**Artifacts for ePortfolio – Fall 2022, Spring 2023, Summer 2023**

First-Year Writing ePortfolio

**Electronic Portfolios in First-Year Writing**

**ePortfolio Requirements 2021-2022**

**English 1101 & 1102**

**ePortfolio Requirements**

Students are required to submit an electronic portfolio. Your ePortfolio must be a Microsoft Word file or a PDF; it should demonstrate you have mastered course learning outcomes, and all prose should be in readable, effective Standard Written English (SWE). The ePortfolio grade is 25% of the course average in both English 1101 and 1102.

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| **Reflection Essay with Course Outcomes**  |

Students will develop a Reflection Essay, linking to the course outcomes, demonstrating that they understand and have satisfied the outcomes of the ENGL 1101 or 1102 course, to the best of their ability. The Reflection Essay should begin with students’ explanation of how they have improved as writers. They will then review their choices for BEST Reading Artifact and BEST Writing Artifact and justify why these two products are their “best” products. Additionally, they will work with their instructor to align the activities and artifacts that they have completed throughout the semester with the course outcomes. They will write about how they have satisfied each outcome, providing examples and evidence to support their assertions.

The Reflection Essay, linking to course outcomes, should demonstrate the student’s abilities in the following areas:

Content and Purpose (Student fully develops the topic, with purpose.)

* Introduces essay by explaining how he/she has improved as a writer.
* Justifies choices for BEST Reading Artifact and BEST Writing Artifact for inclusion in ePortfolio.
* Reflects on how each outcome for the course is met.
* Develops ideas so they are clear, insightful, thought-provoking and focused.
* Follows the conventions of an indicated rhetorical mode of reflection.

Development (Student develops ideas throughout the artifact.)

* Demonstrates depth of reflection on and personalization of each element required by the assignment.
* Expresses viewpoints and interpretations of one’s own progress in an insightful and well-supported manner.
* Shows strong evidence of synthesis of ideas presented and insights gained throughout the course.
* Provides relevant, concrete, and specific evidence where appropriate.

Organization: (Student develops an organized and coherent artifact.)

* Provides a coherent, unified, and effective discussion.
* Reflects in a logical manner, with thoughts clear and organized.
* Demonstrates effective and appropriate rhetorical transitions between ideas and paragraphs.

Style and Format: (Student develops approachable and rhetorically sound artifact.).

* Follows suggested assignment format.
* Develops a confident, readable, and rhetorically effective artifact.
* Develops tone that is consistent throughout the artifact.
* Incorporates varied sentence structure and precise word choice.
* Integrates sources effectively, following MLA format and conventions of academic discourse.

Grammar and Mechanics: (Student expresses himself/herself in Standard Written English)

* Presents all material in SWE to support the purpose of the artifact.

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| **Best Reading Artifact**  |

Students will choose a Reading Artifact from ENGL 1101 or 1102 that best represents the below noted elements of a strong Reading Artifact. Students will work with their instructor for guidelines in writing reading responses. Once an artifact is chosen from the responses that have already been crafted and graded in class, students will review the response and revise it prior to inclusion in the ePortfolio. Revision of the artifact that is chosen as the BEST product of work completed in class is an important aspect of inclusion in the ePortfolio, so be sure to revise where necessary.

The Best Reading Artifact should demonstrate the student’s abilities in the following areas:

Content and Purpose (Student writes about what the text says and means.)

* Provides pertinent information about the text that may include purpose, audience, and most important ideas, details/facts.
* Provides an insightful explanation of how the author uses the craft of writing to convey his/her perspective.
* Provides an insightful interpretation of important text implications/the underlying message, including author’s evidence to justify his/her interpretation.
* Makes significant connections to the text and concepts, situations, or information about the world or society; other texts; or self.

Development (Student discusses how the author develops the text to convey his/her purpose.)

* Cites significant examples from the text of elements of author’s craft/structure (voice, dialogue, language, figures of speech, imagery, mood, tone, format features, quotations, statistics, graphics, etc.) to support student’s claim about the message of the text.

Organization: (Student develops an organized and coherent artifact.)

* Provides a coherent, unified, and effective discussion.
* Demonstrates effective and appropriate rhetorical transitions between ideas and paragraphs.

Style and Format: (Student develops approachable and rhetorically sound artifact.).

* Follows suggested assignment format.
* Provides evidence of revision from original draft to this final ePortfolio draft.
* Develops a confident, readable, and rhetorically effective artifact.
* Develops tone that is consistent throughout the artifact.
* Incorporates varied sentence structure and precise word choice.
* Incorporates others’ positions responsibly into one’s own work.
* Integrates sources effectively, following MLA format and conventions of academic discourse.

Grammar and Mechanics: (Student expresses himself/herself in Standard Written English)

* Presents all material in SWE to support the purpose of the artifact.

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| **Best Writing Artifact**  |

Students will choose a Writing Artifact from ENGL 1101 or 1102 that best represents the below noted elements of a strong Writing Artifact. Students will work with their instructor for guidelines in writing essays. Once an artifact is chosen from the essays that have already been crafted and graded in class, students will review the essay and revise it prior to inclusion in the ePortfolio. Revision of the artifact that is chosen as the BEST product that is completed in class is an important aspect of inclusion in the ePortfolio, so be sure to revise where necessary.

The Best Writing Artifact should demonstrate the student’s abilities in the following areas:

Content and Purpose (Student fully develops the topic, with purpose.)

* Addresses the topic with a clear purpose.
* Explains ideas in a clear, insightful, thought-provoking and focused way.
* Follows the conventions of an indicated rhetorical mode.
* Supports the topic, thesis, and audience throughout the artifact.

Development (Student develops ideas throughout the artifact.)

* Develops ideas with abundant details.
* Provides examples that arouse audience interest.
* Provides relevant, concrete, specific, and insightful evidence where appropriate.

Organization: (Student develops an organized and coherent artifact.)

* Provides a coherent, unified, and effective discussion.
* Demonstrates effective and appropriate rhetorical transitions between ideas and paragraphs.

Style and Format: (Student develops approachable and rhetorically sound artifact.).

* Follows suggested assignment format.
* Provides evidence of revision from original draft to this final ePortfolio draft.
* Develops a confident, readable, and rhetorically effective artifact.
* Develops tone that is consistent throughout the artifact.
* Incorporates varied sentence structure and precise word choice.
* Incorporates others’ positions responsibly into one’s own work.
* Integrates sources effectively, following MLA format and conventions of academic discourse.

Grammar and Mechanics: (Student expresses himself/herself in Standard Written English)

* Presents all material in SWE to support the purpose of the artifact.

**English 1101/1102 E-portfolio Rubric**

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| **Scale** | Exemplary 100% | Mature 85% | Developing 75% | Basic 60% |
| **Rhetorical Awareness**AudiencePurposeThesis (stated or implied) Medium**25%** | The reflection is clear, insightful, thought-provoking, and focused; consistently demonstrates how the student has achieved specific course outcomes 25 points | The reflection is clear and focused; there is a clearly developed central idea but does not consistently demonstrate how the student has achieved specific course outcomes21 points | The reflection is clear but sometimes lacks focus. Inconsistencies with purpose, audience, and/or thesis.18 points | The reflection does not meet sufficient aspects of the assignment Ideas are unclear or clichéd and demonstrate a lack of focus in support of the topic or a central idea, which may be vague or missing. 15 points |
| **Content and Development**Central claim supported by appropriate, credible evidence**25%** | Development is illustrative, with abundant details and examples from course materials, student work, and instructor feedback. Effective use of rhetorical appeals throughout the essay.25 points | Development is adequate, but may lack depth, with fewer details and examples from student work and instructor feedback. Use of rhetorical appeals in the essay.21 points | Development is sufficient but general, providing some details and examples; uses few, ineffective, or fallacious logical, ethical, or emotional appeals. 18 points | Development is insufficient, providing scarce or inappropriate details, evidence, and examples that may include logical, ethical, or emotional fallacies or unsupported claims. 15 points |
| **Organization**Structure CoherenceTopic sentencesTransitions**20%** | Organization is coherent, unified, and effective in support of the reflection’s purpose and consistently demonstrates effective and appropriate rhetorical transitions between ideas and paragraphs. 20 points | Organization is coherent, unified, and effective in support of the reflection’s purpose and usually demonstrates effective and appropriate rhetorical transitions between ideas and paragraphs.17 points | Organization is mostly coherent support of the reflection’s purpose but is ineffective at times and may demonstrate missing, abrupt, or weak transitions between ideas or paragraphs. 15 points | Organization is confused and fragmented in support of the reflection’s purpose and demonstrates a lack of structure or coherence that negatively affects readability. 12 points |
| **Style** Sentence structureWord choiceToneVerb tense**10%** | Style is confident, readable, and rhetorically effective in tone, incorporating varied sentence structure and precise word choice. 10 points | Style is readable and rhetorically effective in tone, incorporating varied sentence structure and effective word choice. 8.5 points  | Style is readable, but unremarkable in tone, sometimes including a lack of sentence variety and ineffective word choice. 7.5 points | Style is incoherent or inappropriate in tone, including a lack of sentence variety and ineffective or inappropriate word choice. 6 points |
| **Conventions**MLA format and citationsSource integrationStandard written English Spelling**20%** | Grammar, spelling, and punctuation are correct and meet all assignment directions; SWE works expertly to support the reflection’s purpose. Sources integrated effectively. Follows MLA format and conventions of academic discourse.20 points | Grammar, spelling, and punctuation are mostly correct and meet the assignment directions; SWE works generally to support the essay’s purpose. Some sources lack effective integration. Some minor mistakes in MLA format and conventions of academic discourse.17 points | Mostly SWE and meets most critical aspects of assignment directions. Some distracting errors in grammar, spelling,and punctuation. Sources are not integrated effectively. Major mistakes in MLA format and conventions of academic discourse.15 points | Numerous distracting errors in grammar, spelling, and punctuation.Format does not support purpose. Ineffective source integration; does not follow MLA format.12 points |

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