

## 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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**Maria Leedham**



## **Personal Reflective Essay Sample:**

*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.

**Higher English for CfE: Portfolio Writing Skills** Andrew G. Ralston, Mary M. 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.

*Writing for Nursing and Midwifery Students* Julio Gimenez, 2024-02-08 Combining the theory and practice of academic writing, this book helps you to master the basics of writing at university. It equips you with the skills needed to examine cognitive processes such as reflection and critical thinking and includes essential information on referencing your work correctly and avoiding plagiarism. A comprehensive writing toolkit for students of nursing, midwifery, health, and social care, it provides a step-by-step approach to a whole range of genres specific to these disciplines, going beyond the traditional academic essay to include care critiques, action plans, portfolios, and systemic reviews, as well as complex argumentative writing and the undergraduate dissertation proposal. It also offers help with texts for professional development, such as portfolios and conference abstracts. Supporting you throughout your degree, this new edition includes a new section on making effective notes, an updated section on reflection including the latest reflective models, a wider range of examples covering areas such as mental health, children, and learning disabilities in nursing and midwifery care, and a self-assessment

quiz and achievement chart to help you track your learning as you work through the book *Written in a lively engaging and accessible style this book is an invaluable companion for students at all levels and will give you the confidence to succeed on your course* *A New Writing Classroom* Patrick Sullivan,2014-07-15 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 *Academic Writing Skills for International Students* Siew Hean Read,2024-02-22 Are you a non native English speaker studying or preparing to study at an English language university If so this book is for you This engaging guide equips students with the tools and confidence to respond effectively and appropriately to written assignments at university It will help you to develop essential writing skills such as structuring paragraphs and building an argument and provides practical guidance on adhering to the conventions of academic writing It guides the reader systematically through a series of text analyses which bring out key linguistic and rhetorical features making complex textual issues manageable and understandable for learners of all abilities Reorganised to allow for easier navigability and revised for greater accessibility the new edition now includes An expanded introduction to show students how to use the book successfully A writing checklist to review the key principles of skills covered in the book A broader range of examples More practical activities More on plagiarism This is an ideal self study aid for non native English speakers both on pre sessional language courses and on degree programmes who need to get to grips with the conventions of academic writing

**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

**Essential Writing Skills for College and Beyond** C.M. Gill,2014-03-18 Now with new material on inclusive language peer review sample essay prompts and more this indispensable guide helps you hone your writing skills for success in college and in life Every student knows that writing a successful college paper is no small undertaking To make the grade you need to express your ideas clearly and concisely So how do you do it Essential Writing Skills for College and Beyond offers practical strategies to help you Write any type of college paper including term papers essays creative assignments and more Improve your writing through the process of brainstorming and organizing ideas researching like a pro structuring and drafting your paper and polishing your writing Master the nuts and bolts by avoiding common mistakes in grammar spelling and punctuation Stay organized and on schedule with timelines tailored to a variety of papers Take it to the next level with advice on writing effectively after graduation and on the job College writing may seem daunting but it doesn't have to be No matter what your major or field of study Essential Writing Skills for College and Beyond helps you take charge of your writing your grades and your path to success

**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 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

**Skills for Business and Management** Martin Sedgley,2020-04-15 This book provides practical guidance and strategies to help students make a successful transition to university and unlock their academic potential Chapters are organised around five essential skills for success time management academic reading academic writing and group work all of which are underpinned by independent learning Students will learn how to demonstrate critical analysis in their writing overcome challenges in group projects and deliver presentations with confidence and focus In bringing together academic and employability skills readers are encouraged to make connections between the skills they have developed inside and outside the classroom and to start the process of personal development planning sooner rather than later Packed with activities pause for thought reflective tasks student insights and model assignments Skills for Business and Management is an essential resource for undergraduates and postgraduates on any business and management course It is also ideal for those studying relating fields such as accounting finance human resource management hospitality marketing and tourism management

**A Writer's Reference with**

**Writing in the Disciplines** Diana Hacker, Nancy Sommers, 2011-04-08 With Writing in the Disciplines Cover *Resources in Education*, 1998 *Performance Standards: High school New Standards (Organization)*, 1997 **Pulling Together** Leyton Schnellert, Mehjabeen Dato, Krista Ediger, Joanne Panas, 2009 Four dedicated educators pull in the current big ideas in teaching formative assessment backward design inquiry learning strategic teaching metacognition and put them together in a way that makes sense Pulling Together shows how this collaborative process is reflected in all aspects of the literacy learning process from unit planning to the inquiry process to linking assessment to responsive lesson design The book explores working together with students to develop and explore essential ideas and practices including responsive teaching and assessment reading as a personalized and meaningful experience and critical literacy Complete with diagrams graphic organizers classroom examples assessment tools and lists of core understandings this timely guide presents a comprehensive answer to the big questions about teaching English language arts *Learning-to-write and Writing-to-learn in an Additional Language* Rosa Manchón, 2011 Bridges the gap between the fields of second language acquisition SLA and second and foreign language L2 writing This title intends to advance our understanding of written language learning by collecting theoretical meta reflections and empirical studies that shed light on two crucial dimensions of the theory and research in the field [Teacher Development in Higher Education](#) Eszter Simon, Gabriela Pleschová, 2012 Concerns about the quality of teaching and learning in higher education have given rise to teacher development programs and centers around the world This book investigates the challenges and complexities of creating instructional development programs for present and future academics Using case studies from a variety of countries including Estonia Singapore the United States and the United Kingdom it examines issues that are important for higher education researchers as well as for higher education managers The book introduces different responses from around the world to the need to improve teaching in higher education demonstrates many different ways success may be understood and investigates what factors may influence the results of instructional development Contributors use these factors as well as those found in the related literature to explain program success through theoretical frameworks This book also provides input for higher education managers by pointing out how the local context and both institutional and national policy making may help or hinder the effective preparation of professors for their teaching responsibilities *Chinese Students' Writing in English* Maria Leedham, 2014-08-27 Chinese students are the largest international student group in UK universities today yet little is known about their undergraduate writing and the challenges they face Drawing on the British Academic Written English corpus a large corpus of proficient undergraduate student writing collected in the UK in the early 2000s this study explores Chinese students written assignments in English in a range of university disciplines contrasting these with assignments from British students The study is supplemented by questionnaire and interview datasets with discipline lecturers writing tutors and students and provides a comprehensive picture of the Chinese student writer today Theoretically framed through work within academic

literacies and lexical priming the author seeks to explore what we know about Chinese students writing and to extend these findings to undergraduate writing more generally In a globalized educational environment it is important for educators to understand differences in writing styles across the student body and to move from the widespread deficit model of student writing towards a descriptive model which embraces different ways of achieving success Chinese Students Writing in English will be of value to researchers EAP tutors and university lecturers teaching Chinese students in the UK China and other English or Chinese speaking countries

*Automated Essay Scoring* Beata Beigman Klebanov, Nitin Madnani, 2021-11-12 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

*The Broadview Guide to Writing - Seventh Canadian Edition* Corey Frost, Karen Weingarten, Doug Babington, Don LePan, Maureen Okun, Nora Ruddock, 2022-10-18 For the seventh edition *The Broadview Guide to Writing* has been reorganized into three broad sections writing processes writing mechanics and writing contexts The material on argument has been expanded and revised two new sample essays in MLA style have been added and the material on researching and writing academic essays has been fully rewritten Coverage of informal and personal writing is included for the first time Features Extensive treatment of research methods and of argument In depth coverage of MLA and other citation styles Wide ranging treatment of writing styles in different academic disciplines Focused coverage of issues specific to those whose native language is not English A full chapter on language issues relating to gender race class religion sexual orientation disability etc Companion website featuring a wide range of interactive exercises

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