

## ENGLISH 100 PORTFOLIO POLICIES & PROCEDURE

1. Every English 100 class at Cabrillo College includes a portfolio as part of the course (listed among the course objectives).
2. The English 100 portfolio must contain a combination of at least three pieces writing; one must include textual analysis. Two essays must be revised and completed outside of class, while one essay is written as an in-class timed writing.
3. At least one of the out-of-class essays must be an analytical essay, such as comparison/contrast, definition, cause/effect analysis, process analysis, argument, position paper, persuasive writing, research paper, or close reading or interpretation of a text, among many other forms of analytical writing.
4. Assignment by the instructor of a cover letter is optional.
5. The out-of-class, or revised, essays should be at least 3-5 pages long (750-1250 words). The department recommends that students use a word processing program to type and double-space these essays. A plain, easily readable typeface in 12-point font should be used.
6. English 100 teachers will advise their students about the essays they should include in their portfolios. Students may have assistance from teachers and tutors on revised essays and the cover letter when it is assigned.
7. The in-class, or timed writing(s), will be determined by each instructor in response to readings and other questions; sample prompts will be available in a “Question Bank” as a resource and as models for teachers.
8. Students with learning disabilities may do the in-class writing in the office of Disabled Student Program and Services. Teachers have information about the accommodations available through DSPS, but it is students’ responsibility to make arrangements for doing the in-class writing in this way.
9. When assigned, the **cover letter** should explain why students have selected the two out-of-class essays for the portfolio and describe the process they went through to write and revise them. The letter may also be used as an opportunity to describe students’ educational backgrounds and goals and to explain how they used the essay assignments to write about ideas, issues, and experiences that are important to them.
10. The portfolio must be scored holistically, using the department rubric as a guide.
11. Because students’ grades must be based on multiple measures (or assessments) of their progress, the portfolio may not be weighed more than 30% in the overall course grade.
12. English 100 faculty will formally “norm” every semester. Norming sessions will be planned by a designated English 100 portfolio coordinator and/or team who will solicit sample essays and portfolios.
13. As per the CCFT contract\*, part-time faculty who participate in norming & portfolio evaluation will be compensated at the rate of \$25/hour. Faculty may instead elect to apply that meeting towards Flex time. The portfolio coordinator(s) will be compensated \$250/semester or double Flex time.
14. Teachers may opt to read and score portfolios with other faculty in self-organized groups for outside, objective input.

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\* 11.2.2.11 Portfolio Evaluation and Norming: “Unit members assigned to perform English 100, 255 and 290 portfolio evaluation and norming shall be compensated for each hour of portfolio evaluation and norming at the rate of \$25.00 per hour. The unit member assigned to coordinate English 100, 255 and 290 portfolio evaluation and norming shall be compensated \$250 per semester in addition to the \$25 per hour for portfolio evaluation and norming.”