



## **Boone County High School Senior Reflective Essay**

### **Format Requirements:**

1" margins top and bottom, right and left.  
Arial, Calibri, or Times font  
12 point font ONLY (check to make sure)  
DOUBLE SPACE

### **Please use the following header:**

Name, School Name, Senior Reflective Essay, Date, Prompt

Directions for Writing: Write a reflective essay that addresses one of the following questions. Use specific examples and experiences that address the prompt. The style should be formal.

### **Select one of the following:**

1. Some students have a background, interest, identity, or talent that is most meaningful to him/her. If this sounds like you, share your story.
2. The lessons learned from obstacles, struggles, challenges in our lives can be important to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?
3. Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome? What did you learn from this experience? What do you think about it now?
4. Describe a problem you have had solved or a problem you would like to solve. It can be an intellectual challenge, a research query, an ethical dilemma— anything of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.
5. Discuss an accomplishment, even, or realization that sparked a period of personal growth and a new understanding of yourself.
6. Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?
7. Share an essay on any topic of your choice. One example could be an essay required by a scholarship or college application. Print this out and bring it in.



**Please follow the process below:**

1. First, select ONE of the essay prompts.

To narrow down the one that works best for you, brainstorm ideas for 2 of these.

- A. List words/phrases of what can be said about that particular prompt. Then, compare your lists—which has more facts, which do you feel can be elaborated with more details?
- B. Go with the one that means more to you, or there is more to say about it.

2. Writing process:

- I. Once your prompt is selected, list what you want to say in order (organize your thoughts/ideas). These can be in phrases or complete sentences. (See sample at the end of these instructions.)
- II. Organize these ideas in an outline form—Roman numerals, capital letters, numbers (See Punctuation Notes Handout for a model—also this sheet.)
- III. Organize using format provided, though your outline will vary depending upon what you have to say.
- IV. Paragraphs: Introduction, at least three main points and a conclusion.

**Possible Outline Format**

- I. Introduction
  - A. Hook
  - B. Background
  - C. Thesis
- II. Body of your Essay
  - A. Reason/Evidence
  - B. Reason/Evidence
  - C. Reason/Evidence

(Add more as needed. These are your paragraphs.)

- III. Conclusion  
Reflection –what does this mean to you now? What lesson(s) did you learn?  
What changes in your life did you make as a result? Looking back, what would you have done differently? Etc.



## **EDITING TIPS**

Be sure to pay close attention to this step.

- A. Delete or replace overused words (see notes).
  - B. Replace passive voice to active.
  - C. Check verb tense (must be consistent throughout).
  - D. Remove or replace— “you, your, yours.” (Decide who “you” stands for, such as “person, student, parent, teacher, officer, etc.”)
  - E. Make sure all sentences are complete, not fragments or run-on.
  - F. Use a variety of sentence beginnings and structure (not all simple sentences)
  - G. Did you use details, examples, and explain your ideas clearly?
  - H. Make sure you have enough paragraphs—each time you change the subject, start a new paragraph.
  - I. Change all contractions—no contractions or abbreviations in a formal paper.
  - J. Make sure you have used a variety of transitions and conjunctions (see handout).
  - K. Clarify all your ideas—make sure they are clear and concise—add more info to clarify and explain without repeating.
  - L. “Tighten Up”—remove excess words, rearrange word order to clarify ideas, elaborate with examples and explanation when possible.
  - M. Check spelling, punctuation, grammar, and capitalization.
  - N. Count the number of words used in the paper. (Computer does this for you; look at the bottom of the computer screen.)
3. Revising—After all the editing is completed, then re-type the paper applying all the editing to this revised draft. More changes can be made as you type.

Please see Ms. Lambert and/or Ms. Steffen for support if needed!