

Northern Virginia Community College

Prior Learning Activity for Credit Evaluation (PLACE) SDV 298

e-Portfolio Development Course

Syllabus – ELI

Introduction

The E-Portfolio Development course is designed to help you:

- a. Identify your learning experiences;
- b. Match your learning to college courses; and
- c. Articulate and document your learning in a portfolio, requesting credit for specific courses.

Recommended Course Prerequisite/Co-requisite: English 111 or equivalent experience

Course Learning Objectives

The primary objective of the Portfolio Development course is the completion of one or more portfolio(s) that demonstrate and articulate learning equivalent to specific courses offered by Northern Virginia Community College (NOVA). However, the course is also a valuable exercise in self-evaluation, introspection, analysis, and synthesis.

This course can help students enhance their self-esteem, their self-concept as learners, and their ability to clarify and reach life/work goals. Once complete, an e-portfolio is an impressive and versatile record of a student's accomplishments, suitable for presentation to prospective employers and others interested in student's skills.

Upon successful completion of PLACE, you will have accomplished the following course objectives:

- Clarify the steps in the portfolio development/evaluation process, and the role of the faculty resource person
- Clarify the importance and purpose of the portfolio in relationship to achievement of the course objectives
- Recognize the value and legitimacy of learning from experience
- Appreciate that learning is a life-long process
- Reflect on life experiences to extract college-level learning
- Establish life/career goals and objectives
- Apply appropriate writing practices in the production of a Life History Paper, Goals Paper, and a Narrative of Competencies
- Demonstrate understanding of principles of documentation, one's own prior experiential learning, and specifically, provide documentation for each learning description recorded in the portfolio
- Assess, describe, and document competence developed through experience
- Differentiate between book learning and practical learning, clarifying the expectation of Northern Virginia Community College faculty evaluators

Course Equipment Requirements

- Internet Access
- Access to Google Sites through VCCS student email
- There is no textbook for this course

E-Portfolio Components

1. Introduction
2. Cover Letter
3. Chronological Record
4. Life History Paper
5. Goals Paper
6. Course Content Summary
7. Narrative of Competencies
8. Documentation

Grading Scale

A = 90 – 100 points

B = 80 – 90 points

C = 70 – 80 points

D = 60 – 70 points

F = below 60 points

Grading Criteria for SDV 298 PLACE

Required – one completed e-portfolio

This grading rubric reflects the letter grade the student will earn based on his/her performance in the SDV 298 course. The PLACE portfolios are evaluated separately by content-specific faculty and awarded a pass or non-pass. The letter grade earned in the SDV 298 course does not guarantee the student's portfolio will be awarded credit when evaluated.

Followed directions for developing a high-quality e-portfolio = up to 30 points

Excellent

- Proper formatting of all components
- Correct layout of content in template
- Comprehensive, clear content in each section
- Submission of final version of all assignments by deadlines

Good

- Very few formatting errors
- Slight issues with layout
- Overall quality of content good, but not overwhelmingly great
- Submission of major items by deadlines; one or two minor assignments late

Average

- Some formatting errors on website
- Several layout errors
- Content lacking sufficient details
- One or two deadlines missed

Below Average

- Major formatting errors
- Significant layout issues
- Inappropriate/inadequate content
- Several missed deadlines

Poor

- Evidence of any effort lacking
- Major sections of e-portfolio missing

Reflection / Depth of Insight = up to 35 points

Excellent

- Writing demonstrates extensive inner reflection on one's life, career, and education

Good

- Writing demonstrates average degree of reflection on one's life, career, and education

Average

- Writing only demonstrates cursory, limited reflection on one's life, career, and education

Below Average

- Writing shows lack of insight into life and career, mainly recounts events

Poor

- Writing shows no insight or reflection, only recounts events

Writing, grammar / spelling / punctuation = up to 20 points

Excellent

- Clear organization, correct grammar, no spelling or punctuation errors

Good

- Adequate organization and few grammar/spelling/punctuation errors

Average

- Confusing organization and incorrect grammar/spelling/punctuation

Below Average

- Major errors, but some effort evident

Poor

- Major errors and lack of effort

Participation = up to 15 points

Excellent

- Completes all discussion posts on time
- Responses are thoughtful, substantive, and fully address the question
- Engages classmates by responding to their posts

Average

- Completes all discussion posts
- Responses are somewhat thoughtful, substantive, and fully address the question
- Some posts late

Needs Improvement

- 1-2 posts missing, some posts late
- Responses posted but only slightly addressed question, some effort evident

Unacceptable

- 3 or more posts missing, additional posts late
- Responses show lack of effort and do not address question
- No responses to classmates' posts

TOTAL POINTS = UP TO 100

SDV 298 place Course Assignment Schedule

****All assignments due by midnight on due date****

Week's Activities	Discussion Questions	Assignments
Week 1 Welcome to PLACE presentation		Review / print syllabus *create e-portfolio and email share request Start Chronological Record (CR)
Week 2 Individual phone conferences Schedule appointment to meet / speak with faculty advisor by week 5	Discussion Question 1	*Post Chronological Record to e-portfolio
Week 3 Read – Life History Paper (LPH) information and complete activities	Discussion Question 2	Start Life History Paper
Week 4 Presentation: Course Content Summaries (CCS)		*Post Life History Paper to e-portfolio
Week 5 Read goals information and complete activities	Discussion Question 3	*Post Goals Paper to e-portfolio
Week 6 Presentation: Narrative of Competencies (NOC) 1		Start Narrative Of Competencies *Post Course Content Summary to e-portfolio
Week 7 Presentation; Narrative Of Competencies 2	*Post NOC first draft example to Discussion Board	
Week 8 Read – Documentation information – Individual phone conferences	Two peer review responses to Narrative Of Competencies first draft example	Collect and upload documentation Continue working on Narrative Of Competencies
Week 9 Presentation: Final Stretch		*NOC first draft
Week 10 Individual work		*E-portfolio first draft Continue collecting / uploading documentation
Week 11 Read – Creating Multiple e-portfolios in Google Sites link		Make final revisions to e-portfolio
Week 12 Individual work		*Submit final e-portfolio Complete end-of-course evaluations

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