

Portfolio Review for all English Majors – Honors Students and Regular Majors

Students who begin the English major in Fall 2005 or later must submit a Portfolio as a requirement for the English major. Students who entered prior to 2005 may opt to submit a portfolio rather than an overview. Students will enroll in English 4600: Portfolio Review (0 credit hours) in their final semester of undergraduate study. Students must pass English 4600: Portfolio Review in order to graduate. Portfolios must be submitted to the student's faculty advisor by April 1 for May graduates, and by November 1 for December graduates.

The portfolio will be used as a means of assessing the knowledge and skills the student developed as an English major and will also help the Department assess the quality and success of its programs. Portfolios will be retained by the department.

The portfolio will include

1. Photocopies of three original, graded formal writing assignments from at least two different ENGL courses at the 2000 level or above. Each portfolio submission should be a copy of an original assignment bearing the professor's comments and grade. If ungraded, the work must be initialed by the genre advisor. Material in the portfolio should reflect the student's highest achievements as an English major.
 - a. Emphasis in Creative Writing. Students in the Creative Writing emphasis will submit two samples of creative writing presented and discussed in a creative writing course and one analytic essay from a literature course.
 - b. Emphasis in Literature, Society, and Politics. Students in the Literature, Society, and Politics emphasis will submit three analytic essays from literature courses, totaling 15 pages or more.
 - c. Emphasis in Drama. Students in the Drama emphasis will submit EITHER three analytic essays from literature courses, totaling 15 pages or more, OR one sample of creative dramatic writing presented and discussed in a creative writing course, and two analytic essays from literature courses.
2. A list of courses taken for the major.
3. A personal reading list from the college years. The list should include at least fifty titles, and may include class texts.
4. A reflective statement of approximately 500 words in which the student evaluates his or her development during the years as an English major. The student might answer the question, "How has my knowledge/understanding and writing ability changed since I started the English major?" The statement might include discussion of one or more experiences involving reading, writing, or creativity that had a significant effect on the student's understanding of his or her purpose as an English major. The student may wish to comment on the selections of books or organization of the reading list in his/her reflective statement.