

Résumé

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Goal	To write contracted nonfiction materials such as letters, interviews, and assignment/research writing and to edit nonfiction.
Background Summary	<p>Freelance writer and editor with an in-depth command of the English language.</p> <p>Thirty-two years of teaching in language arts with special emphasis on grammar and composition.</p> <p>Three years of teaching Advanced Placement English.</p> <p>Eight years of sales representative experience with a major secondary textbook publisher.</p> <p>Four years of consulting experience with a major secondary textbook publisher.</p>
Work Experience	<p>New Mexico Per Diem Consultant (McDougal Littell Publishers (2005–present)</p> <p>New Mexico Sales Representative (McDougal Littell Publishers (2004–2005)</p> <p>New Mexico Per Diem Consultant (McDougal Littell Publishers (2003–2004)</p> <p>Florida Sales Representative (McDougal Littell Publishers) (1996–2003)</p> <p>Pensacola (FL) Junior College—Adjunct Professor (1972–1974)</p> <p>Escambia County (FL) Schools (1969–1996)</p> <p>Jackson County (MS) Junior College (1967–1968)</p> <p>Jackson County (MS) Schools (1966–1967)</p> <p>Pascagoula (MS) Public Schools (1964–1966)</p>
Education	<p>B.A. (English), Mississippi College (1962)</p> <p>M.A. (English), Mississippi College (1964)</p>

	Certificate of Completion, The Keys to Effective Editing, University of New Mexico (2008)
Software Capabilities	Microsoft Word, Microsoft Excel, Microsoft Power Point
Professional Organizations	Escambia County Council of Teachers of English (ECCTE) Florida Council of Teachers of English (FCTE) National Council of Teachers of English (NCTE)
Offices in Professional Organizations	<ul style="list-style-type: none"> • ECCTE— Vice President, President • FCTE— Second Vice President, First Vice President, President • NCTE— Chairman of SLATE (Support for the Learning and Teaching of English)
Publications	<ul style="list-style-type: none"> • “Teacher Voices, Student Voices: An EJ Reader Responds,” <i>English Journal</i>, April 1994. • “Keeping Jay’s Light Shining,” <i>We Need Not Walk Alone</i>, December 2008.
Awards	<p>Teaching Awards:</p> <ul style="list-style-type: none"> • Woodham High School Teacher of the Year (1984) • Escambia County English Teacher of the Year (1986) • Florida English Teacher of the Year (1993) • Florida Council of Teachers of English Honor Award (1993) <p>Sales Awards:</p> <ul style="list-style-type: none"> • Florida McDougal Littell Sales Representative of the Year (2000) • New Mexico McDougal Littell Sales Representative of the Year (2004) • Sales awards for book sales totaling \$1 million, \$5 million, \$10 million, and \$15 million in sales from 1996–2003
References	Available upon request
Personal	Lives with husband, Frank Young, in Cerrillos, New Mexico

Detailed Relevant Experience

SALES CAREER: 1996–present

During my career in sales for McDougal Littell and Holt McDougal publishing companies, I gained experience in organization, management, presentations, training teachers in the use of textbooks and related technology, and problem-solving.

As a sales representative, I cover large territories, including 28 counties in Florida and the entire state of New Mexico. In organizing my territory, I have had to consider both my time and the educators' time. Before I can work with teachers and administrators, I need to know the names of these people and their available times for meeting with me. Obtaining this information takes persistence. My organizational skills are also necessary in ordering materials and keeping a storage area stocked with books for sampling and implementation.

When I was a sales representative in both Florida and New Mexico, I was fortunate to have a per diem consultant working for me. Not only did I have to manage my own time when I had this very necessary help, but also I had to manage the time for my helpers.

In both Florida and New Mexico, I was responsible for giving sales presentations of the textbooks up for adoption in a particular year (e.g., math, language arts, social studies, foreign language, and science) and for organizing and running training and workshops for teachers after the sale. Organization, of course, dovetailed with presentations in that my duties for both sales and customer service include preparing the lesson to be covered for each, getting materials together in a coherent manner, distributing the materials, and getting them back to the storage area so that they'll be available for the next presentation or training.

Whenever a person works with other people, problems erupt that need immediate attention. In my job, whether I serve as a sales representative or consultant, I am constantly bombarded with questions, usually from teachers. Because they always consider their problems the most important in the world, I answer emails and telephone messages immediately to keep from having them pile up on me. My prompt attention to their problems is one of the reasons that I have such a good relationship with my customers.

I love working with people; therefore, serving as a sales representative or consultant has been the perfect role for me during the past twelve years.

TEACHING CAREER: 1964–1996

By today's standards, thirty-two years is a long time to be satisfied working with students in a classroom. But satisfied, I was; in fact, most of the time I was perfectly happy in the classroom, finding teaching to be a real calling for me.

My teaching career at Pascagoula High School (PHS) was a true learning experience. I had never had full-time experience in the workaday world, nor had I had the responsibility of educating about 150 teenagers in English language arts; therefore, the combination of both of these new adventures, along with juggling the everyday duties of home, husband, and a baby, constituted what I refer to as "a true learning experience." During my two years at PHS, I did just fine and came to be known as a teacher to be feared in that she expected students to study and to succeed, to be respected because she respected students, and even to be liked because she loved her students. While at this school, I taught skills level 10th grade, average 10th grade, honors 10th grade, and average 12th grade—all of which were great training grounds for what I would do as I moved on to other schools.

In the Jackson County School System, I taught Title I Reading in an underprivileged area of Mississippi. I worked at Live Oak School in the period before integration, but even after integration came to this area, the children were not welcome in either white or black schools. They were a hodgepodge of cultures and were considered the outcasts of the society of Vancleave, Mississippi. Working at this school was even more of a learning experience than working at PHS had been. In addition to teaching the children (grades K–12) reading, I found myself teaching them etiquette, leading them in putting on plays for their parents, and trying to bring the world to their little community. Their reading scores improved; however, to me, their realizing that there was indeed a world outside Live Oak Community was even more important. Many of them still live there, thirty miles from Pascagoula, but many have also moved on to other places and even greater success.

Though I became a teacher and learned the basics in Mississippi, most of my teaching knowledge, experiences, and success came in Pensacola, Florida, where I taught for almost twenty-eight years at one school, Woodham High School (WHS). From January 1969 to June 1996, I taught about 4,000 students, 4,000 individual young people, some of whom are still friends today. My early years at WHS saw me in the classroom with average and honors 10th-grade students. I moved on to teach Grammar and Composition; Advanced Grammar and Composition; the Bible as Literature; Fiction and Advanced Fiction; College-Prep English; skills, average, and honors 12th grade; Dual-Enrollment English; and Advanced Placement English (Literature).

Most new teachers enter the profession of educating young people because of a love of literature and the desire to instill this same love in students; I was no exception. The longer I taught, however, the more I also loved the teaching of grammar and composition. I recognized the truth that without good instruction in these two areas of the language arts, students would go out into the real world unable to communicate effectively. In my classroom, everyday writing, formal essays, research papers, and other assignments of a more creative nature had to exhibit at least an attempt at mastery of grammar, punctuation, and usage, as well as adherence to rules governing the various types of writing. Because I demanded good grammar, punctuation, and composition, I became an excellent editor. I had to be able both to correct and to suggest improvement in their writing. As a result of teaching writing, I became a lover of the writing process and also a better writer and editor.

I doubt that I could have remained in the English classroom for thirty-two years if I had not either found or created assignments that were profitable for students, interesting to me, and fun for all of us. Two such projects that I found and tweaked so that they were essentially mine were the autobiography and the reading anthology. Both of these required weeks of searching. In writing about their lives, students had to “research” themselves by talking to parents and grandparents about their lives in order to better understand their backgrounds. Then they had to recall certain periods of their lives and put everything into a book that allowed others to better understand who they are. When the project was finished, both the students and their parents were elated with the results.

The Reading Anthology was designed to give students the opportunity to choose their own reading material. I gave them the structure of the types of literature to read, but they were free to choose their own selections. Needless to say, reading wasn't nearly so

onerous for those who didn't like to read if they had the privilege of making decisions concerning their reading. My goal was to make lifetime readers, and to a great degree, I was successful.

I love teaching, and I love learning; therefore, no one will be surprised to find that I recently completed an online course entitled "The Keys to Successful Editing." I may be among the few who truly enjoy studying grammar and punctuation; therefore, I have enjoyed the review. This current study has helped me to become not just a good copyeditor but also an excellent one.