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

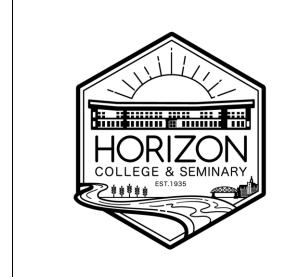# G101: Portfolio Fall Lab 1

1 credit. Prerequisites: none

👤 On Campus 〝A〞 Live-Stream 🎥 Video on Demand

Dates: September 12 – December 16, 2022
Terms A&B
Bi-weekly Tuesday 1:30pm – 3:00 pm

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

– Dorothy Sayers

Course Goals

Course Description
This course introduces students to thinking critically about the role of their curricular and co-curricular learning experiences in competency development. Students will learn to recognize and articulate the transferable skills and knowledge they are developing during their first-year classroom and Ministry Formation experiences and to communicate those skills to a public audience by practicing writing Canadian Standard English, composing a professional résumé, and organizing 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. 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.
   - Preparation: Flipgrid Discussion videos
   - Assessment: *Canvas* Profile and Portfolio; Résumé

To demonstrate competency in *Skilled Communication,* students will
2. Compose online communication at a beginner level using the appropriate genre and style for the given context, purpose, and audience.
   - Preparation: Flipgrid Discussion videos
   - Assessment: *Canvas* Profile and Portfolio
3. Compose professional communication at a beginner level using the appropriate genre and style for the given context, purpose, and audience.
   - Preparation: Flipgrid Discussion videos
   - Assessment: Résumé
4. Express written ideas using Canadian Standard English (HCS Grammar and Style Level 1).
   - Assessment (Pass/Fail): Résumé; *Canvas* Profile and Portfolio

Course Work

Required Readings

Bellamy, Leanne. *Horizon College and Seminary Portfolio Guide*. Saskatoon, Horizon College and Seminary, 2022.

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 *Canvas* Profile and Portfolio.

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 accessing and using Flipgrid 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 Sunday at 11:59pm** in the week in which they are assigned.

Do Flipgrid discussions affect my course assessment?
No, but just like class attendance, **participation is required to complete the course**.

- Related learning outcome(s): 1, 2, 3.
- **Assignment length:** 1-3 minutes.
- **Due date:** September 18, 2022; October 2, 2022.

2. Résumé

What is a Résumé?
A résumé is a document that summarizes your relevant experience and skill-sets related to a specific job or position. By contrast, a résumé is NOT an autobiography or comprehensive personal history. Your résumé should be brief (1 – 2 pages) and only include information directly related to your qualifications for a specific role with a specific organization.

The purpose of your résumé is to persuade an employer that they would like to know you better (i.e. invite you to an interview). It creates a quick first impression that helps an employer decide if your work interest, experience, education, and skill-sets might fit their needs. If an employer is persuaded by your résumé, then you may be invited to an interview where you can discuss how your background and personality may or may not fit the organization.

Note: A cover letter should typically be sent along with a résumé. We will discuss when and how to compose a cover letter in Portfolio Lab 2. If you would like assistance writing a cover letter now, please see your Portfolio Supervisor for further instruction.

How do I write a Résumé?
To write your résumé, you should begin by exploring résumé examples online and **look for a style** that you believe is easy to read and aesthetically pleasing. You may use a good template to help you compose your résumé, but you may NOT use *Canvas's* résumé generation feature.

Some **examples** of good-quality résumés, a **résumé checklist**, and a **template** you can use if you wish have been provided on Populi under the Résumé lesson tab.

Once you have chosen a résumé style or template, **select a real position** currently advertised in Saskatoon and tailor your résumé for that position. You do not actually have to apply for the job, but you must highlight your experiences and skills that qualify you for the position described in the job posting. **Make a copy of the job posting** to submit on Populi along with your résumé.

As you write, remember to format related types of information consistently and to compose short, direct descriptions of your skills and experiences, beginning with active verbs whenever possible. Once you have completed your résumé, find someone you trust to **proof-read it** for you. Your résumé must be completely free of spelling, grammar, and formatting errors BEFORE you submit it to Populi.

How do I submit my Résumé?
Submit your résumé and a copy of the job posting to the **Résumé assignment tab** in Populi for assessment. Once your résumé demonstrates that you have met competency, you can add it only (not the job posting) to your *Canvas* Profile page as a Term A artifact (see the "Organizing evidence artefacts" assignment section for instructions on how to submit your résumé as an artefact).

- Related learning outcome(s): 1, 3, 4.
- **Assignment length:** 1-2 pages.
- **Due date:** October 14, 2022.

3. *Canvas* Profile and Portfolio

Throughout each year, you will refine and organize your evidence artefacts using your *Canvas* Profile page and the e-Projects on your *Canvas* Portfolio page. During the Fall Lab, you will create your Portfolio e-Projects, refine and organize artefacts for Terms A and B, and choose an aesthetic style for your *Canvas* Profile and Portfolio.

Refining evidence artefacts
Portfolio artefacts are collected from a number of sources throughout your program. Written artefacts, such as essays, must meet the grammar and style requirements outlined in the HCS "Grammar and Style Rubric: Level 1 Requirements" before they can be added to your *Canvas* Profile and Portfolio. A copy of the rubric is available in the "Rubrics" lesson on Populi.

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 refined evidence artefacts
Canvas allows you to submit evidence artefacts directly to your Portfolio page at the end of each term. At the end of Fall Lab 1, you must make sure all of the artefact files are organized on your Profile page and in your Portfolio eProjects. If you have taken Spring or Summer courses prior to completing Portfolio Fall Lab 1, you must also organize the artefacts you created during those courses.

Once you are ready to organize your artefacts at the end of Fall Lab 1, you can determine where an artefact belongs on *Canvas* 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 Fall Lab 1, ALL Term A and Term B evidence artefacts must
1. Meet Level 1 grammar and style requirements (if applicable)
2. Be uploaded to the correct place on *Canvas* (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 PDF 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 *Canvas*, Adding Video Artefacts to e-Projects, and Adding Image Files to *Canvas* sections of the Portfolio Guide. Criteria for assessment can be found in the "*Canvas* Profile and Portfolio Rubric" on Populi.

Creating Portfolio e-Projects
Your *Canvas* Portfolio page allows you to create "e-Projects" to store and display your evidence artefacts. By the end of Fall Lab 1, you must create all 9 e-Projects required for your Portfolio and organize all of your Portfolio artefacts from Terms A&B into those e-Projects. All e-Projects, even those for which you have not yet created artefacts, must be created in Fall Lab 1.

By the end of Fall Lab 1, all 9 e-Projects must
1. Be created and titled correctly
2. Include any Portfolio artefacts you created in Terms A&B
3. List skills you have demonstrated in your evidence artefacts
4. Have a set cover photo

Detailed instructions for creating e-Projects can be found in the Creating Portfolio e-Projects section of the Portfolio Guide. Criteria for assessment can be found in the "*Canvas* Profile and Portfolio Rubric" on Populi.

Choosing an aesthetic style
Canvas allows you to personalize the style of your Profile and Portfolio pages by adding images that reflect your experiences, work, and personality. These images will become a key part of your visual communication to your *Canvas* audience.

By the end of Fall Lab 1, you must add the following images to your Canvas account:
1. A profile photo on your Profile page
2. An image scan of all certificates on your Profile page
3. A cover image for each of your e-Projects in your Portfolio

Taken together, well-chosen images will
1. Convey a consistent, professional, and unique image of *you* as a Christian leader.
2. Help your *Canvas* audience navigate your account by distinguishing different types of information.

3. Peak your *Canvas* audience's interest by conveying information and creating aesthetic appeal.

Detailed instructions for adding image files to *Canvas* can be found in the Adding Image Files to *Canvas* section of the Portfolio Guide. Criteria for image assessment can be found in the "*Canvas* Profile and Portfolio Rubric" on Populi.

- Related learning outcome(s): 1, 2, 4.
- **Assignment length:** N/A.
- **Due date:** December 16, 2022.

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 lecture content and in-class activities 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 of **each week** in which there is a Portfolio lab, VOD students will submit to the **VOD Course Discussion** a brief report (approximately 250 words) 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).
- By Monday at 11:59pm of 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.
- In order to pass the course, VOD students must submit all of their VOD weekly submissions and complete the weekly VOD Lecture lessons. These submissions are marked are pass/fail based on whether or not they demonstrate thoughtful engagement with the class content and in-class material.

Estimate of Time Investment (individual time investments may vary)

Classroom time	10.5 hrs	N/A
1. Flipgrid	1 hrs	Sept 18; Oct 2
2. Résumé	5 hrs	October 14
3. *Canvas* Profile and Portfolio	16.5 hrs	December 16
Total =	33 hrs	

Assessment Rubrics

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

- Résumé Evaluation
- HCS Grammar and Style Rubric
- HCS Grammar and Style Rubric: Level 1 Requirements
- *Canvas* Profile and Portfolio: Fall Lab 1 Evaluation

Course Outline

Date	Topic	Room # / VOD Lesson
September 13 VOD Sept 13-18	Introduction to Portfolios and Canvas	TBA / Week 1 Lesson
September 18	*Flipgrid Discussion DUE: "Introduce Yourself!"	N/A
September 27 VOD Sept 28 -Oct 3	NO LAB (class moved to Revision Week)	N/A / No Lesson
October 2	*Flipgrid discussion DUE: "Tell Me a Story!"	N/A
October 11 VOD Oct 11-17	Significant Learning Experiences: Résumés and e-Projects	TBA / Week 2 Lesson
October 14	Résumé DUE	
October 18	Grammar 1 (Grammar Teams Sorting)	TBA / Week 3 Lesson
November 15 VOD Nov 15-20	Grammar 2	TBA / Week 4 Lesson
November 29 VOD Nov 29- Dec 5	Online Communication: e-Projects and Profiles	TBA / Week 5 Lesson
December 13	Work period	TBA / No Lesson
December 16	*Canvas* 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 *Canvas* 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
Term A	
Monday	Résumé resubmission 1 (as necessary)
Tuesday	Résumé resubmission 2 (as necessary)
Wednesday	Term A evidence artefacts: grammar review
Thursday	Term A evidence artefacts: resubmission 1 (as necessary)
Friday	Term A evidence artefacts: resubmission 2 (as necessary)
Term B	
Wednesday	Term B evidence artefacts: grammar review

Thursday	Term B evidence artefacts: resubmission 1 (as necessary)
Friday	Term B evidence artefacts: resubmission 2 (as necessary)
Friday	*Canvas* 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.

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. Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

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 **exceeded competency requirements for more than 40%** of the	A+	4.0	90-100
			A	4.0	85-89

		learning outcomes and met requirements for all remaining learning outcomes.	A-	3.7	80-84
M	Meeting	Student **met competency requirements for all** learning outcomes and may have exceeded in 40% or less.	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.

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; Jessie Lysholm, Associate Dean of Students, at jlysholm@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance
Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. 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. 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.

Live-Streaming Etiquette
Students taking the course through live-streaming are required to indicate this during their course registration. While live-streaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via live-stream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. 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.