

1 ENC 1102

3 During our high school careers, we were required to take an English class, every
4 year. That's four years of English for some of us that consider English our weakest subject.
5 After graduating high school, we enter college as a freshman, there realizing we once again
6 have to take two more English classes. All together, that's six English classes that were
7 needed in order for us to get to the career we want. Now, were all graduating with a
8 bachelor in biology, biomedical sciences, and even engineering. Some students continue on
9 to get there masters and doctorate, where we are once again being told we have to take an
10 English class. Why? Graduate, or postsecondary school, is about studying for what we
11 actually want to learn. We have done our two years of English our freshman year of college,
12 why must we do more if I'm majoring in biology? The board of education is making it
13 possible so that us postsecondary students are required to take an English class, even if it is
14 not apart of the major we are in.

15 Throughout high school, we are required to take an English class every year.
16 Entering high school, we experience a new level of education. We are offered AP classes
17 (advanced placement), we are offered to dual enroll at a community college, and we are
18 offered to take regular high school classes. AP classes allow us to get a taste of college
19 leveled classes. They allow you to take on heavy curricular information. AP English classes
20 let you examine a variety of writings and incorporate analyzing skills that will help you in
21 the long run in college. The two main AP English classes include AP Language and
22 Composition and AP Literature and Composition. AP Language and Composition requires
23 you to understand the different languages of writing the allow you to analyze the

1 composition of different writings. It allows you to experience different languages of poetry,
2 narrative, expository, etc. This particular class can heighten your vocabulary and require
3 you to take a glimpse into what college English language will be like. AP Literature and
4 Composition helps you examine different pieces of writing and examine the different
5 aspects of them. This particular class helps you understand what different writings are
6 trying to speak. Rather than taking AP class, you can also dual enroll which allows you to
7 take actual college classes at an actual college campus. By participating in this program will
8 also allow you to get your first two years of English classes in college over and done with.
9 This will allow you to get your associates degree, which is the first two years of college.
10 Finally, you can also take regular high school English classes, which include English one,
11 two, three, and four. This gives you the information that is needed that year. It helps you
12 prepare for all the other years you are going to need English.

13 As we enter college, we need two years of freshman composition (if it is not our
14 major). These classes help us understand the basics of writing in college. They prepare us
15 for a variety of different majors, including biology, chemistry, engineering, and biomedical
16 sciences. They give us the chance to expand our writing abilities so that we can be prepared
17 tow rite medical records, science journals, project plans, and even business meetings. It is
18 required for all majors, freshman composition helps to encourage new college students
19 that they can be confident in their writing.

Work Sample Evaluation

Subject Area: Composition 2

Task Title: I Already Know How to Write! Do I Really Need a Course in Composition?

Student Work Sample Title: N/A

The document was scored using the *CCR Task Bank Rubric*. The final scores are indicated in the following chart.

Scoring Criteria	Insufficient Evidence	Developing	Progressing	Accomplished	Exceeds
Research and Investigation	X				
Ideas and Content		X			
Reading and Analysis	X				
Communication		X			
Organization		X			
Accuracy		X			

Annotations: The following evidence from the work sample and the reviewer’s comments support the scores above. Page and line numbers refer to the original work sample.

Scoring Criteria	Page #	Line #	Commentary about the work sample
Research and Investigation: <i>Locating resources independently and/or identifying information within provided texts</i>			There are no citations or sources; information provided in the essay is gleaned from student’s experiences.
Ideas and Content: <i>Presenting a thesis and understanding concepts</i>	1	12-14	While the thesis is simple, it does exist in the work sample.
Reading and Analysis: <i>Evaluating sources and selecting evidence to support the central idea</i>			The student did not provide any evidence or research in the work sample.
Communication: <i>Using subject-appropriate language and considering audience</i>	1	1	While the student uses simple language, it is direct.
	1	11	The writer includes himself or herself as a person who would be required to complete the task.
	2	6	Within the essay, the student speaks directly to the reader as “you.”
Organization: <i>Structuring main ideas and supporting information</i>			Overall, the work sample is organized simply.
	1	15	The second paragraph is too long and could be divided up.
Accuracy: <i>Attending to detail, grammar, spelling, conventions, citations, and formatting</i>			There are numerous errors throughout the work sample. Those errors include:
	1	7	The word “were” needs an apostrophe.
	1	12	The student mixes the use of “we” and “I,” using the pronouns interchangeably.
	2	6	Incorrect usage of “then” instead of “than.”