

Midterm Portfolio Instructions

Assignment Description: We will be organizing our work this semester into project portfolios. You are responsible for collecting all of your work within your student folder in Google Drive. While I am not specifying a specific format for you to organize your own folders of your writings, you will need some system of organization to help you keep your documents organized for your own purposes. The writings (evidence of your learning in this course) you collect will then be used in the Reflective Overview you will compose.

In the Reflective Overview, you will reflect on the first half of the semester, considering how you have met the threshold concepts and learning outcomes within this first half of the semester. Links to your Portfolios will be submitted to Blackboard. (I will let you know when to submit your links to Blackboard).

Portfolio grades will depend on the quality and breadth of the evidence, reflection, and final project grades. Evidence must represent the full scope of work on the assignment; in other words, readers of the overview will recognize that you have been engaged with all parts of the assignment over time, as part of the process. In addition, the Reflective Overview must be the result of multiple drafts, representing thoughtful revision and careful editing and proofreading.

What is a Portfolio?: We define a portfolio as a collection of work purposefully selected and intentionally assembled by a learner. The one “new” piece of writing that is required in a portfolio is an extensive reflective overview, which is a piece of writing that 1.) presents the portfolio contents to readers, 2.) that explains why particular contents were chosen, and 3.) what they are meant to show. With the portfolio and the reflective overview that accompanies it, you are able to show and explain a more complete representation of the work you accomplished and the learning it represents.

Additionally, the process of collecting, selecting, and reflecting—what we call the “portfolio process”—invites you to be more active in your learning. And with the reflective overview, you take responsibility for helping your instructor (and other evaluators) recognize how you have engaged with the course and how you have expanded your learning. Your choice of evidence helps with our evaluation, and your reflective overview (a central part of the portfolio) helps us understand what you include as evidence and why you include it. In other words, the portfolio gives us a broader and deeper view of your performance and learning than is possible with single tests or with single pieces of writing.

Finally, and perhaps most important, using the portfolio process engages you in the kinds of higher-order, active thinking that promotes deeper, long-term learning. Portfolios emphasize

reflective thinking (metacognition) and "learning how to learn," the kinds of skills your future will require. Your success as a professional (and as a citizen) will depend on your being able to use your knowledge and skills to address unique challenges, to work independently and as a member of a team, to be flexible, and to be more responsible for your success.

Components of the Midterm Portfolio:

| Midterm Portfolio | 30% of Overall Course Grade |
|--|-----------------------------|
| Reflective Overview - Writing process (drafting) - Sharing and Responding (feedback) | 30% of Midterm Portfolio |
| “Introduce Yourself” - Writing process (drafting) - Sharing and Responding (feedback) | 10% of Midterm Portfolio |
| “Connecting to Culture” - Writing process (drafting) - Sharing and Responding (feedback) | 10% of Midterm Portfolio |
| Vocabulary Record - Adding to spreadsheet | 10% of Midterm Portfolio |
| In-Class Writing - Free-writes - Use writing to... | 15% of Midterm Portfolio |
| Evidence of Consistent Engagement and Learning - Annotations/class notes - Group participation - Class attendance/active attention to lessons | 15% of Midterm Portfolio |

Each of the sub-components within the portfolio categories contributes to your overall grade for that category. I highly recommend you include aspects of each sub-component within your portfolio to help explain your overall engagement with that category. (i.e. include evidence of annotations and class notes to help explain how you have engaged in the process of “Consistent Engagement and Learning”)

The Reflective Overview: The Reflective Overview (RO) is the most important piece of writing you will do for a portfolio. The RO invites you (some might say "challenges you") to help your instructor(s) understand how to evaluate / think about / "read" the materials in your portfolio. When you think of the RO in this way, it is also your opportunity to explain what you might not have done, or how you fulfilled expectations in ways that are different from the norm.

Because the RO is an important piece of writing—it is the first thing your instructor will read, expecting the RO to help her or him make sense of all the other work you did—you will want to produce more than one draft, sharing with classmates so you can consider revisions to make this piece more effective.

Without a reflective overview, a portfolio is nothing more than a collection of artifacts, and readers of the portfolio are forced (free) to make sense of these artifacts as they see fit. With the overview, the writer takes control of her or his portfolio, helping readers understand the portfolio in the ways that the writer intends it to be understood.

You are responsible for selecting evidence that you think best demonstrates your performance, your learning, your development of specific skills and knowledge; and you are responsible for helping portfolio-readers understand your choices, which you will discuss in the RO.

What will my Portfolio include?: An effective portfolio will most likely not include “everything” you do for that part of the course. One of the principles of portfolio assessment is that the learner takes an active role in choosing work to include (though your instructor may stipulate that you include certain items). In other words, you are responsible for selecting evidence that you think best demonstrates your performance, your learning, your development of specific skills and knowledge; you are responsible for helping portfolio-readers understand your choices (in the reflective overview).

For many students, portfolios are problematic. Your instructor will not prescribe “the” way to assemble a portfolio. Nor will she or he provide a checklist of materials to include. Students have no one formula to follow, nor can they wait until the night before it is due to assemble and complete a portfolio that will earn a satisfactory grade. In other words, for many students, the portfolio prevents them from using the same methods in college that they used to succeed in high school. The portfolio process requires you to be an active learner, to value deep learning, to engage in the kinds of intellectual work that you haven’t been asked to do before now.

Process for each section of the template

1. Pick one 0399: [Learning Outcome](#) or one Seminar: [Learning Outcome](#) from our syllabi.
2. Explain the Learning Outcome in your own words. (Paraphrase)
3. Pick a couple of pieces of evidence (work) you have done for 0399 or Seminar
 - How does the work show that you have worked towards the outcome you chose?
4. Pick one [Key Term](#) from the Course Information page.

- How does the Key Term support the outcome and piece of evidence you picked?

5. How does your explanation connect to a reading from *NWWK* or the Framework for Information Literacy? Be specific! Which concept from *NWWK* are you referring to?

Which Framework are you referring to?

- Connect to specific areas in the text(s) and use textual evidence.
- (Avoid the use of quotes and avoid using the author's words. Use your own words to paraphrase what the author is saying.)

Reflective Overview

[Use this template for your reflective overview. Rename the file using your name. Keep all the bold text below. Delete all bracketed text before you submit.]

To: Professors Mascorro and Hartman

From:

Date:

Subject: Reflective Overview for Midterm Portfolio

Introduction

[Delete this bracketed section before you submit this memo.] Use the introduction to offer a general overview of your engagement with the courses as well as to describe your Writing Project 1, Introduce Yourself Activity, and your Show and Tells. How have you engaged with these assignment sequences? What final products did you produce? Have you attended courses regularly (or not)? Have you turned in work on time? Have you been active in class? What is your issue? Who is your audience, and why? What is your purpose?]

Learning Outcome (0399 or Seminar): [copy and paste LO from the Course Outcomes tab]

[Delete this bracketed section before you submit this memo.] Refer to (specifically) evidence that shows how and how well you have achieved or are working toward achieving this outcome. Explain fully how / why the evidence is valid. Be sure to include one Key Term and a connection to one of the concepts we have read so far.]

Learning Outcome (0399 or Seminar): [copy and paste LO from the Course Outcomes tab]

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Goals

[Delete this bracketed section before you submit this memo.] Based on the above reflection and objective analysis of your work, please identify at least three goals you hope to accomplish going forward. These goals do not have to directly impact *this* course, but must be connected to the concepts that we have been exploring via *NWWK* and your own writing process.]

Closure

[Delete this bracketed section before you submit this memo.] In closing, you can mention struggles you might have had with this project, other kinds of learning or surprise information you discovered while researching, or other things you'd like to share.]