**Student and Teacher ePortfolio Winners 2020**

**Rachel Brackney: ENG 302 (Teacher: Thomas Bonfiglio)**

<https://asu.digication.com/eng-302-brackney/welcome>

Rachel Brackney, a Business Global Politics and Business Management major, designed her Digication portfolio in perhaps the most effective way possible: a short but informative introduction, sleek presentation of her projects, and a reflection section which captures the essence of her learning, unlearning and relearning processes during this course. She includes a very short introduction to her projects which make the readers curious. Her engaging projects, her presentation design, and her sense of balance displayed in organizing her projects easily make her portfolio an exemplary one. Rachel aims to expand upon and utilize the skills which she learned in this semester during her future workplace assignments. By going through her Digication portfolio, one can rest assured that this Sun Devil will thrive and lead.

**Rolando Camarillo: ENG 101 (Teacher: Jade Cho)**

<https://asu.digication.com/rolando-camarillo-english-101/welcome/published>

As teachers, we are always excited when our first-year writing students take our assignments and make them their own, and this is what we see in Rolando’s ePortfolio. Currently majoring in Digital Marketing, Rolando’s portfolio shows readers who he is and where he hopes to go in the world of business. In his first writing assignment entitled “Professionally Ghetto,” he reclaims the word “guetto,” using it “as a way to empower my heritage rather than tarnish it.” He describes the various literacies he learned growing up, including the literacy of being silent in difficult situations to the professional literacy of speaking up in front of others that he developed in his Introduction to Business class. With his second project, Rolando investigates the stigmas attached to mental health problems in his community. His third project, the script for a podcast on conformity in fraternities and sororities with a link to the actual podcast, shows us how creative ePortfolios can be. As Rolando says in his reflection, “Each piece of writing has a part of my own life experiences in the work,” and that is what we appreciate as readers when we visit his portfolio.

**Chantel Coon: 302 (Teacher: Adelheid Thieme)**

<https://asu.digication.com/chantel-coon/home-1/published>

Chantel’s ePortfolio reveals the work of a meticulous and diligent writer, one who can shift between various professional writing contexts. Her work as a professional communicator is evidenced by the well-written and rhetorically focused assignments she completed. Of particular note is Chantel’s Honors Project, “The Spread of Minimalism,” and her Bad News Memo. The latter highlights Chantel’s ability as a rhetor and her understanding of writing in a particular genre. I was impressed by the document’s easy flow, which moved from outlining an unpopular decision to detailing a persuasive argument for cutting travel expenses. Her Honors Project shows that Chantel can also create visually driven documents, documents that require her to be an effective speaker and presenter. I appreciated that the presentation materials were not wordy or “trying to do too much.” Furthermore, Chantel obviously has an eye for digital design, and it was the thorough and thoughtful design of her ePortfolio that initially caught my eye. She chose muted and “serious” colors for her portfolio and images that represented her as a person, which helped to shape her identity as a professional communicator for me. Finally, I appreciated Chantel’s reflective writing and how each assignment was coupled with a reflection that showed she was clearly aware of the choices she made as a writer as well as the struggles and successes she encountered with each project.

**Mikaili Hardy: ENG 105 (Teacher: Abigail Oakley)**

<https://asu.digication.com/eng-105-mikaili-hardy1/home-1/published>

Mikaili’s Digication portfolio is a perfect example of what a student’s portfolio should demonstrate: an eye-catching theme, effectively presented semester projects, and a portfolio reflection which delineates her learnings during the semester. As a future businesswoman who aims to live “in a big city one day amidst all the hustle and bustle of this changing world,” she chose a black and white cityscape as the theme for her portfolio. Her thematic choice defines her portfolio: sleek and stylistic. While her introduction section highlights her process of growing up in a southern suburb in Tuscon, Arizona, it is her portfolio reflection that makes her portfolio a winner: she succinctly sums up her learnings of a semester and how they will help her in the journey of becoming a successful businesswoman. She is determined to transfer her learnings in ENG 105 course to her workplace, a realization which will invariably help her to thrive.

**Kacie McLaughlin: ENG 102 (Teacher: Ekkarat Ruanglertsilp)**

<https://asu.digication.com/kacie-mclaughlin1/welcome/published>

Kacie's portfolio is truly a testament to her dedication to inquiry and personal growth. In her reflection, Kacie lists ways in which she grew over the semester–but one need not take her word for it. Rather, that growth is evident from reading her work. In her first essay, Kacie deftly rhetorically analyzes an article about the negative impact of Disney princesses on young girls. Most impressive, to me, is her honest and reflective approach to analysis; in this essay and in all of her work, Kacie displays a spirit of inquiry–a readiness to *grow* through writing and research–rather than to merely affirm and support pre-existing beliefs. In her work on gun control laws, for example, Kacie voices her appreciation for the opportunity to gain perspective by examining multiple stakeholders. In her research on the Make-A-Wish Foundation, Kacie does even more: she considers how perspective can be harnessed to make a positive impact. What's more, Kacie presents her work in a manner that shows that, while her work is not connected thematically, it *is* connected: the consistency of design across each page constantly reminds the reader that a unique, growing writer is bringing knowledge from the context of one project into the next.

**Meng Jye Lin: ENG 108 (Teacher: Kathrine Keller)**

<https://asu.digication.com/2019-fall-eng108-mengjyelin/home-1/published>

Meng Jye's portfolio is multimodally brilliant. In her first essay, a rhetorical analysis of Heinz' "Wiener Stampede" commercial, Meng Jye shows off an understanding of how visual and aural elements of writing are persuasive. Not only does she explain exactly why a herd of dachshunds running in slow-motion to the tune of Harry Nilsson's "Without You" is so engaging, but she also *enacts* what she learns. She incorporates video, image, space, and language in a way that is not just balanced, but also laden with meaning, and she continues to do so throughout the portfolio. We can see, as we navigate to her second and third essays–an evaluation of the authenticity of IKEA's Swedish cuisine and a letter to ASU Admissions voicing objections to the university's transfer credit policies–how Meng Jye expertly matches the tone of the argument to its multimodal presentation. Meng Jye even used her multimodal prowess on me: I was halfway through her essay on "Wiener Stampede" before I realized that, in including images of a hotdog bun-clad dachshunds, MengJye had appealed to *my* emotions, just as Heinz appealed to its commercial's original audience.

**Alexandra McCarthy: ENG 102 (Teacher: Nathaniel Bump)**

<https://asu.digication.com/alex-mccarthy/about_me/published>

Alex’s well-designed ePortfolio shows a sustained focus on a topic that is obviously important to her: the role of women in STEM. Her writing is research-driven, and it’s clear from her research proposal, her humanization of her topic, and her proposal argument itself that Alex is well-informed on her chosen topic. Of particular note here is her 20-source annotated bibliography, which held a range of articles on her topic, articles that obviously informed her writing. Her writing itself is detailed and vivid. I especially enjoyed reading her creative nonfiction piece, “Women in STEM: Stereotypes and Its Effects,” as it descriptively humanizes the struggles women go through in STEM fields. Finally, her ePortfolio takes advantage of good design principles. It has a clean, crisp feel, and her use of background images link up with her focus on STEM. It is also worth noting that her brief project descriptions give readers a clear understanding of the writing projects Alex undertook; she is clearly aware of her audience, and as a reader, I found the context she provided very useful.

**Brooke Meier: ENG 105 (Teacher: Nathaniel Bump)**

<https://asu.digication.com/brooke-meier/about_me/published>

Brooke’s ePortfolio, besides being well-designed with well-written projects, shows that as a writer she can adapt her premises based on her research. In her research proposal, Brooke notes that where she started with her topic (welfare abuse in the United States) was not where she ended (the reasons *why* welfare recipients may not work/*why* they become dependent on welfare). That Brooke took advantage of a writing situation that challenged her notions of a topic and that she embraced that shift shows growth as a writer and thinker, and her shift from a *what* to a *why* highlights how the writing process can change us all. Her writing itself, while direct and persuasive, is laden with empathy. Specifically, her proposal argument, “Welfare: The Program that Hurts,” is directed at providing possible solutions to a problem, but there is a clear note of frustration for those who lose out and are held back by a program that should, by all rights, help people. Ultimately, her writing is well-researched, informative, and persuasive, and her portfolio’s chosen images and backgrounds shape her identity as a person and a writer concerned with public and social issues.

**Kashish Patel: ENG 107 (Teacher: Xuzhen Hao)**

<https://asu.digication.com/kashish-patel-eng-107-2019-fall/welcome/published>

"I always try to optimize everything I encounter," Kashish writes in her first essay, an exploration of her identity. As she reflects upon her own identify construction, Kashish describes a series of decisions that both developed her character and led her to optimize her experiences by studying abroad. As she analyzes various social media platforms, Kashish optimizes her (and her readers') understanding of the socially networked world in which we live. It is her multimodal essay, "Racing Rush," though, that stands out the most. Kashish blends together the personal style displayed in her essay about identity and the research sensibilities displayed in her essay about social media, and she optimizes them with a sharply designed multimodal document. As she delineates the transnational growth of motor sports, Kashish not only illustrates the gleaming vehicles, the packed crowds, and the nerve-wracking tracks: she delineates their complexly cultural import.

**Nikol Popova: ENG 302 (Teacher: Andrea Severson)**

<https://asu.digication.com/nikol-popovas-blog/home-1/published>

With her dual degree in Economics and Marketing, Nikol believes that her coursework allows her to balance her problem-solving skills with her creative side, and that sense of balance informs every page of her eportfolio. In her reflection, Nikol explains that Business Writing has taught her to focus not only on the written word but also on the visual aspects of writing to make each document aesthetically pleasing and effective, and her portfolio with its soft colors and clean graphics demonstrates what she has learned. From a well-written concise cover letter to an extensive report on Lululemon’s use of social media, Nikol shows us the range of work addressed in Business Writing. She notes that the most valuable lesson she has learned in Business Writing is the importance of consistency, and her portfolio shows she has internalized that lesson well.

**Yu Shu: ENG 107 (Teacher: Valerie Fazel)**

<https://asu.digication.com/yu-shu-eng107-spring-2019/welcome/published>

Yu’s ePortfolio and work therein show her passion for writing and highlight her ability to write and research a single topic in multiple contexts. Her work with the film, *Fantastic Beasts and Where to Find Them*, ranges from a rhetorical analysis to a biographical profile of one of the film’s actors to an analytic report on the transnational success of the film. Her writing itself is clear, decisive, and does an excellent job of incorporating sources into her incisive ideas. The design of Yu’s ePortfolio is also quite impressive. Each of her projects is embedded on the webpage itself as a blog post would be, which indicates that she obviously embraces the genre of online writing/blog writing. That she takes the time to carefully and thoughtfully consider how space and visuals can enhance online reading shows that she not only understands how writing works in digital spaces, but that she can craft effective texts in those spaces.

**Diane Solorio: ENG 216 (Teacher: Jeremy Meyer)**

<https://asu.digication.com/diane-solorios-e-portfolio/welcome/published>

Diane's projects are embedded within images, which, mural-like, grandly and visually frame her ideas. Behind "A World of Free Movement," a call to remove man-made cultural borders, a brightly painted eagle, painted onto the U.S.-Mexico border wall, illustrates the tensions of such constraints. Behind "The Electoral College," in which Diane concludes in favor of a "direct national vote where everyone's vote is equal," floats the mural decorating the dome of Capitol Hill–an emblem of the kind of civic participation Diane values. Powerfully, barbed wire and a border patrol vehicle frame "Victim-Blaming at our Southern Border," in which Diane describes how the border itself has had negatively reverberating effects across the U.S. and Latin America. In short: Diane's portfolio, as a whole, is set against the backdrop of her experiences and convictions. In her "About Me," Diane shares her roots and her hopes in activism, and her portfolio not only evidences her consistent engagement with social justice, but also her ability to harness communication–now only language, but image and space–to create a socially just world.

**Teaching Portfolios**

**Ashley Coogan: Teaching Portfolio**

<https://asu.digication.com/ashley-coogan/welcome-1/published>

A beautiful black and white photograph of the Sonoran Desert on a cloudy day forms the background of Ashely’s eportfolio, drawing our eyes to her welcome page in which she explains that she is currently pursuing her PhD in Linguistics and Applied Linguistics, focusing on identity, migration, and discourse analysis. Not surprisingly then, in her Teaching Philosophy, she explains that she wants her students “to make connections between written and oral language. . . to express themselves creatively and professionally. . . to use the power of language and expression to create change in their individual fields,” and Ashley’s assignments in English 101 and 102 allow students to make those specific connections. From a literacy narrative to podcast, and rhetorical analysis to problem analysis and proposal, we see clear thoughtful directions to students in her assignment sheets. In her research section, we find a fascinating exploration of language and identity in France, along with a study of stylistic variation in French and perceived fluency of non-native speakers playfully titled “How to be Stylish.” Ashley’s impressive ePortfolio represents her dual role as scholar and teacher.

**Meghan Nestel: Teaching Portfolio**

<https://asu.digication.com/meghan_nestels_teaching_portfolio/Rationale/published>

On her Welcome page, Dr. Nestel thoughtfully outlines three main goals for her portfolio. First to present herself as an instructor of English, next to show us what inspires and motivates her, and lastly to provide a model for her students as they construct their own ePortfolios. And after looking through her ePortfolio, any visitor will be impressed with how completely she fulfils each goal. Her CV reveals an accomplished list of publications, conference presentations, and a wide range of teaching experience including a class on Studies in Folklore on Heroes and Bandit Queens, a Survey of Monsters and Magic in English Literature, along with First-Year Composition and First-Year Composition for Multilingual Writers. In her Teaching Philosophy she explains that modeling and scaffolding are at the heart of her teaching, and she envisages students as apprentices who learn through observing, practicing, and receiving constructive feedback. Her teaching materials show her clear directions, helpful advice, and creativity. Despite being a busy instructor and momma to her three young children, who can be seen on her About Me page, she finds time to bake, embroider, paint, and she practices Goat Yoga. Claiming Goat Yoga is fun, she encourages all of us to give it a try.

**Ryuichi Sato: Teaching Portfolio**

<https://asu.digication.com/richie-sato/welcome>

Ryuichi’s teaching philosophy is informed by the view that “learning is an interpersonal activity and learners should take an active role in discovering and sharing knowledge with others” (from his Digication portfolio). His rich experience of teaching across variegated contexts, his scholarly pursuits and his focus on developing as a multilingual writer have undoubtedly contributed in his evolution as a teacher, and his portfolio is a succinct portrayal of such a wonderful journey. While browsing through the samples of his syllabi and project works assigned to his students, one realizes how his whole-hearted involvement in the teaching-learning process of his learners has molded the contours of his teaching philosophy. For not only does Ryuichi come across as a teacher sensitive to learner needs, but also as a teacher who is acutely aware of the process of teaching, which will ensure that his learners succeed in fulfilling their learning objectives. His Digication portfolio is undoubtedly an effective presentation of his rich teaching experience and the noteworthy skills which he developed during the course of his teaching at ASU.