**Portfolio and Self-Assessment Assignment**

Throughout the semester we have discussed the importance of the public audience in science writing and in this spirit you have been posting your major writing assignments on your CUNY Academic Commons site. As discussed at the beginning of the semester, this site will serve as your portfolio for the class as well.

The portfolio and self-assessment are in many ways the most important documents that you’ll create for this class. Assembling the portfolio will help you to see your progress in spoken and written communication over the course of the semester; the self-assessment will give you the chance to evaluate that work based on your own criteria as well as the course learning outcomes.

The Self-Assessment will provide you with an opportunity to demonstrate that you’ve understood the theoretical concepts and rhetorical terms presented in the class and have practiced the interpretative and communicative techniques that we’ve been working with all semester. The portfolio should include, at a minimum, the self-assessment essay, the three major writing projects and four additional documents evidencing your work in this course. Feel free to add additional documents to the portfolio. You might want to include notes, design elements, drafts of essays, images, or something else not listed here. Any piece of writing referenced as evidence in the Self-Assessment should be included in your portfolio, though not all 7 items from the portfolio need to be referenced in the Self-Assesmment. The Self-Assessment allows you to evaluate your work based not only on your own criteria but also on the class learning outcomes.

**Course Learning Outcomes**

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 to include public audiences
6. formulate and articulate a stance through and in your writing
7. practice using various library resources, online databases, and the Internet to locate sources appropriate to your writing projects
8. strengthen your source use practices (including evaluating, integrating, quoting, paraphrasing, summarizing, synthesizing, analyzing, and citing sources)

The self-assessment essay should address the class learning outcomes directly and provide examples as evidence from your work. The essay will *not* be evaluated on whether or not you have achieved any specific goal, but on how well you link your work to the class learning outcomes.

***You must provide examples of your writing and revision by quoting from your own essay(s), blackboard posts, presentations or facilitations.***

Referring back to the learning outcomes for the class:

* To demonstrate that you have developed “reading, drafting, collaborating, revising, and editing,” you might include, copies of the notes you took while reading to demonstrate that you have developed flexible strategies for reading.
* To demonstrate your engagement in genre analysis and multimodal composing to explore effective writing across disciplinary contexts and beyond to include public audiences, you might include evidence from your rhetorical analysis, or discuss the composition process for the final group project.
* To demonstrate that you have engaged in the collaborative and social aspects of writing, you might include in your portfolio a peer review that you wrote and one that you received, or describe your role in and experience with the group project.

The self-assessment is a kind of research paper. Your development as a communicator and a writer is the subject and your speech, thoughts, and writing is your evidence. As you write your self-assessment, you’ll be referring to the works you’ve included in your portfolio. You don’t have to refer to all of the learning outcomes, but be as thorough as possible. (1000 words)

Be aware of the privacy settings, and make your choices according to your own comfort level—at maximum security the site should be accessible only to other users of CUNY Academic Commons. It will be read by me, and a few other CCNY faculty and administrators. You are, of course, free to share your portfolio with anyone else, but do not make it freely available. **If you would like to opt out of creating a web-based site, please let me know and we will arrange for you to make a portfolio in Blackboard or you can create a pdf. doc as a portfolio.**

While the arrangement of the portfolio is up to you, it should be easy to navigate. As with any web site, you want to be able to find what you’re looking for without any interference. This might mean in addition to the projects you have already posted to the website, scanning handwritten notes, and taking screenshots of annotated Web sites.

**Assessment Rubric**

While you won’t be asked to assess your own Self-Assessment, you should be aware of the criteria that I’ll use when I assess it.

* Have you addressed the course learning outcomes in detail, even if your description is that you didn’t feel that you progressed in that area?
* Have you provided evidence, in the form of your own writing that you have developed as a writer? Are you able to identify areas in which you have not progressed, either because you didn’t spend enough time with them or you feel that you had a strong start in those areas?
* Have you edited the self-assessment for typographical and grammatical errors?
* In your portfolio design, have you maintained consistency from one page to the next with regard to color, font, and formatting?
* Is your portfolio design simple and easy to navigate?
* Are the documents you refer to easy to access or does the reader need to download in order to view them?

**Work schedule and due dates:**

**In-class workshop 1:** Goals for today: get your site up. Make some initial design choices: color, font, and/or layout. If you have time, you can start posting documents and images. This portfolio should be representative of you as an individual and a writer. At the end of the in-class workshop, you should post a link to your site in the Assignments folder on BB: “portfolio link”. I know that this will be a basic framework, but it will allow me to access and monitor progress on your portfolio. **If you are having trouble with establishing the site for technical reasons, please post an explanation of what you’re having trouble with in the BB assignment folder.**

**In-class workshop 2:** You can continue with the design, and/or work on the self-assessment essay.

**Final portfolio and self-assessment essay due date:**