

WRT 104; Spring 2014

Instr: L. Brigette

FINAL PORTFOLIO Assignment

Due: By 12:00 Noon on Tuesday, May 6<sup>th</sup> (or before)

- **This is a non-negotiable, department-wide deadline.**
- **Do not ask for an extension; there are no exceptions.**

Over the course of our semester, we will have experimented with different genres (Narrative, Investigative Report, Evaluation, Critical Analysis), and you've addressed a range of audiences for each project. You've written independently and collaboratively. You've explored both the various purposes for your own writing, as well as the purposes of others' writing. You've practiced using different rhetorical strategies within different genres. You've reflected on your own writing, your peers' writing, and writing within your groups. You've done all of this work! Now it's time to reflect and prep for the next (and last!) big thing – THE PORTFOLIO!

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## **YOUR TASKS**

Your main task is to demonstrate to your readers that you can a.) revise your own work and, b.) reflect on your own writing experiences. Each of the following tasks will require Reflection, Revision or both:

- 1) **Revise at least TWO of your WRT 104 writing projects (a third if you chose).**
  - a)..... Plan to include at least ONE earlier version of your essays along with revised versions. If you've revised the only electronic copy you have, save the latest version and make a new document for your Final Portfolio Draft changes and revisions.
  - b)..... Compose a brief post-write for each revision (1-pg, dbl spaced). Explain your decision-making processes related to the specific revisions you applied to each of your essays for the portfolio. This will require you to make explicit some of the "revision-decisions" you made – you may want to keep track as you go.
- 2) Compose a reflection—called a **"Learning Synthesis"**—that somehow captures the essence of what you gained from writing assignments and class discussions we had throughout the course:
  - Refer directly to at least three writing assignments (Projects, journals, post-writes, brainstorming).
  - Refer directly to at least two class discussions from the semester.
  - This can be journal-like in style and voice, but it must be "formal" in formatting.
- 3) After you've completed tasks 1 and 2, compose a **"Reflective Introduction"** that discusses how your portfolio – the *entire collection* of work – shows that you have met at least five of the nine learning outcomes for WRT 104 (listed below). This will become the document that "introduces" the rest of your portfolio.
- 4) Create/Compose a **Title for Your Portfolio Collection**, and include a Table of Contents

\* The portfolio will be uploaded to Sakai as ONE DOCUMENT.

\*\* Be sure to include section headings to delineate between papers/projects, etc.; also include page numbers, a word count, and all Work Cited pages.

## **THE RHETORICAL SITUATION**

Keep in mind that your audience wants a satisfying reading experience, one in which your reader can tell that you've taken the time to think through your responses. The new writing you produce for your portfolio (the "reflective elements") is expected to represent your continued care and competence in your WRT 104 work. Your reader will also want to be able to identify how you've met the five outcomes; make sure you are persuasive, and be certain that your writing is polished.

## **WRT 104 OUTCOMES**

### **1) Understanding the Rhetorical Situation**

- a. Students recognize that different rhetorical situations (audiences, purposes, contexts) call for different types of writing.
- b. Students practice different types of writing appropriate to different rhetorical situations (audiences, purposes, contexts).
- c. Students reflect upon and explain the appropriateness of their choices for the rhetorical situation.

### **2) Composition Processes and Practices**

- a. Students recognize differences between revision and editing.
- b. Students practice various methods of invention, collaboration, research, ethical incorporation of sources, peer review, and revision.
- c. Students describe and analyze their different methods of invention, collaboration, research, ethical incorporation of sources, peer review and revision.

### **3) Conventions and Craft**

- a. Students recognize standards of correctness, usage, and style.
- b. Students practice a range of styles, registers, and conventions.
- c. Students revise and edit their work to produce polished texts that meet the demands of the rhetorical situation.

### **In class brainstorming:**

What are four things you can do ahead of time to get started on this portfolio?

What are two things you'll want to do on an ongoing basis in order to prepare your portfolio?

- The Department rubric for WRT 104 portfolio grading is below.
- There are no revisions after submission.

	EXCELLENT/NEARLY SO	SOLID OR COMPETENT	BARELY PASSING
<b>Reflective Thinking/Elements</b>	Reflective elements are well-developed and demonstrate the writer's keen insights and thoughtfulness about his or her learning in this course. The writer clearly identifies five learning outcomes that s/he has met, and vividly connects the outcomes and the portfolio contents. The writer addresses in detail why entries were chosen and/or how they were revised for the portfolio.	Reflective elements are sufficiently developed and offer some thoughtfulness about the writer's learning in the course. The writer identifies five learning outcomes s/he has met, and connects the outcomes and the portfolio contents fairly consistently. The writer addresses adequately why entries were chosen or how they were revised for the portfolio.	Reflective elements are underdeveloped and may make only broad, unsupported, or generic claims about the writer's learning in the course. The writer may identify fewer than five outcomes and/or may not make connections between the outcomes and the portfolio contents. The writer addresses only briefly why entries were chosen or how they were revised for the portfolio.
<b>Attention to the Rhetorical Situation</b>	The writer has made apt decisions in light of the assessment situation for the portfolio. For every portfolio entry, readers are clear about the purpose and how it illustrates the students' rhetorical knowledge, composing process, and/or reflective learning. The writer uses course terms (e.g., genre, audience, revision, etc.) comfortably or expertly.	The writer has made mostly apt decisions for this assessment situation. For almost all of portfolio entries, readers are clear about the purpose and how entries contribute to the student's rhetorical knowledge, composing process, and/or reflective learning. The writer makes competent use of course terms.	The writer has not made apt decisions in light of this assessment situation. The entries do not consistently indicate the writer's attention to the rhetorical situation. The writer does not seem to have command of the terms from the course content or materials.
<b>Evidence of Outcomes</b>	Each portfolio entry provides evidence of meeting a clearly identified learning outcome; the writer offers ample and/or appropriate examples of having met e.g., for 2a, the writer might describe and include examples of both revision and editing.	Most of the portfolio entries provide evidence of meeting a learning outcome; the writer usually identifies the outcome and offers appropriate examples of having met it.	Some of the portfolio entries provide evidence of meeting a learning outcome; the writer is inconsistent about identifying the outcome and/or does not offer appropriate examples of having met it.
<b>Conventions &amp; Craft</b>	The reader has no questions about sources or documentation. Minimal errors in usage, grammar, punctuation, or mechanics—none that impede meaning. Portfolio length meets expectations.	The reader may have one or two questions about sources or documentation. A few errors in usage, grammar, punctuation, or mechanics that may impede meaning somewhat. Portfolio length mostly meets expectations.	The reader has a number of questions about sources or documentation. Multiple errors in usage, grammar, punctuation, or mechanics that impede meaning. Portfolio length is significantly different from expectations.

