

ENGL 242B: CRITICAL THINKING: PORTFOLIO MANAGEMENT & PUBLICATION

Foothill College Course Outline of Record

Heading	Value
Units:	1
Hours:	1 lecture per week (12 total per quarter)
Prerequisite:	ENGL 242A.
Corequisite:	ENGL 1T.
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

- Students will be able to publish selected essays in their own finished portfolios.
- Students will be able to reflect upon and articulate how their portfolio demonstrates strengths and weaknesses as readers, writers and critical thinkers.
- Through the creation of a finished product portfolio, student will improve their understanding of the criterion of good writing, understanding more clearly what readers want in different academic and other contexts.
- 80% of students show improved awareness of their reading/writing/thinking process through portfolio management

Description

Application of basic theory, design, and implementation strategies for the student-managed summative portfolio. Students write a total of at least 750 words, with emphasis on the reflective and evaluative processes necessary for portfolio development. Management and publication of the artifacts of a summative portfolio as a comprehensive demonstration of the student learning experience across the curriculum. Use of portfolio publication to demonstrate 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. Students will demonstrate ability to transfer knowledge and learning across disciplines.

Course Objectives

The student will be able to:

- Apply basic theory to the design and implementation for student-managed summative (product) portfolios
- Demonstrate meta-cognitive awareness of the integration between reading and writing processes

- Demonstrate meta-cognitive awareness of the student's location within discourse communities across disciplines
- Demonstrate meta-cognitive awareness of the behaviors necessary for college success across disciplines

Course Content

- Apply basic theory to the design and implementation for student-managed summative (product) portfolios
 - Recognize the distinguishing features of summative (product) portfolios
 - Identify and develop the characteristics of effective summative portfolio design tied to purpose
- Demonstrate meta-cognitive awareness of the integration between reading and writing processes
 - Collect and maintain reading and writing process artifacts
 - Continued reflection of reading/writing processes and learning processes
- Demonstrate meta-cognitive awareness of the student's location within discourse communities across disciplines
 - Create an exemplar summative portfolio, including coursework (essays), experiences, and achievements across the curriculum
 - Identify the qualitative differences among artifacts (product)
 - Effective choices of representative works from ENGL 1S & 1T and other courses
 - Effective organization of representative works and design of the overall portfolio
 - Selecting, ranking, arranging, and managing information and artifacts
 - Coursework
 - Experiences
 - Achievements
 - Apply portfolio rubrics to evaluate the purpose and effectiveness of the summative portfolio
 - Reading and writing learning outcomes (essay, paragraph, and sentence levels)
 - Institutional SLOs
 - Individual learning outcomes (goals achieved)
 - The genre of portfolios (content, organization, and design)
 - Demonstrate meta-cognitive awareness of the behaviors necessary for college success across disciplines
 - Develop academic goals based on a review of their portfolio
 - Summarize coursework evaluations, including ENGL 1S & 1T and other courses
 - Determine growth areas
 - Prioritize growth areas needed
 - 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

- Midterm self-assessment
- Published summative portfolio (various media)
- Formal analysis and evaluation of the portfolio
 - The quality of the portfolio (genre)
 - What portfolio demonstrates of learning outcomes (reading/writing, course-level, and institutional level)

D. Formal presentation of the portfolio and analysis/evaluation

Method(s) of Instruction

- A. Lecture presentations and class discussion (whole class and small group) on the processes and products of reading and writing
- B. 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
- E. Design and publication of the summative portfolio

Discipline(s)

English