



Writing Sample Guidelines

Just as an artist prepares a portfolio of representative art work (paintings, drawings, photographs) for others to review, you are asked to prepare a sample of selected writing that represents your ability to engage in clear writing and critical thinking. One or more members of the faculty will assess your writing competency and determine a "pass" or "no pass."

Contents of the Writing Sample:

1. Statement of professional objectives
2. Impromptu writing sample

Explanation of the Two Writing Sample Items:

1. **Statement of Professional Objectives.** A 2-3 page typewritten and double-spaced formal paper containing a statement of your professional goal in applying to the program and a description of the educational experiences that have led to these goals. In this formal paper, refer to up to three items you see as strengths that you noted in the *Student Self-Evaluation* sheet. For graduate application purposes, the paper will be evaluated for the compatibility of your objectives and strengths with the program aims. This statement is given to potential host teachers as part of the placement process, so honest, polished, personal writing that would encourage someone to accept you as an intern is critical in the placement process.
2. **Impromptu Writing Sample.** All submissions must include a proctored impromptu essay in longhand of about four to six paragraphs. The purpose of the essay is to demonstrate your ability to read critically and to produce readable, reasonably polished prose by yourself without the editorial help of others. You will need to perform comfortably in everyday impromptu writing situations, both in your college courses and in the public schools.

You will be given a short essay to read and respond to in writing. Topics will be from education but something a layperson interested in education will be able to respond to. You will have 1.5 hours to write your response.

Readers expect your impromptu essay to have a clear thesis and organization. It is also important that your essay demonstrate effective proofreading and editing skills. Make sure you reserve time for revising your writing during the designated time period.

Impromptu Writing Procedures: The time limit is 1.5 hours from the time you are given the writing prompt. At the end of this period, no matter where you are in the generation

of your writing, you must end your work. Not doing so requires the proctor to invalidate the impromptu and supply notice of having done so. The writing prompt, your response, and all scratch paper employed must be turned in to the proctor. The proctor will send all materials to David Phillips at the address at the end of these instructions. Please plan to provide postage to the proctor to mail the materials to David.

Applicants in Juneau should contact David Phillips to schedule a time to take the impromptu on campus. Applicants outside of Juneau will need to find a proctor for the impromptu writing. Elsewhere, applicants should locate a proctor willing to undertake this service (a librarian, museum director, public school teacher, or public official) and then call or email David Phillips with that person's name, title, mailing address, e-mail address, telephone number, and fax number.

Expectations For a Passing Writing Sample:

In addition to looking at your treatment of content, your papers should possess the following qualities: a clear focus that is maintained throughout each piece of writing, adequate support (explanation and examples) that appear in substantive body paragraphs consisting of appropriate transitions, your critical thinking, and paragraph conclusions; effective concluding paragraphs; and technical proficiency (grammar, spelling, proofreading, and polish). In short, your writing should be efficient and readable, making it possible for your audience to read straight through all of your writing without confusion. To meet these criteria, you should edit (or re-edit) and polish each part of your sample. The general rubric used is as follows:

Ideas

<ul style="list-style-type: none"> •Unclear thesis •Critical thinking not present •Examples, quotes, images not used to support thesis 	<ul style="list-style-type: none"> •Adequate thesis and ideas •Attempt at critical thinking •Examples, quotes, images used to some extent 	<ul style="list-style-type: none"> •Clearly stated thesis •Thought provoking ideas •Critical thinking •Effective use of examples, quotes, images and details
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Organization

<ul style="list-style-type: none"> •Organizational scheme is difficult to follow 	<ul style="list-style-type: none"> •Organizational scheme is present but may be sketchy and/or hard to follow 	<ul style="list-style-type: none"> •Clear, efficient, focused, engaging organization
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Fluency

<ul style="list-style-type: none"> •Topic sentences inadequate or not present at all •Abrupt transitions •Repetitive, hard to follow sentences 	<ul style="list-style-type: none"> •Some topic sentences are inadequate •Abrupt transitions •Sentence structure may be repetitive or hard to follow 	<ul style="list-style-type: none"> •Topic sentences and transitions are used effectively. •Sentence structure is economical, varied and elegant
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Word Choice

<ul style="list-style-type: none"> •Vocabulary is weak, underdeveloped and/or not appropriate 	<ul style="list-style-type: none"> •Appropriate vocabulary 	<ul style="list-style-type: none"> •Rich, varied and appropriate vocabulary
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Voice

<ul style="list-style-type: none"> •Inappropriate use of language, •Individual voice is not apparent 	<ul style="list-style-type: none"> •Language is appropriate •Individual voice is not apparent 	<ul style="list-style-type: none"> •Language is crisp, appropriate, fresh and vivid •Writer's unique voice is evident
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Conventions

<ul style="list-style-type: none"> •Errors in proofreading, grammar, syntax, punctuation or spelling distract the reader and obscure meaning 	<ul style="list-style-type: none"> •Errors in proofreading, grammar, syntax, punctuation or spelling may distract the reader but do not obscure meaning 	<ul style="list-style-type: none"> •Virtually no errors in proofreading, grammar, syntax, punctuation or spelling
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Formatting the Writing Sample:

- Anonymity: To keep your writing sample and application together, please write your name and social security number on the first page of each document. Your name will be removed during the assessment.
- Format: All writing except the impromptu should be typed and double spaced with one-inch margins and page numbers from the second page forward. For the distance-delivered credential/Master of Arts in Teaching programs, previously published materials may be submitted in their published form. Each submission needs a heading:

Buttercup Jones
333-22-1111 [social security number]
Type of Document [e.g., Statement of Professional Objectives; etc.]
Date [current date or date of original preparation with latest revision date in parenthesis]
Title [if appropriate]

Send To:

University of Alaska Southeast
Attention: Admissions
11120 Glacier Highway
Juneau, AK 99801
E-Mail: admissions@uas.alaska.edu
Fax: 907-796-6365

Questions:

If you have questions about procedures, contact David Phillips (david.phillips@uas.alaska.edu) or 907-796-6525.

For advising about appropriate contents of your writing sample, call the director of the program to which you are applying.

Dr. Anne Jones	907-796-6053	MAT Elementary Campus Based/Internship
Dr. David Marvel	907-796-6079	MAT Secondary Campus Based/Internship
Dr. Katy Spangler	907-694-7019	MAT Elementary Distance Delivered and Credential