CUNY Assessment Test in Writing

Practice Material

Text: "Who Can You Trust?"

Writing Directions

Guidelines for Summaries

CATW Rubric

Sample Responses and Articulations

Assignment

Begin by reading the passage below.

Who Can You Trust?
by Tara Parker-Pope

How do we decide whether to trust somebody?

Researchers from three universities recently identified four separate behaviors that, together, appear to warn our brains that a person can't be trusted. One day, this new research could be used to develop computer programs that can rapidly analyze behavior in airports or other public places to identify security risks.

In the researchers' experiment, 86 undergraduates were given five minutes to get to know a fellow student they hadn't met before. Half of the pairs met face to face; the other half interacted online by instant message.

Then the students were asked to play a game that involved winning money by either being selfish or by cooperating with their partners. The way they played the game measured how trustworthy they were.

The researchers filmed the students' five-minute conversations before the game started. They found that players were better able to predict whether their partner was going to be trustworthy if they had met face-to-face.

"There is something the mind is picking up that gives you greater accuracy and makes you better able to identify people who are going to be trustworthy when you see them face-to-face," said the study's lead author, David DeSteno, a professor of psychology.

The researchers discovered four specific gestures that predicted when a person was less trustworthy: leaning away from someone; crossing arms in a blocking fashion; touching, rubbing, or grasping hands together; and touching oneself on the face, abdomen, or elsewhere. These cues predicted untrustworthiness only when they occurred in combination, not alone.

Test subjects intuitively picked up on the cues. "The more you saw someone make the gestures, the more intuition you had that they would be less trustworthy," Dr. DeSteno said.

Writing Directions

Read the passage above and write an essay responding to the ideas it presents. In your essay, be sure to summarize the passage in your own words, stating the author's most important ideas. Develop your essay by identifying one idea in the passage that you feel is especially significant, and explain its significance. Support your claims with evidence or examples drawn from what you have read, learned in school, and/or personally experienced.

Remember to review your essay and make any changes or corrections that will help your reader follow your thinking. You will have 90 minutes to complete your essay.

Guidelines for Summaries

"Who Can You Trust?"

In response to the writing assignment, writers may present ideas from the text in conventional summaries or throughout the response.

Writers who receive a score of 4, demonstrating competent understanding of the complexity of the ideas in the reading passage, usually refer to the following points:

- Researchers recently identified four separate behaviors that, together, appear to warn our brains that a person can't be trusted.

- In the researchers' experiment, 86 undergraduates were given five minutes to get to know a fellow student they hadn't met before. Half of the pairs met face to face; the other half interacted online by instant message.

- Then the students were asked to play a game involving money. The way they played the game measured how trustworthy they were.

- The researchers found that players were better able to predict whether their partner was going to be trustworthy if they had met face-to-face.

- The researchers discovered four specific gestures that predicted when a person was less trustworthy: leaning away from someone; crossing arms in a blocking fashion; touching, rubbing, or grasping hands together; and touching oneself on the face, abdomen, or elsewhere.

- These cues predicted untrustworthiness only when they occurred in combination, not alone.

Additional points that may be mentioned:

- One day, this new research could be used to develop computer programs that can rapidly analyze behavior in airports or other public places to identify security risks.

- "The more you saw someone make the gestures, the more intuition you had that they would be less trustworthy," said the study's lead author, David DeSteno.

- "There is something the mind is picking up that gives you greater accuracy and makes you better able to identify people who are going to be trustworthy when you see them face-to-face," Dr. DeSteno said.

CATW Analytic Scoring Rubric
Side A

|	Critical Response to the Writing Task and the Text	Development of the Writer's Ideas	Structure of the Response	Language Use: Sentences and Word Choice	Language Use: Grammar, Usage, and Mechanics
6	• A thoughtful and skillful response to the task effectively integrates a critical discussion of ideas in the text with relevant elements of the writer's reading and experience. • The discussion demonstrates a thorough understanding of the main ideas and the complexity of ideas in the text.	• Ideas are fully developed, and approaches to development (e.g., summarizing, evaluating, narrating) are used skillfully to support and convey the writer's ideas throughout the response. • Reasons and specific details and examples from the text and from the writer's reading and experience are used effectively to develop ideas.	• Organization demonstrates a well-designed progression of ideas that supports the writer's central focus and the clarity of the writer's ideas throughout the response. • Sophisticated, effective use of transitions conveys relationships among ideas throughout the response.	• Sentences are consistently well controlled, with effective variety in structure. • Word choice is sophisticated, precise, and effectively conveys the complexity of the writer's ideas throughout the response.	• Though there may be a few errors in grammar, usage, and mechanics, strong command of language is apparent, and meaning is clear throughout the response.
5	• The response effectively integrates a critical discussion of ideas in the text with relevant elements of the writer's reading and experience. • The discussion demonstrates a good understanding of the main ideas and the complexity of ideas in the text.	• Ideas are well developed, and approaches to development (e.g., summarizing, evaluating, narrating) are usually used skillfully to support and convey the writer's ideas. • Reasons and specific details and examples from the text and from the writer's reading and experience are usually used effectively to develop ideas.	• Organization generally demonstrates a clear plan with some progression of ideas that supports the writer's central focus and the clarity of the writer's ideas. • Transitions clearly convey relationships among ideas throughout the response.	• Sentences are usually well controlled, and there is some effective variety in structure. • Word choice is usually specific and usually effective in conveying the writer's ideas.	• Though there may be a few errors in grammar, usage, and mechanics, good command of language is apparent, and meaning is usually clear.
4	• The response competently integrates a critical discussion of ideas in the text with relevant elements of the writer's reading and experience. • The discussion consistently demonstrates an understanding of the main ideas and of some of the complexity in the text.	• Most ideas are competently developed, and approaches to development (e.g., summarizing, evaluating, narrating) are competently used to support and convey the writer's ideas. • Reasons and specific details and examples from the writer's reading and experience are competently used to develop ideas.	• An organizational structure is evident and competently supports the writer's central focus and the clarity of the writer's ideas. Relevant ideas are grouped together, and there may be some evidence of progression of ideas. • Though often simple and obvious, transitions are usually made to convey relationships among ideas.	• Most sentences demonstrate competent control, and there is enough structural variety to support the clarity of the writer's ideas. • Word choice is somewhat general but clearly conveys meaning.	• Language use is competent. Grammar, usage, and mechanics are generally correct, and meaning is usually clear.

CATW Analytic Scoring Rubric
Side B

|	Critical Response to the Writing Task and the Text	Development of the Writer's Ideas	Structure of the Response	Language Use: Sentences and Word Choice	Language Use: Grammar, Usage, and Mechanics
3	• The response integrates some ideas from the text with some relevant elements of the writer's reading and experience, but may do so in an uneven manner. • The response demonstrates some understanding of the main ideas in the text, but understanding is uneven, superficial, or incomplete.	• Development of ideas is general or uneven, but approaches to development sometimes support the clarity of the writer's ideas. • The response uses some reasons and specific details and examples from the text and from the writer's reading and experience to develop ideas.	• The response uses a basic or uneven organizational structure that sometimes supports the writer's central focus and clarity of ideas. For the most part, relevant ideas are grouped together. • Some simple and obvious transitions are used to convey relationships among ideas.	• Sentence control is uneven, but there is some structural variety to support the clarity of ideas. • Word choice is simple but usually clear enough to convey meaning.	• Command of language is uneven. Grammar, usage, and mechanics are generally correct, but some errors are distracting and may occasionally impede understanding.
2	• There is little integration of ideas from the text with elements of the writer's reading and experience. • The response demonstrates a weak understanding of the main ideas in the text.	• Development of ideas is weak, and there may be little use of relevant approaches to development. • If present, reasons, details, and examples from the text and from the writer's reading and experience are brief, general, inadequately developed, or not clearly relevant.	• The response shows an attempt to create a central focus and to put related ideas together, but relationships among ideas may be unclear. • Few, if any, transitions are used to convey relationships among ideas.	• Sentences demonstrate weak control, and there is little, if any, sentence variety to provide clarity. • Word choice is simple, and sometimes meaning is not clear.	• The response demonstrates a weak command of language. Grammar, usage, and mechanics are sometimes correct, but errors are often distracting, and some impede understanding.
1	• There is minimal, if any, integration of ideas from the text with elements of the writer's reading and experience. • The response demonstrates little, if any, understanding of the main ideas in the text.	• There is minimal or no development of ideas and little, if any, use of relevant approaches to development. • If any reasons, details, and examples from the text or from the writer's reading and experience are present, these elements are brief, general, undeveloped, or irrelevant.	• There may be an attempt to group related ideas together, but the main focus of the response is unclear. • Transitions are rarely used.	• Sentences demonstrate minimal or no control. • Word choice is often unclear and often obscures meaning.	• The response demonstrates minimal command of language. Grammar, usage, and mechanics are often incorrect, and errors frequently impede understanding.

In, "Who can you Trust?" by Tara Parker-Pope, studies were done by experts that show people how to trust somebody. The author mention that in the future experts will use the same method in computer programs to find out security risks. In a study expert told 86 student that they never met before, to know each other. Half of them met in person, the other half online. To know people in person is import.

When we met people face-to-face we can trust in them more than a person we met online. The person we met face-to-face know that some people can predict when their lie, because they are watching the face. According to the author, "They found that players were better able to predict whether their partner was going to be trustworthy if they had met face-to-face." The players told the true, because the other

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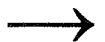
Partner were with them when they were playing the game, and they don't want the partner to find out they are lie.
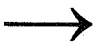
According to the article "Who you can you trust" by
tara Parker-Pope, you have to decide you who you can
trust or not whatever the person is. Some people, they
choose to meet by face to face and others by internet depend
their choice. they choose to play a game by spending
money for pleasure or their own personal ~~money~~ profit
and act together. Your feeling can truly bring your
heart somewhere to someone who you can trust and
identify the person you are choosing to be trustworthy when
you closer. I beleive that computer program can help identify
not all but some behavior and some gesture is a part
of trust someone by reaction and attitude.

On the passage, the autor explain that computer
program can help people more rapidly learn people by
their behavior before trust. Also, meet people face-to-face
is another part where you can really know someone
better. I have my freind than I meet in high school;
Whatever she have a problem or not her reaction was
always bad; On the other hand, my reaction is get
someone to explain my problem and get a solution.
Additionally, is not face-to-face or internet make me

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trust her; because, when you look at her, she's a nice person and I choose to trust her whatever her bad behavior.

Also, Gesture is a part of trust, because some gesture can explain something is wrong at the moment. For exemple, my daughter when something is wrong to her, she put her hand in her face and shake her head and cross her legs also. When I saw that my reaction is to ask her what's wrong and she explain is something is not good or ok to her. However, she's a kids you can truly trust.

"The researchers explain that specific gesture like leaning away for someone, crossing arms in a blocking fashion, touching, rubbing or grasping hand together" all is untrustworthiness depend with others reactions come after the gesture.

Finally, trust someone is; first, lived to that person closer, learn that person and day by day you'll know if you can trust or not. For me, Online message or face-to-face cannot identify the real trusworthy. Also gesture can

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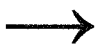
explain something wrong to a person n that person just need something. Whatever the behavior someone have good or bad you still can trust that person.
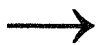
Who Can You Trust? Written by Tara Parker-Pope, is an interesting passage. Trust is something that people can't really have in every single person. Not everyone is worth to trust specially if you just met the person. This passage discusses that, researchers from three different universities have identified things about people's behavior. Do to this research students were told to get to know people, Whether it was online or face to face. Eighty six under Graduates did in five minutes the meting face to face with the other people. The students then were put to play a game, to gain money by being a team of being selfish. This was all done to see how to find out is a person is trustworthy.
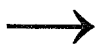
This passage discusses how the researchers detects the type of behaviors, when a person can't be trusted. The game that they play helped the student to see if and, how much the person they met can be trusted. This activity was making the mind increase the ability to identify, When a person is trustworthy when seeing them face to face, said "David De Steno" who is a psychology professor. When a person could be trust worthy is when "they lean away from some one, crossing arms in a blocking fashion; touching, rubbing or grasping hands together; and touching ones self on the face, abdomen or elsewhere". According to "Dr. DeSteno" "the more you saw →

someone make the gestures, the more intuition you had they would be less trust-worthy".

In an experience of my own I have learned to not trust everyone. Not everybody is trust worthy in todays world. This passage reminded me about times when I put people into test to see if they are worth to trust. Reason why is because I use to trust everyone and one day I was disapointed by a friend that failed to my trust. People try to take advantage of others and win things or gain thing using others. That the reason why this text conects to my world. I agree with this passage because is always good to find out if someone is trust-worthy.

I liked this text, according to "David Steno" people should pay attention to gestures. I agree with him, because sometimes people do the wrong thing to other to then end up winning what they wanted. This passage have a good message, to always be carefull when trusting someone. This passage was really interesting to me and what it discussed was something alot of people should take into consideration in life.

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The passage is bringing subject of thrustworthiness and clues that help us to recognize that particular person is not worth our trust.

Group of researchers from three different university conducted analysis of how we can interprete people behaviours and use it to understand what honest are these people intentions. In the research group of undergraduate students got the chance to meet face to face for the first time. No one had any kind of contact with anybody of the group before. Another group of undergraduates was able to interact only by using online instant messaging system. Both groups were invited to take a part in a game where they could win a money, either by working things out with other players or by playing alone. The way the students chose to play helped to understand if they person could be trusted or not. The can.

The crutial part of the experiment was that participants of the game had a better idea of what they can expect from other players if they have met personally before the game.

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Four different behaviours were found to be suggesting that the person is not thrustworthy: crossing arms; leaning back from others; touching, rubbing hands together, and when people touch their faces, stomachs or other parts of their body. Our mind sends us warning when we see somebody is crossing arms. It seems like the person is closing access to be able to talk or communicate or has something to hide. It might suggest that the intentions are not pure. Constant touching oneself and, rubbing hands could be a sign that person in nervous but why he or she would be nervous? Possibly because the person has something to hide. We see different gestures everyday and our brain is able to process most of them to understand what are the others intentions. But we can't only concentrate on one gesture, because it can be misleading. To get person's true intentions we need to analize all behaviours. For example if somebody is slow with answering our question it doesn't mean he has something to hide.

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he might be just shy. But when we ask the same question over instant message we can't get real feeling of that person attitude. Long waiting for answer might be avoiding to answer but might be many other ~~reasons possib~~ possible explenations.

Seeing person and interacting face to face is way better way to understand what might be the person position and if that person is thrustworthy.
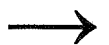
Begin essay on this page

If we should consider how our brains warn us about others and whether we should trust them or not, we will see that getting to know people can either encourage us to trust them or have no faith in them at all. The behaviors people exhibit in different environments teach our brains how to analyze what their gestures mean before we can truly experience their trustworthiness.

Before technology was such a huge part of our lives, we had to interact with people on a face to face basis. When you are trying to learn about someone and they are infront of you, the connection seems stronger and you believe that that person is real in some ways. You believe the person infront of you is more human than if you had met him or her online. There is nothing wrong with meeting people online but you do not know what kind of tricks and disguises are being used to lure you into conversations with others. The passage mentions that half of the pairs "interacted online by instant message". Not being able to see the person on the other end makes trust decrease. Unless one person of the pair is gullible, no trust will be there. In our everyday lives we always say that seeing is believing and this is why many people want to see ~~their~~ faces before they begin to trust others.

People tend to trust others they have met before. Our instincts advises us based on the connections that formed in

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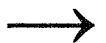
previous encounters. If we observe children's behaviors around people who they know, they will always stick to their parents. They trust them and see them everyday. They will probably be more skeptical of friends and family that come around occassionally. From the passage, we see where players are able to predict how trustworthy others are going to be based on how the first met.

Four specific gestures were discovered that predicted when a person was less trustworthy. The research only stated about whether ~~or not~~ they met face to face or online. It does not mention what their five-minute conversations were about. In both scenarios, we do not know if they talked about their personal lives, school, sports, et cetera. What the participants spoke about could influence the trustworthiness. You would be more likely to trust someone with whom you have shared intimate details of yourself with.

Our brains are constantly at work. The behaviors that people exhibit warn ~~us~~ our brains that people can or cannot be trusted. Now that four specific gestures are known signs that people cannot be trusted, we will start to analyze everyone around us. Even the United States' presidential ~~debate~~ debate was analyzed for gestures from both Obama and Romney. The analyst used more gestures to tell how the debators were responding to the

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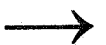
pressure. It is hard to always read people's gestures. In a utopian society, we would expect that honesty and trustworthiness go hand in hand. but because we live in the real world, we have become accustomed to lying, coniving people ~~to~~ who will use the trust you have in them to drag you down.

We have to be able to understand that people behave differently when they are ~~not~~ in various environments. Some people are a hundred percent professional once they step out of their homes. This does not necessarily reflect how they are inside their homes. "Who can you trust?" It is the question that still remains even after this research. Can I trust the participants or the researchers? Can I trust the author of this article? I may not be able to see her gestures but I do ~~not~~ trust some of what she has written in this passage. Before you trust someone, you have to learn about them. Information is presented but it has flaws. In the end, I still believe that face to face communication is better, but this research needs more ~~work~~ explanation of how the initial conversation affected trustworthiness.

We already live in a world where discrimination is rampant. Individuals are judged on their skin color, religion, and ethnicity. As a society, we look down on these forms of discrimination with extreme distaste. Yet the passage "Who Can You Trust?" by Tara Parker-Pope proposes that the government use a new method to find potential criminals and terrorists. Of course, this method is not based on race, ethnicity, or religion; instead, it's based on body movements — but that doesn't make it any less wrong.

In a study done at three universities, researchers found that particular gestures helped 86 undergraduates identify strangers who were less trustworthy than others. When given five minutes to converse with a partner they hadn't met before, students were able to distinguish those who would be less trustworthy by the latter's use of "four specific gestures": ~~strikethrough~~ "leaning away from someone; crossing arms in a blocking fashion; touching, rubbing, or grasping hands together; and touching oneself on the face, abdomen, or elsewhere."

What did not seem to be considered was the ethnocentric viewpoint the method is based on. The researchers like to think that the signals are universal, but different cultures act in different ways. Perhaps ~~strikethrough~~

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one culture is more reserved and thus, the individual is more likely to cross the arms, not because he or she is hiding something, but because the individual is timid of the surroundings. I read in sociology that different cultures have different concepts of personal space. What if an individual is leaning away from you to avoid what they see as your intrusion on their domain?

Another way this method will target the innocent is in the case of those with social anxiety. An individual with a social anxiety disorder does not act in ways conforming to his or her particular society. There are many forms and causes of social anxiety, ranging from autism to depression and the afflicted are many. Perhaps, instead of being distant, they are merely scared or nervous.

On a personal level, I have been judged due to my race and my body language. I must be good at math because I am Asian and I must not be friendly because I don't smile and chat. In reality, math is my worst subject, and I don't talk because of my accent. Those who know me are aware that I'm friendly, but in a world where people judge quickly, no one ever gets the time to know anyone.

Moreover, living in New York, I realize how rude people have become. Instead of greetings,

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we get slight nods and glances. Everyone gets only a second to judge everyone else, and nothing more. Perhaps if more time was available to judge an individual, discrimination could be avoided — especially when those judgments involve labeling someone as a potential threat.

My life is only one example of why this program described by Ms. Parker-Pope should go no further than experimenting. A dangerous world resembling *1984* by George Orwell will exist if we no longer judge people by their characters, but by what is on the surface — including their gestures.
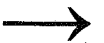
Scoring Articulations

"Who Can You Trust?"

Paper 1   Scores: 1 1 1 1 1

Critical Response to the Writing Task and the Text: Most of the response is copied or paraphrased from the text. There is little understanding of the main ideas in the text and minimal integration of the writer's ideas other than to state "To know people in person is import."

Development of the Writer's Ideas: There is minimal development of ideas, both with regard to the text and the writer's own thoughts and observations. An original idea is presented ("When we met people face-to-face we can trust in them more than a person we met online") but not followed up with relevant details and/or examples.

Structure of the Response: Because there is almost no response, there is no discernible attempt to group related ideas together, and transitions are not used.

Language Use: Sentences and Word Choice: Sentence structure shows minimal control, and there is very limited control of vocabulary: "The person we met face-to-face know that some people can predict when their lie."

Language Use: Grammar, Usage, and Mechanics: Understanding is often impeded by the lack of control over grammar and syntax.

Paper 2   Scores: 2 2 2 2 2

Critical Response to the Writing Task and the Text: There is weak integration of ideas from the text and the writer's own thoughts and observations. The writer demonstrates weak understanding of ideas in the text: "Your feeling can truly bring your heart somewhere to someone who you can trust."

Development of the Writer's Ideas: Development of ideas is weak and mostly irrelevant: "I have my friend that I meet in high school; whatever she have a problem or not her reaction was always bad."

Structure of the Response: There is a weak attempt to group related ideas together, but the writer's central focus is based on a misunderstanding of the text: "Whatever the behavior have good or bad you still can trust that person."

Language Use: Sentences and Word Choice: Both sentence structure and word choice demonstrate weak control: "Finally, trust someone is; first, lived to that person closer."

Language Use: Grammar, Usage, and Mechanics: There are many distracting grammatical and mechanical errors that disrupt a clear understanding of the writer's ideas.

Paper 3   Scores: 3 3 3 3 3

Critical Response to the Writing Task and the Text: The writer presents a brief summary that demonstrates some understanding of the text, but the response is superficial.

Development of the Writer's Ideas: The response comprises several general statements and an incomplete personal narrative, the relevance of which is not clear: "I was disappointed by a friend that failed to my test." However, the writer does incorporate some observations and personal experiences relevant to the topic of the text.

Structure of the Response: There is an uneven organizational structure, and the central focus isn't clear. At the end of the response, the writer states, "I agree with him, because sometimes people do the wrong thing to other," but doesn't discuss how or why this conclusion was reached.

Language Use: Sentences and Word Choice: Sentence control is uneven, and word choice is simple, but meaning is usually clear enough.

Language Use: Grammar, Usage, and Mechanics: Grammar, usage, and mechanics are generally correct, but some errors are distracting: "The students then were put to play a game, to win money by being a team of being selfish. This was all done to see how to find out is a person is trustworthy."

Paper 4   Scores: 4 4 4 4 4

Critical Response to the Writing Task and the Text: The writer competently summarizes the main points of the text, deftly outlining the study's procedure and its most important conclusions. The writer integrates reflections on the findings, questioning and agreeing with several points: "But we can't only concentrate on one gesture, because it can be misleading. To get person's true intentions we need to analyze all behaviours."

Development of the Writer's Ideas: The writer's ideas are competently supported by a thoughtful discussion of one aspect of the text: the meaning of gestures.

Structure of the Response: An organizational structure is evident and competently supports the writer's ideas, and there is some progression from the summary, through a presentation of the study's findings, to a competent discussion of these findings from the writer's perspective. Movement between ideas is fluid, although the conclusion is a bit abrupt.

Language Use: Sentences and Word Choice: There is competent sentence control and some structural variety to support the clarity of the writer's thoughts and observations. Word choice clearly conveys meaning: "It might suggest that the intentions are not pure."

Language Use: Grammar, Usage, and Mechanics: There are few errors in grammar, usage, and mechanics apart from the occasional dropped articles and awkward sentences: "Long wait for answer might be avoiding to answer." Meaning, however, is clear throughout the response.

Paper 5   Scores: 5 5 5 5 5

Critical Response to the Writing Task and the Text: The writer effectively integrates references to the study and its findings into a response that discusses the implications of choosing to trust a person or not. The writer is effective at examining the study and even applying its main concepts to the text itself: "Can I trust the participants or the researchers? Can I trust the author of this article?"

Development of the Writer's Ideas: Ideas are well developed, and the writer effectively uses details and ideas from the text, as well as appropriate examples from her or his own experience, to support the thesis.

Structure of the Response: There is a clear organizational plan, and the response clearly and thoroughly tackles the concept of trust, moving from a general discussion to a consideration of the study and its applications. The writer seems clearly in control of his or her material.

Language Use: Sentences and Word Choice: Sentences are well controlled, and there is effective structural variety. Word choice effectively conveys meaning: "In a utopian society we would expect that honesty and trustworthiness go hand in hand but because we live in the real world, we have become accustomed to lying, coniving people who will use the trust you have in them to drag you down."

Language Use: Grammar, Usage, and Mechanics: Command of language is apparent. There are few, if any, errors in usage or conventions, and meaning is clear and effective throughout the response.

Paper 6   Scores: 6 6 6 6 6

Critical Response to the Writing Task and the Text: The writer presents a thoughtful and skillful response that forcefully argues against analyzing people's behavior in order to predict their level of trustworthiness. The writer shows an awareness of nuance and complexity in the discussion of how culture and psychological makeup influence people's use of gestures.

Development of the Writer's Ideas: The writer fully develops ideas, using both personal experience and classroom reading. There is effective use of reasons and specific details in support of the writer's argument.

Structure of the Response: From the beginning of the response, the writer has a strong central focus and a clear thesis. There is logical movement between ideas. Although the discussion of New York life at the end borders on the tangential, the writer brings the focus back to the study and its possible applications: "Perhaps if more time was available to judge an individual, discrimination could be avoided, especially when those judgments involve labeling someone as a potential threat."

Language Use: Sentences and Word Choice: Sentences consistently demonstrate strong control, and word choice is sophisticated and precise: "What did not seem to be considered was the ethnocentric viewpoint the method is based on."

Language Use: Grammar, Usage, and Mechanics: Strong command is apparent throughout the response, which is virtually error-free.