

## Reflective Cover Letter for a Portfolio

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December 11, 2010  
Professor Todd Andersen  
Humanities Department  
Johnson State College

Dear Professor Andersen,

This semester has been more challenging than I had anticipated. I have always been a good writer, but I discovered this semester that I had to stretch myself in ways that weren't always comfortable. I learned that if I wanted to reach my readers, I needed to understand that not everyone sees the world the way I do. I needed to work with my peers and write multiple drafts to understand that a first draft is just a place to start. I have chosen three pieces of writing for my portfolio: "Negi and the Other Girl: Nicknames and Identity," "School Choice Is a Bad Choice," and "Flat-footed Advertising." Each shows my growth as a writer in different ways, and the final piece was my favorite assignment of the semester.

The peer review sessions that our class held in October helped me with my analytical response paper. My group and I chose to write about "Jibara," by Esmeralda Santiago, for the Identity unit. My first and second drafts were unfocused. I spent my first draft basically retelling the events of the essay. I think I got stuck doing that because the details of Santiago's essay are so interesting—the biting termites, the burning metal, and the *jibara* songs on the radio—and because I didn't understand the differences between summary and analysis. My real progress

Reflective writing can take various forms. Bonilla wrote her reflection as a letter.

Reflective writing often calls for first person ("I").

Bonilla lists the pieces included in her portfolio by title.

Marginal annotations indicate **effective writing** for a portfolio cover letter.

Bonilla comments on a specific area of growth.

Even in the reflective document, Bonilla includes elements of good college writing, such as using transitions.

came when I decided to focus the essay on one image—the mirror hanging in Santiago’s small house, a mirror that was hung too high for her to look into. Finding a focus helped me move from listing the events of the essay to interpreting those events. I thought my peers would love my first draft, but they found it confusing. Some of their comments were hard to take, but their feedback (and all the peer feedback I received this semester) helped me see my words through a reader’s eyes.

While my Identity paper shows my struggle with focus, my next paper shows my struggle with argument. For my argument essay, I wrote about charter schools. My position is that the existence of charter schools weakens the quality of public schools. In my first draft, my lines of argument were not in the best order. When I revised, I ended the paper with my most powerful argument: Because they refuse to adopt open enrollment policies and are unwilling to admit students with severe learning or behavior problems, charter schools are elitist. While revising, I also introduced a counterargument in my final draft because our class discussion showed me that many of my peers disagree with me. To persuade them, I needed to address their arguments in favor of charter schools. My essay is stronger because I acknowledged that both the proponents and opponents of abandoning charters want improved education for America’s children. It took me a while to understand that including counterarguments would actually make my argument more convincing, especially to readers who don’t already agree with me. Understanding the importance of counterargument helped me

with other writing I did in this course, and it will help me in the writing I do for my major, political science.

Another stretch for me this semester was seeing visuals as texts that are worth more than a five-second response. The final assignment was my favorite because it involved a number of surprises. I wasn't so much surprised by the idea that ads make arguments because I understand that they are designed to persuade. What was surprising was being able to see all the elements of a visual and write about how they work together to convey a clear message. For my essay "Flat-footed Advertising," I chose the EAS Performance Nutrition ad "The New Theory of Evolution for Women." In my summary of the ad, I noted that the woman who follows the EAS program for twelve weeks and "evolves" is compared to modern humans and our evolution from apes as shown in the classic 1966 *March of Progress* illustration (Howell 41). It was these familiar poses of "Nicolle," the woman in the image, that drew me to study this ad. In my first draft, I made all of the obvious points, looking only literally at the comparison and almost congratulating the company on such a clever use of a classic scientific drawing. Your comments on my draft were a little unsettling because you asked me "So what?"—why would my ideas matter to a reader? You pushed me to consider the ad's assumptions and to question the meaning of the word *evolve*. In my revised essay, I argue that even though Nicolle is portrayed as powerful, satisfied, and "fully evolved," the ad campaign rests on the assumption that performance is best measured by physical milestones. In the end, an ad that is meant

Bonilla reflects on how skills from her writing course will carry over to other courses.

Bonilla mentions how comments on her draft helped her revise.

to pay homage to woman's strength is in fact demeaning. My essay evolved from draft to draft because I allowed my thinking to change and develop as I revised. I've never revised as much as I did with this final assignment. I cared about this paper and wanted to show my readers why my argument mattered.

In her conclusion, Bonilla summarizes her growth in the course.

The expectations for college writing are different from those for high school writing. I believe that my portfolio pieces show that I finished this course as a stronger writer. I have learned to take risks in my writing and to use the feedback from you and my peers, and now I know how to acknowledge the points of view of my audience to be more persuasive. I'm glad to have had the chance to write a reflection at the end of the course. I hope you enjoy reading this portfolio and seeing the evolution of my work this semester.

Sincerely,

*Lucy Bonilla*

Lucy Bonilla