



## Student Contact Information:

Name: \_\_\_\_\_ Student ID# \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

*It is **required** that you speak with the Academic Dean or instructor who teaches this course prior to completing a portfolio.*

## Directions

Consider your prior work, military, volunteer, education, training and/or other life experiences as they relate to each competency and its learning objectives. Courses with competencies that include speeches, oral presentations, or skill demonstrations may require scheduling face-to-face sessions. You can complete all of your work within this document using the same font, following the template format.

1. Complete the Student Contact Information at the top of this page.
2. Write an Introduction to the portfolio. Briefly introduce yourself to the reviewer summarizing your experiences related to this course and your future goals.
3. Complete each "Describe your learning and experience with this competency" section in the space below each competency and its criteria and learning objectives. Focus on the following:
  - What did you learn?
  - How did you learn through your experience?
  - How has that learning impacted your work and/or life?
4. Compile all required and any suggested artifacts (documents and other products that demonstrate learning).
  - Label artifacts as noted in the competency
  - Scan paper artifacts
  - Provide links to video artifacts
  - Attach all artifacts to the end of the portfolio
5. Write a Conclusion for your portfolio. Briefly summarize how you have met the competencies.
6. Proofread. Overall appearance, organization, spelling, and grammar will be considered in the review of the portfolio.
7. Complete the Learning Source Table. Provide additional information on the business and industry, military, and/or volunteer experiences, training, and/or education or other prior learning you mentioned in your narrative for each competency on the Learning Source Table at the end of the portfolio. Complete this table as completely and accurately as possible.

The portfolio review process will begin when your completed portfolio and Credit for Prior Learning Form are submitted and nonrefundable processing fees are paid to your local Credit for Prior Learning contact. Contact Student Services for additional information.

Your portfolio will usually be evaluated within two weeks during the academic year; summer months may be an exception. You will receive an e-mail notification regarding the outcome of the portfolio review from the Credit for Prior Learning contact. NOTE: Submission of a portfolio does not guarantee that credit will be awarded.

You have 6 weeks to appeal any academic decision. See your student handbook for the complete process to appeal.

**To receive credit for this course, you must receive “Met” on 10 of the 13 competencies.**

**10801136 English Composition, 3 Associate Degree Credits**

**Course Description:** This course is designed for learners to develop knowledge and skills in all aspects of the writing process. Planning, organizing, writing, editing and revising are applied through a variety of activities. Students will analyze audience and purpose, use elements of research, and format documents using standard guidelines. Individuals will develop critical reading skills through analysis of various written documents.

**Introduction: Briefly introduce yourself to the reviewer summarizing your experiences related to this course and your future goals.**

**Competency 1: Establish document purpose**

Criteria: Performance will be satisfactory when:

- you generate sufficient ideas to complete documents
- you recognize appropriate purpose for the type of document assigned
- you match purpose of document to the audience's need

Learning Objectives:

- a. distinguish the purposes for writing (e.g. informative, reflective, expressive, persuasive)
- b. explain the purpose for incorporating all parts of the rhetorical triangle/situation (text, context, audience, and communicator) into a writing task

**Required Artifacts: Essay**

Suggested Artifacts: None

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 2: Appraise audience**

Criteria: Performance will be satisfactory when:

- you explain the importance of knowing your audience when writing text
- you identify the characteristics specific to audience types when determining the text to be created
- you address the unique/special features of the audience when writing text

Learning Objectives:

- a. identify the target audience of written works
- b. connect the target audience's needs and wants to the writing task
- c. examine how writing varies by audience type

**Required Artifacts: Essay**

Suggested Artifacts: None

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 3: Organize document content**

Criteria: Performance will be satisfactory when:

- written document is suited to purpose and audience
- written document contains a distinct introduction, body and conclusion
- written document reflects tone to purpose and audience of document
- written document utilizes appropriate transitions within a document

Learning Objectives:

- a. use introduction, body, and concluding paragraphs
- b. create paragraphs with sufficient and relevant evidence/support
- c. incorporate transitional words and strategies into written documents

**Required Artifacts: Essay**

Suggested Artifacts: None

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 4: Differentiate essay parts**

Criteria: Performance will be satisfactory when:

- your analysis classifies the elements common to each part of a well written essay
- your analysis explains/describes the similarities and differences in each part of essays critiqued
- written essay contains topic sentence
- written essay contains clearly stated thesis
- written essay contains paragraph unity with supporting details
- written essay contains introduction, body, conclusion paragraphs
- written essay contains overall good organization of content

Learning Objectives:

- a. recognize the basic elements in each part of an essay
- b. construct essay parts for each type of essay studied
- c. apply conventional standards of English usage, punctuation, and spelling

**Required Artifacts: Essay**

Suggested Artifacts: None

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 5: Construct topic sentences**

Criteria: Performance will be satisfactory when:

- topic sentence is written using standard grammar, structure and punctuation
- topic sentence communicates the purpose and intent of each paragraph
- topic sentence is clear and concise in its message

Learning Objectives:

- a. relate the importance of topic sentences for paragraph development in essays, reports, or letters
- b. identify the elements of a good topic sentence
- c. create topic sentence for own writing

**Required Artifacts: Research Paper**

Suggested Artifacts: None

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 6: Devise thesis statements**

Criteria: Performance will be satisfactory when:

- critique identifies the key words that state the thesis
- critique discriminates the characteristics of a thesis statement
- thesis statement adheres to standard rules of grammar and punctuation
- thesis statement clearly communicates author's purpose

Learning Objectives:

- a. explain the purpose of a thesis statement in the development of a document
- b. identify the components of a thesis statement
- c. create a thesis statement for own written documents

**Required Artifacts: Research Paper**

Suggested Artifacts: None

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**



**Competency 7: Compose paragraph types: Introductory, concluding, topical, and transitional**

Criteria: Performance will be satisfactory when:

- you identify the different types of paragraphs
- you integrate the different types of paragraphs into your writing
- paragraph adheres to standard rules of grammar and punctuation
- paragraph contains sentences that depict intent and purpose
- paragraph exhibits voice and tone appropriate for intended audience
- paragraph exemplifies a variety of techniques such as narration, description, classification, analysis, definition
- paragraph content communicates message in an organized progression of thoughts, etc.

Learning Objectives:

- a. recognize the elements that characterize the types of paragraphs
- b. incorporate the types of paragraphs in a writing document

**Required Artifacts: Essay**

Suggested Artifacts: None

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 8: Employ rhetorical strategies**

Criteria: Performance will be satisfactory when:

- essay follows standards of grammar and punctuation
- essay incorporates elements of the writing process
- essay integrates a variety of techniques specified by the purpose of the essay
- essay follows prescribed format of organization and paragraph development
- essay illustrates type of exposition in written work
- essay uses language and style appropriate for audience
- essay matches the tone to purpose of essay

Learning Objectives:

- a. Distinguish the characteristics associated with rhetorical patterns and methods of development

**Required Artifacts: Essay**

Suggested Artifacts: None

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 9: Establish critical reading skills**

Criteria: Performance will be satisfactory when:

- critique summary accurately represents the main ideas
- critique includes an explanation of your personal opinion
- critique includes both positive and negative comments
- personal opinion is specific
- critique is well organized
- critique is clear and concise
- critique evidences correct grammar, punctuation, and spelling
- critical reading analysis includes interpretation of the relationship of the thesis or topic to its supporting paragraphs
- critical reading analysis accurately recognizes the main message of the essay
- critical reading analysis reflects the learners position on the effectiveness of the author's text
- critical reading analysis reflects learner's ability to discern the essential elements of the author's works
- analysis is well organized
- analysis evidences correct grammar, punctuation, and spelling

Learning Objectives:

- a. explain the importance of reading critically
- b. compare and contrast analysis, summary, and opinion
- c. analyze the main ideas and themes of an author's works

**Required Artifacts: Article Critique**

Suggested Artifacts: None

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 10: Apply revision skills**

Criteria: Performance will be satisfactory when:

- revision can be defended
- revision is based on recognized improvements
- revision includes proofreading, editing and rewriting areas needing rework
- revision steps are acknowledged as an essential part of successful essay development

Learning Objectives:

- a. practice revision strategies
- b. describe how writing improves based on the writing process
- c. incorporate revisions into a written document
- d. use resources such as a dictionary or thesaurus to improve word choice
- e. apply conventional standards of English usage, punctuation, and spelling

**Required Artifacts: Essay Draft with Markings**

Suggested Artifacts: None

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 11: Investigate information sources**

Criteria: Performance will be satisfactory when:

- you follow techniques for conducting searches using Internet or other electronic information sources
- you documented resources gathered using prescribed guidelines
- you examine the appropriateness of the resources using given set parameters
- you classify resources as primary and secondary for inclusion in paper

Learning Objectives:

- a. use search tools and resources
- b. differentiate between source summary, paraphrase, and quotation
- c. distill key points from original source
- d. explain difference between primary and secondary source

**Required Artifacts: Research Paper**

Suggested Artifacts: None

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 12: Integrate research techniques**

Criteria: Performance will be satisfactory when:

- project includes in-text citation to document sources
- researched sources are documented using MLA or APA standards
- techniques for conducting electronic searches for given topic are documented as a procedure for integration
- you examine the appropriateness of the resources used given set parameters

Learning Objectives:

- a. locate different sources
- b. evaluate the reliability of sources
- c. use an academic documentation technique (MLA or APA style) to cite sources
- d. apply conventional standards of English usage, punctuation, and spelling

**Required Artifacts: Research Paper**

Suggested Artifacts: None

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

**Competency 13: Prepare written documents**

Criteria: Performance will be satisfactory when:

- document exhibits changes required
- document contains a clear, well written thesis
- document includes paragraph development that support the thesis
- document incorporates all elements of essay development for topic or purpose given
- document adheres to the MLA or APA guidelines
- document adheres to conventional standards of English usage, punctuation, and spelling

Learning Objectives:

- a. create a unified document
- b. incorporate strategies for arranging main ideas and supporting details
- c. use sufficient and relevant evidence/support within a document
- d. apply the steps of the writing process to written document
- e. apply documentation style
- f. apply conventional standards of English usage, punctuation, and spelling

**Required Artifacts: Research Paper**

Suggested Artifacts: None

**Describe your learning and experience with this competency:**

**Met/ Not Met Evaluator Feedback:**

