

Sample Reflective Essay

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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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Camilla Rothe



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Essays on literature. Essays on nature. Juvenilia. College papers. Scientific papers. Sketches. Stevenson's companion to the cook book. Stevenson at play Robert Louis Stevenson, Lloyd Osbourne, Fanny Van de Grift Stevenson, William Ernest Henley, 1925 **How to Write a Winning College Application Essay** Michael James Mason, 1991 Seniors in high school start feeling stressed at the mere thought of writing the college application essay They well know the role this crucial document plays in getting into their university of choice What they may not know is that there is a right way and a wrong way to writing the essay I ve noticed some recurrent bad habits that have hurt otherwise good essays and I have added mention of them throughout the book says Michael James Mason author of How to Write a Winning College Application Essay A student doesn t have to be a star scholar or a superhero to write a great application essay They just have to show on paper that they know some things about themselves and that life has meaning and perspective In How to Write a Winning College Application Essay Mason teaches students how to put their best image on paper while letting the essay speak from their heart about what life means to them Since the publication of the first two editions of his practical manual thousands of students across the nation have used his techniques in the process of writing their personal statements for college and graduate school Thousands of good students have been accepted into colleges of their choice because their essays were honest moving and sensitive Their essays revealed their values insights and spirit says Mason About the Author Michael James Mason has helped thousands of students at his College Essay Workshops and in previous editions of this book In writing the third edition to this popular book he looked to the experiences of real students and admissions officials the people who write and read the essays in college applications He lives in Marina Del Ray California **Teaching Middle School Physical Education** Bonnie S. Mohnsen, 2008 This text describes how to create a programme that addresses the specific needs and capabilities of middle school students while helping them through the transition from childhood to young adulthood This edition is fully updated and revised *Diversity Across the Disciplines* Audrey J. Murrell, Jennifer L. Petrie-Wyman, Abdesalam Soudi, 2019-12-13 This book examines diversity across disciplines in higher education bringing together contributions from the arts sciences and professional fields It highlights the need for multicultural and interdisciplinary collaboration focusing on people process policies and paradigms to advance diversity and inclusion on campuses **Resources in Education** , 1994-08 *Student Self-Evaluation: Fostering Reflective Learning* Jean MacGregor, 1993 For several decades college teachers have been asking students to engage in self evaluation to reflect on their academic work and describe and evaluate it in writing Student self evaluation is both a process consisting of acts of reflecting composing and writing and a product a writtten document Student self evaluation does not obviate the need for student exams and papers crucial indicators of student mastery of material or complexity of thinking Rather student self evaluation supplements and complements that information by asking students to describe in their own words their learning

and its value to them This writing and the conversations that faculty members and students have about it can be instructional illuminating and at times transformative Student self evaluation is primarily a learning strategy but it is also a promising assessment approach while enriching learning for students it also can help teachers and institutions learn about student learning This volume of New Directions for Teaching and Learning introduces the many forms of student self evaluation in undergraduate teaching settings and describes how student self evaluation creates connections between learners and learning knowers and the known and the self and the mind This is the 56th issue of the quarterly journal New Directions for Teaching and Learning For more information on the series please see the Journals and Periodicals page

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