



**STUDENT
BRAINSTORM+REVIEW
TRAINING**

**COLLEGE
SUCCESS
FOUNDATION**

WHAT WOULD YOU LIKE TO ACCOMPLISH TODAY?

Brainstorming:

Do you know where you would like to begin with your writing?

Revision:

Does your writing meet its purpose?

Editing:

Does your writing make sense? Is it accurate? Is it complete?

Proof Reading:

Does your writing have correct grammar, punctuation and spelling?

CSF SHORT-ANSWER QUESTIONS

Review the following prompts:

1. College is a stepping-stone to your life and your career. What are your **goals**, what do you **aspire** to be, and how do you see higher education helping you get there? What have you done and what are you doing now to ensure you are **prepared** for the next step?
2. In thinking about your educational and career goals, provide examples of:
 - A **strength** that will help you achieve your objectives
 - A **personal vulnerability** that might get in the way of your success and the steps you will take to address them
3. Describe a **challenge** you have faced and share how you dealt with it. Explain how having dealt with that challenge has shaped you, the lessons you learned and if it has influenced your goals for the future

QUESTION 1

College is a stepping-stone to your life and your career. What are your **goals**, what do you **aspire** to be, and how do you see higher education helping you get there? What have you done and what are you doing now to ensure you are **prepared** for the next step?

Guiding Questions

- What are your goals?
 - Have you taken steps or outlined the steps needed to reach this goal?
 - Think of any examples or stories that connect (volunteer work, classes taken etc.)
 - Outline the steps you need to take
 - Do you have short term and long term goals?
- What do you aspire to be
 - Do your goals connect to your aspirations?
- Preparation
 - How have you prepared to reach our aspirations/goals?
 - How can you prepare to reach your aspirations/goals?
- How do you see higher education helping you get there?
 - How does higher education connect to your goals and aspirations?
 - Does your dream school connect to your goals and aspirations?
 - Any clubs, internships, or opportunities that your college has available that connect?
 - Does how does your major connect to your aspiration or goals?
 - If you don't know what school or major you wish to aim for, what steps can you take that connect with your goals to help you figure out what you want to do?

QUESTION 2

In thinking about your educational and career goals, provide examples of:

- A **strength** that will help you achieve your objectives
- A **personal vulnerability** that might get in the way of your success and the steps you will take to address them

Guiding Questions

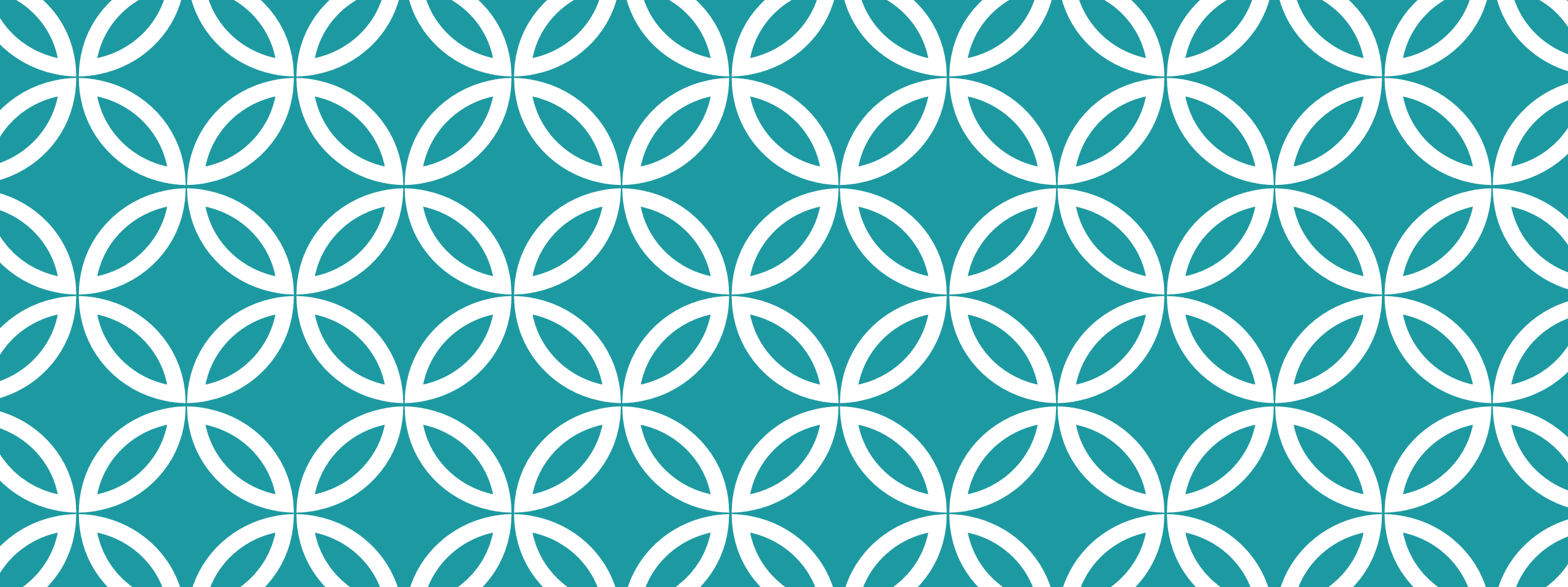
- What are your educational and career goals?
- What is your strength?
 - What are you good at?
 - What has others complemented you about?
 - What is something about yourself that you are proud of?
 - What are your hobbies and why do you like doing them?
 - What projects have you spent hours on without getting tired?
 - How have you developed your strengths?
- What is your personal vulnerability?
 - What projects or tasks drain your energy/you find yourself procrastinating on?
 - When do you have to ask for help?
 - What tasks do you leave last for your to-do list?
 - What is something you want to improve on?
 - How can you improve on these items?
 - Who are people you can rely on?
 - What are resources that you think or have found help?

QUESTION 3

Describe a **challenge** you have faced and share how you dealt with it. Explain how having dealt with that challenge has shaped you, the lessons you learned and if it has influenced your goals for the future.

Guiding Questions

- Think of a challenge you've faced
 - ****Note:** if this is a challenge that you find a challenging time talking about, is there another challenge or problem that you encountered that you are more comfortable talking about it? Remember, do not share things you are not ready to share.
 - How did you navigate through this challenge?
 - Did anyone or anything help you navigate this challenge?
 - Did you take any action or find any solutions? How did you come to take these actions or find these solutions?
 - How did the challenge impact you? Did it shape you in any way?
 - Did you change after the challenge? How?
 - What did you learn about yourself?
 - Does this connect with any of your goals? How? Why?



**EDITING IS ABOUT ASKING
QUESTIONS, NOT GIVING
ANSWERS**

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UNDERSTANDING THE PROMPT

Step 1: Support student in understanding the prompt

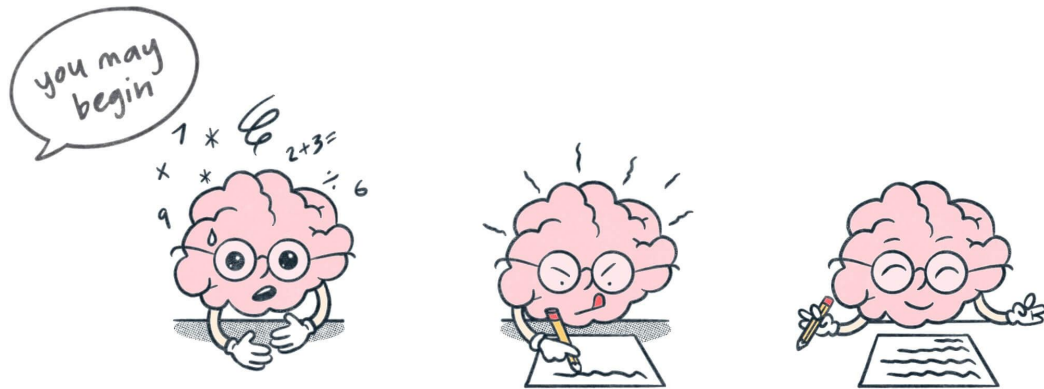
Dissect the prompt

- Underline/highlight key words and phrases to discuss together what exactly is being asked of them in the prompt

Guiding Questions

- What is the prompt trying to figure out about **you**?
- **What** does the scholarship provider want to know?
 - **Why** do they want to know it?
- What would **you** like your readers to know about **you**?
 - What do readers already know?
 - What information can you build off of, or what additional information can you provide in your application?

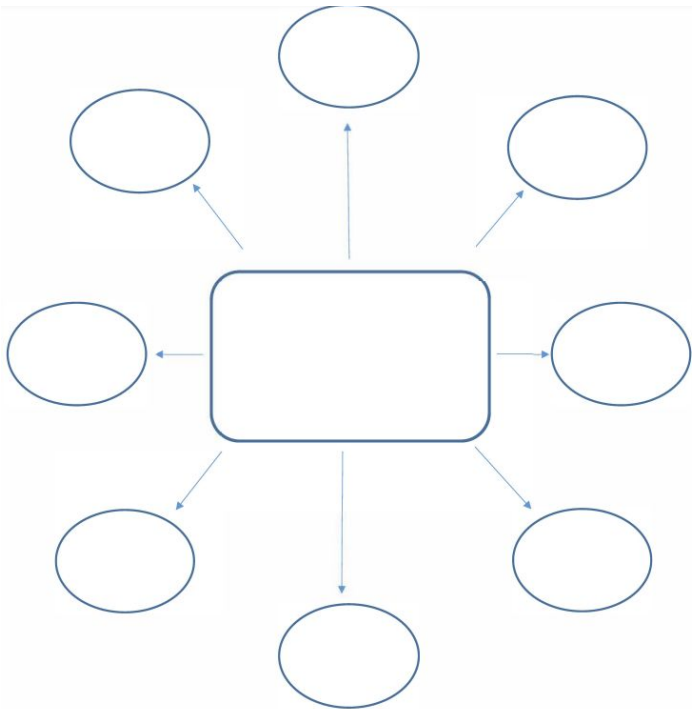
BRAINSTORMING STRATEGY: BRAIN DUMP



1. Have the student to select one essay prompt
2. Set a timer for 5 minutes
3. Have the student write down **anything** that comes to mind
4. After the timer goes off, have the student reflect on what they wrote
 - Go through what's written and cross out anything that is not relevant
 - Review what is left
 - Does the student have something they would like to elaborate on?

If the student finds this helpful, do another brain dump!

BRAINSTORMING STRATEGY: WORD WEB



Have the student start with writing a word in the inner circle that is related to the topic

Guiding questions to ask:

- What are words, images, current events, memories that come to mind that relates to the topic?
- Do any of the related points make you think of any additional ideas?
- Are there any similarities or differences in the ideas you wrote down?
- Are there any interesting connections you made or unexpected ideas that you could discuss in your paper?

BRAINSTORMING STRATEGY: OUTLINE

If the student already has a general idea of what they want to write about, but need support with organizing their thoughts, consider the outline approach

Help the student in brainstorming:

- What is the main point of their essay?
- Examples/anecdotes they can use to support their main point

Introduction

- Attention grabber
- Foreshadow body main points
- Thesis Statement

Body Paragraph #1

- Topic Sentence
- Evidence

Body Paragraph #2

- Topic Sentence
- Evidence

Body Paragraph #3

- Topic Sentence
- Evidence

Conclusion

- Restate Thesis Statement
- Rehash body points
- Close

AFTER BRAINSTORMING

Listen and ask questions

- Tell me about a time when...
- That's interesting... can you say more about that?
- What lessons did you learn about yourself?

What information is the student most comfortable with sharing?

- If you had to write this essay by the end of this week, which topic could you write about most easily?
- What do you like about the essay topic? Are there any themes that you want to explore further?
- Is there any content that you don't like or do not feel comfortable writing about?

EDITING/REVISING



Great Editor = Great Travel Guide

- Show the student the many different places their trip could take them
- Explain any parts of the trip that could derail the entire trip or confuse the traveler
- Never dictate path, force the student to go somewhere they do not want to, never ignore the student's interests so it seems like it's no longer their own trip

WHAT TO AVOID WHEN EDITING/REVISING

Avoid:

- Telling the student what to say or how to say it
- Writing sentences, phrases or paragraphs for the student
- Changing the voice of the essay
- Add material that does not come from the student

Remember, editing is about **asking questions**, not giving answers

EDITING ESSAYS

Use the essay prompt as a checklist – does the essay answer all the questions being asked?

Good editing questions should point out...

- Places where structure and logic do not flow, losing readers attention
- Places where there aren't transitions between paragraphs, confusing the reader
- Moments where the narrative/arguments are unclear

Provide 2-3 main revision suggestions that you have for the writer, something the student can walk away with

REVISING STUDENT'S WORK

Good revision questions should point out...

- How does an example or point support the main argument/goal the student is hoping to get out of their essay
- Places where more detail or more description could help the reader connect with the essay

Provide 2-3 main revision suggestions that you have for the writer, something the student can walk away with

PROOFREADING

- Read through the paper several times
- Try reading backwards, a sentence at a time
 - Did the student capitalize all sentences and nouns properly?
 - Are punctuation marks used properly?
 - Is spelling and grammar correct?
- Does the essay meet the 300 min. word limit?

WRAPPING UP

The goal is not to have a finished draft, but takeaways that the student could work on.

Ask: What is one thing you will walk away with today?



Remember: your feedback is not law, but suggestions the student could account for. So, encourage the student if there was one thing they could take away from today, what would it be?

End with words of encouragement, strengths you see in a student's idea or draft.

Lastly, encourage the student to continue to share their drafts to continue to get more feedback!