

DEPARTMENT OF ENGLISH

SECONDARY EDUCATION CONCENTRATION EPORTFOLIO

(for those graduating fall 2020 and later)

During your years as an English major at BU, you will be compiling an electronic portfolio of your best work, both in the Department and elsewhere: other classes, co-curricular activities, clubs, internships – wherever you create something smart, beautiful, interesting, or skillful.

We ask this for three reasons:

- to give you an ongoing sense of what you are getting from college;
- to make sure you have a strong collection showing your knowledge and skills for employers and applications for further education;



- to help the English Department assess how well we are meeting our own goals.



STEPS IN ASSEMBLING THE EPORTFOLIO FOR SECONDARY EDUCATION / ENGLISH STUDENTS

1. In English 203: Approaches to Literary Study, create one ePortfolio on the BOLT software. If you use BOLT, you'll never lose what you've created; it will be saved on the BU server. If you prefer to create your ePortfolio for graduation in a different platform, such as Wix or Weebly, you may do so.
2. Start adding “artifacts” (that’s what BOLT calls the items in your collection). Anything that can be saved can be added. Maybe start with something you wrote in English 203—you can always remove it later. If you need help with the technical aspects of the ePortfolio in BOLT, make an appointment with a WALES consultant.
3. From now on, anytime you create something you’re proud of, put it in the ePortfolio. By the time you are in your third year, you should have a good collection of your work in English classes, but you should also have some important examples of things you’ve done in other classrooms and out of the classroom altogether. Anything you’re proud of. **The minimum number of artifacts to be included by graduation is 10.**

Organizing and Filling your ePortfolio

The ePortfolio should reflect your skills with related to writing, analyzing literature, and teaching English at the Secondary Level. It can include work from classes as well as extra-curricular activities as well, such as writing for the *Voice* or volunteer work. If you take a class in which you create a website, you may want to include the site as to highlight this skill.

Ask yourself: “what are you good at?” and “what skills will future employers want to see?” But you can’t just say you’re good at it; you have to have examples to show. You may want to create tabs to organize your materials according to the skills they illustrate, such as: **Creative Non-Fiction, Poetry, Document Design, Newspaper Writing, Literary Analysis, Research, Lesson Design, etc.**

Make sure your ePortfolio has examples.

4. When you see your advisor (at least once a year), show her what you've got so far. Ask for advice. Talk about the future. Think about organizing your ePortfolio to best highlight the skills you've learned that will help you achieve your goals.
5. In English 385: Young Adult Literature, English 306: Theory and Practice of Writing, and English 463: Shakespeare, which are required for Secondary Education English majors, you will talk more about the ePortfolio requirement and be asked to incorporate specific assignments into the ePortfolio.
6. For your graduation ePortfolio, you will add a front-page **Reflection Essay** (details below) explaining how you have met the learning objectives of the Secondary Education English major. That copy will be collected (by email) by the Department Chair as part of your pre-graduation review. **Please send an email link to your ePortfolio to the Chair when you apply for graduation.** You may create a different version of your ePortfolio to show to potential employers

Reflection Essay Details for Secondary Education Concentration

Write a general introductory paragraph and then write numbered body paragraphs that illustrates your progress toward mastery of each of the Program Learning Objectives for the Secondary Education English Concentration. Provide one or more example(s) from artifacts to illustrate your progress for each goal. Be sure to clearly explain how the examples illustrate the goal that you are focused on in that paragraph. Finally, write a concluding paragraph for your essay.

Program Learning Objectives

1. Demonstrate skills in writing, rhetoric, and writing pedagogy in multiple modes.
2. Demonstrate a range of literacies through literature and other texts. In other words, read and understand literature from a variety of historical and social contexts.
3. Demonstrate knowledge of a wide range of literary/textual forms and traditions of inquiry (theories or approaches to literature)
4. Demonstrate analytical reading skills.
5. Demonstrate an awareness of the power of language through literature.

In the version of your ePortfolio that you use for job applications, you might substitute a **Personal Statement** or a **Cover Letter** in place of your Reflection Essay on the front page.

The BOLT ePortfolio is stored on the BU server, not online. No one can read it unless you give them the unique url each ePortfolio generates. Within six months of graduating, you will move your artifacts to any of the several free or for-fee services available, or to your website. Again, if you wish to use a different platform, you may. You must submit a working link to the department chair when you apply for graduation and the link must remain stable until you have graduated.



Many of your questions will be answered in English 203, 306, 385, and 463, and in advising sessions. But if you ever have questions and need immediate answers, contact Dr. Decker (mdecker@bloomu.edu) or Dr. Francis (cfrancis@bloomu.edu).