English 1101/1102 Multimodal Reflective E-Portfolio Instructions (Spring 2020)

ASSIGNMENT SUMMARY

For the culminating assignment in English 1101 and 1102, you will finalize and submit a multimodal reflective portfolio in lieu of a final exam. For your multimodal reflective portfolio, you select evidence from your body of work produced in the course, provide a context for this evidence, and describe the ways in which the evidence supports your argument that you have grown as a communicator.

This instructional guide for the required multimodal reflective portfolio provides information about your portfolio's rhetorical situation (including audience, purpose, and context) and the contents of the portfolio.

CONTENTS

RHETORICAL SITUATION OF THE ENGL 1101/1102 PORTFOLIO

PURPOSE

The purpose of the multimodal reflective e-portfolio is to demonstrate and reflect about how well you have met the outcomes established for English 1101 and 1102 at Georgia Tech. English 1101 and 1102 both emphasize the composition of research-based multimodal arguments through a rigorous, rhetorically sensitive, and reflective process designed to teach the habits of effective communication. Each section of 1101 and 1102 also has additional, theme-specific course outcomes that are included in your course syllabus.

AUDIENCE

While your instructor is the primary audience for your portfolio, your instructor is not the *only* audience. Secondary audiences for the portfolio include other instructors from the Writing and Communication Program at Georgia Tech, who read and evaluate your Canvas e-portfolio for programmatic assessment purposes. For this reason, you should assume your audience did not participate in your specific English class but is familiar with Georgia Tech's Writing and Communication Program.

Note: Programmatic assessment occurs after *the semester is over and does not affect your grade, GPA, or record—only your course instructor determines your course grade.*

REFLECTION

When you explain why you made a change in revising a draft, you are more likely to remember that reason the next time you are faced with a similar composing task. Thus, a reflective portfolio serves multiple purposes for your learning. Most important, it requires you to reflect about your learning over the course of the semester, a concept called metacognition. Many research studies indicate that this reflection work improves your ability to transfer your strategic knowledge about effective communication practices to other situations—such as other classes and jobs. Careful reflection on your work gives you a chance to continue building your skills. Being able to document your choices and reflecting on why you made them is important practice for workplace self-assessments often necessary for review/promotion processes.

In a portfolio, the quality of evidence (what you did) is as important as the reflection (why you did it). Reflection always begins with evidence, but it never ends there. You should identify not only what you did, but why you did it in relationship to the outcomes of the course. For example, if you want to discuss the ways you revised the organization of a paper or poster, you need to explain why you changed the organization. Why is the new organization more effective? How does it respond to the audience or reflect the purpose of your artifact? By answering these questions, you not only demonstrate your engagement in the writing process but you also demonstrate that you have developed a clearer understanding about the ways in which the sequence of your points might persuade your audience.

CONTENTS OF THE PORTFOLIO

OVERVIEW

In order to demonstrate that you have met the goals of the course, you will compile a portfolio of your best work using the online Canvas e-portfolio application. The purpose of your portfolio is to demonstrate the ways your habits of effective communication have developed and expanded over the course of the semester.

Your portfolio is a collection of individual pages you create (one for the reflective essay and one for each artifact). Your audiences will be interested in both the quality of the selected artifacts and the quality of your reflections as they consider your portfolio. They are also interested in the process documents (blogs, memos, drafts, feedback, brainstorms, etc.) that you provide in support of your artifacts and reflections. You should make design choices (emphasis, contrast, organization, alignment, and proximity—see *WOVENText* 119-125) to respond to audience needs and demonstrate your proficiency in WOVEN communication.

Your portfolio must include the following pages in your portfolio:

1. **Reflective Introduction to the Portfolio**: A page for a **1,200-1,800 word essay** that introduces your portfolio and strategically employs multimodal elements such as images, videos, audio files, and/or links to accompany your text and demonstrate to your audience how your communication habits have evolved.
2. **Artifact 0**: A page for your **multimodal diagnostic video**, which you produced during the first week of class, along with a **reflection** answering the directed reflection questions about the artifact (see page 7 for the reflection questions).
3. **Artifacts 1-3**: A page for each of **three additional artifacts** that together best reflect your work and development in the course, along with an **introductory paragraph** and **short reflections (150-200 words)** answering the directed reflection questions for each artifact (see page 7). These artifacts must be chosen to highlight your development in all WOVEN modes (see Choosing Your Artifacts on page 6).

Hint: Strong artifact pages will typically have four components—the artifact, a brief introduction to the artifact, the short reflection, and process documents. Adding process documents in support of all of your artifacts and reflections can help strengthen your overall argument about your development as a communicator.

COMPOSING THE REFLECTIVE INTRODUCTION TO THE PORTFOLIO

Write a reflective essay of 1,200-1,800 words that makes an argument about your work this semester, focusing on the artifacts you chose for your portfolio. The essay not only introduces the portfolio; it also introduces the artifacts that serve as evidence for your argument for your growth as a thoughtful communicator. Your reflective essay should be multimodal, including images, screen shots, embedded video, sound, and/or other media that support your case. However, **your reflective essay need not cover everything you learned in the course.** Instead, it should be focused on the most important learning—concepts, strategies, skills, practices, approaches—that you acquired, in relation both to the course outcomes and to your own priorities as a student.

Hint: You may want to think of this essay as a way to help your readers understand and make sense of the work you did this semester and allow them to understand the ways you developed as a communicator.

Your reflective essay should do the following intellectual work:

- Analyze evidence from your portfolio in order to make a **specific and focused argument** about your own intellectual growth as a communicator in this course.
- Articulate the **intellectual and communicative priorities** of the course as you understand them (see the list of course outcomes on the syllabus and also consider your instructor's goals concerning the content of your course).
- Reflect upon your **strengths and weaknesses** in relation to the stated course outcomes.
- Describe the **methods and modes** that were the focus of your communicative work in the course.
- Articulate areas and strategies you would like to focus on for **continued improvement**.
- Practice **multimodality**, including images, screen shots, embedded video, sound, and/or other media that supports your general argument about your growth.

Remember, your reflective essay need not cover everything you learned in the course. Instead, it should reflect the most important learning—concepts, strategies, skills, practices, approaches—that you acquired, in relation both to the course outcomes stated by your instructor and to your own priorities as a student.

Hint: You should not simply write a paragraph about each topic in this order. Rather, just as you would with any assignment in this course, you should determine what would be the most effective approach given your audience, purpose, argument, and context. In other words, this essay should prove what you have learned not only by analyzing what you have learned in each artifact but also by enacting that knowledge in this essay. (For example, if you say you have learned to better organize your arguments to persuade your audience, your reflective essay should be a well- organized argument that persuades your readers of your competence.)

Example 1 is an ENGL 1102 reflective essay created using Canvas. The essay displays vertically and includes written text and related embedded images. The student-creator used multiple Canvas tools (refer to the technical instructions below for examples) to highlight the multimodal qualities associated with their reflective essay within this portfolio.

Note: Rather than linking you directly to a student portfolio, which contains personally identifiable information such as IDs and names, we have elected to share screenshots with you. These screenshots (best viewed with magnifying features) are meant to give you a glimpse of what previous students have created using Canvas. Remember, each portfolio is an individual creation!

CHOOSING YOUR ARTIFACTS

For **Artifact Pages 1-3**, you want to choose three different, major artifacts that you produced in your ENGL 1101 or 1102 course that reflect your growth across all WOVEN modes for the course of the semester. You will use these three artifacts as evidence to support the argument you make in your reflective essay. When choosing your three artifacts, you must be sure to meet the following requirements.

- At least one artifact must emphasize **standard written English**. Example artifacts include essays, reports, proposals, or blog posts.
- At least one artifact must have been completed as an **individual effort**.
- At least one artifact must emphasize **oral and non-verbal communication**. Example artifacts include speeches, presentations, podcasts, and performances.
- At least one artifact must reflect **intentional visual design**. Example artifacts include pamphlets, posters, presentation aids, videos, visual art, websites, or reports/essays with intentional design.
- At least one artifact must reflect **electronic communication**. Example artifacts include websites, wiki pages, blogs, Twitter feeds, video, or audio.
- At least one artifact must reflect a **substantial revision process**. The revision process must be exemplified through process documents, the most common of which are multiple drafts. Other options include brainstorming notes, outlines, proposals, drafts with peer review letters, draft cover letters, video reflections, etc.

Note that each of your artifacts will meet more than one of these requirements. For example, a blog post that includes text, visuals, and links to other websites would fulfill the requirements for *standard written English*, *intentional visual design*, *electronic communication*, and likely the *individual effort* requirements. If the blog post included multiple drafts, it would also fulfill the *substantial revision process* requirement. The three artifacts you collect in the portfolio must *together* meet all of the requirements listed above.

Note: If you do not have a recorded oral/non-verbal artifact (for example, you did a class presentation or performance that was not recorded), you should submit a detailed description of the oral and non-verbal components of your presentation/performance along with a script, handout, and/or PowerPoint/Prezi that accompanied the presentation.

COMPOSING YOUR ARTIFACT REFLECTIONS

For artifacts 0, 1, 2, and 3, write a one-paragraph introduction (150-200 words) to the artifact that articulates your intellectual process in composing this artifact. Put another way, explain where your ideas came from and the ways they evolved during the course of the project. You should also discuss ways the composing processes (examples: prewriting, outlining, drafting, peer reviewing, revising, editing) affected your intellectual process, and vice versa.

After the introductory paragraph, answer each of the five reflection questions below, composing one to three bullet points in response to each question.

1. **Goals:** What were the main intellectual goals of the assignment? Please situate these goals in terms of the course theme and in terms of the communication strategies you were to learn or practice.
2. **Argument/Purpose:** What is your argument or purpose? How did you make the argument or purpose visible and persuasive in your artifact?
3. **Audience:** Who is the intended audience for your artifact; why is this an appropriate audience? How is your choice of audience reflected in your artifact?
4. **Defining Features:** What are the defining features of the genre or media that you are using in this project? How do you make use of these features?
5. **Ideas for Revision:** If you had more time for revision, what would you change and why?

Hint: Since the reflection questions are common across all artifact pages and e-Portfolios, you do not need to reproduce each question in full, but instead can use headings like "Goals," "Argument/Purpose" and "Audience" to label your bullet points.

Example 2 is an ENGL 1102 Artifact page composed in Canvas with an introduction, embedded media, and reflection. This student-creator also used multiple Canvas tools to showcase the multimodal aspects of a specific project, in this case, a picture book detailing scientific concepts created in Dr. Rebekah Fitzsimmons' Fall 2018 class.

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PORTFOLIO CREATION TIPS

COMPOSING YOUR WORK

- Compose your text in a word processing application (Word, Google Docs, etc.) for easy editing before placing it in the Canvas portfolio system. Be sure to regularly save your work!
- Carefully title each artifact. Titling each artifact helps give focus and shows how you are thinking about the artifact's purpose in the portfolio.

FORMATTING YOUR WORK

- Consider your reader as you format your Canvas pages; it is easier for a reader to click on an embedded video than for them to click through to another page, download a file, open a new application and watch a video.
- Structure the layout and format of your page carefully so your artifact is easy to find and to differentiate from supporting process documents. Your artifact should be the main feature of the artifact page. Use subsections, headers, and/or labels to enhance clarity and organization.

PROCESS DOCUMENTS

- Provide sufficient process documents for your artifact to accurately reflect your work and support your argument about your process and intellectual development in the course.
- If you have multiple drafts or process steps, show all of them instead of picking and choosing among them. Remember that drafts might be in different modes/media than the final product.
- You are encouraged to show your processes for more than a single artifact. Ideally, your portfolio would include 1-2 process documents for each artifact, and 3 or more for your artifact(s) reflecting significant revision.
- Include all elements of a project on its artifact page. For example, a presentation might include a video of you speaking, an embedded PowerPoint, and a script; all three pieces make up the final artifact. Label each appropriately: Final Artifact Video, Final Artifact PowerPoint, and Final Artifact Script.
- If you wrote an artist's statement to go along with a creative piece, include both the statement and the creative piece.

ARCHIVING DIGITAL WORK

- Screenshots are not a sufficient replacement for a full website or social media page, though they may be good for showing a draft or highlighting a particular section you are discussing in your reflection. Include a link to the final project at a minimum.
- While an image gallery of screenshots can be a useful way of showing either details or larger context of a physical artifact, any text in an artifact must be visible and readable. If text that is part of a physical display cannot be readily seen in an image gallery, include a transcript or other representation.
- Use screenshots to draw attention to details in web pages, posters, videos, drafts, etc.

- Adding a circle or an arrow can help draw attention to a revision you discuss in your reflection. Photoshop, GIMP, or Skitch can help with this.

OTHER TIPS

- Do not include entire artifacts in your self-review essay as a visual or attachment. Instead, highlight a specific page/paragraph/element that you would like to draw attention to for your reader.
- Make Word documents into PDFs and embed them in the site. Host the PDF on Google Drive and then embedded it using the PDF's sharing ink and Canvas's HTML/Embedded Content function. Make sure embedded PDFs take up a reasonable amount of visual space. A suggested addition to any PDF embed code includes: <iframe src="URL" width="640" height="480"></iframe>
- Beware of online video makers like PowToons and other digital animation systems. Yes, you can complete the video using a free trial of a software, but you'll need that video again at the end of the semester, long after a 30-day trial has expired. The same applies to free trials available via Adobe.
- In general, beware of software that is "free" but will add a HUGE watermark if you don't pay, or won't let you export your artifact without paying.

SAMPLE PORTFOLIOS

While prior student examples provide inspiration, you should ensure that your portfolio's content and design reflect your personal development during the individual course that you took. Online portfolio platforms offer large amounts of flexibility. Don't be afraid to experiment with design and layout!

STUDENT EXAMPLES (https://bit.ly/2I1xoEV)

Note: Rather than linking you directly to student portfolios, which contain personally identifiable information such as IDs and names, we have elected to share screenshots with you. These screenshots (best viewed with magnifying features) are meant to give you a glimpse of what previous students have created using Canvas. Remember, each portfolio is an individual creation!

USING CANVAS TO CREATE YOUR PORTFOLIO

Canvas e-portfolios are a way for you to showcase your learning process. You'll create individual pages (one for the self- review essay and one for each artifact) and then make a collection out of the pages— the multimodal reflection portfolio is that collection.

Every Georgia Tech student has free access to Canvas at http://canvas.gatech.edu.

SETTING UP A PORTFOLIO IN CANVAS

To create your portfolio in Canvas, you first need to get started on your home screen.

1. Click the "**Account**" icon located under the main menu tab on the upper left-hand side of the page. This icon resembles a person's face. You should now see your name, followed by a short menu of options.
2. Click on "**ePortfolios**," which should be the last option on this menu.
3. Click the "**Create an ePortfolio**" button on the upper right-hand corner of the screen. A new screen that reads "My ePortfolios" will appear, with an option to "Make an ePortfolio" in the center of the screen. Name your new e-portfolio using your *FirstName LastName,* the course number, and section letter. *Example: "GeorgeBurdell1102-Z1 Reflection Portfolio."*
4. Click the **"Make ePortfolio"** button. You should see a new screen with "Welcome to Your ePortfolio" at the top.

CREATING PAGES

Now that your portfolio is set up, you can start creating and adding artifact pages.

1. Click the "**Organize/Manage Pages**" menu option on the right-hand side of your screen.
2. Click on the existing "**Welcome**" page in the right-hand column and rename it something like "Reflective Essay" – this is the page where you will add your completed multimodal reflective essay.
3. Click the **"Add Another Page"** link below the existing page to create a new page in your ePortfolio. Title each page as you go – you may choose to start with titles like "Artifact 1" and "Artifact 2" and then rename them something more specific later. Add as many pages as necessary. *Hint: Your page title should clearly indicate to a potential reader of your portfolio which artifact is included on the page.*
4. Click the yellow **"Done Editing"** button to finish creating your page(s).
5. Click on the gear to the right of the page name to access additional editing options. The pencil will allow you to rename the page; the trash can will allow you to delete a page. You can also re-order the pages by selecting the **"Move to"** option.

You're now ready to start adding content!

ADDING CONTENT TO PAGES

There are four content options available in Canvas: Rich Text Content, HTML/Embedded Content, Course Submission, and Image/File Upload.

> *IMPORTANT: DO NOT use the "Course Submission" option when designing your e-portfolio!*

1. Click on the individual page that you'd like to edit.
2. Choose the **"Edit This Page"** button on the right-hand side menu.
3. On the right-hand side of your screen, you should see an **"Add Content"** menu. Choose one of these three options:
   a. **Rich Text Content** lets you enter text directly on your page and will give you the option to edit as you go. This is the default way to enter content. This feature also lets you modify formatting, size, and the appearance of text. It also lets you insert images and link to URLs. *Hint: Rich Text is ideal for your reflective essay, introductory paragraphs, and bullet point reflections.*
   b. **HTML/Embedded Content** allows you to link to media or embed media such as videos or podcasts within your portfolio. You may want to use this function to enhance the appearance of your site or contribute relevant content to your portfolio. *Hint: HTML/Embedded Content is ideal for YouTube videos and Google-hosted documents.*
   c. **Image/File Upload** will let you attach additional work such as essay drafts or peer reviews. *Hint: Image/File Upload is ideal for screenshots of process documents.*
4. Each time you add content, you need to add a new content box. If you have several files to upload, for instance, you will need to create a new content box each time. This rule applies for all of the content types.
5. You can move content boxes/rearrange the order by hovering over the top left corner of the box and clicking down on the arrow icon to move. The boxes have a drag-and-drop function for reordering.
6. You can delete any content at any time by selecting the trash icon to the right of the content label.

The **"Preview"** option will let you see if the page appears the way you want.

Be sure to click the **"Save Page"** regularly!

SUBMITTING AND SHARING YOUR PORTFOLIO

IMPORTANT: If you submit the portfolio incorrectly, so that your instructor is unable to access it, or have incorrect settings on your portfolio so that your instructor is unable to access it, your instructor may penalize you according to the policies listed in the syllabus, including assigning a zero for the assignment.

You will need to share your ePortfolio with your instructor. Your instructor cannot access your e-portfolio until you have submitted it correctly. You must access your e-portfolio in order to find the private sharing link.

1. Log onto Canvas and **click on your name** in the top right-hand menu.
2. Select **"ePortfolios"** from your profile page on the left side bar.
3. Click on the name of the portfolio you need to share with your instructor.
4. Scroll down to find the link that says: **"Copy and share this link to give others access to your private e-Portfolio."** (see screenshot below)
5. **Copy link and paste it into the Canvas assignment submission** area on your course site. Submit that assignment to your professor as you normally would.

SCREENSHOT 1: CANVAS EPORTFOLIO SHARING LINK

IMPORTANT: While Canvas allows you to continue updating your portfolio after submitting the link, please note that any editing of the portfolio after the submission deadline will be considered a violation of the Georgia Tech Honor Code and may be referred to the Office of Student Integrity.

HELP AND TROUBLESHOOTING

FUNCTIONALITY

If you come across an issue with Canvas functionality, please first consult:

- the self-help pages at canvas.gatech.edu OR
- the 24/7 help desk at http://canvas.gatech.edu/247-canvas-help-desk.

As with all online platforms, Canvas performs better in some internet browsers than others. If you are experiencing functionality issues, consider trying a different browser (Firefox is recommended).

If the situation continues, contact your instructor as soon as possible, letting them know as many details about the issue as possible. They will work together with you, with WCP staff, and with technical support staff to get the issue corrected as quickly as possible.

PAGE DESIGN

ACCESS

- When embedding or linking to any form of external media (Google Doc, YouTube video, Prezi), set the permissions in the original application (i.e., Google Docs, YouTube) to allow an outside reader (including your instructor) to be able to access your artifact. This most often means allowing **anyone with the link to read/view** the artifact.
- Double-check access: Send the link to your portfolio to ask a friend or classmate and ask them to open your links to ensure they are able to view all of your embedded content.

DESIGNING SECTIONS FOR READABILITY

- Use the Rich Text Content Editor tool to create separate sections/headers for each part of your artifact page. These sections/headers should be called Introduction, Artifact, Process Documents, and Reflection and should ideally match your sub-menu on the right. This will help improve the navigation capabilities of your portfolio.
- Any embedded media should have a caption or label associated with it. Be consistent with your labeling (Figure 1, Figure 2) and provide context appropriate for readers who were not in the classroom with you on a daily basis.

EMBEDDING ITEMS (IMAGES)

- Click on the Image/File Upload tool on the portfolio page that you're working on. You should now see 2 options listed. Click on "Choose File" to upload a file directly from your computer.
- Click "**Select/Upload File.**"
- Click on the **"Rich Text Content"** tool to add information associated with your image, like a title, caption, or contextual information.
- Click "Save Page" and you should now see your image and text together on the page.

EMBEDDING ITEMS (VIDEOS FROM A SERVICE SUCH AS YOUTUBE)

- Copy the embed code for the video that you would like to add to your page. The embed code is available on YouTube under the "Share" menu.
- Go to the Canvas page on which you would like to embed the video.

- Click on the "**HTML/Embedded Content"** tool.
- Paste the embed code from step 1 in the box that appears.
- Add any reflections and/or additional content using the Rich Text Content tool.

EMBEDDING ITEMS (PDFs FROM GOOGLE DOCS)

- Click on the file that you would like to embed in Google docs.
- Click on the 3 vertical dots in the upper right-hand corner for more action options.
- Choose "**Open in New Window."**
- Choose **"Share"** and then **"Advanced."**
- Change link sharing to **"Public on the Web"** for any document you might wish to embed.
- Click "Save."
- Click the 3 vertical dots again and choose **"Embed Item."**
- Highlight and copy the HTML code.
- Click on the **"HTML/Embedded Content"** tool on your Canvas page.
- Paste the embed code from step 6 in the box that appears and resize if necessary by adjusting the code. For example: <iframe src="URL" width="640" height="480"></iframe>
- Save page.

EMBEDDING ITEMS (PREZIS)

- Make sure to have both the Canvas page and your Prezi open for easy access.
- Get a **"View Link"** for your Prezi. This option can be found through "Share" in edit mode or "Link to this presentation" in view mode.
- In Canvas, in the **Rich Text Editor** box, click the **"Insert media"** button.
- In the "Embed" tab, type in <iframe width="550" height="400" src="your_view_link/embed" webkitallowfullscreen="1" mozallowfullscreen="1" allowfullscreen="1"></iframe>
- Replace your_view_link with the view link you acquired in Step 2.
- Click OK.

For additional help and troubleshooting, Canvas has a robust online help community and a series of FAQ guides related to their e-Portfolio system. Your instructor and peers may also have helpful suggestions on best practices for embedding different kinds of media into your Canvas portfolio, so be sure to ask!