

On Friendship

Last night I was on the phone with my old college roommate. She recently broke up with her boyfriend and now, she told me, she ended her friendship with Scott, her best friend since fifth grade.

Knowing that Danielle can sometimes be hasty in her decisions to end friendships rather than confront a problem (we once had a similar situation), I asked her if she was sure she was doing the right thing and had actually discussed this with Scott. (I remember the one time, she felt confronting the problem meant unplugging my computer in the middle of a research project and storming out of the apartment.)

She assured me that she had, and that surprisingly enough, Scott agreed the friendship needed to be ended. It was hard, she said. She pushed her two closest friends away. But, she added, she felt good. She felt strong and ready to grow in a new direction.

While I was reflecting on this conversation, I thought about the friendships I have had in my life. Some were good, some bad. Some were mediocre. A few have lasted. However, most have fallen apart either due to lack of communication or lack of need. Sometimes, like the situation above, both parties understand the break. Sometimes, it is unfathomable.

I don't regret much in my life and one of the things I do not regret is saying goodbye to certain friendships. It is this aspect of friendship on which I will focus rather than the friends I still have or the friendships I wish I hadn't severed. These expired relationships often teach us just as much as the other types.

Friends should not demean, belittle, emotionally abuse you, and/or only give and not take. That is the reason several of my friendships have ended. There is also always the friend who takes a separate path or resents you for taking yours. But whatever the reason, friendships end. This is a good thing. Imagine all the emotional baggage, bad memories, and embarrassing people you would need to cart around with you forever.

I have learned from the friendships I have ended and they have all taught me important lessons. From Mandy, I have learned that people might be as supportive and loving as possible, but do it only for their own purposes. Melanie told me that she would rather be Mandy's friend. From John, I realized that some people only want friends when they need them and can control them. Catie taught me that some values and decisions can not be overlooked. Sometimes two people change so much that they can not remain friends.

I do get sad and nostalgic when I remember some of these friendships. There are times that I dearly miss my high school days with Mandy. There are times when I miss the sleepovers with Catie. There are also times when I wish that John and I could have separated responsibilities and feelings. However, when I get the email that begins "I know we haven't talked in two years, but or when I remember the reason the friendship was ended in the first place, I briefly consider rekindling the friendship and then, more often than not, I realize that these times in my life have ended for a reason.

I have, like Danielle will, grown and changed. I have become stronger and more compassionate in my treatment of others. These friends of the past have given me this gift. I am who I am today, because of the friends I no longer have.

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Tom Kubiszyn, Gary D. Borich



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choices what to include or exclude how to order elements and which style to choose each according to the author's goals and the intended audience The book integrates reading and specialized vocabulary with writing and revision and addresses the evolving nature of digital media while teaching the terms and logic of traditional sources and the reasons for citation as well as the styles This approach to writing not only helps students produce an effective final product and build from writing simple short essays to completing a full research thesis it also teaches students why and how an essay is effective empowering them to approach new writing challenges with the freedom to find their own voice

WJEC/Eduqas A-level Geography Student Guide 4: Water and carbon cycles; Fieldwork and investigative skills Simon Oakes, 2017-12-11

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Writing Instruction for Success in College and in the Workplace Charles A. MacArthur, Zoi A. Philippakos, 2023-12 This book describes an innovative evidence based method for preparing students for the demands of college writing called Supporting Strategic Writers SSW The goal of SSW is to help students become independent learners who understand the value of strategies and can apply them flexibly in future courses and the workplace The text provides genre based strategies for rhetorical analysis planning evaluation and revision critical reading of sources and synthesis of sources that are part of college composition and applicable across contexts and course assignments Equally important to the SSW approach is that students learn metacognitive strategies for goal setting task management progress monitoring and reflection Instructional methods include discussion of model essays think aloud modeling of strategies collaborative writing peer review and self evaluation and reflective journaling

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Successful College Writing Brief with 2009 MLA and 2010 APA Update Kathleen T. McWhorter, 2010-12-06 All the help students need to succeed Because so many first year writing students lack the basic skills the course demands reading specialist McWhorter

gives them steady guidance through the challenges they face in academic work Successful College Writing offers extensive instruction in active and critical reading practical advice on study and college survival skills step by step strategies for writing and research detailed coverage of the nine rhetorical patterns of development and 61 readings that provide strong rhetorical models as well as an easy to use handbook in the complete edition McWhorter s unique visual approach to learning uses graphic organizers revision flowcharts and other visual tools to help students analyze texts and write their own essays Her unique attention to varieties of learning styles also helps empower students allowing them to identify their strengths and learning preferences Successful College Writing is not just about the mastery of academic discourse It s a leader in its genre because it helps students acquire valuable strategies for creating effective texts that are associated with expert professional communication in general Lilia Savova Indiana University of Pennsylvania

GRE Prep Plus, Ninth Edition Kaplan Test Prep,2025-02-04 Kaplan s GRE Prep Plus 2025 guides you through the GRE step by step with expert strategies essential content review and five online practice tests Get an advantage on test day with our proven test taking strategies math skills review and one year access to online practice and lesson plans The Best Practice Five full length online tests help you practice in the same computer based format you ll see on test day One full length practice test included in the book for when online is not an option Online resources including two mini tests one math and one verbal online to help you get off to a fast start More than 1 500 questions with detailed explanations Video explanations of selected questions 500 question online Qbank that lets you select problems by topic and difficulty and customize your practice Chapters on each GRE question type and math skill with practice sets for each Questions have been reviewed revised and updated by Kaplan s expert faculty Expert Guidance Online study planning tool helps you target your prep no matter how much time you have before the test We know the test Our learning engineers have put tens of thousands of hours into studying the GRE and we use real data to design the most effective strategies and study plans Kaplan s books and practice questions are written by veteran teachers who know students every explanation is written to help you learn We invented test prep Kaplan kaptest com has been helping students prepare for the tests for over 80 years and we offer some of the best selling books on GRE prep GED SAT and ACT test prep MCAT study guides and more Want to boost your studies with even more online practice and in depth GRE math and verbal workbooks Try Kaplan s GRE Complete 2025

English B for the IB Diploma Coursebook Brad Philpot,2013-07-18 This coursebook is a practical and accesible guide to the English B syllabus for the International Baccalaureate IB Diploma Written by an experienced IB english teacher it supports teachers and students in meeting the requierements for IB language B providing a comprehensive course that develops not only students language skills and ability to communicate in English but alsdo their intercultural awareness and understanding of global issues

Assessment and Student Success in a Differentiated Classroom Carol Ann Tomlinson,Tonya R. Moon,2013-09-05 Carol Ann Tomlinson and Tonya R Moon take an in depth look at assessment and show how differentiation can improve the process in

all grade levels and subject areas After discussing differentiation in general the authors focus on how differentiation applies to various forms of assessment pre assessment formative assessment and summative assessment and to grading and report cards Readers learn how differentiation can Capture student interest and increase motivation Clarify teachers understanding about what is most important to teach Enhance students and teachers belief in student learning capacity and Help teachers understand their students individual similarities and differences so they can reach more students more effectively

Throughout Tomlinson and Moon emphasize the importance of maintaining a consistent focus on the essential knowledge understandings and skills that all students must acquire no matter what their starting point Detailed scenarios illustrate how assessment differentiation can occur in three realms student readiness interest and learning style or preference and how it can improve assessment validity and reliability and decrease errors and teacher bias Grounded in research and the authors teaching experience Assessment and Student Success in a Differentiated Classroom outlines a common sense approach that is both thoughtful and practical and that empowers teachers and students to discover strive for and achieve their true potential

Community Colleges and First-Generation Students Jan Osborn, 2016-04-08 Community Colleges and First Generation Students examines a community college writing classroom through ten students from diverse linguistic ethnic socio economic and national backgrounds Students are introduced to a version of academic discourse that challenges their identities and visions of the future

Resources in Education, 1998 *Across Property Lines* Candace Spigelman, 2000-02-16 Candace Spigelman investigates the dynamics of ownership in small group writing workshops basing her findings on case studies involving two groups a five member creative writing group meeting monthly at a local Philadelphia coffee bar and a four member college level writing group meeting in their composition classroom She explores the relationship between particular notions of intellectual property within each group as well as the effectiveness of writing groups that embrace these notions Addressing the negotiations between the public and private domains of writing within these groups she discovers that for both the committed writers and the novices values associated with textual ownership play a crucial role in writing group performance Spigelman discusses textual ownership intellectual property and writing group processes and then reviews theories relating to authorship and knowledge making After introducing the participants in each group discussing their texts and describing their workshop sessions she examines the writers avowed and implied beliefs about exchanging ideas and protecting individual property rights Spigelman stresses the necessary tension between individual and social aspects of writing practices She argues for the need to foster more collaborative activity among student writers by replicating the processes of writers working in nonacademic settings but also contends that all writers must be allowed to imagine their individual agency and authority as they compose

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