

Spring 2019

Writing for the Humanities and Arts

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Recommended Citation

Brener, Yolande E. and Brown, Julia, "Writing for the Humanities and Arts" (2019). *CUNY Academic Works*.
https://academicworks.cuny.edu/cc_oers/144

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Course Website can be found [here](#).

	<p>ENGL 21001 SPRING 2019 Classroom: NAC 1/301Y Class Meeting Times: Monday and Wednesday 9:30-10:45pm Instructor: Yolande Brener ybrener@ccny.cuny.edu Office Location: 6/252 Office Hours: By appointment</p>
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Course Description: This is an English composition course designed for students who are interested in pursuing careers in the humanities, such as literature, linguistics, foreign languages, history, classics, philosophy, art history, gender studies, music, and dramatic arts. In this course, you will be exposed to academic writing, as well as writing that you may encounter in other professional settings. We will study and practice several genres associated with these areas to understand the standard conventions of humanities composition, vocabulary, and style, and acquire the necessary research and communication skills that will help you in future projects outside of this class.

Keys to Success:

1. The most successful students in a general education English/Humanities course accept that they have much to gain from the course, stay on top of the reading, think critically about the reading and actively participate in class discussions.

2. Successful students, furthermore, see writing as more than the means of completing required assignments. They think of writing as not only a means of communication, but also an opportunity for reflection and a mode of personal expression. Finally, successful students see writing as a means of discovering their ideas on the subject at hand through revision.

Required Course Materials:

Active CCNY email account and Blackboard page. City College Blackboard: Other reading and writing materials, PowerPoint slideshows and videos will be posted online on BB during the semester. **Please Note: You must use your CCNY email address in Bb (log in to the CCNY Portal, click Blackboard, then Update Email in the Tools menu). If you add a non-CCNY domain email address in this window, you will not receive important course announcements.**

Course Learning Outcomes

During the semester, you will:

- acknowledge your and others' range of linguistic differences as resources, and draw on those resources to develop rhetorical sensibility

- enhance strategies for reading, drafting, revising, editing, and self-assessment
- negotiate your own writing goals and audience expectations regarding conventions of genre, medium, and rhetorical situation
- develop and engage in the collaborative and social aspects of writing processes
- engage in genre analysis and multimodal composing to explore effective writing across disciplinary contexts and beyond
- formulate and articulate a stance through and in your writing
- practice using various library resources, online databases, and the Internet to locate sources appropriate to your writing projects
- strengthen your source use practices (including evaluating, integrating, quoting, paraphrasing, summarizing, synthesizing, analyzing, and citing sources)

Assignment Grade Weights

Reading and Writing Assignments (in addition to the essays): Online responses to assigned readings and comments on each other’s posts; peer review. Chapters in the *Norton* provide heuristics for peer review. **All papers must be submitted via Blackboard as a Word document or a PDF. The Final Portfolio can be submitted as a PDF or as a CUNY Commons site.**

Your final grade will consist of the following:

Resume and Cover Letter: 10%	Due 02/06 (one page each)
Interview 10%	Due 02/25 (600-800 words)
General Audience Project (Op-ed essay): 15%	Due 03/11 (700-900 words)
Arts Review: 15%	Due 04/01 (800-1000 words)
Grant Proposal: 20% (group project)	Due 05/06 (1000-1250 words)
Participation/Attendance: 15%	
Final Portfolio and Self-Reflection: 15%	Due 05/08 (ref 500-700 words)

Course Policies

CCNY’s Statement on Community Standards

<https://www.ccnycunyu.edu/studentaffairs/community-standards>

Attendance

Students are expected to attend every class session of this course and to be on time. If you miss five classes, your final grade will be dropped by one-half of one letter (a 90 to an 85, for example). If you miss six classes, your final grade will be dropped one full letter. If you miss seven classes, you will not be able to pass the course. Consistent late arrivals and early departures will have a negative impact on your grade. I will notify you by email if course absences (for full or partial classes) are having an impact on your grade. If you have special circumstances, please see me. I’m happy to work with you to help you complete this course.

Student Support Services

The Writing Center, NAC Third Floor

<https://www.ccnycunyu.edu/writing>

The City College Writing Center offers one-on-one assistance for students working on writing assignments and projects from any discipline.

Gateway Advising Center, NAC 1/220

<http://www.cuny.cuny.edu/gateway/>

Students without a declared major can receive academic advising, especially if you have questions about your course of study, core requirements, etc.

Additional Policies

- Please do not bring food or drink into the classroom.
- Please limit use of electronic devices to course-related content.
- Please respect your classmates and the class environment. Listen to group discussions and limit potentially distracting activities such as side conversations.
- Please speak up. If you don't understand or don't agree with anything said in class, or anything assignment-related, please say something, or contact me after class. It will help the group.

Weekly Schedule (subject to change)

Week 1	M 01/28/2019	Course introductions
	W 01/30/2019	Resumes and Cover Letters DUE: Locate and print at least 2 internship or job ads you will be qualified for upon graduation; Look over the sources on Resumes and Cover Letters on the course website
Week 2	M 02/04/2019	Peer Review DUE: Resume and Cover Letter Draft 1, Bring 3 copies to class
	W 02/06/2019	DUE: Resume and Cover Letter Final Draft Introduction to Interviews
Week 3	M 02/11/2019	Bring 12 questions for interviewee and letter of introduction
	W 02/13/2019	Discuss interviews Portfolio Workshop
Week 4	M 02/18/2019	NO CLASS
	W 02/20/2019	First draft of interview Peer Review
Week 5	M 02/25/2019	Final draft of Interview Writing for a General Audience: Annotated Bibliographies DUE: Read About Annotated Bibliographies -

	W 02/27/2019	General Audience: Incorporating Sources DUE: Read Documentation chapter from Norton Field Guide
Week 6	M 03/04/2019	General Audience: Peer Review DUE: Article Draft 1, Bring three copies to class
	W 03/06/2019	Continue talking about opeds
Week 7	M 03/11/2019	General Audience Conclusion/Arts Review Introduction Due: Final draft of oped
	W 03/13/2019	Arts Review DUE: Read review examples Bring in suggestions for your review
Week 8	M 03/18/2019	Reviews
	W 03/20/2019	Arts Review: Peer Review DUE: Review Draft 1
Week 9	M 03/25/2019	Follow up on peer reviews and examples Portfolio Workshop
	W 03/27/2019	Introduction to Grant Section
Week 10	M 04/01/2019	DUE: Book or Art Review Final Grants: Introduction and Problem Statement Create Groups- Brainstorm Ideas, GANNT Chart Due: Conference Paper Final Draft; Read Grant Proposals
	W 04/03/2019	Grants: Budgets and S.M.A.R.T. Goals DUE: Completed GANNT Chart, Problem Statement (Feeder), Find 1 Prospective Grant per person Grants: Project Narratives and Incorporating Sources DUE: Find 1 unique source per person, bring to class
Week 11	M 04/08/2019	Class cancelled for group conferences
	W 04/10/2019	Class cancelled for group conferences
Week 12	M 04/15/2019	Grants: Peer Review DUE: Project Narrative Rough Draft; Budget
	W 04/17/2019	Grants: TBA
Week 13	M 04/22/2019	**SPRING RECESS** no class
	W 04/24/2019	**SPRING RECESS** no class
Week 14	M 04/29/2019	Grants: Presenting Your Grant Proposal DUE: Read PowerPoint is Evil

	W 05/03/2019	Grants: Presentation Workshop DUE: Memo #2 Group Evaluation DUE: Project Narrative Final Draft
Week 15	M 05/06/2019	Introduce Final Portfolio Grant Presentations
	W 05/08/2019	Grant Presentations
Week 16	M 05/13/2019	FINAL CLASS Writing Reflections/ Any final grant presentations/ Final Portfolio Workshop

Resume and Cover Letter Assignment

Due: 02/05 at 11:59pm

Some of the first writing you will have to do as a professional is to create a resume and cover letter for job applications. Perhaps you already have some experience with this type of writing. For this assignment, you will find a job posting in your field that you would be qualified to apply to after graduation and tailor your resume and cover letter as though you were applying for that job. Use the following resources to help you format your resume and cover letter:

- [Tips on Writing Cover Letters \(with examples\)](#)
- [Tips on Writing Resumes and CVs](#)
- [Resume Examples](#)
- [CCNY Career Services: Writing a Resume and Cover Letter](#)

You will be handing in the following documents when this project is due:

- Job posting
- Resume
- Cover letter

Interview Assignment
600-800 Words
DUE 02/25/2019

Write a report based on an interview with an individual who works in the humanities.
Alternatively write a report based on an interview with one of your peers who plans to work in the humanities.

Have a clear purpose when you set out to interview your subject, whether it is understanding what inspired them to create a certain exhibition or how working in their field has transformed their life, or any other focus that is topical and relevant to the subject's current work.

When you approach your subject, explain to them who you are and why you are requesting the interview. Make sure you explain what the focus of your interview will be, and why you are interested in their work.

Prepare your questions ahead of time.

Decide whether you will do your interview in person, over the phone, or by email. Each method has different advantages and disadvantages, which we will discuss in class.

Decide how you will record your interview: tape recording, note-taking, or email.

If you do your interview by phone or in person, be punctual and keep to a time limit, 15-20 minutes is recommended.

We will look at examples of good interviews in class, and talk about the best format for your report. Your report should include an introduction explaining what you hoped to find out, and your conclusion should wrap up the focus of your investigation. Since you are writing about a person, make sure that your report displays respect and interest, regardless of whether you agree with everything the person says.

Writing for a General Audience: The Op-Ed Assignment

Due 03/11

700-900 words

The headline reads "op-ed" piece, a term referring to the "opposite editorial" page of newspapers, a page traditionally reserved for columnists, letters to the editor, and other guest "opinionators." It operates as a complement to the newspaper's own editorial positions, usually expressed in an unsigned article and offering the official opinion of the newspaper's editorial board.

A good op-ed piece is topical, offering a perspective on a current item of interest to the readers of the publication. The writer offers a unique, focused look at the subject, often using both logical and emotional appeals to persuade readers.

The writer's tone is balanced and consistent, and his or her voice unique--humorous or cynical, angry or sorrowful, objective or contemplative, but definitely the voice of the writer. Op-ed pieces are the product of an individual, not a committee.

Also, while it may seem obvious, it bears repeating: the best op-ed pieces are lively, informative, and *good* pieces of writing.

Your assignment, then, is to write an op-ed piece on something humanities-related that you are passionate about.

Keys to the Genre (also check out the tips on our website):

- Know your publication
 - Short paragraphs
 - 700-900 words
 - Includes a visual element
- Know your audience and your subject
 - Appeal to emotion, authority, logic, or a combination?
 - What words will your audience need defined? How will you define them? (hint: dictionary definitions are boring).
 - How will you hook your audience at the beginning?
- Know your opinion
 - Are you arguing a claim of fact, a value claim, or a policy claim?
 - DON'T FLIP-FLOP ON YOUR THESIS

	High Proficiency	Proficient	Some Proficiency	No/Limited Proficiency	Points Awarded
Position: Do you have a clear and focused position, is it clearly articulated in the beginning of the essay, do you stay focused on supporting your position as you discuss your support, are the examples adequately supporting the position, is the position specific enough for you to adequately support?	27-30	24-26	20-23	0-22	
Examples for support: Are the examples sufficient to convince your audience that you are correct in your position, will the audience likely find your examples acceptable, are the examples relevant?	18-20	15-17	11-14	0-10	
Explanations of examples of support: Are the explanations sufficient to convince your audience—or do you assume your readers already think the way you think or that the examples speak for themselves; will the audience find your discussion clear and acceptable; is the discussion relevant?	13-15	10-12	7-9	0-6	
Organization: Is there a logic to the progression your paragraphs, do paragraphs stay focused on developing one piece of support or do they wander from one idea to the next, do paragraphs repeat ideas? Does your organization fit the genre?	18-20	15-17	12-14	0-11	
Surface level writing: Are there grammatical errors, are sentences too wordy, is the syntax clear, is the spelling correct? Do you follow genre conventions?	6-7	4-5	2-3	0-1	

MLA citations: Do you cite your sources accurately and consistently?	7-8	5-6	3-4	0-2	
Feeder Assignment Scores: Annotated Bibliography	N/A	N/A	N/A	N/A	N/A
Total Points					100

Arts Review Assignment
800-1000 words
Due 04/01/2019

Write a short review of an “art project” of your choice. This can be anything that falls within the arts including visual art, film, literature, music and theater. While you are free to choose something that appeals to your interests, there are a number of important guidelines to note:

- 1) Ideally, your review should be of a recent art exhibition, theater performance, or book reading that you will attend.
- 2) You may also review “artistic works” which could include internet exhibitions, radio programs, musical projects, short stories or poetry. Please choose something that falls in the category of art rather than mainstream popular culture. If you are not sure whether your topic meets the requirements, please ask.
- 4) Your review should be based on a careful and detailed observation and/or interaction with the artwork of your choice. You need to identify the name of the artist(s), where and when the exhibition took place, some general background about the artist(s), release and publication details (if applicable) and some details about how the exhibition or work of your choice relates to the artist’s overall career.
- 5) Your opinions, impressions and interpretations are relevant to the assignment. However, everything you write needs to be supported by details and explanations. The review is based mainly on your opinions and reactions, meaning that you are not required to do any research beyond how the work relates to the artist’s overall body of work or how the artist’s work relates to their field as a whole.
- 6) The best way to prepare for this assignment with respect to form and style is to have a look at art reviews published in local papers or art magazines. We will look at examples in class. Please feel free to share your own examples if you have any favorite reviews or reviewers.

Grant Project Unit (100 pts) (Group Project)

Due: 05/06

1000-1250 words

In this unit, you will imagine you and your group are applying for a grant to solve a need of your community (whether that be the campus community, or a community elsewhere in NYC). You will be completing (most of) the typical steps of a preparing a grant proposal.

Since this is a group project, the grading is slightly different. You will receive a group grade on the project as a whole, which will serve as a base grade for your individual score. Your group members will be evaluating the effort you put into this project and I will keep those evaluations in mind when assigning individual grades at the end of this unit. You will be creating a Gantt chart and writing a group contract for this project. If you do not hold up your end of the contract (ie, you do not communicate, you miss group meetings, you skip class when I give group time to work, you do not do the work you agreed to do, etc.), I will ask you to complete this entire project individually.

Grant Project Checklist:

- Abstract 10 pts
- Problem Statement 8 pts
- Project Narrative (with sources cited) 50 pts
- Budget 7 pts
- Timeline (GANNT Chart) 10 pts
- Presentation 15 pts

Problem Statement:

Due 04/03

75-150 Words

Before any grantor will give you money, you must identify a need or a problem that your project will be solving. In 75-150 words, you will describe the opportunity, challenges, issues/need within the community that your proposal addresses.

This unit will be much easier if, as a group, you identify a real problem or need within a community to address, such as an increased homeless population or lack of access to fresh and healthy foods. In the problem statement, you should also be sure to define who is affected by the problem you notice.

Example Problem Statement: Over a year ago, a condominium developer dug a pit at Lot 48 on Sullivan street in Pawnee, Indiana to build a basement but went bankrupt in the middle of the construction project. The site remains abandoned in an otherwise residential neighborhood. Not only is the unsightly dirt pit an eyesore for the community, it also poses a safety risk. Walking home late at night, a neighborhood man fell into the pit, breaking both of his legs. As Sullivan Street is also the home to several families with children, this safety hazard is especially concerning.

Timeline/Gantt Chart:

Due 04/03

A Gantt chart, commonly used in project management, is one of the most popular and useful ways of showing activities (tasks or events) displayed against time. On the left of the chart is a list of the activities and along the top is a suitable time scale. Each activity is represented by a bar; the position and length of the bar reflects the start date, duration and end date of the activity. This allows you to see at a glance:

- What the various activities are and who will be working on them
- When each activity begins and ends
- How long each activity is scheduled to last
- Where activities overlap with other activities, and by how much
- The start and end date of the whole project

While a grant proposal typically asks for a Gantt Chart of the project itself, I am asking you to create a Gantt chart for the completions of the activities you must complete in this unit (problem statement, abstract, budget, drafts of project narrative, presentation preparation steps, etc.).

LOOK AT THE CLASS SCHEDULE FOR DUE DATES AND STEPS IN THIS PROJECT. There are some smaller steps that I have asked you to complete that you should include on this Gantt Chart.

Your Gantt Chart is how you will make sure that your group members are participating equally and how you will evaluate your group members when the project is completed.

You can find a template online, or create your own.

Example Gantt chart (yours will be more extensive):

Task Name	04/13	04/14	04/15	04/16	04/17	04/18
Write problem statement						
Create Gantt Chart						
Find Prospective Grant						
Find one Source						

Red= Ann Perkins

Blue= Leslie Knope

Green= Andy Dwyer

Budget:**Due 04/15**

Your budget will break down the expenses of your grant for the grantors. You may either create a spreadsheet of your own for this, or fill out the example I have provided on the Readings and Resources page. If your proposed project requires a lot of materials, you may want to use the example as a guide, while creating your own spreadsheet. Your first step is brainstorming a list of all materials your project will require to complete. Next, you will look up the prices of those materials and catalogue them in your budget report.

In the budget, while the cost does not have to be spot on, I do not want you arbitrarily making up prices. There is no writing in this portion of the project, so I expect you to do a little research once you have come up with your list of expenses. Should your staff be making minimum wage, or are their positions typically paid more? How much do standard office supplies cost? How much does postage cost to mail surveys to 200 participants?

Project Narrative:

Draft 1: 04/15

Final Draft: 05/06

4-6 Pages

The project narrative will contain the bulk of your grant proposal. It is here that you will describe the nature of your project, how it will address the community need/problem that you identified in your problem statement. The key to a good project narrative is to be as specific as possible-this is where you anticipate an answer any questions the grantors might have about your project.

Your project narrative should first give a background of your problem and the people it affects, incorporating the research you have done. Perhaps this background research provides statistics regarding your problem; perhaps outlines what other communities have done to address similar problems; perhaps it includes an analysis of the community (cultural, historical, demographical, etc.); perhaps it does a combination of these.

Next, your project narrative should describe the nature of your proposed project. You will describe the exact activities for which you are requesting funding.

- Describe your overall goal(s) regarding the problem you noticed; what are the objectives or ways in which you will meet those goal(s)?
- Describe how this focus was determined and who was involved in that decision-making process.
- How will the proposed activities benefit the community, being as clear as you can about the impact you expect to have?
- Who will carry out the activities in the proposed project?
- What is the timeframe in which this will take place?

Finally, your project narrative will describe how you plan to measure the outcomes of your project. Funding is often based on measurability, so this part is quite important. Describe your criteria for the project's success, how you will measure the changes, and use the evaluation results?

- Will you survey participants?
- Is your effectiveness numbers based (like tracking the amount a video has been shared)?
- Will you give your participants action cards (cards containing desirable outcome actions that they can chose from, ie after viewing an educational video on healthcare, participants pick between cards saying "will talk to my family about healthcare options," "will never talk about healthcare," "will write my local representatives about healthcare options," or "will donate to healthcare initiatives").
- Will you interview select participants?
- Will you do a combination of these measurements, or something entirely different?

Whatever your method for measuring outcomes, you must be specific. If you plan to survey participants, include a sample of your survey questions. If you are tracking numbers, what number equals success; how do these numbers translate into real world change? Why is that methodology effective for you project?

Abstract:

Due: Your Presentation Date (05/06 or 05/08)

250-500 Words

The abstract gives your readers their first glance at your project. It should be succinct and written in the future tense and should condense what you have written in the project narrative. You will outline:

- 1) The problem you are addressing.
- 2) What your project is.
- 3) How your project goals address the identified problem.
- 4) How you will measure those goals.

Your abstract should be written AFTER your project narrative is completed (or mostly completed).

Presentation:

Due: Your Presentation Date (05/06 or 05/08)

10 Minutes

You will be presenting your project to the class with some kind of visual aid (PowerPoint, Prezi, etc). The content of this project will be the bulk of your project narrative; however, you should not just stand in front of the class and read your project narrative word for word. Rather, you will take the most engaging and important parts and relay them to the class.

Whereas the rest of your project is narrative in nature, in the presentation you can appeal to your audience using images. Images can be key in relating the importance of your project, so use your visual aid wisely. For example, if Ann Perkins really wanted to show the dangers of the pit to a board of grantors, she could include this picture of the pit:



And explain how the steep edges depicted in the picture can be especially dangerous, or how the construction materials in the bottom of the pit could cause extra injuries for someone who falls in.

Portfolio and Self-Assessment Assignment

The Portfolio and Self-Assessment Essay are in many ways the most important documents that you'll create for this class. Assembling the Portfolio will help you to see your progress as a writer over the course of the semester, and the Self-Assessment Essay will give you the chance to evaluate that work based on your own criteria as well as the course learning objectives.

The Self-Assessment Essay should be 500-700 words.

Due 05/13/2019

The Portfolio should include, at a minimum, the Self-Assessment Essay; revised and edited versions of your Interview, Op-Ed, Arts Review, and Grant Project Narrative Essay; and any additional documents (or portions of documents) you composed over the semester that help you demonstrate the extent to which you've met the course learning objectives and developed your understanding of writing and argument. For instance, in addition to providing polished versions of your essays, you might want to include drafts of essays, examples from homework, peer reviews, etc. Or, you may want to include copies of your annotations of course texts or copies of the notes you took while reading to demonstrate that you have developed strategies for critical reading. To demonstrate that your drafting process has changed, you might want to include a draft from an early and a late assignment that illustrate changes in your drafting process. In order to better orient readers of your Portfolio, you'll also need to compose introductions to (or abstracts for) each of the documents you showcase, including your major essays. Use this same approach for all of the Course Learning Objectives. (Be mindful that the documents you choose to include in your Portfolio should be referenced in your Self-Assessment Essay, which is further explained below. You will describe the documents, and their significance, in your essay. Thus, you'll need to be very choosy in selecting which documents best represent your learning and development as a writer and be ready to refer to and analyze them in the Self-Assessment Essay.) The portfolio will be housed on a Cuny Commons site; **be sure to make it private, accessible only by password.** If you are concerned about privacy, consider creating an email account that you can use exclusively for course work. It will be read by me, some members of the class, and other CCNY faculty and administrators. You are, of course, free to share your Portfolio with anyone else, but do not make it freely available. While the arrangement of the Portfolio is up to you, it should be easy to navigate. As with any Web site, you want to be able to find what you're looking for without any interference. This might mean scanning handwritten notes, taking screenshots of annotated Web sites, and turning your essays into .PDFs or Web texts.

The Self-Assessment Essay is a kind of research paper. Your development as a writer is the subject and the writing itself is your evidence. As you write your Self-Assessment Essay, you'll be referring to the works you've included in your Portfolio. This essay answers two questions: *To what extent have I achieved the course learning objectives? In what ways have my perceptions on what writing is and does evolved this semester?* This essay will thus provide you with an opportunity to demonstrate how you've developed as a writer this semester and will serve as an introduction to your Portfolio.

Here are the Course Learning Objectives: Over the course of the semester, you will:

- 1.acknowledge your and others' range of linguistic differences as resources, and draw on those resources to develop rhetorical sensibility
- 2.enhance strategies for reading, drafting, revising, editing, and self-assessment
- 3.negotiate your own writing goals and audience expectations regarding conventions of genre, medium, and rhetorical situation
- 4.develop and engage in the collaborative and social aspects of writing processes
- 5.engage in genre analysis and multimodal composing to explore effective writing across disciplinary contexts and beyond
- 6.formulate and articulate a stance through and in your writing
- 7.practice using various library resources, online databases, and the Internet to locate sources appropriate to your writing projects
- 8.strengthen your source use practices (including evaluating, integrating, quoting, paraphrasing, summarizing, synthesizing, analyzing, and citing sources)

The Self-Assessment Essay and Portfolio will *not* be evaluated on whether or not you have achieved the goals, but on how well you demonstrate your understanding of the goals that you have achieved and your thoughts about the goals that you have not achieved. It will be up to you how to incorporate your response to how your perceptions have evolved regarding the question, "What is writing?" You might want to devote a section of your Self-Assessment Essay to this subject alone, or you might want to weave this discussion into other parts.

While you won't be asked to assess your own Self-Assessment Essay, you should be aware of the criteria that I'll use when I assess it.

- 1.Have you addressed all of the course learning objectives, even those that you feel you did not spend enough time working on? (10 pts)
- 2.Have you articulated explicitly the ways in which your perceptions of writing have evolved? (15 pts)

3. Have you provided *evidence*, in the form of your own writing and specific learning moments, that you have developed as a writer? Are you able to identify areas in which you have not progressed, either because you didn't spend enough time with them or you feel that you had a strong start in those areas? (20 pts)

4. Have you effectively revised and edited your four major essays? (30 pts)

5. Is your portfolio design effective and appropriate for digital audiences? (25 pts)

○ Is your portfolio design simple and easy to navigate?

○ Have you maintained consistency from one page to the next?

○ Have you used color and contrast to make things simple for your reader?

○ Have you considered font and page layout to create a neat, easy to read text?