LSC 5566- Professional e-Portfolio

Culminating Course for the Letter of Completion

Technologies for Digital Literacy

(1 credit course)

Syllabus

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Contact Information for Cynthia Keller

<table>
<thead>
<tr>
<th>Home Office:</th>
<th>Mansfield Office:</th>
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</thead>
<tbody>
<tr>
<td>255 Audubon Court</td>
<td>Mansfield University</td>
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<tr>
<td>Chambers burg, PA 17202</td>
<td>Retan Center 202</td>
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<tr>
<td>Home Fax: 717-709-0032</td>
<td>MU Office: 570-662-4400</td>
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<tr>
<td>Cell: 717-816-6995</td>
<td>Office Fax: 570-662-4334</td>
</tr>
</tbody>
</table>

E-mail: ckeller@mansfield.edu

Office hours - By phone 7:00 am to 7:00 pm EST Monday through Friday

Email - anytime

Best point of contact is by Email (MU address)

SL&IT Home page [http://sl-it.mansfield.edu/](http://sl-it.mansfield.edu/)

Prerequisites

9 credits (LSC 5511, LSC 5541, and LSC 5546) completed in the Letter of Completion (LOC) program, Technologies for Digital Literacy. All courses are offered online through Desire2Learn course software.

Course Descriptions/Goals

This course serves as the capstone of the Letter of Completion program. Students who are registered for this 1-credit course will complete a profession electronic portfolio that includes a purpose and use, curriculum vita, cover letter, and various artifact (example) that demonstrates the level of competency in using and applying technology for digital literacy. The artifacts can be assignments completed for the LOC courses or can be from personal library/classroom experiences.

Student Learning Outcomes aligned with the Program Outcomes - ISTE Standards

- Post a profile with a professional picture in the Forum and review colleagues' profiles.
- Compose an effective and impressive curriculum vitae that includes the various CV areas as explained on the assignment rubric.
• Create a generic cover letter that can be used when applying for a position

• Write a purpose and use for the eportfolio

• Apply critical thinking skills and select artifacts for the professional portfolio that demonstrate competencies related to technologies and digital literacy.

• Create an professional electronic portfolio using a web based software program. The portfolios should not only be attractive but must include the specific areas/information as stated on the rubric.

**Required Readings**

The text books required for this course are listed here. You can order directly from the Mansfield University Bookstore ([http://www.mansfieldbookstore.com/](http://www.mansfieldbookstore.com/)) or purchase new or used online at Amazon.com, Barnes & Noble, Borders, etc.

Text books:


Articles:

Keller, Cynthia. "The "BUZZ" about Creating a Professional E-Portfolio." *School Library Media Activities Monthly* 2006:56-58. - This article is on ereserve at North Hall Library. The password to use to access this article is: ced7.

Keller, Cynthia. "E-Portfolios for Reflective Practice, Advocacy, and Professional Growth." *School Library Monthly* 2013: 8-10. This article is on ereserve at North Hall Library. The password to use to access this article is: ced7.

Websites:

Yola, Google Sites, Weebly, Webs, Wix, LiveBinder, etc.

**Course Requirements**

Before taking this course, students must have completed at least 9 credits, LSC 5511, LSC 5541, and LSC 5546, and have maintained a 3.0 GPA. LSC5566 is designed to include a variety of activities to measure and evaluate student competencies in applying and using technologies for digital literacy. It is vital that students adhere to the due dates as presented in the calendar below. All assignments have accompanying rubrics so the student understands what elements of each assignment will be graded and
the value of each one. You should use the rubric as a final checklist before submitting assignments. Please use the required file name format when submitting assignments. Jones_1_1purpose and use_556 (where 556 is the course number, Jones is your last name, 1_1 is the module and assignment number, and purpose and use is the brief title or keyword that identifies the assignment.

I encourage you to keep up with your reading so that you will have the necessary background knowledge to respond to each assignment in a professional manner. You know the number of hours that you must spend on an online course in order to do your best work.

Throughout the semester you will need to take responsibility for your work and construct knowledge. Students are expected to follow the instructions in all modules and to turn in assignments when they are due.

The forums are very important. This is the time you will interact with your fellow classmates. While I will be monitoring the forum discussions, students are expected to proceed without a great deal of interaction with the instructor.

Course Evaluation

See Course Outline below for assignments and dates the assignments are due. (See assignment in the Course Content area of D2L for details and for the rubric.)

Student Expectations

- I expect to receive all assignments on or before the due dates. Note that all assignments are due on Sunday night at Midnight, EST. (see grading policy below)
- I expect students to complete their reading assignments before attempting to complete an assignment.
- I expect students to check the Forum at least every other day and to actively participate in the discussions during the week and not just on the last day.
- I expect students to submit original work and to use the MLA format to cite print and electronic sources.
- I expect students to demonstrate intellectual honesty

Faculty Expectations

- I will be prompt in my grading and responding to your emails and telephone calls.
- I will be participating, when appropriate, in the Forums but know that I will be monitoring all sessions.
- You and your needs are of the utmost importance to me, so do not hesitate to contact me when necessary.
- I will deduct points from any assignment that has been turned in late without prior approval. (See policy above)
- I am always available via email and I will usually get back to you within a few hours.

**Student Learning Outcomes**

Upon completion of this course, students will be able to:

**Module 1**

Network with their peers in the class. They will identify career and personal goals after completing the Letter of Completion.

Create curriculum vita that will highlight their education and work history, their special skills and training, presentations and publications, etc.

ISTE Standards 2a, 3b, 3c, 4c, and 5a

**Module 2**

Write an impressive cover letter that can be published on the e-Portfolio.

Collaborate with their peers to create a list of possible interview questions and discuss effective interview practices.

Participate in virtual mock interviews.

ISTE Standards 1b and 3a

**Module 3**

Select a web based software program to plan, create, and design a professional e-Portfolio.

Write a purpose and use for the professional e-Portfolio.

ISTE Standards 1a, 1b, 1d, 2a, 3a, 3c, 4a, 4b, 4c, 4d, and 5c

**Module 4**

Critically reflect and select artifacts, print and electronic, that demonstrate competencies related to digital literacy. Each artifact will be explained and an inclusion rationale provided.

Finalize the final professional e-Portfolio and ensure that multi technologies are represented.

Peer review professional e-portfolios completed for this course.

ISTE Standards 1a, 1b, 1c, 1d, 2a, 3a, 3c, 4a, 4b, 4c, 4d, and 5c
# Course Outline with Assignments linked to Student Learning Outcomes aligned with the Program Outcomes - ISTE Standards

<table>
<thead>
<tr>
<th>Module &amp; Assignment Number</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>Module 1, Assignment 1</strong></td>
<td></td>
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<tr>
<td>Publishing your profile with a picture to the Forum</td>
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<td>10</td>
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<tr>
<td>ISTE Standard</td>
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<tr>
<td>SLO 1</td>
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</table>

| **Module 1, Assignment 2** | | 40 |
| Creating a professional curriculum vita | | |
| ISTE Standard | | |
| SLO 2 | | |

| **Mod 1 Total** | | 50 |

| **Module 2, Assignment 3** | | 50 |
| Preparing for the Interview and participating in a mock interview | | |
| ISTE Standard | | |
| SLO 3 | | |

| **Module 2, Assignment 4** | | 25 |
| Writing a cover letter | | |
| ISTE Standard | | |
| SLO 4 | | |

| **Mod 2 Total** | | 75 |

| **Module 3, Assignment 5** | | 100 |

<p>| <strong>Module 3, Assignment 5</strong> | | 100 |</p>
<table>
<thead>
<tr>
<th>Module</th>
<th>Assignment</th>
<th>Title/Description</th>
<th>ISTE Standard</th>
<th>SLO’s</th>
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<tbody>
<tr>
<td>3</td>
<td></td>
<td>Initiating a professional e-Portfolio including the Purpose and Use</td>
<td></td>
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<tr>
<td>4</td>
<td>7</td>
<td>Module 4, Assignment 7 Finalizing the professional e-Portfolio</td>
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<td></td>
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<tr>
<td>4</td>
<td>8</td>
<td>Module 4, Assignment 8 Peer review of e-Portfolio</td>
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| Mod 3 Total | 100 |
| Mod 4 Total | 125 |
| Total Points | 350 |

**Grading Scale 1- Credit Course**

Assignments will be graded according to the rubric presented with each module assignment. Cynthia Keller is the instructor of record for this class. Only the instructor of record for this class can issue a final grade.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Quality Points</th>
<th>Seminar Points (Points Total)</th>
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<tbody>
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<td>-----------------</td>
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<tr>
<td>A-</td>
<td>94-90</td>
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<tr>
<td>B+</td>
<td>89-87</td>
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<tr>
<td>B</td>
<td>86-83</td>
<td>Above Average</td>
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<td>B-</td>
<td>82-80</td>
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<tr>
<td>C+</td>
<td>79-77</td>
<td></td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>76-73</td>
<td></td>
<td>2.0</td>
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<tr>
<td>C-</td>
<td>72-70</td>
<td>Acceptably Passing</td>
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<tr>
<td>D+</td>
<td>69-67</td>
<td>Does Not Count for Graduation</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
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<td></td>
<td>1.0</td>
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<tr>
<td>D-</td>
<td>62-60</td>
<td>Does Not Count for Graduation</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>59-</td>
<td>Does Not Count for Graduation</td>
<td>0.0</td>
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**Grading and Late Submission Policy**

Assignments are graded on how well the student demonstrates an understanding of the concepts examined in the course. All students are expected to participate actively and substantively in online discussions and in group and partner work. All students are expected to write at a graduate level and follow MLA citation format. Students needing further explanation on any assignment should contact the instructor immediately.

Students are expected to turn in all work on or before the due date. Though instructors are sympathetic to the needs of adult learners, students are responsible for contacting the instructor as soon as possible concerning events that may impact course requirements and deadlines. Since assignments often build on previous course activities, late assignments will be marked down one grade letter and will not be accepted after one full week from the due date. Instructors will handle chronically late submissions of assignments on an individual basis.

Instructors will grade student work according to the scoring rubrics/checklists provided with every
assignment. Students may request one resubmission of an assignment in each course. If the instructor agrees s/he will then set a new due date, and average the grade of the resubmitted assignment with the first attempt.

The Academic Dismissal Policy in the graduate catalog states “A student who receives an F in a course is automatically dismissed from the University. A student whose cumulative QPA (quality point average) is below 3.0 at the end of any semester is placed on academic probation until the QPA rises to a minimum 3.0. Failure to achieve the minimum QPA within one academic year will result in dismissal from the University.”

**Academic Integrity**

Students are expected to do their own academic work and submit original work. Where resources and sources of information are used, credit must be given to the original source, following the citation format of the *MLA Handbook for Writers of Research Papers*.

Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism is unacceptable. Deliberate plagiarism as well as unintentional plagiarism is a serious issue. Additionally, unauthorized multiple submission of academic work is subject to the same penalties as plagiarism.

Any form of cheating, which includes plagiarism or collusion, may result in an F for the course and/or the filing of academic dishonesty charges with the Provost’s office. Students are advised not to lend or share previous course work with other students, as this could lead to work being used by others for academic advantage. It should be noted that in this situation, the original owner of the course work will be liable for academic action regardless of his/her knowledge or lack of the other student’s intent.

Additional information concerning academic dishonesty can be found in the [Graduate Catalog](http://mansfield.edu/desire2learn/), which outlines the procedures faculty will use to initiate disciplinary action in cases of academic dishonesty and the [SL&IT Student Online Handbook](http://library.acadiau.ca/tutorials/plagiarism/), which outlines student options for defending against dishonesty charges.

The following is a link to a ten-minute interactive tutorial from Acadia University designed to teach students the basics of avoiding plagiarism by learning why, when, and how to cite information sources:

[http://library.acadiau.ca/tutorials/plagiarism/](http://library.acadiau.ca/tutorials/plagiarism/)

**Desire2Learn Assistance and Technical Support**

Mansfield University provides Desire 2 Learn Resources for Students at [http://mansfield.edu/desire2learn/](http://mansfield.edu/desire2learn/)

**Student Participation in Courses**

Although online courses may indicate self-paced study, the School Library & Information Technologies courses include assignments that require students to progress through course modules according to a
posted schedule. To read the policy on student absences from courses, please refer to the SL&IT Online Student Handbook.

**Copyright**

The University fully supports the Copyright Laws of the United States. Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to any original work in any tangible medium of expression. Images displayable on computer screens, computer software, music, books, magazines, journals, photographs, and articles are among items subject to copyright. A work need not be explicitly labeled with a copyright notice to be afforded copyright protection. For more information on Copyright please consult the Mansfield University Copyright Information website: [http://mansfield.libguides.com/copyright](http://mansfield.libguides.com/copyright).

**Americans with Disabilities Act (1990):**

If any student needs modification of materials and/or teaching procedures due to a disability, please notify the instructor. Academic & Human Development (AHD) office should also be contacted.

Any students with documented psychological or learning disorders or other significant medical conditions that may affect their learning should work with AHD in our Counseling Center (144 South Hall, Phone: 662-4824) to provide me with an appropriate letter so that I may serve their particular needs more effectively. If you have an exceptionality that requires class or testing accommodations, AHD office will work with us to identify and implement appropriate interventions.

**HEA Student Consumer Information**

General Institution information, as well as information about Student Financial Assistance, Health & Safety, and Student Outcomes is located on the HEA Student Consumer Information web site: [http://mansfield.edu/HEA/](http://mansfield.edu/HEA/).

**MU Teacher Education Unit Conceptual Framework**

The goal of "reflective decision-making" is the guiding concept in the framework of the Mansfield University Teacher Education Program. As reflective decision-makers, graduates of our program will be able to provide effective instruction to their students and use their skills in assessment, reflection, and self-evaluation to make positive changes in their own teaching and curricula. To become reflective decision-makers, students must develop and engage thinking skills (Elder, 2010) and positive dispositions.
Danielson, 2007; Wright, 2002), the two central elements that form the core of the conceptual framework.

These elements also serve to strengthen four essential functions in teaching, as presented by Charlotte Danielson (2007): Planning and Preparation, Classroom Environment, Instruction, and Professionalism. The materials used to create this framework are developmentally appropriate teaching and learning, diversity, and technology. The use of these materials ensures that students are the focus, that their current needs, strengths, and differences are being considered, and that their future success is the intended outcome as the faculty plan how best to prepare them.

Teacher candidates gain knowledge and skills relevant to each domain as they progress through the program, with each course and field experience designed to cultivate their thinking skills and positive dispositions in the larger context of reflective decision-making. Advanced teacher education programs continue the focus on reflective decision-making to prepare graduates with the knowledge, skills, and dispositions to be effective teachers and dynamic leaders. The graduate programs are guided by state, national, and international standards. Through coursework, reflection, fieldwork, and internships or practicums, advanced teacher education graduates successfully demonstrate the competencies and standards identified by various professional associations.

Check out the PREZI about the Conceptual Framework - http://prezi.com/uzyxvinn3wts/mansfield-university-teacher-education/

Works Cited:


