

### Process Portfolio

First and foremost, the Process Portfolio is your opportunity to learn about yourself as a writer. Your Portfolio will include all three major essays you've composed this semester: your Literacy Narrative, Review and Proposal. You will revise and edit all of these essays for the Portfolio.

Secondly, the Process Portfolio is your opportunity to demonstrate to me, your instructor, how you've developed as a writer this semester. You'll organize your Portfolio into three sections: one for the Literacy Narrative, one for the Review, and One for the Proposal. In each section, you will have, in this order:

1. Sketch;
2. Workshop draft submitted to peers (you don't need your peers' comments, just one clean copy of the draft);
3. Final draft **with my comments**; and
4. **Final, polished revision of the essay.**

You will also have a cover page for your portfolio that includes: your name; our course number (ENG100); the semester; and an image that represents the theme or metaphor you choose for your Portfolio.

To introduce your Portfolio, during our final exam time you will compose a comprehensive, reflective letter to me. The reflective letter will be the first element in your Portfolio, since it serves as an introduction; you will insert it at the end of the final exam period when you hand in the entire portfolio.

(I want you to compose the reflective letter after working on your Portfolio so you reflect on what you've learned about writing and about yourself as a writer by revising essays for the portfolio. I'll give you specific criteria for the letter at the final exam. Two hours will be plenty of time to write it, so worry about revising your other essays for now.)

As you revise your two essays for the Portfolio, keep in mind the goals of English 100 as stated on our syllabus:

- Students should value themselves as thinkers and producers of ideas worth writing down, developing critical thinking skills and understanding that what they write "counts";
- Students should recognize the importance of and the role of writing beyond the writing class, including across the curriculum, as citizens, and in the workplace;
- Students should realize the relationship between reading and writing;
- Students see that writing is rhetorical, that when we write it is to an particular audience, for a specific purpose;

- Students should discuss issues and implications of correctness [in grammar, spelling and mechanics].

You should also refer to the rubric (grading tool) I've used for all of your essays to guide your revision of the two essays for the Portfolio and, just as importantly, to help you understand what will be expected of you as a writer in English 101 next term. Of course, keep in mind what I've stressed all semester: "Good" writing isn't made possible by simply following "the rules"; good writing comes from good ideas, and we use writing – journaling, freewriting, listing, diagramming, revising – to help us find those worthwhile, interesting ideas.

The Portfolio is worth 25% of your grade in the course. It is due at the final exam. I will accept no late Portfolios.

Furthermore, since you will compose the reflective introductory letter during the final exam, it is imperative that you attend the final exam. Any Portfolio submitted without the reflective letter will automatically receive a maximum grade of C, because the reflection is integral to the learning process I want you to go through while compiling this portfolio.

An Excellent Portfolio, receiving a grade of A or B, will be complete, meeting all of the requirements for what should be in the Portfolio; demonstrate your understanding of your development as a writer this semester (in the reflective letter); present well-crafted, focused, smoothly-organized, fully developed essays; present polished, edited essays that are mostly free of major grammar, mechanical and spelling errors.

An Average Portfolio, receiving a grade of C, will meet the requirements for what should be in the Portfolio; discuss your development as a writer this semester (in the reflective letter); present focused, well-organized, adequately-developed essays; demonstrate developing competency with grammar, mechanics and spelling in all essays.

An Unsatisfactory Portfolio, receiving a grade of D or F, may be incomplete, missing some elements of what should be in the Portfolio; may narrate your experience of the course or otherwise fail to reflect on your development as a writer this semester (in the reflective letter); may present essays that, even after revision, are unfocused, poorly organized, or inadequately developed; may be marked by serious, consistent weaknesses in grammar, mechanics and spelling.

Late Portfolios receive NO CREDIT.