Personal Statement & Resume for Study Abroad Application

**Percentage of Final Grade:** 15%

**Length:** Personal Statement (2 pages); Resume (1 page)

**Genre:** Elements of personal narrative and personal statement (*HTWA* Chapters 1 and 16). Resume (*HTWA* Chapter 15)

**Audience:** The MT Abroad scholarship committee

**Purpose:** To make a positive impression on the scholarship committee by showing that you are a smart, engaged, mature, and thoughtful individual. To demonstrate that you are the candidate most likely to benefit from a study abroad experience.

**Components:** The application, with instructions, is available on D2L. The MT Abroad program asks for (1) a cover sheet, (2) an application, (3) an essay, (4) one faculty recommendation form, and (5) an unofficial copy of your transcripts. **For this assignment, I would like the first three only PLUS your resume.**

**Source(s):** Your own reflection and recollection, supplemented by memories of people who know you (if needed). Since the application asks you to choose a particular program and then a specific country and university, you will need to do some research about the various programs and participating countries/universities. Follow the “programs” link at the MT Abroad website (posted on D2L). In addition, you might choose to interview someone you know (friend or family member) who has already studied abroad or an instructor involved in the study abroad program.

**Criteria for Evaluation:** A student who meets expectations (1) writes a personal statement that follows the instructions on the application and addresses either Topic A or Topic B, (2) writes a personal statement that follows the conventions discussed in *HTWA* Chapter 16, and (3) writes a resume that follows the conventions discussed in *HTWA* Chapter 15. A student who exceeds expectations does all of the above and also (1) writes a personal statement that exhibits some characteristics of a personal narrative (*HTWA* Chapter 1), and (2) writes a resume that in content and design strengthens the application by highlighting information relevant to the study abroad experience.
**Rate Your Professor: The Teaching Review**

**Percentage of Final Grade:** 15%

**Length:** 2 page minimum, not including the Works Cited page, typed and double-spaced*

**Genre:** Evaluation (*HTWA Chapter 4*)

**Purpose:** To make sound judgments based on clearly stated criteria/standards. To offer information that will help your audience make an informed decision.

**Process:** (1) Understand the assignment. (2) Choose your professors and research their professional biographies. (3) Browse the LTC website and identify criteria. (4) Freewrite a first draft based on observation. (5) Reread Chapter 4. (6). Add more content to your first draft, making sure you have a thesis statement and enough evidence. (7) Determine a structure, design, and style for your review. (8) Revise and bring 3rd draft to workshop on Monday, 10/22. (9) Revise again based on peer comments. (10) Make an appointment at the Writing Center to discuss thesis, evidence, citations (if you have them), and sentence clarity. (11) Edit and submit on Monday, 10/29.

**Thesis Statement:** Your review should have an easily identifiable claim. Because you are reviewing two teachers, you may have two thesis statements unless you manage to evaluate them together.

**Audience:** Choose *either* (1) the Chair of the teacher’s department, the person responsible for writing an annual performance evaluation and sending it to the Dean (or Principal), or (2) MTSU students registering for classes or high school students choosing a teacher.

**Material/Resources:** Good evaluations rely on evidence of different kinds. Your review should contain clear criteria and sound reasoning based primarily on what your textbook calls “keen observation.” In addition, your evaluation should contain facts about each teacher’s professional biography (gleaned from published material, such as a faculty profile on a website, or a brief interview) and information about teaching effectiveness from the website of MTSU’s Learning & Teaching Center. The link to the LTC is on D2L.
Structure/Style/Design*: Your choices with regard to structure, style, and design should reflect an awareness of your audience. Consult your textbook for ideas. Look especially at the four models in the Evaluation chapter.

Criteria for my Evaluation of your Review: A student who meets expectations (1) follows the instructions and reviews two teachers, including facts about their professional biographies and information about teaching effectiveness from the LTC’s website, (2) uses clearly stated criteria to make sound judgments, (3) includes an easily identifiable thesis statement and evidence to support it, and (4) writes a review that demonstrates careful proofreading. A student who exceeds expectations does all of the above and (1) shows originality in structure, design, or style, (2) draws from a rich variety of source material available on the LTC website, or (3) writes in a strong, compelling voice.
Opinion-Editorial

Percentage of Final Grade: 15%*

Length: 800-1000 words. These words must be your own and they must be written for this class. In other words, no recycling from a high school paper or other MTSU course unless you get permission from both teachers beforehand.

Genre: Argument (HTWA Chapter 3)

Purpose: To provoke thought. To bring attention to a specific issue, situation, or problem. To persuade people to think and/or act differently.

Process: (1) Understand the assignment. (2) Choose your topic. (3) State why your topic matters, your position, and your reasons. (4) Research your topic, carefully recording where you got your information. (5) Read sample op-eds to get a feel for the genre. Stay away from op-eds on your topic unless you intend to write a rebuttal. (6) Write a first draft. (7) Reread Chapter 3. (8) Write a second draft, incorporating ideas from HTWA. (9) Focus on the look of your draft—add an image, a pull-out quote, try a different font. (10) Bring third draft to workshop on Monday, 11/5. (11) Revise based on peer comments and discussion with friends and family. Add a counterargument if you haven’t already. (12) Make an appointment at the Writing Center to discuss clarity, thesis statement, support (especially from research), and style. (13) Read your draft aloud, edit, and print final copy.

Thesis Statement: Your op-ed should assert a position in one easily identifiable sentence. This sentence should be strategically placed for maximum effect.

Audience: Readers of Sidelines, MTSU’s student newspaper.

Structure/Style/Design: See Chapter 3 for options.

Criteria for Evaluation: A student who meets expectations (1) writes 800-1000 words on a topic/issue relevant to readers of Sidelines, (2) asserts a position and supports it with clear reasons, (3) edits to eliminate repetition, wordiness, and error. A student who exceeds expectations does all of the above and (1) shows originality in topic, (2) incorporates research, or (3) writes in a particularly strong and compelling voice.

*Any op-ed that appears in Sidelines before the end of the semester will receive 110 points.
Rhetorical Analysis

Percentage of Final Grade: 10%

Length: 1 page minimum*

Genre: Rhetorical Analysis (HTWA Chapter 8)

Purpose: To use the key concepts in composition studies to explain how a writing assignment for a course at MTSU works and also to explain the work that it does.

Process: (1) Understand the assignment. (2) Choose the writing assignment you will analyze. (3) Review the key concepts in composition studies. These concepts are listed on page 1 of your syllabus, “specific learning objective “ #2. (4) Write a paragraph for each concept, relating it to the writing assignment. (5) Determine a structure, design, and style for your rhetorical analysis. (6) Revise your text, adding detail and striving for clarity. (7) Make an appointment at the Writing Center to discuss the depth of your analysis, the clarity of your sentences, or your style/design choices. (8) Read aloud, edit, print and submit on Wednesday, 11/21.

Thesis Statement: Your analysis should have an easily identifiable claim. This claim should state, in one sentence, the work that the writing assignment does. A strong thesis statement will state this work in terms of (1) a college education, (2) work, and/or (3) personal fulfillment.

Audience: Your audience is the one you’ve chosen for your MTSU Writing Project.

Structure/Style/Design*: Your choices with regard to structure, style, and design should reflect an awareness of your audience. Consult your textbook for ideas.

Criteria for my Evaluation: A student who meets expectations (1) writes a rhetorical analysis using all the key concepts in composition studies, (2) includes an easily identifiable thesis statement, and (3) writes an analysis that demonstrates careful proofreading. A student who exceeds expectations does all of the above and (1) examines the text in great detail, (2) makes a strong, compelling claim, or (3) shows originality in structure, design, or style.