

Student Sample #1: No first draft

Completion of the United States Army Basic Airborne Course

It was in the summer of 2009, while I was serving as an Army Senior Drill Sergeant at Fort Benning GA, that I completed the Army Airborne Course. I consider this one of my many greatest accomplishments. A Drill Sergeant Assignment is a two- year tour, I had completed a year and a half thus far. A training cycle for an infantryman lasts fourteen weeks long. Normally after a training cycle, there should be a break in-between starting the new training cycle. However, it was summertime and during the summer there is an influx of soldiers reporting in for basic training. For instance, seniors in high school who are completing training prior to graduating, as well as college students. During that summer, I had minimum breaks in-between training cycles, the most as I recall is two days break prior to starting a new cycle.

While on assignment as a Drill Sergeant, I was promoted Staff Sergeant to Sergeant First Class. This rank not only meant advancement in pay, but also more responsibility. I was now a Senior Noncommissioned Officer in the United States Army. I was no longer a Drill Sergeant but now a Senior Drill Sergeant.

One week prior to the graduation of that current training cycle. I was in my office doing some administrative work when my phone rang. I answered the phone and said "Drill Sergeant Mansapit speaking". "First Sergeant (1SG) and the Commanding Officer (CO) wants to see you in the CO's office", the voice replied on the other line, it was the administrative assistant. I replied with "I'll be right down." My office was located on the third floor and the CO's office was on the first floor. I saved the work I was working on in the computer and headed

downstairs. As I entered the command offices, the administrative assistant pointed to the CO's office and said, "there in there." I walked up to the door and knocked. I heard "come in" from my CO. As I walked in, I see my First Sergeant sitting to my right with a grin on his face and my Commander behind his desk with a smirk. "Have a seat," he said. In my mind I was thinking "what did I do?" We were preparing for graduation, and I know I didn't do anything crazy to the trainees because I was too busy with paperwork. Usually, I am in trouble for being too "mean" to the trainees and often the 1SG and the CO have to remind me to "turn it down". Then my First Sergeant says "Mansapit we are sending you to Airborne School. There are only two slots available, and you will fill one of them." I automatically laughed and said, "you're kidding, no I am not going to Airborne School." I went on to explain:

1. I am scared of heights.
2. I do not want to jump out of a perfectly good airplane.
3. I am scared of heights.

As we sat there, both of them laughing at the fact I was whining about how I didn't want to go to Airborne School. The CO explains that they both fought hard to get the slot and that I was the best candidate to attend the school. After about an hour of going back and forth with them, I finally agreed to attend the school.

Day one of Airborne School had arrived, the first thing prior to getting into the school is everyone must pass a Physical Training Test (PT test), which consists of three events. It is three o'clock in the morning when I report in, and the test begins. Event one - push-ups - I pass with a one hundred percent. Event two - sit ups - I pass with a one hundred percent. Event three - two-mile run - I pass with a one hundred percent. I am a very physical fit individual and this test,

honestly, was easy. Once completed with the PT Test, we were instructed by the black hat (black hats are the airborne instructors) to return home get chow and report back with our gear for training. After getting changed into my duty uniform and refueling my body for the day's events, I return to formation. At exactly 9am, the black hats storm out and start yelling to make the line straight and stand at attention. A Sergeant stands in front of my group and yells "drop and push" which meant to start doing push-ups. This is all too familiar for me as a Drill Sergeant, we use this tactic to get attention and to establish superiority as an instructor. Forced exercise along with some administrative paperwork lasts throughout the day.

Immediately after we were released from training, I rushed to the 1SG's office. I knocked on the door and as soon as I heard "come in" I entered and begin to rant. "1SG this is crazy, I am being treated like a private (basic trainee), I am an E7 and a dang E5 is telling me to drop and push. This is not going to happen. I am quitting. I have my gear and tomorrow when I report back, I am going to return it and tell them I am done. I don't even want to be Airborne", I explained with frustration. At this time, the CO hears my rant and joins in our meeting. "First have a seat and take a breather" the 1SG said, while giggling with the CO. "So what happened?" the CO asked. I explained that I took the PT test and passed with flying colors, I reported back in and an E5 was telling me to do push-ups, jumping jacks and all kind of other exercises. The 1SG explained to me that he wanted me to complete the school but if I wanted to quit I could, however, to consider going back for one more day, giving it my all and quitting at the end of the day if I wanted. I told him that that makes sense and I agreed.

Day two, I report in and same treatment. More push-ups and training. Throughout the day I kept telling myself that at the end of the day I am quitting. The end of the day came, I said

to myself “you know what, tomorrow I’ll quit.” Tomorrow comes, more push-ups, and jumping from the small tower, “I’ll quit tomorrow.” Next day jumping from the medium towers, “I’ll quit tomorrow.” Next day jumping from the big towers, “I’ll quit tomorrow.” Next day jump one from the plane, “I’ll quit tomorrow.” Four days later four jumps in, “I’ll quit tomorrow.” I blinked and today’s graduation day we receive our jump wings and are now Airborne Soldiers. I start to reflect at the school and think how I would not want to do this again.

After the graduation ceremony, I ran into a one of my Drill Sergeants and he mentioned to me that the 1SG said to take two days off, and when I get back into work to drop by his office. I took those two days to relax and cool off from all the frustrations this school put me through. Upon returning to work, I stopped in to the 1SG office and he started to explain why he sent me to go to the Airborne School. He explained that he sees me getting too comfortable with authority, that I needed to be pulled back outside my comfort zone to see where we all started from. Furthermore, that great leaders have to remain humble. Sending me to the Airborne School was his way of showing through example how to stay grounded and humble.

**Guam Community College
English Department
EN 110: Freshman Composition Essay Rubric**

A: 90-100	The writing clearly and effectively addresses the writing task in a thoughtful and/or creative manner. The content is well organized with effective transitions and effective beginning and ending paragraphs. Ideas are logical and fully developed through explanations, examples, evidence and/or other means appropriate to the assignment. Paragraphs are structured effectively. The writer uses appropriate and precise word choice; language and sentence structure are alive, mature, and varied. The writing contains no more than a few spelling, conventional (mechanical) and usage errors. Superior attention to detail through the writing process and crafting the essay is evident.
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B: 80-89 84	<p>The writing clearly and effectively addresses the writing task in a thoughtful and/or creative manner. The content is well organized with effective transitions and effective beginning and ending paragraphs. Ideas are logical and fully developed through explanations, examples, evidence and/or other means appropriate to the assignment. Paragraphs are structured effectively. The writer uses appropriate and precise word choice; language and sentence structure are alive, mature, and varied. The writing contains no more than a few spelling, conventional (mechanical) and usage errors. Superior attention to detail through the writing process and crafting the essay is evident.</p>
C: 70-79	<p>The writing addresses the writing task but may lack complexity. The content shows some signs of logical organization with a beginning, middle, and end and some use of transitions. The ideas are partially developed with some details, examples, evidence, etc. Paragraphing is appropriate. The writer uses language adequately but with some inappropriate word choice. The writing demonstrates some sentence variety. The writing contains a number of spelling, conventional (mechanical) and usage errors that do not interfere with overall meaning but do distract the reader. More attention to detail through the writing process and crafting the essay would have strengthened the final product.</p>
D: 60-69	<p>The writing has an inconsistent sense of purpose with a loose relation to the writing task. The content is underdeveloped and may be vague, simplistic, or superficial. The ideas are inadequately organized and may have abrupt or illogical transitions and ineffective flow of ideas. The writer uses inappropriate or inadequate language. Sentence variety is limited. The writing contains repeated weaknesses in spelling, conventions (mechanics), and usage. Patterns of errors are consistent. Lack of attention to detail through the writing process and crafting the essay significantly affected the successful completion of the assignment.</p>
F: 0-59	<p>The writing has a confused sense of purpose and/or no evidence of connection to the writing task. The organization is illogical. The writing contains no transitions; the beginning and ending do not relate to the content. The ideas are superficially developed and inadequate, inappropriate, or redundant details are present. There is little to no attention to paragraph structure. The writer uses inadequate and simplistic language. There are errors in word choice, and there is little or no sentence variety. The writing contains repeated weaknesses in spelling, conventions (mechanics), and usage that interfere with the flow of the essay. There is no evidence of the writing process.</p> <p>The writing does not address the basic requirements of the assignment. The writer submits drafts past the due date of the assignment. The writer intentionally plagiarizes.</p>
Comments:	
<p>Information compiled, adapted, and revised by L. Baza-Cruz, S. Bollinger and T. Dela Cruz for Guam Community College, English Department, March 2013 for EN 110: Freshman Composition. Source: Dixon, C.J. (2007). <i>Lesson Plans for Teaching Writing</i>. Urbana, Illinois: National Council of Teachers of English.</p>	