COURSE SYLLABUS
Fall 2022
August 22 – October 13, 2022
ONLINE
Portfolio
MIC50201-70
M.Ed.

Instructor: **Alan Cook**
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Office Hours: *Please schedule an appointment online:* 2526.us/meet
at least 8 hours in advance to ensure availability

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M/W @BEF230	3:45-4:45p *[schedule in advance at 2526.us/meet]*
T/R @Meigs Ctr.	03:45p-04:15p
T/R via MS Teams or phone	01:30-02:30p *[schedule in advance at 2526.us/meet]*

Dept. Secretary:740-245-7373   Office Fax: 740-245-7110

COURSE DESCRIPTION: The Portfolio course introduces to the student the importance of the portfolio as a means of self-assessing, self-reflecting, and self-correcting by self-documenting progress throughout this graduate program. Concepts related to teacher development, student portfolios, reflective thinking, and personality types will be explored, and a Personal Development Plan will be completed as a draft for the portfolio content.
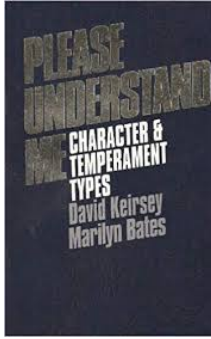
PREREQUISITES: None

CREDIT HOURS: 1 credit hour
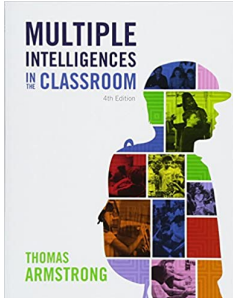
TEXTBOOK AND OTHER REQUIRED MATERIALS:
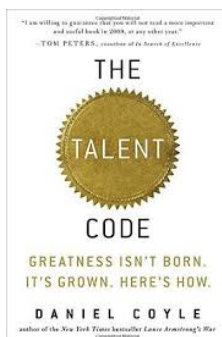
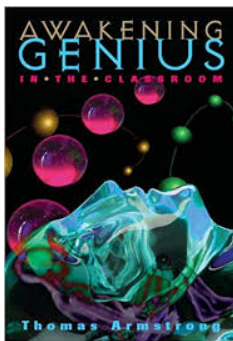*The Talent Code* by Daniel Coyle. ISBN: 978-0-553-80684-7

Please Understand Me by Keirsey and Bates. ISBN: 978-0960695409

Suggested materials:

Multiple Intelligences in the Classroom by Thomas Armstrong. http://www.ascd.org ISBN: 978-1416625094

Awakening Genius in the Classroom by Thomas Armstrong. http://www.ascd.org. ISBN: 978-0871203021

PROGRAM OUTCOMES: The following outcomes have been adopted for the degree program for which this course is required:

1. Address the need for each young person to develop and sustain personal dignity.

2. Plan toward maximum effectiveness of sharing knowledge through various sensory stimuli.

3. Demonstrate by application the theory of multiple intelligences and its significance in identifying alternative paths to acquiring general knowledge.

4. Demonstrate, by application, the effectiveness of authentic, performance-based assessment.

5. Investigate and adapt new learning theories as they relate to current practice and contemporary technology.

6. Initiate a continuous plan to present and support the arts and sports as a powerful means through which individual and collective human behavior is influenced.

7. Plan and implement individual creative activity and group projects relative to the entire curriculum.

8. Present the common concerns of human beings while respecting the desire of different people to retain their cultural identity.

9. Actively promote the concept that the cultures of all peoples can best be compared and understood through the arts and sports.

10. Demonstrate how creative activity can enable and support worthwhile learning.

11. Document the value of diversity to enrich the learning environment through personal experiences.

12. Develop and practice active learning strategies designed on the basis of brain-based research.

COURSE OUTCOMES: The following outcomes have been adopted for this course. *All outcomes* listed below have direct relevance to course material. Upon completion of this course students are expected to:

> To teach graduate students how to document their journey through the Graduate Program via the Portfolio and Journal.

COURSE GOALS AND OBJECTIVES: The following outcomes have been adopted for this course. *All outcomes* listed below have direct relevance to course material.

First goal: **Form the habit of journaling for professional development.**

Objectives which meet this goal:
- Personal journal entries exist for each journaling assignment
- Reflective thinking is used to explore your thoughts on how the course activities relate to your teaching/coaching
- Personal and professional goals (with thresholds) are stated

Second goal: **Write a Personal Development Plan, a draft for your Portfolio, that will make you proud.**

Objectives which meet this goal:
- The ePortfolio is submitted with substantive narrative sections
- Visuals are embedded in the ePortfolio
- Sample lesson plans are embedded in the ePortfolio

Third goal: **Learn to share your thoughts about assignments in online discussion.**

Objectives which meet this goal:

- Postings are made regularly in the online discussions
- Responses of substance are made to posts of others
- Spelling, punctuation and grammar demonstrate competence

Fourth goal: **Start documenting your professional activities.**

Objectives which meet this goal:
- A **documentation plan** is submitted
- Documents are included as samples
- Technical competencies are demonstrated

Fifth goal: **Prepare yourself to prove you will achieve the program outcomes.**

Objectives which will meet this goal:
- Program Outcomes are reviewed and discussed in the Personal Development Plan
- Issues of concern are stated along with a strategy for development

GRADING POLICIES/TESTING/ASSIGNMENTS/ATTENDANCE/EXPECTATIONS

Grade calculation	% of Grade	Grading Scale
Online Discussions	25%	A = 90 – 100%
Journal Reflections	20%	B = 80 – 89%
Activity Assignments	20%	C = 70 – 79%
FINAL: Personal Development Plan	35%	D = 60 – 69%
TOTAL	=100	F < 60%

Assignments: Assignments will be posted weekly on Canvas and will consist of projects (activity assignments), online discussions, journal reflections, watching videos, and ultimately the development of a Personal Development Plan (consisting of supporting evidence used to create an ePortfolio project), which is the final project.

TOPICAL/CLASS OUTLINE:

Date	Topic
W1 22-Aug	Go over Syllabus/Canvas course Journaling and Personality Types Goals with Thresholds
W2 29-Aug	Multiple Intelligences Begin working on résumé
W3 6-Sep	Introduction to Personal Development Plan (PDP) Review Program Outcomes
W4 12-Sep	The Talent Code Part I & Part II Reading Habits Documenting professional activities
W5 19-Sep	The Talent Code Part III "Master Coaching" Growth Mindset
W6 19-Sep	Submit Draft PDP + post for peer feedback Rubric Evaluations
W7 26-Sep	Revise PDP
W8 3-Oct	Submit PDP

Participation: Classroom participation for face-to-face classes may be graded on classroom activities/discussions while online student participation will be graded on completion of assigned online assignments/discussions. These assignments will be required to be completed during the face-to-face course or at the conclusion of the week for students participating online.

Face-to-Face Lab Behavior: Phones should be set to vibrate or silent to allow students to receive emergency notifications without disruption of the classroom. Devices such as laptops, smartphones, Internet-connected devices and university provided computers should be used ONLY to enhance the course (such as looking up information for discussion/in-class activities, etc.) and NOT become a distraction to the learner or other students in the classroom (texting, etc.). Headphones/earphones (even just in one ear) or non-religious/unapproved headgear (hats or hoods, etc.) that cover ears should not be used/worn during classroom instructional activity time. Students should be aware of and respect posted policies in lab classrooms, such as "no food and drinks". Students who are not engaged in the face-to-face classroom may forfeit participation points.

We are Rio. Learning, living, and working in the community are vital to our Mission at URG/RGCC. The COVID-19 pandemic and the risks posed to our community and the world require that each of us observe heightened well-being and safety measures in the coming academic year. Your safety, health, and well-being, as well as that of our faculty, staff, and guests to campus are our primary concern, and we want to support you in any way that we can. We have expectations that you act responsibly in order to mitigate risk to others. We cannot fully eliminate risk—no one can; however, we can and should mitigate risk. Keep in mind that wearing masks on campus is mandated and that social distancing should be maintained.

Email Communication: To avoid messages from being filtered/not delivered, all student and faculty communication should be restricted to official university supplied email addresses. If you need a call back, please include a phone number in your email message. Email messages should always be professional and include your full name and course information (course and section #).

Incomplete Grades: Student must meet the requirements for an incomplete grade and submit a completed application (available from the registrar) for an incomplete grade, including an explanation for the request and documentation. The university charges a fee for incomplete grades. The application should be submitted to the instructor before the beginning of finals week.

Course Survey: Student are expected to complete a course evaluation survey before the end of the semester through the online evaluation system. Course survey information is requested before the end of the semester, but survey results are withheld from instructors until after grades have been submitted. Course evaluations are necessary for the school's accreditation and assist with the institutional assessment and future planning.

ACADEMIC SUPPORT SERVICES

ADA Statement - Accommodations and Student Accessibility Services
Students who wish to receive reasonable accommodations due to a qualifying ADA disability, should contact the Office of Accessibility to learn more about requesting accommodations. Students must be registered with the Office of Accessibility in order to receive accommodation services. Those interested in learning more about requesting accommodations or who are not

certain whether they have a qualifying disability may contact Stephanie Alexander, PhD, Director of Academic Support Services and Student Accessibility at: accessibility@rio.edu or (740) 245-7366. The Office of Accessibility is located in the Academic Support Services Suite, Suite 08, on the ground floor of the Jeanette Albiez Davis Library. The Office of Accessibility offers virtual, phone, and face-to-face appointments.

Tutoring and Writing Assistance: The Jenkins Academic Center offers free tutoring in many subjects as well as writing assistance, basic skills instruction, and an open computer lab to all Rio students. To schedule a tutoring appointment or to learn more about tutoring services, contact Kelsey Doughman, MEd (tutoring coordinator and professional math tutoring specialist) at (740) 245-7176 or jenkinscenter@rio.edu. To schedule a writing assistance appointment or to learn more about using the Jenkins Center "OPS" (online paper service), contact Adam Hollingshead, MA (professional writing specialist) at (740) 245-7333 or jenkinscenter@rio.edu. The Jenkins Academic Center is located on the ground floor of Davis Library. The Jenkins Academic Center offers tutoring and writing assistance in virtual, phone, and face-to-face formats.

BRAINFUSE: A link to Brainfuse, an online tutoring and writing assistance service that is available 24/7 is available in all Canvas classrooms. To find the link, scroll down the navigational menu until you see the word "brainfuse." Click the word and you will be taken to a link that will take you to the service.

MENTAL WELLNESS SERVICES: As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Confidential mental health services are available to assist you with addressing these and other concerns you may be experiencing. Contact Brittany Franklin, Director of Rio Mental Wellbeing, at (740) 245-7439 or bfranklin@rio.edu. The office of Mental Wellbeing is located in Rhodes Student Center, room 118.

ACADEMIC HONESTY & INTEGRITY: As educational institutions, the University of Rio Grande and Rio Grande Community College seek to nurture a high standard of academic honesty and integrity in students, faculty, and staff. All persons are expected to present and represent their own original work and to fully and properly credit sources of information used in the preparation of their own original work. Any person committing an act of plagiarism, cheating, attendance fraud, or other form of academic dishonesty is subject to the fullest measure of consequences, including course failure and suspension. Repeated violations will subject the student to automatic academic suspension with failing grades for not less than one academic year. Failing grades assigned because of academic dishonesty will not be eligible for forgiveness under the Academic Policy.

FERPA: The University of Rio Grande and Rio Grande Community College are committed to fully respecting and protecting the rights of students under the Family Educational Rights and Privacy Act (FERPA). These rights generally include the right to inspect, review and seek amendment to the student's education records and the right to provide written consent before personally identifiable information from education records is disclosed. Under FERPA, students have the right to file a complaint with the US Department of Education concerning alleged failures

to comply with FERPA. Please see the Student Records Confidentiality/Rights Under FERPA section of the Student Handbook for details and more information.

COPYRIGHT: Materials used in association with this course may be copyright protected. These items are provided for educational purposes and are intended for the use by only those students officially enrolled in the course. Individuals may not copy, duplicate, download, or distribute any of these items outside this course without first considering United States copyright law (Title 17, US Code) and Rio Grande's copyright-related policies.

WITHDRAWAL: See the Student Handbook for withdrawal information and the current university course schedule for last day during the semester to withdraw from course.

** This syllabus is not to be construed as a contract with the student and may be subject to change**