## English 250

**Assignment #6: ISUComm ePortfolio**

Spring 2019

Date Due: final exam period

**What is this assignment?**

You will create an electronic portfolio (ePortfolio) of your best, revised communication work from our class to summarize the semester by examining individual pieces of work. This assignment will consist of the following: 1) examples of your (revised) communication work; 2) an overall reflection for your ISUComm ePortfolio that introduces its contents and 2) individual section reflections that describe how the artifacts you’re including show your communication abilities. Your immediate audience for this paper will be your instructor, but note that analyzing the different parts of your ISUComm ePortfolio is really for you. This is an opportunity for you to reflect on your communication growth over the last few months more completely than you have in the small reflections you’ve done along the way.

**What is the purpose of this assignment?**

This assignment helps you to achieve several objectives from the syllabus:

* Create an electronic composition (e.g., communication ePortfolio)
* Reflect systematically upon all of your communication processes, strengths, goals, and growth
* Avoid distracting or confusing sentence-level errors
* Analyze professional writing to assess its purpose, audience, and rhetorical strategies
* Construct arguments that integrate logical, ethical, and emotional appeals
* Write source papers analyzing a rhetorical situation and identifying and accurately documenting appropriate source material
* Give an oral presentation, either individually or as part of a team, using effective invention, organization, language, and delivery strategies
* Be an effective team member in small groups as a contributor, listener, and presenter
* Rhetorically analyze visual communication, such as an advertisement, film, etc.
* Create a visual argument (i.e., advertisement, bookmark, poster, slide presentation).

**How can I write this assignment?**

*Planning*: This project includes many different parts, so make sure that you’ve read through the list of required ISUcomm ePortfolio components. Locate the ISUComm ePortfolio Proposal worksheet and use this to brainstorm the contents you plan to include.

*Drafting*: As you draft your ISUcomm ePortfolio, you’ll need to make sure that you include each of the elements detailed below.

Your ePortfolio should emulate your personal style. There should not be any default pictures/background in your final ePortfolio. Include pictures/backgrounds/colors that speak to your personal aesthetic—your instructor should be able to tell that this website belongs to you just by looking at it, even if your name wasn’t included. You’re welcome to include gifs, songs, memes, or anything that you feel speaks to who you are and what you’re interested in.

1. **“About Me” page**

Think about how you want to portray yourself in this ISUComm ePortfolio and create a page that introduces you. You might try to establish a personal or professional identity. Use pictures, links, sayings, or whatever you like to show who you are. You can choose to represent yourself professionally or to have fun with this page!

1. **Custom Page**

Generate something creative with the theme of our class in mind! You could sketch something, write a poem/flash fiction, or even write a eulogy (for yourself?, or perhaps from one fictional character to another—for example, [*Harry Potter* SPOILER] Voldemort’s eulogy for Bellatrix Lestrange). You could write a satirical take on an issue we discussed in this course, your own take on a topic we’ve covered (see “Death of the Mouse” example), or something else. Create something that’s fun for you!

1. **Introductory reflection as your static home page**

Use your introductory reflection as your static home page. This page should accomplish a few goals:

1. Briefly introduce what’s in the ISUcomm ePortfolio and where to find each artifact.
2. Write a letter addressed to your instructor that assesses your growth as a communicator in the WOVE modes. This essay or letter should include an introduction, conclusion, and specific quotes and examples from your work.

Use the following questions to generate ideas to include in your introductory reflection

*Communication habits/processes*

* 1. Have your composing processes changed since you began the course? If so, how? If not, why?
	2. How do you go about generating initial ideas for pieces you’re composing, as well as the details and explanation needed to develop and support those ideas?
	3. How do you accommodate different audiences when you communicate? How does audience consideration affect choice of communication mode(s)?
	4. How do you draft and revise your compositions?
	5. How do you use others (peers, instructor, friends, family, etc.) to assist you in making effective revisions?
	6. How have you improved your editing process? What are your typical problems with mechanics and what kind of progress have you made with these?
	7. What goals do you have to improve your communication processes?

*Communication development*

* What talents or strengths do you possess in the following areas?
	+ W—writing (context, substance, organization, style, delivery)
	+ O—oral (interviews, large group discussions, small group discussions, presentations, peer review, etc.)
	+ V—visual (PowerPoint slides, etc.)
	+ E—electronic (website construction, ethical use of the Internet and electronic images, etc.)
		- What new discoveries have you made in these areas?
		- What has been the most challenging for you? What have you done to meet these challenges? Please be specific.
1. **Revision of writing**

Revise one of your earlier written assignments, either A2 or A3. **Make sure to use track changes while you revise**. When deciding which paper you want to revise, choose one that would allow for substantive revisions. Substantive revisions mean more than just editing, it means making big-picture changes, things like re-thinking your thesis, adding new ideas and deleting ideas that did not further the goal of your paper, re-organizing the essay, removing passive voice, and so on.

As you revise, look over earlier drafts of your chosen piece (and any accompanying process materials) as well as feedback you received (both from peers and instructor), asking yourself the following questions:

* Which areas need the most improvement?
* Where have I changed my mind about anything I wrote earlier, and how can I incorporate that changed thinking?
* Where can I offer additional development or clarification?
* What doesn’t seem to belong?
* Can I see a better way to arrange the ideas in my new version?
* What other issues do I need to address to make this piece more effective?
* How can this piece better meet the outcomes for the assignment?

The paper you upload to this page of the ePortfolio should include track changes. Depending on your computer/your browser, you might be able to upload a Word doc that will show visible track changes or you might need to export the file into a PDF format before you upload it to the ePortfolio. If for some reason neither of these options works, you can imbed a link for your instructor to download the Word doc with visible track changes. **If you need help turning on track changes, ask your instructor before you begin revising your paper.**

1. **Reflection on writing revision**

Reflect on the revisions you made to your paper. Use the following questions to generate ideas for you to write about:

* **Explain why you revised the paper the way you did.**
* Describe additions made to the piece (written, text, visuals, source material, etc.). Highlight a couple examples of these additions and explain their benefit.
* Describe portions you chose to delete. Explain the benefit of those deletions.
* Explain what parts you decided required no changes. Give a couple of examples of these and offer support for your decision.
* If you reorganized or reformatted elements, explain how doing so benefits the piece.
* If you removed passive voice, explain how the paper benefited from the addition of the active verbs you chose to use. What what your process for utilizing active verbs instead of passive voice?
* What did you learn from this revision process? How do you see yourself using what you have learned from this process of revision in the future?
1. **-O piece for “Oral” page**
	1. Option One: Analyze Others’ Oral Rhetoric

Include in this section of your ISUcomm ePortfolio, one or more examples of your analysis of others’ oral rhetoric. Choose a piece of oral rhetoric we looked at in this course (for instance, Chimamanda Ngozi Adichie’s TEDTalk, a slam poem, or something esle), and analyze the rhetoric of the speaker. What is their overall message? What rhetorical tactics are they using? How do these tactics help or hinder the success of the effectiveness of their overall message? Analyze their speaking presence. What is their tone and pitch of voice? What is their body language? What facial expressions do they use? How do these aspects of speaking presence benefit or hinder the effectiveness of their overall message? Lastly, how will the analytical skills you’ve displayed here benefit you in future situations? (You may choose a specific situation, such as a future course or career area situation.)

* 1. Option Two: Utilize and Reflect On Your Own Rhetorical Skills

Include in this section of your ISUcomm ePortfolio, one or more examples of your own oral rhetoric. Reflect on your own use of oral rhetoric in this class (such as the speech for A2, wherein you utilized oral rhetoric to persuade a specific audience) or create a new piece of oral rhetoric to upload here. (You do not need to upload a video of your A2 speech, you only need to explain the context, etc. in writing.) For your reflection about your A2 speech or about the new piece of oral rhetoric you upload, first explain the context of your speech: Who was your audience? What were you trying to convince them? Then explain your oral rhetorical strategies. How did your strategies help or hinder the effectiveness of your argument? Then explain your speaking presence, including tone and pitch of voice, body language, facial expression, and other aspects. How did your body languages help or hinder the effectiveness of your speech? Lastly, how will the oral rhetorical skills you’ve displayed here and your ability to reflect on their effectiveness benefit you in future situations? (You may choose a specific situation, such as a future course or career area situation.)

1. **-V piece**
	1. Option One: Reflect on Others’ Visual Rhetoric

Include in this section of your ISUcomm ePortfolio, one or more examples of your analysis of others’ visual rhetoric. (You may use a still image, or analyze a music video, etc.) Upload the visual, then analyze the rhetorical choices employed within the image/film. First, explain the context of the image: Who is the creator of the image? Who is the audience for the image? What is the purpose of the image? (Such as to convince someone to take an action [go somewhere, buy something] or think/reflect/change their worldview about a topic.) What rhetorical choices are employed in this image and do they help or hinder the overall effectiveness of the image? Then, 1) write two or more paragraphs reflecting on your analysis skills, and 2) write two or more paragraphs explaining how possessing skills such as those you display in your analysis affect your life? In what situation(s) might it be important to possess such skills? In what situations might you be harmed if you did *not* possess such skills? Note: You should not simply paste your A2 Visual Analysis document into this section. You shuld either choose a different image or else put substantial effort into analyzing your A2 visual in a different/deeper way than you did in your A2 paper. The purpose of this section is to *further* practice your skills, which cannot be accomplished by simply pasting old material into this space of the ePortfolio.

* 1. Option Two: Utilize Your Visual Rhetorical Skills

Include in this section of your ISUcomm ePortfolio, one or more examples of your own visual rhetoric. You could sketch/draw something, or utilize the easy-to-use website Canva to create your own image. You could create any type of image you want—a poster or an advertisement (for a real or imagined product/film, etc.). What is the context of your create image? Who is the audience? What does the image want from the audience (what does it want them to do/think/reflect)? What rhetorical strategies did you use, and why? How effective do you think your rhetorical strategies were for your specific audience? Lastly, how might the skills to compose a visual such as the one you created here be useful in future situations? In what real life future situation(s) might possessing such skills as those you display here be beneficial for you or help you attain success? Did you enjoy the visual composition process? What deeper understanding of visual rhetoric did you gain from your composition process?

1. **Option to combine -O and -V pieces**
	* + You may create or choose one piece that combines Oral and Visual rhetoric. In this case, you will make one page called “Oral & Visual.” Follow the same guidelines as above when writing about the oral and visual piece you either selected or created. (Example of an oral and visual piece combined: a [short or full length] documentary, a music video, a commercial, an SNL parody video that we watched in class, etc.)
2. **Special reflection about E**

Write a paper in which you reflect on the choices you made as you created this site. Look over the following questions and answer them in a brief and cohesive essay. Be sure to use specific examples from your experience as you composed the ISUComm ePortfolio. Think about the following questions.

* What are the advantages to being able to author web content, rather than merely being able to browse it?
* What does web composing give you the power to do as you communicate with a particular audience?
* How is web composing similar to and different from other types of communication you have done in your past?
* Now that you’ve become a web composer, what do you see yourself being able to do with these skills and abilities in your personal, professional, and/or academic life? (Remember that not all the skills and abilities you have developed are technical!)
1. **Page for final closing reflection**

Create a page to house your closing reflection. You will write this reflection during our final exam.

*Revising*: When you revise your ISUComm ePortfolio, be sure to read your reflective pieces closely to make sure they are coherent, well organized, and use specific details and examples from your work. Also make sure that your ISUComm ePortfolio is navigable and your links function.

**How will this assignment be evaluated?**

At a minimum, your paper needs to satisfy these criteria. However, the grade is based not just on whether a feature is present or not, but on *how well* it has been integrated into your paper. The ISUComm ePortfolio should:

* Orient the reader to the purpose of the summary
	+ Establish your personal and/or professional identity in the “About Me” page
	+ Write clear and concise thesis statements in all your papers
	+ Establish the purpose of the ISUComm ePortfolio in the Introductory reflection
* Have well-developed substance
	+ Include all required components (see above).
	+ Accomplish the following in the reflective pieces:
		- Include specific references to prior work (examples) to support your discussion
		- Demonstrate a thoughtful, honest, thorough and coherent analysis of your progress
		- Use specific rhetorical terms from class
	+ Demonstrate competence in the –OVE modes through your -OVE piece/s
	+ Create substantive revisions in your written piece
* Have audience-oriented organization (not writer-oriented organization)
	+ Create a clear and easy-to-use menu
	+ Ensure all hyperlinks are clear and work
	+ Use clear topic sentences and transitions
* Have appropriate style
	+ Revision and reflection avoid errors distracting to the reader
* Look professional
	+ ISUComm ePortfolio uses clear headings and well-placed visuals
	+ ISUComm ePortfolio is aesthetically pleasing and conforms to effective design principles

**What if I want more help?**

In addition to peer response, feel free to talk to me during my office hours and/or schedule an appointment at the Writing and Media Center (<http://www.wmc.dso.iastate.edu/>).