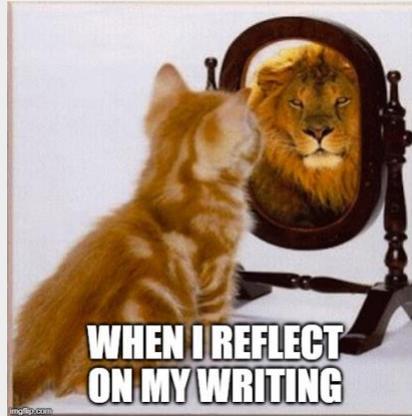# Portfolio Reflection Essay

Purpose

The Portfolio Reflection Essay connects to the UWP1 learning outcomes of reflecting on rhetorical choices and critically self-reflecting on reading and composing processes.

The purpose of the Portfolio Reflection Essay is to synthesize all of the learning about reading and writing you've done this quarter and to make an argument for how your portfolio provides evidence that you've met the UWP1 learning outcomes. Research has shown that when students reflect on what they've learned and think about how they can apply it in future writing situations, they're more likely to successfully transfer their learning to future writing situations. The Portfolio Reflection Essay will be included in your electronic portfolio.

Genre

Writers often include a reflective "cover letter" or "cover memo" for editors that gives the editor context for their writing when they are submitting for publication. Artists have a similar genre—the "artist's statement"—that provides context for an artist's work in a portfolio or an exhibit. If you take more classes in the University Writing Program, your teachers are likely to ask you to include process memos with your writing assignments. You've been submitting process memos for all your drafts in this class, and I've asked you to do a lot of reflective writing in your reading responses and in-class writing, so think of this Portfolio Reflection Essay as the culmination of all the critical self-reflection you've been doing this quarter.

In the Portfolio Reflection Essay you will:

- Make an argument for how you've met the UWP1 learning outcomes
- Support your argument by citing specific examples from the drafts in your portfolio and the work you've done throughout the quarter
- Describe what further revisions you would make if you had more time
- Consider how what you learned about reading and writing in UWP1 could apply to your future writing contexts
- Reflect on the most important aspects of reading and writing you need to improve on.

Format

The Portfolio Reflection Essay should be included with your electronic portfolio. Since this is reflective writing, you don't need a formal introduction and conclusion. The portfolio reflection essay should be around 1,000-1,500 words. If you chose to use a different mode of reflection other than an essay, please make sure that you have talked to me ahead of time so that I help you come up with other formal requirements.

When you turn your Portfolio in, please include a short process memo in the discussion section of Canvas. Turning in your project should entail attaching your Portfolio or providing a link as well as typing in the discussion box. It should include one paragraph discussing the strengths of this reflection essay and one paragraph discussing the process of writing this essay. You will also want to give some kind of introduction. Think of this part as a presentation for class.

Please make sure to compile all of the material you have worked on this quarter. **This includes reflection journals, your Rhetorical Analysis, your final Academic Research Article, and your final refection project**.

Important Dates:
Feb. 25th: Project Proposal Due *or* rough draft (~800 words)

Mar. 17th: Include the Portfolio Reflection Project in the ePortfolio due to Canvas by **8:00pm** (1,000-1,500 words).

Assessment

The Portfolio Reflection Essay is one component of your final ePortfolio. I will use the UWP1 ePortfolio rubric to assess your final portfolio.

	A-range **Advanced: strong control and skills in this area; many strengths present**	**B-range** **Proficient: effective control and skills; strengths outweigh weaknesses**	**C-range** **Developing: equal number of strengths and weaknesses**	**D-range** **Needs improvement: not yet showing control or skill**
Rhetorical concepts	Thorough understanding of key rhetorical concepts	Adequate understanding of key rhetorical concepts	Limited understanding of key rhetorical concepts	Little or no evidence of understanding of key rhetorical concepts
Processes	Extensive revision and editing processes, including thoughtful consideration of peer and teacher feedback	Adequate revision and editing processes, including consideration of peer and teacher feedback	Limited revision and editing processes and little consideration of peer and teacher feedback	Little or no evidence of revision and editing processes or consideration of peer and teacher feedback
Knowledge of conventions	Effective use of conventions for different modes, genres, and audiences. Portfolios in this range may also creatively experiment with and expand conventions.	Adequate use of conventions for different modes, genres, and audiences	Inconsistent use of conventions in limited modes, genres, and audiences	Inappropriate conventions and limited modes, genres, and audiences
Research	Effective integration and citation of primary and secondary research	Adequate integration and citation of primary and secondary research	Limited integration and citation of primary and secondary research	Little or no evidence of integration and citation of primary and secondary research
Metacognition	Thorough reflection on rhetorical choices and composing processes	Adequate reflection on rhetorical choices and composing processes	Limited reflection on rhetorical choices and composing processes	Little or no evidence of reflection on rhetorical choices and composing processes