SIGN UP: All students must register for Senior Exit Portfolio assessment online at http://www.wac.gsu.edu/EngDept/signup.php

DEADLINE FOR SUBMISSION: The midpoint of the graduation semester.

DUE DATE: Please note that Senior Exit Portfolios will not be accepted after the due date. Since a successful portfolio is a requirement for graduation, students who miss the deadline will not be able to graduate until the following semester.

Make sure that you include your name, address, phone number, and Panther Number on the portfolio’s cover.
portfolio requirements
for senior English majors
with a secondary English concentration

The state of Georgia is asking departments to assess their majors as part of the graduation requirement. The English department has chosen a portfolio as an assessment tool because we think it will meet our needs and be useful to students as well. The benefits to students are three-fold:

1. The portfolio will ask you to reflect on your coursework and learning and therefore should help you understand what you have learned and why.
2. The portfolio process includes meeting regularly (at least once per year) with your faculty advisor; this contact should help you better plan your education and prepare for life after college.
3. The portfolio can be adapted for potential employers and graduate school admissions committees; you will walk away from Georgia State with evidence of the good work you have done here.

Portfolio assessment

Portfolios will be read by two faculty members. In the event of widely divergent readings, a third faculty member will read the portfolio. (The assessment form which English department faculty members will use when responding to your senior exit portfolio has been attached to these instructions so that you can see how your work will be evaluated.) You must revise and resubmit your portfolio if it is determined to be insufficient.

The goal of the portfolio is to demonstrate your development as an English major who has studied literature, language, and writing for the purpose of becoming a professional educator. You will compile your portfolio over the course of your studies in consultation with your advisor from the English Department. You will include numerous types of writing (evidence), some of which were produced as work for your English classes and some of which you will create for the portfolio. Once you have compiled your evidence, you are to write a four-page to six-page reflective essay in which you consider how the work included in the portfolio demonstrates your growth and accomplishment as a writer, reader, researcher, and teacher. Specifically, in the portfolio, you will include

- a table of contents
- an introductory statement, articulating what your portfolio will demonstrate in general
- a list of college English courses you have taken, including those taken at schools
other than GSU (put an asterisk by the classes you are currently taking)

- six pieces of evidence (see below)
- an introductory paragraph that precedes each piece of evidence and considers the
  prompts provided in the description of the evidence
- the reflective essay

Consider the following questions about yourself as a writer, reader, researcher, and teacher as you select your evidence and write your reflective essay. Ideally, you will be able to refer to pieces in your portfolio to support your assertions in the reflective essay. Do not feel obliged to answer all of these questions; they are intended only as a guide.

Write an essay in which you reflect upon your development as a writer, reader and researcher throughout your career in the English department at Georgia State University, and then consider how this development has influenced the teacher you will become.

- How has your writing style or approach to the writing process changed? How has this influenced approaches you might take in your own classroom?
- How have you learned to identify writing problems and overcome them? How can you impart these insights to your own students?
- How have your studies in the English Department shaped the person you hope to be in the classroom?
- How has your growth as a writer, reader, and researcher made you better qualified for teaching?
- How has your language knowledge influenced your thinking about language teaching?
- How do you intend to transfer the knowledge that you have gained about literary works, genres, and periods to your students?

For your portfolio, choose a total of six pieces of evidence from the seven options listed below. All pieces of evidence should come from your work produced in classes in the English department. Strive to include work that illustrates the wide range of English courses you have taken rather than taking all of your evidence from one or two courses (to illustrate your growth and development as a student).

1. (This item is required.) A piece of writing that addresses topics related to language or linguistics from one of the following classes: Practical Grammar (English 3105), Language for Teachers of English (English 3190), Introduction to the English Language (English 3200), Advanced Grammar (English 3210), History of the English Language (English 3220), and Language in the African-American Community (English 3955). In your introductory paragraph, explain what this piece of evidence reveals about the knowledge you have gained about language and/or linguistics.

   Note: If you are having difficulty finding a piece of writing from one of these classes for the portfolio, you can use writing that addresses issues of language or linguistics from another course; if you do so, make sure you explain this in your introductory paragraph. If you do not have any writing from any class to fulfill this category, please contact Dr. Renée Schatteman at schatteman@gsu.edu for advice.

2. Multiple drafts of an essay demonstrating your response to a critique of your writing and your ability at revising. In your introductory paragraph, explain what this piece of evidence reveals about your revision process.

3. Two essays, one from an early point in your English studies and one from a later point. In your
introduction paragraph, tell how these essays afford a view of your development as a writer.

4. A traditional research paper. In your introductory paragraph, explain how this paper demonstrates your knowledge of the research process and the purposeful use of the researched information.

5. A piece of writing in which you incorporated less formal types of research (such as material from a website, abstracts or summaries, book reviews, films, interviews, etc.) and in which you learned to write beyond the formal essay or research paper. In your introductory paragraph, tell how the research changed your understanding of reading and researching.

6. A piece of writing done for one of your English courses which was an alternative to a literary analysis and written specifically with an educational focus (for example, a lesson plan, a unit plan, an annotated bibliography). In your introductory paragraph, explain what it taught you about English education.

7. Any essay of your choosing that showcases your abilities. In your introductory paragraph, explain what made this piece so successful.

8. The three options for this piece of evidence require you to create new writing based on what you learned in English classes. This new writing should be three pages in length. Choose only one of the following options.
   - Describe a syllabus or a particular assignment from one of your English classes that influenced your ideas about teaching. In your introductory paragraph, consider why it made an impression on you and what it taught you as a prospective teacher.
   - Describe a particular teacher, pedagogical approach, or methodology that stimulated your thoughts about teaching. In your introductory paragraph, consider what you learned about teaching from this person/approach.
   - Create a list of ten works of literature that have had a significant influence on you. Describe the influence of each work in a short paragraph. In your introductory paragraph, consider what this list says about your development as a reader.

Important: Please note that portfolios will not be accepted after the due date. Since a successful portfolio is a requirement for graduation, students who miss the deadline will not be able to graduate until the following semester.
**SENIOR EXIT PORTFOLIO—ASSESSMENT FORM—SECONDARY ENGLISH**

Name of Student: _______________________________

Semester: _______________________________

**I. Assessment of the Portfolio**

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<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Inadequate</th>
<th>Can't determine (explain below)</th>
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<td>1) Rating on the knowledge of language and linguistics (as evidenced in work included in the portfolio from any of the department's language courses or in the student's reflective essay)?</td>
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<td>2) Rating on the written communication skills (style, editing, voice, diction, audience awareness, argumentative strategies, etc.) as evidenced in the portfolio:</td>
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<td>3) Rating on the ability to reflect upon teaching as evidenced in the portfolio:</td>
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<td>Overall Evaluation:</td>
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Note to evaluators: Scores should be placed in one rating only and not in between two ratings. Please mark the score clearly in chosen box. This form was updated August 2013.
Comments to the student (including comments on the presentation of material in the portfolio, the quality of writing in the reflective essay, and the quality of the reflections in the introductory statements and the reflective essay):