A&S English: Rhetoric and Composition
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Rhetoric & Composition Portfolio

Overview

Portfolio Overview
A complete graduation portfolio consists of an author’s biography, a minimum of six texts or artifacts (each accompanied by a brief introduction), and a critical reflection of 1200 to 1500 words. Assignments uploaded to your online portfolio will come from each of your completed Rhetoric and Composition courses. The critical reflection demonstrates your understanding of rhetoric and your development as a writer while a student at GSU.

While every student will include at least one text or artifact from both English 3050 and 4320 (the CTW requirement and the Senior Seminar), their other courses will vary, depending on each student’s choices of electives within the concentration. Students will also include artifacts from the classes they are enrolled in during the semester they submit the portfolio (choosing from assignments they have created before the midterm).

Contact Information
Please contact Dr. Elizabeth Burmester (bburmester@gsu.edu) if you have questions about the Senior Exit Portfolio guidelines.
Portfolio Purpose and Audience

The graduation portfolio is an assessment of your learning in your coursework in the English major. Portfolio reviewers—faculty in the Rhetoric and Composition concentration—are especially interested in seeing what skills you have gained, which genres you can produce, what rhetorical principles you know and can apply, and how critically you think about your work. This is a summative review of your learning in the Rhetoric and Composition concentration.

You will discuss the portfolio purpose and audience in more detail in your English 4320 course, and receive guidance from that instructor on the writing of the critical reflection for the portfolio. You also may wish to seek the advice of a faculty member in the concentration outside the 4320 class if they are already familiar with your work.

Your graduation portfolio may be shared online, and therefore potentially accessible by anyone browsing the Web. You must consider intellectual property issues (permissions, copyright of texts and visuals, proper citation), ethics, and the appropriateness of your documents for public distribution.

Portfolio Assessment

Each portfolio will be read by two English Department faculty members who teach in the Rhetoric and Composition concentration. If your portfolio is determined to be insufficient or incomplete in any way, you will be notified by a staff member in the English Department and asked to revise and resubmit your portfolio. If you are required to resubmit, please make an appointment with a Rhetoric and Composition faculty member for guidance. You will receive an email with your scores and comments for each faculty reader.

Before Beginning Portfolio

All students must register with the Graduation Office three semesters before their anticipated graduation date. There is a fee for the Graduation Audit. If your anticipated semester of graduation changes, please communicate with your departmental advisor and the Graduation Office.

All Rhetoric and Composition concentration students must take ENGL 3050 Introduction to Rhetoric and Composition and 4320 Rhetoric and Composition Senior Seminar before graduation. Engl 3050 is a prerequisite for Engl 4320 and these courses should not be taken concurrently. We recommend taking 4320 as close to graduation as possible, in one of your last two semesters. ENGL 3050 and 4320 are offered in the fall and spring terms, but not in the summer sessions. Contact Heather Russell (heather@gsu.edu) in the English Department Undergraduate Studies office for approval to register for ENGL 4320.

Note: On occasion, 4320 Senior Seminar may not be offered every semester. Students should schedule classes accordingly.
Author's Biography

(250 words or less): Introduce yourself to your readers. Include background information, images, and relevant details about yourself, such as: your major and minor, how long you’ve lived in Atlanta, your future career plan or goals, honors or awards, favorite quotation, and/or activities you’ve participated in during your studies—especially internships, key courses for your future career or your favorite courses, or any clubs, hobbies, volunteering, or jobs held.

Selecting Your Artifacts

Select your six texts (or eight) artifacts from assignments you completed during any of the following Rhetoric and Composition courses:

- Engl 3050. Introduction to Rhetoric and Composition (CTW)
- Engl 3080. Persuasion: History, Theory, and Practice
- Engl 3090. Exposition: History, Theory, and Practice
- Engl 3100. Composition Studies: History, Theory, and Practice
- Engl 3105. Practical Grammar
- Engl 3110. Technical Writing
- Engl 3115. Multimodal Composition
- Engl 3120. Digital Writing and Publishing
- Engl 3120. Advanced Grammar
- Engl 3125. Digital Media Studies
- Engl 3130. Business Writing
- Engl 3135. Visual Rhetoric
- Engl 3140. Editing for Publication
- Engl 4203. Special Topics in Rhetoric and Composition
- Engl 4205 Literary Editing and Publishing
- Engl 4320. Senior Seminar in Rhetoric and Composition
- Engl 4500. Internship
- Engl 4510/6510. Grant and Proposal Writing
- Engl 4521. Archival Research Methods
Artifact #1

Introduction Artifact #1
Each Introduction for each of your eight texts or artifacts will do the following:

• Identify the course for which that piece was composed (course name, number, name of instructor, and semester taken) Briefly summarize the original assignment requirements and purpose.
• Identify the audience that was your target for the assignment.
• Identify the genre of the assignment.
• Explain why you selected this item—why it is significant to you, and how it shows your growth and learning in the concentration.
• Describe the item’s strengths and qualities.
• Describe what you would change, if you had more time to work on the text, or if you were to revise it in the future.

Artifact #1
Select one assignment from each Rhetoric and Composition course you have taken—that together represent your learning, growth, and course experiences. These assignments may include multimodal compositions as well as written documents; choosing a variety of genres and audiences is highly recommended. You may upload additional material beyond the eight required items to show your best work.

Artifact #2

Introduction Artifact #2
Each Introduction for each of your eight texts or artifacts will do the following:

• Identify the course for which that piece was composed (course name, number, name of instructor, and semester taken) Briefly summarize the original assignment requirements and purpose.
• Identify the audience that was your target for the assignment.
• Identify the genre of the assignment.
• Explain why you selected this item—why it is significant to you, and how it shows your growth and learning in the concentration.
• Describe the item’s strengths and qualities.
• Describe what you would change, if you had more time to work on the text, or if you were to revise it in the future.

Artifact #2
Select one assignment from each Rhetoric and Composition course you have taken—that together represent your learning, growth, and course experiences. These assignments may include multimodal compositions as well as written documents; choosing a variety of genres and audiences is highly recommended. You may upload additional material beyond the eight required items to show your best work.
Artifact #3

Introduction Artifact #3
Each Introduction for each of your eight texts or artifacts will do the following:

• Identify the course for which that piece was composed (course name, number, name of instructor, and semester taken) Briefly summarize the original assignment requirements and purpose.
• Identify the audience that was your target for the assignment.
• Identify the genre of the assignment.
• Explain why you selected this item—why it is significant to you, and how it shows your growth and learning in the concentration.
• Describe the item’s strengths and qualities.
• Describe what you would change, if you had more time to work on the text, or if you were to revise it in the future.

Artifact #3
Select one assignment from each Rhetoric and Composition course you have taken—that together represent your learning, growth, and course experiences. These assignments may include multimodal compositions as well as written documents; choosing a variety of genres and audiences is highly recommended. You may upload additional material beyond the eight required items to show your best work.

Artifact #4

Introduction Artifact #4
Each Introduction for each of your eight texts or artifacts will do the following:

• Identify the course for which that piece was composed (course name, number, name of instructor, and semester taken) Briefly summarize the original assignment requirements and purpose.
• Identify the audience that was your target for the assignment.
• Identify the genre of the assignment.
• Explain why you selected this item—why it is significant to you, and how it shows your growth and learning in the concentration.
• Describe the item’s strengths and qualities.
• Describe what you would change, if you had more time to work on the text, or if you were to revise it in the future.

Artifact #4
Select one assignment from each Rhetoric and Composition course you have taken—that together represent your learning, growth, and course experiences. These assignments may include multimodal compositions as well as written documents; choosing a variety of genres and audiences is highly recommended. You may upload additional material beyond the eight required items to show your best work.
Artifact #5

Introduction Artifact #5
Each Introduction for each of your eight texts or artifacts will do the following:

- Identify the course for which that piece was composed (course name, number, name of instructor, and semester taken) Briefly summarize the original assignment requirements and purpose.
- Identify the audience that was your target for the assignment.
- Identify the genre of the assignment.
- Explain why you selected this item—why it is significant to you, and how it shows your growth and learning in the concentration.
- Describe the item’s strengths and qualities.
- Describe what you would change, if you had more time to work on the text, or if you were to revise it in the future.

Artifact #5
Select one assignment from each Rhetoric and Composition course you have taken—that together represent your learning, growth, and course experiences. These assignments may include multimodal compositions as well as written documents; choosing a variety of genres and audiences is highly recommended. You may upload additional material beyond the eight required items to show your best work.

Artifact #6

Introduction Artifact #6
Each Introduction for each of your eight texts or artifacts will do the following:

- Identify the course for which that piece was composed (course name, number, name of instructor, and semester taken) Briefly summarize the original assignment requirements and purpose.
- Identify the audience that was your target for the assignment.
- Identify the genre of the assignment.
- Explain why you selected this item—why it is significant to you, and how it shows your growth and learning in the concentration.
- Describe the item’s strengths and qualities.
- Describe what you would change, if you had more time to work on the text, or if you were to revise it in the future.

Artifact #6
Select one assignment from each Rhetoric and Composition course you have taken—that together represent your learning, growth, and course experiences. These assignments may include multimodal compositions as well as written documents; choosing a variety of genres and audiences is highly recommended. You may upload additional material beyond the eight required items to show your best work.
Artifact #7 (Optional)

Introduction Artifact #7
Each Introduction for each of your eight texts or artifacts will do the following:

• Identify the course for which that piece was composed (course name, number, name of instructor, and semester taken) Briefly summarize the original assignment requirements and purpose.
• Identify the audience that was your target for the assignment.
• Identify the genre of the assignment.
• Explain why you selected this item--why it is significant to you, and how it shows your growth and learning in the concentration.
• Describe the item’s strengths and qualities.
• Describe what you would change, if you had more time to work on the text, or if you were to revise it in the future.

Artifact #7
Select one assignment from each Rhetoric and Composition course you have taken—that together represent your learning, growth, and course experiences. These assignments may include multimodal compositions as well as written documents; choosing a variety of genres and audiences is highly recommended. You may upload additional material beyond the eight required items to show your best work.

Artifact #8 (Optional)

Introduction Artifact #8
Each Introduction for each of your eight texts or artifacts will do the following:

• Identify the course for which that piece was composed (course name, number, name of instructor, and semester taken) Briefly summarize the original assignment requirements and purpose.
• Identify the audience that was your target for the assignment.
• Identify the genre of the assignment.
• Explain why you selected this item--why it is significant to you, and how it shows your growth and learning in the concentration.
• Describe the item’s strengths and qualities.
• Describe what you would change, if you had more time to work on the text, or if you were to revise it in the future.

Artifact #8
Select one assignment from each Rhetoric and Composition course you have taken—that together represent your learning, growth, and course experiences. These assignments may include multimodal compositions as well as written documents; choosing a variety of genres and audiences is highly recommended. You may upload additional material beyond the eight required items to show your best work.
Critical Reflection

A separate text from the rest of the portfolio, this reflection will describe and evaluate your learning and experience as a student in the concentration. Requirements:

- Length will be between 1200 and 1500 words.
- Genre will blend aspects of personal narrative with persuasive and expository writing.
- Tone and voice should be professional.
- Audience is faculty in Rhetoric and Composition at Georgia State University, but also admissions committees for graduate programs and professionals involved in hiring and job searches.
- Content should develop responses to these prompts:
  - What is your current definition of “rhetoric”? Which theories, figures, readings, assignments, and/or courses have most contributed to your understanding of rhetoric and its purpose in the world?
  - Provide your own definition of “critical thinking,” and discuss specific examples showing how your reading, research, and writing have applied, and demonstrate, critical thinking.
  - In what ways do you think you have grown the most as an author and producer of texts? How have your views, attitudes, and understanding of your writing process, revision, and editing changed?