

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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Julio Gimenez



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Experimental Writing in Composition Patricia Suzanne Sullivan, 2012-12-15 From the outset experimental writing has been viewed as a means to afford a more creative space for students to express individuality underrepresented social realities and criticisms of dominant socio political discourses and their institutions Yet the recent trend toward multimedia texts has left many composition instructors with little basis from which to assess these new forms and to formulate pedagogies In this original study Patricia Suzanne Sullivan provides a critical history of experimental writing theory and its aesthetic foundations and demonstrates their application to current multimodal writing Sullivan unpacks the work of major scholars in composition and rhetoric and their theories on aesthetics particularly avant gardism She also relates the dialectics that shape these aesthetics and sheds new light on both the positive and negative aspects of experimental writing and its attempts to redefine the writing disciplines Additionally she shows how current debates over the value of multimedia texts echo earlier arguments that pitted experimental writing against traditional models Sullivan further articulates the ways that multimedia is and isn't changing composition pedagogies and provides insights into resolving these tensions **Essay**

Writing MunLing Shields, 2010-02-16 Essay Writing is a student guide with a mission to enable students to write better essays and get the grades they deserve by demystifying the essay writing process MunLing Shields places essay writing within the larger university experience for students In a clear and easy to understand way the author guides the reader through the process of writing successful university essays by looking at essay writing in the context of academic communication academic culture and different learning styles and approaches This book Helps students study more independently and learn more meaningfully to write better essays Offers invaluable insights into the way tutors see essays Explains why essays are set and how to understand the rationale behind them Demonstrates how best to approach answering the question This highly accessible book offers practical in depth guidance on each of the stages of the essay writing process planning drafting and editing and relates them to the important sub skills of information gathering reading academic texts how to get the most out of lectures referencing and citations and fluency and appropriateness of style and language An excellent guide for students new to writing essays at university David Ellicott Senior Lecturer in Youth Justice and Youth Studies Nottingham Trent University SAGE Study Skills are essential study guides for students of all levels From how to write great essays and succeeding at university to writing your undergraduate dissertation and doing postgraduate research SAGE Study Skills help you get the best from your time at university Visit the SAGE Study Skills hub for tips quizzes and videos on study success **A Student's Guide to First-year Composition** Meg Smith, 2005 *Personal Epistemology*

Barbara K. Hofer, Paul R. Pintrich, 2004 First Published in 2004 Routledge is an imprint of Taylor Francis an informa company *Higher English for CfE: Portfolio Writing Skills* Andrew G. Ralston, Mary M. Firth, 2015-10-16 Exam Board SQA Level Higher Subject English First Teaching September 2014 First Exam June 2015 The SQA have endorsed this title A practical

guide to Portfolio writing which is worth up to 30% of the final grade including an outline of the requirements and how to achieve them Detailed advice on personal and reflective writing Practical guidance on discursive writing Ideas for own writing Ample pieces for assessment with guidance on what markers are looking for **The Learning Portfolio** John Zubizarreta, 2009-12-22 The learning portfolio is a powerful complement to traditional measures of student achievement and a widely diverse method of recording intellectual growth This second edition of this important book offers new samples of print and electronic learning portfolios An academic understanding of and rationale for learning portfolios and practical information that can be customized Offers a review of the value of reflective practice in student learning and how learning portfolios support assessment and collaboration Includes revised sample assignment sheets guidelines criteria evaluation rubrics and other material for developing print and electronic portfolios **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 **Writing for Nursing and Midwifery Students** Julio Gimenez, 2024-04-18 With a clear and practical step by step approach to writing discipline specific assignments this invaluable resource equips nursing and midwifery students with the skills they need to master the basics of writing at university Disciplinary and Content Literacy for Today's Adolescents, Sixth Edition William G. Brozo, 2017-04-24 Well established as a clear comprehensive course text in five prior editions this book has now been extensively revised with a focus on disciplinary literacy It offers a research based framework for helping students in grades 6 12 learn to read write and communicate academic content and to develop the unique literacy language and problem solving skills required by the different disciplines In an engaging conversational style William G Brozo presents effective instruction and assessment practices illustrated with extended case studies and sample forms Special attention is given to adaptations to support diverse populations including English language learners Prior edition title Content Literacy for Today's Adolescents Fifth Edition New to This Edition Shift in focus to disciplinary literacy as well as general content area learning Chapter on

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Innovation and Social Capital in Organizational

Ecosystems Thomas, Brychan Celfyn, Murphy, Lyndon John, 2019-03-19 Social capital as a concept is a comparatively recent addition to the regional economic and innovation literature Facets of social capital are generally acknowledged to include trust collaboration cooperation bridging and bonding social network ties and reciprocity Nevertheless forms of social capital such as bonding and bridging social capital are less frequently explored in the literature Innovation and Social Capital in Organizational Ecosystems breaks down the concept of innovation into its main components which represent a spectrum of innovation activity from technology based innovation to hidden and social innovation in order to support executives concerned with innovation and social capital in different work communities and environments Highlighting a range of topics including regional development social innovation network capital and more this book is ideally designed for researchers professionals students policymakers and practitioners

Toolbox for Teachers and Mentors Richard D. Solomon, Elaine C.

Solomon, 2009 What is in the Toolbox What is a teacher What should I be teaching How do I plan lessons What are teacher directed models of teaching What are student engaged models of teaching How do I reach all students How do I manage student behavior What are the interpersonal reflection and observational skills required of a mentor teacher What is the core knowledge base a mentor needs to have about how one learns to teach About the Author Having collectively spent over seventy years in teaching students and training teachers in the public school arena Dr Richard and Elaine Solomon are now focused on improving Jewish education They have created a seven stage career development ladder from madrichim to mentor and expert teacher that can transform how Jewish educators are recruited developed and supported

Business

Law and Ethics: Concepts, Methodologies, Tools, and Applications Management Association, Information

Resources, 2015-03-31 In modern business environments ethical behavior plays a crucial role in success Managers and business leaders must pay close attention to the ethics of their policies and behaviors to avoid a reputation crushing scandal Business Law and Ethics Concepts Methodologies Tools and Applications explores best practices business leaders need to navigate the complex landscape of legal and ethical issues on a day to day basis Utilizing both current research and established conventions this multi volume reference is a valuable tool for business leaders managers students and professionals in a globalized marketplace

Discourses We Live By: Narratives of Educational and Social Endeavour Hazel

R. Wright, Marianne Høyen, 2020-07-03 What are the influences that govern how people view their worlds What are the embedded values and practices that underpin the ways people think and act Discourses We Live By approaches these questions through narrative research in a process that uses words images activities or artefacts to ask people either

individually or collectively within social groupings to examine discuss portray or otherwise make public their place in the world their sense of belonging to and identity within the physical and cultural space they inhabit This book is a rich and multifaceted collection of twenty eight chapters that use varied lenses to examine the discourses that shape people s lives The contributors are themselves from many backgrounds different academic disciplines within the humanities and social sciences diverse professional practices and a range of countries and cultures They represent a broad spectrum of age status and outlook and variously apply their research methods but share a common interest in people their lives thoughts and actions Gathering such eclectic experiences as those of student teachers in Kenya a released prisoner in Denmark academics in Colombia a group of migrants learning English and gambling addiction support workers in Italy alongside more mainstream educational themes the book presents a fascinating array of insights Discourses We Live By will be essential reading for adult educators and practitioners those involved with educational and professional practice narrative researchers and many sociologists It will appeal to all who want to know how narratives shape the way we live and the way we talk about our lives

Learning-to-Write and Writing-to-Learn in an Additional Language Rosa M. Manchón,2011-10-05 This book is a pioneer attempt to bridge the gap between the fields of second language acquisition SLA and second and foreign language L2 writing Its ultimate aim is to advance our understanding of written language learning by compiling a collection of theoretical meta reflections and empirical studies that shed new light on two crucial dimensions of the theory and research in the field first the manner in which L2 users learn to express themselves in writing the learning to write dimension and second the manner in which the engagement in written output practice can contribute to developing competences in an L2 the writing to learn dimension These two areas of disciplinary inquiry have up until now developed separately the learning to write dimension has been the cornerstone of L2 writing research whereas the writing to learn one has been theorized and researched within SLA studies hence the relevance of the book for exploring L2 writing SLA interfaces

The Role of Leadership Educators Kathy L. Guthrie,Daniel M. Jenkins,2018-02-01 Leadership as a discipline leadership education as a field and leadership educator as a profession are still in their infancy and rapidly evolving As professionals in higher education we are constantly asked to provide opportunities for students to learn leadership whether that is inside or outside of the classroom However very little if any professional development occurs in how to create such learning opportunities This book provides resources for leadership educators in three sections The first section sets the stage for leadership education and the professional work of leadership educators culminating with a variety of professional development resources for leadership educators The second section introduces a leadership learning framework provides characteristics and examples of strong leadership programs and assessment practices and describes the transformative practice of leadership education The third and final section offers specific instructional and assessment strategies ranging from discussion case study and reflection to team based and service learning to self assessments role play simulation and games to fulfill learning outcomes

ICSE Art of Effective English Writing for Classes IX-X (2021 Edition) Meena Singh & O.P. Singh, Art of Effective English Writing *New Approaches to Problem-based Learning* Terry Barrett, Sarah Moore, 2010-10-04 Problem based learning PBL is a pedagogical approach that has the capacity to create vibrant and active learning environments in higher education However both experienced PBL practitioners and those new to PBL often find themselves looking for guidance on how to engage and energise a PBL curriculum *New Approaches to Problem based Learning Revitalising your Practice in Higher Education* provides that guidance from a range of different complementary perspectives Leading practitioners in the field as well as new voices in PBL teaching and learning have collaborated to produce this text Each chapter provides practical and experienced accounts of issues and ideas for PBL as well as a strong theoretical and evidence base Whether you are an experienced PBL practitioner or new to the processes and principles of PBL this book will help you to find ways of revitalising and enriching your practice and of enhancing the learning experience in a range of higher education contexts

Academic and Student Affairs in Collaboration Mitchell A. Levy, Bernard A. Polnariev, 2016-06-10 Academic and Student Affairs in Collaboration provides a comprehensive and evidenced based understanding of the partnerships necessary to achieve an institutional culture devoted to student success Chapter authors explore how to design implement and assess collaborative efforts between student and academic affairs in support of increased student success This book provides best practices for fostering and enhancing campus dialogue career development pathways academic support services and other important initiatives to increase retention and learning outcomes improve motivation and goal attainment and enhance institutional accountability This book is a must read for scholars faculty leaders and practitioners in Student Affairs and Higher Education interested in achieving student success at their universities and colleges *Teacher Development in Higher Education* Eszter Simon, Gabriela Pleschová, 2012 This book investigates the challenges of creating effective instructional development programs in higher education Building upon experience from higher education programs around the world and using a variety of research methods it examines how success is to be understood how successful current programs are and what determines program success **Academic Writing Skills for International Students** Siew Hean

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