



Advancing God's Kingdom by Preparing Competent Christian  
Leaders for Spirit-Empowered Life and Ministry

## **G181b: Portfolio Winter Lab 1**

1 credit. Prerequisites: G181a

January 13 – April 16, 2020  
Terms C&D  
Biweekly, Tuesdays 1:15pm – 2:45 pm

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### **Course Content and Goals**

#### **Course Description**

This course guides students to think critically about how their curricular and co-curricular learning experiences are contributing to their competency development throughout the first year of their program. Students will learn to recognize and articulate the transferable and ministry-relevant skills and knowledge they are developing during their classroom and Ministry Formation experiences, and to present those skills to a public audience using an online learning profile and e-Portfolio.

#### **Relationship to Horizon's Mission**

This course prepares students for Christian leadership by equipping them to identify and articulate the real-world skills, knowledge, and values they are developing as they grow into competent leaders in life and ministry.

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*“To have learnt and remembered the art of learning makes the approach to every subject an open door.”*

*– Dorothy Sayers*

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## Core Competencies and Learning Outcomes

To demonstrate competency in *Contextual Awareness*, students will

1. Identify one Portfolio artefact that is most relevant for each area of competency development.
  - Assessment: *Portfolium* Profile and Portfolio (Pass/Fail); Competency Descriptions
2. Identify first-year significant learning experiences from his or her program that have influenced his or her learning strategies, personal and faith development, and ministry interests.
  - Assessment: *Portfolium* Profile and Portfolio (Pass/Fail); Personal Introduction

To demonstrate competency in *Skilled Communication*, students will

3. Compose online communication at a beginner level using the appropriate genre and style for the given context, purpose, and audience.
  - Assessment: *Portfolium* Profile and Portfolio (Pass/Fail); Personal Introduction
4. Introduce him or herself as a Christian leader with emerging values, skills, and ministry interests.
  - Assessment: *Portfolium* Profile and Portfolio (Pass/Fail); Personal Introduction; Competency Descriptions
5. Express written ideas using Canadian Standard English (HCS Grammar and Style Level 1).
  - Assessment: *Portfolium* Profile and Portfolio (Pass/Fail); Personal Introduction (Pass/Fail); Competency Descriptions (Pass/Fail)

## Course Work

### Required Readings

Bellamy, Leanne. *Horizon College and Seminary Portfolio Guide*. Saskatoon, Horizon College and Seminary, 2019.

### Course Assignments and Activities

**Portfolio Components:** This course is designed to help you create an integrated online Profile and Portfolio that showcases you as a unique, competent Christian leader. All of the following assignments should be included in your *Portfolium* Profile and Portfolio.

#### 1. *Portfolium* Profile and Portfolio

In your second semester, you will continue to collect, refine, and organize your evidence artefacts using your *Portfolium* Profile page and the e-Projects on your *Portfolium* Portfolio page. During the Winter Lab, you will revise your Profile Introduction and your Competency Descriptions, refine and organize artefacts for Terms C and D, and complete your Portfolio e-Projects for the year.

### **Refining evidence artefacts**

As you continue to collect artefacts for your Portfolio, your written artefacts, such as essays, must meet the grammar and style requirements outlined in the HCS “Grammar and Style Rubric: Level 2 Requirements” before they can be added to your *Portfolium* Profile and Portfolio. A copy of the rubric is available in the “Rubrics” lesson on Populi.

ALL evidence artefacts must be submitted first through the lesson links in Populi **in the term in which they were created**. Detailed instructions for submitting Portfolio artefacts through Populi can be found in the [Due Dates: Evidence Artefacts Submission Process and Due Dates](#) and the [Submitting Portfolio Artefacts through Populi](#) sections of the Portfolio Guide. **Please make sure to follow the submission process as laid out in the Portfolio Guide.**

### **Organizing evidence artefacts**

At the end of each term, you will continue to submit evidence artefacts to *Portfolium* using the lesson links on Populi. By the end of Winter Lab 1, you must take all of your new artefact files and organize them on your Profile and Portfolio pages.

Once you are ready to organize your artefacts at the end of Winter Lab 1, you can determine where an artefact belongs on *Portfolium* by consulting your Portfolio Map. Detailed instructions for finding and using your Portfolio Map can be found in the [What Goes in My Portfolio?](#) section of the Portfolio Guide.

By the end of Winter Lab 1, ALL Term C, Term D, Term B, and Term A evidence artefacts must

1. Meet Level 1 grammar and style requirements (if applicable)
2. Be uploaded to the correct place on *Portfolium* (see your Portfolio Map)
3. Include a high-quality image scan (certificates only)
4. Include a title page with correct title that is visible in the e-Project window, if applicable (Word and PFD files only)

Detailed instructions for adding artefact files to your Profile page and your e-Projects can be found in the [Adding Word Documents and PDF Files to Portfolium](#), [Adding Video Artefacts to e-Projects](#), and [Adding Image Files to Portfolium](#) sections of the Portfolio Guide. Criteria for assessment can be found in the “*Portfolium* Profile and Portfolio Rubric” on Populi.

### **Updating Portfolio e-Projects**

In your second semester, you will continue to add artefacts to your 9 e-Projects in your Portfolio.

By the end of Winter Lab 1, you must review all 9 e-Projects in your Portfolio and organize all of your new Portfolio artefacts from Terms C&D into those e-Projects.

By the end of Winter Lab 1, all 9 e-Projects must

1. Include any Portfolio artefacts you created in Terms C&D, and in terms A&B.
2. List additional skills you have demonstrated in your new evidence artefacts
3. Have a set cover photo that matches the aesthetic style of your Portfolio

4. If one of the 6 competency e-Projects, have completed Competency Descriptions in the “description” text box.

Detailed instructions for adding artefact files to your e-Projects can be found in the [Adding Word Documents and PDF Files to \*Portfolium\*](#), [Adding Video Artefacts to e-Projects](#), and [Adding Image Files to \*Portfolium\*](#) sections of the Portfolio Guide. Criteria for assessment can be found in the “*Portfolium* Profile and Portfolio Rubric” on Populi.

- Related learning outcome(s): 1, 2, 3, 4, 5.
- **Assignment Length:** N/A. **Due date:** April 17, 2020.

## 2. *Competency Descriptions*

*What is a competency description?*

A competency description is your opportunity to introduce your *Portfolium* audience to the skills, knowledge, and character traits you have been developing in your program and to explain how your studies and experiences have formed you in these areas.

You will compose **one competency description for each competency e-Project in your *Portfolium* Portfolio (6 total)**.

*What format can I use?*

Competency descriptions should be composed using simple 2 paragraph format.

**Draft competency descriptions** (Draft 1 and Final Draft) should be submitted to the “Competency Description” assignment page on Populi. Once a description has been assessed as meeting competency, the description should be copied and pasted directly into the “Description” text box in the e-Project on Portfolium.

*What goes in my competency description?*

Your competency description should identify connections between your competency development and your evidence artefacts, and it should include two key parts: the correct *standard definition* of the competency (as provided by Horizon College and Seminary), a *description* of the artefact in your e-Project that provides the best evidence you have met competency in that area.

Follow these three steps for each competency description that you write:

1. **Paragraph 1:** Type the **standard definition** of the competency (as provided on Populi) at the top of the page. Be careful that you reproduce the description exactly.
2. Rephrase the standard description so that it now begins with the following phrase: “A student who is (insert competency here) will . . .”

For instance, if you are creating your page for Spiritual Maturity, your competency description should begin as follows: “A student who is spiritually mature will model a vibrant relationship with Jesus Christ, practice core spiritual disciplines, use spiritual gifts in ministry, and remain committed to lifelong spiritual formation that manifests in encouragement, unity, understanding, discernment, and thankfulness.”

The purpose of including the standard definition is to define the competency for the benefit of your audience.

To confirm you have written the standard definition correctly, make sure that you have

- Reproduced the exact definition of the competency, with no errors.
  - Adapted the definition so it begins with the phrase “A student who is (*competency*) will...”
  - Adjusted the name of the definition from the noun (eg. *skilled communication*) to an adjective (eg. *a skilled communicator*).
  - NOT capitalized the competencies in the middle of the sentence.
  - Adjusted the verbs throughout the definition so that the tense is consistent.
  - NOT made any further changes to the definition.
3. **Paragraph 2:** Begin a second paragraph with the following phrase: “The best evidence for my development of (insert competency here) in my (name evidence artifact here).”

For instance, your second paragraph for Spiritual Maturity might now read, “The best evidence for my development of spiritual maturity is my ‘Personal Rule of Life.’”

The purpose of describing your artefacts is to highlight key pieces of evidence that show you have achieved the competency you are describing. Your artefact descriptions should

- Use the exact assignment titles so your audience can find the file quickly.
- Related learning outcome: #1, 4, 5
- **Assignment Length:** 2 paragraphs per competency description. **Due date:** February 14, 2020 (Draft 1); April 7, 2020 (Final Draft).

### 3. *Introduction*

*What is a Profile Introduction?*

Your Profile Introduction is your opportunity to create a first impression on your *Portfolium* audience. The goal of your Introduction is to create a dominant impression in your reader’s mind that you are professional, friendly, competent, and interesting enough to warrant a further look at your Profile and Portfolio information.

It is also important to remember that *Portfolium* is an online medium, and so your Introduction should employ the conventions of online writing. Your Introduction should be concise (no more than 500 words), informative, and invitational. Please review the

“Portfolium Profile: Introduction” rubric for specific criteria for proficient online communication.

*What Goes in My Introduction?*

The “*Portfolium* Profile: Introduction” rubric lists specific content you must include in your Introduction. In general, you should seek to introduce yourself, describe key events in your competency development (learning journey), and explain who you have become so far.

*What Should I Not Do in My Introduction?*

Don’t write a biography instead of a short profile. Only include details from your journey that show something important about how you have become who you are so far.

Don’t tell rather than show. Use descriptive details that appeal to the audience’s senses to give them information about how it feels to be you and to be around you.

Don’t end your Introduction without giving your audience a clear sense of why they should care about the information in your Introduction and in your Portfolio. Remember, it is your job to make your story relevant to your audience’s needs and interests.

If you would like to meet to discuss your Introduction, you can make arrangements directly with Mrs. Bellamy.

*Where Does My Introduction Go?*

Submit your Introduction Drafts (1 and Final) to the “Introduction” assignment tab on Populi. Once your Introduction has met competency, you will copy and paste the text into the “Introduction” text box on your *Portfolium* Profile page.

Do NOT upload a file into the text box.

- Related learning outcome: # 2, 3, 4, 5
- **Assignment Length:** 500 Words. **Due date:** February 4, 2020 (Draft 1); March 24, 2020 (Final Draft).

**Assessment Rubrics**

The following assessment rubrics are available in the “Rubrics” lesson on Populi.

- Personal Introduction Evaluation
- Competency Descriptions Evaluation
- HCS Grammar and Style Rubric
- HCS Grammar and Style Rubric: Level 1 Requirements
- *Portfolium* Profile and Portfolio: Winter Lab 1 Evaluation

**Estimate of Time Investment** (individual time investments may vary)

Classroom time	10.5 hrs	N/A
1. Competency Descriptions	9 hrs	April 10
2. Profile Introduction	9 hrs	April 10
<i>Portfolium</i> Profile and Portfolio	4.5 hrs	April 17
Total =	33 hrs	

**Course Outline / Class Schedule**

Date	Topic	Room #
January 14	Grammar Jeopardy	SLC
January 28	Personal Introduction	Classroom 3
February 4	Personal Introduction Draft 1 DUE	N/A
February 11	Competency Descriptions	Classroom 3
February 14	Competency Descriptions Draft 1 DUE	N/A
February 18	Work period	Student Life Centre
March 17	Ministry Formation and Portfolio Panel	Chapel
March 24	Grammar	Classroom 3
March 24	Personal Introduction Final Draft DUE	N/A
March 31	Grammar Jeopardy	Student Life Centre
April 7	Competency Descriptions Final Draft DUE	N/A
April 14	Work Period	Student Life Centre
April 16	<i>Portfolium</i> Profile and Portfolio DUE	N/A

- First submissions of evidence artefacts will not be accepted after Wednesday of revision week, unless otherwise arranged in consultation with the Portfolio Supervisor.
- A final submission of the *Portfolium* Profile and Portfolio will not be accepted after Friday of revision week, unless otherwise arranged in consultation with the Portfolio Supervisor.

**Revision Week Schedule**

Date	Assignment
<b>Term C</b>	
Wednesday	Term C evidence artefacts: grammar review
Thursday	Term C evidence artefacts: resubmission 1 (as necessary)
Friday	Term C evidence artefacts: resubmission 2 (as necessary)
<b>Term D</b>	
Monday	Profile Introduction resubmission 1 (as necessary) Competency Descriptions resubmission 1 (as necessary)
Tuesday	Profile Introduction resubmission 2 (as necessary) Competency Descriptions resubmission 2 (as necessary)
Wednesday	Term D evidence artefacts: grammar review
Thursday	Term D evidence artefacts: resubmission 1 (as necessary)
Friday	Term D evidence artefacts: resubmission 2 (as necessary)
Friday	<i>Portfolium</i> Profile and Portfolio

- No resubmission of assignments will be accepted after the last day of revision week.

## **Academic Policies**

### **General Assignment Guidelines**

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines.

### **Late Assignments and Extensions**

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the [Assignment Extension Request Form](#) online and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

A late assignment will not be assessed until the student first meets with the professor or the Faculty Assistant to discuss whether the student's reasons for the late submission are acceptable. Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

### **Resubmission of Assignments**

Students have until the last day of revision week to submit revisions, and students can only submit up to two revisions for each assignment. Students should follow the revision schedule outlined above.

### **Horizon College Assessment of Student Portfolio Work**

The goal of all courses at Horizon is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall "grades" on individual assignments. Instead, assessment focuses on measuring students' competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon's approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student <b>exceeded competency requirements for some</b> learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting		B+	3.3	77-79
			B	3.0	73-76

		Student <b>met competency requirements for all</b> learning outcomes and may have exceeded in one.	B-	2.7	70-72
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Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was <b>beginning to meet competency requirements for any one or more</b> learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was <b>not yet meeting competency requirements for one or more</b> learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Some competency outcomes in the Portfolio course are measured on a pass/fail basis. These outcomes will appear as pass/fail on all assignment rubrics, including the final course rubric.

Students pass the Portfolio course only after they have demonstrated that they have passed *all* competency requirements for the course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon.

### Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the [Student Handbook](#).

### Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at

[bwilliamson@horizon.edu](mailto:bwilliamson@horizon.edu); or Heather Wood, Associate Dean of Students, at [hwood@horizon.edu](mailto:hwood@horizon.edu).

### **Class Attendance**

Students should attend all classes in order to facilitate competency development. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

### **Use of Technology**

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.