**PSEUDONYM: dan b.**

REFLECTION 5 steps

“Reflection is not a linear process, but learning how to write reflectively sometimes requires us to consciously process the events, people, and impressions around us in order to analyze and reflect on them for future action. Remember that refelction moves beyond description into analysis and purposeful or intentional action” (SCRIBD).

**COURSE NAME: language arts**

**ASSIGNMENT TITLE: poetry chapbook**

**assignment description: Compile a chapbook with all the**

**revised poems i wrote and two poems from each classmate.**

**also include five other poems i enjoy.**

**COMPLETION DATE: 6 feb 2013, quarter 3**

**grade: b-**

STEP 1: HOW WELL DID I MANAGE MY TIME ⦁ OKAY

* NOT WELL: I did not prioritize, or I did not estimate how long it would take,

or I procrastinated, or I got overwhelmed and had to sacrifice many things

I wanted to do.

* OKAY: I prioritized, but I did not estimate how long it would take, or I ran out

of time, or I could have used more time.

* WELL. I prioritized, and I estimated how long it would take accurately.

But I did not revise, delegate, or omit activities when unexpected things came

up. In the end I still felt stressed and overwhelmed.

* EFFICIENTLY. I prioritized, and I estimated how long it would take accurately.

I followed through with my plan. I revised my schedule when it was necessary,

and I delegated and omitted activities appropriately.

I felt satisfied with how well I used my time.

NEXT TIME I SHOULD CONCENTRATE ON THE FOLLOWING

TIME MANAGEMENT AREAS

Estimating, Revising

* Prioritizing
* Estimating
* Revising
* Delegating/Omitting

NEXT TIME MY TEACHER WANTS ME TO CONCENTRATE ON . . .

Prioritizing, Estimating, Revising, Delegating/Omitting

* Prioritizing
* Estimating
* Revising
* Delegating/Omitting

**COMMENTS:**

**I think I did a good job prioritizing because I filled out my SEIZE THE MOMENT**

**SHEET before I started, and I got a slushie. Oh yeah. Slushie. But I wanted to put**

**all these graphics with the poems, and by the time I got all the files copied, there**

**was only time to put a picture on the cover, which kinda sucked, and also it took**

**too long to get poems from anyone but Ethan and Evan.**

**Cami agrees that I need to estimate better and work on revising because there**

**are lots of grammar mistakes. But it’s poetry, so I don’t think it matters, person-**

**ally. That’s why I like e.e. cummings. She says if I used my class time better**

**instead of goofing off with Ethan, I would have been prioritizing better. Maybe,**

**but I still think I didn’t have enough time in class. Cami says that’s why I should**

**have done it as homework. I guess. Yeah.**

**step 2: describe facts about the process** ⦁ **1-3 paragraphs**

* Physical description, behaviors observed, things you heard . . .
* What happened, when, who was involved . . .
* Location, your perspective . . .
* Your actions, other people’s actions . . .
* Any unusual observations . . .

**­­­**

**So I wrote ten poems for class during the quarter, and I got a grade, and Cami**

**gave me comments, and then I had to revise the poems. Then we read a bunch**

**of poems, and I had to find ones that I liked. And we read each other’s poems**

**in class, and I had to keep the poems I liked, like Evan’s. Then we put the poems**

**into one file to turn it into a chapbook, and I had to make a Table of Contents**

**and add a cover. Then we printed it and made cardstock for the cover and**

**folded all the papers in half and stapled the book. And I made three copies.**

**step 3: CONNECT TO PRODUCER SKILL**

* What Producer Skill did you choose? **Task Initiation & Completion**
* Why did you match this Producer Skill with this particular assignment?

**I chose Task Initiation & Completion for this assignment because it was so big**

**and took like a week, and I thought it would help me not put it off.**

* Copy your PRACTICE(S) FOR GROWTH for this skill . . .

Seize the Moment Sheet

1. Identify the undersirable qualities of doing the work now.

I don’t really care about having a chapbook. I already have copies of

my poems. I’d rather do something else, and I don’t care about giving

copies to my parents. They’d probably like it, but whatever. And even

though you can sell chapbooks and put them in competitions, I’m not

entering a competition right now. It seems like a lot of work.

1. Identify the undesirable consequences of not doing the work now.

Cami made the chapbook worth 100 points, so if I don’t do it I’m screwed,

and I’ll get a bad grade in the class.

1. Create a reward for doing the work now.

Okay. If I do it now, I get a slushie tonight. Shelby says she’ll take me and Ethan.

**STEP 4: analyze & interpret** ⦁ **1-3 paragraphs**

* Why do I think things happened this way?
* Why did I choose to act the way I did? What can I surmise about why others

acted the way they did?

* What did I think and feel? How might this have affected my choices/behavior?
* How might the context have influenced the experience? Was there something

about the activity or timing or location?

* Are there other potential contributing factors? Something about what

was said or done that impacted my response? Are there past

experiences—mine or others—that may have contributed?

* What are my hunches about why things happened in the way they did?

**So I finished and did pretty well. I mean, it could have been better, but it’s**

**actually better than I expected. And the chapbook’s pretty cool. I liked**

**the design part. And my best poem is the one I revised like three times.**

**I didn’t want to do it at first because I didn’t care, but then once I**

**started it was fun, and I learned a bunch of formatting design stuff. It didn’t**

**help me concentrate when Ethan tried to talk to me the whole time, and if I had**

**just told him to shut it, I could have made my book a lot cooler. But I still**

**like it how it is.**

**I think I was also tired because I stayed up really late the**

**day before it was due, and that made it harder to think. But the hardest**

**was getting started, and the SEIZE THE MOMENT SHEET actually worked,**

**even though I thought it was dumb at first. I love slushie magic.**

**step 5: so what? meaning & application** ⦁ **1-3 paragraphs**

* Why did this seem like a significant event to choose?
* What have I learned from this? How could I improve?
* How might this change my future thinking, behaving, and interacting?
* Now what? What will I do differently?
* Next time a situlation like this presents itself, what do I want to remember

to think about? How do I want to behave?

* How could I set up conditions to increase the likelihood of productive

interactions and learningin the future?

**So next time I’m not going to put off the assignment so long. And I’ll stop**

**having so many conversations in class, and I’ll do my assignment**

**as homework because I could totally have gotten an A. But I don’t**

**care about grades. But it is cool that it goes online, and so I’ll work harder**

**on my next one.**

**I think headphones would help me not listen to Ethan**

**talking, and I’ll do my SEIZE THE MOMENT SHEET on the first day**

**for a big project, so I can get motivated for my reward. And I’ll**

**remember that even if the assignment seems dumb, it might not**

**be so bad . . . once it’s over.**

Modified from http://www.scribd.com/doc/13949636/Reflection-Guidelines