Final Portfolio
Your Name
Sacramento State University
Linville
English 5
Due Date

NOTE:
1. While these assignments are in same genre and format as yours, the content is not the same. Carefully review your own assignments listed under Portfolio Requirements on the syllabus.
2. This portfolio reflects APA citations.
3. The cover sheets for these assignments have been changed to match yours, even though some of the assignments were written for a different English class.
Section I:
Capstone Essay
Capstone Essay:
**Goal Analysis**
Student Name
Sacramento State University
Linville
English 5

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**Grade: A**
NOTE:
These are not our goals this semester.

Name Goal #1:
Students will develop a better understanding of audience expectations.

Explain Goal #1:

The audience of a piece of writing is whom the writer is writing to. In the case of personal correspondence or a business letter, the audience may be one, specific person. More often, however, the audience is a group of unknown people. In that case, the writer must determine what characteristics those people share, including but not limited to: age, geographic region, political bias, level of education, and the amount of prior knowledge about the topic.

Analyzing these characteristics will help the writer determine “the amount of explanation” needed as well as the best “word choice and tone” to use (“Audience,” 2019). Lunsford (2016) points out: “Even if your text can theoretically reach people all over the world, focus . . . on those you most want or need to reach and those who are most likely to take an interest” (p. 27). When writing for a publication, the magazine or website itself gives many clues about audience expectations. This can be seen in the two articles I analyzed for this English 109 class.

Describe how you met Goal #1 through various assignments:

This semester, we were assigned to analyze two articles on the same topic for two very different publications. One publication was the FBI Law Enforcement Journal; the other publication was HR Briefing. The topic of these articles was “religious accommodation,” focusing on when employers have to give employees time off work for religious reasons. The basic audience of both of these articles is supervisors and managers who make decisions about employee scheduling. However, these two articles are very different because of differing audience expectations. The HR Briefing article is two pages long with a colored side-bar that presents some of the key points for those who may not want to read the whole article. While certain laws are referenced in the article by name, there is no reference page. In contrast, the FBI Law Enforcement Journal article is eight pages long, followed by a page and a half of references. This article goes into far more depth about the law. This shows that Human Resource department employees expect concise, easy-to-read information. In contrast, FBI managers expect far more detail about legal issues. The vocabulary in the HR Briefing article is also less-complex than the vocabulary in the FBI Law Enforcement Journal article. This further emphasizes that HR supervisors are expected to have less experience with legal topics than FBI supervisors are.

This English 109 assignment really opened my eyes to how audience expectations drive many decisions a writer needs to make. This helped me in my philosophy class this semester. We were assigned to write a mock-proposal for a presentation at a philosophy conference. I realized I could assume the audience shared a great deal of specialized knowledge with me. I didn’t have to
explain the background or history of the theory I wanted to present about. Instead I could zero in on the specific points I wanted to make about the theory.

**Analyze the benefits of meeting Goal #1:**

In her 2015 article, “Real World Writing: What Employers Expect,” Linville quotes from The National Commission’s study. “Corporate respondents make clear distinctions between the different requirements for writing, depending on purpose and audience.” This shows that as a future employee, I will need to adjust my writing for different target audiences. A Sac State graduate who now works as a purchaser is also quoted in Linville’s article. “I have to be able to figure out what a salesperson, a warehouse worker, and even my boss want of me.” This shows that being able to determine and accommodate audience expectations will help not only in the classroom, but in the work world as well.

**Name Goal #2:**

**Students will improve their critical thinking skills by exploring a topic in depth.**

**Explain Goal #2:**

Lunsford (2016) notes that “reading critically means questioning, commenting, analyzing, and reflecting thoughtfully on a text” (p. 95). Students need to have a basic foundation of knowledge before they can begin to fully exercise their critical thinking skills. That’s one reasons this English 109 course requires students to read “a book-length work” in addition to general-overview information. Some other characteristics of critical thinking are being open-minded, thinking logically and reasonably, and making decisions collaboratively (“Critical Thinking 101,” 2019).

**Describe how you met Goal #2 through various assignments:**

The theme of this course is the First Amendment: “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.” We began by exploring current events and topics of interest on The First Amendment Center website. Once we chose a topic, we worked in a group to write a summary of a general-information article on that topic. This helped to give us a foundation of knowledge. Writing a summary is difficult, and even more so in a group because we had to agree on what the main points were and had to state them in our words, choosing precise language. In other words, we had to make collaborative decisions and had to be open-minded to others’ ideas.

Next we read an entire book on the First Amendment, chose one argument from the book, and wrote an (individual) essay agreeing or disagreeing with that argument. The essay had to include a strong counter-argument where we demonstrated that we understood the other side’s view. Our audience was someone who disagreed with us, and the purpose was to convince them to at least partially agree with some of our points. “Critical Thinking 101” (2019) points out that “we
bring biases to the table, often unintentionally. . . The challenge of critical thinking lies in becoming aware of those biases, and then in stepping outside of them to clearly reason . . . through a problem.” This assignment, and actually the whole class, made me more aware of my biases.

At the beginning of the semester, I thought that the First Amendment only protected Christians, the majority religion in the USA. However, I quickly learned that any and all religions are protected. This challenged my biases because I felt (and still to some extent feel) that weird and cultish religions are harmful and shouldn’t be protected. However, I see now that Americans don’t want the government making religious decisions for us. We strongly feel that those decisions should be a private matter. In fact, this is one of the primary reasons this country was founded.

This class also challenged my political biases. At the beginning of the semester, I thought that protestors were all rabble-rousers who unnecessarily disturbed the peace. As I moved through the reading and discussions in this class, I came to see that in order for any government to be held accountable for its wrongful actions, protest is sometimes necessary. In fact, this is another one of the primary reasons this country was founded.

**Analyze the benefits of meeting Goal #2:**

The Association of American Colleges and Universities conducted a study of employers in 2013. One of the key findings of this study was that 93% of employers surveyed value “a demonstrated capacity to think critically, communicate clearly, and solve complex problems” *more than* they value an applicant’s major. Furthermore, “Critical Thinking 101” (2019) claims that “the ability to think critically and make the right decision under pressure is what defines successful business people.” Clearly critical thinking has many real-world applications, personal and professional.

**Word Count 1,273**
References


Section II:
Group Project

(Choose 1 – 2 Papers)
Group Project:

**Annotated Bibliography**

Student Name
Student Name
Student Name
Student Name
Student Name
Student Name
Sacramento State University
Linville
English 5

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**Grade: A**
TOPIC
A writer from the 1920s: E. E. Cummings

INTRODUCTION
This topic grew out of reading the novel The Paris Wife by Paula McLain which focuses on many writers of the 1920s. We were assigned to research an author from this time period. In the first chapter of the novel, Hemingway’s wife describes some authors interacting: “They telegraph punch lines back and forth in code, lightning fast and wisecracking. I can’t keep up, but I don’t mind really. Being near these happy strangers is like a powerful transfusion of good cheer.” Even though Cummings does not appear in the novel, this passage brings to mind many of the poems he wrote the 1920s.

ANNOTATED BIBLIOGRAPHY

Possible Images for Presentation

This image shows Cummings leaning out a window, head and shoulders, smiling.

This image is a head-and-shoulders shot that shows Cummings leaning on a couch holding a cigarette. It shows him as more relaxed than the above photo.

This image is a close crop of Cummings’ face holding a cigarette near his forehead. This is one of the most famous images of Cummings. It is the perfect “author” photo because it presents him as relaxed, yet serious.

This is a rare image of Cummings, a head-and-shoulder oil painting of him as a child.
Possible Sources for Presentation Information

http://www.algonquinstable.net/viewtopic.php?f=30&t=25605
This is an excerpt from a recent book about Cummings’ life that shows his place in the Modernist Movement and discusses his fellow artist friends.

https://www.poets.org/poetsorg/poem/anyone-lived-pretty-how-town
This is a text of one of Cummings’ most famous poems that would go well on the presentation handout to give an example of his unusual syntax. This is a humorous poem the class would probably enjoy.

Cummings, E. E. (1952). I carry your heart. Retrieved from Algonquins Table website: 
http://www.algonquinstable.net/viewtopic.php?f=30&t=25605
The text of this very short poem may actually be the best one to include on the handout because it shows Cummings’ unusual capitalization, punctuation, and spacing, and yet is a beautiful love poem.

This is the text of a poem to be used in the presentation because it shows how Cummings wove advertising slogans into his poems to make fun of them and to comment on the commercialization of modern life. This website annotates all the poem’s references to the various products and slogans which provides more in-depth information for the presentation.

Cummings, E.E. (1931). Somewhere I have never travelled, gladly behind. Retrieved from The Academy of American Poets website: 
https://www.poets.org/poetsorg/poem/somewhere-i-have-never-travelledgladly-beyond
This is the text of a poem to be quoted on the handout because it shows Cummings’ unusual punctuation, syntax, and odd personification while still being a powerfully moving love poem.

E.E. Cummings Biography. (n.d.) Retrieved Nov. 13, 2016 Biography website: 
http://www.biography.com/people/ee-cummings-9263274
This short article explains when, how, and why he became famous which will be helpful for both the presentation and the handout.
This article contains basic biographical information as well as concise information about why Cummings is an important writer.

This excerpt from a recent book about literature discusses what critics said about Cummings’ work during his lifetime. It also shows his place in the Modernist Movement and discusses his fellow artist friends.

This excerpt from a recent book about literature discusses the importance of Cummings’ various books as well as giving information about his life and work.

Possible Websites to Suggest for More Information

This website presents a brief biography and commentary on Cummings’ work. This site also contains audio recordings of the poet reading this work. It also includes the full text of many of his poems. Some information from here may also be useful for the presentation.

In addition to including a brief biography and the full text of many of his poems, this site also includes articles others wrote about him and his work.

In addition to including a brief biography and commentary on Cummings’ work, this site includes a list of books Cummings’ has published, the full text of many of his poems, as well as quirky features such as postcards and Christmas cards he wrote. Some information from here may also be useful for the presentation.
Group Project:
Presentation Handout
Student Name
Student Name
Student Name
Student Name
Student Name
Student Name
Sacramento State University
Linville
English 5

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Grade: A
Note: I was unable to include the Handout in this file due to formatting issues. Please do count it as part of my Portfolio Grade.
Section III: 
Short Papers

(Choose 2 – 4 Papers)
Event Critique
Individually-Written
Student Name
Sacramento State University
Linville
English 5

Not Graded
Name of Event: Capturing History: The Photography of David Hume Kennerly

Date & Time of Event: I attended on March 26, 2009 at 4:00, but the exhibit was open from March 13 to June 27.

Location of Event: Sac State Library Gallery

Name of Host/Sponsoring Organization(s): Sac State together with the University of Texas and Cannon. Phil Hitchcock directed it.

Name(s) of Featured Artist(s): David Hume Kennerly

The Pre-Show Experience:
Leading up to viewing the exhibit, I felt curiosity and excitement. In advertisement of the exhibit, the library revealed a massive poster depicting a photograph of the five living presidents. It gave a prospective audience member a taste of the kind of photographs the exhibit would contain. An individual could gain a sense that the photographs in the exhibit were going to be one of a kind. As I walked in, I saw about twenty other people milling around looking at the photos and chatting quietly. Everyone seemed to be enjoying what they saw and were sharing knowledge and memories about the historical events depicted.

Detailed Description of the Event:
The exhibit of Kennerly’s photography attempted to capture the nation’s most pivotal historical scenes. The particular exhibit that I witnessed had a large amount of wall space reserved to depict the Barrack Obama campaign and inauguration. Other photographs depicted the Vietnam War and the Nixon years, while others depicted events of the year 2000.

One of the attention grabbing photographs was that of a scene depicting the tragedy in Jonestown. It depicted a tropical bird as the only survivor overlooking the dead bodies. That photograph made the viewer wonder, “How in the world did he take that picture?” It was a one of a kind photograph that no one else could reproduce. It showed the art and skill of Kennerly as a photographer. Another photograph that really got a person’s attention was that of a Los Angeles street corner with a gun shop right next to a casket store. It really made a person think because it was shocking to see those two places side by side. It revealed Kennerly’s ability to find memorable scenes.

Evaluation of the Event:
The exhibit depicted many scenes in our nation’s history, but it fell short of being the spectacular once in a lifetime event that I expected. I will give credit to Kennerly because his photographs are awe inspiring, but the environment failed to add to the experience. The venue was too small. I expected a big and open room fit of the photographs inside of it. The other thing that the exhibit lacked was the lighting. I believe a dark environment with spotlights focused on the photographs would have given it a more epic and dream like sense. I also felt the arrangement of the
photographs was jumpy and disjointed. A viewer would be walking along the photographs of the year 2000 and then suddenly walk into photographs with Nixon and Ford. After that we would end up in the Obama campaign and inauguration. To me it felt that the different eras of history were not well divided. This was probably due to the lack of space necessary to spread out the timeline. There was too much blending with different periods of time.

Despite all the environmental issues, I believe that attending the event was time well spent. Kennerly’s work begs to be viewed and appreciated. Throughout the exhibit I could hear others in awe of the photographs. No one in the exhibit was bored. The photographs held a person’s attention and interest. I could not leave the exhibit until I viewed every single photograph. Kennerly’s photography made the exhibit successful. His photography definitely carried the show. In my opinion, his photographs are worth viewing anywhere. His photographs are too good to be ruined by the lack of an inspiring environment. Not only did I enjoy myself, but I would also recommend that others to go enjoy themselves by viewing some extraordinary photography.

Word Count: 668
Literary Analysis
Student Name
Sacramento State University
Linville
English 5
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Please Re-grade
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I added more quotations to support my points and further edited this paper.
NOTE:
You weren’t given this essay question this semester.

Something in the air seems different. The atmosphere appears heavier and their bodies seem weaker. Scientists announce that the rotation of the earth has begun slowing. Daylight days are becoming stretched beyond the normal 24-hour period and the uncertainty of everyone becomes apparent as they face their personal fears. They call it “the slowing.” These changes initiate skepticism and worry among society, instituting chaos and disruption. While the earth’s slowing literally causes dying and wearing out, we can also see how the earth’s slowing figuratively causes dying and wearing out in chapters one through eleven of *The Age of Miracles* by Karen Thompson Walker (2012).

Despite the government’s efforts to keep control of chaos and change of the earth’s cycle, the social structure is becoming torn apart. Society is splitting up, causing a disruption in social structure. In the first chapters, people are evacuating their homes, and going to different states to try to escape the slowing, even though the slowing is affecting the whole world. The government is not telling the full truth. There are many different types of people in these times: those that are experts, who bluntly tell the world that they don’t know what is going on; the deniers, such as Julia’s grandfather, who doesn’t believe that what is occurring to the earth is actually happening; and the doomsday people, who act as if it is the end of the world. There are also the religious, outspoken “truth” tellers, who cry out “save yourselves” from the destruction that is coming in the near future. Julia, the main character, describes a woman running between cars, slipping “orange flyers between windshield wiper blades as passengers looked away. The end is now! Repent and save yourselves!” (Ch. 6). The society is paranoid, each acting according to their own beliefs and standards.

Half of the population stops going places. They stop going to school, work, and other social events. Julia and her family, however, continue their daily routine. Julia still goes to school, and her father still goes to work. However, Julia’s mother is always worried and is at the point of panic throughout these chapters. She collects canned food and bottled water in case of any shortages. On the other hand, Julia’s father seems to remain calm. He goes on with his job and normal behaviors. As a doctor, he is accustomed to thinking scientifically and does what seems most reasonable to him. He reasons with Julia, “Think of everything humans have ever invented” (Ch. 3). His behavior throughout these chapters makes the reader think of him as inaccessible and distant from the situation. He turns to go to work while Julia’s mother pleads with him, “We need you here” (Ch. 3). This shows the beginning of the divide and mistrust starting to emerge between Julia’s family as a result of the slowing.

The lifestyle of these individuals in the novel is falling apart. They don’t know what to do. They don’t know when to wake up, when the sun is going to shine, or when the sun is going to set. The days are becoming longer and so are the nights. The birds are falling from the sky, “pigeons scrambling on sidewalks, wings dragging, feathers scraping the pavement as they walk” (Ch. 8). Birds are found dead, their “fluids staining our streets. And there [are] rumors even then that the affliction might soon spread to us” (Ch. 8). People start to worry that the death of these birds
somehow foreshadows the death of the humans. Some people decided to leave the state, thinking their lifestyle would be different somewhere else, but everything everywhere is affected. Julia goes on to explain, “We clung to anything previously scheduled. To cancel seemed immoral, or it might mean we’d given up or lost hope” (Ch. 6). They continue to live their lives through the emotional stress of the earth’s slowing, continuing to go to school, soccer practices, and other events.

The government sets the twenty-four-hour clock back into society. The public schools, government offices, and the television networks all decide to abide. This shows that human behavior is beginning to split with the natural world. However, not everyone complies with the “clock time.” The “real-timers” chose to “forgo clock time, to remain instead on daylight time, or what some were already referring to as real time” (Ch. 10). This illustrates society’s prominent split between the real-timers and clock timers. Because of this, the real-timers have to live outside of society, causing clock time people to be nervous, thus creating greater tension between them. However, Julia can’t “believe that there was a time in this country—not so long ago—when thick almanacs were printed every year and listed, among other facts, the precise clock time of every single sunrise and every single sunset a year in advance” (Ch. 11). The pace of living seems to slow, while all along the clocks continue to tick.

The slowing causes a disruption throughout society. Some people try to escape what is happening around them, not understanding or fully realizing what is going on. Their primal behavior is to flee, while the others are simply to continue living life. Social structure, plans, lifestyles, and relationships get ruined by the paranoia.

Word Count: 873

Reference

Alternative Short Paper:
Summary-Response of “Real World Writing”
Student Name
Sacramento State University
Linville
English 5
Please Re-grade
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I reorganized this paper as you suggested and also further edited.
In the 2015 article “Real World Writing: What Employers Expect,” author Professor Cynthia Linville details the importance of being able to write competently in the professional setting. Linville’s article is a review of a few national surveys along with various quotations from college graduates and employers. The conclusion of these studies is that many college graduates are unprepared for writing in the workplace. Linville explains that many college graduates believe they are prepared for on-the-job writing when they graduate, when in fact many still struggle with basic grammar, spelling, punctuation, and the like. Linville shows that lacking such basic skills in a professional environment can be detrimental to a recent graduate’s future career. Writing on-the-job is much more rigorous than writing in college; therefore, students should learn to write earlier rather than later. This is a summary-response of Linville’s article.

After reading this article, it would be an understatement to say I am surprised with what I have learned. Two things that caught my attention the most were the fact that students have unrealistic expectations of their post-college opportunities and the fact that writing is a vital aspect in any professional career. At first I was confused when I read the statement about students being unrealistic with their expectations of post-grad opportunities. I have personally heard that the job market can be competitive, but I did not know that a student’s likelihood for unemployment is also linked to their unrealistic expectations. This has caused me to think that this is due to the misinformation drilled into students’ heads from a young age – that if we attend college and get a degree in a certain major, we will have many jobs waiting for us outside the door of graduation. Apparently, this is not the case.

Now knowing this, I feel that teachers in middle and high school should be more realistic with their students in an effort to give those students an accurate depiction of what to expect in college and afterwards. Along with that, teachers need to reinforce the reality that writing will never stop. Many students, like myself, tend to be under the false notion that once we finish our general education requirement for reading or writing, we will never have to write rigorous pieces of work again. This false notion can be troublesome because there are students who are not serious about their writing skills and do not make an active effort to improve. This can lead to insufficient writing similar to the employees’ writing discussed in the article.

I now know that writing is much more important than I once thought. I personally have tried to become clearer with my thoughts and analysis of readings – that is something employers look for, according to the text. In my future career, I hope to be promoted to higher positions within my job, and my writing skills can determine whether or not I get that promotion. This ultimately shows me that I need to continue to write more and continue to edit more, as that helps improve my skills. If I continue to write and edit more, I will be able to spot what works well and what does not work well. With that being said, I do feel as though I am a proficient writer. If I continue to write and edit, I believe that I can meet the standards of future employers in “Real World Writing.”

Word Count: 568
Reference

http://webpages.csus.edu/~sac16141/RealWorldWriting.pdf
Brief Bio
Student Name
Sacramento State University
Linville
English 5

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Grade: A
Student Name was born in San Jose, California on March 29, 1999. She lived there for the first two years of her life and later moved to Elk Grove. Last Name grew up and developed a love for acting through her church’s theater company. She took this talent to her elementary school, Irene B. West. She was a part of several productions in school and in church. This passion kept growing all the way until high school where she was a part of Laguna Creek High School’s dance company and drama club. In high school, Last Name discovered another raw talent: she could argue. Because she enjoyed debating, she joined the debate club. Her 12th grade English teacher began to mentor her and help her find her purpose. She eventually came to the conclusion that she wanted to do the two things she loved the most: be seen and argue. To her, this meant becoming a lawyer. First Name graduated from high school in 2017. That Fall semester, she started her journey as a student at Sacramento State, majoring in Criminal Justice.

Word Count: 182