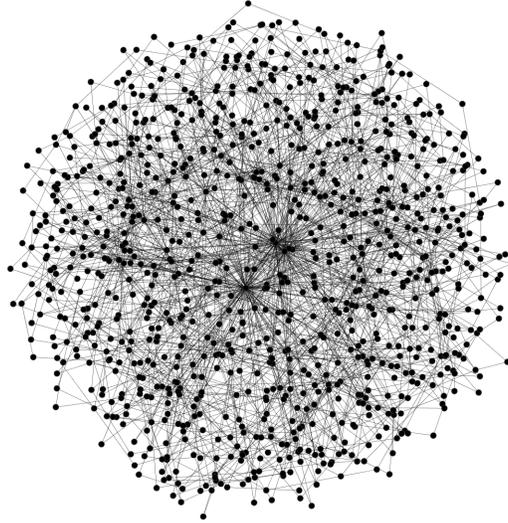WRT 205 Unit 4 Project:
Final portfolio and Reflection

This unit we will review the semester's writing as a whole, producing a portfolio that collects and reflects on the writing you've done this full semester and use this particular project to ultimately reflect on your sense of writing and research.

Project Description and Requirements

This project will not involve much new writing, but will instead engage with past texts that you have created or engaged with this semester. In all, you will create a single document, either in a word processor, your blog, Prezi, or some other tool that collects a variety of pieces and organizes those pieces through a reflective apparatus. Much like the unit project portfolios, it has two parts:

1. **Collect a series of writing**: Collect writing from this past semester (**10+ pages**) that has had substantiated or changed how your approach writing and research. In particular, revisit the course objectives and collect examples, organizing them based on how they fit each objective. Most of this writing could be yours—including your blog posts, discussion questions, unit projects, invention work, writing (or 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 (particularly unit 2), screen captures, etc., that we conducted during the semester. The "writing" that you include may be alphabetic, visual, digital (through hyperlinks), and any modality that you can include. They could also be texts that did well or could have been better. Try to find a few examples for each objective, and if you can't find an example, consider why in your reflection.

2. **Reflection:** After organizing the examples around the course objectives you should reflect on this. First, you should annotate the writing you collect. These annotations could be Microsoft or Google Docs comments, footnotes, small reflections paired with texts, or some other means to reflect on individual texts or parts of texts. These

annotations can take two main forms: (1) reflecting on how the writing fits these course objectives (or not) and (2) any other relevant insights, commentary, thoughts, etc., that seem relevant as you revisit this work. Second, you should also write a 2-3 page cover letter that introduces the pieces, clarifies how you structure the portfolio, any larger or more general insights regarding research and writing,.

I recommend doing the collecting and annotating first, with some revising, re-collecting, re-reflecting as you move forward. But you are free to go in any order.

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.

What I'm Looking For

	Positive	Negative
Length/Effort	The project meets the required page length (12+) and includes its constituent parts.	Project seems thrown together last-minute or does not otherwise exhibit the appropriate level of effort.
Selection of pieces	Includes pieces that show a variety of situations around writing and research, helping inform a holistic and meaningful portfolio.	Pieces feel randomly selected or designed simply to cover page requirements.
Cover letter	Shows engagement with the reflection focuses, a clear framing of motifs, and a description of the pieces.	Merely names pieces and doesn't articulate larger themes or contradictions.
Annotations	Comprehensive and meaningful, engaging with the assignment goals. Picks up on specific examples from the pieces.	Rushed, scattered, or incomplete. Don't move toward the assignment goals.
Grammar and Style	Project is cleanly executed with few errors	Shows lack of care for the presentation of the project.

[Document image: "Random, scale-free network" by Simon Cockell via Creative Commons]