[First Reader:

Office Hours:

Office:

Email:]

*Engl 895: Master’s Portfolio*

**Course Description:**

The MA degree requires all students to complete a terminal project: the Master’s Thesis (Engl 890) or the Master’s Portfolio (Engl 895). The Master’s Thesis is intended for students interested in an intensive, independent research experience while the Master’s Portfolio is designed for students interested in developing documents more reflective of the diverse work they have completed while enrolled in our degree program.

Portfolio students should register for 3 credit hours of Engl 895 near the end of their coursework after submitting the “Portfolio Checklist” (see appendix A). The final portfolio must be ready for faculty review by December 1st for a fall enrollment or May 1st for a spring enrollment. The “MA Portfolio Committee”—comprised of the graduate coordinator and two faculty mentors (designated as “primary” and “secondary” readers)—will formally review the portfolio, assigning a grade of S/U. See appendix B for the assessment rubric faculty will use to guide them in their review.

The primary and secondary readers should represent faculty whose research areas most closely align with the portfolio’s emphases; the primary reader serves as main mentor and can offer guidance regarding the portfolio’s completion if the student so chooses. When suitable, the Graduate Coordinator can also serve as primary reader; in such circumstances the remaining faculty mentors both become “secondary readers.”

**Grading Scale:**

WSU uses a +/- grading scale for final grades and to calculate grade point averages. In this class, grades are assigned according to the following: S for satisfactory performance; U for unsatisfactory performance; I for ongoing projects

**Assignments:**

The portfolio should present the student’s best work and be reflective of their course of study. Each portfolio must include a title page, a “table of contents” page, and the following documents:

* Self-reflective statement: The self-reflective statement is a 2-3 page, double-spaced narration of the student’s trajectory in the program and serves as an introduction to the contents of the portfolio. This statement should include an explanation of the critical practices, disciplinary knowledge, and professional skills the student has gained while in the degree program as evidenced in the material presented within the portfolio. (MSLO 1, 2)

* Academic Essay: Often a revision of a seminar paper or other written essay produced in prior coursework, the academic essay should be reflective of the writing standards associated with our discipline; it should therefore also offer evidence of the student’s familiarity with, and experience in, components of advanced scholarly research. The length of the academic essay will depend on each student’s individualized project but must be ten pages (double-spaced) at minimum, including notes and citations. Students who opt to revise a longer academic essay (i.e. the “seminar paper”), typically 15-30 pages double-spaced, may submit a less robust individualized project. Students are encouraged to seek out additional guidance from the faculty mentor(s) if they so choose. (MSLO 1, 2, 3)
* Individualized Project: The individualized project should be representative of the student’s professional and/or academic interests and should reflect work begun, or methodologies explored, in prior coursework. As with the academic essay, the individualized project may vary in content and substance; students thus are encouraged to think carefully about what sample work they select for inclusion, consulting with both the Graduate Coordinator and the faculty mentor(s) before submitting the Portfolio Checklist. (MSLO 2, 4)

**Measurable Student Learning Outcomes:**

1. Develop a broad knowledge of literary history and culture and of the methods and goals of literary criticism
2. Acquire familiarity with, and experience in, the components of advanced scholarly research, utilizing varied research methods and bibliographic resources in independent research projects
3. Cultivate a familiarity with diverse systems of thought and ways of producing knowledge that is sensitive to cultural difference and the power structures that inform our academic discipline and society in general
4. Apply disciplinary skills to real world and research based tasks, translating classroom experience into academic, professional and community environments

**Tentative Schedule**

1. Register for portfolio hours prior to the start of the fall or spring semester after an advising session with the graduate coordinator; “Portfolio Checklist” due during advising session. This checklist is a contractual agreement between student and the program regarding the final portfolio’s structure; the checklist also identifies which graduate English faculty will assess the portfolio’s contents. The student must confirm with the designated faculty mentors their willingness to assess the portfolio.
2. Meet with the Graduate Coordinator before or by the 20th day of classes during the semester the student has enrolled in portfolio hours to discuss the portfolio’s progress.
3. Complete portfolio due to the Graduate Coordinator by December 1st for a fall enrollment or May 1st for a spring enrollment; electronic submissions are preferred when possible.
4. The MA Portfolio Committee evaluates the portfolio, communicating S/U decision to the portfolio student and registrar by the end of the final grading period. In special circumstances a grade of “Incomplete” may be recommended for a marginal portfolio that requires minor revision for a satisfactory grade.

**Important Academic Dates:**

For \_\_\_\_\_semester 20\_\_, classes begin \_\_\_\_\_, \_\_\_\_\_ 20\_\_, and end \_\_\_\_, \_\_\_\_, 20\_\_. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is \_\_\_\_, 20\_\_. There are no classes on \_\_\_\_\_, 20\_\_. The final exam period is \_\_\_\_\_, 20\_\_.

**Definition of a Credit Hour:**

Success in this 3 credit hour course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction and preparation/studying or course related activities for a total of 135 hours.

**How to use this syllabus:**

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves

**Academic Honesty:**

Students are responsible for knowing and following the Student Code of Conduct <http://webs.wichita.edu/inaudit/ch8_05.htm>and the Student Academic Honesty policy [http://webs.wichita.edu/inaudit/ch2\_17.htm.](http://webs.wichita.edu/inaudit/ch2_17.htm)

**Disabilities:**

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty) (316-854-3032 videophone). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

**Counseling & Testing:**

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

**Diversity and Inclusivity:**

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

**Intellectual Property:**

Wichita State University students are subject to Board of Regents and University policies (see <http://webs.wichita.edu/inaudit/ch9_10.htm>) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President’s designee, and such decision will constitute the final decision.

**Shocker Alert System:**

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at [www.wichita.edu/alert.](http://www.wichita.edu/alert)

Appendix A

Portfolio Checklist

*Must be completed prior to registration for portfolio hours.*

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

WSU ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I. Academic Essay: briefly describe the written work (with anticipated length) you plan to submit; if revising past coursework, please include the class and faculty who originally reviewed the work.

II. Individualized Project: briefly describe the individualized project you plan to submit; if building on past coursework, please include the class and faculty who originally reviewed the work.

III. MA Portfolio Committee: please list your primary and secondary readers, obtaining their signatures as confirmation of their willingness to serve in these roles.

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| --- | --- | --- | --- |
| Faculty Name | Signature | Primary  Reader | Secondary  Reader |
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|  |  |  |  |
| Graduate Coordinator |  |  |  |

Appendix B

Assessment Rubric: Portfolio Project

MA Program in English Literature

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| **Measurable Learning Outcome 1:** Develop a broad knowledge of literary history and culture and of the methods and goals of literary criticism | |
| Exceptional  10 points | Showcases a deep knowledge of the various literary, critical, and historical traditions associated with the student’s period of study. Offers an insightful analysis of the primary and secondary texts informing the student’s area of specialization. |
| Excellent  7 points | Demonstrates a working knowledge of the various literary, critical, and historical traditions associated with the student’s period of study. Provides a clear and well-thought out analysis of the primary and secondary texts informing the student’s area of specialization. |
| Satisfactory  5 points | Reveals an adequate knowledge of the various literary, critical, and historical traditions associated with the student’s period of study, but may have some factual or interpretive errors. Offers an at least basic analysis of the primary and secondary texts informing the student’s area of specialization. |
| Unsatisfactory  0 points | Fails to reveal an informed understanding of the various literary, critical, and historical traditions associated with the student’s period of study, confusing significant concepts and offering significant interpretive errors. No discernable thesis or objectively false in its analysis of the primary and secondary texts informing the student’s area of specialization. |

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| **Measurable Learning Outcome 2:** Acquire familiarity with, and experience in, the components of advanced scholarly research, utilizing varied research methods and bibliographic resources in independent research projects | |
| Exceptional  10 points | Provides substantial and nuanced evidence appropriate to the student’s area of specialization and uses this evidence strategically. Apt and precise diction; use of syntactic variety; clear command of academic discourse. |
| Excellent  7 points | Provides sufficient evidence appropriate to the student’s area of specialization and makes an effort to contextualize it. Clear command of standard English, including concise language and generally correct grammar, that demonstrates an informed understanding of academic discourse. |
| Satisfactory  5 points | Provides sufficient, but not always properly integrated, evidence appropriate to the student’s area of specialization. Some grammar related issues can be tolerated, including the occasional use of imprecise diction, awkward syntax, or wordiness, but demonstrates an awareness of the conventions associated with academic discourse. |
| Unsatisfactory  0 points | Evidence simply not cited, merely anecdotal, or incorrectly incorporated, revealing failure to understand appropriate evidence use for the student’s area of specialization. Lacks clear understanding of standard English and the basic conventions of academic discourse. |

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| **Measurable Learning Outcome 3:** Cultivate a familiarity with diverse systems of thought and ways of producing knowledge that is sensitive to cultural difference and the power structures that inform our academic discipline and society in general | |
| Exceptional  10 points | Demonstrates the capacity to produce new knowledge within the discipline that contributes significantly to the scholarly discourse associated with student’s area of specialization. Shows mastery of the written genres most closely aligned with the students’ intended profession. |
| Excellent  7 points | Demonstrates the capacity to produce new, but perhaps not significant, knowledge within the discipline, revealing an awareness of recent trends associated with the student’s area of specialization. Shows some mastery of the written genres most closely aligned with the students’ intended profession. |
| Satisfactory  5 points | Demonstrates only an awareness of recent trends within the discipline without contributing significantly to the scholarly discourse associated with the student’s area of specialization. Shows awareness of, if not mastery of, the written conventions associated with the students’ intended profession. |
| Unsatisfactory  0 points | Fails to address recent trends within the discipline, including the scholarly discourse associated with the student’s area of specialization. Fails to communicate effectively using the professional conventions associated with the students’ intended profession. |

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| **Measurable Learning Outcome 4:** Apply disciplinary skills to real world and research based tasks, translating classroom experience into academic, professional and community environments | |
| Outstanding  10 points | Demonstrates an extensive familiarity with the varied professional career paths appropriate to the student’s area of specialization. Reveals exceptional competency in translating degree skill sets to diverse audiences. |
| Excellent  7 points | Demonstrates an informed awareness of the varied professional career paths appropriate to the student’s area of specialization. Displays acceptable competency in translating degree skill sets to diverse audiences. |
| Satisfactory  5 points | Demonstrates adequate knowledge of the varied professional career paths appropriate to the student’s area of specialization. Suggests reasonable competency in translating degree skill sets to diverse audiences. |
| Unsatisfactory  0 points | Uninformed on the varied professional career paths appropriate to the student’s area of specialization. Fails to translate degree skill sets to diverse audiences. |