



## **FACULTY EXPECTATIONS IN ENGLISH-WRITING RE. PORTFOLIO ESSAYS**

### **1. The general philosophy of above-named discipline regarding Assessment of Prior Experiential Learning essays may be summarized as follows:**

We recognize that students bring expertise to their degree programs, and we strive to acknowledge that expertise through APEL.

The proposal to use APEL to earn credit toward English/Writing courses is essentially a course challenge. To earn APEL credit, students must not only demonstrate practical application of literate knowledge and skills but also an understanding of associated academic outcomes that may relate to theory, research, craft, and the larger disciplinary context of such work.

To demonstrate meeting course outcomes, students must know what the outcomes are and what they mean. They must then be able to connect evidence presented to those outcomes: how does the evidence indicate that the student has met outcomes? The evidence presented must be detailed enough to suggest a time commitment and level of quality consistent with course expectations.

Consultation with faculty early in the process is key to efficiently generating a portfolio best positioned to earn credit.

### **2. Describe the nature of any dialogue expected between faculty in above-named discipline and students preparing portfolio essays in the discipline.**

Students should be in contact with the faculty from the beginning of the process. Faculty can assist students in identifying courses that may be equivalent to students' experience, identifying faculty with appropriate expertise to assess evidence used to challenge the course, providing and clarifying course outcomes, and assisting students in selecting and analyzing documents necessary to demonstrate mastery of course outcomes.

### **3. Describe the nature of any specific requirements the above-named discipline will have regarding contents of the portfolio materials i.e., documentation, essay, bibliography were applicable, etc.**

English/Writing courses assess students in the following general learning outcomes. Course syllabi will make these outcomes specific to course content:

- Content Knowledge: Mastery of discipline-based content knowledge through the effective use of key terms, concepts, and approaches from the field of English Studies.
- Inquiry: Enhanced use of discipline-based inquiry through the investigation of a problem determined by the student's interest and often pursued through multiple disciplinary approaches.
- Communication: Enhanced use of discipline-based communication in writing clearly, editing carefully, developing ideas fully, and taking into consideration subject, audience, occasion, purpose, and genre.
- Critical Thinking: Enhanced use of discipline-based critical thinking in identifying discipline-based conceptions of issues, contexts, and genres, often employing multiple perspectives as defined in English Studies, while evaluating and marshaling evidence, as defined by our discipline, and synthesizing prior knowledge and research, to draw insights and inferences for a fruitful conclusion and simultaneously acknowledging the disciplinary limits of the project.
- Aesthetic Analysis: Enhanced discipline-based appreciation of aesthetics and humanities, through textual analysis, interdisciplinary approaches to literacy, and creative expression.

- Civic Engagement: Discipline-based civic engagement by applying their English Studies to a larger civic and ethical context by means of practica, internships, service learning, or community based research.
- Integrated Learning: Mastery of integrative learning in English Studies through a capstone that connects relevant experience and academic knowledge, making connections across disciplines, reflecting on these connections by means of confident, cogent, and original writing, intellectual agility, and tolerance for diversity.

The contents of the portfolio must provide evidence that the student has mastered outcomes associated with the course material and has spent at least as much time as a student enrolled in the course would spend: 30 hours per credit. The portfolio must also provide documents like drafts and/or supervisor letters that attest to the writing process, including evidence that the student produced submitted documents and evidence demonstrating the ability to revise based on feedback. Claims regarding expertise that are not supported by evidence and analysis of evidence will not be considered.

**4. Describe issues regarding the general turnaround time for review of portfolio materials in the above-named discipline.**

Students should remember that until the portfolio is assessed, faculty are not paid to provide assistance, and faculty must prioritize the work for which they are being paid. Depending on their other work commitments, faculty providing advice may need plenty of turn-around time and reminders. Faculty assessing portfolios may take up to 30 days to provide feedback.

**5. Provide any additional information that will help portfolio students in developing materials for faculty review in the above-named discipline.**

English/Writing faculty value work that demonstrates mastery of course outcomes through evidence and self-reflective analysis of evidence. Mastery includes not only practical application of skills but also awareness of theory, research, craft, and the disciplinary context of work presented. All portfolios should be proofread for effective use of language and should ethically integrate any source materials using current MLA citation format or correct format applicable to the context in which the documents were produced.

**Reviewed by Nancy Knowles, Professor of English/Writing, 7 June 2021**