NCEN 442A: CRITICAL THINKING: STUDENT-MANAGED PORTFOLIO DEVELOPMENT

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2023
Units:	0
Hours:	2 lecture per week (24 total per quarter)
Degree & Credit Status:	Non-Degree-Applicable Non-Credit Course Basic Skills, 1 Level Below Transfer
Foothill GE:	Non-GE
Transferable:	None
Grade Type:	Pass/No Pass Only
Repeatability:	Unlimited Repeatability

Description

A survey of basic theory, design, and implementation strategies for the student-managed formative portfolio. Students write 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; the student's location within discourse communities, including the campus community; and the behaviors necessary for college success across disciplines.

Course Objectives

The student will be able to:
A. Apply basic theory to the design and implementation for student-managed formative (process) portfolios
B. Demonstrate meta-cognitive awareness of the integration between reading and writing processes
C. Demonstrate meta-cognitive awareness of the student's location within academic discourse communities and the behaviors necessary for college success at the transfer level

Course Content

A. Apply basic theory to the design and implementation for student-managed formative (process) portfolios
1. Recognize the distinguishing features of formative portfolios
2. Identify and develop the characteristics of effective formative portfolio design tied to purpose
B. Demonstrate meta-cognitive awareness of the integration between reading and writing processes
1. Managing a formative portfolio of reading and writing strategies, learning processes
a. Formative content highlights strengths and weaknesses (process)
1) Record the steps and strategies of reading process (pre-, during, after)
2) Record the steps and strategies of the writing process
3) Write a culminating reflection of reading/writing processes and learning processes toward the success of a finished product
C. Demonstrate meta-cognitive awareness of the student's location within academic discourse communities and the behaviors necessary for college success
1. Evaluate the purpose and effectiveness of reading/writing steps and strategies
2. Apply writing rubrics to evaluate the effectiveness of writing artifacts at essay, paragraph, and sentence levels
3. Create, manage and maintain an exemplar formative portfolio including artifacts of reading and writing processes
a. Identify the qualitative differences among artifacts (process)
b. Effective choices of representative artifacts (process)
c. Effective organization of representative artifacts and design of the overall portfolio
1) Selecting, ranking, and arranging information and artifacts
a) Strategies
b) Experiences
c) Outcomes - finished products
d) 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

A. Access to the internet
B. Smart classroom
C. Lab cart or computer classroom when possible (highly recommended)

Method(s) of Evaluation

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

A. Informal reflections on portfolio management
B. Midterm self-assessment
C. Finished formative portfolio, various media (evaluated by committee, if necessary)
D. Formal analysis of the formative portfolio
1. 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:

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:

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