

Writing Effective Expository and Expressive Essays for CSET or CBEST

Introduction

Writing effective expository and expressive essays for CSET or CBEST is best accomplished with a clear plan of attack firmly in mind and practiced prior to taking the exam. Clearly, the night before the test or during the test time itself are not the appropriate times to be planning for how to manage your time and the essay responses. To assist you in this endeavor (writing successfully for CSET/CBEST), I have created a series of videos for you to watch and replay as you prepare for these essays. Please note that you must use your own best judgment and that all I am offering you are suggestions. However qualified and correct these suggestions may be, I will accept no credit for your ultimate success or failure. On a more positive note, everything that you will read and review is based on information that successful candidates report that they knew prior to taking the exam; therefore, this work rests on the experiences of many other people.

There will be five parts to the presentation. The first part provides an overview of how we will proceed through the document, along with other important information we will apply to the essays. The second part will cover scoring scale and typical expository and expressive essay questions. The third part will review the expository essay responses for their merits (if present) and detriments (when present). The fourth part will present the expressive essays (I call them persuasive) and follow the same analysis we will undertake in part three. Finally, I will end with some recommendations and reminders in part five.

Let's begin with an introduction to writing for CSET and CBEST.

Part One: Introduction to CSET / CBEST Writing

Overview

To begin, there are five areas we will explore together.

1. Knowing how to brainstorm quickly based on questions and their types
2. Understanding how to organize your writing into a logical scheme
3. Using a formulaic writing style that is tailored to the audience given in the question
4. Avoiding common errors in usage
5. Reviewing common essays and analyze answers that receive various scores against the scoring criteria

The criteria used to score your essay will be reviewed when we discuss item five on the list. You should be able to recognize that most of these items are part of the writing process, where you *brainstorm*, *draft*, *revise ideas*, *edit grammar*, and then *write up* your response. I will note now, and reiterate later, that I would use the writing process faithfully and in this order prior to writing the actual response (as always, the choice will be yours).

Let's look at each point of the writing process in detail.

Brainstorming

First, knowing how to brainstorm quickly is extremely helpful. When you are given a question, really the last thing that you want to do is write the answer. There are some other things you

may wish to try before putting your pen to the actual test paper. Generating ideas first using quick writes or quick lists is always a good idea, and we will look at this technique a couple of times when we deconstruct responses that scored highly. Below is a cursory example.

Presume that you have been asked to write on the subject of deserts. You could use the topic to generate a list of items quickly:

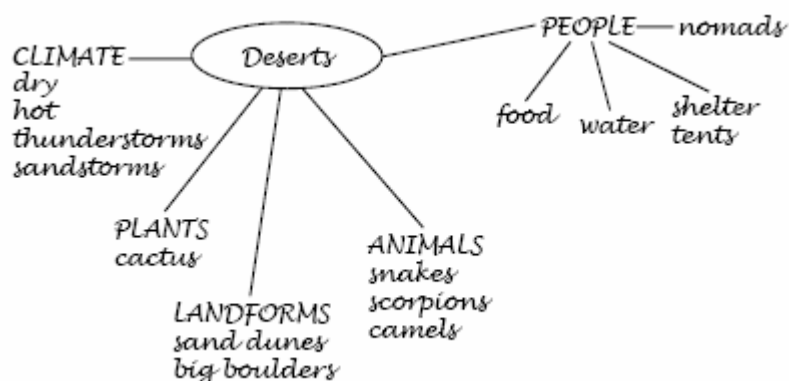
Dry, food, water, hot, cactus, sand dunes, boulders, snakes, shelter tents, thunderstorms, sand storms, nomads, scorpions, camels

You may wish to use this process on the questions that we will review in this document, so you can determine if the process will be effective for you or not. Of course, feel free to develop or locate other available methods if you don't like what I present on brainstorming.

Organization

Clearly, a well-organized essay will probably score more highly than a disorganized essay, even if they contain roughly the same information. Think of it this way: If you have ever graded a stack of essays, then you know that you might have been very generous with essays beginning with the last name *Addams* but when you finally arrive at *Ziebignew's* essay, you may have been far less forgiving if you have to hunt for the information. For the purpose of the exam, please consider that your last name begins with the letter Z and that it will be read by someone who is probably very tired; therefore, your job is to make that assessor's life a bit easier by organizing your response in advance of actually writing it out.

Brainstorming and Organization go hand in hand. After generating a list of topics, you will see how to organize them into categories and frameworks depending on the type of given essay. Continuing with the example from the subjects of deserts, you could quickly organize your items into dominant and subcategories that would make up the body paragraphs of your essay:

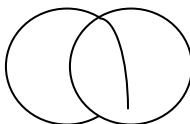


The following are some typical organizational patterns for both expository and persuasive writing:

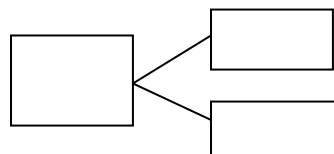
Expository / Informational

- Outline
- I.
- A.
- B.
- C.

Compare / Contrast



Problem Solution



Expressive / Persuasive

Persuasive Form

1. Attention
2. Appeal to Logic
3. Appeal to Emotion
4. Call to Action

T – Chart

Childhood	Adulthood

Note that I divided the patterns into two groups: Expository / informational and Expressive / Persuasive. This is because these are the two types of essays you will probably be asked to create based on information that is publicly available. Briefly, expository writing is basically informational writing, where you are asked to describe a situation, a how-to, or activity without having to convince the reader of a given position. Surely, you will want to assure and persuade the reader that you are writing confidently about your subject, but you are not actually asking them to believe or do anything. That is because asking and convincing are the domain of the persuasive essay.

Persuasive writing is often expressive writing, where you are responding to a question and trying to convince the reader to believe you, accept your conclusions, or do something. The distinction is an important one, because you must be very mindful of your audience when you write these types of essays. For example, if the question states that you are writing to a group of educated adults, you may want to rely less on emotional appeals and instead favor appeals to logic or better judgment. However, convincing nine-year-old children to purchase the latest “time waster” is another matter and maybe more emotional appeals will be better (depending on the type of nine-year-olds you are dealing with, of course). Organization, then, is another important part of the pre-planning phase and something that we will look at more closely later on in the videos.

Note: I will use Persuasive and Expressive writing interchangeably throughout this essay.

Formulaic Writing

I have three words for you: This is *not creative writing*. This task involves writing for a specific purpose (to pass a test), and I would use a very formulaic style of writing both the expository and persuasive pieces that you will most likely encounter on the test. Below are two examples, though only the academic formula is one-to-one with the expository essay (the persuasive form will vary a bit in actual practice).

not micromanage your essay to this level. The point is simply for you to be mindful of your style before you even begin to write. Let's look at the example now.

Sentence Branching

¶1	¶2	¶3	¶4	¶5
No branch	Left branch	Right branch	Mid branch	No branch
Left branch	Right branch	Left branch	Right branch	Mid Branch
Right branch	Mid Branch	No Branch	Left Branch	Right Branch
Mid branch	No Branch	Right Branch	No Branch	Left Branch

When we review the high-scoring essay responses, we will look at branching. Note: They actually do seem to use this technique on the publicly available examples and to score essays without these considerations much lower.

Common Questions, Responses, and Scoring

Shortly, we will begin to review the essays and the responses. We will look at an expository question and an expressive (persuasive) question, along with a total of eight responses (four per each question). While we will look at brainstorming and organizing only in the essays that score the highest number of points, we will consider organization and style for all of the responses.

Scoring will be done within the context of the essay review. Presently, there are no official stipulations for how the essays will be evaluated within the context of CSET; therefore, we will simply assume that you will have to score “threes” on each of the two essays you must right, since the scale ranges from four points highest) to one point (the lowest).

What is critical for you to understand now is that the essays will be read with two sets of interrelated criteria in mind. The first set of scoring criteria appear below:

RHETORICAL FORCE

The clarity with which the central idea or point of view is stated and maintained; the coherence of the discussion and the quality of the writer's reasoning.

ORGANIZATION

The clarity of the writing and the logical sequence of the writer's ideas.

SUPPORT AND DEVELOPMENT USAGE

The relevance, depth, and specificity of supporting information.

The extent to which the writing shows care and precision in word choice.

STRUCTURE AND CONVENTIONS

The extent to which the writing is free of errors in syntax, paragraph structure, sentence structure, and mechanics (e.g., spelling, punctuation, and capitalization).

APPROPRIATENESS

The extent to which the writer addresses the topic and uses language and style appropriate to the given audience and purpose.

Assessors will apply these criteria to each of your essays; therefore, it is essential that you write with these elements in mind. Furthermore, when assigning your score, a larger (but related) set of criteria will be used (the complete list appears in the appendix of this document):

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>A "4" is a well-formed writing sample that effectively communicates a whole message to the specified audience.</p> <ul style="list-style-type: none"> • The writer clearly presents a central idea and/or point of view and maintains focus on that topic; the response is well reasoned. • Ideas or points of discussion are logically arranged, and their meaning is clearly communicated. • Generalizations and assertions are well supported with relevant, specific, and detailed development. • Choice of words is precise; usage is careful and accurate. • The writer composes sentences of syntactic complexity and variety and constructs coherent paragraphs, although the response may contain minor flaws in mechanical conventions. • The response completely addresses the topic and uses language and style appropriate for the given audience and purpose.

We will derive a list of terms from the Scoring Scale together when we look at the first essay response to the first question.

In order for you to see how all of these elements play a role in the type of essay you write and your ultimate score, we will follow a particular formula for analyzing the essays:

1. Review the question and understand the task
2. Read the response
3. Consider an appropriate title for the essay
4. Analyze organization and style
5. Deconstruct the question to see why it received a particular score in light of the criteria we derive together

Considerations such as essay length and other minutia will also be considered in the context of the responses (325 – 375 words appears to be the norm for a high score).

Part Two: Scoring Scale Criteria and Typical Questions

Our initial tasks include deriving the review criteria to understand how to write as closely as possible a score level of four and to introduce the expository and persuasive (expressive) questions to you. Let's begin by extracting the criteria.

A "4" is a well-formed writing sample that effectively communicates a whole message to the specified audience.

- The writer clearly presents a central idea and/or point of view and maintains focus on that topic; the response is well reasoned.
- Ideas or points of discussion are logically arranged, and their meaning is clearly communicated.
- Generalizations and assertions are well supported with relevant, specific, and detailed development.
- Choice of words is precise; usage is careful and accurate.
- The writer composes sentences of syntactic complexity and variety and constructs coherent paragraphs, although the response may contain minor flaws in mechanical conventions.
- The response completely addresses the topic and uses language and style appropriate for the given audience and purpose.

From this bulleted list of six items, it is rather easy to extract five elements, including *focus*, *organization*, *support*, *word choice*, *mechanics*, *audience* and *purpose*. Briefly, focus simply refers to whether the response was on topic or not on topic. Organization, as we saw in part one, refers to the overall structure of the essay and relative ease the assessor had in locating the information. Support means that you did not leave the assessor to “guess” or fill in the blanks with information you think should be obvious but may not in fact be so obvious; instead, you have reasonably qualified all of your statements that need qualification. Word choice and mechanics are all part of style, and we will focus on these elements as we review the responses. Finally, audience and purpose mean that you wrote to the audience posed in the question and fulfilled the purpose of the task as completely as possible.

Having derived the criteria, let's now look at the types of questions you will be asked. According to the test information bulletin, you will be asked to demonstrate your ability to write effectively on Expository Writing and Expressive Writing. To make the distinction even more clear for you, you are really being asked to write an informational essay and a persuasive essay (refer to Part One if you need a refresher).

Expository Writing

Below is the question we will review for the expository responses:

1. A visitor from another country has only a short time to spend in the United States and would like to see one place in or near your home. In an essay to be read by an audience of educated adults, state where you would like to take the visitor and describe what the place would reveal about the culture and values of the United States.

While many possible foci for expository essays exist including description, compare and contrast, problem and solution, the descriptive or academic format seems to be the best option. At the heart of this question is, “How can place represent the cultural values of the United States?” Let's look at the descriptive form first.

Descriptive Essays

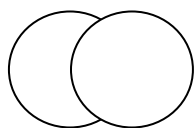
Pure description, (I would characterize this particular question as being descriptive), would be best organized using academic form. Briefly, let's walk through an example with an introduction, a three part thesis, three body paragraphs, and a summative conclusion.

- I. Introduction and Three Part Thesis: I think you are brilliant. I think you are brilliant for three reasons: you manage money well; you study hard; and you are incredibly creative.
- II. Managing Money
- III. Studying Hard
- IV. Incredible Creativity
- V. Summative Conclusion: your money management, study skills, and creativity make you brilliant.

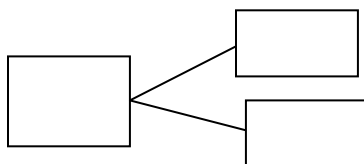
There is nothing particularly brilliant or creative about that example (stylistically, it's a disaster), but it does reflect pure academic form. The topic is introduced first, along with the three-part thesis. Remember that the thesis is a roadmap to the rest of your essay. Furthermore, that thesis includes three elements (managing money, studying hard, and creativity) that introduce and become the topics to be discussed and described in the subsequent three paragraphs. Finally, the conclusion simply wraps up the essay by restating your introduction and thesis.

Compare and Contrast

Some expository essays may ask you to compare and contrast elements and a Venn diagram might be helpful as an organizational tool.



Other questions may ask you to identify a problem and its attendant solutions:



Clearly, these are only a few of the infinite possibilities. Simple modifications to academic form can accommodate them (e.g., stating the nature of a distinction in the introduction; two or three ways the distinctions will be presented in the thesis; etc.).

Persuasive Writing

Turning now to persuasive (expressive) writing, the formula is a little more difficult to nail down. The question really depends on the type of persuasion and type of audience. For example, if you are asked to persuade someone to purchase the latest do-nothing, you might employ the following form:

1. Attention ("1 million people suffer from naval sweat and don't even realize it")
2. Appeal to Emotion ("It could be you")
3. Appeal to Vanity ("People will love you and your clean naval!")
4. Appeal to Conformity ("All your friends are doing it!")
5. Call to Action (Get off that sofa and call now!)

The specific question we will review here does not follow this model one-to-one; rather, it employs aspects of this persuasive organizational pattern:

2. Children develop ideas as they grow up about what jobs or careers they would like to have as adults. Sometimes they change their minds and sometimes they do not. In an essay to be read by an audience of educated adults, identify a job or career you once wanted to have and explain why you do or do not have the same view of the job or career now.

The important considerations here will include how you will compare and contrast a career direction from childhood to adulthood and write it as clearly and convincingly as possible. Since you are writing to an audience of educated adults, your appeals to emotion, vanity, and conformity will be fewer (I didn't say none), while your appeals to reason and logic will be greater. Your concluding point will be a subtle call to action, in this case, to buy your essay's position.

Having looked at the scoring criteria, derived the applicable terms, and reviewed the questions in a general way, our next task is to analyze the essay responses that reflect scores of four, three, two, and one. We will begin with the expository question and response and look at the worst essay first. As described in Part One, we will use the following format for our exploration:

- A. Review the question and understand the task
- B. Read the response
- C. Consider an appropriate title for the essay
- D. Analyze organization and style
- E. Deconstruct the question to see why it received a particular score in light of the criteria we derived together in Part Two

The same process will be repeated for the persuasive (expressive) essay.

Part Three: The Expository Essay and its Responses

In this section, we will review the Expository essay and deconstruct the responses. We will go through the four-point essay in greater detail, since we want to come as close to that score level as possible.

Score Level One Essay – Please Review Appendix B First (Page 29)

A careful reading of the question shows that your task is to reveal US values and culture to a visitor to another culture. An appropriate title for this particular essay would be *An Answer to a Question Nobody asked*. The following points illustrate general problems with the essay:

- The essay begins by discussing the visitor but ends by discussing a museum.
- A museum could work as a topic if, for example, it were about a museum of US history and values.
- Because the museum is undefined and unqualified, the assessor is left to guess and a museum of natural history would not suffice to answer the question.

I would take a visitor who is here for a short time to one place he can appreciate the culture and values of this country. Such a place is a museum. I live in Los Angeles and the museum for Arts and culture is located within a few blocks from where I live. This museum contains works of arts and culture that are very educational about the way of live of the people of America. This museum is housed in an antique building that is in itself a landmark in Los Angeles.

Applying the *six elements* we derived in Part Two show the deficits.

- *Focus*: Complete lack of focus given the bulleted items
- *Organization*: Poorly organized - we start one place and end up somewhere else
- *Support*: Very little supporting evidence, especially regarding the type of museum
- *Choice*: Odd idiomatic expressions, no transitions, kindergarten vocabulary
- *Mechanics*: No branching sentences and very redundant; odd capitalization
- *Appropriate*: Not written for an educated audience; too conversational; too vague; fails in purpose since it's really about a museum in LA

The scoring rubric for an essay that earns only one point is appropriate in this case:

A "1" is an inadequately formed writing sample that fails to communicate a message to the specified audience.

- The writer fails to state and/or to remain focused on a central idea and/or point of view; the response lacks coherence and reason.
- Organization of ideas is ineffective and seriously flawed; meaning is unclear throughout.
- Generalizations and assertions are not supported or are severely underdeveloped; the presentation of details is confused.
- Word choice and usage are largely imprecise, and there are severe distracting errors.
- The writer commits serious and numerous errors in paragraphing, sentence structure, and/or mechanical conventions.
- The response demonstrates little or no understanding of any of the assignment's tasks; language and style may be inappropriate for audience and purpose.

Score Level Two Essay – Please Review Appendix B First (page 29)

Our task is to reveal US values and culture to a visitor to another culture. An appropriate title for this two point essay would be *Phun at Dizney Woild*. The following points illustrate general problems with the essay:

- Paragraph One: The opening is a waste of time – it should just get to the point. The problem, of course, is the point in this essay is a silly one. Would you really want to use Disney as the place to show someone American culture and values?

Having the opportunity to ever show a visitor from a foreign country our culture and values would be a honor. Disneyland would be the place to go. Many Americans see it as part of our culture, values and opportunities we have.

- Paragraph Two: This paragraph is made up of largely unsupported and illogical claims. Disney certainly does not offer much freedom of expression. I have yet to see a Mickey Goose or a Donald Trout. Furthermore, I'm not sure what business opportunities this person has in mind. Perhaps copying and selling pirated copies of Disney movies. I'm sure Disney wouldn't mind, since they admire entrepreneurship so much.

Disneyland is not just part of our country its a symbol of our values. It shows freedom of expression. It shows the business opportunities you may develop. Disneyland will also show all of the different geographical, racial, and religious cultures we have all across the United States.

- Paragraph Three: More ridiculous nonsense

Disneyland is the main museum for representing the United States of America. It would give our foreign friend all the culture and values of this country in one visit.

Applying the *six elements* we derived in Part Two show the deficits.

- *Focus*: Starts poorly and ends “worsely”
- *Organization*: Some organization - there is an opening, some stuff in between, and a closing
- *Support*: Little support for the statements
- *Choice*: “It” is used five times in this essay
- *Mechanics*: No branching sentences and very redundant; odd capitalization
- *Appropriate*: Not written for an educated audience; too conversational; too vague; fails in purpose

The scoring rubric for an essay that earns only two points is appropriate in this case:

A "2" is a partially formed writing sample that attempts to communicate a message to the specified audience.

- The writer may state a central idea and/or point of view but loses focus on that idea; the response is simplistically reasoned.
- Organization of ideas may be evident, but is largely ineffective, and the response is generally unclear.
- Generalizations and assertions are only partially supported; the response may contain irrelevant, insufficient, or imprecise details.
- Word choice and usage are generally imprecise and distracting.
- The writer's response may have distracting errors in paragraphing, sentence structure, mechanical conventions, and/or dependence upon short, choppy sentences with minimal modification.
- The response incompletely addresses most tasks of the assignment and/or inadequately uses language and/or style appropriate for the given audience and purpose.

Score Level Three Essay – Please Review Appendix B First (Page 30)

One again, our task is to reveal US values and culture to a visitor from another culture. An appropriate title for this three point essay would be *Things to Want and Buy*. The essay receives a score of three primarily based on its organization, support, and mechanics, but perhaps loses points based on the purpose. Let's review the paragraphs.

- Paragraph one opens plausibly enough (in the mall) and one could certainly watch people and discuss their behaviors (Sears people versus Macy's people) or the differences in occupations at the mall. Some rudimentary cultural anthropology could take place (or not). Notice the use of left branching sentences in the opening. Stylistically, this is an improvement. Specifically, we see a subordinating conjunction with the appropriate comma before the main clause.

When a visitor from another country comes to visit the United States, take him or her to the mall. Any shopping center in Sacramento, such as the "Arden Fair Mall," provides many examples of the values and different cultures found most anywhere in the United States today.

- Paragraph two describes all of the benefits of rampant and unrestrained consumerism. Stylistically, however, it does function effectively. There is a transitional phrase in the opening, along with a right branching sentence that breaks up the monotony of using too many simple sentences. The paragraph ends with no branch in the concluding sentence (another effective technique). In short, though these sentences support a rather wacky notion, they do so in a both a stylistically and logically appropriate manner.

All clothing stores, for example, found in any mall are excellent representatives of the different styles and fashions of clothing worn by most Americans.

Accessories, such as jewelry, purses, shoes, and hats are also examples of how most Americans choose to present themselves. Even the salesperson can provide suggestions on what is currently fashionable in the United States.

- Paragraph three contains the fascinating subject of fast food. I am not a fan of fast food or this paragraph. It's not just that I am trying to diet; it's the illogical ideas present in the paragraph and the passive-voice sentences. For example, "These restaurants provide...." is a passive sentence. Worse, restaurants cannot provide anything. They are objects. *People who work at the restaurants* are the ones who do the providing. Avoiding both passive voice sentences and illogically written statements is always wise.

Usually there are a variety of restaurants found in the mall also. These restaurants most definitely provide examples of the most popular kinds of food eaten by most Americans. Even food familiar to the foreigner may be found in any shopping center.

- Paragraph four continues with more dubious information regarding clothes, food, and furniture and their relationship to American values and culture. Clearly, I don't agree much with the author's ideas, but that is not so important; the essay does hold together stylistically and it seems that some support is better than no support at all.

Other stores such as furniture stores and stores that sell technical and electrical equipment are other excellent examples of the American culture. The environment inside as well as outside any American home may be found in these types of stores.

- Paragraph five is the conclusion. You should always include one. The fifth paragraph is always easiest to write anyway. What makes this conclusion "work" is that it ends where we began: US culture and values reflected in food, clothing, and environment at the mall. Note that the order of items discussed in the conclusion mirrors the same

order that was presented in the essay. Furthermore, not the use of two left branching sentences and the concluding non-branching sentence, as it is an effective stylistic device that gives the essay finality. This conclusion, together with the introduction and body paragraphs, make this essay worthy of three points – presumably enough to pass the exam.

After visiting the "Arden Fair Mall" in Sacramento, a foreigner should become very familiar with the values and culture of the United States. Through the many examples of fashion, food, and environmental surroundings, the "American Way" is clearly exemplified. The "Arden Fair Mall" may be the best tourist attraction in Sacramento to a foreigner.

Turning now to our criteria, we find the following:

- *Focus*: US culture reflected at The Mall
- *Organization*: well-organized five-paragraph essay
- *Support*: support is consistent throughout the essay
- *Choice*: above conversational level
- *Mechanics*: adequate branching and virtually error-free
- *Appropriate*: essay serves its purpose even though the topic is weak.

Based on this information, the essay is worthy of a score-level three.

A "3" is an adequately formed writing sample that communicates a message to the specified audience.

- The writer presents a central idea and/or point of view, and the focus is generally maintained; the response is adequately reasoned.
- Organization of ideas is generally clear and effective, and the meaning is generally clear.
- Generalizations and assertions are adequately supported, although perhaps unevenly.
- Word choice and usage are adequate; some errors exist but do not impede meaning.
- The writer's response may have errors in paragraphing, sentence structure, and/or mechanical conventions, but they are neither serious nor frequent enough to distract or confuse the reader.
- The response may not fully address the topic (i.e., one of the tasks in the assignment may be neglected or may be vaguely or incompletely addressed), but language and style are appropriate for the given audience and purpose.

Score Level Four Essay – Please Review Appendix B First (Pages 31 – 32)

At last, we have an essay that does reveal US values and culture to a visitor from another culture. An appropriate title would be *How to Receive a Four* or *The Culture and Values of the US as Reflected in the Bay Area*. Let's deconstruct this essay in a bit more detail.

First let's review the writing process and then walk through it in reverse. Normally, you would carry it out in this order:

1. Brainstorm (quicklist)
2. Draft (organize and outline)
3. Edit ideas
4. Revise grammar
5. Write

For our purpose, we will work backwards through the steps and modify them here and there. Let's start with the essay as a final product.

This essay receives a four because it meets all of the criteria the test makers have defined for us. Whether you agree with the content or not, the essay is focused, organized, supported, grammatically correct, and appropriate for the audience and purpose. Let's review the essay paragraph by paragraph before looking at the writer's choice of editing and branching.

- Paragraph one states the introduction and the thesis pretty clearly. We know that the author will discuss "life, liberty, and happiness" in that order as reflected in the Bay Area and in the City of San Francisco in particular. The body paragraph should follow this sequence and the supporting elements should be clear. Furthermore, the concluding paragraph should replicate the information found here without introducing a new topic.

". . . life, liberty, and the pursuit of happiness." This phrase from the Declaration of Independence represents to most Americans the culture and values of our country. To best illustrate the truth of this phrase, and thus present American culture and values, I would invite a visitor from another country to one of the world's most famous cities, San Francisco. In this beautiful "city by the bay," I can show my foreign friend how the United States truly exemplifies it's formal values, particularly the various freedoms granted us by our Bill of Rights and our cultural diversity.

- Paragraph two picks up the first part of the thesis: Life. The author describes life in the Bay Area as being both agricultural and high tech simultaneously. The author uses this observation to reflect a clichéd notion about success through hard work and sacrifice. This device is effective, because it uses the visual environment as a vehicle to deliver notions of culture and values of the US to the foreign visitor. In brief, the author has followed not only the thesis but also supported it with clear examples in this first body paragraph.

Because my home town of San Jose is approximately forty minutes away from San Francisco by car, the drive from my house to "The City" would be an opportune time to show my companion the beautiful landscape dotted with cows, as well as theme parks and high-tech business complexes. I would explain that, despite America's reputation for being on the cutting-edge of industry and entertainment, we have not forgotten our country's agricultural roots. In fact, many of our values tout individualism and the benefits of hard work, vestiges of a country of farmers which has become, over the past 200 years, a country of businessmen and entrepreneurs.

- Paragraph three embodies the second part of the thesis: Liberty. Liberty is exemplified again through visual elements present in the environment, primarily in the inhabitants of the city. These individuals are said to be freely pursuing their dreams of working in cramped cubicles. In pursuit of liberty, religious freedom is also cited as reflected in the many places of worship found along the way. The author finds this peaceful coexistence "liberating" and who wouldn't? In sum, paragraph three follows the thesis well and supports it with clear and concrete statements.

This point would become clearly evident as we enter the towering, gleaming sky scrapers of downtown San Francisco. I would point out the multitudes of suitclad men and women rushing to and from their high-rise offices. Every race, age, size and shape of person can be seen taking advantage of the freedom of opportunity America offers all its citizens, indiscriminantly. Furthermore, my companion would see all types of places of worship along the streets of San Francisco. The various churches, mosques, and synagogues would prove that freedom of religion actually does exist peacefully in our country, unlike so many others around the world.

- Paragraph four serves as both the paragraph for thesis element three: Pursuit of Happiness. It is also the concluding paragraph for the entire essay. Note that I would recommend writing a brief concluding paragraph that restates the thesis, but it's apparently not essential. Also in my opinion, this paragraph really introduces a new topic (freedoms taken for granted) and that is a no-no when writing these types of essays, since you must stay within the parameters of the essay established in the introduction and thesis. Nonetheless, the concluding sentences does tie the essay back to its starting point and we end roughly where we began, minus some bumps and bruises along the way.

From Chinatown to the Italian flavor of North Beach, and even from the riske sections of Haight Street and the Mission district, my foreign friend would notice the cultural and ideological diversity of San Francisco. These freedoms of expression, speech, and political activism are so widely practiced across all fifty states of America, I would explain, that they are sometimes even taken for granted. Surely my visitor would learn from our lively excursion through the colourful streets of San Francisco that the United States upholds its world-famous values of the "inalienable rights to life, liberty, and the pursuit of happiness."

Having deconstructed the essay, let's consider the process of revision for a moment. Clearly, you will have to write very carefully and you will not be on a computer, so the revision process will be challenging. So what revision can you consider before writing on the test paper? Branching. Notice how this paragraph has been branched:

I.	Life, Liberty, Happiness LB, LB, LB, RB
II.	Life – Agriculture & High Tech LB, RB, MB, RB
III.	Liberty RB, No B, No B, Transition, RB
IV.	Happiness LB, LB, Mid-Branch, RB
V.	Conclusion {absent}

My suggestion then is that you do consider how you will branch your sentences prior to writing your essay. It might also be helpful for you to read some essays from *The New Yorker* online and see how professional writers also use this technique. The point is certainly not to stress out over how to write with branches; instead, you should be mindful of the process to

keep your style fresh and compelling.

Word choice is also worth noting. In nearly all of the cases, the author has elected to write for an educated audience. For example, the author uses phrases and other expensive words to elevate the essay:

- To best illustrate *instead of* tell
- Thus present *instead of* show
- Exemplifies *instead of* is

You may wish to practice writing a response to this question yourself, or revise one of the weaker essays. Then, re-read what you have written and use your computer's Thesaurus to see what additional “elevated” words might work well. Use caution in this process, however, as using a word like “countenance” for “face” may make you sound like a social climber. Other expensive words used in the essay include: opportune time, vestiges, entrepreneurs, clearly evident, multitudes, indiscriminately, risqué, and inalienable.

Let’s turn now to brainstorming, drafting, and editing. Here, it is best for you to look at the question and try to derive a title to capture what the question is really asking you. Once you have the title, you can then begin to brainstorm by “*quick-listing*” elements and then organizing them into a framework. The term for this type of activity is list – group – label, though we will be *organizing* instead of *labeling* here.

The Culture and Values of the US	
Brainstrom – Quicklist	Group – Organize
Life Liberty Pursuit of happiness Religious freedom Freedom to work Diversity Farming High Tech Business Culture Bay Area San Francisco	

In summary, deriving a title from the question, Brainstorming/Quick listing terms, and then

choosing the appropriate schema will help should be helpful to you when you write the exam. Furthermore, considering how to branch your essay prior to writing it may also help you stylistically.

Let's turn now to the scoring rubric for a response that earned four points:

A "4" is a well-formed writing sample that effectively communicates a whole message to the specified audience

- The writer clearly presents a central idea and/or point of view and maintains focus on that topic; the response is well reasoned.
- Ideas or points of discussion are logically arranged, and their meaning is clearly communicated.
- Generalizations and assertions are well supported with relevant, specific, and detailed development.
- Choice of words is precise; usage is careful and accurate.
- The writer composes sentences of syntactic complexity and variety and constructs coherent paragraphs, although the response may contain minor flaws in mechanical conventions.
- The response completely addresses the topic and uses language and style appropriate for the given audience and purpose.

Part Four: The Expressive (Persuasive) Essay and its Responses

In this section, we will review the expressive essay and deconstruct the responses. We can move through these essays more quickly, given that you have some experience with how to read them now.

Score Level One Essay – Please Review Appendix C First (Page 33)

A careful reading of the second question shows that we are being asked to describe a job we wanted as children and whether we still felt the same way about it later in life. We are also asked to characterize the nature of that change. This essay is persuasive in nature, in that you must write a compelling description of how you felt then versus now and the account must be a convincing one.

The appropriate title for this essay is *How to Receive a One*, because it fails on so many levels. The question asks for a description of childhood and adulthood; however, this essay really focuses only on a mid-life crisis. The content of the essay, too, is trite and insulting, since it makes being a principle sound like much less work than being a sales person. The writing is also very self-centered and is really more about personal fun and enjoyment. It ends with a complete lack of focus since it introduces a new topic: being a coach.

Being that I am in sales. I Base my Career on work hard. But I got older and I realize that work hard is not everything. So I decide to go in the Job world as a prinicpal in the Education Deparment. I feel that teaching Something that I like best I will enjoy more because of the fun I will have doing it. Becoming a teacher will take hard work and time, I have all the time is willing to give more. there are two fields that I will like to teach and that grade school or high school if I can teach there or be a Coach then my goal will be forfile. This has been my life and now it my dream.

Regarding the six elements, it is no wonder this essay received a one:

Focus: no focus; answers a question nobody asked.

Organization: not organized around the question and is not persuasive

Support: no support; non-sequesters; self-centered; insulting

Choice: too conversational

Mechanics: fragments, run-ons, splices

Appropriate: Misses point of essay entirely.

In summary, it is easy to see why the one point criteria are applicable here:

A "1" is an inadequately formed writing sample that fails to communicate a message to the specified audience.

- The writer fails to state and/or to remain focused on a central idea and/or point of view; the response lacks coherence and reason.
- Organization of ideas is ineffective and seriously flawed; meaning is unclear throughout.
- Generalizations and assertions are not supported or are severely underdeveloped; the presentation of details is confused.
- Word choice and usage are largely imprecise, and there are severe distracting errors.
- The writer commits serious and numerous errors in paragraphing, sentence structure, and/or mechanical conventions.
- The response demonstrates little or no understanding of any of the assignment's tasks; language and style may be inappropriate for audience and purpose.

Score Level Two Essay – Please Review Appendix C First (Page 33)

Recall that we are being asked to reflect on a career choices as both children and then as adults. The title appropriate for this essay would be *Giving Up: My Life as a Quitter*. Following are the limitations of this essay:

- Paragraph One and Two: there is some organization but unclear if this is actually about change or not. There are also spelling errors in the opening and mistakes with homophones (too, too, to).

When I was young and not too bright I wanted to become a Microbiologist.

I worked in a school that had an extensive science department, that no one was using. I was enrolled in a physiology class at this school and my teacher seemed to sense my curiosity.

- Paragraph Three and Four: Describes much about biology that could be fine if that information is necessary. The vocabulary in the essay includes things like “pre’s” and I’m not sure what that is. There are also errors in possession.

Mr. Borrows (my teachers name) would allow me free run of the labs. All the schools equipment were made available to me, for the asking, And I asked for alot.

It wasn't long before I was making slide pre's for micro organism. I photographed what I saw and developed the film in the photo lab

It was a wonderful year, but as with all things, It came to an end. My family were forced to move to another state and all that go's with a relocation. My passion for science and Microbiology was silenced for years.

- Paragraph Five: The author moves and that ends his/her pursuit of science. This is not very convincing, because it is unclear why the author could not continue to pursue science. There are errors in subject – verb agreement, comma splices, and random capitalization.

I am a man now, all grown up. Many things have come and gone in my life,

Yet, still deep inside a ember burns of a long past, half forgotten dream that won't die. I have enrolled in college; and I am working hard.

- Paragraphs Six: Simply too conversational with a vague point about enrolling in college and maybe picking up science again.

Perhaps someday my half forgotten dream will become an reality.

Applying our criteria to the essay we find:

Focus: Unfocused because it does not explain why the author could not continue to pursue science.

Organization: Oddly sequenced and poorly planned; the author should have anticipated the need to describe why he or she could not continue to pursue science after having moved to a new town.

Support: Little support for the type of change described in the essay.

Choice: Too conversational; redundant

Mechanics: Problems with spelling and grammar are plentiful

Purpose: Fails in its purpose

This essay could have passed and received at least a three had there been more support, clearer details about why the author could not continue pursuing science, and if there had been fewer errors in grammar and usage. However, the score level two criteria are applicable here, given the essay's limitations.

A "2" is a partially formed writing sample that attempts to communicate a message to the specified audience.

- The writer may state a central idea and/or point of view but loses focus on that idea; the response is simplistically reasoned.
- Organization of ideas may be evident, but is largely ineffective, and the response is generally unclear.
- Generalizations and assertions are only partially supported; the response may contain irrelevant, insufficient, or imprecise details.
- Word choice and usage are generally imprecise and distracting.
- The writer's response may have distracting errors in paragraphing, sentence structure, mechanical conventions, and/or dependence upon short, choppy sentences with minimal modification.
- The response incompletely addresses most tasks of the assignment and/or inadequately uses language and/or style appropriate for the given audience and purpose.

Score Level Three Essay – Please Review Appendix C First (Page 34)

This essay comes close to providing an answer to the question, and an appropriate title for it would be *Not My Job*. A paragraph by paragraph analysis shows its strengths and limitations.

- Paragraph one clearly identifies that the author wanted to be a teacher and the supporting reasons for such a choice. Stylistically, you can also see varied sentence branching in the paragraph.

As a child, I wanted to become a teacher. This desire was fostered by personal experiences with loving, caring teachers of my own. I also was taught, by my parents, a love of reading. Books were one of my most favorite things. I had a need to be around other people; which helped me decide that a people-oriented career would suit me the best. Teaching seemed to be a respected profession. Another appealing advantage was having the summer off.

- Paragraph two also clearly describes the change that occurred and the reasons for that change.

As an adult, my views have partially changed. I did become a teacher. I still have my love of books and reading. I am still very much people-oriented, or children-oriented. I am saddened, as an adult, by the lack of respect given to teachers. As a child, teaching seemed to be such a noble profession. It is also disappointing to see the budget problems, low esteem of a profession, schools closing, and the public's misunderstanding that teachers are paid "well."

- The conclusion introduces commentary not relevant to the topic.

My childhood aspirations will mesh with my adult ideas on teaching when the financial aspects of education are solved.

It may not be immediately apparent why this essay receives a three instead of a four (not that it matters, since we assume that three is a passing score). Applying the criteria may help illustrate what went wrong.

Focus: Is about *partial* childhood to adulthood career perceptions
Organization: Organization is adequate, though the final sentence loses focus.
Support: Support is offered throughout the essay, though the change was not made clear enough.
Choice: Adequate
Mechanics: few errors; plentiful branches
Purpose: mostly succeeds in its purpose with the exception of citing only partial change and introducing a new topic at the end (a no-no, remember).

The score level three criteria are applicable here.

A "3" is an adequately formed writing sample that communicates a message to the specified audience.

- The writer presents a central idea and/or point of view, and the focus is generally maintained; the response is adequately reasoned.
- Organization of ideas is generally clear and effective, and the meaning is generally clear.
- Generalizations and assertions are adequately supported, although perhaps unevenly.
- Word choice and usage are adequate; some errors exist but do not impede meaning.
- The writer's response may have errors in paragraphing, sentence structure, and/or mechanical conventions, but they are neither serious nor frequent enough to distract or confuse the reader.
- The response may not fully address the topic (i.e., one of the tasks in the assignment may be neglected or may be vaguely or incompletely addressed), but language and style are appropriate for the given audience and purpose.

Score Level Four Essay – Please Review Appendix C First (Pages 34 – 35)

This essay succeeds in describing a clear change from childhood to adult perceptions of career change (recall that change itself is not necessary to succeed on the question, but a clear and consistent change or consistency is necessary to fulfill the purpose of the question. Let's walk through the paragraphs of the essay and see where it succeeds and why it succeeds.

- Paragraphs one through three begins with a clear position: the desire to become a psychiatrist. Adequate background information appears and leaves the reader convinced that the author is being honest and thorough.

When I was old enough to learn what a psychiatrist did, I was fascinated. I was an avid reader and observer of people. I concluded that society was full of people with problems, many with peculiar behavior, and I would learn how to "fix their brains." I thought that the brain was like a broken appliance!

As soon as I was told that the brain determined how people behaved and managed their lives, I decided that I would simply learn to adjust the broken organ.

I pictured myself sitting behind a desk giving out sage advice and consolation
in addition to doing surgery on the cranium.

- Branching appears throughout the first three paragraphs to keep the writing lively and stylistically engaging.

I.	LB, Mid-Branch, LB
II.	LB
III.	No Branch

- The fourth paragraph describes the nature of the change and the disillusionment. The statements are very confident and convincing regarding the change and the end of this particular illusion for the author and his/her early career interest.

As I matured, I began learning more about the profession. I majored in psychology in college and worked in institutions during summers. The more I learned about the field the more I realized how little we knew about the complicated brain. The ignorance in the field outweighed any advances they (have) made. I changed my mind about the profession as my learning about it increased. I weighed all the theories, many conflicting, and unsupported, and decided that the career would not suit me as an adult. Cases of individuals remaining in institutions or under therapy for long periods of time, and sometimes permanently, discouraged me. My youthful attitude of "I'll fix-it" was a bubble that burst.

- The branching in the paragraph is also effective.

IV.	LB, LB, No Branch, MB, MB, No Branch
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- The final paragraph does come dangerously close to introducing a new topic, as it introduces information not related to the introduction. Perhaps one has a bit more latitude here, because it is a persuasive (expressive) essay and not an academic one. The last sentence, "My view of the job certainly changed," is quite effective and convincing given the preceding statements.

I'm not surprised that ideas on careers change from childhood to adulthood.

When media glamorizes certain professions, and storybooks have happy endings, certain careers appear more rewarding than they actually are. With maturity and learning, exposure to the realistic facets of a career can change its appeal.

My view of the job certainly changed.

- The branching too is effective.

V.	No Branch, LB, LB, No Branch
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Applying the criteria, we can see why this essay is a four.

Focus: Clearly focused on childhood and adulthood career perceptions

Organization: Well organized essay with clear distinctions between child and adult perceptions.

Support: Support is offered throughout the essay.

Choice: Adequate

Mechanics: few errors; plentiful branches

Purpose: Succeeds in its purpose since it is written clearly and convincingly.

In summary, it is clear why the score level four criteria are applicable here.

A "4" is a well-formed writing sample that effectively communicates a whole message to the specified audience.

- The writer clearly presents a central idea and/or point of view and maintains focus on that topic; the response is well reasoned.
- Ideas or points of discussion are logically arranged, and their meaning is clearly communicated.
- Generalizations and assertions are well supported with relevant, specific, and detailed development.
- Choice of words is precise; usage is careful and accurate.
- The writer composes sentences of syntactic complexity and variety and constructs coherent paragraphs, although the response may contain minor flaws in mechanical conventions.
- The response completely addresses the topic and uses language and style appropriate for the given audience and purpose.

Part Five: Final Suggestions

This series of lectures were meant to walk you through the process of preparing for CSET and CBEST Writing. The following are some final suggestions for you.

1. Consider using the writing process described in this series on the test.
2. Consider using quick listing and the different types of organizational patterns for expository and persuasive (expressive) pieces.
3. Consider using branching in your essays in advance of writing your responses.
4. Prepare to write approximately 300 to 350 words.
5. Start reading more, brief expository and expressive pieces. Editorials from the news paper are okay; essays from *The New Yorker* are better. If *The New Yorker* is not to your liking, then try *The National Review*.

It has been a pleasure writing this document and creating these videos for you. Hope you have found the information helpful.

Appendix A

Scoring Scale for CSET: Writing Skills

Scores will be assigned to each response to the constructed-response questions on CSET: Writing Skills according to the following scoring scale.

SCORE POINT	SCORE POINT DESCRIPTION
4	<p>A "4" is a well-formed writing sample that effectively communicates a whole message to the specified audience.</p> <ul style="list-style-type: none">• The writer clearly presents a central idea and/or point of view and maintains focus on that topic; the response is well reasoned.• Ideas or points of discussion are logically arranged, and their meaning is clearly communicated.• Generalizations and assertions are well supported with relevant, specific, and detailed development.• Choice of words is precise; usage is careful and accurate.• The writer composes sentences of syntactic complexity and variety and constructs coherent paragraphs, although the response may contain minor flaws in mechanical conventions.• The response completely addresses the topic and uses language and style appropriate for the given audience and purpose.
3	<p>A "3" is an adequately formed writing sample that communicates a message to the specified audience.</p> <ul style="list-style-type: none">• The writer presents a central idea and/or point of view, and the focus is generally maintained; the response is adequately reasoned.• Organization of ideas is generally clear and effective, and the meaning is generally clear.• Generalizations and assertions are adequately supported, although perhaps unevenly.• Word choice and usage are adequate; some errors exist but do not impede meaning.• The writer's response may have errors in paragraphing, sentence structure, and/or mechanical conventions, but they are neither serious nor frequent enough to distract or confuse the reader.• The response may not fully address the topic (i.e., one of the tasks in the assignment may be neglected or may be vaguely or incompletely addressed), but language and style are appropriate for the given audience and purpose.
2	<p>A "2" is a partially formed writing sample that attempts to communicate a message to the specified audience.</p> <ul style="list-style-type: none">• The writer may state a central idea and/or point of view but loses focus on that idea; the response is simplistically reasoned.• Organization of ideas may be evident, but is largely ineffective, and the response is generally unclear.• Generalizations and assertions are only partially supported; the response may contain irrelevant, insufficient, or imprecise details.• Word choice and usage are generally imprecise and distracting.• The writer's response may have distracting errors in paragraphing, sentence structure, mechanical conventions, and/or dependence upon short, choppy sentences with minimal modification.• The response incompletely addresses most tasks of the assignment and/or inadequately uses language and/or style appropriate for the given audience and purpose.
1	<p>A "1" is an inadequately formed writing sample that fails to communicate a message to the specified audience.</p> <ul style="list-style-type: none">• The writer fails to state and/or to remain focused on a central idea and/or point of view; the response lacks coherence and reason.• Organization of ideas is ineffective and seriously flawed; meaning is unclear throughout.• Generalizations and assertions are not supported or are severely underdeveloped; the presentation of details is confused.• Word choice and usage are largely imprecise, and there are severe distracting errors.• The writer commits serious and numerous errors in paragraphing, sentence structure, and/or mechanical conventions.• The response demonstrates little or no understanding of any of the assignment's tasks; language and style may be inappropriate for audience and purpose.
U	The response is unscorable because it is off topic, illegible, primarily in a language other than English, or of insufficient length to score.
B	The essay response sheet is blank.

Appendix B: Expository Responses

Question #1 (Score Point 1 Response)

I would take a visitor who is here for a short time to one place he can appreciate the culture and values of this country. Such a place is a museum.

I live in Los Angeles and the museum for Arts and culture is located within a few blocks from where I live. This museum contains works of arts and culture that are very educational about the way of life of the people of America.

This museum is housed in an antique building that is in itself a landmark in Los Angeles.

Question #1 (Score Point 2 Response)

Having the opportunity to ever show a visitor from a foreign country our culture and values would be a honor. Disneyland would be the place to go. Many Americans see it as part of our culture, values and opportunities we have.

Disneyland is not just part of our country its a symbol of our values. It shows freedom of expression. It shows the business opportunities you may develop. Disneyland will also show all of the different geographical, racial, and religious cultures we have all across the United States.

Disneyland is the main museum for representing the United States of America. It would give our foreign friend all the culture and values of this country in one visit.

Question #1 (Score Point 3 Response)

When a visitor from another country comes to visit the United States, take him or her to the mall. Any shopping center in Sacramento, such as the "Arden Fair Mall," provides many examples of the values and different cultures found most anywhere in the United States today.

All clothing stores, for example, found in any mall are excellent representatives of the different styles and fashions of clothing worn by most Americans. Accessories, such as jewelry, purses, shoes, and hats are also examples of how most Americans choose to present themselves. Even the salesperson can provide suggestions on what is currently fashionable in the United States.

Usually there are a variety of restaurants found in the mall also. These restaurants most definitely provide examples of the most popular kinds of food eaten by most Americans. Even food familiar to the foreigner may be found in any shopping center.

Other stores such as furniture stores and stores that sell technical and electrical equipment are other excellent examples of the American culture. The environment inside as well as outside any American home may be found in these types of stores.

After visiting the "Arden Fair Mall" in Sacramento, a foreigner should become very familiar with the values and culture of the United States. Through the many examples of fashion, food, and environmental surroundings, the "American Way" is clearly exemplified. The "Arden Fair Mall" may be the best tourist attraction in Sacramento to a foreigner.

Question #1 (Score Point 4 Response)

"... life, liberty, and the pursuit of happiness." This phrase from the Declaration of Independence represents to most Americans the culture and values of our country. To best illustrate the truth of this phrase, and thus present American culture and values, I would invite a visitor from another country to one of the world's most famous cities, San Francisco. In this beautiful "city by the bay," I can show my foreign friend how the United States truly exemplifies its formal values, particularly the various freedoms granted us by our Bill of Rights and our cultural diversity.

Because my home town of San Jose is approximately forty minutes away from San Francisco by car, the drive from my house to "The City" would be an opportune time to show my companion the beautiful landscape dotted with cows, as well as theme parks and high-tech business complexes. I would explain that, despite America's reputation for being on the cutting-edge of industry and entertainment, we have not forgotten our country's agricultural roots. In fact, many of our values tout individualism and the benefits of hard work, vestiges of a country of farmers which has become, over the past 200 years, a country of businessmen and entrepreneurs.

Question #1 (Score Point 4 Response) continued

This point would become clearly evident as we enter the towering, gleaming sky scrapers of downtown San Francisco. I would point out the multitudes of suit-clad men and women rushing to and from their high-rise offices. Every race, age, size and shape of person can be seen taking advantage of the freedom of opportunity America offers all its citizens, indiscriminantly. Furthermore, my companion would see all types of places of worship along the streets of San Francisco. The various churches, mosques, and synagogues would prove that freedom of religion actually does exist peacefully in our country, unlike so many others around the world.

From Chinatown to the Italian flavor of North Beach, and even from the riske sections of Haight Street and the Mission district, my foreign friend would notice the cultural and ideological diversity of San Francisco. These freedoms of expression, speech, and political activism are so widely practiced across all fifty states of America, I would explain, that they are sometimes even taken for granted. Surely my visitor would learn from our lively excursion through the colourful streets of San Francisco that the United States upholds its world-famous values of the "inalienable rights to life, liberty, and the pursuit of happiness."

Appendix C: Expressive / Persuasive

Question #2 (Score Point 1 Response)

Being that I am in sales. I Base my Career on work hard. But I got older and I realize that work hard is not everything. So I decide to go in the Job world as a prinicpal in the Education Deparment. I feel that teaching Something that I like best I will enjoy more because of the fun I will have doing it. Becoming a teacher will take hard work and time, I have all the time is willing to give more. there are two fields that I will like to teach and that grade school or high school if I can teach there or be a Coach then my goal will be forfile. This has been my life and now it my dream.

Question #2 (Score Point 2 Response)

When I was young and not to bright I wanted to become a Microbiologist. I worked in a school that had an extensive science department, that no one was using. I was enrolled in a physiology class at this school and my teacher seemed to sence my couriosity.

Mr. Borrowis (my teachers name) would allow me free run of the labs. All the schools equipment were made available to me, for the asking, And I asked for alot.

It wasn't long before I was making slide pre's for micro organism. I photographed what I saw and developed the film in the photo lab.

It was a wonderful year, but as with all things, It came to an end. My family were forced to move to another state and all that go's with a relocation. My passion for science and Microbiology was silenced for years.

I am a man now, all grown up. Many things have come and gone in my life, Yet, still deep inside a ember burns of a long past, half forgotten dream that won't die. I have enrolled in college; and I am working hard.

Perhaps someday my half forgotten dream will become an reality.

Question #2 (Score Point 3 Response)

As a child, I wanted to become a teacher. This desire was fostered by personal experiences with loving, caring teachers of my own. I also was taught, by my parents, a love of reading. Books were one of my most favorite things. I had a need to be around other people, which helped me decide that a people-oriented career would suit me the best. Teaching seemed to be a respected profession. Another appealing advantage was having the summer off.

As an adult, my views have partially changed. I did become a teacher. I still have my love of books and reading. I am still very much people-oriented, or children-oriented. I am saddened, as an adult, by the lack of respect given to teachers. As a child, teaching seemed to be such a noble profession. It is also disappointing to see the budget problems, low esteem of a profession, schools closing, and the public's misunderstanding that teachers are paid "well."

My childhood aspirations will mesh with my adult ideas on teaching when the financial aspects of education are solved.

Question #2 (Score Point 4 Response)

When I was old enough to learn what a psychiatrist did, I was fascinated. I was an avid reader and observer of people. I concluded that society was full of people with problems, many with peculiar behavior, and I would learn how to "fix their brains." I thought that the brain was like a broken appliance!

As soon as I was told that the brain determined how people behaved and managed their lives, I decided that I would simply learn to adjust the broken organ.

I pictured myself sitting behind a desk giving out sage advice and consolation in addition to doing surgery on the cranium.

As I matured, I began learning more about the profession. I majored in psychology in college and worked in institutions during summers. The more I learned about the field the more I realized how little we knew about the complicated brain. The ignorance in the field outweighed any advances they (have) made. I changed my mind about the profession as my learning about it increased. I weighed all the theories, many conflicting, and unsupported, and decided that the career would not suit me as an adult. Cases of individuals remaining in institutions or under therapy for long periods of time, and sometimes permanently, discouraged me. My youthful attitude of "I'll fix-it" was a bubble that burst.

I'm not surprised that ideas on careers change from childhood to adulthood. When media glamorizes certain professions, and storybooks have happy endings, certain careers appear more rewarding than they actually are. With maturity and learning, exposure to the realistic facets of a career can change its appeal. My view of the job certainly changed.