

Career office readies minorities for jobs

By MARION GREEN
For the Emerald

Once a student chooses a career, it's time to begin preparing for the job search. A good place for minority students to start is the Minority Career Placement Service.

Although student demand for the program has not been high in the past, Maria Rojo, director of the service, says student response has skyrocketed. The number of people using the service has grown from two to 65 this term, she adds.

Rojo started the service a year and a half ago to offer minority people career preparation assistance. The service is associated with the Council for Minority Education.

When minority students arrive on campus, Rojo tells

them what the Career Placement Service has to offer and offers her help with any problems they might have.

The program's emphasis is on preparation for job interviews, Rojo says, and the service offers workshops on resume writing.

In affirmative action programs, minority professionals discuss their careers and their job qualifications with interested people. Students can also individually talk to Eugene professionals about their jobs.

The service also offers job recruitment services. Students can land job interviews from a variety of businesses after writing a resume and discussing plans with Rojo.

For more information, contact Rojo in 246 Susan Campbell Hall, 686-3235.



Photo by Douglas Williams

Maria Rojo, director of the Minority Career Placement Service

Center smooths literary flaws

By MARY BELLOTTI
Of the Emerald

Have you dreamed of writing the Great American novel? Perhaps you are a student who, to put it politely, has received negative comments from your professor that your work is basically good, but poorly written.

Well, don't despair, free help is available at the Learning Resource Center's writing lab, located in the basement of Friendly Hall, Room 5.

Students may drop into the lab from 9:30 a.m. to 12:30 p.m. Monday and Friday, and from 12:30 p.m. to 4 p.m. Tuesday, Wednesday and Thursday. The center is staffed by instructors, graduate students and Graduate Teaching Fellows from the Learning Resource Center and the English department.

"Our service is designed for any kind of writing," explains

Dave Dubin, the center's director. "Examples would include grammatical corrections on a returned paper, or help on a letter of intent for a prospective law student."

"Students who received negative comments on their work might bring in copies of returned assignments," adds Angie Estes, the writing lab coordinator. "We will develop individual approaches to help the students."

"Or, students who are finding it difficult to organize a written piece will be helped to enhance their abilities to hone a thesis, organize an argument (and) marshal evidence."

The lab provides individual consultation and self-paced materials for students who feel uncertain about the mechanics of writing, Estes says. Students with writing tasks not related to assignments, such as writing a personal statement for graduate admission, may also make use

of the service.

However, students who want help with revising or editing final drafts of assignments will be turned away.

"In fact, we will not work with students on any assigned papers except on the basis of a written faculty referral," Estes says. "We intend to enhance the student's development as a writer, so it would be inappropriate to grant such a request."

A new feature this term, designed for students in Journalism 250 reporting classes, is called "The Least You Should Know About Grammar," and it is offered as an adjunct to other writing lab exercises.

The lab began as a pilot program last spring, to the benefit of over 40 students initially. It is funded through the arts and sciences department and is supported in part by fees generated through the center's other paying services, such as LSAT or GRE preparation.

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