

**Reflective Essay 1 Sample  
Clayton Kennedy**

**From NPR "Morning Edition" March 26, 2001**

The license plate of New Hampshire reads Live Free or Die. Undoubtedly, this refers to the revolutionary cry for liberation from repressive outside forces. A more befitting interpretation for me, though, would imply a deliverance from the abusively restrictive nature of myself.

The downward spiral was fast and fierce. It was the spring of my eighth grade year and with each passing day I drew increasingly within. My peers were waging a battle for sameness, and I stood confused, an all-too-conscientious objector. My intrinsic, subconscious need to fit in actively conflicted with my disgust of the "ideal" person I seemingly had to become to do that. Analytically, I was far advanced; emotionally, I was the runt. My world felt out of my control and I groped for something that was not. Jarring months passed, my parents dragged me to the doctor, and the words were finally spoken aloud: anorexia nervosa.

In the midst of one of the most rapid growth periods of my life, I was shutting my body down. My parents were terrified but were determined to help me trounce the disorder. In a plea for magic, my mother and I trekked down to rural, central Mexico where, for three months, we lived with a family and taught daily classes of English to local children. The hope was that the sudden and succulent change of scenery would snap me out of it. The scheme faltered and I returned not as a healthy, actualized young man, but a wasted, frantically weak sack of bones whose emotional fragility embarrassed even the little bit of himself that remained. My body had surrendered a third of its original (and never excessive) weight, and my psyche had relinquished even more. Without fear of over-exaggeration, my state was horrific -- I could not even cognize what it would be like to be better. Doctors insisted I be hospitalized ("... or else he might not wake up some morning ..."), and there I stayed for over a month.

With parachutes open and uplifting drafts finally blowing through, the real journey began. The hospital gave me a calm reflection period, and in time, rational thought became less fleeting. Upon my release, I returned to my freshman year of high school, just over four months tardy. To say that the following period was plagued with failures is an understatement. I do not know if I will ever engage in a more difficult or perverted battle in my life. To actively fight oneself is insidious business. At all times I betrayed part of myself, causing emotional endurance to be nearly impossible to regain. I had to quadruple any willpower I had used in starving myself to now replenish my "masterpiece".

From where did this willpower come? Having seen the grueling depths, the splendor of the crisp air above began to sink in. This world is full of harmony and I realized that I could be a player of it. I began to develop my worldly, aesthetic values. I found peace in everything from the sparkle of one's eye to the hue in a stretching sunset to the innocence in a kitten's face. In essence, these became my religion. I now live for that beauty. I strive to create that beauty.

I am that beauty.

I am Maya Angelou, spinning tragedy into harmony. I am Roberto Benigni, leaping across seat tops. I am the invincible boy who dreams to go to Mars. I am the wise and weathered grandma who cherishes her loved ones. I frolic in the gales, like the resplendent autumn leaves. I soften sharp edges, like the buoyant, babbling creeks. My compassion is thrilling, my creativity transcending. I love unabashedly, sing uncontrollably. I am far too enthralled by the euphony of the world to experience anything less than adulation and a fierce desire to explore and help better it. Yes, I will be shot down, time and time again, but wounds heal stronger than before. Darkness is an essential step in true enlightenment.

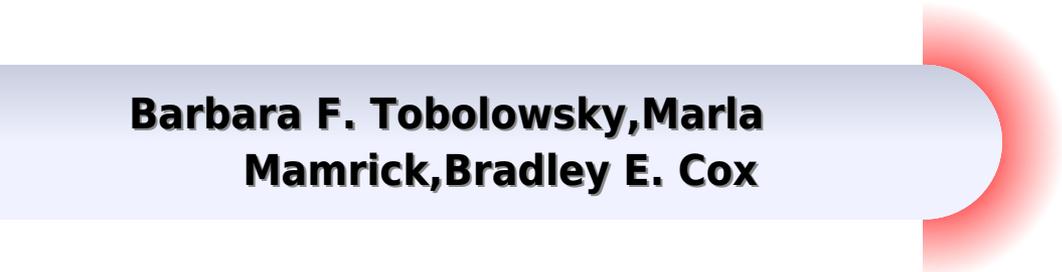
In eighth and ninth grade, I was bloodied. I was bloodied by my peers and I was bloodied by myself. From the grotesque depths of helplessness, though, I have soared to individually unprecedented heights. I have opened myself up and found that I have the ability to be the very person I dream of being. Yes, I am still a teenage boy who goofs up all the time, but I am where I want to be in my mental, emotional, and (not to be forgotten) physical development.

More than any other achievement in my life, I am proud of this one. The chemical deficiency that led to this devastating, psychological disease was absolutely out of my control; the warm power that was used to beat it was not. What underlying, overriding lesson has enlightened me, then? Simplistically speaking, I suppose the expression Live Free or Die fits. A more personally appropriate way of stating it, though, is this:

If I live free, I fly.

# Sample Reflection Paper On Seminars

**Barbara F. Tobolowsky, Marla  
Mamrick, Bradley E. Cox**



## **Sample Reflection Paper On Seminars:**

Why the First-Year Seminar Matters Christine Harrington, Theresa Orosz, 2018-08-10 Why the First Year Seminar Matters Helping Students Choose and Stay on a Career Path provides an overview of the Guided Pathways movement and the critical role that the first year seminar can play in setting the stage for student success After reviewing the extensive history and research on first year seminars Harrington and Orosz suggest that the time is right for colleges and universities to re imagine the first year seminar course within the Guided Pathways framework More specifically by increasing the focus on career exploration and decision making and addressing key success skills students need the first year seminar can serve as an essential foundational element of Guided Pathways Readers will find the practical suggestions on how to engage in backward course redesign and the making the case data helpful as they aim to address equity gaps and require this course of all incoming first year students

**Papers Presented at the Seminar on Agricultural Marketing ,1967** **Papers Presented at the International Seminar on Internal Conflict, Held 21st-25th September 1987 at Makerere University and Sponsored by the Makerere Institute of Social Research...et Al. ,1987** **The First Year of College**

Robert S. Feldman, 2018 An examination of the first year of college and the intersecting challenges facing today s students written by top educational researchers Amazing Social Studies Activities Mercedes M. Fisher, Bonita Coleman, Jennifer Neuhauser, 2005 Teachers are responsible for delivering selecting and implementing learning activities for their classrooms They must consider the best approaches to engage their students as well as to meet the school s standards in instruction Here is a practical how to book to supplement the social studies curriculum It places at the teacher s disposal hundreds of classroom tested activities that build learner support and interest in Social Studies grades 6 12 content while at the same time being quick and low cost to implement Many of the lessons and activities can be easily adapted to existing lessons and may serve as a bridge to younger generations of learners Both experienced and brand new teachers can benefit from this book *The 2003 National Survey on First-Year Seminars* Barbara F. Tobolowsky, Marla Mamrick, Bradley E. Cox, 2005 This volume reports on the sixth triennial National Survey of First Year Seminar Data from more than 600 colleges and universities are analyzed to offer information on the structure content and administration of these courses Changes to the survey capture new information on innovative course practices including using undergraduates as instructors incorporating service learning linking the seminar with other courses and teaching all or part of the seminar online Following a foreword Betsy O Barefoot and an introduction Barbara F Tobolowsky eight chapters include 1 The First Year Seminar An Historical Perspective Marla Mamrick 2 Survey Methodology 3 A Two Year and Four Year Institutional Comparison 4 Teaching in First Year Seminars 5 Assessment and the First Year Seminar 6 New Explorations Into Today s First Year Seminar 7 Overview of Survey Responses Bradley E Cox and 8 Summary of Selected Findings Three appendixes follow 1 Survey Instrument 2 Respondents to the 2003 National Survey on First Year Seminars and 3 Proprietary Institutions Contributor information is

also included Contains 107 tables individual chapters contain references This publication was written with Marla Mamrick and Bradley E Cox *Interregional Seminar on Major Administrative Reforms in Developing Countries: Technical papers (part 2)* ,1973 12th International Plansee Seminar '89 ,1989 **Report of the Training Seminar on Use of Sampling in Population Census, 18-29 August 1980** ,1981 Proceedings of the seminar organized by the Office of the Registrar General and the Statistical Institute for Asia and the Pacific Tokyo *Proceedings of Golden Jubilee Seminar on Exploration Geophysics in India* ,1999 Papers presented at a seminar organized by the Geological Survey of India during November 14 16 1995 at Calcutta **Seminar on Successful Product Engineering: Testing for Optimal Design and Function, Berlin, Germany, 22nd-24th February, 1995** ,1995 **First International Seminar & Exhibition on "Exploration Geophysics in Nineteen Nineties", 25-30 November 1991, Hyderabad, India** ,1991 *Proceedings Second National Seminar on Crystal Growth 27-30 August, 1984* ,1984 Papers Presented at the ... Shirley International Seminar ,1971 *Proceedings of Aerospace Testing Seminar* ,1976 **Proceedings of the Carbonate Seminar, Jakarta, September 12-19, 1976** ,1978 **Courses and Degrees** Stanford University,1993 Proceedings of 4th Aerospace Testing Seminar, [Los Angeles, California, 2-3 March, 1978] ,1978 **Seminar on Experimental Molecular Structure II** ,1962 Papers Presented at the Seminar on the Making of a Nigerian Saint ,1998

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