

Project Portfolios

As this course is process-focused, it's designed to help you see the larger range of work and workspace that informs your projects. Though the unit projects are significant, I want you to look at them as checkpoints on a larger trajectory of your growth as a more thoughtful, rhetorically aware writer. With each "final" draft, I would like you to submit the project with(in) a portfolio of more ambient "writing." Each portfolio has two main steps:

1. **Collect documents:** Collect material from the timeline of this unit that has informed your project. Most of this writing could be yours—including your blog posts, discussion questions, invention work, work from other classes, creative work you do on your own, important or illustrative social media posts. This writing may be in-progress or completed, polished or rough. You may also add other's writing, like potential peer comments, course materials, readings, or quotes that you encountered. Last, it can also include the documenting of workspaces, which I encourage you to maintain. These may be screen captures, photographs of working spaces, "ontographies," etc. The material that you include may be any modality. I don't have a particular length requirement, but you should include a few pieces.
2. **Reflection:** After collecting this material, I want you to find a way to reflect on the material. This may involve a 1-2 page cover-letter, annotations, or both. Whatever feels most helpful to you. You may use the following questions to help guide your reflection, expanding or ignoring where helpful. The goal is to focus on your writing process to better understand that process.
 - a. How did your ideas develop over successive writing?
 - b. How did you approach your project? How did you research? How did you plan or organize? How did you write it? Edit it? Revise it?
 - c. What were your writing spaces like? When and where did you write? What tools did you use? Did you listen to music? Have snacks? Work alone or not?
 - d. How did you work with course documents? What was unclear or difficult?
 - e. How did conferences, peer reviews, and other feedback impact your writing?
 - f. Did other courses inform your project or vice versa?
 - g. Any pitfalls or positives that you think informed your project?
 - h. Looking at the course objectives below, how have your thoughts developed or stayed the same on any of them?

Course Objectives:

1. **Research Writing as Situated Process:** Students will recognize and act upon the ways research varies according to the situation.
2. **Researching and Evaluating Sources Rhetorically:** Students will develop reading strategies for invention, rhetorical engagement with sources, and critical dialogue.
3. **Research Writing Within and Across Genres:** Students will recognize the role genre plays in determining research forms and practices.
4. **Research and Writing as Rhetorical Action:** Students will understand research as itself a rhetorical action.
5. **Research Writing as Social Practice:** Students will analyze, reflect on, and respond to the social nature and consequences of research beyond the classroom.