ENGLISH 467: CAPSTONE EXPERIENCE

Course Materials
Fall 2011

ELIZABETH BIRMINGHAM

207 C Morrill Hall W: 231-6587 H: 293-1065
E-mail: Elizabeth.Birmingham@ndsu.edu
Office hours: M, T, W, H 9-10, and by appointment

Betsy Birmingham

207 C Morrill Hall W: 231-6587 H: 293-1065
E-mail: Elizabeth.Birmingham@ndsu.edu
Office hours: M, T, W, H 9-10 and many other times by appointment

Description	English 467, Capstone, is a three-credit course whose purpose is to "cap" your education as an English major: to help you think about your next step toward becoming a professional . . . something. The course will help you look back on your undergraduate career and understand what you have learned (cumulatively), what skills your work as an English major has helped you develop, and where you might take the skills and knowledge you have developed (to the work world, to graduate school, to the classroom).

Outcomes

English Major Outcomes

- **Outcome 1:** English majors will be able to write and speak effectively for a variety of purposes and audiences in a variety of genres and media.

- **Outcome 2:** English majors will be able to read (analyze, interpret, critique, evaluate) written and visual texts.

- **Outcome 3:** English majors will be able to conduct research effectively using a variety of research strategies and sources and documenting their sources according to standard guidelines.

- **Outcome 4:** English majors will be able to manage sophisticated writing and research projects, planning, documenting, completing, and assessing work on-time and within the constraints of the project.

- **Outcome 5:** English majors will be familiar with a variety of theoretical lenses, learning to recognize them at the 200-level and learning to use them by the 400-level.

- **Outcome 6.** English majors will be familiar with literatures as culturally and historically embedded practices. This outcome includes goals such as familiarity with major writers, genres, and periods, and technologies of writing.

- **Outcome 7:** English majors will develop professionalism exhibited in such qualities as self-direction, cooperation, civility, reliability, and care in editing and presenting the final product.

When   Tuesday/Thursday 12:30-1:45 p.m.

Texts   Graber, Steven. *The Everything Get-A-Job* Book. Holbrook, MA: Adams Media Corporation, 2000.

Graff, Gerald and Cathy Birkenstein. *They Say, I Say: The Moves That Matter in Academic Writing.* New York: W.W. Norton & Co., 2006.

Pink, Daniel. *A Whole New Mind.* New York: Riverhead Books, 2005.

Williams, Robin. *The Non-Designers Design Book.* 2nd ed. Berkeley: Peach Pit P., 2004.

Assignments

Portfolio + Reflection Letter	10%
Job Packet	40%

- Informational interview
- Letter of application
- Resume
- Report

Capstone Project   50%
  - Proposal
  - Search assignment
  - Annotated Bibliography
  - Progress Report
  - Project
  - Presentation

Each assignment includes an evaluation rubric so that you are aware of my expectations for the work you produce. Reading these carefully will help you begin to evaluate whether your work is meeting my expectations for college-level writing.

Your work for this course will be graded on a point scale—910-1000= A; 800-909= B; 700-799= C; Below 699=D; non-attendance or no work=F.

Grading:
  - A means truly excellent work—exceeding expectations in all areas evaluated
  - B means very strong work that reflects excellence in in one or more areas evaluated, and has met the course requirements in all areas
  - C means that you have adequately met the assignment in most areas
  - D means work that does not meet expectations in one or more areas
  - F means work not turned in, or that does not meet expectations in any area of evaluation

Attendance   In compliance with NDSU University Senate Policy, Section 333: Class Attendance and Policy and Procedure, located at <http://www.ndsu.nodak.edu/policy/333.htm>, the English Department has established the following attendance policy. All English Department courses require active learning. Students are expected to speak, listen, and contribute. Therefore, prompt, regular attendance is required. Students who miss more than four weeks of class during the standard academic semester (e.g. twelve 50 minute classes, eight 75 minute classes, or their equivalent) will not pass the course. Moreover, each student is accountable for all work missed because of absence, and instructors have no obligation to make special arrangements for missed work. Additional attendance requirements may be implemented at the discretion of the individual instructor.

Because this course is about developing professional habits and preparing for graduate school or the world of work, you must attend class, prepared, in order to demonstrate those skills. I am very unsympathetic to students who do not come to class. Each person has one personal day and one sick day per semester. After that, **any** missed classes will hurt your grade (by 50 points)—I am ruthless about this. If you are very ill or have serious personal complication in a semester, you may need to drop this course and retake it at a time when you are able to focus on this work. This doesn't mean I don't care about you and your circumstances; it means I care about you, your learning, and our program's reputation for graduating prepared, educated, and professionalized students.

Try not to be late—most important information about the class itself is conveyed in the first ten minutes of class, and I take attendance in the first

two minutes. Be there.

Preparation

This course assumes a high level of preparation for college level reading, writing, and research in English Studies. Although I want the classroom to provide a supportive atmosphere for all learners (me included), we will move through covering/summarizing material quickly and spend class time working in groups, making connections among texts, synthesizing ideas, and discussing application of the reading material to our research and projects. I assume that for every hour you spend in class, you will be doing 2-3 hours work and preparation outside of class to adequately meet the expectations of this course.

The projects require substantial research, and the writing tasks presuppose the development of a project management strategy.   Here's the hard part—you need to take responsibility for the quality and quantity of you own learning. If you can do these things, you can expect to be very successful in this class.

Due Dates/ Revision

Because the projects in this class build upon one another, and because the course is attempting to help you learn to develop and manage projects, due dates are firm. I will give everyone **ONE** week's grace on one paper or project this semester (this **does not** include papers due for peer review days). Papers turned in after due dates will lose 10% per week, beginning after class on the date the paper is due.

However, you may revise any written work that was turn in on time—at any time throughout the semester.   Your grade on the revised work will be the grade you receive for that assignment (no averaging, etc.), so I encourage you to revise! But make sure that you revise (rethink and develop) and don't just edit if you want an improved grade. You must turn in the original graded paper and rubric with your revision, as well as a one-page memo describing the changes you made and the reasons these changes make your revised paper more successful. I will not accept work for revision without these things.

Academic Honesty

The academic community is operated on the basis of honesty, integrity, and fair play. NDSU Policy 335: Code of Academic Responsibility and Conduct applies to cases in which cheating, plagiarism, or other academic misconduct have occurred in an instructional context. Students found guilty of academic misconduct are subject to penalties, up to and possibly including suspension and/or expulsion. Student academic misconduct records are maintained by the Office of Registration and Records. Informational resources about academic honesty for students and instructional staff members can be found at **<http://www.ndsu.edu/academichonesty/>** .
You may not turn in work prepared for other classes or purposes without consulting with me about the ways in which you are revising or extending the work for this class.

Special Needs

If you have any disabilities or special needs, or need special accommodations in this course, please share your documentation with me as soon as possible, and I will happily work with disabilities services to make sure that this class accommodates your needs.

Calendar

Date	Activities	Reading/Written/Collaborative Work Due
Week 1 August 23	Introductions Learning styles (Strong inventory)	
August 25	Syllabus Introduce assignments Discuss personality, skills, and work	*A Whole New Mind,* 1-61 Take Myers-Briggs on-line: http://www.humanmetrics.com/cgi-win/JTypes1.htm Bring a printed copy of your Myers-Briggs profile to class (Please print one or both profiles)
Week 2 August 30	Meet and greet (Room of Nations MU—required)	Be ready to meet new people and to introduce yourself *A Whole New Mind,* 62-97
September 1	Beginning research— Jobs in English Studies (research) Strategies for meet and greet	Bring a laptop to class, if you have one (we need at least 5 total) *Great Jobs for English Majors,* 2-21 (Posted on BlackBoard)
Week 3 September 6	Graduate School options	Read syllabus and assignments Work on two things: 1) dream job or internship (bring a top 5 list); 2) topics possible for your capstone project (also bring a top five list)
September 8	Introduce job packet Interview questions Practice interviews, cold calls Project management work	*Get a Job,* Chapter 3 *Get-A-Job* (Bring book to class)
Week 4 September 13	Research, research report Memo form Writing up reports	Bring a laptop to class, if you have one (we need at least 4 total) *Get a Job,* Chapter 1,2 *Great Jobs,* 48-65
September 15	Resumes Generate resume info	*Non-Designers*, 11-78 *Get-A-Job,* Chapter 4, 5 & 6, 46-111 *A Whole New Mind,* 98-168
Week 5 September 20	Cover letters Personal ads Using a hook	*Get-A-Job,* Chapter 7 & 8, 116-154 You must have chosen a mentor by today, or I will assign one
September 22	Designing a job packet	Thank you letters *A Whole New Mind,* 169-232 *Non-Designers*, 79-120
Week 6 September 27	Informational interview—peer review Research report—peer review	Completed **drafts** of your memo reports are due today; bring 1 paper copy of each Bring *Non-Designers* to class
September 29	Resumes—Peer review Cover letters—Peer review	Completed **drafts** of your cover letter and resume are due today. Bring 2 paper copies. Bring *Non-Designers* to class
Week 7 October 4	Brainstorm project ideas Proposal Assignment	Bring laptops!

October 6	Brainstorm project ideas Annotated bibliography assignment	Bring laptops! Job packet due
Week 8 October 11 October 13	Research in English Studies Using the web, library Project management MLA and creating a resources page	Meet in the library Schedule appointment with mentor to refine proposal this week
Week 9 October 18 October 20	Research in English Studies Annotated bibliography *No class*	Read about Annotated Bibliography: links on BlackBoard *Finish your proposal and make sure your proposal incorporate at least 6 preliminary sources*
Week 10 October 25 October 27	Academic genres Summary and the annotated bib Academic genres (the conversation)	*They Say* 1-38 Bring book to class Proposal draft, signed by mentor, due in class (Extensions only in cases of extreme incompetence—you got to admit to it.) *They Say* 39-73
Week 11 November 1 November 3	Organizing a long academic paper Writing progress reports Assembling the annotated bibliography	*They Say* 74-95 *They Say* 96-135
Week 12 November 8 November 10	Portfolio project Understanding objectives Portfolio design Assembling your portfolio	Bring a folder of papers and projects to class Progress report for final project is due with annotated bib (copy to your mentors)
Week 13 November 15 November 17	Delivering oral presentations PowerPoint refresher Turning your project into a presentation.	 Draft of project is due (at least 8 pages of text).
Week 14 November 22 November 24	Prctice NO SCHOOL THANKSGIVING	
Week 15 November 29 December 1	15-minute presentations of work 15-minute presentations of work	Room TBA Room TBA
Week 16 December 6 December 8	15-minute presentations of work 15-minute presentations of work	Room TBA Room TBA
Finals Week	Exam is Monday the 12[h], from 10:30-12:30 Plan on being there!!!!!	Portfolios due Mentor reports due

UNIT 1: JOB PACKET

Your finished job packet will consist of four items:
- a memo report on an informational interview conducted with a practicing professional in a field you are interested in entering.
- a research report describing your investigation of a potential employer or educational institution, etc. (2-3 pages in memo form). The report demonstrates the research you've done into this company/graduate program and helps describe the rhetorical situation for your letter of application and resume.
- a cover letter (1 full page minimum, in response to a specific job or graduate school application).
- a resume or vitae (preferably 1 page, in response to a specific job or graduate school application).

Because this is being submitted as a packet, you will probably also want to take care with professional presentation and organization of the packet of materials. Looks count.

JOB PACKET ASSIGNMENT #1: MEMO REPORT ON AN INFORMATIONAL INTERVIEW

Length and genre: 2-page report in memo form, a thank-you letter
Due dates: Thank you letter, after your interview; Memo report: draft Sept. 27; packet Oct. 6

Assignment: Your first assignment for this unit is to undertake an informational interview with a practicing professional in a field of work you are interested in entering. (And after the interview, you'll write a follow-up thank-you letter that you need to show me before you mail it.) To complete this assignment, you will need to identify a professional, call that person, and request an interview. You must contact, interview, and thank that person yourself. I strongly encourage you to interview someone you do not know well, and I discourage you from interviewing family members, which defeats the networking purpose of the project. Begin working on this *immediately*.

Purpose: This assignment serves several purposes:
- it requires you to make a potential contact in the community
- it gives you experience in a very important business situation—the interview
- it gives you practice organizing interview information into a report (another important job skill)
- it gives you an opportunity to with the Career Center, if you wish
- it provides you with important information about the field you hope to enter
- it gives you experience writing a letter and a memo (learning the differences between these types of business correspondence)

Audience: The audience for your thank-you letter is the person you interviewed. Make sure you know the person's preferred tiled, correctly spelled first and last name, and business address. The audience for the memo assignment is me, Betsy. You are summarizing the highlights of a 20-minute interview and drawing some conclusions about the field you are hoping to enter.

Planning and Drafting:
1) Set up an interview with someone in your field immediately. Read information on informational interviews and do any background research on your interviewee or his/her place of employment. (16-18 in our text for info on interviews; handouts from class for writing and designing a memo.)
2) Plan questions and practice interviewing before you actually conduct your interview (feel free to use and modify questions from book).
3) Take notes during your interview; it's just respectful. You might even want to tape the interview. But remember you're really having a conversation.
4) Using memo format, write up a report on your interview. Work to include the language and ideas we have been using to discuss the job search process. This report should include:
   - the basics—your career interests, who you interviewed, their place of employment, the date and time of the interview
   - how the interview went, in general, what you asked and what your respondent said—but a summary of important info, not a transcription of the interview. Leave out chit-chat—just the highlights
   - what you learned from this interview
   - what you wish you learned

Criteria: For specific criteria, see the grading rubric. But generally, I will be looking for:

- care using a memo format

- attractive, readable page design (single-spaced, block paragraphs, headers, bulleted lists)

- clear, well organized prose that employs forecasting, transitions, clear relationships between sentences

- appropriate level of diction, consistent point-of-view, careful word choice

- careful editing and correct grammar

For the thank you letter, I will be looking for a well-developed letter of at least a half-page, typed or hand written, with care to letter format. (And then all of the above.)

MEMO REPORT OF INFORMATIONAL INTERVIEW:

Grading Criteria	4	3	2	1
Reflects careful research into and thought about what you wanted to know about this person, company, and/or career: • the basics—your career interests, who you interviewed, their place of employment, the date and time of the interview • how the interview went, in general, what you asked and what your respondent said—a summary • what you learned from this interview • what you wish you learned				
Follows generic conventions for memos: • Header information • Header punctuation • Single-spaced, block paragraphs • Initialed at name				
Organized to help the reader through the information: • professional design • professional presentation • consistent choices (fonts, spacing, capitalization, etc.) in keeping with *Non Designers* info				
• helps reader understand more about you and your projected career interests • clearly organized, forecasts, employs transitions • carefully written, care with word choice, appropriate diction and consistent point-of-view • meets assignment requirements in terms of length and development, interview subject, etc.				
Shows adequate attention to proofing, editing Shows attention to relation among all items in the packet				

JOB PACKET ASSIGNMENT #2: A RESEARCH REPORT IN MEMO FORM

Length and genre: 3-page report in memo form
Due date: A complete draft (at least 3 full pages) is due in class on September 27. Final job packet is due in class on October 6.

Assignment: Your second assignment for this unit is to write a research report describing your investigation of the potential employer, the organization, or the graduate school to which you will be addressing your letter of application. You'll need to determine where you would realistically be interested in applying. Some hints:

- decide where you are applying (and for what)

- choose a company you would really want to work for, a graduate school you really want to attend, or an organization (such as the Peace Corps or a study abroad program) that you would genuinely want to be part of

- glean all the information about the audience you can from the help-wanted ad, internet source, college catalogue, or internship application, etc. Then,

- call the place you are applying and ask for information that you do not have

- if your informational interview was at the same place of employment (hint, hint), feel free to use that information as appropriate in this report.

The more you know about your target business or school the more successful your report will be, but moreover, the more successful your job packet will be.

Purpose: This report will serve two purposes:
- it informs me about the company and, in best circumstances, the individual, to whom you are addressing your resume and letter of application. It will make me aware of the audience you're responding to with your other documents, and help me to understand some of the rhetorical choices you've made.

- it helps you collect and organize as much information as possible about the company to which you are choosing to apply, making you better able to write a strong letter of application, and far better able to interview. (Be sure to save this information in a file for future applications or interviews.)

Audience: The report should be presented in memo form, addressed to me.

Planning and drafting: As you begin writing, remember the things we've been discussing in class. Although you do not need to limit your research to these topics, at the **very minimum**, you'll want to learn and report on:
1) Name, title (correct spelling) of a person to whom you are applying
2) History of the organization as it relates to your application
3) Background or history of the community
4) Competition for the position you seek
5) Size of organization, position to others in field, potential for growth (new products, services, programs, etc.)
6) Line of products, programs, or services
7) Organizational structure, promotional path, age and background of top management, typical career path in your field
8) There will probably be other information of interest to you—feel free to incorporate that, just make sure you organize this information in some logical way and relate it to the specifics of your application (don't simply respond to these categories).

Evaluation Criteria: Report
- shows care to using memo format, with attractive, readable page design (single-spaced, block paragraphs, headers, bulleted lists)

- uses clear, well organized prose that employs forecasting, transitions, clear relationships between sentences

- demonstrates appropriate level of diction, consistent point-of-view, careful word choice

- employs careful editing and correct grammar

REPORT:

Grading Criteria	4	3	2	1
Reflects careful research into and thought about the information necessary to know about the audience for the resume and letter of application (or explains why this info was not included): - Name, title (correct spelling) of a person to whom you are applying - History of the organization - Background or history of the community - Competition for the position you seek - Size of organization, position to others in field, potential for growth (new products, services) - Line of products or services, number of plants, stores, outlets, and employees - Organizational structure, promotional path, age and background of top management, typical career path in your field				
Follows generic conventions for memos: - Header information - Header punctuation - Single-spaced, block paragraphs - Initialed at name				
Organized to help the reader through the information: - professional design - professional presentation - consistent choices (fonts, spacing, capitalization) in keeping with *Non Designers* info				
- helps reader understand the rhetorical choices you've made in resume, letter - clearly organized, forecasts, employs transitions - carefully written, care with word choice, appropriate diction and consistent point-of-view				
Shows adequate attention to proofing, editing Shows attention to relation among all items in the packet				

JOB PACKET ASSIGNMENT #3: LETTER OF APPLICATION

Length and genre: 1-page letter of application in business letter format, or a multi-page letter of application for a graduate school
Due date: A complete draft (at least 1 full page) is due in class on September 29. Final job packet is due in class on October 6.

Assignment: Your third assignment for this unit is to write a letter of application. Because the specifics of your audience and purpose will determine many things—like length and format—you'll need to decide those issues on your own. But there are two criteria you need to keep in mind so that your document will fit this assignment.

- The letter needs to be between one and three pages in length. (A cover letter for a job application will usually be a full page, but a letter of application to a graduate school should be longer.) Please do not choose to fulfill this assignment with a letter that is longer than three pages or one that is less than three-quarters of a page long without talking to me first.

- Even if the actual application or help-wanted notice to which you are responding asks for additional information: application form, resume, vitae, etc. this assignment is concerned only with the letter that would accompany (or "cover") everything else. You are writing a business letter.

Purpose: A good letter of application is both informative and persuasive. It must deliver important information about its writer in a way that persuades its reader to respond positively. A positive response, in this case, would be an invitation to interview, the offer of employment, or the fellowship or a place in graduate program. In class we'll be approaching this assignment as a logical argument—that is, the information you will include is support for your argument that you ought to be hired. Professional jobs demand that you demonstrate professional level thinking and writing skills; the place to do that is in a letter of application.

Audience: You'll determine your audience by deciding where you would realistically be interested in applying. While you do not actually have to mail off the letter of application (and the accompanying materials), you will probably find the assignment easier and more interesting if you choose something related to your actual interests. Though many students apply for a job, you could choose a graduate school, a fellowship program, an internship program, etc. Some hints to determine your audience:
- decide where you are applying (and for what)
- glean all the information about the audience you can from the help-wanted ad, college catalogue, or internship application, etc. If the information seems too thin,
- call the place you are applying and ask for information
The more you know about your audience the more likely you are to be able to write a successful letter of application. We'll work together in class to complete an audience analysis to get you started.

Planning and Drafting: As you begin writing, remember the things we've been discussing in class (not in this order!):
1. address the letter to a specific person whose name is correctly spelled.
2. be sure to say specifically (mirroring the wording of the ad or grad program) what you are applying for: If the ad wants a swine inseminator, say that and not hog handler or pig breeder.
3. use specific examples to describe your qualifications, and tie those to the specific requirements of the job or program to which you are applying
4. try to separate yourself from all the other applicants (with excellent thinking and writing skills)
5. show what you know about the company or program—and why this makes you interested
6. refer to your resume, vitae, or other enclosed materials
7. ask for an interview or request follow up

Evaluation Criteria: Letter
- reflects rhetorical choices based on careful thought to audience, purpose, and situation
- employs the "reader-centered" readability guidelines we've been discussing
- shows attention to visual choices that help make the document readable and aesthetically pleasing
- fits the assignment guidelines

LETTER OF APPLICATION:

Grading Criteria	4	3	2	1
Reflects rhetorical choices based on careful thought to audience, purpose, and situation: • makes use of research to show knowledge of company • shows clear understanding of job requirements • demonstrates clearly how writer's skills meet job requirements				
Shows attention to visual choices that help make the document readable and aesthetically pleasing: • chunked information • left justified • adequate white space • professional design • consistent choices (fonts, spacing, capitalization, etc.)				
Employs "reader-centered" readability guidelines: • consistent 1st person point-of-view • professional language: clear, concise, repeatedly revised to sound intelligent and professional • makes argument that writer can do much for company				
Employs generic conventions of a business letter: • addressed to a person unless memo explains why this is impossible • uses correct header info, in correct order (or professional looking letterhead) • uses title for addressee • punctuated correctly • signed correctly				
Meets assignment requirements: • fills a page and is no more than three pages • refers to a specific job or job category • closes with offer to interview or meet, with contact info • is professionally presented				
Shows adequate attention to proofing, editing Shows attention to relation among all items in the packet				

JOB PACKET ASSIGNMENT #4: RESUME

Length and genre: 1-2 page resume.
Due date: A complete draft (at least 1 full page) is due in class on September 29. Final job packet is due in class on October 6.

Assignment: Your final assignment for this unit is to write a resume that, together with your cover letter, will present you to a potential employer or graduate program in the best possible way. There are two criteria you need to keep in mind so that your document will fit this assignment.
- The resume needs to be not more than two (and preferably one) page(s) in length. Please do not choose to fulfill this assignment with a resume that is longer than two pages or one that is less than a full page long without talking to me first.

- Even if the actual application or help-wanted notice you are responding to does not ask for a resume (or even asks that you not send one), this assignment requires you to design a resume. You don't have to send it out!

Purpose: A good resume supports and is supported by your letter of application, and like that letter, is both informative and persuasive. It must deliver important information about its writer in a way that persuades its reader to respond positively—that's right, with a job offer or an invitation to interview.

Audience: You know this company well now—think of what will hook them!

Planning and Drafting: As you write, remember the things we've been discussing in class:
1) consider the connections between the job description and your skills—how can you tie them together (check out the worksheet again).

2) how will you chunk information? Look at examples from the text and in this packet.

3) how will you incorporate visual design? The sample resume in the non-designers book is pretty good—generally, you are looking for clean, easy to read, and attractive. Show that you have design skills by employing excellent design in your resume. (You may NOT use a template.)

Evaluation Criteria Resume:
- reflects rhetorical choices based on careful thought to audience, purpose, and situation

- employs the "reader-centered" readability guidelines we've been discussing

- shows attention to visual choices that help make the document readable and aesthetically pleasing (Basically demonstrates that you have read and understood the Williams book)

- fits the assignment guidelines

RESUME:

Grading Criteria	4	3	2	1
Reflects rhetorical choices based on careful thought to audience, purpose, and situation				
Shows attention to visual choices that help make the document readable and aesthetically pleasing: • professional design (contrast, repetition, alignment, proximity) • no templates (sorry—you need to show that you can do this) • consistent choices (fonts, spacing, capitalization, etc.)				
Employs "reader-centered" readability guidelines: • consistent 3rd person point-of-view • lists in parallel form • active verbs in parallel tense • professional language, clear, concise, repeatedly revised to sound intelligent and professional				
Fills a page and is no more than two pages Professional presentation Shows attention to relation among all items in the packet				
Shows adequate attention to proofing, editing				

Interview guide:

The narrative interview should begin with the collection of background information. This not only breaks the ice, but it will collect the information that will allow you to better understand the interviewee's work history. As a class, we will develop a series of questions you can ask.

The best interview allows for the flow of information in a natural manner, within the narrator's own framework. The questions we devise as a class will be just a guide, to help you structure your interview. But you do not (and probably should not) need to follow it verbatim. (And you would certainly not write up responses verbatim.) You need to decide, as the interview proceeds, that you want to follow one particular angle, or keep asking the general questions we arrived at as a group. You should be keyed in to the interviewee for hints about which topic to pursue, about which topics seem of greatest concern/interest to him/her.

Some interview tips:
- Explain to the interviewee what you are doing—that this will be written up and turned in to your teacher. Let him/her know you can provide a fictitious name if s/he would prefer.
- It is usually most helpful to tape record the interview and to go back to that for info as you write. (You may even want to transcribe the interview.) It works well to be able to quote her words directly and accurately in the write up.
- A comprehensive interview will take 20-30 minutes.

Undertaking Interviews:

This information is summarized from Robert P. Inkster and Judith M. Kilborn's *The Writing of Business*. Boston: Allyn Bacon, 1999. 476-480.

Potential initial concerns for your interviewee:
1) The interview will waste his/her time.
2) The interview has a hidden agenda.
3) The interview information will be misused or misrepresented.

How you can diffuse these concerns:
- Try to frame the interview's purpose in ways that show how you will both benefit. For example, let the person know that you are very interested in his or her career and want to know more about it. Sometimes people think you want a job on the spot. Let the interviewee know that this is not the case.
- Be very honest about your project, what you are doing, who will read the paper. Be sure to suggest that your understanding of the job is provisional, but that you think this looks like an interesting career, and that's why you want and need the interviewee's help.
- Offer the interviewee a chance to read some of the questions before the interview (just let her know that you how some questions will grow out of the conversation in the interview itself).
- Let the interviewee know s/he can read (and comment) on your final draft of the interview (if that seems to be a concern)
- Use a tape recorder so you have a good record of what was said. (If you need a tape recorder, let me know and you can borrow one, though you will need to provide tapes and batteries.)
- Lay out the ways in which you will respect this person's confidentiality, if that is an issue: safeguard or destroy the tape, use a pseudonym, etc.

Before the interview:
Decide upon your goals for the interview.
- What do you need and want to know?
- What are the key issues?
- What questions will get you the info you need?

Asking for the interview:

By telephone or via e-mail contact the interviewee. "Express clearly, specifically and convincingly what your intentions are," making sure the interviewee knows you are aware this is a potentially intrusive request. Do your best to address any potential concerns. Let the person know you are asking up to 25 minutes of her time. Be clear about what you will and will not do with the information revealed in the interview.

If your interviewee agrees to the interview, treat your request as a promise:

- Take no more time than you initially suggest.

- If you send the questions in advance, stick to those, asking follow-ups for clarification and elaboration. If you feel the need to ask questions not agreed upon, ask if it's okay.

- If you agree to keep the person's identity anonymous, please don't reveal it, even to me. (Use a pseudonym when you write up your interview.)

- If the person agrees to the interview, thank her and schedule a time. DON'T be late! If you must miss the appointment, call as soon as you know and reschedule.

- If the person cannot agree to the interview, assure her you understand and thank her for the time you've taken.

At the interview:

The most important points to remember in interviewing are about etiquette and ethos (ethos is how you present yourself).

- Arrive on time.

- Dress appropriately—casually but neatly.

- Have all materials you need: paper, pens, questions, tape recorder (with an extra tape and batteries).

- Introduce yourself, shake hands (if appropriate).

- Explain the project, ask for permission to tape record.

- Treat the interview as a conversation, but try to keep the interviewee on topic. Ask questions that let the interviewee talk freely. Feel free to follow-up, gently and politely, if your question is not answered.

After the interview:

Again, you still have some duties following the interview, the most important of which are about etiquette and ethos (ethos is how you present yourself).

- End on time or politely ask if the person can extend the time slightly.

- As you leave, thank the person for her time.

- Ask the interviewee if she would like to see a copy of this work or know more about the results of your project. If so, set up a time to do that and follow through.

- Go home and write a thank-you note, even if you are interviewing your own mom! It will convince her she did a good job.

PROPOSAL ASSIGNMENT FOR CAPSTONE PROJECT

Length: 3-4 pages, single-spaced
Due Date: October 25 (reviewed and signed by your mentor)

This assignment asks you to propose what you will do for the independent project portion of this class. This proposal should be at least 3-4 single-spaced pages. Your assignment is to develop a project somehow related to your interests in English Studies—a project that allows you to work closely with a faculty mentor to design, propose, complete, and present some research that interests you. Many students who are applying to graduate school want to produce a writing sample that shows their abilities in the area of research they will be undertaking at the graduate level. Students looking for teaching positions often want to augment their teaching portfolios with an example of classroom research. And students looking for careers in other areas—say editing, often seek projects that allow them to develop editing and writing skills. Although we will spend significant class time discussing how to research, manage, and produce a long project, your first task is to find a subject of interest to you and take your ideas to a faculty mentor who could potentially mentor you through this process. (By the end of this process, you will not just have a project for your portfolio, you will have worked closely with a faculty member who can write you a letter of recommendation for a job or graduate program.)

The Project You Are Proposing:
I'm expecting you to propose a project that extends your skills as a writer/researcher in English Studies—one that helps you meet some of those personal goals you set at the beginning of the course, and one that allows you to challenge yourself. This proposal is where you tell me what you will do; but moreover, you are demonstrating that you know how you will do this project—that you can break this large task down into research, reading and writing components and organize all of them.

Guidelines:
Research/Reading: You'll need to produce an annotated bibliography of 13-15 primary and secondary sources closely related to your topic (minimum). These may be a combination of books, book chapters, scholarly articles, etc.

Writing: You'll need to produce a minimum of 10-12 pages of text.

Basic Structure for this Proposal
Proposal. (What you will do.) This portion usually describes the sort of project you will undertake, what shape it will take, what your product(s) will be, and what specific research questions you will be investigating. In addition, you should tell your reader why these research questions are important ones in our field and why others in our discipline should be interested in them. I need genre, ballpark page length, etc. You'll also need to let me know what faculty member you would like to work with on your project.

Objectives. (Why you will do this.) What are your own goals for this assignment? How do those goals fit with your overall goals as a student? a person? a future teacher or employee?

Methods. (How you will do it.) Generally, what methods will you employ to complete this project? Will you employ a theoretical lens to examine a text? Undertake field research? Library research? Some combination? You will need to describe both how you will undertake the research and why it makes sense to do it in the way you suggest (this is a rationale for your choice of method).

Timeline. (When you will do it.) A calendar for completion of the assignment—this is where you tell me when you will be meeting with your mentor, when I should be expecting the work, as well as your detailed plan for completing your work within the dues dates for the course. Though you are setting the due dates and mentoring sessions, they are firm. If you must ask for an extension, you must do it in writing, with an explanation of how far along your project is and when the work can be expected.

Reading list (in correct MLA format—check your handbook or an online resource!) Make sure you do strong preliminary research that demonstrates the level of the work you will be attempting to undertake. You will want a well-developed reading list if you want to convince me you will be attempting to get an A on your project. A well-developed reading list should have books and articles that not only help you gain content knowledge, but also texts that help you develop "doing" knowledge. For example, if you are writing a materialist critique of four related 19th Century

American women's autobiographies, I would expect to see works on materialist critique, as well as works on autobiography, 19th Century American women writers, and the four specific women's autobiographies.

General Suggestions:

- You'll want a single-spaced document that employs headers, bulleted lists, and a visually pleasing over-all design that carefully organizes all this various info for your reader (me).

- As long as you can convince me you are undertaking a project that's of interest to you, fits the assignment, and has been reviewed and approved by your faculty mentor, I'll O.K. it. Be sure to think about it enough to figure out something interesting to you.

Examples of projects you might propose:

- A grant or proposal for a local organization.

- A researched paper on the historical/literary sources for Shakespeare's *Hamlet*.

- A course plan and rationale for teaching a unit on poetry to middle school or high school students.

- A linked web site compiling, analyzing and describing all the web sources you can find for *The Scarlet Letter*.

- A short story or personal essay that grew out of your interest in American literary history, etc. (Must be carefully researched.)

- A set of poems (carefully researched).

- A feminist (or other) analysis of your favorite manga.

- A screenplay of *House on Mango Street*.

- A performance based on an original screenplay.

- A filmed performance based on a carefully story-boarded script interpretation of a short story.

- Research into reading and writing practices.

- An analysis of conservative family values in the *Simpsons*.

- Linguistic research.

- Translation work.

- A Fulbright proposal to study abroad next year.

- A technical report for a portfolio.

Really, anything you can think of. Be creative. Don't box yourself in with a basic research paper unless you want to and like doing that. You may NOT turn in work that you did previously for another class unless you talk to me about how you would like to extend or revise that work, you must produce writing, and the work must be thoroughly researched and contextualized within an ACADEMIC conversation.

Proposal

Grading Criteria	4	3	2	1
Content: - focuses on a central project and how it will be completed - employs carefully constructed, convincing arguments - demonstrates strong preliminary research - develops a clear plan for undertaking the project - fills all assignment slots logically - includes a developed reading list				
Shows attention to visual choices that help make the document readable and aesthetically pleasing: - headers, bulleted lists - single-spaced, numbered pages - chunked information, adequate white space - left justified, professional design - consistent design choices (fonts, spacing, capitalization, etc.) - materials reflect understanding of professional presentation				
Employs "reader-centered" readability guidelines: - consistent point-of-view (controlled shifts) - lists in parallel form, active verbs in parallel tense - professional language, clear, concise, repeatedly revised to sound intelligent and professional - design helps readers make way through complex info easily				
Shows adequate attention to: - proofing - spell checking - editing - correct MLA format for citations				

Annotated Bibliography:

Length: 13-15 annotations, each 150-250 words + a framing essay of 1-2 pages
Due: November 10

In this class you will be responsible for directing your own research, research you have already had a great start on with your search assignment and bibliography. Now you will begin exploring those sources you located in greater depth, reading them carefully and accurately summarizing their contents and evaluating those contents within the context of your own research project. You will be compiling an annotated bibliography, which is a formal product of that research, a product that demonstrates you have learned four important skills:

- directing your own research.

- reading and understanding academic prose, and recasting it in your own words (summarizing).

- evaluating complex arguments, differentiating among their central points, strengths and weaknesses, and developing your own conclusions about them.

- learning how to use a handbook or style guide to look up conventions of documentation within your discipline.

Assignment:

An annotated bibliography can be summative, evaluative, critical, etc. This assignment asks you to produce both summative and evaluative components. This means each annotation will include a short, but careful summary of the original text (75-125 words) and an evaluation of that text's usefulness to **your** project (75-125 words). You will be using the most promising sources you discovered in your earlier search assignment and investigating those in greater depth, as well as adding to those other works you discover during your research process. Although there are many kinds of annotated bibliographies, produced for all fields of academic inquiry, this assignment asks that:

- the paper have a general descriptive title

- the short paper offers a way of framing the sources you discovered and relationships among them

- each annotation appears in alphabetical order, by last name of author (at least with in each section—you may divide your bib into logical sections.

- the entries follow the conventions of MLA citation (both for the entry header and to cite and material in-text).

- each annotation has both a summative and evaluative component

- that you design pages that are readable and attractive (not necessarily in term-paper, MLA format!)

Purpose

Although it's probably clear why I think this is an important assignment (skills for work, success in graduate school, blah, blah, blah), I also think this is a useful assignment for you. Because your next assignment is a project based on this research, by the time you have finished this assignment, you will know a lot about your topic. It will be much easier for you to write your paper as your sources will already be organized, and you even have paraphrases/summaries of the material in your own words. In addition, you have the opportunity to get significant feedback from your peers and me so that you know you have found the best sources, that you are citing them correctly, and that you understand their arguments. The writing portion of this project will be the easiest you've ever undertaken, because you will know so much about the conversation in our field that surrounds your topic!

Evaluation Criteria

You'll be graded A-F for this assignment, but you have a great deal of control over your grade:
A=15+ developed, well-written summaries that show an understanding of the source and how it applies to your work

B=12 developed, well-written summaries that show an understanding of the source and how it applies to your work

C=9 developed, well-written summaries that show an understanding of the source and how it applies to your work

D=9-15 poorly written, overly brief summaries that show little understanding of the original sources or their application to your research

F=No assignment turned in, or fewer than 9 summaries too brief, hurriedly written, or undeveloped

GUIDELINES FOR SUMMATIVE ANNOTATIONS
(Paragraph One of Annotated Bibliography Assignment)

1. Use the correct, double-checked MLA citation as a title.

2. Identify the author's argument immediately. Your reader needs to know the main point and the argument's focus immediately.

3. Include all main points and any minor points given special emphasis.

4. Retain the logic and tone of the original argument.

5. Recast the original text into your own words and quote only words or **very** short phrases, if at all.

6. Do not include your own opinions of the argument, the issue, or the writing in the summary. (Save these for the second paragraph.)

7. Work for cohesion. The author's organization of the material may not work or make sense in your shorter summary. You must make your annotation stand on its own, for a reader who may not have read the text you are summarizing.

8. Combine short sentences. Longer sentences can produce a smoother summary to read, and you will find that longer sentences include more information in fewer words than do several short, choppy sentences.

GUIDELINES FOR EVALUATIVE ANNOTATIONS
(Paragraph Two of Annotated Bibliography Assignment)

1. Provide a brief analysis of the appropriateness of this source to your topic and project (don't bother annotating useless sources)—so describe how this source will work with your topic and argument.

2. Evaluate the source itself:
   - what is its political point-of-view? How do you know?
   - is this a credible source? How do you know?
   - does it agree or disagree with other sources you have found?
   - does this provide insight into other areas of research you will need?
   - does it represent recent thought on the topic?
   - is the author recognized in our discipline as credible?

Because this assignment is working toward a larger project, the evaluative annotations are to help you decide what material may best help you make the argument you wish to make. You want to try to focus on how each source is clarifying/muddying your understanding of the topic.

ASSIGNMENT #2: PROGRESS REPORT IN MEMO FORM

Length: 1 full page is bare minimum
Due Date: November 10

Assignment and Audience: Your audience for this assignment is me, Betsy. The assignment is to use the generic structure for a progress report to write a memo updating me concerning your progress on your project.

Purpose: Therefore, this assignment will serve several purposes:
- it will give you practice working with the generic structure of an informal report.

- it provides you with the opportunity to convince me that you are making progress on a major project (a useful skill in the world of business).

- it gives you the opportunity to describe barriers to timely completion of the project and how you are meeting these challenges.

Planning and Drafting: You'll want to review the handout on progress reports. In addition:
1. you'll need to organize this assignment carefully. Remember that a generic structure helps provide you with a pattern for organizing your report, but you still must forecast the topics you'll cover, chunk information, employ headers and strong transitions between paragraphs, etc.

2. remember (if applicable) that in sections detailing work completed you need not provide excuses, just say how closely you have followed your work plan and how you will finish the project by the proposed date.

3. keep in mind that you are not being graded on what you have or have not done—if you have yet to do significant work, that's OK—but show me that you know how to use a progress report as a tool for keeping your work focused—and show me you've done significant thinking and planning, enough to write a detailed background section describing the problem you're tackling, the sources you've uncovered, etc.

4. give yourself enough time to design **this** document so that it is not only verbally sound, but visually pleasing.

Evaluation Criteria: Progress report memo:
- employs generic structure for an informal documentary report, including: memo format, description of the problem/assignment, background describing the central issues in the assignment, sections describing work completed, work in process, and work planned.

- is designed to help the reader make her way through complex information as easily as possible.

- integrates the visual and verbal components effectively.

- shows care for written language appropriate to the intended audience.

PROGRESS REPORT IN MEMO FORM

Grading Criteria	4	3	2	1
Reflects attention to the requirements of the assignment: • Description of the problem/assignment • Background describing the central issues in the situation • Sections describing work completed, work in progress, work planned • A timeline with due date • Supports claims for choices • Shows awareness of project expectations				
Follows generic conventions for memos: • Header information, punctuation • Single-spaced • Initialed at name				
Organized to help the reader through the information: • headers, bulleted lists • chunked information, adequate white space • professional design, left justified • consistent choices (fonts, spacing, capitalization, etc.)				
Shows adequate attention to proofing, editing				

Evaluation of Senior Project in Engl 467, Capstone Experience

Evaluator's Name: _____

Name of Student: _____   Semester of project: _____

1. Please rate the student's professionalism (such qualities as self-directedness, cooperativeness, civility, reliability, carefulness in editing and presenting the final product). Comment below.

Circle one: 1 is low 5 is high
1   2   3   4   5

2. Please rate the student's apparent control of project management (the ability to plan a project, be self-directed, achieve target dates, and adapt to unexpected difficulties). Comment below.

Circle one: 1 is low 5 is high
1   2   3   4   5

3. Please rate the quality of the student's final project as a whole. Comment below.

Circle one: 1 is low 5 is high
1   2   3   4   5

4. Please indicate the level of writing proficiency evident in the student's final project. Comment below.

Circle one: 1 is low 5 is high
1   2   3   4   5

5. Please indicate the level of research proficiency evident in the student's final project. Comment below.

Circle one: 1 is low 5 is high
1   2   3   4   5

6. Please indicate the level of interpretive and critical proficiency evident in the student's final project. Comment below.

Circle one: 1 is low 5 is high
1   2   3   4   5

Please use the back or attach a page if you have further comments. Thank you for working with our majors and for completing this form. Please return completed form to Betsy Birmingham by December 15th.

PRESENTATION OF CAPSTONE PROJECT

Length: 10-12 minutes (carefully timed)

Due Date: After Thanksgiving break—consult calendar for your presentation date

Assignment: Your assignment is to turn your capstone paper or project into a 10-12-minute presentation. This carefully developed and timed presentation will employ a PowerPoint slideshow, but will not simply be a reading of your paper or project. You must know your material well enough to lead an audience through your research questions and argument without reading a paper.

Audience: Your audience for this assignment is this class and invited members of the English department—faculty, graduate students, and undergraduate peers.

Purpose: This assignment will serve several purposes:

- it will give you practice turning a paper or a project into a carefully timed presentation.
- it provides you with the opportunity to share your hard work with others.
- it gives you the opportunity to practice professional public scholarship (and mimics presenting at a professional conference).

Planning and Drafting:

1. Begin by outlining your project—perhaps from your proposal: its goals, its genre, who you worked with, etc. You'll want to touch on your central research questions or argument, your methods of inquiry, your findings, your analysis of those findings, and any conclusions you are able to draw. (Your paper or project would likely include these things in some form.)

2. Think about visuals that would support your argument—whether drawings, photos, pull quotes, etc..

3. Talking for 15 minutes will require no more that 6 pages of text.

4. You may use or read short pieces of your paper, but the best presentations are that—presentations that make a connection with the listener and attempt to provide a broader overview of the topic than the more fine-grained analysis in your longer paper.

Evaluation Criteria: Presentation:

- is 10-12 minutes long.
- is well-written and rehearsed.
- is well-organized.
- highlights the research project without reading a paper.
- employs a well-designed, professional PowerPoint slideshow that supports (but does not overwhelm) the presentation.

Oral Presentation Checklist

(From *The Writing of Business* by Robert P. Inkster and Judith Kilborn)

The following guidelines may help you with oral presentations and reports. For these (and any guidelines, really) remember that they are just guidelines. Use only those that make sense in the rhetorical situation into which you are speaking. Disregard anything that would make you do something silly or inappropriate for your situation; these are guidelines, not rules.

Oral Reports

- Although oral presentations share many goals with the written reports or proposals they accompany, there are firm distinctions between the two.
- Oral presentations may have long-term goals, such as establishing the credibility of the company or creating an on-going awareness of its mission, as well as short term goals, such as engaging listeners' participation or interest in a project.
- In your opening, communicate confidence and respect and establish credibility by clarifying who you are, what your talk is about, and why it's relevant to listeners.
- Engage listeners attention by opening with a brief story, a startling statistic or fact, a vivid example of a workplace problem, dissonance, a specific question, a quotation, or a direct statement of your intent.
- Adapt your message to the limits of your listeners' short-term memory.
- Limit your information to five main ideas (themes in our terms) if you want your listener to be able to remember them.
- Repeat any idea you want listeners to remember at least three times. (Not in a row, but throughout and across the slots of your proposal.)
- Prepare to answer questions your listeners may have.
- Analyze the needs and interests of your listeners so that you know how to frame your arguments for them and accomplish your goals.
- Although the argument for your oral presentation will rely heavily on the argument of your written proposal, you'll need to streamline that argument to meet the time constraints and the limitations on your listeners' memories.
- Structure your presentation to aid listeners' retention by relying on selective repetition: provide a brief overview of what you'll cover in the introduction of your talk (a forecast); forecast what's coming next at each section; use clear transitions between chunk of the talk (to show the logic of the move from one chunk to the next; backtrack to review what's been covered; and close by summarizing your main points.
- Make your talk lively by using examples and illustrations, relating personal stories, using humor selectively, offering analogies, and showing visuals.
- Support what you say and emphasize your key ideas through carefully crafted visuals.
- Present detailed information in handouts that your listeners can review after your presentation.
- Design visuals to support your presentation, not for their own sake.
- Use summary visuals to establish the goals for your talk, underscore key ideas as they're introduced, and review key points in the closing.
- Focus each visual on one idea.
- When possible use graphics and illustration rather than heavy text to support your argument.
- Select fonts and type sizes that will be readable anywhere in the room. (A room our room's size, minimum 20 pt., very basic fonts, except in logos, etc.)

Oral Reports (continued)

- Use color to add interest and emphasize your key points.
- If using presentation software, make sure it is compatible with equipment available. (Be sure to do a practice run.)
- Select the simplest method of presenting visuals that is appropriate to your listeners, your argument, your goals.
- During the question and answer period, repeat the question to make sure you've heard it correctly and pause to give yourself time to think before you answer.
- Stay focused when people ask irrelevant questions.
- If people ask loaded questions, be tactful and avoid arguing.
- Prepare for questions and answers by reviewing, rehearsing your facts, data, and analysis. (Stick to your issues as much as possible.)
- Match your clothing to your listeners' (clothing), the level of formality of the occasion, the time of day, and the professional image you hope to project.
- Transmit your confidence and credibility through relaxed, natural posture and gestures.
- Underscore your message through appropriate gestures and facial expressions.
- Use eye contact with your listeners to maintain their attention.
- Speak in the natural style that enables you to vary tone, pitch, and emphasis.
- Use your voice to emphasize important language and ideas.
- Minimize distractions such as mispronunciations and filler sounds and words.
- Practice and thorough preparation lessen anxiety and nervousness that come naturally when we make oral presentations.
- Use mental rehearsals and physical relaxation techniques to reduce nervousness and increase your confidence.

Senior Portfolio Guidelines
Due Date: Monday, Dec. 12th (final exam period)
Length: Letter 2-3 pages

Your Senior Portfolio shows the abilities you have developed during your study of English at NDSU. Because we use this portfolio to assess our program (we do not grade you on your projects that have already been graded), we prefer that most of the writing samples you put into the portfolio be projects that you wrote for English classes, though you may include one from other class or from community service projects. These projects may be collaborative, and may (in fact, should) encompass a wide variety of genres and styles. You may revise these projects based upon your teacher's final feedback, should you so desire, but you are under no obligation to do so.

Format:
Select samples that show you have developed abilities that align with the English department's objectives. You should have a minimum of four samples and no more than seven (each project could demonstrate your ability to meet more than one objective). In addition, you will need to include the following elements, in this order:
1. A cover page that demonstrates your design skills and introduces elements that will be carried through the rest of the portfolio.
2. A framing letter of 2-3 pages describing the contents of the portfolio and the ways in which the materials included demonstrate that you have met departmental outcomes (assignment follows)
3. A table of contents that provides the project title, the course it was produced for, and the year it was produced (as well as the pages in the portfolio upon which it can be found)
4. Your 4-7 writing samples (please note that more is not better—use the best work possible that demonstrates that you have met departmental outcomes)
5. Your project proposal from your capstone project
6. Your progress report from your capstone project
7. Your capstone project
8. Your self-evaluation of your capstone project

Framing Letter:
This letter of introduction should be 2-3 pages long, in business letter form, addressed to the assessment committee, signed, and should address the following issues:
1. What these projects are.
2. In what classes they were assigned.
3. Why you think these represent the best work you did in your English major.
4. What elements could be productively revised.
5. How these projects demonstrate the ways in which you have met departmental objectives.
You need to provide specific support for your assertions and write a well-supported argument that not only describes what you did, but makes a clear connection between what you did and the ways in which your work demonstrates that you have developed the skills, knowledges and abilities described in the departmental outcomes. Your letter needs to be carefully written because we use these letters to help evaluate whether you have developed the skill of self-editing and evaluation.

Portfolio Evaluation:
While you will not be graded on your previously graded writing projects included in the portfolio, you will be graded on:
- the design of the document and its accessibility to readers.
- the level of completeness with which you assemble the portfolio.
- the letter analyzing the ability of these documents to meet English department outcomes.
- your ability to complete this project on time.

English Liberal Arts Major Outcomes

Outcome 1: English majors will be able to write and speak effectively for a variety of purposes and audiences in a variety of genres and media.

Outcome 2: English majors will be able to read (analyze, interpret, critique, evaluate) written and visual texts.

Outcome 3: English majors will be able to conduct research effectively using a variety of research strategies and sources and documenting their sources according to standard guidelines.

Outcome 4: English majors will be able to manage sophisticated writing and research projects, planning, documenting, completing, and assessing work on-time and within the constraints of the project.

Outcome 5: English majors will be familiar with a variety of theoretical lenses, learning to recognize them at the 200-level and learning to use them by the 400-level.

Outcome 6. English majors will be familiar with literatures as culturally and historically embedded practices. This outcome includes goals such as familiarity with major writers, genres, and periods, and technologies of writing.

Outcome 7: English majors will develop professionalism exhibited in such qualities as self-direction, cooperation, civility, reliability, and care in editing and presenting the final product.

NAME:

You will need to include the following elements, in this order:

Element	No	Yes
A cover page that demonstrates your design skills and introduces elements that will be carried through the rest of the portfolio.		
A framing letter of 2-3 pages describing the contents of the portfolio and the ways in which the materials included demonstrate that you have met departmental outcomes (assignment follows)		
A table of contents that provides the project title, the course for which it was produced, and the year it was produced (as well as the pages in the portfolio upon which it can be found)		
Your 4-7 writing samples (please note that more is not better—use the best work possible that demonstrates that you have met departmental outcomes)		
Your project proposal from your capstone project		
Your progress report from your capstone project		
Your capstone project		

Framing Letter:

This letter of introduction should be 2-3 pages long, in business letter format, addressed to the assessment committee and should address the following issues:

Letter contains:	No	Yes
What these projects are.		
In what classes they were assigned.		
Why you think these represent the best work you did in your English major.		
What elements could be productively revised.		
How these projects demonstrate the ways in which you have met departmental objectives.		

Portfolio Evaluation:

	A	B	C	D
the design of the document and its accessibility to readers.				
the level of completeness with which you assemble the portfolio.				
the letter analyzing the ability of these documents to meet English department outcomes.				
your ability to complete this project on time.				

Comments: