

Reflective Essay

(Originally written for high school teachers and students.)

The reflective essay was given definition by the essays of Michel Eyquem de Montaigne. In choosing to call his pieces "essays," literally "trials," Montaigne focused on writing as exploration and discovery, not writing as final thoughts on established truths. Perhaps this kind of writing as a recognized genre could have emerged into Western culture only after the decline of medieval scholasticism and the reliance on external authority. Writers could explore their own ideas, their own lives, finding new authority within private insight and experience.

Essay writers have charmed and challenged thoughtful readers from Montaigne's time on: Addison and Steele, Lamb, Hazlitt, Virginia Woolf, E. B. White, Joan Didion, and Russell Baker are among those whose essays accurately reflect the tastes and views on world events and issues of their times. Today, reflective essays range from the philosophical treatises of renowned thinkers to the thoughtful, even timely, humorous and trivial probings and musings of local newspaper and magazine columnists. Students will find in the essays of our day a mirror for our time.

Importance of the Reflective Essay

The writing of a successful reflective essay requires the ability to see connections. Moving from a personal experience or a general concept, the writer must explore possibilities, try out ideas, and reach beyond personal implications to a larger, more general significance.

Seeing connections is a central component of problem solving, one of the critical aspects of thinking. In reflection, writers are challenged to abandon trite ideas that they cannot validate against their own experiences. Reflection leads beyond such superficial understanding as "We will all die sometime"; beyond wishful understandings, "I hope everyone will want peace"; and beyond moralistic imprints, "We should be kind to one another." It asks for understandings that delve into and explore what we have in common—the universal truth of what it means to be human beings.

With its focus on the writer's search for a meaning applicable to the human condition, the reflective essay is a close kin to other kinds of writing. Autobiography narrates a meaningful personal experience; the reflective essay uses this experience to talk about life in general. Speculation about causes and effects, conjectures about the "whys" and "what-ifs"—the reflective essay uses these speculations as a prod for explorations. Interpretation looks for meaning; the reflective essay uses these meanings to reach understanding.

Evaluation proclaims a judgment; the reflective essay explores the ramifications of judgments. Using so many different types of writing and thinking, the reflective essay emerges as a rich, challenging type of writing.

Sample Reflective Essay High School

Ensheng Dong



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What High Schools Don't Tell You Elizabeth Wissner-Gross, 2007 Reveals strategies for helping today's high school students become an applicant for whom colleges will compete identifying academic credentials extracurricular programs and other achievements that will be favorably received by leading admissions committees High School English Abram Royer Brubacher, Dorothy Ermina Snyder, 1919 **High School English** Abraham Royer Brubacher, Dorothy Ermina Snyder, 1912

Resources in Education, 2001-10 Literacy Projects for Student-Centered Classrooms Karrell Hickman, 2007-04-18 Meets NCTE and IRA standards offers guidelines for using the student centered approach to literacy instruction and presents four long term research projects that encourage teamwork and creativity 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 to Make an Impact* Sandra Murphy, Mary Ann Smith, 2020 Through ideas and practices straight from the classrooms of outstanding teachers this lively resource illustrates writing that makes an impact on a reader a writer or a cause writing that everyone wants to read The book is rich with student work that shows how writing can make things happen in the world The authors provide ready to use lessons that include a full range of writing including poetry narrative petitions proposals emails self reflections long term projects and critical analyses Young people yearn to have an impact on the world but often lack the tools to make change This book demonstrates how shifting the focus and purposes for writing can turn students frustration with the status quo into action There's no time to waste The need for change both in school and in society is urgent Carol Jago past president National Council of Teachers of English and associate director California Reading and Literature Project at UCLA In true National Writing Project style Sandy Murphy and Mary Ann Smith take us inside the classrooms of remarkable teachers to see how they create contexts for young writers to pursue writing they care about for purposes that matter Readers will find lots to take back to their own settings to engage this remarkable generation of young people in our

classrooms Elyse Eidman Aadahl Executive Director National Writing Project **Complete Book of Colleges, 2011 Edition** Princeton Review (Firm),2010-08-03 Lists more than 1 600 colleges and universities and provides information about admissions and academic programs Critical Race English Education Lamar L. Johnson,2021-11-29 Johnson s visionary and much needed book is a call for the transformation of English education to embrace rather than reject Blackness Confronting the context of heightened racial violence against Black youth that continues to sweep across the United States Johnson illuminates the interconnection between the physical and symbolic violence that unfolds in and outside the classroom and demonstrates the harm this causes to Black youth Employing an original framework Critical Race English Education Johnson reveals how English education and ELA classrooms are dominated by eurocentric language and literacy practices and provides a justice oriented framework that combats anti Black racism Throughout the book Johnson disperses love letters to Blackness Black culture and Black people which serve as actions and practices for positive thinking and self awareness about Blackness Critical Race English Education is a movement for Black lives A crucial resource for pre service ELA teachers researchers professors and graduate students in language and literacy education and sociology of education this book offers classroom lessons thematic units sample activities and other pedagogical and curricula practices that reconceptualize ELA pedagogies in humanizing ways and cater to the needs of students who come from racially and linguistically diverse backgrounds **Historical Development of English Learning Motivation Research** Tae-Young Kim,2021-09-07 This book clarifies the fundamental difference between North America based instrumental motivation and Korea and East Asia specific competitive motivation by which the EFL learners excessive competition to be admitted to famous universities and to be hired at a large scale conglomerate is the main source of L2 motivation It enables readers to understand that EFL learning motivation reflects unique sociohistorical contexts grounded in a specific region or country This book in turn necessitates the need to develop EFL motivation theory and research tradition which are firmly based on East Asian values and culture The Complete Book of Colleges, 2013 Edition Princeton Review,2012-08-07 Profiles every four year college in the United States providing detailed information on academic programs admissions requirements financial aid services housing athletics contact names and campus life Open Architecture Curricular Design in World Language Education Andrew R. Corin,Betty Lou Leaver,Christine M. Campbell,2025 A guide to a textbook free approach to world languages curriculums that will improve learning outcomes Open architecture curricular design OACD is a textbook free curricular design framework for teaching and learning world languages that integrates all the best practices in world language education to enhance learning efficiency and effectiveness As editors and pioneers of this method Corin Leaver and Campbell define OACD for world language instructors and second language acquisition researchers from middle school through higher education and beyond The book s chapters demonstrate how to use OACD for a wide variety of languages and proficiency levels in government service academy and university programs Topics covered include the use of authentic texts

at all levels learner involvement in the selection of content and activities and methods of assessment and program evaluation

Exercises for "Methods of Teaching in High Schools" Samuel Chester Parker,1918 **Understanding Writing**

Transfer Randall Bass,Jessie L. Moore,2023-07-03 While education is based on the broad assumption that what one learns here can transfer over there across critical transitions what do we really know about the transfer of knowledge The question is all the more urgent at a time when there are pressures to unbundle higher education to target learning particular subjects and skills for occupational credentialing to the detriment of integrative education that enables students to make connections and integrate their knowledge skills and habits of mind into a adaptable and critical stance toward the worldThis book the fruit of two year multi institutional studies by forty five researchers from twenty eight institutions in five countries identifies enabling practices for and five essential principles about writing transfer that should inform decision making by all higher education stakeholders about how to generally promote the transfer of knowledge This collection concisely summarizes what we know about writing transfer and explores the implications of writing transfer research for universities institutional decisions about writing across the curriculum requirements general education programs online and hybrid learning outcomes assessment writing supported experiential learning e portfolios first year experiences and other higher education initiatives This volume makes writing transfer research accessible to administrators faculty decision makers and other stakeholders across the curriculum who have a vested interest in preparing students to succeed in their future writing tasks in academia the workplace and their civic lives and offers a framework for addressing the tensions between competency based education and the integration of knowledge so vital for our society **The Experience of Neoliberal Education**

Bonnie Urciuoli,2018-05-22 The college experience is increasingly positioned to demonstrate its value as a worthwhile return on investment Specific definable activities such as research experience first year experience and experiential learning are marketed as delivering precise skill sets in the form of an individual educational package Through ethnography based analysis the contributors to this volume explore how these commodified experiences have turned students into consumers and given them the illusion that they are in control of their investment They further reveal how the pressure to plan every move with a constant eye on a demonstrable return has supplanted traditional approaches to classroom education and profoundly altered the student experience *Continua of Biliteracy* Nancy H. Hornberger,2003-01-01 Biliteracy the use of

two or more languages in and around writing an increasingly inescapable feature of our lives and schools worldwide yet one which most educational policy and practice continues blithely to ignore The continua of biliteracy featured in the present volume offers a comprehensive yet flexible model to guide educators researchers and policy makers in designing carrying out and evaluating educational programmes for the development of bilingual and multilingual learners each programme adapted to its own specific context media and contents The continua model is premised on a view of multilingualism as a resource and on the metaphor of ecology of language 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 in a Second Language at the Secondary School Level Rebecca Marie Callahan, 2001 **Writing Portfolios in the Classroom** Robert Calfee, Pamela Perfumo, 2012-10-12 This volume presents chapters by researchers practitioners and policymakers who study the impact of classroom portfolios in the assessment of writing achievement by elementary and middle grade students The focus throughout the volume is on the tension between classroom assessment and externally mandated testing It presents the efforts of researchers practitioners and policymakers to understand the impact of classroom portfolios for the assessment of writing achievement by elementary and middle grade students Under the auspices of the Center for the Study of Writing the editors conducted a national survey of exemplary portfolio projects arranged for a series of video visits and held several working conferences The result of this work is a broad ranging tale the aspirations of teachers and administrators to move the machinery of schooling in the direction of more authentic and engaging tasks the puzzlement of students when they realize that the assignments are real and that the teacher may not have a right answer in mind and the tensions between ivory tower ideas and everyday classroom practice Divided into four sections this research volume provides a historical perspective develops the conceptual framework that serves as a background for many activities described throughout and discusses numerous practical issues that confront today s researchers and practitioners views the phenomenon of writing portfolios through a variety of broadview lenses such as teacher enthusiasm student reflection assessment tension the portfolio as metaphor and the locus of control conveys important conceptual issues with a balance toward pragmatics and offers unique insights from the perspective of one individual who serves as scholar researcher and teacher Research and Evaluation in Education and Psychology Donna M. Mertens, 2005 The Second Edition continues and expands upon the approach that made the first edition an international bestseller It includes sections and chapters on the analysis of methodological advances in conducting research in culturally complex communities coverage of electronic resources now available to researchers and evaluators an additional emphasis on program evaluation and a new chapter on mixed methods research Each chapter carefully explains a step of the research process from literature review to analysis and reporting Additionally sample studies and abstracts are included in each chapter to illustrate the concepts discussed in that section of the book

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