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HON 401

Introduction to Honors ePortfolio

Fall 2021 | Tu 4:20 – 5:10 | Burruss 0034

Dr. Alysia Davis - [she/her/hers](#)

<https://edu.portfolium.com/AlysiaDavis>

ePortfolio Office Hours: Fridays, 12–1 p.m.

Drop in my office: Hillcrest 201 OR

Drop into Zoom:

<https://tinyurl.com/HONePortfolioZoom>

OR [MAKE AN APPOINTMENT](#)

Introduction

Students choosing the Honors Portfolio option work with a faculty advisor to create an ePortfolio showcasing their substantial scholarship/creative work and demonstrating expert skill, knowledge, imagination, and/or craftsmanship in their chosen major or minor. The HON 401/402 ePortfolio Pedagogy sequence is designed to build coherence around three main principles:

- making reflection an integral part of learning (metacognition);
- making connections across courses and programs (integrative learning);
- highlighting the social component of learning (social pedagogies).

Required Text

There is no required text. **Bring a laptop to class.**

Class lectures/ in-class writing exercises draw from:

Bolton, G. *Reflective Practice: Writing and Professional Development*. 5th edition. SAGE Publications, 2017.



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I didn't realize the importance of the work I was doing... all the communication skills I was learning while doing research.... When I had a chance to reflect on it and was asked to describe the experience to others in my e-portfolio, I realized that I had learned a lot more than I thought.

- [Second-year student, University of Michigan](#)

Course Requirements

Reach out to Dr. Davis (davis4am@jmu.edu) with any questions

This is an ungraded course. Yes, you still will receive a grade after class completion for your transcript, but you get to determine what that grade will be. The goal of this class (see course objectives below) is to help you develop your reflective and metacognition skills to the point that you will be successful in completing your Senior Portfolio Requirements in a timely manner. Some of you will make great progress this semester. Some of you may stumble along and decide at some point to hit “reset” and start over with your ePortfolio. Both journeys (unless you’re planning to graduate in December) are equally valid. The course will entail a number of required self-assessments as well as peer review to help you along your way.

Course Objectives

- Make reflection an integral part of learning (metacognition)
- Encourage students to make connections across courses and programs (integrative learning)
- Highlight the social component of learning (social pedagogies) unique to the Honors College experience
- Embolden effective communication

How This Class Will Work (Generally... and Subject to Change)

- Think of each week as a module with associated readings. Complete assigned readings by the beginning of each weekend. Don’t wait to cram them in at the start of the week.

- Every Thursday, an asynchronous lecture will be posted on Canvas. Listen to it prior to the start of the weekend.
- Ideally, carve out dedicated ePortfolio/reflective practice time EVERY WEEK. It’s up to you to decide how much you need. For those of you trying to graduate in December you need to set aside a lot of time. For those of you graduating in spring 2022, maybe it’s an hour a day, or 5 hours a week, or all-day every Sunday. Whatever it is, BLOCK IT OFF in your calendar & stick to it.
- Class time is applied time. We will ALWAYS do in-class writing. Sometimes there will be peer review required after your in-class writing, and sometimes there will be peer review on your ePortfolio progress as a whole. This is to encourage the *practice* part of reflective practice.
- For those of your participating asynchronously, in-class writing prompts will be provided to you on Tuesday evenings (EST) on Canvas along with time limits. Give yourself ONLY THE ASSIGNED AMOUNT OF TIME to complete the writing assignments, and then share with each other (we’ll figure out those logistics).
- This is a collaborative course, focusing on discussion and work in groups. The class will be a cooperative learning experience, a true intellectual community. And so, you and your work are, in a very real sense, the primary texts for this course.
- You will be required to give self-assessments throughout the course, as well as a final self-assessment, in order to determine your grade.

Referring to a music performance of variable quality, a teacher ... once said “there’s gold in that gravel.” Reflection is like panning for gold, finding the valuable nuggets from among the gravel of day-to-day campus experience. – Ross Miller and Wende Morgaine, AAC&U

Course Policies

Academic Honesty

As a member of this class, you agree to abide by the [JMU Honor Code](#). You must provide proper attribution and citation when referencing someone else's work. Please ask for assistance if you are in doubt about the use of a citation.

Disability Accommodations

If you have a disability and may require instructional accommodations, please contact me early in the semester. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services for students with disabilities.

Religious Observation Accommodations

If you anticipate needing accommodations on the grounds of religious observation, please contact me early in the semester so that we can determine mutually acceptable alternative methods for completing missed class time.

Illness Accommodations

If you find yourself in a situation of quarantine with no illness symptoms, the expectation is that you will continue to participate in class. Reach out and we'll get you adjusted to the asynchronous option. If you are ill, please contact me and we will determine a mutually acceptable path forward once you are well. Your only jobs at the point that you fall ill are to take care of yourself and to stay away from others.

Course Outline

August 31: Introduction to the course and each other

What we'll do in class (asynchronous folks – this will be recorded):

- Discussion of syllabus, expectations, and assignments
- Review of SPP requirements and workflow
- Review Mentor/Reader rubric

By September 3 – first, read & watch:

- Watch weekly asynchronous lecture – *Intro to Reflective Practice & Exploring Artifacts*
- Read [The Skills Gap is Actually an Awareness Gap – And It's Easier to Fix](#)
- Read [Why Reflect?](#)
- Review ePortfolio Artifacts guide (posted on Canvas)

By September 7, do:

- Make a short list of faculty to ask to be your mentor & reader(s). Come up with your plan to ask them in order to turn in your SPP Proposal by Sept. 21
- Time management: block weekly ePortfolio time on your calendar
- Make a list of 10 artifacts that you think you might want to include in your ePortfolio – pull from curricular and co-/extra-curricular sources as you see fit. Write one sentence next to each one justifying its inclusion.

September 7: Intro to Reflective Practice & Exploring Artifacts

What we'll do in class:

- Brainstorm list of your internal supervisors, justifiers and saboteurs
- 6-minute free write, then "Names" in-class writing prompt
- Peer review and group discussion about artifact selection

By September 10 – first, read & watch:

- Watch weekly asynchronous lecture – *Understanding the Name: Reflective Practice & Imagining Another*
- Watch [Introduction to Portfolium ePortfolios](#)
- Read [How Authors and Readers of ePortfolios Make Collaborative Meaning](#)

By September 14, do:

- Hopefully by now you've received your Portfolium account invitation. Accept it and start playing around, familiarizing yourself with the platform. Connect with Dr. Davis on Portfolium
- Explore Portfolium JMU Honors network: <https://portfolium.com/network/james-madison-university-honors-college>
- In Portfolium, click "Discover" and check out the "Expert Picks" and "Staff Picks." Choose one you like & submit on Canvas
- Submit your ePortfolio audience – go back to your initial list of artifacts and see if they should change given your choice
- On own time, do 6-minute free write, then "Who Thought What?" writing prompt

September 14: Understanding the Name: Reflective Practice & Imagining Another

What we'll do in class:

- Troubleshoot any issues getting logged into Portfolium for the first time
- Talk about your "Expert/Staff Picks" choices
- Discuss how your scheduled *reflective practice* is going
- 6-minute free write, then "Milestones" in-class writing prompt
- Group discussion about audience selection

By September 17 – first, watch:

- Watch weekly asynchronous lecture – *Values & Principles of Reflective Practice*

By September 21, do:

- You should have figured out your Mentor/Readers by now – submit your ePortfolio Proposal Form by today at midnight
- On own time, do 6-minute free write, then "Insights" writing prompt
- After completing "Insights" assignment, build out your Profile page in Portfolium. Pay close attention to your "Introduction" statement

September 21: Values & Principles of Reflective Practice

What we'll do in class:

- Meet with a partner to share Introduction statement for peer review
- 6-minute free write, then "My Work" in-class writing prompt
- Values group activity

By September 24 – first, watch/read:

- Watch weekly asynchronous lecture – *Theories & Contexts of Reflective Practice*
- [Recipes for Reflection](#)

By September 28, do:

- Complete first self-assessment on Canvas
- Make appointment with your Mentor to meet and review your progress/SPP rubric by October 12. December grads: At this meeting, schedule 3 additional check-ins with them by start of finals week.
- On own time, do 6-minute free write, then "Why and What and When, Where and Who and How?" writing prompt
- After completing "Why and What and When, Where and Who and How?" assignment, upload an artifact to your Portfolio section and complete reflective writing

September 28: Theories & Contexts of Reflective Practice

What we'll do in class:

- Meet with a partner to share artifact and reflective writing for peer review
- 6-minute free write, then "Critical Lenses" writing prompt
- Discussion about visual literacy and design aesthetics in Portfolium

By October 1 – first, watch/read:

- Watch weekly asynchronous lecture – *The Power of Narrative*
- [ePortfolios – Collecting, Selecting, & Using Artifacts](#)

By October 5, do:

- Reverse Engineering Portfolium assignment
- Continue adding artifacts to your Portfolio and working on reflective writing
- Continue refining Profile page as necessary

October 5: The Power of Narrative

What we'll do in class:

- Discuss Reverse Engineering assignment with focus on visual literacy
- 6-minute free write, then "Film of Your Life" writing prompt and peer review

By October 8 – first, watch/read:

- Watch weekly asynchronous lecture – *Perspective*
- Read *The Smell of Garlic* (posted on Canvas)

By October 12, do:

- Complete Personal Brand assignment
- Continue adding artifacts to your Portfolio and working on reflective writing
- Continue refining Profile page as necessary
- Should have 1 meeting by this point with your Mentor

October 12: Perspective

What we'll do in class:

- Discuss Personal Brand assignment
- 6-minute free write, then “*Who are You? What is Your Story?*” writing prompt and peer review

By October 14 – first, watch/read:

- Watch weekly asynchronous lecture – *The Power of Metaphor*

By October 19, do:

- Submit your Progress Powerpoint on Canvas
- Complete second self-assessment on Canvas
- Continue adding artifacts to your Portfolio and working on reflective writing
- Continue refining Profile page as necessary

October 19: The Power of Metaphor

What we'll do in class:

- In-class Progress Powerpoints (asynchronous participants will submit videos)
- 6-minute free write, then “*Empowering Your Work*” writing prompt and peer review

Note: No lecture this week because of Fall Break

By October 26, do:

- Continue adding artifacts to your Portfolio and working on reflective writing
- Continue refining Profile page as necessary

October 26: The Discipline of Writing

What we'll do in class:

- In-class Progress Powerpoints
- 6-minute free write, then “*What Makes Me Tick?*” writing prompt

By October 29 – first, watch/read:

- Watch weekly asynchronous lecture – *Shifting Gears: Writing the Synthetic Paper*
- Read *How to Do Reflective and Reflexive Writing* handouts (adapted from *Reflective Practice* text by Bolton, posted on Canvas)

By November 2, do:

- Write first letter to your “wise internal mentor” about your synthetic paper – post on Canvas
- Continue adding artifacts to your Portfolio and working on reflective writing
- Continue refining Profile page as necessary
- Begin outlining synthetic paper
- December grads: Should have 2 meetings by this point with your Mentor

November 2: Managing Complexity

What we'll do in class:

- Final in-class Progress Powerpoints
- 6-minute free write, then “*Spider Webs*” writing prompt

By November 5 – first, watch/read:

- Watch weekly asynchronous lecture – *Balancing the Two Faces of ePortfolios*
- Review Figure 1. in *Balancing the Two Faces of ePortfolios* (posted in Canvas)

By November 9, do:

- Write a reflective reaction to Figure 1
- Continue adding artifacts to your Portfolio and working on reflective writing
- Continue refining Profile page as necessary
- Continue working on synthetic paper outline; December grads: start writing
- December grads: Should have 3 meetings by this point with your Mentor

November 9: Balancing the Two Faces of ePortfolios

What we'll do in class:

- Discussion of faces of ePortfolios – how are we managing needed balance?
- 6-minute free write, then “Gains, Positive & Negative” writing prompt

By November 11 – first, watch/read:

- Watch weekly asynchronous lecture – *Privacy & Social Learning*
- Read [*Networking Gets Graduates and Certificate Completers Hired*](#)

By November 16, do:

- Write first letter to your “wise internal mentor” about your synthetic paper – post on Canvas
- Complete third self-assessment on Canvas
- Continue adding artifacts to your Portfolio and working on reflective writing
- Continue refining Profile page as necessary
- Continue working on synthetic paper outline; December grads: keep writing
- December grads: Should have 4 meetings by this point with your Mentor. Focus on FINISHING during Thanksgiving break

November 16: Privacy & Social Learning

What we'll do in class:

- 6-minute free write, then “Asking Questions” writing prompt and peer review
- In-class work on Portfolium

By November 19 – first, watch/read:

- Watch weekly asynchronous lecture – *Rubric Review*

By November 23, do:

- Continue adding artifacts to your Portfolio and working on reflective writing
- Continue refining Profile page as necessary
- Continue working on synthetic paper outline; December grads: keep writing
- December grads: Your 2-3 reference letters should be emailed to Dr. Davis soon

November 23: No class - Thanksgiving

November 30: Planning for Success

IMPORTANT for December grads: All Portfolium deliverables must be turned in to the Honors College TODAY

What we'll do in class:

- 6-minute free write, then “Packing for a Journey” writing prompt and peer review
- In-class work on Portfolium

December 3: Honors Symposium

- Spring 2022 grads: Plan to attend
- December grads: Present!**

By December 7, do:

- Submit Spring semester road map for completion
- Continue adding artifacts to your Portfolio and working on reflective writing
- Continue refining Profile page as necessary
- Continue working on synthetic paper outline

Finals Week:

- Submit final self-assessment on Canvas, **due Tuesday, December 14 by 11:59 p.m.**

Assignments

Assignment details are provided on Canvas. EVERYTHING you need to know will be hyperlinked in the Pages section of Canvas.

A note on how writing prompt assignments work:

Our focus in class will be on hot writing (improvised, rather than cool from pre-planned ideas). Bring a laptop to class and type directing into Canvas. All writing assignments (both in-class and at-home) will be uploaded to Canvas so that the instructor can provide feedback. Each writing prompt will be carefully explained. Whatever you write is right for you, and will be respected by listeners – your peers and your instructor - as will seeming contradictions and changes of mind.

Each writing prompt assignment begins with a 6-minute free write. Students write without stopping, putting on the screen whatever is in their heads (like stream of consciousness). The point is to clear our heads, or capture whatever thoughts and ideas are there, so that we can get our fingers flowing untroubled.

Unless “peer review” is noted in the syllabus, writing assignments are not for sharing (but could be, if the writer wishes). After we write, we will always have time to re-read and quietly reflect. Sharing is always an option you may pursue.

If an assignment specifies “peer review,” we will break into peer mentoring pairs (not static – we will mix these up, except for the folks participating asynchronously... you’ll always be together). You will take turns reading each other’s work. You are tasked with giving creative, original and helpful suggestions to help develop your partner’s core messages.

It is up to your peer mentor partner whether they suggest that you rewrite your prompt (as a homework assignment). This option may be suggested if it seems like your writing is somewhat unfinished; if there are apparent questions left unasked; if connections/feelings need more interrogation, etc. At the conclusion of our peer review time all students will log into a Google Form (QR code provided in class), and will indicate a recommendation for their partner.

It is up to YOU whether you actually rewrite the piece or not. There will be questions on your self-assessments regarding the frequency with which you choose to complete suggested rewrites.

SPP Deliverables

FOR DECEMBER GRADUATES:

The following deliverables will be due to the Honors College by NOVEMBER 30, 2021

FOR SPRING GRADUATES:

The following deliverables will be due to the Honors College by APRIL 5, 2022

- 10-15 page paper synthesizing and analyzing the body of work that you have completed in the Honors College
- The paper must have a title [must submit Honors College-provided Title Page] for purposes of recordkeeping and posterity
- Completed ePortfolio containing 10-15 artifacts that illustrate or serve as examples of your synthetic work. These may include, but are not limited to, seminar papers, research proposals, poster presentations, documentation of co-curricular work, etc.
- 2-3 Letters from faculty/staff documenting the projects that you have completed in service to the community or JMU. Letters also should be sent to Dr. Alysia Davis (davis4am@jmu.edu) prior to submitting them to the Honors College
- **Presentation at Honors College Symposium:** You are also expected to present at the Honors College Symposium. Your presentation may either focus on your synthetic paper AND/OR explore ePortfolio pedagogy and the value of completing an ePortfolio.

FOR DECEMBER GRADS: The Symposium will be Friday, December 3 from 12 – 3 p.m.

FOR SPRING GRADS: Details about the Symposium will be available early next semester.