# The Portfolio and Final Self-Assessment Essay

The Portfolio and Final Self-Assessment Essay are in many ways the most important documents that you’ll create for this class. Assembling the Portfolio will help you to see your progress as a writer over the course of the semester, and the Final Self-Assessment Essay will give you the chance to evaluate that work based on your own criteria as well as the course learning objectives.

**The Portfolio**

The Portfolio should include, at a minimum, the Final Self-Assessment Essay; first full drafts and final full drafts (revised based on instructor feedback) of your Rhetorical Analysis Essay, Researched Argument Essay, and Visual Argument + Proposal Essay; “compared” versions of your major three major assignments (we’ll go over this in class), plus any additional documents (or portions of documents) you composed this semester that help you demonstrate the extent to which you’ve met the course learning objectives and developed your understanding of writing and argument. In order to better orient readers of your Portfolio, you’ll also need to compose introductions to (or abstracts for) each of the documents you showcase, including your major essays.

So what sorts of “additional documents” might you include? Consider including earlier drafts of essays, examples from homework, peer reviews, etc. Or, you may want to include copies of your annotations of course texts or copies of the notes you took while reading to demonstrate that you have developed strategies for critical reading. Use this same approach for all of the Course Learning Goals. (Be mindful that the documents you choose to include in your Portfolio should be referenced in your Final Self-Assessment Essay, which is further explained below. You will describe the documents, and their significance, in your essay. Thus, you’ll need to be very choosy in selecting which documents best represent your learning and development as a writer and be ready to refer to and analyze them in the Final Self-Assessment Essay.)

The portfolio will be composed on a WordPress site and housed securely on the OpenLab. It will be read by your instructors, some members of the class, and other City Tech faculty and administrators. If you would like to opt out of creating an OpenLab site, please make a Portfolio in Blackboard. While the arrangement of the Portfolio is up to you, it should be easy to navigate. As with any Web site, you want to be able to find what you’re looking for without any interference. This might mean scanning handwritten notes, taking screenshots of annotated Web sites, and turning your essays into .PDFs or Web texts.

**The Final Self-Assessment Essay**

The Final Self-Assessment Essay is a kind of research paper. Your development as a writer is the subject and the writing itself is your evidence. As you write your Final Self-Assessment Essay, you’ll be referring to the works you’ve included in your Portfolio. This essay answers this question: *To what extent have I achieved the course learning objectives this semester?* This essay will thus provide you with an opportunity to demonstrate how you’ve developed as a writer and thinker this semester and will serve as an introduction to your Portfolio.

Your Self-Assessment Essay should be **3-4 pages** (12-point font, 1-inch margins, double spaced) plus any images you choose to include. Please use MLA citation within the body of your essay and on a Works Cited page, and please compose a relative and inviting title for your essay. You are encouraged to personalize the delivery of your essay as you see fit. Thus, you decide the order, tone, style, and language you’ll craft in order to best reach your audience. You’re welcome to draw on your “native,” “home,” or “other” languages, literacies, and ways of being as you so choose.

A full draft of the p is due for peer review on **Monday, October 29** and your final draft is due **Friday, November 2**. This essay is worth **20%** in both your Topic and Writing sections.

Here are the Course Learning Objectives you will address in your essay: Students will

1. Read and listen critically and analytically in a variety of genres and rhetorical situations: Identify and evaluate exigencies, purposes, claims, supporting evidence, and underlying assumptions in a variety of texts, genres, and media.

2. Adapt to and compose in a variety of genres: Adapt writing conventions in ways that are suitable to different exigencies and purposes in a variety of contexts, including academic, workplace, and civic audiences. When appropriate, repurpose prior work to new genres, audiences, and media by adjusting delivery, design, tone, organization, and language.

3. Use research as a process of inquiry and engagement with multiple perspectives: Learn to focus on a topic and develop research questions that lead to propositions and claims that can be supported with well-reasoned arguments. Persuasively communicate and repurpose research projects across a variety of contexts, purposes, audiences, and media. Demonstrate research skills through attribution and citation gathering, evaluating, and synthesizing both primary and secondary sources. Learn how to use appropriate citation styles depending on disciplinary and situational requirements (MLA, APA, Chicago, etc.).

4. Use reflection and other metacognitive processes to revise prior assumptions about reading and writing and transfer acquired knowledge into new writing situations. Students write reflections of their own reading and writing process from the beginning and throughout the semester with the intention to transfer their acquired knowledge about genre and composing practices into new writing situations.

5. Demonstrate the social and ethical responsibilities and consequences of writing: Recognize that first-year writing includes academic, workplace, and civic contexts, all of which require careful deliberation concerning the ethical and social ramifications concerning fairness, inclusivity, and respect for diversity. Write and revise for academic and broader, public audiences accordingly.

6. Compose in 21st Century Environments: Learn to choose among the most current and effective delivery methods for different composing situations. Students learn to compose in new media environments, including alphabetic texts, still and moving images, sonic, and mixed media compositions. Use digital media platforms appropriate to audience and purpose.

The Final Self-Assessment Essay and Portfolio will *not* be evaluated on whether or not you have achieved the goals, but on how well you demonstrate your understanding of the goals that you have achieved and your thoughts about the goals that you have not achieved. It will be up to you how to incorporate your response to how your perceptions have evolved regarding the question, “What is writing?” You might want to devote a section of your Final Self-Assessment Essay to this subject alone, or you might want to weave this discussion into other parts. Your previous self-assessments, homework assignments, and in-class reflections should serve as valuable sources of information and provide you with quote-worthy passages.

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| **Evaluation Criteria for the Portfolio and Final-Assessment Essay** | **Points Possible** |
| 1. Have you effectively composed your final-assessment essay?   * Have you **addressed all of the course learning objectives**, even those that you feel you did not spend enough time working on? * Have you **provided effective *evidence***, in the form of your own writing and specific learning moments, that you have developed as a writer? Are you able to identify areas in which you have not progressed, either because you didn’t spend enough time with them or you feel that you had a strong start in those areas? | **5** |
| 3. Have you effectively **revised and edited** your three major essays? | **5** |
| 4. Is your **portfolio design** effective and appropriate for digital audiences?   * Have you created a portfolio design that is simple and easy to navigate? * Have you maintained consistency from one page to the next? * Have you used color and contrast to make things simple for your reader? * Have you considered font and page layout to create a neat, easy to read text? | **10** |
| 5. Were all general **requirements** for length and due date met? |  |
| **TOTAL POINTS** | **20** |