

## Syllabus

### Welcome!

I'm delighted to welcome you to EDUC 200 Professional Portfolio Development. Creating web pages is a valuable skill for a teacher to learn. Your portfolio is a central part of you School of Education preparation (and licensure!). I hope you find this course compelling and useful.

Reading and responding to this syllabus is an assignment. See below.

### Contact Info

**Email:** [kbuchana@uwsp.edu](mailto:kbuchana@uwsp.edu).

**Website:** <http://KymBuchanan.org>

**Cell phone:** Announced in class [emergencies only]

**Office phone:** (715) 346-2906 [email is usually faster]

**Office:** CPS 446

**Office hours (Fall & Spring):** Mon & Tue, 1:00 - 1:50 pm

### Intended Learning Outcomes

If you bring sufficient ability and apply reasonable effort to this course, you should leave able to:

1. Understand and appreciate the purposes and value of a professional portfolio, including being able to:
  - a. **Actively reflect** on your teaching identity, including your teaching voice and your growth, where active reflection involves critical thinking, synthesis, and self-evaluation (not just collecting work samples), especially through a guided process of Self Evaluation,
  - b. Begin meeting the **requirements** of the School of Education portfolio sequence,
  - c. Begin meeting the **requirements** for an entry-level Wisconsin teaching license;
2. Select and use **technology** appropriately and effectively when creating, expanding, and maintaining a professional portfolio;
3. **Collaborate** with colleagues/peers in developing the above capabilities, especially through a guided process of Peer Evaluation.

Note that you should be *able* to do these things. Whether you actually *do* them in the future, as a teacher, is up to you.

This course primarily addresses 2 of the 10 Wisconsin Teacher Standards (WTS): 6. Teachers communicate well, and 9. Teachers are able to evaluate themselves.

### Kat & Other Technology

Kat is a course management system, like D2L. However, I'm building Kat myself. Kat can do many unusual things, including letting you complete assignments and communicate in special ways (as you'll discover). Kat lets us do things in this course that wouldn't be possible otherwise. But Kat isn't as polished or as complex as D2L, because I'm a better professor than programmer. Kat is named in honor of Julia Stiles' character in the movie *10 Things I Hate About You* (and her Shakespearean inspiration).

Through Kat, I try to provide current, confidential access to your scores, feedback, and grade. If you ever suspect an error, please let me know.

### *Dreamweaver & Other Programs*

There are many programs for creating web pages. I have tried most of them. I strongly believe that **Adobe Dreamweaver** is the best program. I urge you to use Dreamweaver, and all my demonstrations and examples will be in Dreamweaver. Dreamweaver is available on all campus computers.

However, if you already own or know how to use Microsoft FrontPage or another program, I won't require you to use Dreamweaver. There are many good reasons to choose a program besides Dreamweaver.

There are many programs for editing images (e.g., photographs). Some are free, or come pre-installed on some computers (e.g., Adobe Photo Album). Any of these programs is adequate for the kinds of editing you'll do in this course (e.g., resizing, cropping). However, **Adobe Photoshop** is probably the best program for editing images. All my demonstrations and examples will be in Photoshop.

### *SOE Portfolio Studio*

Thursdays, 7:00 pm – 9:00 pm

Weeks 4-15 (Fall & Spring)

Location: TBA

The Portfolio Studio is a drop-in computer lab for all SOE students. It's especially designed for students in EDUC

200, EDUC 300, and EDUC 400. You can get help with technology, design, and/or the content of your portfolio. The studio is free, optional, and friendly. For this course, the Portfolio Studio is essentially additional, optional labs.

## Course Requirements & Basis for Grade

### About Assignments

All the assignments are listed at the end of this syllabus. Directions and rubrics for all the assignments are in Kat. I'm always happy to answer questions on an assignment, so please don't hesitate to ask.

There are very few assignments for this course. Each assignment is worth a significant percent of your grade. There is no final exam. I'm always happy to answer questions on an assignment, so please don't hesitate to ask.

There is only one rubric for this course. You will use the same rubric to evaluate another student's portfolio (Peer Evaluation) and to evaluate your own portfolio (Self Evaluation). I will use the same rubric for my Final Evaluation of your portfolio. Kat has the rubric. You will record all points and comments in Kat, and you will view your points and comments in Kat.

### Partnering & the Peer Evaluation

You evaluate another student's portfolio (in Kat). You receive points for doing this assignment. Your evaluation does *not* affect that student's grade. You may choose a partner and email me his/her name, or I will randomly assign a partner. When you're ready for your partner to evaluate your portfolio, email him/her.

There is a due date for completing the Peer Evaluation. If your partner asks you to evaluate his/her portfolio at least 1 week before the due date for the Peer Evaluation and you don't, you'll lose points. Similarly, if you ask your partner to evaluate your portfolio at least 1 week before the due date for the Peer Evaluation and he/she doesn't, you can continue with the Self Evaluation and turn in your CD.

### Grading Scale

Your grade is based on how many points you earned (X), divided by how many points you could have earned (Y). Based on that simple division ( $X \div Y$ ), I will assign your final grade:

- 93-100% = A
- 90-92.9% = A-
- 87-89.9% = B+
- 83-86.9% = B
- 80-82.9% = B-
- 77-79.9% = C+
- 73-76.9% = C
- 70-72.9% = C-
- 60-69.9% = D

I reserve the right to bump a grade up (especially if it's close) based on my professional judgment. I will never bump a grade down. Don't ask me to bump your grade; I will ignore any such request. I don't give extra credit.

### Other Policies

I'm regularly impressed with the character of students at UWSP. However, on rare occasions I've had to deal with misconduct (e.g., plagiarism). Hence, I need to include the following policies in writing.

#### Late Work

You receive points for turning your CD in by the "Turn in CD on Time" deadline. You either receive full points or zero points. I won't accept CDs after a certain date.

#### Conduct & Integrity

This course is part of a professional preparation program. You are preparing to work as a teacher—an adult with the awesome duty of teaching and guiding young people. Your conduct in this course should demonstrate your qualifications for this duty. I will treat you as a future professional, and I expect you to demonstrate your qualifications in many ways.

I expect you to come to class promptly and regularly, prepared to actively and fully participate in the activities. I expect you to respect me, your peers, and anyone else. I expect you to take responsibility for managing your life so that you complete all assignments on time. If you are unable to meet these expectations (e.g., attendance, assignments), I expect you to communicate with me and anyone else affected (e.g., your partner) as soon as possible, and to suggest a clear, fair plan to address the problem.

I expect you to complete your assignments with integrity. For most assignments, you will be free to use resources and people inside and outside of this course. Some assignments will even require this. However, I expect you to give proper credit for anything that isn't your own

original work. I urge you to make intellectual integrity a central part of your teaching identity. Teachers routinely use other people's work (e.g., lesson plans). But accidentally or deliberately leaving off credit is professionally and morally wrong.

Any misconduct can have serious consequences for your grade, continued preparation, licensure, and job search. I devoutly hope you and I never have to discuss such things.

## Textbook & Supplies

There is no required textbook for this course. Any reading assignments will be available via e-reserve and handouts.

## EDUC 200, EDUC 300, & EDUC 400

This is the first course in a series of 3 courses designed to help you develop your electronic portfolio. In this course you will learn about basic web design, and you will set up the essential framework for your portfolio. In the second course, EDUC 300, you will learn about advanced web design, while focusing on filling and personalizing your portfolio. You'll take the third course, EDUC 400, when you're student teaching. This is because you'll create many of the essential elements of your portfolio while you're student teaching. Your supervisor for student teaching approves your final portfolio. However, EDUC 400 doesn't include much/any instruction on web design.

Any delay in completing your portfolio can delay your teaching license (and graduation). Consider carefully how you plan to complete your portfolio on time at the end of EDUC 400. However busy and stressed out you feel right now, you will almost certainly be *far more busy and stressed out* when you are student teaching. I urge you to make the most of EDUC 200 and 300. Try to learn as much as possible about web design now, and to build as much of your portfolio as you can.

## Exceptional Needs

I'm dedicated to accommodating the needs of my students. I don't believe that equal treatment is the same as fair treatment. This means that if any course requirement or part of a requirement seems unfair to you (based on your needs), I'm happy to make accommodations. Please contact me with any concerns, and we can address them confidentially.

## Acknowledgments

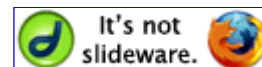
Many people have helped me develop my teaching identity and my materials. I am particularly indebted to: Pat Shaw, Larry Riggs, Sue Slick, and my other colleagues at UWSP; Rand Spiro and Jere Brophy at Michigan State University; Manuel Mateo; and Mary Jane Pelson.

## Assignment: Respond to the Syllabus

Reading this syllabus is an assignment. When you've finished, please log into Kat and complete the Respond to the Syllabus assignment. This is a participation assignment, which means you either earn the full points for participating or 0 points for not participating.

[Kat](#) > [200](#) >

Last revised 9/2/08



[General](#) . [Presentation](#)



# Gradebook



Kat has more information...



You aren't logged into Kat.

Sort by:  Title  Due ...

Sorted by due, title

Tue 02 Sep, 08:52 pm

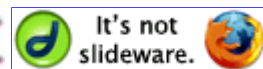
#	Assignment	Points Possible	Due
1	<a href="#">Respond to the Syllabus</a>	1	Fri 26 Sep, 09:00 am
2	<a href="#">Peer Evaluation</a>	1	Mon 24 Nov, 09:00 am
3	<a href="#">Self Evaluation</a>	1	Mon 01 Dec, 05:00 pm
4	<a href="#">Turn in CD on Time</a>	1	Mon 01 Dec, 05:00 pm
5	<a href="#">Final Evaluation</a>	13	Mon 01 Dec, 05:00 pm
<b>Total</b>		<b>17</b>	



You aren't logged into Kat. [Login?](#)

Never doubt that a small group of thoughtful committed citizens can change the world: indeed; it's the only thing that ever has. -Margaret Mead ([more quotes](#))

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CSS: [General](#) | [Presentation](#)

Some content and curriculum based on work by: Larry Riggs, Pat Shaw, Sue Slick, and others at the University of Wisconsin Stevens Point, Stevens Point, Wisconsin, USA.