

AASC 3301.46F/47F: Lifelong Learning and Portfolio Development Fall 2017 Syllabus



Course Information

Instructor: Theresa Mayer

Campus Office and Phone: I do not currently have an office on campus. Please contact me via email to set up a personal or phone appointment.

Office Hours:

By appointment. I will be happy to meet with you to discuss any questions or concerns.

Because this is an online course, I understand you may rarely visit the campus (if at all). You should, therefore, always begin with an email. During the workweek (Monday-Friday), I will check e-mail at least once daily and respond to your email within 24 hours. I am unavailable during the weekend. If you e-mail me after 3PM – Friday, you *may* not hear from me until Monday; therefore, I urge you to view each upcoming assignment/discussion early in the week and let me know if I can help with any question(s).

Email: tmayer@lamar.edu Use this e-mail address only when Blackboard is inaccessible. Otherwise, please generate all e-mail correspondence within the Blackboard course.

Required Text:

In addition to reading assignments, you will have an introductory/guiding PowerPoint presentation (in PDF format) to view each week. See the relevant week in the Course Content area. You will not need an additional textbook.

Course Description

AASC 3301: Lifelong Learning and Portfolio Development is the first course in Lamar University's BAAS/BGS Core Requirement and is intended to assist you in crafting a personal mission statement, forming personal, academic, and professional goals, developing a personalized plan for the Bachelor of Applied Arts and Sciences/Bachelor of General Studies degree, and creating an e-portfolio to which you can contribute throughout your academic and professional career.

Student Learning Outcomes, Assessment, and Grading

Learning Outcomes:

In this course, you will:

- 1) become aware of your learning style, articulate how this understanding may enhance your academic success, and apply your learning style to courses in which you are currently enrolled.
- 2) employ specific steps to improve your critical thinking and writing skills.

- 3) review characteristics relevant to your personality and discuss the relation of those characteristics to your chosen career.
- 4) construct a personal mission statement.
- 5) develop personal, academic, and professional goals.
- 6) develop an academic plan for the completion of your BAAS/BGS degree.
- 7) become aware of general theories of learning and compose your personal philosophy of learning.
- 8) incorporate what you've learned into, and apply appropriate steps toward, the completion of your e-portfolio.

Assessment:

Student Learning Outcomes will be assessed according to your:

- completion of assignments.
- participation in discussions.
- submission of goals, mission statement, degree plan and rationale, philosophy of learning and two drafts (preliminary and course-final) of an e-portfolio.

Lamar University mandates that you complete all required department courses with a minimum grade of "C." AASC 3301 Lifelong Learning and Portfolio Development is a required course, thus **you must earn at least a "C" in this course.**

I encourage you to carefully monitor your grades and your current "Course Grade", which will be an accurate reflection of your work in relation to week-by-week course requirements.

Grading:

Your **final grade** will be determined as follows:

- 20% - Discussion Requirements
- 15% - Regular Assignments
- 10% - Personal, Academic, and Professional Goals
- 10% - Course Selection Rationale
- 10% - Critical Learning Incident
- 10% - Portfolio Preliminary Draft
- 25% - Portfolio Final Draft

Grading Scale:

- A=90-100%
- B=80-90%
- C=70-80%
- D=60-70%
- F=0-59%

Grading Criteria:

Assignments are assigned specific grading criteria. Each follows these general guidelines:

A Excellent, Outstanding, Fluent Thought-Provoking, Original

This assignment is a superior and carefully organized response to the assigned topic, each paragraph having a controlling idea and excellent supporting detail, the style fluent and the content thought provoking. It addresses all aspects of the prompt and follows all directions indicated in the prompt. There are few if any major mechanical errors. The presentation shows thought and original insights on the part of the writer, independent of the teacher and/or text.

B Good, Above Average, Clear, Well-Organized

This assignment is a good response to the assigned topic, in which each paragraph has a controlling idea that is adequately supported by detail. The sentences are clear and show some variety. Mechanical errors are not overly distracting to the reader. The writer has mastered the material presented by the text and the teacher.

C Average, Adequate, Competent, Fair, Unoriginal

This assignment is an adequate, routine response to the assigned topic. A central idea is stated, perhaps too generally, but it is more or less held to and supported in token fashion. The style is moderately clear, and the mechanics are reasonably competent. Errors in grammar, punctuation, usage, and organization may be distracting but do not seriously interfere with a reader's understanding of the submitted material.

D Below Average, Inadequate, Ineffective, Unclear, Under-Developed

This assignment is an inadequate response to the assigned topic, by virtue of one or more of the following: significant mechanical errors that make the communication ineffective, weaknesses of work choice, insufficient support or understanding of the topic. There may be a stated controlling idea, but the relation of details to that idea is unclear.

F Failure for one or more of the following reasons: Blocked Communication, Plagiarism/Cheating, Major Errors, Illiteracy, Directions Not Followed, Badly Under-Developed, Not Submitted, Submitted Late

This assignment is an altogether unacceptable response to the assigned topic whether by failure of the writing, the thought or both. The voice of the writer fails to appear because someone else's language was appropriated or because gross errors have blocked communication. A controlling idea is not stated or, if so, it is incoherent or undeveloped.

Please Note!

Your attempts to participate in class and interact in a meaningful way will prove beneficial during the semester and influence borderline final grade decisions.

Grading and Returning Assignments/Discussions

I will grade assignments/discussions within one week of the submission/due date. Exceptions to this timeframe *may* include major assignments, which *may* take up to two weeks to adequately review, grade, and return.

Course Policies**Attendance**

It is essential that you login to Blackboard often to participate in discussions and learning activities. I strongly recommend that you access Blackboard frequently – at least once every twenty-four (24) hours.

Additionally, I recommend that you bookmark Blackboard so that you may access the site - without routing through Banner/myLAMAR. Here is the web address for Blackboard:

<https://luonline.blackboard.com>

Assignment Format

Please be aware... Unless you and I have made prior arrangements, I will not accept any assignment submitted via email.

Please follow these guidelines:

1. Submit all assignments as attachments with the proper file extension (Microsoft Word – doc or docx) and ppt/pptx (Powerpoint) for the portfolio. Do NOT submit other types of files!
2. Do NOT cut/copy and paste or directly enter information into the assignment section!
3. On the first page (only), I require the following information, double-spaced, set to a 1” left margin and a 1” top margin:
 - Your name
 - My name (Ms. Mayper)
 - Course information – to include prefix, course number and section designation (AASC 3301.46F)
 - Assignment due date in this format: day month year (Example: 22 August 2017)
4. Include an original title. Do not include a cover sheet.
5. Use page numbers that are right justified (1” right margin), accompany your last name, and are set to a ½” top margin.
6. Double space.
7. Use one-inch margins. (Page numbering must be set to ½ inch.)
8. The required font and point size for all assignments is: Times New Roman 12pt.
9. Run spell check.
10. Run grammar check.

Assignments that do not conform to this format will be subject to significant point deductions or rejected entirely.

Beware! The above noted files - doc/docx and ppt/pptx - are the ONLY files I consider acceptable. I am aware of numerous “free” or “open source” tools alleged to enable you to submit Microsoft files. Some of those tools appear to work. Many do not. If you elect to “take a chance” on any of these tools, you are warned to verify proper submission. Inaccessible files submitted in unacceptable formats will receive a zero (“0”).

Draft assignments in Word and *always* save your work.

If you have additional questions, please feel free to ask – prior to the assignment due date. I have provided an example in the “Get Started Here” section. See: “Sample Assignment.”

Submitting Discussions, Responses, and Assignments

You must submit discussion posts and responses by directly entering text in the course’s discussion section.

You must attach assignments (via the assignment tool) as doc/docx files.

I have posted instructions for verifying your assignment files are properly attached. See the "How do I ensure that my file has been properly attached?" in the FAQ section of the Course Content area. You will find additional instructions explaining how to attach an assignment and what to do if you continue to have difficulty with attachments. You are responsible for ensuring and confirming the proper submission of your assignments.

PLEASE NOTE: I have encountered numerous problems with students attempting to use Internet Explorer to access Blackboard. **These problems are particularly obvious when students attempt to attach assignments.** Lamar University's Center for Distance Education (Blackboard support) recommends you use the newest version of Firefox as your browser when accessing Blackboard (particularly when attempting to attach an assignment). You may download (free) the newest version of Firefox by visiting <http://www.mozilla.com>

Late Work

All assigned work is expected to be completed and submitted by the specified due date.

If there are any special circumstances (and they must be extraordinarily "special") preventing you from submitting an assignment on time, contact me before the assignment is due. **Late assignments will otherwise receive a grade of zero (0).**

In considering the major assignments, I recognize that late work is better than no work; therefore, I will accept four major assignments (goals list, degree plan rationale, critical thinking experience, preliminary draft of e-portfolio) for **one week** - beginning from the original due date. Your grade, however, will be reduced **5%** for **every calendar day** the assignment is late. **I will not accept the Course-Final Portfolio after the due date.**

You **must** submit your goals list, mission statement, degree plan rationale, critical thinking experience, and both drafts (preliminary and final) of your portfolio in order to pass the course!

Time Frame

Our course runs on a **Monday-Sunday** weekly schedule. You will find the specific dates and topics for each unit in the "Course Schedule" of this syllabus, the discussion/assignment sections, and the "To Do" section (the week each is due). Please remember **all assignments are due by 11:59 PM on the specified due date**. The Assignment and Assessment tool will automatically mark assignments late or deny submission after that time. The discussion tool records the date and time of your post/responses. I will check those dates and times to ensure that you've submitted each on time.

As mentioned, I recommend that you access Blackboard frequently – at least once every twenty-four (24) hours.

Discussion Requirements

In addition to submitting your individual assignments, you are required to interact with your classmates. We will learn from each other. Pursuant to that end, this course is set up for

instructor/student interaction and student/student interaction.

You will be required to participate in numerous discussions throughout the semester. These posts should fully answer the questions using support from the reading material and your personal experience. Due to the nature of the assignment, **timeliness is critical**. I encourage you to **submit your initial post early in the week**, so your classmates have time to read and reply to your thoughts. However, your initial post is only part of the assignment.

The second part of the assignment requires you to respond to your classmates' assignments. Your response(s) will be due by **Sunday** following the initial post. Your responses should be substantive. **A "good job" or "I agree" response will not suffice!** You can further the discussion by asking questions, providing a connection to other student posts, providing an opinion with support and rationale, etc.

Think of these discussions as the time you would spend in the classroom discussing topics with classmates. Please conduct yourself as a mature, responsible adult. Speak to your classmates as you would in class. I will not tolerate demeaning or derogatory activity on the discussion board. Each person has a right to an opinion, and each opinion should be expressed courteously and respectfully.

Unlike your assignments, your discussion posts and responses must be directly entered in the discussion section.

Email

Because this is an online class, most communication between us will occur online. Understand it is your responsibility to check the announcements and e-mail within the course frequently, so you do not miss pertinent course information. In order to avoid problems previously encountered, we must observe the following e-mail policies:

1. Use the e-mail tool within Blackboard for all e-mail communication. I have listed my alternate email, but require that you use that address **ONLY** if Blackboard is unavailable. Communication will be much easier to maintain if we are able to keep our class e-mail messages together.
2. In order to avoid missing important information, you should check your e-mail account daily. Although the current version of Blackboard does include a notification feature for e-mail, I suggest you manually select the "mail" link (left column within the Blackboard LMS) at least once every twenty-four (24) hours. Failure to check your mail will result in your missing valuable information. Failure to check your mail will **NOT** relieve you from responsibility for any and all content.
3. Confirm your student records (on file with Lamar University) contain your current, preferred e-mail. Your registered address is the only means available (other than Blackboard) by which I may reach you via e-mail. You are responsible for ensuring correct information on file with the university.

Dropping a class

Instructions for dropping and withdrawing are included in the *Lamar University Class Schedule* each semester. You can drop and withdraw by visiting www.lamar.edu. If you choose to drop

the class, **you are responsible for initiating and completing the proper procedures** to have your name removed from the class roll. Please inform me of your decision and contact the Registrar's Office. If you remain on the class roster at the end of the term – but have not completed the course work – I will have no choice but to assign a final grade of “F”.

Disability Accommodation:

Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is located in the Communications building room 105. Office staff collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at 409-880-8347 or drc@lamar.edu to arrange a confidential appointment with the Director of the DRC to explore possible options regarding equitable access and reasonable accommodations.

If you are registered with DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course." Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is located in the Communications building room 105. Office staff collaborate with students who have disabilities to provide and/or arrange reasonable accommodations.

Managing your Time:

Students often take online courses because they are convenient. You don't have to commute, and you can work from home. However, this freedom comes with responsibility. You are responsible for keeping up with assignments and readings. The course is planned and ordered specifically to maintain a rigorous (but necessary) schedule.

Look through the due dates and make yourself aware of what's coming up. **Do not wait until the last day to complete any assignment! I cannot accept technological difficulties as a reason for a late assignment!**

Academic Honesty:

Students are specifically warned against all forms of cheating and plagiarism. The Lamar University Student Handbook states: “Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. Punishable offences include, but are not limited to, cheating on an examination or academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials” (81). One aspect of the handbook's definition of cheating is, “purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm” (82). Plagiarism is defined as, “the appropriation and the unacknowledged incorporation of another's work or ideas into one's own offered for credit” (82). Students seeking to avoid plagiarism should consult with the course instructor, recent handbooks like *The Little, Brown, Handbook* and the *MLA Handbook for Writers of Research Papers*, or consultants in the Writing Center. Faculty members in the Department of Applied Arts and Sciences investigate all cases of suspected plagiarism.

Students who either cheat or submit plagiarized work in AASC 3301 will fail the course.

The Texas State University System has established the following Disciplinary Procedures for Academic Dishonesty:

- (1) Academic Process. All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty but must notify the student of his/her right to appeal to the department chair, the dean, and eventually, to the vice president for academic affairs (whose decision shall be final) before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or of the administrative decision, and opportunity to respond, and an impartial disposition as to the merits of his/her case. After completion of the academic process, the academic officer making final disposition of the case shall refer the matter to the chief student affairs officer for any additional discipline that may be appropriate.
- (2) Disciplinary Process. In the case of flagrant or repeated violations, the chief student affairs officer may take such additional disciplinary action as he/she deems appropriate. No disciplinary action shall become effective against the student until the student has received procedural due process under *Subsection 5.6* and following exception as provided under *Subsection 5.15*.

Minimum Technical Skills Required

You need to have:

- access to a computer (at home, school, or work). You'll need computer access for extended periods of time.
- broadband internet access (cable modem, DSL, or other high-speed connection).
- the newest version of Firefox is the Blackboard-recommended browser. Known difficulties exist (viewing video, uploading/submitting assignments, etc.) with other browsers – particularly Internet Explorer.
- up-to-date anti-virus software.
- Microsoft office software and knowledge of that software.

You need to be able to:

- navigate websites – including downloading and reading files.
- download and install software or plug-ins such as: Adobe Reader, Microsoft PowerPoint Reader, Adobe Flash Player, Windows Media Player, etc.
- use email – including attaching and downloading documents/files.
- Save files in commonly used word processing formats. You must use .doc or .docx formats. If you cannot save files in .doc or .docx formats, you may use .rtf as an alternative. However, you will be responsible for correctly formatting all submissions. (See "Assignment Format" for details.)
- copy and paste text and other items in computer documents.
- save and retrieve documents and files on your computer
- navigate Microsoft office software, including the Review functions.
- locate information in the internet using search engines
- locate information in the library using the online catalog, research tools, etc.

Your computer must be compatible with Blackboard. Please see the [Blackboard Supported Browsers and Operating System](#) page to make sure your system will allow you to use all the tools and features available.

Additional Resources for Your Success

Blackboard Technical Support

Helpdesk: 409-880-2222

Toll Free: 866-585-1738

After Hours Support (5PM-8AM): 866-321-7170

Email: blackboard@lamar.edu

Center for Distance Education

Office: John Gray Center, Building B, Room 125

Phone: (409) 880-2222; 8 a.m. – 5 p.m.; Monday-Friday

Email: cde@lamar.edu

Website: <http://dept.lamar.edu/cde/>

SMARTHINKING connects students to E-structor® Certified tutors anytime, from any Internet connection. <http://smarthinking.com>

TRIO Student Support Services.

The TRIO Student Support Services program provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students toward successful completion of their college education. The goal of SSS is to increase the retention and graduation rates of its participants.

The TRIO program assists first generation students, low-income students, or students with disabilities. TRIO provides a variety of services for our students such as: tutoring, mentoring, academic, financial or personal counseling, computer labs, a self-help library and many other support services. All services are FREE to students who qualify for the program.

Additional information is available at: <http://dept.lamar.edu/studentssupport>

Student Advising and Retention Services (STARS).

Lamar University's Student Advising and Retention Services (STARS) exists to "create an atmosphere where our staff and students are partners with the goal of assisting students in their academic, personal, and professional endeavors through on-going conversations, proactive advising, and comprehensive academic support services." STARS provides sustained support, information, and resources for assisting students achieve educational and lifelong goals. STARS services include: advising, tutoring, supplemental instruction, mentoring, academic enhancement workshops, and learning communities.

Additional information is available at: <http://dept.lamar.edu/stars/>

Lamar University Writing Center. The Writing Center seeks "to improve the student writer's composing skills so that he or she can approach any writing assignment in a progressively more

skilled and thus more confident manner.” The center “focuses on improving students’ writing skills and practices through learning sessions that help students recognize and correct their own errors.”

Additional information is available at: <http://dept.lamar.edu/writingcenter/index.php>

Course Schedule

Course Content and Assignments	
<p>Week 1 (8/28-9/3)</p>	<p>Learning Styles</p> <p>Readings</p> <ul style="list-style-type: none"> • Introductory Material in "Begin Course Here" <p>Videos</p> <ul style="list-style-type: none"> • "Learning Styles" video presentation. <p>Discussion</p> <ul style="list-style-type: none"> • D1 Introduce Yourself (<i>Initial Post and responses due by 11:59 PM, Sunday, Sept. 3</i>) <p>Assignment</p> <ul style="list-style-type: none"> • A1 Learning Styles and Education (<i>Due by 11:59 PM, Sunday, Sept. 3</i>)
<p>Week 2 (9/4-9/10)</p>	<p>Critical Thinking</p> <p>Videos</p> <ul style="list-style-type: none"> • "Critical Thinking" video presentation. <p>Discussion</p> <ul style="list-style-type: none"> • D2 Critical Thinking Idea Analysis (<i>Due by 11:59 PM, Sunday, Sept. 10</i>)
<p>Week 3 (9/11-9/17)</p>	<p>Purpose</p> <p>Videos</p> <ul style="list-style-type: none"> • "Purpose" video presentation. • Sam Berns' TEDx talk: "My Philosophy for a Happy Life" <p>Discussion</p> <ul style="list-style-type: none"> • D3 Sam's Philosophy of Life (<i>Due by 11:59 PM, Sunday, Sept. 17</i>)
<p>Week 4 (9/18-9/24)</p>	<p>Purpose</p> <p>Readings</p> <ul style="list-style-type: none"> • "Are You Deciding On Purpose?" • Mission statement grading form. <p>Assignment</p> <ul style="list-style-type: none"> • A2 Personal Mission Statement. (<i>Due by 11:59 PM, Sunday, Sept. 24</i>)

<p>Week 5 (9/25-10/1)</p>	<p>Goals</p> <p>Readings</p> <ul style="list-style-type: none"> • "Personal Goal Setting • "Golden Rules of Goal Setting • "Goal Hierarchy" • "Goals Worksheet" • Goals grading form <p>Videos</p> <ul style="list-style-type: none"> • "Goals" video presentation. <p>Assignment</p> <ul style="list-style-type: none"> • A3 Goals. <i>(Due by 11:59 PM, Sunday, Oct. 1)</i>
<p>Week 6 (10/2-10/8)</p>	<p>Course Selection Rationale</p> <p>Readings</p> <ul style="list-style-type: none"> • "Example Course Selection Rationale" • Course selection rationale grading form <p>Videos</p> <ul style="list-style-type: none"> • "Goals" video presentation. <p>Assignment</p> <ul style="list-style-type: none"> • No Assignment Due. Work on Course Selection Rationale. <i>(Due Oct. 8)</i>
<p>Week 7 (10/9-10/15)</p>	<p>Course Selection Rationale</p> <p>Readings</p> <ul style="list-style-type: none"> • "Example Course Selection Rationale" • Course selection rationale grading form <p>Videos</p> <ul style="list-style-type: none"> • "Goals" video presentation. <p>Assignment</p> <ul style="list-style-type: none"> • A4 Course Selection Rationale. <i>(Due by 11:59 PM, Sunday, Oct. 15)</i>
<p>Week 8 (10/16-10/22)</p>	<p>Design the Portfolio</p> <p>Readings</p> <ul style="list-style-type: none"> • "What do I include in the Portfolio" <p>Videos</p> <ul style="list-style-type: none"> • "Designing Your Portfolio" video presentation. <p>Discussion</p> <ul style="list-style-type: none"> • D4 Portfolio Purpose <i>(Due by 11:59 PM, Sunday, Oct. 22)</i>

<p>Week 9 (10/23-10/29)</p>	<p>Build the Portfolio</p> <p>Readings</p> <ul style="list-style-type: none"> • "What do I include in the Portfolio" • "Reflection Statements" • "e-Portfolio Tutorials" <p>Videos</p> <ul style="list-style-type: none"> • "Build Your Portfolio" video presentation. <p>Assignment</p> <ul style="list-style-type: none"> • A5 Portfolio Artifacts List (<i>Due by 11:59 PM, Sunday, Oct. 29</i>)
<p>Week 10 (10/30-11/5)</p>	<p>Create the Portfolio</p> <p>Readings</p> <ul style="list-style-type: none"> • "Review your Preliminary Portfolio". • "Portfolio Checklist". • "Preliminary Portfolio Grading Form." <p>Videos</p> <ul style="list-style-type: none"> • "Portfolio: Preliminary Version" video presentation <p>Assignment</p> <ul style="list-style-type: none"> • No Assignment. Work on your Preliminary Portfolio (<i>Due Nov. 5</i>)
<p>Week 11 (11/6-11/12)</p>	<p>Create the Portfolio</p> <p>Readings</p> <ul style="list-style-type: none"> • "Review your Preliminary Portfolio". • "Portfolio Checklist". • "Preliminary Portfolio Grading Form." <p>Videos</p> <ul style="list-style-type: none"> • "Portfolio: Preliminary Version" video presentation <p>Assignment</p> <ul style="list-style-type: none"> • A6 Preliminary Portfolio. (<i>Due by 11:59 PM, Sunday, Nov. 12</i>)
<p>Week 12 (11/13-11/19)</p>	<p>Learning from Experience</p> <p>Readings</p> <ul style="list-style-type: none"> • "Critical Learning Experience" assignment form • "Critical Learning Experience" grading form. <p>Videos</p> <ul style="list-style-type: none"> • " Learning Theories" video presentation <p>Discussion</p> <ul style="list-style-type: none"> • D5 Learning Through Experience (<i>Due by 11:59 PM, Sunday, Nov. 19</i>) <p>Assignment</p> <ul style="list-style-type: none"> • No Assignment Due. Work on your Critical Learning Experience Assignment.

<p>Week 13 (11/20-11/26)</p>	<p>Learning from Experience</p> <p>Readings</p> <ul style="list-style-type: none"> • "Critical Learning Experience" assignment form • "Critical Learning Experience" grading form. <p>Videos</p> <ul style="list-style-type: none"> • " Learning Theories" video presentation <p>Discussion</p> <ul style="list-style-type: none"> • No discussion <p>Assignment</p> <ul style="list-style-type: none"> • A7 Critical Learning Experience <i>(Due by 11:59 PM, Sunday, Nov. 26)</i>
<p>Week 14 (11/27-12/3)</p>	<p>Complete the Portfolio</p> <p>Readings</p> <ul style="list-style-type: none"> • "Editing and Proofing Tips" • "Final Portfolio Grading Form" <p>Videos</p> <ul style="list-style-type: none"> • Complete Your Portfolio" video presentation <p>Assignment</p> <ul style="list-style-type: none"> • No Assignment Due. Work on your final portfolio. <i>(Due Dec. 3)</i>
<p>Week 15 (12/4-12/10)</p>	<p>Complete the Portfolio</p> <p>Readings</p> <ul style="list-style-type: none"> • "Editing and Proofing Tips" • "Final Portfolio Grading Form" <p>Videos</p> <ul style="list-style-type: none"> • Complete Your Portfolio" video presentation <p>Assignment</p> <ul style="list-style-type: none"> • A8 Final Portfolio. <i>(Due by 11:59 PM, Sunday, Dec. 10)</i>