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*Memorandum*

TO: Students in TCOM 291

FROM: Kari Finlayson and Rodrigo Yanez, Instructors

Arts & Science

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**RE: Portfolio (35%)**

Purpose:

The purpose of this assignment is to prepare an e-portfolio that you can use during your interview process. These skills reflect learning outcome 2 create employment documents.

Your portfolio will display your educational career, class assignments, and other samples of your work. You will use your resume assignment to help describe your skills and achievements.

A home page will introduce viewers to your e-portfolio. Consider how the presentation of the overall portfolio demonstrates your skillset. You can use any web platform for your e-portfolio (GitHub pages, Google Sites, Squarespace, Wix, etc.). For the purposes of this assignment, you can password protect your portfolio if you are concerned about sharing your work with the public.

Your e-portfolio must contain the following components:

* About You
* Contact Information
* Skills and Experience
* Artifacts that demonstrate your abilities and accompanying reflective statements (minimum three that demonstrate unique relevant skills)

**Due Date:**

**Submission Method:** Dropbox

**Late penalty applies.**

Turnitin is available for this assignment.

Please contact your instructor for any questions regarding the assignment or if something interferes with your ability to complete your assignment on time.

**Academic Integrity**

Saskpolytech expects students to uphold academic integrity to protect the credibility of your program. It is expected that you understand and follow the rules. Please ask if you need clarification. Instructors are required to check your work to ensure that it is following academic integrity. By submitting your assignment, you agree  
to these terms.

Academic misconduct is conduct which undermines academic integrity by using illegitimate or dishonest means in order to achieve academic success. Acts of academic misconduct may create an unfair academic advantage for the student who committed the violation and compromise Saskatchewan Polytechnic’s ability to assess a student’s academic achievements. Violations include but are not limited to plagiarism, cheating, falsification of documents, impersonation, misrepresentation, and procurement.

Artificial Intelligence (AI) can be a helpful tool for student learning. However, misuse of this tool does break academic integrity due to the work not being representative of your own and can also fall under collaboration. Using AI to complete an assignment and represent it as your own work qualifies as academic misconduct. Misuse of AI does constitute as plagiarism and will be dealt with according to plagiarism policies. Please consult your instructor or program head for any questions regarding appropriate AI use.

You must acknowledge the following:

1. I am familiar with the content of Policy 1211(a) – “Student Code of Conduct – Academic” and its related Procedures, including the “Definition of Academic Misconduct” in section 3.1, “Violations of Academic Student Conduct” in section 4.0, and the potential “Sanctions” in section 6.0.

2. The material presented in this assignment is the product of my own work and research and was not obtained from a prior or current student or any third party.

3. I have acknowledged any direct quotations of the material of others through the use of quotation marks and appropriate citing of sources.

4. I have cited any sources that I used for both direct quotations and material summarized from the work of others.

5. I have not collaborated with other students in completing this assignment except to the extent explicitly permitted in the instructions for this assignment.

6. I have not submitted this assignment, in whole or in part, for an assessable assignment in any other course, except where explicitly permitted by the instructors.

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| **Criteria** | **Met (1)** | **Not Met (0)** |
| Clear Purpose | The site has a well-stated and clear purpose. | The purpose of the site may be unclear. |
| Personalized Career Goals | Tailored and highly personalized statement of interest in the field and career goals. | Statement of interest in the field and career goals may read as generic. |
| Contact Information | There is a clear and visible way on how to contact the author. | There is no clear and visible way on how to contact the author. |
| Relevant Links | The site includes relevant links for additional contact (Linked In, social media, projects). | The site does not include relevant links for additional contact (LinkedIn, social media, projects). |
| Currency | Every web page includes a statement of authorship and either a date of publication or a date last edited. | Not every page includes a statement of authorship and either a date of publication or date last edited. |
| Navigation | Links for navigation are clearly labelled, consistently placed, and allow the reader to easily navigate the site. | The site may be difficult to navigate. |
| Layout | The layout is attractive to the audience and useable. | The layout is not attractive to the audience or may not be easily useable. |
| White Space | White space is used effectively to organize materials. | White space is not used effectively to organize materials. |
| Graphic Elements | Graphic elements are used to effectively organize materials and are relevant to the written text. | Graphic elements are not well placed to help with organization or may not be relevant to the purpose of the site. |
| Font | The font is consistent, easy to read, and has appropriate style. | The font is inconsistent, hard to read, or may not be appropriate for the purpose of the site. |
| Font Styles | Use of font styles (italics, bold, underline) improves readability. | Use of font styles is inconsistent or distracting. |
| Memorability | The reader remembers your web site or content after leaving your portfolio (design or content). | There is no lasting impact on the reader after leaving the port |

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|  | **Excellent (4)** | **Good (3)** | **Developing (2)** | **Unsatisfactory (1)** |
| Generates Interest | The student’s site engages the reader and makes the student stand out as a potential candidate. | The student’s site is engaging. | The student’s site has engaging elements. | The student’s site may cause an employer to be disinterested or the site risks candidacy. |
| Skills and Experience | Contains detailed and persuasive descriptions of relevant skills and experiences. Generates reader excitement. | Contains fairly detailed and fairly persuasive descriptions of relevant skills and experiences. | Provides some descriptions of relevant skills and experiences. Further detail needed and or further connection to the site’s overall purpose. | Limited or minimal descriptions of skills and experiences. |
| Practical Skills | Specific details about the author’s practical skills are stressed. Achievements are highlighted. | Specific details about the author’s practical skills are stressed. | Provides some descriptions of practical skills. Further detail needed and or further connection to the site’s overall purpose. | Vague, generalized, or limited evidence of practical skills. |
| Employability Skills | Specific details about the author’s employability skills are stressed. Achievements are highlighted. | Specific details about the author’s employability skills are stressed. | Provides some descriptions of employability skills. Further detail needed and or further connection to the site’s overall purpose. | Vague, generalized, or limited evidence of employability skills. |
| Artifact #1 Skills | Artifact is expertly chosen, contributing to a clear narrative of the author’s practical and employability skills. | Artifact reflects the author’s practical and or employability skills. | Artifact suggests the author’s practical and employability skills. Further details needed. | Artifact does not clearly support author’s practical and employability skills. |
| Artifact #1 Reflection | Reflection is highly personalized, concisely summarizes the artifact, analyzes the experience, and makes specific plans for the future. | Reflection is personalized, summarizes the artifact, analyzes the experience, and makes plans for the future. | Reflection summarizes the artifact, analyzes the experience, and may set plans for the future. | Reflection is vague. More information is needed. |
| Artifact #2 Skills | Artifact is expertly chosen, contributing to a clear narrative of the author’s practical and employability skills. | Artifact reflects the author’s practical and or employability skills. | Artifact suggests the author’s practical and employability skills. Further details needed. | Artifact does not clearly support author’s practical and employability skills. |
| Artifact #2 Reflection | Reflection is highly personalized, concisely summarizes the artifact, analyzes the experience, and makes specific plans for the future | Reflection is personalized, summarizes the artifact, analyzes the experience, and makes plans for the future. | Reflection summarizes the artifact, analyzes the experience, and may set plans for the future. | Reflection is vague. More information is needed. |
| Artifact #3 Skills | Artifact is expertly chosen, contributing to a clear narrative of the author’s practical and employability skills. | Artifact reflects the author’s practical and or employability skills. | Artifact suggests the author’s practical and employability skills. Further details needed. | Artifact does not clearly support author’s practical and employability skills. |
| Artifact #3 Reflection | Reflection is highly personalized, concisely summarizes the artifact, analyzes the experience, and makes specific plans for the future | Reflection is personalized, summarizes the artifact, analyzes the experience, and makes plans for the future. | Reflection summarizes the artifact, analyzes the experience, and may set plans for the future. | Reflection is vague. More information is needed. |
| Spelling and Grammar | There are no errors in spelling, punctuation, or grammar on the website. | There are minimal errors in spelling, punctuation, or grammar on the website that do not interfere with reader’s understanding. | There are multiple errors in spelling, punctuation, or grammar which may affect reader’s understanding. | There are multiple errors in spelling, punctuation, or grammar which greatly affect reader’s understanding. |