

Your name: \_\_\_\_\_ Your field/program: \_\_\_\_\_

Your classmate's first name: \_\_\_\_\_ Your classmate's field/program: \_\_\_\_\_

### Assignment 4 (statement of purpose) Peer Review due at the end of class

#### Self-reflection

- (a) Imagine yourself 3 years from now. Jot down careers or (possibly new) fields of study that you may like to pursue - you can change your mind later. Where would you like to live?
  
- (b) Why is this program (that you are thinking of applying to) a good fit for your goals?
  
- (c) Go back to the admission page of a program you are interested in, and write down the prompts that this page gives for the personal statement (if any).

#### Answer three or more of the following questions <sup>1</sup>

1. What's special or distinctive about you or your life story? What details of your life might help the committee better understand you? For example, personal or family hardships, history, people or events that have shaped you or influenced your goals.
  
2. How did you become interested in this field? What have you learned about it (and about yourself) that has further stimulated your interest and reinforced your conviction that you are well suited to this field?
  
3. How did you learn about this field? For example, through classes, readings, seminars, work, other experiences, or conversations with people already in the field.
  
4. If you have worked a lot during your college years, what have you learned (leadership or managerial skills, for example)? Has that work contributed to your growth?
  
5. What personal characteristics (for example, integrity, compassion, or persistence) do you possess that would improve your prospects for success in the profession? Is there a way to demonstrate that you have these characteristics?
  
6. What skills (for example, leadership, communication, analytical) do you possess? Can you back up the claims that you have these skills?
  
7. What are the most compelling reasons you can give for the admissions committee to be interested in you?

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<sup>1</sup>copied from Purdue Writing Lab

**First 5 minutes:**

- Switch statements with a partner from your group (or do a three-way exchange).
- Read out loud *at least the first two paragraphs* of your classmate's statement while your classmate is listening. (A committee member may not read past the first two paragraphs!)

**Next 15 minutes:**

- For only 10 minutes, silently read through as much you can of your classmate's statement.
- Write the *topic sentence* (or your interpretation of the topic sentence) for each paragraph. If a paragraph has topic sentences, perhaps it should be divided into multiple paragraphs.

- Write a *brief* paragraph summarizing your classmate's statement to someone who has not read it.

**Next 10 minutes:**

- Spend a few minutes looking over the marks you have written on your classmate's printout. Write down useful comments for your classmate. Here are some optional prompts:

1. Is the paper easy to follow? If not, suggest ways to improve the organization.
2. Can the introduction paragraph or conclusion be strengthened? If so, how? Suggest specific actions.
3. What are the strongest parts of this draft?
4. What are the two most important things for the author to focus on in revisions?

**End of class:**

- Take turns sharing your feedback. Write up for yourself a plan for revision based on the feedback you received - this would go in your letter accompanying your final submission.
- Turn in this form. You will receive full credit for the peer review if you made a good faith effort to give meaningful feedback to your classmate.
- Tip: If you plan to apply to a program this academic year, then you should make an appointment with a staff at either UConn Career Services<sup>2</sup> OR the Writing Center on the second floor of the library<sup>3</sup> (or both!)

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<sup>2</sup>Make an appointment with UConn Career Services here: [career.uconn.edu/schedule-an-appointment](http://career.uconn.edu/schedule-an-appointment)

<sup>3</sup>Make an appointment with the UConn Writing Center here: [writingcenter.uconn.edu](http://writingcenter.uconn.edu)