

Dear Portfolio Assessment Committee,

The texts in my portfolio mainly come from three major writing assignments: the proposal, the curated exhibit, and the narrative essay. The first and last artifacts in my portfolio, my annotated bibliography and my objective, come from the proposal. I enjoyed the writing process for the proposal the most. The writing process for the proposal was organized such that almost every component of it – the introduction, statement, and plan of action – was first introduced to the class as in class writing assignments. I remember feeling very pressured the first time the I did an in class writing assignment for the proposal; we were usually given 20 to 30 minutes to work on the text and then we had to submit it at the end of class. I started the semester weary of this writing activity because I preferred to take my time writing and I especially did not like handing over my work before I had time edit and revise it. As much as this activity sometimes made me feel stressed and rushed, I realize now that it was one of the most beneficial writing activities I partook in this semester. By writing under a time limit, I learned that I was a very inhibited writer. The reason why writing is a painstakingly long process for me is because I try to make sure everything I am writing is perfect, as I am writing it. I believe that writing in that way caused me to be more absorbed in the surface level appearance of my drafts. I obsessed over using the write words and staying on the same sentence until I was satisfied with the syntax. This prevented me from obtaining what I think is the true value of writing: feeling passion for the things you want to convey and expressing your unique self through your words. Before I learned to “word vomit” I rarely felt connected to my writing, I was rarely passionate about it, and I was too wrapped up in writing a perfect rough draft. I came to realize that some of this stemmed from a lack of confidence in my writing. In the past, I never even liked friends and family to read my drafts until I thought they were good enough to be viewed by eyes other than mine. It had something to do with wanting to appear a certain way to others through my writing. In class, no matter how I felt about the assignments, I had to turn them in. We did this for almost every component of the proposal. And by the time I completed my entire proposal, I felt much less inhibited when I came to writing. As the semester progressed, I took more risks and creative liberty in my writing.

I think you can see this best in my narrative essay. Defining the audience of my narrative essay was tricky because I was writing from the perspective of an art critic/museum goer. I wrote about my curated exhibit as if it was real and I was actually there. Similar to real museum reviews, I assumed my audience knew very little historical/background information that my exhibit branched off of. So when I wrote my narrative essay, I tried to be extremely detailed and strategic in the ways that I described my different artifacts. For example, one of my artifacts was a play. I assumed that the audience had never read the play before, so when I wrote about the exhibit in my narrative essay, I explained how other artifacts made up for the play so that familiarity with the play was not necessary.

The scope of genres I show in my portfolio is very narrow. My narrative essay was fiction, and most of my other work was nonfiction because I referred many times to historical events, plays, interviews, photos, and current events. Depending on what genre I wrote in, my writing could be informative, inspirational, and entertaining. In my curated exhibit and narrative essay, I tackled racial identity constraints which are a very real issue that many minorities struggle with. I really wanted my writing to inspire readers and motivate them to

take action and work to eliminate generalizing labels. In the curated exhibit especially, I tried to display the gravity of the situation to readers using current and old videos, pictures, and interviews. If the public were to see my curated exhibit or narrative essay, I wrote them hoping that people could take something valuable away from them. Through the in class writing assignments for my proposal, my curated exhibit, and my narrative essay, I became a more confident and impactful writer.

Sincerely,
Jordan Malveaux