Reflective Writing for the Final Portfolio (to be posted on your E-Portfolio)

After you complete your revisions on your final portfolio, you need to write a reflective essay in which you think about, or reflect on, your writing process during this project. You should think of this essay as an opportunity to analyze what you have learned this semester and to convey that learning to your audience.

Remember that your audience for the artifacts you showcase on your portfolio is not only the individual teachers of the classes you take, but also other faculty and administrators at the college, as well as anyone who might look at your portfolio in the future, such as potential employers or potential teachers, if you choose to continue your education at another institution.

Your essay should be 250 – 500 words. It should be posted as text on your eportfolio, just above the link to your final project. You can think of your essay as an introduction to your project. Please consider and answer the following questions:

• How does your performance on this assignment demonstrate achievement of-- or progress toward-- SLCC’s college wide learning outcomes? (see page 2 for outcomes)
• How does this assignment (or the whole course) connect with what you learned in another Gen Ed course?
• What impact did the assignment have on you or your understanding of the world? Did it challenge any of your assumptions?
• What process did you go through to complete the assignment?
• What challenges did you face in completing the assignment? How did you address them?
• What does this project demonstrate about your learning process in English 1010?
• How does this project demonstrate your progress with respect to the English 1010 course goals? (see page 3 for course goals)
2. **Communicate effectively.**
   A. Develop critical literacies—reading, writing, speaking, listening—that they can apply in various contexts.
   B. Organize and present ideas and information orally and in writing according to standard usage.
   C. Understand and use the elements of effective communication in interpersonal, small group, and mass settings.
   D. Gather and analyze information and communicate effectively using technology, library resources, and other media.

4. **Think Critically.**
   A. Reason effectively using available evidence, and are aware that knowledge is dynamic and builds on new evidence and alternative perspectives.
   B. Demonstrate effective problem solving.
   C. Engage in creative thinking, expression, and application.
   D. Engage in reflective thinking and expression.
   E. Demonstrate higher-order skills such as analysis, synthesis, and evaluation.
   F. Make connections across disciplines.
   G. Apply scientific methods to the inquiry process.

5. **Develop the knowledge and skills to be civically engaged, and/or to work with others in a professional and constructive manner.**
   A. Understand the natural, political, historical, social and economic underpinnings of the local, national, and global communities to which they belong.
   B. Develop the awareness of both civil rights and civil responsibilities for individual and collective action in a democracy.
   C. Engage in service-learning for community building and an enhanced academic experience.
   D. Develop the awareness and skills to take leadership roles in classrooms, the broader college, and the community.
   E. Engage in principled and vigorous dialogue.
   F. Interact competently across cultures.
   G. Understand and appreciate human differences.
   H. Understand and act on standards of professionalism and civility, including the requirements of the SLCC Student Code.
English 1010 Course Goals

Course Goals

By the end of this course, students will have learned:

1. **Rhetorical Strategies**, including adapting to differences in purpose, audience and genre, recognizing and utilizing rhetorical appeals (ethos, logos, pathos, kairos)
2. **Critical Thinking Processes**, including summary, analysis, synthesis, and argumentation
3. **Composing Processes** such as invention, drafting, revision, editing, peer feedback and self-assessment of their own writing
4. **Conventions of Writing**, including correctly citing multiple texts and incorporating them into their own writing, crafting effective sentences, and attending carefully to overall structure.