

Final Portfolio Assignment Guidelines

All College Writing R1A students are required to complete a portfolio of work written in this course during this semester as a final project. The portfolio should include the following:

- **Table of Contents (1 page)**
This page briefly notes what readers will find in your portfolio. List the title of each piece of writing, including the portfolio introduction, followed by a concise description of the kind of paper and, if necessary, the kind of assignment.
- **Introduction (2–3 pages)**
The audience for the introduction is a College Writing Programs instructor who does as a reader and writer this semester and to discuss how the writing in your portfolio demonstrates that development.
- **Body: 3 or 4 papers (10–15 pages)**
These papers should demonstrate a variety of writing. Two-thirds of essays (10 pages of a 15-page submission, 8 pages of a 12-page submission) must be works that advance a thesis and draw on sources such as assigned readings, films, surveys, interviews, research findings, etc. They must not rely solely, or largely, upon your own experiences or observations. At least one of these essays must demonstrate sustained attention to written text. (See pp. 5 and 6 below for details.) One selection (such as a narrative, journal entry, reader-response piece, and the like) may be a paper that does not draw primarily on sources.

If you wish to include a portion of a longer paper, you may do so; however, it is important to explain this choice in the table of contents or portfolio introduction.
- **Bibliography (1 page)**
Include a bibliography (labeled “Works Cited” for MLA or “References” for APA), listing all the sources you used, **in alphabetical order**. You have three formatting options:
 - 1) On the last page of the portfolio, list all of your sources.
 - 2) On the last page of the portfolio, list each of your essay titles with the relevant sources listed beneath each essay title.
 - 3) At the end of each essay, list all sources used in that essay.

Note: The body must contain a minimum of 10 full pages, but no more than 15 pages. The introduction must contain at least two full pages, but no more than three. Together the introduction and the body cannot exceed a total of 18 pages. The table of contents and the bibliography do not count toward the total number of pages.

About the Table of Contents:**• Table of Contents (1 page)**

This page briefly notes what readers will find in your portfolio. List the title of each piece of writing, including the portfolio introduction, followed by a concise description of the kind of paper and assignment if necessary.

The table of contents should list and contextualize each portfolio selection. This contextualization should help the reader understand each assignment. You might want to use language from the assignment in your description, for instance “literary analysis” or “rhetorical analysis.” Additionally, if an essay is written for a specified audience, or is written as an in-class assignment but later edited for the portfolio, you should describe that here. *You decide the order in which you want your essays to appear in the portfolio.* Make sure to sequence them in the way that best illustrates the claims you make in your portfolio introduction.

The table of contents itself has no page number. Below are sample tables of contents:

Name	Section #
Table of Contents	
The Ultimate Goal.....1	
An introduction to my portfolio that outlines my development as a reader and writer in College Writing R1A this semester	
Evie's Walk.....4	
A text analysis of the short story "Moonwalk" by Susan Power	
Whose Responsibility Is Education?.....10	
A timed in-class essay (typed and revised for the portfolio) on Chinaka Hodge's article "And I'm Watching This From My Window," arguing whose responsibility it is to promote higher education to a young adult	
Want to be a stuffer?.....12	
A personal narrative that maps Harris's theory of "true education" onto my own educational experiences.	

Name	Section #
Table of Contents	
College Writing R1A, Good Luck!.....1	
A portfolio introduction reflecting on my start in College Writing and examples of how I have improved my writing skills	
Classifying Reading Tastes.....3	
Field research on reading communities.	
Rebels in Mainstream America.....6	
A text analysis of Amy and David Goodman's <i>Standing up to the Madness: Ordinary Heroes in Extraordinary Times</i> , examining the effectiveness of their argument	
Tearing Down People's Park.....11	
An argument addressed to the mayor of Berkeley, an opposition audience.	
Diverse Views of the American West.....13	
An analysis of the "moral complexity" in the movie <i>Thousand Pieces of Gold</i> drawing on multiple sources: a movie, film criticism and history.	

*About the Introduction:***• Introduction (2–3 pages)**

The audience for the introduction is a College Writing Programs instructor who does not know you or your writing. In the introduction reflect on your development as a reader and writer this semester and how the writing in your portfolio demonstrates that development.

The portfolio introduction enables you to reflect and provide commentary on your development as a reader and writer in College Writing R1A. You can reflect on your reading and writing processes, discoveries you have made about yourself as a reader and writer, ways that your portfolio selections illustrate certain types of revision strategies, and so on. Your instructor will not have commented directly on your introduction; this is the place for you to demonstrate the writing you can produce on your own (with suggestions from peers if you so desire).

As you discuss your development in College Writing R1A, you are not required to discuss each piece of writing included in the portfolio; the table of contents should be sufficient for contextualizing the writing you have chosen. However, you should refer to at least some of the essays to illustrate your development.

About the Bibliography:

- **Bibliography of Sources Cited (1 page)**

Include a bibliography (labeled “Works Cited” for MLA or “References” for APA), listing all the sources you used, **in alphabetical order**.

The Works Cited or References page allows you to demonstrate your ability to cite sources following an accepted format (e.g., MLA or APA). Use the format required by your CW R1A instructor.

You have three formatting options:

- 1) On the last page of the portfolio, list all of your sources.
- 2) On the last page of the portfolio, list each of your essay titles with the relevant sources listed beneath each essay title.
- 3) At the end of each essay, list all sources used in that essay.

Below are two sample bibliographies following option 1 above:

Name Section #
Works Cited
<p>Connerly, Ward. "Racial Identification/ Government: Color-blind? Or blinded? The irrelevance of race." <i>San Francisco Chronicle</i> 8 July 2001, sec. ARGUMENTS. SFGate. Web. 14 May 2014.</p> <p>Davis, Mike. <i>Magical Urbanism: Latinos Reinvent the U.S. Big City</i>. New York: Verso, 2000.</p> <p>Fadiman, Anne. <i>The Spirit Catches You and You Fall Down</i>. New York: Farrar, Straus, and Giroux, 1997.</p> <p>Flower, Linda. "Writing for an Audience." <i>Language Awareness: Readings for College Writers</i>. Ed. by Paul Eschholz, Alfred Rosa, and Virginia Clark. 8th ed. Boston: Bedford/ St. Martin's, 2000: 139-141.</p> <p>Rodriguez, Richard. "Aria: A Memoir of a Bilingual Childhood." <i>Hunger for Memory: The Education of Richard Rodriguez</i>. Boston: David R. Godine. 1982.</p>
Page #

Name Section #
References
<p>Alvarez, J. (1991). The Rudy Elmenhurst story. In <i>How the García girls lost their accents</i> (pp. 86-103). New York: Plume.</p> <p>Cahn, Stephen. (1995). The History of Affirmative Action. Retrieved April 13, 2005, from http://aad.english.ucsb.edu/pages/ primary-docs.html</p> <p>Lakoff, G. (2004). <i>Don't think of an elephant: Know your values and frame the debate</i>. Vermont: Chelsea Green Publishing.</p> <p>Obama, B. (27 October 2004). The audacity of hope. (Transcript of the Democratic National Convention speech). Cable News Network. Retrieved September 3, 2007 from http:// CNN.com</p> <p>Sommers, N. (February 1992). Between the Drafts. <i>College Composition and Communication</i> 43:1: pp. 23-31.</p> <p>Zelnick, B. (1995). Race and university admissions. In <i>Backfire: A reporter's look at affirmative action</i> (pp. 119-158). Washington, D.C.: Regnery Publishing, Inc.</p>
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Final Portfolio Assignment: The “Sustained Attention to Written Text” Component

According to College Writing’s Final Portfolio Assignment, students must include three or four papers demonstrating a variety of writing; at least one of these pieces must **“demonstrate sustained attention to written text.”**

In this piece, the written text students engage with in a prolonged manner can serve one of two purposes: 1) The text can be the document the student is analyzing (e.g., literary work, speech, film), or 2) The text can be the primary source the student uses to analyze a concept or object (e.g., an art critique to review a painting; a document’s theory to critique a novel, play, movie; field research using ethnographic study as a guiding reference); although several texts may assist in this analysis, one text should serve as the primary resource that guides the analysis throughout the student’s paper.

- 1) If students use *the written text as the document of analysis*, the resulting portfolio document should reveal the student’s ability to:
 - interpret the written text in a meaningful, arguable way that is stated or implied as a thesis or main idea. The thesis or main idea is assertive enough so that the student takes a position on the text and does not merely summarize,
 - elaborate without merely repeating ideas, and
 - reflect on the text in an insightful way, not merely critiquing the writing quality, but engaging with themes from the reading.
- 2) If students use *the written text as the primary source for analyzing another concept or object*, the resulting portfolio document should:
 - present a thesis or main idea that shows the student’s own position on the issue or object,
 - uses one written text as the primary (though not necessarily the exclusive) source for supporting the student’s position. Even if the student draws upon other

sources to advance the paper's larger argument, one written text should emerge as the primary resource for the student's analysis and argument, and

- move beyond merely summarizing the text, revealing the student's views of the written text's strengths and weaknesses as a source of analysis.

Regardless of how students use the written text, this text should be referenced and alluded to *throughout* the student's essay. Moreover, this student's use of this text in this portfolio piece should reveal the student's ability to:

- analyze, not merely summarize the text. Summary, though relevant for contextualizing some ideas, is not sufficient to show sustained attention to a text if it overshadows a student's own ideas and writing,
- select and integrate materials appropriately from the primary text to contextualize, support, explain, elaborate upon and/or advance an argument, rather than replace the student's own ideas,
- work with excerpted materials of varying length and in different ways (e.g., quote, paraphrase, and summarize), and
- integrate sources in a recognized conventional manner (e.g., quotes are contextualized within the larger document; punctuated appropriately; credited accordingly, using MLA, APA, Chicago Manual, or any other citation style recognized by the university).

Final Portfolio Scoring Guide

The CW R1A Final Portfolio represents a student's development as a writer. Most of the work included will have gone through several drafts that have been commented on by your peers and/or instructor. Portfolio evaluators apply the following criteria:

Passing

A Passing portfolio meets all the requirements of the Final Portfolio Assignment. Additionally, the selections included meet CW R1A's Essay Grading Guidelines for passing work *and demonstrate ethical use of sources following an accepted citation format (e.g., APA or MLA)*. Finally, the portfolio is satisfactory in the following ways:

- ideas are sufficiently developed and linked in service of a clear thesis;
- structure, grammar, and style serve the ideas well for the most part, although there may be occasional lapses;
- the portfolio shows an adequate command of a variety of writing;
- the introduction presents a thoughtful reflection on the student's development as a reader and writer;
- the table of contents informs the reader of the writing assignment that framed each portfolio entry.

A passing portfolio may also demonstrate mature, complex style and display engaging commentary in service of sophisticated ideas and persuasive theses.

Not Passing

A Not Passing portfolio may not meet all of the requirements of the Final Portfolio Assignment. Some of the selections included may not meet CW R1A's Grading Guidelines for passing work. Finally, although a Not Passing portfolio may demonstrate certain strengths (e.g., the writing itself may be fairly clear and error-free; it may demonstrate that the writer understands the basics of an essay), it is unsatisfactory in some of the following ways:

- ideas may be inappropriately or insufficiently developed, or fail to support the thesis;
- individual papers may be characterized by some of the following: simplistic or inaccurate word choice, little or no sentence variety, occasional major or pervasive minor errors in grammar and usage;
- the portfolio may not show a variety of writing or an adequate command of that variety;
- the introduction may not present a thoughtful reflection on the student's development as a reader and writer, or may be inappropriate;

- the table of contents may fail to inform the reader of the writing assignment that framed each portfolio entry.

Electronic Version: Final Portfolio Assignment

CWR1A Final Portfolio: Checklist

Portfolio Contents

_____	Table of contents.....	1 page
_____	Introduction	2-3 pages
_____	Papers	3 or 4, 10-15 pages total
_____	Bibliography (Works Cited or References)	1 page

To make the Table of Contents unnumbered and the first page of your Introduction page 1, follow these steps:

1. Click on “Insert Page Numbers” under the Insert tab on Microsoft Word.
2. Make sure “Show number on first page” is **NOT** checked.
3. Then select “Format”
4. Fill in the circle by “Start at” and specify “0” (zero).
5. Click “OK” twice.

Format

_____	12-point font (Times or Palatino)
_____	1-inch margins, double-spaced
_____	Clean (no comments)
_____	Your name and section number in a header on each page
_____	Numbered pages (from the first page of the introduction to the last page of writing) as one document
_____	Save as PDF.

Submission

_____	Submit your portfolio directly to me electronically via bCourses before 10:00 a.m. on Friday, May 8 using this title format: FirstInitial_LastName_ HILL_Sec 17 _FinalPortfolio.pdf
_____	Keep a copy of your final portfolio. College Writing Programs keeps your portfolio on file for five years.