

# WRITING WORKSHOP: Portfolio Writing

## What is a Writing Portfolio?

A portfolio is a collection of work that demonstrates your learning process and progression as a writer throughout the semester.

## Why does my English instructor want me to prepare a portfolio?

Think about this: what if you had to choose only one writing assignment as your best work this semester? What would it say about you as a student? What would be left out? What if you added a second writing sample? How would it complement the first sample? How many pieces of writing do you think it would take to effectively represent you as a writer? A range of written work reveals much more about you as a writer, thinker, and learner than one single example or final exam. A portfolio at the end of the semester showcases what you have learned about yourself as a writer and the writing process, and demonstrates how you have achieved specific writing proficiencies so that you can move on to other classes with confidence in your writing abilities.

## REQUIREMENTS OF THE PORTFOLIO REQUIREMENTS OF THE PORTFOLIO

- Include five compositions written for this course. They must include examples in at least three different forms. Forms may include poetry, song lyrics, stories, memoirs, essays (argumentative, expository, analytical), plays and scenes from plays. Other forms may be considered with permission from the instructor.
- Include a reflection on each piece discussing why you chose to include it in the portfolio and what the sample says about you and your progress as a writer.

For each piece you will provide multiple drafts including freewriting, outlining, peer revisions, drafts with instructor feedback, and a “final” draft.

- A final reflection that introduces the pieces in your portfolio and reflects on what you have learned about writing in the course. You will argue for your accomplishments on the writing tasks assigned throughout the class using the compositions as evidence.

## Tips and Suggestions

Avoid these typical problems with reflections:

- the use of overly general or vague comments
- not enough specific details
- giving the teacher only what you think he or she wants, whether it's true or not
- comments that suggest that you don't take the assignment seriously

On gathering your compositions as evidence:

- Read through all the writing you have done throughout the semester.
- Look for turning points, ideas you had while writing, "aha! moments."
- Read through Common Core State Standards (available on our website) and use your writings from the class as evidence of how you have demonstrated proficiency.
- Look for patterns in your writing, such as habits, errors, and repeating the same topics.
- Think about how your own writing process changed over time throughout the course.