

NCEN 442B: CRITICAL THINKING: PORTFOLIO MANAGEMENT & PUBLICATION

Foothill College Course Outline of Record

Heading	Value
Units:	0
Hours:	2 lecture per week (24 total per quarter)
Advisory:	When enrolled in ENGL 1T, concurrent enrollment in NCEN 442B is required; otherwise, no corequisite is required.
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

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 to enable them to meet the objectives of transfer level courses. 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

B. 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

C. 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/T 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 his/her portfolio
 - Summarize coursework evaluations, including ENGL 1S/T 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
- Lab cart or computer classroom when possible (highly recommended)

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)
- Formal presentation of the portfolio and analysis/evaluation

Method(s) of Instruction

- 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
- Instructor-guided development of portfolios
- 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
- E. Design and publication of the summative portfolio

Discipline(s)

English