First-Year Writing @ Clayton State
Portfolio Requirements 2014-2015

E-Portfolio Requirements

Students are expected to complete a writing portfolio and submit it in lieu of a final exam in English 1102. The writing portfolio should demonstrate the students’ best work, and all the papers should be revised, polished, and edited and saved in ONE FILE that is uploaded to the FYW site. The portfolio counts 20% of the final course average for 1102.

Include:

1. Writer’s Biography in the “About” section of website
   Include a professional introduction of yourself as a writer, your goals for your education, and your major.

2. Reflective Essay as Introduction to Portfolio
   An essay (1-2 pp.) that explains what you learned about writing in English 1101 and 1102 and guides readers to the portfolio, its organization, why you chose the pieces, etc.

3. Rhetorical Reading Response from one of the Common Essays*
   Follows the required format and demonstrates rhetorical reading skills.

4. 1 Artifact that demonstrates your writing process and revision
   Include a 200-word explanation of your materials. This can be a brainstorming activity and resulting draft, thesis development and versions, a few revised paragraphs from early to later drafts, etc.

5. 1 Example of Peer Revision
   Include a copy of a paper you peer reviewed, with the writer’s name marked out. This can be handwritten comments scanned as a PDF or using MS Word Review.

6. 1 Revised Paper from 1101** and

7. 1 Revised Paper from 1102

that demonstrate all of the following learning objectives:

- write papers with a clearly developed thesis and support (1101)
- create an arguable thesis statement and support it with appropriate evidence (1102)
- summarize, paraphrase, and quote sources effectively and appropriately to support claims (1102)
- write effective, organized, readable essays drawing on multiple sources, both print and digital (1102)
- use source material ethically and effectively in papers, including accurate paraphrase, summary, and direct quotations (1102)
- introduce borrowed material into papers using rhetorically effective verbs and signal phrases (1102)
- use the correct format for both short, in-text quotations and longer block quotations (1102)
- revise to produce readable, effective Standard Written English (SWE) (1101 and 1102)

*Common Essays are available at www.clayton.edu/firstyearwriting.

**Transfer students who didn’t take 1101 at CSU may revise and submit a paper from the equivalent course or include 2 papers from 1102.
Submitting Portfolios

English 1101
⇒ Students will create their FYW pages at https://apps.clayton.edu/eportfolio/login and draft of portfolios before Friday 11:59pm of Week 6 each semester, which is:

Fall 2014: Sept. 19, 2014
Summer 2015: June 19, 2015

Instructors determine:
✓ If web page is created and uploaded correctly
✓ If student needs workshops and tutoring to enhance writing skills
⇒ Web page set-up counts as class work/daily grade and factors into mid-term grade

English 1102
⇒ Portfolio Due Friday 11:59pm before the last week of classes each semester, which is:

Fall 2014: Nov. 21, 2014
Spring 2015: April 24, 2015
Summer 2015: July 17, 2015

⇒ Counts as 20% of Final Grade in English 1102. Students must pass the portfolio to pass English 1102.

Evaluation of Portfolios

- Portfolios will be read and scored by two first-year writing faculty during the last weeks of the semester. One will be the student’s 1102 professor and the other will be randomly assigned. Students must earn an average of 70 to pass 1102. If the grades vary substantially, a third rater will evaluate the portfolio.
- Students should consult the Rubric for Papers in FYW and the Critical Reading Rubric for revising papers to include (below).
- The e-portfolio will be scored holistically using the First-Year Writing E-Portfolio Rubric.

Evaluation data will be collected and saved in the Department of English for programmatic assessment and pedagogical improvement.

If you have questions, contact Dr. Mary R. Lamb, Department of English, 678-466-4706 or marylamb@clayton.edu. Technical questions should be directed to the HUB.
See also E-Portfolio Guidelines available at [http://clayton.edu/firstyearwriting](http://clayton.edu/firstyearwriting)

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<thead>
<tr>
<th>Content and Purpose</th>
<th>Rubric for First-Year Writing</th>
<th>Score:</th>
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<tbody>
<tr>
<td><strong>topic</strong></td>
<td><strong>High Proficiency</strong> (20-18 points)</td>
<td><strong>Good Proficiency</strong> (17-16)</td>
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<td>thesis (stated or implied)</td>
<td>Ideas are clear, insightful, thought-provoking, and focused; consistently support the topic, thesis, and audience for the paper.</td>
<td>Ideas are clear and focused to support the topic and a clearly-developed central idea, but are not consistently insightful or thought-provoking.</td>
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<td>focus</td>
<td>Development is illustrative, with abundant details and examples that arouse audience interest and provide relevant, concrete, specific, and insightful evidence with effective appeals.</td>
<td>Development is adequate, but may lack depth, with details and examples that arouse audience interest and provide relevant, concrete, specific evidence with effective appeals.</td>
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<td>purpose</td>
<td>Organization is coherent, unified, and effective in support of the paper’s purpose and consistently demonstrates effective and appropriate rhetorical transitions between ideas and paragraphs.</td>
<td>Organization is coherent and unified overall in support of the essay’s purpose, but is ineffective at times and may demonstrate abrupt or weak transitions between ideas or paragraphs.</td>
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<td>audience</td>
<td>Style is confident, readable, and rhetorically effective in tone, incorporating varied sentence structure and precise word choice. Sources integrated effectively. Follows MLA format and conventions of academic discourse.</td>
<td>Style is readable and rhetorically effective in tone, incorporating varied sentence structure and effective word choice. Some sources lack effective integration. Some minor mistakes in MLA format and conventions of academic discourse.</td>
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<td>Other:</td>
<td>Grammar, spelling, and punctuation are correct; meet all assignment directions; SWE works expertly to support the essay’s purpose.</td>
<td>Grammar, spelling, and punctuation are correct and meet all assignment directions; SWE works generally to support the essay’s purpose.</td>
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**Comments:**
## Critical Reading Rubric

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<tr>
<th>Assignment</th>
<th>4 (Excellent)</th>
<th>3 (Good)</th>
<th>2 (Adequate)</th>
<th>1 (Inadequate)</th>
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<tr>
<td><strong>Rhetorical Reading Responses</strong></td>
<td>Summarizes text to identify both major and more nuanced meanings as well as relevant and sufficient examples. Identifies the rhetorical situation, major and minor issues, their interrelationships, underlying assumptions, and relationship to other contexts.*</td>
<td>Demonstrates accurate summary of the source, though in a rote, obvious way. Interprets author’s argument in its rhetorical situation accurately and convincingly. Accurately notes the rhetorical situation and relates the issue to another context.*</td>
<td>Summarizes main concepts but may not identify relevant or sufficient information. Demonstrates adequate understanding of problem or issue and its contexts.*</td>
<td>Misinterprets the text. Fails to identify main ideas and concepts or important details. May include inaccurate or irrelevant information. Fails to note problem/issue. Fails to demonstrate an adequate understanding of the rhetorical situation and the issue’s relationship to other contexts.*</td>
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<tr>
<td><strong>Argumentative Essays with Sources</strong></td>
<td>Interprets both major and more nuanced arguments, their underlying assumptions, and their interrelationships accurately. Demonstrates a thorough understanding of the sources’ rhetorical contexts and includes this in students’ own paper. Incorporates arguments from the text into student’s own arguments skillfully and effectively.</td>
<td>Interprets both major and more nuanced arguments accurately though in a rote way. Demonstrates adequate understanding of the rhetorical situation and is able to discern the underlying assumptions for the arguments. Integrates arguments from the text with student’s own arguments rather skillfully with occasional awkwardness.</td>
<td>Identifies the main concepts or arguments but may overlook relevant or sufficient information. Demonstrates adequate understanding of the rhetorical situation but may miss nuances in the arguments. Contextualizes arguments from the text within student’s own argumentation scheme but may show roughness in integration.</td>
<td>Misinterprets or misuses the source’s argument or purpose. Focusses on minor or irrelevant details or fails to understand source’s context.* Misunderstands the rhetorical situation and the purpose of the text. Demonstrates little or no discernable purpose for using arguments from the sources. Fails to integrate arguments from the text in student’s own argumentation scheme.</td>
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*Contexts include: cultural/social, scientific, conceptual, educational, economic, technological, ethical, political, and personal experience.