

ENGLISH 1010 Online Plus Final Portfolio

Your final portfolio includes the following documents:

- Letter of Transmittal
- Revised Narrative
- Revised Rhetorical Analysis
- Revised Annotated Bibliography
- Revised Viewpoint Synthesis

Your **Letter of Transmittal** should be addressed to your instructor your letter should discuss your experience with the [THRESHOLD CONCEPTS] during the course of this semester as you completed the weekly:

- Discussions,
- Notebooks,
- Labs,
- Reflections, and
- Essay Draftings and Revisions.

As a reminder, the [THRESHOLD CONCEPTS] are:

[RHETORIC], [ACTION], [CHOICES], [CONTEXT], [LITERATE PRACTICES & PROCESSES], and [WRITING IS A RESOURCE].

You might want to draw from your three unit reflections as you construct your response to some of these questions, but also keep in mind that the focus of the letter of transmittal is the final drafts and the semester as a whole.

Requirements:

- **Your final portfolio will be submitted to your Gen. Ed. e-Portfolio.**
 - **Post the URL of your e-portfolio to the final portfolio assignment link in Canvas**
 - **MAKE SURE YOU HAVE PUBLISHED YOUR PORTFOLIO AND GIVEN ACCESS TO ALL AT SLCC TO VIEW IT.**
 - **ALL FIVE PIECES of your final portfolio should be submitted as a **SINGLE ATTACHMENT** on your e-portfolio (**PLEASE don't make your instructor download all 5 pieces separately!**)**
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Flash Narrative Drafting

Description

Drawing on your notebooks, discussions, and other work thus far in Unit 1 for ideas and inspiration, write a flash narrative in the genre of your choice (ex. romantic fiction, horror fiction, memoir, humorous nonfiction, etc.). Remember that your purpose is, at least in part, to evoke emotion by creating or re-creating an experience through words. Be detailed and use specific examples. Whatever your subject, be sure to include one major scene that transports your reader to a specific point in time. Utilize the writing techniques of sensory detail, dialogue, and conflict-driven action. Think about your audience and how you will connect to them. What main idea or theme do you want to communicate? What dominant emotion(s) do you want the reader to feel? How do you want your audience to react to your story?

Requirements

- Flash narratives should be no longer than 1,000 words.
- Must include at least one fully executed scene that effectively employs narrative techniques.
- Attend Lab Session 2 to complete your narrative invention work with one of the instructors or tutors.
- Post the first draft of your flash narrative to Canvas.
- After completing your first draft, you need to complete **peer reviews for two other students**. Points are given for peer reviews as part of the essay drafting grade.
- Attend Lab Session 4 with a tutor or instructor to discuss the first draft of your flash narrative. Make revisions based on your consultation.
- Revise your flash narrative to include in your final portfolio at the end of the semester.

Rhetorical Analysis Drafting

Write a 1000-1500-word essay in which you analyze and evaluate the overall effectiveness of one of the [Essay Options](#) for your Rhetorical Analysis. As you work towards completing a draft where, as a writer, you will need to adhere to the conventions of this particular genre and often consider rhetorical strategies from both the perspective of the author and intended audience, keep in mind four of the Threshold Concepts for this course:

- **[RHETORIC]** Rhetoric provides a method for studying the work that language and writing do
- **[ACTION]** Writing is a form of action. Through writing people respond to problems and can create change in the world.
- **[CONTEXT]** The meanings and the effects of writing are contingent on situation, on readers, and on a text's purposes/uses.
- **[CHOICES]** Writing is a process of deliberation. It involves identifying and enacting choices, strategies, and moves.

Structure of the Essay

- A paragraph that establishes the context of the text. (When was it written? By whom? Who is the intended audience? Where was it published? What is the larger conversation? What was the call to write? Etc...)
- An objective summary of the text (about 100-150 words).
- A thesis statement THAT IS FOCUSED ON THE TEXT ITSELF (Your thesis should be about the TEXT, not about the subject/issue of the text. HINT: your thesis should include the name of the author of the text you are analyzing and make some claim about how affect the text is for the intended audience.)
- Several main points of rhetorical analysis. (Think about how the text uses logos, pathos, and ethos—you might cover each rhetorical appeal or you might focus on one particular rhetorical theme. Think about how the text is organized. Think about the type of language used. Think about the tone and voice used. Think about the main claim of the text. Think about the kind of evidence that is used. Etc....)

Recommendations

- Write any questions or requests you have for your peer reviewers at the very beginning of your rough draft.
- Read your chosen text multiple times. Utilize critical reading strategies such as annotating.
- Revisit the readings and previous assignments to guide you as you create an analytical text that showcases your knowledge of the concepts we've been exploring in the weekly modules.
- (Re)read the [Sample Rhetorical Analysis Essays](#)
- Make sure your thesis statement is about the **text**, not the subject of the text.
- Underline your thesis statement in your first and second draft. This will help readers figure out what your main claim is about the text and how you provide support for it. Do not underline your thesis statement in the final draft you will turn in at the end of the semester.
- Make sure to specifically reference the text and its author throughout the body of the essay. Refer to the author by his or her last name.

- Take time to quote and paraphrase parts of the text to support your claims about the text.
- Don't slip into purely summarizing the text.
- Don't slip into making an argument about the subject of the text (hunger, for example) instead of about the **text itself** (how this particular article speaks about hunger).

Due Dates

- 1st Rough Draft: Saturday, Oct 6
- 2nd Rough Draft: Saturday, Oct 20
- Peer Reviews on 2nd Draft: Saturday, Oct 20
- Final Draft: End of the semester

Research Project part I: Annotated Bibliography

Collecting, organizing, and reflecting on your research.

This will be a living document which will guide your research process through Unit #3. Throughout the unit you will add and subtract multiple sources from your annotated bibliography as your understanding of your research question shifts to accommodate the research you complete and the feedback you receive. Also, you will use the multiple activities (Rhetorical context and issue summary, Clarifying and Supporting your Opinion, They Say I Say etc.) to focus and clarify your exploration of each source and your intro/conclusion.

Research is a rhetorical process which requires students to, at times, zoom in and, at other times, pull back. Through this process you should read and view many sources which do NOT make it into your annotated bibliography or which originally made it in only to be discarded later when a more appropriate or focused source is found. In Michael Kleine's, "What Is It We Do When We Write Articles Like This One - and How Can We Get Students to Join Us?" he explains that,

“Academic and professional writing is a complex, recursive process that includes both research or data-gathering, and reading from start to finish. . . . Writers develop a sense of rhetorical purpose as the process unfolds, not strictly before the acts of researching and writing.... It is the absence of a direct and linear route through the research/writing process that is most characteristic of solid, and honest, work.”

See your working annotated bibliography as a testing ground for ideas, a recursive process where you are looking up a source one moment, writing about it the next, and researching the author's place in the debate in another moment and...returning to now find another more focused source. Engaging in this complex process should help you understand your topic and, finally, the argument you want to make about the issue. Resist changing topics when you find out your research question is more complex than you thought: all good research questions are complex.

The Assignment:

Create an annotated bibliography of the sources you've used as you have explored your topic/issue. **(You will add sources in the process of doing Notebook assignment. You need 8 sources for the final, but may have more):**

- Write an **overall** introductory paragraph explaining your research question and the rhetorical context of your issue.
- Document each source using MLA/Works Cited or APA/References and alphabetize the sources by author last name (see [Purdue OWL's page on Annotated Bibs](#)—note that these examples do NOT have an overall introduction and conclusion); also, see our textbook pp. 367-99 for MLA/ pp. 400-22 for APA, or [citationmachine.net](#)
- Write a one to two paragraph summary of each source
- Write a one-paragraph response to the source (What did you think of the source? What did you agree with? Disagree with? Where does the source fit into the rhetorical context

of the debate? What questions did it cause you to ask? What connections did you make between this source and other sources? etc...)

- Write a one-paragraph response to the rhetorical aspects of the article.
- Write an **overall** conclusion evaluating where you are in your research process. It should point out research you have left and what questions remain cloudy or unanswered.

Continuing your research, you will need to ask these questions as you repeatedly revise your annotated bib:

- As your focus narrows or broadens which sources no longer address your specific research question? Cut these sources and replace.
- As you complete more research you will find more credible sources—which original sources can you now replace?
- What elements of the debate have you become aware of that you now need to do research on? If this hasn't happened then you probably do not have comprehensive understanding of the debate.
- **As you go back through your Annotated Bibliography for the final draft, note your new insights and connections in a different color. That way both you and your instructor will be able to see how you've explored and reflected on your topic.**

Annotated Bibliography Outline

Here's a template to use as you work on your Annotated Bibliography:

INTRODUCTION: Discuss the issue and your research question.

SOURCES: Use the following format for each of your **8 sources**. List them in alphabetical order in either MLA or APA format. (See Purdue Owl for guidelines. The example here is for a source from an online data base listed in MLA format. Pay particular attention to the punctuation and formatting in the example).

Last Name, First Name. "Title of the Article." *Newspaper, Magazine, or Journal in Which the Article Appeared*, vol. #, no. #, year, pages. Database (SIRS, Proquest, etc.), doi: (digital object identifier—don't use the URL from the database; if you're citing a website, use the url). **Accessed day Month year.**

SUMMARY OF YOUR SOURCE: (1-2 paragraphs)

RESPONSE TO YOUR SOURCE: (1-2 paragraphs. ADDRESS EACH OF THESE QUESTIONS: Which viewpoint does this source represent? How does this source fit into the debate? What rhetorical aspects are important to consider? Who is the audience? Is the source credible to its audience? Other audiences?)

OVERALL CONCLUSION (For the entire Annotated Bibliography. As you prepare to write your Viewpoint Synthesis, discuss what insights or conclusions you have gained. How do all the sources relate within the context of the debate? What research remains left to do? What questions do you have that remain unanswered?) .

Research Project Part II: Viewpoint Synthesis

Showing multiple viewpoints and connecting them to your own your own view

At this point you should have completed extensive research into your research question, exploring multiple perspectives and constructions of the issue. This research is represented in your evolving Annotated Bibliography. The purpose of research and annotated bibliographies in persuasive writing is to come to a fuller understanding of the rhetorical context and situation. That is the purpose is not simply to find support for the views you already hold about an issue, but to also explore others' viewpoints. Your Viewpoint Synthesis paper will discuss various ways of looking at a topic, not just pro and con.

Synthesis means “putting together.” In this Viewpoint Synthesis paper, you will flesh out your own view on your issue in the context of what you have discovered about your research question in this unit. This paper is not a researched argument but rather a brief overview of your own view shaped by your research and the notebooks/discussions from Unit #3. Still, you must compare and contrast *your view* with the research you have explored in your Annotated Bibliography. In doing this you should utilize your writing and thinking from the various assignments during this unit.

The last two Notebooks (Rhetorical Context/Viewpoint Summary and Clarifying Your Position within a Debate) are actually rough drafts, in a sense, of this assignment. Use your work on these notebooks to shape your Viewpoint Synthesis.

ORGANIZATION:

The only criteria we give you is that you must show at least three viewpoints plus your own informed viewpoint about your issue.

We imagine that the opinion summary can take on various forms. Your specific approach should come out of your engagement with your particular debate. Here are two possible ways of approaching the assignment:

1. Differing viewpoints—organize your paper based on the differing viewpoints of sources or stakeholders you researched. (Think back to Week 14’s discussion and the Summarizing the Positions “templates.”)
2. “Story” of my research—if your own view has changed quite a bit during your exploration you might choose this option. Recount the journey of your research and exploration of the issue: how your views changed and were reshaped & how you arrived at your current view.

Guidelines:

As you write, consider the following guidelines:

1. Remember that this is a new paper, not your Annotated Bibliography. While you may use some of the passages and language from your bibliography, this is a different paper that is meant to show us the range of positions on the issue as well as the position you take and your reasons/evidence for this position.
2. Finding an organization that shows the complexity of the issue is part of the learning task for this paper (see above). Do not just transfer your annotations into this paper; think, instead, about grouping them to show similarities and differences in various positions.
3. The rhetorical analysis you did in the bibliography does not show up in this paper as such. You may certainly point out flaws in arguments, and you can indicate you think a source is very credible in the way you introduce it. For example, you might say, "Noted psychologist and professor at Harvard University, John Bramble, argues that . . ."
4. If you do not introduce your sources within your text, use in-text citations after any ideas or short quotes you use. Rely on paraphrase and quote sparingly, but ALWAYS signal to the reader when you are summarizing someone's viewpoint.
5. Remember that while this paper is meant to show you understand some of the viewpoints of your issue, it is also meant to give you the chance for you to "put in your oar" as Graff and Birkinstein say. Do everything in your power to be credible and persuasive in giving your reasons for your position. Make sure to include evidence that adds to your ethos and logos.

Requirements:

1. 1000-1250 words (4-5 pages)
2. Use your rhetorical analysis of these sources and the debate itself to make an argument about credibility
3. Carefully contextualize your views with and against the research you have found
4. Use attributive tags (As Johnson argues... OR In contrast to Johnson....) to situate your view amongst your sources