

An example of an autobiographical essay/personal narrative

[Written by a student in the Labour Studies program, used with permission]

My name is Carlo, and I was born in June, 19XX, in Italy. Our family, made up of my mother, father, and a brother, emigrated to Noranda, Quebec, when I was five years old. I encountered my first, but not last, taste of racism when kids in the neighborhood laughed at my poor command of English. As fast as I could I learned not only English, but French as well. I became trilingual, speaking fluent French and English, as well as Italian. In the process, I made new friends from a lot of different cultural backgrounds.

We then moved to Toronto, Ontario, where my dad got work in a rubber factory. From my earliest days, I knew our family had to struggle for every penny. My Mom baked pizza which my brother sold by the slice, door to door. I caddied at the local golf courses and brought home all the money that I made. I hated it when other kids made fun of working people, like garbage collectors, who cleaned up trash for a living.

When I was in grade six, I was ill in hospital for two months with a kidney infection, and it changed my whole life. I seriously took up playing guitar. I began to do photography, and joined the audiovisual club. I discovered I was artistic with an interest in graphic art, although I didn't always agree with the kind of art assignments the teacher gave us. However, I had no idea what to do after high school graduation. Thinking electronics was the wave of the future, I enrolled in and graduated with a diploma from George Brown College in Instrumentation Technology. I was hired on by Ontario Hydro as an apprentice.

Life was magical for a single guy in Toronto at this time. I made quite a bit of money. I enjoyed meeting and socializing with many new friends from a variety of different cultures. During this time, I met and married my wife, Valerie, a Registered Nurses' Assistant, and soon we had two wonderful children, a daughter, Carla and a son, Nicholas. With new family responsibilities, I felt there was not enough opportunity for advancement at work. My wife and I thought of places we would like to live such as the east coast. But there were no jobs there. We finally decided to move to northern B.C. when I was offered a job with a forestry company.

Because of the children's activities, I soon became involved in the community coaching children's hockey and soccer, and being a scout leader. At work, I joined the Pulp Mill Recreation Club, eventually becoming president. There were a lot of things that needed changing. I decided I wanted our company to start a wellness program and researched to prove to them that healthy employees tremendously reduced absenteeism and health costs to the company. I wanted the company to

How To Write An Autobiography For Graduate School

Craig Kridel



How To Write An Autobiography For Graduate School:

Academic Writing Ilona Leki, 1998-07-13 This book provides instruction on the process writers go through to produce texts. It teaches attention to form, format, and accuracy. The central goals of the Student's Book are to teach the process that writers go through to produce texts and to provide instructions on how to meet the demands of the academy by attention to form and accuracy. One half of the book is devoted to leading the student through the process of writing from observation and experience. About a quarter of the book focuses on helping the student solve the writing problems typical of university level course work. The remaining part of the book contains an anthology of readings that correspond to the assignments used in the earlier portions of the text. Through an emphasis on the academic applications of writing and on exploring processes and strategies, this text helps students produce, prepare, and polish their writing. Description from <http://www.amazon.com> April 19 2012

Graduate Admissions Essays, Fifth Edition Donald Asher, 2024-07-16 The fully updated fifth edition of the go-to guide for crafting winning essays for any type of graduate program or scholarship including PhD, master's, MD, JD, Rhodes, and postdocs with brand new essays and the latest hot tips and secret techniques. Based on thousands of interviews with successful grad students and admissions officers, *Graduate Admissions Essays* deconstructs and demystifies the ever-challenging application process for getting into graduate and scholarship programs. The book presents sample essays in a comprehensive range of subjects including some available from no other source: medical residencies, postdocs, elite fellowships, academic autobiographies, and more. The latest on AI, the GRE, and diversity and adversity essays. Detailed strategies that have proven successful for some of the most competitive graduate programs in the country. Learn how to beat 1% admissions rates. How to get strong letters of recommendation, how to get funding when they say they have no funding, and how to appeal for more financial aid. Brand new sample supplemental application letters: letters to faculty mentors and letters of continuing interest. Full of Dr. Donald Asher's expert advice, this is the perfect graduate application resource whether you're fresh out of college and eager to get directly into graduate school or decades into your career and looking for a change.

Handbook of Autobiography / Autofiction Martina Wagner-Egelhaaf, 2019-01-29 Autobiographical writings have been a major cultural genre from antiquity to the present time. General questions of the literary, as e.g. the relation between literature and reality, truth and fiction, the dependency of author, narrator, and figure, or issues of individual and cultural styles etc. can be studied preeminently in the autobiographical genre. Yet the tradition of life writing has in the course of literary history developed manifold types and forms. Especially in the globalized age where the media and other technological cultural factors contribute to a rapid transformation of lifestyles, autobiographical writing has maintained even enhanced its popularity and importance. By conceiving autobiography in a wide sense that includes memoirs, diaries, self-portraits, and autofiction as well as media transformations of the genre, this three-volume handbook offers a comprehensive survey of theoretical approaches, systematic aspects, and historical developments in an international and interdisciplinary perspective.

While autobiography is usually considered to be a European tradition special emphasis is placed on the modes of self representation in non Western cultures and on inter and transcultural perspectives of the genre The individual contributions are closely interconnected by a system of cross references The handbook addresses scholars of cultural and literary studies students as well as non academic readers **Writing Educational Biography** Craig Kridel,2013-11-26 This collection

examines the many influences of biographical inquiry in education and discusses methodological issues from the perspective of veteran and novice biographers Contributors underscore the documentary interpretive and literary concerns of biographical and archival work and their essays reveal the complexity distinctiveness and sense of exploration of scholarly endeavors *Creating Safe Space* Tomoko Kuribayashi,Julie Ann Tharp,1998-01-01 An anthology of literary essays focusing on the ways in which sexual emotional physical racial and other forms of violence have affected women artists imaginations

Handbook of Education, Training, and Supervision of School Psychologists in School and Community, Volume I Enedina García-Vázquez,Tony D. Crespi,Cynthia Riccio,2010-12-20 Published with the sponsorship of the Trainers of School Psychologists this two volume handbook examines the essential tenets of the school psychology profession critically reviews training and practice issues and evaluates how the traditional and changing skills and issues translate into meeting the needs of children and the systems that serve them Volume I focuses on the professional issues and topics that form the core of the university curriculum for the school psychology specialist degree It explores contemporary university training programs the foundations of school education and key areas of responsibility for school based mental health professionals and takes a look at the future of training for school psychologists Specific issues such as the teaching of specialty skills and training for unique areas and special populations are also discussed By way of raising questions and issues that ultimately play out in the field it lays the groundwork for Volume II which is dedicated to bridging the training and practice gap The Making of Princeton University James Axtell,2021-03-09 In 1902 Professor Woodrow Wilson took the helm of Princeton University then a small denominational college with few academic pretensions But Wilson had a blueprint for remaking the too cozy college into an intellectual powerhouse The Making of Princeton University tells for the first time the story of how the University adapted and updated Wilson s vision to transform itself into the prestigious institution it is today James Axtell brings the methods and insights from his extensive work in ethnohistory to the collegiate realm focusing especially on one of Princeton s most distinguished features its unrivaled reputation for undergraduate education Addressing admissions the curriculum extracurricular activities and the changing landscape of student culture the book devotes four full chapters to undergraduate life inside and outside the classroom The book is a livelywarts and all rendering of Princeton s rise addressing such themes as discriminatory admission policies the academic underperformance of many varsity athletes and the controversial bicker system through which students have been selected for the University s private eating clubs Written in a delightful and elegant style The Making of Princeton University offers a detailed picture of how the University has dealt with these issues to

secure a distinguished position in both higher education and American society For anyone interested in or associated with Princeton past or present this is a book to savor

Narrative and Experience in Multicultural Education JoAnn Phillion, Ming Fang He, F. Michael Connelly, 2005-03-23 Narrative and Experience in Multicultural Education provides compelling stories that raise questions advance understandings and promote insight into the challenges and hopes of teaching for diversity and democracy The works contained are compelling for the stories they tell and as such there is value in their presence That the thoughtful reader can glean important lessons with respect to multicultural education and the value of narrative inquiry as academic disciplines is intellectual icing on the cake Francisco Rios University of Wyoming This work is a very exciting important and badly needed piece of scholarship offered by some of the most leading edge professors in the field The diversity and diverse viewpoints it presents are unparalleled in the field of education Cheryl J Craig University of Houston The narratives in this book allow readers to put a human face to an issue related to multicultural education A reflective reader will begin to see himself herself in the narratives of the text Edmundo F Litton Loyola Marymount University The inclusion of chapters that deal with classroom realities elevate the text for education teacher candidates above those existing volumes that tend to deal with multi inter cultural issues in the abstract One of the strengths of this volume is that it will resonate with new and experienced classroom practitioners Jon G Bradley McGill University Narrative and Experience in Multicultural Education explores the untapped potential that narrative and experiential approaches have for understanding multicultural issues in education The research featured in the book reflects an exciting new way of thinking about human experience The studies focus on the lives of students teachers parents and communities highlighting experiences seldom discussed in the literature The authors are diverse and their inquiries are far ranging in terms of content ethnic groups studied and geographic locations They also bring their personal experience to the inquiries actively participate in the lives of the people with whom they work care deeply about the concerns of their participants and search for ways to act upon these concerns Most importantly the work emphasizes the understanding of experience and transforming this understanding into social and educational significance Key Features Addresses new ways to explore multicultural issues in education rather than relying on theoretical generalizations the book focuses explicitly on individual and group experiences Emphasizes the transformation of experience into education especially through the study of complex multicultural issues Challenges readers assumptions of multicultural issues by offering numerous narrative accounts and research studies for work with various ethnic groups Narrative and Experience in Multicultural Education is designed for use in courses in multicultural education and qualitative research especially in departments of education anthropology and sociology Professional educators researchers and consultants will also find this a valuable introduction to narrative research and a welcome addition to the literature

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carefully considers the black and female writers Warren assessed more briefly in *American Literature The Makers and the Making* Robert Penn Warren *Shadowy Autobiography and Other Makers of American Literature* presents the breadth of Millichap's scholarship the depth of his insight and the maturity of his judgment by giving us to understand that in his writing Robert Penn Warren came to know his own vocation as a poet and critic and as an American

Autobiography of Joseph Scaliger Joseph Juste Scaliger, 1927

Resources in Education, 1998

Making Meaning of Narratives Ruthellen Josselson, Amia Lieblich, 1999-04-05 The sixth volume in this series provides guides for doing qualitative research analysis of several autobiographies hints on how to interpret what is not said in narrative interviews discussion on how cultural meanings and values are transmitted across generations and illustrations of the transformational power of stories

Graduate Programs in Business, Education, Information Studies, Law & Social Work 2015 (Grad 6)

Peterson's, 2014-12-30 Graduate Programs in Business Education Information Studies Law Social Work 2015 contains helpful facts and figures on more than 11 000 graduate programs The comprehensive directory includes more than 1 850 institutions and their programs in all of the relevant disciplines such as accounting and finance business management education law library and information sciences marketing social work and many more Informative data profiles feature facts and figures on accreditation degree requirements application deadlines contact information financial support faculty and student body profiles Two page in depth descriptions written by featured institutions offer complete details on specific graduate program school or department as well as information on faculty research Comprehensive directories list programs in this volume as well as others in the graduate series

Women, Autobiography, Theory Sidonie Smith, Julia Watson, 1998 The first comprehensive guide to the burgeoning field of women's autobiography Essays from 39 prominent critics and writers explore narratives across the centuries and from around the globe A list of more than 200 women's autobiographies and a comprehensive bibliography provide invaluable information for scholars teachers and readers

"Strangers" of the Academy Guofang Li, Gulbahar H. Beckett, 2023-07-12 No less than other minorities Asian women scholars are confronted with racial discrimination and stereotyping as well as disrespect for their research teaching and leadership and are underrepresented in academia In the face of such barriers many Asian female scholars have developed strategies to survive and thrive This book is among the first to examine their lived experience in Western academic discourses It addresses the socio cultural political academic and personal issues that Asian female scholars encounter in higher education The contributors to this book include first and second generation immigrants who are teachers and researchers in higher education and who come from a wide range of Asian nations and backgrounds They here combine new research and personal narratives to explore the intersecting layers of relationships that impact their lives language culture academic discourses gender class generation and race The book is replete with the richness and complexity of these scholars struggles and triumphs in their professional and personal realms This powerful and engaging volume Examines and celebrates the

struggles and triumphs that Asian female scholars experience as they try to make it in academic environments that may differ sharply from the culture of their countries of origin Highlights the unique contributions the authors have made to research theory and the profession Establishes the authors claim to visibility and a voice for themselves and more generally for Asian women in the academy Opens a dialogue on these critical issues by sharing the academic and personal experiences of senior and junior scholars alike and Contributes to the on going discussion on issues pertinent to the status of minority female scholars in higher education

The Business School Buzz Book Vault Editors,2006-02-07 In this new edition Vault publishes the entire surveys of current students and alumni at more than 100 top business schools Each 4 to 5 page entry is composed of insider comments from students and alumni as well as the school s responses to the comments

Auto/biography in Canada Julie Rak,2009-08-02 Auto biography in Canada Critical Directions widens the field of auto biography studies with its sophisticated multidisciplinary perspectives on the theory criticism and practice of self community and representation Rather than considering autobiography and biography as discrete genres with definable properties and rather than focusing on critical approaches the essays explore auto biography as a discourse about identity and representation in the context of numerous disciplinary shifts Auto biography in Canada looks at how life narratives are made in Canada Originating from literary studies history and social work the essays in this collection cover topics that range from queer Canadian autobiography autobiography and autism and newspaper death notices as biography to Canadian autobiography and the Holocaust Grey Owl and authenticity France Th oret and autofiction and a new reading of Stolen Life the collaborative text by Yvonne Johnson and Rudy Wiebe Julie Rak s useful big picture introduction traces the history of auto biography studies in Canada While the contributors chart disciplinary shifts taking place in auto biography studies their essays are also part of the ongoing scholarship that is remaking ways to understand Canada

Learning from the Student's Perspective Alison Cook-Sather,Brandon Clarke,Daniel Condon,Kathleen Cushman,Helen Demetriou,Lois Easton,2015-11-17 Much has been written about how to engage students in their learning but very little of it has issued from students themselves Compiled by one of the leading scholars in the field of student voice this sourcebook draws on the perspectives of secondary students in the United States England Canada and Australia as well as on the work of teachers researchers and teacher educators who have collaborated with a wide variety of students Highlighting student voices it features five chapters focused on student perspectives articulated in their own words regarding specific approaches to creating and maintaining a positive classroom environment and designing engaging lessons and on more general issues of respect and responsibility in the classroom To support educators in developing strategies for accessing and responding to student voices in their own classrooms the book provides detailed guidelines created by educational researchers for gathering and acting upon student perspectives To illustrate how these approaches work in practice the book includes stories of how pre service and in service teachers school leaders and teacher educators have made student voices and participation

central to their classroom and school practices And finally addressing both practical and theoretical questions the book includes a chapter that outlines action steps for high school teachers school leaders and teacher educators and a chapter that offers a conceptual framework for thinking about and engaging in this work Bringing together in a single text student perspectives descriptions of successful efforts to access them in secondary education contexts concrete advice for practitioners and a theoretical framework for further exploration this sourcebook can be used to guide practice and support re imagining education in secondary schools of all kinds and the principles can be adapted for other educational contexts

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