

Professional ePortfolio

Due: Apr 29th

What key questions are framing this assignment?

- **What is rhetoric?**
 - What is the role of rhetoric in different professional spaces?
- **What is genre?**
 - What is the role of audience in our understanding of genre?
 - What is the role of materiality in our understanding of genre?
 - What is the role of design and medium in our understanding of genre?
- **What is audience?**
 - How does audience influence our understanding and applications of rhetoric and genre?
- **What is a network?**
 - How does a network—digital or physical—function?
 - What roles do audience, producer, circulation, and remediation play within a network?
- **What is a composer?**
 - How do we assess our own work in different professional spaces?
 - How can we help others improve upon their work?
 - How do we market ourselves as composers in the professional sphere?
 - What is your theory of composing, and how will your theory shape your composing practices in professional spaces?

Purpose: An electronic portfolio is a genre that can be used for different purposes (for example, reflection or showcasing all the work you have done in a course), and, perhaps, you have built eportfolios in the past. However, this eportfolio will be used as a professional space and might be something you submit to future employers, internship opportunities, or graduate programs. For this reason, you will want to highlight skills and feature materials (introduction vlog, CV/resume, goals, letters of recommendation, projects that feature your abilities) that would appeal to the field you would like to work within and/or the kind of organization you would like to work for.

Components:

- A digital platform that will allow you to build an eportfolio (Wix and Weebly are fine, but if you have the ability to code, that would be an asset you would want to advertise, for sure).
- **Collection:** An array of artifacts that you have collected. Some of these will be from the class or your other experiences at the university, but you might also consider projects you have completed outside of class. Have you made a video or newsletter for a club or

organization you are a part of? Do you practice photography? Do you design clothing or make art?

- **Selection:** Based on the audience you have in mind and the purpose of the eportfolio (see above), select 5-7 artifacts you feel will be most meaningful in showcasing you as a potential employee or successful application.
- **Reflection/Connection:** Using space on the eportfolio page, curate these artifacts, explaining to your readers what this shows about you, how they relate to one another, and how these selections feature skills and abilities that would make you a desirable choice for their program or organization. You don't want to be overly specific in addressing your audience (because you might have several programs you are applying for or several positions at different companies, but highlight the things you feel they might care about). Remember, you should also use connections to show your reader how to engage with these diverse artifacts so that they will draw meaningful deductions about you as the composer of this text.
- **A designer's statement** (750-1250 words) explaining your thought process in selection, arrangement, design, and the impact you want this to have on your audience. I would also like you to use this text to look forward: how do you hope to continue developing this text as you advance in the EWM major and beyond? What experiences will you hope to add to this portfolio in the coming year? What aspects of your identity does this eportfolio represent well and what aspects need continued development?

Helpful Tips:

Process – You will be working on this eportfolio all semester, so use the checkpoints you are given so that you can receive worthwhile feedback and are not rushing to complete this important document in the final weeks of the course. During your process, utilize resources like the Digital Studio, the readings we do in class, my office hours, and your knowledge of design.

Artifacts – In the past, you have maybe been forced to include all of the artifacts from the class. This time, you have total freedom in what you select, but you would be wise to include some basic documents (like a CV or résumé) that the readers will expect to see and select artifacts that you are able to connect back to your audience and purpose in your designer's statement.

Design – While a template is a fine place to begin, you should not use a template without advancing it to the point that it becomes a new composition, one you can call your own. If you are familiar with the platform that you are using, you might challenge yourself to begin with a blank space. Remember, what Arola says about templates as design.

Designer's Statement – While, of course, I want you to use your designer's statement to explain your current decisions and choices and think about the rhetorical impact this text

can have on a specific audience, I also know you might still be working through what you would like to do and where you would like to go. For that reason, I would like part of your designer's statement to address the future development of this text as well.

Grading:

- **Navigation 20%**
 - Information is well structured and intuitively organized
 - Navigation between pages is intuitive or clearly explained to the reader
 - Location of individual texts within eportfolio is logical
 - Organization of eportfolio is accessible across devices and browsers
 - Links, media, and buttons are functional
 - Text is accessible to all potential readers
- **Design: 20%**
 - Visual design and color scheme are consistent across pages of eportfolio
 - ePortfolio is visually appealing and inviting to the viewer
 - Images, video, and audio connect to the writing and have a clear purpose
 - Font is legible and does not distract readers
 - Elements like arrangement, hierarchy, contrast, and consistency show the reader the relationship between parts of the eportfolio (subheaders vs. body text, for example)
- **Coherence: 20%**
 - All required content is present
 - Writing is original and rhetorically effective
 - Individual pieces have a clear purpose, and connections are made between each of the different artifacts through arrangement
 - Style and voice are expressed and emphasized through design choices
 - Theory of composing is prominent, and serves to build connections among each of the selected artifacts
- **Context: 20%**
 - Readers get a clear understanding of who the author is
 - ePortfolio reflects both the author and his/her works through coherent "theme" - this is usually done through the theory of composing but might also be accomplished through the intended audience/field this eportfolio is aimed towards reaching

- eportfolio appeals to its intended audience, which is clearly articulated
- eportfolio provides sufficient contextual information for all potential readers to understand its individual components
- **Reflection: 20%**
 - ePortfolio demonstrates knowledge and practices gained throughout the course
 - connections are made between artifacts and between experiences, both inside and outside of the class
 - ePortfolio demonstrates an ability to think back, think through, and project forward when it comes to how we write, why we write, and the purpose of writing generally

ePortfolio: Designer's Statement Assignment Sheet

Rhetorical Situation

- What is your rhetorical situation? More specifically, what is your exigence (what need does your text respond to in the world), who is your audience, what is the purpose?
- What is the context/community/discipline you imagine this text existing in?
- How do you make sure your audience gets what they are meant to from interacting with this text?

Decisions

- What is the theme of your overall design and what identity do you think it creates for you?
- How did you select things like color, font, layout?
- What modes are at work here? How do they work together to accomplish your overall goals?
- Did you keep the design consistent across pages – why or why not?
- Did you follow the conventions of the eportfolio genre – what are those conventions and why did or didn't you choose to follow them?
- How do you see your design working towards your acceptance into a larger community like a discipline, internship, etc.?
- How did you decide where to put things? How are your artifacts organized? What is the order you want readers to follow when engaging with this text and how do you help guide them in that path?
- What constraints did you experience when making this project? How did you overcome them? Were there questions/issues that could not be resolved?

- How did you choose the artifacts? What do these artifacts contribute to your identity in this space?
- How do the artifacts relate to one another? How are they different?
- How did you organize the text that supported them? What is the purpose of that text?

Reflecting and Connecting to the Course

- How do you see the key terms from the class at play in this project? Key terms: circulation, audience, assemblage, exigence, material, network, design, genre.
- If you had more time or could re-do this project, what might you revise, change, and/or do differently?
- Do you plan on keeping this eportfolio and continuing to work on it or starting a new one for the job/grad market? Why? If keeping it, what will you add/change? If not keeping it, what will you seek to accomplish with a new text that is not in this text?