

ENGLISH PROGRAM PORTFOLIO: Student Projects & Activities

Students: Please create a Table of Contents for your English Program Portfolio. Group your projects under each Student Learning Outcome. List the course numbers, names, and titles of your projects in the order they appear in the Portfolio. Use this document as a guide.

Entrance/Exit Interviews	English Course where Interview is Administered
Entrance	ENGL 240 Foundations of Literary Study
Exit	ENGL 499C Senior English Capstone Seminar

Check ONE	Material Specific to Emphasis: (a) Teaching (<i>Literature & Textual Analysis OR Composition & Rhetoric</i>), (b) Literature & Textual Analysis, (c) Writing
(a) Teaching <i>Literature & Textual Analysis OR Composition & Rhetoric</i>	Please include ENGL 315 projects: field report, research paper, PPT oral presentation, Teaching Philosophy, and sample English lesson plan using Content Standards. Additionally, include a paper from ENGL 453 Language, Culture, & Linguistics. If emphasizing the domain of Literature & Textual Analysis, also include material for (c) – without GRE prep; if emphasizing the domain of Composition & Rhetoric, include material from (b) and (d).
(b) Literature & Textual Analysis	Extensive research papers (15 to 20 pages) including knowledge and applications of literary theory & criticism, literary periods, and rhetorical analysis with technology applications. If necessary, evidence of preparation for GRE by active participation in GRE Study Group.
(c) Writing	Creative Writing: Original work includes multiple genres: poetry, short fiction, stage plays, and/or screenplays.
	Professional/Technical Writing: Papers from ENGL 210 Technical Writing and/or ENGL 460 Professional Writing.

SLOs	Subject Matter Coursework: Evidence to Include in Portfolio (Mandatory)
#1 Literature	<ol style="list-style-type: none"> ENGL 240 Foundations of Literary Study (final research paper) ENGL 260 British Literature Survey I (any literature paper) ENGL 262 British Literature Survey II (any literature paper)
#2 Composition	<ol style="list-style-type: none"> ENGL 370 Advanced Rhetoric & Composition (Progymnasmata paper) ENGL 380 Advanced Grammar (any grammar research paper)
#3 Language	<ol style="list-style-type: none"> ENGL 453 Language, Culture, Linguistics (final paper)
#4 Communications	<ol style="list-style-type: none"> ENGL 455 Shakespeare (staged student performance – copy of graded rubric) . . . <i>Please include, as evidence, at least 2 of the following 4 projects.</i> <ol style="list-style-type: none"> COMM 201C (oral presentation using media – copy of graded rubric) ENGL 260 British Literature Survey I (researched PPT oral presentation) ENGL 370 Advanced Rhetoric & Comp. (researched PPT oral presentation) ENGL 431/2 World Lit. Survey I OR II (researched PPT oral presentation)
#5 Research	<ol style="list-style-type: none"> ENGL 220C Researched Writing (final research paper) ENGL 431/2 World Lit. Survey I OR II (researched PPT oral presentation) ENGL 465/6 Theory (theory research paper)
#6 Diversity	<ol style="list-style-type: none"> ENGL 310 American Literature Survey I (any diversity-focused paper) ENGL 311 American Literature Survey II (any diversity-focused paper)
#7 Integration	<ol style="list-style-type: none"> ENGL 240 Foundations of Literary Study (integrative essay) ENGL 499C Senior English Capstone Seminar (integrative essay)

English Program Portfolio Rubric

	Excellent	Competent	Developing	Beginning
PORTFOLIO PRESENTATION	Professional in appearance and creatively designed. Table of contents is thorough and creative in design and includes all required elements and exhibits; materials are well presented and easy to find. The outstanding portfolio includes additional materials* that set it apart from the above average portfolio.	The portfolio is attractively presented and contains all required elements. The table of contents is thorough and includes all required elements and exhibits; materials are well presented and easy to find. The above average portfolio includes additional materials* that set it apart from the average portfolio.	The portfolio is adequately presented and contains all required elements. The table of contents lists all required elements and exhibits; materials are easy to find. Little effort has been made to personalize the portfolio.	The portfolio does not yet contain all required elements. The table of contents is developing, and materials are not easy to find. In ENGL 499 Capstone, the below average portfolio provides little evidence that the candidate has developed the knowledge or skills necessary for teaching competence.
EMPHASIS	Coursework pertaining to the student's emphasis/track are effectively included for grad work/professional field prep. Coursework is of excellent quality with thorough revisions, demonstrating critical self-reflection in preparation for grad/prof field.	Coursework pertaining to the student's emphasis/track are included for grad/prof prep. Coursework is of competent quality but with minor revisions, demonstrating fair preparation for grad/prof field.	Examples of coursework are included for emphasis/track but sparse and require further revision. Revisions are merely superficial.	Portfolio still needs key work for emphasis/track in terms of grad/prof expectations. In ENGL 499 Capstone, still does not include enough work. Coursework does not meet expectations of college-level writing. Revision and development required.
CAPSTONE INTEGRATIVE PAPER	Integrative aspects articulate rich & insightful summative self-evaluation of learning in the English program. Appropriate application of academic background and experience to future goals. Superbly written. Career plan shows focus, goal-setting, and personal discipline in both short-term and long-range planning. Applies the expectations of grad schools/professional fields.	Integrative aspects articulate straightforward summative self-evaluation of learning in the English program. Career short-term and long-range planning are described in the context of grad schools/professional field expectations. Goals are realistic and relevant to student's academic background and experience.	Integrative aspects show superficial evidence of learning in the English program, and only some ability to reflect summatively. Career goals are described but short-term and long-range planning are a little disorganized or somewhat unrealistic, demonstrating partial understanding of grad school/prof field expectations.	Integrative aspects do not demonstrate evidence of learning in the English program. Career plans are still developing even in ENGL 499 Senior English Capstone. Unfocused planning or little to no evidence of careers goals. Writing does not demonstrate college-level skills.
STUDENT LEARNING OUTCOMES	Major projects included in the Portfolio demonstrate superb mastery of the English Department's five learning outcomes: writing, literature, diversity, integration, and technology. Significantly rigorous holistic and atomistic revisions of selected papers are included.	Major projects included in the Portfolio demonstrate competent mastery of the English Department's five learning outcomes: writing, literature, diversity, integration, and technology. Holistic and atomistic revisions of selected papers are included.	Major projects included in the Portfolio do not demonstrate mastery in one of Department's five learning outcomes: writing, literature, diversity, integration, and technology. Paper revision is only superficial.	Major projects included in the Portfolio do not demonstrate mastery in two or more of the English Department's five learning outcomes: writing, literature, diversity, integration, and technology. No papers have been revised.

*Additional materials could be conference papers, publications, a service project, and curricular & co-curricular signs of excellence.