

FOCUS	READING ASSIGNMENTS	WRITING ASSIGNMENTS
<p>Nov. 9 - 15,</p> <p>Introducing the Final Portfolio</p>	<p>In D2L:</p> <ul style="list-style-type: none"> • Assignment Sheet #7, which includes Reflection Letter • Final Portfolio Talk-Through • Nancy Sommers' "Revision Strategies of Student Writers and Experienced Adult Writers" • Anne Lamott's "Shitty First Drafts" • Past student examples of Reflection Letter 	<ol style="list-style-type: none"> 1. Class Discussion #4: Post a draft of your Reflection Letter by <i>midnight Wednesday, Nov. 11</i>. Respond to at least one peer's letter by <i>midnight Sunday, Nov. 15. Worth up to 5 points</i> 2. Portfolio Drafting and Revising: Use the next two weeks to select and revise portfolio documents.

We are in the final stretch of Intermediate Technical Writing and it's time to assess and reflect on your skills.

FIRST, read the required Assignment Sheet #7 to understand the rationale, organization and expectations for the Final Portfolio. This week I've added a "video tour of Assignment #7, too, so please watch that to clarify assignment details and rationale.

SECOND, sort through your work thus far and decide which documents you will take through the revision process to include.

THIRD, take one of your drafts to the [Writing Center](#) (this is required). This can be done online or in person.

FOURTH, read Sommers' and Lamott's essays to support your understanding of reflection and revision

FIFTH, draft your Reflection Letter. You will post these letters to Class Discussion #4 by midnight Wednesday peer review. The requirements and rationale for these letters are written at the end of Assignment Sheet #7.

Reflection is a multi-faced process that requires contemplation, writing and honest review. I asked you to draft a **Reflection Letter** last week that "provides a thoughtful account of the writing you've done in class, using specific examples from the documents showcased in the portfolio to support your assessment and demonstrate what you've learned. You should also state the rationale for how you ordered your work."

Typically, successful letters share the following characteristics:

- **Full-block format (also called work-place letter in Gurak and Lannon, chapter 10)** that uses two complete pages.
- A strong and direct **introduction paragraph** that shares the purpose of the letter and connects to its reader (your instructor).
- Specific **body paragraphs** that use examples to demonstrate its points--and may actually quote passages from rough drafts that were revised in final drafts to demonstrate developing skills.
- References to **course learning outcomes** (from the syllabus)
- Exploration of the **writing process** specific to documents included: *Was peer feedback helpful? Were past student examples demonstrative? Did grammar lessons instill the confidence they intended?*
- Honest discussion of **successes and challenges** in the online learning environment established in this course.

SIXTH, post your draft to Class Discussion #4 *by midnight Wednesday (11/11).*

FINALLY, respond to 1-2 (even 3) peers *by midnight Sunday (11/15)* with concrete, helpful revision suggestions.

Both Sommers and Lamott make interesting points about revision and reflection so consider referring to them in your response to a peer letter. Mostly, though, you will point out areas where the writing could be more concise and specific, as well as any grammatical errors. In other words, help your peers write as strong a letter as possible--these will be the first documents I read in each portfolio, so they will create an initial impression about writing skills relative to those taught this term.

THEN, at the start of next week, you will sift through peer revision suggestions and polish this important letter. You will spend the remainder of Week #15 revising and editing your documents to showcase in your final portfolio, due by midnight Friday, Nov. 20.