

## PORTFOLIO INTRODUCTIONS

“In Time, Knowledge Gets Better”

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As it comes time to turn in my portfolio, I almost wish I had more time to work on the papers. What began strictly as a writing assignment turned into a chance to delve into my thoughts and express them in unique ways on the paper. The class itself has been an opportunity to crack open my mind to new ideas and new ways of thinking, but only through the writing can these new ideas come through. Class does not allow us to go into detail about each of our own personal experiences, and only through writing do these experiences begin to take shape with other connections. When I began each paper, the initial ideas were separate, lacking connection. I did not even see any connections, but as the words began to flow on the paper, connections started occurring. Connections between my experiences, between the texts, and between the texts and my life began to emerge.

In my first paper, I wrote about an experience that I often bring up when asked about personal struggles. Personally, I do not find my storytelling the greatest, for the main focus of all five pages comes down to my one paragraph encounter with Mr. Nitti. I explain the words he used on me, and people think that he is a typical coach. But that is exactly the problem in

explaining it; my audience can only hear the words he used. They do not understand the environment around it, the way he said it, or even the full power behind the words. For these reasons, I wrote this in an attempt to help people grasp the situation. However, I still doubt that the readers will fully understand. Even as I am typing this introduction right now, I just went back to the encounter with my coach and expanded upon it in an attempt to fully explain.

I chose the second paper about knowledge because it expressed ideas that came to me only once I started writing it. Even as I was revising it just a few days ago, new thoughts about what my paper was truly focusing on came to my head, and this was over two months after the initial draft. When writing is able to bring up thought like this, it becomes worthwhile to read as well as to keep writing about. With this paper, I hoped to connect confusing thoughts about knowledge together because it was written about a topic that can seem very unusual and contradictory.

My final paper is one that took on a whole new face after revision. It began as a simple school assignment. I spent hours pondering over topics until I chose one with limited space to type it. Feeling complete with a rough draft under three pages that I spent a little more than an hour on, it was obvious my only goal was to get it done. Even as I began revising, I did not know where I was going to go with the paper. But as I looked over my

paper and was halfway through revising, new ideas started flying through my head so fast that I needed to make notes of them before they were forgotten. Before I knew it, this paper was drawing me in, rather than my having to force myself to be drawn in.

Through my portfolio, it was not until I had written my own thoughts down and looked at them that I had truly realized what I had meant and what I needed to display to the reader. The writing process itself helped me in formulating my ideas. After I had initially written each of the three papers, I was able to bounce off my first ideas to come up with new ideas about the topic and how to display them. In my mind, this portfolio has truly taken the shape of a portfolio and not just another assignment.

Questions for discussion: How does Bret's writing process for Core differ from his process in high school? What does this mean for his papers? Can you relate to his frustrations with his early drafts and the confidence of his later revisions?