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UWC Writing Group #6  
ENC 1102

**Prompt I:**

At this point in the semester, your instructor has probably discussed the purpose of your ePortfolio and the importance of reflection throughout your ePortfolio to demonstrate your learning. For this writing task, we ask that you first locate and review the ePortfolio assignment sheet and samples provided in your class Webcourses site. What materials or assignments need to be included in your ePortfolio? How will they demonstrate your understanding of writing and your engagement with the student learning outcomes? What pieces are you most excited about, and why? Let's discuss the student learning outcomes more specifically (<https://cah.ucf.edu/writingrhetoric/first-year-writing/enc1102/>). Which student learning outcome do you feel most confident about, and why? How are you going to demonstrate your knowledge and provide evidence of that outcome in your ePortfolio? What student learning outcome do you feel least confident about, and why?

**Response:**

For my ePortfolio, I will include my major assignments and some supporting assignments. For MA1, I included my research log since it was important to show the sources I found, when I found them, and where I found them. I also included my synthesis matrix because it showed my process for evaluating and categorizing sources. I included my body paragraph first draft because I wanted viewers to see my writing process and iteration over time. Lastly, I included my research question brainstorm to show viewers my thought process for creating a research question. I am most excited about the major assignments because they give me the ability to showcase my completed research and work throughout the semester. One of the learning outcomes I am excited about is contributing to knowledge. One thing I don't like about some research papers is that you're essentially writing a compilation of quotes from other authors instead of presenting your own opinion, and I am excited to present my own take on my research question in ENC 1102.

**Prompt II:**

Finally, let's think about the importance of reflection. When you review the sample ePortfolios, take notes on how the writer uses reflection and contextualizes the artifacts they include. How does the writer help the reader understand why they included those specific artifacts? How do they summarize and describe the artifacts? How do they share how the artifacts demonstrate their learning and engagement with the student learning outcomes? Does the writer incorporate multiple artifacts for each student learning outcome? Is there anything the writer could have done to help you better understand something in their ePortfolio?

If you cannot locate sample ePortfolios in your class Webcourses site, consider any of these samples provided by the First-Year Composition Program:

- Example 1: [Click Here](#)
- Example 2: [Click Here](#)
- Example 3: [Click Here](#)

**Response:**

In each example ePortfolio, the student does a very good job explaining how they applied each learning outcome and added example artifacts to show what specific assignments they used each course outcome to complete. They all summarize each course outcome and example artifact in the paragraph at the top of each page. For my ePortfolio, I have the freedom to format it however I want (within course guidelines), so I would like to improve the hierarchy and readability, as some of the summaries for the artifacts were very wordy and may be daunting to the average viewer.