ATWP FINAL ASSESSMent

Spring 2024

Course Portfolio

LAND AND RESPONSIBILITY ACKNOWLEDGEMENT:

The Academic and Technical Writing Program strives to create a welcoming and supportive program for all University of Victoria students. The University of Victoria’s main campus is located on the traditional lands of the Coast Salish Peoples, and we are privileged to do our work in a way that is respectful of their history, customs, and culture.

We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

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## Introduction

This portfolio is your final assessment for ATWP135 Academic Reading and Writing. Portfolios offer students the opportunity to reflect on their work throughout the course and, in turn, review and assess this journey. The assignments you complete in a course like ATWP135 are meant to prepare you for your university career. This portfolio, therefore, gives you a means to look at your work and share your achievements from your point of view. We hope you enjoy and benefit from this assessment.

A quick note about the use of pronouns in this document: we do not use gender specific pronouns. The use of the first-person plural (we) refers to all instructors and administrators in this program. The second person pronoun (you) refers to students enrolled in ATWP135.

## Due Date, Weight & General Information

The entire portfolio is due on **Monday April 15th by 11:59 pm.** Because this is a summative end-of-term assessment, no extensions can be given by instructors. Any extensions will need to be cleared by the ATWP Director, Dr. Erin Kelly, who can be contacted at [atwpdir@uvic.ca](mailto:atwpdir@uvic.ca). Please be advised that your request may not be accepted, and you might be advised to apply for formal academic concession.

This assessment is weighted at 20% of your final grade.

**There are two parts to this assessment:**

**Part One:** We are asking you to assemble a portfolio of your work over this term, creating a title page, a table of contents, and so forth (see instructions below). I am happy to answer questions about this process and class time will be spent on portfolio and multimodal writing.

**Part Two:** You will write **an introduction and a concluding reflection**. You will be provided with questions to help you write these reflections on April 11. You are to submit the entire portfolio on Brightspace in the appropriate dropbox. This material is discussed in more detail on p. 6.

**LEARNING OBJECTIVES:**

This portfolio is designed to assess the skills you have gained throughout the course. This final assessment gives you the opportunity to review and assess your own progress. More specifically, this portfolio will assess:

* Your ability to self-assess as a reader and writer. As well, we want to see that you are able to reflect on your progress as a reader and writer;
* Your ability to critique your own writing, evaluate source material, and integrate it into your writing;
* Your ability to understand and follow instructions to successfully complete a university-level assignment;
* Your understanding of the writing process and, in turn, your ability to draft, revise, and edit. To this end, we are also looking for you to craft well-structured sentences and paragraphs;
* Your understanding of summary writing;
* Your understanding of how to be persuasive.

# Requirements

The following are the basic elements that must be part of your final portfolio. Each element is described in detail in subsequent sections along with an explanation of how you will be graded.

## REQUIRED CONTENT

These elements are listed in the order in which they should appear in your portfolio.

**Title Page (p.5)**

**Table of Contents (p. 6)**

**Introduction** (**p. 6)**

**Assignments (p. 9)**

**Final Reflection (p.6)**

**Works Cited List or Reference List (p.9)**

Note: Remember to cite your sources. The citation style can be APA or MLA. If you want to use a different citation style, then please ask your instructor.

### How to assemble the portfolio

You’ll probably want to start assembling your portfolio materials starting on March 20 or so (you can use the following organizational method or create your own process. This is YOUR portfolio). **The following schedule works backwards from the due date**. This type of organizational method can be a good way to tackle any major project.

**Final Deadline:** Submission of complete portfolio is on April 15 and no later. By this date, you need to have your materials assembled, title page complete, and your introduction and final reflection polished and completed.

**Final week before deadline:** This is the time to assemble materials, finalize your document design, and complete drafts of your introduction and final reflection.

**Two weeks-seven days before deadline:** Over this period, start thinking about your portfolio and its design. Here are some questions you might want to consider as you get started:

* Are you going to use a template in Word for this project?
* Take a look at your discussion posts and responses, whether those for the peer review or elsewhere, if relevant. Are there any your peers responded to? Did I comment positively on aspects of your work?
* Have you downloaded your Personal Literacy Statement and any other early assignments in a folder specifically created for your portfolio?
* Take even more notes on your course contributions (assignments, posts and so on). What patterns are you seeing? What is your writing process? What comments from your peers and me were helpful? Are there comments that weren’t as helpful? Do you notice any differences in your writing from the start of the term compared to later on?
* Do you have any questions for me about this assignment? The best time to clear up confusion is early on.

### Suggestions for gathering Evidence and Note-taking

**Gather** the information that you will require to complete this portfolio (the assignments, relevant readings, your notes on lectures, secondary sources). You can do this in hard copy (e.g., printing out the assignments and gathering them into one pile) or in digital copy (e.g., copying the relevant assignments into a new folder labelled “Portfolio”). Your process is your process.

Once you assemble your assignments, ***read your work*** in the order that your documents will appear in the portfolio. Make marginal notes of your impressions, if you like, but resist the temptation to revise your assignments. As you read, highlight the key sentences or salient points that best represent the purpose of each assignment.

When making notes, you might find this list of questions helpful. You might even want to answer them as you read through your writing:

* What makes you most/least proud (or something in-between)?
* Where did you achieve your expectations or even exceed them?
* Where did you see yourself succeeding or working harder?
* What does your writing reveal to you about your values as a researcher and writer?

And as you move from one assignment to the next, ***think about the connections*** that you could draw between the assignments. If your reflections provide the story of the writing and the work that you did throughout this course, then you should consider what kind of story you want to tell.

***Take notes*** as you brainstorm. Note how you think the sections of this portfolio could fit together, or even some obstacles you think you might need to resolve. “Gathering evidence,” in this sense, means to keep a record of your ideas. The point is to think continually about how these separate pieces of your writing could form one cohesive narrative, and to document those thoughts. These notes will be immensely helpful as you start drafting your Introduction and Final Reflection.

***Choose your evidence*** Choose your evidence from the many notes and ideas you came up with about your work as well as your colleagues’ work and the course materials (lectures, PowerPoints etc.). This task will be easier once you have decided on the type of narrative you want your reflections to be. For instance, if you want to tell the story of your struggles with integrating research into your own ideas, then you might choose those of your ideas/evidence that have to do with research, secondary sources, or maybe even paraphrasing.

## Title page

The title page offers you an opportunity to be creative and express yourself. Do you prefer clean lines and simplicity? Then you’ll want your title page to reflect that fact. Do you have a favourite book or movie that you want to represent on the title page? Then do so! As long as the necessary information is clearly identified and your title page follows the University of Victoria’s rules for ethical communication, you can do what you like!

Include the following information as part of the title page and **only on the title page**. **Please do not include any identifying information in the rest of the portfolio.**

* Instructor name:
* Your name:
* Your student number:
* Your section number:

How you are graded:

The title page is part of the overall completion grade (see p. 9 for more details)

## table of contents

When you have finished adding your headings and your materials, now you need to add a table of contents (TOC). The easiest way to do this work is to use Word and follow these instructions: <https://support.microsoft.com/en-us/office/insert-a-table-of-contents-882e8564-0edb-435e-84b5-1d8552ccf0c0>

How you are graded:

The TOC is part of the overall completion grade (see p.9 for more details).

## Introduction and Final reflection

Introduction: 500-600 words

Final Reflection: 500-600 words

These sections are out of a possible 50 points, which means this is a crucial part of your overall grade. You will receive the prompts on **April 11**. The questions reflect what we are looking for you to address in your Introduction and Final Reflection. They will certainly help you to complete your portfolio for final submission on **April 15. You will begin the portfolio with your Introduction. Please place it right after the Table of Contents. The final or closing reflection will conclude the portfolio.**

These reflections are your opportunity to let us know what you learned in this course and, in turn, support your assertions. They tell the story of your term. For every experience you write about, you’ll need to use your own work from the course to support your claims. You want to provide a detailed and vivid portrait of yourself as a writer (because you ARE a writer). You also want to share your values as an academic writer - Are you a writer who cares deeply about citational practice? Do you believe that academic writing needs to be accessible for all? Do you think that humour has its place in academic writing? These are all examples of values that speak clearly to who you are as a writer.

You need to support your assertions about your progress with evidence. Please cite your peers, me, our readings and even others who have influenced you as a writer, researcher, and thinker. You are expected to cite all your sources in correct MLA or APA format. Show us your skills!

How you are graded:

**A Level Work:**

**Content (20-25 points):** These reflective assignments do not need a thesis, but they do need an overarching claim to guide the content. An A-level submission has an easily identifiable and compelling claim that is supported by well-explained, organized, and logical background (context). You show a strong understanding of audience, context, and purpose. The reflections (and your credibility) are strengthened by copious support for the claims you make about your experience in the course. Your assertions, explanations, summarizing, and evidence are organized into very effectively well-developed paragraphs. These paragraphs, in turn, are ordered in such a way that they make your explanations, assertions, and evidence even more persuasive. Your word choice is precise and exemplifies your meaning. At no time do you lose control of the material (e.g., over or under explain; use words out of context; supply too much or too little evidence). The rhetorical balance (the appeals, understanding of audience, context, purpose and so on) is apparent and exemplary. The citational practice is equally evident and excellent. The format is clearly identifiable. All sources are cited and easily found.

**Writing (20-25 points):** If the writing shows signs of struggle with word order, word choice, and mechanics (spelling, punctuation, capitalization), then the content will also suffer. That is, your writing needs to facilitate reading. An A level submission will not impede (inhibit) reading but help the reader along. Work that receives 20 or more points is not necessarily perfect but there are few, if any, grammatical, syntactical, or mechanical issues that impede or hinder reading. We do not remove points for each error; rather we assess the reflective work as a whole and our ability to read with ease. In the case of high A level work, the reader will read your portfolio with delight and pleasure.

**B Level Work:**

**Content (17.5-19.8 points):** The claim is easily identifiable and has enough background (context) for the reader to follow your meaning. Your reflections show a good understanding of audience, context, and purpose. The reflections (and your credibility) are strengthened by strong support for the claims you make about your experience in the course. However, you may not provide as much support as an A level essay. You might also not integrate your sources or summarize them as well as A level writing. Your assertions, explanations, summarizing, and evidence are organized into well-developed paragraphs. These paragraphs, in turn, are ordered in such a way that they make your explanations, assertions, and evidence persuasive. Your word choice is accurate and exemplifies your meaning. You may lose control of the material (e.g., over or under explain; use words out of context; supply too much or too little evidence) more often than an A level essay would. The rhetorical balance of your work is apparent. The citational practice is equally evident. The format is clearly identifiable. All sources are cited and easily found.

**Writing (17.5 -19.8 points):** If the writing show signs of struggle with word order, word choice, and mechanics (spelling, punctuation, capitalization), then the content will also suffer. That is, your writing needs to facilitate reading. An B level submission will not impede (inhibit) reading, but help the reader along, although there will be more identifiable issues with grammar, syntax, and mechanics than in an A level writing. Work that receives 17.5 or more points has some grammatical, syntactical, or mechanical issues but they do not overwhelm the reader or impede or hinder reading as much as a C level submission. We do not remove points for each error; rather we assess the assignment as a whole and our ability to read with ease.

**C Level Work:**

**Content (15-17.3 points):** The claim is identifiable and has just enough background (context) for the reader to follow your meaning. The reflections show an understanding of audience, context, and purpose. The reflections (and your credibility) are strengthened by the support you provide for the claims you make about your experience in the course. However, you may not provide as much support as a B level submission. You might also not integrate your sources or summarize them as well as a B level paper. Your assertions, explanations, summarizing, and evidence are organized into paragraphs, but these elements may be lacking. For example, you may not include transitions, or you might not fully develop the paragraphs that comprise your reflections. An attempt has been made to organize these paragraphs logically and persuasively but there are lapses or the logic is not apparent. Your word choice is not consistently accurate, which means your meaning may suffer. You may lose control of the material (e.g., over or under explain; use words out of context; supply too much or too little evidence) more often than a B level submission. The rhetorical balance is not always apparent; for example, there may be an overuse of emotion at the expense of reasoning or vice versa. The citational practice is evident but inconsistent. The format is clearly identifiable. Almost all sources are correctly cited and easily found.

**Writing (15-17.3 points):** If the writing shows signs of struggle with word order, word choice, and mechanics (spelling, punctuation, capitalization), then the content will also suffer. That is, your writing needs to facilitate reading. A C level submission may impede (inhibit) reading, but these instances are not overwhelming. A paper that receives 15 points, however, will have significantly more writing issues than an essay that receives a 17.3. There will be more identifiable issues with grammar, syntax, and mechanics than in a B level essay. Reflections that receive 15 or more points have some grammatical, syntactical, or mechanical issues but they do not overwhelm the reader or impede or hinder reading as much as a D level essay. We do not remove points for each error; rather we assess your writing as a whole and our ability to read with ease.

**D Level Work:**

**Content (12.5-14.8 points):** The claim is not identifiable and there is not enough background (context) for the reader to follow your meaning. Your reflections show minimal understanding of audience, context, and purpose. There is not enough support for the claims made. There is not as much support as a C level paper, but some attempt has been made. The sources are not well-integrated, but there has been an attempt. There will be some patchwriting, but not consistently. There may be serious issues with paragraphing and organization. Some attempt has been made to organize the material logically and persuasively, but the lapses in logic and organization impede reading. Your word choice might be inaccurate, and your meaning is not apparent in major sections of your work (two to three paragraphs or more). You tend to lose control of the material (e.g., over or under explain; use words out of context; supply too much or too little evidence) more often than a C level essay. The rhetorical balance is not apparent; for example, there may be an overuse of emotion at the expense of reasoning or vice versa. The citational practice is inconsistent. The format may not be clearly identifiable. Almost all sources are cited and easily found. A D level paper may have some or all of the issues listed above.

**Writing (12.5-14.8 points):** If the writing shows struggles with word order, word choice, and mechanics (spelling, punctuation, capitalization), then the content will also suffer. That is, your writing needs to facilitate reading. A D level essay will impede (inhibit) reading more often than a C level paper. A paper that receives 12.5 points, however, will have significantly more writing issues than an essay that receives 14.8. There will be more identifiable issues with grammar, syntax, and mechanics than in a C level essay. Submissions that receive 12.5 or more points have serious grammatical, syntactical, or mechanical issues that may overwhelm the reader or impede or hinder reading. We do not remove points for each error; rather we assess your writing as a whole and our ability to read with ease.

**F Level Work:**

**Content (12.3 points and below):** The claim is not identifiable and there is not enough background (context) for the reader to follow your meaning. The reflections show minimal to no understanding of audience, context, and purpose. There is not enough support for the claims made. There are significant issues with sourcing information. There will likely be patchwriting and if such issues are significant, the Director of the ATWP may need to investigate this assignment for possible violations of the University of Victoria Academic Integrity Policy (<https://www.uvic.ca/students/academics/academic-integrity/index.php>). There are likely serious issues with paragraphing and organization. In sum, there are so many issues with logic, organization, explanation, summarizing, and word choice that the work is not entirely readable. The citational practice is incorrect and the format may not be clearly identifiable. An F level submission may have some or all of the issues listed above.

**Writing (12.3 points and below):** An essay that receives 12.3 or less points has serious grammatical, syntactical, or mechanical issues that overwhelm the reader or impede or hinder reading. We do not remove points for each error; rather we assess the work as a whole and our ability to read with ease.

## assignments

These are crucial documents that support the assertions you make in your Introduction and Final Reflection. You will compile these documents in the portfolio to showcase your achievements:

* Personal Literacy Statement
* The Academic Summary
* Persuading Skeptics Essay
* Research Consultation Questions
* 2 of your posts in the Discussion Forums
* 2 examples of feedback you offered to your colleagues
* Research Paper with grading reflection

## Works cited or Reference list

As part of this assignment, you are asked to provide evidence for your claims and reflections. Often, this evidence is in the form of your assignments, class lectures, slides, or other materials related to the course. You are encouraged to cite in your Introduction and Final Reflection, and if you include in-text citations, you should also include a works cited list (MLA) or reference list (APA). For a guide on how to cite your own assignments, see [this guide from Southern New Hampshire University](https://libanswers.snhu.edu/faq/158884#:~:text=Author%20Last%20name%2C%20Author%20First,%2C%20Institution%2C%20Type%20of%20Work.).

Note: You do not need to include the works cited or reference list from your assignments, such as your research paper, in this final works cited or reference list. The individual works cited lists are part of each assignment, and should be included as part of the assignment. The works cited or reference list for the end of the portfolio is only for materials that you cite as part of your Introduction and Final Reflection.

## Design Elements

**This section is worth 5 points overall.** This incentivizes design decisions that follow basic design elements (Contrast, Repetition, Alignment, Proximity), and rewards readability, creativity, and self-expression.

How you are graded:

A-level work (4-5 points): This portfolio exceeds expectations with respect to design, insofar as it demonstrates time, thoughtfulness, and an understanding of how design may affect the reading experience. The basic design elements are followed, with cohesive decisions in font, sizing, alignment, and spacing attended to throughout. The portfolio goes beyond following a basic template and may include images, graphics, or other design choices that add to the overall reading pleasure.

B-level work (3.5-3.9 points): This portfolio meets expectations with respect to design. Basic design elements are followed throughout (contrast, repetition, alignment, and proximity), and fonts, sizes, and layout choices are consistent. The portfolio may not demonstrate any exceptional design choices, and may simply follow a template. The design facilitates, rather than hinders, reading.

C-level work: (3-3.4 points): The design of this portfolio is satisfactory. For the most part, basic design elements are followed throughout; however, there may be inconsistencies in font, size, or alignment from section to section. However, these will not be persistent enough to detract from the overall reading experience.

D-level work (2.5-2.9 points): This portfolio marginally meets expectations with respect to design. Although some of the basic design elements are present, there are persistent inconsistencies in layout, font, size, and alignment. In some cases, design choices may render sections difficult to read. In short, the design of the portfolio hinders, rather than facilitates, reading.

F-level work (2.4 points or less): This portfolio does not fulfill the basic design elements. There are persistent inconsistencies in layout, font, size, and alignment, and design choices renders sections unreadable. There is no evidence of understanding of the basic design components, nor is there any evidence of an understanding of how design affects readability.

## Completion

**This section is worth 5 points overall**. For each missing component, 1 point will be deducted.

* Title page
* Table of Contents
* Reflective introduction
* Assignments
* Reflective conclusion
* Works Cited or Reference List

## Submission

You will submit your portfolio in Brightspace as either a pdf or a Word document. Please do not submit separate files. **You must submit as one file.** I do suggest using a template in Word. They are adaptable and will save you some time and trouble. **Your complete portfolio is due on April 15.**