

ENC3416 Assignment 4 Professional Portfolio

To begin the prompt for the fourth and final major assignment of the semester, I typically provide a recap, articulating all of the major steps we've made to get to this assignment and this point in the semester. Ideally, those steps are in a productively linear and logical manner; that is, each project in theory should build on the next, and together, all of that work should prepare you to complete the final assignment.

Obviously, I'm deviating from that plan, as I'm introducing the fourth assignment before you even know the prompt for the second. This move, however, is intentional and conscious: the reason we are tackling this prompt now is that this is an assignment that we'll return to throughout and that you'll work on periodically for the rest of the semester.

So with that, let's get to the logistics of the assignment.

One of the notable requirements in this course as it pertains to your major assignments is that your work have traction in the real world. So, I want you to engage in and compose texts that are grounded in real world rhetorical situations. This means that your texts have real audiences (not just me as teacher) and that your texts circulate within the real world. This mindset is important as you begin to conceive of, approach, and eventually compose the fourth assignment: **the digital professional portfolio**.

Your portfolio, which will be your own professional website, should include materials that would appeal to future employers (e.g., résumé'/CV, future goals, specific skill sets, etc.) as well as materials that reflect the strengths and skills you've developed as a writer/composer at FSU (e.g., examples of work produced across different or within specific genres). The goal here is for you to leave this course with a professional portfolio that you can then maintain and potentially use when applying for future jobs, internships, and/or graduate schools.

The notion of "website as professional portfolio" is a relatively new practice; as such, the conventions for this genre are still quite fluid, giving each of you a fair amount of agency in the construction of your portfolio. At the same time, there are still discernible conventions for this genre, particularly the genre of portfolio. For instance, a portfolio has three components:



- **Selection:** you select consciously a corpus of materials that shape in a particular way your identity as a potential job, intern, and/or graduate school candidate
- **Collection:** you make a collection of these materials, archiving them in a way that fosters a specific reading experience, shows personal progression, and highlights particular writerly and composing skills
- **Reflection:** you incorporate a separate text that reflects the conscious and rhetorically informed reasoning behind the construction of your portfolio; put another way, this reflective text should elucidate why this portfolio was constructed this way, what type of meaning can be made, and what you learned in the process of composing and designing it

In short, you'll need to provide information and materials that make you look like a credible, qualified job, intern, and/or graduate school candidate. This will require you to research different job/intern positions or graduate school programs; you'll also need to explore further the notion of the professional portfolio (which we will do together in class), while simultaneously projecting yourself into the future of the job market where you may be applying for a job or internship that doesn't quite exist yet.

What you include in your portfolio and how you design and organize it is up to you. However, as I've said throughout this semester, you'll need to be cognizant of the rhetorical situation, particularly your audience. As with the other major assignment, you'll also complete a separate **rhetorical rationale** wherein you'll articulate and defend your composing, designing, and editing decisions for this project. As you have heard me say a few times, I place a heavy emphasis on your ability to justify your rhetorical strategies; that is, when I assess your portfolio, I'll look to your rationale to see if you are able to demonstrate how your composing and designing practices are rhetorical and conscious rather than whimsical.

There are no "set Tweets" for this particular project; however, your Twitter Persona could influence parts of your Professional identity. As we continue framing our identities within the context of Twitter, you may think about ways in which you could use and position it as a component of your portfolio and/or the rhetorical rationale.

This project will be due by Wednesday December 10. I will need the link and RR submitted in the proper place on Blackboard:



1. A link to your (fabulously rhetorical) portfolio
2. Your (detailed) rhetorical rationale as a PDF
3. Tweet it out with #FSUWEPO

However, as mentioned above, you'll working on this portfolio throughout the semester. To ensure that, I've included some scaffolded due dates, which are as follows:

- **Create an Account:** In the first week of the semester, you will create an account and Decide on what **web design platform** you'll use (e.g., Wix, Weebly, Moonfruit, Dreamweaver).

- **Storyboard workshop October 1:** Create a full **shell of your portfolio** equipped with different, marked content pages (you don't need to add actual content—though you should be ready to begin some of the sections, but you need to have the pages set up so they're ready for content to be added). You will also want to have a “portfolio archive” that provides potential items you could include.
- **Working draft workshop October 27:** Complete a polished draft of your **portfolio's home/landing page**; toward that end, make sure to avoid the pitfalls of past portfolios (which we'll discuss in class).
- **Workshop in-progress November 7 & 19 :** Complete a polished draft of your **portfolio's résumé/CV page**. Toward that end, think about what information is pertinent and worth including considering your audience and target professions, internships, and/or graduate schools. In addition, consider consciously the potential affordances and limitations of how you present the résumé'/CV (e.g., written in the portfolio, embedded as a .docx or .pdf, or both).

You'll also conduct **two readability tests (December 1)** during the final week of the semester.

The Final Professional Portfolio will be due electronically by 11:59 am on Wednesday December 10 as your “final exam”