English 1010 Assignment Sequences
Department of English and Literature
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Textbook: Everyone's an Author (with readings) by Andrea Lunsford, et al., 2nd Edition
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English 1010
Unit I (Option A): Analysis of a Discourse Community

Background
According to James Paul Gee, discourse is “not just what you say or even just how you say it.” Discourse is also about you and the members of a community that you communicate with on a daily basis. In some circumstances, you may be new to a discourse community, and you have to learn the necessary literacies to successfully get your message across.

For this assignment, you will write an essay to me and your fellow English 1010 classmates about a time when you successfully joined a rhetorical discourse community. To do this, you will show us through personal experiences and anecdotes how you were able to learn the language and reasoning (logos) specific to the community, navigate the values and emotions (pathos) of this community, and build your credibility as a community member or leader (ethos). In other words, you are tracing your movement from an outsider to an insider.

As you’ve learned from the introduction in Everyone’s an Author, we’ve all taken various paths to achieve the goal of attending university. Such a path has enabled you to join the academic discourse community; other communities you may already belong to include a sports team, church, club, (physical or online) organization, and workplace. For this assignment, use the rhetorical principles we’ve discussed as a class and encountered in our reading to analyze a particular discourse community.

Assignment Details
Using your previous homework as a starting place (freewrites, thick descriptions, and cultural inventories), write a personal narrative that explores a particular discourse community. Your goal is to analyze an event through thick description and a focus on the specific elements that define a discourse community.

In synthesizing and analyzing particular discourse communities, you should pay close attention to the ways in which ethos, logos, and pathos allow members of a specific community to communicate (see pages 11-12 in Everyone’s an Author).

While research for this assignment is less formally required, you should consider including quoted material from the reading we do for this class or the outside reading you complete for your essay. You may also use quotes from texts produced within the discourse community as well as your own personal reflection of the community.

Style and Format
In its final form, your essay should be creative and imaginative (see pages 13-14 in Everyone’s an Author). You should use descriptive language and include a clearly stated, cohesive argument. Your essay should also include a strong thesis statement, clear and thoughtful reasoning, and appropriate evidence to support your claims, while also offering an accurate and fair analysis of the discourse community. As always, include appropriate in-text citations, if necessary. Keep in mind that you want to show that you understand the complexity of the discourse community.

Requirements: 3-5 pages, double-spaced, properly formatted
**Audience**
The audience for this paper will be to your instructor and fellow classmates. One of the reasons you will write this paper to both me and your classmates is to begin to break the habit of writing to some vague, objective audience who may or may not care about your writing. Instead, approach this paper in a way that helps us (your readers) get to know you better; therefore, you may write in a more informal style that is distinctly your own—just make sure that you’re communicating clearly.

**Tips**
- Choose a discourse community that you’re very familiar with and comfortable discussing with your peers.
- Choose a discourse community that you’ve actively joined, rather than one into which you were born.
- Consider the tensions and limitations of the rhetoric utilized in the discourse community. For example, do some members demand or disapprove of certain language use?
- When writing a thick description about a specific event or tradition, don’t forget to show rather than just tell. Use sensory (visual, auditory, olfactory, tactile, kinesthetic) cues to describe details about the community.

**Textbook Help**
- “Introduction: Is Everyone an Author?,” pp. Xxix-xxxiv
- “Thinking Rhetorically,” pp. 5-17
- “Writing a Narrative/“Here’s What Happened,” pp. 159-200
- “Analyzing and Constructing Arguments,” pp. 389-401
English 1010  
Unit I (Option B): Literacy Narrative

Background  
By reviewing how you’ve become the literate person you are and by deeply exploring one aspect of that process, this essay should help you identify and analyze your habits, assumptions, and beliefs about reading and/or writing and how they were formed. In addition to writing an engaging story, you will also reveal an insight, a moment of relevance beyond the personal.

A literacy narrative tells a story about your personal engagement with reading and/or writing and argues that an event significantly affected you as a literate person. Basically, you will pick an event from your past—either positive or negative—and connect that event to your current feelings about and/or abilities in reading and/or writing.

Assignment Details  
For this assignment, you will write an autobiographical narrative based on your literacy experiences that communicates some insight to the rest of the class. Not only will you write an engaging and memorable narrative, but you must also expand on the narrative’s relevance beyond the personal. In other words, you should include how reading and writing function in a broader context. For example, how has your understanding of literacy changed once you entered the university? Or, how did a specific experience, like winning a spelling bee, affect you culturally and socially? Perhaps, learning a new literacy skill changed or improved the ways others perceive you.

Please note that you do not have to pick either reading or writing. Often, our interactions with reading and writing are intertwined. Also, this essay does not have to be a rousing exposition about why writing and reading are the joy of your life if they are really the bane of your existence. Be honest. Tell a good story about an important literacy event.

Style and Format  
In its final form, your essay should be creative and imaginative (see pages 13-14 in Everyone’s an Author). You should use descriptive language, and include a clearly stated, cohesive argument. Your essay should also include a strong thesis statement, clear and thoughtful reasoning, and appropriate evidence to support your claims, while also offering an accurate and fair analysis of the discourse community. As always, include appropriate in-text citations, if necessary. Keep in mind that you want to show that you understand the complexity of the literacy event/moment that is important to you.

Requirements: 3-5 pages, double-spaced, properly formatted

Audience  
The audience for this paper will be to your instructor and your fellow classmates. One reason for writing to such a specific audience is to begin breaking the habit of writing to some vague, objective audience who may or may not care about your topic. Instead, approach this paper in a way that helps us (the readers) get to know you better. For this essay, then, you may write in a more informal style that is distinctly your own—just make sure that you’re communicating clearly.
Tips

- Tell the story of an especially important event that profoundly shaped you as the literate person you are today.
- Describe an important educational or non-educational experience that influenced your literacy learning in some way.
- Share the experience with your audience in as much detail and interesting storytelling as possible.
- Experiment and be creative, but keep in mind the purpose of the assignment as well as your audience.
- Choose an artifact that you connect to your literacy moment to begin your thick description. For example, is there a book or pen that you associate with reading or writing? Or, do you always read in a particular chair? How do such artifacts aid in your learning process?

Textbook Help

- “Introduction: Is Everyone an Author?” pp. Xxix-xxxiv
- “Thinking Rhetorically,” pp. 5-17
- “Writing a Narrative/‘Here’s What Happened,’” pp. 159-200
- “Analyzing and Constructing Arguments,” pp. 389-401
English 1010
Unit II: Summary and Review Essay

Background
In this unit, you will incorporate critical reading and response strategies into your writing repertoire. By wrestling with complex ideas presented in an article, analyzing specialized language, pulling out details, and mapping an argument, you will fully engage with a text and discover how reading critically and carefully can help you to more fully understand any text.

Further, engaging deeply with a text, will help you to understand how to construct your own complex arguments and to avoid simplistic solutions. Such skills will be especially useful when writing researched argumentative essays in this and other college classes.

Assignment Details
For this essay, you need to carefully read and understand a specific text. Don’t worry if at first the text seems difficult or overwhelming. You and your peers will read, analyze, reread, and discuss the text multiple times in the class.

Keep in mind the characteristics of successful reviews that are described in our textbook (see page 302 in Everyone's an Author):

- Relevant information about the text
- Criteria for the evaluation
- A well-supported evaluation
- Attention to the audience’s needs and expectations
- An authoritative tone
- Awareness of the ethics of reviewing

You will write a review of the article by summarizing and analyzing a text. Remember that your purpose here is not to agree or disagree with the author. Rather, your purpose is to use careful reading strategies to understand what the article is trying to convey to the audience.

To help you begin, consider how you would describe the plot of a movie when you really liked it and want to convince all of your friends to go see it immediately. How does the style and tone of your description change if you hated the movie? Use these strategies when responding to your article for this assignment.

Style and Format
The style and format of this assignment will vary depending on your audience, but it is meant to show your reader that you fully understand the content of a text. Feel free to play with the tone of your essay; make your response fun to read by going beyond a regurgitation of the article. Consider how you want the reader to feel about the article. For example, if you want to motivate the reader to read the text, you will probably use language that is more positive and playful than if you wanted your reader to avoid the text.

Requirements: 2-3 pages, double-spaced, properly formatted
**Audience**
Consider your audience carefully: Are you writing this review to your parents? Instructor? Younger sibling? Perhaps, you want to write it for high school students who have yet to learn critical reading strategies. How will your tone change if you want to teach a reader to understand the text more fully? Whomever you choose as your audience, remember that your goal is to produce an interesting review of a text.

**Tips**
- Create a map of the ideas presented in the text; this map could be a literal map, a spider graph, an outline, or any other visual representation of the text. Don’t be afraid to have fun with this part of the assignment. Go ahead: use color or graphics.
- Trace the logic used by the author(s) to reach a conclusion (e.g. evidence, data, opinions, stories, or even descriptions).
- Discuss the article with various people (inside and outside the university). Pay attention to the details you choose to share depending on your audience.
- Read the text multiple times and mark it with your questions and comments. Underline key passages or places where you’re most intrigued or confused.
- Look up words that you’re unfamiliar with or have never read before. Once you grasp the full meaning of the word, try using it in a sentence with a friend or in a written message to someone.
- Take advantage of moments when you feel frustrated with the text; these are great opportunities to make fun of writing and its complexities. Remember that not all writing is good writing—even if it’s published.

**Textbook Help**
- “Two Thumbs Up,” pp. 297-339
- Review roadmap and sample reviews, pp. 325-330
English 1010
Unit III (Option A): Rhetorical Analysis

Background
Though popular usage of the term *rhetoric* may imply empty speech, “hot air,” or unethical, political spin, classically, rhetoric is “the art of persuasion,” and knowing in any given situation “the available means of persuasion.” Rhetoric can also be thought of as a means of organizing discourse with regard to the social and cultural contexts. Authors must consider who makes up an audience, how to arrange ideas, what tone should be used to present ideas, and how the credibility of a writer will affect the reception of the work.

In your personal essay, you used rhetoric to analyze a personal journey. Now, you will turn that rhetorical lens to a deeper analysis of a specific “text.” In doing so, you will not only develop a better understanding of the complexity involved in composing effective texts, you will also likely encounter strategies that you can later apply in your own persuasive writing.

Assignment Details
The purpose of this assignment is to better understand how rhetorical situations affect the ways authors craft their arguments. You will analyze the ways in which an author has considered the audience, purpose, stance, context, and medium/design.

As you analyze your text, consider how the author utilizes the rhetorical concepts we discussed in class:

**Audience**: Who is the intended audience? How are members of this audience like and unlike you? What does the author want the audience to think or do? Did the author think the audience would be interested? How much does this audience know about the topic? Are there any audiences that might care but who aren’t addressed by the author?

**Purpose**: What is the author’s reason for writing? What is the aim or goal behind a claim or thesis statement?

**Stance**: What is the author’s attitude toward the topic? What is the author’s relationship to the topic and audience? How does the author convey his/her stance through tone? How do you think the author’s stance and tone were received by the intended audience?

**Context**: Does the author recognize any other perspectives? Are there any constraints on the author or the writing?

**Genre**: How does the genre affect the tone? Are there specific design features expected in the genre? Does the genre require a certain organization? Why is the author using that genre?

**Medium and Design**: Did the author get to choose the medium? How does the medium of the text determine what the author could or could not do? Does the medium favor certain conventions? Does the author include visuals, sounds, extra-textual materials?
Style and Format
Your final essay should include a clearly stated, cohesive argument with a strong thesis statement and clear and thoughtful reasoning. In support of your argument, your paper should use appropriate evidence, including in-text citations when necessary. Your paper should also show an accurate and fair analysis of the text.

Requirements: 5-6 pages, double-spaced, properly formatted

Audience
Your primary audiences will be your fellow classmates and professor. However, you should also imagine a more general audience that has little to no experience with the text you’ve selected, but has a personal investment or interest in the rhetorical effectiveness of the text at hand.

Tips
As you write, consider the following questions; however, do not feel you have to answer all of the questions in your essay.

• Who wrote the text? Is it an individual or an organization?
• When and where did the author write it?
• Where is the text published or visible?
• Who reads or sees this text most? And, who is the intended audience?
• Does the author quote others in the text? Why?
• Does s/he use nonstandard English? Is jargon or slang used?
• What is its purpose (to educate, alienate, entertain)?
• How effective is this text in achieving that purpose, for its intended audience?
• How effective do you find this text, as its reader, in achieving its purpose?
• How does the layout of the document affect audience perception?
• How does the author represent others in this text?
• What information is included and excluded in the text?

Textbook Help
• “Thinking Rhetorically,” pp. 5-17
• “Rhetorical Situations,” pp. 18-24
• “Reading Rhetorically,” pp. 25-39
English 1010
Unit III (Option B): Rhetorical Analysis of a Genre/Medium

Background
Now that you’ve completed a review of a text, you are more aware of how different composition choices can have differing effects on an audience. Composers make these choices very carefully in order to achieve their rhetorical purposes. Two of these choices that we’ll now explore in more detail are the genre and medium. In *Everyone’s an Author*, Chapter 10 explains how genres are “ways of classifying things” that “have features that can guide you as a writer and a reader.” Often, especially in academic writing, your instructor will tell you what genre to write in. But, this isn’t always the case, and in many writing situations you’ll have to make the best choice of genre and medium (the way you get the information out—with an essay, a video, a podcast, etc.). For this reason, it’s good to start analyzing both the advantages and disadvantages of different genres and media at your disposal.

As you consider various elements of a genre of medium, you will how see how the choice of a genre and medium will allow certain aspects of topical argumentation and rhetorical moves; however, those same choices may also close off certain possibilities. Genres and media, then, both open your options and limit them. Some genres and media are better at doing certain things than others. Understanding these possibilities and limitations will help you engage with texts more deeply and make genre/medium choices of your own.

Assignment Details
First, you’ll want to come up with a topic that has likely been discussed in a variety of different ways and places. Almost anything timely, controversial, and debatable will do. You may also want to review the section on topic selection in Chapter 19 of *Everyone’s an Author*. Our textbook’s Tumblr site ([http://everyonesanauthor.tumblr.com/](http://everyonesanauthor.tumblr.com/)) may also help you discover a topic that interests you.

For this assignment, you’ll want to make sure your topic is suitably broad. While “the effects of the inversion on Utah County health” might be a wonderfully precise issue for a researched essay (like you’ll write in English 2010), for now you’re looking for something broader like “climate change.” If you’re too specific, you might struggle to find the required pieces to do this assignment.

Also, don’t worry about having a position on the topic at hand (though one will likely develop, and that may assist you on the next assignment). You’re not going to be focusing on the topic itself so much as focusing on how various genres and media discuss the topic.

Once you have a topic selected, you’ll need to collect 3 pieces of media that all generally discuss the same topic.

One of these pieces must be a scholarly, peer-reviewed article about the topic. Use the library databases and find one that seems to interest you.

The other two pieces are your choice but should be selected from the following options:

- A documentary film about the topic
- A Youtube video about the topic
- A podcast about the topic
• An article from an internet site about the topic
• A collection of tweets from Twitter about the topic organized around an existing hashtag (at least five)
• A collection of internet memes about the topic (at least five)

In fact, you may want to work backwards from this list in finding a topic that interests you. If there’s a documentary you’ve recently seen (or wanted to watch), then you’ll easily be able to find a scholarly article about the same topic. Or, if you’ve recently come across an interesting article, meme, or tweet on your social media, that too might give you a direction to investigate.

Once you have your pieces selected, you should read, analyze, and study them with the following main question in mind: How do the authors’ choices of genre and medium affect how they discuss/argue/present about the topic?

The Essay

Your essay will be a review of all three pieces. You’re not taking a side on the topic you selected. You’re not writing an argument about the topic itself. The focus of your essay is to analyze the possibilities and limitations of the genres and media. You are seeking to discuss the benefits of each genre/medium, the limitations of each genre/medium, and how those benefits and limitations lead to different ways to discuss the topic at hand. Chapter 15 on “Writing a Review” in Everyone’s an Author should give you a better sense of what you’re aiming for.

For each of the three media you chose, you should first give a brief summary of what they are and their main points (consult the “Relevant Information about the Subject” section on page 302 of Chapter 15).

Then, for each piece, the bulk of your essay will reflect/evaluate upon each of the following questions:

• What are the defining features/components of the genre (scholarly article, documentary, meme, etc.)?
• What are the defining features/components of the medium (written essay, film, social media post, etc.)?
• What are the informative and/or persuasive advantages of the author(s) using this genre/medium?
• What can this genre/medium not do very effectively? Put differently, what is lost or compromised by this choice of genre/medium?

You essay should also include the following elements:
• Make sure to reference the specifics of the individual piece and topic.
• Make sure to consider the questions posed above from the perspective of the potential audience.
• Make sure to use the specifics of the individual piece and topic to demonstrate/prove these evaluations.

After evaluating the genre and medium of all your selected pieces, your conclusion should make an argumentative claim (backed with reasoned support) about how a person’s consumption of some of
the genres/media over others would likely shape how they feel about the topic and ultimately form an opinion or position. Put differently, how does the choice to engage with certain genres/media while ignoring others potentially shape how someone comes to understand the stakes, nuance, and depth of your selected topic?

**Style and Format**

While this essay should use proper formatting for the alphabetic text, memes or tweets, if you chose these options, should be included as screenshots or some kind of image of them (inserted and justified into the text in a design savvy way). The inclusion of images will technically make your page count longer since they take up space.

Requirements: 5-6 pages of alphabetic text, double-spaced, properly formatted

**Tips**

- Consider an introduction that briefly explains what you’re doing in the essay (i.e. performing an evaluation review of different genres and media for their strengths and weaknesses) and a brief introduction to the topic you chose.
- Remember, you’re not making an argument or taking a stand on the topic itself. Your focus is on how well (and problematically) the different genres and media act as methods of giving information.
- Do not skimp on the conclusion requirement. Make sure to make a strong, argumentative claim and show you’ve synthesized your thinking about how genre and medium focus the discourse.

**Textbook Help**

- “Find a Topic that Interests You,” pp. 446-447
- “Choosing Genres,” pp. 109-115
- “Writing a Review,” pp. 297-339
- “Writing in Multiple Modes,” pp. 762-779
English 1010
Unit IV: Stasis Interrogation Essay

Background
In classical terms, the word “stasis” (or stases) literally means a “slowing down” or a standstill. Similarly, in rhetoric, we use stasis to point to an issue that is controversial and needs a decision before the argument can move forward. Stasis theory, therefore, can be used to identify and work through impasses in an argument. As our textbook explains, stasis theory is “a simple system for identifying the crux of an argument—what’s at stake in it” (387). And, we do this by asking four specific questions in sequence:

1. What are the facts?
2. How can the issue be defined?
3. How much does it matter and why?
4. What actions should be taken as a result?

Assignment Details
For this essay, you will attempt to understand the complexity of an issue by using stasis theory to interrogate a single article found in the textbook. The goal is to discover the various points at which you could enter the conversation. After analyzing your primary text, you will then offer a supported argument on one of the many points of contention you discover through the stasis analysis, using a secondary source (found in your textbook or through the UVU Library Databases). Unlike a rhetorical analysis or genre/medium analysis, this essay will focus mostly on the content of the argument rather than how the argument is made.

First, pick an essay in the back of your textbook (starting from page 817) that you find interesting. For a better reference, you may use the categorized menus on the inside back cover of the textbook to find an article that fits a specific genre or theme that piques your interest.

Then, after reading through your essay several times, use the following stasis questions to develop a rich analysis that both summarizes the issue and posits various alternative perspectives:

As you work through each stasis category, consider each question in developing your paragraphs; however, not every question needs to be directly addressed.

1. What are the facts?
   - What happened, according to the article, to make this a debatable issue?
   - What caused this issue to manifest or what factors existed in order to bring this issue to our attention?
   - Do these “facts” stack up, in your opinion, or could some of them be questioned by others? Which ones and why?
   - Do others have a differing opinion about what exactly happened to cause this issue to surface? Make sure to explain your answers.

2. How can the issue be defined?
   - How does the article define the issue?
   - Are there certain terms, parts, or categories that help define this issue for the author(s)?
• What are they and how are they defined?
• Do these definitions help or hurt your understanding of the issue?
• Would you define the issue or parts of the issue differently?
• If so, what terms, conditions, or criteria would you use to redefine this issue? Make sure to explain your answers.

3. How much does the issue matter and why?
• How serious is the issue according to the author?
• Are there any moral or ethical consequences related to this issue?
• Does the author propose immediate action be taken, or does the issue revolve around an understanding of the issue?
• What are the consequences if we don’t act?
• How serious are these consequences? Do you agree with the importance or seriousness of this issue? Do you feel there are any additional or missing moral or ethical implications? Make sure to explain your answers.

4. What actions should be taken as a result?
• What is currently being done to affect the issue?
• What does the author feel is working or not working about this current action?
• Does the author argue for a specific change in action or policy?
• What does the author feel we or others should do?
• How might others disagree with these proposed actions?
• Do you agree with the author’s proposed actions? If so, would you change any aspect of how or what needs to be done?
• If you don’t agree with the actions, what alternative actions could we take?

Next, based on your interrogation of the issue, pick one of the stasis questions that you had the most disagreement with the author’s position. Find a secondary source (either from the back of the book or online using the Library Databases) to write a short, but well-supported argument for your own perspective. Make sure that your argument has a claim and at least one reason to support it. Use your secondary source as evidence for your argument.

**Style and Format**
The format for this essay will follow the above instructions, looking first at the stasis questions regarding your textbook essay, and then making an argument using your secondary article. In terms of style and tone, you will want to keep in mind what our textbook states: “[An] appropriate writing style is one in which your language and the way that you arrange it suits your topic, your purpose, your stance, and your audience” (642).

Requirements: 5-7 pages, double-spaced, properly formatted

**Audience**
Imagine your audience are those most affected or most likely to be interested in this issue. This means that you will have to take into account your rhetorical situation, your stance on the issue, what stasis question you’re addressing, and what concerns your audience might have with the issue.
Textbook Help

- “What’s at Stake,” pp. 387-389
- “Appropriateness and Correctness,” pp. 642-643
English 1010
Unit V (Option A): Writing Portfolio

Background
A writing portfolio is an end of the semester collection that demonstrates your accomplishments in the course. It includes copies of final assignments, rough drafts and comments from peers and instructors, and a portfolio statement that reflects on your writing process throughout the semester. In addition to assessing your strengths and weaknesses as a writer, your statement should also address your future goals as a writer.

Additionally, the portfolio statement, or reflection letter or essay, is an opportunity to recall your triumphs and struggles, your writing process and finished projects, and your overall learning gains in the course. Reflecting on what you’ve accomplished can help you retain the lessons you’ve learned and prepare the way for improvement in your future writing projects.

Assignment Details
Compile and submit a portfolio that includes the following:

- Your best essays and other projects (usually 2 or 3 formal assignments, along with the final revised Stasis Interrogation Essay being mandatory).
- Rough drafts and peer and instructor reviews tracing your progress for each assignment.
- Evidence of your writing as a process (including freewriting, brainstorming notes, in-class work, group work, Canvas discussion posts, etc.).
- Portfolio Statement: Use the prompts on page 796 in Everyone’s an Author that ask you to review your work for strengths and weaknesses; analyze your writing process and strategies; reflect on your work as an author, and to define future writing goals and plans for improvement.

Style and Format
Whether in a letter or essay genre, paper or electronic delivery, you should think of this as a persuasive task, telling readers what you’ve learned. Using your portfolio materials as supportive evidence, explain what your work says about you as a student and writer? Help your instructor understand why you included the materials you did and what this says about your work in this course. So, for example, if you claim to have improved your organization, you can point to your improved paragraphs, transitions, or how you moved sections around to increase clarity or remove redundancies.

When addressing multi-modal projects, the same principles apply: Describe what you did to improve the project over time, include early versions (give links if stored on the web or provide PDF copies), and use evidence from your collected works as support in your portfolio statement.

Suggested Organizational Format
- Begin with a cover page that includes a title, your name, course, instructor, and date.
- Next, include the Portfolio Statement/Reflection essay.
- The proceeding sections should follow in the order they are addressed in your portfolio statement (so if you begin with the Rhetorical Analysis, put it first, followed by the next item addressed in the statement).
• Clean copies of final drafts of formal assignments should on top and then followed by rough drafts, peer reviews, instructor comments, notes, or other related work to the assignment (in the order addressed).

Keep in mind that this is not an evaluation of the class or instructor (you’ll get a chance to do this in the course evaluations); rather, it is an evaluation of what you have learned about writing, what you have accomplished in the semester, and about your ability to set your own writing goals and assess your own written work.

Requirements for Portfolio Statement: 2-3 pages, double-spaced, properly formatted

Audience
As a capstone project for the course, the portfolio will be read with great interest by your instructor to assess and grade, and may even be used to measure how effectively the course objectives have been achieved. Because it is a reflective genre, you, the author, may be the most important audience for the portfolio, as choosing your best work and assessing your own writing is a critical practice that helps to solidify learning gains. As it turns out, for this assignment you and your instructor share similar audience needs: You want to write an honest and penetrating exploration of your composing process and products, while having a compelling story of specific gains earned through your struggles and victories—pretty much what your instructor wants to read.

Tips
• Remember that the statement is yet another opportunity to showcase your writing ability for your instructor, so do it care and thoroughness.
• Map out your progress in the course visually. Which elements seem to dominate your visual representation?
• List the comments from peers and the instructor that you see. Are there suggestions that came up more frequently? What did you do to improve on the skill being mentioned?
• Enjoy the process! Remember that the portfolio is meant to help you see how you’ve improved as a writer and critical thinker.

Textbook Help
• “Assembling a Portfolio,” pp. 793-801
English 1010
Unit V (Option B): Reflection Essay

Background
At the end of the writing process, it’s always beneficial to reflect over what you’ve written and the process that allowed you complete each task. This semester, you were asked to analyze and write in a variety of genres. You also learned useful rhetorical skills that you can employ in your writing in other college classes.

This short essay, or reflection letter, is an opportunity to recall your triumphs and struggles, your writing process and finished projects, and your overall learning gains in the course. Reflecting on what you’ve accomplished can help you retain the lessons you’ve learned and prepare the way for improvement in your future writing projects.

Assignment Details
This assignment will be one document split into two parts (invention and a reflective letter):

1. Invention: Begin thinking about the writing process by completing the following statements with at least two additional explanatory sentences:
   - “I believe writing is…”
   - “I believe revising is…”
   - “I feel that writing courses are…”

2. Reflective Letter: Write a short letter to your classmates and instructor about your writing progression this year. Use the following outline and questions to guide your thinking and writing; however, you do not need to include answers to every questions below.
   - Curiosity: How and in what way has this class been beneficial in creating a desire for you to learn more about your world? Did you learn about yourself through your writing and where you fit within a certain discussion? Why or why not—and if so, what did you learn? Did a specific assignment aid in this change?
   - Openness: How and in what way has this class asked you to consider new ways of thinking about a subject and your place in the world? Have you changed your mind about something discussed in class this semester or in your writing? Explain why or why not. Did a specific assignment aid in this change?
   - Engagement: To what degree did you feel invested in your writing this semester? In other words, was there ever a time where you felt like you were writing, not simply to get a good grade, but to express your opinion about a subject? Was there a specific assignment that you felt allowed you to do this?
   - Persistence: How and in what way has this class challenged your writing habits? Did you spend more time writing or revising this semester? Which one (writing or revising) was more difficult for you? Why? Did one specific writing assignment challenge your writing process more than others? If so, please explain how and why.
   - Responsibility: How and in what way has this class allowed you to take charge of your ideas as a writer? Do you feel your writing can or should have an impact on your social environment? Why or why not? How might you use your writing in future classes or in your daily life?
Style and Format
Since this is a personal essay that asks you to reflect on your own work, your style may be quite informal. However, you do want to make sure that your audience understands your answers to all required parts of the assignment; use the outline above to answer important questions about your learning process.

Requirements: 2-3 pages, double-spaced, properly formatted

Audience
Your main audience for this assignment will be your instructor and fellow classmates. Because it is a reflective genre, you, the author, may be the most important audience, as choosing your best work and assessing your own writing is a critical practice that helps to solidify learning gains. As it turns out, for this assignment you and your instructor share similar audience needs: you want to write an honest and penetrating exploration of your composing process and products, while having a compelling story of specific gains earned through your struggles and victories—pretty much what your instructor wants to read.

Tips
- Remember that the statement is yet another opportunity to showcase your writing ability for your instructor, so do it care and thoroughness.
- Map out your progress in the course visually. Which elements seem to dominate your visual representation?
- List the comments from peers and the instructor that you see. Are there suggestions that came up more frequently? What did you do to improve on the skill being mentioned?
- Enjoy the process! Remember that your reflection is meant to help you see how you’ve improved as a writer and critical thinker.

Textbook Help
- “Reflecting on your Writing” p. 796