

## Professional Brand and ePortfolios

HON1087: Honor Lyceum, Spring 2022

Dr. Amy Cicchino (Sha-keen-o), She/Her/Hers, [amycicchino@auburn.edu](mailto:amycicchino@auburn.edu)

### Course Meetings and Office Hours

Wednesdays 2:00–2:50, Haley Center 2124

Office Hours: Monday-Friday, 8:00-4:00, via Zoom or in RBD 3436 as available at

<https://cicchinoamy.youcanbook.me>

### The Course in Brief

Through interactive workshop meetings, students will develop a professional ePortfolio to use in graduate school applications, prestigious scholarships, and/or job applications.

### Learning Outcomes

Students completing this lyceum successfully will show an ability to...

- Explain the purposes of an ePortfolio and how an ePortfolio can be used in their future professional development
- Apply principles related to personal brand, digital ethics, design, and effective communication to the development of a professional ePortfolio
- Revise their ePortfolio based on feedback from peers, professionals, and/or their professor
- Reflect on design and communication choices to determine how to create an ePortfolio that is appealing and engaging to your audience and professional context

### Technology & Devices

Because this course guide you in developing an ePortfolio through workshop-style sessions, you'll need to have access to a laptop device for each class beginning on January 26<sup>th</sup>. You can check out laptops for student use at the main circulation desk in [Ralph Brown Draughon Library](#).

### Graded Aspects

- Demonstrated ability to enact concepts and principles introduced through workshop weekly meetings
- ePortfolio
- Reflection Document

### Mental Health

If you are experiencing stress that feels unmanageable (personal or academic) during the semester, Auburn University's Student Counseling & Psychological Services (SCPS) offers a variety of services to support you. The mission of SCPS is to provide comprehensive preventative and clinical mental health services to enhance the psychological well-being of individual students, as well as the broader campus culture. As an instructor, I am available to speak with you regarding stresses related to your work in this course, and I can assist in connecting you with the SCPS network of care. You can schedule an appointment yourself with the SCPS by calling [\(334\)844-5123](tel:3348445123) or by stopping by their offices on the bottom floor of Haley Center or the second floor of the [Auburn University Medical Clinic](#).

If you or someone you know needs to speak with a professional counselor immediately, the SCPS offers counseling during both summer term as well as the traditional academic year. Students may come directly to the SCPS and be seen by the counselor on call, or you may call [334.844.5123](tel:3348445123) to speak with someone. Additional information can be found at <http://wp.auburn.edu/scs>.

## Statement of Inclusion

You belong here—so do your classmates. You belong here if you had great teachers and positive experiences of schooling or terrible ones. You belong here if you are Sikh, Muslim, Jewish, Christian, Buddhist, Hindu, Secular Humanist, Pagan, not religious. You belong here, especially, if you are still figuring out what and who you are. You belong here if you are documented, DACAmented, or undocumented. You belong here if you are a person of color, or “white,” or perceived to be white, or mixed, or perceived to be a bunch of things that you aren’t.

You belong here if you are disabled, differently-abled, or neurotypical and able-bodied. You belong here if you identify as gender non-conforming or LGBTQIA, or if you’re still learning what some of those letters mean. You belong here if you grew up speaking like an NBC news broadcaster, or your abuelita’s language, or if you style-shift from one kind of English to another or code-switch from English to another language of heart and home and back again. You belong here if your mom was a professor or if you were the first one in your family to graduate from high school. Whatever your body type, appearance, talents, abilities, identities, histories, or backgrounds, you belong here if you are here to learn how to make classrooms and schools more humane, inclusive, respectful, rigorous, and just.

## Disability and Access

Because we are creators and developing professionals, we will discuss how digital publishing and design impacts accessibility for various audiences. You might read this part of the syllabus and think “I am not part of the disabled community, this does not apply to me,” but, because you will create texts you want all persons in the world to be able to access and engage in, issues of access and disability rights matter for you, too. You must create accessible texts in this course in order for them to be considered Professional—this includes alternative image tags, transcripts or closed-captioning, font choice that reflects a consideration of access, etc. **Access is not an option, and it is not extra—we are practicing a culture of inclusivity in this classroom.**

## Calendar

Date	Course Meeting Focus	For Next Time...
1/12/2022	Welcome <ol style="list-style-type: none"><li>1. Introductions</li><li>2. Why are we here and what are we doing?</li><li>3. Exploring ePortfolio examples</li><li>4. Establishing an audience and context for our work: <a href="#">Know Your Audience worksheet</a></li></ol>	*Last day for add/drop 1/19  Review the <a href="#">Introduction to ePortfolios</a> and <a href="#">ePortfolio FAQs</a> handouts.
1/19/2022	Personal Brand Workshop <ol style="list-style-type: none"><li>1. Watch <a href="#">UWSuccess Works' Personal Brand</a> introductory video</li><li>2. Analyze <a href="#">personal brand statement examples</a></li><li>3. Begin brainstorming your own brand statement: <a href="#">Personal Brand Statement Worksheet</a></li></ol>	Finalize your personal brand statement—for now—and get ready to think about how to communicate these ideas cohesively across an entire website!
1/26/2022	Introduction to ePortfolios Workshop <ol style="list-style-type: none"><li>1. Exploring aspirational ePortfolios with the <a href="#">ePortfolio Analysis Activity</a></li><li>2. Planning our ePortfolios: <i>Reflective Writing: What are three strategies you found to be engaging and</i></li></ol>	Transform your personal brand statement into your About Me section, which is longer (1-2 paragraphs). <a href="#">Share it on this virtual collaboration document for feedback.</a> Feel free to

	<p><i>effective in the example ePortfolio you viewed? How can you translate those strategies into your own ePortfolio? What other goals and priorities do you have for your ePortfolio in this moment? What are you feeling least sure about?</i></p> <p>3. Creating our <a href="#">About Me section</a></p>	offer suggestions and comments to others while you are there!
2/2/2022	<p>Identifying and Contextualizing Artifacts Workshop</p> <ol style="list-style-type: none"> <li>1. Introduction to Artifacts</li> <li>2. Sharing accessible, inclusive, and engaging artifacts</li> <li>3. Effectively curating artifacts for our audience and context: <a href="#">Reflective Writing Prompts</a> resource</li> <li>4. Complete <a href="#">the artifact mapping activity</a></li> </ol>	Choose 1 artifact from your map and complete the <a href="#">Write a Reflection</a> worksheet.
2/9/2022	<p>Organizing Your ePortfolio Workshop</p> <ol style="list-style-type: none"> <li>1. Creating ePortfolio navigational maps with example ePortfolios</li> <li>2. Starting to sketch out effective navigation for our own ePortfolios</li> </ol>	Make a Wix account and begin exploring template layouts to see if one fits your ideal organizational structure.
2/16/2022	<p>ePortfolio Design Tips Workshop</p> <ol style="list-style-type: none"> <li>1. Review CRAP design principles</li> <li>2. Supporting functionality through design</li> <li>3. On paper that you have nearby or on <a href="#">this shared Google Slide space</a>, create a skeletal plan of a page of your ePortfolio. Use this activity to think about design, organization, and content. We'll take 15 minutes and then we will discuss.</li> </ol>	Start developing your ePortfolio's design—either on the Wix platform or in a planning space like on paper, in a PPT document or in a virtual drawing space. Assume you will need to do revision to make this site accessible next week.
2/23/2022	<p>Accessibility in ePortfolio Building Workshop</p> <ol style="list-style-type: none"> <li>1. Accessible practices for disabled viewers <a href="#">Preparing Your Text and Graphics</a> <a href="#">Preparing Your Site Structure</a> <a href="#">Using the Accessibility Wizard</a></li> <li>2. Accessible practices for viewing ePortfolios on multiple devices <a href="#">Enabling Mobile Friendly View of Your Site</a></li> <li>3. Considering your privacy and access on your site</li> </ol>	Continue to work on your ePortfolio, especially focusing on accessible practices (check the phone layout, alt text, heading structure, caption work, language for inclusivity and accessibility, etc.)
3/2/2022	<p>ePortfolio Building Workshop</p> <ul style="list-style-type: none"> <li>• This is meant to be active worktime. As we run into issues with technology, design, or content, crowdsource advice from peers or the professor.</li> <li>• After today's class, your ePortfolio should exist in some format on your Wix account</li> </ul>	<p><i>Rest and relax over spring break</i></p> <p>Bring a draft (rough draft is okay) or a resume or CV on 3/16</p>
3/9/2022	<i>No Class, Spring Break</i>	Consider <a href="#">registering for University Writing's Wix ePortfolio workshop on 3/28 from 1:00-2:00 pm</a>
3/16/2022	<p><a href="#">CV/Resume Workshop</a></p> <p>Peer Review Prep</p> <ol style="list-style-type: none"> <li>1. Review <a href="#">Peer Review Protocols</a></li> <li>2. Assign peer review groups</li> </ol>	<p>Finalize your resume and About Me section of your ePortfolio</p> <p>Signup for your conference with Amy at <a href="https://cicchinoamy.youcanbook.me">https://cicchinoamy.youcanbook.me</a></p>

3/23/2022	<i>No formal class, conferences with Amy or peer review meeting</i>	Make ePortfolio revisions based on your feedback
3/30/2022	<i>No formal class, conferences with Amy or peer review meeting</i>	Make ePortfolio revisions based on your feedback
4/6/2022	ePortfolio Building Workshop <ul style="list-style-type: none"> <li>This is meant to be active worktime. As we run into issues with technology, design, or content, crowdsource advice from peers or the professor.</li> </ul>	Consider making an appointment at the <a href="#">Miller Writing Center</a> to get additional feedback.
4/13/2022	Last minute Checklist <ol style="list-style-type: none"> <li><a href="#">Self-assessing our ePortfolios</a> for functionality and polish</li> <li>Discussion: sharing your ePortfolio in professional documents and situations</li> </ol>	Revise and finalize your ePortfolio for the showcase next week!
4/20/2022	ePortfolio Showcase Pt 1	When presenting: Finalize your ePortfolio and be prepared to talk about your ePortfolio and the choices that you made.  When not presenting: Finalize and review your reflection document
4/27/2022	ePortfolio Showcase Pt 2	When presenting: Finalize your ePortfolio and be prepared to talk about your ePortfolio and the choices that you made.  When not presenting: Finalize and review your reflection document  <b>Final ePortfolio link with Reflection Document due to Canvas by Friday, April 29</b>

## ePortfolio Assignment Sheet

The ePortfolio gives you the opportunity to continue to communicate your professional identity and experiences to outside audiences, like graduate committee review boards, hiring committees, or award committees. Because ePortfolios can make connections across different artifacts (documents, media, and photos) through effective writing and engaging design, we will be tailoring your ePortfolio to your imagined audiences and professional goals.

### The Process

- Begin early in the semester by thinking about what theme you want your ePortfolio to have—this theme can be inspired by your professional community or your professional identity.
- Identify the conventions of the ePortfolio genre through engaging with examples. We will analyze examples together in our meetings. Conventions include: a homepage with an “About Me” section, clear navigational paths, subpages, and a mixture of showcase artifacts and reflective text.
- As you build pages throughout the semester, engage in meaningful web design. This will save you time at the end. Think about your audience: do you provide easy access to your artifacts, or do they have to download a million Word files? Do you emphasize in your supporting reflective text the connections you’d like them to see? Do you produce a coherent ePortfolio that tells a compelling story of who you are?
- Consider digital ethics. Creating public documents like ePortfolios can be high-stakes. You’ll want to be sure that you consider digital ethics, like accessibility, copyright, and issues related to

representing yourself and others. We will talk through digital ethics in several of our meetings throughout the semester.

- Accept your peers' advice: peer workshopping is meant to help you polish, so listen to the issues your peers identify. If they struggle with finding things in the ePortfolio, re-design your navigation; if they have a hard time reading text on a busy background, add a textbox behind your text or simplify your background page's design.

### **What Am I Looking For?**

- An About Me section that creates an initial impression of your professional brand and sets a clear tone for engaging with the rest of the ePortfolio
- A C.V. or resume
- Clear navigation that helps your audience understand how to navigate the ePortfolio and locate relevant artifacts and information
- 5-8 artifacts with reflective writing that connects these experiences and media to your professional development and future goals
- A Reflection Document (1000 words) submitted with your ePortfolio link on Canvas explaining your composing and design process (see below).

### **Reflection Document**

This reflection document is an informal written record of your process and thoughts. I will read and respond to this document but will not assess it for formal writing conventions.

#### *Context*

- What is your context? Who is the audience, what is the purpose?
- What do you want the audience to get from engaging with your ePortfolio?
- How do you make sure your audience gets what they are meant to from interacting with this text?

#### *Design/Process*

- What is the theme of your overall design and what identity do you think it creates for you?
- How did you select things like color, font, layout?
- Did you keep the design consistent across pages – why or why not?
- Did you follow the conventions of the ePortfolio genre – what are those conventions and why did or didn't you choose to follow them?
- How do your artifacts work together to accomplish your professional goals for the ePortfolio?
- How did you decide where to put things? How are your artifacts organized?
- What is the order you want readers to follow when engaging with this text and how do you help guide them in that path?
- What constraints did you experience when making this project? How did you overcome them? Were there questions/issues that could not be resolved?
- How do the artifacts relate to one another? How are they different?
- How did you write the reflective text that supported them? What were your goals when creating these reflective bits?
- How did you work to create an accessible text?
- What considerations and choices did you make regarding digital ethics as you designed your ePortfolio?

#### *Reflecting and Connecting to the Course*

- If you had more time or could re-do this project, what might you revise, change, and/or do differently?
- Do you plan on keeping this ePortfolio and continuing to work on it? Why? If keeping it, what will you add/change and how will you use it?