

ENG 181: Writing about Science Fiction Literature and Film

Final assignment: Final portfolio and cover letter

Due: December 15 on our course website at 11:59 p.m.

Final Portfolio

Develop a cover letter addressed to the Portfolio Assessment Committee* that shows how you've achieved the learning outcomes for your first-year composition course. This letter should exhibit and discuss in detail concrete examples from your portfolio. You should write **between 750 and 1250 words, not including the exhibits from your portfolio that you reference in the letter.**

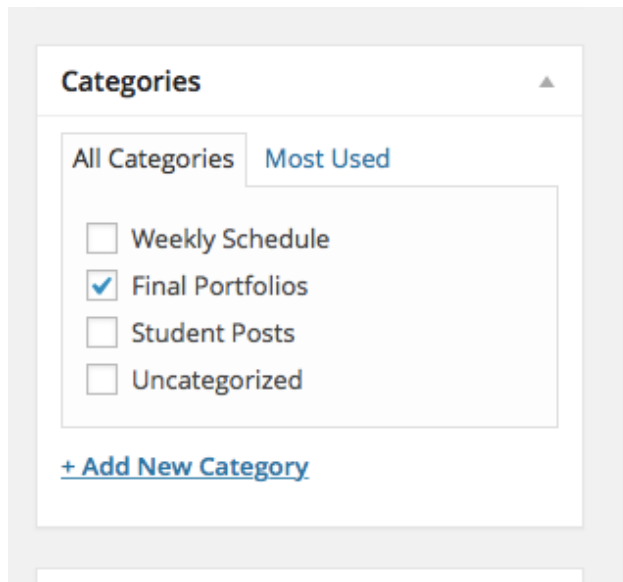
Your final portfolio should include:

- Your Literary Analysis letter + reflection
- Your Pecha Kucha presentation (You can present this in a variety of ways, such as using part of your script, your reflection, a picture of the artifact you analyzed with a description of your argument, your PowerPoint with a description, or another method of your choice.)
- Five selected blog posts that you feel reflect your best work
- Proposal and annotated bibliography
- Researched argument rough draft + reflection
- Researched argument final paper + reflection

For your cover letter, you will choose four to six of the above artifacts to showcase. Your reflective cover letter will refer to these artifacts and use quotations from them as evidence to persuade your audience that you've met the three major learning objectives listed on the syllabus (and discussed below).

Instructions for submitting your final portfolio and cover letter:

- 1) Combine all artifacts into one PDF document. Your reflective cover letter should appear first in order. Title your document: **181.yourlastname.portfolio (e.g. 181.Starr.portfolio).**
- 2) On our course website, create a new blog post. Upload the PDF as an embedded media file. Make sure to include your name and "portfolio" in your post title.
- 3) Before publishing your posts, check off "Final Portfolios" under the Categories tab (on the lower right-hand side of the page). This will make sure that your portfolio appears in the Final Portfolio page instead of the blog thread on our website. (See the screenshot below).
- 4) Portfolios are due on the website by 11:59 p.m. on December 15.



Reflective Portfolio Cover Letter

Possible Approaches

Feel free to use first person and write a narrative of your experience, rather than writing an argumentative essay. You can document your learning for the committee by

- Telling a story in which exhibits from your portfolio play major roles.
- Exploring each piece of your writing process and the part it plays in producing a final product.
- Discussing your failures and how they turned into successes.
- Describing your successes and then discussing how you intend to improve in other areas needing further developing.

Artifacts as exhibits within the letter

Back up assertions you make about your learning by including exhibits from your portfolio. Depending on how your instructor has asked you to develop your portfolio, an exhibit might be

- A link to the part of a document that you discuss in your reflection letter.
- A screen capture with callouts.
- Quoted or block quoted material from an artifact.
- Reported or quoted feedback from others.
- A series of illustrations (or quotations) that show how a particular artifact or part of an artifact evolved.

In every case, you should embed your exhibit in a discussion about its significance for your learning.

Use the Learning Outcomes as Guides for Reflective Writing

The committee will be especially interested to see whether and how you've achieved the outcomes listed below. Keep that in mind as you write and try to apply the rhetorical vocabulary that makes up the outcomes in your reflection.

Outcome 1: Rhetorical Composition. Students compose texts in multiple genres, using multiple modes with attention to rhetorical situations.

Description: Through composing a variety of texts and using a number of composing technologies, students demonstrate understanding of audience, purpose, and constraints. They use and adapt generic conventions, including organization, development, and style.

Getting started: Describe your portfolio. Walk the reader/viewer through the works it contains. Describe how these projects allowed you to practice writing for an audience in various ways, emphasizing in your description organization and word choice. Discuss the genres in your portfolio and how those genres speak to the audiences and situations your assignment asked you to address. How many different genres are you including in your portfolio and why? What did you exclude and why?

Outcome 2: Critical Thinking and Reading Resulting in Writing. As they undertake scholarly inquiry and produce their own arguments, students summarize, analyze, synthesize, and evaluate the ideas of others.

Description: Students may encounter the ideas of others in a variety of texts generated both inside and outside the classroom: print, visual, aural, oral, spatial. Students learn accepted and ethical

ways to integrate other texts into their work, rightly handling citation and adaptation. Students use writing as a critical thinking tool.

Getting started: Think about what you have learned this semester in your development as a critical thinker and reader. What new realizations do you have about yourself as a person engaged in inquiry and scholarship? What projects in particular in your portfolio show your growing abilities to craft an argument, read other's arguments well, and incorporate and challenge ideas from other's writings. Explain one or two important choices you made in this project and how that work developed you as a critical thinker and reader.

Outcome 3: Writing as Process. Students understand and practice writing as a process, recursively implementing strategies of research, drafting, revision, editing, and reflection.

Description: In learning about their own writing process and doing guided reflective writing about that process, students learn to critique their own and others' works. They also become aware that it usually takes multiple drafts to create and complete a successful text.

Getting started: Consider describing the changes in one of the projects included in the portfolio from beginning to end. Did you use techniques that your instructor may have mentioned: outlining, response paragraphs, and blogging? Did informal kinds of writing find their way into the process such as emailing a professor about an idea, sketching out notes on a napkin at a coffee shop, or talking to a friend about your ideas? Ultimately, your writing process includes each step you take from the coffee shop napkin to an outline to a first draft and eventually, a final product.

*The Assessment Committee is composed of a number of first-year writing instructors as well as graduate students from across the university who serve as fellows in the Writing Program. Several of these individuals helped create the program learning outcomes and they are excited to see how students have achieved the outcomes.