



Catalog Course Description

BS4458 – E-Portfolios in Business Administration (4 Semester Hours)

This is a capstone course that should be taken at the end of the Business program. The program exit exam in the area of the student's concentration (General Business, Information Communication or Information Systems Management) will be administered as part of this course. This course will assist the student in the development of a professional e-Portfolio that is reflective of the student's professional goals, objectives, and personal experiences and that is designed as a valuable tool for career progression. This course will include weekly discussions about professional and ethical issues/topics related to the student's discipline as well as techniques for e-Portfolio development. Prerequisite: Must be within 12 hours of graduation.

Course Objective, Student Learning Outcomes (SLOs), and Assessment of Learning Outcomes

COURSE OBJECTIVE:

Create a basic ePortfolio that demonstrates accepted design principles, effective communication strategies, and mastery of the technological skills necessary to upload and maintain the website for personal and professional use.

UPON COMPLETION OF THIS COURSE, THE STUDENT SHOULD BE ABLE TO:

(EXPANDED VERSION: BLOOM'S TAXONOMY)

DEFINITIONS(D), KNOWLEDGE(K), COMPREHENSION(C), APPLICATION(AP), ANALYSIS(AN), SYNTHESIS(S), EVALUATION(E)

STUDENT LEARNING OUTCOMES:

1. Effectively communicate the purpose in developing and continuously improving an ePortfolio for personal and professional use.
 - Assessment of Learning Outcome: Discussion Board #1, Worksheet #1, Design Project Course Journal – Week 1;
2. Demonstrate the creation of a basic ePortfolio by submitting a web link for instructor evaluation. Note: this link may be reviewed by outside readers to provide a business-community level assessment.
 - Assessment of Learning Outcome: Instructor review of the web site using a Rubric to assess the 'entry-level' design and layout of the student developed ePortfolio web site. This assessment utilizes comparative 'entry-level' aspects between the submitted ePortfolio link and student ePortfolios from sites noted throughout the course, and Design Project Course Journal – Week 4;
3. Access, download, and modify a template of choice as a methodology to better understand ePortfolio design. This includes the correct method to access the full set of code and modules for the template and, if selected, customize the template for application in the student's ePortfolio, using Adobe DreamWeaver or other appropriate web design tool.

- Assessment of Learning Outcome: The assessment for accessing and modifying the template is a visual review of the template with the expectation that the template has been modified to validate specific change in the template;
4. Identify and discuss sources to validate knowledge of the process of Domain Registration; uploads/downloads via file transfer tools such as WS-FTP/FileZilla to move files to/from a local computer to the remote hosted server; and, logically discuss the advantages/disadvantages between free web services vs. paid services.
- Assessment of Learning Outcome: Worksheet #2, Design Project Course Journal – Week 2 ;
5. Amridge students will evaluate existing student ePortfolios to perform analysis consistent with 'entry-level' design, content, layout, and effective communications to the consumer (Personal or Professional Emphasis Review @ discretion of student).
- Assessment of Learning Outcome: Worksheet 3, Design Project Course Journal – Week 3; Example: <http://www.clemson.edu/academics/programs/eportfolio/>.

| BS4458 ePortfolio in Business Administration Course Grading Rubric | | | |
|--|---|--------------------------------------|--------------|
| Exams & Summary | | | |
| Description | | | |
| <i>Getting Started: Amridge University's primary concern for each student is a successful learning experience each semester. This can be achieved only through good communication. Therefore, the student should expect to receive an initial email from the course instructor at the beginning of the semester. DO NOT RESPOND TO THAT EMAIL. After the initial email is sent, AN ANNOUNCEMENT will be placed at the top of the Announcements page letting each student know the initial email has been sent and asking if you received the initial email. If you do not receive that email, you will need to send an email to the instructor informing him or her of the situation. We will then attempt to identify the problem and offer a solution.</i> | Number of Quizzes or Assignments | Points per Quiz or Assignment | |
| | | Total | |
| | | 1 | 50 |
| Initial Contact and Personal Information Paradigm (PIP) (50 Pts) | 1 | 50 | 50 |
| Design Project Proposal (DPP) (50 Pts) w/Rubric | 1 | 50 | 50 |
| Quizzes (20 Pts Each)/Worksheets (20 Pts Each) | 5/5 | 100/100 | 200 |
| ePortfolio Design Project Course Journal (DPCJ) w/Rubric(s) (300) & Poster/ ePortfolio Design Project Course Journal Presentation (DPCJP) w/Rubric(s) (200) | 1/1 | 300/200 | 500 |
| Final Exam | 1 | 100 | 100 |
| Library Research Log Entries (10 @ 20Pts Each) | 10 | 20 | 200 |
| Discussion Board Items (10 @ 10Pts Each) | 10 | 10 | 100 |
| TOTAL COURSE EXAMS AND ASSIGNMENT POINTS | | | 1,200 |
| A Course Grade Scale Rubric (CGSR) is posted in Blackboard to indicate the items and points assigned. The CGSR is provided in the syllabus as well. | | | |

Assignments by Week

(An academic week is Monday-Sunday except the last week of the semester which ends at 5:00pm Central Time on Friday.)

Weekly Calendar of Events

Week 1: 26 August – 1 September, 2013

Week 2: 2 September – 8 September, 2013: *** **Monday, 2 September 2013, Labor Day** ***

Week 3: 9 September – 15 September, 2013

Week 4: 16 September – 22 September, 2013

Week 5: 23 September – 29 September, 2013

Week 6: 30 September – 6 October, 2013

Week 7: 7 October – 13 October, 2013

Week 8: 14 October – 20 October, 2013

Week 9: 21 October – 27 October, 2013

Week 10: 28 October – 3 November, 2013

Week 11: 4 November – 10 November, 2013

Week 12: 11 November – 17 November, 2013

Week 13: 18 November – 24 November, 2013;

Week NA: 25 November – 1 December, 2013; * **Thanksgiving Week; No Assignments** *

Week 14: 2 December – 8 December, 2013

Week 15: 10 December – 14 December, 2013: Week of Finals and Project Presentations

Week 1: (Refer to Blackboard for the content of these materials) [Pts: 60]

Read/Review the following link: <http://www.clemson.edu/academics/programs/eportfolio/>

Complete Assignment: Personal Information Paradigm (50 Pts)

Begin Assignment: Design Project Proposal (0 Pts); Due and points awarded end of Week 2

IMPORTANT Article: <http://dr-kenscott.com/Dan%20Schawbel%205%20Reasons%20Online%20will%20Replace%20Resume.pdf>

Complete Discussion Board #1 (10 Pts)

Week 2: (Refer to Blackboard for the content of these materials) [Pts: 60]

Read/Review/Revisit the following link: <http://www.clemson.edu/academics/programs/eportfolio/>

Review the Tools and Skills Link & Begin to consider the "technical skills for ePortfolios"

Complete Assignment: Design Project Proposal (50 Pts); (Carried over from Week 1)

IMPORTANT Article: <http://dr-kenscott.com/Dan%20Schawbel%205%20Reasons%20Online%20will%20Replace%20Resume.pdf>

Complete Discussion Board #2 (10 Pts)

Week 3: (Refer to Blackboard for the content of these materials) [Pts: 30]

Revisit/review any items in Week 1 or Week 2 that have been an issue in your understanding

Search the Internet for "hosted web space"

Go to the web site, [WordPress](http://WordPress.com), review the content and begin to dissect its opportunity to host your web page.

Complete Worksheet 2 Assignment (20 Pts)

Complete Discussion Board #3 (10 Pts)

Week 4: (Refer to Blackboard for the content of these materials) [Pts: 30]

Read Assigned Materials; Review Web Sites as Directed

Work on Design/Development of ePortfolio Content, Web Hosting, & Artifacts

Complete Discussion Board #4 (10 Pts)

Complete Quiz 1 – (20 Pts)

Week 5: (Refer to Blackboard for the content of these materials) [Pts: 110]

Read Assigned Materials; Review Web Sites as Directed

Work on Design/Development of ePortfolio Content, Web Hosting, & Artifacts

Complete Assignment: Worksheet 3 (20 Pts)

Complete Discussion Board #5 (10 Pts)

4 Library Research Log Sources/Citations (20 Pts Each for 80 Points)

Week 6: (Refer to Blackboard for the content of these materials) [Pts: 30]

Read Assigned Materials; Review Web Sites as Directed

Work on Design/Development of ePortfolio Content, Web Hosting, & Artifacts

Complete Discussion Board #6 (10 Pts)

Complete Quiz 2 – (20 Pts)

Week 7: (Refer to Blackboard for the content of these materials) [Pts: 10]

Read Assigned Materials; Review Web Sites as Directed

Work on Design/Development of ePortfolio Content, Web Hosting, & Artifacts

Complete Discussion Board #7 (10 Pts)

Week 8: (Refer to Blackboard for the content of these materials) [Pts: 30]

Read Assigned Materials; Review Web Sites as Directed

Work on Design/Development of ePortfolio Content, Web Hosting, & Artifacts

Complete Discussion Board #8 (10 Pts)

Complete Assignment: Worksheet 4 (20 Pts)

Week 9: (Refer to Blackboard for the content of these materials) [Pts: 30]

Read Assigned Materials; Review Web Sites as Directed

Work on Design/Development of ePortfolio Content, Web Hosting, & Artifacts

Complete Discussion Board #9 (10 Pts)

Complete Quiz 3 – (20 Pts)

Week 10: (Refer to Blackboard for the content of these materials) [Pts: 10]

Read Assigned Materials; Review Web Sites as Directed

Work on Design/Development of ePortfolio Content, Web Hosting, & Artifacts

Complete Discussion Board #10 (10 Pts)

Focus on the Project Development and Presentation

Week 11: (Refer to Blackboard for the content of these materials) [Pts: 20]

Read Assigned Materials; Review Web Sites as Directed

Work on Design/Development of ePortfolio Content, Web Hosting, & Artifacts

Focus on the Project Development and Presentation

Complete Assignment: Worksheet 5 (20 Pts)

Week 12: (Refer to Blackboard for the content of these materials) [Pts: 100]

Read Assigned Materials; Review Web Sites as Directed

Work on Design/Development of ePortfolio Content, Web Hosting, & Artifacts

Focus on the Project Development and Presentation

Complete Quiz 4 – (20 Pts)

4 Library Research Log Sources/Citations (20 Pts Each for 80 Points)

Week 13: (Refer to Blackboard for the content of these materials) [Pts: 0]

Read Assigned Materials; Review Web Sites as Directed

Work on Design/Development of ePortfolio Content, Web Hosting, & Artifacts

Focus on the Project Development and Presentation**Week 14: (Refer to Blackboard for the content of these materials) [Pts: 60]**

Read Assigned Materials; Review Web Sites as Directed

Work on Design/Development of ePortfolio Content, Web Hosting, & Artifacts

Focus on the Project Development and Presentation

Complete Quiz 5 – (20 Pts)

2 Library Research Log Sources/Citations (20 Pts Each for 40 Points)

Week 15: (Refer to Blackboard for the content of these materials) [Pts: 600]

Submit ePortfolio Design Project Course Journal (DPCJ) (300 Pts)

Submit Poster/ePortfolio Design Project Course Journal Presentation (DPCJP) (200 Pts)

Final Exam (100 Pts)

Additional Comments or Instructions

Purpose in Library Research Log, Discussion Board Items, and Useful Information:

The following items will prove useful to you as you navigate your courses or circumnavigate your courses. These items will provide clarity (claro) to the work you are to embark upon, so please use it as intended—that is—it is intended to help you with the materials and to support your total learning—that is—your total Student Learning Outcomes (SLOs). If at any point, you encounter problems, please let me know at the contact information. God Bless and I look forward to hearing from you with any issues that need to be resolved. DrK

As you will note on the syllabus, there are items identified as Library Research Log items and Discussion Board items. Let's figure out what each of these are:

a. The **Library Research Log (LRL)** are those items that you use as sources to support your learning. For example, if you were to access the Amridge University library link, you can access numerous Peer Journals, papers, studies, and other resources. If you collect some of those to use in your papers, projects, worksheets, please save those and submit the citation to the Library Research Link in Blackboard so that it indicates your "scholarly" activity in each of your courses. For all the courses that I have the distinct pleasure to instruct, I ask that in the 15 week semester you collect and submit a minimum of 10 sources to the LRL. You may need more than the ten requested, but you need to submit a minimum of 10 to the Library Research Log link. Please note that you will need a mix of Internet resources, Peer Journals, and any research, studies, or technical materials you locate;

b. The **Discussion Board (DB)** items are those items that you can access on the Blackboard web page that presents the course materials to you. You should respond to all ten of these and comment to the question and/or to other students. I will read all ten entries x the number of entries that have been posted to these items. Please keep your comments courteous and pithy, but proper.

c. If you need **help** with the Library Research Log or the Discussion Board items, please contact me for help.

d. If you experience a delay in being able to complete and exercise or work or meet a deadline, please inform me as soon you run into this type of problem. I will work with you on these life challenges. We all face times when it becomes almost impossible to turn in an assignment, write a paper, complete a project, and so forth, when it is due. When this occurs, the very thing we should do is notify someone—in this case, me—your instructor. I will help you adjust as needed; but also please know that for me to help you, you need to notify me as soon as the event occurs, not weeks after-the-fact. For example: if you have a flat tire on the way to work, which causes you to be 90 minutes late, if you simply show up and say not a work to anyone, it is perceived that you are late. If your work schedule is a major issue or a family member is ill, the best time to let me know is when it occurs. I am not here to make sure you get “written up” because you missed a worksheet by 8.3 minutes from submitting it on time. Okay! I want to help you succeed. As I tell my face-to-face students: I have some knowledge in my head; I want to get it out from up there so you can become the Keepers of the Knowledge and I can then move towards retirement or vacation or whatever. Thus, the more I help you learn the more I can feel as if the transfer of knowledge has occurred, and therefore, I can look forward to retirement in years to come or take a vacation and relax—knowing that you are the Keepers of the Knowledge. This is a shared-learning process, to let’s make sure we collaborate, talk, contact, work, and achieve as a team. Cliché, maybe, but it works if we do the learning process as a team.

e. Finally, please check your Blackboard materials each week to ensure that you know the requirements for that week. Focus on each Week and I think this will help you move through the work of the course. **God Bless and I am here for you!!!!!!** DrK

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| Course Grade Scale Rubric – Indicates Each Week’s Work for Which Points Are Earned | | |
|---|--|---------------------------|
| Week | Description | Pts/Cumulative/Tot |
| 1 | Personal Information Paradigm (PIP) – 50 Pts Design Project Proposal (DPP) – 0 Pts (Accumulated in Week 2) Discussion Board Item #1 – 10 Pts | 60/60/1200 |
| 2 | Worksheet 1 – 20 Pts Design Project Proposal – 50 Pts Discussion Board Item #2 – 10 Pts | 80/140/1200 |
| 3 | Worksheet 2 – 20 Pts Discussion Board Item #3 – 10 Pts | 30/170/1200 |
| 4 | Discussion Board Item #4 – 10 Pts Quiz 1 – 20 Pts | 30/200/1200 |
| 5 | Worksheet 3 – 20 Pts Discussion Board Item #5 – 10 Pts 4 Library Research Log Entries @ 20 Pts Each – 80 Pts | 110/310/1200 |
| 6 | Discussion Board Item #6 – 10 Pts Quiz 2 – 20 Pts | 30/340/1200 |
| 7 | Discussion Board Item #7 – 10 Pts | 10/350/1200 |
| 8 | Discussion Board Item #8 – 10 Pts Worksheet 4 – 20 Pts | 30/380/1200 |
| 9 | Discussion Board Item #9 – 10 Pts Quiz 3 – 20 Pts | 30/410/1200 |
| 10 | Discussion Board Item #10 – 10 Pts | 20/420/1200 |
| 11 | Worksheet 5 – 20 Pts | 20/440/1200 |
| 12 | Quiz 4 – 20 Pts 4 Library Research Log Entries @ 20 Pts Each – 80 Pts | 100/540/1200 |
| 13 | No Submission Items for Points - 0 | 0/540/1200 |
| 14 | Quiz 5 – 20 Pts 2 Library Research Log Entries @ 20 Pts Each – 40 Pts | 60/600/1200 |
| 15 | Design Project Course Journal (DPCJ) – 300 Pts Design Project Course Journal Presentation (DPCJP) – 200 Pts Final Exam – 100 Pts | 600/1200/1200 |
| | | |
| | | |
| | | |
| | | Total Points: 1200 |
| | | |

Design Project Proposal Grading Rubric (DPPGR):**Gradebook: DPP (50 Points)****RUBRIC**

| <u>What is to be included</u> | <u>Description</u> | <u>Points Possible:</u> |
|--|---|--------------------------------|
| <u>Proposal Submission Format (50 Points)</u> | | |
| Document Format | Cover page, header, footer, page numbers, complete information on cover page | 10 |
| Introduction of Project | A 1 page overview, double-spaced content page that defines the project to be developed; for applications courses, this page will describe what the intent of the DPP will be such, as validate the work, show samples of screen shots, find sources to validate the work, etc.; for research papers, this page will define the research topic, how it might be accomplished, a cursory survey of the literature, etc. | 10 |
| DPP Content Pages | In these 1-2-3 pages, your goal is to provide a double-spaced overview of the content of your DPP as you “think” it might be developed. This content is subject to change and that is not a problem at all; adjustments should be made as you progress; however, you want to state some specific items that you might want to achieve in terms of an outline of sorts as to your project, etc. | 20 |
| Sources & Other | Did you include any sources, references, links, etc. | 10 |
| | | |
| Design Project Proposal: (x/50) | | |
| Total Points for this assignment: | | 50 |

Design Project Course Journal Grading Rubric (DPCJGR): Gradebook: DPCJGR (300 Points)

| Sections: | Description | Points Possible: |
|---|---|-------------------------|
| Total Points Possible (300 Points) | | |
| Cover Page | Cover page, header, footer, page numbers, complete information on cover page | 15 |
| Table of Contents | A formal TOC that includes dot leaders and identifies headings/subheadings in the total paper. EACH HEADING must be linked to a page number. | 15 |
| Executive Summary | The Executive Summary (EXSum) is included after the TOC. The EXSum describes in general terms what the project is, what it did, and its outcomes. | 15 |
| Week 1 Content | What was learned, materials covered, sources cited, written content, sample images, and other as determined by the author of the DPCJ (you, the original writer/researcher/learner) | 15 |
| Week 2 Content | What was learned, materials covered, sources cited, written content, sample images, and other as determined by the author of the DPCJ (you, the original writer/researcher/learner) | 15 |
| Week 3 Content | What was learned, materials covered, sources cited, written content, sample images, and other as determined by the author of the DPCJ (you, the original writer/researcher/learner) | 15 |
| Week 4 Content | What was learned, materials covered, sources cited, written content, sample images, and other as determined by the author of the DPCJ (you, the original writer/researcher/learner) | 15 |
| Week 5 Content | What was learned, materials covered, sources cited, written content, sample images, and other as determined by the author of the DPCJ (you, the original writer/researcher/learner) | 15 |
| Week 6 Content | What was learned, materials covered, sources cited, written content, sample images, and other as determined by the author of the DPCJ (you, the original writer/researcher/learner) | 15 |
| Week 7 Content | What was learned, materials covered, sources cited, written content, sample images, and other as determined by the author of the DPCJ (you, the original writer/researcher/learner) | 15 |
| Week 8 Content | What was learned, materials covered, sources cited, written content, sample images, and other as determined by the author of the DPCJ (you, the original writer/researcher/learner) | 15 |
| Week 9 Content | What was learned, materials covered, sources cited, written content, sample images, and other as determined by the author of the DPCJ (you, the original writer/researcher/learner) | 15 |
| Week 10 Content | What was learned, materials covered, sources cited, written content, sample images, and other as determined by the author of the DPCJ (you, the original writer/researcher/learner) | 15 |
| Week 11 Content | What was learned, materials covered, sources cited, written content, sample images, and other as determined by the author of the DPCJ (you, the original writer/researcher/learner) | 15 |
| Week 12 Content | What was learned, materials covered, sources cited, written content, sample images, and other as determined by the author of the DPCJ (you, the original writer/researcher/learner) | 15 |
| Week 13 Content | What was learned, materials covered, sources cited, written content, sample images, and other as determined by the author of the DPCJ (you, the original writer/researcher/learner) | 15 |
| Week 14 Content | What was learned, materials covered, sources cited, written content, sample images, and other as determined by the author of the DPCJ (you, the original writer/researcher/learner) | 15 |
| Week 15 Content | What was learned, materials covered, sources cited, written content, sample images, and other as determined by the author of the DPCJ (you, the original writer/researcher/learner) | 15 |
| Sources/Citations | Citations Properly Cited and a Citations Section Included (Sources) | 15 |
| Appendix | An Appendix included to store and show additional items not included in body of text | 15 |
| Design Project Course Journal | | |
| Total Points for this assignment: | | 300 |

Bloom's Taxonomy Action Verbs

| Definitions | Knowledge | Comprehension | Application | Analysis | Synthesis | Evaluation |
|---------------------------|---|---|--|--|--|--|
| Bloom's Definition | Remember previously learned information. | Demonstrate an understanding of the facts. | Apply knowledge to actual situations. | Break down objects or ideas into simpler parts and find evidence to support generalizations. | Compile component ideas into a new whole or propose alternative solutions. | Make and defend judgments based on internal evidence or external criteria. |
| Verbs | <ul style="list-style-type: none"> • Arrange • Define • Describe • Duplicate • Identify • Label • List • Match • Memorize • Name • Order • Outline • Recognize • Relate • Recall • Repeat • Reproduce • Select • State | <ul style="list-style-type: none"> • Classify • Convert • Defend • Describe • Discuss • Distinguish • Estimate • Explain • Express • Extend • Generalized • Give example(s) • Identify • Indicate • Infer • Locate • Paraphrase • Predict • Recognize • Rewrite • Review • Select • Summarize • Translate | <ul style="list-style-type: none"> • Apply • Change • Choose • Compute • Demonstrate • Discover • Dramatize • Employ • Illustrate • Interpret • Manipulate • Modify • Operate • Practice • Predict • Prepare • Produce • Relate • Schedule • Show • Sketch • Solve • Use • Write | <ul style="list-style-type: none"> • Analyze • Appraise • Breakdown • Calculate • Categorize • Compare • Contrast • Criticize • Diagram • Differentiate • Discriminate • Distinguish • Examine • Experiment • Identify • Illustrate • Infer • Model • Outline • Point out • Question • Relate • Select • Separate • Subdivide • Test | <ul style="list-style-type: none"> • Arrange • Assemble • Categorize • Collect • Combine • Comply • Compose • Construct • Create • Design • Develop • Devise • Explain • Formulate • Generate • Plan • Prepare • Rearrange • Reconstruct • Relate • Reorganize • Revise • Rewrite • Set up • Summarize • Synthesize • Tell • Write | <ul style="list-style-type: none"> • Appraise • Argue • Assess • Attach • Choose • Compare • Conclude • Contrast • Defend • Describe • Discriminate • Estimate • Evaluate • Explain • Judge • Justify • Interpret • Relate • Predict • Rate • Select • Summarize • Support • Value |