

Calhoon-Dillahunt/Lagnaoui
English 70/Math 50
Fall 2006

Final Portfolio Instructions

Format: Your portfolio should “look good,” aesthetically speaking. Everything should be in the same font, size, etc. (unless changing these is meant to have some aesthetic effect). You should have your work contained in some kind of *ringless binder*. (No plastic page coverings, please!) After the Table of Contents, all pages should be numbered in succession—like a book would be.

Audience: The portfolio should address a general audience. Though Ms. Calhoon-Dillahunt and Mr. Lagnaoui will be the final graders of your work, your portfolio should “make sense” to someone not in our class.

Purpose: A portfolio is a collection of your work that *communicates* to a reader what you have learned. Because your portfolio is designed to show your preparedness for English 75 and Math 75, your portfolio should include the best work you have produced this quarter in final draft form. Your portfolio represents your learning and your writing and mathematical abilities, as well as the process that you have used to develop high quality final products. It should also demonstrate your ability to reflect on and analyze your own work and your own learning.

Evaluation: You MUST submit a final portfolio in order to receive credit for the course. Your portfolio will be evaluated primarily on the *quality* of the writing, problem-solving, and analysis contained within, though effort and improvement illustrated, neatness and attractiveness of portfolio, and completion of all requirements will also be considered. See the evaluation rubric in this packet for specific grading criteria.

CHECKLIST OF REQUIRED MATERIALS: (Assemble portfolio items in this order)

- _____ **1. Title Page:** Your portfolio should have a title that captures a theme or your sense of your writing and reading in this course. “My Portfolio,” “English 70/Math 50 Portfolio,” etc. are not acceptable titles! (Have fun and be creative!)
- _____ **2. Table of Contents Page:** There should be a *Table of Contents* indicating what appears in your portfolio with the page numbers. All items, from the reflective introduction on, should be included and numbered.
- _____ **3. Autobiographical Learning Collage:** (Additional instructions are included in this packet.)
- _____ **4. Two essays:** You must include *both essays* completed in this course in final draft form. Be sure to revise essays so that they demonstrate your strengths in terms of the essay evaluation criteria: ideas, development, organization, style, and conventions. Be sure that each essay meets any assignment requirements (i.e. length (2 – 3 pp. minimum) or use of cited sources). Also, be sure each essay is properly formatted and carefully proofread.
- _____ **5. Two math journal problems:** Select any two of the weekly math journal problems you’ve completed this quarter and revise each piece so that it clearly explains the process/techniques you used in determining the solution. Your explanation of the methods you used should be written in complete sentences and described in clear detail. Your explanations will be typed and should be neat and carefully proofread. Be sure to select pieces that demonstrate your problem-solving skills and your learning.
- _____ **6. Math study guide:** Toward the end of the quarter, Mr. Lagnaoui will assign you a arithmetic concept that you could use additional practice with. Your job will be to create a “study guide,” which explains this concept to future Math 50 students. Your explanation should be written in your own words (“everyday language”) and should include useful examples to illustrate the concept. Explanations and examples should illustrate you clearly understand the concept and should be written in a manner that would make it easy for future Math 50 students to read and follow (complete sentences, specific details, logically organized, several relevant examples, neatly formatted, etc.)
- _____ **6. Learning Reflection:** In order for your readers to feel a sense of closure, you need to add some sort of conclusion to the portfolio, sort of tying the whole experience up into a nice smooth ending rather than just coming to an abrupt stop. For your portfolio, this closure will be a “reflection,” a looking back, on what you did and learned in the course. (See attached instructions.)

Autobiographical Learning Collage

Your “Autobiographical Learning Collage” serves as the “preface,” or introduction, to your portfolio as a whole. Its function is to introduce the reader to you, the learner. A collage is a collection of items put together to form a whole. The idea behind the collage is that, when read together, each paragraph will show a different aspect of your learning and, as a result, will develop a more complete picture of you as a learner. This collage is “autobiographical” in the sense that it’s about you, but, with the exception of your introductory paragraph, which is a personal introduction, it should focus on you as a *learner* of English and math.

In this piece, you should address each of the six questions you were given at the beginning of the quarter using *specific details and examples* (intro. to self, past experiences with math, past experiences with English, learning goals for LC, how you’ll use Math in the future, how you’ll use English in the future). You should have at least one paragraph of response to each question, though you may find you need *more* than one paragraph to fully address the question. As you type up your paragraphs, you may choose the most logical order for these pieces in your collage. (And the most logical order may or may not be placing them from the first questions you were asked to the last.) You also may choose to separate the paragraphs using lines or symbols so that each is read as a separate unit, or you may try to blend them together smoothly into an essay. Ultimately, you should have no less than six paragraphs put together in a way that makes sense to readers. Remember, the “Autobiographical Learning Collage” is the first piece that readers will see, so be sure it provides readers with a good first impression!

Learning Reflection

Your “Learning Reflection” should help the readers to feel that they have “come full circle” as they read your portfolio. You began with an “Autobiographical Learning Collage,” in which you shared some of your history and expectations. Now, as they reach the end of their reading, they will have a chance to reflect with you on what you have learned and achieved as a result of this course.

This final piece will probably be *at least* one page (double-spaced) long, but can be as long as needed. Your “Learning Reflection” should include the following:

- **Discussion of what your portfolio shows about you as a learner:** Briefly describe what the work included in the portfolio (two essays, two math journal problems, and math study guide) shows readers about you as a learner. What specifically did you learn as a result of completing these assignments? What gave you trouble and/or where did you improve? What do you see as your strengths in these pieces, and what are you still trying to improve?
- **Discussion of learning in course as a whole (discuss both Math and English):** What have you accomplished this quarter? To what extent did you achieve the course outcomes, objectives, and abilities (in each course) as well as the goals for the learning community as a whole? Please use specific evidence to back up your claims about your learning and your capabilities. In what ways did/didn’t the course enable you to meet (or exceed) your learning expectations and/or goals? What’s next?

ENGLISH 70/MATH 50 FINAL

Name: _____

In the final portfolio, the student’s written work demonstrates ENGL 75/MATH 75-readiness because				
	Proficient	Acceptable	Developing	Unacceptable
IDEAS/DEVELOPMENT		Satisfactory	Credit	No Credit
Portfolio pieces meet all assignment requirements.				
Portfolio pieces have been developed through a process (prewriting, drafting, feedback, revision, editing) (AR— <i>methods</i>)				
Each portfolio piece communicates a single, clear main idea to the reader. (AR— <i>perspectives: identifies issues</i>)				
Each paragraph/piece is developed with details, description, explanation, examples, or evidence, relevant to the main idea. (AR-- <i>evidence</i>)				
Portfolio pieces demonstrate effective use of problem-solving process to achieve reasonable and accurate results. (PS)				
Portfolio pieces, particularly learning reflection, demonstrate an awareness of the connections between Math and English skills.				
Portfolio pieces demonstrate writer’s ability to read, understand, interpret, and discuss symbols/quantitative info. and text. (AR— <i>application</i>)				
ORGANIZATION				
Portfolio as a whole and each portfolio piece has a logical structure/design with a clear beginning, middle, and end. (C-- <i>organization</i>)				
Each paragraph/piece focuses on one idea (related to main idea) and details are in a logical order. (C-- <i>organization</i>)				
STYLE				
In essays, titles and introductions “hook” readers, and conclusions offer satisfying endings and significance to pieces.				
Sentences are smooth and varied in length and structure. (C— <i>contextually appropriate lang.</i>)				
Word choices are specific, effective, appropriate, and varied. (C— <i>contextually appropriate lang.</i>)				
CONVENTIONS				
All sentences are complete. (No unintentional fragments, run-ons, or comma splices.) (C— <i>contextually appropriate conventions</i>)				
The final portfolio has few distracting errors in grammar, punctuation, spelling/mechanics, or calculations. (C— <i>contextually appropriate conv.</i>)				
When required, essays include correct MLA documentation. (C— <i>contextually appropriate conv.</i>)				

English: “Satisfactory” (English 75-ready) = mostly “acceptable” rankings

Math: “Proficient” = A; “Acceptable” = B/C; “Developing” = C/D; “Unacceptable” = F