# OFFICIAL UNDERGRADUATE COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.

Shaded headings are subject to change at the discretion of the department – see course syllabus available from instructor.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Faculty/Department</th>
<th>UFV Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMNS 200</td>
<td>Communications</td>
<td>Introduction to Portfolio Development</td>
<td>3</td>
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## CALENDAR DESCRIPTION:

This course provides students with the opportunity to develop a learning portfolio and improve oral presentation skills. The course will focus on reflective writing approaches, individual thinking processes, learning principles, as well as designing portfolios for future audiences, developing individual and group oral communication abilities, and creating the learning portfolio. Students will create a written and/or electronic portfolio using a process that will include reflection on formal learning, work, and life experiences.

Note: Students cannot receive credit for CMNS 200 and ADED 200.

### PREREQUISITES:

Same as for CMNS 125; see CMNS 125 for details.

### SYNONYMOUS COURSE(S):

(a) Replaces: 
(b) Cross-listed with: 
(c) Cannot take: ADED 200 for further credit.

### TOTAL HOURS PER TERM: 45

<table>
<thead>
<tr>
<th>Structure of Hours</th>
<th>Hours per day</th>
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<tbody>
<tr>
<td>Lectures: 15 Hrs</td>
<td>Hours per day</td>
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<tr>
<td>Seminar: 15 Hrs</td>
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<tr>
<td>Laboratory: 15 Hrs</td>
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<tr>
<td>Field experience:</td>
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<tr>
<td>Student directed</td>
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<tr>
<td>Other (specify):</td>
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### TRAINING DAY-BASED INSTRUCTION:

Length of course: 
Hours per day: 
Maximum enrolment: 25 
Expected frequency of course offerings: annually (every semester, annually, every other year, etc.)

### OTHER:

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) 

Yes [x] No [ ]

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) 

Yes [ ] No [x]

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: 

Yes [x] No [ ]

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**Course designer(s):** Diane Luu

**Department Head:** Lynn Kirkland Harvey 
Date approved: December 2009

**Supporting area consultation (Pre-UPAC):** 
Date of meeting: December 18, 2009

**Curriculum Committee chair:** John Carroll 
Date approved: January 15, 2010

**Dean/Associate VP:** Jacqueline Nolte 
Date approved: January 15, 2010

**Undergraduate Program Advisory Committee (UPAC) approval:** 
Date of meeting: February 26, 2010
LEARNING OUTCOMES:
Upon successful completion of this course, students will be able to:
1. Reflect critically on their own formal learning experiences and provide evidence of sources through collection of artifacts and documents
2. Write and/or orally record reflections of their own significant experiential learning.
3. Expand thinking abilities by using reflective learning processes through self-evaluation and collaborative learning
4. Demonstrate analysis, synthesis, and critical evaluation clearly and cogently in written and/or electronic documents
5. Demonstrate the ability to collaborate with other students and the ability to contribute to the group process
6. Compose, compile, design and create a learning portfolio
7. Present the produced and constructed written and/or electronic portfolio
8. Articulate the learning portfolio process in oral and/or written form

METHODS: (Guest lecturers, presentations, online instruction, field trips, etc.)
Lecture, group work, portfolio facilitators, guest lecturers.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):
☒ Examination(s) ☒ Portfolio assessment ☒ Interview(s)

☒ Other (specify): UFV employees who have completed the joint PLA Centre in Halifax / UFV Assessment Services non-credit Portfolio Development course will be credited with seminar and lab hours.

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:
[Textbook selection varies by instructor. An example of texts for this course might be:]


SUPPLIES / MATERIALS:
Online and hardcopy handouts

STUDENT EVALUATION:
[An example of student evaluation for this course might be:]
Four documents (choice of written and/or electronic) 40%
Presentation 10%
Completed portfolio 40%
Participation (attendance, group work, etc.) 10%
COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

Week 1
Brief history of portfolio learning and language
The reflective thinking process – reflection as learning

Week 2
Essential verbal and non-verbal group communication skills

Week 3
Standards and universal themes as a framework for portfolio development
Reflections on professional documentation

Week 4
Writing genres – linking and learning
Evaluating and accessing educational credentials

Week 5
Chronology of experiential and formal learning
Accessing and compiling artifacts

Week 6
Critical reflective thinking and writing

Week 7
Selecting and writing or creating reflective documents

Week 8
Writing and/or recording learning documents

Week 9
Working portfolio versus the presentation portfolio

Week 10
Self-reflecting benefits of portfolio development and applications for use

Week 11
Format and contents of specialized written portfolios

Week 12
Format, contents, and creation of electronic documentation and/or portfolios – CD, DVD, audio recording, YouTube
Standards and ethics when writing and recording experiential documentation

Week 13
Self-evaluating the written and/or electronic portfolio

Week 14
Presentation of the portfolio

UFV portfolio development and/or practitioner facilitation