English Mission Statement

English supports the mission of the College as a Catholic, liberal arts institution embracing the Norbertine tradition of community, committed to providing an educational environment that is intellectually, spiritually and personally challenging. English majors and faculty interact inside and outside the classroom, engaging in conversations about literature, connecting literature to spiritual concerns and encouraging each other to participate actively in the College community. The English discipline hopes to help English majors become caring, well-rounded citizens. To that end, English majors should graduate with the knowledge, skills and desire necessary to make positive contributions to the communities they enter.

Program Objectives

An English major should be an active, well-rounded, caring citizen of the world with a sense of literature’s vital place and purpose in it. To that end, English majors should recognize the broad canvas of English and American literatures as an evolving rather than static body of work. They should master the essential skills of critical enquiry, learn the debates and theoretical paradigms that frame the study of literature and how to apply such paradigms to successful analyses of literature, and engage in spirited practice of critical and creative reading, thinking and writing in community. English majors will be required to take courses in a language other than English and will be encouraged to study abroad, to work in conjunction with faculty on critical and creative projects, to present their academic work in national and international forums, and to serve the College and its associated communities through the major’s academic organizations and extracurricular projects.

Learning Outcomes

Coverage – Graduating majors will be able to

- identify the major genres, movements and historical backdrops for English and American literatures their beginnings to the present and
- understand, as well, literature’s complexity, diversity, and evolving nature.

Theory – Graduating majors will be able to

- identify the central debates that frame the study of literature and
- apply theoretical paradigms to readings of literature.

Skills – Graduating majors will be able to

- write coherent, argumentative theses for critical essays,
- use a variety of critical and theoretical resources, as well as close attention to a primary text, to develop a successful argument about literature,
- organize their arguments in effective, reader-friendly structures,
- demonstrate an effective awareness of audience in both critical and creative writing and modulate their forms, styles and voices accordingly, and
- compose grammatically sound, mechanically clean prose.
Creativity – Most graduating majors will demonstrate
• originality of thought in critical and creative work,
• the ability and desire to approach literary problems from fresh points of view, and
• the development of an individual voice.

**Direct Measure of Assessment:** English Discipline Portfolio

Exiting senior majors must submit a portfolio containing one essay from each of 10 English courses and a self-reflective, evaluative essay summarizing their experience as a major in the program.

During their advising sessions, English majors are reminded to save at least one representative assignment from each of their English courses (10 in all) for their Senior English Portfolios. During their last year at the College, students are reminded to sign up for ENGL 499 Senior Portfolio (no credit). At the beginning of the Spring semester, the discipline’s assessment coordinator organizes an informational meeting about the portfolio and then, at the end of the semester, a group exit interview on the day that the portfolio is due.

Portfolios are read by at least 2 faculty readers each and scored by a 6 point rubric (under revision; see Appendix I for the rubric used for the 2007-2008 academic year) designed to evaluate each major’s understanding of coverage, understanding and use of theory, level of thinking and writing skills, and level of creativity. Each portfolio is read at least twice, and both the self-reflective essay and the portfolio as a whole is evaluated according to the 6 point scale, and the scores are then averaged. The English faculty determined that it would like all majors to score in the “good” (4.0-4.5/6.0) range or better for the self-reflective essay and slightly better, 4.5-5.0/6.0, for the portfolio as a whole.

**Indirect Measures of Assessment:** English Major Survey, Exit Interviews with Graduating Majors, Self-Reflective Essays

The English discipline has devised a survey of attitudes for graduating seniors now in its 3rd revision. For this year’s graduating class (2009), the OIE is creating an online survey; we will send the link to all those enrolled in ENGL 489 (the English capstone course) and all those in ENGL 499 (Senior Portfolio). (See Appendix II for the 2nd revision of the survey.)

In addition, we meet with senior majors as they hand in their portfolios in order to ask them questions about their experience here as English majors. We use their feedback to determine action plans for curricular and extracurricular improvements.

**Results of Assessment**

**English Major Portfolio**

We collected 18 portfolios in 2007-2008. Each portfolio was read twice and scored according to the 6-point rubric for both the self-reflective essay and the portfolio as a whole. (See Table 1, below.)

The results show a range of scores for the self-reflective essay (4/12 to 11.5/12, or averages of 2.0-5.75, weak to excellent) and for the portfolio as a whole (6.5/12 to 11.5/12, or averages of 3.25-5.75, minimally competent to excellent). The average self-reflective score for the group as a whole is 4.4 (good to very good) and the average portfolio score for the group as a whole is 4.23 (good).
Table 1

2007-2008

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avg       4.4       avg       4.225

Table 2: Self-Reflective Essay Score Comparison (Performance Goal: 4-4.5)

Averages
2007-2008:  4.4      5 year average:  4.25
2006-2007:  4.36     5 year average:  4.23

Table 3: Portfolio as a Whole Score Comparison (Performance Goal:  4.5-5)

2007-2008:  4.23      5 year average:  4.5
2006-2007:  4.52      5 year average:  4.65
2005-2006:  4.95
2004-2005:  4.54
2003-2004:  4.21
2002-2003:  5.0

Our goal is for all of our majors to score an average of 4 (good) or better for both the self-reflective essay and 4.5 or better for the portfolio as a whole. The average score for the self-reflective essay is 4.4, so we more than meet that goal, and the average score for the portfolio as a whole is 4.23, which is slightly under our target average score of 4.5.

For the self-reflective essay, 3 out of 18 students averaged below 4 (with averages of 2, 3.5, and 2.5), and for the portfolio as a whole, 1 out of 18 students scored below that goal (with an average of 3.25).
However, 12 out of 18 students averaged a 5.0 (very good) or above for the self-reflective essay, and 7 out of 12 averaged a 5.0 or above for the portfolio as a whole. That means that over half of the group performed significantly better than our stated goal of 4.0 (good) on each component.

**English Major Survey** (See Appendix II for complete results)

Another component of the English assessment plan is the survey we administer each semester. The survey was administered (on paper) during the English capstone courses, English 489, and 14 surveys were collected in all.

Here is a quick breakdown of interesting statistics we focused on this year:

- 13/14 of those surveyed were female
- 6/14 were English majors, 4/14 were English-Education majors, and 4/14 were English majors with Creative Writing emphases
- 8/14 respondents determined their majors before reaching college; only 2/14 determined their majors during their first year here; the rest determined their major in their second year
- 6/14 expressed a desire to attend graduate school

We looked at the questions where 2 or more of the 14 students surveyed “Disagreed.” In this case, only one question fits the bill. Two students disagreed that:

> 13. The 2 required survey courses provide an adequate grounding in the history and breadth of literature for an English major.

The English major tends to be heavily female. Fourteen female graduates submitted English Major portfolios; 4 male graduates did the same. Though it may seem that many of our majors select teaching as a desired profession, more of them choose the straight English major (nearly half); in fact, only 4/14, or less than 1/3, select teaching as a profession. In addition, over half of our majors come to the College determined to pursue English. The first two years, however, are crucial: that’s when the rest decide on the major. Almost half of our majors are seriously considering graduate school.

**Exit Interviews with Graduating English Majors; Reflective Essays**

As part of the English portfolio assessment plan, we hold a group meeting with students when they turn in their portfolios. The self-reflective essay assignment also asks students to offer suggestions for program improvement—this section of the essay is a rich resource for us as we think about how to better administer the portfolio assessment and polish our program.

**Discussion of the Portfolio**

Students listed the following as strengths of the portfolio system, and these strengths have been consistent each year we discuss the portfolio with students:

- the portfolio encourages students to become more reflective about learning goals and objectives and about the learning process itself;
- it allows students to see how their writing has evolved and changed over four years and to chart more systematically the progress they have made as learners;
- it urges the student/writer to understand him or herself and broadens his/her horizons; one student writes that she found a “sense of peace” while putting the portfolio together;
- the portfolio process puts the emphasis on revision, process over product—those who will go on to teach will stress this with their own students;
• the portfolio provides a concrete, tangible product (“a physical affirmation of success,” writes one student) for students to use for personal and career purposes;
• it provides more authentic assessment of English major skills than standardized tests;
• it allows instructors to monitor more systematically the state of the English program in general.

Students suggested several weaknesses of the system.

• They would like to be notified in freshman and sophomore year about the portfolio requirement.
• They would like to be monitored more closely and regularly as they collect materials for the portfolio. 
  In particular, they would like to be directed early on in essay storage, particularly with the M drive.

Storage issues remain the number one concern for students. One student claims that his M: drive was erased on him last semester when the College (incorrectly) determined that he’d graduated. Students complain frequently, and loudly, about the lack of information concerning the portfolio.

Discussion of the English Program

Students continue to identify a variety of strengths of the English major program:

• the quality of English faculty;
• the quality and variety of specialized courses;
• a firm foundation in literary knowledge;
• the focus on discussion in English classes, particularly advanced classes;
• the emphasis on critical thinking and writing;
• support and community among English faculty and students;
• the ability to connect what students learn in the classroom to their lives outside of it; the sense that what we study connects us to the wider world and matters;
• the challenge—personal and intellectual and spiritual—offered by courses, discussions, and extracurricular activities.

Students comment, again and again, on their satisfaction with the major as they compile their portfolio. It seems that the process of putting together their work for the four years increases this sense of satisfaction.

Students also offered suggestions for improving the English major:

• offer more major courses each semester—more varied courses;
• open up the Major Author designation to include more authors, American as well as British, female as well as male;
• offer courses in Drama;
• require a semester of creative writing; or create an emphasis on creative writing across the entire English curriculum (“Incorporating more creative thinking along with the analytical—teaching them side-by-side—would help students make more interesting and driven works,” one student writes);
• spread theory throughout English course offerings for more coverage and practice with them;
• expand Sigma Tau Delta;
• address grammar; address style issues;
• a mandatory work/study internship at the Writing Center;
• think about a course for English majors who place out of or fulfill the Intro to Lit requirement before coming to SNC.
Concern over the Major Author course is at the head of students’ concerns about the current diversity of the program.

The other suggestions occur sporadically. Some students think that we should require a creative writing course in order to encourage those who are “shy” about such a stretch in their thinking/writing skills, while others are determined to force their peers to engage in what they consider to be “fun” or life-enhancing English courses (they act as missionaries). Many of the English faculty, however, already incorporate creative writing exercises into their literature courses, so more of this activity is going on than students might think. As the Writer in Residence, responsible for teaching most of the creative writing courses in our curriculum, I don’t think it would be healthy to require a creative writing course—until we hire more English faculty who teach creative writing, or expand the number of courses required for the major. At present, I think we do an excellent job of encouraging, as advisors, those who want to take creative writing courses but are reluctant to take the risk to enroll in a workshop.

More than one student suggests that we keep class sizes small (under 15, I would guess).

**English Majors and Graduate School/Professional Training**

Another measure that indicates we are successfully training our students is to track how many apply to graduate professional school and attain advanced degrees. We must use this measure, however, with caution, since the market for PhD students in English is weak (we do warn students of this reality). In addition, our goal in English is not necessarily to train students for graduate and professional school—it is just one component to our mission to education holistically. Consequently, students considering graduate school often pursue other options because of market realities.

We continue to track English graduates by working with the Alumni Office. Not only will we track those who go to graduate and professional school; we will create a database of all English majors to see how they have used their majors.

We are also using social networking, such as Facebook and Twitter, as well as blogs, to keep track of our graduates. A quick survey of Facebook reveals that those who submitted portfolios in May 2008 have attained these positions:

- SparkNET Corporation, Associate Editor/Quality Control (2)
- Kinex Medical Co., Benefits Coordinator
- Ask, Sales Representative
- The Onion, Intern; Arketype, Communications Intern
- Youth for Understanding, Program Coordinator/Curriculum Development (Washington DC)
- English teacher, West De Pere High School (2)
- MS, Library and Information Studies, University of Western Ontario

We will continue to use all the available technologies at our disposal to keep in contact with our graduates and to foster open lines of communication with them. We continue to highlight students in graduate or professional school on our website for English and I just sent a “hello, how are you” greeting to everyone who turned in a portfolio in 2008.

**Action Plans**

English will continue to use the senior portfolio to assess the two-part component of the portfolio: the “values” objectives of the English major and the “competency” objectives that define the critical thinking skills of the English program.
Our next step is to revisit the portfolios with average scores under 4.0 for the self-reflective essay, and those portfolios with average scores under 4.5 as a whole, in order to determine which factors may have contributed to those scores. It is interesting to note that students who scored poorly on the self-reflective essay scored poorly on the portfolio as a whole. It looks as if two portfolios, in particular, scored dramatically lower than the rest; a closer look at that work might reveal ways in which we can enhance our curriculum to meet such deficiencies. On the other hand, a closer look may reveal that such students do not take the portfolio requirement as seriously as others.

We can envision, too, using the portfolio to target certain issues during an academic year. For example, we could focus in the portfolio on a specific class—say En 489: Senior Capstone—to see how our majors do in this course. Or we could compare En 489 with En 150 to see how our majors develop as writers and thinkers over their four years. We plan to examine the essays submitted for English and American survey classes in order to determine if these courses provide students with an adequate preparation in terms of content knowledge, critical thinking, and writing skills for English majors. Finally, we can assess as deeply or as broadly as we wish, focusing on everything from stylistic issues to research and critical thinking skills. The portfolio remains a remarkably flexible assessment tool that we can use in a variety of ways.

To address students’ concerns about the timeliness of portfolio information, I have held two meetings now early in the Spring semester (2008, 2009) to go over the portfolio requirements. I have been inviting everyone signed up for the Portfolio Completion course, but next year could offer the meeting to anyone who has declared English as a major or who is thinking about declaring English as a major. Perhaps I could offer meetings in the Fall and the Spring.

I have also revised the instructions for portfolio completion and self-reflection essays to be more directive and have updated the English website with this information. I plan to take the Cascade workshop this May in order to gain access to our webpage so that I can update it as we develop the assessment program.

The students’ concern with the storage of their essays remains an issue. It is an issue, however, that is mostly their own. The majority of our majors are able to finish their four years at the College with ten or more essays collected from ten or more English courses. The minority is unable to consistently collect its work. On the other hand, this minority is often unable to finish all ten of the required courses on the first try. We will continue to offer suggestions for consistent and safe essay storage and will allow for the occasional incomplete portfolio as an expected part of the assessment process. Furthermore, all of us include a paragraph about portfolio storage and collection on our syllabi for English courses. In our capstone course, ENGL 489, we again go over the portfolio process and importance. Finally, we remind students that the portfolio is their responsibility.

To address the demand for a more varied set of offerings under the moniker of Major Author, we have discussed the requirement and will consider changing the course designation so that it is not implied that only Shakespeare, Milton and Chaucer qualify for the accolade; we still think it is important to require students to select at least one Early Studies course, however. Perhaps we will require one of the three author courses and, through ENGL 489 (the English capstone course) and 289 (the elective course) make a concerted effort to focus on a wider range of authors over gender, ethnicity, sexuality, and time.

Over all, we continue to focus on issues that we see as areas of potential improvement:

*English 150: Introduction to Literature*

Those of us teaching the course (and the discipline makes an effort to ensure that every member teaches ENGL 150 at least once a year) are worried about the tension between two separate learning outcomes: 1) we would like students to learn how to write compelling critical arguments, and 2) we would like to offer students, especially English majors, a rich and inspiring menu of literature. We are discussing various solutions to the problem, including the possibility of a special section of ENGL 150 for English majors (though logistics seem
to dictate against this), or allowing more flexibility for English majors who place out of ENGL 150 to substitute other English electives for the course.

Writing Skills Across the Curriculum
In light of a Humanities colleague’s recent and repeated public complaints about the quality of student writing at the GS 12 level, we are also discussing the portion of the ENGL 150 course devoted to writing skills. To that end, we have scheduled a series of meetings next semester for those of us teaching the course. We will compare syllabi and see if we can come up with a unified strategy to present such skills to students. In addition, Ed Risden plans to reshape ENGL 290, the linguistic course required of all English-Education majors, to discover different approaches to writing.

Required Surveys
In addition, we continue to revisit the debate regarding the literature surveys. English majors are required to take 2 out of 4 surveys to complete the major. We agree that we should counsel those majors who plan to teach or to attend graduate school to take all 4 of the offered surveys for a complete grounding in the scope of literature in England and the U.S. We continue to discuss the writing assignments for the courses, which tend to vary between instructors in length and complexity; we would like to create a more “standardized” set of expectations for writing assignments in those courses, while continuing to respect differences in teaching methodology and scope of content.
Appendix I

Rubric for Scoring the Portfolio
The portfolio should demonstrate that the student has developed critical thinking and writing skills pertaining to literature, which includes concrete literary analyses using a variety of perspectives and secondary sources. Please score portfolio according to the rubric described below:

6. Excellent: portfolio contains a set of extremely well-written essays varied in range (e.g., poetry, fiction, drama; theoretical perspectives; research materials), at least two of which are exceptionally well-written.
   
   Range: considerable variety of critical approaches, subject matter, and style—all executed with exceptional skill. Sophisticated use of primary and secondary sources.
   Development: ideas elaborated in ways which engage reader with subject matter, sources used effectively to advance the writer's ideas; analytic material skillfully contextualized and integrated into whole.
   Organization: exceptional clarity of structure which serves the writer's rhetorical and conceptual goals and allows reader to be fully engaged with the arguments.
   Expression: complex language used effectively, varied syntax adequate to complexity of thought, no primary flaws resulting from trying to express complex ideas.
   Mechanics: few if any errors in spelling, grammar, punctuation, and usage.

5. Very Good: portfolio contains a set of strong essays, uniformly persuasive and well-written, although some essays may seem less than completely satisfying.
   
   Range: acceptable variety of critical approaches, subject matter, and style—all executed with competent skill. Strong use of primary and secondary sources.
   Development: ideas engage the reader with the subject matter to a great extent, and sources are used effectively to advance writer's ideas; analytic material strongly contextualized and integrated into whole.
   Organization: clarity of structure which serves the writer's rhetorical and conceptual goals strongly and allows reader to be engaged with the arguments.
   Expression: language used effectively, varied syntax adequate to complexity of thought, few flaws resulting from trying to express complex ideas.
   Mechanics: few errors in spelling, grammar, punctuation, and usage.

4. Good: portfolio contains a uniformly competent set of essays, suggesting the writer understands the basic requirements of academic writing in English, though essays remain unspectacular.
   
   Range: sound variety of critical approaches, subject matter, and style—all executed with sound, but unexceptional, skill. Unspectacular use of primary and secondary sources.
   Development: ideas engage the reader with the subject matter generally, and sources are used adequately to advance writer's ideas; analytic material contextualized and integrated into whole for the most part.
   Organization: clarity of structure serves the writer's rhetorical and conceptual goals adequately and allows reader to be engaged with the arguments.
   Expression: language used adequately, varied syntax adequate to complexity of thought, though some obvious flaws resulting from trying to express complex ideas.
   Mechanics: a few obvious errors in spelling, grammar, punctuation, and usage.

3. Minimally Competent: portfolio contains an uneven set of essays, suggesting that the writer faces a challenge in overcoming some clear deficiencies in writing in the English field. While essays are minimally acceptable, they are nothing more.
   
   Range: minimally competent use of critical approaches, subject matter, and style—some—but not all—executed with sound, but unexceptional, skill. Basic use of primary and secondary sources.
   Development: ideas minimally engage the reader with the subject matter generally, and sources are used minimally to advance writer's ideas; analytic material contextualized and integrated into whole in some—but not all—cases.
   Organization: clarity of structure on a basic level serves the writer's rhetorical and conceptual goals and allows reader to be engaged with the arguments on a basic level.
   Expression: language used basically, few uses of varied syntax adequate to complexity of thought, with obvious flaws resulting from trying to express complex ideas.
   Mechanics: obvious errors in spelling, grammar, punctuation, and usage.

2. Weak: portfolio contains a set of essays which reveal little competence with writing in the English field, suggesting that the writer still needs extensive practice with such academic writing before he or she is able to do sustained, sophisticated academic writing.
   
   Range: unacceptable use of critical approaches, subject matter, and style—most not executed with sound skill. Lacking basic use of primary and secondary sources.
Development: ideas rarely engage the reader with the subject matter, and sources are used ineffectively to advance writer's ideas; analytic material not contextualized and integrated into whole effectively.

Organization: lack of clear structure on a basic level confuses the writer's rhetorical and conceptual goals and does not allow reader to be engaged with the arguments on a basic level.

Expression: language used on a rudimentary level, lacks of varied syntax parallels lack of complexity of thought, with egregious flaws resulting from trying to express complex ideas.

Mechanics: obvious errors in spelling, grammar, punctuation, and usage are major distractions.

1. Very Weak: portfolio contains a set of essays that clearly reveal that the writing level is not up to any minimal standard of academic writing in the English field

Range: totally unacceptable use of critical approaches, subject matter, and style--most not executed with sound skill. Lacking basic use of primary and secondary sources.

Development: ideas do not engage the reader with the subject matter, and sources--if used at all--are used ineffectively to advance writer's ideas; analytic material not contextualized and integrated into whole even at a basic level.

Organization: lack of clear structure on any basic level confuses the writer's rhetorical and conceptual goals and does not allow reader to be engaged with the arguments at any level.

Expression: language used below college level, total lack of varied syntax parallels lack of complexity of thought, with egregious flaws resulting from trying to express complex ideas.

Mechanics: errors in spelling, grammar, punctuation, and usage are major distractions and are not in keeping with college-level writing.

St. Norbert College
English Major Portfolio Scoring Rubric

Self-Reflective Essay

Scoring the Self-Reflective Essay

Please score self-reflective essay according to the rubric described below:

6. Excellent: the self-reflective essay addresses the mission of the English major in a concrete, detailed manner, with examples from courses taken and extracurricular activities. Writing shows a sophisticated stylistic flair; organization exceptional.

5. Very Good: the self-reflective essay addresses each point of the mission statement in detail, but the writer has a tendency to generalize and not use examples to their full benefit. Writing is strong, with stylistic flair, but becomes somewhat general with lack of supporting examples; organization strong.

4. Good: the self-reflective essay addresses each point of the mission statement, but the detail is limited and general. Writing solid but not spectacular, verging on the general; organization solid but could be improved.

3. Minimally Competent: the self-reflective essay addresses each point of the mission statement, but only in the minimal sense, with specific details lacking in general. Writing competent but nothing more; organization acceptable but flawed.

2. Weak: the self-reflective essay does not necessarily address the three points of the mission statement; instead, the writer goes off on tangents, relying solely on generalizations and clichés. Writing is basic, unsophisticated, with organizational and grammatical errors; organization weak.

1. Very Weak: the self-reflective essay does not address satisfactorily the mission statement. Details are skimpy and forced. Writing is poor, with organizational and grammatical errors; organization weak or nonexistent.

Note: Raters may use 1/2 scale rankings if needed--i.e., 4.5 to reflect score between 4 and 5.

Portfolio #: ______________________  Score: ______________
Appendix II

English Major Survey
Results 2007-2008

a. I will graduate with a major in:
   1. English 6/14
   2. English Education 4/14
   3. English-Creative Writing Emphasis 4/14

b. I decided to pursue an English major:
   1. before college 8/14
   2. freshman year 2/14
   3. sophomore year 4/14

c. I will graduate with a double major:
   1. yes, 3/14: Spanish, French, Philosophy
   2. no 11/14

d. I will graduate with a minor:
   1. yes, 10/14, Amer Stud (2), German (2), Spanish, Classical Studies, Media Studies (2), WAGS, Secondary Ed (2)
   2. no 3/14

e. My overall college GPA is:
   1. 3.5-4.0 10/14
   2. 3.0-3.4 4/14

f. I am a:
   1. senior 14/14

g. I am:
   1. female 13/14
   2. male 1/14

h. I have worked for Graphos and/or submitted work to the magazine:
   1. yes 7/14
   2. no 7/14

i. I have submitted work to the annual Literary Awards:
   1. yes 8/14
   2. no 6/14

j. I am a member of Sigma Tau Delta, the English Honor Society:
   1. yes 12/14
   2. no 2/14

j2. As a member of Sigma Tau Delta, I submitted work to and/or helped to edit the society’s publications (The Sigma Tau Delta Review and The Rectangle):
   1. yes: 6/14
   2. no: 8/14
j3. As a member of Sigma Tau Delta, I have attended a national conference:
   1. yes: 6
   2. no: 8

k. I have attended extracurricular English activities (Literary Awards, poetry and fiction readings, graduate school talks, etc.):
   1. yes: 13
   2. no: 1

l. I have worked as a writing consultant at the Writing Center:
   1. yes: 7
   2. no: 8

m. I have spent or plan to spend a semester or summer abroad:
   1. yes: 8
   2. no: 6

n. I retain the most knowledge when I:
   1. listen to a lecture and take notes  5
   2. complete an exam in class
   3. complete an individualized project, such as a research essay 5
   4. complete an in-class presentation 2
   5. participate in a class discussion 9
   6. complete a group project

o. After graduation, I will most likely:
   1. attend graduate school in English 6
   2. attend graduate school in Creative Writing 1
   3. attend graduate school in a discipline other than English
   4. pursue a professional degree (such as law) 1
   5. teach elementary, middle or high school 4
   6. pursue a career in professional or technical writing 4
   7. other _________________________________ 1: Public Rel

II. For each of the following statements, indicate your level of agreement. (Circle one answer for each statement.)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The 10 required courses for the English major provide adequate preparation for a graduate in the major.</td>
<td>3</td>
<td>10</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2. The English major increased my understanding of what constitutes the literary “canon.”</td>
<td>10</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. The English major developed my ability to identify major literary periods.</td>
<td>7</td>
<td>6</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>4. The English major increased my knowledge of major themes in literature.</td>
<td>11</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5. The English major increased my understanding of the elements of fiction, poetry and drama (literary genres).</td>
<td>10</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

12
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. The English major increased my knowledge of literary authors.</td>
<td>12</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7. The English major enhanced my critical reading skills.</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8. The English major contributed to the development of my critical thinking skills.</td>
<td>12</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9. The English major helped me to develop academic research skills.</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10. The English major enhanced my ability to write persuasively for a variety of academic audiences.</td>
<td>12</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11. The English major enhanced my creative writing skills.</td>
<td>8</td>
<td>5</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>12. English course offerings are sufficiently varied.</td>
<td>2</td>
<td>11</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>13. The 2 required survey courses provide an adequate grounding in the history and breadth of literature for an English major.</td>
<td>2</td>
<td>10</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>14. English courses helped to develop my own morality and ethics.</td>
<td>7</td>
<td>6</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>15. English courses increased my awareness of cultures and ideas other than my own.</td>
<td>8</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>16. English courses encouraged me to make connections between different disciplines.</td>
<td>11</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>17. English courses exposed me to a variety of critical approaches to literature and reading.</td>
<td>11</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>18. English courses increased my awareness of aesthetics in literature.</td>
<td>9</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>19. I have experienced a variety of learning techniques in my English courses.</td>
<td>7</td>
<td>6</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>20. Overall, the English faculty challenged me to think more critically about literature.</td>
<td>12</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>21. Overall, the English faculty is accessible and helpful.</td>
<td>12</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>22. Overall, the English faculty provided me with accurate and timely advising as I completed the program.</td>
<td>11</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>23. If I choose to pursue graduate or professional study after graduation, I am confident that my SNC English degree has adequately prepared me for success in these fields.</td>
<td>12</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>24. If I choose to pursue a career in teaching after graduation, I am confident that my SNC English degree has adequately prepared me for success in this field.</td>
<td>8</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>25. If I choose to pursue a career in editing or writing, I am confident that my SNC English degree has prepared me to succeed.</td>
<td>7</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>26. If I choose to pursue a career outside of English, I am confident that my SNC English degree has helped me to gain the skills I need to succeed.</td>
<td>8</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

III. Please answer the following questions briefly.

a. What made you decide to be an English major?
   - enjoyed courses and professors
   - English is connection of art, culture and history; seemed to pull together all of the humanities and felt challenged to learn how to better read and write, and think. Discussion in classes is an exciting way to learn. Also, lit has taught a lot about self.
   - reasons have significantly evolved from liking to read to loving social critiques to loving to craft my own stories

13
was able to analyze life and find a passion in writing, also challenged me more than any other class options.
although I didn’t understand what an English major [entailed? word missing], I liked to read.
I enjoy reading all types of lit and I wanted to increase my crit writing and thinking skills.
I love digging deep into lit and creative writing
I enjoy thinking critically about lit and applying what I learn to the world outside the classroom
Enjoyment of it in high school and love of reading and strengthening writing
my passion for lit and writing
love for lit
my intro to lit class freshman year made me remember how passionate I am about reading/writing
coin toss
a lifelong love of reading

b. As an English major, which 3 courses have been the most instrumental for you?

US Lit 1
Brit Lit 1
Lit of Service
Modern Am Novels
Modern Poetry
Modern Brit Novel
305 (10)
History of Eng Language
Harlem Renaissance/Modernism (4)
Milton (2)
Shakespeare (2)
Contemporary Ethnic Fiction (3)
Women and Lit (3)
Gender and Sexuality (4)
489 (3)
489: Literary Humor
489: Henry James
425 CW seminar (4)

c. How have these courses been instrumental for you?

greatly improved writing/research skills. also made me think about writing as a vocation (lit of service)
engaged/interested me—think that will study Amer/Modern in grad school. Also, have taught me the value of lit
set groundwork for my courses in terms of time periods/canonical authors as well as “ethnic” authors. CW developed writing skills as well as my ability to read literature from an aesthetic and editorial technique standpoint
expanded my writing skills, taught me how works influence each other and helped me examine life
broadened my theoretical knowledge
I have developed better writing skills and have learned to appreciate the process rather than just the result.
It introduced me to some interesting pieces of literature and opened my eyes to new ideas.
They forced me (the most) to think critically
improved writing, analysis and research
• deconstruction of societal myths; cultural validities; writing
• built my writing and crit thinking skills
• the discussions I have had in these courses have opened me up to so many new ideas… Ideas I didn’t know I even had until I opened my mouth and spoke.
• techniques improved, ie reading/writing
• hone my writing skills/understanding of English lang

d. Are there English courses you would like to see offered that are not?

• female major author course
• wish that I would have been able to take late Am survey. Feel like missed out on Faulkner and Hemingway
• it would be beneficial to offer courses on Faulkner and Fitzgerald –that time period—bc I feel like they are major/significant American authors that we never really examine.
• more in Medieval lit and more courses on critical writing
• more upper level theory/gender/ethnicity
• more variety of Major Authors (3)
• Faulkner (2)
• just more variety
• World Lit course
• Middle Eastern lit
• Queer lit (2)
• Civil war lit
• Irish lit
• break up time periods more

d. What are the English program’s top 3 assets?

• approachable profs who have variety of academic backgrounds
• high expectations for students
• help students to see how major can fit in real world
• great faculty and communication btwn students and fac; sad to leave!; great support; quality education
• diverse class offerings
• opps outside classroom = STD, conferences, great learning experiences
• professors, hands down
• avenues for growing academically/professionally ie STD conference, Graphos, internships
• diversity in electives—ethnic, gender studies, modern
• excellent professors!
• great support
• an edge that keeps students interested
• extra opportunities (like STD)
• faculty that cares [for] and respects students
• interesting seminars/topics
• not overlapping novels in multiple classes
• unique professors
• great discussions
• great times to speak with professors
• variety of courses
• great discussions facilitated by great professors
• accessible professors always willing to help
• small classes
• faculty, library, listserv
• quality of instruction
• quality of faculty
• It’s English!

e. How can the English program improve its major?

• having more required course that deal with canonical authors—or maybe have a sep intro course for ppl who transfer in with college credit—that may have helped me in the areas I feel are lacking; also, more clear cross listing with HUMA—I never realized we even had Great Am Novels course
• keep going! keep that edge!
• keep classes small (2)
• provide more info about the English portfolio at an early time rather than during senior year
• require more courses
• offer more Irish lit classes; offer more major author courses (America); keep classes small
• offer more than the 3 major authors that are offered
• make this form anonymous—you know that this is Chris.
• maybe offer more varied “major author courses” like Joyce or Morrison; eliminate Gen Eds so we can take more English courses!