**What is the English Major Senior Assessment?**

Although we encourage you to submit your best work, the assessment is **not** an assessment of you as a student. An English Department faculty member will read your materials and assess your individual work, but these results will not affect your graduation or GPA. Instead, we use the results to help us improve the English degree itself.

All graduating seniors in the English department at UCCS are required to submit a Senior Assessment before graduation. The assessment has two parts.

* We ask that you submit a portfolio (a collection of your work as an undergraduate).
* We also ask that complete a brief survey about your experiences as an English major here at UCCS.

**Purpose of Assessment in the English Department:**

Assessment helps faculty identify areas of strength and weakness and make informed choices about the curriculum and our teaching practices through faculty collaboration.

**Submitting the Portfolio**

The Assessment is due no later than the Friday before finals week in the semester you are graduating. Early submissions are welecome! The Assessment is submitted through the [English Department Student Hub in Canvas](https://canvas.uccs.edu/courses/32651). Students are invited to the page each Fall semester, but you can join any time with this link: <https://canvas.uccs.edu/enroll/YLKAWY>**.** Full instructions for how to submit are available on the Canvas page.

**For students graduating this semester**

In the semester you graduate, please contact us to be added to the "assignments" for that semester. If you are graduating this semester and have been added to the assignments, they should both appear below under the "Course Summary." If you are graduating this semester and do not see these assignments, please contact Phillip Haisley (phaisley@uccs.edu) to be added to these assignments.

**For students graduating in future semesters**

The Assessment is submitted through the [English Department Student Hub in Canvas](https://canvas.uccs.edu/courses/32651). You can begin work on preparing your portfolio at any time following the instructions provided below. You can submit your Senior Assessment up to one semester before you graduate. If you graduate in summer, your portfolio is due by July 30th of the summer you graduate. Please email phaisley@uccs.edu to be added to the assignment for your graduation semester.

**Elements of the Portfolio:**

1. **You are required to submit a Cover Letter:** Your Cover Letter should be addressed “Dear Reader” and targeted any English Department Faculty member. Faculty will be randomly assigned to read each portfolio. The letter should provide some brief context for the assignments you are submitting that might help the reader to understand them. It should also explain which of student learning outcomes of your English major experience you believe each assignment demonstrates. We are looking for cover letters of approximately 500-800 word. If you plan to share the portfolio with an external audience, you may wish to revise your coverletter for this new audience.
2. **You are required to submit 3 - 5separate assignments from English courses (2000-level and above) taken at UCCS.**
	1. Assignments must be *clean copies* (without professors’ markings).
	2. All seven of the student learning outcomes (SLOs) listed below should be demonstrated across the 3-5 assignments you submit.

It is important to curate your portfolio carefully. Identify how each assignment you submit meets two or more of the student learning outcomes (SLOs) listed on the next page. The end of the document contains the rubrics faculty member use to assess this work.

**Portfolium**

Students should create their electronic portfolio using the Canvas tool called “Portfolium.” You can access Portfolium at <https://portfolium.com/>. The site asks you to set up a new password because you will continue to have access to the portfolio even after you graduate!

We have included text instructions for Portfolium in the links below. We are currently working on creating an instructional video and sample portfolio as well which will be available in Canvas when they are complete.

* [Instructions from Canvas for using Portfolium](https://community.canvaslms.com/t5/Canvas-Student-ePortfolios/tkb-p/network)

**How do I find previous assignments for the portfolio?**

If you submitted an assignment through Canvas while at UCCS, you have access to it any time, even once that course is closed. To access an old submission in Canvas, follow these steps:

1. Go to your "Account" button on the top left of the global navigation menu in Canvas.
2. Click on "Files"
3. Click on the folder called "Submissions"
4. Select the course where you submitted that assignment.

Download the paper by hovering your mouse to the far right of the assignment and clicking the three buttons that appear, then select "download."

**Student Learning Objectives (SLOs)**

* SLO One - Inclusiveness and Diversity: Demonstrates thoughtful engagement with at least one text and/or idea that addresses issues of cultural diversity and inclusivity; these issues may include, but are not limited to, critical thought about dominant cultural viewpoints, inclusivity, social location, equitable representation, marginalization, accessibility, and/or acceptance of difference
* SLO Two - Close Reading: Interpretation of text through close reading and critical analysis
* SLO Three – Theory: Application of theoretical approaches in analysis or production of texts
* SLO Four – History: Ability to discuss texts in relation to their historical context; may include cultural, ideological, and/or linguistic contexts
* SLO Five – Writing: Ability to sustain clear, thoughtful, effective writing appropriate to the genre
* SLO Six – Language: Ability to control language, including grammar, mechanics and syntax
* SLO Seven – Research: Ability to find, understand and incorporate research appropriate to the genre and aims of the assignment

**Student Learning Objectives**

**SLO One: Inclusiveness and Diversity**

**Demonstrates thoughtful engagement with at least one text and/or idea that addresses issues of cultural diversity and inclusivity; these issues may include, but are not limited to, critical thought about dominant cultural viewpoints, inclusivity, social location, equitable representation, marginalization, accessibility, and/or acceptance of difference**

3 Demonstrates thoughtful, insightful analysis of one or more texts at least one text and/or idea that addresses issues of cultural diversity and inclusivity, including addressing potential meanings generated by discussion of text through the lens of the author’s identity and/or contextual information of cultural diversity and inclusivity

2 Demonstrates attempt to engage with at least one text that addresses and/or idea that is informed by issues of cultural diversity and inclusivity. Discussion may not move from summary into analysis and insight; it may not make meaning through the lenses of cultural diversity and inclusivity and may make generalizations or indicate lack of full comprehension.

1 Demonstrates discussion of at least one text that addresses and/or idea that is informed by issues of cultural diversity and inclusivity. Attempt may include significant errors in comprehension, lack of information or insight, or disrespect. Attempt may be too limited to indicate comprehension or potential insight.

0 Does not demonstrate engagement with any text that addresses and/or idea that is informed by issues of cultural diversity and inclusivity or demonstrates engagement with profound lack of comprehension.

**SLO Two: Close Reading**

**Interpretation of text through close reading and critical analysis**

3 Demonstrates accurate comprehension of text that moves to original insight through detailed analysis, including close reading that shows careful, critical thought and incorporation of specific references to/quotation of text

2 Demonstrates accurate comprehension of the text or potential for insight through some analysis. Examples may be under-developed, lack specificity or insight, be overly general, or based in summary that does not move sufficiently into analysis and original insight.

1 Demonstrates some ability to write about the text but may include significant misreadings or may lack effective incorporation of specific examples. Discussion of the text may not develop into analysis or may provide ineffective or inaccurate summary.

0 Not demonstrated. May summarize a reading briefly or inaccurately and fail to include sufficient detail or discussion that shows skills with close reading.

**SLO Three: Theory**

**Application of theoretical approaches in analysis or production of texts**

3 Demonstrates keen understanding of one or more theoretical approaches and the ability to apply it in original analysis or production of original text. Discusses theoretical approaches with sophisticated vocabulary, insight, and complexity.

2 Demonstrates understanding of one or more theoretical approaches and attempts to apply it to original analysis or production of original text. Discusses theoretical approaches in summary or without insight or detail.

1 Demonstrates awareness of theoretical approaches. May not attempt to apply theoretical approaches to analysis or production of text or may attempt to apply them erroneously.

0 Not demonstrated. May not show understanding or application of theoretical lenses or mention of theory is so brief that it cannot demonstrate understanding.

**SLO Four: History**

**Ability to discuss texts in relation to their historical context; may include cultural, ideological, and/or linguistic contexts**

3 Demonstrates insight into text(s) through the lens of historical context, including accurate comprehension and sophisticated critical thought about historical context.

2 Demonstrates awareness of text(s) through the lens of historical context. May reference historical context without developing analysis of or insight into the relationship between text and historical context; may have minor errors in understanding of historical context.

1 Demonstrates an attempt to write about text(s) through the lens of historical context. May include significant inaccuracies or insufficient development to demonstrate accurate comprehension of the relationship between text(s) and historical context. Erroneous references to historical context may cause inaccurate readings of texts or may be too limited to demonstrate comprehension.

0 Not demonstrated. Does not attempt to discuss the historical context, or the attempt is so significantly inaccurate as to indicate total misunderstanding of the text, historical context, and/or the purpose of discussing them together.

**SLO Five: Writing**

**Ability to sustain clear, thoughtful, effective writing appropriate to the genre**

3 Demonstrates writing ability which adheres to the conventions of the genre in

 organization, format, and tone/style. Writer clearly expresses the purpose/task of the

 text and addresses this task well by expressing complex ideas through clear,

 nuanced, and well-organized writing.

2 Demonstrates writing ability which mostly adheres to the conventions of the genre in

 organization, format, and tone/style. Writer identifies the purpose/task of the text and

 attempts to addresses this task. Writing may be overly simplistic, vague, or

 occasionally unclear. Writing is mostly clear or organized with only occasional

 problems in these areas.

1Demonstrates writing ability which attempts to communicate ideas appropriate to the

task/genre, but inconsistently indicate the writer’s awareness conventions of the genre in organization, format, and tone/style. Writer may not clearly identify the purpose/task of the text or may be unsuccessful in sustaining a clear response to the task. Writing may be unclear frequently enough to impede coherence or may be organized in ways that significantly impedes clarity.

0 Not demonstrated. Writing is too significantly unclear to indicate the task/genre or

fails to demonstrate the writer’s awareness of conventions of genre in organization, format, and tone style.

**SLO Six: Language**

**Ability to control language, including grammar, mechanics and syntax**

3 Demonstrates strong control of language, including sophisticated vocabulary and

 proper use of topic/genre-appropriate terminology; complex and effective prose that

 uses a variety of effective sentence structures and provides transitions; contains few

 grammatical errors.

2 Demonstrates sufficient control of language in clear and effective prose, including

attempts to use topic/genre-appropriate terminology; sentence structures are correct but may lack variety and complexity; may contain some grammatical errors that do not interfere significantly with meaning.

1 Demonstrates limited control of language; prose may occasionally be unclear or

 ineffective; sentence structures may be incorrect or overly simplistic; may

 contain errors that interfere with meaning

0 Not demonstrated. Writing lacks control of the language; prose is significantly

 unclear or includes such significant errors that the writing is incoherent

**SLO Seven: Research**

**Ability to find, understand and incorporate research appropriate to the genre and aims of the assignment**

3 Demonstrates ability to find and use a wide variety of primary and secondary research

 materials through a variety of research methods. Also demonstrates ability to

 synthesize accurate comprehension of those materials and apply them to support

 arguments. Demonstrates ability to incorporate correct citation of sources

 successfully into writing.

2 Demonstrates ability to use a variety of research methods to find primary and secondary source materials but may not demonstrate a wide variety of sources or methods. Incorporation of citation of materials may be correct or have only minor errors but may be simplistic or limited.

1. Demonstrates little ability to use a variety of research materials. Choice of sources

 may be inappropriate or citation of materials may be incorrect. Incorporation of

 materials in writing may be inadequate, erroneous, or unclear. Comprehension of

 secondary source materials may be unclear or erroneous.

0 Not demonstrated. Does not demonstrate ability to find, understand, and incorporate

Appropriate research or attempts are so limited and unclear as to indicate failure to understand the purpose and methods of completing research, and/or the formatting of research in writing.