

A&S English: Pre-Education

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Pre-Education Portfolio

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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 adviser 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:

- Introductory statement articulating what your portfolio will demonstrate in general
- List of college English course you have taken, including those taken at schools other than GSU (put an asterisk by the classes you are currently taking) 6 pieces of evidence
- Introductory paragraph that precedes each piece of evidence and considers the prompts provided in the description of the evidence
- Reflective Essay

Contact Information

Please contact Dr. Melissa Mcleod (mmcleod1@gsu.edu) if you have questions about the Senior Exit Portfolio guidelines.

Portfolio Purpose

Portfolio Purpose

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 adviser; 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

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.

Introductory Statement

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The Introductory statement articulates what your portfolio will demonstrate in general.

List of English Courses

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Add a list of English courses you have taken including courses taken at schools other than GSU. Mark the classes you are currently taking with an asterisk.

Reflective Essay

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.

- 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?

Types of Evidence

Types of Evidence

For your portfolio, choose a total of 6 pieces of evidence from the 7 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).

Evidence: (Required)- Understanding aspect of Language

Evidence: Required- Understanding aspect of Language

Provide a piece of writing that demonstrates your understanding of some aspect of language (for example, your knowledge of grammar or of the history of the English language or your understanding of the intricacies of language use). In your introductory paragraph, explain what this piece of evidence reveals about the knowledge you have gained about the English language.

Evidence: Option-Multiple Drafts

Evidence: Option- Multiple Drafts

Provide 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.

Evidence: Option- Two Essays

Evidence: Option- Two Essays

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

Evidence: Option- Traditional Research Paper

Evidence: Option- Traditional Research Paper

Provide 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.

Evidence: Option- Other Research Examples

Evidence: Option- Other Research Examples

Provide 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.

Evidence: Option- Educational Focus

Evidence: Option- Educational Focus

Provide 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.

Evidence: Option- Showcase Essay

Evidence: Option- Showcase Essay

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

Evidence: Option- New Writing

Evidence: Option- New Writing

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.