

University of Baltimore WRIT 300 Course Portfolio Submission Checklist

Student _____
Last name First Name (please print clearly)

Student Identification Number _____

I certify that the work presented in this Portfolio meets my responsibilities as listed in the University of Baltimore Student Handbook at <http://www.ubalt.edu/campus-life/student-handbook.cfm>

Signed: _____

Student's signature

Student
initials

Portfolio Minimum Requirements

<u>Revised/Polished Self-Reflective Document</u> Is a cover letter, narrative essay, literacy autobiography, or other self-reflective document: may be a combination of these. Includes the assignment sheet and an early draft with feedback.	
<u>Revised/Polished Rhetorical Analysis Document</u> Includes a piece of polished, revised writing which analyzes purpose, audience, genre, and context of a disciplinary document. Includes the assignment sheet and an early draft with feedback.	
<u>Revised/Polished Report Document</u> Includes a polished, revised report on a topic relevant to the writer's discipline Includes the assignment sheet and an early draft with feedback.	
<u>Revised/Polished Research Document</u> Includes a piece of polished, revised research writing of at least 8 pages. Includes the assignment sheet and an early draft with feedback.	

As the Instructor of Record, I certify that this student is in good standing in the course. I believe this portfolio meets minimum requirements.

Signed: _____
Instructor's signature

Course Instructor's Score Fail Pass

Second Instructor's Score Fail Pass Outstanding

University of Baltimore: WRIT300 Course Portfolio documents

Rhetorical analysis	Report	Research	Reflection
WRIT300 College of Public Affairs			
Abstract	Definition of major, discipline, or field	Annotated bibliography	Portfolio cover letter
Case analysis	Instructions	Review of the literature	Literacy autobiography
Grant proposal	Case or Policy Brief	Discourse community investigation	Research narrative
Academic argument	Executive summary	White Paper	Journal entries
Document profile	Technical report	Ethnography	Self-Reflection / Self-Assessment essay
Frequently Asked Questions page	Situation report	Case study	Events log
Article review	Powerpoint presentation		

WRIT300 College of Arts & Sciences			
Rhetorical analysis essay	Frequently asked questions page	Annotated bibliography	Self-Reflective essay
Case analysis	Statement of personal mission/goals/objective	Etymological history of key terms in major	Literacy narrative
Reviews of disciplinary documents	Definition paper of your major	Ethnography of discourse community	Personal letters
Discourse community investigation	Discourse community investigation report	Review of the literature	Journal entries on reading/writing/learning
Editorial	Instructions	Grant proposal	Literacy Autobiography
Analysis of genres from student's field	Discourse community presentation	Writing Guide for majors	Portfolio cover letter
	Topical presentation		Memoir about college life

WRIT300 School of Business			
Rhetorical analysis	Frequently asked questions page	Annotated bibliography	Reflective essay
Business case analysis	Statement of personal mission/goals/objective	Business proposal	Literacy narrative
Discourse community investigation report	Definition of key terms in the student's major	White paper	Personal letter
Abstract	Policy Guide/Manual	Genre profile of professional documents	Journal entries
Executive summary	Instructions	Review of the literature	Exploratory essay
Powerpoint presentation	Business report	Case Study	Portfolio cover letter
	Market Survey		Letter of Transmittal

University of Baltimore Writing Program Developmental Rubric: Program Assessment

	<i>level of achievement</i>	<i>thorough 4</i>	<i>proficient 3</i>	<i>emerging 2</i>	<i>minimal 1</i>
Outcome #1 Rhetorical knowledge	Discusses rhetorical situation of portfolio documents, writes with understanding of audience in different rhetorical situations, and presents documents in at least four different genres.				
Outcome #2 Writing process strategies	Discusses strategies for drafting, revising, and editing; shows evidence of revising effectively in response to feedback; demonstrates purposeful research strategies; does not demonstrate significant need for further revision.				
Outcome #3 Metacognition and self-reflection	Guides readers through the portfolio to showcase a range of effective writing strategies, discusses own literacy history including his/her growth as a writer, and evaluates own writing effectively at various stages.				
Outcome #4 Textual conventions	Applies genre, format, and structure conventions appropriately in all portfolio documents; integrates and documents source materials effectively using relevant style guidelines.				
Outcome #5 Proofreading strategies	Demonstrates proficient control of grammar, sentence variety, word choice, and appropriate conventions; uses a range of effective strategies for editing and proofreading; does not demonstrate significant need for further editing.				