Master Course Syllabus

Course Discipline and Number: COMM 262   **Year: 2023-2024**

Course Title: Portfolio Preparation – Communication   **Credit Hours: 1**

I. Course Description: This course is intended for Broadcast Production, Communication and Media Arts, and Digital Cinema program majors in their second year of study. Students explore transfer options and/or potential employers/clients and create a visual/audio portfolio. Topics include researching transfer schools and/or employment opportunities, selecting works for the portfolio, considering different portfolio delivery and presentation methods, writing mission statements and resumes, interviewing skills, and creating a finished portfolio that meets the requirements of the targeted transfer institutions or employers. Prerequisites: Broadcast Production or Communication and Media Arts or Digital Cinema major; completion of two semesters of program courses; prior completion of, or concurrent enrollment in, ENGL 101. 1 Cr. (1 Lec.) Spring semester.

II. Additional Course Information:

1.	This course is designed to be taken in the final semester so students can compile all work completed in the program to date into their portfolio.
2.	This course will require substantial work outside of class.

III. Student Learning Outcomes
Upon successful completion of this course, students will be able to:

1.	Create and assemble a practical visual/audio portfolio complete with cover letter, mission statement, and resume.
2.	Tailor content and presentation to varied audiences.
3.	Apply best-practice strategies for presenting their work to potential employers and transfer institutions.

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas

<u>**Tompkins Cortland ILOs**</u>

Complete this section for "service" courses <u>only</u> (e.g., courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:
☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.

☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.

☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.

☐ Use technology appropriate to their discipline.

☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

Program Learning Outcomes

Complete this section for program-specific courses (e.g., those that share the same discipline code as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program(s):

Digital Cinema A.S. and Broadcast Production - Television A.A.S.

PLO#1 Express themselves clearly using college-level verbal, presentation, and written skills required by the profession.

> **SLO#1** Create and assemble a practical visual/audio portfolio complete with cover letter, mission statement, and resume.
> **SLO#3** Apply best-practice strategies for presenting their work to potential employers and transfer institutions.

PLO#2 Apply pre-production, production, and post-production processes to create video or cinematic works.

> **SLO#1** Create and assemble a practical visual/audio portfolio complete with cover letter, mission statement, and resume.

PLO#3 Describe and employ principles of collaboration in the creative process.

> **SLO#2** Tailor content and presentation to varied audiences.

PLO#4 Create a professional portfolio suitable for transfer to a four-year institution or an entry-level broadcast/industry facility.

> **SLO#1** Create and assemble a practical visual/audio portfolio complete with cover letter, mission statement, and resume.

Broadcast Production -Radio A.A.S.

PLO# 3 Research and analyze data to think critically, creatively and independently to solve problems and reach conclusions

> **SLO#3** Apply best-practice strategies for presenting their work to potential employers and transfer institutions.

SUNY General Education Competencies

If this course assesses a SUNY GEN ED Competency, check all that apply and indicate which course outcome(s) address each checked item:

☒ CRITICAL THINKING & REASONING- Students will:
    a. clearly articulate an issue or problem;
    b. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
    c. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

> **SLO#2** Tailor content and presentation to varied audiences.

☒ INFORMATION LITERACY - Students will:

    a.   locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

    SLO#1 Create and assemble a practical visual/audio portfolio complete with cover letter, mission statement, and resume.

☐ SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(s):   **N/A**

For courses that are approved to meet one (or more) of the ten SUNY General Education Knowledge and Skills Areas, indicate which area the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that area:

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

V. Essential Topics/Themes

1. Reviewing, discussing, and critiquing their own works and works of others.
2. Writing a resume, content index, and mission statement, compiling a portfolio, and interviewing skills.
3. Dressing for success for a specific industry/company.

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Portfolio package	50-65%
2. Written materials	15-20%
3. Participation, attendance, and engagement	10-15%
4. Class exercises/assignments	15-20%

VII. Texts –None required

VIII. Bibliography of Supplemental Materials

1. Bartleet, Brydie-Leigh, et al. "*Building Sustainable Portfolio Careers in Music: Insights and Implications for Higher Education*." *Music Education Research* 21.3 (2019): 282-294.
2. Cleveland, R.E. *Using Digital Portfolios: Reflection, Assessment & Employment*. TechTrends 62, 276–285 (2018). https://doi.org/10.1007/s11528-018-0262-0
3. Farrell, Orna. "*From Portfolio to Eportfolio: The Evolution of Portfolio in Higher Education*." Journal of Interactive Media in Education 2020.1 (2020).
4. Giering, Judith A., and Yitna B. Firdyiwek. "*E-Portfolios: Deepening Student Engagement in Learning*." Handbook of Research on Fostering Student Engagement with Instructional Technology in Higher Education. IGI Global, 2020. 167-184.
5. Panyukova, Svetlana. "*Didactic Potential of Web Portfolio: Theory and Practice*." CEUR Workshop Proceedings. In 2019 International Conference on Innovative Approaches to the Application of Digital Technologies in Education and Research SLET-2019 http://ceur-ws. org. Vol. 2494. 2019.
6. Pierre, Marvin. *A Personal Web Portfolio: Creating an Online Presence from Conception to Implementation*. Diss. 2020.

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual: None specified
Electronic: None specified
Other: None specified

Attendance Policy: To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.

Services for Students with Disabilities: It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.

Academic Integrity: Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.
Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.
Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.