

Course Code & No.	INTD 493
Course Title (Credits):	Senior Portfolio (3)
Term & Year:	Spring 2020
Course Ref. No. (CRN):	
Instructors:	Rosie Hackett & Katie Zanto
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Office Hours:	TBA
Class Meeting Time:	Wednesdays 1-445pm
Location:	TCES 206
Prerequisites:	Interdisciplinary Studies Major- senior standing, INTD 300

Course Description: Interdisciplinary Studies majors are required to complete a three-unit Senior Portfolio course before they graduate. This course involves two main components 1) completion of a culminating senior project and poster presentation 2) the development of a comprehensive portfolio including reflection and documentation of interdisciplinary learning. Both components will showcase the acquisition of individual skill sets, knowledge and applications, as well as the integration of disciplines.

Student Outcomes: Students will be able to:

- Design and create a culminating senior project through research and application
- Present culminating project and accumulation of academic study through a poster presentation
- Develop a comprehensive portfolio representing an Interdisciplinary Studies degree, i.e. knowledge of self, disciplines, professional preparedness, and integration.

Methods of Assessing Student Outcomes: Weekly cohort meetings, faculty assessments, progress reports, research and annotated bibliographies, culminating project and application documentation, final poster presentation and final portfolio. Several of these assignments will be scored by a faculty panel.

Instructional Strategies:

- Weekly meetings with cohort group
- Scheduled meetings with discipline specialists
- Progress reports
- Portfolio workshops
- Poster presentation
- Portfolio documenting integrative learning throughout career at SNC

Required Texts and Materials:

- A portfolio binder and electronic file.
- Recommended- *The Little Brown Compact Handbook* (for research writing guidelines)
- A culmination of sources/ books/websites for senior project research that represent a range of disciplines. These are chosen by the student.

Guidelines: The Senior Portfolio is a culmination of the Sierra Nevada College experience in Interdisciplinary Studies. As such, Senior Portfolio projects are one of the most important stages of the student's career and therefore without a passing grade, no student in Interdisciplinary Studies will receive a degree in this area.

Community Partners:

If project involves community partners, students must include this information in the updated Senior Portfolio Project Plan.

Faculty Specialists: Each student should have at least one expert faculty specialist involved in the culminating project. This faculty member can be but is not required to be your Senior Portfolio faculty member. Regular meetings throughout the semester are required. Bimonthly recommended.

Attendance: Students are expected to attend every meeting. See syllabus.

Grading Policy:

Grades are based on the accumulation of points during the semester in approximately the following way. There are 1000 total points available (each bullet is worth 250 pts).

- **25%** attendance and participation (annotated bibliographies, draft of research paper, draft of final project, draft of portfolio i.e., meets project deadlines throughout semester) and Lit Review/ Analysis paper
- **25%** the project, the application and documentation (i.e. comprehensive business plan, website construction, social media project, major event, publishable article, feasibility report, etc.)
- **25%** the poster presentation grade (graded by multiple faculty members)
- **25%** the portfolio and final reflection grade (graded by multiple faculty members)

Academic Accommodations: In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover at (775) 831-1314 x7534, hconover@sierranevada.edu or go to the OASIS offices on the third floor of Prim Library within the first week of the semester.

Faculty/Student Honor Code: SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC faculty/ student honor code published in the current SNC catalog. Faculty are responsible for presenting the honor code and consequences for violating it to students at the start of their classes and for reporting all incidences of academic dishonesty to the provost. Students are responsible for knowing what constitutes cheating, plagiarism, and fabrication and refraining from these and other forms of academic dishonesty. Violations of the honor code become part of a student's academic record.

SNC's Disciplinary Sanctions for Honor Code Violations:

- 1st Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 2nd Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 3rd Offense: Student is expelled.

Prim Library Resources

Using the library's resources effectively (not just Internet resources) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your research in your fields and for your projects.

Prim Library Resources include, but are not limited to:

1. Films
2. Reference materials (for use inside Prim Library):
3. Electronic databases (for peer-reviewed research articles, reviews, newspaper and magazine articles): EBSCO
4. Hardcopy periodicals: Prim Library has current subscriptions for many journals. Please check for journals in your discipline and content areas.
5. Books (can be checked out): a search the Prim Library Catalog using key words related to your content needs
6. Lib Guides: <http://Libguides.sierranevada.edu> These web pages contain instructions about how to use resources available at Prim Library, how to evaluate the appropriateness of information from the Internet for a research paper, how to cite sources, and other topics related to finding and using information.

LOGIN information for SNC Prim Library Electronic Databases:

When you need to access SNC's licensed database content from off campus, you will need the following information:

- Students:** Use your first initial and your last name as the username and your 9 digit student ID number as the password.
- Faculty/Staff:** Use your SNC email username as the username and your Banner (SNCSIS) ID number as the password.

If you have questions or problems, please contact the library at library@sierranevada.edu.

QUESTIONS? Laura Schott – lschott@sierranevada.edu – 775-881-7511 Library – library@sierranevada.edu

Literature Review/ Analysis and THE PROJECT

Purpose: The purpose of Senior Portfolio Project is to further your scholarly work in your interdisciplinary disciplines and to allow you to design, with your faculty coach, a culminating experience for your degree at SNC.

Requirements: RESEARCH and APPLY

- At a minimum, no matter what your project entails, you will complete **TWO** parts to your senior project.
 - **Research:** The Literature Review/ Analysis requires a minimum of 10 major sources. The paper asks you to organize, synthesize and articulate the interdisciplinary connections to your project. The minimum requirement is an 8-10 page paper.
 - **Application:** This is where you get to apply your skills, knowledge and professional preparedness gained throughout your academic career. The application component should be comparable to the rigor of writing a 20-page research paper.
 - Examples of application components could include the following: events, films, blogs, websites, lesson plans and teaching sessions, manuals, art, mapping, music, business plans, published articles, books/zines, etc.
 - **Documentation:** **All application components must be specifically documented.** Please refer to application documentation guidelines (in syllabus)

The Poster Presentation:

Students will summarize their culminating project and accumulation of academic work in a reception/gallery style open to the public and evaluated by a faculty panel. The presentation will be assessed on the following criteria:

- Project adheres to conventions agreed upon for senior project (e.g., poster, paper, supplemental materials, resources, etc.)
- Project demonstrates senior level scholarly application, creative output and integrative learning
- Visual components and materials professionally displayed, well-constructed, informative
- Communicates content through mastery of visual media (color, font, layout)
- Citations and other style elements are correct
- Written work (i.e., thesis/abstract, poster/power point) reflects revision resulting in an organized, polished, highly readable product
- Poster and project reflect accurate and current subject knowledge and demonstrates appropriate breadth, depth and subject development, integrating at least two disciplines
- Student demonstrates informed and articulate answers to questions on the subject

Poster Requirements:

All students must bring to the presentation a poster and copies of the poster slide.

Required Sections on Poster: Abstract, Literature Review, Methodology, Discussion/Conclusion, and References.

The Portfolio

Your finished portfolio will be your final and lasting project from Sierra Nevada College. Document and show your integrative learning and interdisciplinary mindset and skills. Components of this portfolio should be useful for your future professional opportunities and interview preparation.

Requirements:

A. Title page and table of contents

- B. Statement of Intent:** This introduces yourself and portfolio to the reader. It introduces your background, passions and main message about your acquired interdisciplinary knowledge, skills, and experiences.
- C. Three (3-5) sections, clearly tabbed including:**

1) Knowledge of self: Show a thorough knowledge of who you are. Explain the development of your sense of self. Document your strengths, challenges, passions, and experiences, and how they have shaped you as a person. Evaluate changes in your self-knowledge over time. Some questions to consider: How do you handle risk and ambiguity? What do you consider your ethical framework? How do you adapt your behavior based on feedback you receive?

Introduction essay for section (why you have included these pieces, what they demonstrate about your strengths, weaknesses, and passions, what you can see/understand / connect about these pieces, and a brief summary/conclusion of what these pieces represent about you, your educational journey, and your future learning goals. i.e. your plan for increased effectiveness.)

All selected assignments that are referenced in your introduction essay. These might include but are not limited to Intellectual Autobiography, Ethics Statement , self-assessments, reflective essays, and creative work.

2) Knowledge of Professional Preparedness: Show how your various internships, service learning and work outside the classroom have prepared you for life after college.

Introduction essay for section (why you have included these pieces, what they demonstrate about your knowledge of professional preparedness and a brief summary/conclusion of how you have used or will use your professional understanding for life after college)

All selected assignments that are referenced in your introduction essay. These will include assignments from Interdisciplinary Studies, or any other classes/internships/work experience that required your professional preparedness abilities.

- Resume (you may have multiple versions)
- Letter of Recommendation (s), field/internship/service evaluations
- Discipline specific professional documentation, i.e. certifications, skills check list, trip logs, conference presentations and/or publications/articles
- Awards
- ENTIRETY of your Service Learning Portfolio (log included)

3) Knowledge of your discipline (Discipline 1): Demonstrate your knowledge of discipline-specific facts, theories, methods, interpretations, or technical skills. Include assignments that reveal the depth of your disciplinary knowledge from courses you have taken throughout your career.

Introduction essay for section (why you have included these pieces, what they demonstrate about your knowledge of this discipline, and a brief summary/conclusion of future goals)

All selected assignments that are referenced in your introduction essay. These might include but are not limited to, depending on the discipline, research papers, business plans, skills checklists/evaluations, experimental research, art pieces, summary of digital work and link, etc.

4) Knowledge of your discipline (Discipline 2): Demonstrate your knowledge of discipline-specific facts, theories, methods, interpretations, or technical skills. Include assignments that reveal the depth of your disciplinary knowledge from courses you have taken throughout your career.

Introduction essay for section (why you have included these pieces, what they demonstrate about your knowledge of this discipline, and a brief summary/conclusion of future goals)

All selected assignments that are referenced in your introduction essay. These might include but are not limited to, depending on the discipline, research papers, business plans, skills checklists/evaluations, experimental research, art pieces, summary of digital work and link, etc.

5) Knowledge of Integration: This is the place where you document the entirety of your senior project work from this semester. Make the case that you have become a true interdisciplinary student. Show how you apply skills, abilities, theories, or methodologies gained in one situation to other situations in order to solve problems, create opportunities, or explore complex issues in original ways.

Introduction essay for section should answer the following questions

- a. Summarize the major components of your senior project. What tangible work did you create (research paper, website or blog, product, video, business plan, etc.)?
- b. Explain the major lessons that you learned from completing the components of your senior project. What are your takeaways?
- c. If you could do your senior project all over again, what would you do differently? (assume that you keep the exact same project—you can't switch to something else!)
- d. Explain how your senior project integrated your academic disciplines, personal experiences, and passions.
- e. In your estimation, did you adequately present your senior project to your audience of peers and professors? Please describe how well your poster and your verbal presentation illustrated the breadth and depth of your work. Is there any way that you could have better represented your project?
- f. During your presentation, were you surprised by any feedback you received or questions that you were asked? How were the questions/feedback of professors and peers helpful to you?
- g. Summary/Conclusion: How will use your integrative understanding to broaden your perspective and future goals?

ALL Senior Portfolio Classwork: These are REQUIRED for final submission.

- your research paper (8-10 page minimum)
- your application component of your project (i.e. manuals, screen shots of websites/videos/blogs, articles, event planning and marketing, business plans, etc.)
- all documenting materials for projects (note: refer to application documentation requirements doc)
- a copy of your final poster

Portfolio Grading: 100 pts. (assigned as follows): *Portfolios are returned at final exam meeting*

* Faculty Panel Scoring from the Integrative Learning Rubric

80 pts

Faculty scores are guided by your submissions, your introductions to each section and your reflective essay. Areas of assessment include: Connection to Discipline, Connection to Experience, Application, and Self Assessment and Reflection.

* Requirements and Presentation (reflects professionalism, revision, organization, and creativity; includes final reflective essay, entries in each section along with introductions to each section):

20 pts

Tentative Course Schedule: Please see syllabus below. NOTE: All assignments are subject to change....

Date	Class Plan	Assignment Due
Week 1 1/22	Instructor and student roles Introduction to syllabus and expectations Introduce posters Introduce portfolios Student introductions to projects Intro to project research component and application component (documentation) Intro to verbal progress reports and to do lists Research WHEEL WORKSHOP/Introduce Annotated Bibliographies	Review your proposal; talk with your community organization or faculty specialist
Week 2 1/29	Verbal Progress Report Research Workshop (finding sources, improving notes, adding spokes to the wheel, etc.)	Due: Revised Project Proposal Due: TWO Spokes of the Wheel Multiple Annotated Bibliographies (2-3 pages for each Spoke) Due: Verbal Progress Report
Week 3 2/5	Verbal Progress Report Project Workshop (organization, setting goals and deadlines, responses to shifting knowledge with research, etc.)	Due: TWO more Spokes of the Wheel Multiple Annotated Bibliographies (2-3 pages for each Spoke) Due: Verbal Progress Report
Week 4 2/12	Verbal Progress Report Research Paper Peer Review WORKSHOP	Due: Literature Review and Analysis (min of 10 sources) Due: Verbal Progress Report
Week 5 2/19	Verbal Progress Report Project Workshops/Individual Meetings	Due: Revised Lit Review/ Analysis Due: Verbal Progress Report (SPECIFIC to project goals and deadlines)
Week 6 2/26	Verbal Progress Report Project Workshop	Due: Draft of Project DOCUMENTATION and TIMELINE of DELIVERABLES
Week 7 3/4	Individual Midterm Check-ins & Next Steps	Due: Turn in Project CONTENT/DELIVERABLES (curriculum, writing, video edits, etc.)
3/9-3/13	SPRING BREAK	WORK ON PROJECTS!
Week 8 3/18	Verbal Progress Report Portfolio Workshop (the why and the how and integrative rubric)	Due: Verbal Progress Report Due: Bring in Service Learning Portfolio and COMPUTERS with past assignments
Week 9 3/25	Verbal Progress Report Portfolio Workshop: Introductions and Reflections	Due: Bring SP Binder with dividers and all chosen assignments for each section.

Week 10 4/1	Verbal Progress Report Project Workshop/Individual Meetings	Due: Senior Portfolio (Integration section in progress) Due: Bring all materials for your senior project!
Week 11 4/8	Poster Workshop	Due: Final Project and Documentation Materials!!!
Week 12 4/15	Mock Poster Presentations and Feedback	Due: Come to class prepared to showcase poster on your computer.
Week 13 4/21	POSTER PRESENTATIONS Tues. 4/21 from 1:30-4:30pm	DUE Monday 4/20- EDIT and PRINT POSTER with faculty coach! Due 4/21: Poised to PRESENT! Look and Feel professional! You got this!
Week 13 4/22	Final Portfolio and all materials due on Rosie's desk by 11am!	Due: Final Portfolio and all materials due on Rosie's desk by 11am!
Week 13 4/23	Final Class Meeting and Final Celebration (all work returned): Thurs. 4/23 11-12:30pm	Potluck Celebration!

Senior Project APPLICATION Documentation REQUIREMENTS:

All application components of the Senior Project must be documented clearly and filed in the Interdisciplinary Section of your Senior Portfolio. See below for additional documentation required for the creation of events, videos, websites and products (i.e. business plans, articles, etc.). Please consult with your faculty adviser to see what else should be included in your application documentation.

Students must document:

- 1) A log documenting how you spent the time on the final project portion of your service learning class. Be as specific as possible. After analyzing the log, you should be able to identify total time doing specific parts of your project. For example, the log should identify time filming, saving, editing, asking for feedback etc. Or, as another example, time researching lesson plans, building the lessons, communicating for feedback, revising, implementing and debriefing.

Additional Specific Instructions for Documenting a Senior Project: Organizing and Hosting an Event

To document your event as a final project, please make sure you collect the following components to put together in your portfolio:

- All email correspondence to set up the logistics- the site, the supervision and approval, any vendors etc.
- An Event pre-plan. ... a list of all the tasks (with dates) you lay out for yourself leading up to the event
- An Event Plan- a list (with times) of how the event will go including timing information, set –up and clean –up information etc.
- All promotional materials or efforts to communicate with your potential audience (facebook sites and post, poster pdf, letter to parents, article in the school newspaper or orther)
- Visual documentation of the event... printed pictures to include in both your portfolio and to use in your power point presentation.
- Follow- up email correspondence. Thank you messages to volunteers or supervisors, the site supervisors, etc.. reporting on # of people who attended etc.
- Time log – separating out the time you spent
 - a) planning (talking, emailing, setting up etc.)
 - b) the time on the day of the event (set up, run the event, break down)
 - c) follow-up tasks

Additional Specific Instructions for Documenting a Senior Project: Planning, Filming and Editing a Video

To document your video as a final project, please make sure you collect the following components to put together in your portfolio:

- A statement of video intention including:
 - a) Intended audience
 - b) Themes and content focus
 - c) Intended outcome
- Your shot list
- Your list of people to interview or consult
- Your script or interview questions
- Your feedback plan (who you will submit the video to for feedback with a timeline)
- Your logistics plan for securing needed equipment and scheduling with individuals
- Time log – separating out the time you spent
 - a) planning (creating a story board, shot list etc. and securing the equipment)
 - b) film time
 - c) editing
 - d) other (feedback incorporation, finishing touches etc.)
- Any release forms or permission statements gathered by you or your organization to secure the right to film your video.
- An active link to the video

Additional Specific Instructions for Documenting a Senior Project: Creating a Website/Blog

To document your website creation as a final project, please make sure you collect the following components to put together in your portfolio:

- Visual documentation of the website... Screen shot printed images of key pages to include in both your portfolio and to use in your power point presentation.
- An active link to the website
- Time log – separating out the time you spent
 - a) planning (creating and consulting about the content)
 - b) designing the website
 - c) adding content
 - d) editing
 - e) other (feedback incorporation, finishing touches etc.)

Additional Specific Instructions for Documenting a Senior Project: Creating a “product” ie: Book, Manual, Newspaper Article, Report, Guide, Proposal, Business Plan, Etc.

To document your product creation as a final project, please make sure you collect the following components:

- The completed product- in either printed form or electronic (PDF or similar)- Final Draft version ready for intended audience (or published!)
 - Time Log of invested effort with specific sections clearly showing:
 - a) Research
 - b) Drafting
 - c) feedback
 - d) final draft time
 - Examples of drafted versions and feedback. Illustrate how you sought and implemented feedback from a Coach/Faculty Mentor/Community Partner/Other Mentor.
-