EN225 offers students the opportunity to assess their educational progress within the English major at Franklin Pierce. Assembling an electronic portfolio from selected coursework, students will evaluate to what extent this material shows they have accomplished the Program Learning Goals. In addition, by means of other less formal or more general reflective exercises, they will be encouraged to consider their personal motivations and goals for English study, their strengths and weaknesses as learners, and the relevance of the larger field, both for their future careers and lives, and for the society in which they live.

Objectives
Upon completion of EN225, students should have:

1. Gained a working understanding of the English Department Program Learning Goals.

2. Assembled an electronic portfolio, consisting of assignments from English courses (and other relevant indications of performance and/or capability) and keyed to the Program Learning Goals.

3. Assessed portfolio materials ("artifacts") for evidence of progress toward achieving Program Goals, and formulated plans for fuller achievement in future study.

4. Through a series of less formal/more general assessment activities, taken stock of their academic progress in broader context, and set personal as well as programmatic goals for their future development within the English Department and at the University.

5. Gathered an instructed sense of the place of literature, reading and writing, in the larger culture and social world around them.

6. Advanced in the skills of reading, writing, speaking, thinking, doing research, collaborating with others, utilizing information technology, and conducting self-assessment.
Requirements

Class participation 10%
Learning Goals exam 5%
Research reports (2 @ 5%) 10%
Informal assessment/planning exercises 5%
Reading log 5%
Peer review of e-folio content 5%
Reflection and planning essay 20%
E-folio content
  text and commentary 15%
  artifacts & goal achvmnt 25%
  100%

Schedule of Class Activities and Requirements

The Seminar meets once a week on Wednesdays. In the schedule below, evaluated requirements appear in italics.

Jan 21 Introduction to course
Preliminary questionnaire

Jan 28 Introduction to Program Learning Goals
Introduction to TaskStream
Initiate Reading Log

Feb 4 Understanding Goals, I
Building the E-folio, I: assembling artifacts (begin ASAP, actually)
Research report(s)

Feb 11 Understanding Goals, II
Building the E-folio, II: selecting artifacts
Research report(s)

Feb 18 Understanding Goals, III: Exam
Building the E-folio, III: uploading artifacts

Feb 25 Building the E-folio, IV: preparing text
Research report(s)

Mar 4 Building the E-folio, continued: artifacts, text, and review (instructor & peer)
Reading Log submission
Research report(s)

Mar 11 Building the E-folio, continued: artifacts, text, and review (instructor & peer)
Research report(s)
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Mar 18</td>
<td>Spring Break</td>
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| Mar 25 | Building the E-folio: final review and editing  
*Research report(s)* |
| Apr 1 | *E-folio submission*  
(Conferences with instructor on essays) |
| Apr 8 | Informal assessment activity(ies)  
*Research report(s)* |
| Apr 15 | *Essay submission* |
| Apr 22 | E-folio & Essay evaluation: conferences with instructor |
| Apr 29 | E-folio & Essay evaluation: conferences with instructor |
| May 6 | Course review/assessment; teaching evaluations |