131 D (Concannon) Portfolio Assignment

**Deadline: Friday 6/14 at 11:59 pm**

**Format:** On Canvas, submit link to an e-portfolio including all below **elements**

**Introductory Reflection**

-You can think of this as your portfolio’s homepage. It is your opportunity to welcome your audience (me) and explain your portfolio in the context of the four EWP outcomes and the course content. You **might** explain how it fits into a larger narrative of your experience with writing more generally. You **might** incorporate a theme and media in this and other sections. Feel free to draw from in-class reflections and memos.

-In addition to introducing your showcase essays, you also need to introduce to your critical reflection pieces. To do this, explain how your portfolio as a whole demonstrates successful execution of the course outcomes and provide a brief overview of the evidence you will use to back up that claim (what papers showcase specific outcomes).

**4 Critical Reflections (one per outcome)**

-These will be similar in essence to your writer’s memos, except with an emphasis on how your work achieves the outcomes. Your reflections must first demonstrate that you *understand* the outcome (so, “revision” doesn’t demonstrate proficiency in outcome 1…). These reflections should ultimately **persuade me that you have done a good job achieving the outcomes.** If you argue effectively that a given assignment *nails* a givenoutcome, I will read that revised paper differently.

-However, a good reflection—even a stellar one—won’t completely make up for a lacking essay.

-In addition, while reflections are primarily supposed to convince me of your success, it is sometimes a good idea to clarify what you were unable to pull off perfectly in terms of the outcomes and focus your reflection on how you will continue to grow.

-When restating the outcomes, use original language to address what the outcomes mean and what they do.

-Be sure to use specific details and to cite your work when connecting outcomes to essays. Consider the questions: “When/where/how did you demonstrate this

outcome?” and “How did this specific outcome improve your writing?” A compelling critical reflection quotes, paraphrases, and/or summarizes directly from your papers. Other **evidence** can come from peer feedback, teacher feedback, and tutor feedback, as well as from writer’s memos, revision notes, and class reflection exercises.

**Revised Papers: 1+ SA and 1+ MP (minimum 3 total)**

These should work in tandem with your reflections in order to showcase your execution of the outcomes. These essays should be well-crafted, well-researched, directed to the prompt, sufficiently revised, and each should connect to one or more of the outcomes. Should they be your “best” work? Probably a good idea to use the work you feel is best (it’s a showcase, after all), but also try to choose essays that speak to specific outcomes. Meaning, if none of your three selections feature outcome 3, you might consider adding or swapping out an essay in order to convince me you have achieved outcome 3.

**Note on Revision:** In revising the earlier drafts, you may wish to change the structure of the paper, the evidence used, the major claims or minor claims presented, or the larger rhetorical strategies at play. Minor alterations of word choice and punctuation should be made as necessary, but do not count as revision. Revision should not be limited strictly to my comments and suggestions on drafts. Throughout the course, we’ve concentrated on learning and practicing different writing techniques. Applying the skills that you’ve learned to the old stuff that you wrote is important. Thus, my comments should be understood as starting points for revision rather than contractual guidelines.

**The Final Reflection:**

This is the place to conclude your portfolio by addressing its **stakes**: Why does it matter that you have learned to apply the outcomes in your writing? How will the outcomes help you in your future classes? Your major? Your career? How do you see the work you’ve done this quarter translating to other situations, whether in or out of school?

I don’t need you to tell me that this class has changed your life. Instead, tell me how the skills you’ve gained will influence future compositions in situations within and beyond UW. You may want to consider your strengths as well as improvement areas coming out of this course. What still needs improvement? How will you continue to improve?

Keep in mind: **ALL** reflections are pieces of persuasive writing. Focus on arguing that you have learned how to apply the course outcomes and use showcase pieces as evidence. Thus, you should be applying the same writing strategies to your reflections that you have been developing all semester, including:

        - Making major/minor claims about your work

        - Providing context to situate the reader and help make sense of evidence

        - Intertextuality, synthesis, and using quotations to support claims

        - Providing stakes: Why does it matter that you have learned this?

**The Compendium:**

A complete portfolio includes every assignment you have been asked to complete

and upload to Canvas over the quarter (**except for writer’s memos**). Therefore, you will attach all of the drafts from all of the assignments this quarter (ideally the version with my comments). Incomplete portfolios will receive a failing grade. Prompts for missed assignments are available on the course website. **Note: To be considered complete, assignments** **must meet the required page count and follow the prompt guidelines**.

**The Release Form (optional):**

This page is optional. If the below looks good to you, copy it onto a separate page of your portfolio. This will allow me to use your work to model outcomes/assignments. Future English 131 classes will thank you for your help! Here it is:

I, [student name], hereby give my consent to Instructor Joe Concannon to use my electronic portfolio submitted for English 131 for purposes of instructional training and modeling, programmatic considerations, and academic publications and presentations.

I understand that granting or not granting this release will not affect my grade in this course.

**Rubric:**

**Outstanding Portfolio (3.7-4.0) :** This portfolio exhibits outstanding proficiency in all learning objectives, outweighing its few weaknesses. The cover letter clearly indicates which items in the portfolio demonstrate the course objectives, and makes a compelling argument for how they do so. In so doing, it displays thorough and thoughtful awareness of the writer’s own writing development, using evidence from the course objectives, assignments, self-assessments, peer responses, and teacher responses by quoting or paraphrasing from these materials in support of its argument. The selected works offer an outstanding demonstration of all the course outcomes through a very highly proficient and skillful handling of the traits associated with them. The outstanding portfolio will likely demonstrate some appropriate risk-taking, originality, variety, and/or creativity.

**Strong Portfolio (3.1-3.6) :** The strong portfolio exhibits strengths clearly outweighing weaknesses, but may show somewhat less proficiency in one or two of the learning objective categories. The cover letter clearly indicates which items in the portfolio demonstrate the course objectives, and makes an effective argument for how they do so. It also displays thoughtful awareness of the writer’s own writing, using evidence from the course objectives, assignments, self-assessments, peer responses, and teacher responses by quoting or paraphrasing from these materials in support its argument, but may not present as clear an argument for the choices as the outstanding portfolio. The selected works, although slightly less consistent in demonstrating the course objectives, nonetheless offer a strong demonstration of effectiveness in many traits associated with the objectives, handling a variety of tasks successfully. This portfolio engages the material and follows the assignments given, but may risk less than the outstanding portfolio.

**Good Portfolio (2.5-3.0) :** The good portfolio also exhibits strengths outweighing weaknesses, but may show less strength in two of the learning objective categories. The cover letter indicates which items in the portfolio demonstrate the course objectives, and makes an argument for how they do so, although the argument may display less thoughtful awareness of the writer’s own writing by using less evidence from the course objectives, assignments, self-assessments, peer responses, and teacher responses in support of its argument. The selected works effectively demonstrate the course outcomes, but with less proficiency and control. The portfolio usually will not display the appropriate risk-taking and creativity of the strong and outstanding portfolios.

**Acceptable Portfolio (2.0-2.4) :** The acceptable portfolio is competent, demonstrating that the course learning objectives are basically met, but the traits associated with them are not as fully realized or controlled. The writing has promise for success in an academic environment. The strengths and weaknesses are about evenly balanced. Some parts of the selected texts may be underdeveloped, too general, or predictable, or leave parts of the objectives unconsidered. While demonstrating knowledge of conventions, this portfolio typically will not display rhetorical awareness or control over revision, editing, and proofreading. The cover letter indicates which items in the portfolio demonstrate the course objectives, but may not make as effective an argument for how they do so, one based in evidence from the course objectives, assignments, self-assessments, peer responses, and teacher responses. ***Note: 2.0 required for passing “C” credit.***

**Inadequate Portfolio (1.0-1.9)** : A portfolio will be inadequate when it shows serious deficiencies in the course objectives. The portfolio cover letter will be brief and may not indicate which items in the portfolio demonstrate the course objectives or make an effective argument for how they do so. The portfolio indicates that the student may need more time to be able to handle the demands of both academic reading and writing as characterized in the course objectives and associated traits.

**Incomplete Portfolio (0.0-0.9) :** The incomplete portfolio covers the range from no portfolio turned in (0.0), to the portfolio that includes only part of the required work for the class, a portfolio missing significant portions of the work for the course.