
FINAL PORTFOLIO OVERVIEW

COMPONENTS OF THE PORTFOLIO**1. Cover letter/Introduction**

In whichever genre you choose (letter or introduction) this piece of writing will discuss where items in your portfolio demonstrate the course goals and make a compelling argument for how they do so that draws on the course readings, class discussions, prior assignments, peer feedback, and teacher responses for concepts and evidence. In addition to discussing the specific pieces of writing that it introduces, this letter or introduction should also address how your awareness of the strategies that successful writers use in different writing contexts has developed in this course. (1½-2 single-spaced pages)

2. Writing in the Genre

- Introduction to writing in your genre (drawing on "Discussion of Conclusions and Points of Particular Interest," approx. 1 single-spaced page)
- Discussion of standard text design choices (1 single-spaced page)
- Standard text(s) in your genre
- Discussion of variation text design choices (1 single-spaced page)
- Variation text(s) in your genre

3. Genre Guide

This genre guide is the collaboratively-produced final product of your term project. It should be designed to guide readers who are unfamiliar with the socially-contextualized understanding of genre we have been exploring this term to approach your genre as more than the sum of its standard features. Drawing on your genre analysis, writing in the genre, and our analysis and discussion of genre guides in the first week of the term, in this guide each group will elucidate its genre's standard features, purposes, context, related genres, and possible variations as you deem most effective given the particulars of your genre and audience.

4. Collaboration Assessment

This assessment must be filled out, signed, and submitted with your final portfolio. The form will be provided in class and available on the course website.

PORTFOLIO EVALUATION

A successful final portfolio will demonstrate your ability to produce writing that achieves the goals of the course as stated in the syllabus. Such writing:

- employs style, tone, conventions, and variations appropriate to the demands of a range of genres and situations
- shows the ability to write for different audiences and contexts, both within and outside the university classroom
- shows a clear understanding of its audience, and addresses and strategically pitches various aspects of the writing (content, structure, evidence, appeals, tone, sentence structure, and word choice) to that audience
- demonstrates substantial and successful revision, responsiveness to substantive issues raised by the instructor and peers, as well as careful editing and proofreading, and
- articulates and assesses the effects of your writing choices.

Outstanding Portfolio 3.7-4.0

This portfolio exhibits outstanding proficiency in all course goals by displaying the writer's rhetorical awareness of genre and audience in carefully composed texts as well as sophisticated academic discussion of writing choices in the context of the course theme and key concepts. All pieces of writing are carefully polished through revision, editing, and proofreading so as not to disrupt reader expectations. The cover letter indicates clearly and with specificity where items in the portfolio demonstrate the course goals and makes a compelling argument for how they do so. In this manner, it displays thorough and thoughtful awareness of the writer's own writing, supporting and contextualizing claims and assertions with evidence from the course readings, class discussions, prior assignments, peer feedback, and teacher responses by quoting or paraphrasing from these materials. The outstanding portfolio will also 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 some element of the course goals, perhaps strong in rhetorical awareness of genre and audience, but slightly less in revision, editing, and proofreading. The cover letter indicates clearly and with specificity where items in the portfolio demonstrate the course goals and makes an effective argument for how they do so. It also displays thoughtful awareness of the writer's own writing, supporting and contextualizing claims and assertions with evidence from the course readings, class discussions, prior assignments, peer feedback, and teacher responses by quoting or paraphrasing from these materials, but may not present as clear an argument for writing choices as the outstanding portfolio. This portfolio engages the course concepts and accomplishes all 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 some element of the course goals. The cover letter indicates where items in the portfolio demonstrate the course goals and makes an argument for how they do so, but the argument may display less thoughtful awareness of the writer's own writing by less effectively using evidence from the course readings, class discussions, prior assignments, peer feedback, and teacher responses in support of its argument. 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 goals are basically met, but the writing is not as fully realized or controlled. The strengths and weaknesses are about evenly balanced, but should be slightly stronger on issues of rhetorical awareness as this is the primary goal of the course. Some parts of the selected texts may be underdeveloped, general, predictable, or leave course concepts unconsidered. The cover letter indicates where items in the portfolio demonstrate the course goals, but may not make as effective an argument for how they do so, likely drawing less on evidence from the the course readings, class discussions, prior assignments, peer feedback, and teacher responses. There may be moments of excellence, but in general the portfolio simply meets successfully the basic requirements of the course.

Inadequate Portfolio 1.0-1.9

A portfolio will be inadequate when it shows serious deficiencies in any of the course goals. The portfolio cover letter will be brief and may not indicate which items in the portfolio demonstrate the course outcomes or make an effective argument for how they do so. The portfolio may show effort, but does not display success with the goals of the course.

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, to a portfolio missing significant portions of the work of the course.