

English Major Assessment Assignment

At the end of the semester, please submit a portfolio of your work (on a CD, not in hard copy) that demonstrates the extent to which you have met the goals of the English major.

You will not be graded, here, on whether or not you met the goals—so if you genuinely feel that you have not met (or have not been able to meet) one or more of the goals below, please indicate that. Whether or not you have met these goals, please provide an explanation of your achievement by addressing the issues described below:

For each goal, you should select one paper that most clearly shows the extent to which you met that goal. The same paper may be used to illustrate more than one goal, but you should submit at least five papers total. If you transferred in to Eureka, please use as many papers from your Eureka classes as possible—but you may include up to two non-Eureka papers, if necessary. Be sure to designate in which class each paper was written.

When you hand in your CD, please also hand in a document (which should be both burned to the CD and printed out) that lists the goals with your corresponding statements of achievement, as described below. There is no minimum page requirement, but your work should be typed and double-spaced. This document should contain the following information for each goal: 1) which paper you're using as an example of your achievement, and the class that it came from; 2) how you got where you are with respect to the goal—you may discuss coursework in general and need not only talk about the paper that you submitted for it or the class that it came from; and 3) whether there is anything that you, the College, or the English curriculum could have done differently to help you better meet the goal.

The final document need not look like a traditional paper. Just number and list each goal, then write a paragraph for each addressing the topics above.

English Major Goals

1. Students will have a basic understanding of works and movements in British and American literature.
2. Students will use literary critical theories and apply these critical models in the act of interpreting or producing literature.
3. Students will demonstrate rhetorical flexibility by writing in various academic and creative discourses; e.g., reflective essays, research papers, literary criticism, fiction, poetry.
4. Students will recognize ethnocentrism in literature and culture.
5. Students will participate in the professional academic community through exposure to organizations, journals, conferences, speakers, and workshops.
6. Students will practice writing as an extended, multi-step process of discovery.
7. In writing and discussion, students will practice integrating their own ideas with those derived from textual research, from classmates, and from other sources.

All materials are due in my office by 3:30 pm on Friday, December 10. Grades will be based on the thoroughness of your work in completing the assignment; you should plan on writing at least one well-developed paragraph for each goal.