

**BIS 499: Portfolio capstone**  
**Interdisciplinary Arts and Sciences**  
**University of Washington, Bothell, Sp 2015**

Section H: Th, 8:45 – 10:45

Meet in UW1-060



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UW2-220

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Office hours are Th 10:45-12:45 and by appointment.

Online office hours are available.

## 1. About this course

### Description

Congratulations! You're about to complete your bachelor's degree. How did you get here? Where do you want to go next? This course helps you address these questions by reflecting on how you are prepared to meet your goals. You will focus on the connections among your courses and the links between your academic and personal accomplishments. You will create a portfolio that presents the work that you are most proud of.

The development of your final portfolio begins with the four IAS core learning objectives, objectives that are essential for most, if not all, careers: critical and creative thinking; interdisciplinary research and inquiry; collaboration and shared leadership; writing and communication. This starting-point allows us to focus on how your experiences inside and outside of the classroom have advanced those learning objectives and how your accomplishments are the basis for achieving your life and career goals.

A central component to the course is to consider what it means to converse with different people about your education; you will be working with students, faculty, and staff who are not intimately familiar with your area of specialization. You have the opportunity to think about and practice how to explain and frame your work and accomplishments for multiple audiences. *The course concludes with an exhibit session on Friday June 5 from 10 am – noon in the North Creek Events Center for BIS 499 students.*

### Learning Objectives

In IAS we encourage students to draw on a range of intellectual traditions and opportunities to pursue their goals. This great freedom comes with a need to explain what your academic accomplishments mean. This course allows you identify and explain those accomplishments as they relate to your individual strengths. By the end of the course, you will:

1. create a final portfolio that draws from your courses experiences to integrate and reflect on your undergraduate education as a whole.
2. develop skills in drawing on evidence in your portfolio to support claims about your learning to different audiences (friends, family, employers, grad school admissions committee, etc.).
3. compare learning portfolios and professional portfolios.
4. present your work orally and in writing to various audiences.
5. work collaboratively with other students to enrich your understanding of interdisciplinarity.

### Communication

You are responsible for all materials and announcements covered during class. I also expect you to check your UW email account daily so that I can communicate with you between classes. If you wish to use another e-mail address as your primary account, set up your UW account to forward to your other address.



You can reach me by email, sent directly to me at [beccap@uw.edu](mailto:beccap@uw.edu) or sent through Canvas. Please preface the subject line of emails with "BIS 499"; email from Canvas will do this automatically. I have an

email filter that sends all messages pertaining to this course to a single filter, and that filter requires that you include “BIS 499” in the subject line.

I will answer email on a first come-first serve basis and will answer you within 24 hours on business days. To ensure that everyone benefits from answers to questions relevant to many people, I will post the answers to some questions on Canvas.

Office hours are a great opportunity for you to get individual attention to help you meet your learning goals. I hold face-to-face office hours on Thursdays right after class, from 10:45 – 12:45 in my office, UW2-220. You can also set up an appointment to meet with me either face-to-face or online.

### **Online work**

This course includes a number of assignments that you complete through Canvas, and you can do them either in class (from 8:45 – 9:30) or *on your own time*. To accommodate this option, I will always be present in class at 8:45, but you can choose to arrive at 9:30 and complete the work in Canvas by 9:30 *am on Thursdays*. Typically, they are your careful reviews of your colleagues’ work that take about forty-five minutes to complete.

### **Assignments**

#### ***Participation & Peer Review***



This will be a collaborative, student-centered course with almost no instructor lecturing; therefore, the value of each meeting will be determined by the ideas, questions, energy and insights you share with the group. Regular, constructive contribution to discussions and in-class activities will be vital to earning a high score on your participation grade, which I score daily this way: 0 = no participation, 1 = OK participation, 2 = actively involved in enriching the day’s discussion. Everyone is expected to arrive on time, remain for the

duration of class, and refrain from disrupting others.

#### ***Weekly assignments***

BIS 499 builds toward a capstone portfolio and exhibit session through weekly assignments. The weekly assignments help you build these larger products.

#### ***Final Portfolio***



You will create a portfolio that demonstrates how your education in IAS helps you shine. Your final portfolio will include a long essay that answers the questions “What knowledge and abilities have you developed that you can carry forward? How does your portfolio provide evidence that you have the knowledge and abilities you claim?” But it also includes four shorter essays that you will write and revise throughout the quarter. These four shorter essays are about the [IAS learning objectives](#).

#### ***Exhibit***

You will create an exhibit that depicts what it means to you to be the major that you are. This exhibit is a personal expression of what you value most about your degree. It will be part of the public exhibit during which all 499 students present their work. We will invite the public—students, faculty, staff, and your friends and family, if you like—to view and discuss the exhibits you have created. The goal of this session is to begin conversations about your learning in IAS and where you intend to go with that learning.



## Grading/Evaluation

| Assignment   | % of Grade |
|--|------------|
| Online participation (e.g., reading preparation, peer-review sessions)   | 20         |
| Face-to-face participation (e.g., artifact presentations, meeting with professor, discussions, career workshops) | 20         |
| Portfolio homework (e.g., annotated list of evidence, essays, cover letter, etc.)                                | 25         |
| Final Portfolio (includes revising the elements of your portfolio)   | 20         |
| Exhibit  | 15         |
| <b>Total</b>   | <b>100</b> |

Use the table below to convert your points to a grade. Note that the bins in this table overlap, affording me some flexibility in how I determine your grade. Thus, if your performance improves drastically, or if I feel that your assignments do not reflect your clear and innovative thinking, I will boost your grade. However, once grades are assigned, I will not change them.

IAS requires that you score at least a 78% (2.5) on this course.

|   |           |          |          |          |          |      |
|---|-----------|----------|----------|----------|----------|------|
| Your points   | 94 – 100% | 90 – 94% | 86 – 90% | 82 – 86% | 78 – 82% |      |
| Grade   | 3.9-4.0   | 3.6-3.9  | 3.2-3.6  | 2.8-3.2  | 2.5-2.8  |      |
| Your points   | 74 – 77%  | 70 – 74% | 66 – 70% | 62 – 66% | 60 – 62% | <60% |
| Grade <sup>a</sup>  | 2.0-2.4   | 1.6-2.0  | 1.2-1.6  | 0.8-1.2  | 0.7      | 0.0  |
| <i><sup>a</sup>Students must receive a minimum course grade of 2.5 in the portfolio capstone to graduate. That means your grade must fall in the top row of this table.</i> |           |          |          |          |          |      |

## 2. Course Policies

### Attendance

Since being present is a prerequisite for discussion and group work. Students with more than 3 absences should not expect to earn a high participation grade in this course; those with more than 5 absences are in jeopardy of receiving a failing participation grade. Excessive lateness can also cause your grade to drop.

If you cannot attend a class, it is your responsibility to find out what you missed. Please do not email me to ask for assignments or recap what we covered; instead, refer to the course website and ask a classmate for notes and handouts.

### Late Work Policy

Please email me one week before an assignment is due if you'd like me to consider granting you an extension. I cannot grant an extension on the Exhibit. Otherwise, late assignments will automatically be docked by 10%, and lose an additional 10% for every day they are late (a 100% becomes 90% after one day, 80% after two days, etc). I will not accept assignments after 5 late days, when the score is 50%. Multiple late assignments will make it difficult to pass the course and graduate from IAS. In addition, I will not accept the late exhibits.



## Laptop and Cell Phone Policy



Refrain from using your cell phone, playing games, using your computer inappropriately, or other disruptive behaviors; I will ask you to leave the classroom if your behavior is distracting or otherwise inappropriate.

## My commitment to you

I am enthusiastic about being able to work with you. I will do my best to create a comfortable environment for class discussion, encouraging questions of all sorts. I strive to be approachable, clear, organized, prepared, patient, and easy to communicate with. I encourage questions. I recognize you as a group of diverse learners, and, as such, I will use a variety of assignments and interactive in-class activities that employ different learning strategies. I will avoid lecturing. I hope to minimize the stress you feel over big assignments. I do this in part by creating assignments that build on each other, so that the big assignments are actually the accumulation of lots of work that you have already done and have received feedback about. This approach also helps you improve your grades through time. The feedback is designed to help you identify what you are doing well, but also how you need to improve. I will do my best to return email messages within one working day of receiving them.



## 3. University policies

### Respect for diversity

I expect students to respect individual differences that may include race, ethnicity, national origin, gender, sexual orientation, socioeconomic status, age, physical abilities, religious beliefs, or other ideologies. Any behaviors that are intolerant, disrespectful, threatening or otherwise disruptive are absolutely prohibited. Students who make it difficult for others to learn in a positive, and supportive environment will be asked to leave the class. See the [UW conduct code](#).

### Access and accommodations

Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or [uwdrs@uw.edu](mailto:uwdrs@uw.edu) or [disability.uw.edu](http://disability.uw.edu). DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

### Academic integrity

You are responsible for knowing what constitutes a violation of the University of Washington Student Code, and you will be held responsible for any such violations whether they were intentional or not. For crucial information regarding academic integrity, see: <http://libguides.uwb.edu/ai> and <http://www.uwb.edu/student-services/academicconduct>.

### Incompletes

A student who cannot complete a course is not automatically granted an Incomplete. University rules state that “an incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks at the end of the quarter and has furnished proof satisfactory

to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control."

### Inclement weather



Please check if the campus may be closed due to weather. Information on suspension of operations will be made public and available through the media. Students can learn of campus operations status from the website or by calling the Campus Information Hotline at 425.352.3333. You may also sign up with an alert system that will contact you via email or text message if classes are canceled. For more information on the alert process, please see <http://www.uwb.edu/alert>. Class activities will be rescheduled as needed.

## 4. Resources outside of class

### ePortfolio Resources

[IAS ePortfolio Resources](#): info about IAS portfolios & student samples

[Help and Tutorials about Google Sites](#)

[Open Learning lab \(UW2-140\)](#): open whenever UWB is open on a walk in basis! Help for students on any questions about ePortfolios and digital media.

### Support services

|  |              |
|--|--------------|
| <a href="#">Library</a>                          | 425-352-5340 |
| <a href="#">Writing and Communication Center</a> | 425-352-5253 |
| <a href="#">Quantitative Skills Center</a>       | 425-352-3170 |
| <a href="#">Career Services</a>                  | 425-352-3776 |
| <a href="#">Counseling Services</a>              | 425-352-3183 |



## 5. Proposed Outline

This calendar may change. Please check email and Canvas regularly for updates.

| Week | Face-to-face (Thursdays)  | Homework (Due Tuesdays at 9:30 am)   |
|------|---|--|
| 1    | April 2 Introduction  | April 7 <ul style="list-style-type: none"> <li>Survey and Signups</li> <li>Annotated list of evidence</li> <li>Submit your Portfolio URL</li> </ul>  |
| 2    | April 9<br><i>1-on-1 meetings</i> <ul style="list-style-type: none"> <li>1-on-1 meetings in UW 2- 220 with Dr. Price to tailor this course to what <i>you</i> want</li> <li>Reading and questions</li> <li>Review examples of other portfolios</li> </ul> | April 14 <ul style="list-style-type: none"> <li>Essay about Critical &amp; Creative Thinking</li> <li>Essay about Interdisciplinary Research &amp; Inquiry</li> </ul>  |
| 3    | April 16 <ul style="list-style-type: none"> <li>Peer review of Essays (8:45 am – 9:30 am)</li> <li>Artifact presentations</li> <li>Discussion</li> </ul>  | April 21 <ul style="list-style-type: none"> <li>Resume or CV</li> <li>Revise and upload Annotated list of evidence to Final Portfolio</li> <li>Reading and questions</li> </ul>  |
| 4    | April 23 <ul style="list-style-type: none"> <li>Peer review of resume (8:45 am – 9:30 am)</li> <li>Artifact presentations</li> <li>Career Center Presentation (9:45 – 10:45)</li> </ul>   | April 28 <ul style="list-style-type: none"> <li>Cover Letter</li> <li>Revise and upload essay about Critical &amp; Creative Thinking</li> <li>Revise and upload essay about Interdisciplinary Research &amp; Inquiry</li> <li>Reading and questions</li> </ul> |
| 5    | April 30 <ul style="list-style-type: none"> <li>Artifact presentations</li> <li>Discussion</li> </ul>   | May 5 <ul style="list-style-type: none"> <li>Essay about Writing and Communication</li> <li>Revise and upload resume or CV</li> <li>Reading and questions</li> </ul>   |
| 6    | May 7 <ul style="list-style-type: none"> <li>Peer Review of Essay (8:45 am – 9:30 am)</li> <li>Artifact presentations</li> <li>Discussion</li> </ul>  | May 12 <ul style="list-style-type: none"> <li>Revise and upload Cover Letter</li> <li>Essay about Collaboration and Shared Leadership</li> <li>Reading and questions</li> </ul>  |

|    |        |   |                  |  |
|----|--------|---|------------------|--|
| 7  | May 14 | <ul style="list-style-type: none"> <li>Peer Review of Essay (8:45 am – 9:30 am)</li> <li>Artifact presentations</li> <li>Discussion</li> </ul>                    | May 19           | <ul style="list-style-type: none"> <li>Capstone Essay</li> <li>Revise and upload essay about Writing and Communication</li> </ul>              |
|    | May 21 | <ul style="list-style-type: none"> <li>Peer review of Draft Capstone Essay (8:45 am – 9:30 am)</li> <li>Career Center Presentation II: Elevator Speech</li> </ul> | May 26           | <ul style="list-style-type: none"> <li>Revise and upload essay about Collaboration and Shared Leadership</li> <li>Exhibit worksheet</li> </ul> |
| 9  | May 28 | Exhibit practice run for those who want it  | June 2           | Revise and upload Capstone Essay. You are now done with your Final Portfolio!  |
| 10 | June 4 | <i>No meeting.</i> Meet at the Exhibit Session instead.   | Friday<br>June 5 | 10 - noon North Creek Event Center. Exhibit. <i>Arrive a few minutes early to set up your exhibit. No late assignments will be accepted.</i>   |