

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

Section J: Th, 1:15-3:15  
Meet in UW1-121



Dr. Becca Price  
UW2-220  
[beccap@uw.edu](mailto:beccap@uw.edu)  
<http://faculty.washington.edu/beccap/>

Office hours are Thursdays noon – 1:00pm  
in UW2-220 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 3 from 2-4 pm 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. imagine your future, and how you will use your college experience to find new opportunities.

### 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 through the Canvas email feature. 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 before class, from noon – 1pm in my office, UW2-220. You can also set up an appointment to meet with me either face-to-face or online.

## 2. Assignments

### Participation



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:

90 – 100%	Excellent. You courteously and productively contribute to all of the class discussions and critique sessions, and you listen attentively. Your comments are insightful and draw from the material we've been studying.
80%-90%	Good. You courteously and productively contribute to most of the class discussions and critique sessions, and you listen attentively. Your comments are mostly insightful and often draw from the material we've been studying.
70%-80%	Basic. You courteously and productively contribute to at least half of the class discussions and critique sessions, and you tend to listen attentively. Your comments are sometimes insightful but oftentimes not relevant to class material.
>70%	Substandard. In-class participation is very weak.

I understand that personal challenges may arise during the quarter. To accommodate these challenges, I will drop your lowest participation grade. Everyone is expected to arrive on time, remain for the duration of class, and refrain from disrupting others.

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.

### 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 shorter essays that you will write and revise throughout the quarter.



## 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 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.

## 3. Grading/Evaluation

Assignment	% of Grade
Participation (e.g., in-class workshops, career discussions, meetings with professor, discussions)	15
Short assignments (brainstorming, reading questions, peer-review, essays, cover letter, etc.)	45
Final Portfolio (includes revising the elements of your portfolio)	25
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 81% (2.5) on this course.

Your %	97 – 100%	92 – 97%	86-92%	81 – 86%	76 – 81%	71 – 76%	65 – 71%	60 – 65%	<60%
Grade <sup>a</sup>	3.9 – 4.0	3.5 – 3.9	3.0 – 3.5	2.5 – 3.0	2.0 – 2.5	1.5 – 2.0	1.0 – 1.5	0.7 – 1.0	0

<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 left half of this table.

## 4. Course Policies

### Attendance

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. **Late assignments cannot be involved in peer review; consequently, you will receive a 0 peer review of a late assignment.**

## Laptop and Cell Phone Policy



Refrain from using your cell phone, playing games, using your computer inappropriately, or other disruptive behavior; 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.

## Netiquette

## 5. 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 <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/academic-conduct>.

### 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.

## 6. Resources outside of class

### ePortfolio Resources

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

[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



## 7. Proposed Outline

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

Week	Face-to-face meetings, Thursdays at 1:15 p		Homework due Tuesdays at 1:15 p	
1	Mar 31	Introductions	April 5	<ul style="list-style-type: none"> <li>Paraphrase the parts of each IAS Learning Objective in a way that is meaningful to you and that allows you to make claims about what you gained/wish you gained from college.</li> <li>Set up your ePortfolio.</li> </ul>
2	April 7	Evidence	April 12	<ul style="list-style-type: none"> <li>What assignments can you use to support the claims you make about each learning goal?</li> <li>What's so important about the liberal arts (reading and discussion)?</li> </ul>
3	April 14	Talking to IAS Alum Siobhan Wharton—what good do the learning objectives do in the real world?	April 19	<ul style="list-style-type: none"> <li>Decide which 3 learning objectives will be your focus for the rest of the quarter.</li> <li>Read the related articles and revise your interpretation of those three learning objectives by citing the readings.</li> </ul>
4	April 21	Essay strategies Brainstorming about the exhibit	April 26	<ul style="list-style-type: none"> <li>Write your first essay</li> </ul>
5	April 28	More essay strategies Peer review of essay 1	May 3	<ul style="list-style-type: none"> <li>Revise your first essay</li> <li>Write your second and third essays</li> </ul>
6	May 5	Your narrative—own it, make it personal Peer review of essay 2 and 3	May 10	<ul style="list-style-type: none"> <li>Revise your second and third essays</li> <li>Write your narrative</li> </ul>
7	May 12	Preparing for job search Peer review of narrative	May 17	<ul style="list-style-type: none"> <li>Cover letter</li> <li>Resume</li> </ul>
8	May 19	Networking and elevator pitches (1:15- 2:15) Peer reviews of letter & resume Elements of final portfolio	May 24	<ul style="list-style-type: none"> <li>Revise Narrative</li> <li>Revise cover letter and resume</li> </ul>
9	May 26	Exhibit walk through	May 31	<ul style="list-style-type: none"> <li>Complete final portfolio</li> </ul>
10	June 2	<i>No meeting.</i> Meet at the Exhibit Session instead.	Friday June 3	Exhibit 2 – 4 pm. North Creek Event Center. <i>Arrive a few minutes early to set up your exhibit. No late assignments will be accepted.</i> Submit a picture of your exhibit by 4:30 pm.