

ENGLISH 301 PORTFOLIO RUBRIC

The English 301 portfolio is designed as an end-of-semester culminating project. As Nedra Reynolds, author of *Portfolio Teaching* explains, “portfolios . . . ask students to make rhetorically informed choices” about their writing (14) and textual productions. The very process of creating a portfolio ensures that students will carefully consider audience, purpose, and organization. The portfolio allows both student and teacher to examine the student’s progress over time, instead of viewing writing as a fixed act. Because students need to view themselves as writers, the portfolio is designed to provide student ownership, motivation, sense of accomplishment, and participation, and to provide time for reflection about students’ accomplishments. This rubric allows for alternative portfolio submission formats: e.g., digital, music, hip hop, and web-based. All portfolios will be graded holistically based on the following outcomes:

Rhetorical Awareness, as illustrated by students’ ability to:

- ❖ Demonstrate an awareness of multiple rhetorics
- ❖ Demonstrate an awareness of pathos, ethos, and logos
- ❖ Recognize and be able to use various rhetorical strategies in various situations
- ❖ Adapt writing/rhetorical style to meet the needs of various audiences and purposes
- ❖ Provide enough support to anticipate needs of audience
- ❖ Arrange your paper so that it is convincing to your audience(s)

Purpose and Content, as illustrated by students’ ability to:

- ❖ Implicitly or explicitly state your claim
- ❖ Provide ways for your audience(s) to be interested in your claim, reasons, and warrant through careful attention to pathos
- ❖ Support claims with sufficient evidence and necessary warrants
- ❖ Identify the argument in the rhetoric you are writing or reading

Ethical Use of Sources, as illustrated by the students’ ability to:

- ❖ Possess a detailed understanding of a topic through sustained research
- ❖ Challenge your own perceptions of a topic through careful research
- ❖ Accurately represent opposing arguments
- ❖ Ethically incorporate source material for support and rebuttal through careful attention to summary, paraphrase, citation, and critical reading
- ❖ To demonstrate critical literacy through reading, writing, and thinking
- ❖ Use MLA, APA, or other citation style effectively

Self-evaluation and Critique, as illustrated by students’ ability to:

- ❖ Reflect on various writing processes: planning, first draft, revision, rewrite, and final draft
- ❖ Recognize and articulate effective revisions over multiple drafts
- ❖ Analyze your own style of writing
- ❖ Identify future areas of growth

Knowledge of Conventions, as illustrated by students’ ability to:

- ❖ Use rhetorical grammar which supports the argument’s rhetoric
- ❖ Provide prose that is fluent and clear for purposes of argument and World Englishes
- ❖ Label and re-date each draft
- ❖ Adhere to assignment guidelines