

Enhancing Student Success Through Electronic Portfolios A Report on an AIR/NPEC Grant Project

July 1, 2004-June 30, 2005

Overview

The Project

This AIR/NPEC project, funded as part of the student success initiative, had two goals: to examine the impact of IUPUI's student electronic portfolio (ePort) on student success; and to explore technologies that might help to manage and assess the large amount of student information generated by ePort. We addressed the first goal by conducting an experimental/control group study in IUPUI's Themed Learning Communities (TLCs) during the Fall semester and through a straightforward pilot study during the Spring semester. We addressed the second goal by working with Intellimetric, a software program that digitally scores student writing according to five main characteristics. In this report, we describe our study procedures, findings, implications of findings, and plans for the future. Appendices include our Principles of Undergraduate Learning (PULs), examples of faculty syllabi and assignments that incorporate ePort, and detailed displays of the data we gathered from both the pilot and Intellimetric studies.

The IUPUI ePort

In collaboration with the national Open Source Portfolio Initiative (OSPI), IUPUI has been developing the current version of our electronic student portfolio for about three years with the aim of using it to support students' intellectual growth and "ownership" of their learning and to enhance assessment of complex learning processes and outcomes not easily captured by a test score. At the freshman level, our ePort is intended to support teaching and learning of IUPUI's six PULs: Core Communication and Quantitative Skills; Critical Thinking; Integration and Application of Knowledge; Intellectual Depth, Breadth, and Adaptiveness; Society and Culture; and Values and Ethics. (See Appendix I for a more detailed statement of the PULs.) Adopted by the IUPUI faculty in 1998 to define the intellectual skills and abilities that all IUPUI graduates are expected to have mastered, the PULs serve as the basis for general education at IUPUI and are intended to be threaded through all undergraduate courses and curricula, introductory to advanced. Student work in the ePort is organized within a "learning matrix" that is customizable around any set of learning outcomes. In the pilot where the AIR/NPEC project was situated, the learning matrix, shown below, represented the six PULs, which were further subdivided by level and type of learning: introductory, intermediate, advanced, and experiential.

































Using this matrix as an interface, students uploaded examples of their work that demonstrated increasing competence in specific PULs. These examples or "artifacts" could be in any digitized medium, including word processing documents, videotapes, graphical work, and so on. Students were also asked to write reflections at certain points in the development of their portfolios. In these reflections, students took a second look at their work, observing the trends that they saw, analyzing their own learning

processes, and describing the intellectual growth that a given set of artifacts demonstrated. This process of reviewing one's work within the larger framework of one's intellectual and professional growth is intended to deepen and enrich learning; reflection is thus viewed by many faculty practitioners as a central component of student portfolios.

PULs Matrix

My Matrix Tool
edit

- Browse and Subscribe
- Build and Publish
- ▼ Matrix Manager
 - PUL Matrix
 - Comparative Religion Matrix
 - Community Service Matrix
 - Research Methods Matrix
 - Chess Club Matrix
 - PTE Matrix

PULs	Introductory	Intermediate	Advanced	Experiential
Core Communication & Quantitative Skills	  	  		
Critical Thinking	 	 		
Integration & Application of Knowledge		 		
Intellectual Depth, Breadth, & Adaptiveness	  	  		
Understanding Society & Culture	 	 		
Values & Ethics	  	 		

Complete

Pending

Ready

Locked

Methods

First Semester ePort Pilot

In the Fall 2004 semester, we piloted ePort in eight of IUPUI's TLCs, freshman-level course blocks that focus on themes like environmental awareness or career interests like nursing or business and that introduce freshmen to the PULs. The 164 students in these TLCs made up our experimental group. Six other TLCs that were not piloting ePort served as our control group, comprising a total of 110 students. Other than the use of the e-portfolio by the experimental group classes, all TLCs were conducted in essentially the same way, allowing for differences among individual faculty members' approaches and the different themes that provided the focuses of the various TLCs.

A list of the TLCs included in the experimental and control groups is shown below:

Experimental Group (ePort Pilot) TLCs

Kelley School of Business

Business 1: Endurance

Business 2: Discovery

School of Education

Education 1

School of Nursing

Nursing 1

Nursing 2

University College

UC 1: For Love *and* for Money!

UC 2: Why Can't We All Just Get Along?

UC 3: Challenges, Resources, Changes, and Identity (for student athletes)

Control Group (non-ePort Pilot) TLCs

School of Education

Education 2

Education 3

School of Public and Environmental Affairs

SPEA 1: Criminal Justice

SPEA 2: Race to Save the Planet: How Your Personal Choices Affect the Environment

University College

UC 4: Exploring Science

UC 5: Discovering Today's Healthcare Culture

Faculty teaching experimental group TLCs were given latitude to introduce and incorporate the PULs and the ePort in any way they chose. Typically, they included a rationale for ePort and the PULs in their syllabi, devoted one or more class sessions to demonstrating the ePort interface, created one or two assignments that explicitly focused on a PUL (like written communication or critical thinking), and asked students to write and upload an end-of-semester reflection to one of the "introductory" cells in the PULs matrix. (We are attaching several examples of syllabi and assignments to this report in Appendix II.)

At the end of the semester and beginning of the following semester, we compared retention and grade point averages of students in the experimental and control groups. These comparisons were intended to help us discern any differences

between the two groups in academic achievement and success. We had planned also to compare student work on a common assignment at the end of the semester in order to analyze any differences in learning more closely, but were unable to carry out this comparison for reasons explained in the “Findings” section below.

An important addition to the study that was not included in our original research design was an end-of-semester survey of TLC students that queried them about their understanding of and proficiency in IUPUI's Principles of Undergraduate Learning, a major focus of both the TLCs and the ePort. In addition to questions about the PULs, the survey incorporated eight questions drawn from the National Survey of Student Engagement (NSSE) to provide insights into whether ePort affected students' engagement in effective teaching and learning practices. Overall, the survey was designed to help us determine whether first-semester students who began working on an ePort were likely to report greater progress in understanding and mastering the PULs and to be more deeply engaged in their academic work than students who did not work on an ePort.

Additionally, at the beginning of the semester, we constituted an ePort Advisory Board made up of the PIs, eight faculty members representing the TLCs in the experimental group, a representative of the Office for Professional Development, and a representative of the group developing the ePort technological infrastructure. The Board met monthly to exchange experiences, ideas, and strategies for incorporating ePort into classes and assignments so that students might receive the maximum learning benefit from it. Much of the Board's activity focused on exchanging and discussing syllabi and assignments that included ePort in order to develop a set of resources and examples for other faculty to draw on in the future. The Advisory Board also became a de facto “users' group” for the ePort pilot, providing feedback on the ePort technology infrastructure, user interface, and other areas. This feedback was of key importance, since at that point the OSPI technology was not as mature or user-friendly as we had anticipated when we wrote our proposal the previous year.

Second-Semester ePort Pilot

We revised the research design for the project in the second semester because of several factors: for reasons beyond our control, we did not have a significant number of TLCs that could easily supply comparable experimental and control groups; most freshmen had presumably been introduced to the PULs during the previous semester, so some of our first-semester methods were now irrelevant; and, during the first semester, we found that some faculty were unenthusiastic about participating in an experimentally designed study, especially those in the control group. We therefore elected to simply continue piloting the ePort in Spring 2005 to gain more experience with it and formative feedback on it, to spread its use to a larger group of faculty, and to continue to gather examples of syllabi and assignments. Seven faculty representing a range of disciplines (English, Speech Communication, Construction Technology, and Nursing) experimented with ePort in five freshman-level courses and one senior capstone seminar in English; these faculty, along with one representative each from the Office for Professional Development and the ePort technology team, constituted the second-semester Advisory Board. Again, the group met monthly, exchanged syllabi and assignments, and engaged in wide-ranging discussions of approaches to incorporating the ePort and the PULs into teaching and learning.

Intellimetric Study

Intellimetric is a Web-based automated essay scoring engine developed by a former IUPUI colleague with funding from FIPSE. (See <http://www.vantage.com/> for detailed information and a demonstration.) The program is designed to score the types of writing typically included in college student portfolios. Intellimetric scores range from one to six and are based on five major characteristics of student writing: focus and meaning; organization; content and development; language use and style; and mechanics and conventions.

We were interested in determining how a program like Intellimetric might support faculty and student work with ePort. To that end, we first conducted an “Assessment Day” on January 7, 2005, during which a group of faculty scored a set of 86 student writing samples from the introductory composition course sections included in the first-semester ePort pilot. Scoring was based on a locally developed rubric for “introductory proficiency” in written communication, which comprises one element of our first PUL, Core Communication and Quantitative Skills; the rubric maps well to the characteristics used by Intellimetric to determine scores. All identifying information was stripped from the writing samples prior to scoring.

Results of the scoring exercise were analyzed to 1) determine inter-rater reliability among faculty scorers; 2) to examine the degree of similarity between faculty scores and Intellimetric scores of the same essays; and 3) to ascertain which of the three Intellimetric scoring models is most sensitive to the writing samples of first-year students (that is, can distinguish most precisely among levels of competence according to the five characteristics noted above). See the “Findings” sections below for information on our findings.

Findings

Note

Before we describe the results of our study, we should note that the ePort technology may have affected project outcomes. As part of the Open Source Portfolio Initiative, our ePort project is dependent on the collaborative efforts of the more than 150 institutions participating in that initiative. (For more information, please see <http://www.osportfolio.org/>.) During the first semester, the OSPI technological infrastructure was not as mature or stable as we had anticipated when we wrote the proposal; both faculty and students had to struggle at times with carrying out basic functions like accessing the ePort and uploading examples of work. At least one pilot section never completed and uploaded its ePort assignments as a result of these problems. It is probable that these difficulties diminished ePort's impact on student learning and success or were otherwise confounding variables in the first semester of the project.

First-Semester Results

Retention and Grade Point Average Comparison

We employed analysis of covariance procedures to investigate the impact of ePort on cumulative grade point averages and we also compared retention of the

experimental and control groups to the second semester. The results suggested that new students enrolled in an experimental group TLC had marginally significant higher grade point averages at the end of the first semester than students enrolled in control group TLCs ($\bar{M}=2.70$ and $\bar{M}=2.49$, respectively, $p<.10$), even while controlling for student background characteristics (e.g., high school percentile rank, SAT scores, gender, ethnicity, and credit hours taken). Retention for ePort students was slightly lower than for non-ePort students. For unknown reasons, however, one particular ePort section had unusually low retention rates; without this section, retention would have been virtually the same for both the experimental and control groups. (See Appendix III for detailed analysis of these data.)

End-of-Semester Survey

We were encouraged to find that survey responses did in fact indicate that ePort students had a better understanding of the PULs and were more engaged in their educational experiences than non-ePort students. For example, in response to a set of questions that queried them about the importance of each PUL to their education at IUPUI, ePort students in every case rated the PUL as more important than control group students. These results were statistically significant for 7 out of 10 such questions.¹ In response to 10 follow-up questions asking students to rate their proficiency in each of 10 PUL areas, ePort students gave themselves statistically significant higher ratings in three areas: quantitative reasoning; information literacy; and integration and application of knowledge. The two latter skills are among those that the ePort is most explicitly intended to enhance. An analysis of narrative responses to questions asking them to define each PUL also indicated that ePort students had a somewhat clearer understanding of these skills.

Responses to the questions drawn from the NSSE also indicated statistically significant positive results for experimental group students. Students using ePort reported that they wrote more papers, more frequently revised papers, worked harder than they thought they could, and spent more hours participating in co-curricular activities. Other responses to this set of questions were also positive for ePort students, although not to a statistically significant degree: for example, ePort students reported spending more hours per week preparing for class and more frequently integrating knowledge and concepts from different courses in their class discussions and assignments. Arguably then, students in the ePort pilot were more academically “engaged” than their control group counterparts.

Generally, the survey results must be interpreted with caution because we had a lower response rate from non-ePort students, the group that was already smaller. Because of this, survey findings are not generalizable and have a low level of power. We hope to improve the quality of these findings in future years; for the current semester, we have added a pre-semester survey to help measure changes and have changed the method of administering the survey to elicit a higher response rate. With more TLCs, more pilot sections, and a better response rate from students in both the

¹ PUL 1, “Core Communication and Quantitative Skills,” includes five sub-skills: written communication; oral communication; critical reading; quantitative reasoning; and information literacy. The PUL items in the survey included questions on each of these sub-skills and on each of the remaining five PULs.

pilot and control groups, we expect to continue gathering valuable information about the effect of electronic portfolios on student engagement and student learning this semester.

Comparison of Common Assignment

Our original project design included a plan to assess a large sample of student writing for a common assignment in the English composition course included in all of the TLCs. A comparison of the performance of experimental group students with that of control group students in written communication and critical thinking in this assignment would have provided valuable insights into the learning of students in both groups. We were unable to carry out this comparison, unfortunately, because of low participation from control group faculty; only one of these faculty members submitted the student work we had repeatedly requested and not until months after the deadline! Anecdotal evidence suggests that, despite discussion of the grant study in the TLC orientation at the beginning of the semester and several reminders throughout the semester, our request for the student work never really registered in the minds of these control group faculty members. They may have been overwhelmed with too much information—most were teaching in TLCs for the first time—or simply uninterested in being part of a control group.

Second-Semester Results

The second-semester pilot ran much more smoothly than the first-semester one. By this time, we were working with the next release of the Open Source Portfolio, which was considerably more stable than the version we used in the first semester. In addition, we now had several pilot faculty with previous experience using the ePort in their classes. While we did not have formal experimental and control groups, meetings of the pilot faculty ePort Advisory Board during this semester, like the previous one, provided invaluable guidance for technology development and faculty development, and for planning the next steps in the ePort initiative. We now have a “Resource Bin” of model assignments and syllabi incorporating ePort that the current cohort of pilot faculty can consult. (See Appendix II for several examples.) With support from an internal grant, we are beginning a content analysis of these documents to identify the most effective approaches to integrating ePort into courses and programs.

Intellimetric Study Results

Results of the Intellimetric scoring exercise on January 7, 2005 were promising. The majority of scorers of the 86 student papers we worked with were instructors of the freshman composition class from which the papers were taken and thus were very familiar with the common assignment and the typical ability levels of students who take this course. We approached this exercise as a preliminary test of the relationship of Intellimetric scores to human scores that would also help us to determine which Intellimetric scoring model was most appropriate for our freshman writing samples.

We began our analysis of the scoring exercise by calculating the inter-rater reliability coefficient among faculty raters. The correlation coefficient for inter-rater reliability was .23. This relatively low correlation most likely arises from our focus on comparing human rater scores with Intellimetric scores, rather than with other human raters. We did only a brief norming exercise at the beginning of the day and each essay was scored by only one human rater.

Second, we used a Pearson product-moment correlation coefficient to determine whether a relationship existed between Intellimetric and human rater scores. Such results were also intended to identify which of three Intellimetric scoring models was most sensitive to freshman writing samples. Results indicated a statistically significant moderate correlation between Intellimetric and human rater scores on the IUPUI Short Essay Model ($r=0.41$), which proved to be the most sensitive to our sample of freshman students. In this case, “sensitive” means that this model gave us the widest range of scores, suggesting that it was the model best able to make distinctions among levels of proficiency in the samples. Since this particular model was originally developed using samples taken from writing placement examinations given to new IUPUI freshmen, it is not surprising that it was more sensitive to differences among short freshman essays than the other two models, which were intended to score more advanced student writing. Neither of the two other Intellimetric scoring models, the FIPSE Reflective Model ($r=0.22$) and the FIPSE Critique Model ($r=0.0$), had a statistically significant correlation with human rater scores.

Please note also that there was some degree of similarity in student ability levels in our sample; all of these students had placed into the introductory writing course, rather than into the developmental version of the course or the honors version of the course. The students in the sample thus did not demonstrate the range of variation in writing skills that we would expect had we used a sample more fully representative of the entire freshman class.

Now that we have some fairly encouraging results from this initial exercise, we plan to repeat it this year using a more rigorous methodology. We will devote more time to developing norms for essay scoring, will include writing samples from developmental and honors students, and will assign at least two readers to each essay.

Discussion and Lessons Learned

The PIs believe that this research needs to continue to be incorporated into the ePort initiative to provide the campus with extended longitudinal data on groups of students working on ePorts consistently and groups not working on ePorts. Most of the pilot faculty in this study were using the ePort for the very first time and were experimenting with ways of incorporating it effectively into their courses. As the technology improves, as faculty gain more experience with ePort, and as our ability to provide useful faculty development guidance for them improves, we hope to see greater impact on retention, grades, survey results, and other indicators of student engagement and success. Nonetheless, we are pleased with the preliminary results of this initial year, and have already been able to institute changes, for example in the administration of the PUL/NSSE survey, that we believe will yield valuable data to guide our future work.

Some of the key outcomes of the project came from the ePort Advisory Board. Bringing these faculty together to report on and share experiences with ePort helped us to identify and correct problems early on, particularly with the ePort technology, and allowed faculty to benefit from one another’s approaches to incorporating ePort—and, by extension, explicit attention to the PULs—into their courses. We now have a “Resource Bin” of assignments and syllabi that include ePort and explicitly emphasize various PULs; these have already been used in faculty development programs for new pilot

faculty in Fall 2005. In addition, these materials and others developed during the current semester will provide the basis for an internally funded study on effective practices for incorporating ePort into courses and assignments.

In addition, we now have a cadre of faculty, drawn from the Advisory Board, who see the potential of ePort as a powerful tool for learning and assessment, are interested in continuing to work with it, and are serving as advocates to encourage their colleagues to experiment with it.

Finally, we believe that the Intellimetric tool has potential value for assessing written work that students include in their portfolios. While few faculty members will accept a computer-generated score in place of a faculty-determined grade, the Intellimetric program may well be useful for analyzing strengths and weaknesses across large numbers of student essays and, in this way, providing faculty with information about specific aspects of student writing that need to be enhanced. Another potential use of the program is for student self-assessment of writing. Students can run a piece of writing through the program and receive an evaluation of their work along the five Intellimetric dimensions. Such feedback might help students to revise essays before submitting them to be graded or to select examples of written work to include in their ePorts.

In several conference presentations we have given on this project (at the annual national meetings of AIR, the International Society for the Scholarship of Teaching and Learning, and the Open Source Portfolio Initiative), we have included the following “lessons learned” for the benefit of the many other institutions beginning e-portfolio initiatives:

- Be prepared to provide extensive faculty development and technical support.
- Be prepared to answer questions about “why are we doing this?” from faculty and students. (More advanced students will understand the purpose more readily than beginning students.)
- Be aware of faculty workloads.
- Keep expectations simple.
- Expect uneven levels of participation and interest at first—an e-portfolio initiative needs time to grow.
- Ensure the technology is ready so that people have a good experience the first time around.

Next Steps: Plans for the Future

As we widen the group of faculty and students working with ePort, we plan to continue and expand the assessment strategies developed for this project. As reported above, this semester we have added a pre-semester PUL survey for all TLC students that will allow us to compare changes in student understanding of the PULs in the experimental and control groups over the course of the semester. Improved survey administration has already garnered a substantially higher response rate to the pre-

semester survey this fall than we had for last year's survey. Other assessment approaches to be continued will include comparison of GPAs and retention between the two groups. In addition, we are incorporating qualitative assessment and evaluation methods into our efforts, including the syllabus and assignment content analysis project mentioned above, and focus groups of students and faculty users of ePort. Finally, as the use of ePort spreads, we will work to develop longitudinal studies of the success of students who work with the portfolio over a more extended period.

The experiences and lessons of last year's pilot have already been incorporated into the faculty development programs provided to this semester's group of faculty. Because our group of pilot faculty is considerably larger now, it is no longer feasible to combine them into a single Advisory Board—but the value of the Board's discussions and input last year has convinced us that we need other venues for bringing together pilot faculty for discussion and exchange of ideas and experiences. This semester, we are holding a series of brown bag lunches open to all pilot faculty. We will continue to work on identifying opportunities for these faculty members to collaborate.

To spread the adoption of ePort beyond the freshman TLCs and individual interested faculty, we are targeting large multi-section courses and departments as potential adopters of ePort. This year, small internal grants have been awarded to two undergraduate programs, Education and Computer Technology, to work on incorporating ePort as a pedagogical and assessment tool to be used throughout the major. A number of other departments and professional programs, including Nursing and Engineering, have plans to adopt ePort as a component of the major or as a requirement for admission to the major.

We plan to continue to disseminate the results of the project, updating them as we gather new information, to the widening group of faculty and institutions adopting student electronic portfolios to enhance learning and student success. For example, we will be reporting on the project this academic year at meetings of the Professional and Organizational Development Network in Higher Education, the National Coalition for Electronic Portfolio Research, and EDUCAUSE's Electronic Learning Initiative, in addition to the NPEC meeting next fall.

We would like to express our appreciation to AIR and NPEC for providing us with the opportunity to strengthen the assessment and research component of our ePort initiative through the grant project discussed in this report. This support has allowed us to jump start our ePort initiative, gather valuable data on its impact, and develop plans for the future of the project that are informed by those data.

Appendices

- I. IUPUI Principles of Undergraduate Learning
- II. Examples of syllabi and assignments incorporating ePort
- III. Outcome analyses
- IV. Intellimetric study results

Appendix I

IUPUI Principles of Undergraduate Learning

IUPUI's Principles of Undergraduate Learning, developed over several years of discussion involving hundreds of faculty, students, and staff, were adopted by the Faculty Council in May 1998. These principles describe the fundamental intellectual competence and cultural and ethical awareness that we believe every graduate of an IUPUI baccalaureate degree program should attain.

Core Communication and Quantitative Skills

The ability of students to write, read, speak, and listen, perform quantitative analysis, and use information resources and technology -- the foundation skills necessary for all IUPUI students to succeed. This set of skills is demonstrated, respectively, by the ability to:

- express ideas and facts to others effectively in a variety of written formats;
- comprehend, interpret, and analyze texts;
- communicate orally in one-on-one and group settings;
- solve problems that are quantitative in nature, and
- make efficient use of information resources and technology for personal and professional needs.

Critical Thinking

The ability of students to analyze carefully and logically information and ideas from multiple perspectives. This skill is demonstrated by the ability of students to:

- analyze complex issues and make informed decisions;
- synthesize information in order to arrive at reasoned conclusions;
- evaluate the logic, validity, and relevance of data;
- solve challenging problems, and;
- use knowledge and understanding in order to generate and explore new questions.

Integration and Application of Knowledge

The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives. This skill is demonstrated by the ability of students to apply knowledge to:

- enhance their personal lives;
- meet professional standards and competencies, and;
- further the goals of society.

Intellectual Depth, Breadth, and Adaptiveness

The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.

- Intellectual depth describes the demonstration of substantial knowledge and understanding of at least one field of study.

- Intellectual breadth is demonstrated by the ability to compare and contrast approaches to knowledge in different disciplines.
- Adaptiveness is demonstrated by the ability to modify one's approach to an issue or problem based on the contexts and requirements of particular situations.

Understanding Society and Culture

The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally. This skill is demonstrated by the ability to:

- compare and contrast the range of diversity and universality in human history, societies, and ways of life;
- analyze and understand the interconnectedness of global and local concerns, and;
- operate with civility in a complex social world.

Values and Ethics

The ability of students to make judgments with respect to individual conduct, citizenship, and aesthetics. A sense of values and ethics is demonstrated by the ability of students to:

- make informed and principled choices regarding conflicting situations in their personal and public lives and to foresee the consequences of these choices, and;
- recognize the importance of aesthetics in their personal lives and to society.

Appendix II

Syllabus and Assignment Examples



Why Can't We All Just Get Along?
THEMATIC LEARNING COMMUNITY – FIRST YEAR SEMINAR
FALL SEMESTER 2004 SYLLABUS

Course/Section: U110–18090 **Time:** Mondays 9:00am – 10:45am **Classroom:** UC 2110

Instructional Team Contact Information

Professor: David Sabol Email: dsabol@iupui.edu 10:30am	Office: UC 2110-A Office Hours: Wed. 9:30-10:30am and Thu. 9:30-10:30am	Phone: 274-2508
Advisor: Lauren Chism Email: lchism@iupui.edu	Office: UC 3037 Office Hours: By appointment	Phone: 278-8630
Librarian: William Orme Email: orme@iupui.edu	Office: UL 4120-B Office Hours: By appointment	Phone: 274-0485
Student Mentor: Jennifer Lund TLC Professor: John McGrew Email: jmcgrew@iupui.edu	Email: jmlund@iupui.edu Office: LD 126-F Office Hours: Tue 2:00-4:00pm and Thu 2:00-4:00pm	Phone: 274-8672
TLC Professor: Ian McIntosh Email: imcintos@iupui.edu 12:00pm	Office: CA 413 Office Hours: Tue 10:45am-12:00pm and Thu 10:45am-12:00pm	Phone:
CCL Consultant: Frank Ross Email: frross@iupui.edu	Office: UC 002 Office Hours: By appointment	Phone: 274-3931

U110 Course Description

The First Year Seminar is designed to ease your transition from the life you lived last year to the exciting, new life that lies within and before you. This section of UCOL U110, First Year Seminar, is linked with English W131. While the course is not an extension of your writing course, from time to time we may discuss issues that arise in W131. This seminar will provide a comfortable place where you can gain important skills that are essential to your success in college. The course will focus on the topics of identity, culture, and self-exploration. We will investigate from multiple perspectives the impact of various cultures on our lives and how we shape our identity as members of the university community.

We will make some time available during our class periods to discuss progress in your other classes, problems you may be having with the university system, and questions you may have regarding your academic experience. In addition, we'll want you to become comfortable with using the library and the vast technical resources available on the IUPUI campus. Our team is here to help you experience a successful first year at IUPUI. *Don't ever hesitate to call on any of us when you have a need.*

U110 Course Goals

- Develop a comprehensive perspective on higher education
- Experience a safe, supportive, and positive university learning experience through a network of staff, faculty, and other students
- Understand and practice basic communication skills appropriate to the academic setting
- Understand critical thinking in the university context
- Understand and apply information technology to support academic work
- Students develop a knowledge of their own abilities/skills/life demands to be more effective in pursuing academic goals
- Understand and make use of IUPUI resources and services

U110 Course Requirements

The format of instruction for this course is a combination of short lectures, discussion, and a great deal of group work. Students are required to actively participate in class discussion of the materials. Students will also engage in small group projects and discussions that will enhance comprehension of relevant concepts and topics. Given the scope of the course, there may be some readings that will not be fully explored during the class period. Students are still responsible, however, for ALL of the required readings and journal entries.

Attendance & Participation	50 points
Seminar Project – ePortfolio/Unity Day	100 points
Co-Curricular Reflections	75 points
Reality Check Reflections	25 points
Scavenger Hunt Project	25 points
<hr/>	
Total	275 points

Required Reading

Oncourse readings under the Schedule Tab. Check the course schedule below for due dates.
IUPUI University College Student Manual 2003-2004.

*NOTE: Additional required readings may be handed out in class.

You'll want to stay current with your readings so that you can remain an integral part of the daily discussions. The readings have been designed to help you better understand the workings of the university and to prepare you to succeed with future academic work. Through our daily discussions and seminar activities, you'll be able to apply your newfound knowledge from your readings.

Reality Check Reflections

For each of the Reality Check assignments, you will write a journal entry. The journal entry will consist of thoughtful, reflective answers to the question(s) provided to you in Oncourse.

Attendance and Participation

Most of the learning in this seminar will take place during our class meetings. For you to miss a meeting will mean that you will have missed important information and activities; much of what you will achieve from this course will occur in the classroom. Therefore, we can't stress enough the importance of attending each class meeting. This is important enough that 50 points of your final grade will come from your attendance and class participation.

Active class participation is strongly suggested and will also count toward nearly a third of your final grade. You may be called upon at random to help contribute to the class discussion. You are expected to attend class regularly, to read the assigned texts carefully, critically, and on schedule, and to contribute your questions and insights to class discussions. In addition, you will be involved in group work frequently whereby you will be asked to work productively in small groups during class.

Therefore, attendance is mandatory and will be monitored daily. If you are an athlete or if you need to be excused for religious purposes, you will need to provide a written excuse at least 48 hours prior to your absence. Late arrivals on a consistent basis will cause points to be deducted from your attendance and participation grade.

Course Writing Format Guidelines

For all writing assignments in U110, with the exception of in-class written assignments, use the following guidelines:

- One inch margins
- Double-spacing
- 12-point Times New Roman font
- Name, date, course number, and assignment description in the upper right-hand corner of the page
- If the paper exceeds more than one page, include a page number in the upper right-hand corner of the page beginning with page two.
- Use proper English grammar, spelling, punctuation, syntax, etc.
- Save all your work to Oncourse Filemanager for safekeeping.
- Use only Microsoft Word as your word processing program.

Expectations

U110 will demand reading for almost every class period. Expect to have reading and homework consistently, so plan accordingly.

- ◆ You will attend class, *every day*, on time.
- ◆ You will complete your work on time—and on the rare occasion when you don't have something in on time, you'll take quick action to catch up and will remain in contact with your instructional team members.
- ◆ You will respect yourself, your work, your classmates, and your instructional team. If you choose to disrespect your classmates or any member of the instructional team, you may face an automatic administrative withdrawal from the course.

- ◆ You will take our class time seriously—you'll come on time and be prepared, and you'll keep on task. (If you are not able to keep on task, you will be reminded only once—after that you may be asked to leave and you may face an automatic administrative withdrawal from the course.)
- ◆ You will be responsible to *ask questions*—course-related or not.

Administrative Withdrawal Policy A basic requirement of this course is that you will attend and participate in class and conscientiously complete reading and writing assignments. Keep in touch with one of the instructional team members if you are unable to attend class or complete an assignment on time. If you miss more than half our class meetings within the first four weeks of the semester without contacting one of the instructional team members, you will be administratively withdrawn from this course. In addition, if you are administratively withdrawn from U110, you will automatically be withdrawn from your linked W131 course. Our class meets once per week; thus, if you miss two or more classes in the first four weeks, you may be withdrawn. Administrative withdrawal may have academic, financial, and financial aid implications because the withdrawal will take place after the full refund period, and if you are administratively withdrawn from the course you will not be eligible for a tuition refund. The administrative withdrawal policy also applies to the expectation section above concerning respect and staying on task in the course. If you have questions about the administrative withdrawal policy at any point during the semester, please contact any member of the instructional team.

Vision of Diversity - IUPUI

As Indiana's metropolitan university, IUPUI has a responsibility to use education to transform the lives of individual citizens for the improvement of the entire statewide community, to develop the human potential of all people in Central Indiana for their personal and social advancement, and to create a civil community of learning where difference can be understood, respected, and practiced with dignity by each of its members. Diversity at IUPUI is an educational asset to be used and replenished, and it is an economic and social necessity. When diversity is understood and embraced, IUPUI can benefit from higher levels of communication, teamwork, and optimism.

IUPUI is committed to promoting an environment that respects and celebrates diversity, that appreciates individual differences, and that builds on collective talents and experiences for the benefit of the larger societal good. Accordingly, IUPUI's view of diversity goes well beyond facilitating equality of opportunity. It supports the fullness of diversity-creating systems that encourage creativity and innovation; sensitizing people in the organization to issues of culture; and creating an environment that supports multiple perspectives and initiatives.

IUPUI's Principles of Undergraduate Learning (PULs)

As an IUPUI undergraduate student, you will need to understand and demonstrate use of the PULs through your course work in U110. These six principles are designed to guide you throughout your entire undergraduate program at IUPUI. We will work with all of the principles in U110:

Core Communication and Quantitative Skills
Integration and Application of Knowledge
Intellectual Depth, Breadth, and Adaptiveness

Understanding Society and Culture
Values and Ethics
Critical Thinking

Electronic Devices in the Classroom

Please do not bring portable electronic devices into our class; they have a tendency to create a disturbance in class when they make a noise. You've committed to spend each class period with your classmates and instructor exclusively. Any outside communication can wait until class has ended. Make sure your phone and/or pager is turned OFF before you enter our classroom.

Academic Honesty Policy

If a student is caught cheating on an assignment, s/he will receive an automatic zero (0) for that assignment and may risk failing the entire course. In addition, the usage of a sentence, phrase and/or paragraph “word-for-word” from the text or Internet resource without proper citation is considered an act of plagiarism, which will be met with disciplinary action. For specific policies regarding cheating and/or plagiarism and other detailed policies, please refer to the “Indiana University Student Code of Ethics” at <http://campuslife.indiana.edu/Code/index1.html>.

Students and Disabilities

The Office of Adaptive Educational Services (AES) helps students with disabilities receive appropriate accommodations from the university and their professors (students need to register with the AES office in order to officially receive such services). If you need accommodation in order to complete the work of this course, please let me know as soon as possible (I need only discuss the accommodation you need).

U110 Course Schedule – Fall 2004 Why Can't We All Just Get Along?

DATE	IN-CLASS ACTIVITY	ASSIGNMENTS DUE
Week 1 – August 30	<ul style="list-style-type: none">▪ Introductions & Getting-to-know-you (All)▪ Explanation of Thematic Learning Community (TLC) (All)▪ Instructional Team Roles & Responsibilities▪ Nature of U110 Course (Sabol)	9/13: Oncourse readings 9/13: Bring username/password/pin numbers to class
Week 2 – September 6	Labor Day Holiday – No classes “American Voices” – Thursday September 9 7:00pm Madame Walker Theatre (REQUIRED)	9/13: Written “American Voices” reflection 9/13: Complete PUL Pre-survey for ePortfolio Project (The URL can be found under In Touch Links on Oncourse)
Week 3 – September	▪ Technology (Lund)	9/20: Oncourse readings

13	<ul style="list-style-type: none"> ▪ e-Portfolio (Sabol & Lund) ▪ Unity Day Semester Project (Sabol & Ross) ▪ Student Organizations (Ross) 	9-20: Reality Check Reflection #1
Week 4 – September 20	<ul style="list-style-type: none"> ▪ Information Literacy (Orme) – Meet in University Library Room UL 1130 at 9:00am 	9/27: Oncourse readings 9/27: Insert all course assignments and exams from all courses into your planning calendar
Week 5 – September 27	<ul style="list-style-type: none"> ▪ Library Tour (Orme) – Meet in main lobby of University Library at 9:00am ▪ Time Management (Chism) ▪ Goal Setting Strategies (Lund) ▪ Motivation (Sabol) 	10/4: Oncourse readings
Week 6 – October 4	<ul style="list-style-type: none"> ▪ Study Skills (Sabol) ▪ Campus resources: Scavenger Hunt (Sabol) ▪ Unity Day Project (Sabol) 	10/11: Oncourse readings 10/11: Printed Scavenger Hunt packet 10/11: Complete the Religion Survey on Oncourse and print your results
Week 7 – October 11	<ul style="list-style-type: none"> ▪ Learning Styles & Personality (Chism) ▪ Career Exploration (Chism) ▪ Religion Discussion (McGrew & McIntosh) 	10/18: Oncourse readings 10/18: Reality Check Reflection #2
Week 8 – October 18 Mid-Term	<ul style="list-style-type: none"> ▪ Stress management (Sabol) ▪ Principles of Undergraduate Learning (PULs) (Sabol) ▪ Contextual preparation for the field trip (All) <p><i>No Turning Back</i> – A film by Jesus Nebot – October 18 - Lilly Auditorium (UL) 6:00-8:00pm (REQUIRED)</p>	10/25: Oncourse readings 10/25: Written <i>No Turning Back</i> reflection 10/25: Continue to work on ePortfolio
Week 9 – October 25	<ul style="list-style-type: none"> ▪ <i>Field Trip to Mosque (REQUIRED)</i> 	11/1: Oncourse readings 11/1: Written field trip reflection

	EVENING CLASS – Plan accordingly	11/1: Continue to work on ePortfolio
Week 10 – November 1	<ul style="list-style-type: none"> ▪ Spring 2005 Registration (UC 115) (Chism) ▪ ePortfolio upload ▪ Academic Integrity and Civility (Sabol) <p>ELECTION DAY – NOV. 2 – VOTE!!!</p>	11/8: Oncourse readings 11/8: Complete PUL Post-survey on Oncourse 11/8: Continue to work on ePortfolio
Week 11 – November 8	<ul style="list-style-type: none"> ▪ <i>Color of Fear</i> (Sabol) 	11/15: Oncourse readings 11/15: U110 ePortfolio Project Due
Week 12 – November 15	<ul style="list-style-type: none"> ▪ Forgiveness, Healing, & Reconciliation Discussion (McGrew & McIntosh) <p>ePortfolio Project</p>	11/22: Oncourse readings 11/22: Reality Check Reflection #3
Week 13 – November 22	<ul style="list-style-type: none"> ▪ Unity Day Presentations Set Up (UC 115) ▪ <u>UNITY DAY – **Tuesday, Nov. 23**</u> <p>Thanksgiving Holiday – No classes – Wed 11/24 thru Sun 11/28</p>	11/29: Oncourse readings
Week 14 – November 29	<ul style="list-style-type: none"> ▪ Unity Day Debriefing & Reflection (Sabol) ▪ TLC Focus Group & Survey (Weaver Hicks) 	12/6: Oncourse readings 12/6: Unity Day Project Portfolio Due
Week 15 – December 6	<ul style="list-style-type: none"> ▪ Financial Management (Ross) <p>Unity Day Project Portfolio</p>	12/13: Oncourse readings
Week 16 – December 13	<ul style="list-style-type: none"> ▪ Making Wise Choices (Sabol) ▪ Final Celebration! 	Relax and enjoy your winter break!

E-PORTFOLIO PROJECT: DEMONSTRATING DIVERSITY
U110 SEMESTER PROJECT – FALL 2004

Brief Overview

One of the two major U110 semester projects, the ePortfolio Project worth 40 points, will consist of your setting up your profile in your personal ePortfolio on Oncourse, taking pre and post Principles of Undergraduate Learning (PUL) online surveys, completing two PUL grids at the introductory level, and completing at least one experiential grid.

ePortfolio Profile

To begin the project, you will need to input personal information into your ePortfolio profile. This process is very similar to setting up your profile on Oncourse. Since the ePortfolio is a closed website, the information you provide can only be viewed by persons associated with the University.

PUL Surveys

Before you begin to upload information into the ePortfolio matrix, you will need to complete the online PUL pre-survey by September 13. The PUL post-survey will be available to complete beginning November 1. The PUL post-survey will need to be completed by November 8.

PUL Matrix Grids

The major part of this project will be your completing the two introductory-level PUL grids and at least one Experiential grid in the ePortfolio matrix. The two grids you will complete are the Core Skills: Written Communication grid and the Understanding Society and Culture grid.

For the Core Skills: Written Communication grid, you will need to meet the following expectations in order to upload artifacts (documents) that qualify:

- You have identified a different audience and purpose for at least two documents, each written in a different course.
- You have selected information appropriate to your audience and purpose to support your ideas in at least two documents, each from a different course.
- You have used at least two different organizational styles, appropriate to your audience and purpose.
- You have used language, style, writing conventions, and formats appropriate for at least two different audiences and purposes.

One of the two documents you will load into the Core Skills: Written Communication grid is your W131 Midterm Portfolio Retrospective Essay; the other will be from a different course.

For the Understanding Society and Culture grid, you will need to meet the following expectations in order to upload artifacts (documents) that qualify:

- You have explored some aspect of the range of diversity and universality in human history, society, and culture.
- You have analyzed and understood some aspect of the interconnectedness of local and global concerns.

- You have operated with civility in a complex world.
- You have interacted, in person, in literature or film, or through academic reading, with people and ideas in a culture different from yours.

You need to load only one document from any course that meets the above criteria into the Understanding Society and Culture grid.

For the Experiential grid you will need to load at least one document that demonstrates your having participated in and reflected on an out-of-class learning experience. You may load the experiential document(s) into any of the PUL Experiential grids that you deem appropriate.

Evaluation of ePortfolio Project

The ePortfolio Project has four separate sections for evaluation:

1. Your ePortfolio profile is complete. (5 points)
2. The PUL surveys (both pre and post) were completed and submitted on time. (5 points)
3. The PUL Matrix grids contain appropriate documents that have undergone the ePortfolio reflection process and have been submitted for review. Core Skills: Written Communication (two separate documents—one being the W131 Midterm Retrospective and the other from a different course) and Understanding Society and Culture (one document from any course). (20 points)
4. At least one Experiential grid contains an appropriate document that has undergone the ePortfolio reflection process and has been submitted for review. (10 points)

ePortfolio Project Deadlines and Late Penalties

- The PUL Pre-Survey completed by **September 13**.
- Your ePortfolio profile must be complete by **September 20**.
- The PUL Post-Survey completed by **November 8**.
- The PUL Matrix grids (Core Skills: Written Communication & Understanding Society and Culture) completed and submitted for review by **November 15**.
- At least one Experiential grid completed by **November 15**.
- Late ePortfolio submissions will result in a 25% grade reduction for each section.

If as you complete the various sections of this project and become confused, feel free to consult with your professor and/or student mentor for assistance: David Sabol – dsabol@iupui.edu or Jennifer Lund – jmlund@iupui.edu.

HONORS W150: RESEARCH IN THE DISCIPLINES SPRING 2005 Section 14189		
Days & Time: TR 11:00-12:15	Instructor: Julie Freeman Email: jfreema@iupui.edu	Office: CA 343 C
Rooms: CA 323 Tuesdays CA 347 Thursdays	Office Hours: Tuesdays & Thursdays 1- 2 (phone first) and by appointment.	Phone: 274-0092

Prerequisites: W150 is the second in a sequence of two honors writing courses, open to students who exempt W131, receive a grade of C or better in W140, or secure permission of the instructor. This course fulfills the W132 or W231 requirement for most schools.

Course Description: W150 is a writing course designed to help students learn research processes and methods used in the academic disciplines. Students will be introduced to research conducted in their own fields of study; learn to frame research questions; and to gather, organize, and report research findings. We will find that learning to conduct research promotes critical thinking skills such as summarizing, evaluating, synthesizing, and analyzing -- all skills needed to succeed in the university as well as in the workplace.

Textbooks:

- *Composing a Life's Work: Writing, Citizenship, and Your Occupation*, by Dominic Delli Carpini.
- *The Essential Guide: Research Writing Across the Disciplines*, 2nd Ed. by James D. Lester and James D. Lester, Jr.

Course Goals: Our course goals support IUPUI's Principles of Undergraduate Learning. By the end of the semester, successful W150 students will demonstrate the ability to:

1. Understand, explain, and produce researched writing in a specific discipline.
2. Use a viable research process, gathering a sufficient number of recent authoritative sources and demonstrating proficiency with University Library information technology tools.
3. Read critically and analytically.
4. Control and synthesize source material.
5. Develop a strong researched argument.
6. Use patterns of organization that are appropriate for the purpose of the assignment.
7. Develop written work with appropriate details for the intended audience.
8. Use appropriate writing processes and revision strategies.
9. Produce clear, concise written work using the conventions of academic documentation, style, format, and correctness.

The E-Portfolio Project: This class is part of a pilot project for IUPUI's new Electronic Portfolio (ePortfolio). A portfolio is a collection of work that serves as evidence that a person is capable of performing certain crucial professional tasks. For example, the portfolio of a student who is preparing to become a teacher would contain artifacts that demonstrate to a potential employer that the student can write well, construct a complete lesson plan, present a compelling lecture, create a valid classroom test, utilize educational technology, and successfully manage the behavior of a class of students. Artifacts that could be used to demonstrate these abilities could be a well-written term

paper, a skillfully constructed lesson plan, a video of a lecture, a PowerPoint presentation, a classroom test, and a written review from a supervising teacher. A traditional portfolio is a notebook or folder that contains printed copies of artifacts.

An ePortfolio is an online location in which documents, images, or programs can be stored electronically. IUPUI's ePortfolio is constructed in a manner that allows students to deposit and reflect upon curricular and extracurricular artifacts that support their attainment of the university's six Principles of Undergraduate Education during the three stages of their undergraduate education (beginning, intermediate, and ending). Students will find this to be a valuable experience because it will enable them (a) to become aware of the educational progress they are making and (b) to collect, organize, and interpret a body of evidence they can use to support their entrance into the job market or graduate school. The university will also benefit from the ePortfolio because it can use it to determine whether its students are successfully attaining the skills that it targets as the end products of its curriculum.

The E-Portfolio Assignments: Students will be required to deposit electronic copies of two assignments (tentative choices for these are the literature review and researched argument paper) into their ePortfolios and to follow the directions provided on the ePortfolio website that will request them to reflect upon their decision to choose this information for deposit.

Computer classroom: On Tuesdays we will meet in CA 323, a computer classroom; however, class time will typically be used to learn and practice skills needed to complete assignments, not to actually complete assignments, so you will need access to a PC outside of class. Refer to the schedule at <http://www.iupui.edu/~stctr/> for times and locations of computers on campus.

Classroom Policies:

1. Don't type during lectures or discussions. (This is my pet peeve!)
2. Do not use a laptop in CA 347.
3. Be aware that you are responsible and can be held liable for activity on your computer accounts.
4. Turn off your cell phone and pager prior to entering the classroom, or set to vibration mode.
5. Use *Word* so your files can be opened in class and in Oncourse.
6. Do not get on the Internet, check email, or access programs other than those used during class.
7. Do not bring food, drink, or tobacco into the computer room.
8. Use back-up disks and save files in File Manager and Group Space on Oncourse; loss of files is an invalid reason for failing to submit assignments.

Other Important Statements and Policies:

Disruptive students may face disciplinary action according to University policy. Visit <http://www.jaguars.iupui.edu/handbook/2002/academicmisconduct.html> for more information.

Plagiarism is defined by the IUPUI Writing Program as a violation of academic expectations about citing sources. We will discuss ways to avoid plagiarism in class. *The Indiana University Code of Student Rights and Responsibilities* (available in CA 401) explains institutional penalties for plagiarism. These IUPUI policies will be enforced.

Special accommodations are available for students with special challenges or disabilities that may affect their performance. If you are eligible for accommodations, register with Adaptive Educational Services (AES), which can be reached at 274-3241.

Withdrawals must be initiated with a signed schedule adjustment form. See the Schedule of Classes or Campus Bulletin for more information.

Incompletes are rarely given, and then only if at least 75% of the work has been completed at a passing level, and extreme circumstances prevent completion of the remaining work by the last day of the semester. Procrastination does not lead to a grade of Incomplete.

Conferences: An essential ingredient to success in W150 is frequent communication with your instructor. Please feel free to ask questions at all stages of the course. Do not allow yourself to get behind due to problems choosing a project topic, understanding an assignment, or completing a research component. Call me, email me, and/or confer with me in my office. I expect and welcome frequent consultations with you throughout the semester; I want you to be successful!

University Writing Center: The UWC provides free assistance to students at any stage of the writing process. Please visit them for friendly advice about your writing assignments. Call 274-2049 or stop by CA 427 to make an appointment. With the support of the writing center, no student should struggle in W150! Visit them online at <http://www.iupui.edu/~writectr/>

Diversity: In our classroom we will accept and respect individual differences, seeking to foster an appreciation of diversity. Students are expected to respect other students and their opinions regardless of race, ethnicity, gender, age, religion, or sexuality.

Evaluation: Grades will be determined as follows:

Grading Scale					
A+	98-100	B+	88-89	C+	78-79
A	97-93	B	87-83	C	77-73
A-	90-92	B-	80-82	C-	70-72

Assignment	Percentages
Project One	20%
Project Two	50%
Final Exam	20%
Participation, Collaboration, & Attendance	10%
TOTAL	100%

Participation, Collaboration, & Attendance: The contributions grade will be based on your attendance and on your engagement in this class. You are expected to become an active participant in an academic community of writers and learners; to contribute to the learning environment by attending regularly, prepared with assigned work; and to collaborate both online and face-to-face.

- Clearly, you cannot contribute if you are absent. After the fourth absence a grade penalty of one-third of a letter grade will be applied for each subsequent absence. While I certainly understand that there are good reasons for missing class, I do not want to be in the position of

judging which reasons merit an excused absence. So while you should inform me of extenuating circumstances that result in a missed deadline or absence, the grade penalty begins with the 5th absence regardless of the reason. Save your absences for emergencies and illness.

- Students who are habitually tardy will be marked absent.
- If you do miss class, it is your responsibility to find out what you missed, including the homework assignment, for which you are still responsible.
- Any in-class work you miss due to an absence or tardiness cannot be made up.
- If you miss class the day an assignment is due, email it to me before 5:00 p.m.
- Use Oncourse! Interaction on Oncourse is a significant component of this class; we “meet” online frequently. Failure to access Oncourse regularly to stay up-to-date on announcements, assignments, and electronic discussions will affect your grade.
- Participate fully in class discussions and activities, working productively both individually and in groups.
- Submit projects for instructor feedback at the draft stage as required. You may not submit the final project in the course if I have not seen drafts along the way.
- Complete assigned readings. Submit assignments by the deadlines. (Grade penalties apply to late work.)
- Any past due work must be submitted no later than two weeks before the end of the semester in order to maintain eligibility to submit your final project.

Revisions: You will have opportunities to consult with me and your peers and to revise your work throughout the writing process. Therefore, once the final drafts have been turned in and graded, revisions will not be accepted for re-evaluation. If you need extra assistance because English is not your first language, or because you lack experience in the type of writing the assignment calls for, you are encouraged to confer with me or to visit the University Writing Center *prior* to submitting your work for a grade.

Policy on Late Work: Deadlines are important both in the university setting and in the workplace. Success in W150 is very difficult without staying up-to-date with the assignments. In order to be fair to all students, the guidelines below will regulate acceptance of assignments.

- You may not submit the next assignment on the syllabus if you have not submitted the preceding one.
- Projects will be penalized 1/3 of a letter grade each weekday they are late.
- Failure to submit Project Two drafts on the due date will have a significant impact on your participation/collaboration grade.
- Projects missing required components may receive a failing grade.

Overview of Projects

Project One: Research in Your Major. Project One requires you to read and write about a specific major or discipline. If you already have a major, you will focus on that area for this project. However, if you are still undecided about a major, you will select one you are considering. Visiting the links under “Project One” under Tools might give you some ideas.

The objectives of this project are to give you an opportunity to

- Better understand the major you have chosen or might choose.
- Learn what is required intellectually to become a contributing member of that academic community.

- Prepare to conduct research in your major by exploring the demands and assumptions of research in that discipline.
- Develop a framework for the independent research you will do in Project Two of W150

Feel free to meet with me or the Writing Center to go over drafts at any point in the process of completing Project One.

Assignment 1 a: Finding Out What You Already Know. This is an informal piece of writing in which you discuss what you already know about your major. Use the prompts on pages 30 -31, "Writing to Explore 2.4," to help you develop this piece.

Assignment 1 b: Finding Out What You Can Learn from Local Experts.

For this assignment you will conduct two interviews; one with someone in the academic field you are exploring or someone outside academia who uses the major in his or her work, and one with an IUPUI student currently at the junior or senior level in your major.

Before you begin, do "Writing to Explore 2.14 "on page 39 to help you develop interview questions. Make sure your questions cover the topics from the list below.

Interview Question Topics

- The path they took from school to work. (What were their original career goals? Did they follow a straight path to that career, or did they change their direction?)
- Specific examples of the career choices and type of work done by persons with this major.
- The importance of their work to the larger community.
- Shared values of those in this field (See Chapter 3.)
- Their experiences both as students as well as working professionals in this discipline.
- Titles of a few scholarly journals they consider important in their field.
- Methods of conducting research in their field.
- Forms of writing up research in their field (E.g., Lab reports? Case studies? Market analyses?)
- Documentation styles in their field.
- Hot topics in their discipline.

Be sure to read the Interview Tips on page 97-98 before you conduct your interviews. Take careful notes during the interviews, and afterwards, report on the interviews: explain whom you interviewed and why; summarize their responses; and finally, analyze their responses. Post your interview report in the Group Space on Oncourse with a distinctive file name related to the occupation of the interviewee (e.g., social worker.doc). This will allow you to share your information with classmates who have the same major and may wish to incorporate some of your information into their reports (Assignment 1d).

Assignment 1 c: Thank you letters to interviewees.

We will cover formal letter format, content, organization, etc. Please wait to send your letters until they have been reviewed and revised.

Assignment 1 d: Finding Out What You Can Learn from Scholarly Journals.

Peruse one or two current scholarly journals in your field. Look at the table of contents, abstracts, bibliographies, and the articles. Take notes on prevailing themes, recurring names, documentation systems used, language, research methods, and anything else you think might help you understand what kind of research is done in the field. This information will be used in the final assignment for this project.

Next, copy one journal article (about 6 pages in length). Read, take notes in the margins, and highlight key points.

The formal written assignment for *1 d*: summarize the article and discuss what you learned about research in the field from this one article, including subject areas discussed, type of language and style, audience, and references. This 2 - 3 page paper should have a full bibliographic citation at the top and be submitted with a copy of the article.

Assignment 1.e: Report on Your Academic Major.

The information you have gathered from the preceding assignments will be compiled in this report. If any of your classmates have investigated the same discipline or major, you may share/use information. The report should be directed to students interested in this major, and should be at least 3 - 4 pages long. Its purpose is to explain and discuss the following:

- Background information about the field: What *is* it? What is its purpose?
- Degree requirements
- Assumptions, values and common experiences of those in the field
- Types of careers or work done in the field
- Research methods and ways of writing up that research
- Hot topics
- Other areas of interest and information gathered during the project

Incorporate visuals and other design features to make your report appealing to your target audience. If you have web developing skills, you may produce a hypertext document.

Project One contents:

- the 4 assignments described above, including copies of articles, interview guides, etc.
- previous drafts with instructor feedback, if any
- peer reviews done for you

Clearly label and title each piece and place the materials in a pocket folder. Late projects will be penalized each day they are late.

Project Two: Individual Research Project. Project Two is an individual research project related to your major and to *Composing a Life's Work*. Assignments for this project will include a proposal, annotated bibliography, literature review, researched argument paper, and a presentation of a visual version of your argument (with images, PowerPoint, or hypertext.) You will receive detailed guidelines for this project in February.

Tentative Assignment Schedule

This schedule is subject to change at the discretion of the instructor to accommodate instructional and/or student needs. It is the student's responsibility to keep abreast of changes by consulting Oncourse regularly for updates and additional homework assignments that may not be listed here.

<u>DATE</u>	<u>READ</u>	<u>DO BEFORE CLASS &/OR BRING TO CLASS</u>	<u>IN CLASS</u>
T 1/11			Icebreaker & overview
R 1/13	Syllabus Intro & Ch. 1 in Carpini	Log on to Oncourse and complete your profile.	Bloom's Taxonomy Explanation of Project 1.
T 1/18	Ch. 2 in Carpini	Schedule your interviews to take place by 1/25. Do Assignment 1.a.	Interviewing skills. Critical reading skills: reading with and against the grain. Annotating articles.
R 1/20	Ch. 3 and p. 185 – 213 in Carpini	Do pre-work for Assignment 1.b.	Business letter format & organization.
T 1/25	Pages 239 - 245 & 281 -285 in Carpini	Finish 1.b and read articles for 1.c.	Work on thank you letters in class.
R 1/27	Begin reading Ch. 4 in Carpini.	Conduct interviews and write interview reports (1.c) & thank you letters.	Peer review of thank-you letters. Post and share interview reports in Oncourse.
T 2/1	Finish Ch. 4.	Begin report on your major (1.e).	Overview of documentation styles.
R 2/3	Ch. 4 in Lester.	Finish report draft of 1.e	Peer review of report drafts.
T 2/8		Revise and edit all Project 1 assignments.	Explanation of Project 2.
R 2/10	Skim Casebooks in Part IV (beginning on p. 493) in Carpini, searching for topic ideas.	Think about a topic for Project 2. SUBMIT PROJECT 1.	Narrowing topics & posing good research questions.
T 2/15	Read Ch. 7 in Carpini and Ch. 1 in Lester.	Email me about your topic ideas.	Inflite tutorials. Evaluating sources. Review of research strategies. Constructing search statements using key words & Boolean operators.
R 2/17	Read Ch. 8 in Carpini. See Case 2 for how to write the proposal & annotated bib.	Decide on your topic for Project Three and begin your proposal. Begin conducting research. Find at least 3 promising articles.	Selecting & evaluating sources. Defining the scope of the project.
T 2/22	Ch. 2, 3, 4, 5, & 6 in Lester.	Submit Project 2 proposal. Continue research. Email me a progress report.	Research in class.
R 2/24	Your articles.	Continue research.	How to do an annotated bibliography.
T 3/1	Your articles. p. 340; 387 -390 on lit reviews.	Finish research. Submit annotated bibliography	Constructing grids & organizing sections of lit reviews. Draft a practice section.
R 3/3		Do a grid for your literature review & begin drafting.	Checking lit review's topic sentences for focus and

			approach. Review a sample lit review.
T 3/8 <i>MID-TERM</i>		Finish the lit review and get a peer review done electronically. Bring lit review on disk.	Peer review of lit review.
R 3/10	Read Ch. 8 in Lester in preparation for the argument.	Lit review due! Also submit all articles used & the grid.	Explanation of argument paper.
SPRING BREAK			
T 3/22	Read the Case most related to your major in Ch. 6.	Begin researched argument paper.	Taking a position and structuring an argument.
R 3/24	Ch. 9 in Carpini.	Continue researched argument paper.	Lit reviews returned and discussed. How to create a strong claim and qualify an argument.
T 3/29	Begin Ch. 10 in Carpini.	Continue researched argument paper.	Analysis of the argument. Avoiding fallacies. Developing support.
R 3/31	Finish Ch. 10 in Carpini.	Bring complete draft for peer review.	Peer reviews.
T 4/5		Submit researched argument paper.	Revising & editing workshop.
R 4/7		Revise all project 2 assignments.	Conferences.
T 4/12	Carpini Part Two chapter (5 – 9) that best fits your topic.	Experimenting with visuals and PowerPoint.	Intro to reflective essay. Creating a Power Point or other visual.
R 4/14		Decide on format for your visual argument.	Collaborate on visual argument.
T 4/19		Bring draft of visual.	Work day on visuals.
R 4/21		Revise draft of visual and bring for peer review.	Peer review
T 4/26		Final exam during class. Presentations.	
R 4/28		Remaining presentations. Revise all project 2 assignments.	Last class meeting. Course evaluations.
M 5/2		Project 2 due in my office by NOON	(Not a class meeting day.)

W150: Research in the Disciplines, Honors

Guidelines for Fulfilling the ePortfolio Requirements: Spring 2005

Definition and Rationale for the ePortfolio

As you know, this class is part of a pilot project for IUPUI's new Electronic Portfolio. The ePortfolio is an online location in which documents, images, or other types of files can be stored electronically. These items are referred to as artifacts. The ePortfolio allows students to deposit and reflect upon these artifacts to show how they support their attainment of the university's six Principles of Undergraduate Learning (PULs) during the three stages of their undergraduate education (introductory, intermediate, and advanced). All students in this class will work on the introductory-level cell regardless of their standing.

You will find developing your ePortfolio a valuable experience because it will enable you (a) to become aware of the educational progress you are making and (b) to collect, organize, and interpret a body of evidence you can use to support your entrance into the job market or graduate school. Your GPA is one way to demonstrate your learning; the ePortfolio is another way. The university will also benefit from the ePortfolio by using it to determine whether its students are successfully attaining the skills that are targeted as the end products of its curriculum.

W150 Assignments That Will Serve Well As Artifacts

In W150, you are asked to complete one cell on the ePort's PUL matrix. Before you decide which cell to complete, read over all the Expectation Rubrics for the PULs (attached.) You will probably choose to complete the ePort cell on critical thinking because an effective **literature review** and a well written **researched argument** will effectively demonstrate your critical thinking. Take a look at this excerpt from the Expectation Rubrics on critical thinking:

II. Critical Thinking: Introductory Level

Outcome: Students can examine ideas from multiple perspectives to clarify understanding and develop ideas worthy of further elaboration.

Expectations:

1. You have used information, knowledge, and understanding to solve challenging problems and/or to generate and explore new concepts and questions.
2. You have analyzed complex issues to make informed decisions.
3. You have synthesized information to arrive at reasoned conclusions.
4. You have evaluated the logic, validity, and relevance of information to ensure the credibility of your thinking.

► Can you see how our research project will require us to engage in all these intellectual activities?

Process

- Open Oncourse and click on "My Eportfolio" under "My Tools" on the Profile page.
- Upload *artifacts* (*artifacts* are assignments, such as papers you have written, PowerPoint presentations you have created, etc.). You may (and will likely need to) use materials

from your other classes to complete the cell. You may upload additional artifacts as needed as you work through the cell.

- Reflect on how you have demonstrated achievement of one or more of the Principles of Undergraduate Learning (PULs) through your work on that assignment.

As mentioned above, you are required to complete one cell of the matrix. To complete your required cell, you will complete 9 dialog boxes. The first eight on will ask for just a sentence or two. The final one requires about 150 - 300 words to complete.

For example, if you complete the Reflection on Critical Thinking, you will:

1. Click on the Introductory box in the Critical Thinking row of the matrix.
2. Go into the Reflection wizard by clicking on "Reflection."
3. Read the Expectation (also listed on your Expectations Rubric handout).
4. Respond to the "Evidence" question "What is the evidence that you have met this expectation?" by identifying assignment(s) or part(s) of assignment(s).
5. Respond to the "Connect" question, "How does your evidence demonstrate that you have met this expectation?"
6. Reflect on the impact this work has had on your learning (150-300 words.)

The deadline for completing your required ePortfolio cell is April 4, 2005

Technology Support

An ePortfolio expert (Jay Fern) will go over the technology with us in an upcoming class. Please do not begin work on the ePort until after that session and after you have completed your literature review. You may decide to wait until you have completed the researched argument paper as well.

Attached is a draft of step-by-step instructions, "Getting Started with ePortfolio"; I will provide you with revised editions of this handout when it becomes available.

A few tips:

- Once you do begin working on the ePort, do not click on "submit" until you are absolutely finished, because that cell will be locked, and while you will be able to view it, you will no longer be able to revise it.
- Ignore the glossary and workspace elements of the ePort, as we will not use these for our class.
- If you notice that the windows housing the matrix is very small-requiring you to "scroll" through the matrix, here are some suggestions to follow until the code gets updated:

- 1.) Maximize your browser window
- 2.) Refresh your screen.

Or

Download the browser "firefox" (www.firefox.com) and use it for your ePort work. There are no known issues with that browser. However, Explorer is the standard browser in most labs on the campuses.

W150 ePort Reflection Assignment**Criterion: Critical Thinking****Level: Introductory**

In order to complete your reflection for the ePort, you need to be prepared to demonstrate the outcomes related to the Principle of Undergraduate Learning (PUL) on critical thinking: your work on your individual research project in W150 should enable you to demonstrate your critical thinking abilities. You may also use “artifacts” from other courses to demonstrate your critical thinking skills.

After you have completed your literature review and your researched argument, fill out this template to ensure you have evidence for each of the expectations and are prepared to complete your ePort reflection on Tuesday, April 5, in class.

In order to complete your reflection for the introductory level of Critical Thinking, you will need to demonstrate that you can examine ideas from multiple perspectives to clarify understanding and develop ideas worthy of further elaboration. Use the checklist below to ensure you have evidence in your portfolio for each of the four **expectations**:

Please select all that apply:

- ☐ You have used information, knowledge, and understanding to solve challenging problems and/or to generate and explore new concepts and questions.
- ☐ You have analyzed complex issues to make informed decisions.
- ☐ You have synthesized information to arrive at reasoned conclusions.
- ☐ You have evaluated the logic, validity, and relevance of information to ensure the credibility of your thinking.

Expectation 1: You have used information, knowledge, and understanding to solve challenging problems and/or to generate and explore new concepts and questions.

Evidence

What evidence demonstrates that you have met this expectation? Please cut and paste or add a link of your evidence into the space below.

Connect

Explain how your evidence demonstrates this expectation.

Expectation 2: You have analyzed complex issues to make informed decisions.

Evidence

What evidence demonstrates that you have met this expectation? Please cut and paste or add a link of your evidence into the space below.

Connect

Explain how your evidence demonstrates this expectation.

Expectation 3: You have synthesized information to arrive at reasoned conclusions.

Evidence

What evidence demonstrates that you have met this expectation? Please cut and paste or add a link of your evidence into the space below.

Connect

Explain how your evidence demonstrates this expectation.

Expectation 4: You have evaluated the logic, validity, and relevance of information to ensure the credibility of your thinking.

Evidence

What evidence demonstrates that you have met this expectation? Please cut and paste or add a link of your evidence into the space below.

Connect

Explain how your evidence demonstrates this expectation

Step 5 of 6: **Intellectual Growth**

How has your understanding of Critical Thinking changed as a result of your having created the above evidence? Please try to keep your response between 150 and 350 words.

Step 6 of 6: **Summary (Provided for you by the ePort)**

Honors W150: Research in the Disciplines

Creative Activity with the PULs

Supplies needed: colored markers, poster-size post-its

Give students copies of the PULs and ask them to work in groups to identify which PULs they will demonstrate by completing their research projects* successfully.

Their task is to represent this learning graphically on big pieces of newsprint. They should be as specific as possible in relating the PULs to the assignments in the project.

Groups will report out to the entire class.

*The research project includes a proposal, library research and evaluating sources, an annotated bibliography, a review of the literature, a researched argument paper, and an oral presentation.

U110 E-Portfolio Project
Demonstrating Value-based Major/Career Decision Making
 Fall, 2004

Purpose: To demonstrate satisfactory completion of a central learning objective of this particular U110: *Career Perspectives: For Love And For Money!* Using the work you have completed you will give evidence of your growth in understanding your personal values as well as the values that exist in higher education and in the work place, and your progress in evaluating your choices of classes, majors, and careers to support your values.

A. Post PUL Survey: You will complete this during class time on Tuesday, Nov.2. See the attached instruction sheet. Write down your confirmation # BEFORE you submit the survey and give that number to me. The entire project is housed in OnCourse.

B. E-Portfolio Profile: Complete this during class time on Tuesday, Nov. 2. Use the handout: "Getting started with E-portfolio" to assist you with the technical procedures involved in parts of the project. (This was distributed in class at session 4)

C. PUL Matrix Grid: (15 points). This work will be done outside of class. You will complete one **introductory**-level **cell** and one **experiential** cell in the ePortfolio **matrix**. The matrix section you will fill is **Values and Ethics**. (**PUL 6a:** "Students will be able to make judgments with respect to individual conduct and citizenship.")

NOTE: Step #1 and #2 do not involve working online. Steps #3 and #4 will be the actual technical input work with the eportfolio system.

Step #1: Gather paper copies of the 7 documents mentioned below. Read over the comments on the documents and make any revisions needed. Submit a paper copy of your W131 Paper #1 to me on 11/9.

1. Major Exploration 4 (Evaluating a Major)
2. Self Focus 5 (Relating my Values to Careers and Causes)
3. Career Research 2 (Personal Career Evaluation)
4. W131 Essay 1 (Response to *What Should I Do with My Life?* by Po Bronson)
5. Cocurricular Reflection 1 (Professional Image Workshop)
6. Cocurricular Reflection 2 (Major/Career Exploration Day)
7. Cocurricular Reflection 3 (Can Work Be Fun? FISH Video)

Step#2: (5 points) Type a draft of your answers to the 8 questions below and submit to me on 11/9. Because ePortfolio requires you to provide **evidence** and make **connections** to the learning expectations, you will need to reflect thoughtfully as you think about how what you have written in your documents demonstrates important things you've learned about your values and your actions/choices related to majors and careers.

Questions to answer for Step 2:

Introductory Level (Values and Ethics)

1. **Give the Evidence:** What evidence from documents #1- 4 demonstrates that you understand the relationship between your personal values and the choices you make in your academic, career, and personal life?
2. **Make the Connection:** How does this evidence demonstrate that you understand the relationship between your personal values and the choice you make in your academic, career, and personal life?
3. **Give the Evidence:** What evidence from documents #1- 4 demonstrates that you have applied the values that are important to you in making academic and personal choices about conduct and citizenship?
4. **Make the Connection:** How does this evidence (in #3) demonstrate that you have applied the values that are important to you in making academic and personal choices about conduct and citizenship?

Experiential Level (Values and Ethics)

This are the same 4 questions as above but now use documents #5-7 and reflect about what you learned about your values and the values of higher education and the work place by participating in these three cocurricular activities.

Step #3: Upload your artifacts (the 7 documents above) into the eportfolio **repository** and then move them into the Matrix (accessed through the CIG tab) into the section called **Values and Ethics** as indicated below:

- Put documents #1-4 into the **Intoductory level cell** of Values and Ethics.
- Put documents #5-7 into the **Experiential cell** of Values and Ethics.

Step#4: Complete the online reflection process by clicking on “Reflection” and using the “wizard” function which prompts you with the same questions you already have prepared in Step #2. Input your responses using the revised draft that I returned to you with feedback.

DO NOT hit the Submit button. Use the SAVE button. You will not be completing the cell this semester because there are 2 more questions about aesthetics that are mot relevant to what we have learned this semester.

From: Appleby, Drew C
Sent: Thursday, August 26, 2004 4:07 PM
To: Kahn, Susan
Subject: RE: Follow-up on ePort Advisory Board meeting

[Here is what I have in my syllabus about ePort.](#)

The E-Portfolio Project

This class is part of a pilot project for IUPUI's new Electronic Portfolio (ePortfolio). A portfolio is a collection of work that serves as evidence that a person is capable of performing certain crucial professional tasks. For example, the portfolio of a student who is preparing to become a teacher would contain artifacts that demonstrate to a potential employer that the student can write well, construct a complete lesson plan, present a compelling lecture, create a valid classroom test, utilize educational technology, and successfully manage the behavior of a class of students. Artifacts that could be used to demonstrate these abilities could be a well-written term paper, a skillfully constructed lesson plan, a video of a lecture, a PowerPoint presentation, a classroom test, and a written review from a supervising teacher. A traditional portfolio is a notebook or folder that contains printed copies of artifacts. An ePortfolio is an online location in which documents, images, or programs can be stored electronically. IUPUI's ePortfolio is constructed in a manner that allows students to deposit and reflect upon curricular and extracurricular artifacts that support their attainment of the university's six Principles of Undergraduate Education during the three stages of their undergraduate education (beginning, intermediate, and ending). Students will find this to be a valuable experience because it will enable them (a) to become aware of the educational progress they are making and (b) to collect, organize, and interpret a body of evidence they can use to support their entrance into the job market or graduate school. The university will also benefit from the ePortfolio because it can use it to determine whether its students are successfully attaining the skills that it targets as the end products of its curriculum.

The E-Portfolio Assignment

Students will be required to deposit electronic copies of two assignments into their ePortfolios and to follow the directions provided on the ePortfolio website that will request them to reflect upon their decision to chose this information for deposit. The first assignment will be the term paper required in this class. The second assignment will be the homework assignment on critical thinking due on Week 9. This requirement will be worth a total of ten points, five for the two deposited assignments and five for the two reflections.

Appendix III

Outcome Analyses for Experimental (ePort) and Control (non-ePort) Groups

1. Comparison of E-Port and Non-E-Port Section Students Enrolled in Themed Learning Communities

	N	% Female	% African American	Avg. age	% Part- time	Avg. ACT reading Score ¹	Avg. H.S. pctile rank ¹	Avg. SAT score ¹	Avg. course load
E-Port participants	164	72%	5%	18	6%	84	60	969	13*
Non-E-Port participants	110	72%	7%	19	3%	83	64	966	14*

¹excludes missing data.

*Significant difference (p<.05)

2. First-Semester Retention Rates and GPA for E-Port and Non-E-Port Themed Learning Communities

	Retention at any IU campus (Mean)	Retention at IUPUI (Mean)	Fall 2004 GPA (Mean)	Adjusted fall 2004 GPA ¹ (Mean)
Students in E- Port sections	88.6%	88.6%	2.64	2.70
Students in non- E-Port sections	92.2%	91.1%	2.58	2.49*

¹Controlling for differences in demographics, enrollment, academic preparation, and academic support program participation.

*Difference in mean GPA for E-Port and non-E-port section students was marginally significant (p<.10)

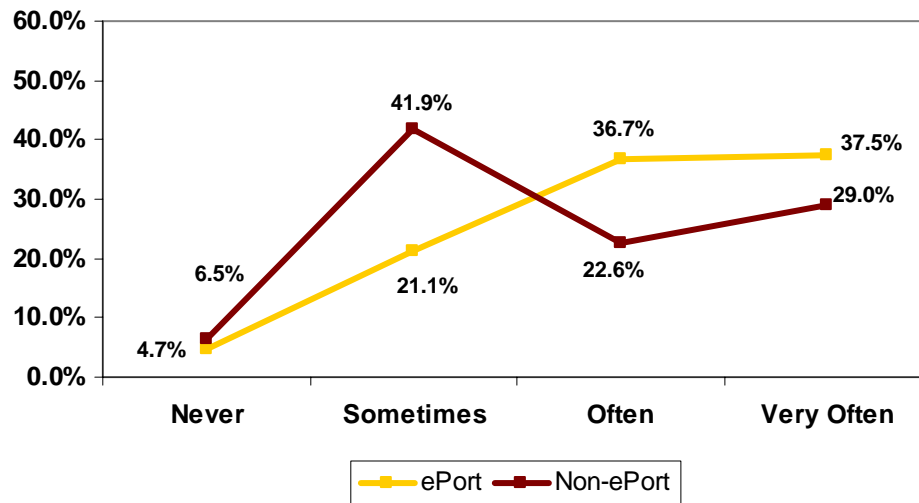
3. PUL/NSSE Survey Results by Question

* Question 1 asked the student to enter an identification number used to differentiate experimental (ePort) and control (non-ePort) group students

2. In your experience during the current school year, how often have you prepared two or more drafts of a paper before turning it in?

	<i>Never/Sometimes</i>	<i>Often/Very</i>
ePort (n=128)	25.8%	74.2%
Non-ePort (n=31)	48.4%	51.6%

$\chi^2(1)=9.605$; $p=.002$



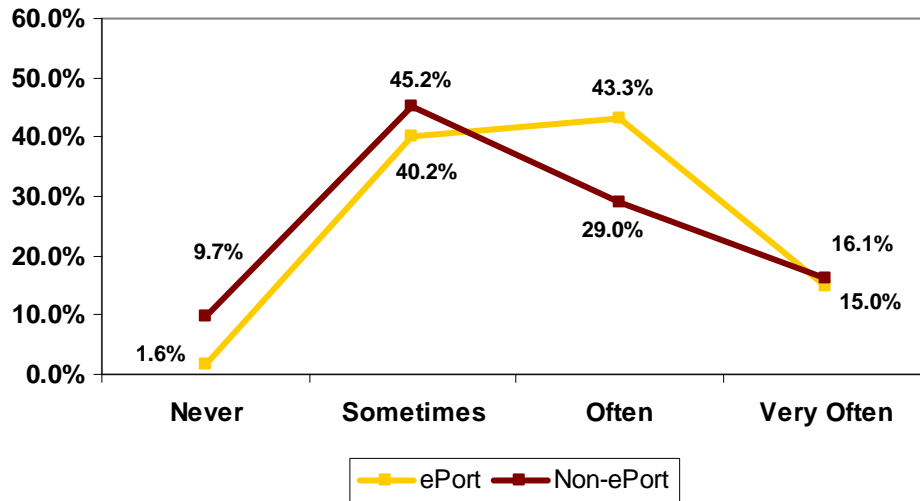
Note 1: Conducted multiple Chi-Square tests and emboldened test statistic and p-value if resulting p-value is less than 0.05 to indicate statistical significance

Note 2: Responses grouped in two categories by combining two extreme answers on both ends for questions with 5-point scale (i.e., "Not at all important" and "Slightly important" are grouped into category one, "Important" and "Very Important" are grouped in category two, and "Moderate" responses are not included). But this is not the case for NSSE questions, which used a 4-point scale (i.e., "Never," "Sometimes," "Often," and "Very Often") and in which all the responses are included in the analysis.

3. In your experience during the current school year, how often have you put together ideas or concepts from different courses when completing assignments or during class discussions?

	<i>Never/Sometimes</i>	<i>Often/Very</i>
ePort (n=127)	41.8%	58.3%
Non-ePort (n=31)	54.9%	45.1%

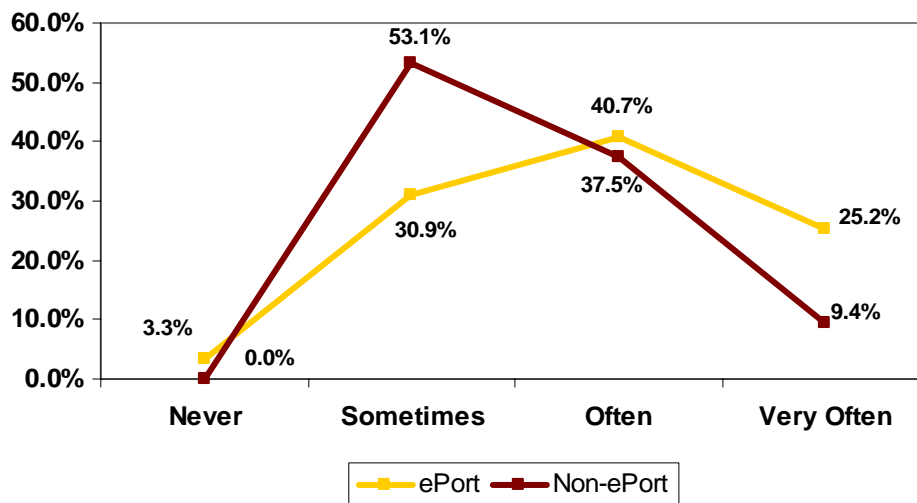
$\chi^2(1)=1.735; p=.189$



4. In your experience during the current school year, how often have you worked harder than you thought you could to meet an instructor's standards or expectations?

	<i>Never/Sometimes</i>	<i>Often/Very</i>
ePort (n=123)	34.2%	65.9%
Non-ePort (n=32)	53.1%	46.9%

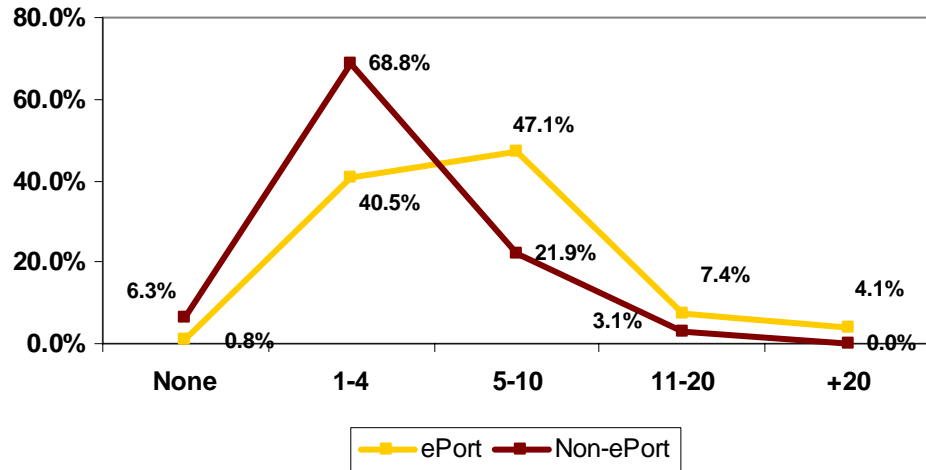
$\chi^2(1)=6.051; p=.014$



5. During the current school year, how many papers or reports of fewer than 5 pages have you written?

	<i>None to 1-4</i>	<i>11-20 to 20+</i>
ePort (n=121)	41.3%	11.5%
Non-ePort (n=32)	75.1%	3.1%

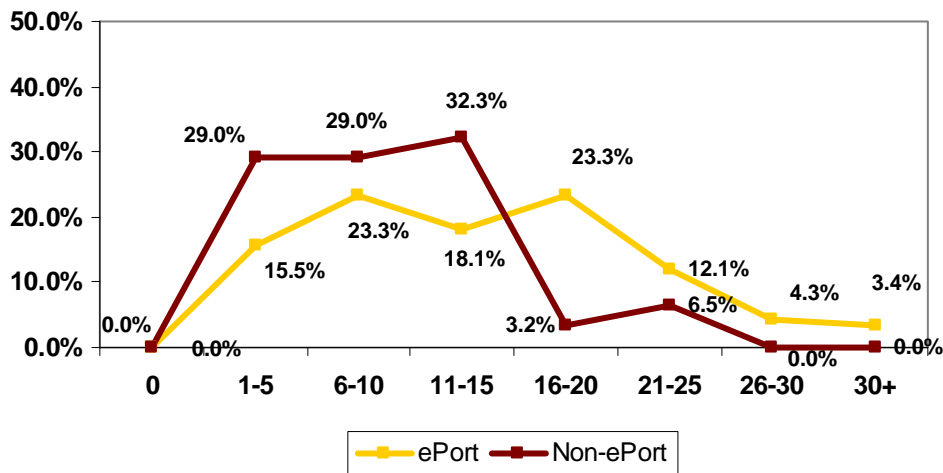
$\chi^2(1)=4.099$; $p=.043$



6. About how many hours do you spend in a typical 7-day week preparing for class?

	<i>Zero to 1-5</i>	<i>26-30 to 30+</i>
ePort (n=116)	15.5%	7.7%
Non-ePort (n=31)	29.0%	0.0%

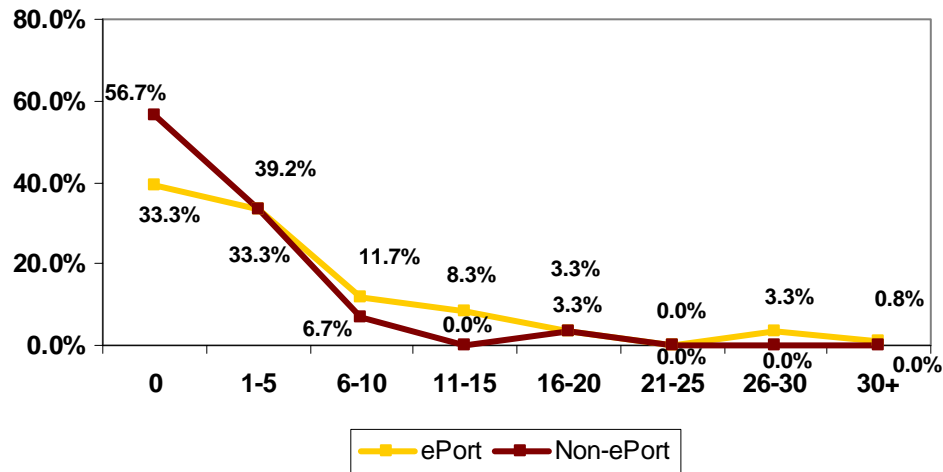
$\chi^2(1)=1.571$; $p=.210$



7. About how many hours do you spend in a typical 7-day week participating in co-curricular activities (organizations, campus publications, student government, etc)?

	<i>Zero to 1-5</i>	<i>26-30 to 30+</i>
ePort (n=120)	72.5%	4.1%
Non-ePort (n=30)	90.0%	0.0%

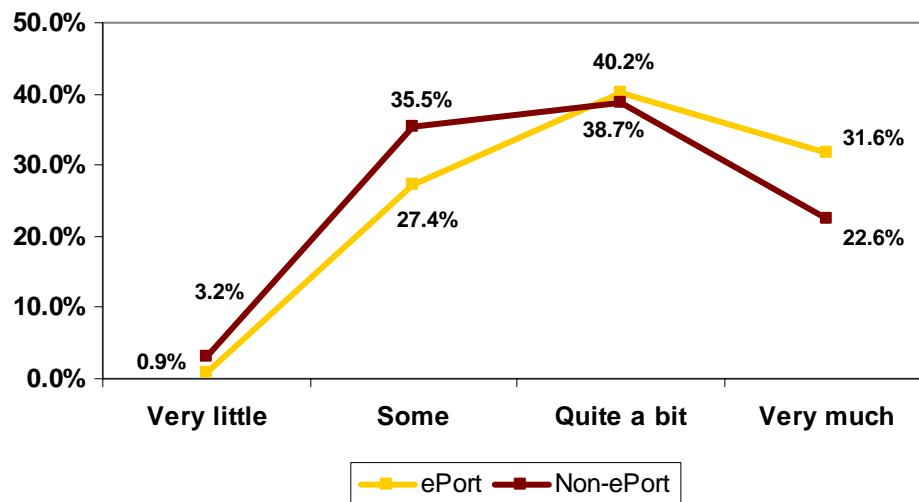
$\chi^2(1)=6.051; p=.014$



8. To what extent does IUPUI emphasize providing the support you need to help you succeed academically?

	<i>Very little/Some</i>	<i>Quite a bit/Very much</i>
ePort (n=117)	28.3%	71.8%
Non-ePort (n=31)	38.7%	61.3%

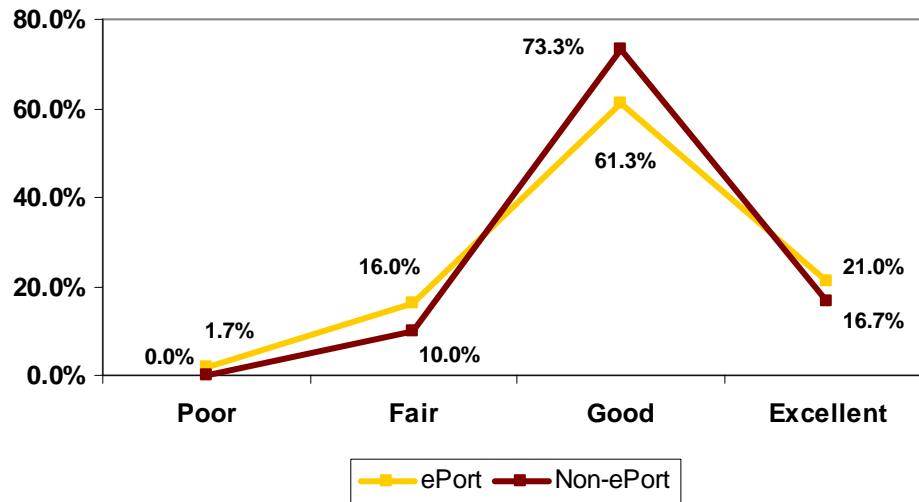
$\chi^2(1)=.677; p=.411$



9. How would you evaluate your entire educational experience at IUPUI?

	<i>Poor/Fair</i>	<i>Good/Excellent</i>
ePort (n=119)	17.7%	82.3%
Non-ePort (n=30)	10.0%	90.0%

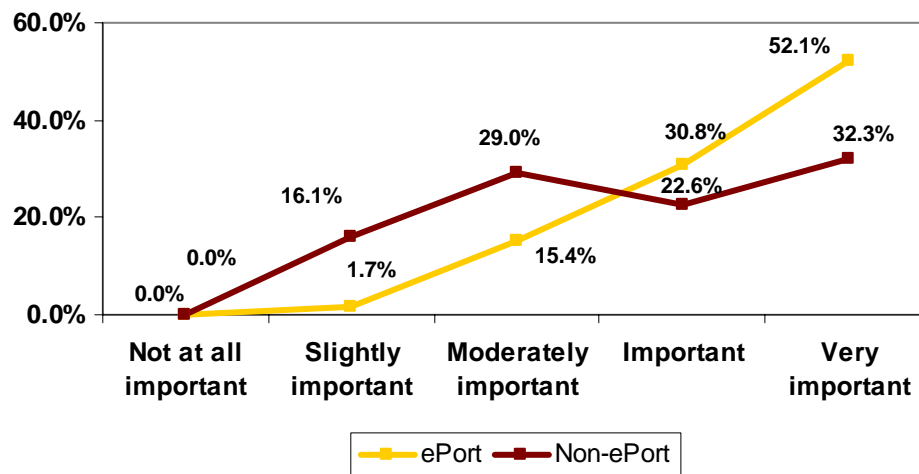
$\chi^2(1)=1.037$; $p=.309$



10. How important do you think written communication will be in your education at IUPUI?

	<i>Not at all imp't/Slightly</i>	<i>Important/Very</i>
ePort (n=117)	1.7%	82.9%
Non-ePort (n=31)	16.1%	54.9%

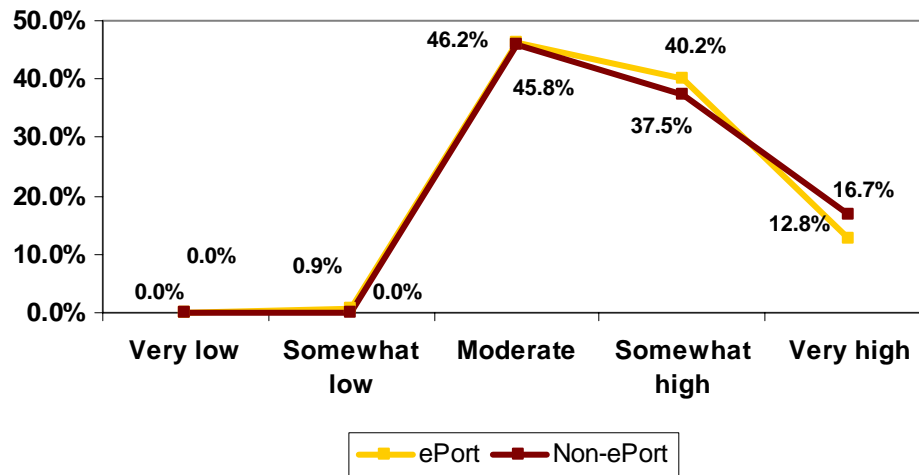
$\chi^2(1)=14.158$; $p<.001$



11. How would you rate your knowledge level or competence in relation to written communication?

	<i>Very low/Somewhat low</i>	<i>Somewhat high/Very high</i>
ePort (n=117)	0.9%	53.0%
Non-ePort (n=24)	0.0%	54.2%

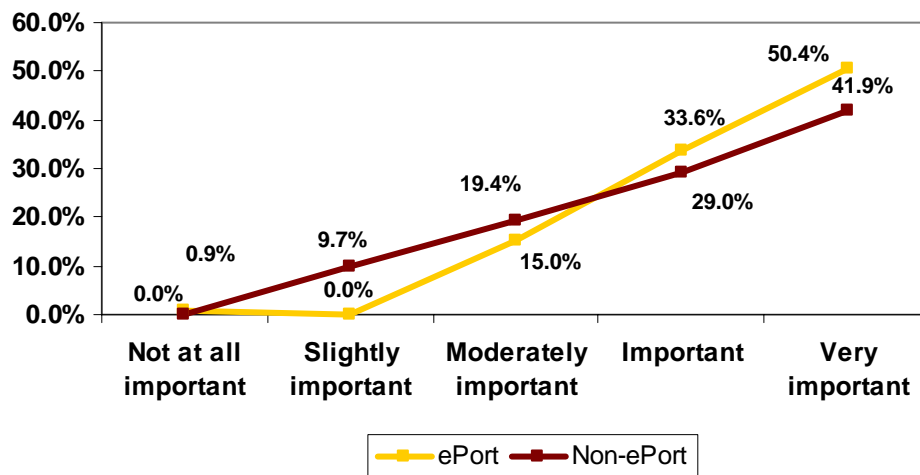
$\chi^2(1)=.209$; $p=.065$



13. How important do you think interpreting and analyzing text will be in your education at IUPUI?

	<i>Not at all imp't/Slightly</i>	<i>Important/Very</i>
ePort (n=113)	0.9%	84.0%
Non-ePort (n=31)	9.7%	70.9%

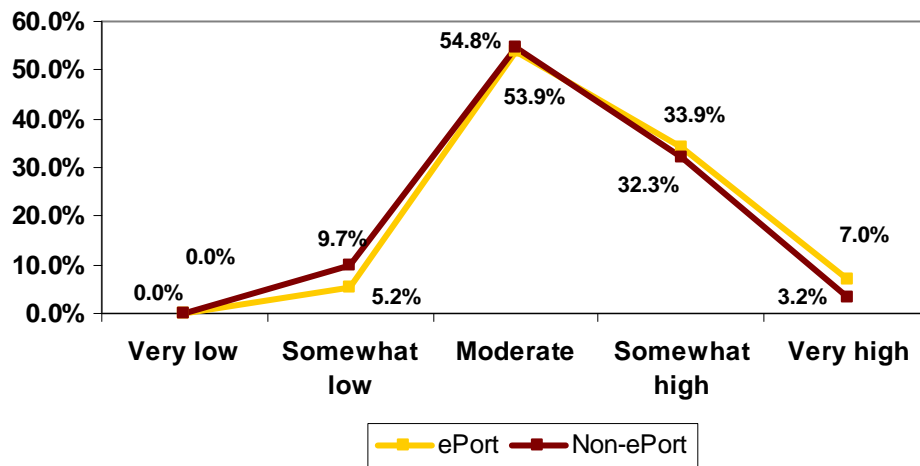
$\chi^2(1)=7.451$; $p=.006$



14. How would you rate your knowledge level or competence in relation to interpreting and analyzing text?

	<i>Very low/Somewhat low</i>	<i>Somewhat high/Very high</i>
ePort (n=115)	5.2%	40.9%
Non-ePort (n=31)	9.7%	35.5%

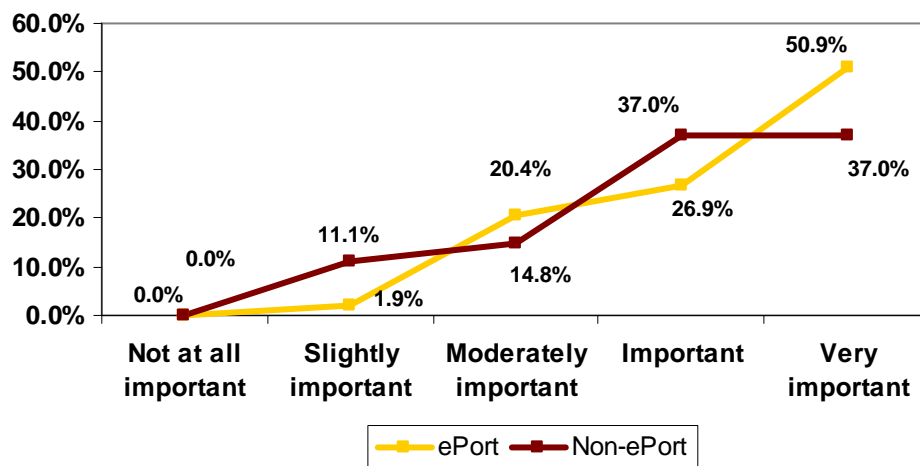
$\chi^2(1)=.973$; $p=.324$



16. How important do you think oral communication will be in your education at IUPUI?

	<i>Not at all imp't/Slightly</i>	<i>Important/Very</i>
ePort (n=108)	1.9%	77.8%
Non-ePort (n=27)	11.1%	74.0%

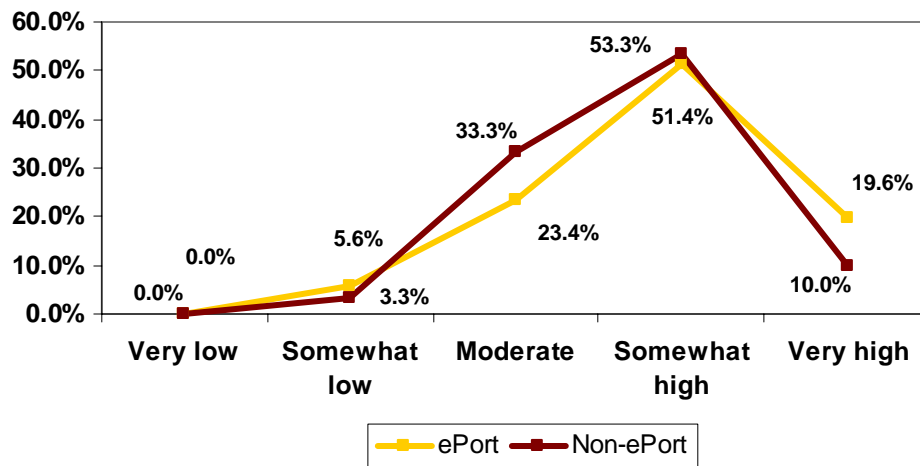
$\chi^2(1)=4.763$; $p=.029$



17. How would you rate your knowledge level or competence in relation to oral communication?

	<i>Very low/Somewhat low</i>	<i>Somewhat high/Very high</i>
ePort (n=107)	5.6%	71.0%
Non-ePort (n=30)	3.3%	63.3%

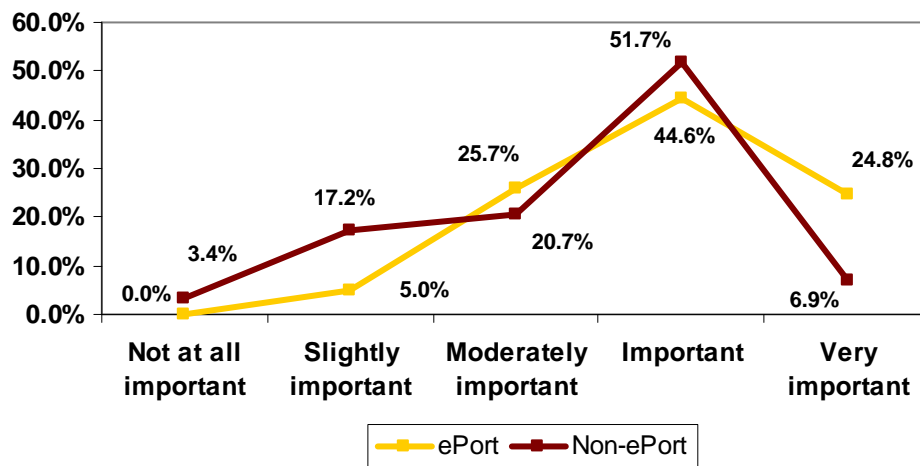
$\chi^2(1)=.135$; $p=.713$



19. How important do you think quantitative reasoning and problem-solving will be in your education at IUPUI?

	<i>Not at all impt/Slightly</i>	<i>Important/Very</i>
ePort (n=101)	5.0%	69.4%
Non-ePort (n=29)	20.6%	58.6%

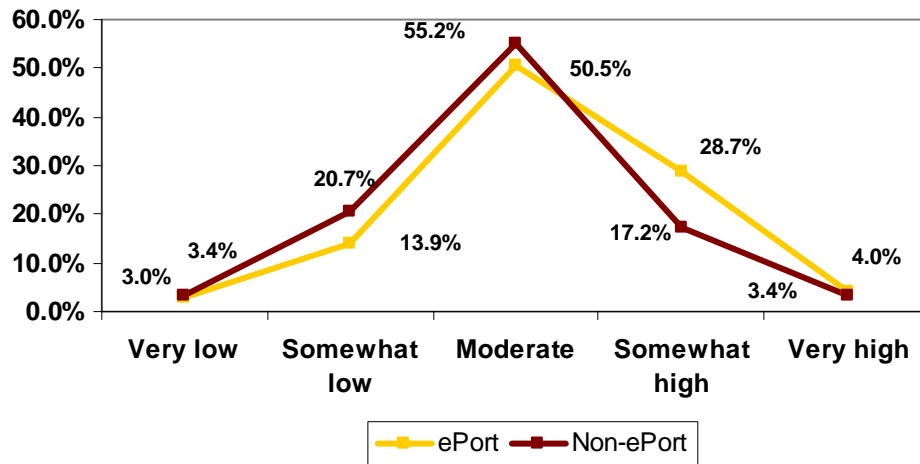
$\chi^2(1)=6.662$; $p=.010$



20. How would you rate your knowledge level or competence in relation to quantitative reasoning and problem solving?

	<i>Very low/Somewhat</i>	<i>Somewhat high/Very</i>
ePort (n=101)	16.9%	32.7%
Non-ePort (n=29)	24.1%	20.6%

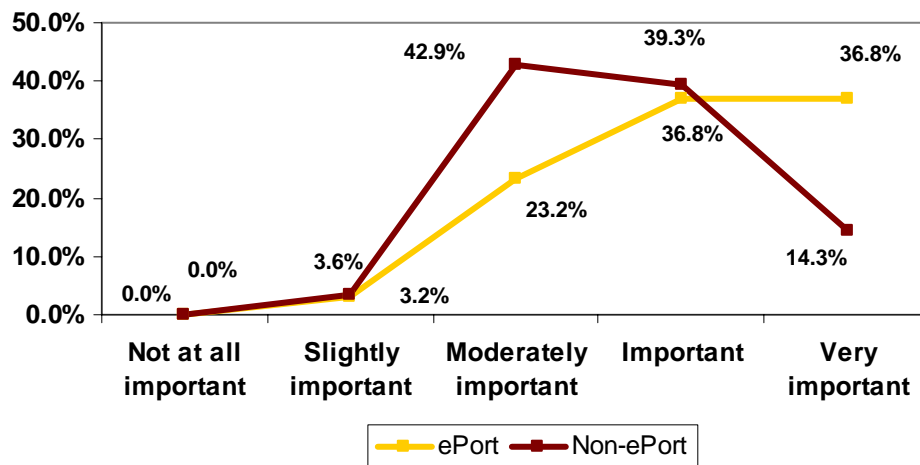
$\chi^2(1)=1.723$; $p=.019$



22. How important do you think information literacy will be in your education at IUPUI?

	<i>Not at all impt/Slightly</i>	<i>Important/Very</i>
ePort (n=95)	3.2%	73.6%
Non-ePort (n=28)	3.6%	53.6%

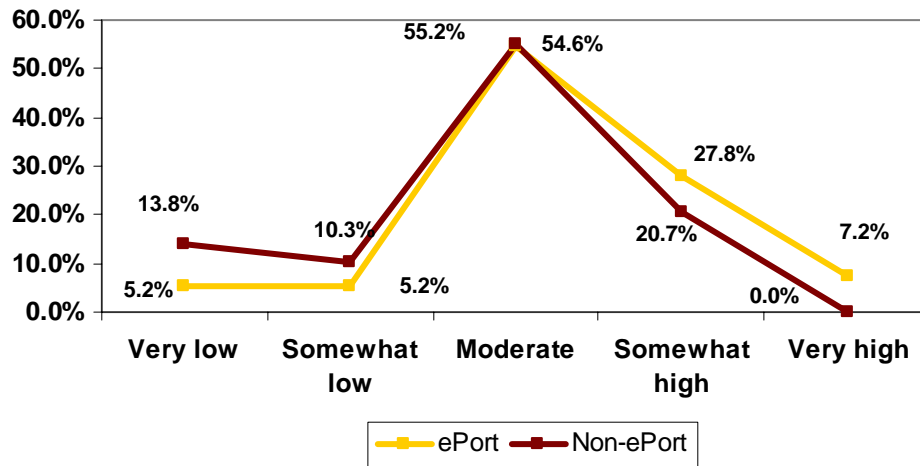
$\chi^2(1)=.140$; $p=.708$



23. How would you rate your knowledge level or competence in relation to information literacy?

	<i>Very low/Somewhat low</i>	<i>Somewhat high/Very high</i>
ePort (n=97)	10.4%	35.0%
Non-ePort (n=29)	24.1%	20.7%

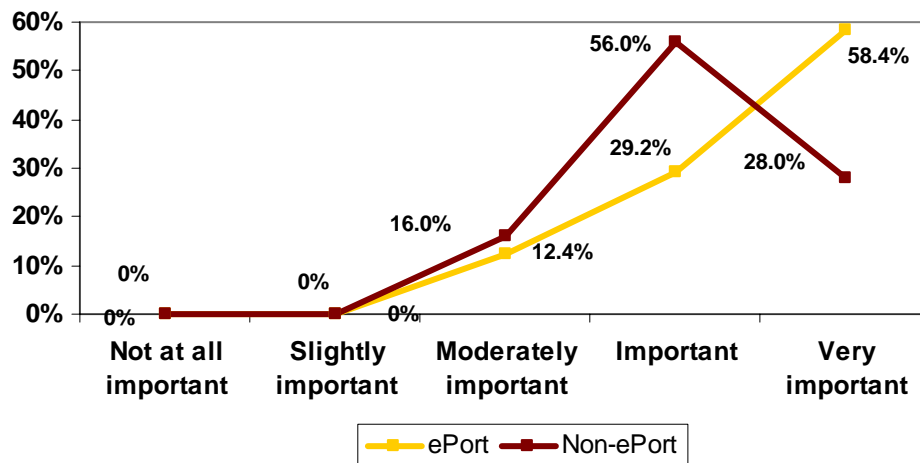
$\chi^2(1)=4.643$; $p=.031$



25. How important do you think critical thinking will be in your education at IUPUI?

	<i>Moderately important</i>	<i>Important/Very important</i>
ePort (n=89)	12.4%	87.6%
Non-ePort (n=25)	16.0%	84.0%

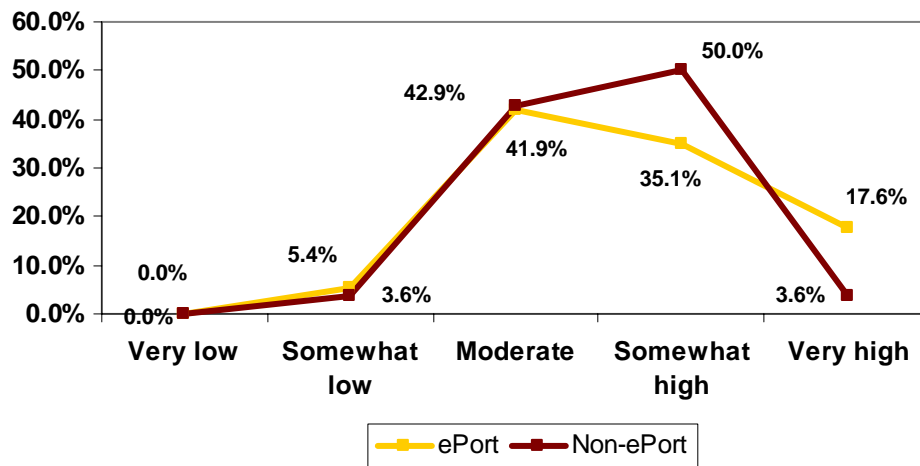
$\chi^2(1)=6.051$; $p=.014$



26. How would you rate your knowledge level or competence in relation to critical thinking?

	<i>Very low/Somewhat low</i>	<i>Somewhat high/Very high</i>
ePort (n=74)	5.4%	52.7%
Non-ePort (n=28)	3.6%	53.6%

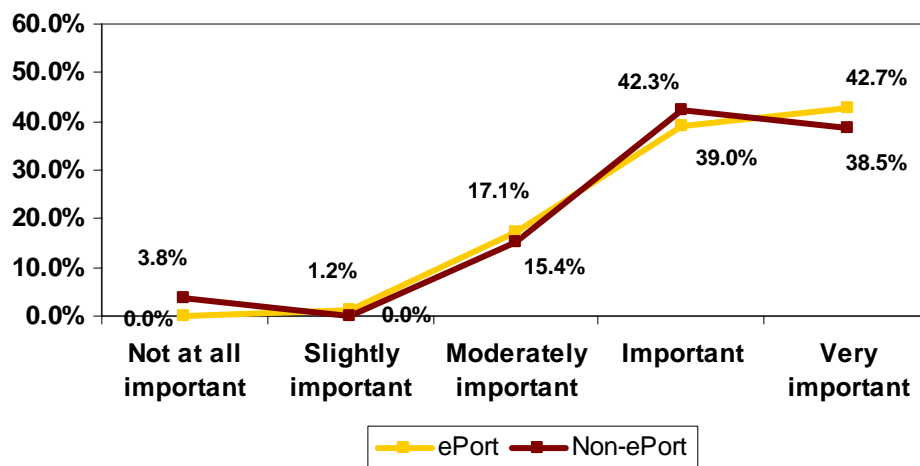
$\chi^2(1)=.140$; $p=.708$



28. How important do you think integrating and applying knowledge will be in your education at IUPUI?

	<i>Not at all impmt/Slightly</i>	<i>Important/Very</i>
ePort (n=82)	1.2%	81.7%
Non-ePort (n=26)	3.8%	70.8%

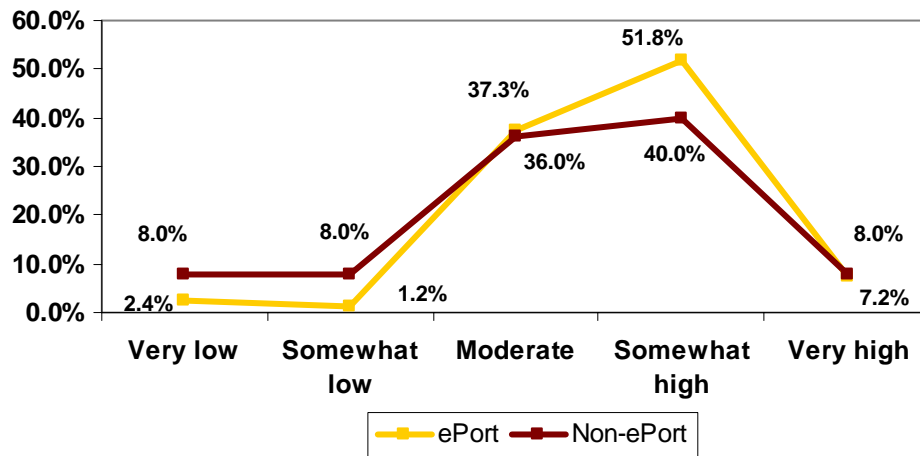
$\chi^2(1)=.723$; $p=.395$



29. How would you rate your knowledge level or competence in relation to integrating and applying knowledge?

	<i>Very low/Somewhat</i>	<i>Somewhat high/Very</i>
ePort (n=83)	3.6%	59.0%
Non-ePort (n=25)	16.0%	48.0%

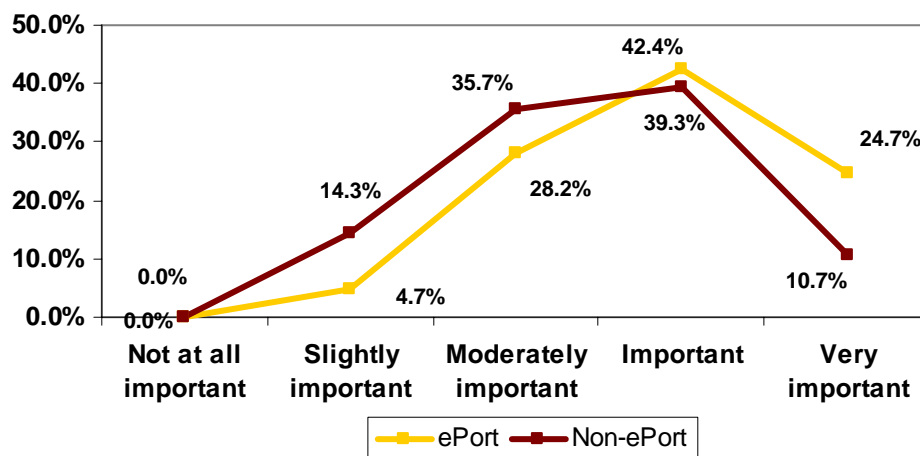
$\chi^2(1)=4.900$; $p=.027$



31. How important do you think intellectual depth, breadth, and adaptiveness will be in your education at IUPUI?

	<i>Not at all impmt/Slightly</i>	<i>Important/Very</i>
ePort (n=85)	4.7%	67.1%
Non-ePort (n=28)	14.3%	50.0%

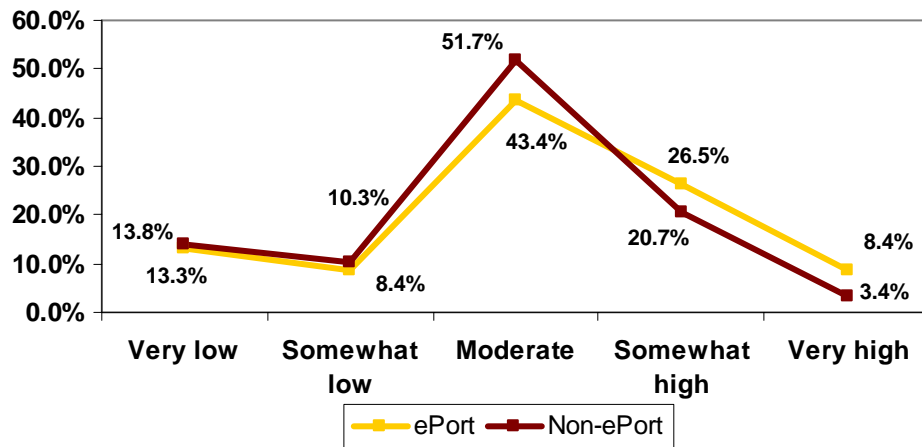
$\chi^2(1)=3.747$; $p=.053$



32. How would you rate your knowledge level or competence in relation to intellectual depth, breadth, and adaptiveness?

	<i>Very low/Somewhat</i>	<i>Somewhat high/Very</i>
ePort (n=83)	21.7%	34.9%
Non-ePort (n=29)	24.1%	24.1%

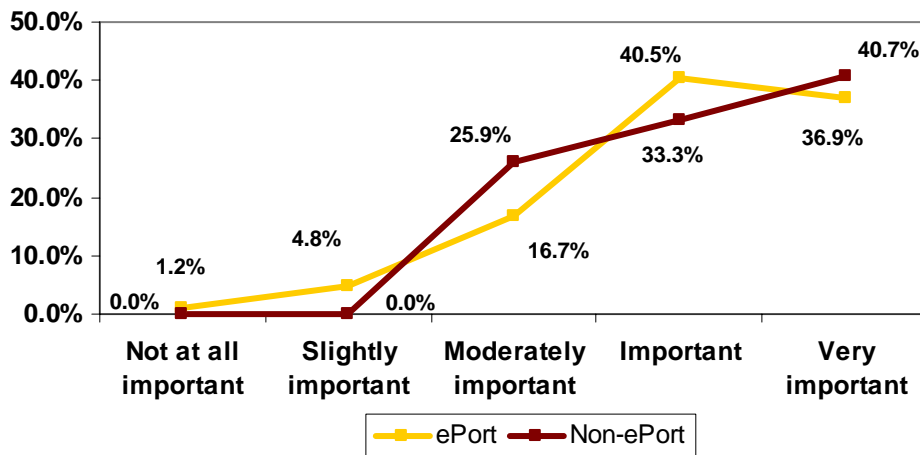
$\chi^2(1)=.610$; $p=.435$



34. How important do you think understanding diverse societies and cultures will be in your education at IUPUI?

	<i>Not at all imp't/Slightly</i>	<i>Important/Very</i>
ePort (n=84)	6.0%	77.4%
Non-ePort (n=27)	0.0%	74.0%

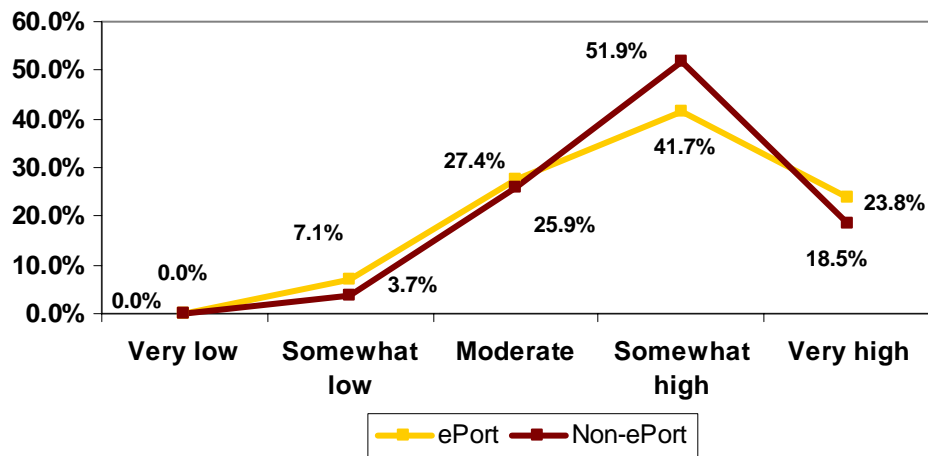
$\chi^2(1)=1.513$; $p=.219$



35. How would you rate your knowledge level or competence in relation to understanding diverse societies and cultures?

	<i>Very low/Somewhat</i>	<i>Somewhat high/Very</i>
ePort (n=84)	7.1%	65.5%
Non-ePort (n=27)	3.7%	70.4%

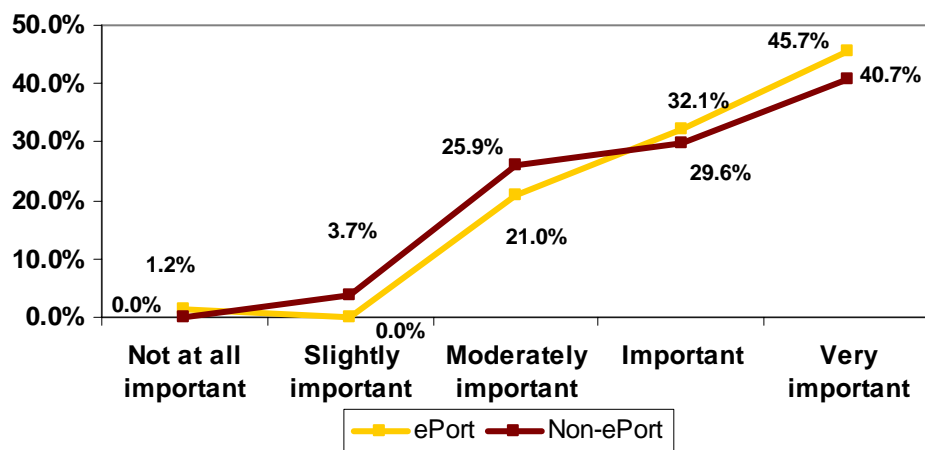
$\chi^2(1)=.446$; $p=.504$



37. How important do you think values and ethics will be in your education at IUPUI?

	<i>Not at all imp't/Slightly</i>	<i>Important/Very</i>
ePort (n=81)	1.2%	77.8%
Non-ePort (n=27)	3.7%	70.3%

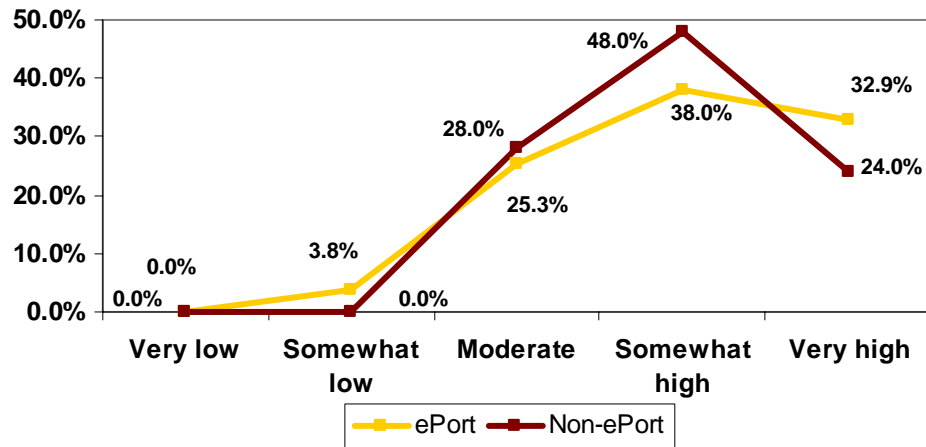
$\chi^2(1)=.775$; $p=.037$



38. How would you rate your knowledge level or competence in relation to values and ethics?

	<i>Very low/Somewhat</i>	<i>Somewhat high/Very</i>
ePort (n=79)	3.8%	70.9%
Non-ePort (n=25)	0.0%	72.0%

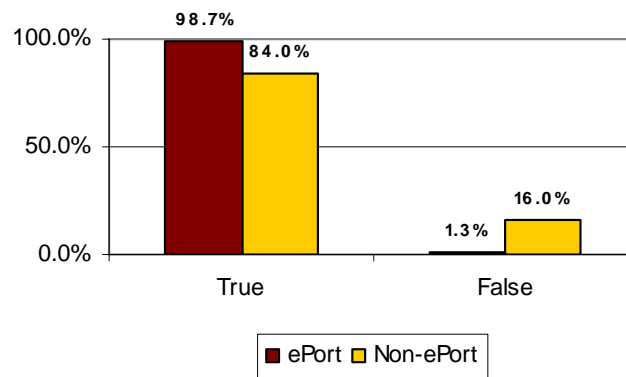
$\chi^2(1)=.952$; $p=.329$



40. I have answered each of these questions to the best of my ability.

	<i>TRUE</i>	<i>FALSE</i>
ePort (n=78)	98.7%	1.3%
Non-ePort (n=25)	84.0%	16.0%

$\chi^2(1)=8.879$; $p=.003$



Limitation: Unequal sample size. Non-ePort group was much smaller and response rates in this group were lower. Results must be interpreted with caution.

4. Summary of Main Themes of Narrative Responses (Student Definitions of Each PUL)

Written Communication	Both groups identified email and Oncourse as examples of written communication when reflecting upon their education at IUPUI. Also both defined WC as expressing individual ideas and thoughts, but ePort students tend to elaborate more by often stating “clear” and “concise” in their definitions.
Interpret and Analyze Text	Generally the same comments, but non-ePort students often referred to grounding text in prior knowledge and everyday life examples.
Oral Communication	Similar responses; however, ePort students also considered listening as an important component to oral communication.
Quantitative Reasoning & Problem Solving	Math and sciences skills were a common definition among both parties, but many had trouble defining this PUL.
Information Literacy	“I don’t know” was a popular response for non-ePort students, otherwise very similar answers.
Critical Thinking	Very similar responses, although ePort students often considered diverse perspectives when defining critical thinking.
Integrating and Applying Knowledge	“I don’t know” was a common answer among both groups. Also, “applying knowledge gained across disciplines” was a common response.
Intellectual Depth, Breadth, and Adaptiveness	Both groups had trouble understanding this PUL. Overall, probably the most misunderstood out of all the PULs. ePort students largely defined it as becoming an expert or versed in a single area, unlike non-ePort students who thought they should have a broad knowledge to easily adapt to any situation or learning style.
Diverse Societies and Cultures	ePort students had a wide range of answers, from appreciation to awareness to tolerance. Non-ePort students mostly talked about two concepts, understanding different cultures and acceptance/respect.
Values and Ethics	Very similar answers. The only notable difference is that ePort students identify multiple codes of ethics such as professional, student, and personal, whereas non-ePort students only spoke about personal and sometimes students’ code of ethics.

Appendix IV

Intellimetric Analysis

Fall 2004

Three versions of Intellimetric, a web-based automated essay scoring engine, scored 86 writing samples of students participating in an ePortfolio pilot study. Results are analyzed to determine: 1) inter-rater reliability among reviewers; 2) whether Intellimetric scores are similar to human raters' scores; and 3) which of the three Intellimetric models is the most sensitive to writing samples of first-year students.

Scoring Instruments

Intellimetric

Provides a holistic score ranging from 1 to 6, as well as scores in five major areas: Focus & Meaning, Organization, Content & Development, Language Use & Style, and Mechanics & Conventions.

Customized scoring models applied to our sample are:

- 1) IUPUI Short Essay
- 2) FIPSE Critique Model
- 3) FIPSE Reflective Model

PUL Introductory Rubric

Human raters utilized a PUL rubric outlining introductory written communication and critical thinking skills to assign scores ranging from 1 to 6.

Results

Writing samples were scored by all three Intellimetric models and one human rater.

Calculation of the inter-rater reliability coefficient among faculty raters yielded a score of .23.

In addition, a correlation test was run to determine whether a relationship exists between Intellimetric and human rater scores. Such results were also intended to determine which Intellimetric model was most sensitive to the group of freshman writing samples.

We found a **moderate relationship between Intellimetric and human rater scores** with the IUPUI Short Essay model ($r = 0.41$) as the most sensitive to our sample of freshman students (e.g., provided the widest range of scores, suggesting that it was able to distinguish among levels of proficiency more precisely), followed by the FIPSE Reflective model ($r = 0.22$). The FIPSE Critique model ($r = 0.0$) had no relationship.