



WISCONSIN
INDIANHEAD
TECHNICAL
COLLEGE

Experiential Learning Portfolio for 10801197 Technical Reporting

Student Contact Information:

Name: _____ Student ID# _____

Email: _____ Phone: _____

It is highly recommended that you speak with the Academic Dean or instructor who teaches this course prior to completing a portfolio.

Directions

Consider your prior work, military, volunteer, education, training and/or other life experiences as they relate to each competency and its learning objectives. Courses with competencies that include speeches, oral presentations, or skill demonstrations may require scheduling face-to-face sessions. You can complete all of your work within this document using the same font, following the template format.

1. Complete the Student Contact Information at the top of this page.
2. Write an Introduction to the portfolio. Briefly introduce yourself to the reviewer summarizing your experiences related to this course and your future goals.
3. Complete each "Describe your learning and experience with this competency" section in the space below each competency and its criteria and learning objectives. Focus on the following:
 - What did you learn?
 - How did you learn through your experience?
 - How has that learning impacted your work and/or life?
4. Compile all required and any suggested artifacts (documents and other products that demonstrate learning).
 - Label artifacts as noted in the competency
 - Scan paper artifacts
 - Provide links to video artifacts
 - Attach all artifacts to the end of the portfolio
5. Write a Conclusion for your portfolio. Briefly summarize how you have met the competencies.
6. Proofread. Overall appearance, organization, spelling, and grammar will be considered in the review of the portfolio.
7. Complete the Learning Source Table. Provide additional information on the business and industry, military, and/or volunteer experiences, training, and/or education or other prior learning you mentioned in your narrative for each competency on the Learning Source Table at the end of the portfolio. Complete this table as completely and accurately as possible.

The portfolio review process will begin when your completed portfolio and Credit for Prior Learning Form are submitted and nonrefundable processing fees are paid to your local Credit for Prior Learning contact. Contact Student Services for additional information.

Your portfolio will usually be evaluated within two weeks during the academic year; summer months may be an exception. You will receive an e-mail notification regarding the outcome of the portfolio review from the Credit for Prior Learning contact. NOTE: Submission of a portfolio does not guarantee that credit will be awarded.

You have 6 weeks to appeal any academic decision. See your student handbook for the complete process to appeal.

To receive credit for this course, you must receive “Met” on 8 of the 10 competencies.

Course Description: The student will prepare and present oral and written technical reports. Types of reports may include lab and field reports, proposals, technical letters and memos, technical research reports, and case studies. Designed as an advanced communication course for students who have completed at least the prerequisite introductory writing course.

Introduction: Briefly introduce yourself to the reviewer summarizing your experiences related to this course and your future goals.

Competency 1 : Design communication for a specific audience and purpose

Criteria: Performance will be satisfactory when:

- communication reflects an appropriate medium
- communication considers the impacts of digital and/or social media messages
- communication includes appropriate use of design including white space, color, font, type size, hierarchy, headings, forecasting statements, and lists and other design elements
- communication demonstrates effective organization, “you” attitude, tone, parallelism, conciseness, clarity, voice, number usage, and transitions

Learning Objectives:

- a. Identify the document purpose
- b. Identify the document audience
- c. Analyze the target audience's needs

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 2: Create visual elements for incorporation into communication products

Criteria: Performance will be satisfactory when:

- visuals target one or more of the following: presentation handouts, graphics in written reports, website wireframe, instructional documents, electronic presentation
- visuals are appropriate for the audience
- visuals credit sources of information
- visuals enhance the narrative
- visuals clarify complex concepts/relationships
- visuals are eye-appealing
- visuals are easy to interpret
- visual medium is appropriate to audience, situation, and purpose

Learning Objectives:

- a. Choose visual that provides clarity to text
- b. Use appropriate technology (software and hardware) to produce visual
- c. Distinguish between effective and ineffective visuals
- d. Place visuals appropriately in text

Required Artifacts: Visual incorporated in narrative

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 3 : Model ethics in professional communication

Criteria: Performance will be satisfactory when:

- communication adheres to copyright laws
- communication is free of plagiarism
- communication respects privacy and confidentiality concerns
- communication demonstrates inclusive language and visual representation
- communication is free of inappropriate bias

Learning Objectives:

- a. Define ethics, plagiarism, and cheating
- b. Locate program-specific Codes of Ethics/Conduct
- c. Demonstrate personal and professional accountability

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 4: Write a set of procedures or instructions

Criteria: Performance will be satisfactory when:

- procedures/instructions apply the current conventions of English
- procedures/instructions contain all identified major elements
- procedures/instructions are unified, coherent, and accurate
- procedures/instructions include ordered steps written using imperative mood
- procedures/instructions include notes, cautions, and warnings
- procedures/instructions makes effective use of definition and description
- procedures/instructions include appropriate graphics

Learning Objectives:

- a. Analyze audience
- b. Determine medium to be used: word processor, PowerPoint, or web pages
- c. Develop an organizational plan or outline
- d. Use visuals/graphics/illustrations
- e. Employ the writing process for procedures

Required Artifacts: Written Procedures/Instructions created by student

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 5 : Prepare an informal report

Criteria: Performance will be satisfactory when:

- report targets one or more of the following situations: lab report, field site report, summary report, occurrence report, inspection report, trip report, problem analysis, incident report, informative report, case study, periodic , or progress report
- report applies the current conventions of English
- report exhibits designated report genre conventions
- report is unified, coherent, and accurate
- report reflects an appropriate tone
- report makes effective use of definition and description

Learning Objectives:

- a. Analyze audience
- b. Determine medium to be used: word processor, PowerPoint, or web pages
- c. Develop an organizational plan or outline
- d. Use visuals/graphics/illustrations
- e. Employ the writing process for informal reports

Required Artifacts: Informal Report written by student

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 6 : Incorporate information sources

Criteria: Performance will be satisfactory when:

- sources are credible
- sources are reliable
- sources are valid
- sources are free of inappropriate bias
- sources include both primary and secondary research
- sources are gathered, evaluated, selected, and documented logically, efficiently, and ethically

Learning Objectives:

- a. Evaluate sources for credibility, accuracy, currency, and bias
- b. Use a variety of sources such as databases, professional journals, people, Web sites, and trade publications

Required Artifacts: Example of incorporating sources within a report

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 7 : Develop a proposal

Criteria: Performance will be satisfactory when:

- proposal targets appropriate audiences(s)
- proposal applies the current conventions of English
- proposal contains all identified major elements
- proposal is unified, coherent, and accurate
- proposal makes effective use of persuasion

Learning Objectives:

- a. Analyze audience
- b. Develop a persuasive strategy
- c. Employ the writing process for proposals
- d. Locate information from a variety of sources

Required Artifacts: Proposal written by student

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 8 : Prepare a formal report

Criteria: Performance will be satisfactory when:

- report targets one or more of the following situations: investigative report, feasibility report, evaluation report, scientific report, recommendation report, grant report, white paper
- report purpose is evaluative or analytical
- report applies the current conventions of English
- report exhibits designated report conventions
- report contains all appropriate identified major elements which may include executive summary/abstract, statement of problem or situation, literature review, methods, findings, discussion, conclusions or recommendations, references
- report is unified, coherent, and accurate
- report applies an appropriate documentation format such as MLA, APA, CSE, AMA
- report makes effective use of definition and description

Learning Objectives:

- a. Employ the writing process for a formal report
- b. Analyze audience
- c. Locate information from a variety of sources
- d. Synthesize relevant information
- e. Cite quotations, paraphrases, and summaries
- f. Organize content
- g. Design the document
- h. Present valid conclusions
- i. Prepare Works Cited or Reference page

Required Artifacts: Formal Report written by student

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 9 : Apply the principles of teamwork to collaborative communication

Criteria: Performance will be satisfactory when:

- you use problem solving tools and strategies
- you use conflict resolution techniques
- you apply team roles
- you identify team norms
- you assess team performance
- you interact collaboratively (face to face and/or online) with other students to complete various course assignments

Learning Objectives:

- a. Establish a standard model of collaborative writing
- b. Analyze the expectations of the teamwork process
- c. Use the collaborative writing process to produce a document
- d. Discuss qualities of effective feedback

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 10 : Present an oral report

Criteria: Performance will be satisfactory when:

- presentation credits information taken from all sources whether paraphrased, summarized, or quoted verbatim
- presentation exhibits effective delivery style and techniques
- presentation applies the current conventions of English
- presentation is unified, coherent, and accurate
- presentation fits within the time allotted
- presentation targets the audience
- presentation includes visual elements to enhance the presentation

Learning Objectives:

- a. Select topic
- b. Utilize visual aids
- c. Organize content (introduction, body, conclusion)
- d. Use smooth transitions
- e. Demonstrate appropriate delivery (eye contact, pace, volume, tone, articulation, enunciation, etc.)

Required Artifacts: Video of student delivering an oral presentation

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

