Rebeca Boria Portfolio Presentation
June 6, 2000

Committee Members:
Alya Gavins
Helen Fouhey (advisor)
Barbara McQueen
Emily Chang
Luz Boria/Jose Boria

History

Research on Demand: Pass

- Good skills in research, thorough, comfortable w/materials and documenting, exhibits a plan for research.

Research Presentation: Provisional Pass
Work submitted: Freedom Rides, 51 Stars and Josephine Baker

- Clearly Identified questions and ideas
- Good on details and facts
- Good citation of evidence
- Work on the framing of the piece—setting it in a larger historical context
- More points to connect it to the larger world
- More interpreting of the events, including personal viewpoint in the writing.

Portfolio: Provisional Pass 3

- See comments under Research Presentation

Literature and Writing

Persuasive essay on demand: No pass. Re-do on a different topic in December 00.
Submit to advisor and teacher.

- Grammar and mechanics need work
- Better attention to editing

Book Comparison: Pass

- Excellent use of the chart! Good ability to refer to chart and to the audience

- Demonstrated a thorough knowledge of each book
- Excellent references in each book to support the comparisons at the ready

Portfolio: Provisional Pass
Corrections on: A Woman's Place
- needs grammar, punctuation and organization of paragraphs
- Include personal reasons why this is a passionate issue

Oral Presentation: Pass
- Excellent eye contact,
- Good use of humor
- Nice to see a smile!
- Confidence will grow with practice.

Recommendations:

1. Fifty-One Stars?
Use citations, work on grammar and punctuation, work to better organize paragraphs for flow and inclusion of personal interpretations, include how it relates to issues today.

2. Freedom Rides.
Grammar needs work, connect this to a larger historical context and include a personal interpretation and viewpoint.

3. Women's Place is at Home Response
Grammar, include more of a personal voice or viewpoint.

4. The Script
Show citations (footnotes and sources).

5. Josephine Baker
Introduction to set a context for the reader is needed, grammar