

The e-Portfolio and Writer's Website

Background and Overview

The e-portfolio assignment is an opportunity to collect the work you have done all semester and to design it in a manner that highlights that work, your processes, and who you are as a writer. The medium of your e-portfolio is a writer's website (the website is where the e-portfolio is constructed and housed). Websites like these are frequently used by writers to (1) keep track of their progress in a given field of study, (2) reflect on their developing achievements in that field, and (3) to provide concrete evidence of those achievements to future instructors, mentors, employers, publishers, etc. Therefore, the purpose of this assignment is multi-faceted. In brief, you will:

- represent the best of the work you've done as a writer, reader, and critical thinker; and
- remediate that work for web consumption using multiple modes of communication (textual, visual, digital etc.).

Requirements and Deliverables

1. Author's Note (author picture and biographical statement: ~250 words)

Directions: Write a biographical statement for inclusion under an "Author's Note" section of your e-portfolio. Like other elements of your website, your biographical statement should be appealing to an academic/professional audience. So, rather than highlighting your personal and social life, the statement you compose should draw on your academic and writerly identity, your achievements, and your future goals as a writer.

2. About the Site (introductory rationale: ~250 words)

Directions: The "About" piece of your e-portfolio should work like the "About" page of other professional websites: it should explain the purposes of your website, frame your content, and orient readers to the organization of your website.

Elements you may want to address could include the following:

- *Purpose:* Ask yourself: Why am I crafting this website? What will its purpose be? What are my short and long term goals for creating this website?
- *Audience:* For whom am I creating this website? What are my different audiences' expectations? How is my site designed to be as accessible as possible?
- *Context:* How and where will I use my website? (i.e., circumstances and situations: interviews, applications, advising, mentorships, classes, personal/professional development, self/performance evaluation, etc.). What are the parameters and boundaries determined by your audiences and purposes?

3. Writing Projects and Remediations:

Each of the major assignments written for this class should be incorporated into your writer's website, each on its own page, each with a clearly labelled navigational tab (either on the side bar or as a horizontal navigation tab). The entire site and remediated essays should be designed with a consistent application of design elements (e.g., regular font style and size for headings, subheadings, titles, and text as well as a common layout and color scheme).

4. Site Accessibility

Your portfolio must also be designed to be as accessible as possible. Since your portfolio might be read by people of diverse capabilities, you need to take steps to guarantee as many people can actually engage with your work as possible. Be sure to carefully review Week 7's materials on design and accessibility.

Elements you need to include:

- Writer's Journals (these should be copied and pasted, and each should be titled to indicate which journal assignment is which—you may use one tab for all of the Writer's Journals)
- Writing Project #1: the Autoethnography
- Writing Project #2: the Ethnography
- Writing Project #3: the Theory of Writing

Project Submission

- Rough Draft: You will have the opportunity to review others' e-portfolios and possibly have them review yours as well.
- Revised Draft: Your revised draft will be the final project of the semester.

Tips

- Get started early.
- Review this week's materials and discussions.
- Set a work schedule and stick to it.

The e-Portfolio and Writer's Website (Levels of Achievement)

The e-Portfolio and Writer's Website Assessment Rubric

Criteria	1	2	3	4	5	Comments
Author's Note describes the writer's academic and writerly identity, achievements, and future goals as a writer. Outcomes: Rhetorical Knowledge; Processes; Knowledge of Conventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
About section describes the site's audience, purpose, and context. Outcomes: Rhetorical Knowledge; Processes; Knowledge of Conventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Writing projects and remediations are all present and organized by tabs. Outcomes: Processes; Knowledge of Conventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Writing projects and remediations are consistently designed. Outcomes: Processes; Knowledge of Conventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The e-Portfolio is designed to maximize accessibility given material conditions. Outcomes: Processes; Knowledge of Conventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Overall						

1 = poor, 2 = fair, 3 = satisfactory, 4 = good, 5 = excellent

The e-Portfolio and Writer's Website (Levels of Achievement)

Criterion: Use of Author's Note	1	2	3	4	5	Comments
Author's Note describes the writer's academic and writerly identity, achievements, and future goals. Outcomes: Rhetorical Knowledge; Processes; Knowledge of Conventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

5: excellent	<ul style="list-style-type: none"> Author's Note describes the writer's academic and writerly identity, achievements, and future goals as a writer clearly to readers
4: good	<ul style="list-style-type: none"> Author's Note describes the writer's academic and writerly identity, achievements, and future goals as a writer in a manner that is mostly clear to readers
3: satisfactory	<ul style="list-style-type: none"> Author's Note describes the writer's academic and writerly identity, achievements, and future goals as a writer in a manner that is somewhat ambiguous to readers
2: fair	<ul style="list-style-type: none"> Author's Note describes the writer's academic and writerly identity, achievements, and future goals as a writer in a manner that is ambiguous to readers
1: needs significant work	<ul style="list-style-type: none"> Author's Note does not describe the writer's academic and writerly identity, achievements, and future goals as a writer to readers

The e-Portfolio and Writer's Website (Levels of Achievement)

Criterion: Use of About Section	1	2	3	4	5	Comments
About section describes the site's audience, purpose, and context. Outcomes: Rhetorical Knowledge; Processes; Knowledge of Conventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

5: excellent	<ul style="list-style-type: none"> About section describes the site's audience, purpose, and context clearly to readers
4: good	<ul style="list-style-type: none"> About section describes the site's audience, purpose, and context in a manner that is mostly clear to readers
3: satisfactory	<ul style="list-style-type: none"> About section describes the site's audience, purpose, and context in a manner that is somewhat ambiguous to readers
2: fair	<ul style="list-style-type: none"> About section describes the site's audience, purpose, and context in a manner that is ambiguous to readers
1: needs significant work	<ul style="list-style-type: none"> About section does not describe the site's audience, purpose, and context to readers

The e-Portfolio and Writer's Website (Levels of Achievement)

Criterion: Layout of Content	1	2	3	4	5	Comments
Writing projects and remediations are all present and organized by tabs. Outcomes: Processes; Knowledge of Conventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

5: excellent	<ul style="list-style-type: none"> all of the major writing projects are present and organized by tabs all of the Writer's Journals are present, and they are organized under a Writer's Journal tab
4: good	<ul style="list-style-type: none"> all of the major writing projects are present and organized by tabs most of the Writer's Journals are present, and they are organized under a Writer's Journal tab
3: satisfactory	<ul style="list-style-type: none"> all of the major writing projects are present and organized by tabs some of the Writer's Journals are present, and they are organized under a Writer's Journal tab
2: fair	<ul style="list-style-type: none"> all of the major writing projects are present and organized by tabs few of the Writer's Journals are present, and they are organized under a Writer's Journal tab
1: needs significant work	<ul style="list-style-type: none"> one or more of the major writing projects are absent AND/OR most of the Writer's Journals are absent

The e-Portfolio and Writer's Website (Levels of Achievement)

Criterion: Consistency in Design	1	2	3	4	5	Comments
Writing projects and remediations are consistently designed. Outcomes: Processes Knowledge of Conventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

5: excellent	<ul style="list-style-type: none"> all writing projects and remediations are consistently designed
4: good	<ul style="list-style-type: none"> most writing projects and remediations are consistently designed
3: satisfactory	<ul style="list-style-type: none"> some writing projects and remediations are consistently designed
2: fair	<ul style="list-style-type: none"> few writing projects and remediations are consistently designed
1: needs significant work	<ul style="list-style-type: none"> writing projects and remediations are not consistently designed

The e-Portfolio and Writer's Website (Levels of Achievement)

Criterion: Use of Accessible Practices	1	2	3	4	5	Comments
The e-Portfolio is designed to be as accessible as possible. Outcomes: Processes; Knowledge of Conventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

5: excellent	<ul style="list-style-type: none"> About section contains information on site accessibility all text and other media are designed to maximize accessibility given material conditions
4: good	<ul style="list-style-type: none"> About section contains information on site accessibility most text and other media are designed to maximize accessibility given material conditions
3: satisfactory	<ul style="list-style-type: none"> About section contains information on site accessibility some text and other media are designed to maximize accessibility given material conditions
2: fair	<ul style="list-style-type: none"> About section contains information on site accessibility few text and other media are designed to maximize accessibility given material conditions
1: needs significant work	<ul style="list-style-type: none"> About section does not contain information on site accessibility text and other media are not designed to maximize accessibility given material conditions