

FIRST-STAGE WRITING PROFICIENCY PORTFOLIO

DUE DATE: March 1 (5:00 p.m.)

Late Portfolios will NOT be accepted under any circumstances. You may turn in your portfolio on or before March 1st. The Moodle site ("First-Stage Writing Portfolio") will open for submissions on: February 1st and **close at 5:00 p.m. on 3/1**. You will be notified if you have completed your First-Stage Writing Proficiency requirement or if WRD 201 is required by the first day of spring advising week.

PORTFOLIO OVERVIEW: FIRST-STAGE WRITING REQUIREMENT

All degree-seeking students at Oxy must complete a Two-Stage Writing Proficiency requirement for graduation. You will complete the Second-Stage requirement in your academic major(s), usually in your junior year. Please consult the college catalog for departmental Second-Stage Writing requirements.

Completion of the First-Stage Writing Proficiency requirement will be determined through an assessment of your writing from your first-year CSP courses and by passing both semesters of CSP. As explained in this document, you will present a portfolio of your written work to the faculty Portfolio Assessment Committee (PAC), chaired by the college's Writing Programs Director.

PORTFOLIO PURPOSE

The portfolio serves to demonstrate your writing knowledge and abilities as developed by early spring semester of your first year; the portfolio is a "snapshot" of where you are as a writer at this particular moment. This portfolio assessment will thus inform your next steps in your writing development.

The main purposes of the portfolio are:

- To provide you with the opportunity to select and present work that demonstrates your writing proficiency.
- To provide readers with evidence of your writing development and ability to write in response to varied tasks and situations.
- To allow readers to evaluate how you have applied and reflected on writing processes, strategies, and knowledge gained through CSP.

PORTFOLIO ASSESSMENT: CSP WRITING LEARNING GOALS AND OUTCOMES

Your writing portfolio will be assessed according to the CSP Writing Learning Goals and Outcomes below, which all CSP faculty include in their syllabi and consider in the design of their assignments. These goals and outcomes form the basis for the Portfolio Assessment Rubric used by the Portfolio Assessment Committee to evaluate your writing (see last page of this document).

If you receive an assessment of "Completed" on your portfolio, you will have completed your First-Stage Writing Proficiency requirement.* If you receive an assessment of "Not Completed" on your portfolio, you will be required to take one semester of WRD 201: The Art of Essay Writing in your sophomore year (which you must pass with a final course grade of "C" to complete your First-Stage Writing Proficiency requirement).

***Note:** You must also pass both semesters of CSP along with receiving a "Completed" portfolio assessment to fulfill your First-Stage Writing Proficiency requirement. You will receive your portfolio assessment prior to the end of spring semester CSP; if, after grades are reported for spring term, you do not pass both semesters of CSP, you will be required to take WRD 201 (even if you previously received a "Completed" portfolio assessment).

CSP Writing Learning Goals and Outcomes

Goal 1: **Effective College-Level Writing.** Students will demonstrate proficiency in expository essay writing as they gain and refine their knowledge of the conventions of academic discourse.

Outcome 1.1: Students will develop writing that responds with insight and originality to the criteria and requirements of the assignment, demonstrating their understanding of the course materials and topics through the use of specific examples and evidence from scholarly sources.

Outcome 1.2: Students will develop writing using features appropriate for college-level expository papers including: thesis or main idea, clarity of focus, organization, and conventions of grammar, style, mechanics, and usage.

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REQUIRED PORTFOLIO MATERIALS

The portfolio must include the following materials written for your fall and spring CSP courses. **Late portfolios or portfolios missing any of the required documents will not be read or assessed.** If you are unable to upload your portfolio by the required due date for any reason, you will be required to take WRD 201: The Art of Essay Writing in your sophomore year. Plagiarism in any of the writing samples will void the portfolio (and will be submitted to the college’s Judicial Examiner).

Your portfolio materials should include the following:

1. Reflective Introduction Essay or RIE (see instructions on the next page).
2. Two essays from your Fall CSP.
3. One essay from your Spring CSP.

Submit clean copies of your essays without any of the following found anywhere in them: names (yours or the course instructor’s), grades, comments, or marks, and CSP course title/number.

Before you submit your portfolio, be sure your documents meet the criteria below:

- At least one of the three essays submitted from your CSP courses must be thesis-driven, with features of conventional expository essays. The features of expository essays are:
 1. A clear and concise thesis statement that occurs in the first paragraph (the introduction) of the essay;
 2. Body paragraphs that include all of the necessary “parts”: topic claim, evidential support for the thesis, and development/analysis of the ideas and evidence used;
 3. Clear and logical organization of paragraphs and ideas; clear and logical transitions between the Introduction, Body Paragraphs, and Conclusion;
 4. A conclusion that does not merely restate the thesis, but instead revisits it in light of the evidence provided.
- At least two of the three essays submitted from your CSP courses must demonstrate use and integration of evidence from academically credible, scholarly sources.
- Total word count for the final Portfolio of documents, which includes the three essays and the Reflective Introductory Essay (see below): 4000-5000 words.
- Use a conventional 12pt. font and double-space your essays – you may need to reformat your essays for the portfolio to meet this requirement.
- Include the word count for each essay at the top of the first page.

	PORTFOLIO CONTENT CHECKLIST: Total Word count all documents = 4000-5000 (word count at the top of each essay) Format essays: double-spaced + 12pt conventional font (no Comic Sans, etc.)
	Reflective Introduction Essay (RIE): minimum length 750 words (include word count on first page).
	Two essays from Fall CSP.
	One essay from Spring CSP.
	At least one of the three essays from CSP must be thesis-driven and expository.
	At least two of the three CSP essays demonstrate use and integration of evidence from academically credible, scholarly sources.

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REFLECTIVE INTRODUCTION ESSAY (RIE): PURPOSE

The reflective essay is an opportunity for you to articulate your knowledge about writing and the writing process more broadly and yourself as a writer. It is the first piece of writing that will be read by your portfolio readers, and its purpose is to give your readers insight into your development as a writer and what you have gained from your writing experiences thus far (in the CSP). The reflective essay is your opportunity to draw your readers' attention to what you believe are the strengths and most important qualities of your writing. The reflection essay also provides you with an opportunity to reflect on your writing, its strengths and weaknesses, and your writing process. Please include the content listed below and follow the criteria offered in the instructions as you write the reflective essay. Please keep in mind that this is a formal essay and the only document written exclusively for the portfolio: it may be advisable to avoid a tone or approach that is too casual or dismissive.

REFLECTIVE INTRODUCTION ESSAY (RIE): INSTRUCTIONS + CONTENT

Be sure your Reflective Introduction Essay (RIE) meets the following criteria:

- At least 750 words in length (essays longer than 750 words are acceptable; include word count on the first page).
- Discusses your knowledge gained about writing and considers how you can continue to improve your writing knowledge and practices.
- Reflects on your ability to participate effectively as a writer in upper-level writing-focused courses at the college (e.g., Second-Stage Writing Proficiency requirements in majors; 200-level and higher writing-intensive courses; senior comprehensives projects).
- Points to specific examples in your essay submissions that illustrate your claims about your writing knowledge and yourself as a writer.
- Includes one paragraph for each of the three essays with the following information (in this order):
 - The title of each essay;
 - A (brief and accurate) summary of the assignment: the assignment task, required essay length (do not mention the specific CSP course or instructor);
 - Explain your writing process for each essay including: number of drafts; length of time spent on the essay (from draft through revision); how you included peer, instructor, and/or Writing Center feedback in your process of writing the essay; and, considering the feedback you received on the essay, reflection on what you would work on if you continued to revise this essay.

WRITING SUPPORT FOR PORTFOLIO SUBMISSION

If you have questions about which essays from your CSP course(s) best meet the criteria outlined, please consult with your CSP instructor(s). Your CSP faculty instructors may know your writing best and can guide you to selecting essays that demonstrate your strengths as a writer.

You can also visit the Writing Center (Academic Commons, ground floor) for help revising essays you select to submit in your portfolio. You can revise the CSP essays you want to include in your portfolio before you submit on 3/1. Please note: if you want to work with the Writing Center advisers, we suggest you do not wait until the last minute. Starting the process of revision well before the submission deadline may help you construct stronger, more convincing writing samples for your portfolio.

PORTFOLIO ASSESSMENT RUBRIC

The rubric below will be used to assess your writing by readers of your portfolio. Each portfolio will be read and evaluated at least twice. Assessors will refer to the criteria as they read your portfolio and will assign a holistic final portfolio assessment of Completed or Not Completed. **When the assessment process is completed, you will see your "Writing Placement Results" in your Grades and Academic Records portal.**

Please review the Assessment Rubric on the following page before you submit your portfolio.

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Portfolio Assessment Rubric	The documents in the portfolio demonstrate a proficient level of academic writing suitable for upper-division writing-intensive courses at Oxy.	The documents in the portfolio demonstrate the need for additional structured writing instruction. Must take: WRD 201-The Art of Essay Writing
Writing Knowledge: Self-Reflection and Process	<ul style="list-style-type: none"> As demonstrated in the RIE, the portfolio reflects convincing and in places insightful analysis of and reflection about developing writing knowledge. The writer demonstrates self-reflective knowledge about their writing process and offers specific areas for further growth and improvement. This self-reflective knowledge can be seen in the essays. 	<ul style="list-style-type: none"> As demonstrated in the RIE, the portfolio reflects superficial or limited analysis of and reflection about developing writing knowledge. The writer demonstrates minimal (at best) self-reflective knowledge about their writing process. If areas for growth and improvement are identified, these do not seem to reflect the concerns evident in the essays.
Focus: Responsiveness to Assignment Thesis-Argument	<ul style="list-style-type: none"> Essays reflect a clear understanding of the assignment and insight and originality in response to the assignment topic and/or task. Essays demonstrate a clear and consistent focus on a main idea or argument. For thesis-driven essays: the thesis is clear, appropriately placed, and goes beyond a simplistic or routine argument in response to the assignment. 	<ul style="list-style-type: none"> Essays show little or confused understanding of the assignment and responses to the assignment topics or tasks may lack depth and insight. Essays do not establish or consistently maintain a clear focus on a main idea or argument. For thesis-driven essays: the thesis may be difficult to identify, is not appropriately placed, is descriptive more than analytic, and simplistic or routine in response to the assignment.
Organization: Cohesion of Ideas Paragraph Structure	<ul style="list-style-type: none"> Essays demonstrate effective, clear, and consistent unity, organization, and cohesion of ideas (across and within paragraphs). Paragraphs are well-structured and well-developed, with all the necessary parts and clear transitions between paragraphs to connect the main ideas of the essay. 	<ul style="list-style-type: none"> Essays lack unity, organization, or coherence (across and within paragraphs), or there may not be consistency in these areas. Paragraphs lack cohesion and completeness; essays show concerns in the structure of ideas across paragraphs and/or the development of ideas in paragraphs. These essays lack clear and logical connections between paragraphs and ideas.
Evidence and Development: Use of Sources Development of Ideas	<ul style="list-style-type: none"> Essays show well-integrated evidence, with specific, logical, and appropriate or germane details and examples to inform and support the argument. Essays show well-developed analysis of the evidence cited, with logical, concrete, and solid (in many places substantial) development of ideas. Interpretations, explanations, and conclusions drawn are convincing (in most cases). 	<ul style="list-style-type: none"> Essays use insufficient evidence (not adequate, appropriate/germane, or logical); there is not enough information to inform and support the argument. Essays do not develop ideas in enough depth or specificity and reasoning is unconvincing; details or evidence are not analyzed or well-interpreted, and explanations or conclusions rely on faulty support.
Writing Features & Presentation: Grammar Mechanics Citation	<ul style="list-style-type: none"> Essays are polished in presentation, including accurate citation use and documentation of sources. Essays do not have errors in citation, usage, mechanics, or sentence structure that significantly distract the reader or impede understanding. 	<ul style="list-style-type: none"> Essays may be weak in sentence structure, syntax, or mechanics, and may use style and diction not appropriate for the specified task. Essays show a pattern or accumulation of errors in citation, usage, mechanics, or sentence structure, which too often are distracting to the reader and impede understanding,

Final Portfolio Assessment:

COMPLETED or **NOT COMPLETED: 201 REQUIRED**