Job Application Letter - Peer Review Process

Writer: ________________________________

The writer would like specific feedback on these 3 elements in this draft of the application letter:

1. 
2. 
3. 

The writer will give this worksheet to ___________________________ (peer review partner), as well as the job posting, résumé, and application letter.

The peer reviewer has 20 minutes to complete this worksheet, followed by 20 minutes for discussion of both projects. Before marking on the writer’s letter or completing this worksheet, read all of the materials (job posting, résumé, application letter).

1. Complete either a, b, or c for your partner’s project. (If you complete this worksheet with time remaining, work on the other two prompts that you did not choose.)
   a. Create a reverse outline* for the writer’s letter, paying attention to sub-topics and paragraph divisions. You may do this in the margins of the letter or on a separate sheet.
   *A reverse outline is an outline written after a document has been written. Once the reverse outline is created, reviewers can then pose questions such as:
   i. Is this logically organized?
   ii. Does the organization highlight the writer’s assets?
   iii. Are shifts in topics or ideas clearly signaled?
   b. Recall our goals of including language that is active, concise, positive, and specific. Review the letter and find:
      i. parts that are well-said (Suggestion: Place a star next to these.)
      ii. parts that can be strengthened (Suggestion: Highlight or underline these.)
      iii. parts where you felt confused (Suggestion: Place a wavy underline in these places.)
   c. Refer to the writer’s résumé. Does the letter refer to skills and experiences that the résumé represents? Does it do more than restate the content of the résumé? Use corresponding numbers to show these parallels and elaborations on the résumé and the letter. Make any additional notes here:

2. In what ways does the letter of application clearly respond to the job advertisement? (Does it state its purpose and model the language of the ad?)

3. In what ways does the letter show clear knowledge of the company to which the writer is applying?

4. Refer to the list of the 3 areas on which the writer would like additional feedback. Use the margins of the letter and/or the space below to provide specific feedback on those elements.
## Job Application Letter - Peer Review Process

**Writer:** __________________________________

The writer would like specific feedback on these 3 elements in this draft of the application letter:

1. 
2. 
3. 

The writer will give this worksheet to ___________________________ (peer review partner), as well as the job posting, résumé, and application letter.

The peer reviewer has 20 minutes to complete this worksheet, followed by 20 minutes for discussion of both projects. Before marking on the writer’s letter or completing this worksheet, read all of the materials (job posting, résumé, application letter).

1. Complete either a, b, or c for your partner’s project. (If you complete this worksheet with time remaining, work on the other two prompts that you did not choose.)
   
   **a.** Create a reverse outline* for the writer’s letter, paying attention to sub-topics and paragraph divisions. You may do this in the margins of the letter or on a separate sheet.  
   
   *A reverse outline is an outline written after a document has been written. Once the reverse outline is created, reviewers can then pose questions such as:
   
   i. Is this logically organized?  
   ii. Does the organization highlight the writer's assets?  
   iii. Are shifts in topics or ideas clearly signaled?

   **b.** Recall our goals of including language that is active, concise, positive, and specific. Review the letter and find:
   
   i. parts that are well-said (Suggestion: Place a star next to these.)  
   ii. parts that can be strengthened (Suggestion: Highlight or underline these.)  
   iii. parts where you felt confused (Suggestion: Place a wavy underline in these places.)

   **c.** Refer to the writer’s résumé. Does the letter refer to skills and experiences that the résumé represents? Does it do more than restate the content of the résumé? Use corresponding numbers to show these parallels and elaborations on the résumé and the letter. Make any additional notes here:

2. In what ways does the letter of application clearly respond to the job advertisement? (Does it state its purpose and model the language of the ad?)

3. In what ways does the letter show clear knowledge of the company to which the writer is applying?

4. Refer to the list of the 3 areas on which the writer would like additional feedback. Use the margins of the letter and/or the space below to provide specific feedback on those elements.

---

**Peer Review Process**

Amber Simpson  |  June 2017

---

This peer review session occurs in class during a 50-minute period. Additional time has been set aside for introduction of the peer review and any concluding questions or remarks.

This section prompts reflection from the writer, which serves as a starting point for her own revision. It also provides setup for feedback in prompt #4.

This peer review session is designed for pairs of students who will review each other’s work. So long as clear directions and structure are provided, peer review can be effectively conducted in groups of 2 or more writers. However, some have found that including more than 4 students in a group can be overwhelming. Remember to adjust the timing for the number of students working together.

Encouraging students to read the writer’s material before beginning the review gives them a clearer picture of the writer’s project as a whole before making suggestions. (Knowing where the project ends may prompt a reviewer to make better suggestions about how to start.) You may also choose to assign this work outside of class to allow ample time for in-class work.

Gauging students’ experience and comfort with peer review is important, but it is not always predictable. This prompt with 3 options permits experienced and inexperienced students to give many levels of feedback, even if not all questions can be answered.

This question refers to lessons and discussions about conducting research and asks readers to locate evidence of that research. Peer reviews work best when they are structured to accomplish the instructor’s goals for the assignment.

This question returns to the writer’s reflection at the start of this worksheet. In addition to allowing the reviewer to give more focused feedback, it is a natural transition into a discussion about the writing.