

Western Washington University
Woodring College of Education – Human Services Program
HSP 304: Portfolio Learning in Human Services (1 credit)
Winter, 2010

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“A portfolio tells a story. It is the story of knowing. Knowing about things... Knowing oneself... Knowing an audience... Portfolios are students' own stories... Students prove what they know with samples of their work.” (Paulson & Paulson, 1991, p.2)

Course Description

This course involves reading, writing, and online inquiry elaborating on the portfolio processes for learning, assessment, and professional development in the human services field. An emphasis is placed on benchmark assessment in relationship to CSHSE National Standards and a survey of writing styles of the human services profession. Portfolios will be finalized in HSP 495 – Capstone Portfolio.

Course Overview

Welcome to the Human Services Program and to HSP 304! HSP 304 will introduce you to Western’s human services curriculum, to writing for the profession, and to the portfolio process, which is an integral part of the human services major. By developing a portfolio over the course of a two-year period you will provide evidence of meeting the National Standards in Human Services education. In HSP 304 you will be introduced to a variety of writing styles that are used in the human services profession. In particular, you will learn and practice the APA writing style, which is used across the curriculum.

Given that this is a one-credit course, our time together will be brief. The course will begin January 12 and end March 16.

Required Course Materials

Course Texts

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6^h ed.). Washington, DC: Author.

Kincaid, S. (2007). *Student guide to the capstone portfolio process*. Bellingham, WA: Human Services Program, WWU.

Pipher, M. (2006). *Writing to change the world*. NY: Riverhead Books.

NOTE: All required texts and reference materials in this class should be retained while you are in the program. These materials may be used in future courses.

Required Web readings/resources (Additional materials are contained in Blackboard)

1. Council for Standards in Human Services Education- <http://www.cshse.org/standards.html>
2. WWU- Online APA Tutorial <http://www.library.wvu.edu/ref/subjects/extended/apa/intro.html>
3. My Online Portfolio Adventure: <http://www.electronicportfolios.org/myportfolio/versions.html>
4. The Owl at Purdue: <http://owl.english.purdue.edu/owl/resource/560/01/>
5. **Please note: Additional Web readings may be assigned.

Note: This syllabus is subject to minor modification and refinement.

SCHEDULE OF COURSE TOPICS AND ASSIGNMENTS

Date/Format/Class Time	Topic	Readings/Assignment
1/11/2010	<ul style="list-style-type: none"> • Introductions • Review Syllabus • What is a Portfolio? • What are national standards? • What is APA 	Begin reading Kincaid (2007) Web: #1
1/18/2010	MLK Holiday – no class	
1/25/2010	Transformative Learning in a Transforming World <ul style="list-style-type: none"> • What is the Human Services Curriculum? • What are the CSHSE National Standards? 	Finish Kincaid (2007) and webreading #1; Begin reading Pipher Ch. 1, 6-8 Orientation to the HS curriculum and standards based learning. Begin working on course essay.
2/1/2010	The Scholarly Voice Writing styles for human services professionals Stefanie Buck will join us to review APA style and lead us into the Tutorial.	Pipher Ch 9-10 Begin APA tutorial
2/8/2010	What Only We Can Say Writing styles for human service professionals, continued	APA Manual, Chapters 1-3 Webreading #2, #4 <u>DUE: APA QUIZ Completed</u>
2/15/2010	National Holiday – Presidents Day: No class	
2/22/2010	Writing to Change the World Portfolios as a tool for life-long learning	Webreading #3 Pipher: Skim 11-15 and Coda
3/1/2010	National Standards revisited	<u>DUE: Essay on National Standards</u>
3/8/2010	Portfolio Options What are the range of options and formats for Portfolio presentation	APA Test completed at 80% or higher by this date. Portfolio Development Plan Due

CSHSE STANDARDS AND LEARNING OUTCOMES

Standard #20: The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.			
Specifications	Outcomes	Learning Activities	Assessment
Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency) (b)	Differentiate professional (showcase), course, and summative (capstone) portfolios.	Lecture and Webreading #3 Describe past learning experiences	Portfolio Development Plan
	Articulate understanding of and questions to guide inquiry related to the National Standards	Student Guide to Capstone Portfolio , Webreading #1; ISTE, ALA, Critical Thinking Standards	Standards Essay
	Describe the processes for developing a portfolio to document learning, assessment, and professional development in the HS major and the range of required and optional artifacts for inclusion.	Student Guide to Capstone Portfolio	Portfolio Development Plan
	Articulate the role of questions, reflection, and multiple voices in learning and writing.	Pipher book and course handouts	Standards Essay
	Develop understanding of APA conventions.	APA Manual Library Tutorial	APA Tutorial/Quiz

Course Assignments

Successful completion of the course requires that students demonstrate knowledge and/or skill in all of the following:

Assignment	DUE	Possible %
#1 - APA quiz	2/8/2010	25
#2 – 2 Essays on National Standards	varies	20
#3 – Example Web page		15
#3 - Portfolio Development Plan	3/08/2010	30
#4 – Course Participation & Attendance		10
Total		100

#1 – Quiz – APA Library Tutorial – 25 points

Successfully complete the Online APA tutorial and score an 80% or higher score on the post test. You may take the post-test more than once as long as it is completed by March 9th. The online tutorial takes about 3 hours to complete.

Grading: Your percentage score on the post-test will be divided by 4 to determine total points received on this assignment.

#2 – Essay on National Standards – 20 points

Develop a 2-4 page paper (double spaced, 12 point font) that considers the following questions:

- a. Given what you have learned about the Human Services Program so far, is there still a good match between your professional goals (as stated in your original admission essay) and WWU's Human Services Program? How have you changed or refined your ideas since writing the admission essay? Describe your professional interests and future career goals in relation to what you already know and what you are currently learning about the Human Services major.
- b. Select a CSHSE Standard (#11-20) of your choosing and explain how the standard relates to your professional interests and experiences.

You will continue to develop this essay senior year in HSP 495. This essay may be included as an artifact in your final capstone portfolio.

#3 – Exploratory Webpage – 15 points

Develop a "starter" web page using weebly, wordpress, or other site/tool to help you explore how you might begin to organize your capstone portfolio. Web pages must include, at least, one attached document and uploaded picture.

#4 – Portfolio Development Plan-- 30 points (Due March 8th)

In a 3 page paper (double spaced, 12 pt. font) describe your portfolio development plan.

- a. Explain how your learning will be reflected in professional (showcase), course, and summative (capstone) portfolios?
- b. Describe how you plan to compile and organize your materials and/or if you plan to use an electronic portfolio system? (Be specific)
- c. Identify any artifacts that you may already have available (from community college coursework, jobs, or elsewhere). Describe the standards that these artifacts reflect.

Due on or before March 8^h.

A grading rubric is attached to this syllabus. A portfolio organizational tool is also provided.

#5 – Class Participation 10 points

Attendance and class participation is an important component of this course. Students are strongly encouraged to attend all classes and to participate in creating a congenial and collaborative classroom environment.

Grading Scale:

HSP 304 is a requirement of the Major in Human Services and must be repeated if a grade of “C-” or higher is not earned.

Grade	Grade (percentage/points)
A	95-100
A-	90-94
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	60 or below

UNIVERSITY AND DEPARTMENT POLICIES

Academic Dishonesty Policy:

Plagiarism- Instances of academic dishonesty, including plagiarism, will receive a failing grade and will be reported to the University. A student may be dismissed from the Program if a major violation of academic dishonesty is identified. Western Washington University students are responsible for reading, understanding, and upholding the standards of academic honesty as set forth in the *WWU Academic Dishonesty Policy and Procedure* (see Appendix D of the University Bulletin).

Late Assignment Policy:

Since this is a self-paced course all assignments are due on or before the end of the course (March 9th). **Late assignments will receive a 10% deduction for each day the assignment is late.**

Written Work Policy:

All written work must be typed, double-spaced, and grammatically correct. All assignments should conform to APA Publication guidelines. Please proofread work before submitting. Poor writing skills and submission of work that does not address assignment criteria and/or rubric will influence the final grade. The Writing Center at WWU is available to provide writing support and assistance. Please contact them for details at:

<http://www.acadweb.wvu.edu/writingcenter/index.htm> .

“K” Grade Policy:

Students who request a “K” (incomplete) grade must be doing acceptable work up until the 7th week in order to be eligible to receive an incomplete. “The grade of **K (Incomplete)** is given only to a student...when extenuating circumstances make it impossible to complete course requirements on schedule.” (Extenuating circumstances do not include mere lateness in completing work.) Students must **ask** for the “K” grade and a contract must be completed stating what must be accomplished to satisfy the incomplete. A date of completion must be specified on the contract. Students will be given the grade earned at the time of the incomplete contract minus any points associated with incomplete assignments if course work is not completed as agreed when the contract expires. Please review the statement regarding the assignment of incomplete grades in the Western Washington University Bulletin.

Reasonable Accommodation Policy: It is the policy of Western Washington University to provide reasonable accommodations to the known physical, sensory, and/or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the Jones, HSP 304- Page 5

institution. To request accommodations, students must contact WWU disAbility Resource Center for Students at (360) 650-3083 or www.wvu.edu/depts/drs/.

Student Feedback Process: All students will be given the opportunity to formally evaluate the instructor and the content of the course at the end of the quarter. Ongoing feedback is welcome throughout the course.

Additional Resources and Recommended Readings

Barrett, H., & Carney, J. (2005). Conflicting paradigms and competing purposes in electronic portfolio development. *Educational Assessment*. Available from: <http://electronicportfolios.org/portfolios/LEAJournal-BarrettCarney.pdf>

Beebe, L. (1993). *Professional writing for the human services*. Washington D.C.: NASW Press.

Cambridge, B. (Ed). (2001). *Electronic portfolios: Emerging practices in student, faculty, and institutional learning*. Washington, DC: American Association for Higher Education.

Doel, M., Sawdon, C., & Morrison, D. (2002). *Learning, practice & assessment: Signposting the portfolio*. London: Jessica Kingsley.

Klenowski, V. (2002). *Developing portfolios for learning and assessment: Processes and principles*. New York: Routledge Falmer.

Lorenzo, G., & Gittleson, J. (2005). An overview of e-portfolios. *Educause*. Available from: <http://www.educause.edu/ir/library/pdf/ELI3001.pdf>

Paulson, P. R., & Paulson, F. L. (1991). Portfolios: Stories of knowing. In P. Dreyer, (Ed.), *Knowing: The power of stories* (pp. 294-303). Claremont, CA: Claremont Reading Conference.

Stefanakis, E. H. (2002). *Multiple intelligences and portfolios: A window into the student's mind*. Portsmouth, NH: Heineman.

HSP 304
Portfolio Development Plan
Grading Criteria

NAME _____

Criteria	Exceeds Expectations 2 points	Meets Expectations 1.5 points	Does Not Meet Expectations 1 point	Not Included 0 points
Depth Quality of content, critical thinking				
Breadth Breadth of standards/specifications addressed				
Written Clarity Organization, flow, logic				
Written Style Citations, APA format for references, length requirements, grammar, spelling				
Link to Professional Self Connection to essay, focus on professional development				
	ADDITIONAL COMMENTS			