



25% of course grade; due 10/3

## Portfolio 1: Writing a Profile

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### Overview:

For this project, you will create and publish a feature length profile, approximately 1,500 words long. You are encouraged to include images (original, if possible).

To produce this work, you will conduct field research in the form of interviews with and observations of a chosen person. Your interview will focus on whatever aspects of “gender” you choose. (We will draw up, as a class, a list of questions to help you all begin this conversation with your interviewee.) Drawing on your research, create a compelling article about your subject.

I am NOT your audience. Write this as if you will submit it to *Good* magazine. For more information on their audience demographics, please read their Media Kit, located at: <http://resource.cloudfront.goodinc.com/press/GOODmediakit.pdf>.

### Turning it in:

This writing project will be the centerpiece of your first portfolio (which must also include a reflective overview. See below for more on that!).

The portfolio will be due on October 1<sup>st</sup>, and is worth 25% of your final course grade. Approximately half of the portfolio grade will come from the reflective overview, and the other half from the magazine profile. As we work on this portfolio, I will ask you to help develop the rubric I will use to grade these two documents, so you will have a very clear sense of what I’ll be looking for in your work.

You will hand the portfolio in electronically by uploading it to Blackboard before class on the due date. (If there is a problem with Blackboard, please email your work to me: [dlackey@twu.edu](mailto:dlackey@twu.edu). Please use the subject line ENG 1013, Project 1.)

*Please* remember to give your files names that identify both the author and the project so I don’t have to rename each file as I download! (My suggestions are: yoursurname\_project1.doc, and yoursurname\_Reflection1.doc.)

### Reflective overview:

In this class, you will never hand in **just** the project document. Instead, you will hand in a portfolio comprised of the current project document and a sort of cover letter, called a reflective overview. In this critical, thoughtful, and carefully edited reflection of approximately three to five pages, you are to explain your work and learning during this project cycle. As we approach the end of this portfolio period, I will help you develop a list of prompts to guide you in considering various aspects of this project, but just as each of you have your own unique reading/writing/research and learning processes, what you cover in your reflection, and how you do so, will also be quite individual. An understanding of the purposes of this type of writing is therefore more useful than a list of prompts.

One way to think about the purpose of your overview is to persuade readers that your performance for the period of the project should be evaluated in a certain way, earning a certain grade, with ample reasons to support your claims. This piece is meant to help you demonstrate your performance as a learner/researcher/writer, but also to help your reader understand the kinds of work, engagement and learning that you went through.

Report on and evaluate the different processes you used in various parts/stages of each assignment, explore what and how you learned, and evaluate whether/how what you've done/learned will be (or not be) useful to you (for this class and others, and in your day-to-day life). Remember to be more than descriptive about your work—be reflective *and* analytical. Explain the text you've created. How? Why? What works? What doesn't?

Include a section in your reflective overview that serves as self-assessment. Based on the expectations for the project/the course, what grade do you think it should earn, and why? Please list concrete reasons from the assignment, your readings, and/or the learning goals articulated in our syllabus to explain why this grade is appropriate.

Because it is such an important piece of writing, this reflective overview will be the result of multiple drafts and peer review. It will represent careful, college level writing. Obviously, with this much to accomplish, the overview is important. Effective overviews will be carefully developed, well organized, and clear.