

ENGL 242A: CRITICAL THINKING: STUDENT-MANAGED PORTFOLIO DEVELOPMENT

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2023
Units:	1
Hours:	1 lecture per week (12 total per quarter)
Degree & Credit Status:	Non-Degree-Applicable Credit Course Basic Skills, 1 Level Below Transfer
Foothill GE:	Non-GE
Transferable:	None
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- Student will select artifacts that illustrate purposeful and effective use of strategies or activities in different stages of the reading/writing process.
- Students will show improved awareness of their reading/writing/thinking process through portfolio management

Description

A survey of basic theory, design, and implementation strategies for the student-managed formative portfolio. Students write a total of at least 750 words, with emphasis on the reflective and evaluative processes necessary for portfolio development. Practice in managing and maintaining the information and artifacts of a portfolio as a comprehensive analysis of the student learning experience. Use of portfolio development to increase meta-cognitive awareness of the integration between reading and writing processes; of the student's location within discourse communities, including the campus community; and of the behaviors necessary for college success.

Course Objectives

The student will be able to:

- Apply basic theory to the design and implementation for student-managed formative (process) portfolios
- Demonstrate meta-cognitive awareness of the integration between reading and writing processes
- Demonstrate meta-cognitive awareness of the student's location within academic discourse communities and the behaviors necessary for college success

Course Content

- Apply basic theory to the design and implementation for student-managed formative (process) portfolios
 - Recognize the distinguishing features of formative portfolios

- Identify and develop the characteristics of effective formative portfolio design tied to purpose
- Demonstrate meta-cognitive awareness of the integration between reading and writing processes
 - Managing a formative portfolio of reading and writing strategies, learning processes
 - Formative content highlights strengths and weaknesses (process)
 - Record the steps and strategies of reading process (pre-, during, after)
 - Record the steps and strategies of the writing process
 - Write a culminating reflection of reading/writing processes and learning processes toward the success of a finished product
 - Demonstrate meta-cognitive awareness of the student's location within academic discourse communities and the behaviors necessary for college success
 - Evaluate the purpose and effectiveness of reading/writing steps and strategies
 - Apply writing rubrics to evaluate the effectiveness of writing artifacts at essay, paragraph, and sentence levels
 - Create, manage and maintain an exemplar formative portfolio, including artifacts of reading and writing processes
 - Identify the qualitative differences among artifacts (process)
 - Effective choices of representative artifacts (process)
 - Effective organization of representative artifacts and design of the overall portfolio
 - Selecting, ranking, and arranging information and artifacts
 - Strategies
 - Experiences
 - Outcomes - finished products
 - Formal self-evaluation of processes and products
 - Summarize coursework evaluations
 - Determine and prioritize growth areas
 - Develop goals to facilitate growth

Lab Content

Not applicable.

Special Facilities and/or Equipment

- Access to the internet.
- Smart classroom when possible.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

- Informal reflections on portfolio management
- Midterm self-assessment
- Finished formative portfolio, various media (evaluated by committee, if necessary)
- Formal analysis of the formative portfolio
 - What portfolio demonstrates of learning outcomes (reading/writing, course-level, and institutional level)

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

- Lecture presentations and class discussion (whole class and small group) on the processes and products of reading and writing
- Guided evaluation of the distinguishing features of formative portfolios

- C. Instructor-guided development of portfolios
- D. Presentations of portfolios followed by in-class discussion

Representative Text(s) and Other Materials

Reynolds, Nedra, and Rich Rice. Portfolio Keeping. 3rd ed. Boston: Bedford/St. Martin's, 2014.

Short articles, such as the ones listed below:

Dubinsky, Jim. "Creating new views on learning: ePortfolios." *Business Communication Quarterly* (Dec. 2003): 96+. Academic OneFile. Web: 23 May 2016.

Young, Jeffrey. "Creating Online Portfolios Can Help Students See 'Big Picture,' Colleges Say." *Chronicle of Higher Education* (21 Feb. 2002).

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

- A. Reading of books and/or articles on the process, purpose, and distinguishing characteristics of student-managed portfolios
- B. Reading and evaluation of student work (self and that of peers)
- C. Written reflections and self-evaluations
- D. Selection and compilation of portfolio artifacts

Discipline(s)

English