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

G302: Portfolio Winter Lab 3

1 credit. Prerequisites: G301

January 18 – April 22, 2021
Terms C&D
Biweekly, Tuesdays 1:30pm – 3:00 pm

Leanne Bellamy, MFA in Writing
lbellamy@horizon.edu
https://portfolium.com/lbellamy

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

– Dorothy Sayers

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.

Core Competencies and Learning Outcomes

To demonstrate competency in *Contextual Awareness,* students will
1. Articulate the effect of all Portfolio artefacts on his or her development in each area of competency development.
   - Preparation: Flipgrid Discussion Video
   - Assessment: *Portfolium* Profile and Portfolio (Pass/Fail); Competency Descriptions
2. Identify core values, transferable skills, and personal development goals arising from third-year significant learning experiences in his or her program.
   - Preparation: Flipgrid Discussion Video
   - Assessment: *Portfolium* Profile and Portfolio (Pass/Fail); Profile Introduction

To demonstrate competency in *Skilled Communication,* students will
3. Compose online communication at an intermediate level using the appropriate genre and style for the given context, purpose, and audience.
   - Assessment: *Portfolium* Profile and Portfolio (Pass/Fail); Profile Introduction
4. Introduce him or herself as a Christian leader with integrated values, skills, and ministry interests.
   - Presentation: Flipgrid Discussion Video
   - Assessment: *Portfolium* Profile and Portfolio (Pass/Fail); Profile Introduction; Competency Descriptions
5. Express written ideas using Canadian Standard English (HCS Grammar and Style Level 2).
   - Assessment: *Portfolium* Profile and Portfolio (Pass/Fail); Profile Introduction (Pass/Fail); Competency Descriptions (Pass/Fail)

Course Work

Required Readings

Bellamy, Leanne. *Horizon College and Seminary Portfolio Guide*. Saskatoon, Horizon College and Seminary, 2020.

**While students have the benefit of accessing their textbooks online through the Digital Theological Library, they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

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 (except Flipgrid videos).

1. *Flipgrid Discussions*

   What is Flipgrid?
   Flipgrid is a video-hosting platform designed to help students connect with one another and with their instructors. We will be using Flipgrid throughout the course as an alternative to written discussions and as a way to connect with students who are joining us online.

   Where do I find the discussions?
   Flipgrid discussions are linked through the "Flipgrid Discussions" lesson in Populi. In that lesson, you will find instructions for using Flipgrid, access to your password, and a list of discussions you will need to participate in throughout the semester.

   When do I post my videos?
   Flipgrid video due dates are listed below. Your Class Schedule will also indicate whether you have a Flipgrid discussion for the week. Flipgrid videos should be posted **no later than 11:59pm** on the day in which they are assigned.

   Do Flipgrid discussions affect my course assessment?
   Flipgrid discussions are not assessed, but, just like class attendance, **participation is required to complete the course**.

   - Related learning outcome(s): 1, 2, 4.
   - **Assignment Length:** 1-3 minutes. **Due date:** February 5, 2021; February 19, 2021.

2. *Portfolium* Profile and Portfolio

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

a) 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 Appendix B of the Horizon Format Guide.

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

b) Organizing evidence artefacts
By the end of Winter Lab 3 (term D), you must take all of your new artefact files and organize them on your Profile and Portfolio pages.

You can determine where an artefact belongs on *Portfolium* by consulting your Portfolio Map. Portfolio Maps are available in the My Portfolio Map assignment on Populi. Detailed instructions for finding and using your Portfolio Map can also be found in the What Goes in My Portfolio? section of the Portfolio Guide.

By the end of Winter Lab 3, ALL Term C and Term D evidence artefacts must
1. Meet Level 2 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 third year, you will continue to add artefacts to your 9 e-Projects in your Portfolio. At the same time, you will now begin to remove old artefacts from your 6 competency e-Projects.

By the end of Winter Lab 3, 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.

You must also **meet with your Portfolio Supervisor** to discuss which artefacts you would like to remove from your Portfolio. A list of criteria for Portfolio discussions is available in the What Goes in My Portfolio: Choosing Artefacts with Your Portfolio Supervisor section of the Portfolio Guide. **A time for you to meet with your Portfolio Supervisor will be scheduled on the first day of class.**

By the end of Winter Lab 3, all 9 e-Projects must
1. Include any Portfolio artefacts you created in Terms C&D, and in terms A&B, and Spring/Summer 2020.
2. Have old Portfolio artefacts removed, as determined in conversation with your Portfolio Supervisor.
3. List additional skills you have demonstrated in your new evidence artefacts (minimum of 8 clickable skills per eProject).
4. Have a set cover photo that matches the aesthetic style of your Portfolio.
5. 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:** Evidence Artefacts: Wednesday of Revision Week (Terms C & D); Portfolium Profile and Portfolio: April 22, 2021.

3. *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 each of the six areas of competency.

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

What format can I use?
Competency descriptions should be composed using an essay format and 12-point font.

Both draft competency descriptions (Draft 1 and Draft 2) should be submitted to the "Competency Description" assignment page on Populi. See due dates below.

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 be well-organized and include **three key parts**: the correct *standard definition* of the competency (as provided by Horizon College and Seminary), a *description* of each of the three artefacts in your e-Project, and an *explanation* of how each artefact shows you have met a *specific principle of competency*.

> **Part 1: Standard Definition**
> Your competency description should open with the standard definition of the competency. The purpose of including the standard definition is to define the competency for the benefit of your audience. Organize the first paragraph of your Competency Description around this standard definition of the competency.

Your standard definition should

1. Reproduce the **exact definition** of the competency, with no errors.
2. **Adapt the definition** so it begins with the phrase "A student who is [*competency*] will…"
3. **Adjust the name** of the definition from the noun (eg. *skilled communication)* to an adjective (eg. *a skilled communicator*).
4. **NOT capitalize the competencies** in the middle of the sentence.
5. **Adjust the verbs** throughout the definition so that the tense is consistent and all parts of your sentence are grammatically correct.

Part 2: Artefact Description and Explanation
Part 2 of your Competency Description should include three paragraphs, each of which will focus on a different artefact and a different principle of competency. The purpose of describing your artefacts is to highlight key pieces of evidence that show *how* you have achieved specific principles of the competency you are describing. Your artefact descriptions should

1. Use **specific assignment titles, page numbers, etc**. so your audience can find the relevant evidence files and sections quickly.
2. Clearly **explain what you did** to produce the artefact (the task and result).
3. Link each artefact in the e-Project to a **specific principle of competency** and explain why the artefact shows you have achieved that principle of competency.

- Related learning outcome: #1, 4, 5
- **Assignment Length**: 2 paragraphs per competency description. **Due date**: March 16, 2021 (Draft 1); April 12, 2021 (Draft 2).

4. *Profile 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 300 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.

Don't tell rather than show. Appeal to your audience's emotion and sense of meaning by using descriptive details that show 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 Draft 2) to the "Profile 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**: 300 Words. **Due date**: February 9, 2021 (Draft 1); March 30, 2021 (Draft 2).

Video-on-Demand (VOD) Student Requirements
As indicated on the course schedule, this class is being offered by VOD. Students who intend to take the course primarily through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may miss a class, non-VOD students are expected to attend class live following the class attendance policy.
- For this course, VOD students have the same assignment due dates as in-class students.
- Each week, VOD students are required to watch and engage with all of the recording from that week's classes. Please note that Portfolio labs do not take place every week throughout the semester. You will need to **check your Class Schedule** to know which weeks include a class recording.
- By Monday at 11:59pm following each week in which there is a Portfolio lab, VOD students must **complete the VOD Lecture lesson** associated with that week. VOD lessons are meant to provide you with the opportunity to engage the course material as you would if you were attending live lectures. There are also times when on-campus students will join you in completing portions of the VOD lesson.
- By Monday at 11:59pm following **each week** in which there is a Portfolio lab, VOD students will submit a brief report (approximately 250 words) to the **VOD Course Discussion** that 1) affirms you have watched the required recording for that week, 2)

summarizes one thing you learned that week that will help you reach the course learning outcomes, 3) explains at least one question you had after watching the class recording, 4) affirms you have completed the VOD lesson for the week, and 5) reports grammar quiz scores (when applicable).

- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked are pass/fail based on whether or not they demonstrate thoughtful engagement with the class material.

Estimate of Time Investment (individual time investments may vary)

Classroom time	9 hrs	N/A
1. Flipgrid Videos	1 hr	Feb 2; Feb 19
2. Profile Introduction	8 hrs	Feb 9; March 26
3. Competency Descriptions	8 hrs	Feb 19; April 12
4. Portfolium Profile and Portfolio	6 hours	April 22
Total =	33 hrs	

Assessment Rubrics

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

- Competency Descriptions Rubric
- Profile Introduction Rubric
- HCS Grammar and Style Rubric
- HCS Grammar and Style Rubric: Level 1 Requirements
- *Portfolium* Profile and Portfolio: Winter Lab 2 Evaluation

Class Schedule

Date	Topic	Room # / VOD Lesson
January 19	No Lab	N/A
January 26 VOD Jan 26-Feb 1	Grammar Cahoot	SLC / Week 1 Lesson
February 2 VOD Feb 2-8	Profile Introduction and Online Communication	SLC / Week 2 Lesson
February 5	*Flipgrid discussion DUE: "Tell Me a Story!"	N/A
February 9	Profile Introduction Draft 1 DUE	N/A
February 16 VOD Feb 16-22	Competency Descriptions	SLC / Week 3 Lesson
February 19	*Flipgrid discussion DUE: "What Have You Done So Far?"	N/A
February 23	Work Period	SLC / No Lesson
March 16	Competency Descriptions Draft 1 DUE	N/A
March 23 VOD March 23-29	Grammar 3	SLC / Week 4 Lesson
March 30	Profile Introduction Draft 2 DUE	N/A

April 6 VOD March 16-22	Grammar 4	SLC / Week 5 Lesson
April 12	Competency Descriptions Draft 2 DUE	N/A
April 13	Grammar Cahoot	SLC / Week 6
April 20	Work Period	SLC / No Lesson
April 22	*Portfolium* 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 Thursday of revision week, unless otherwise arranged in consultation with the Portfolio Supervisor.

Revision Week Schedule

Date	Assignment
Term C	
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)
Term D	
Monday	Profile Introduction resubmission 1 (as necessary) Competency Descriptions resubmission 1 (as necessary)
Tuesday	Profile Introduction resubmission 1 (as necessary) Competency Descriptions resubmission 1 (as necessary)
Wednesday 4:00pm	Term D evidence artefacts: grammar review
Thursday Morning	Term D evidence artefacts: resubmission 1 (as necessary)
Thursday Evening	Term D evidence artefacts: resubmission 2 (as necessary)
Thursday 11:59pm	*Portfolium* 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 Adjunct Faculty Advisor 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 Work
The goal of courses 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 **exceeded competency requirements for some** 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	Student **met competency requirements for all** learning outcomes and may have exceeded in one.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

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 **beginning to meet competency requirements for any one or more** 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 **not yet meeting competency requirements for one or more** 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.

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; Heather Wood, Associate Dean of Students, at hwood@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@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.

Campus Health Policy
While on campus, please maintain 2 metres of physical distance between yourself and others. Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

Live-Streaming Etiquette
If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

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.