

The supplement below was written by AI with just a few bullet points provided to inform the draft. You can review the essay, the AI flag and our feedback.

You have editing access so you can see the comments but please do not make any changes.

What's Working Well

The experience you've written about is a great choice because it highlights your readiness to embrace diversity and think critically about your interactions with others. Your essay already reflects that you are someone who thrives in new environments and values meaningful connections. I'm excited to help you bring those moments to life!

Your Next Draft

- **Showing Your Learning Process:** Your essay uses broad statements like “engage with discomfort, embrace vulnerability, and learn through it” without offering a specific moment that illustrates these ideas, which makes the language feel formulaic and less personal. Readers may find it difficult to connect with the essay because it lacks the unique emotional resonance of your experience. To make this important connection, we can focus on adding concrete details to your experience in the summer program and working with middle school students. Reflecting on your emotions and including your specific actions will make the essay feel more genuine and relatable. My in-text comments below will help you write this important part of your response!
- **Bringing Your Perspective to Life:** I've also asked questions about how your perspective will translate into action or shape your time at Bowdoin so we can create a distinct image of what you'll bring to Bowdoin!

Prompt: Share unique experiences or perspectives you would bring to Bowdoin, or an experience where you navigated across differences.

In middle school, my parents enrolled me in a summer program where I was one of the only students who didn't speak Spanish fluently. I remember feeling out of place, sitting quietly during conversations that flowed faster than I could follow. Initially, I stayed in my shell, afraid of making mistakes. But one day, during a group project, I decided to try—stumbling through words and phrases with a mix of courage and broken grammar. My peers smiled, corrected me gently, and encouraged me to keep going. By the end of the summer, I had not only improved my Spanish but built connections that transcended the language barrier.

This experience taught me how to engage with discomfort, embrace vulnerability, and learn through it. It's a lesson I've carried with me ever since. In high school, when I began teaching programming to middle school students, I found myself navigating another type of difference—meeting kids with a variety of learning styles, attention

spans, and backgrounds. I learned to adapt, breaking down complex concepts into relatable, clear examples. The connections I built with those students reminded me of how understanding grows when we approach differences with curiosity, humility, and patience.

I believe that diversity is about more than identities—it's about perspectives, struggles, and stories that shape how we see the world. I've learned that growth happens when we listen to others and share our own experiences, even when it feels challenging. At Bowdoin, I look forward to doing just that.

AI flags in this essay

- **Polished Transitions:** Phrases like "engage with discomfort, embrace vulnerability, and learn through it" are well-written but might feel too polished and academic for a high school student.
- **Cliché-Like Lines:** Expressions such as "diversity is about more than identities—it's about perspectives, struggles, and stories" could trigger AI detection because they echo common diversity statement themes.
- **Formulaic Structure:** The essay follows a clean, predictable format (anecdote → reflection → connection to Bowdoin).
- **Surface-Level Emotions:** While the story is clear, the emotional experience (e.g., feeling nervous, moments of connection) could be more raw or specific to sound uniquely human.