

The ePortfolio Assignment

Description

Portfolios are a standard first-year composition practice at many postsecondary institutions across the United States. The portfolio is a compilation of work that is brainstormed, drafted, revised, edited, and reflected on throughout a semester. It is pivotal that you **save all of your work** in this class for the final portfolio--**DO NOT THROW ANYTHING AWAY**. Together, these elements illustrate how your writing knowledge(s) and abilities have grown. Reflection is key to the portfolio because it shows your ability to critically reflect on what you had done and what you could do to better improve your work. You are expected to compose reflections after each major assignment, which your instructor will guide you through. At the end of the course, you will also be expected to compose a final reflection that synthesizes all that you have learned. The portfolio is as an opportunity for you to showcase your written communication skills, how they have developed, and how you can adapt and negotiate your skills based on context.

Assignment Components

To showcase your best talent and how you have grown, the portfolio requires the following components:

- I. **Reflective Log:** This is comprised of 3-4 small reflective prompts that your instructor designs after every major assignment. You will reflect on one to two of these outcomes after every major assignment:
 - A. Demonstrate rhetorical awareness of diverse audiences, situations, and contexts;
 - B. Compose a variety of texts in a range of forms, equaling at least 7,500-11,500 words of polished writing (or 15,000-22,000 words, including drafts);
 - C. Critically think about writing and rhetoric through reading, analysis, and reflection;
 - D. Provide constructive feedback to others and incorporate feedback into their writing;
 - E. Perform research and evaluate sources to support claims; and
 - F. Engage multiple digital technologies to compose for different purposes.
- II. **Final Reflective Essay:** The final reflective essay will ask you to reflect on **ALL** of ICAp's outcomes in a 1,000 word essay. This reflection will be composed after all assignments have been completed, and you should synthesize your previous reflections here.
- III. **Course Essays and Supplemental Materials:** All of your course's major essays and their respective components (3-4 essays, depending on instructor), including:
 - A. Brainstorming Activities (e.g., notes, outlines, activities, etc.)

1. Some instructors may complete brainstorming activities digitally, but if not please make sure to save your brainstorming so that you scan these documents for later use in the portfolio.
- B. Rough Drafts (i.e., prior to instructor feedback)
- C. **Peer and Instructor** Feedback (e.g., feedback templates, instructor activities, notes on drafts, etc.)
- D. Revised Essays that incorporate feedback

How will the portfolio be composed?

It is best if you create a “Portfolio” folder in Box, which is an online cloud storage system that is Purdue supported. This guarantees that you will have access to your materials even if your computer goes haywire. We suggest you create an online storage system of your own in Box so that your materials can be accessed for later use.

In these folders, you should keep all of your essays, supplemental materials, and reflections (see materials above). Here are some other tips to help make the portfolio compilation easier at the end of the semester:

1. Save absolutely everything that your instructor gives you (yes, everything!);
2. Save additional copies of rough drafts after you have received feedback from your instructors AND peers; once you have created copies, you may begin revising (see file naming procedures below; however, if your instructor expects something different, please use their suggested style)
3. Remember to save your reflective logs and use them to synthesize your final reflective essay

All of these materials will then be compiled into one final PDF document that will be submitted to Blackboard.

Information Link for Box: <https://social.education.purdue.edu/edit/2019/02/purdue-box-faq/>

Access Box (you will need BoilerKey): <https://purdue.account.box.com/login>

When you name files, consider using the following filename convention (or your instructor’s conventions): <LastnameProjectname##>; with the ## being the draft number when you are working with revisions. For example, this syllabus file might be Smith2017Syllabus12. A final draft would be Smith2017SyllabusFinal. Avoid submitting submit something to me with a nondescript filename like <ENGL106paper>. That may be fine for your own files, but for an academic or professional submission, attention to file names will be appreciated by others.

How will the Portfolio be used?

Grading: The final portfolio/reflection will be given a grade by your instructor. The grade will be participatory based on submitting a complete portfolio and a final reflective essay (see rubric below). The final reflection/portfolio will be around 5-10% of your total grade, but no more than that. The final reflection should be no more than 1000 words in length and should be a synthesis of your previous reflections.

Assessment purposes: These portfolios may be used to assess ICaP's abilities to meet its stated outcomes. If your portfolio is selected, it will be anonymized, assessed, and given an overall score and individual scores on each outcome. This overall score and its individual outcome scores help ICaP understand what areas we succeed in and what areas need further improvement; therefore, this purpose does not affect your grade within your class. Your instructor will assign your final grade.

Portfolio Final Reflection

Introduction

An entire semester has been spent brainstorming, revising, editing, and reflecting on several compositions, so the final portfolio is your opportunity to showcase your growth. You will need to compose a final reflection of 1,000 words that puts your thoughts, practices, and compositions in conversation with ICaP's six student learning outcomes. You should refer to your previous reflection to help you synthesize your semester growth on all six outcomes. Your reflective essay must address the following six outcomes **AND** put their subsequent questions into conversation with one another:

1. Demonstrate rhetorical awareness of diverse audiences, situations, and contexts.
 - a. How has writing to different audiences, situations, and/or contexts changed your processes and/or approach to writing?
 - b. How did you modify your rhetorical moves in terms of diverse audiences, situations, and contexts?
2. Compose a variety of texts in a range of forms, equaling at least 7,500-11,500 words of polished writing (or 15,000-22,000 words, including drafts).
 - a. What genres did you write in and what specifically did they require you to do different? How did you adapt your rhetorical changes to fit the genre?
 - b. How will an understanding of genres help you in the future?
3. Critically think about writing and rhetoric through reading, analysis, and reflection.
 - a. How have all of these assignments changed, altered, or fortified your ability to approach writing/composing a piece? What challenges do you have to consider?
 - b. What role does reading and analyzing sources play in your process for writing? How has this changed or stayed the same?
4. Provide constructive feedback to others and incorporate feedback into their writing.
 - a. How did you use feedback from your instructor and peers in specific essays?
 - b. How did the instructor and/or peer-review feedback make you rethink or fortify your choices?
 - c. What did you learn by giving constructive feedback to your peers?
5. Perform research and evaluate sources to support claims.
 - a. How did you conduct research and what do you think went well and/or could have gone better?
 - b. What skills did you develop to help you evaluate sources of all types?
 - c. What changes will you make in future research to evaluate and support your claims? How does audience, context, and discipline factor into your choices to research?
 - d. How will research skills enable you to research and evaluate potential sources?

6. Engage multiple digital technologies to compose for different purposes.
 - a. How does composing in word-processing format differ from composing in other mediums (e.g., website development, etc.)? What changes did you have to make and why?
 - b. What, specifically, do you need to consider the next time you compose in digital environments?

Reflective Components: The Rhetorical Moves

To further help you write the reflection, please make several of the following rhetorical moves:

- A. Explicitly mention how you have met all ICaP outcomes
 - a. Cite specific examples within your compositions and how they illustrate you meeting a specific outcome(s).
 - b. Refer to the growth of your compositions throughout the semester and how you were able to revise your practices, strategies, or thought processes based on feedback from the instructor or fellow classmates
- B. Explain how your thoughts, practices, and style have developed throughout the semester, from project to project, or genre-to-genre
 - a. Cite specific changes you have made from draft to draft
 - b. Discuss how you were able to address audience(s) or situations given to you
- C. Explicate how you were able to incorporate feedback from your peers and instructor, thus showcasing your collaborative skills
 - a. Cite specific projects and advice
 - b. Discuss how you were able to implement or take advice, which led to new thinking strategies
- D. Use the common terminology taught in class
- E. How will/did you incorporate the knowledge learned in 106/108 in other courses?

Audience and Genre Considerations

The reflective piece will be addressed to a future employer where it shows you're able to implement and adapt your written practices for different contexts. You should imagine that a future employer will use this portfolio to assess your written communication skills for a job.

Genre is an important factor in writing a reflective essay, so you should use the following conventions to guide you:

1. Incorporate first-person point of view
2. Create an organized and cohesive structure, not a list of answers to these questions
3. Use the rhetorical moves stated above
4. Use proper formatting (MLA, APA, or instructor's choice)

Portfolio Participation Rubric

Does the portfolio reflection address the following six ICaP outcomes:

Outcome	Addressed	Instructor Comments
<i>Demonstrate rhetorical awareness of diverse audiences, situations, and contexts</i>	Yes	
	No	
<i>Compose a variety of texts in a range of forms</i>	Yes	
	No	
<i>Critically think about writing and rhetoric through reading, analysis, and reflection</i>	Yes	
	No	
<i>Provide constructive feedback to others and incorporate feedback into their writing</i>	Yes	
	No	
<i>Perform research and evaluate sources to support claims</i>	Yes	
	No	
<i>Engage multiple digital technologies to compose for different purposes</i>	Yes	
	No	

In addition to addressing the outcomes, does the student do the following:

- | | | |
|---|-----|----|
| 1. Cite specific examples and changes made to their work | Yes | No |
| 2. Explain how their writing practices have developed | Yes | No |
| 3. Discuss both giving and receiving feedback | Yes | No |
| 4. Explain how this change in writing process will be used later | Yes | No |
| 5. Considers the audience (i.e., future employer) in tone, voice, and style | Yes | No |
| 6. Has compiled a complete portfolio | Yes | No |

Additional Instructor Comments:

Reflection Grade: _____

Assessment Rubric

Outcomes	Fails to Meet (1)	Meets (2)	Exceeds (3)
<i>Rhetorical awareness of diverse audiences, situations, and contexts.</i>	The writer fails to demonstrate an awareness of diverse audiences, situations, and contexts in their reflection AND the compositions show little to no attention paid to rhetorical awareness in terms of appropriate voice, style, tone, rhetorical moves.	The writer demonstrates an awareness of audiences, situations, and contexts in their reflections, but some or all of the compositions do not incorporate this awareness in their use of appropriate voice, style, tone, and rhetorical moves.	The writer shows an awareness of diverse audiences, situations, and contexts AND this awareness is illustrated throughout all the compositions through appropriate tone, style, tone, and rhetorical moves.
<i>Compose a variety of texts in a range of forms, equaling 25-39 pages of polished writing</i>	The writer fails to incorporate a variety of texts in a range of forms, fails to meet the page requirement, AND fails to discuss these forms in the reflective piece	The writer composes a variety of texts in a range of forms and meets the page requirement, but fails to discuss or show an awareness of the rhetorical moves needed to compose in these forms	The writer composes a variety of texts in a range of forms and meets the page requirement, AND the writer shows a metacognitive awareness of the various rhetorical moves needed to compose in these various forms.
<i>Critically think about writing and rhetoric through reading, analysis, and reflection.</i>	The writer fails to show a metacognitive awareness of writing and rhetoric in the reflection, AND fails to demonstrate critical thought in their readings and analysis of sources in the various compositions.	The writer demonstrates metacognition in the reflection through an awareness of writing and rhetoric and the evaluation of sources, but may fail in adequately addressing these needs in some of their evaluative remarks.	The writer metacognitively reflects on writing and rhetoric, AND this thought is translated into actual practice into the compositions.
<i>Provide constructive feedback to others and incorporate feedback into their writing</i>	The writer fails to give and/or incorporate feedback from instructors and/or peers into their compositions, AND they fail to reflect on this feedback within the reflection.	The writer incorporates and/or discusses feedback from instructors and/or peers in the reflection, but some or all of the compositions fail to show this incorporation	The writer incorporates and/or discusses this feedback from instructors and/or peers into the reflection, AND the compositions demonstrate the incorporation of this feedback.
<i>Perform research and evaluate sources to support claims.</i>	The writer fails to evaluate sources and their research methods within the reflection, AND the compositions show little to no quality evaluation of sources.	The writer evaluates and discusses research within the reflection, but fails to adequately show this evaluation in the compositions	The writer evaluates and discusses research within the reflection, AND the compositions show quality evaluation within the context of the compositions.
<i>Engage multiple digital technologies to compose for different purposes.</i>	The writer does not engage multiple digital technologies within the portfolio AND does not reflect on the digital composing process.	The writer engages multiple digital technologies within the portfolio, but fails to critically reflect on their use of these digital technologies.	The writer engages multiple digital technologies within the portfolio, AND critically reflects upon their use of these digital technologies.

