

PORTFOLIO TIME!

*Why do we write portfolios?
And how do we do it?*



All slideshow text is closely adapted from Reynolds, Nedra, and Elizabeth Davis. Portfolio Keeping: A Guide for Students. Bedford St. Martins, 2014.

First of all: What is a portfolio?

You may recognize the term portfolio from art or finance: Artists keep samples of their best works in a portable case or folder, pieces that represent their interests, their potential, or their development. They show their portfolios to instructors, gallery owners, their peers or potential employers. In finance, a portfolio is a record of investments that is reviewed periodically and updated as needed. Professionals in many other fields also compile portfolios, records of their accomplishments, that they can use to apply for a promotion or a new job.

A portfolio, in other words, is a meaningful collection of selected artifacts or documents, collected over time. Portfolios have become a common method of evaluating and assessing student work in writing classes because they provide a more thorough and authentic picture of a writer's developing skills.

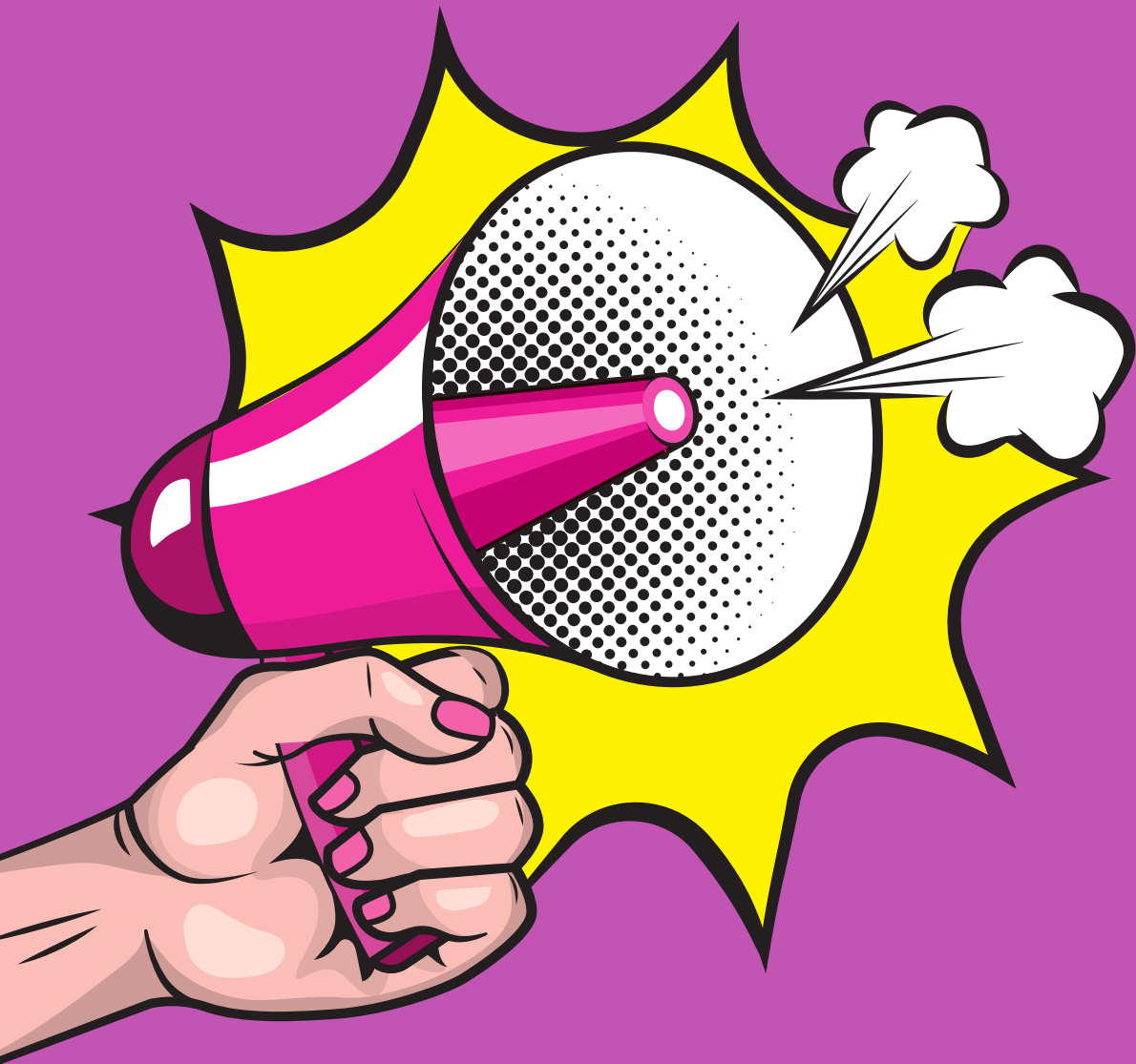


So what does this mean for you, a student in a composition class? Well, basically it means that you will be presenting **YOUR OWN** best work this semester, along with reflections about your writing skills. You'll think about what you've learned and where you want to go.

In other words, keeping a writing portfolio will help you pay attention to both the processes and products of writing. It also will help you track the evolution of each writing project and your development as a writer and to see your semester as a whole! You can see what you've done as one big body of work, instead of a lot of little parts. And so can your professor!



IMPORTANT FACTS:



YOUR PORTFOLIO IS WORTH
60 % OF YOUR GRADE!
(HOMEWORK IS 40%)

GETTING STARTED

Before we even get to the steps, it's important that you leave yourself enough time. A writing portfolio makes up the bulk of your grade for a writing course. If you do it the night before, you're setting yourself up for failure after a semester of hard work.

STEP ONE: Make sure you know what you are supposed to include in your portfolio!! You will do this by reading the assignment sheets! If you are confused, ask your professor or another student. **THIS IS KEY.**

Please remember: portfolios are due at the end of the semester, and the prof may be under strict deadline to turn in grades and will not be able to track you down if something major is missing. Make sure you know what is supposed to be in there!

STEP TWO: Revise! Remember, this is your best work this semester, and is supposed to show your growth as a writer. You can also revise for a brand new grade (a D paper could become an A!) See the slideshow on revision.

STEP THREE: Write your reflection. We'll talk about this in a moment!



REFLECTION

Now that the semester is done, you will take a careful look at your work to identify your patterns, strengths, and preferences for negotiating writing tasks, for learning new skills, and for putting those skills into practice. You must go beyond simply stringing the pieces of your portfolio together: you need to be able to articulate why you made certain choices and what you meant to convey through those choices. Here is your final reflection assignment:

What have you learned about yourself as a reader, writer and scholar this term? How will you be able to use what you have learned this term and transfer that knowledge to other writing situations—either in college or in your community?

As evidence to back up your points, **you must use at least three quotes from your own writing** this semester in your reflection.



That's right! Three quotes from yourself!! So a good starting point to write the reflection would be to read through all the good work you have done this semester and find 5-6 quotes that stand out to you-- either because they show improvement, or because they show that, at the beginning of the semester, you didn't know what you know now.



You probably know what I'm going to say here: When you put these quotes into your reflection **DO NOT FORGET YOUR QUOTE SANDWICH!** Remember the Stedman piece! If you just drop a quote in and don't tell us (your readers) why it's there, we are going to be **SO CONFUSED**. No hit and run quotations!



The quote sandwich tells us we need to 1. Introduce the quote (you won't have to tell us **WHO** you are here, but maybe **WHERE** you were when you wrote it-- not the actual place, but where your mind was at!) 2. Give us the quote. 3. Summarize the quote. Yeah. I know you wrote it, but... we don't know what you think of it **NOW**. 4. (the most important) **ANALYZE** the quote. Tell your readers why you chose it-- what do you want your readers to know about this thing that you wrote? The analysis should be a couple sentences long. This is where the nutrition of the sandwich is!

SH&^TY FIRST DRAFT!

Just to clarify, here are few places to start on the reflection :

- reading over your work and finding quotes that stand out.
- reading over your work for the semester and free writing a bit about the writing prompt below (just write for 5 mins about whatever pops into your head!):

“What have you learned about yourself as a reader, writer and scholar this term? How will you be able to use what you have learned this term and transfer that knowledge to other writing situations—either in college or in your community?”

- You also might want to look over the assignment sheet on the website and use any of the questions listed there!

REMEMBER: THE REFLECTION IS A PAPER! The Sh^%ty First Draft should not be turned in as is. Once you have gotten your ideas down, go back and revise. Make sure each paragraph has (you guessed it) P-I-E: A POINT, INFORMATION or ILLUSTRATIONS (like quotes or other examples) that back that point up, and (most importantly) EXPLANATION: What does that quote tell us about you as a writer, for example?



THIS IS WHAT GOES INTO YOUR FINAL PORTFOLIO-- ALL ONE DOCUMENT!

Please post on Open Lab. You can submit as a (very long) blog post, or a Word Doc (you can attach!) or as a PDF. DO NOT USE OTHER FILE TYPES. DO NOT DO IT! These often do not come through and I'm left unable to open your portfolio or give you a grade.

- **FINAL REFLECTION**
- **UNIT ONE (revised).** Please write a 2-3 sentence introduction describing everything you've changed-- or things you might like to change!
- **UNIT TWO (you may revise this unit OR Unit Three).** Write a 2-3 sentence intro describing what you would change or would like to change, whether or not you revised. This should include:
 - **Intro**
 - **All Four Source Entries**
 - **Conclusion.**
- **UNIT THREE (you may revise this or Unit Two).** 2-3 sentence intro, whether or not you have revised. This should include:
 - **Unit Three project (you may need to include links to your webpage, podcast, video, etc)**
 - **Artist's Statement.**

PLEASE NOTE , IF YOU WANT, YOU CAN REVISE ALL THREE UNITS, BUT THIS IS NOT REQUIRED.





*Do not
forget*

- 1. EVERYTHING GOES IN ONE DOCUMENT!**
- 2. MAKE SURE THIS IS EITHER A BLOG POST, A WORD DOC OR A PDF. IF YOUR PROF CAN'T OPEN IT, YOU MIGHT NOT GET CREDIT.**
- 3. MAKE SURE YOU HAVE ALL THE INGREDIENTS YOUR PROFESSOR ASKED FOR--DOUBLE CHECK AND TRIPLE CHECK.**
- 4. MAKE SURE YOUR WRITING SHOWS YOUR BEST WORK. THIS IS A DOCUMENT OF 15 WEEKS OF YOUR WRITING. DON'T SELL YOURSELF SHORT.**
- 5. PROOFREAD! READ YOUR WORK OUT LOUD TO MAKE SURE IT SOUNDS GOOD. THIS SHOWS YOUR AUDIENCE AND YOUR PROFESSOR YOU CARE.**

