Principles of Marketing_ | 3
| _PRTM 3050 Safety & Risk Mgt. in PRTM or PRTM 3430 Spatial Aspect of Tourism Behavior_ | 3
| _Arts & Humanities (Literature) Requirement_ | 3
| _Social Science Requirement_ | 3 |

<table>
<thead>
<tr>
<th>Sophomore Year</th>
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</thead>
</table>
| _CHIN 3160 Chinese for International Trade I_ | 3
| _MKT 3010 Principles of Management_ | 3
| _Advanced Foreign Language Requirement_ | 3
| _Advanced PRTM Requirement_ | 3
| _Elective_ | 3 |

<table>
<thead>
<tr>
<th>Junior Year</th>
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</table>
| _LAN 4990 Language ePortfolio_ | 2
| _MGMT 4230 International Management_ | 3
| _Advanced Foreign Language Requirement_ | 6
| _Advanced Social Science Requirement_ | 3

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<th>Summer</th>
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<td><em>Elective</em></td>
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<td><em>Elective</em></td>
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<tr>
<th>Senior Year</th>
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<tbody>
<tr>
<td><em>Elective</em></td>
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<table>
<thead>
<tr>
<th>Total Semester Hours</th>
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<tbody>
<tr>
<td>122 (See footnotes on page 18)</td>
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3
## B. A. IN FRENCH & APPLIED INTERNATIONAL ECONOMICS
### Catalog Year 2015-2016

### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
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<tbody>
<tr>
<td>___FR 1010 Elementary French</td>
<td>___ACCT 2010 Financial Accounting or ACCT 2020 Managerial Accounting</td>
</tr>
<tr>
<td>___ENGL 1030 Accelerated Composition</td>
<td>___FR 1020 Elementary French</td>
</tr>
<tr>
<td>___L&amp;IT 1270 Intro. to Language &amp; International Trade</td>
<td>___MATH 2070 Multivariable Calculus</td>
</tr>
<tr>
<td>___MATH 1020 Intro. to Mathematical Analysis</td>
<td>___Oral Communication Requirement¹</td>
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<tr>
<td>___Natural Science Requirement¹</td>
<td>___Elective</td>
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<td>2-3</td>
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1 See General Education Requirements.

### SOPHOMORE YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ECON 2110 Principles of Microeconomics</td>
<td>___AGRB 3090 Economics of Agricultural Marketing</td>
</tr>
<tr>
<td>___AGRB 2020 Agricultural Economics</td>
<td>___MKT 3010 Principles of Marketing</td>
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### JUNIOR YEAR

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### SUMMER

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<td>___MKT 4270 International Marketing</td>
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### SENIOR YEAR

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122 Total Semester Hours (See footnotes on p. 16)
**B. A. IN FRENCH & INTERNATIONAL TRADE**  
Catalog Year 2015-2016

### Freshmen Year

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<tr>
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<tr>
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<td>ACCT 2010 Financial Accounting or</td>
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<tr>
<td>ENGL 1030 Accelerated Composition</td>
<td>ACCT 2020 Managerial Accounting</td>
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<td>L&amp;IT 1270 Intro. to L&amp;IT</td>
<td>FR 1020 Elementary French</td>
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<td>MATH 1020 Intro. to Mathematical Analysis</td>
<td>MATH 2070 Multivariable Calculus</td>
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<td>Oral Communication Requirement¹</td>
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¹ See General Education Requirements.

| | Class Hours |
| | 15 |

### Sophomore Year

| | Class Hours |
| | 3 |

### Junior Year

| | Class Hours |
| | 3 |

### Summer

| | Class Hours |
| | 3 |

### Senior Year

| | Class Hours |
| | 3 |

**122 Total Semester Hours (See footnotes on page 17)**
### B. A. IN FRENCH & TOURISM
**Catalog Year 2015 - 2016**

#### Freshmen Year

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<sup>1</sup> See General Education Requirements

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<tr>
<td>Oral Communication Requirement&lt;sup&gt;1&lt;/sup&gt;</td>
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#### Sophomore Year

<table>
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<tr>
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<td>MGT 2010 Principles of Microeconomics</td>
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<td>MKT 2020 Consumer Behavior</td>
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<td>or PRTM 3440 Tourism Markets &amp; Supply</td>
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#### Junior Year

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#### Summer

#### Senior Year

<table>
<thead>
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<th>LANG 4990 Language ePortfolio</th>
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<tr>
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#### 122 Total Semester Hours (See footnotes on page 18)
### B. A. IN GERMAN & APPLIED INTERNATIONAL ECONOMICS

**Catalog Year 2015 - 2016**

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¹ See General Education Requirements.

#### SECOND SEMESTER

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#### SOPHOMORE YEAR

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#### JUNIOR YEAR

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#### SUMMER

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#### 122 Total Semester Hours  (See footnotes on p. 16)
### B. A. IN GERMAN & INTERNATIONAL TRADE

**Catalog Year 2015 – 2016**

#### Freshmen Year

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<sup>1</sup> See General Education Requirements

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<sup>1</sup> See General Education Requirements

#### Junior Year

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122 Total Semester Hours  (See footnotes on page 17)
# B. A. IN GERMAN & TOURISM
## Catalog Year 2015 - 2016

### Freshmen Year

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<td>___ ENGL 1030 Accelerated Composition</td>
<td>3 ____ ACCT 2020 Managerial Accounting</td>
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<tr>
<td>___ L&amp;IT 1270 Intro. to Language &amp; International Trade I</td>
<td>3 ____ GER 1020 Elementary French</td>
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### Sophomore Year

| ___ GER 2010 Intermediate French \(^1\)                                       | 3 ____ GER 2020 Intermediate French II               |
| ___ ECON 2110 Principles of Microeconomics                                    | 3 ____ PRTM 3050 Safety & Risk Mgt. in PRTM or      |
| ___ PRTM 3420 Introduction to Tourism                                         | 3 ____ PRTM 3430 Spatial Aspect of Tourism Behavior |
| ___ Arts & Humanities (non-Literature) Requirement\(^1\)                      | 3 ____ PRTM 3440 Tourism Markets & Supply           |
| ___ Social Science Requirement\(^2\)                                           | 3                                                 |
| 15 ____ Social Science Requirement\(^3\)                                      | 3                                                 |
|                                                                              | 15                                                 |

### Junior Year

| ___ GER 3050 German Conversation and Composition or GER 3060 German Short Story | 3 ____ GER 3160 French for International Trade I    |
| ___ ENGL 3040 Business Writing                                                 | 3 ____ MGT 2010 Principles of Management           |
| ___ MKT 3020 Consumer Behavior                                                 | 3 ____ Advanced Foreign Language Requirement\(^5\)  |
| ___ Advanced PRTM Requirement\(^4\)                                            | 3 ____ Advanced PRTM Requirement\(^3\)              |
| ___ Advanced Social Science Requirement\(^4\)                                 | 3                                                 |
| 3 ____ Elective                                                                | 3                                                 |
| 15                                                                              | 15                                                |

### Summer

| 3 ____ Elective                                                              |

### Senior Year

| 3 ____ LANG 4990 Language ePortfolio                                        |
| 3 ____ MGT 4230 International Management                                    |
| 3 ____ Advanced Foreign Language Requirement\(^5\)                          |
| 3 ____ Advanced Social Science Requirement\(^4\)                           |
| 3 14                                                                          |
| 15 14                                                                         |

122 Total Semester Hours (See footnotes on page 18)
### B. A. IN JAPANESE & APPLIED INTERNATIONAL ECONOMICS
Catalog 2015 – 2016

#### FIRST SEMESTER

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¹ See General Education Requirements.

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#### SOPHOMORE YEAR

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¹ See General Education Requirements.

#### JUNIOR YEAR

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<tbody>
<tr>
<td>JAPN 3050 Japanese Conversation and Composition</td>
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<td>ENGL 3040 Business Writing</td>
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<td>MKT 3020 Consumer Behavior</td>
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³ See General Education Requirements.

#### SUMMER

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<tr>
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<tr>
<td>ECON 3100 International Econ. or ECON 4120 International Microeconomics</td>
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<tr>
<td>MKT 4270 International Marketing</td>
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<tr>
<td>Advanced Agricultural Econ. Requirement⁴</td>
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<tr>
<td>Foreign Language Civilization Requirement⁶</td>
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⁴ See General Education Requirements.

#### SENIOR YEAR

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<tbody>
<tr>
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<tr>
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122 Total Semester Hours  (See footnotes on p. 16)
**B. A. IN JAPANESE & INTERNATIONAL TRADE**
Catalog Year 2015 – 2016

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<tr>
<th>First Semester</th>
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<td>___ACCT 2010 Financial Accounting or ACCT 2020 Managerial Accounting</td>
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<td>___ENGL 1030 Accelerated Composition</td>
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<td>___JAPN 1020 Elementary Japanese</td>
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<td>___MATH 2070 Multivariable Calculus</td>
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<td>___MATH 1020 Intro. to Mathematical Analysis</td>
<td>3</td>
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1 See General Education Requirements.

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<td>___MKT 3010 Principles of Marketing</td>
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<td>___Arts &amp; Humanities (non-Literature) Requirement</td>
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<td>___Arts &amp; Humanities (Literature) Requirement</td>
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<td>___JAPN 3050 Japanese Conversation and Composition</td>
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<td>___ECON 3140 Intermediate Microeconomics</td>
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<td>___Advanced Marketing Requirement</td>
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<td>___Advanced Social Science Requirement</td>
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<td>___LANG 4990 language ePortfolio</td>
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<td>___MGT 4230 International Management</td>
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<tr>
<td>___MKT 4270 International Marketing</td>
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<td>___Advanced Business Requirement</td>
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<td>___Elective</td>
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122 Total Semester Hours  (See footnotes on page 17)
## B. A. IN JAPANESE & TOURISM
### Catalog Year 2015 – 2016

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<tr>
<th>First Semester</th>
<th>Second Semester</th>
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<td>JAPN 1010 Elementary Japanese</td>
<td>ACCT 2010 Financial Accounting or ACCT 2020 Managerial Accounting</td>
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<td>ENGL 1030 Accelerated Composition</td>
<td>ACCT 2070 Multivariable Calculus</td>
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<tr>
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<td>JAPN 1020 Elementary Japanese</td>
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<td>MATH 1020 Intro. to Mathematical Analysis</td>
<td>MATH 2070 Multivariable Calculus</td>
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<tr>
<td>Natural Science Requirement¹</td>
<td>Oral Communication Requirement¹</td>
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<td>Elective</td>
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| 1 | See General Education Requirements |

<table>
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<th>Sophomore Year</th>
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<tr>
<td>PRTM 3420 Intro. to Tourism</td>
<td>PRTM 3050 Safety &amp; Risk Mgt. in PRTM or PRTM 3430 Spatial Aspect of Tourism Behavior</td>
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<td>Arts &amp; Humanities (Literature) Requirement¹</td>
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<td>Social Science Requirement²</td>
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<table>
<thead>
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<th>Junior Year</th>
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<tr>
<td>JAPN 3050 Japanese Conversation and Composition</td>
<td>JAPN 3160 Japanese for International Trade I</td>
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<td>MGT 2010 Principles of Management</td>
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<td>MKT 3020 Consumer Behavior</td>
<td>Advanced Foreign Language Requirement⁴</td>
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<tr>
<td>LANG 4990 Language ePortfolio</td>
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122 Total Semester Hours (See footnotes on page 18)
## B. A. IN SPANISH & APPLIED INTERNATIONAL ECONOMICS

**Catalog Year 2015 – 2016**

### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Hours</th>
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<tbody>
<tr>
<td>SPAN 1020 Basic Spanish</td>
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<td>ENGL 1030 Accelerated Composition</td>
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<tr>
<td>L&amp;IT 1270 Intro. to Language &amp; International Trade I</td>
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1. See General Education Requirements.

### SECOND SEMESTER

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<tr>
<td>ACCT 2020 Managerial Accounting</td>
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<td>SPAN 2010 Intermediate Spanish II</td>
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<tr>
<td>MATH 2070 Multivariable Calculus</td>
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<td>Oral Communication Requirement¹</td>
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<td>Elective</td>
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### SOPHOMORE YEAR

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<tbody>
<tr>
<td>SPAN 2020 Intermediate Spanish II</td>
<td>3</td>
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<tr>
<td>ECON 2110 Principles of Microeconomics</td>
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<tr>
<td>AGRB 2020 Agricultural Economics</td>
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<td>Arts &amp; Humanities (non-Literature) Req.¹</td>
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<td>Social Science Requirement²</td>
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### JUNIOR YEAR

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<td>ENGL 3040 Business Writing</td>
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<td>MKT 3020 Consumer Behavior</td>
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### SUMMER

3

### SENIOR YEAR

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<td>MGT 4230 International Management</td>
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<td>Advanced Social Science Requirement²</td>
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122 Total Semester Hours  (See footnotes on p. 16)
## B. A. IN SPANISH & INTERNATIONAL TRADE

**Catalog Year 2015 – 2016**

### Freshmen Year

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<thead>
<tr>
<th>First Semester</th>
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<tr>
<td><strong>SPAN 1020 Basic Spanish</strong></td>
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<td><strong>ENGL 1030 Accelerated Composition</strong></td>
<td><strong>SPAN 2010 Intermediate Spanish</strong></td>
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<td><strong>L&amp;IT 1270 Intro. to L&amp;IT</strong></td>
<td><strong>MATH 2070 Multivariable Calculus</strong></td>
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<td><strong>MATH 1020 Intro. to Mathematical Analysis</strong></td>
<td><strong>Oral Communication Requirement</strong></td>
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<td><strong>Natural Science Requirement</strong></td>
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1. See General Education Requirements

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<th>Second Semester</th>
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<tr>
<td><strong>SPAN 2020 Intermediate Spanish</strong></td>
<td><strong>SPAN 3020 Intermediate Span. Gram. &amp; Comp.</strong></td>
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<tr>
<td><strong>ECON 2110 Principles of Microeconomics</strong></td>
<td>or <strong>SPAN 3060 Span. Composition for Business</strong></td>
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<td><strong>MGT 2010 Principles of Management</strong></td>
<td><strong>ECON 2120 Principles of Macroeconomics</strong></td>
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<td><strong>Arts &amp; Humanities (non-Literature) Requirement</strong></td>
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<td><strong>Social Science Requirement</strong></td>
<td><strong>Arts &amp; Humanities (Literature) Requirement</strong></td>
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### Sophomore Year

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<tr>
<td><strong>SPAN 3050 Intermediate. Spanish Conv. &amp; Comp.</strong></td>
<td><strong>SPAN 3160 Spanish for International Trade I</strong></td>
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<td><strong>ECON 3140 Intermediate Microeconomics</strong></td>
<td><strong>ECON 3150 Intermediate Macroeconomics</strong></td>
</tr>
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<td><strong>Advanced Foreign Language Requirement</strong></td>
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<td><strong>MKT 3020 Consumer Behavior</strong></td>
<td><strong>Advanced Marketing Requirement</strong></td>
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### Junior Year

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<td><strong>LANG 4990 Language ePortfolio</strong></td>
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<td><strong>SPAN 4160 Spanish for International Trade II</strong></td>
<td><strong>MGT 4230 International Management</strong></td>
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<td><strong>MKT 4270 International Marketing</strong></td>
<td><strong>Advanced Foreign Language Requirement</strong></td>
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<td><strong>Advanced Social Science Requirement</strong></td>
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### Summer

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### Senior Year

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<td><strong>Advanced Social Science Requirement</strong></td>
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### Total Semester Hours

122 Total Semester Hours (See footnotes on page 17)
### B. A. In Spanish & Tourism - Catalog Year 2015 – 2016

#### Freshmen Year

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<tr>
<th>First Semester</th>
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<tbody>
<tr>
<td>___ SPAN 1020 Basic Spanish</td>
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<td>___ ENGL 1030 Accelerated Composition</td>
<td>ACCT 2020 Managerial Accounting</td>
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<tr>
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<td>___ SPAN 2010 Intermediate Spanish I</td>
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<td>___ MATH 1020 Intro. to Mathematical Analysis</td>
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#### Sophomore Year

| ___ SPAN 2020 Intermediate Spanish II | ___ SPAN 3020 Intermediate Spanish Gram. & Comp. |
| ___ ECON 2110 Principles of Microeconomics | or SPAN 3060 Spanish Comp for Business or |
| ___ PRTM 3420 Intro. to Tourism | ___ MKT 3010 Principles of Marketing |
| ___ Arts & Humanities (non-Literature) Requirement¹ | ___ PRTM 3050 Safety & Risk Mgt. in PRTM or |
| ___ Social Science Requirement² | PRTM 3430 Spatial Aspect of Tourism Behavior or |
| 3 | PRTM 3440 Tourism Markets & Supply |
| 3 | 3 |
| 3 | ___ Arts & Humanities (Literature) Requirement¹ |
| 15 | ___ Social Science Requirement² |
| 3 | 3 |
| 15 | 15 |

#### Junior Year

| ___ SPAN 3050 Spanish Conversation and Composition | ___ SPAN 3160 Spanish for International Trade I |
| ___ ENGL 3040 Business Writing | ___ MKT 2010 Principles of Management |
| ___ MKT 3020 Consumer Behavior | ___ Advanced Foreign Language Requirement³ |
| ___ Advanced PRTM Requirement³ | ___ Advanced PRTM Requirement³ |
| ___ Advanced Social Science Requirement¹ | ___ Elective |
| 3 | 3 |
| 3 | 3 |
| 3 | 3 |
| 3 | 3 |
| 15 | 2 |
| 15 | 15 |

#### Summer

#### Senior Year

| ___ L&IT 4000 L&IT Internship | ___ LANG 4990 Language ePortfolio |
| ___ SPAN 4160 Spanish for Inter. Trade II | ___ MGT 4230 International Management |
| ___ ECON 3100 International Economy or | ___ Advanced Foreign Language Requirement³ |
| | ECON 4120 International Microeconomics |
| | MKT 4270 International Marketing |
| | ___ Advanced PRTM Requirement³ |
| | ___ Foreign Language Civilization Requirement⁶ |
| | 3 |
| | 3 |
| | 3 |
| | 3 |
| 3 | 6 |
| 3 | 3 |
| 15 | 14 |

122 Total Semester Hours

(See footnotes on page 18)
L&IT: APPLIED INTERNATIONAL ECONOMICS

1. See General Education Requirements. Three of these credit hours must also satisfy the Science & Technology in Society requirement.
2. Six credit hours selected from two different areas: ANTH 2010, GEOG 1030, HIST 1720, 1730, 1930, POSC 1020, 1040, PSYC 2010.
3. Select from 3000-4000 level courses in ANTH, AGRB, ECON, GEOG, HIST, POSC, PSYC, SOC.
4. AGRB 3510 or 4020 or 4080 or 4090 or 4520 or 4560 or 4600
5. A minimum of nine hours of 3000-4000 level foreign language courses is required. At least one course must be in literature. Advanced grammar is recommended for those exempting 1000/2000 levels. FR 4380 and 4390 and SPAN 4380 and 4390 may not be used to satisfy requirements for the French or Spanish concentration. Students may not take more than one foreign language course taught in English.
6. CHIN (ANTH) 4180, 4990; FR 3070, 3170; GER 3400, 4050, 4550: JAPN 3070, 3080, (ANTH) 4170, 4990; SPAN 3070, 3080, 4350.

SPECIAL NOTE: Study abroad of at least one semester in the target language setting is mandatory. In addition, internship experiences with international companies in the US or summer internships with companies abroad give students the opportunity to apply classroom learning to the business/industrial work. Internships are subject to approval by the L&IT Director. Students are strongly encouraged to participate in the Clemson Language Immersion Program (CLIP) prior to enrolling in study abroad programs.

Exit Exam. As a condition of graduation, students must pass a noncredit exam to determine their proficiency in the language. This exam is taken in the student’s last full semester at the university.

Senior Dossier: As an additional condition for graduation, students must submit a noncredit senior dossier in order to assess their language competence. Submission will take place in the student’s last full semester at the university.

Effective August 2014.
L&IT: INTERNATIONAL TRADE

1. See General Education Requirements. Three of these credit hours must also satisfy the Science & Technology in Society requirement.
2. Six credit hours selected from two different areas: ANTH 2010, GEOG 1030, HIST 1720, 1730, 1930, POSC 1020, 1040, PSYC 2010.
3. Select from 3000-4000 level courses in ANTH, AGRB, ECON, GEOG, HIST, POSC, PSYC, SOC.
4. A minimum of nine hours of 3000-4000 level foreign language courses is required. At least one course must be in literature. Advanced grammar is recommended for those exempting 1000/2000 levels. FR 4380 and 4390 and SPAN 4380 and 4390 may not be used to satisfy requirements for the French or Spanish concentration. Students may not take more than one foreign language course taught in English.
5. Any 3000 or 4000 level MKT course.
6. Any AGRB 3000:4999 or ECON 3000:4999 or MGT 3000:4999 or MKT 3000:4999
7. CHIN (ANTH) 4180, 4990; FR 3070, 3170; GER 3400, 4050, 4550; JAPN 3070, 3080, (ANTH) 4170, 4990; SPAN 3070, 3080, 4350

SPECIAL NOTE: Study abroad of at least one semester in the target language setting is mandatory. In addition, internship experiences with international companies in the US or summer internships with companies abroad give students the opportunity to apply classroom learning to the business/industrial work. Internships are subject to approval by the L&IT Director. Students are strongly encouraged to participate in the Clemson Language Immersion Program (CLIP) prior to enrolling in study abroad programs.

Exit Exam. As a condition to graduation, students must pass a noncredit exam to determine their proficiency in the language. This exam is taken in the student’s last full semester at the university.

Senior Dossier: As an additional condition for graduation, students must submit a noncredit senior dossier in order to assess their language competence. Submission will take place in the student’s last full semester at the university.

Effective August 2014.
L&IT: TOURISM

1. See General Education Requirements. Three of these credit hours must also satisfy the Science & Technology in Society requirement.
2. Six credit hours selected from two different areas: ANTH 2010, GEOG 1030, HIST 1720, 1730, 1930, POSC 1020, 1040, PSYC 2010.
3. See advisor.
4. Select from 3000-4000 level courses in ANTH, AGRB, ECON, GEOG, HIST, POSC, PSYC, SOC.
5. A minimum of nine hours of 3000-4000 level foreign language courses is required. At least one course must be in literature. Advanced grammar is recommended for those exempting 1000/2000 levels. FR 4380 and 4390 and SPAN 4380 and 4390 may not be used to satisfy requirements for the French or Spanish concentration. Students may not take more than one foreign language course taught in English.
6. CHIN (ANTH) 4180, 4990; FR 3070, 3170; GER 3400, 4050, 4550; JAPN 3070, 3080, (ANTH) 4170, 4990; SPAN 3070, 3080, 4350

SPECIAL NOTE: Study abroad of at least one semester in the target language setting is mandatory. In addition, internship experiences with international companies in the US or summer internships with companies abroad give students the opportunity to apply classroom learning to the business/industrial work. Internships are subject to approval by the L&IT Director. Students are strongly encouraged to participate in the Clemson Language Immersion Program (CLIP) prior to enrolling in study abroad programs.

Exit Exam. As a condition to graduation, students must pass a noncredit exam to determine their proficiency in the language. This exam is taken in the student’s last full semester at the university.

Senior Dossier: As an additional condition for graduation, students must submit a noncredit senior dossier in order to assess their language competence. Submission will take place in the student’s last full semester at the university.

Effective August 2014.
BUILDING LANGUAGE PROFICIENCY

Proficiency in a foreign language is often the determining factor in hiring for the most attractive jobs after you graduate. Therefore, the most successful majors in Clemson’s L&IT degree program are those who continuously work toward building proficiency in their chosen language. During your years at Clemson, it is recommended that you actively seek ways to practice your language. Here are a few suggestions offered by previous L&IT students:

To practice speaking:
1. Find a buddy in your L&IT 1270 class, or in any foreign language class. Exchange phone numbers, and set aside specific times on a regular basis when you will speak only in the target language.
2. Join a language club (e.g. Spanish Club, Japanese Club). Attend activities as often as possible. Make a conscious effort to get to know the native speakers in that club. Speak with them in the target language.
3. Ask your L&IT advisor for names of native speakers in the community with whom you could practice.
4. If you are in Spanish L&IT, volunteer to teach English to waiters at any local Mexican restaurant, in exchange for practice time in Spanish.

To practice listening/ viewing:
1. Rent a foreign language film from Blockbuster.
2. Take advantage of foreign language film series.
3. Go to the Language Lab (104 Daniel), and check out a video or feature film. You cannot take it out of the building, but you can watch it in a video booth.
4. Listen to music in the target language as you commute. Ask one of your professors for suggestions of CDs, or go to the Internet.
5. Look for foreign language TV programs. Build viewing times into your schedule. Watch the whole program, even if you understand almost nothing. Remember that babies start from nothing, and they develop into native speakers!

To practice reading:
1. Read foreign language periodicals in the CU library. (See next page.) Set aside time in your schedule to do this! You may want to read portions of an article out loud from time to time for extra practice in pronunciation. Keep a vocabulary notebook for new words.
2. Find a foreign language newspaper on the Internet. (See websites on next page.)
3. Surf the net for interesting foreign language websites on topics of your choosing.
4. Take an extra literature course in your language as an elective.

To practice writing:
1. Exchange e-mails with a buddy from a class, and give each other feedback.
2. Ask one of your professors for the name of a native speaker e-mail pal.
Clemson Cultural Partner Program

As of the beginning of the Fall 2014 semester, the schedule is not yet set for this year's program. However, announcements will be made in class this semester, and you are encouraged to participate in this program or one like it.

The CCPP program (formerly CLPP) pairs international students and scholars with US students, faculty, and staff to provide them with an opportunity to learn more about American culture and practice speaking conversational English. Yet, the program is so much more—it is a way for both participants to learn more about another culture, exchange different perspectives, and make friendships across national borders which can last for years to come.

Through the CCPP, international students and scholars and US American participants complete an on-line sign up form and are paired off into partners. You and your partner can then meet regularly at a time you both decide upon for conversation and sharing. This is a wonderful opportunity to make some new friends from around the world!

What are Program Requirements?

- Meet with your partner once a week for 1 hour; however, we will allow for meetings to occur once every 2 weeks for 1 hour.
- Complete an exit-survey at the end of the semester.
- Contact GIC staff if there are any problems.

Please visit their website:

http://www.clemson.edu/campus-life/international-programs/cpp/index.html
Popular Magazines & Newspapers in Non-English Languages

Chinese

*Hsin Hua Wen Chai (New Chinese Digest)*  
AP 95 .C6 .H731423  
(most recent 6 months)

*Hsin T'i Yu (New Sports)*  
GV 201 .H87  
(most recent 6 months)

*Shih Chieh Jih Pao (World Journal East)*  
newspaper  
(most recent 3 months)

*Ta Chung Tien Ying (Popular Cinema)*  
PN 1993 .T2  
(most recent 6 months)

Dutch

Lexis-Nexis (http://www.lib.clemson.edu/research/indexes.htm)  
Includes news articles from Dutch publications. Select News, Non-English Language News, Dutch Language News.

French

*L'Express*  
AP 20 .E9  
(1971 – present)

*Jeune Afrique*  
AP 27 .J4  
(1980 – present)

*Le Monde* (weekly selections)  
newspaper  
(most recent 4 months)

*Paris-Match* (Current issues in Reserves)  
AP 20 .P342  
(1973 – present)

Lexis-Nexis (http://www.lib.clemson.edu/research/indexes.htm)  

German

*Focus: Das Moderne Nachrichtenmagazin*  
AP 30 .F48  
(Dec., 2002 – present)

*Der Spiegel*  
AP 30 .S66  
(1985 – present)

*Theater Heute*  
PN 2004 .T54  
(1995 – present)

*Die Welt* (weekend edition)  
newspaper  
(most recent 4 months)

Lexis-Nexis (http://www.lib.clemson.edu/research/indexes.htm)  
Includes news articles from German publications. Select News, Non-English Language News, German Language News.

Italian

*Amica*  
TT 500 .A45  
(June 2001 – present)

*Anna*  
TT 500 .A56  
(2002 – present)

*Gente*  
AP 37 .G46  
(April 2000 – present)

*Oggi*  
AP 37 .O34  
(March 2001 – present)

Lexis-Nexis (http://www.lib.clemson.edu/research/indexes.htm)  
Includes news articles from Italian publications. Select News, Non-English Language News, Italian Language News.
Japanese

_Geijutsu Shincho_  NX 440 .G44  (March 2001 – present)

Portuguese

Lexis-Nexis (http://www.lib.clemson.edu/research/indexes.htm)
Includes news articles from Portuguese publications. Select News, Non-English Language News, Portuguese Language News.

Russian

_Argumenty I Fakty_  newspaper  (most recent 3 months)
_Panorama_  newspaper  (most recent 3 months)

Spanish

_Hola_  AP 60 .H72  (March 2001– present)
_Newsweek en Español_  AP 62 .N49  (June 2004–present)
_Nexos_  F 1201 .N49  (May 2000– present)
_El Nuevo Herald_  newspaper  (most recent 2 months)
_El Pais_  newspaper  (most recent 4 months)
_People en Español_  AP 2 .P43  (1999– present)

Lexis-Nexis (http://www.lib.clemson.edu/research/indexes.htm)
Includes news articles from Spanish publications. Select News, Non-English Language News, Spanish Language News.

Turkish

_Zaman_  newspaper  (most recent 3 months)

Online Publications

Magazines and newspapers from all over the world are available on the Internet.

Foreign Language News and Newspapers  http://libraries.mit.edu/guides/types/flnews/
International News Archives on the Web  http://www.ibiblio.org/slnewspapers/intarchives.htm
Internet Public Library Online Newspapers  http://www.ipl.org/div/news/
Kidon Media-Link  http://www.kidon.com/media-link/index.shtml
Kiosken (newspapers worldwide)  http://www.esperanto.se/kiosk/engindex.html
I. CROSS-CULTURAL SKILLS INVENTORY (Rate yourself on a scale of 1-10; 10 is best.)

- Understanding of my own cultural background, understanding what distinguishes my own culture from others.
- Curiosity about different customs
- Eagerness to learn new perspectives
- Tolerance of beliefs/customs/behaviors different from my own
- Courtesy, thoughtfulness, tact
- Ability to adapt to new situations
- Ability to notice culturally different behavior, and to imitate it if appropriate
- Understanding that widely differing customs can be equally valid
- Ability to accept criticism, including criticism of USA
- Awareness of “cultural universals,” e.g. the universal need for respect and appreciation.

II. COPING SKILLS

- Willingness to take the initiative and try new things
- Willingness to risk making a mistake
- Courage to admit that you don’t know what’s going on
- Courage to ask questions or directions of a stranger
- Intellectual curiosity, gaining pleasure from learning
- Ability to entertain oneself, to find stimulating things to do
- Ability to find pleasure in simple elements of daily living
- Enjoy meeting new people
- Patience with host nationals
- Patience with oneself, ability to forgive oneself for linguistic or cultural mistakes
- Ability to function as a member of a group
- Ability to accept sudden changes in plans
- Have an abiding sense of humor
Professional Etiquette and Cultural Taboos for the Job Seeker

I. RESUMES AND CV INFORMATION

Question 1

- X copies of your resume should be carried while interviewing in China.
  - A. Only 1
  - B. 50 plus
  - C. 20 or so
  - D. 2-3

  Answer: C. While interviewing, you meet so many people you need a copious amount of resumes to distribute.
  FYI: In Germany, letters are not addressed to an actual person and hobbies are on resumes. In Japan, you should always use a "middle" man for networking.

Question 2

- X In which of the following countries would you typically not see professional associations, volunteer work, and references listed on a resume?
  - A. United States
  - B. United Kingdom
  - C. India
  - D. France

  Answer: D. France puts a lot of emphasis on academics.

Question 3

- X Which of the following would be seen on a resume in China, Japan Latin America/Hispanic, and France?
  - A. Nationality/Birthplace
  - B. Age
  - C. Marital status
  - D. All of the above

  Answer: E
  FYI: Japan follows 2 types of resumes, France follows a resume and CV, Germany follows a CV and application which includes hobbies, China follows a resume, and Latin America/Hispanic follows a CV.

Question 4

- X is commonly seen on a CV from Germany.
  - A. Picture/Photo
  - B. Passport number
  - C. Name/Number of pets
  - D. Family seal

  Answer: A

Question 5

- X From which of the following countries would you expect to see secondary course work listed on a resume?
  - A. China
  - B. India
  - C. France
  - D. Japan

  Answer: A. China follows a resume and has no personal references.
II. GIFTS

Question 1
- Gifts with business logos are appropriate and appreciated while in France.
  - A. True
  - B. False
  Answer: B. Roses, mums, not wine should be given as a gift. However, books are very good gifts.

Question 2
- Personalized hankies with embroidery are a good gift for someone in Japan.
  - A. True
  - B. False
  Answer: B. Although spitting and snorting is okay in the Japanese culture, hankies are considered to be foul and an inappropriate gift.
  FYI: Grooming and propping feet up are inappropriate public behaviors in Germany.
  Japanese have a slightly more distant comfort zone than Americans and only use touch as a way to gently push ahead in line. Be cautious of hand movements and bowing as a greeting.

Question 3
- Which of the following implies "severing a friendship" in the Latin America/Hispanic cultures?
  - A. Mums
  - B. Dahlias
  - C. Knives
  - D. Rock
  - E. Cowboy hat
  Answer: C
  FYI: Mums and Dahlias mean death. Always open a gift immediately in Latin cultures. Gifts for secretaries are also always expected. In the Latin culture, particular colors symbolize specific meanings:
  Red=cast spells  Yellow=death  White=lift spells

Question 4
- Which of the following gifts would be considered acceptable in Germany?
  - A. Heather
  - B. Beer
  - C. Scarf
  - D. Lilies
  - E. Cowboy hat
  Answer: E. Quality without expense
  FYI: No personal clothing, uneven numbers of flowers, or heather
  In Germany, heather is a hearty plant put on graves. Roses would also be inappropriate as it symbolizes courting.

Question 5
- What do straw sandals, clocks, storks, and handkerchiefs all have in common for the Chinese culture?
  - A. They signify peace
  - B. They mean death
  - C. There is no commonality
  - D. They represent a new family member
  Answer: B. In China you should use black and white paper only because so many colors have meaning.
  FYI: Gifts are illegal in the Chinese culture. Be sure to great applause with applause.

III. GESTURES

Question 1
- India is considered to be more universal in its culture, dialect, and gestures than other countries.
  - A. True
  - B. False
  Answer: B. There are significant differences between North, South, West, and East regions as well as SES differences within the regions.
Question 2

- Silence only used as a sign of disapproval in Japan.
  - A. True
  - B. False
  
  Answer: B. Silence is okay and smiling/laughing does not always mean happiness.

Question 3

- The ________ sign in the U.S. is considered rude in some countries.
  - A. OK
  - B. Come here
  - C. Fanning
  - D. All of the above
  
  Answer: D. AOK means rude in Latin American/Hispanic and it means $$$ in Japan
  FYI: Fanning is negative in Japan. In China, you should beckon with your hands down and in Germany, you should never wave to another across a distance.
  In France, slapping open palm over closed fist or chewing gum is an inappropriate behavior.

Question 4

- "Apologies" should be incorporated into conversations while in which of the following countries?
  - A. Japan
  - B. Germany
  - C. France
  - D. Japan and France
  
  Answer: D. Japan is humble and is team/family reputation oriented. "I'll consider it" means no. In Japan, communication and demeanor are vital. One must be indirect.
  FYI: France is very proud of its language. Status ranking and formality is vital in France as well as in Latin/Hispanic cultures.
  In China, humility, harmony, and age are essential.

Question 5

- While in Japan, the Kimono should be worn:
  - A. Open
  - B. Right side over left side
  - C. Tucked in at the bottom
  - D. Left side over right side
  
  Answer: D. Right over left means death
  FYI: In the Japanese culture, white flowers mean death, two types of slippers are used for house and toilet usage, and you do not open gifts/cards in public.

IV. NEGOTIATING AND INTERVIEWING

Question 1

- During a potential dinner interview in France it is okay to drink liquor, wine or water.
  - A. True
  - B. False
  
  Answer: B. Liquor ruins the flavor of the main course. However, drinking at business meals are okay.
  FYI: In Chinese culture, do not put chopsticks parallel, upright, or drop them. The upright position signifies a religious meaning and dropping them signifies bad luck.

Question 2

- Which of the following countries is considered to be the "closest" of talkers?
  - A. Latin America/Hispanic
  - B. China
  - C. Germany
  - D. France
  
  Answer: A. Physical touching and hand gestures are okay. Hands on hip signify a challenge and interruptions are okay and expected.
FYI: In Chinese cultures, people do not use teach and short direct sentences are used for
dialogue. Germans are further apart in stance and the French are big into eye contact leading to
causality as a great turn off.

Question 3

Which of the following U.S. behaviours is considered to be annoying in most other countries?

A. “Trailing off” and leaving sentences unfinished
B. Being too early for an interview
C. Being too late for a meeting
D. Complimenting your host

Answer: A

FYI: Germans usually do not communicate by compliments or emotions, however, China does.
In China, it is customary and respectful to leave a small amount of food on a dinner plate to
signify you are done with your meal and are very gracious of the hospitality.

Germans and Chinese are punctual people. However, Latin Americans/Hispanics may be
delayed in their punctuality.

Question 4

After an interview in most countries, what should you do with a received business card?

A. Write a "reminder" note on the back
B. Put it in your wallet
C. Place it in your portfolio
D. Request a U.S. version/formatted card

Answer: C

FYI: Be sure to use a dual sided card for more than one language. In a Latin American/Hispanic
culture make sure the card and/or resume goes in someone’s hand and not on the countertop.

Question 5

Which of the following countries is known for casual negotiating?

A. Latin American/Hispanic Countries
B. Germany
C. United Kingdom
D. India

Answer: A

FYI: Negotiating in France is analytical, witty, critical, emotional, and quick. Negotiating in
Germany is slow, definite, and data driven. In China, negotiating is slow and truth is subjective.
In Japan, contracts are not final and negotiating is based on age and sex.

For further information please contact us at
The Michelin Career Center
Hendrix Center, 3rd floor
364-656-6000
http://career.clemson.edu
International Programs and Services

Clemson University offers a wide variety of undergraduate and graduate opportunities to study abroad, many of which are ideally suited for L&IT students. Participation can be during a summer, semester or full-year program. Study abroad programs may be found on the Department of Languages website and on the website of the Study Abroad office. Students interested in any type of program should review their international education objectives with their academic advisor, as well as meet with the following:

Contacts for Study Abroad Programs:

Meredith Wilson
Study Abroad Advisor
E-301 Martin Hall
mfant@clemson.edu
864-656-0579

Uttiyo Raychaudhuri
Director of Study Abroad
E-301 Martin Hall
Uttiyo@clemson.edu
864-656-1753

Regina Foster
AAH Officer of Off-Campus Studies
rkomo@clemson.edu
864-656-3636

Study Abroad Options

University Exchange. An exchange program means that the CU student “trades places” with a student coming to Clemson University from the International Institution, country, primarily in the host language. The CU student pays regular Clemson University tuition and/or room, board and other fees depending on the program. This is an especially attractive option for those who pay in-state tuition.

Please visit the department of languages website for the names of existing study abroad programs:

http://www.clemson.edu/caah/languages/academic-programs/study-abroad/index.html
10 QUESTIONS Do Your Homework Before a Semester Abroad

WHAT TO ASK THE ADVISOR OF THE UNIVERSITY PROGRAM THAT—IF ALL GOES WELL—WILL CHANGE YOUR LIFE. BY BROOKE KOSOFSKY GLASSBERG

1. What's the program like? Who your fellow students are and what courses you sign up for have a big impact on your experience. "Island" programs, like the NYU Center in Prague, are populated by Americans. If you enroll at a foreign school like the Universidad Complutense in Madrid, meanwhile, your classmates will primarily be locals. "When I was a master's student, I took a third of my classes at the University of Florence, which gave me the opportunity to meet Italian students and professors," says Adam Gagliardo, assistant director of Study Abroad Admissions at New York University. "It introduced me to a side of Italian culture that I never would have seen in an exclusively American school."

As for classes, students generally want to learn about the culture rather than simply fulfill a math requirement. To find out more about a particular program, ask for referrals of students who have recently participated. "With the advent of study-abroad blogs and message boards, it's easy to find out the attitude toward well-known programs," says Gagliardo. Also, U.S. News & World Report's study-abroad recommendations are available for free at usnews.com.

2. Where will I live? The choices include rooming with other students in dorms and a homestay with a family; the second option exposes you to how life is really lived in a country, but can isolate you from other kids. Or you could find your own apartment, where you'll be more integrated into city life; on the other hand, that might mean headaches like utility bills and nosy landlords.

In a program called Semester at Sea, sponsored most recently by the University of Virginia, students stay on a cruise ship that drops anchor at 10 or so locations around the world.

3. How much will I have to study? Students enrolled directly in foreign universities often discover that grades aren't as inflated as at home. Conversely, if you're in a program run by an American university, chances are you won't have to bust your rear. "The professors abroad were more lax, and papers were graded a lot looser than in the States," says Jessica Horne, a recent University of Wisconsin graduate who went to Sydney with a Michigan State University program in 2004. In retrospect, Horne wishes she "had traveled more and worried less."

4. Will credits count toward my degree? Even if your college doesn't run its own study-abroad programs, it likely has partnerships with other universities in which credits automatically transfer. If you're thinking of going outside your school and its partners, get the program and the courses you plan on taking approved first. "Participating in a program that can't be used for your degree becomes a very expensive vacation," says Susan Thompson, director of International Programs at the University of Nevada, Las Vegas. Many students save their electives so that they can sign up for whichever classes they like overseas. "I'd always planned to study abroad, so I was careful from freshman year in selecting classes that would apply toward my major," says Melanie LaVia, a Loyola College in Maryland graduate who studied in Flo-
5. How much will it cost? Studying abroad isn’t necessarily more expensive than an average semester on a U.S. campus. But look closely for what’s not covered in program fees: Some include meals, lodging, and even books, while others come à la carte. Also, consider the cost of living at your destination. “I knew Europe would be way more expensive than the States, but I didn’t know I’d blow through my entire bank account,” says Robin Monheit, a University of Maryland grad who spent a semester in London in 2002.

Your existing aid package may apply abroad, and it’s smart to ask for assistance at your school’s financial aid office. Also, scour ialsa.org and fastweb.com for sources of financing.

6. Do I need a visa? It depends on the destination and the length of your stay. Each program should spell out the country’s visa regulations, but it’s ultimately your responsibility to comply. Go to travel.state.gov to double-check what’s needed for entrance where you plan to study.

7. Will I fit in? How much of an effort do you plan to make? First, conduct some research. “Students don’t ask enough about the customs of the country they’ll be staying in,” says NYU’s Gagliardo. “They assume things in France or China will be the same as in America.” He recommends seeing films and reading books about life in the locale. Still, no matter how much preparation you do, there will probably be an adjustment period. “The most important thing is not to close yourself off from your new reality, but to try to understand it,” says Massimo Avuni, who teaches Italian at NYU’s program in Florence. “Contact with the people and daily use of the language are of the highest importance.”

8. How do I stay safe? Use good sense, as you would at home. Be alert, dress modestly, stay in groups, and know where to go for help. “There’s almost always a 24-hour emergency phone number,” says Melanie Andrich, associate director of Rutgers University Study Abroad. “When students are hurt, it’s often because they made themselves vulnerable. They get inebriated and walk alone at night, or they’re not careful with their wallet or laptop.”

If you’re leaving town to explore for the weekend, tell someone where you’ll be. Make sure your health insurance covers you abroad; some programs include basic coverage. Every program should provide a list of English-speaking doctors and dentists, as well as nearby hospitals.

9. Do I have to be fluent in the language? Not really. But when there, learn as much as you can— you may never have an opportunity to immerse yourself again. “Studying shouldn’t be excessive, but constant,” says Avuni. “A language can’t be learned in a day. Traveling and recreation will augment what’s learned in school.”

10. What should I pack? As little as possible, in a bag that’s easy to carry—if only because most airlines charge extra for bags over 50 pounds. “The best way to pack is to imagine two weeks of easy weather and different events,” says Rutgers’s Andrich. “Bring clothes you can mix and match, layer, and clean easily.” Leave expensive jewelry at home. There’s no need to stock up on toiletries unless you’re picky about brands; everything you’ll need will be available. Comfortable walking shoes are a must, and two nice outfits is plenty. If you’re planning on taking a lot of clothes, you may want to consider packing extra shoe bags. Don’t forget to bring an open mind. 

Budget Travel Online
How can I fulfill my Internship Requirement?

All students who have entered the L&IT major at Clemson University since Fall 2005 are required to complete an internship with an international company, either in the United States or abroad. As stated in Clemson University Undergraduate Announcements, these internship experiences “give students the opportunity to apply classroom learning to the business/industrial work environment.”

There are two steps to fulfilling the L&IT Internship Requirement:

I. Complete an internship with an international company of a minimum of 140 hours, either in the United States or abroad (Options A, B, or C below). You do not need to sign up for any credits during this work period, unless the company where you are working specifically requires it.

II. In the semester following the internship, sign up for three (3) credits of L&IT 4000 and write an 8-10 page research paper in the target language on the company where you worked. (See guidelines on L&IT Website.) The internship requirement is fulfilled only when the faculty advisor has approved the final version of this L&IT 4000 paper. In some cases, this paper may be written simultaneously with the actual internship.

Work options for the internship

A. Internship in the USA. Students work for an international firm or agency in the United States for a minimum of 140 hours. This could be ten hours per week for one full academic semester, 20 hours per week for at least 7 weeks in the summer, full time (40 hours per week) for one month, or any other combination that adds up to at least 140 hours. Note that this is the minimum. Most internships in the United States run from 6 to 12 weeks. The more internship experience you have, the better are your chances for employment!

Note: In some cases, a position with a domestic firm based in the U.S.A. could count as an international internship if a majority of the employees or clients are native speakers of the target language. Such internships are approved on a case-by-case basis.

B. Work abroad. Students work in an internship abroad for a period of 6 to 12 weeks. These internships are almost always unpaid. Internships must be approved in advance by the L&IT advisor. The following fall semester at CU, the student signs up for 3 credit hours of L&IT 4000, and writes the research paper on the company where he/she worked in the target language. (See guidelines on L&IT Website.)

C. Co-op. Students complete alternate semesters of academic study with paid, career-related semesters of work. For more information, go to http://www.clemson.edu/coop. Again, the student will write an extensive paper (L&IT 4000) on the company following completion of the internship.

Note that all internships should be approved in advance by the L&IT advisor.
Tips on Finding an L&IT Internship

**In the United States.**

- **Personal contacts** are often the best way to find an internship.
- **Networking:** If you have a family friend or relative who is associated with an international business, check out that possibility first.
- **Spread the word** that you are looking.
- Next best bet is to check the numerous websites included in this packet.
- The **Michelin Career Center** can provide other listings and suggestions.
- Consult the **L&IT alumni** listed on the last page of your L&IT 1270 course packet.
- Your L&IT advisor can give you the names of other **L&IT alumni** who have offered us excellent internships in the past.
- Attend all meetings of the **L&IT Society.** It is also highly recommended to learn about and attend meetings of other professional societies.
- Attend the **Clemson University Career Fair** in September and another Career Fair during the Spring semester.
- Be sure to attend the **L&IT Conference** on March 9, 2016. German students and those interested in working with German firms are encouraged to join us for the **Conference on German in the Professions.**
- If you still haven’t found a summer internship by late April, ask your L&IT advisor for further suggestions. Note: The earlier you start to look, the better!

Once you find an internship, you should fill out an Internship Approval Form, available from your advisor. If you find an internship after the semester has ended, by all means go ahead and start the internship, even if you haven’t filled any paperwork. You can document your work after the fact.

Once the internship is finished, remember to have your supervisor write a brief letter verifying your work. This should include the dates of work, number of hours, a brief description of your duties, and a brief evaluation of your work.

**Summer Internships Abroad**

If you want to do an internship abroad, set up an appointment with the L&IT Advisor in your language. For summer internships in Argentina, see Dr. Monica Massee or Dr. Graciela Tissera. For internships in China, see Dr. Yanming An or Dr. Su-I Chen. For internships in France or a French speaking country, see Dr. Eric Touya. For internships in Germany, see Dr. Johannes Schmidt or Lee Farrell. For internships in Japan, see Toshiko Kishimoto.

If you study abroad during Spring Semester, you may want to stay in that country for a summer internship. By using the strategies listed above, you should be able to find some kind of work. Although this would not be for pay, it offers invaluable experience in your target language and the business culture of that country. Also, it would look terrific on your resume! Remember to bring back documentation of your internship, i.e. a brief letter from your supervisor verifying your work.
Steps to Searching for and Securing an Internship

☐ Figure out what you are looking for. You should not start looking for an internship before you have sat down and answered the following questions:
  • Why am I looking for an internship? Is it for work experience, academic credit, or a different reason?
  • What are my interests, abilities, and values?
  • What type of organization/work environment am I looking for?
  • Are there any geographical constraints, or am I willing to travel anywhere for the perfect internship?
  • If the internship is unpaid, can I still afford to take the position?

☐ Start researching internship opportunities. Now that you have a clear idea of what your ideal internship is, there are a number of ways to begin looking for opportunities. Start looking about 4-6 months before your desired start date. You should utilize as many resources as possible in order to have the broadest range of options:
  • Attend a Michelin® Career Center workshop on internships. There is at least one workshop a semester—check the Michelin® Career Center website (http://career.clemson.edu) for dates and times.
  • Come in to the career center and meet with a career counselor who will gladly help you with your internship search process.
  • Attend a career fair held every September and February. Start networking and talking to representatives of organizations that you would like to work with and find out if they have internship opportunities. You can find information about our career fairs on the Michelin Career Center® website.
  • Search for opportunities on Clemson Joblink (http://career.clemson.edu/clemsonjoblink). You can specifically search for internship job postings. You can use the “Advanced Search” option to search by major and location, as well as specifically for employers who have on-campus interviews. Also, search for “Historic Leads” for networking opportunities.
  • Check the Michelin® Career Center’s (http://career.clemson.edu/students/internship) "Internship" page. There are a number of resources for finding both domestic and international internships. They also have resources specific to your area of study.
  • Keep in mind that only about a quarter of internship opportunities are actually posted. If there are specific companies that you would like to work for, contact them and find out if they offer internships and would like to have an informational meeting with you. Don’t forget organizations that many students overlook, such as hospitals, non-profits, radio stations, and newspapers. You can check Clemson Joblink (http://career.clemson.edu/clemsonjoblink) for contact leads under the “Employer” section.
• Visit the Michelin® Career Center library and look through the many resources we have available, including an entire section on internships.

• Start networking. Talk to friends, family, professors, etc. and let them know that you are interested in an internship. Contact a Clemson Alumni group in the city you are targeting.

☐ Narrow down the results and apply for internships. Now that you have found opportunities that interest you, you need to figure out which ones to apply for. The actual number depends on the type of internships that you are applying for (i.e., national programs vs. a local business), but you should apply to somewhere between 5 and 20+ internships. Remember to refer back to the questions that you answered in step 1 and make sure that these internships meet your criteria. To apply for internships, you may, depending on the position, need:

• Most positions will require you to submit a resume and cover letter specific to each organization. There is a lot of information on how to develop a resume and cover letter on the Michelin® Career Center website. If you already have one, bring it in to the Career Center to have it critiqued before sending it out.

• Many organizations will ask you for references. Before you begin the application process, seek out people (e.g. professors, previous employers, etc.) that are willing to serve as a positive reference for you.

• Some positions may require you to send either an unofficial (more common) or official transcript.

• Certain internship programs may require you to submit a writing sample.

• Some organizations, especially those with large internship programs, will have you fill out a formal application for the position.

☐ Wait for responses. This is arguably the hardest part about applying for internships. It may take up to a month to receive any responses about your applications (if you even receive a response at all). One to two weeks after you have submitted your application, call the organization to make sure they have all of your materials. Pay attention to deadlines, and once a deadline has passed, call the organization again to see if they need any more information from you and find out when interviews are being conducted. Be persistent, but not annoying.

☐ Interview for positions. Try to arrange a personal interview whenever possible. Some organizations even have on-campus interviews at the Michelin® Career Center. Once you have your interviews scheduled, the career counselors at the Michelin® Career Center can help you prepare for the interview by doing mock interviews and there are more resources on the Michelin® Career Center website under the “Interview Tips” (http://career.clemson.edu/students/applying/interviews/) section.

☐ Accepting a position. Consider all internship offers. Compare every internship offer with the guidelines that you set for yourself in the first section. Before you accept a position, be sure to get all of the details (e.g. compensation, job description, etc.) in writing. If you were rejected from any organizations, take it as a learning experience and try to find out if there was anything that would have made your application stronger. Once you have secured an internship, consider signing up for academic coursework through your major or through the Career Center (CCINT; for more information, go to http://career.clemson.edu/students/internships/ccint.php).

last updated 9:1:08 by A4.

Everyone; Handouts; Internship packet; Internship-checklist
Internships

We are looking forward to preparing you in finding an internship that is related to your field of interest or major. Please read the following information to help you understand the internship program and process.

- What is an internship?
- What is the Career Center Internship Class? Will my internship appear on my transcript?
- Why Should I pursue an Internship?
- Who can utilize the internship program?
- How do I register with the Internship program?
- How do I find an Internship?
- What about volunteer opportunities? Click here to visit the Community Service Office.
- Making the Career Fair work for you
- Testimonials
- How will an internship impact my SC Life Scholarship?
- How will an internship impact my Palmetto Fellows Scholarship?
- Internship Salary Survey
- Internship Checklist [pdf]
- Difference between an Internship and a Co-op [pdf]

Please Note: If you accept an internship in the fall or spring semester YOU MUST sign up for the Career Center Internship Class for continuous enrollment to keep full-time status with Clemson University. Please follow this link for further information.

What is an internship?

An internship is a work experience related to a student's major and/or career interest that takes place during a semester or in the summer. Typically students participate in projects or work alongside practicing professionals as they tackle special day-to-day challenges. The beauty of an internship is that it allows students to implement their classroom learning in the real world. Internship opportunities are available in the corporate and non-profit sectors and can be paid or unpaid. Employers offering internships are expected to have clearly articulated educational objectives. There are three different types of internships that the career center handles:

1. Not for academic credit - This is the most common type of internship. The internship is directly related to the student's major and is project related.

2. Required by the department, not for academic credit - The academic department will contact the employer regarding goals and procedures that
are required.

3. For academic credit - The student and the internship provider will develop the specific structure of the internship before the internship begins. Then the academic department must approve the structure of the internship. The academic departments handle granting credit for an internship.

Why should I pursue an internship?

Employers are saying that good grades, summer job experience, and participation in student activities and organizations are not enough to help students land a good, full-time job. In today’s competitive job market, students with career related work experience are the students who are getting the best interviews and job offers. As an added bonus, many companies hire their interns for full-time employment. Also, students that have career related experience often receive higher salaries.

- Gain experience and exposure to an occupation or industry.
- Explore opportunities in your major through a professional environment.
- Bridge classroom applications to the professional world.
- Network with professionals.
- Provides an opportunity for you to build your resume.
- Increases your marketability.
- Fulfill academic requirements and earn money (except for those who volunteer).

Who can utilize the internship program?

Anyone can register for the internship program. Generally, employers prefer rising sophomores, juniors, seniors, or graduate students.

How do I register with the internship program?

All students seeking an internship are required to attend a CareerNet orientation session. The location for these orientations are at the Hendrix Student Center, 1st floor, McKissick Theater on the following dates:
CareerNet Orientations calendar [pdf]
If you are unable to attend an orientation, please see the tutorial on how to utilize CareerNet and self-register. Click here to access CareerNet Tutorial.

Tips for getting ready for your internship:

- You can get assistance with your resume, cover letter and interviewing skills by attending one of our workshops (MCC workshop calendar [pdf]) or you can make an appointment with a counselor for individual assistance. To make an appointment with a counselor, come by or call our Career Library at 656-0440.
- If you are unsure about the type of internship would want to pursue, make an appointment to speak with one of our career counselors at 656-0440.
- It is also helpful to conduct informational interviews with professionals in careers of interest. Utilize your friends, friends’ parents, your doctors, professors, past employers, dentist, or neighbors to locate people in fields that are related to your interests. Also, utilize Ask-A-Tiger Network, a database of Clemson alumni who have volunteered to
talk with current Clemson students about their careers.

How do I find an internship?

- Attend a CareerNet Orientation.
- Utilize CareerNet to sign up for on-campus interviews and to have access to internship listings in the United States and abroad.
- Access this list of web resources that provides internship listings and helpful internship articles for all majors: internship web resources.
- See our internship books in the Career Library in 316 Hendrix Student Center.
- Set up an individual appointment with a counselor for more assistance. Call 656-0440.
- Attend the Fall (September) and Spring (February) Career Fairs on the second floor of the Hendrix Student Center from 9:00 AM to 3:00PM.
- Network with Clemson University academic department personnel, family and friends.
- Visit the iCenter internship consortium for internships in agricultural, environmental, life sciences and related fields.

Making the Career Fair Work For You

Before the fair:

- Attend workshops at the Career Center that will help you prepare
- Obtain a list of the participants attending the fair. See the Career Fair web site.
- Have a plan of attack - target specific companies
- Research those companies
- Prepare a one to three minute "commercial" about yourself that outlines your interests, experience, education and future plans.
- Prepare questions for representatives (Examples)
  - How have internships been utilized in the past?
  - What are the start and finish dates for the internship?
  - How many hours per week?
  - What qualifications is the organization looking for?
  - What materials are needed for the application procedure?
  - What, if any, are the deadlines?

The day of the fair:

- Have plenty of resumes printed to take with you to the fair
- Dress to impress (*Remember first impressions are lasting impressions)
- The best times to hit the fair are usually as soon as the fair begins or about an hour before the fair ends. Plan to be at the fair at those times if at all possible.

At the fair:

- Check in at the registration desk
- Place your nametag on your right side
- Follow your plan of attack - hit your most desired companies early in your visit, but don't start with your first choice company so you can warm up and practice your introductions first.
- Shake hands firmly upon introducing yourself.
- Make your 1 to 3 minute commercial
- Give the representative a copy of your resume
- Maintain eye contact
- Speak clearly and concisely
- Show interest and enthusiasm
- Ask your questions but NOT about compensation
- Get the business card of the representative and any available company literature
- Ask the representative what the next steps will be, including the names of those that will be involved
- Thank the representative

After the fair:

- Immediately after you leave the fair, write down on the backs of business cards what you and the representative talked about and what the next steps are
- Write a brief personal note to each representative, thanking them for their time
What is Co-op?

The Co-op Concept
The Cooperative Education (Co-op) Program enables students to alternate semesters of academic study with paid, career-related semesters of work. A basic goal of the program is to help bridge the gap between the academic community and the world of work. Cooperative Education, as the term implies, represents a partnership between the University, the student, and various participating industry, business, and government agencies.

Sample Co-op Work Plans
Three work periods, to include a summer, fall and spring semester, are required to obtain the minimum 12 months of experience needed to earn the Cooperative Education Certificate, which is awarded at graduation. Co-oping is not a summer job program.

Below is a sample alternating work plan of a student who begins co-oping the summer semester following his/her freshman year:

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>School</td>
<td>School</td>
<td>Co-op</td>
</tr>
<tr>
<td>Sophomore</td>
<td>School</td>
<td>Co-op</td>
<td>School</td>
</tr>
<tr>
<td>Junior</td>
<td>Co-op</td>
<td>School</td>
<td>School or Co-op*</td>
</tr>
<tr>
<td>Senior</td>
<td>School</td>
<td>School</td>
<td>School</td>
</tr>
<tr>
<td>Fifth year</td>
<td>Students should graduate some time during their 5th year, depending on the number of work sessions completed.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*students may work additional work periods beyond the required three sessions with the permission of their employer. There is no set limit on the maximum number of periods a student can work.

Back to Back Option
Due to academic considerations or special employer requests, students can work back-to-back periods of employment. Normally this would be a summer-fall combination, or a spring-summer. One additional fall or spring work period would be needed to earn the co-op certificate if you are a student in the College of Engineering and Science.

Eligibility
The Cooperative Education Program is limited to undergraduate students who:

1) Have completed 27 semester hours prior to beginning work.

2) Have a cumulative GPA of 2.45 or higher.

3) Are full-time students (minimum of 12 semester hours)

Transfer students may begin interviewing during their first semester at Clemson if they meet all eligibility requirements.

For more information:

Go to the Clemson University Co-op Website: http://www.clemson.edu/coop

Or visit the Co-op office, located in Suite 316 Hendrix Center, tel. (864) 656-3150
Reasons to Co-op

Why Should I Co-op?

* Co-op enhances what you learn in class by giving you the chance to apply what you learn to actual projects and tasks at work
* Co-op helps confirm your choice of major by giving you a preview of the work you'd be doing with that major after graduation
* Co-op can help ease the financial burden of education by giving you the opportunity to earn money you can use to pay tuition, books and other educational expenses
* Co-op can increase your job opportunities after graduation because most companies prefer job candidates with work experience (your starting salary may also be higher as a result of your co-op experience)
* Co-op helps you perfect your resume-building, interviewing and job search skills by giving you the opportunity to employ these skills while seeking a co-op position
* Co-op increases the likelihood you'll graduate because you will see the importance of having a degree when you are on your work assignment

Myths about Co-op

* **Myth:** If I co-op, I'll have trouble signing up for the classes I need
  * **Truth:** Co-ops can register for classes on-line at the same time as seniors, ensuring they can get into the classes they need

* **Myth:** If I co-op, I'll lose my scholarships
  * **Truth:** All state and university scholarships (including LIFE and Palmetto Fellows) have special provisions that allow co-ops to retain these scholarships for eight semesters

* **Myth:** If I co-op, I won't have insurance or health benefits
  * **Truth:** Co-ops are considered full-time college students, so they remain on their parents' insurance and co-ops will receive all university health benefits if they pay the university health fee

* **Myth:** If I co-op, it will take me a lot longer to graduate
  * **Truth:** Co-ops tend to graduate one semester later than their peers who don't co-op

* **Myth:** If I co-op, it will hurt my housing situation
  * **Truth:** Local co-ops can live in campus housing and commute to work, while non-local co-ops are released from housing contracts without penalty and are guaranteed housing when they return to school

* **Myth:** If I co-op, I can't attend football games or use Clemson's recreational facilities
  * **Truth:** As long as co-ops pay the university activity fee, they will receive tickets to all athletic events and can participate in all university recreational activities (intramurals)

Basically, co-op students enjoy all the benefits other Clemson students do ... except for homework, mid-terms and final exams.
DIFFERENCES BETWEEN AN INTERNSHIP AND A CO-OP

Work experience, work experience, work experience - a characteristic employers consider to be a valuable asset in today's business world. As the job market becomes more competitive, work experience related to your major, good grades, a positive attitude, and strong communication skills will help you to be that well-rounded student employers are wanting to hire. So how can you get work experience related to your career interest while attending college? Here are some options for you to consider:

The Michelin Career Center's Experiential Education Office, 317 Hendrix Student Center, coordinates corporate and not-for-profit internship opportunities for all majors. Employers can either post their internships, interview students on campus or request resumes using our resume book by utilizing CareerNet, our on-line recruiting system. Students can also find internships through the Career Expo/Internship Fair offered in the fall and spring, targeted internet listings on our web page, individual appointments, academic advisors, and networking.

Length: Are offered for one period during the spring or fall semester (14-16 weeks) or during the summer (10-14 weeks). *Note- in some cases, there will be some variations.

Assignments: An internship allows a student to enhance their career development as they explore interests and work experiences related to their field of study and demonstrate skills in a work setting. This can be a vital link between college majors and professional opportunities. Internships involve a project that relates to a student's major or career interest.

Salary: Most positions are paid, but a few will be voluntary depending on your field of interest. Typically salary ranges from $10-14/hour based on major, degree level, and past experience.

Location: Primarily in the southeast, although some are in other areas, many companies are willing to assist students in locating housing and in some cases will assist students with housing expenses. Able to relocate increases more opportunity.

Eligibility: Varies; employers determine GPA and other qualifications necessary for application; some employers consider rising sophomores but generally prefer rising juniors, seniors, and graduate students.

Important dates: Students are strongly advised to begin their search at least 4-6 months in advance. All students are required to attend CareerNet Orientations at the beginning of each semester. The Career Expo/Internship Fair is held each September and February for more internship opportunities.

Visit our Web site at http://career.clemson.edu

The Cooperative Education Office, 312 Brackett Hall, coordinates all co-op opportunities and provides students with personalized assistance. Employers can either interview students on campus or request resumes.

Length: Requires working multiple semesters, generally two to three semesters and one summer that provides the student with 7-12 months of work experience. Based on the employer's needs and the student's major, a student will work one of the following two schedules:

1. **Alternating** - most common; students alternate going to school full-time with going to work full-time until the student has worked three work terms (12 months of experience).
2. **Back-to-Back** - students work two semesters in a row consisting of a spring/summer or a summer/fall (7-8 months of experience).

Assignments: Cooperative Education allows participants to put what they've learned in the classroom into practice. The program is designed to help students successfully integrate theoretical knowledge with practical how-to. The progressive work assignments provide higher levels of responsibility for students to gain an understanding of real world jobs.

Salary: Co-ops are always paid; non-technical average salary $10-11/hour; technical average salary $12-14/hour; for first work period. Some companies also provide housing accommodations and additional benefits such as signing bonuses and 401k plans.

Location: 56% of co-op jobs are in South Carolina; 75% are located between Virginia and Florida; students worked in a total of 27 states during 1999-00.

Eligibility: Completed 27 hours prior to going to work and have 2.45 cumulative GPA or higher.

Important dates: Students are strongly encouraged to register at the beginning of the Fall or Spring semesters in order to participate in the Co-op "Interview Days" held in October and March. Interviews take place the semester prior to starting work.
L&IT INTERNSHIP CONTRACT
TO BE COMPLETED BY STUDENT INTERN

Student’s name ____________________________ Age ______________

Date of birth ____________________________

Student ID # _______________ Classification (Fr/ Soph/ Jr/ Sr) __________

Major at Clemson __________________________ Minor ______________________

GPA _________ GPA in major _________ Date of graduation ____________

School address _______________________________________________________

Phone ____________________________ Email ____________________________

Home address _______________________________________________________

Emergency phone ______________________ Email _________________________

Language(s) ____________________________ English: _______________________

Level: __________ Intermediate ____________________________ Advanced

Advanced

Superior

Superior

Native

Native

Computer skills: _______________________________________________________

Other pertinent skills ________________________________________________

Previous employment experience: _______________________________________

The student intern agrees to:
• Abide by Clemson University code of conduct
• Abide by whatever policies/codes of conduct as pertain in place of employment
• Abide by a professional work ethic at all time

Signature of student intern ____________________________ Date ____________
L&IT INTERNSHIP CONTRACT
TO BE COMPLETED BY THE EMPLOYER

Name of Firm/ Agency/ Company ____________________________

Contact Person: ________________________________________

Title: ________________________________________________

Street Address: ________________________________________

City: __________________ Country: ________________________

Phone: __________________ email ________________________

Position available for internship: _________________________

Description of duties: __________________________________

_____________________________________________________________________________________

Length of time:

________ weeks, for _______ hours per week    Total hours ________

Dates of internship: _______________ to ________________

The employer agrees to:

• Provide appropriate orientation to student intern regarding duties, responsibilities
• Provide a safe working environment
• Communicate with the student intern in case of problems
• Provide student with a letter upon completion of the internship specifying length
  of internship, total number of hours worked, and quality of work.

Signature of supervisor ____________________________ Date________

Title of supervisor ____________________________
L&IT 4000
Language and International Trade Internship
Clemson University

Catalogue Descriptions:
After completing the internship, students register for three credits in L&IT 4000 and write a research paper in the target language on the company or organization of the internship.

Pre-requisites for L&IT 4000
L&IT 4000 is designed for L&IT majors who have completed an internship (or co-op) with an international company or organization, either in the USA or abroad. Students in other majors may be admitted on a case-by-case basis, provided they have completed an appropriate internship and are capable of writing a research paper in a language other than English.

Course Requirements:
There are two steps to completing L&IT 4000 Internship Requirement:

I. Complete an internship with an international company of a minimum of 140 hours, either in the United States or abroad. You do not need to sign up for any credits during this work period, unless the company where you are working specifically requires it.

II. In the semester following the internship, sign up for three (3) credits of L&IT 4000 and write an 8-10 page research paper in the target language on the company where you worked. You will be assigned a faculty advisor and given a set of guidelines.

Grading:
The internship requirement is fulfilled only when the faculty advisor has approved the final version of the L&IT 4000 paper. All grades are Pass/Fail.

Credits:
After completing the internship, you should enroll in L&IT 4000 for three credits during the semester (Spring, Fall, Summer I, or Summer II) when you plan to write the paper about the company where you interned. Please note that L&IT 4000 is a variable credit course, where the default on the computer is for just 1 credit.* Be sure to indicate that you want 3 credits. Note that this required course is for a grade of Pass/ Fail.

* The variable credit option is available for those rare cases when an international employer insists that a student be enrolled at an accredited university during the period of the internship, even in the summer. In such case, the student signs up for just 1 credit in the summer and 2 more in the fall (or whenever s/he will be writing the paper), for a total of 3 credits.

Topics and Length:
Your L&IT 4000 paper should be on one of these topics:
1) a detailed profile of the company where you did your internship (see Appendix A, B), or
2) an analysis of a problem within the company where you interned (see Appendix A,C).

If for any reason you wish to write about a company other than the one where you interned, you need to see your L&IT 4000 advisor for approval of your topic.
The paper should be between 2,000 and 2,500 words in length, approximately 8-10 typed pages. Papers should be written in the target language. See Appendices A, B, and C for guidelines.

Guidelines and procedures:

Each student will be assigned a faculty advisor, who will help the student refine the topic, establish deadlines for drafts, and guide the student in the final editorial process. It is the responsibility of the student to get in touch with his/her advisor. The initial meeting should take place during the first two weeks of the semester to select a topic for the paper.

The role of your advisor is as follows:

1) To approve your topic;
2) To help you clarify/ focus/ refine your topic if necessary;
3) To edit your first draft, with recommendations about any necessary changes in content, organization, or mechanics (grammar and spelling);
4) To make further suggestions for as many drafts as are necessary;
5) To approve the final draft and submit the final grade;
6) To set all deadlines for first and final drafts;
7) To turn in a hard copy of your paper to the L&IT Director’s office in 702 Strome.

Policies on Withdrawals, Incompletes:

1. Any student who has not contacted his or her advisor by the third week be dropped from the course. That student will receive a grade of W (Withdraw).

2. A student who realizes mid-semester that he/she cannot possibly complete the paper on time must either withdraw or take an incomplete.

3. The policy on grades of Incomplete (I) is explained in the Clemson University catalogue: “Incomplete indicates that a relatively small part of the semester’s work remains undone. Students are allowed thirty days after the beginning of the next scheduled session, excluding summers and regardless of the student’s enrollment status, to remove the incomplete grade. Normally, only one extension for each I may be granted, and this under unusual circumstances. A letter grade of I converts to F unless the incomplete is removed within the time specified.”

Extra help:

If you have questions regarding this requirement, please contact your L&IT advisor. The list of advisors can be found on the Department of Languages website. See Appendices A, B, and C for specific guidelines on writing the paper.
Appendix A
Guidelines for Writing an L&IT 4000/4010 Paper

1. Make an outline of the key points you plan to make in your paper. Make sure that these ideas follow logically from one another. THIS STEP IS VITAL!

2. Begin your paper with an introductory paragraph. State:
   a) that you did an internship, where, and for how long; the company with which you interned; and the main ideas covered in your paper (these are usually the headings of the major sections).

   OR  b) state the name of the company that is the subject of your research and state the main ideas covered in your paper.

   OR c) state the thesis of your paper and outline the main ideas that will be covered.

3. Give a meaningful title to your paper. “My Summer Internship” is not good enough!

4. Use headings to separate major sections of your paper. Begin each major section of your paper with a summary paragraph of the topics that are going to be covered under that heading.

5. If you refer to charts or graphs that are too cumbersome to be in the body of the paper, refer the reader to where these items can be found (such as in the appendices).

6. Always give titles to your charts, and give headings to each column in the chart. Separate charts from the body of the paper with an extra space.

7. Be constantly aware of the reader – can someone who hasn’t been to company X or country X follow your thought process? Can someone who is unfamiliar with your topic follow your ideas?

8. Write a concluding paragraph that has a big impact, such as: what you feel will happen to the product the company makes over the next several years; what you forecast will happen to the company in question; your outlook for the country in general.

9. Proofread your paper, paying particular attention to:
   a) the flow of ideas -- does one section lead logically to the next?
   b) paragraph structure – all paragraphs must have at least two sentences;
   c) grammar, especially subject-verb agreement and noun-adjective agreement;
   d) long sentences with many clauses that might be difficult to follow.

10. All citations must be acknowledged with footnotes, according to MLA guidelines or other standard style manual.

11. Sources for your research must include at least two sources not on the Internet or Web.
Appendix B
Suggested outline: Detailed profile of a company*

This outline is intended as a guide, not a mandatory outline. You can add/delete topics according to the characteristics of the company and of the products or services.

1. Brief history of the company
   - Number of years in the market
   - Size
   - Competitive advantage
   - Financial situation

2. Product/Service
   - Description of product or service
   - Production/ cost
   - Factories/ Facilities/ number of employees

3. Organization
   - Basic departments/ hierarchy/ management
   - Special departments: technological processes, quality control, etc.

4. Marketing
   - Promotional activities
   - Product policies (specifications, packaging, design)
   - Setting prices
   - Publicity

5. Sales force
   - Organization and sales techniques
   - Dividing up the market
   - Strategies

6. Distribution
   - Local market
   - Distributors

7. Imports/ Exports

8. Strategies for expansion and growth
   - Mergers, local markets and other markets, plans for credit, expansion, etc.

*NOTE: If you did an internship with the company, include an introductory paragraph stating that you did an internship, where, and for how long.
Also include in your paper the nature of your duties.
Did your work have international or cross-cultural aspects?
Did you use foreign language in your work? For what purpose?
What percentage (would you estimate) of the flow of documents within and without the firm is written in a foreign language?
In what way was your work specific to your technical option with the L&IT degree?
Appendix C
Suggested outline: Analysis of a problem within a company where you interned

1. Introduction
   Description of the company
   Product/ Services
   Market
   Other pertinent information

2. Your own involvement with the company
   Length of time you interned there, dates
   Division in which you worked
   Nature of your responsibilities

3. Problems that the company faces
   Description of each problem (with examples)
   Relationship between the problems
   Causes (general and specific)
   Consequences: impact on the company, the customers, and the market

4. Proposed solutions
   General suggestions
   Specific suggestions
   Advantages
   Disadvantages
   Prediction of success or failure

5. Presentation of a pilot plan
   Structure
   Means to carry it out (investment of personnel, time, cost)
   Short-range and long-range benefits

6. Conclusion
   Emphasis on the positive aspects
The senior eDossier is required of all L&IT majors and must be passed before graduation.

**Content:** (This is a summary. For more details, please check with the eDossier advisor)

1. **eDossier Welcome Page**
   A short description of your name, major(s)/minor(s), and basic instructions for navigating your site; a 3 to 5 minute video in the target language or two shorter videos (1-2 minutes), one in English and one in the target language.

2. **Resume** (one in English and one in the target language)

3. **Documentation of course work in your major (address all applicable items)**
   a. Years of language-oriented instruction (e.g., courses that stress grammar, vocabulary acquisition, speaking, and writing activities); conversation courses and CLIP program (if applicable); indicate any other background in the target language (e.g., exposure to the target language before coming to Clemson University, in extracurricular settings, visits abroad, internships, residing in a bilingual household, etc.)
   b. Culture and literature courses (including also film, etc.) in the target language at the university level; list course numbers and specific topics (especially if the transcript only state something like “Studies in Culture©); include courses taken at Clemson, in the U.S., and abroad (if applicable and briefly evaluate the usefulness of each course)
   c. Business courses (for L&IT majors): list all business courses required for your major and briefly evaluate the usefulness of each course
   d. Minor requirement: list all courses at the university level fulfilling your minor requirement; include courses taken in the U.S. and abroad (if applicable) and briefly evaluate the usefulness of each course
   e. List all other courses taken in English that you feel are applicable to your major (e.g. humanities and social science courses) and briefly evaluate the usefulness of each course
   f. List all other courses that you feel have been significant for your university education (include electives, Creative Inquiry, LANG and Cultural Inquiry courses) and briefly evaluate the usefulness of each course
   g. Double and dual majors (including previous majors and undeclared): include any relevant information that reflects personal development and academic progress outside of your Modern Language major.

4. **Samples of course work:** Include artifacts related to the following aspects:
   a. Linguistic Proficiency (ALL): samples of course work that demonstrate your language proficiency in different skills – write essays, read complex narratives, speak at a near native level, and understand native speech patterns. Two samples should be included.
   b. Culture/Literature Competency: samples of course work that demonstrate a broad knowledge of literature, history, and social issues related to your field of study (culture and literature courses). This should include one literature paper/project and one culture paper/project.
c. Business Competency; samples of course work that demonstrate a broad knowledge of marketing, economics, management, and business administration. This should include two papers/projects from two different business courses, one from marketing/economics and one from management/accounting.

5. **Study Abroad (2 to 2 ½ pages)**
   a. Information about the specific program(s), location(s), and time spent abroad
   b. A report on your experiences: a reflective essay (see the topic list below)
   c. Include information about internships if applicable
   d. Include images, links, multimedia, videos, etc. to illustrate your ideas. These can be personal elements or appropriately cited material from other sources.

The topics:

1) Compare your original learning goals for study abroad to those after study abroad; how did they change? (Use concrete examples)
2) Observe and compare the cultural/social similarities, differences, and the interconnections encountered between the host country and the U.S. (Use concrete examples)
3) Discuss experiences that were especially meaningful and memorable and explain why and how these will have lasting effect on you; how did you overcome challenges? (Use concrete examples)
4) Discuss how your experiences abroad, including others’ perception of you, impacted how you think about yourself and your relationship to society. (Use concrete examples)
5) Explain how your study abroad experience enriched your general academic experience (Use concrete examples)

6. **Internship**
   a. Include information about the specific institution(s), locations(s), and time spent for the internship
   b. Provide a report on your experiences: this should be an original composition
   c. Include your internship report (for L&IT 4000). It should be embedded when using Google sites.

7. **Documentation of outreach activities**
   This page should showcase the activities you are involved in outside of your classes and should reflect a well-rounded, active engagement with your community/communities. This can include CU extracurricular activities and/or community involvement not directly related to course work.

**Assessment:**
The eDossier is pass/fail only. Among other factors, your L&IT advisor and the eDossier advisor will evaluate your eDossier according to comprehensiveness (e.g. have all applicable categories sufficiently been addressed?)

**Help:**
Please contact your L&IT advisor and/or the department eDossier advisor (Dr. Su-I Chen, schen@clemson.edu) for help with your eDossier. Information can also be found online: http://www.clemson.edu/caah/departments/languages/resources/edossier.html
Knowing the major:

- L&IT is not a double major! Identify early on what your area of emphasis is
  - International Trade
  - Tourism
  - Textiles
- Helpful resources in the Career Resource Library for researching different jobs:
  - The Occupational Outlook Handbook
  - Books on careers in international and foreign language majors
  - Ask-a-Tiger Network
- Focus then on what field of your emphasis area interests you most
  (marketing, finance, international travel, textile management, etc...)
- Choose your electives carefully...focus on courses that will enhance your knowledge and understanding of your chosen field. Replace electives like golf and bowling with computer courses and additional business courses.

Internships:

- Internships are a requirement for L&IT majors...it is to YOUR benefit that you do them overseas if at all possible. Working/studying abroad:
  - Enhances your fluency
  - Allows you to gain valuable work experience
  - Provides you with an excellent insight and understanding of another culture
- Good sources to find these internships are:
  - Your professors and advisors
  - Peterson's Guide
  - CareerNet
  - Or these internet sites:

http://www.indiana.edu/~career/internships/
http://www.cie.uci.edu/op/internsh.html
http://australearn.org
http://www.indiana.edu/~reeiweb/indemp.html
http://www.ivpsf.com/
http://www.ciee.org/
http://www.iaesite.org/
http://rsinternships.com/
http://www.uschamber.com/
Looking for full time employment:

- There are several places to look when looking for a "real job"
  - CareerNet
  - Career Fairs (on and off campus)
  - Ask-A-Tiger Network

- Possible career paths include:
  - Teaching
  - Translating and Interpreting
  - Government
  - International Business and Banking
  - Journalism and Mass Communication
  - The United Nations
  - World Trade Organizations
  - Health Care Careers
  - Travel and Tourism

- These companies also often look for and hire students with a foreign language background:

  Dunlop-Maxfl Sports Corporation  Foster Wheeler Corporation
  Ritz Carlton  ABB Lummus Global
  BMW  The Louis Berger Corporation
  National Amusements  Parsons Brinckerhoff
  Michelin Tire Company  URS Corp.
  Clarks Company  Stone and Webster
  John Deere Consumer Products  The ERM Group
  JP Morgan  LawGibb Group
  Owens Corning  Raytheon Engineers and Constructors
  Scientific-Atlanta Inc.  The IT Group Inc.
  Accenture  Duke Engineering and Services
  Rockwell Automation  Lockwood Greene
  Neilson Ski  Arquitectonica International Corporation
  Intertech  Wilbur Smith Associates
  Walt Disney World  Wilson Sporting Goods
  Corporate Ramada Plazas  Cryovac
  Maersk Inc.  AT&T
  Beverage Air

These companies' and organizations' web sites also offer jobs for you:

www.texaco.com  http://www.aei.org
http://www.citigroup.com  http://www.brook.edu
http://www.ge.com  http://www.bp.com

There are tons of opportunities with a degree in Language and International Trade...it just requires a little more leg work on your part!!!
The Parents Checklist for Success in Career Services

Student, Parent, and Michelin® Career Center Roles

FRESHMAN YEAR: Self Assessment

Students’ Role:

☐ Visit the Career Center and take a career assessment, such as DISCOVER, to learn about career interests, abilities, and values
☐ Register with ClemsonJobLink to access information about part-time jobs, volunteer opportunities, and internships
☐ Learn about majors and occupations that may be of interest in the Career Center Library
☐ Establish relationships with academic advisors and professors
☐ Begin a “working copy” of a resume by brainstorming previous experiences
☐ Get involved in at least one student organization

Parents’ Role:

☐ Encourage your student to visit the Career Center to take a career assessment, DISCOVER, to learn about career interests, abilities, and values
☐ Encourage your student to utilize ClemsonJobLink to find part-time jobs, volunteer opportunities, and internships
☐ Discuss the value in meeting with professors and academic advisors with your student
☐ Talk with your student about getting involved in campus organizations and activities

Michelin® Career Center’s Role:

☐ Have students take DISCOVER and hold a follow-up appointment with each student to discuss career options based on the student’s career interests, abilities, and values.
☐ Assist students in registering for ClemsonJobLink to find part-time jobs, internships, and volunteer experiences
☐ Present workshops on choosing a major and career exploration
☐ Provide resources and guidance for students begin a “working copy” of a resume
☐ Available for individual appointments to address student questions and concerns

SOPHOMORE YEAR: Exploration of Interests

Students’ Role:

☐ Learn about majors and occupations of interest through the Career Center Library and web resources
☐ Consider obtaining a leadership position in a student organization
☐ Conduct informational interviews through Ask-a-Tiger Network
☐ Attend the Fall & Spring Career Fairs
☐ Check ClemsonJobLink for summer internship possibilities
  ➢ If your department does not offer credit for internships, consider enrolling in the Career Center Internship class (CCINT)
☐ Talk with an advisor or other faculty about your ideas
Consider studying abroad
Attend a resume workshop and write a draft of your summer work experience for your resume

Parents’ Role:
- If your student is undecided, encourage your student to see a counselor in the Career Center
- Listen to your student talk about different career options she/he may be considering
- Help your student come up with a list of friends and relatives that may work in a field of interest to contact for informational interviews
- Encourage your student to obtain career-related experience over the summer

Michelin® Career Center’s Role:
- Host the Fall & Spring Career Fairs
- Encourage students to register with ClemsonJobLink to search for summer internships
- Provide web and Career Center Library resources to assist students with internship searches
- Hold resume writing and interviewing workshops
- Available for individual appointments to address student questions and concerns

JUNIOR YEAR: Evaluation and Decision Making

Students’ Role:
- Obtain internship experience in chosen field
- Continue to take leadership positions in campus organizations
- Attend Career Center workshops on resume writing, interviewing, and job searching
- Talk to a career counselor about alternative career choices
- Attend campus Careers Fairs in the Fall and Spring
- If an education major, attend UREP in March
- Network through Ask-A-Tiger and with professionals in fields of interest
- Conduct a mock interview with a career counselor, or online through InterviewStream™
- If considering graduate school, talk to faculty about graduate school options and do some preliminary research on various programs

Parents’ Role:
- Encourage your student to take classes and get involved in student organizations that will enhance academics and make her/him more marketable
- Discuss career options with your student
- Remind your student about the Fall and Spring Career Fairs and other career fairs throughout the school year
- Provide contacts to help your student network
- Encourage your student to obtain an experience that relates to her/his career goals

Michelin® Career Center’s Role:
- Hold workshops on resume writing, interviewing skills, and how to prepare for Career Fairs
- Show students how to navigate ClemsonJobLink while internship searching
Provide other resources for students to utilize when searching for an internship: such as, Book of Lists, GoingGlobal, and eLeads
Recruit quality employers to attend the Fall and Spring Career Fairs for Clemson students
Hold mock interviews and encourage use of InterviewStream™ for students to practice interviewing skills and provide effective feedback for student improvement

SENIOR YEAR: Planning, Preparation, and Implementation for Career Success

Students’ Role:

☐ Speak to a career counselor to ensure resume and cover letter are polished
☐ Research company information in the Career Library and on the web
☐ Attend all Career Center job search workshops and career fairs
☐ Discuss career opportunities and plans with faculty, advisors, counselors and professionals in the field
☐ Select faculty, administrators and current/former employers to act as references; discuss interests, skills, personal strengths as related to the positions being sought
☐ Register on ClemsonJobLink for on-campus interviews and resume books
☐ Participate in on-campus information sessions and recruiting
☐ Research graduate/professional school information
☐ If applicable, take a graduate school or professional school admissions test and apply to graduate school
☐ Stay organized; keep a log of your contacts, interview and follow-up activities
☐ Network, Network, Network!

Parents’ Role:

☐ Ask your student how you can help
☐ Listen to the concerns and fears your student may express
☐ Offer to talk with your student about career goals and how her/his interests and skills relate to those goals
☐ Offer professional contacts for your student to network with
☐ Encourage your student to attend the Fall & Spring Career Fairs
☐ Encourage your student to come to the Career Center for resume and cover letter critiques, job and graduate school application queries, and interviewing skills
☐ Be patient, listen and encourage your student without becoming frustrated

Michelin® Career Center Role:

☐ Assist students in finding company and organizational information
☐ Host and recruit quality employers to attend the Fall and Spring Career Fairs, and UPREP
☐ Hold workshops on resume writing, interviewing skills, and how to prepare for Career Fairs
☐ Show students how to navigate ClemsonJobLink while job searching
☐ Provide other resources for students to utilize when searching for a job: such as, Book of Lists, ACINet Employer Search, Job Pulse and eLeads
☐ Recruit quality employers to attend the Fall and Spring Career Fairs for Clemson students
☐ Hold mock interviews and encourage use of InterviewStream™ for students to practice interviewing skills and provide effective feedback for student improvement

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Alternatives for improving L&IT employability/job quality:

1. If you have two years left, check with the appropriate undergraduate coordinator for specific concerns related to your field:
   Contact information for CBBS Undergraduate Coordinators:
   Management: Kathy Clark, kclark4@clemson.edu, 100 Sirrine, 656-2011
   Marketing: Amanda Cooper Fine, acoope2@clemson.edu, 349 Sirrine, 656-2448
   Carter McElveen, cwill24@clemson.edu, 349 Sirrine, 656-5285
   Finance: Kerri McMillan, kmcmill@clemson.edu, 336 Sirrine, 656-6578
   Accounting: Ralph Welton, edwilsur@clemson.edu, 300 Sirrine, 656-4881
   Economics: Robert Fleck, rfleck@clemson.edu, 228 Sirrine, 656-3481
   Political Science: Adam Warber, awarber@clemson.edu, 231A Brackett, 656-1828
   Psychology: Cindy Pury, cpury@clemson.edu
   Sociology: Sarah Winslow, swinslo@clemson.edu, 130G, 656-3819
   Economic Research: Dr. Raymond Sauer, sauerr@clemson.edu, 228 Sirrine, 656-3481
   TREE Program: Dr. Andy Hanssen, fhanssen@clemson.edu, 220B Sirrine, 656-5474
   International Business Honors Program: Sallie Turnbull, sbromby@clemson.edu

   Links to advising sheets for CBBS majors:
   http://www.clemson.edu/cbbs/ose/international/what.html

2. If you are close to graduation and have no slack left for more courses: Look at MBA options now to pursue after graduation. Buy a GMAT study book and do some test runs.
   * all the top 20 programs have international business imbedded in them – but most don’t accept applicants without 2 or more years work experience.
   * Below the top 20 programs, look at US News international business rankings. In some cases, they will take excellent students without work experience.

3. Research-based versus professional graduate programs
   - Master of marketing program at Clemson
   - MS in APEC – thesis or non-thesis options
     - Statistics emphasis
     - Agribusiness emphasis
     - Economic development emphasis
     - Natural resource economics emphasis

4. APEC 4900 (003) International Economic Research class. (see Dr. Sauer)
   - Requires 3.2 GPA
   - Permission of instructor (pre-admission interview by instructor required)
   Curriculum vitae and unofficial transcript sent ahead of interview. If you are planning to study abroad in either
     Bamberg
     Alicante
     UCL (l’Universite Catholique de Louvain), please see Sallie Turnbull,
     sbromby@clemson.edu | 864.656.2478

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# LANGUAGE AND INTERNATIONAL TRADE

What can I do with this degree?

<table>
<thead>
<tr>
<th>Area</th>
<th>Employers</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MARKETING AND SALES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Product Management</td>
<td>Multinational companies</td>
<td>Take marketing courses and other related business courses.</td>
</tr>
<tr>
<td>Advertising</td>
<td>Advertising agencies</td>
<td>Gain experience through internships.</td>
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<tr>
<td>Sales</td>
<td></td>
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<tr>
<td><strong>CUSTOMER SERVICE</strong></td>
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<tr>
<td>Travel and Tourism</td>
<td>Travel agencies</td>
<td>Take courses in hotel/restaurant administration.</td>
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<td></td>
<td>Hotels, motels</td>
<td>Gain experience through part-time jobs and/or internships in a hotel or restaurant.</td>
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<td></td>
<td>Restaurants</td>
<td>Study or travel abroad.</td>
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<td>Airlines</td>
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<td></td>
<td>Cruise ships</td>
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<tr>
<td><strong>PURCHASING</strong></td>
<td>Retail/Department stores</td>
<td>Take business courses.</td>
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<tr>
<td>Retail Buying</td>
<td></td>
<td>Gain experience through internships.</td>
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<td>Area</td>
<td>Employers</td>
<td>Strategies</td>
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<tr>
<td><strong>Production</strong></td>
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<tr>
<td>Production specialist</td>
<td>Manufacturers</td>
<td>Gain experience through internships. Take business courses. Consult resources such as the Directory of Foreign Firms Operating in the US and Directory of American Firms Operating in Foreign Countries.</td>
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<tr>
<td><strong>Management</strong></td>
<td></td>
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<tr>
<td>Human resources</td>
<td>American businesses operating in foreign countries</td>
<td>Take management courses and other related business courses. Develop an understanding of other cultures. Develop knowledge of international economics. Gain experience through internships.</td>
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<tr>
<td>Strategic planning</td>
<td>Foreign businesses operating in the US</td>
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<tr>
<td><strong>International Law</strong></td>
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<tr>
<td>International Business Law</td>
<td>Law firms, Multinational companies</td>
<td>Obtain a law degree (JD) and an understanding of international businesses.</td>
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<td>Area</td>
<td>Employers</td>
<td>Strategies</td>
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<tr>
<td><strong>IMPORT/EXPORT</strong></td>
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<tr>
<td>Importer/Exporter</td>
<td>Import/Export companies</td>
<td>Gain experience through internships. Consult resources such as the American Register of Exporters and Importers.</td>
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<tr>
<td><strong>TRANSPORTATION</strong></td>
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<tr>
<td>Freight forwarding</td>
<td>Manufacturers</td>
<td>Gain experience through internships. Develop knowledge of international businesses and the transportation system.</td>
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<tr>
<td>Customhouse brokers</td>
<td>Multinational companies</td>
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<tr>
<td><strong>GOVERNMENT</strong></td>
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<tr>
<td>Foreign Service.</td>
<td>US Department of Commerce</td>
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<td>Overseas aid agencies</td>
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<td>United Nations</td>
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### Area

#### EDUCATION

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<th>Teaching</th>
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<td>Translation/Interpretation</td>
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<tr>
<th>Employers</th>
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<tbody>
<tr>
<td>Universities/Colleges</td>
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<td>Pre-schools</td>
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<td>K-12 schools</td>
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<tr>
<td>International organizations</td>
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<tr>
<td>US Government Agencies</td>
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</table>

<table>
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<tr>
<th>Strategies</th>
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<tbody>
<tr>
<td>Learn state certification process for teaching and then obtain a state license to teach in pre-schools and K-12 schools.</td>
</tr>
<tr>
<td>Obtain a Master’s degree and/or PhD. Work as a teacher’s assistant. Research which agencies/companies/businesses need translators and/or interpreters for their international visitors.</td>
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#### FINANCE AND ACCOUNTING

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<th>Banking</th>
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<td>Accounting</td>
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<tr>
<th>Employers</th>
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<tbody>
<tr>
<td>Banks</td>
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<td>Accounting firms</td>
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<tr>
<td>Other finance-related institutions</td>
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<tr>
<th>Strategies</th>
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<tbody>
<tr>
<td>Take accounting courses and other related business courses. Gain experience through internships.</td>
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</table>

### GENERAL INFORMATION

Identify early in your study what your area of emphasis will be and then focus on what field of your emphasis area interests you most. Choose electives that will enhance your knowledge and understanding of your chosen field (i.e., foreign relations, international law, world economics, business courses, computer course, etc.).

Travel to a foreign country or study abroad to learn about different cultures.

Study and practice your foreign language skills through reading foreign magazines, newspapers, and books to keep up your fluency.

When deciding on an internship, it is beneficial if you choose to do them abroad so that you can enhance your fluency, gain valuable work experience, and develop an insight and understanding of another culture.
INTERNATIONAL BUSINESS CAREERS

International business is an exciting and rewarding career. Though most international careers require extensive travel, some are home-based. As with any professional career, a relevant college degree is necessary, along with business skills, foreign language skills and an ability to adapt to many different cultures. Following is a list of popular careers in international business.

Marketing and Sales:

Product Management: Product Managers (sometimes called Product Directors or Brand Managers) manage a specific product or product line. This would include managing the advertising program, the product development, the distribution system, and setting the prices of the product. In many firms, especially high tech firms, a Product Manager has global responsibility.

Advertising: As multinational companies expand their product lines overseas, advertising agencies have followed them. Many global companies use advertising agencies which have overseas offices so that they can tailor promotional programs to the local market. Positions in an advertising agency include account executive, creative manager, media specialist, and production manager.

Sales: There are more and more opportunities for sales people to become involved in international business. In many industrial sales companies, as well as high tech sales, sales representatives and managers are expected to travel abroad and to find customers and negotiate business deals.

Customer Service:

Travel and Tourism: Travel and tourism has always been a highly international field. Careers in travel and tourism can include Hotel Management, Restaurant Management, and Travel Agency Management, all of which require a knowledge of international business and languages.

Airlines: There are many opportunities within the airline industry to become involved in international business. As a customer service representative, sales personnel, or even as a flight attendant, a knowledge of international business and foreign language is expected and valued.

Cruise Ships: Similar to airlines, cruise ships are in need of professionals who are trained in languages and in customer service.
Purchasing: Retail Buying: Retail buyers are in charge of acquiring merchandise for their employer, a retail chain. Often, they must source special merchandise at manufacturing plants abroad.

Finance and Accounting: Banking: A fast growing field in international business is international banking. Many large banks have become global and initiate thousands of international transactions. Some banks -- such as the World Bank -- lend money to foreign governments. A knowledge of international business and foreign exchange is required.

Accounting: There are many areas of accounting which may require dealing with international issues. Auditing, financial accounting, and managerial accounting of multinational companies would require an understanding of foreign exchange rates, inflation rates, different tax systems, and language.

Production: Production Specialist: As companies expand their production abroad, there is a greater need for Production Specialists with an international background. Production Specialists arrange for goods to be produced in other countries and locate foreign producers for these goods.

Management: Human Resources: Human Resource managers are involved with hiring, training, compensating, motivating, evaluating, and promoting employees. International Human Resource managers work with foreign nationals employed by a firm's subsidiary abroad and employees who have international assignments. An understanding of other cultures and business is needed for this field.

Strategic Planning: As multinational corporations expand abroad, long-range strategic plans must reflect this. Strategic Planners operate at a high level in the company and put together the company's long-run strategic objectives and plans, including accompanying sales forecasts and industry outlook. An understanding of international economics and markets is needed for this career.

International Law: International Business Law: Many law firms have multinational corporate clients and must understand their specific legal needs in the countries where they operate. In addition, multinational corporations may have their own legal staff to aid in the understanding of legal issues abroad. A law degree (JD) and an understanding of international business are needed to be an international lawyer.

Import/Export: Importer: Importers bring goods into a country. This requires specialized knowledge in transportation and the customs and regulations of the country into which goods are imported. A knowledge of international business, as well as languages, is needed in this field. Exporter: Exporters send goods to other countries. This requires specialized knowledge in transportation and the markets where the goods are to be exported. A knowledge of international business, as well as languages, is needed in this field.
Transportation: **Freight Forwarding and Customhouse Brokers:** Freight forwarders and customhouse brokers are agents who facilitate export and import shipments. Freight forwarders specialize in transportation and inventory storage, while customhouse brokers handle import shipments for compensation. A knowledge of international business, as well as transportation systems, is necessary.

Employment in Government: **International Trade Administration:** The ITA is the primary U.S. government agency that helps exporters. Its activities include export counseling, development of marketing opportunities, analysis of overseas markets, and impediments to market entry. Types of positions available at the ITA include international trade specialist, international economist, economist, and import compliance specialist.

**Foreign Service:** The Foreign Service is part of the U.S. Department of Commerce and places people in overseas posts. Operating in 67 countries around the world, Foreign Service personnel advise U.S. firms on export markets, carry out trade promotions, do market research, and provide representation to foreign governments on behalf of American companies.
JOBS FOR LIBERAL ARTS MAJORS

Clemson University Michelin © Career Center

ENGLISH MAJORS:
Writer's Web
www.writerwrite.com
Avalanche of Jobs for Writers
www.sunoasis.com
Joblink for Journalists
ajr.newslink.org/joblink
English Related Professions
www.whittier.edu/career/engpals.htm
Hanover College Practical Jobs for English majors
smith.hanover.edu/mary/jobideas.htm

HISTORY MAJORS:
Resources For History Majors
www.smcm.edu/stulife/careerct/history.htm
Career Links for Those With a History Major
dewey.chs.chico.k12.ca.us/hist-careers.htm
Career Center and Internet Resources For History Majors
www.career.pdx.edu/majorhistory.htm
Organization of American Historians
www.oah.org/announce/jobs.htm

SPEECH AND COMMUNICATION MAJORS:
Career Center and Internet Resources for Speech Communication and Speech and Hearing Sciences Majors
www.career.pdx.edu/majorspeechcommunication.htm
The American Communication Association
www.uark.edu/~aca/
Society For Technical Communication
www.stc-va.org
Corporation For Public Broadcasting Jobline
www.cpb.org/jobline

LANGUAGE MAJORS:
Career Center and Internet Resources for Foreign Language Majors
www.career.pdx.edu/majorforeignlanguage.htm
Teachers of English
careers.tesol.org
Resources for Foreign Language Majors
www.smcm.edu/stulife/careerct/forlang.htm
Foreign Languages.com
www.foreign-languages.com/job
AAH Transferable Skills

Clemson University Michelin © Career Center

Key Transferable Skills

- Instruct Others
- Manage Money, Budget
- Manage People
- Meet Deadlines
- Flexibility/Adaptability

- Negotiate
- Organize/Manage Projects
- Public Speaking
- Written Communications Skills
- Ability to Work Within a Team

Information Management Skills

- Sort Data
- Evaluate Information

- Compile & Rank Information
- Synthesize Facts, Concepts

Communication Skills

- Speak Effectively
- Listen Attentively
- Facilitate Group(s)
- Negotiate
- Persuade
- Describe Feelings
- Edit
- Summarize Results

- Write Concisely
- Express Ideas
- Provide Appropriate Feedback
- Perceive Nonverbal Messages
- Report Information
- Interview
- Use Different Formats to Present Info
- Explain/Interpret Research

Valuing Skills

- Assess a Course of Action
- Gather Information Objectively

Research & Investigation Skills

- Predict/Forecast
- Identify Problems
- Examine Data
- Design a Model
- Identify Info Sources

- Create Ideas
- Gather and Organize Data
- Use Statistical Applications
- Conduct Field Studies
- Extract Important Data

Critical Thinking Skills

- Define a Problem
- Analyze Connections Between Events

- Create Novel Solutions
**Design & Planning Skills**

- Solve Problems
- Coordinate Research
- Assess Needs
- Develop Evaluation Strategies
- Imagine Alternatives
- Express Yourself Through Imagery
- Work with Clay
- Plan Projects
- Evaluate
- Set Goals/Priorities
- Draw/Paint/Manipulate Graphics
- Visual Skills/Photography

**Management/Administrative Skills**

- Initiate New Idea
- Coordinate Tasks
- Delegate Responsibility
- Coach
- Promote Change
- Analyze Tasks
- Motivate Others
- Plan Events
- Make Decisions (Alone or With Others)
- Handle Details
- Manage Group(s)
- Teach/Instruction
- Counsel
- Sell Ideas or Products
- Manage Conflict
- Mediate Problems
- Run Meetings

**Human Relations (Interpersonal) Skills**

- Develop Rapport
- Provide Support
- Interact with Diverse People
- Cooperate
- Represent Others
- Listen Actively
- Understand Group Dynamics
- Perceive Others Feelings
- Teach a Skill or Concept
- Resolve Conflict

**Career Development/Work Survival Skills**

- Enlist Help
- Punctual
- Meet Goals
- Accept Responsibility
- Handle Multiple Tasks
- Organize
- Enforce Policy
- Manage Time Effectively
- Attend to Detail
- Set and Meet Deadlines
- Make and Keep a Schedule
- Accept and Learn from Feedback
Student CareerNet Instructions

Searching for Part-time/Internship/Full-Time positions:

1. Go to http://career.clemson.edu
2. Scroll down to the CareerNet menu on the left and select "Student Log-in".
3. Select "Student Quick Start", open and print the document. NOTE: You must have Acrobat Reader installed to utilize CareerNet.
4. Close Acrobat Reader and return to the Homepage.
5. Select "CareerNet Log-in".
6. To login, BE SURE TO FOLLOW THE DIRECTIONS TO THE RIGHT OF THE SIGN-IN BOX, FOR ENTERING YOUR USER NAME. New students use your Clemson email address as your user name. All others use your SS# (ie, 123-45-6789).
7. Enter your birth date as your password. Again, BE SURE TO FOLLOW THE DIRECTIONS TO THE RIGHT OF THE SIGN-IN BOX.
8. Select "My Profile and Applications" and complete the personal and academic information sections as completely as possible.
9. Select "My Documents" to upload your résumé. You must use your resume to apply to jobs found in the system.
10. Select "Find Jobs" or "Find Internships" to search for jobs or intern positions.

(Some of the verbiage may change as we update this site.)

On-Campus Interview Schedules:

A. Pre-select schedules: After you have applied for a job/internship the system will notify you of the employer's decision either granting you an interview, making you an alternate or declining your application. If accepted for an interview or made an alternate, the system will also notify you when you can expect to go online and sign-up for an interview time slot. Once notified, you must go to "My Profile and Applications" to sign-up for an interview time slot.

B. Open schedules: If you meet the employers stated qualifications and are permitted to apply to the job/internship, you may sign-up for an interview immediately after you've successfully applied to the job/internship. You must go to "My Profile and Applications" to sign-up for an interview time slot.

Michelin Career Center
Clemson University
(864) 656-6000
Career-L@clemson.edu
http://career.clemson.edu
Ten In-Demand Job Skills
by James C. Gonyea
MSN Online 11/20/03

As everyone who has held a job eventually learns, your future career prospects depend on the skills you have to offer an employer. And those workers with skills that are in demand are the ones who get the job.

The skills you should develop depend upon your interests, abilities and aptitudes, resources and career goals. But, with uncertain economic times ahead, it's important to look at the skills that will be useful in advancing your career. Here are 10 skills that the US Department of Labor says are on employers' wish lists.

1. Problem-Solving Skills
Many of the tasks we face each day in our personal and business lives are complex in nature. People who can identify problems, research solutions and make effective decisions are increasingly desired in such fields as business administration, management consulting, public administration, science, medicine and engineering.

2. Vocational-Technical Skills
Today, technology is advanced in all areas of human endeavor. Installation, testing and repair of most electrical, electronic and mechanical equipment in fields such as engineering, telecommunications, automotive, transportation and aerospace requires people with advanced vocational-technical skills.

3. Human Relations Skills
All companies with more than one employee face inevitable problems dealing with how people interact with each other. Often, the success of a company depends upon how well people can work together. It is the job of human resource managers, personnel officers, department managers and administrators to understand the needs of workers and how best to meet those needs within the confines of the employment environment.

4. Computer Programming Skills
Understanding how to harness a computer's power and program it to meet the specific needs of a particular company can dramatically increase your employment opportunities. Specific languages most in demand today include C++, Java, HTML, Visual Basic, Unix and SQL Server.

5. Teaching-Training Skill
Our modern society develops and collects more new data in a day than our ancestors did in a year. As a result, there will continue to be a demand for people with teaching and training skills in the fields of education, social services, management consulting and commerce.

6. Science and Math Skills
Great advances are being made daily in the fields of science, medicine and engineering. Bright minds skilled in the sciences and math are needed to meet the challenges of these fields.

7. Money Management Skills
With Americans enjoying a longer life span, it's essential today to carefully plan one's finances to ensure a comfortable life and retirement. Investment brokers and security officers, retirement planners, accountants and CPAs are in continual demand to meet this need.

8. Information Management Skills
In the Age of Information, America now produces information as the basis of its economic system, and individuals who possess the ability to manage information are critical to most businesses. Systems analysts, information technologists, database administrators and telecommunication engineers are examples of people with highly developed information management skills.

9. Foreign Language Skills
An ability to speak a foreign language is a particularly valuable skill for jobs that require travel abroad. Fluency in French, Spanish or Chinese can enhance your employment opportunities and compensation.

10. Business Management Skills
The business of America is business! Understanding of how to run a successful company is highly in demand. At the core of these skills is the ability to manage people, systems, resources and finances; to understand the needs of consumers and how to translate those needs into business opportunities.
# Job Search Strategies: Pros and Cons

There are many ways of looking for a job, some of which are better than others. Presented below are some of the most popular ways, as well as helpful hints, pros, and cons of each.

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>TOOLS</th>
<th>PROS</th>
<th>CONS</th>
<th>HELPFUL TIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WANT ADS</td>
<td>• Newspapers</td>
<td>Involves minimal investment of time in identifying companies. Resume and cover letter will compete with large number of others. Ads follow job market; least effective in times of economic downturn.</td>
<td>• Use as aometer on the job market in a certain geographical area. Try to get your materials in as early as possible.</td>
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<tr>
<td>Scan want ads. Mail resume with cover letter tailored to specific job qualifications.</td>
<td>• Journals</td>
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<td></td>
<td>• Newsletters</td>
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<td>• Trade magazines</td>
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<td></td>
<td>• Cover letters</td>
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<td>• Resumes</td>
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<td></td>
<td>• Business attire</td>
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<tr>
<td>EMPLOYMENT AGENCIES</td>
<td>• Resumes</td>
<td>Fee-paid jobs for graduates in technical fields or those with marketable experience. Usually of less help to non-technical/inexperienced graduates, likely to charge fees.</td>
<td>• Identify agencies that specialize in your field. Make frequent contact with your counselor to obtain better service.</td>
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<tr>
<td>Respond to employment agency ads in newspapers; check phone book for names of agencies to contact.</td>
<td>• Business attire</td>
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<tr>
<td>WORLD WIDE WEB (Job vacancy databases)</td>
<td>• Access to the web</td>
<td>Actual job openings. Many employers use a wide variety of job listing services. Many listings have too low-cost access. Worldwide geographic reach.</td>
<td>Competition is growing as use of the web increases. Many jobs listed are technical in nature, though the visibility of non-technical fields is growing.</td>
<td>• Use the web frequently as information and sites change quickly. May need to conduct your search at off-peak times (early morning or late at night).</td>
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<td></td>
<td>• Electronic resume</td>
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<tr>
<td>TARGETED MAILING</td>
<td>• List of well-researched companies</td>
<td>Better approach than the mass-mailing method. Investment of time and effort should merit stronger response from employers. Requires a significant investment of time in researching companies and writing cover letters as well as following up with contacts.</td>
<td>• Try to find out who is in charge of the area in which you want to work; send your materials to that person. Great method when used in conjunction with networking.</td>
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<tr>
<td>Develop good cover letter tailored to a specific type of job and the needs of the company. Send letter with resume to selected companies.</td>
<td>• Tailored cover letters</td>
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<tr>
<td></td>
<td>• Resumes</td>
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<tr>
<td>IN-PERSON VISIT</td>
<td>• Business attire</td>
<td>Resume and application are on file with the company. Requires a great deal of time to make a relatively small number of contacts.</td>
<td>• Research the companies prior to your visit; ask for a specific person or ask about a specific type of job.</td>
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<tr>
<td>Visit many companies. Ask to see person in specific department. Submit resume and application. If possible.</td>
<td>• Company address list</td>
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<td></td>
<td>• Resumes</td>
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<tr>
<td>NETWORKING</td>
<td>• List of contacts</td>
<td>May learn of unadvertised openings. May result in a courtesy interview. Often results in a closer match of your interests to a job.</td>
<td>A contact in itself is not enough to get you a job. You may exhaust all leads without landing a job. Quite time-consuming.</td>
<td>• Follow through on all leads. Keep broadening your network of contacts.</td>
</tr>
<tr>
<td>Talk to everyone you know to develop a list of possible contacts; ask for information on job/companies and to circulate your resume.</td>
<td>• Resumes</td>
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<tr>
<td></td>
<td>• Business attire</td>
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<tr>
<td>ON-CAMPUS RECRUITING</td>
<td>• Scheduling interviews</td>
<td>One of the primary ways in which companies recruit for technical and business positions. Declining as a method employers use to identify candidates. May be less effective for non-technical/nonbusiness candidates.</td>
<td>• Use the interview schedule as a way to identify possible employers, even if you don’t get to interview on campus with those employers.</td>
<td></td>
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<tr>
<td>Follow specific procedures to secure on-campus interviews.</td>
<td>• Employer literature</td>
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<tr>
<td></td>
<td>• Resumes</td>
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<td>• Business attire</td>
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<tr>
<td>RESUME REFERRAL</td>
<td>• Registration form supplied by service</td>
<td>Another way to monitor the job market and get your qualifications to the attention of employers. May involve a fee. Often more helpful to those in technical or specialized fields. May not learn of any activity of your materials.</td>
<td>• Use only in conjunction with other job search strategies.</td>
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</tr>
<tr>
<td>Register with one of the many national referral services. As jobs are listed by employers, the database of résumés is searched for matches. If your materials match they are sent to the employers.</td>
<td>• Business attire</td>
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</tbody>
</table>

Reprinted with permission from Career Development and Placement Services, Pennsylvania State University, University Park, PA.
The Official Job-Hunt Timeline, or what to do and when to do it.

Freshman year
- Take a self-assessment test to help you choose a career.
- Talk to professionals in that field.
- Get good grades and enjoy college.
- Start a notebook to help you keep track of future résumé material (extracurricular activities, etc.).
- Get a summer job.
- Do volunteer work.

Sophomore year
- Learn something different to make your résumé stand out.
- Join clubs and teams.
- Get letters of recommendation from professors and bosses.
- Start your résumé.
- Consider part-time work.
- Take an unpaid internship, or at least a professionally oriented job.

Junior year
- Participate in career workshops.
- Visit your career development center.
- Contact a professional society in your field for more ideas.
- Practice interviewing, maybe on video.

Senior year
- Plan ahead — set reasonable goals for yourself.
- Attend a career day.
- Arrange informal interviews.
- Update letters of recommendation.
- Pass your résumé and cover letters around for critiques from professors, advisers, and former bosses.
- Research the geographic areas where you're considering moving.
- Send out résumés.

Source: Mastering the Job Hunt
Networking for Graduates.

Don't wait till you need a job to start networking! Start now and don't stop.

Do you dread networking events, job fairs and other job search related social events? Does attending another open house make you want to run inside your own and lock the door? For soon-to-be graduates these occasions represent opportunities to develop business relationships and broaden networks. Make the most of job fairs, alumni contacts and events, informational interviews, conventions, and meetings.

Here are a few techniques students can use to improve their small talk skills:

- Be the first to say "hello!" and introduce yourself. Act as if you're the host, and introduce new arrivals to your conversational partner or partners.

- Get somebody to talk about why they're attending the event or their history with their career, and you're on your way to engaging them in conversation.

- Be aware of body language. Come across as relaxed and at ease. Smile and appear approachable.

- Listen carefully for information that can keep the conversation going.

- Play the conversation "game." When someone asks, "how's school?" or "what's going on?" answer with more than "pretty good," or "not much." Tell more about yourself so that others can learn more about you.

- Give "verbal cues" to keep the conversation going and make your conversational partner feel listened to. "I see what you mean," and "give me an example of what you mean by that," encourage others to keep talking and confirm that you are "actively" listening.

- Be careful with acquaintances. You wouldn't want to open a conversation with, "How's your job at (fill in the blank)?" What if that person just got fired or laid off? Be careful when you're asking about an acquaintance's spouse or special friend, you could regret it.

- Don't act like you're an FBI agent. Questions like: "where are you from?," "did you go to graduate school?," and "do you have children?" can lead to dead end conversations.

- Be prepared with exit lines. You do need to move around and meet others. Make an effort to never leave a conversation without asking: "Who do you know that might be in a position to help me attain my goals?"

Every encounter involves risk. As long as you keep looking for new people to meet, and you show an interest in other people, you can develop business friendships and enjoy lively conversations.

- Debra Fine is a Denver-based former engineer, now nationally recognized communication expert, keynote speaker, and author of the new book, "The Fine Art of Small Talk." She can be contacted via her website at www.DebraFine.com.
RESUME WRITING
Clemson University Michelin® Career Center

PURPOSE OF THE RESUME
Your resume should be a brief highlight of your experiences and education. The goal of your resume is to effectively market yourself to potential employers, and to obtain an interview.

There is no one right way to write a resume. This packet provides guidelines only.

STARTING FROM SCRATCH
Brainstorm ALL experiences. Think about all of the experiences you have had, including work, volunteer, internship, co-curricular, and independent study experience. Most likely you will not include everything on each version of your resume, but keeping a master copy of all of your experiences will help you in job searches in the future.

TARGETING YOUR RESUME
Because you will probably be applying for more than one job, multiple versions of your resume are necessary. You will tailor your resume for each type of position. In each version of your resume, you will emphasize the experiences you have had that most directly relate to the specific type of position for which you are applying.

CATCH THE READER'S EYE
Most readers will spend 20-30 seconds initially scanning your resume. Using bullets, bolding, and indentations will make it easier for the reader to read relevant information. Use action words to describe your experience and skills.

LENGTH OF YOUR RESUME
Students with or working toward a Bachelor's Degree should develop a one-page resume, unless you have had full-time work experience or significant internship or co-op experience. A two-page resume is more acceptable for students with or working toward a Master's Degree. The information that is most relevant to your objective should always be included on the first page of your resume.

ACCENTUATE THE POSITIVE
It is not the responsibility of the reader to figure out your career direction. Highlight accomplishments, not mere duties, and leave off questionable or negative statements.

LEAVE IT OFF
Personal information, such as marital status, age, race, gender, religion, and birthplace is not necessary or appropriate for your resume. In most cases, high school information should not be included.

APPEARANCE OF YOUR RESUME
Your resume should be printed on a neutral color, high quality resume paper. Bright colors or graphics should not be used in most cases. The format of your resume should be professional and eye-catching.

WHAT TO INCLUDE ON YOUR RESUME

HEADING
The heading of your resume should contain information that employers can use to contact you easily. Make sure that your address, phone number, and e-mail address are current before you send out your resume.

OBJECTIVE
Your career objective tells potential employers how you will fit into their organization. It helps you focus your job interest, and unifies the rest of your resume. Objectives should contain three pieces of information:
- The level or position ("entry level," "sales trainee," etc.)
- Where within the world of work ("human resources," "information systems," or "marketing")
- Interests, knowledge, or skills you wish to share with employers.
EDUCATION
This section may contain:
- Names and locations of schools or programs you have attended
- Dates of attendance
- Degrees, certificates, or licenses
- Major
- Grade point average (if 3.0 or higher)
- Course work related to the job you are seeking
- Awards, scholarships, honors (If you have more than 2 or 3, create a separate section for these)

EXPERIENCE
When describing your experience, list responsibilities and accomplishments in a bulleted list, starting each statement with an action word. Include full-time, part-time, volunteer, internship, military, and self-employment. Also give specific examples of achievements and duties, such as:
- Named Employee of the Year
- Increased sales by 15%
- Supervised staff of five students

ACTIVITIES/
HONORS/
SKILLS
Mention activities that demonstrate job related skills (leadership, organizational, etc.)
Create a separate section for special computer, language, or other skills, especially if they relate to jobs you are seeking.

INTERESTS
This is an optional section. If all of your work experience is in the same area, listing interests can show that you are well-rounded.

REFERENCES
References should not be listed on your resume. Include a separate page for references. You will want to have 3-5 professional references available when applying for positions. Make sure you ask the potential references BEFORE giving their names out as references!

Example resumes are on the next pages....

77
Functional Resume

FRED J. FUNCTIONAL
fred@clemson.edu

Current Address
9228 Tiger Drive
Clemson, SC 29634
(864) 882-0101

Permanent Address
2031 Sycamore Street
Tiffin, OH 44883
(419) 555-7891

OBJECTIVE
To obtain a training position in the field of human resources utilizing my skills in recruitment, management and employee relations.

EDUCATION
Master of Human Resource Development, Clemson University, Clemson, South Carolina
May 2002 GPA: 3.64.0
Bachelor of Science in Psychology, University of Toledo, Toledo, Ohio
May 1998 GPA: 3.24.0

HUMAN RESOURCE SKILLS
Recruitment/Selection
- Researched, compiled and created college recruitment resources obtained from a total of 35 schools to further enhance the company’s marketing potential on university campuses
- Advised recruiters on the overall campus recruiting process
- Performed a thorough job analysis, using interviews and observation techniques for a new technical recruiting position
- Developed promotional leaflets on creative recruiting techniques to attract students to the Tampa Bay area and GTE Data Services
- Coordinated, implemented and scheduled on campus interview and information session dates
- Revised company brochures on benefits and college recruitment

Training and Development
- Instructed approximately 150 students weekly in resume writing, job search strategies, and interviewing techniques
- Conducted weekly interview, resume writing and internship workshops
- Created a “Train the Trainer” manual including task analysis, performance objectives, session plans, and tests to evaluate the training of Career Center personnel

Management
- Managed daily operations of five departments, including merchandising, inventory control, ordering and cash control
- Supervised, trained, scheduled, counseled and motivated 10 sales associates
- Prepared annual performance reviews on sales associates
- Utilized employee motivational and communication programs to improve departmental operations to increase production and efficiency

Employee Relations/Counseling
- Led investigations concerning employee grievances and conflicts and provided counseling as needed
- Served as a referral source for all employee inquiries and concerns
- Informed and advised sales associates and company policies and procedures on how to handle dissatisfied customers
- Assisted students in computerized job search information systems including resume disk for windows and student information systems

EMPLOYMENT HISTORY
Clemson University Career Center, Clemson, South Carolina
Placement Assistant August 2000 – Present
BMW Manufacturing, Professional Recruitment, Greenville, South Carolina
Human Resources Intern June 2000 - August 2000
Macy’s Department Store, Atlanta, Georgia
Department Manager May 1998 - May 2000

COMPUTER SKILLS
Microsoft Word, Excel, PowerPoint, WordPerfect, Internet

HONORS AND PROFESSIONAL ORGANIZATIONS
Society of Human Resources Management, August 2000-Present; Macy’s Employee of the Month Award, December 1999; Dean’s List, 1998

78
Christy M. Chronological
christy@clemson.edu

Current Address: Clemson University • PO Box 1734 • Clemson, South Carolina 29634 • (864) 885-9110
Permanent Address: 123 Main Street • Philadelphia • Pennsylvania 61134 • (609) 555-5599

Objective
Seeking an entry level management consultant position utilizing my education and work experience.

Education
Bachelor of Science in Finance, Clemson University, Clemson, South Carolina
Minor: Political Science
May 2002 GPA: 3.22/4.00

Related Experience
First Union, Charlotte, North Carolina
Assistant Operations Center Manager (Internship) Summer 2001
• Coached and motivated loan officers and tellers to meet and exceed performance expectations, solving client problems and ensuring a consistent quality customer experience at the branch.
• Developed and implemented action plans to achieve sales and service quality by training sales associates to achieve their full potential.
• Participated in the interviewing and selection process of new tellers.
• Trained all newly hired teller and loan officers.

Dillard Department Stores, Chicago, Illinois
Assistant Area Sales Manager (Internship) Fall 2000
• Aided in training associates on customer service, sales techniques, technical responsibilities and merchandise presentation to clients and customers.
• Promoted teamwork among associates to achieve common goals.
• Scheduled floor coverage for five departments and aided in the supervision of the associates assigned to those departments.
• Supported the interviewing and selection process of all newly hired sales associates.

Other Experience
Clemson University, Clemson, South Carolina
Resident Assistant Fall 1999
• Counseled residents on academic and personal matters.
• Planned and implemented programs to cover a diverse range of topics.
• Served on Residential Life planning and advising committees.
• Motivated residents to join campus organizations.

Clemson University, Clemson, South Carolina
Summer Orientation Ambassador Summer 1999
• Assisted in the coordination and planning of greeting over 1000 freshmen to campus.
• Conducted tours of the campus and assisted in giving presentations at Freshman Orientation.

Computer Skills
Microsoft Word, PowerPoint, Lotus 1-2-3, Excel, D-Base

Honors and Activities
Pan Hellenic Council, Vice President, Spring 2000; Dean's List 1999 and 2000
IPTAY Collegiate Club, Treasurer, Fall 1999
The words below are those that best describe the duties and functions executed in summer and part-time jobs, internships and co-ops, and while involved in co-curricular activities.

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07/2003
References

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Manager
Tiger Restaurant
789 Clemson Lane
Clemson, SC 29631
(864) 123-4567
smithj@test.com
INTERVIEW TIPS

Clemson University Michelin® Career Center

BEFORE THE INTERVIEW:

1. **Research** the company, organization, or agency with whom you will be interviewing.
   - Learn about the history, mission, organizational structure, philosophy, and position descriptions within the organization.
   - Why? To make sure it is a place you will be happy working and to be well prepared for the interview.
   - Where? Career Resource Library, Cooper Library, the Internet

2. **Prepare** for Interview Questions.
   - Study possible interview questions and think about how you will answer them. Be comfortable with your responses; try not to sound rehearsed.

3. **Think** about your qualifications. Be sure you can verbalize them to a potential employer.

4. **Practice** your communication skills.

5. **Plan** for travel, if necessary.
   - If you are traveling to a local interview, make sure you know how to get there. Drive to the building the day before your interview, if possible.
   - If you are traveling out of town for an interview, make sure you clarify with the employer before your trip who will be responsible for travel costs.
Commonly Asked Interview Questions:

1. What goals have you set for yourself? How are you planning to achieve them?
2. Who or what has had the greatest influence on the development of your career interests?
3. What factors did you consider in choosing your major?
4. Why are you interested in our organization?
5. Tell me about yourself.
6. What two or three things are most important to you in a position?
7. What kind of work do you want to do?
8. Tell me about a project you initiated?
9. What are your expectations of your future employer?
10. What is your GPA? How do you feel about it? Does it reflect your ability?
11. How do you solve conflicts?
12. Tell me about how you perceive your strengths. Your weaknesses. How do you evaluate yourself?
13. What work experience has been the most valuable to you and why?
14. What was the most useful criticism you ever received, and who was it from?
15. Give an example of a problem you have solved and the process you used.
16. Describe the project or situation that best demonstrated your analytical skills.
17. What has been your greatest challenge?
18. Describe a situation where you had a conflict with another individual, and how you dealt with it?
19. What were the biggest problems you have encountered in college? How have you handled them? What did you learn from them?
20. What are your team-player qualities? Give examples.
21. Describe your leadership style.
22. What interests or concerns you about the position or the company?
23. In a particular leadership role you had, what was the greatest challenge?
24. What idea have you developed and implemented that was particularly creative or innovative?
25. What characteristics do you think are important for this position?
26. How have your educational and work experiences prepared you for this position?
27. Take me through a project where you demonstrated leadership skills.
28. How do you think you have changed personally since you started college?
29. Tell me about a team project of which you are particularly proud of and your contribution.
30. How do you motivate people?
31. Why did you choose the extracurricular activities you did? What did you gain? What did you contribute?
32. What types of situations put you under pressure, and how do you deal with the pressure?
33. Tell me about a difficult decision you have made.
34. Give an example of a situation in which you failed and how you handled it.
35. Tell me about a situation when you had to persuade another person to your point of view?
36. What frustrates you the most?
37. Knowing what you know now about your college experience, would you make the same decisions?
38. What can you contribute to this company/organization/agency?
Why do employers use telephone interviews?

Phone interviews are cost effective and take less time than a live interview. In addition, they provide convenience to the interviewee. Some employers use telephone interviews in the screening process before bringing the "finalist candidates" on-site. Unscheduled telephone interviews let the prospective employer know how well the candidate can think on his or her feet. Phone interviews are used to confirm resume information and ask basic questions, such as salary expectations and reasons for leaving the previous employer.

Things to keep in mind:

- Make sure you have a copy of your resume, transcript, and the job description in front of you during the interview.
- Keep a log of the companies and titles of every place that you apply to so that you can aptly answer if you are called unexpectedly.
- Practice going through a telephone interview
- Record a professional message for your answering machine or voice mail.
- Have a "canned" response ready for an interviewer if you are caught off guard.
- Turn off the music or the TV during the interview.
- Do not eat, drink, or chew gum during the interview.
- Do not type on your computer during the interview.
- Do not put an interviewer on hold to take call waiting.
- Do not ask the interviewer if he or she can call you back later.
- Be enthusiastic - show interest in the position and the organization.
- Ask pertinent questions about the job and company, not just about salary, benefits, and/or hours.
- Talk slowly and show self-confidence.
- Thank the interviewer for his or her time.
Sample Questions for Telephone Interviews

For an initial screening:

- Tell me about your most recent position.
- Who was your best boss, and why?
- What interests you about working at our company?
- Based on your research, what do you know about our organization?
- You applied for the position and you know what it entails—what are your salary expectations? What is your current salary?
- What is your understanding of the position?
- Why are you looking to leave your employer? Why did you leave your last employer?
- Are you currently authorized to work in the United States?
- What would you consider an acceptable amount of travel?
- In your opinion, what are the top three trends in the field today?
- Based on the description I have provided, what technical/nontechnical qualifications would you bring to this position?
- What questions do you have for me?

For a behavioral screening:

- What type of opportunity/position are you looking for? Describe the ideal job.
- What are you looking for in this position?
- What is your ideal work environment?
- How would your current employer/teacher/co-workers describe your work?
- What are your top three priorities or motivators?
- What areas in your career are you interested in further developing?
- Tell me about a time when you had to create something new, or look at something from a different perspective.
- Where do you see yourself next year?
- Can you give an example of a time when you worked in a team?
- How do you incorporate diversity into your professional practices?
- Tell me about the toughest customer (internal or external) you had to win over and how you did it.
- Tell me about a situation in which you were the underdog and stuck with it until you succeeded.
- Describe examples of how you acquired experience in X and how you have used this experience on the job.
- Identify two accomplishments that you are most proud of.
- Why should I hire you?
- What else would you like me to know about you?

COMMON INTERVIEW MISTAKES
Clemson University Michelin® Career Center

• Poor or casual personal appearance
• Lack of interest and enthusiasm; passive and indifferent
• Over emphasis on money; interested only in best dollar offer, benefits, hours, and vacation
• Condemnation of previous employers
• Failure to make eye contact
• Weak, limp handshake
• Late to interview
• Failure to express appreciation for interviewer's time
• Asks no questions about position or company/organization
• Vague, indefinite response to questions
• Overbearing, aggressive, superior attitude
• Inability to express self clearly; poor voice diction and grammar
• Lack of planning for career; no purpose or goal
• Lack of confidence and poise; nervous and ill at ease
• Unwilling to start at the bottom; expects too much too soon
• Lack of tact
• Lack of courtesy; ill mannered
• Lack of maturity
• Lack of vitality
• Indecision and hesitation
• Sloppy application; incomplete
• Wants job for short time
• No interest in company or industry
• Low moral standards
• Cynical
• Lazy
• Intolerant; strong prejudices
• Narrow interests
• Inability to take criticism
• Only shopping around for counter offer

BASED ON REPORTS FROM 153 EXECUTIVE SEARCH FIRMS

1/2004

Source: Carnegie Resources, Inc.
Charlotte, NC
http://www.careerresources.com/interview.htm

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THANK YOU LETTER

Clemson University Michelin® Career Center

Your mailing Address
Date

Contact's name
Contact's title
Company
Company's mailing address

Dear Mr./Mrs. ______________:

Remind the interviewer of the reason you were interviewing and the date of the interview. Thank them for the interview and add specific aspects of the interview to personalize the thank you.

Confirm your interest in the company/organization along with the position. Use specifics to re-emphasize that you have researched into the company and what the position involves. If you want to add anything else that you may have wanted to say in the interview but didn't put it in this paragraph but remember to keep it brief.

This paragraph is where you want to close with a suggestion for further action. Enclose your contact information again and mention that you will follow up by contacting them within a given time frame. Let them know that you would be happy to provide any further information about your qualifications.

Sincerely,

(Your signature)

Your full name typed

Enclosure(s)
About Us

The Michelin Career Center offers many unique services, such as career workshops, on-campus interviewing, Experiential Education & Internship programs, and others. Located in a state-of-the-art facility on the third floor of the Hendrix Student Center.

Most of these services are available during all regular business hours. Some specialized services are available only at certain times during the week.

Drop-in Counseling Hours: Drop-in hours are available Monday through Friday from 9:00 am to 12:00 pm and 1:30 pm to 4:00 pm. On Tuesdays, drop-in hours are extended until 5:30 PM.

- Career Events Calendar
- CareerNet Information
- Contact Information
- Division of Student Affairs
- Directions to Career Center
- Mission and Goals
- Staff Directory
- Student Advisory Committee
- Virtual tour of Career Center

You can find our contact information by following this link.

We appreciate your feedback!
Please follow this link to share your comments

This webpage was last updated on 07/23/2004 13:21:50

This page is maintained by David Sargent, Clemson University Michelin Career Center.
For Questions pertaining to this website or the Career Center please email Career.L@Clemson.edu

Disclaimer:
We make no representations or guarantees about positions posted by the office. The Career Center is not responsible for safety, wages, working conditions or other aspects of off-campus employment. Due to the volume of jobs received by this office, we are unable to research the integrity of each organization or person that lists a job with us. Therefore, you are urged to undertake this responsibility yourself.

Support of Equal Employment Opportunity Laws:
The Clemson University Career Center supports EEO laws. Federal law prohibits any discrimination by an employer based on race, color, religion, gender, sexual orientation, age, national origin or non-job related physical or mental disabilities.

http://career.clemson.edu/about_us/index.htm
Contact Information

Location and Hours:
Suite 316, Hendrix Student Center
Monday - Friday, 8 a.m. to 4:30 p.m.
Tuesdays evenings until 6 p.m.

General Information:
General Information (864) 656-6000
Website Feedback
Media Requests and Questions (864) 656-4337

For Students:
Scheduling Counseling Appointments (864) 656-0440
On-Campus Interviews (864) 656-4483
CareerNet Help (864) 656-4483

For Employers:
Recruiting and CareerNet (864) 656-4483
Job and Internship Postings (864) 656-2160
On-Campus Interviews (864) 656-2152
Career Fair Information (864) 656-0485
UPREP Fair for Educators (864) 656-1844
Employer Partners Program (864) 656-4337

Postal Address:
Michelin Career Center
Clemson University
Box 344007
Clemson, SC 29634-4007

You can find our contact information by following this link.
We appreciate your feedback!
Please follow this link to share your comments.

http://career.clemson.edu/about_us/contact.htm
Clemson University Alumni Career Services can help you find your career direction.

Not sure what career is for you? Thinking of switching careers? Still deciding on a major? If you answered yes to any of these questions, then you can benefit from the Ask-a-Tiger Network.

Consider this: The U.S. Department of Labor reports that 70-80 percent of all job openings are not advertised.

Today, networking and informational interviews are essential elements in a successful career search. It is who you know as well as what you know, and there are Clemson alumni who want to help you.

Mission: The Ask-a-Tiger Network

The Ask-a-Tiger Network is a professional networking program designed to assist students and alumni of Clemson University in exploring various career fields. It involves being part of informational interview sessions between a participating student or alumni and a Clemson University alumni, parent, or friend who has volunteered time. With the Ask-a-Tiger Network, you can gain valuable career information and advice from an established professional on a number of career-related issues. The network is not a job placement service. Volunteers are ready and waiting to serve as career resources and start you networking toward a fulfilling career.

Goals: For Participants

As a Clemson student or alumni, you can search our database for mentors who had similar majors, participated in certain undergraduate activities, have similar career goals and live in certain geographic areas. You can call, email, and even visit with the Ask-a-Tiger Network volunteers to learn about different careers, specializations, locations, and employers.

Plan: Network Participation

To search for names and addresses of network volunteers, visit the online database (Web address on reverse) using the password “studenttiger” (for students) or “alumnitiger” (for alumni).

Possible Questions to Ask Tiger Volunteers

Tell me a little about your job responsibilities.

What skills do you need to perform them?

What jobs did you hold before your current position?

What are the best parts of your job?

How can someone get promoted in your field?

How did you obtain your credentials/training? How long did it take? Where did you go?

Were there certain classes that were especially beneficial for your job?

What did you have to give up in order to pursue your occupation? Was it worth it?

What do you think the future looks like for this field?

What is the salary range of most people employed in your occupation?

What are some of the things you dislike about your occupation?

Why do some people leave this occupation?

Would limited physical abilities make it impossible to perform this kind of job?

What kind of hours do you work? Is travel required?

Are there professional organizations in which it would be beneficial to belong?

What is the office environment like?

What is the best advice you can give a person interested in this occupation?

Is this career limited by location? Are there possibilities in my area?

Can you give me the names of other people I can talk to about this career or a related one?

Get Connected!

For more information contact:

Tenneil Daniels
Director of Alumni Career Services
Alumni Center
109 Daniel Dr.
Clemson, SC 29631-3006
(864) 656-2345
email: aca@clemson.edu
Visit our website at www.alumni.clemson.edu (choose “career”)

Tell us how the volunteers have helped you and how you would like to see the network improved!
ARCHITECTURE
E-Architect.com
www.e-architect.com
American Institute of Architects
www.aiaonline.com

ENGLISH/SPEECH & COMMUNICATIONS
American Communications Association
www.uark.edu/~aca/
American Copy Editors Society
www.copydesk.org
Avalanche of Jobs for Writers
www.sunoasis.com
International Association of Business Communicators
www.iabc.com
JobLink for Journalist
ajr.newlink.org/joblink/
Journalism Jobs: Job Board for Media Professionals
www.journalismjobs.com
National Association of Broadcasters
www.nab.org
News Jobs: Comprehensive Listing of Journalism, Writing, & Editing Jobs
www.newsjobs.net
Public Relations Society of America
www.prsa.org
Society for Technical Communication
www.stc.org/jobs.html
Southern Newspaper Publishers Association
www.snpa.org/jobs/jobs-news.html

TELEVISION JOBS
www.tvjobs.com
Writer's Resource Center
www.poewar.com/jobs/
Writer's Write
www.writerswrite.com
FINE ARTS
AMERICAN INSTITUTE OF GRAPHIC ARTISTS
www.aiga.org

ART & DESIGN JOBS
www.artistresource.org/jobs.htm

SKILLS NET: OVERVIEW OF MULTIMEDIA, ANIMATION, & COMPUTER GAME JOBS
www.skillsnet.net

COLLEGE ARTS ASSOCIATION
www.collegeart.org

ART HIRE
www.artHIRE.com

ARTSWIRE
www.artswire.com

ART JOBS
www.artjob.org

HISTORY
AMERICAN HISTORICAL ASSOCIATION
www.theaha.org

H-Net Job Guide for Humanities and History
www.matrix.msu.edu/jobs/

MUSEUM JOB RESOURCES ONLINE
www.interlog.com/~joellong/musjobs/musjobs.html

MUSEUM EMPLOYMENT
www.museum-employment.com

LANGUAGES
BILINGUAL JOBS (MUST CREATE A SIGN-IN NAME (FREE!))
www.bilingual-jobs.com

ENGLISH AS A SECOND LANGUAGE JOB CENTER
www.pacificnet.net/~sperling/jobcenter.html

OVERSEAS JOBS
www.overseasjobs.com

UNITED STATES DEPARTMENT OF STATE
www.state.gov/www/careers/

EXPEDITORS INTERNATIONAL
www.expeditors.com

MODERN LANGUAGE ASSOCIATION
www.mla.org

ESL Worldwide.com
eslworldwide.com

PHILOSOPHY
AMERICAN PHILOSOPHICAL SOCIETY
www.apa.udel.edu/jobs/

Epistemelinks.com: Philosophy Resources on the Internet
www.epistemelinks.com/main/mainjob.htm
JOB LISTINGS - LOCAL AND STATE

Carolina's Job Bank
SC Jobs.com
SC Information Highway

http://carolina.preferredjobs.com/
http://www.scijobs.com/
http://www.scijway.net/jobs/

JOB LISTINGS - FEDERAL GOVERNMENT

Resources
Federal Jobs for College Graduates

http://www.suffolk.lib.ny.us
http://www.magiclink.com/web/iberry/temp/

JOB LISTINGS - EDUCATION

Academic Employment Network
Chronicle of Higher Education
Riley Guide
Georgia

www.academploy.com/
www.chronicle.ment.edu/
www.dbm.com/jobguide/educate.html
www.peachnet.edu/instres/employ.html

JOB LISTINGS - HEALTH/MEDICAL

Health Opportunities
National Job

www.healthopps.com/
www.nationjob.com/medical

JOB LISTINGS - GENERAL

America's Job Bank
Campus Career Center
Adam's
Career.com
College Grad
Job Bank USA
The Monster Board
Career Builder.com
Job Track
Hot Jobs
Experience
"100 Hot" Career Web Sites
College Recruiter
Vault Reports

http://www.aib.dpi.us/
www.campuscareercenter.com
www.adamsonline.com
www.career.com
www.collegegrad.com/
www.jobbankusa.com/index.html
http://www.monster.com/
http://careerbuilder.com/
http://www.jobtrak.com/
http://www.hotjobs.com/
http://www.experience.com/
http://www.100hot.com/directory/business/jobs.html/
http://collegecareer recruiter.com
http://www.vaultreports.com/

SALARY INFORMATION

The Salary Calculator
Salary Information

http://www2.homefair.com/calc/salcalc.html
http://www.salary.com
LANGUAGE AND INTERNATIONAL TRADE

LINKS

Escape Artist Overseas Jobs Index
http://www.escapeartist.com/jobs/overseas1.htm

United States International Trade Commission
http://www.usitc.gov

Foreign Policy Association
http://www.fpa.org/

The International Business Center
http://www.international-business-center.com/

Living Abroad- The World Online
http://www.livingabroad.com

The World Bank Group
http://www.worldbank.org/

The National Peace Corps Association
http://www.npcv.org/index.chm

Goingglobal.com
http://www.goingglobal.com

Women in International Trade
http://www.witt.org/index.html

Academy of International Business
http://aib.mtsu.edu/

The Federation of International Trade Associations
http://www.fitia.org/index.html
<table>
<thead>
<tr>
<th>Company</th>
<th>Home Country</th>
<th>Type of Business</th>
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<tr>
<td>BP</td>
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<td>United Kingdom</td>
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Michelin Group
Sun Life Financial
Banco do Brasil
Cathay Financial
National Grid Transco
Onex
Hyundai
Ricoh
Sampo Japan Insurance
Bunge
Lafarge
Electrolux Group
Old Mutual
BHP Billiton
Schlumberger
L'Oreal Group
Flextronics Int'l
Lukoil Holding
Akzo Nobel Group
Accenture
KT
Magna International
Kia Motors
Groupe Danone
Shimizu
Christian Dior
Sumitomo Electric
BAE Systems
Södra Enso
Nordea
British Airways
Kyushu Electric Power
Bank of Nova Scotia
Wolseley
Aisin Seiki
Sodebo Alliance
Posco
Ford Heavy Inds
Pechiney
Diageo
Isuzu Motors
GVS
Obayashi
Canadian Imperial Bank
Corus Group
Italy
bank
communications equipment
construction & engineering
bank
France
auto components
insurance
bank
Taiwan
insurance
United Kingdom
diversified utility
canada
electronic equipment
South Korea
trading & distribution
Japan
office electronics
Japan
insurance
Bermuda
food products
France
construction materials
Sweden
household durables
United Kingdom
diversified finance
United Kingdom
metals & mining
Netherlands
energy equipment & svc
France
personal products
Singapore
electronic equipment
Russia
oil & gas
chemicals
Netherlands
IT consulting & services
Bermuda
telecom services
South Korea
automobile
Canada
auto components
South Korea
food products
France
construction & engineering
Japan
textiles & apparel
France
electrical equipment
Japan
aerospace & defense
United Kingdom
paper & forest products
Sweden
bank
United Kingdom
airline
Japan
electric utility
Canada
bank
United Kingdom
trading & distribution
Japan
auto components
France
hotel & restaurant
South Korea
metals & mining
Japan
automobile
France
metals & mining
United Kingdom
beverages
Japan
automobile
United Kingdom
on-line & catalog retail
Japan
construction & engineering
Canada
bank
United Kingdom
metals & mining
Networking with Clemson L&IT Alumni

The following alumni from the L&IT degree program at Clemson University invite any current students to contact them with questions about internships, job, and/or careers.

**Chinese**
Nicole Nissen (nnnissen@yahoo.com)
Stephanie Brown (sabrown06@gmail.com)

**French**
Michael Hunt (michael.hunt@altrucking.com)
Brigitte Brière, Expeditors International. Email: bigitte.briere@expeditors.com
Brittany Bentz. Client Support Specialist, Indeed.com. Email: bbentz@clemson.edu
Jordan Seignious, PLNA Representative at Michelin. Email: aseigni@gmail.com

**German**
Catherine McDavid (Catherine.mc david@bmwmcext.com)
William Middlebrooks (middlebrooksw@gmail.com)

**Japanese**
Bernell King Ingram, Professional Coach and Trainer, Visions International, Greenville, SC (www.visionsmadereal.com) Email: king@visionsmadereal.com
Stephen Vaughn, Attorney at Law, Morris, Manning & Martin, LLP, svaughn@mmimlaw.com

**Spanish**
James G. (Jay) Watkins, International Management Consultant, Capgemini, Inc. Atlanta, GA, Email: jwatkins@bellsouth.com, or james.watkin@mcapgemini.com
Jessica Shearer, Sandler & Travis Trade Advisory Srvs. GE Energy Logistics Operations, Email: Jessica.shearer@ge.com
THE STEPS
To Network Yourself Into A Job, Follow These Steps:

- Prepare a list of all the professional people in your field of interest, as well as other people that may know someone in your field. The average person usually comes up with 50 or more names—set your goal even higher!

Your list might include the following people:
- Friends
- Relatives
- Persons from Gift Lists or Christmas Card Lists
- Salesmen
- Stock Brokers
- Past Employers
- Bankers
- Accountants
- Lawyers
- Teachers
- College Alumni
- Dentists
- Doctors
- Hairdressers
- Clergymen
- Politicians
- Librarians
- Small Business Owners
- Insurance Representatives
- Call the people on your list that are outside the field you are interested in and ask them if they know anyone in the career you are considering. Hairdressers and dentists are good examples of people to ask for contacts, since they are usually in touch with professionals from many fields.
- At this time, stress to them that you are NOT looking for a job. Your contacts will be more willing to give you names if they understand that you will not be hassling their friends for a job, but rather requesting advice on what this field is really like and whether it is appropriate for you.
- Your goal at this stage is to interview experts to learn whether certain fields are really what you want, while also building a loyal network of professionals who will refer you to their friends when a position does become available.
- From your general contact list, develop a targeted list of contacts who work in the field that you are considering.

Call everyone on your revised list of contacts and arrange a meeting time to get advice on breaking into your desired field(s). Investigating two or three career fields simultaneously is one of the best ways to discover which one is most appropriate for you. It is important to research all your options before making a long-term commitment.
HOW TO CONDUCT YOUR INFORMATION INTERVIEW:

- Call and ask for a convenient time to meet. Tell them who referred you and ask for about 15 minutes of their time to gather information on your chosen career. When you meet your contact, HAVE YOUR QUESTIONS READY. Sample questions are:
  - How did you get started in this field?
  - What skills do I need to enter the field?
  - What special training is required?
  - What skills or personal qualities are necessary for this career?
  - What do you find most rewarding about your work?
  - What do you like best/least about your job?
  - What would you advise young people who want to enter into this career?
  - What is the job outlook in this field?
  - What do you do in a typical day?
  - What type of people do you work with?
  - Be specific with your questions, and let your contact know that you’re NOT applying for a job. You will go a lot further if you simply “ask advice” about their field, since people are usually willing to give advice freely, but are not always ready to help you get a job.
  - Toward the end of the conversation, ask if your contact can refer you to others in your field so that you can get more information.
  - Remember that information gathering is a two-way street. During your interview, share information with your contact that you have learned about the field through your research. Your contact may benefit from your impressions and opinions concerning the field.

ADVANTAGES OF NETWORKING:

- You will be exposed to the hidden 85% of the unadvertised jobs in your field.
- You are less likely to encounter rejection since you are not asking directly for a job. Instead, you’re simply asking for information, referrals and to be remembered.
- You are exposed to higher-level positions.
- You encounter little competition for the “hidden” jobs.
- You go directly to the people who have influence on the hiring process.
- You are more likely to be invited to job interviews based on the referrals you receive.
- You will be considered when a contact hears of a job, and may be referred as a result.
- Remember, by genuinely asking advice about your career, you will make an impression on someone and be remembered. Once you have established a favorable contact, it is very likely that you will be considered for a job when it becomes available.
- Again, networking is the most effective job search method you choose, be sure to couple it with the networking strategies mentioned above. GOOD LUCK!
List below anyone you can think of who meets the description.

**Friends**

<table>
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<tr>
<th>Name</th>
<th>Occupation</th>
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Use another sheet of paper to continue.

**Co-workers - both present and former, all jobs**

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<tr>
<th>Name</th>
<th>Occupation</th>
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</tbody>
</table>

Use another sheet of paper to continue.
Bosss, Supervisors, Managers- all you can think of

Name          Occupation/Industry


People you met at conference meetings, charity drives, club activities in formal and informal organizations you have been a member of or attended.

Name          Where you met


Spouse's boss & co-workers


<table>
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<tr>
<th>Relatives</th>
<th>Occupation</th>
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<td>Use more paper to list others</td>
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<td>Insurance agent</td>
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<tr>
<td>Clergy</td>
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<tr>
<td>Realtor</td>
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<tr>
<td>Neighbors</td>
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<tr>
<td>Lawyer</td>
<td></td>
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<tr>
<td>Doctor</td>
<td></td>
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<tr>
<td>Dentist</td>
<td></td>
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<tr>
<td>Classmates</td>
<td></td>
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<tr>
<td>ROOMMATES</td>
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</table>
Acquaintances

Teachers, Professors, Instructors, Principal, Mentors

Others on your Christmas Card list:

New Networks to build (e.g., meet a hotel manager, an architect, a technical writer, or whomever else you think you should meet in order to get where you want to go.
SCRIPTS FOR INFORMATIONAL INTERVIEWING

Getting Past the Secretary or Receptionist!

You: May I speak to Joe Smith please?
Sec: May I ask who is calling and what this is in reference to? (she/he may also ask what company you are with)
You: Just tell her/him that Catherine Holmes is on the line. Is she/he in?

The secretary will assume you have previously been in contact with her/his boss and usually put your through without saying a thing to the person you want to speak with.

********

You: May I speak to Jane Joe Smith please?
Sec: She/he is out, tied up, in a meeting, on vacation, on another line, etc.
You: When would be a good time to call back? Thank you!

Try to get the information and get off the line before the secretary has a chance to ask your name and purpose, which will allow her to screen you out when you call back.

********

You: May I speak with Joe Smith please?
Sec: He is no longer with this company.
You: Oh, who took his place?
Sec: Luke Perry
You: When would it be a good time to reach him? (wait for response) Thank you!

It is better not to ask to speak to the person at that time because, again, the secretary will get the chance to screen you out. Wait and call in a few days.
Scripts for Informational Interviewing

Continued

Talking to the Boss

With a referral name:

"Hi, my name is Catherine Walker. Jean Helms suggested I call you because I am very interested in the field of ___________ (insert the primary interest of the person you're speaking to) and she thought you could give me advice about how to break in (or about what the field is really like). Would you mind if I stop by for 15-20 minutes next week to ask you a few questions?"

With no referral name:

"Hi! My name is Catherine Walker. I'm a recent graduate from Clemson University with a degree in Marketing (insert your field of study) and am very interested in the field of Market Research (insert primary job focus of the individual you are speaking to). I'm looking for an insiders view to what this field is all about and I was wondering if I could stop by 15-20 minutes one day to get your advice?"

Pause and wait for a response

If he/she says that they don't have time, will be out of town, or are not the appropriate person to speak to, ask them the following:

"Is there anyone you could suggest I speak with?"

Remember, every time you speak to anyone, ask for suggestions on other professionals (their friends) to contact.
# CONTACT CARD

Referral Source:

**Name:**

**Telephone #:**

**Title:**

**Company Name:**

**Address:**

**Notes:**

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### Referrals received

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**Name:**

**Telephone #:**

**Title:**

**Company Name:**

**Address:**

**Notes:**

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107
Network Cards

"Advertising Is The Life Of Trade."
Calvin Coolidge

A network card is a 2 x 3 business-like card with the following information:

- Name, address, telephone, fax and e-mail address
- Position desired
- Hard skills and experience
- Education

A Network Card

(Example)

Jane A. Doe
100 Main Street
Baltimore Maryland 21201
Telephone (410) 555-5555
Fax (410) 555-1234
E-Mail - JaneDoe@Home.Hire.Me

Position desired: LAN/WAN Network Specialist designing and installing Novell, Netware,C++, Unix.
Five years experience working in business and state government environments.

B.S. Computer Science University Of Maryland

Don't Forget !!!

The more people you contact the better the chances are you will find suitable employment.

Hand your network cards to friends, family and professionals

Talk to friends about your job goals

Leave your network card with a job application or with the interviewer.