

## Final: Portfolio Letter of Reflection

As part of your final digital portfolio, you will develop a letter addressed to the Portfolio Assessment Committee that shows how you've achieved the learning outcomes of ENG 101: Writing about Travel. This letter should exhibit and discuss in detail concrete examples from your portfolio. You should write between **750 and 1250 words**, not including the artifacts from your portfolio that you reference in the letter. I will grade your Letter of Reflection as part of your final to assess your progress in this course. The Portfolio Assessment Committee will also read your letter of reflection to assess student progress in Freshmen Composition Courses at Emory. Your Letter of Reflection is part of your Final Digital Portfolio, which is due at 5pm on May 5. Your final portfolio is worth 30% of your total course grade in ENG 101.

### Possible Approaches

You may use first person ("I") and write a narrative of your experience or write an argumentative essay. You can document your learning by

- Telling a story in which artifacts from your portfolio play major roles.
- Exploring each piece of your writing process and the part it plays in producing a final product.
- Discussing your failures and how they turned into successes.
- Describing your successes and then discussing how you intend to improve in other areas needing further developing.

### Artifacts as exhibits within the letter

Back up assertions you make about your learning by including exhibits from your portfolio. This means you should quote from your own work.

- A screenshot of a visual artifact (photo essay, collage)
- Quotes from written work (blog posts, research report, photo essay introduction)
- Reported or quoted feedback from others in peer review.
- A series of illustrations (or quotations) that show how a particular artifact or part of an artifact evolved.
- A note about links: avoid links as much as possible. Try to pull from your artifacts in other ways, like screenshots and written quotations. While I will click through your website to assess your final digital portfolio, the Portfolio Assessment Committee will only be reading your Letter of Reflection. Therefore, you must fully tell your story or prove your argument within your Letter of Reflection post.

In every case, you should embed your artifact in a discussion about its significance for your learning.

## **Use the Learning Outcomes as Guides for Reflective Writing**

In your final, you must prove and demonstrate that you have achieved the learning outcomes below. Keep that in mind as you write and try to apply the rhetorical vocabulary that makes up the outcomes in your reflection.

**Outcome 1: Rhetorical Composition.** Students compose texts in multiple genres, using multiple modes with attention to rhetorical situations.

**Description:** Through composing a variety of texts and using a number of composing technologies, students demonstrate understanding of audience, purpose, and constraints. They use and adapt generic conventions, including organization, development, and style.

**Getting started:** Describe your portfolio. Walk the reader/viewer through the works it contains. Describe how these projects allowed you to practice writing for an audience in various ways, emphasizing in your description organization and word choice. Discuss the genres in your portfolio and how those genres speak to the audiences and situations your assignment asked you to address. How many different genres are you including in your portfolio and why? What did you exclude and why?

**Outcome 2: Critical Thinking and Reading Resulting in Writing.** As they undertake scholarly inquiry and produce their own arguments, students summarize, analyze, synthesize, and evaluate the ideas of others.

**Description:** Students may encounter the ideas of others in a variety of texts generated both inside and outside the classroom: print, visual, aural, oral, spatial. Students learn accepted and ethical ways to integrate other texts into their work, rightly handling citation and adaptation. Students use writing as a critical thinking tool.

**Getting started:** Think about what you have learned this semester in your development as a critical thinker and reader. What new realizations do you have about yourself as a person engaged in inquiry and scholarship? What projects in particular in your portfolio show your growing abilities to craft an argument, read other's arguments well, and incorporate and challenge ideas from other's writings. Explain one or two important choices you made in this project and how that work developed you as a critical thinker and reader.

**Outcome 3: Writing as Process.** Students understand and practice writing as a process, recursively implementing strategies of research, drafting, revision, editing, and reflection.

**Description:** In learning about their own writing process and doing guided reflective writing about that process, students learn to critique their own and others' works. They also become aware that it usually takes multiple drafts to create and complete a successful text.

**Getting started:** Consider describing the changes in one of the projects included in the portfolio from beginning to end. Did you use techniques that your instructor may have mentioned: outlining, word webs, response paragraphs, and blogging? Did informal kinds of writing find their way into the process such as emailing a professor about an idea, sketching out notes on a napkin at a coffee shop, or talking to a friend about your ideas? Ultimately, your writing process includes each step you take from the coffee shop napkin to an outline to a first draft and eventually, a final product.

**Outcome 4: Interrogating Representations of Place.** As we read, write, and compose about different places, students will investigate what words and images are used to represent locations and explore the reasons for this representation.

**Getting started:** Throughout our course, we have studied the representations of Ireland, Jamaica, India, and Paris. You have also studied representations of place in your assignments. Which unit most interested you and why? What representations of place surprised you? What have you learned about how language and image shape representations of place? Be specific, using examples from your class notes, blog posts, and assignments.

**Outcome 5: Critiquing Narratives of Travel.** Students will think and compose critically about ways in which travel is operationalized in narrative form. We'll explore how authors interact with a place in their journeys, and how and why they tell their stories.

**Getting started:** We have read and watched many different kinds of travel stories in this course. What common themes or tropes do these stories share? What kinds of narrative patterns emerge? What kinds of stories get left out? Why is travel depicted in these common patterns? Again, be specific and draw on a variety of class material.