

## What is the English 1000C Course Final?

The course final is to complete an e-portfolio. We have been working on your portfolio all semester long so that you can demonstrate how you worked towards the learning goals and outcomes of this course. In addition, during finals week, you will write a final course reflection where you theorize what constitutes effective communication, and discuss what should one consider **before** writing or composing any kind of discourse or document. In this final course reflection you will also **advocate for yourself**, discuss what you learned in English 300, and where your gaps still are in your literacy development—similar to the self assessment reflections you wrote up during the semester—transparently sharing your strengths and weaknesses you still need to work on.

## Background and Overview

E-Portfolios are used by writers or professionals to keep track of their progress in their field of study, and to reflect on their developing achievements in that field. In addition, E-portfolios provide concrete evidence of the writer or professional’s achievements to future instructors, mentors, employers, and or publishers. Thus, the purpose of this assignment is multi-faceted:

1. To rhetorically compose and curate polished projects in a professional google sites website for an academic audience.
2. To deliver evidence for yourself, your teacher and future academic or professional audiences on how you developed critical reading, writing, and researching practices in a first-year writing course using multimodal literacy and digital mediums.

## E-portfolio Requirements and Essentials

We have spent our time together composing and revising the major writing projects outlined in our course syllabus. Your google sites will act as the medium where you display your most prized works, and the process of your work, self assessing yourself and your progress towards the English 1C learning goals and outcomes in this class where you will include “**workshop drafts**” (the draft you submit for peer review), **the draft assessed by me (the draft I assessed and offered feedback on), and revised and polished (100% reader-ready) final drafts.**

## Eportfolio Curation & Organization using Google Sites

- *How do I create a rhetorically effective website so that when readers land on my page they know what to expect and gain?*

**Landing page:** The first page your viewers land on should tell readers **the primary goal and purpose of your website**. It should tell readers:

- Who you are and what you value about language and communication? *Remember what you wrote in your Letter to my Teacher? Adapt some of this writing for your home author page.*
- Further, your home and author page should tell readers *how this google site is a representation of what you learned and accomplished in first year writing and composition*. Therefore, a clear and concise introductory rationale will suffice, and expect to revise until the end of finals week.

Consider using the guiding questions below to help you write a purposeful and polished welcome and introductory landing page.

### **Introductory Rationale**

Provide a welcome message that explains the purposes of your E-Portfolio, frames your content, and orients readers to the organization of your E-Portfolio.

### **Elements to consider as you craft this introduction:**

#### ***Purpose***

Ask yourself: Why am I crafting this E-Portfolio? What will its purpose be? What are my short- and long-term goals for creating this google site's EPortfolio?

#### ***Audience***

For whom am I creating this E-Portfolio? What are my different audiences' expectations? For each imagined audience and social context, consider the right tone of voice, formatting conventions, level of formality, and range of diction.

#### ***Context***

How and where will I use my E-Portfolio? (i.e. circumstances and situations: interviews, applications, advising, mentorships, classes, personal/professional development, self/performance evaluation, etc.). What are the parameters and boundaries determined by your audiences and purposes?

#### ***Structure & Form***

How will I organize my E-Portfolio? Which organizing principle makes the most sense given my purpose and audience?

### What do I include in my google sites Eportfolio?

Remember, work that you feel represents your best polished writing, thinking, and research, which will hopefully demonstrate **how you achieved English 1C learning goals and outcomes**. **Feel free to show how you worked towards making your writing or projects polished.** In other words, show *how* you evolved.

### English 1C Composition & Multimodal Projects—what do I “do” with my assignments?

- The major writing projects outlined in your syllabus and grading contract should be incorporated into your E-Portfolio **to reflect the grade you are trying to earn—it should demonstrate meaningful, thoughtful labor and intellectual intensity.**
- Each assignment you decide to include in your e-portfolio should have its own landing page, **with a clear subheading name and brief intro to orient your reader.**
- Think about the most effective and organized way to present your projects to your readers. These assignment artifacts should demonstrate a few or more of the learning outcomes and goals of first year writing and composition to make writing your final easy-peasy. :)

### Carefully Review:

[Grading Contract - Google Docs](#) to determine what you include in your portfolio to equate to the grade you want to earn.

### Class Final Course Reflection: My Theory of Writing and Communication

Your final writing assignment for the year is to write a final self-assessment analysis of your process and progress as a critical reader, writer, and researcher in this class. Your theory of writing and communication is a thoughtful reflection that will be read by me and other potential readers on how you manifested into a critical academic reader, writer, thinker, speaker, observer, listener and researcher. Further, you will thoughtfully share how you think this class has prepared you for effective communication, writing, and composing in and beyond college. For instance, you will discuss what is the most important thing to consider before writing and composing?

- In order to demonstrate to me, and other potential readers, this theory of writing and communication will consist of **clearly organized, purposeful, supported paragraphs—each paragraph making a different (unique) and clear (distinct) point.** You must offer specific support for your claims, just as you do in essays, and you must use quotes. You may use quotes from your own papers (before and after examples, for instance), our readings, our books, handouts, assignments, or class discussions.
- No matter how you organize your argument, **make sure you use direct quotes from the “First Year Goals and Learning Outcomes” handout (refer to your syllabus)** (or you

may bold your text as I've done here) to **prove** that you have achieved or made progress toward achieving them. This will be essential for supporting your Theory of Writing and Communication explanation and argument. Remember to develop full explanations in your letter rather than present/quote a list of things you have done. In other words, **show me** rather than just tell me.

***Your theory of writing and communication should:***

- **Include a thesis** (i.e. a claim about the power of literacy (think back to your first essay) what is writing? What are the relationships between reading and writing? What did you learn about yourself as a reader and writer?
- **Illustrate** your current struggles, accomplishments, and abilities as a reader, writer, and critical thinker.
- **Make clear claims** that address **at least** one bullet point under each of the four Learning Outcome Goals.
- **Support your claims** about writing with specific and concrete references to your own work (i.e. notes, process work, passages from your essays, project reflections, feedback on your peer's work, etc.)--this "support" might take the form of quotes, screen shots, excerpts, narrated examples, anecdotes, etc.
- **Explain how your evidence relates to your thesis**
- **Conclude** by suggesting how your growth as a reader, writer, and critical thinker throughout prepares you for future academic and professional writing and research projects.
- **Final Course Reflection Guide - Google Docs**

**Google Sites Eportfolio Assessment Rubric Criteria**

Criteria	Satisfactory	Still Developing
<b>First Landing Page</b>	The first landing page clearly introduces the writer and sets up the readers expectations about their Google Site E-portfolio . The writer clearly introduces the purpose of the website including a brief	The first landing page does not clearly introduce the writer nor does it set up the readers expectations about their Google Sites Eportfolio. Further development is needed to convey the purpose of the website on how to navigate their Google Sites Eportfolio.

	<p>explanation on how to navigate the website.</p>	
<p><b>Major Landing Pages &amp; Content</b></p>	<p>The writer clearly sets up their landing pages and content strategically; that is, in an organized and rhetorically effective way keeping in mind their intended audience.</p> <p>Each Landing page supplies an overview statement rationale setting up the readers expectations about the content in each landing page.</p> <p>The presentation and style of the landing pages is easy on the eyes and the language/ writing proves the writer took the time to proofread their content.</p>	<p>The writer does not clearly set their landing pages and content strategically; that is, the content is not organized in a rhetorical fashion keeping in mind their intended audience.</p> <p>Each landing page lacks an overview statement or introduction rationale that sets up the readers expectations about the content in each landing page.</p> <p>The presentation and style of the landing pages is not easy on the eyes and the language/writing needs to be proofread for grammar and style errors.</p>
<p><b>Theory of Writing and Communication</b></p>	<p>The writer has set up a separate landing page for their Final Course Reflection: Theory of Writing and Communication, and supplies an overview statement for their readers about what the assignment entails. The writer clearly addresses the prompt on page 3 of this handout.</p>	<p>The writer has/has not set up a separate landing page for their Theory of Writing and Communication; however, may lack a statement orienting their reader of the landing page's purpose.</p> <p>The writer does not clearly address the prompt on page 3 of this handout.</p>

