

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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in general Lilia Savova Indiana University of Pennsylvania **A Rhetoric of Reflection** Kathleen Yancey, 2016-08-15

Reflection in writing studies is now entering a third generation Dating from the 1970s the first generation of reflection focused on identifying and describing internal cognitive processes assumed to be part of composing The second generation operating in both classroom and assessment scenes in the 1990s developed mechanisms for externalizing reflection making it visible and thus explicitly available to help writers Now a third generation of work in reflection is emerging As mapped by the contributors to *A Rhetoric of Reflection* this iteration of research and practice is taking up new questions in new sites of activity and with new theories It comprises attention to transfer of writing knowledge and practice teaching and assessment portfolios linguistic and cultural difference and various media including print and digital It conceptualizes conversation as a primary reflective medium both inside and outside the classroom and for individuals and collectives and articulates the role that different genres play in hosting reflection Perhaps most important in the work of this third generation is the identification and increasing appreciation of the epistemic value of reflection of its ability to help make new meanings and of its rhetorical power for both scholars and students Contributors Anne Beaufort Kara Taczak Liane Robertson Michael Neal Heather Ostman Cathy Leaker Bruce Horner Asao B Inoue Tyler Richmond J Elizabeth Clark Naomi Silver Christina Russell McDonald Pamela Flash Kevin Roozen Jeff Sommers Doug Hesse **The Teaching Portfolio** Russell Edgerton, Pat Hutchings, Kathleen Quinlan, 2023-07-03 This valuable work suggests one model in which faculty assemble a collection of carefully selected work samples accompanied by reflective commentary about them Covers the what why and how of teaching portfolios with pointers for getting started and a sampling of current campus practices Includes reproductions of eight actual portfolio entries The companion volume to *Campus Use of the Teaching Portfolio* [Primer to Developing a Successful Pre-service Teacher Portfolio](#) James P. Takona, Roberta J. Wilburn, 2004 This guide for pre service teachers provides the means for documenting professional growth and development Takona educational technology and media LeMoyne Owen College and Wilburn early childhood education LeMoyne Owen College explain the principles and practice of developing and using a port **The Portfolio Organizer** Noreen Carol Rolheiser-Bennett, Barbara Bower, Laurie Stevahn, 2000 This ultimate guide to portfolios makes the process of developing and using portfolios easier and more rewarding for you and your students Clear steps guide you through critical decisions in 10 major categories Hands on activities discussion questions and planning tools help you anticipate and address every key issue Practical samples and easy to use templates and forms ensure that the portfolio process is meaningful to students and manageable for you Publisher

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existing volumes which underscore theory building it describes and discusses several key issues concerning how portfolio assessment can be carried out in authentic classrooms with a focus on its processes reflective components task types and design scoring methods and actionable recommendations **Differentiated Assessment** Evangeline Harris

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Teaching: Proceedings of the 2010 International Online Language Conference (IOLC 2010) Azadeh Shafaei, 2010-12-27 This collection is comprised of papers submitted to the 3rd International Online Language Conference IOLC held in September 2010 IOLC 2010 was a two day conference which aimed to provide a forum for academics practitioners experts and students to debate current international issues and challenges in the broad area of language learning and teaching This annual world renowned conference takes place over the internet allowing participants to save accommodation and flight expenses and at the same time helping to save our planet by reducing CO2 emissions All submitted papers went through a double blind review process before a decision was made This was to ensure the quality level of the conference is kept high *The Block Scheduling Handbook* J. Allen Queen, 2008-12-19 A wonderful guide for school leaders as they create a contemporary schedule for middle and high school students to take advantage of a variety of curricular offerings This second addition is comprehensive with numerous subject centered examples and detailed specifics for those desiring to move to more advanced designs It is no wonder why Queen is often referred to as the father of the new block schedule Henry Peel Wachovia Distinguished Professor East Carolina University A comprehensive step by step handbook on making the most of block scheduling Block scheduling is one of the most popular ways of restructuring the school day and schools engaged in some form of alternative scheduling have seen significant benefits This ready to use guidebook provides educators with the tools they need to design a successful block scheduling program that results in better student teacher rapport more in depth learning improved discipline higher morale and better grades Revised to include updated resources and a brand new overview on block scheduling this second edition provides Insightful discussions of elementary middle and high schools on the block including an in depth case study of an ideal elementary curriculum Three specific block schedule models the advantages and disadvantages of each and ways to find the best fit Classroom management and student centered instructional strategies for the block Guidance on curriculum alignment instructional evaluation and assessment methods Forms and sample lessons to get programs up and running For educators designing a new scheduling program or needing support for an existing one The Block Scheduling Handbook is the ideal resource

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