

## **LEA 101: Academic Reading Fall 2018**

Room: 195

Time: Tuesday, Thursday, 10:35-11:20

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### **Course Description**

An introduction to independent academic reading at a college level. Emphasizes strategies for increasing comprehension, varying reading rate, and developing critical reading skills. Focuses on assignments and activities that help students achieve the learning outcomes for first-year composition and other difficult reading-intensive courses that require students to write about nonfiction reading. 3 non-degree credits

### **Purpose of Academic Reading**

LEA 101 focuses on reading comprehension and critical reading activities that help students develop college-level reading skills and strategies. The course also emphasizes general college-level academic success strategies to help students achieve individual educational goals, engage in college classroom learning activities, take exams, and develop reading strategies for writing about texts.

### **Emphasis for Course Activities**

In this course, you will learn a variety of different habits of mind and learning strategies for reading, understanding, analyzing, and evaluating challenging nonfiction texts. You will also participate in low stakes activities that will help you learn how to bring together ideas from different readings for academic purposes (for example, for writing, test taking, and discussion). You will practice adapting your strategies as a reader based on your individual needs and the purpose, difficulty level, and requirements of an academic reading task.

### **Course Section Emphases**

In this section of LEA 101, the reading assignments and in-class activities emphasize academic success strategies for becoming a lifelong learner. You will explore different perspectives on the purpose of higher education, habits of mind for college success, reading electronic texts, attitudes toward college learning, effective reading and study strategies, and the role that culture plays in shaping educational experiences. You will also learn how to identify research-based study strategies that work in a variety of different learning situations.

## **Course Objectives**

By the end of LEA 101, each student will demonstrate improvement or proficiency as a college reader for the following areas:

1. Using effective and appropriate reading strategies to study for college courses and complete related writing assignments
2. Demonstrating an increased ability to read a nonfiction text critically and perceptively
3. Achieving the learning outcomes related to critical reading and source-based writing for a composition course (or other reading-intensive class) taken concurrently with LEA 101.

## **Learning Outcomes**

After successfully completing Academic Reading, each student should demonstrate progress and proficiency in the following college-level learning tasks:

- Set and make progress toward achieving individual college reading goals
- Develop effective personal learning strategies to prepare for English 102 and other reading-intensive and writing-intensive college courses
- Adapt to a variety of college reading situations, using reading and learning strategies that are appropriate for the genre, purpose, and requirements of a specific reading assignment
- Take efficient notes from college reading assignments; annotate and mark a text effectively
- Vary reading rate according to the purpose and difficulty level of a college reading assignment
- Use context clues to understand the meaning of a word or phrase in a specific context
- Distinguish between important ideas and less relevant information in a nonfiction text
- Identify, understand, analyze, and evaluate an author's thesis or overall main point
- Identify, understand, and analyze a) main points of paragraphs and sections, b) key supporting points, and c) supporting evidence in a chapter or other short nonfiction text
- Identify the thesis and key supporting points in a full-length book; connect the main point of an individual chapter and related supporting points back to the overall main point of a nonfiction book; trace the development of important ideas over several different chapters
- Use critical reading strategies to distinguish between fact and opinion, clearly stated and implied ideas, and denotative and connotative meaning; determine the audience purpose, tone, and point of view of a text; and analyze an author's assumptions

- Distinguish between literal and figurative meaning; identify and interpret basic metaphors, symbols, and other types of figurative language
- Form a basic interpretation and support it with specific evidence from a short text
- Adapt reading strategies according to the requirements of a related writing assignment
- Synthesize key ideas from two or more readings on a related topic or from multiple chapters of a full-length book
- Accurately summarize and quote key ideas from class discussion texts without plagiarizing; make progress toward accurately paraphrasing main points and key ideas
- Take a position on an issue from a course reading assignment and support that position with examples, quotations, or other specific evidence from the text
- Write a college essay that analyzes key ideas from a reading assignment in connection to the reader's own thinking (rather than simply summarizing or reporting on the author's ideas)
- Effectively discuss complex ideas from texts in small and large group discussions

### **Placement into LEA 101: Academic Reading**

Students are placed into a reading class through the campus English Department placement process, advisor or instructor recommendations, or self-placement. Placement measures include the Wisconsin English Placement Test reading subscore, the ACT reading score, high school grade point average, and language proficiency reading tests (for international students).

This class section is designed specifically for students who are currently enrolled in English 101, English 098, or ESL 106. A reading course is also recommended for some students who previously completed English 098 or English 101 with a low grade. However, this course is also open to any UW Colleges student who would like more experience and help with college-level academic reading. Students who previously completed English 102 with a passing grade (C or higher) may enroll in LEA 101, but they should first contact the instructor to determine whether the class meets their academic needs.

## **Required Course Materials**

### **Required Readings**

All of the **course readings** for this class will be available in class or online. (See the weekly course lesson outlines and schedule.) For most class periods, students will need to bring copies of readings to class to use for learning activities. You have two options:

a) print a hard copy or b) download the reading to a laptop or other electronic device.

*Students do not need to purchase a textbook.*

### **Required Materials and Technology for Homework**

- Internet access and a computer or electronic device with a word processing application (see the computer lab, library, and other campus locations)
- A notebook, binder, or electronic device for taking notes during class and while reading
- Paper and ink (or money on a campus printing account) for printing some readings
- A google account with access to google drive, Microsoft Office (available on all campus computers), or another word process program that permits students to save files in PDF or Word format
- Adobe Acrobat Reader (free at <http://get.adobe.com/reader/otherversions/>)

### **Other Suggested (But Not Required) Materials**

- A college writing handbook (usually assigned in writing courses)
- A USB drive for saving homework

### Grading Scale for Reading Courses

<b>A</b>	<b>93-100</b>	<b><i>Excellent mastery of course learning outcomes</i></b>
<b>A-</b>	<b>90-92</b>	
<b>B+</b>	<b>87-89</b>	<b><i>Good progress toward achieving course learning outcomes</i></b>
<b>B</b>	<b>83-86</b>	
<b>B-</b>	<b>80-82</b>	
<b>C+</b>	<b>77 to 79</b>	<b><i>Sufficient progress toward achieving course learning outcomes</i></b>
<b>C</b>	<b>73 to 76</b>	
<b>C-</b>	<b>70 to 72</b>	<b>[Some students in the C range may be eligible to receive a satisfactory/pass (S) grade if they make arrangements to take the course for pass/fail credit.]</b>
<b>D+</b>	<b>67-69</b>	<b><i>Unsatisfactory progress toward achieving learning outcomes with poor participation, a lack of preparation, and/or insufficient completion of required coursework; repeat reading</i></b>
<b>D</b>	<b>63-66</b>	
<b>D-</b>	<b>60-62</b>	
<b>F</b>	<b>59-0</b>	<b><i>Failure to complete required assignments or unofficial withdrawal from the course; repeat reading</i></b>
<b>R</b>	<b>59-0</b>	<b><i>Improving academic skills, satisfactory preparation and participation, and completion of required coursework without sufficient progress toward meeting course learning outcomes; repeat reading</i></b>

## **Reading Course Grading Overview**

Your final reading course grade will not be included in your (GPA). However, you will receive a course grade in PRISM, and it could affect your financial aid status or influence the outcome of any appeals that you might make to the campus if you are suspended. Under certain circumstances, a failing grade in a reading course could also affect your ability to enroll in a composition course. A satisfactory (pass) grade is available for students who complete coursework at a minimally satisfactory level. Students who complete the course at a higher level will receive a letter grade.

## **R (Repeat) and F (Failing) Grades**

### **Repeat (R) Grade**

Sometimes students complete coursework in a skills class with satisfactory effort but still have difficulty reading and writing at a college level. They will receive an R (repeat) grade instead of a failing grade. *An R grade is reserved for students who are making progress but need to enroll in the class again to develop the skills necessary for taking degree-credit courses.* To receive an R grade instead of an F, a student must a) complete most course requirements; b) submit most homework assignments; c) attend class regularly; and d) actively participate during in-class activities. An R grade does not affect a student's college GPA but can affect the number of courses a student needs to successfully complete to maintain good standing.

### **Failing (F) Grade**

You will not fail the course if you complete assignments on time, participate in classroom workshop activities, and complete all course requirements (see the above explanation for the R grade). You will, however, receive a failing grade if you don't attend class regularly, don't complete homework, or put minimal effort into assignments. See the course requirements section of the syllabus for a description of the tasks that each student must complete to pass the course.

## Major Assignment Due Dates

Date	Activity
Thursday, September 20	Unit 1 Review Quiz
Friday September 21	Journal Check (optional revisions)
Tuesday, October 9	Practice Timed Midterm Essay Exam
Tuesday, October 16	Midterm Journal (optional revisions)
Tuesday, October 23	Optional Midterm Portfolio (due for feedback and a tentative grade)
Friday, November 2	Analysis Essay
Thursday, December 6	Practice Timed Final Essay Exam
Tuesday, December 11	Independent Project Reports and Presentations; Last Day to Submit Excused Late Work
Tuesday, December 20	Course Portfolio (replaces a traditional final exam)

## Overview of Course Requirements

Take home/ in-class work for the course starts with one or more **reading assignments**.

1) A **Portfolio** of Writing about Reading (50% of the final course grade)

- Reflections (Reading Self-Assessments)
- Analysis Essay
- Independent Reading Project Report
- A Selection of In-Class Writing

- A Selection of Journal Assignments

## 2) Reading Journal (30% of the final course grade)

- Midterm Reading Journal (40% of the journal grade)
- Final Reading Journal (60% of the journal grade)

## 3) In-Class Learning Activities and Preparation (20% of final course grade)

### Reading Assignments

#### Unit 1: Success Strategies for College Learning

*In the first part of the course, you will learn about academic success strategies while reading and discussing different types of short nonfiction texts about college learning.*

- Rose, Mike. "A Student in a Community College Basic Skills Program." Excerpt from *Why School?* 12 October 2009 blog post.
- Beals, Jeff. "Is Someone You Love Going to College? Their Success Depends on Three Words." 15 August 2014.
- Zorn, Eric. "The Secret to College Success in Three Words." *Chicago Tribune*. 11 August 2015.
- Driscoll, Emily. "Balancing Act: Tips for College Students to Best Manage Their Time." Fox Business. 28 August 2013.
- Crabbe, Tony. "Time Management Is Only Making Our Busy Lives Worse." Quartz. 13 July 2015.
- Hedges, Kristi. "Time Management for the Time Challenged." *Forbes*. 14 August 2014.
- MindTools. "Eisenhower's Urgent/Important Principle: Using Time Effectively, Not Just Efficiently."
- Ordóñez, Lisa D., Maurice E. Schweitzer, Adam D. Galinsky, Max H. Bazerman. Abstract for "Goals Gone Wild: The Systematic Side Effects of Over-Prescribing Goal Setting." Harvard Business School Working Paper. 2009.
- Gutting, Gary. "What Is College For?" *New York Times*. 14 December 2011.
- Gutting Gary. "What Is College For, Part 2." *New York Times*. 11 January 2012.
- "What Is College For?" *Chronicle of Higher Education*. 22 April 2013.



## Unit 2: College Reading and Test Taking Strategies

*In the second unit, you will reading and learn about strategies for effective college-level reading, studying for tests, and taking tests.*

### **Readings for Class Discussions and Activities**

- Dunlosky, et al., "What Works, What Doesn't." *Scientific American Mind*. September/October 2013.
- Diep, Francie. "Reading Techniques Help Students Master Sciences." *Scientific American*. 11 June 2014.
- Henry L. Roediger, "How Tests Make Us Smarter." *New York Times*. 14 July 2014.
- Benedict Carey, "Why Flunking Exams Is Actually a Good Thing." *New York Times*. 4 September 2014.
- Textbook chapter on reading (see D2L)
- New York Times. "Does the Brain Like E-Books"? Room for Debate Series. 14 October 2009.
  - "A New Metaphor for Reading" by Alan Liu
  - "A Test of Character" by Sandra Aamodt
  - "Beyond Decoding Words" by Maryanne Wolf
  - "The Book Made Better" by David Gelernter
  - "The Effects of Perpetual Distraction" by Gloria Mark

### **Readings for the First Group Project**

#### **Group 1: Engagement in Reading**

- Ludden, Jennifer. "Why Aren't Teens Reading?" Wisconsin Public Radio. 12 May 2014.
- Parsons, Keith M. "When Students Won't Read." *Huffington Post*. Updated 9 March 2015.
- Shapiro, Jordan. "Kids Don't Read Books Because Parents Don't Read Books." *Forbes*. 13 May 2014.

## Group 2: College Reading Readiness

- Pells, Rachael. "University Students Are Struggling to Read Entire Books." *Independent*. 15 April 2016.
- Bidwell, Allie. "High School Graduates Still Struggle with College Readiness." *US News and World Report*. 21 August 2013.
- ACT. "What Are the ACT College Readiness Benchmarks?" September 2013.

## Group 3: Reading Motivation

- Kohn, Alfie. "How to Create Nonreaders: Reflections on Motivation, Learning, and Sharing Power." *English Journal*. Fall 2010.
- Gambrell, Linda, and Barbara Marinak. "Reading Motivation: What the Research Says." Reading Rockets.

## Unit 3: Critical Reading and 21st Century Literacies

- *21st Century Literacies*
  - National Council of Teachers of English, "Framework for 21st Century Curriculum and Assessment"
  - Rebecca Abler, "Deeper Learning: Defining 21st Century Literacies."
- *Bloom's Taxonomy*
  - InstructionalDesign.org Definition of "Metacognition."
  - Vanderbilt University Center for Teaching and Learning, Bloom's Taxonomy
  - Iowa State Center for Excellence in Learning and Teaching, A Model of Learning Objectives
- *Mindset*
  - Mindset.org. What Is Mindset?
  - Kirp, David L. "Conquering the Freshman Fear of Failure." *New York Times*. 20 August 2015.
  - Video: Carol Dweck, "The Power of Believing That You Can Improve." Ted Talk. November 2014.

- **Video:** Eduardo Briceno, "The Power of Belief: Mindset and Success." Ted Talk on Youtube. November 2012.
- ***Academic Stress and Anxiety***
  - Ellis, Madeline. "How Stress Affects Academic Performance." Health News. 16 January 2015.
  - Brogaard, Berit. "Academic Stress and Its Relation to Anxiety in College Students." Syonym.com. Video: Kelly McGonigal. "How to Make Stress Your Friend." Ted Talk. June 2013.
  - **Independent Reading Assignment** (academic stress and anxiety)

#### **Unit 4: Reading Challenging Texts**

- **Independent reading**
- **Review for the final practice essay exam**

**Unit 1 Schedule: (I will post further Unit Schedules as needed.)**

**Success Strategies for College Learning**

In this unit, you will learn about academic success strategies while reading and discussing nonfiction texts about college learning. See the [weekly course activities pages](#) for a more detailed overview of in-class work and take home assignments. *Please note that most writing assignments in this class are due on Fridays. This gives students extra time to complete their work for the week and to get help with assignments during class on Thursday.*

Date	Discussion Topics	Reading Assignments	Writing Assignments	In-Class Activities
Tues. 9/4	Course introduction	Mike Rose, "A Student in a Community College Basic Skills Program"		Course introduction; informal reading assessment; reading discussion
Thurs 9/6	How to read and use a syllabus; D2L dropbox training; label in the margin (Cornell) notes;	Course syllabus; Jeff Beals, "Is Someone You Love Going to College?"; Eric Zorn, "The Secret to College Success in Three Words"	Learning Questionnaire (bring to class)	In-class writing; reading discussion; previewing activity

	previewing a text			
Fri. 9/7	(no class)		First Reading Reflection	
Tues. 9/11	Time management strategies; note taking resources; identifying the purpose, audience, and key points of a text	Emily Driscoll, "Balancing Act: Tips for College Students to Best Manage Their Time"; Tony Crabbe, "Time Management Is Only Making Our Busy Lives Worse"; Kristi Hedges, "Time Management for the Time Challenged"		Semester schedule and calendar activity; in-class writing; reading discussion
Thurs. 9/13	Goals and priorities; annotating	MindTools. "Eisenhower's Urgent/Important Principle"; Ordóñez, et al. Abstract for "Goals Gone Wild: The Systematic Side Effects of Over-Prescribing Goal Setting."		Note taking; self-quizzing review activity; whole class reading discussion
Sat. 9/15	(no class)		Journal Assignment 1 due to the reading	

			journal D2L dropbox for feedback	
Tues. 9/18	Key principles for college reading; comprehens ion monitoring	Gutting, Gary. "What Is College For?" and "What Is College For, Part 2."		1-Look at Journal Assignment 1. 2-Discuss comprehension monitoring. 3- Do <b>reading discussion</b> of two articles. 4-Finish with group quiz.
Thurs 9/20	Unit 1 review	Chronicle of Higher Education, "What is College For" abstract (posted in D2L and handed out in class.	Complete the "Prepare for Class Activities" questions.	1-Work on "Class Activities" questions. 2-Discuss journal activities. 3-Work on Journal.
Fri. 9/21	(no class)		<b>Journal Assignment 2</b> and <i>optional</i> Journal Assignment 1 revisions due to the D2L dropbox for feedback and grading	

## **Reading Journal**

Throughout the semester, you will keep an organized reading journal. Most of the journal assignments will be based on readings for this course, but you will also have the opportunity to write about reading assignments from other courses and your independent reading project. The journal assignments will help you apply college-level learning strategies to increasingly more difficult reading and writing tasks as you prepare for challenging college courses. Reading journal prompts will be available through this page and through the weekly course overview pages.

### **Journal Assignment Instructions**

*Links to journal assignment instructions will be listed here as they become available throughout the semester.*

1. **Evaluating a Time Management Text**
2. **Responding to College Success Readings**
3. **Applying Learning to College Reading Priorities**
4. **Responding to Reading Strategies**
5. **Exploring an Issue for the Course Essay (in class assignments)**
6. **Discussing and Analyzing Higher Level Learning (starts with in-class writing)**
7. **Synthesis of Ideas from Multiple Sources (starts with in-class writing)**
8. **Reading Project Plan**

## 9. Reading Project Progress Update

## 10. Reading Project Report

### Purpose

The reading journal will a) document your learning in the course and your development as a reader; b) help you develop college-level comprehension and critical analysis skills; and c) prepare you for class discussions, activities, and longer writing assignments.

### Journal Format

You have two options for keeping the journal:

1. Create and submit an individual document for each separate assignment.
2. Organize all of your journal assignments into a single file that you submit when the journal is due for grading.

Take home journal assignments should be typed. In-class work may be handwritten, scanned, and then submitted as a PDF file or copied into a Word document.

### Grading

The reading journal is worth 30% of your overall course grade. 40% of the journal grade will come from the **midterm journal** and 60% from the **final journal**. You will receive course preparation credit for completing journal assignments on time and using them for discussions and other in-class activities. You will also choose a selection of journal entries to include in the course portfolio. You will receive feedback on your journal during instructor conferences and in-class workshops. You will then have the choice to make optional revisions to your work before receiving a grade.

**Use this link to download a copy of the reading journal grading criteria:**

[LEA 101 Reading Journal Grading](#)

### Due Dates

Individual journal assignments are due for preparation credit on the dates listed ***in the course schedule***.

The journal is due for grading and written feedback three times during the semester:

- *During the first month of the course:* due for feedback and a tentative grade
- *During the second month of the course:* due for feedback and a midterm grade



- *Near the end of the semester:* due for a final grade

### **In-Class Learning Activities and Assignments**

*Use the links on this page to access materials from in-class activities. When you are absent, you can complete most missed in-class work as a take home assignment so that you can keep up with the rest of the class.*

[LEA 101 In-class Activities, Workshops, & Preparation Overview](#) (information from the syllabus)

[Reading Discussions](#)

[In-Class Responses to Readings](#)

[Reflections and Self-Assessment Activities](#)

[Discussion Group Project](#)

[Midterm Practice Essay Exam](#)

[Final Practice Essay Exam](#)

### **Reflections and Self-Assessment Writing**

Throughout the course, you will complete several short in-class and take home assignments to reflect on your writing, evaluate your progress, and set goals. You will not receive a letter grade for these assignments, but they will count toward your course preparation grade. You will also include a selection of self-assessment writing in your graded course portfolio.

[First Reading Reflection \(week 1\)](#)

[Month One Reflection \(week 4\)](#)

## Midterm Reflection

## Reading Plan for Next Semester (week 14)

### Essays

#### Take Home Essay

In this course, you will write one take home essay based on an issue that you select from course readings. The essay will help you develop and practice the analysis skills required for writing about reading in college courses. The essay is a required part of the course **portfolio**.

#### Analysis Essay Instructions

#### In-Class Essays

You will also write two in-class essays to help you practice studying for and taking college-level essay exams based on reading. Before completing the first timed essay, you will work on a series of smaller in-class writing assignments to give you practice writing in a timed situation. These timed essays are low stakes assignments. You will receive preparation and workshop credit for completing them. Then you will select at least one of the essays for your course portfolio. You may revise the essay before putting it in the portfolio for a grade.

#### Midterm Essay Instructions

#### Final Essay Instructions

### Independent Reading Project

For the last unit of the course, you will choose the text(s) that you will read based on your personal goals, needs, and interests as a reader. You will read and discuss some shared texts during class, but you won't have any new take home reading assignments.

This project has several related parts:

1. An [independent reading plan](#) (Journal Assignment 8)
2. About two weeks of independent reading
3. A [journal assignment](#) to give an update on your project (Journal Assignment 9)
4. An [informal written report](#) for the journal and the course portfolio (Journal Assignment 10)
5. An informal quick oral report on your learning from the project (1-3 minutes)

### Guidelines

- Your project should focus on helping you work on one or more college reading strategies. See the [reading plan instructions](#) for examples of possible reading strategies.
- Read about 50 pages or an equivalent amount of online reading. The exact amount might vary, depending on the focus of the project and difficulty level of the text(s) that you read. Talk with the instructor if you need help determining whether your project is long enough.
- You can't use assigned readings from other courses. However, you may use independent research that you do as part of a writing assignment for the other course if your focus is to practice effective reading strategies for college research.
- You may read fiction, poetry, plays, or movie scripts. You do not need to limit yourself to nonfiction if reading literature is appropriate for the reading strategies that you are practicing for your project.
- You may read print or electronic texts.

### Grading

Your project will be included in all three major components of your course grade.

1. *In-Class Writing and Preparation*: You will receive preparation credit for completing project reading, related in-class activities, and an informal project presentation.
2. *Final Reading Journal*: You will complete three journal assignments based on the project.

3. *Portfolio*: Your final project report (journal assignment 10) is a required part of the course portfolio to demonstrate your end-of-semester independent learning.

### **Course Portfolio**

*A college portfolio is a collection of writing or other work that documents a student's learning in a course or field of study. A portfolio helps an instructor evaluate a student's overall progress toward achieving course learning goals. Organizing a portfolio also helps students think about their own learning in a purposeful way and then apply that knowledge to new work and other learning situations.*

#### **Overview**

Throughout the course, you will complete assignments that will help you develop college-level reading and academic success skills. At the end of the course, you will organize a selection of this work to submit for a course grade. You will also have the choice to submit an optional midterm portfolio for feedback. The portfolio will highlight your progress and development as a college reader. The portfolio has a few required assignments. However, you will also have the freedom to choose the work that you include in other parts of the portfolio. In the last week of the semester, you will receive time to work on the portfolio during in-class workshops. **Required**

#### **Portfolio Contents**

The portfolio should include at least 15 pages of formal and informal assignments, including:

1. Title page
2. Table of contents
3. [Cover letter](#)
4. [Analysis essay on course readings](#)
5. [Independent reading project report \(Journal Assignment 10\)](#)

6. **A selection of** reading reflections and self-assessments
7. **At least two additional** reading journal assignments
8. **A selection of** in-class work, including at least one practice essay exam
9. **An academic success plan for next semester (in-class assignment)**

### **Optional Author's Notes**

An **author's note** is a short reflection that introduces a piece of writing to readers. For this class, you will have the option to write brief author's notes to introduce and explain the pieces of writing or other work that you include in the portfolio. An author's note should explain what a particular assignment or learning activity shows about *your development as a reader* and your *learning in this course*. You might also discuss why you show to include a specific piece of writing in the portfolio. (For more information, see the [author's notes](#) page for the UW Colleges Writing Resources website.)

### **Optional Additional Evidence of Learning**

If you wish, you may also include additional in-class assignments, writing process work, or coursework from other classes to show your development as a college reader this semester. Please include a short author's note with any extra materials to explain what each piece of writing or other work shows about your learning and/or progress as a reader.

### **Format**

The final portfolio will be a single electronic file in PDF or Word format that will give you experience organizing and formatting a complex academic document. You will receive help during class with organizing the portfolio. See Portfolio Formatting Guidelines.

### **Due Date**

The final portfolio is due during finals week on the officially scheduled final exam date for your course section. The portfolio replaces a traditional final exam for the course. You do not need to attend class to submit the portfolio. You may submit it online through the D2L dropbox. **Grading** The portfolio is worth 50% of your course grade. You will receive frequent feedback on your work with tentative grades for major assignments. Then you will have an opportunity to revise all or some of your assignments before submitting them in the portfolio for a grade. If you revise your work, then the portfolio grade will be based on the final work that you submit at the end of the course.

### **Optional Midterm Portfolio**

As part of your midterm coursework, you will have the option to submit the first half of your portfolio for instructor feedback and a tentative grade. The midterm portfolio will help you get started with your course portfolio, evaluate your progress in the course, and identify things to work on in the second half of the semester. However, the midterm portfolio is not a required assignment because some students typically need to focus their time on portfolios for writing courses and on midterm exams.

This course was designed by former UWMC instructor, Joanne Baird Giordano, who graciously agreed to share the fruit of her labors and her expertise with her UWMC colleagues and future UWMC students. Thank you, Joanne!

“For the fall semester of the 2018-19 academic year, UW Colleges classes that fulfill outcomes at the Foundation Level of the UWSP [General Education Program](#) (GEP) will be assessed utilizing the GEP assessment portfolio process. The GEP Foundation Level includes courses that fulfill the Oral Communication (OC), Written Communication (WM), Quantitative Literacy (QL), and Wellness (WLN) [category learning outcomes](#). Courses that do not fulfil the Foundation Level category outcomes will be included in future assessments for the A.A.S. degree program, and the specific schedule for assessment of these courses will be determined during the 2018-19 academic year.”

