Question 1. Why do you want to attend the Graduate Writing Institute, and what is your goal for these three weeks?

Sample 1:
As a third year doctoral student, I am experiencing and also being deeply troubled about not being able to write in academic language and style. Throughout my academic career I have been extremely successful achieving a 4.0 GPA. English is my second language and I have not been able to grasp that intimate feeling of word choice or understanding of the power of sentence structure to reach the desired effect. I believe it is critical to my professional and career success to develop the ability for academic writing. My education and background provided excellent and detailed understanding of English grammar. However, that ability become severely challenged when attempting to capture the academically acceptable standards for being able to express thoughts and opinions. I am eager to develop the writing skill that will facilitate my ability to communicate my research agenda at a scholarly level. I believe this program will provide me with the resources and experience essential to achieve my career goal of meeting the demands of academic discourse. I also believe this experience will change my relationship to writing and make what seems impossible seem not only possible but desirable.

Sample 2:
I want to attend the Graduate Writing Institute to get help organizing the information I have collected, my thoughts, and my writing into a seamless body of work that can be translated into my master’s thesis. A major issue that I am facing when writing is staying focused on the main goal of a paper while branching out into detailed discussion without being tangential. I am struggling to find direction because I have amassed more research than could ever be included in a master’s thesis, on the other hand I also feel that my skills in writing are not on par with the research I have done or my goals to enter into a PhD program in the future. My ultimate goal is to formulate a clear, concise, direct, and meaningful thesis that is worthy of the research put into it and can demonstrate an intellectual and scholarly engagement with this research.

Sample 3:
I am a doctoral candidate in the College of Education’s Language, Reading, and Culture program. My dissertation research focuses on language revitalization efforts in my community, the Chickasaw Nation. In order to meet my goal of defending my dissertation by December 2015, I am highly motivated to write intensively over the summer. This spring, I began working on an article draft as part of a three-article dissertation format. I plan to complete a full draft of this article by the end of the semester. Participation in the Graduate Writing Institute will enable me to make significant progress toward revising a publishable-quality first article and beginning work on a second article draft. While overall I am a strong writer, I am still searching for a personal voice that speaks to a diverse audience, including academic specialists, non-
specialists, and community members. I believe that working with others in a supportive environment will help me to further develop my voice, as well as increase my momentum and inspiration.

Sample 4:
To become a more effective historian, I want to attend the Graduate Writing Institute to improve the skills I worked on this semester, namely, structuring my argument through strong topic sentences and better articulating my contributions to the historical literature. I have been working all semester with both my advisor and a group at the UA Writing Skills Improvement Program; I hope to cultivate these efforts in an intensive writing institute so that they bear published fruit. My first goal for these three weeks is to hone the focus of my research even more in writing, to consistently and clearly articulate one or two key aims to my audience. Sometimes I am so excited in writing about many themes that I lose focus. Since the current job market for historians is so competitive, it is essential that I reach my audience with an argument that clearly establishes my voice and original contributions. Second, I want to continue learning how to evaluate other academics’ writing, through grammar workshops and group sessions, to learn from the most effective structures and skills that my peers use in their own work.

Sample 5:
I would like to gain specific skills and finish a specific project. As for skills, in the past I have been told I am a good writer. But as I get feedback from my advisor, I am realizing that I am not equipped with the skills to do the quality of academic writing I would like to, and I have lost my writing confidence. I need to work on the skills that I describe in the third section of the application and learn how to develop them in the Institute and beyond. I would like to get personal mentoring in how to apply those skills to my specific project (described in section two of the application), practice them, and gain confidence for future projects.

Sample 6:
I am interested in attending the Graduate Writing Institute because writing has always been a challenge for me. Although I have not had issues completing writing assignments in school, it would always take me a long time to come up with the right way to phrase my thoughts. Effective communication skills, whether oral or written, is key in any field. After I graduate from my program, I will enter the real world. Being able to convey my thoughts in professional settings would likely be a requirement that would ultimately grant me respect among my colleagues. During the three weeks at the Graduate Writing Institute, I would like to work on free-writing techniques to help stimulate the flow of thoughts. Once those ideas come to mind, I am interested in uncovering strategies on the most effective ways to articulate them. Finally, I would like to learn how to think more critically when reading. As a graduate student, I am frequently asked by my advisor to review manuscripts that are being submitted for publication. Learning how to read more critically would allow me to identify crucial errors in those manuscripts as well as assist in the identification of errors in my own writing.
Question 2. Please provide a detailed description of the writing project you will work on during the Institute.

Sample 1:
I hope to work on two projects. The first one concerns a conference presentation in October 2015 and subsequent publication. This project is a self-study examining my academic trajectory in navigating through Western academics as a marginalized international graduate student from China. In employing Guerra’s theoretical framework of Transcultural Repositioning, I reflect on the “process” of “becoming” literate in the tradition of Western academic writing through my interaction with professors. Expressing these perspectives in the autoethnography style reveals the challenges that many non-native speakers of English confront and investigates ways to facilitate them through American higher education. My second project is with a goal of publication and examines transnationalism as an alternative theoretical framework for understanding the links between funds of knowledge (FoK) and capital as related to marginalized students’ educational experiences. The literature suggests that FoK has become the accepted term for describing capital in lower income and immigrant communities. I propose that transnationalism provides spaces where FoK can be and have been utilized by students to advance their educational opportunities and upward social mobility. This study may provide evidence for educators to facilitate migrant youth’s academic success as well as reveal new potential of FoK.

Sample 2:
I will work on my master’s thesis during my time with the Institute. The goal of my thesis is to illustrate the changes made to a print in the University of Arizona Museum of Art collection from its original that is held in the Harvard Art Museums collection. I have to speculate why the artist made the changes he did as well as how they impacted the way the print was viewed, interpreted, and sold in eighteenth-century France without attempting to “know” the answers to these speculations. These speculations feed into the problems of printed media, reproduction, reception, and even imagination – which are all under addressed artistic problems.

Sample 3:
My dissertation, which is in a three article format, seeks to provide a nuanced understanding of Chickasaw citizens’ diverse experiences with learning and teaching their heritage language. I am currently working to complete my first article draft, which examines how the Chickasaw language became a life’s pursuit for a small group of young professionals working for the tribe’s language program. During the Institute, I would like to revise this first article draft so that it is suitable for academic publication. Additionally, I hope to make progress on a second article draft that problematizes and redefines the notion of “success” for Indigenous heritage language learners.

Sample 4:
I will revise an article for publication, so that I may submit it by August to HAHR, the "Hispanic American Historical Review" of publications from Latin American historians. This article builds on a fifteen-page conference paper which I submitted to a Latin
American history conference this April. In my article, I analyze the reception of international conflicts (e.g. WWII) at the local level, in the neighborhoods of Lima, Peru. I also provide new understandings of how these conflicts historically changed and reconstructed class, gender, and race identities from the 1930s until the 1950s. Therefore, my case study involves the deportations of Japanese emigrants in the 1940s from Peru, under U.S.-Peruvian joint operations. My unique method for understanding these changes in race, class, and gender is to utilize oral histories and see how the emigrants experienced the deportations yet still encouraged their children and community to integrate into Peruvian society. . . . I would also like to finish a specific project. I have taken all my courses and written a first draft of my 30-page proposal. My advisor has asked me to edit and rewrite the proposal draft, with a focus on one of the three sections (I am doing the three-paper dissertation option). At the end of the course I would like to have my proposal ready (or nearly ready) to submit to my committee.

Sample 5:
The project I would like to work on during the Institute is my dissertation proposal, which needs rewriting to be ready to submit to my committee. The proposal is a 30-page document (excluding references). My dissertation is composed of three papers examining college student transfer from community colleges to public four-year universities in California. The first paper is on the effect of work hour allocation of community college articulation officers on the formation of bilateral articulation agreements. The second paper is on the effect of bilateral articulation agreements on student transfer. These first two papers will be quantitative and statistical. The third paper is an exploratory social network examination of the public higher educational system in California and an examination of whether it reflects the intent of the state Master Plan for Higher Education and state legislation. The third paper uses the method and perspective of social networks. None of the three sections is ready for submission.

Sample 6:
My research project focuses on the idea of uncovering novel therapeutics for pain relief in various models of pain. By investigating drug-drug interactions between therapeutics, I hope to discover analgesic synergy between the compounds while reducing undesirable side effects. If accepted into the Graduate Writing Institute, I would like to work on the introduction of my dissertation. I believe the introduction is one of the most important parts of any story. It sets the stage to the rest of the thesis. Due to the fact that there are many components to my research project, I am most interested in working on how to unite all the ideas provided by the literature search into a concise and well composed introduction to my work.
**Question 3. What are your most pressing writing needs?**

**Sample 1:**
My most pressing writing needs is to learn to how to render my writing more academic in order to meet the demands of academic discourse. My writing has been viewed by professors as “strong,” however it is short of meeting the academic standard for publication. With my first project, the comment from Professor Guerra was that “This is a very interesting project that has much promise in helping scholars and graduate students, especially those whose experiences parallel yours as an international student, to gain some insight into what they are going through. I think you have a solid beginning here, but it still needs more work before a journal editor will consider publishing it.” And the same professor believed that participating in this writing institute will be a wonderful opportunity because of being immersion in a community of writers may provide the support for me continuing to think of myself as a writer who has obvious challenges before her but is prepared to address them. This is also the reason why I want to bring in the second project with the expectation of learning how to contemplate and compose my research for publication in the initial stages.

**Sample 2 (Note: Only accepted because this question was addressed in the applicant’s other two responses):**
Organization, source and material management, clarity, consistency, precision, paring down information adequate for beginning a dissertation to a masters thesis.

**Sample 3:**
Aside from accountability in the day-to-day writing process, my most pressing need is support in developing a personal voice as an Indigenous person and emerging scholar. I am in a unique position to speak to a diverse audience. As such, I strive to produce a dissertation that is accessible to specialists and non-specialists alike, without sacrificing intellectual integrity. In my experience, writing groups and working with people outside of my field are an effective way to practice this skill.

**Sample 4:**
My needs are, first, improving the clarity of my papers; second, writing focused topic sentences; and third, developing good grammatical habits with punctuation and compound sentences. I say “clarity” because I want to understand better how to write for broad audiences. While my chief audience will be for historical specialists on immigration, race, and oral history within Latin America, I also want to write for the public. In short, I want to avoid losing sight of my subject, and explain concepts of academic history so that a broader audience can relate. As for topic sentences, I want to become more mindful of how I transition between paragraphs, setting up my reader for each paragraph’s main points. Finally, I tend to write long sentences! That is why developing helpful grammar habits at the institute will enable me to get my points across more precisely.

**Sample 5:**
I have a few pressing writing needs that I am aware of, and doubtless others that I am not aware of. First, I need to learn to describe and weave the logical argument as it flows through the paper so that the reader is able to follow a clear story. I am having difficulty communicating secondary information while still signaling the major thought flow. Second, I would like to learn to write introductions that hook the reader at the beginning of the whole proposal and at the start of each of the three papers. Beyond the introduction, I would like to learn how to appropriately motivate what I am doing throughout different parts of the paper, like showing readers why each hypothesis is important and why the key concept of the conceptual framework matters. Third, I need to learn how to structure and organize the proper logical flow of specific sections of the research paper, especially the literature review and conceptual framework. These three areas summarize my greatest weaknesses. I believe that strengthening these areas will put me on the path to becoming a strong writer.

Sample 6:
My most pressing writing needs include the organization of my thoughts. At times I feel like I know what I would like to say, but have a difficult time translating those thoughts into something that makes sense. Similar to the preparation of an oral presentation, I am frequently told that things need to be rearranged, despite the fact that I may have created an outline prior to putting together the written work or oral presentation. My goal is to write in a fashion where there is a logical flow of information. Furthermore along those lines, I am also in need of assistance with finding the best way to transition from one topic to the next. As I mentioned earlier, I am interested in working on the introduction to my dissertation which has multiple components. Uncovering better ways to transition from one topic to the next would be a very valuable tool for me. In summary, I would like to master the art of free-writing in order to stimulate ideas and thoughts, I would like to learn how to organize my thoughts in a logical fashion with easy transitions between the topics, and I would like to learn how to read more critically. Mastering these techniques and more at the Writing Institute will allow me to articulate my ideas with more confidence, and will allow me to become an effective communicator.