

SENIOR PORTFOLIO (COMM 450) Summer 2008

Instructor: Tatyana Dumova, Ph.D.
Course info: #5321; MTWRF 12–1 pm; O’Kelly Hall 301/221
Office hours: MTR 1–2 pm O’Kelly Hall 223; tel. (701) 777-4726; e-mail: tatyana.dumova@und.edu

Course Description

Senior Portfolio is a review, synthesis, and demonstration of what you have learned in the communication major. In the course, you will create an academic portfolio documenting your achievement of the program’s goals for student learning. 1 credit.

Recommended Textbooks

Hartnell-Young, E., & Morriss, .M. (2007). *Digital portfolios: Powerful tools for promoting professional growth and reflection*. Thousand Oaks, CA: Corwin Press.
Montgomery, K., & Wiley, D. (2004). *Creating e-portfolios using PowerPoint*. Thousand Oaks, CA: Sage Publications.

Course Objectives and Learning Goals

The general objective of the course is the production of a document—a portfolio—that represents your achievements during your undergraduate experience as a communication major, your accomplishments in the School of Communication, and your abilities and talents as a prospective employee. The course is partly designed to let you work on your own, without close supervision. This means that you have to exercise discipline in planning and constructing your portfolio.

Consider your senior portfolio a transition assignment between the world of the university and the world of employment (or, in some cases, graduate school). Treat this assignment as you would an important work assignment in your career; thus, you will want to meet all deadlines and fulfill all assignment criteria with close attention to detail.

The greatest benefit for you is the chance to review what you have learned so that you get the most out of your coursework. You are to assemble evidence into a portfolio that shows competency in twelve goals. You will have the chance to fine tune your understanding of each goal as needed.

This course addresses the twelve School of Communication’s Goals for Student Learning:

COMMUNITY

1. Speech communities: Students understand how language and communication processes create diverse communities.
2. Diverse identities: Students understand the role of community and identity (such as race and ethnicity, gender, sexual orientations, ability, class and nationality) in how individuals see the world and how others see them.
3. Civic interactions: Students understand the interactions of individuals, organizations, groups, social movements and public officials and the conflicts and opportunities that can result.
4. Critical problem solving: Students are able to use ethical strategies to analyze and address the communication problems and opportunities of individuals and groups.



INFORMATION

5. Cultural knowledge: Students understand the diverse and historically changing ways humans acquire, produce and share knowledge about the world.
6. Textual representation: Students understand theories of textual construction and the legal and ethical considerations of representation.
7. Interpretive frameworks: Students understand the role of interpretation in how humans respond to messages and texts.
8. Responsible message creation: Students are able to research and evaluate information (including numerical and statistical evidence) and create and edit socially responsible oral, written and visual communication.

TECHNOLOGY

9. Changing technologies: Students understand the historical and contemporary context (political, economic, legal and social) of communication institutions and technologies.
10. Media consequences: Students understand the consequences for individuals and diverse communities of the use and content of communication media.
11. Alternative models: Students understand alternative possibilities for having access to, using and arranging communication technologies and institutions.
12. Ethical use: students are able to use communication technologies ethically in conventional, as well as imaginative, ways.

Expectations and Policies

Deadlines

All work must be submitted on time. Late work will not be accepted unless previous arrangements have been made with the instructor.

Academic Integrity

All students are subject to the Code of Student Life, including but not limited to, issues of Scholastic Dishonesty. For more information, see <http://sos.und.edu/csl>.

Disability Accommodations

If you have a disability, you may be entitled to receive individualized accommodations intended to assure you an equal opportunity to participate in and benefit from the course. To request disability accommodations, please make an appointment with me. For more information and assistance, please call Disability Services at (701) 777-3245.

Cultural Diversity

The School of Communication is committed to bringing the richness of cultural diversity to all students. Through active engagement, the School of Communication endeavors to provide multi-cultural opportunities, to reduce cultural stereotypes, to embrace cultural differences, and to promote respect for cultural diversity.

School of Communication Listserv

All SComm major and pre-major students are expected to subscribe to the School of Communication listserv (SComminfo). In order to subscribe, send an e-mail message from your own account to: listserv@listserv.nodak.edu

Subject: leave the subject line blank

Message: subscribe UND-scomminfo yourfirstname yourlastname

Course Requirements and Grading Criteria

Satisfactory completion of materials or deadlines. Successful completion of the course requires you to meet deadlines and to make satisfactory progress (one half to one full letter grade might be deducted for failure to meet deadlines). There will be deadlines for reviewing resumes and essays/work samples for each goal. The deadlines are there to help you complete the portfolio by the end of the session.

Grading: A = 270-300 points B = 240-269 points C = 210-239 points D = 160-209 points

Goal Presentation (100 points)

All students will present one goal each. You can present as a group or as individuals. Also, if you present with someone else, figure to multiply the time and material for an individual by the number of people in your group. You should use some sort of visual aid: the Internet, PowerPoint slides, or overheads.

Prepare 7 to 10 slides, per person, for your presentation. Start out with a slide that states the goal and has your name. Then have a slide that lists courses that you took that helped you understand and achieve that goal. Follow with a few slides (2 or 3) that indicate key aspects of the goal. Then have a slide with relevant examples that you plan to include in your portfolio that illustrate the goal. Finally, have a concluding slide that summarizes and wraps things up.

Your slides should include key points and serve as catalysts for your discussion. In general, lean is better: don't have too many words in a line or lines on a slide. Don't bother with full sentences. The idea is to engage and connect with your classmates. Don't simply read your slides.

Senior Portfolio (200 points)

Portfolio Materials

- A three-ring binder
- Tabbed dividers for each goal, resume, cover letter, philosophy, plan of study, finest work
- Three-holed sleeves and three-holed pockets for samples that do not fall into the 8.5 x 11 category

Introduction

- Label the outside binder with your name, course name, semester and year
- Begin the inside with a title page with your name, course name, semester and year
- Have a copy of your current School of Communication Plan of Study, signed by advise
- Have an up-to-date, professional resume and cover letter
- Include a brief philosophy/vision statement of your hopes and personal goals
- Include a copy of your best communication work and an accompanying paragraph explaining why you feel that it is.

Tabbed Goals for Student Learning

- Begin each section after the tab with the text of the appropriate goal and a chronological list of the courses that you took that helped you achieve it.
- Follow with an essay, no more than one or two pages, that explores the essence of the goal, what you learned about it in your classes and how your samples illustrate the goal.
- Two samples of work from your classes that demonstrate your competency in the relevant goal. You may use samples from courses outside the School as long as the sample clearly shows relevance to the goal. If you have produced communication work in a job outside of UND, you may use such work samples. The majority of your samples, however, should be from your work as an SComm student.

Samples

There's a broad range of types of samples. These include:

- Essay exams
- Assignments such as stories, papers, projects
- Clippings of your published work.
- Fliers, posters, photos and other design work.
- Video or audio tapes, CDs, DVDs, etc.
- Reproduction of materials too large for the portfolio.

Portfolio Preparation

Remove grades and identifying information (your name, the class, semester) from the work. Use clean copies. If you got back work with suggested changes, you might want to make the changes to make your samples stronger. Three-hole punch all appropriate samples. Put other samples in three-holed sleeves or cases.

Your portfolio should be constructed with care and have the most professional appearance possible. Sloppy work or portfolios that depart from the requirements specified above will not receive a passing grade.

Lack of Work

If you find you don't have enough samples saved, you have other options. You can check with teachers to see if they have some of your samples. You can recreate work from previous classes. Or you can create new samples.

Electronic Portfolio

Electronic portfolios are collections of digital artifacts that demonstrate knowledge and skills gained throughout college years, as well as provide means for self-assessment and reflection. Electronic portfolios, also known as e-portfolios, digital portfolios, or multimedia portfolios, seamlessly integrate text, graphics, audio, and video materials, and help generate an impressive showcase of student experience and accomplishments. In this course, you will have a choice of unleashing your creativity and producing an electronic senior portfolio. You can earn up to **10% extra credit** by doing this.

Deadlines

- 5/12 Discussion of the School of Communication's goals for student learning.
- 5/15 Discussion of resume, cover letter, program of study, and presentation of goal 1.
- 5/20 Presentation and discussion of goal 2. Due: resume and cover letter.
- 5/22 Presentation and discussion of goal 3. Due: essays for goals 1 and 2.
- 5/27 Presentation and discussion of goal 4. Due: essay for goal 3.
- 5/29 Presentation and discussion of goal 5. Due: essay for goal 4.
- 6/3 Presentation and discussion of goals 6 and 7. Due: essay for goal 5.
- 6/5 Presentation and discussion of goal 8. Due: essays for goals 6 and 7.
- 6/10 Presentation and discussion of goals 9 and 10. Due: essay for goal 8.
- 6/12 Presentation and discussion of goal 11. Due: essays for goals 9 and 10.
- 6/17 Presentation and discussion of goal 12. Due: essay for goal 11.
- 6/19 Discussion and collection of portfolio contents. Due: essay for goal 12 and portfolio.