

## **DMS 200: Digital Portfolio**

Scott O'Neil, ABD and Helen Davies, ABD

Course Times: MW 12:30-1:45

Course Location: LeChase 148

Office Hours: MW 3pm-4pm

Office Location: Robbins Library

### **Description and Objectives**

Digital media students often publicly showcase their work while pursuing internships, careers, and postgraduate education. To prepare for this, students in this course will design interactive portfolios to showcase their work. Digital portfolios present unique challenges because, like much public work, they frequently engage multiple audiences that might have conflicting expectations. In this course students will explore their professional interests, identities, and goals in order to identify relevant audiences. Based on their audience and purpose, students will focus on making effective choices about platform, style, content, and design in order to create their own portfolios. Using self-reflection as well as peer and instructor feedback, students will revise and refine their work across the semester. Students will also be encouraged to seek external feedback from professionals in the field.

Core elements we will focus on for the portfolio:

1. Audience
2. Genre
3. Content
4. Design
5. Navigation

### **COURSE GOALS:**

- To explore how audience and purpose shape the author/designer's choices in presenting their work
- To identify and explore your professional interests and goals
- To identify and research relevant audience(s) for your digital portfolio
- To research and evaluate various digital platforms
- To collaborate effectively and responsibly with peers
- To develop and practice networking skills, including communicating your professional identity in different modes and seeking feedback from relevant professionals
- To develop, design, and revise your own digital portfolio

## Resources:

### [Library Resources](#)

Cynthia Baron. *Designing a Digital Portfolio (Second Edition)*—Available online via Voyager

Craig Welsh. [Design Portfolio](#)

[The International Journal of ePortfolios](#)

["How to create an eportfolio"](#)

## TECHNICAL RESOURCES:

See, especially, chapters 6 and 7 of Baron

## Assignments and Grading

Your final grade in the course will be calculated as follows:

30% - **Portfolio Prototype**

20% - **Participation and Reflective Writing**

50% - **Final Portfolio**

## Policies

### *Accommodations*

Please know that this classroom respects and welcomes students of all backgrounds and abilities, and that I invite you to talk with me about any concern or situation that affects your ability to complete your academic work successfully. Undergraduates requiring academic accommodations should speak with an access coordinator at the CETL Disability Resources in Dewey Hall (585-275-9049). Information about the University's accommodation processes can be found at [www.rochester.edu/disability](http://www.rochester.edu/disability)

### *Academic Honesty*

All assignments and activities associated with this course must be performed in accordance with the University of Rochester's Academic Honesty Policy. More information is available at: [www.rochester.edu/college/honesty](http://www.rochester.edu/college/honesty)

**Please note! This syllabus constitutes a contract for this class.** I will follow all of the policies I have set out in the syllabus. If you are still enrolled in this class by the end of the add/drop period, I will assume you have agreed to these terms and conditions.

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## Schedule

1/16 Introductions. Who are you? What do you definitely want your employer to know about you? What do you definitely *not* want them to know/find out? Who am I?

*HW: Read "Introduction" in Baron. Also read Benander and Refaei's "How Authors and Readers of ePortfolios Make Collaborative Meaning" (on Blackboard).*

1/21 **No Class (Martin Luther King Jr. Day)**

1/23 Discussion of Baron and O'Neil Portfolio. Scouring your existing web footprint. EU "Right to be Forgotten" case. Opt-in partner search.

*HW: Reflection #1: "What did you find online that surprised you?"*

1/28 Skill/Talent/Passion inventory and how to market same.

*HW: Read "5 Digital Tools That Will Make Your Resume Infinitely More Beautiful" (on Blackboard).*

1/30 Resume Building workshop

*HW: Reflection #2: "What do you need to add to your resume? Where do you want to build your resume over the next three years? What can you do this semester to start that process? Also, read the following short pieces by Welsh: "Physical or Digital," "Get Noticed," and "Write, Designers, Write."*

2/4 Elevator Pitches: Video tutorial in class, Personal/Persona and Professional

*HW: Reflection #3: Record an elevator pitch and upload the video to a hosting site like Youtube. Send a link to the video and a reflection about what you like about your current version and where you still want to improve. Also, read Baron chapters 2 and 3 for next class.*

2/6 Transforming pitch to portfolio: Discussion of Baron. In-Class: Find 2 good and 2 bad examples of digital portfolios. UX and UI. Interface, clarity of message. Branding.

*HW: Read Baron chapter 5*

2/11 Gathering ingredients: What content do you want in your professional portfolio? Discussion of Baron.

*HW: Reflection #4: Reflect on the ingredients list you compiled today—why do you find these details to be most important? How do they connect to the version of yourself you presented in your elevator pitch? Also, read Baron chapter 10.*

2/13 Sketching out the Portfolio: Using art supplies, sketch out a wireframe/prototype of your portfolio's interface page. Design what you WANT. Worry later about how it can be done.

2/18 Sketching out the Portfolio: Using art supplies, sketch out a wireframe/prototype of the other pages in your digital portfolio.

*HW: Reflection #5: Look over your sketches—what do you need? Images? Video? Artifacts? What do you need out of your portfolio's host? What features do you need in a host/WYSIWYG platform?*

2/20 Tech shopping and resource overview. We will review several possible options for your portfolio construction.

2/25 **NO CLASS: PROTOTYPE CONSTRUCTION**

2/27 **NO CLASS: PROTOTYPE CONSTRUCTION**

3/4 **NO CLASS: PROTOTYPE CONSTRUCTION**

3/6 **NO CLASS: PROTOTYPE CONSTRUCTION**

3/9 through 3/17 **No Class (Spring Break)**

3/18 In-class workshop time—polishing the prototypes.

3/20 In-class workshop time—polishing the prototypes.

*HW: Send us a link to your prototype. Also send a reflection (#6)—what went well? What aspect of building the prototype was the most difficult? Most unexpected?*

3/25 In-class peer review.

3/27 In-class peer review. Begin a revision checklist.

*HW: Reflection #7—who is in your “professional network”? How can you expand that network? How can you work that network?*

4/1 Networking and getting your portfolio/brand in circulation. Medieval Twitter, Shakespeare Friends, Conferencing.

4/3 Value and uses of LinkedIn. Guest Speaker (Taco Bell executive with extensive LinkedIn experience).

4/8 Building Campus Networks: Research and how to send a cold email.

4/10 Building Community Networks: Creating opportunities (In class revision reflection).

4/15 Visit/round table discussion with the U of Rochester Mellon Digital Fellows

4/17 No Class—I will be traveling for a conference, and Helen has a conflicting event.

4/22 Internship and other opportunities; Portfolio Prototype self-reflection

4/24 Analysis of external peer reviews of portfolio prototypes. Processing feedback and making it work for you.

*HW: Reflection #8—What surprised you about your feedback? How can you USE that feedback to improve your portfolio? What WASN'T useful about the feedback? Why?*

4/29 Revision workshop.

*HW: Finish revising your prototype, incorporating what was useful from your classmates', instructors', and peer reviewers' feedback.*

5/1 Who are you redux.