ENG 101 (3125): Composition ONLINE—Fall 2021/Prof. Beckford
COMPOSITION PORTFOLIO (40% of final grade)
DUE DATE: no later than 11:59pm on Wednesday, October 13, 2021
(submit via Assignment tab in Blackboard in the week 7 folder)

OVERVIEW

During the past several weeks, you have worked to increase your ability to read, analyze, and synthesize complex texts to help you to further develop your college-level writing skills. The final assessment of your achievement in this course is based on the evaluation of a writing portfolio. The Composition Portfolio is a selection of papers designed to showcase your writing and is to be submitted as one document (see Mechanics for details). Your Composition Portfolio consists of the following:

- Cover Page
- Cover Letter
- Three (3) discussion board responses (revised versions)--minimum 2 pages each [about 1,000 words each]
- Essay #1: Narrative Paper (revised version)--minimum 3 pages [about 1,500 words]
- Essay #2: Analysis Paper (revised version)--minimum 3 pages [about 1,500 words]
- Essay #3: Analysis Paper (revised version)--minimum 3 pages [about 1,500 words]
- a Works Cited page for all sources used in your portfolio

GRADING RUBRIC

The Composition Portfolio is graded on the degree to which you have mastered certain abilities. You will not receive a grade for each essay. Instead, the entire portfolio receives a grade of 1 (Not Satisfactory), 2 (Satisfactory), or 3 (Distinguished). For an explanation of the ratings, see the grading rubric at the end of this document. Portfolios that earn a 1 (Not Satisfactory) will result in failing ENG 101.

COVER PAGE (see "formatting the Composition Portfolio" handout in the week 7 folder

COVER LETTER ASSIGNMENT

DIRECTIONS: Your portfolio begins with a cover letter. This letter is an introduction to your portfolio and should accomplish at least three things: 1) Prepare the reader for the contents of the portfolio; 2) Explain your process of writing in this class; and 3) Reflect on your process of learning in this course. For details about formatting the letter, see "Formatting the Portfolio Letter" in Blackboard/Writing Assignments/Composition Portfolio.

You have many options in writing an effective cover letter (some of them outlined below), but you must include some self-assessment. In other words, you must demonstrate that you can evaluate the strengths of your work and see the ways in which your writing has improved over the course of the semester.

The letter should be double-spaced and about one (1) page, addressed to me, with careful consideration of the rhetorical situation. Use the proper format of a business letter, which includes the date, a salutation, and a closing. Use the following questions to guide your letter:

- Discuss the revisions you made to your essays, the improvements and changes that you want me to notice. Discuss how you feel about the final product. What are the strengths and weaknesses of the paper? What does this portfolio illustrate about you as a reader, writer, and thinker?

- Reflect on what you've learned about college-level writing this semester. In what areas do you feel more confident? What areas are still difficult for you or need improvement? What actions do you need to take to become a more effective college writer?

In each of these areas, you should include specific examples from your paper, specific assignments, anything from in-class discussions to things that you thought about outside of class that contributed to the final product and to your progress in the course.

DISCUSSION BOARD RESPONSES Three (3) revised responses--minimum 2 pages each [or 1,000 words each]
***IMPORTANT:* Type your revised responses within the Composition portfolio; do not write your revision within the discussion board location.**
Directions: Select three (3) of your discussion board responses you wrote this semester. Expand upon ideas that require more depth or explanation than you offered in your initial response. Your revised version can include comments and/or feedback from your peers. For example, if a peer agreed with your perspective you may want to include that in your revised response. Likewise, feel free to add a peer's discussion board post highlighted a perspective that was new to you. This is a change for you to provide more comments on the reading associated with the discussion board question. You are required to provide several specific references to the reading, which may include paraphrased ideas or direct quotations. Make your selections from among the following discussion board questions:

- Discussion Board Question #2–Response to a Student Narrative Essay
- Discussion Board Question #3— A Look at a Modern High School
- Discussion Board Question #4—High School Doesn't Have to be Boring
- Discussion Board Question #5—A College Degree and "the Good Life"
- Discussion Board Question #6— Community College and the American Dream
- Discussion Board Question #7—Free Community College
- Discussion Board Question #8— College Students and Political Awareness

ESSAY #1: NARRATIVE PAPER (revised version--minimum 3 pages or 1,500 words)
See original assignment for details.

ESSAY #2: ANALYSIS PAPER (revised version--minimum 3 pages or 1,500 words)
See original assignment for details.

ESSAY #3: ANALYSIS PAPER (revised version--minimum 3 pages or 1,500 words)
See original assignment for details.

MECHANICS and FORMATTING THE PORTFOLIO
Your paper must be submitted as one document. Therefore, it is important to format the document to assure its academic quality. Follow the directions in *Formatting the Composition Portfolio (week 7 folder).*

- begin each essay/discussion board on a new page with the name of the essay at the top of the page (i.e., "Essay #1: Narrative Paper")
- double-space the essays
- use 12-point font and insert page numbers
- apply in-text citation (MLA only)
- at the end of the document, add a properly formatted Works Cited page for **ALL** sources used (see the MLA Documentation Guide in the week 7 folder)
- review your work for spelling, grammar, punctuation, and continuity

WORKS CITED PAGE
In the Humanities, the style of citation used is MLA (8th version). The last page of your portfolio is called Works Cited and lists the sources used in your paper. You are required to submit a Works Cited page for all of the sources you used in the portfolio. You create your Works Cited page using EasyBib http://www.easybib.com/style. You can also refer to the MLA Documentation Guide (in the week 7 folder and in the Readings tab), which shows you examples of Works Cited entries.

SAVING YOUR PAPER

Save papers as .docx, .doc, or as .rtf files. When you upload your paper to Blackboard, you should see a digital copy of your paper as you have written it (not just the icon). This is the only way you'll know that you uploaded an acceptable file format. It is your responsibility to save your papers in a readable format. If I cannot read your paper because you saved your paper in a format other than those noted above, it will be marked as incomplete and late, even if you submitted your paper on time.

FILE NAME FOR YOUR PAPER

Use this format to name your file: LASTNAME_FIRST NAME_PORTFOLIO
For example: JONES_STEPHANIE_PORTFOLIO

SUBMIT VIA ASSIGNMENT TAB IN BLACKBOARD

You are required to submit the portfolio in an electronic format via Blackboard Learn. **DO NOT email your portfolio to me**. Portfolios that are emailed to me without my consent will be counted as late and I will not read them.

Failure to do any of the above negatively impacts the grade you receive on the portfolio.

This portfolio is due Wednesday, October 13, 2021. Late portfolios are not accepted and will result in a failing grade (F) for this Composition course.

COMPOSITION COURSE ABILITIES RUBRIC			
	1 **Minimal achievement**	2 **Satisfactory achievement**	3 **Distinguished achievement:**
Demonstrates a process of critical inquiry	Shows some effort to ask critical questions and to develop ideas. Effectiveness of the thought process is weakened by generalizations, gaps in knowledge, and underdevelopment of ideas and supportive work. Often difficult to understand how conclusions, organizational strategy, and the thesis or focus were established.	Critical questions and ideas are suitably coherent and of college level but may show some imbalances; for example, some elements of the reasoning process may be weak, incomplete, and/or underdeveloped. However, analysis is generally thoughtful and critical.	Ideas and critical questions are coherent, inventive, and comprehensive. Thought process shows initiative, independent thinking, precision, and thoughtful discourse.
Interprets and evaluates complex texts	Inaccurately identifies thesis and supporting evidence. Interpretation relies on generalization and lacks awareness of bias and point of view. Synthesis is ineffective or not present.	Identifies thesis and supporting evidence. Recognizes bias and point of view. Synthesizes source texts.	Interprets thesis and supporting evidence. Critically evaluates subtleties in bias and point of view. Synthesizes source texts with purpose and precision.
Writes essays that articulate convincing arguments supported by authoritative evidence	Thesis is vague or inconsequential. Presents argument in a general fashion. Supporting evidence may be inadequate in quality or quantity or may be repetitive.	Thesis is clear. Applies methods of argumentation and presents ideas in an organized structure for an academic audience. Supporting evidence is adequate in quality and quantity, though may be inconsistently applied.	Thesis is insightful. Inventively applies methods of argumentation supported by specific, authoritative evidence.
Clearly expresses ideas in writing through the effective use of standard English and documentation	Excessive sentence-level errors prevent the clear communication of ideas. Lack of coherence and unity in paragraphs makes the writing difficult to follow. Essay does not properly cite sources using a standard documentation style.	Writing demonstrates reasonable control over expression of ideas and is generally clear. The writing may contain some sentence-level errors, but these do not prevent clear communication of ideas. Coherence and unity of paragraphs are generally consistent. Sources are cited using a standard documentation style, but may contain some errors in in-text citation and/or the Works Cited page.	Writing expresses ideas using clear and sophisticated prose and has few, if any, sentence-level errors. Coherence and unity of paragraphs are not only consistent but purposeful. The essay skillfully incorporates in-text citations and correctly documents sources.