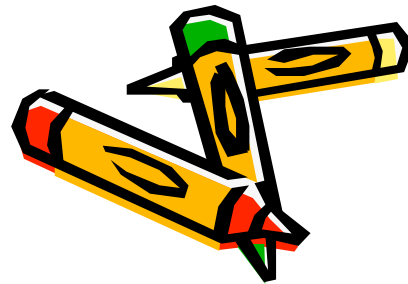


# PORTFOLIO



# What is a portfolio?

- It is a particular type of files in which you can present yourself as a writer.
- It contains a collection of writing assignments that your teacher will ask you to do + other important things such as:

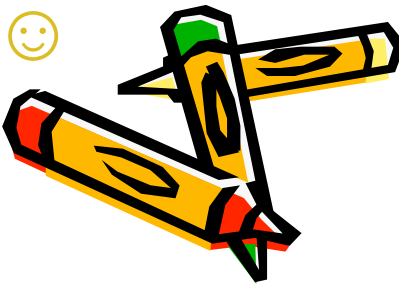
1. **comments from your teacher;**
2. **comments from your peers;**
3. **rubrics;**
4. **and grades.**



- The portfolio shows your performance, development, and accomplishments throughout the semester. In other words, it is an indicator of what you can do.
- The portfolio is used by your teacher to judge your progress.
- The portfolio has a life-time purpose. It is a reference of your wonderful pieces of writing that you can use it to observe your growth development, or when you apply for job, for example. Also, it is an evidence of your abilities as a writer.



Keep it!

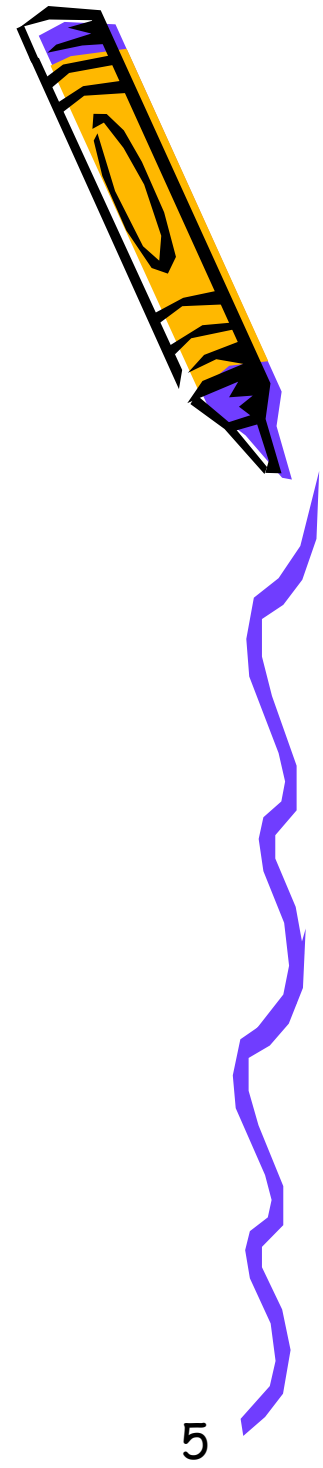
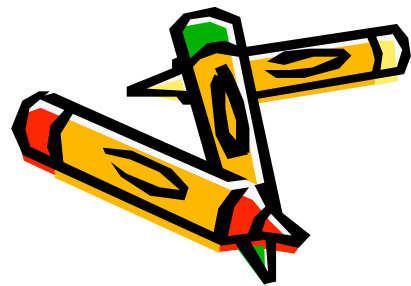


## Why having the portfolio?



You are probably wondering why you should go through the trouble of designing, collecting, arranging, carrying, etc. while you can simply use writing paper to submit your work. Well, **the portfolio is designed** to help you improve your writing techniques. It is not just a file where you keep your writing assignment. How to keep your writing work, and what other contents to include in your portfolio is what makes it different and special. As you progress through the semester, you will see how the portfolio is helping you developing your writing.





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# Getting started:

Here is what you need to create a writing portfolio:

## 1. File:

Get the file that you like, but it should not be smaller than A4 size.

## 2. Cover:

Personalize the cover of your file. Let it show your beautiful character.

## 3. Info page:

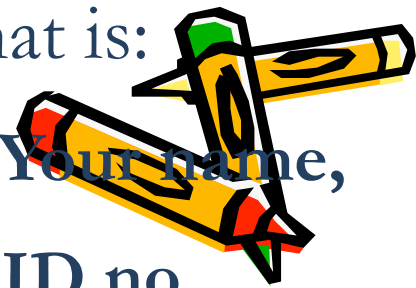
The info page should contain your personal information, that is:

a. Your name,

b. ID no.,

c. level,

d. and e-mail.



## 4.The portfolio collecting timetable

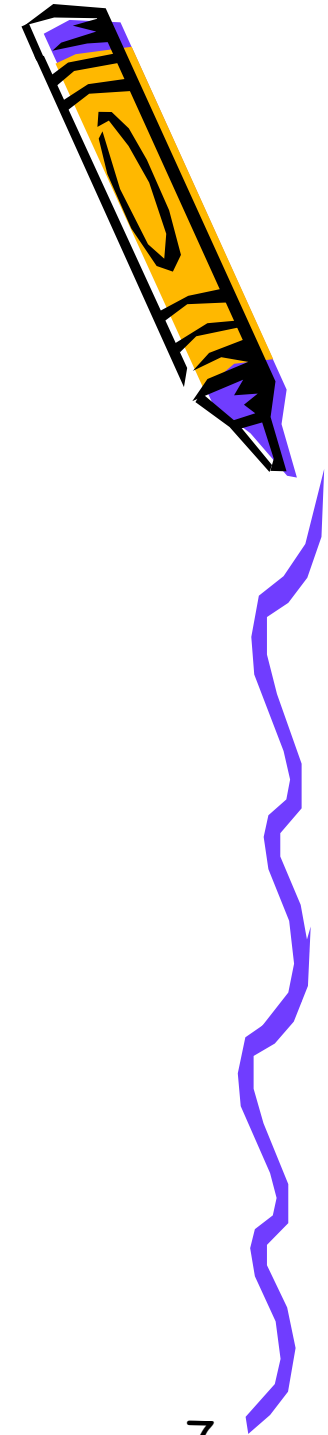
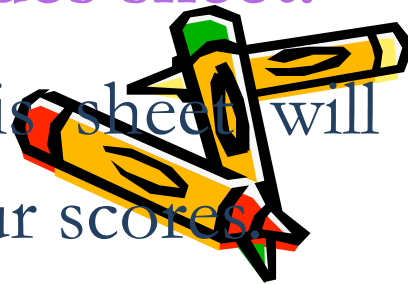
## 5.Table of contents:

No one likes to get lost!

As you know, the contents of your portfolio will change with each assignment, so I suggest that update your table of contents after every three chapters.

## 6.Grades sheet:

This sheet will include a list of your assignments and your scores.



## 7.Drafts:

You should submit at least 3 drafts.

### ○ *1<sup>st</sup> draft:*

The 1<sup>st</sup> draft is the planning of your topic.

### ○ *2<sup>nd</sup> draft:*

The 2<sup>nd</sup> draft is the first, or it could be the second, writing of your paragraph. This draft still has to be revised and edited.

### ○ *3<sup>rd</sup> draft:*

This is the final version. The one that is edited, revised, and ready to be published. The final version must be typed, double space, and all margins should be set at 2 cm.





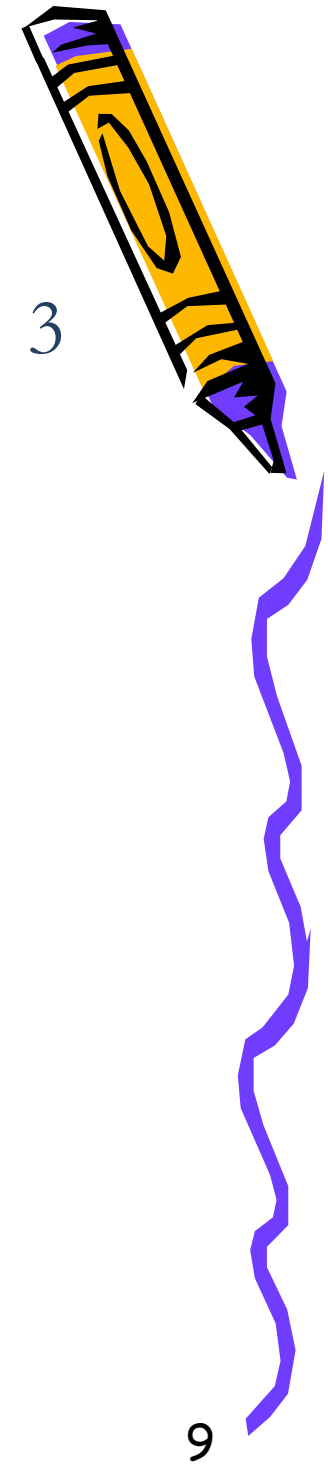
## 8. Peer's response sheet:

This sheet is used by your peer. She should mention 3 favorite parts about your writing and 3 suggestions.

## 9. Rubrics

## 10. Check list for publication

## 11. Reflection Statement



→ *Your portfolio should follow this order.*

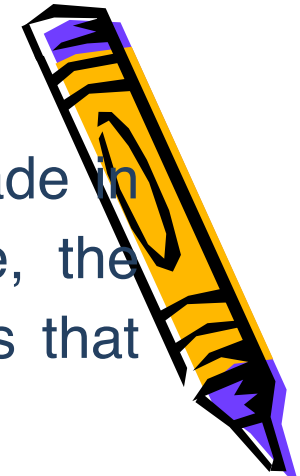
# Reflection Statement



The **reflection statement** serves a major role in determining the personality of the portfolio and establishing how well you have absorbed the lessons learned in the course. It also reveals a great deal about you as its author. It indicates how seriously you have taken the assignment, how successful you are at understanding the assignment requirements, and how much attention to detail you devote to your work. In fact, the reflection statement is the most valuable part of the portfolio.



# Getting Started:



The more exact your reflection statement is about the changes you made in your writing, why you made them, and the results those changes made, the stronger your portfolio in general will be. Such careful description indicates that you have truly worked hard and thought about your work.

So how does the reflection statement work?!

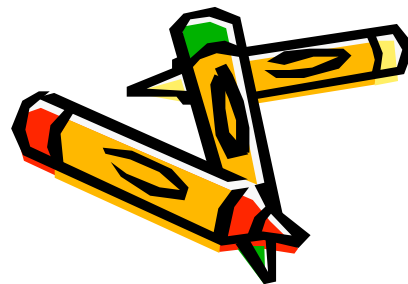
- Choose three assignments that represent the best of you as a writer.
- Make the necessary changes that have been suggested by your teacher and your peers.
- For each assignment, write down your mistakes and the changes you made after your revision.
- It is best that you reflect on each assignment, so when it is time for your reflection statement the process will not be difficult.





A teacher said once, "Look at the first draft of the first paper you wrote this semester (or your worst draft), then compare to the draft of the paper you thought was your best. How is it different? In actually writing the self-evaluation, you should mention which paper you thought was your best, and explain why in detail."

Following are example of *unsuccessful* reflection statements.

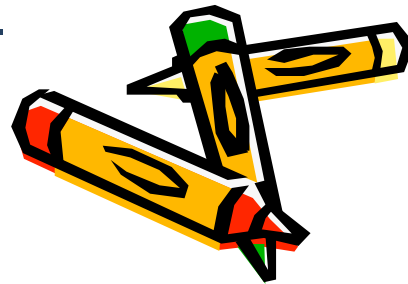


# Student 1

T. Reem

My portfolio includes three pieces I have worked on this semester. I came into the class in August with a history of good writing. I had some excellent teachers in middle school and high school who worked with me to perfect my writing. What I've been always good at is writing my words as I would speak them. My teachers helped me develop my creativity, saying "show, not tell." This class added more depth to my writing by teaching me how to give maturity and credibility. I've learned how to read someone else's work and analyze it more thoroughly, going beyond what the author is saying, and to whom, and why it is important.

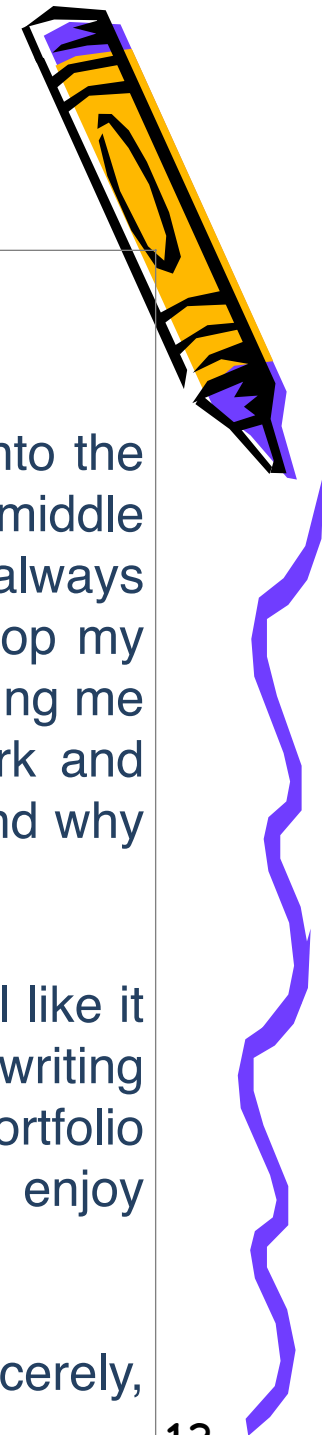
My favorite piece in this portfolio is the first piece, *To Believe or Not to Believe*. I like it because I believe I learned something as I wrote it. I'm always more proud of my writing when I enjoy writing it, especially when I learn from it. I believe this entire portfolio demonstrates my growth as a writer, and I hope you enjoy reading it as much as I enjoy writing it.



Very Sincerely,  
Student 1

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This student does not explain the revisions made to each paper nor the specific changes made within the student's overall writing. Too much attention is given to pre-course events and too little to what happened during the semester.

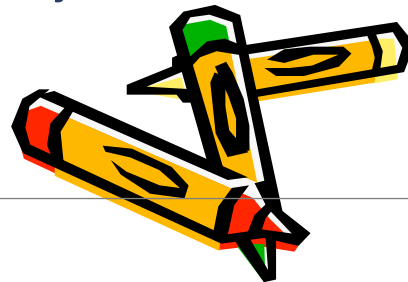


## Student 2

Dear Teacher,

Throughout the semester I've written a few papers that you are about to read. In these papers you can tell there is a big difference in the style of the writings themselves. The first paper you will read is a narrative paper entitled *Burger King*. It is about many aspirations of teenagers and violence. The second paper is entitled *Are Biracials treated fairly in today's society?* It is an analysis about a young biracial man essay. The third and the final paper you will read is entitled *Generation-X*. As you can tell this is about today's youth in society. I chose to write this paper because we Gen.-X are always being labeled as a lower class than our predecessors the "Baby Boomers."

As you can tell my writing did improve over each of the three essays. My best probably being the last one I had written. My first paper I wrote sounds like a high school writing, but last is college level in my view. I hope that you enjoy these papers you are about to read, and thank you for the time you are about to take in reading these papers.

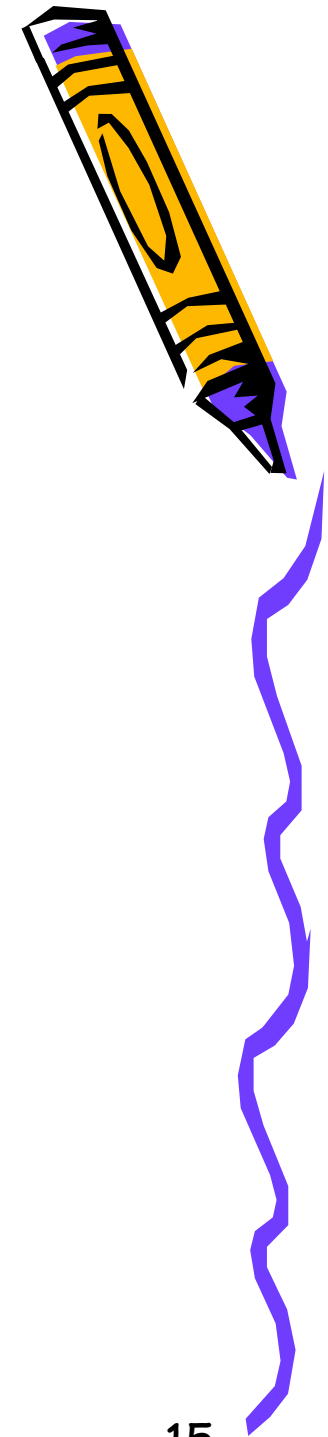
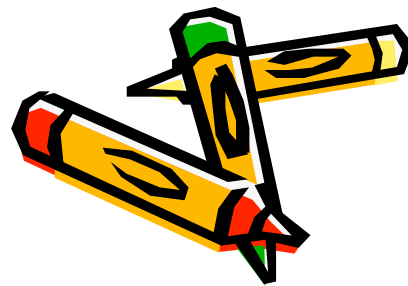


Sincerely,  
Student2

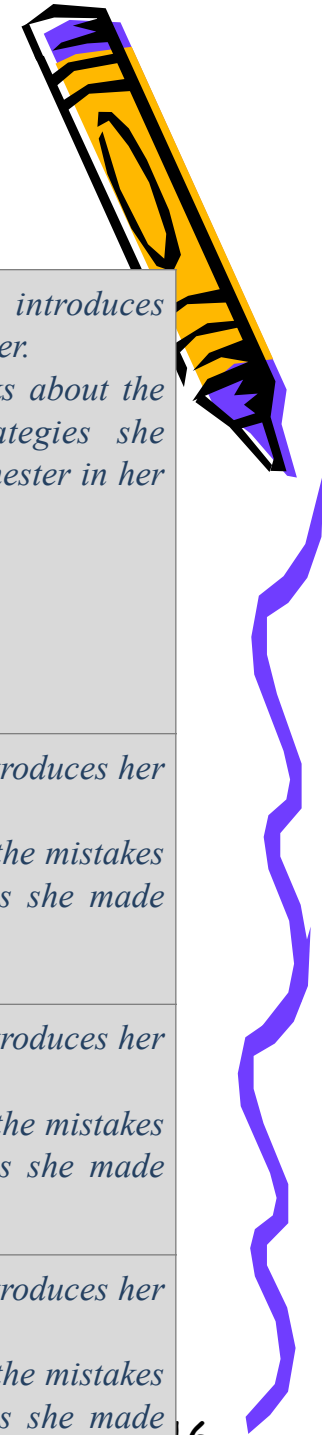
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This student only summarizes the individual papers without revealing the revisions made to them. Also, the discussion of the writing growth is too general.

Following is an example of a *good* reflection statement.



# Student 3



## Reflection Statement

Throughout the course of my first year in college, I think my writing has improved remarkably. I have always enjoyed writing, and I usually use proper grammar, mechanics, punctuation, etc. However, this year I have learned to write more effectively using complex sentences and active voice, yet also being concise in my thoughts and ideas. I have also learned many argumentative strategies that are resourceful when trying to persuade audiences. I notice an improvement in each of my writings as the semester passed, and learning to write more professionally and still appeal to the reader.

My first paper, an argumentative essay about globalization, had very few mechanical errors. Only a small number of structural changes were required, so I had to revise once more and make the necessary adjustments. Mainly, I needed to make my ideas more specific and to present my point briefly. For example, I used prepositional phrases and examples. I also used relative clauses.

My second paper was about city life. Like my first paper, this one didn't have many grammatical errors, but it did have a few organizational problems. To correct these, I moved a couple of sentences around so that each sentence in every paragraph was related to the topic sentence of that paragraph. As always, there were some words that I changed and omitted in order to make the sentences sound better and more suitable.

My last paper, a descriptive paragraph about the ceremony of Eid Alfeter, had some minor errors that needed to be corrected. I had to clarify a few points and rearranged few sentences so that it could be understood better. Mainly, I changed several "be" verbs to action verbs and got rid of many passive sentences as possible. This helped to make my paper more interesting and to the point.

I have noticed several improvements in my writings as I progressed throughout this semester. I have to write using as many active verbs as possible and do away with needless words and phrases. To make my writing sound more professional, I have also tried to cut down on short sentences, and write more elaborate, sophisticated sentences. However, I still attempt to organize my ideas so that they are concentrated and logical to the reader. I learned to use three strategies: avoid generalization, to write specific and interesting topic sentences, and how to organize a narrative essay. I now know that writing can be a very effective means of communication, and when done correctly, it can even be better than speaking. If I continue to work on these areas of my writing, especially sentence structure and organization, I think I can become a good, maybe even great, writer as I continue in college and the rest of my life.

→The student introduces herself as a writer.

→Then she talks about the skills and strategies she learned this semester in her writing course.

→The writer introduces her 1<sup>st</sup> paper.

→She explains the mistakes and the changes she made after revision.

→The writer introduces her 2<sup>nd</sup> paper.

→She explains the mistakes and the changes she made after revision.

→The writer introduces her 3<sup>rd</sup> paper.

→She explains the mistakes and the changes she made after revision.

→The writer talks about her improvements this semester.

→She also explains the strategies necessary for future improvements.

→She mentions her opinion



This student identifies the general writing improvements made throughout the course. Then, the student discusses at length the changes made to each paper. She shows an understanding of the concepts taught in the course. She also mentions the areas that need to be worked out. Finally, the paper is well-written and carefully edited.

