

PERSONAL NARRATIVE/COLLEGE ESSAY SAMPLES

NAME: _____

PROFESSIONAL EXAMPLE #1

Dishing Dirt By Emily White

The day I hear the rumor I am 14 years old, enclosed in a bathroom stall. Its walls are light blue, exactly the color of mold. Through a crack in its door, I can see three girls enter: heavy metal girls with tremendous eyelashes. They stand in front of the mirror, speaking urgently:

"Did you hear about HJ?" one of them says. "I hear she did it with Mitch and all his friends, like 12 guys at once!"

"Twelve guys?" says another. "She is disgusting!"

The last chimes in. "Oh, my God, she is such a slut!" she says, drawing out the last word for effect.

From my vantage point, I can see their faces in the mirror as they talk; the way their eyes open wide in amazement as they contemplate the horrors of what this girl has done. I'm thrilled by their outrage. When they finally leave the bathroom, I emerge, reeling with what I've just heard. Twelve guys. Impossible. So impossible I believe it utterly.

I have seen the girl they're talking about. She's dark and womanly, with an air of mystery about her that the kids in the hallway assume is sex. She is usually alone, but she always acts as if she's on her way somewhere, as if she's late. I'd never admit it in school, but I'm drawn to her. Everyone looks at her, while I'm a gloomy, invisible girl with a maximum of three friends, a girl whose name nobody can remember. Beer, parties and kisses are remote. I'm a Save the Whales activist, so antisocial I've convinced myself that whales are smarter than people.

But that day eavesdropping in the bathroom, I feel inadvertently included. As I listen to the girls talking in the mirror, my heart starts to race. The scandal works on me like a stimulant. Obviously the Night of 12 Boys is an event of vast importance, and the urgency in the girls' voices momentarily eclipses anything I've felt for H. in the past. Emerging from the stall, I know what I need to do: pass the rumor on.

Out in the hallway, it's lunchtime, and the three girls I usually eat with sit in a circle in our usual spot, the gritty linoleum floor outside the science classroom. They're talking in a bored way about homework assignments and last night's television shows. I sit down with them and say with gravity, "Guess what I just heard?" Immediately they all stop talking and listen to me - the violin prodigy, the knitting girl and the nervous girl who talks relentlessly. They're captives of the information I hold, which I offer to them like a wise man offering gifts: "H. did it with 12 guys at once!" Like the girls in the restroom, my lunch mates are shocked. "Are you kidding? Ewwwwww."

Over the next few years, kids tell all kinds of wild stories about H.'s exploits. Usually the stories have to do with her and a crowd of boys; the boys multiply exponentially while she remains alone. In my mind, I imagine her in the backs of cars, maybe with the windows rolled down and her hair flying. I

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Michael Seilmaier



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How to Write a Winning College Application Essay, Revised 4th Edition Michael James Mason, 2000-05-25 Get into the College of Your Dreams An original and creative essay is one of the keys to getting into the college you've always dreamed of as well as to getting the financial aid you deserve This book gives you everything you need to make your own unique talents shine in your college application essay Even if writing is not your strong point author Michael James Mason shows you Exactly what admissions officers look for What works and what doesn't using actual student essays Proven techniques for writing your best essay Special tips for SAT and scholarship essays A last minute checklist before you submit your essay And much more Well written very useful and highly recommended Hunter's Guide to the College Guides Demystifies one of the most important and challenging parts of the college application process the personal essay An invaluable resource Gail Devine director of college counseling Louisville High School Woodland Hills California This book taught me what colleges look for in an essay and showed me how to effectively communicate my thoughts in writing Ryan Miller University of Virginia graduate

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Writer gives students a reason to slow down look twice and hone their writing perhaps the most important step of the writing process *Teaching Powerful Personal Narratives* Mary Jane Reed,2004 The author divides the components of good narrative writing into chapters that teachers can use a la carte to develop the skills their students need Though tailored for teachers with students working on college application essays this text can bolster any students narrative writing Includes a CD ROM of supplemental material *Successful Essay Writing for Senior High School, College and University* Barry Spurr,2005 Following a history of Chinese calligraphy going all the way back to the pictographic beginnings of Chinese writing more than 4 000 years ago the author explains the basic construction of individual characters and the ways in which calligraphy is used by Chinese artists including calligraphic seals and inscriptions on paintings , **English Language Arts, Grade 12 Module 1** PCG Education,2015-11-05 Paths to College and Career Jossey Bass and PCG Education are proud to bring the Paths to College and Career English Language Arts ELA curriculum and professional development resources for grades 6 12 to educators across the country Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences the standards require Paths to College and Career includes daily lesson plans guiding questions recommended texts scaffolding strategies and other classroom resources Paths to College and Career is a concrete and practical ELA instructional program that engages students with compelling and complex texts At each grade level Paths to College and Career delivers a yearlong curriculum that develops all students ability to read closely and engage in text based discussions build evidence based claims and arguments conduct research and write from sources and expand their academic vocabulary Paths to College and Career s instructional resources address the needs of all learners including students with disabilities English language learners and gifted and talented students This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible a Teacher Resource Book for each module that includes all of the materials educators need to manage instruction and Student Journals that give students learning tools for each module and a single place to organize and document their learning As the creators of the Paths ELA curriculum for grades 6 12 PCG Education provides a professional learning program that ensures the success of the curriculum The program includes Nationally recognized professional development from an organization that has been immersed in the new standards since their inception Blended learning experiences for teachers and leaders that enrich and extend the learning A train the trainer program that builds capacity and provides resources and individual support for embedded leaders and coaches Paths offers schools and districts a unique approach to ensuring college and career readiness for all students providing state of the art curriculum and state of the art implementation GENRE-BASED WRITING: THEORY AND PRACTICE Lutfi Ashar Mauludin,Celya Intan Kharisma Putri,2025-05-19 Understanding and mastering genre based writing is essential because each genre serves a unique purpose and audience Learning to navigate these different genres equips students with the tools they need to communicate effectively across various fieldS and contexts whether

academic professional or personal Hence learning to write in different genres is crucial as each genre has its own conventions and expectations that help convey meaning effectively This book is designed to support students enrolled in the Genre Based Writing Theory and Practice course and any readers who are navigating similar difficulties in writing

Writing Program Administration at Small Liberal Arts Colleges Jill M. Gladstein,Dara Rossman

Regaignon,2012-03-19 WRITING PROGRAM ADMINISTRATION AT SMALL LIBERAL ARTS COLLEGES presents an empirical study of the writing programs at one hundred small private liberal arts colleges Jill M Gladstein and Dara Rossman Regaignon provide detailed information about a type of writing program not often highlighted in the scholarly record and offer a model for such national multi institutional research **Resources in Education** ,2000-10 **Research in**

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Christian Student James P. Stobaugh,2011 Critical thinking and essay writing are major themes within the SAT Stobaugh coaches the Christian student who might otherwise passionately respond to a leading essay question without hitting the marks that the test is measuring [A Program Development Handbook for the Holistic Assessment of Writing](#) Norbert Elliot,Maximino Plata,Paul F. Zelhart,1990 This book is a major breakthrough for developers of writing assessment programs who must certify the writing competency of undergraduate students Legislators and accreditation boards across the nation have called for and implemented large scale projects to measure educational outcomes This single source provides comprehensive information on the history underlying concepts and process of conducting a large scale writing assessment program at a specific institution of higher education The handbook opens with an analysis of the rationale for the assessment of writing during the junior year of the undergraduate curriculum The authors then turn to a case study of the success of their own institutional wide assessment program A history is provided of 20th century writing assessment practices as well attention is given to defining levels of literacy After describing an assessment process model discussion turns to the design of

questions the administration of the assessment the rating of papers and the statistical analysis of data Attention is also given to the design of a course for those who are unsuccessful on the assessment The study closes with directions for further research and over 200 references in the bibliography

Literacy Instruction with Disciplinary Texts William E. Lewis, John Z. Strong, 2020-11-24 To develop strong disciplinary literacy skills middle and high school students need to engage with diverse types of challenging texts in every content area This book provides a blueprint for constructing literacy rich instructional units in English language arts science and social studies The authors describe how to design interconnected text sets and plan lessons that support learning and engagement before during and after reading Presented are ways to build academic vocabulary and background knowledge teach research based comprehension strategies and guide effective discussions and text based writing activities Chapters also cover how to teach students to write argumentative informative and narrative essays and to conduct discipline specific inquiry Special features include sample text sets and 24 reproducible planning templates and other teaching tools purchasers get access to a Web page where they can download and print the reproducible materials in a convenient 8 1/2 x 11 size

Translation of Thought to Written Text While Composing Michel Fayol, M. Denis Alamargot, Virginia Berninger, 2012-05-04 Translation of cognitive representations into written language is one of the most important processes in writing This volume provides a long awaited updated overview of the field The contributors discuss each of the commonly used research methods for studying translation theorize about the nature of the cognitive and language representations and cognitive linguistic transformation mechanisms involved in translation during writing and make the case that translation is a higher order executive function that is fundamental to the writing process The book also reviews the application of research to practice that is the translation of the research findings in education and the work world for individuals who interact with others using written language to communicate ideas This volume provides a rich resource for student theorists and empirical researchers in cognitive psychology linguistics and education and teachers and clinicians who can use the research in their work

Ready-To-Use Writing Proficiency Lessons and Activities Carol H. Behrman, 2003-12-29 An experienced teacher and author Carol Behrman helps students develop the sound foundation they need to become proficient writers throughout their lives Included are a variety of easy to use reproducible activity sheets to provide review and application of basic language skills as well as extensive practice in producing the types of writing called for in standardized tests The steps of the writing process are emphasized throughout Each set of activities is accompanied by detailed lesson plans and suggestions to the teacher for presenting and implementing the skills and concepts being addressed Each section is followed by a practice test focusing on the concepts and skills covered in the section plus answer keys and scoring guides with writing samples These practical tests will help students prepare for the types of questions they will be asked on actual tests

A New Writing Classroom Patrick Sullivan, 2014-11-15 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 *We're Born to Learn* Rita Smilkstein, 2003 This author not only summarizes the theories and research regarding how the brain functions in the process of learning natural learning she also shows how she has continued to apply it in her own teaching and learning Robert Pinney Director Extension Teacher Education Programs Western Washington University This is an important and useful book readable practical and inspiring advice for the practicing teacher This is a great translation of theory into practice and Rita's stories of her own work are especially compelling Jean MacGregor National Learning Communities Project The Evergreen State College Olympia Washington This book is intended to make it possible for all students to realize their potential as natural learners It shows teachers how to make this possible not with attention getting activities that are more or less peripheral to the curriculum but with the curriculum itself Written for all teachers from K 12 through higher education as well as future educators this volume also provides information for parents students in general and everyone who wants to know how the brain learns Chapters Two and Three discuss two areas of research related to learning classroom field research and neuroscience research These two areas are brought together in Chapter Six leading to principles for developing brain compatible natural learning curricula for any subject at any level The author provides examples of classroom proven applications of the theory and Chapters Eight and Nine using guidelines and models show how this research based theory can be applied to the development of curricula for any classroom Examples of how to develop lesson plans and curricula for a unit course or program will be useful for teachers in all subjects Central School Journal , 1884

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



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