# The Digital Portfolio and Self-Assessment Essay

The Digital Portfolio and Final Self-Assessment are in many ways the most important documents that you’ll create for this class. Assembling the Digital Portfolio will help you to see your progress as a writer over the course of the semester, and the Final Self-Assessment Essay will give you the chance to evaluate that work based on your own criteria as well as the course learning objectives. Plus, you’ll gain hands-on experience with digital technologies and developing a professional website.

\*\***Please note: This is ONE project, separated into TWO parts, but lives on ONE website. Please do NOT create both an essay and a website. All of the necessary/expected content lives on the website. I want you to avoid working TWICE.**

Your entire project will be composed on a WordPress site and housed securely on [CUNY Academic Commons](https://commons.gc.cuny.edu/), a password-protected CUNY server. It will be read by your instructors, some members of the class, and other CCNY faculty and administrators.

**To Begin:**

**The Cover Letter**

**This project begins with a cover letter that must address an audience of your choosing, introduce the course, the project, and answer the following questions:**

* -In what ways have my perceptions on what writing is and does evolved this semester?
* -How do the audience and purpose impact the content of text?
* Was there a challenge in writing across genres and addressing specific audiences?
* *Discuss how, as a class, we explored and analyzed, through reading and writing, a variety of genres and rhetorical situations. How did we do this?*
* *Review your letter of introduction from the first week of class and see if your responses from questions 7 & 9 have changed since taking the course. Explain.*

**The Digital Portfolio**

Your Portfolio should include, at a minimum, revised (based on instructor and peer comments) versions of: scientific narrative (project #1), informative review (project #2), and multimodal/ multigenre increasing awareness project (project #3).

So what sorts of “additional documents” (evidence) might you include? Consider including earlier drafts of essays, examples from homework, peer reviews, etc. Or, you may want to include copies of your annotations of course texts or copies of the notes you took while reading to demonstrate that you have developed strategies for critical reading. Use this same approach for all of the Course Learning Outcomes. Be mindful that the documents you choose to include in your Portfolio must be referenced in your project. Thus, you’ll need to be very choosy in selecting which documents best represent your learning and development as a writer and be ready to refer to and analyze them throughout the project.

**Under the portfolio section, as a menu tab, students must have the revised versions of each of the three major projects (listed above) as separate pages. They cannot all be on the same page! Each page must have** an abstract- this works as a short section to introduce the major assignments and genres that students have composed in.  the abstract MUST include a definition of the assignment, including genre conventions, AND a reflection of your revision process. ——-> this is a short paragraph that describes your revision process.

***\*\*While the arrangement of the Portfolio is up to you, it should be easy to navigate. As with any Web site, you want viewers to be able to find what they’re looking for without any interference. This might mean scanning handwritten notes, taking screenshots of annotated Web sites, and turning your essays into .PDFs or Web texts.***

**The Self-Assessment Essay**

The Self-Assessment Essay is a kind of research paper. Your development as a writer is the subject and your work this semester is your evidence. Thus, your task is to show, with claims and evidence, how you’ve developed as a writer and thinker this semester. Your claims will be statements about what you’ve learned. You must “self cite” from the major projects, as evidence, on what you are claiming you learned (for ex: screenshots/portions of documents, cut/paste, digital images from your notebooks, etc) you composed this semester that help you demonstrate the extent to which you’ve met the course learning objectives and developed your understanding of writing, rhetorical elements, and our course topic. Your evidence may come in the form of a quote or screenshot of your work or through your retelling of a central learning moment. Your cover letters, homework assignments, and in-class reflections should serve as valuable pieces of evidence and provide you with quote-worthy passages. And you should include in your Portfolio any relevant items that you reference in your Self-Assessment Essay.

This essay answers the question, “To what extent have I achieved the course learning outcomes this semester?”Specifically, you should quote and respond to **the six course learning outcomes** below.

Students in this course will

1. acknowledge your and others’ range of linguistic differences as resources, and draw on those resources to develop rhetorical sensibility
2. enhance strategies for reading, drafting, revising, editing, and self-assessment
3. negotiate your own writing goals and audience expectations regarding conventions of genre, medium, and rhetorical situation
4. develop and engage in the collaborative and social aspects of writing processes
5. engage in genre analysis and multimodal composing to explore effective writing across disciplinary contexts and beyond
6. formulate and articulate a stance through and in your writing

This project will *not* be evaluated on whether or not you have achieved the course learning outcomes, but on *how well you demonstrate your understanding* of the outcomes that you have achieved and your thoughts about the outcomes that you have not achieved. The assignment provides you with an opportunity to look closely at the work you’ve completed this semester and to assess your strengths and areas of future development as a writer. Instead of explaining one-by-one how you attained each outcome, organize the assessment around important moments of learning, and then draw connections to whatever course learning outcomes are relevant. As always, you are encouraged to personalize the delivery of your essay as you see fit. Thus, you decide the order, tone, style, and language you’ll craft in order to best reach your audience. Embedded images, memes, videos, and screenshots are welcome. You’re also welcome to **draw on your “native,” “home,” or “other” languages**, literacies, and ways of being as you so choose.

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| **Due dates:**   * A first full draft of the project is due for peer review on **13 Dec 2022.** * Your final version of the projectis due **20 Dec 2022.** |

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| **Evaluation Criteria for the Portfolio and Final-Assessment Essay** |
| 1. How effectively does your *Digital Portfolio*   * **present** the content so that it is easy to navigate and appropriate for digital audiences; * **maintain** stylistic consistency from one page to the next; * **use** color and contrast to make things simple for digital audiences; * **use** font and page layout to create a neat, easy-to-read text? |
| 2. How effectively does your *Final-Assessment Essay*   * **make** claims about what course learning outcomes you achieved this semester; * **identify** (if relevant) any areas in which you have not progressed (e.g., because we didn’t spend enough time with them or you feel that you had a strong start in those areas); * **quote and address** all of the course learning objectives (even those that you feel we did not spend enough time working on); * **provide** evidence (in the form of quoting your own writing and/or retelling specific learning moments) to show *how* you have achieved our learning outcomes and developed as a writer? |
| 3. How effectively and sufficiently have your major writing assignments been **revised and edited**? |
| 4. Were all general **requirements** for length and due dates met? |

**\*\*EXTRA NOTES- How to Build Content**

**I always suggest to students when they are completing the project to consider the following:**

* **when looking at rhetorical elements (exigence, purpose, genre, audience, purpose, stance)  consider where your understanding was of each element in the beginning of the semester, and then look at where your understanding is at present. and discuss how your understanding (or lack thereof) progressed (or digressed)**
* **when considering the rhetorical elements- ask yourself the following: how has my understanding of each rhetorical element evolved throughout the semester? what was it when I started? What is it now? How did I arrive at this conclusion?**
  + **\*\*use the progression of the assignments to help answer this question**

* **when looking at CLOs, look at all the measures we have done in class, coursework, homework, and projects, to achieve EACH CLO.**
  + **for example, there is a CLO about writing as a social exercise- with every major assignment came a peer review process, that even though we actually never got to do it f2f in the classroom, it is an interactive, social process. you also left comments on bb and answered each other, which is also a social process. we did a couple of other things as well.**
  + **when considering CLOs, examine each one and look at how you achieved it, with coursework (both online and in class) and homework.**