

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
GRADUATION WRITING ASSESSMENT REQUIREMENT (GWAR)
Effective Winter 2007

In May 1976, the CSU Board of Trustees established a system-wide policy that both baccalaureate and graduate (seeking a graduate degree) students must demonstrate writing competence as part of their respective programs. Baccalaureate degree students must be upper-division and must complete the writing competence requirement prior to graduation. Graduate students must demonstrate writing competence upon admission to their programs if they haven't already done so. By CSUB policy, all post-baccalaureate students (including non-degree graduate students and credential candidates) must also demonstrate writing competence upon admission to their programs.

WHAT ARE MY OPTIONS FOR SATISFYING THE GWAR?

You have two options for meeting the GWAR: (1) receive a grade of "C" or higher in an approved upper-division writing course or (2) achieve a score of 8 or higher on a university-wide writing proficiency examination.

(1) APPROVED UPPER-DIVISION WRITING COURSES

Writing competence may be demonstrated by earning a grade of "C" or higher in any one of the following upper-division courses.

Prerequisite (as of Fall 2003): Upper-division standing and a grade of C or higher in English 110 or its equivalent (except for English 305, which requires a B in English 110 or its equivalent).

History 300: Historical Writing

Advanced expository writing focusing on historical subjects; practical exercises in style, form, and argumentation; improvement of critical skills and powers of synthesis and analysis; historiography and historical research methods.

Communications 304: Technical and Report Writing

Extensive practice in writing clearly and persuasively in technical and specialized forms, such as reports of experiments, abstracts, business reports and proposals, letters, memoranda.

English 305: Modes of Writing

An online course in effective expository writing. Emphasis on writing as a process. This course counts toward the Teacher Preparation Programs in Liberal Studies and Child Development but does not count toward the major or minor.

Communications 306: News Writing and Reporting

Study of contemporary journalism techniques and their influence on the audience they serve. Exercises in news gathering, newspaper writing, and interviewing.

English 310: Advanced Writing

Comprehensive study of the techniques of effective expository writing. Emphasis on development of prose style. Frequent writing exercises, both in and out of class. This course counts toward the Teacher Preparation Programs in Liberal Studies and Child Development but does not count toward the major or minor.

Communications 311: Feature Writing

Study of newspaper feature stories—their resources, their methods, and their appeal. Frequent exercises in the art of writing feature stories, with concentration on the human-interest feature.

English 311: Writing Literary Analysis

Intensive development of writing skills in English as a discipline, specifically literary analysis and criticism. Students practice writing about literature, nonfiction, and film using basic principles of close reading, formalist attention to literary techniques and structure, and appropriate critical approaches. This course counts toward the English Major and the Teacher Preparation Program in English.

PPA 493: The Public Policy-Making Process

This course examines the public policy-making process at the federal, state, and local levels. Students will explore problem definition, agenda setting, policy formulation, policy legitimation, policy implementation, and policy evaluation. Students will explore the development of public policy by tracing individual, social, economic, and health care policies through the stages of the process.

ADM 510: Technical Communication

Principles and practices of writing material particular to science, technology, and specialized professions. Includes expanded definitions, technical descriptions, process explanations, instructional pamphlets, laboratory reports, proposals, writing for the web, communicating with international audiences, and managing effective presentations. Upon completion of the course, students should be able to effectively write various types of technical documents, adapt rhetorical forms to technical communications, and provide constructive feedback regarding written communications in collaborative and leadership settings.

(2) UNIVERSITY-WIDE WRITING PROFICIENCY EXAMINATION

This writing proficiency exam is particularly suited for the student who writes reasonably well within a limited time period. This examination is NOT recommended for students who need additional work on their writing skills or for students who don't write well under pressure. For these students, the upper-division/graduate courses listed above offer an extended opportunity for students to develop and demonstrate their writing skills with the assistance of an instructor.

Examination Registration Procedure

The university-wide writing competency exam is open to all students who have earned at least 90 quarter units of undergraduate work and have completed English 110 or an equivalent course that satisfies General Education A2, Writing and Reading with a C or higher. This examination is administered at least once each academic quarter (3 times during the academic year).

Registration for the examination takes place in the University Testing Center, located next to the CSUB Campus Police building. Before registering at the University Testing Center, you must pay a \$25 fee at the Cashier's window in Administration West and get a printed record (either an unofficial transcript or an evaluation form) that verifies your completion of at least 90 units and a grade of C or higher in English 110 or its equivalent. When you present the fee receipt and academic record to the University Testing Center, you will receive an admission ticket for the exam.

The writing proficiency exam may be completed either in handwriting or on a computer. Because the university has only 75 computers available for each administration of the test, you should register early if you want to use a computer. Once the 75 computer spaces are allocated, only the hand-written option is available. Only students who have completed this registration procedure by the published registration date may take the examination. You may repeat the exam if necessary, but you must pay the \$25 registration fee each time you take it.

Materials for the Examination

On the day of the exam, you must bring (1) official identification bearing your photograph, such as a driver's license, (2) the admission ticket issued by the University Testing Office, and (3) a pen (an extra pen is recommended). You may also bring a dictionary.

Format of the Examination

The writing proficiency exam requires you to choose one of two essay prompts. Each prompt has two parts: Part A asks for a summary, and Part B requires you to write an argumentative essay.

You will be allowed 1-1/2 hours to complete the exam. Built into the test format is time for you to plan and revise your work. The essay prompts are designed to give all students an equal chance to demonstrate their writing ability. In fact, no research or outside sources are needed to write the essay.

Outside Sources

During the exam, students are prohibited from accessing research materials of any kind, including on the Internet. Any student found doing so will automatically receive a grade of FP (Fail/Plagiarism) and be subject to the appropriate university sanctions.

Preparing for and Taking the Exam

To prepare for the exam, analyze your writing in reference to the sample responses included in this packet. Your essay will be judged, in particular, on the quality of your organization, the logical development of your ideas, your clarity, and your grammatical accuracy. Make sure, whenever possible, that you support your general statements with concrete examples and illustrations that are clearly relevant to the point you are making. You may benefit from responding to the sample question under mock exam conditions, after which you should compare your writing with the graded essays provided here. Above all, you should read and follow directions carefully.

You must answer both parts of the question (Parts A and B). Part A requires you to see main ideas and explain them and their relationship to one another in your own words. In Part B, if you are asked to take a position or argue a point, be sure that your essay includes a clear response that follows instructions carefully. Also, you should acknowledge words from the quotation by putting them in quotation marks in your response. You should also take a clear stand in your essay and support it thoroughly and reasonably. Finally, you should strive for overall balance with a succinct introduction, a well-developed body, and a precise summary or conclusion.

Special Provisions for Students with Disabilities

In compliance with Section 504 of the Rehabilitation Act of 1973, individual arrangements and accommodations for testing will be made for students with disabilities to meet the GWAR. These arrangements will be made in such a manner as to assure the writing competence of handicapped students is tested and not the limitations imposed by their disabilities.

Grading of the Graduation Writing Assessment Requirement

The essays for the GWAR exam are read by a university-wide group of faculty. The student names on the essays are concealed from the readers. Each essay is scored by two readers on a scale of 1 to 6 points according to the scoring guide printed below, with 6 being the highest score possible. Therefore, your total score will range from 2 to 12. You need a score of 8 to pass the exam. After the faculty have read all the essays, your composite score will be posted on your transcript.

Counseling and Appeal Process

After the results have been reported, you may want to discuss your exam with a GWAR counselor. You can request that your essay be reread or that you receive specific feedback on your essay. The GWAR counselor will review and approve all requests for rereading. At the end of the process, a GWAR counselor can advise you further about meeting this requirement. To make an appointment with a GWAR counselor, call 654-6194.

AM I ELIGIBLE TO WAIVE THE GWAR?

Waivers for Undergraduate Students

If you transferred to CSUB from another CSU or from a UC, the Evaluations Office can determine if you have satisfied the upper-division writing requirement at that campus.

If you transferred to CSUB from a college or university other than a CSU or a UC, the Evaluations Office may grant a waiver of the GWAR based on your having taken an appropriate course. If you disagree with their decision, you will have to bring documentation to the Composition Office in Faculty Towers 102D showing you have earned a grade of C or higher in **an upper-division writing course equivalent to one of our GWAR courses (NOT just a writing-intensive course, but a course that focuses on writing instruction and the development of writing skills)**. The documentation includes the following materials:

- **A description of the relevant course from the college catalog;**
- **A copy of your transcript with the course and grade highlighted;**
- **An explanation showing that the course is upper-division;**
- **Proof of your upper-division standing when you took the course (such as the number of hours you completed before taking the course).**

Waivers for Post-Baccalaureate and Graduate Students

You will be exempt from the GWAR if you meet any of the four criteria below:

(1) You graduated from a CSU or UC since 1980.

(2) As of Fall 2006, post-baccalaureate and graduate students with the following test scores (provided the test(s) were taken since 1980):

GMAT 4.5 or higher on the writing portion of the GMAT

CBEST 41 or higher on the writing portion of the CBEST

GRE 4.5 or higher on the analytic writing portion of the GRE General Test

(3) Post-baccalaureate and graduate students who have one or more articles published as first author in a refereed professional journal may submit their work for review to the chair of the university-wide GWAR committee with a formal request to waive the GWAR.

(4) Post-Baccalaureate and graduate students who already have an MA or MS in any discipline that included a master's thesis or project and are working on another degree or credential may submit their thesis or project for review to the chair of the university-wide GWAR committee (Faculty Towers 102-D) with a formal request to waive the GWAR.

In the last two situations, waiver requests and supporting documents will be reviewed, and you will receive a decision usually within two weeks.

SAMPLE EXAM QUESTION AND RESPONSES

The examination does not ask for specialized information but assesses writing competence. Students should have been developing this ability by steady practice over a period of years. The following samples demonstrate one test question and student responses to that question:

Sample Question

The exam has two parts: A and B. Make sure you complete both parts.

We all make mistakes in our lives. As Lewis Thomas explains,

“Mistakes are at the very base of human thought, embedded there, feeding the structure like root nodules. If we were not provided with the knack of being wrong, we would never get anything useful done. We think our way along by choosing between right and wrong alternatives, and the wrong choices have to be made as frequently as the right ones. We get along in life this way. We are built to make mistakes coded for error.”

A. (10 to 15 minutes): In your own words, state the main point of this passage in a single paragraph.

B. (1 hour): Take a position for or against the author’s main point. Then develop a clearly reasoned, coherent essay defending your position on this issue. Support your ideas with details.

Score of 6	What makes a 6?
<p>A. Lewis Thomas believes that mistakes are a basic and ultimately beneficial part of human nature. The common belief that the best lessons learned are the hardest is based upon the realization that humans need to make mistakes to learn.</p> <p>B. “Human error,” “misjudgment,” “infraction,” and “accident” are just a few of the words used to describe mistakes. We did not reach this level of language options simply because we wanted variety in the English language, but rather to provide coherent communication of the plethora of mistakes people make. Furthermore, mistakes serve a vital purpose. They give us an opportunity to discover and learn.</p> <p>For example, steel was discovered when an ancient iron worker accidentally dropped a piece of hot iron into the fire. Likewise, the art of forging metal was invented when a casting came out badly, requiring the product to be manipulated with a hammer while still hot. Christopher Columbus got lost, and therefore found his way to the New World. Even the now famous “yellow sticky” was once a chemical blooper.</p> <p>We are built to learn from our mistakes through our rational capabilities. In this way, we learn to avoid repeating the same mistakes in the future or, at the very least, learn to know beforehand the risks associated with making such a recurring mistake. To paraphrase a famous saying, those with no knowledge of mistakes are destined to repeat them. Therefore, it is not enough to simply reap the consequences of our mistakes; we must also reflect and analyze in order to learn.</p> <p>In the 1990’s, for example, a ship stationed in Japan failed to sequester and transfer a young man who had recently admitted to being homosexual, in</p>	<p>Notice how the material is paraphrased well without plagiarism. This writer has a good grasp of the subject and addresses all tasks fully and thoughtfully.</p> <p>The author demonstrates superior control of syntax and vocabulary here as well as throughout the essay. This paper is virtually free of errors.</p> <p>The author’s development of the thesis stated here demonstrates a clear and succinct response to the prompt.</p> <p>Notice how the author creates a fluent and logical essay by moving from a general list of “mistakes” in the second paragraph to the claim (which directly supports the thesis) that we should learn from these mistakes through reflection and analysis in paragraph 3 to a specific example in paragraph four that clearly supports, develops, and illustrates this claim.</p>

spite of prevalent and open homophobia among the vast majority of his co-workers. The young man was found beaten to death in a public restroom in Sasebo, Japan. Investigation found several of his shipmates were guilty of the crime, and those shipmates were widely supported in their views, if not their actions, by a large percentage of the rest of the crew. The actual perpetrators were convicted of murder, and the commanding officer and other supervisors, while not specifically disciplined, progressed no further in their careers. Subsequently, and more importantly, after much analysis and reflection, this tragedy brought about fundamental changes: Administrative and procedural processes were altered to allow the immediate sequestering and transferring of personnel who were discovered to adhere to alternative lifestyles, not as an infringement of rights, but as a matter of personal protection.

Man lives, creates, learns, discovers, and advances by means of mistakes. We learn the mistakes of others, and so hopefully learn not to repeat them. Each war throughout the ages has had a loser as well as a winner, and we study the actions of both sides, not just the victor. While we may have no tolerance for the above types of mistakes, unfortunately we would probably never learn if someone hadn't first committed them. Most importantly, though, these mistakes would have been meaningless tragedies had someone not reflected, analyzed, and learned from them.

Score of 5

A. Lewis Thomas is arguing that making mistakes is part of being human. In short, to err is to learn.

B. Lewis Thomas believes that “wrong choices have to be made as frequently as the right ones.” He argues that mistakes are the “base of human thought.” In other words, making mistakes is the foundation upon which some of the most useful learning is based. Overall, the ability to learn from mistakes promotes personal growth and happiness as well as our success as a species.

The ability to learn from personal mistakes often termed wisdom is necessary for emotional and psychological growth and happiness. Numerous examples of when this process breaks down can be found on the *Jerry Springer Show*. A common scenario is the lover's triangle when one partner cheats on the other. And just who does the injured party blame?—why, the “other” woman or man, not the cheater. Rational thought would dictate, or so it seems to me, that the blame, at least in large part, should lay with the cheater. Yet more often than not the “victim” blames the third party and desperately wants the cheater back. The mistake in this case is displaced or inaccurately placed blame, these people are in all probability doomed to these types of unfulfilling relationships, at least until they learn to stop dating these types of people or at the very least to get out of a relationship with a cheater rather than continually trying to win that person back.

By realizing that an action will cause a reaction that will be deemed a mistake humans can avoid the base action that caused the mistake to occur. In this way, we are not so much built for mistakes as we are built to succeed by learning from those mistakes. Clearly, the ability to learn from mistakes is the basis for perpetuation of the species. If humans continued to make mistakes at

Two reasons that this author's writing is so effective lie in the writer's ability to use analytical reasoning and effectively develop ideas. This can be seen particularly in the underlying cause/effect structure of the argument that goes well beyond simply providing an example to analyzing how and why we learn from mistakes.

Also note the type of evidence used. Historical evidence is somewhat more objective as compared with personal anecdotal evidence, often found in 3 and 4 papers.

This paper is a 6 because the logic is precise, ideas are developed in depth and organized effectively, and the author has excellent control of the prose. In all aspects, this paper exemplifies superior writing.

What makes a 5?

The writer understands the main point of the passage, but the paraphrase isn't as developed or clearly reasoned as the 6. This task is somewhat slighted but not ignored.

Observe the writer's control of syntax and vocabulary (though not quite as sophisticated as the 6) and the use of transitions to connect ideas throughout the paper.

Also note the author's two-part thesis at the end of the introduction, which is then logically developed throughout the paper. For example, the second paragraph develops the first portion of the thesis, illustrating through example and analysis how “mistakes promote personal growth and happiness.” The following paragraph then harkens back to the thesis and develops the second idea that learning from mistakes promotes “our success as a species.”

Just like the author of the 6 paper, this writer effectively uses cause/effect to shape the argument and demonstrates through a well-known cultural example—*Jerry Springer*—what happens when the process of learning from mistakes breaks down. Exploring

a frequency and impact greater than successful decisions such as never learning that fire will burn, our ancestors would long since have ceased to evolve. These “wrong” decisions, and the lessons learned, have been passed along to peers and succeeding generations.

This action of learning from past mistakes has provided a continually expanding base of knowledge to guide decision making processes. We know, for example, what to expect when standing under a tree during a lightning storm or swimming all day in summer without skin protection. While people may continue to defy the odds by taking refuge under a tree in a storm or frolicking poolside in August with no sunscreen, I doubt many of them are unaware of the potential consequences. Learning from mistakes is not only a rational benefit of being human, it also insures our survival and success.

Yes, we are built to make mistakes, but we are also built to learn from those mistakes in order to make increasingly successful choices. We pass through life choosing between right and wrong, this or that choice, depending on the outcome, and hopefully we pass this information along to others.

Score of 4

A. I believe that Lewis Thomas is making a point about learning. According to Thomas, people need to make mistakes in order to grow. The trial and error process is at the very core of “human thought.”

B. Lewis Thomas is correct that all people make mistakes. Furthermore, without wrong decisions then how do we know we’re right? Thomas talked about thinking our way along in life. Thomas also said, that wrong decisions must be made at the same rate right ones are. As for thinking our way along in life, that is the very art of learning. If an individual is smart, he or she will take an account of their mistakes and learn from them.

Making mistakes, what I call learning, can be seen in all walks of life. If we were to look at the history of any accomplished golfer on the PGA tour, we could see the same product of trial and error. Through past mistakes a football coach could see a product of trial and error. Through past mistakes a football coach knows the mistakes their team has committed, and they can see where to make changes. For example, say a team member always tries to catch the football using his chest to stop the ball. Every time he used his chest to stop the ball, the ball would bounce off his chest and he would lose the ball. By watching films of this player in action, the coach and the player could realize the player’s mistake. The player needs to stop the ball with his hands rather than his chest. When Thomas said, “we are built to make mistakes,” he was speaking of this very process.

I believe that through mistakes we not only learn a new precedent, but patience. In the summer of 2000, I was taking piano lessons from my grandmother. It seemed to me that just learning where the keys were took all summer. Sometimes, my frustration showed. When this would happen my grandmother would say, “precept upon precept, line upon line, slowly we learn.” This is a verse out of the book of Isaiah. What I was being taught through my many mistakes wasn’t just how to play the piano, but patience.

Lewis Thomas isn’t really making any revolutionary statement about mistakes. However, what he did say couldn’t be more right. Mistakes and

cause/effect produces a more analytically reasoned paper, and using a well-known example engages the reader.

Aside from a few errors with punctuation (missing commas and a couple of comma splices), the writer crafts clear, fluid prose.

Overall, what separates this 5 from the 6 is the weak reasoning in the paraphrase as well as the punctuation errors. This paper demonstrates above-average writing.

What makes a 4?

The writer has an obvious grasp of the material. However, plagiarism in the last line prevents this from being an acceptable paraphrase. As in the essay above, this task is slighted but not ignored.

Notice how this writer develops the essay by providing examples and some analysis to support the thesis. However, the reasoning isn’t as precise as the 5. The author introduces an example in the second paragraph—PGA tour—as support, but fails to explore the idea and instead moves to another example with no transition. The author also doesn’t seriously explore the critical connection between “patience” and learning from mistakes in the third paragraph, which would help connect the example to the thesis.

While the author uses some cause/effect analysis, clichéd thinking (“all walks of life”) and missing transitions, combined with the analytic weaknesses listed above, result in the imprecise reasoning typical of a 4.

Notice too the use of anecdotal evidence. This type of evidence, while not “wrong,” is often more subjective and thus potentially less effective than the more objective examples used in the 5 and 6 papers.

Overall, this paper illustrates proficient

learning are one and the same, and it just takes patience to see it.

writing skills. The reasoning isn't as defined as the 5, but the essay is organized and developed well enough that ideas overall connect. And while the prose is somewhat awkward in places (mainly due to grammatical errors typical of a 4), the reader is still able to move through the discourse with relative ease.

Score of 3

A. Mistakes are a natural part of life. Without them life as we know it would not exist. Some may think the world would be perfect if no mistakes were made. I disagree. In this essay I will state what Lewis Thomas's quote means to me and why I agree with him.

What makes a 3?

The writer seems to have a basic understanding of the material, but plagiarizes by not including the source. (Other incidents of plagiarism appear throughout the paper.) The author also misconstrues the task by including the thesis in the last portion of the paraphrase.

B. Lewis Thomas is trying to convey a strong message in this statement. That statement is that we would not be able to function in this world if we did not make mistakes. We were created to make mistakes. It is an enate feature that we try things and experiment with things. We are not always going to try the right things, that is part of human nature. We as humans do not know everything. Because of this, we do not always know if things are right or wrong or how they are going to turn out. Lewis also believes that without mistakes nothing would progress. We can not learn to do the right things without knowing what is wrong & what doesn't work. If we don't make the wrong choices now and then and fail. We will never learn what is right and the meaning of success.

Notice how the writer struggles with the language and has frequent errors: word choice is often vague ("thing"), words are misspelled, and errors interfere with readability. Overall, the prose is inexact and awkward.

We are constantly making improvements in life. Through out this process of improving we are making mistakes that is how we know we are improving. There are fewer mistakes and it worked better Thomas stated if we were not provided with the knack of being wrong, we would never get anything useful done. If we did not make mistakes, we would never learn how to improve upon things. The whole art of science and experimentation relies on the concept of trail and error. We keep making mistakes until we figure out what works the best and we improve our experiment.

Notice too how the thesis in the paraphrase is developed with a series of sweeping generalities, beginning with "We were created to make mistakes." This type of development continues in the second paragraph where the writer repeats general ideas rather than exploring them with analysis and specific illustrations. For example, the author implies that learning from mistakes is a "process of improving" but fails to develop the idea and instead offers one broad statement after another, from making mistakes is how "we know we are improving to "there are fewer mistakes" to "if we did not make mistakes, we would never get anything useful done."

The last point I would like to make regarding Lewis Thomas' statement has to do with emotions and growth. One aspect of humanity that seperates us from the rest of the mammals is our capability to feel emotion. We feel happiness, sadness, love and joy. We feel sadness and failure when we ourselves have made a mistake or somebody close to us has made a mistake. Without mistakes we would feel no sadness or pain. In order to truly feel happiness. There must be sadness in the world. We should not know what happiness was if we did not have something to compare it to. Happiness would just be this feeling that nobody knew how to explain. We would not even realize we were experiencing anything because that would just be our regular day to day state of mind. We would not know the meaning of success without knowing the meaning of failure. Learning the meaning of sadness & failure allows us to grow as human beings. It teaches us lessons & prepares us for the future.

The third paragraph is interesting because it contains evidence of analytical reasoning. The author implies that learning from mistakes is also an emotional process by concluding that "Learning the meaning of sadness and failure . . . teaches us lessons." But rather than explicitly state how emotions can help us learn from mistakes, the author instead grapples with the idea that we gain understanding through comparison. Because the connection between emotions and leaning from mistakes isn't effectively explored, the reasoning is flawed.

In summary, mistakes are an enate part of life. We would not be able to

function in life without them. They allow us to learn, to improve and to grow. They give us a foundation on which we can build upon. Without mistakes, the life that we know would not exist.

All of the logical development weaknesses above as well as missing transitions make it difficult to understand how ideas connect and support the thesis.

What separate this 3 from the 4 are syntax weaknesses, including frequent errors, and problems with the logical development of ideas that result in imprecise reasoning. This essay displays basic writing skills.

Score of 2

A. The purpose of the passage, given by Lewis Thomas is his explanation between right and wrong. And why people make mistakes throughout their lives, but it is by these mistakes that humans learn from them, so in the event if a similar situation occurs, a person can make a different decision where they will not see it as a mistake but a good choice in life.

This paraphrase is badly mishandled due to syntax problems, serious and frequent errors, and weak reasoning (all of which are evident throughout the paper). For example, the author says, "the purpose . . . is his explanation," which doesn't make logical sense.

B. Being human is to make mistakes, humans are not perfect. This fact has become a reality. Throughout a lifetime someone can try to be perfect and try to make all the "right" decisions but eventually that someone will make a mistake. They will not be satisfied with the outcome of their decision, so therefore they will consider that decision as a wrong decision or as a mistake. If humans did not learn from past experiences we would not of been able to accomplish what our world has become to at this day and age. By doing this generation after generation can learn from our ancestors experiences which can help in present day living, and help from continuously making the same mistakes over and over again.

Notice how the writer uses cause/effect to shape the argument here. However, missing critical connections, little concrete development, and poor language control result in disjointed thinking and interfere with readability.

If you take a look at our society and our way of living today and compare it to 10 years or 100 years ago. It is easily seen through many wrong choices that humans have made has now helped us in todays society. Humans will always want and strive towards a perfect society where there is no crime, just peace and love for all mankind. In which this view or goal is not wrong because it is human to dream and to desire, so in turn it is also human to be in error.

The essay also has an obvious structural weakness as evidenced by the single body paragraph.

In conclusion, it is true that "We are built to make mistakes coded for error." We should not want it any other way.

Overall, this paper received a 2 because of the problems with syntax, reasoning, development, and organization. Combined, these weaknesses give the impression of substandard writing.

Score of 1

A. The author means that people make mistakes and they are not a bad thing. When you make a error you learn right from wrong. You can do anything useful.

What makes a 1?

This essay demonstrates the conceptual confusion typical of a 1. For example, the writer seriously mishandles the task here by focusing more on his or her opinion rather than paraphrasing the material.

B. I agree with the author. I have made many mistakes. There are many kinds of mistakes and I have made all kinds of mistakes.

There are many mistakes in love. Like cheating on a significant other. When you make this mistake you know it because your significant other will leave you. Other mistakes in love are not love but just sex. I don't have to make this mistake though. It usually takes a long time to figure that out. I watch other people make it and know I will never make it. There are also many mistakes in hate. Someone can hate so much that they do something terrible. Some people even kill or beat people up. It is a part of racism to. Hate is very bad. Another mistake is jealousy. Hate can make the mistake of racism. If you are jealous you can do things that are very wrong. Like trying to make the person you are jealous of look bad or if you are jealous about something someone has you might steal it because you are jealous. Jealousy is very bad and can even lead to the mistake of hate. Sometimes jealousy is good. Sometimes when a boyfriend or girlfriend is jealous they know how much they love them.

These are all bad mistakes. Everybody makes mistakes and must learn from them. Everybody does things that are wrong. This is human nature.

The author also has serious and frequent problems with the prose that render the discourse virtually incomprehensible.

Notice too the lack of concrete development, missing connections, and organizational problems, all of which create a seriously chaotic essay. For example, the author has obvious difficulty organizing ideas: The paragraph here moves from hate to jealousy then back to hate again, which disrupts the logical flow of information.

This paper received a 1 because of a combination of conceptual and language-control problems. The overall impression is ineffectual writing.