



WRIT 101 Assignment Sheet

Final Portfolio and Reflective Introduction

“Portfolios showcase a writer’s talent and hard work and demonstrate the ability to make thoughtful choices about content and presentation.” ~ Nedra Reynolds

Your WRIT 101 final portfolio offers an opportunity to present the body of work you’ve produced over the semester, representing your development as a writer, reader, and researcher. The documents you choose to include give evidence of your progress and learning: your ability to meet course goals and requirements; development of your critical thinking skills; and your commitment to research, note-taking, drafting, revising, editing, and best practices you have identified in your writing process. The portfolio is a significant body of work and comprises 65 percent of your final grade.

Your final portfolio is due at the **start** of class **Thursday, May 8, 2014, in LA 102**. Late portfolios will be marked down one letter grade for each day they are late. I will not give extensions or incompletes, so please don’t ask. The portfolio will be returned with your final grade during our exam slot, at 9:30 a.m. Monday, May 12. Attendance is mandatory.



Required Contents

To be eligible for full credit, the following items must be clearly labeled, organized, and bound neatly in a pocket folder with fasteners or a presentation folder of appropriate size (no three-ring binders, file folders, envelopes, or other binding):

1. Table of contents: indicate title and page number for each portfolio element. Include annotations to identify submissions that demonstrate substantial revision.
2. **Reflective Introduction**, including references to specific passages and artifacts by page number. (See reverse)
3. All three major inquiry projects revised, edited, polished. **At least one must demonstrate *substantial revision*.**
4. Original final drafts of all three inquiry projects, with my comments.
5. Three to five drafting artifacts
6. Two to four in-class activity artifacts
7. Three to five reflective artifacts



Formatting Guidelines

Check and double-check that all required elements are included.

Don’t submit everything; your choices about what to include show your understanding of Writ 101 concepts.

Title each and every artifact so it’s clear what’s what.

Follow MLA style for formatting and documentation.

Paginate paper portfolio elements continuously (re-number essay page numbers, etc.).

Submit portfolio as an organized document: bound so I may easily move back and forth through contents; all contents clearly labeled; divisions made to clarify organization; table of contents.

Do not submit loose paper or a bunch of pages unbound in an envelope or folder. Pick an appropriately sized folder or binder. Do not submit a giant binder when a presentation folder will do.

Substantial revision is rethinking and reshaping a draft to improve meaning and communication of ideas. It involves re-seeing the topic and your initial approach. It involves moving, rewriting, adding, and deleting in order to say what you want to say better. This may mean expressing your main question or idea more clearly, fixing problems with structure or organization, hitting assignment requirements, or including different evidence or revising citations. Substantial revision is *not* just editing for style, such as rewriting a conclusion or fixing grammatical errors. This is an important step that comes at the end of revision, just before the revised draft is submitted.

✓ Evaluation Criteria for Portfolios

The portfolio represents a substantial portion of your work this semester; it counts for 65 percent of your final grade. Refer to the portfolio grade descriptors and assessment criteria on the syllabus or website when choosing what to include. These are questions I will use to evaluate your portfolio:

- Does the student engage in the entire writing process?
- Can the student engage in inquiry as a means of learning?
- Has the student developed a flexible writing process?
- Does the student demonstrate an ability to understand rhetorical strategy from the perspective of reader and writer?
- Can the student tailor argumentative strategies with an awareness of how audience shapes reading and writing?
- Can the student understand and engage the collaborative and social aspects of learning? Can the student give and receive feedback on written texts?
- Can the student appreciate the challenges of communicating effectively across differences?
- Can the student conduct and appropriately cite academic and other research?
- Can the student practice conventions for different genres, including documentation and control features like punctuation, grammar, syntax, and spelling? Format accordingly?
- Does the student include required portfolio elements in a neat, organized fashion?

Reflective Introduction

The essay you will write for your final portfolio is your final major writing project. This reflective personal essay has three major purposes:

- 1) to demonstrate your understanding of the major concepts we covered this semester
- 2) to explain the selections you made for your portfolio
- 3) to demonstrate your awareness of the rhetorical situation and your own writing choices

The topic is your experience in WRIT 101, but it is more than simply reviewing the semester. Combined with your portfolio, it is an argument for what you've learned. The essay functions as a thesis statement; your portfolio as the evidence of that assertion. Please come to this assignment with seriousness and focus, and be ready to provide concrete assertions and evidence as you would with any argument. I will look at how you review and evaluate your growth as a thinker, writer, and researcher. Foremost, I will look for evidence that you are aware of your choices and actions as a writer. Specificity is essential; vague comments such as "I learned a lot" or "I grew a lot" will serve only if followed by specific evidence. Clearly connect evidence to choices you made in specific stages of the writing process, and results of those choices. Note that your essay should not be an evaluation of the class (you will have a chance to offer an official evaluation of the course, the texts, and me later).

General Invention Prompts for the Reflective Introduction

1. Explain choices you've made in the portfolio, from invention to revision, grounds for inclusion, connections.
2. Discuss each major piece of writing you've included, mentioning the strengths of each and how you got there.
3. Outline the process (step by step) of composing and revising one or more entries.
4. Examine your struggles as a rhetorician, writer, and reader and show how you've worked to overcome them.
5. Discuss the role collaboration played in your composing process.
6. Reflect on what you've learned about course concepts (see the list online).
7. Discuss the rhetorical knowledge you've gained, point to instances in portfolio entries where you're exploring or applying it, and suggest ways you imagine using it in the future.
8. Discuss what you learned within the context of particular assignments, then across assignments.