HCDE 493 Capstone Course: Online Portfolio

Instructor: Jennifer Turns
Quarter: Spring 2012
Course Schedule: Mondays, 2:00-3:50 PM

Course Description

As a capstone course, this class requires you to draw upon the body of knowledge you have gained about human-centered design in a variety of HCDE courses in order to design and produce an artifact that solves a complex problem. The artifact that you will produce is a portfolio website, and the complex problem that you will solve is how to make a coherent, persuasive case for your preparedness for the next step in your professional life: e.g., getting a job in your chosen profession or getting accepted into a graduate program in your chosen field. You will use verbal and visual information, design, technology, oral presentation, rhetoric, research, and other central elements of the HCDE program to convey a coherent, persuasive, and focused professional identity.

Through careful reflection upon the readings, analyses of job descriptions and professional portfolios, iterative design of your own portfolio, oral presentations, peer-led feedback, and third-party reviews, you will develop (1) a focused picture of your next professional goal (if you do not already have one), (2) a clear, coherent professional identity, (3) an online artifact conveying that identity, and (4) experience verbally articulating that identity.

Course Objectives

By the end of this class, you will be able to:

- Effectively engage in design ideation, web development, and professional peer review in relation to the construction of a professional portfolio. This includes being able to effectively engage in peer review, including (1) providing specific, constructive feedback to your peers; (2) humbly and wisely receiving peer critiques; and (3) reflecting upon and describing the benefits of peer review. (DESIGN)
- Explain the basic components of a portfolio and how such components function together, engage in the type of reflective thinking required for constructing such components of a portfolio, and produce a high-quality professional portfolio appropriate to your experiences. (PORTFOLIO)
- Demonstrate a rich understanding of your chosen profession, clearly articulate your personal aspirations and identity within your chosen profession, and effectively communicate your professional identity using multiple avenues (i.e.,
Grading and Assignments
Your grade for this class will be based primarily on your final portfolio and class participation. Grades will be assigned based on the rubrics on the Assignments page of the class website.

Assignments
Below are the assignments that comprise your grade for this class. Note that your participation grade is a significant percentage of your overall class grade and that it includes many components, from bringing the required materials to class to participating in class discussions.

- Summary of themes (10 points; due October 10)
- Analysis of someone else’s portfolio (10 points; due October 10)
- Portfolio statement elevator pitch (15 points; due October 24)
- Artifacts elevator pitch (15 points; October 31)
- Design rationale (10 points, November 7)
- Analysis of your own portfolio (20 points; due November 21)
- External review presentation (10 points; due November 21)
- Participation (40 points; due every class)
- Design sketchbook (30 points; due October 10, 14, 21, 24, 31)
- Portfolio presentation (50 points; due December 5)
- Final portfolio website (50 points; due December 5)
- Portfolio design rationale (50 points; due December 9)
- Final professional statement (40 points; due December 9)
- Final learning reflection (50 points; due December 9)

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<th>Final Grade</th>
<th>Table 1: Mapping of Percentages to 4-Point Scale</th>
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Final Grade
Work in this course will be graded to criteria. In other words, you won't be graded on a curve. The grading rubric describing the criteria for each assignment is available on the Assignments page of the class website. Four hundred (400) points have been assigned to the course, and each component of the course is worth a percent of the overall grade. So, for example, participation is worth 15% of the final grade (60 points), and the summary of themes is worth 2.5% of the final grade (10 points). To calculate your final grade, add your total points and convert that number to a percentage of 400. For example, a total of 340 points is 85% of the possible 400 points. Table 1 maps this percentage to a numerical grade on the 4.0 scale. For example, 340 points (85%) is a grade of 3.0, and 392 points (98%) is a grade of 3.9. The following list* characterizes the numeric grades in words:

- 3.9 - 4.0 Superior performance in all aspects of the course with work exemplifying the highest quality. Unquestionably prepared for subsequent courses in field.
- 3.5 - 3.8 Superior performance in most aspects of the course; high quality work in the remainder. Unquestionably prepared for subsequent courses in field.
- 3.2 - 3.4 High quality performance in all or most aspects of the course. Very good chance of success in subsequent courses in field.
- 2.9 - 3.1 High quality performance in some of the course; satisfactory performance in the remainder. Good chance of success in subsequent courses in field.
- 2.5 - 2.8 Satisfactory performance in the course. Evidence of sufficient learning to succeed in subsequent courses in field.
- 2.2 - 2.4 Satisfactory performance in most of the course, with the remainder being somewhat substandard. Evidence of sufficient learning to succeed in subsequent courses in field with effort.
- 1.9 - 2.1 Evidence of some learning but generally marginal performance. Marginal chance of success in subsequent courses in field.

*Taken from Faculty Resource on Grading, http://depts.washington.edu/grading/practices/guidelines.html

Quality of Written Assignments
With the exception of drafts, all written assignments for this class must be of high quality: thoroughly proofread, well organized, and stylistically appropriate for the context. If in doubt, err on the more formal, polished, professional side. Writing quality will be a graded component of every written assignment.

Class Participation
Class participation is a graded component of this class. Here are some examples of how you can participate:
Constructively participate in peer reviews: Provide thoughtful, specific, and respectful feedback to your peers; listen to your peers and learn from them

Come to class prepared: Read carefully, post on the class discussion board, bring all required materials, be on time

Treat all with respect: Be constructive in all discussions and be considerate of others

Be an active listener: Be attentive, be engaged, use in-class technology with discretion

Ask challenging questions

Comment, build on, or clarify others’ contributions

Visit me during office hours to chat, to ask questions, or to give feedback

Course Schedule

The schedule below identifies the discussion topics for each class, readings, and assignments due.*

Week 1: October 3
Class Topic: Course introduction, setting expectations

Week 2: October 10
Class Topic: What is a good portfolio?
Readings Due: At least five of the seven readings below.

- TC focused, how to make an annotated portfolio, has good examples:
- What should interaction design portfolio look like, contrasts with traditional graphic design:
- Don’t need UX portfolio (he thinks this b/c context and process and problem solving is missing from most portfolios):
- Good, bad, ugly of portfolios; short, basic but some specific tips:
- What is good UX portfolio, brief but good, author has perspective of both UX professional and hirer:
- Tech writing portfolio, lots of copyright warnings and ideas for where else to get experience:
- Designer-focused article, differentiates between portfolios for employers (getting a job) and for clients (getting freelance work):

Assignments Due:
- Summary of themes
- Analysis of someone else’s portfolio
- Design sketchbook (3 sketches)

Week 3: October 17
Class Topic: Self-reflections and strategies
Note: This syllabus may represent a past offering of this course and future course offerings may differ.

Assignments Due:
- Ten job descriptions
- Your professional mantra
- GoPost entry identifying and describing
  - Two online portfolios you admire produced by someone in your desired field
  - Two academic/professional readings that inspire you
  - Two of your professional heroes
- Design sketchbook (3 sketches)
- Artifact scavenger hunt

Week 4: October 24
Class Topic: Professional statement
Readings Due: Read at least five professional statements—at least three of those linked below and at least two others you find online.
Assignments Due:
- GoPost entry on two things you liked and two you disliked from the professional statements you read
- Professional statement draft
- Professional statement elevator pitch
- Design sketchbook (3 sketches)

Week 5: October 31
Class Topic: Artifacts and annotations
Assignments Due:
- 3-5 artifacts
- Artifact elevator pitch
- Design sketchbook (3 sketches)

Week 6: November 7
Class Topic: Portfolio design peer review
Assignments Due:
- Design rationale draft

Week 7: November 14
Class Topic: Portfolio website peer review
Assignments Due:
- Portfolio website draft

Week 8: November 21
Class Topics: External feedback and résumés
Note: This syllabus may represent a past offering of this course and future course offerings may differ.

Assignments Due:
- External review presentation
- Analysis of your own portfolio
- Three copies of your résumé

Week 9: November 28
Class Topic: Interviewing
Readings Due:
- HCI interview questions:
- Hiring a technical writer:
- Tech Comm interview questions (available on the class website)
Assignments Due:
- Three copies of your résumé
- Printed copy of the interview questions most relevant to you (HCI or TC)

Week 10: December 5
Assignments Due:
- Final portfolio website
- Portfolio presentation

Wrap-up: December 9 (no class)
Assignments Due:
- Final professional statement
- Final portfolio design rationale
- Final reflection

*Specific links to readings have been redacted for the online syllabus*