

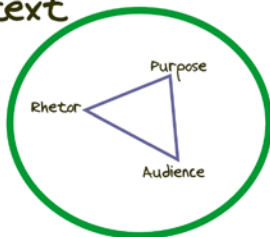
Portfolio 3: Introduction

The big lessons in portfolio 3 (a reflective overview and an online article, due electronically during your final exam period) are:

- understanding genre expectations and effectively shaping your purpose to fit purpose, occasion, and audience
- using research ethically and effectively, in audience/genre appropriate ways, to construct a well supported argument that pays appropriate attention to conventions of academic writing.
- engaging with online and multimodal publication tools
- integrating multimodal content.
- AND being able to articulate all the work, learning, and choices underlying these practice in a reflection of 3-5 pages, due with your project 3 document, an online article, during your final exam period. Revisit [your syllabus](#) for the learning outcomes for the course to see how this all fits together. In the final reflection you'll write as part of this portfolio, you'll want to talk about what you've worked on, and learned, in our class exploring academic reading, writing, and argumentation.

You began this semester thinking about what it means to read (a moment, a person, an event, a song, a commercial, an article...a "text") rhetorically. In your second portfolio, you used this reading skill to do your own research, and wrote up your findings in a specific set of academic genres: the annotated bibliography and the review of literature. Now, I want you to take what you have learned about reading, writing, and genre, and apply it to this problem: use your research to craft an online text for a new purpose and audience.

Context



Remember the rhetorical triangle? All texts are created according to a set of understandings between author and readers about how "this kind" of text, in THIS place, for *these* people is supposed to work. Academic readers in (whatever field) have different expectations from those in other fields. Readers of popular publications have different, specific expectations based on who they are reading (...is it in the *National Enquirer* or the *New York Times*...?)

Here's your challenge in this portfolio: use your portfolio 2 research about a person, group, or event significant in or to women's history and write up something for a new purpose (not just to teach, but also to argue) for a different audience (an online audience we will work to define together. Here's the first "text" you will need to read critically in order to think about your audience and how to use what you have written to build a new text for them. [ENG 1023](#), a start up press loosely associated with an [academic](#) publication house, recently issued the following call for submissions...)

Call for Submissions...

Who we are:

We live in an age when what “the media” *means* is changing.

Some say the [old media are dying](#), others that publication is merely changing form. Still others point out that [NEW media are already dying and/or “changing form” too](#), and a whole ‘nother group still laments that neither of those things matters given the [lack of facts left in reporting](#), and the [amount of flash substituted instead](#).

We don’t care about the print vs. online debates—online publication is here, and here to stay, whatever forms it may morph into or birth. We use the ‘net too, and we know it to have enormous potential for democracy, and to be as academic as paper, when its authors want it to be. We want to be a crossover publication, bringing academically informed arguments to young readers, who may have historically been drawn more towards flash and less towards substance. We want to explore what meaningful journalism in the digital age can be. We want to write to learn about these things, and to teach others.

To these ends, ENG 1023 seeks to start an online magazine showcasing student-authored and research-based arguments for a popular/lay audience, with each issue focusing on a different theme. The inaugural publication will occur in December 2012, with an issue focused on women’s history. (A future issue, scheduled for Spring 2013, will center on topics related to food and sustainability.)

In short, then: We want authors who are genuinely inquisitive, we want to capture a youthful, educated perspective on issues relevant to American students today, and we want to explore the possibilities of new media journalism. Can you help us?

What we’re looking for:

We seek your original, research-based articles (length equivalent to approximately 3-5 typewritten, double spaced pages). We welcome multimodal elements (pictures, videos, sounds) and texts that otherwise make use of the affordances of online publication (through, for example, thoughtful attention to design, and use of hyperlinks). We are not publishing on paper, and require our authors to keep this in mind.

Our Winter 2012 issue will focus on people, places, events, and/or groups significant to women’s history. Your text may focus on any relevant topic you like, and can make any argument that you like; HOWEVER, it must: 1) teach readers about the person/topic; 2) make an argument on how they/it are relevant today; and 3) use all research resources ethically.

There are no limitations in tone or style; we ask only that you keep our overarching goal (sharing research-based arguments) and the purposes of each special issue in mind.

We want neither wholly alphabetic, nor wholly visual texts, but seek an engaging balance between the two. We want authors who can help our readers re/consider things they thought they knew (like women's history, or even something as simple as "food") and challenge them to think more critically and engage more fully. We seek articles that are evocative, but also challenging, for readers who demand more.

Because we are an online publication of research-based texts, our authors must make use of the words, images, sounds, and/or ideas of others as part of the process of building their own arguments. Because we want to exemplify best practices in publication so that our readers may come to trust us as a reliable source--as well as learn to be more critical readers of the [unsupported arguments too often presented in some other publications](#)--we require that all submissions use full academic style, carefully and completely identifying all sources. Please refer to [our Style Guide](#) for questions on MLA style, our benchmark.

What we're NOT looking for:

- Text only—consideration of pleasing design, online affordances, and usability required.
- Wikipedia entries—Our motto is "Our readers can google, too; Let's give them something new!"
- Unsupported opinions—there are plenty of those out there. (Hey, maybe we should add "...and true!" to the motto?)
- Off topic ramblings—each issue is strictly focused on a larger theme. Don't like the theme of this issue? Submit again in another semester!

How to submit:

A digital copy of your article, including MLA citations, a full works cited list, and all multimodal elements, is due not later than the end of the time periods listed below:

- 9:30 class, due electronically between 9-11 am on Thursday, December 13th
- 11:00 class, due electronically between 10:30 am -12:30 pm on Tuesday, December 11th
- 1:00 class, due electronically between 1-3 pm on Thursday, December 13th

You must upload your text to our wordpress.com server before the end of the relevant time period, and then email the editor (dlackey@twu.edu) providing a link to your article and attaching a cover letter. (Workshops on design, uploading, and the cover letter--a 3-5 page reflection of your work on this project and with ENG 1023--will be provided for all authors as we move towards publication.) S