

# Sample Reflective Essay

**Author: Nekisa Mahzad**

I have been a student at California State University Channel Islands (CI) for 5 semesters, and over the course of my stay I have grown and learned more than I thought possible. I came to this school from Moorpark Community College already knowing that I wanted to be an English teacher; I had taken numerous English courses and though I knew exactly what I was headed for-was I ever wrong. Going through the English program has taught me so much more than stuff about literature and language, it has taught me how to be me. I have learned here how to write and express myself, how to think for myself, and how to find the answers to the things that I don't know. Most importantly I have learned how important literature and language are.

When I started at CI, I thought I was going to spend the next 3 years reading classics, discussing them and then writing about them. That was what I did in community college English courses, so I didn't think it would be much different here. On the surface, to an outsider, I am sure that this is what it appears that C.I. English majors do. In most all my classes I did read, discuss, and write papers; however, I quickly found out that that there was so much more to it. One specific experience I had while at C.I. really shows how integrated this learning is. Instead of writing a paper for my final project in Perspectives of Multicultural Literature (ENGL 449), I decided with a friend to venture to an Indian reservation and compare it to a book we read by Sherman Alexie. We had a great time and we learned so much more that we ever could have done from writing a paper. The opportunity to do that showed me that there are so many ways that one can learn that are both fun and educational.

The English courses also taught me how powerful the written word and language can be. Words tell so much more than a story. Stories tell about life and the human condition, they bring up the past and people and cultures that are long gone. Literature teaches about the self and the world surrounding the self. From these classes I learned about the world, its people and its history; through literature I learned how we as humans are all related. By writing about what we learn and/or what we believe, we are learning how to express ourselves.

I know that my ability to write and express my ideas, thoughts and knowledge has grown stronger each semester. I have always struggled to put my thoughts on paper in a manner that is coherent and correct according to assignments. I can remember being told numerous times in community college to "organize your

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**Sandra L. Berger**



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*The Student's Guide to Reflective Writing* Martin McMorrow, 2024-03-21 From your studies to your career reflection and reflective writing is a key skill for personal and professional development However reflective writing requires a different approach to essays or reports it can be difficult to know how to accomplish it Written in a supportive and inclusive tone The Student's Guide to Reflective Writing is an ideal resource for anyone faced with reflective writing assignments It provides clear and practical advice on every step of the process showing you how to Record your experiences Choose what to write about Structure your assignment Write reflectively using appropriate tone and language and Incorporate theory and refer to professional skills and competencies Throughout the book there are a wealth of practice tasks and detailed examples of reflective writing from a range of disciplines It also contains a glossary of sentence structures to help you get started and build your confidence This hands on and supportive guide equips you with the skills to write critically reflectively and successfully

**College Planning for Gifted Students** Sandra L. Berger, 2006 College Planning for Gifted Students Choosing and Getting Into the Right College is a must have for any gifted or advanced learner planning to attend college Sandra Berger a nationally recognized expert on college and career planning for gifted students provides a hands on practical guide to college planning in this revised volume of the best selling College Planning for Gifted Students book Berger focuses specifically on helping gifted students discover who they are and how that discovery corresponds to finding the perfect postsecondary endeavor The author also provides useful practical advice for writing college application essays requesting recommendation letters visiting colleges and acing the college entrance interview Book jacket

**Guide to College Writing Assessment** Peggy O'Neill, Cindy Moore, Brian Huot, 2009-04-15 While most English professionals feel comfortable with language and literacy theories assessment theories seem more alien English professionals often don't have a clear understanding of the key concepts in educational measurement such as validity and reliability nor do they understand the statistical formulas associated with psychometrics But understanding assessment theory and applying it by those who are not psychometricians is critical in developing useful ethical assessments in college writing programs and in interpreting and using assessment results A Guide to College Writing Assessment is designed as an introduction and source book for WPAs department chairs teachers and administrators Always cognizant of the critical components of particular teaching contexts O'Neill Moore and Huot have written sophisticated but accessible chapters on the history theory application and background of writing assessment and they offer a dozen appendices of practical samples and models for a range of common assessment needs Because there are numerous resources available to assist faculty in assessing the writing of individual students in particular classrooms A Guide to College Writing Assessment focuses on approaches to the kinds of assessment that typically happen outside of individual classrooms placement evaluation exit examination programmatic assessment and faculty evaluation Most of all the argument of this book is that creating the conditions for meaningful college writing assessment

hinges not only on understanding the history and theories informing assessment practice but also on composition programs availing themselves of the full range of available assessment practices

*A Writer's Reference with Writing in the Disciplines* Diana Hacker, Nancy Sommers, 2011-04-08 With Writing in the Disciplines Cover

*Teaching Accelerated and Corequisite Composition* David Starkey, 2023-11-21 Teaching Accelerated and Corequisite Composition is the first book to compile on the ground advice and teaching strategies specifically curated for accelerated and corequisite writing courses Trailblazers in the field from colleges across the United States who developed a foundation for corequisites by facilitating equity and accessibility for marginalized students speak to a range of topics and demographics offering support for instructors and practical advice for improving student success The book primarily explores accelerated composition through the lens of two year colleges to answer a central question in the field to what extent do educators need to alter two year college curricular design The contributors also delve into assessment a crucial process for instructors and their students transitioning to accelerated learning the key role that reading plays in the writing process and noncognitive learning an area of study that has been associated with accelerated learning since its inception Together these thirteen chapters provide instructors with a strategic approach to teaching accelerated and corequisite composition Teaching Accelerated and Corequisite Composition points toward a new way of approaching first year composition a method of instruction that fosters the growth and success of writers who were once considered underprepared for college writing and are now achieving unprecedented success

*Experiencing Citizenship* Richard M. Battistoni, William E. Hudson, 2023-07-03 This practical guide is intended for faculty and service learning directors combining the how to information and rigorous intellectual framework that teachers seek What distinguishes this volume is that the contributors are writing for their peers They discuss how service learning can be implemented within political science and what this discipline contributes to the pedagogy of service learning The book offers both theoretical background and practical pedagogical chapters which describe the design implementation and outcomes of political science service learning programs as well as annotated bibliographies program descriptions and course syllabi

**Rereading America** Gary Colombo, Uzzie T. Cannon, Robert Cullen, Bonnie Lisle, 2021-09-08 Examine the assumptions of American culture with a critical lens With Rereading America s focus on revisiting defending and challenging assumptions about American culture such as U S laws provide equal protection and justice for all you ll grow as a critical thinker and writer

*Automated Essay Scoring* Beata Beigman Klebanov, Nitin Madnani, 2022-05-31 This book discusses the state of the art of automated essay scoring its challenges and its potential One of the earliest applications of artificial intelligence to language data along with machine translation and speech recognition automated essay scoring has evolved to become both a revenue generating industry and a vast field of research with many subfields and connections to other NLP tasks In this book we review the developments in this field against the backdrop of Elias Page s seminal 1966 paper titled The Imminence of Grading Essays by Computer Part 1 establishes what automated

essay scoring is about why it exists where the technology stands and what are some of the main issues In Part 2 the book presents guided exercises to illustrate how one would go about building and evaluating a simple automated scoring system while Part 3 offers readers a survey of the literature on different types of scoring models the aspects of essay quality studied in prior research and the implementation and evaluation of a scoring engine Part 4 offers a broader view of the field inclusive of some neighboring areas and Part ref part5 closes with summary and discussion This book grew out of a week long course on automated evaluation of language production at the North American Summer School for Logic Language and Information NASSLLI attended by advanced undergraduates and early stage graduate students from a variety of disciplines Teachers of natural language processing in particular will find that the book offers a useful foundation for a supplemental module on automated scoring Professionals and students in linguistics applied linguistics educational technology and other related disciplines will also find the material here useful **Educational Times and Journal of the College of Preceptors** ,1908

Video Reflection in Literacy Teacher Education and Development Evan Ortlieb,Mary B. McVee,Lynn E.

Shanahan,2015-05-06 Within education there is a growing body of research focused on the use of video as a mediational tool for reflection The purpose of this volume is to bring together research and research based practices from a wide array of literacy scholars and practitioners who are using video in educational research and teaching *Writing Programs*

*Worldwide* Chris Thaiss,Gerd Bräuer,2012-07-30 WRITING PROGRAMS WORLDWIDE offers an important global perspective to the growing research literature in the shaping of writing programs The authors of its program profiles show how innovators at a diverse range of universities on six continents have dealt creatively over many years with day to day and long range issues affecting how students across disciplines and languages grow as communicators and learners **A Writer's**

**Reference with Writing about Literature** Diana Hacker,Nancy Sommers,2011 This version of the best selling college handbook includes a tabbed section called Writing about Literature a practical guide to interpreting works of literature and to planning composing and documenting papers about literature Students will find help with forming and supporting an interpretation avoiding plot summary integrating quotations from a literary work observing the conventions of literature papers and using secondary sources Writing about Literature also includes two sample student essays one that uses primary sources and one that uses primary and secondary sources The full primary texts are also included Writing about Literature is also available in a packageable stand alone booklet ISBN 978 0 312 65684 3 Contact your sales representative or sales\_support bfwpub com for a copy *A Writer's Reference with Strategies for Online Learners* Diana Hacker,Nancy

Sommers,2011-06-24 With Strategies for Online Learners Cover **Yale Law Journal: Volume 125, Number 7 - May**

**2016** Yale Law Journal,2016-06-22 This issue of the Yale Law Journal include these contents Essay Fiduciary Political Theory A Critique by Ethan J Leib and Stephen R Galoob Note The Modification of Decrees in the Original Jurisdiction of the Supreme Court by James G Mandilk In addition the issue includes an extensive collection of Features by leading scholars

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**Developing Writers in Higher Education** Anne Ruggles Gere, 2019-01-02 For undergraduates following any course of study it is essential to develop the ability to write effectively Yet the processes by which students become more capable and ready to meet the challenges of writing for employers the wider public and their own purposes remain largely invisible Developing Writers in Higher Education shows how learning to write for various purposes in multiple disciplines leads college students to new levels of competence This volume draws on an in depth study of the writing and experiences of 169 University of Michigan undergraduates using statistical analysis of 322 surveys qualitative analysis of 131 interviews use of corpus linguistics on 94 electronic portfolios and 2 406 pieces of student writing and case studies of individual students to trace the multiple paths taken by student writers Topics include student writers interaction with feedback perceptions of genre the role of disciplinary writing generality and certainty in student writing students concepts of voice and style students understanding of multimodal and digital writing high school s influence on college writers and writing development after

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**A New Writing Classroom** Patrick Sullivan, 2014-11-15 In A New Writing Classroom Patrick Sullivan provides a new generation of teachers a means and a rationale to reconceive their approach to teaching writing calling into question the discipline's dependence on argument Including secondary writing teachers within his purview Sullivan advocates a more diverse exploratory and flexible approach to writing activities in grades six through thirteen A New Writing Classroom encourages teachers to pay more attention to research in learning theory transfer of learning international models for nurturing excellence in the classroom and recent work in listening to teach students the sort of dialogic stance that leads to higher order thinking and more sophisticated communication The conventional argumentative essay is often a simplistic form of argument widely believed to be the most appropriate type of writing in English classes but other kinds of writing may be more valuable to students and offer more important kinds of cognitive challenges Focusing on listening and dispositions or habits of mind as central elements of this new composition pedagogy A New Writing Classroom draws not just on composition studies but also on cognitive psychology philosophy learning theory literature and history making an exciting and significant contribution to the field

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