

ENGLISH MAJOR - RHETORIC AND COMPOSITION CONCENTRATION

Name : _____ **Student ID#:** _____ **Advisor:** _____
Address : _____ **Phone:** _____
Minor : _____ **Entered Under** _____ **Catalog Year FA07+** _____

AREA A (9 HOURS)				AREAS B & C (10 HOURS)			
Course	Term	Grade	Hrs	Course	Term	Grade	Hrs
ENGL 1101 or ENGL 1113			3	HUMN 2001			4
ENGL 1102 or ENGL 1114			3	HUMN 2002			4
MATH 1111 or MATH 1101			3	COMS 1010, COMS 1020, or HONR 1010			2,3

AREA D (11-12 HOURS)				AREA E (12 HOURS)			
Course	Term	Grade	Hrs	Course	Term	Grade	Hrs
LAB SCI I			4	HIST 2111 or HIST 2112			3
LAB SCI II			4	POLS 1101			3
MATH OR SCI			3,4	ANTH 2011, ECON 1810, SOC 1101, or PSYC 1101			3
				ELECTIVE*			3

*AREA E social sciences to be chosen from : ANTH 1102, ANTH 2011, ECON 1810, ECON 2105, ECON 2106, GEOG 1111, HIST 2111, HIST 2112, HIST 1111, HIST 1112, PHIL 1000, POLS 2401, PSYC 1101, PSYC 1103, PSYC 2150, SOCI 1101, SOCI 1103, SOCI 1160, SOCI 2241

AREA F (18 HOURS)				Course	Term	Grade	Hrs
FREN, GRMN, LATN, or SPAN 1002			3	ENGL 2250 Introduction to Literary Studies			3
FREN, GRMN, LATN, or SPAN 2001			3	ELEC**			3
FREN, GRMN, LATN, or SPAN 2002			3	ELEC**			3

****Area F electives to be chosen from the following list:**

ANTH1102, ANTH2011, ART1000, ART1001, ART1002, ART1003,
 ART1211, ART1520, ART1530, ART2541, ART2611, ART2612,
 COMC 2010, COMD2500, COMD2950, *Culturum* 2900, ENGL2110, ENGL2250,
 ENGL2950, FREN1001-1002, FREN2950, GRMN1001-1002, HIST1111-1112,
 HIST2111-2112, HONR1900, HUMN2950, LATN1001-1002, MUSI2330
 PHIL1000, POLS2101, POLS2401, PSYC1101, PSYC1105
 PSYC2101, PSYC2103, PSYC2150, SABR2930, SOCI1101, SOCI1103, .
 SOCI1160, SOC2241, SPAN1001-1002, SPAN2950, WMST1101, WMST2950

PHYSICAL EDUCATION (5 HOURS)			
Course	Term	Grade	Hrs
Wellness			3
Activity			1
Activity			1

Note: Courses taken to satisfy high school deficiencies (CPC courses) may not be counted toward the core curriculum or toward graduation.

MAJOR CONCENTRATION (30 hours)

Course	Term	Grade	Hrs	Course	Term	Grade	Hrs
Select one English course from ENGL 4520, 4711, 4720.				ENGL 4420			3
			3	Shakespeare			
Select two courses from ENGL 3681, 4520, 4680				Select two American literature courses from ENGL 3101, 3102, 3110.			
			3				3
			3				3
Select two English writing courses from ENGL 3650, 3680, & 3683				Select two English literature surveys from ENGL 3001, 3002, 3003, 3004			
			3				3
			3				3

MINOR CONCENTRATION (15-18 Hours)**

Course	Term	Grade	Hrs	Course	Term	Grade	Hrs
			3				3
			3				3
			3				3
			3				3

ELECTIVES (12-15 HOURS)

Course	Term	Grade	Hrs	Term	Grade	Hrs
			3			3
			3			3
			3	***NOTE: MINOR HOURS PLUS ELECTIVE HOURS MUST TOTAL 30 HOURS		

Total Hours for Degree - 125 hours (including physical education)

English Exit Exam

Rhetoric and Composition Portfolio

Date Passed: _____

Date of Submission: _____

Score: _____

Date of Approval: _____

Portfolio Requirements

Junior Portfolio (effective 1/09)

Purpose: The purpose of the Junior Portfolio is to help faculty assess students' progress in the program and to help students prepare high-quality written work for the Final Portfolio required to fulfill graduation requirements for the Bachelor of Arts in English (Rhetoric and Composition track) from Augusta State University. The Junior Portfolio affords a formative evaluation of the students' work in order to identify areas of concern and address particular deficiencies prior to the summative evaluation of the Senior Portfolio.

I. After taking five upper-division English courses (15 credit hours), students should have placed three essays in an electronic file:

- A. A formal research paper from ENGL 2250, to be used as a benchmark of the student's skills upon introduction to the English major
- B. A substantial research paper (MLA documentation format) or major project (grant proposal or technical writing project, for example), 2,000-3,000 words in length, from one of first 5 classes in the major
- C. An essay which demonstrates knowledge and application of rhetorical concepts and strategies and fundamentals of composition, not less than 1200 words, from one of the first 5 classes in the major.
- D. Both the research paper (item B) and the essay (item C) must be accompanied by a Statement of Revision including strengths and at least three specific weaknesses that will be addressed in revision.

II. Form and Process of Revision

- A. General Statement, 300-500 words in length, describing the essay's overall purpose as well as a perception of its global strengths and weaknesses
- B. Serial list that identifies at least three specific and concrete weaknesses that will be addressed in revision. Basic mechanical concerns must be corrected, but the weaknesses list should not include these.
- C. Corresponding serial list that proposes specific and concrete revisions for each weakness previously identified.

Prior to writing the Statement of Revision, the student must arrange a conference with the course professor in order to discuss the essay, to identify its principal strengths and weaknesses, and to begin conceptualizing revisions to redress those weaknesses. It is the student's responsibility to arrange this conference and to record, in the format below, the weaknesses and solutions discussed. This conference must occur no later than one semester after the end of the course for which the paper was written, and the resulting Statement of Revision must be approved (signed and dated) by the course professor.

1. Weaknesses

1. Concise description identifying a specific problem with content or form
2. Concise description identifying a specific problem with content or form
3. Concise description identifying a specific problem with content or form
4. etc.

2. Revisions

1. Concise proposal of steps needed to resolve Weakness #1
2. Concise proposal of steps needed to resolve Weakness #2
3. Concise proposal of steps needed to resolve Weakness #3
4. etc.

Portfolio Requirements

Senior Portfolio (effective 1/09)

Purpose: The purpose of the Senior Portfolio is to assess students' progress in the program and to confirm satisfactory understanding and application of fundamental skills in reading, critical thinking, rhetorical concepts and strategies, and fundamentals of composition commensurate with successful pursuit of a Bachelor of Arts degree in English from Augusta State University.

Requirements: The Senior Portfolio must be submitted at the end of the semester prior to the semester of graduation (e.g. by the end of the Fall semester for students planning to graduate in the Spring).

The Senior portfolio must include:

1. Portfolio Introduction, 500-750 words in length, explaining why the papers included in the portfolio represent the student's best written work and how the student's work has evolved since ENGL 2250
2. the *unaltered* formal research paper from ENGL 2250 which was included in the Junior Portfolio as a benchmark of the student's skills upon introduction to the English major
3. any paper from the Junior Portfolio that has been *substantially revised* according to the plan outlined in the Statement of Revision
4. an essay not less than 1200 words, either revised from the Junior Portfolio or written during the student's senior year
5. a substantial research paper or major project (grant proposal or technical writing project, for example), 2,000-3,000 words in length, *written during the student's senior year*

Papers revised from the Junior Portfolio must also include the original draft of the paper (preferably with the course professor's comments) and the Statement of Revision submitted with the Junior Portfolio.

All of the included papers (except the unaltered ENGL 2250 paper) must demonstrate competency in critical thinking, rhetorical concepts and strategies, and fundamentals of composition, as well as excellent control of grammar and mechanics.

Senior Portfolio Checklist

A Senior Portfolio must include all of the following items:

- a "Portfolio Introduction," 500-750 words in length
- the research paper from ENGL 2250 (unaltered) submitted with the Junior Portfolio
- a *substantially revised* paper from the Junior Portfolio, accompanied by:
 - the original draft submitted as coursework
 - the "Statement of Revision" submitted with the Junior Portfolio
- an essay, not less than 1200 words, *either* written during the student's senior year *or* substantially revised from the Junior Portfolio.

If the latter, please also include:

 - the original draft submitted as coursework
 - the "Statement of Revision" submitted with the Junior Portfolio
- a substantial research paper or major project, 2,000-3,000 words in length, *written during the student's senior year*

Student Learning Outcomes for English majors

Upon completion of the English major, the student will be able to:

1. read, discuss, and contextualize a diverse range of significant authors, works, genres, and periods of English, American, and English-language literature.
2. understand and apply literary terms and concepts in insightful analyses of literary texts.
3. demonstrate awareness and engagement of relevant critical and theoretical discourses while foregrounding the student's own contributions to the discussion.
4. historicize literary texts in light of the political and cultural forces that produced them.
5. demonstrate proficiency in bibliography and research methods and MLA format by producing formal research papers.
6. demonstrate awareness of, and proficiency in, the conventions of academic writing, including organization, style, and mechanics.

Rhetoric and Composition Writing track learning outcomes *in addition to* the English major outcomes above. Students will be able to:

7. edit and write effectively for business, government agencies, or the media such things as grant proposals, manuals, procedures, reports, and business correspondence, and/or feature articles for lay and professional audiences.
8. understand the fundamentals of descriptive and structural linguistics, modern grammatical systems, and/or the history and structure of the English language.
9. apply classical and modern writing theories, develop career- or academic- specific writing strategies, and/or demonstrate the craftsmanship, technique, and genre of professional or creative writing.
10. exhibit knowledge of the rhetorical expectations of each genre.

Creative Writing track learning outcomes *in addition to* the English major outcomes above. The student will produce a portfolio of creative work which:

7. contains a coherent voice
8. maintains a consistent tone
9. displays an appropriate sense of form
10. effectively employs language resources (e.g. diction, imagery, metaphor, irony)