PORTLAND STATE UNIVERSITY
University Studies/Freshman Inquiry

PORTLAND!
A Teaching and a Learning City
108E-001/ CRN 43761

SYLLABUS
Winter Term 2012

Class Sessions: MW, 9:30 – 10:45 a.m., CH 101
Mentored Inquiry Sessions: UNST 108F 001/43762, MW, 11:00 -11:50 a.m., CH 149
UNST 108F-002/43763, MW, 12:00-12:50 p.m., CH 149
UNST 108F-003/43764, MW, 1:00-1:50 p.m., CH 149

Instructor: Adj. Professor Chet Orloff, School of Urban Studies and Planning;
chetorloff@msn.com; 503.223.5932
Office: 370B, School of Urban Studies and Planning, Urban Center
Office hours: 11:00-12:00, Monday/Wednesday and by appointment
Mentor: Jim Looney, looneyj@pdx.edu
The Course

What is a city? What is Portland? What does Portland share with other cities and what makes it unique? What are some of the distinctive qualities of Portland from the perspective of a PSU student?

These are just some of the questions we are asking, and answering, in PORTLAND!, a Freshman Inquiry class in Portland State University’s University Studies program. In this interdisciplinary, yearlong course, in which we are now in the winter term, we are examining the ways in which we, as individuals and as members of communities (this class, PSU, our neighborhoods, the city), learn about and interact with Portland, Oregon, our home. Each quarter we are examining different facets of the city, from its landscape and buildings to its institutions and individuals. We will continue to apply a number of different tools—readings, interviews, library and web research, observation, reflections, etc.—to gather information about those facets of Portland that we’ll be exploring and inquiring about. By the end of the academic year, we will understand a lot about Portland and how it works, about our university, and how to learn about the place we live in.

In the first term we looked at the landscape. We inquired into how we Portlanders interact with our physical surroundings today, including our parks, watersheds, and rivers. We also looked at who Portland’s early residents were. During the winter term we will be exploring the built environment—including our neighborhoods, architecture and urban design, and how we have planned and built our city. Over the three terms of this course, as we examine the “natural Portland,” “planning and building Portland,” and (in Spring term) “Portland people,” we’ll be asking the following questions (among others):

-What is the history, and the future, of these things, and of us, as citizens of this city?
-How do we identify ourselves as individuals and members of the larger community?
-What place do we, as individuals, have in the city?
-What agencies, organizations, and businesses do the work of keeping the city going?
-What are the separate and sometimes overlapping roles of local government, business, and the nonprofit sector?
-Who does the work?
-How are the city and its structures planned and built? What’s the architecture?
-How does Portland compare to other places? (And how do we know? What are the measurements?)

Carefully read this syllabus, all the way through, so that you become familiar with it. Keep your own copy and mark it up so that you can highlight assignments. The syllabus has activities and assignments for almost every class meeting, so make note of those activities and assignments to assure yourself that you (1) are prepared to participate fully in any and all discussions and (2) complete the assignments described under each class period.

Truth-in-advertising: we may modify the syllabus over the course of each term, and will be sure that everyone knows if/when we do so.
**University Studies Goals**

We will be referring to the following four goals constantly. We will use them as guides for directing our research and study of Portland. They will also serve you well as you work in other classes. An important objective of this class is to learn how to apply these goals to the many topics that we’ll be studying throughout the year. Begin by memorizing these goals.

<table>
<thead>
<tr>
<th>Inquiry and Critical Thinking</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn various modes of inquiry through interdisciplinary curricula—problem-posing, investigating, conceptualizing—in order to become active, self-motivated, and empowered learners.</td>
<td>Students will enhance their capacity to communicate in various ways—writing, graphics, numeracy, and other visual and oral means—to collaborate effectively with others in group work, and to be competent in appropriate communication technologies.</td>
</tr>
<tr>
<td>The Diversity of Human Experience</td>
<td>Ethics and Social Responsibility</td>
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<tr>
<td>Students will enhance their appreciation for and understanding of the rich complexity of the human experience through the study of differences in ethnic and cultural perspectives, class, race, gender, sexual orientation, and ability.</td>
<td>Students will expand their understanding of the impact and value of individuals and their choices on society, both intellectually and socially, through group projects and collaboration in learning communities.</td>
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**Objectives for this Course**

1. Develop inquiry and critical thinking skills that contribute to future learning at PSU and beyond.
2. Develop skills of observation and analysis necessary to extract meaning from experience.
3. Learn skills that inform different ways of seeing, understanding, and presenting our community, including observation, discussion, research, documenting and writing, speaking, surveying, experimenting, and engaging with fellow students and citizens.
4. Develop an appreciation for the complexity of Portland and the importance of a multidisciplinary approach to investigating the city.
5. Learn to use our acquired knowledge of Portland to begin to contribute and give back to the community—this one or any other—where we’ll live in the future.

**Class Activities and Expectations**

In order to most effectively explore Portland’s nature, history, economy, government, social networks, architecture, and culture, we will be using several tools and methods of observation, inquiry and analysis, including: the web, books, newspapers, journals and magazines, interviews, the census, conversations and class discussions, self-assessments, public meetings and government council hearings, field observations, surveys, and experiments. In class sessions, we will have lectures by the instructor and guest speakers, field trips, films,
observations of public meetings, discussions and Q&A sessions, and individual and group presentations. Here are the major class activities you will be engaged in:

1. **Participation**

   Participate in class and mentor sessions. In our class schedule we have topics each week, along with readings and other assignments and activities. **Each student is expected to prepare at least two questions about the week’s topic to pose to classmates in the two weekly class sessions** when we’re not on field trips, don’t have guest speakers, or are engaged in other activities. The questions are intended to promote discussion of the topics we’ll be covering each week. In addition, each of you is expected to contribute to your mentor session discussions and all projects taken on by members of your mentor group, especially the group “responses” to each term’s theme (Fall: Natural Portland; Winter: Planning and Building Portland; Spring: The People of Portland).

2. **“Response” to Term Theme**

   Each term will begin with an introduction to that term’s theme (Fall: Natural Portland; Winter: Planning and Building Portland; Spring: The People of Portland). **We will conclude each term with presentations by each of the mentor groups, titled a “Response” to each term’s particular theme.** The “Response” will be organized within your Mentor group. It will be an opportunity for each Mentor group to offer the rest of the class your group’s work on the term project. Each group will be given a full class session (70 minutes) to present its work, which may be done with a PowerPoint presentation, a group-led discussion, a field trip, or any other type of format your mentor group decides on. This assignment is also intended to provide each individual member of your Mentor session the opportunity to give us a brief oral presentation as part of your group’s overall presentation. Your Mentor will assist each group in planning and preparing for its presentation. Each group will begin deciding on how to approach its own presentation by the third or fourth week of class.

   During Winter Term 2012, each Mentor Session group will develop a presentation relating to the Central City 2035 Plan. Each Mentor group will be assigned a neighborhood to study, using a fact-gathering tool (survey form) that you will be given early in the term. The neighborhoods we will be analyzing are Goose Hollow, the University District, and Old Town/Chinatown. Working within your Mentor group in teams of two students, you will be compiling and analyzing information about several characteristics—“existing conditions”—of the neighborhood you will be studying. (The survey form will provide the list of characteristics you will be looking into.) Once your team and the other teams in your Mentor group have compiled the information, you will analyze it to answer the question: **How does your group’s analysis of the existing conditions of your assigned neighborhood support the goals of the Central City 2035 Plan?** (See the goals attached at the back of this syllabus). Your Mentor group presentation will discuss each of the goals and the information your teams discovered and analyzed during the term. **IMPORTANT DATES!** Between February 22 and 27, each of the three mentor groups will complete a draft—a preliminary statement—of its analysis of your neighborhood’s existing conditions. On Monday, February 27, your Mentor group will provide these lists to the entire class. During class time on February 27 and February 29, the class will “respond” to and offer questions to each group about each group’s draft analysis. These responses will help each group refine and strengthen their analysis, giving them time to incorporate responses and suggestions into their formal presentations, which will begin on March 7.
3. **Readings**

We have three (3) textbooks for this term and we will be reading from different parts of them throughout the term. In addition, there will be readings assigned from newspapers, books, and the web. You will be expected to complete the assigned readings in the texts or other assigned sources **by the days listed in the class schedule below.** Our principal textbooks—all written and edited by fellow Portlanders—are:

- **GREATER PORTLAND: Urban Life and Landscape in the Pacific Northwest**, by Carl Abbott
- **AN ARCHITECTURAL GUIDEBOOK TO PORTLAND**, by Bart King
- **ABOVE PORTLAND**, by Bruce Forster and Chet Orloff

4. **Reading Reviews**

Type(!) and submit **at the conclusion of each Wednesday class period** a “review-of-the-reading,” briefly-but-articulately (approximately 250 words, for each review) discussing the reading(s) for that week, including a summary of the topic AND your own opinion of the reading. The reading reviews are to be handed in at the end of each Wednesday’s main session (full class) meeting, **NOT** Mentor Session; **please do not** e-mail them. Twenty-five percent (25%) of your grade will be based on your reviews, so you do not want to let yourself get behind. **You will want to save your reviews in your ePortfolio** (see immediately below). **The first review will be due on Wednesday, January 18.** The instructor and Mentor will use the reviews to assess your understanding of the week’s reading, and your writing skills – so, make every effort to write clearly and with attention to details. The instructor will keep a record of your reviews, so be sure to hand them in on time every week. If you have questions about how to write your reviews, ask the instructor or your Mentor. This exercise builds on the practice you gained at journal-making last term.

5. **ePortfolio**

During the course of the year, you will continue to be adding the various writing projects you produce to your **ePortfolio.** By now, you should have **bookmarked** the website for **UNST ePortfolio Resource site:** [http://sites.google.com/a/pdx.edu/unst-ep-resources/](http://sites.google.com/a/pdx.edu/unst-ep-resources/)

As a reminder, your ePortfolio is (to quote from the PSU website) “a representative compilation of your work in your Freshman Inquiry course. It is meant to reflect your learning throughout the year, your struggles and your successes.” All students are asked to complete a portfolio which includes a reflective essay (you will have done several by the end of spring term) as well as at least eight different assignments **completed during the entire year.** Choose specific examples of assignments—journals, reading reviews, reflective essays, exams—that you feel helped you better understand each of the University Studies goals:

1. Communication
2. Ethics and social responsibility
3. Critical thinking
4. Diversity of the human experience

6. **Research Essays (2)**

Your largest writing assignments of the term will be two 750-word **“Research Essay.”**

1. The first essay (due on February 8) will focus on the neighborhoods of Portland. As the introduction to your essay, you will describe the purpose and functions of the Office of Neighborhood Involvement (ONI), whose website may be found at:
The remainder of your essay will focus on one of the neighborhoods we will be studying (Old Town, University, Goose Hollow) and the major issues that it is currently focusing on. You may wish to attend at least one of the neighborhood’s association meetings (check their website for dates!) and describe what is said at the meeting regarding the issues discussed.

2. In the second essay (due March 7), you will research and discuss the architecture of a neighborhood of your choice. Look at the table of contents of our text *AN ARCHITECTURAL GUIDEBOOK TO PORTLAND*. Select one of the areas the author lists and (1) visit that area yourself and (2) read his chapter on it. Then (3) write your own review of the area.

7. **Numeracy Exercises**

You will complete three exercises this term in which you will work on numeric-data manipulation. We will discuss these exercises during the first week of the term as well as in mentor sessions throughout the term.

**Exercise #1 (due on March 14):** Using an Excel spreadsheet, you are to keep a daily log for the entire term of the following activities you do:
- means of transportation and distance covered each day
- water use each day, approximate gallons

**Exercise #2 (due on February 22):** You will read Steven Johnson’s essay on civic engagement in Portland. This reading will be handed out in early February. Look at tables 5.1 (p. 105) and 5.3 (p. 112). What do Professor Johnson’s statistics reveal to you about Portlanders? (Hint: read the accompanying pages near these two tables for some of the insights that Johnson offers.) Write a short report on what you think the statistics tell us about the people who live in Portland?

**Exercise #3 (due on March 7):** As you study your assigned neighborhood for our Central City Plan survey, select two elements of the neighborhood that you think would be useful for planners to understand from a statistical perspective in order to understand how the neighborhood will change between now and 2035. Develop a measurement tool around those two elements that planners could use to track changes to those elements. You might use a graph, a chart, a table or some other format. You will develop the format and process for this exercise by February 1, then complete the exercise by March 7.

8 **Evaluations**

We will have two self-evaluations during the term, a midterm (February 15) and a final (March 20). The midterm will cover material that we will have studied from the beginning of the term until February; the final will cover material we will have studied all term. The evaluations for Winter 2012 Term will not be open book; in other words, you will not be able to bring texts and notes to class to use during the evaluations.

9. **A REMINDER about two final matters relating to Class Activities and Expectations:**

   **A. Attendance:** Attend *all* scheduled classes and weekly mentor sessions and arrive before class begins. Only legitimate excuses for absences will be accepted. **If you arrive late, you will be marked absent for that day.** Absences will affect your grade. **If you are absent (or late) five (5) times, you will automatically fail the course this term.** As a community ourselves, we are expecting the courtesy of each other to attend class and to arrive on time. **Attendance will be taken at all class and Mentor sessions. Further, we all should**
expect each other to arrive on time. Tardiness, except for a good reason, is unacceptable; it disturbs everyone.

B. **Cell Phones, iPods, etc.:** Please stow all electronic equipment during class time. This means put them in your backpack and do not check them during class or in Mentor sessions. **Our class is “real time” and everyone is expected to be 100% present, not out in the ether, blogosphere, or other electronic space.** Laptops may be used only for taking notes (NOT web-surfing and e-mailing!!). This is a privilege that, if abused, may be taken away, so please be respectful of the rules.

**Mentor Sessions**

The twice-a-week Mentor sessions provide an opportunity for students and your mentor to discuss issues both covered in class and not covered in class. Readings, class discussions/talks/tours/films, reading reviews, research essays, numeracy exercises, and observations each student has made while out in the community are “fair game” in the mentor sessions. The sessions offer each group’s members 50 minutes twice-a-week to get to know each other—to begin to build your own “mentor community”—and the city. The sessions will also provide each group with the time to plan and prepare for presentations that you will be giving periodically throughout the year, including the end-of-term “Group Responses” to each of the three themes (Fall: *Natural Portland;* Winter: *Building Portland;* Spring: *The People of Portland*). To reiterate, at the end of the terms, each mentor group will give the entire class its own communal “Response” to the term’s theme, as presented and discussed during the previous eight weeks. (See #2 above, page 4.) The “Group Responses”—which will be approximately 50-60 minutes—should be discussions of the group’s plans for the neighborhood it has been assigned. Each student is expected to contribute to your group’s presentation by helping develop the outline and images for the presentation and/or helping make the presentation itself. You will accomplish much of this in the process of preparing your own “Reflective Essay” (see #6 above, page 6). The Group Response presentation is intended to be an effort made by the entire Mentor group working together. Your Peer Mentor will assist each group in developing its “Response” presentation as well as your individual “Research Essays.”

**Responsibilities of Your Peer Mentor**

The Freshman Inquiry course is built, in part, upon the support of a peer mentor, a fellow student who has had considerable experience in the university setting. Here are the major responsibilities of your Peer Mentor:

~ Assist in the class, as defined together by professor and mentor
~ Actively participate in class discussions and activities
~ Lead all mentored inquiry sections linked to the larger class section
~ Coach students for presentations, research projects, and the “Group Response” presentation that will be given during the last two weeks of each term
~ Provide informal coaching, advising, and referral for students
~ Provide feedback to students on their work in the course and the mentor section

**Writing**

This course will have you doing a great deal of writing – reading reviews, reports, essays, projects, etc. If you have questions about assignments or about technical or stylistic elements of your writing, set up a time to meet with the instructor. You are also encouraged to visit the PSU
Writing Center, which is located in Cramer Hall, 188F. Contact the Center at: writingcenter@pdx.edu or by phone at 725-3570.

**Academic Honesty vs. Plagiarism**

The mentor group presentation, reading reviews, essays, exercises, and all other writing that you do in this class is to be your own work; this includes doing your own research and writing, and acknowledging other people’s work when you use it to support your own work.

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**Grading**

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<tr>
<th>Component</th>
<th>Percentage</th>
<th>Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>~ Reading Reviews</td>
<td>25%</td>
<td>100-95 =A</td>
<td>78-77 =C+</td>
</tr>
<tr>
<td>~ Research Essays (10% each)</td>
<td>20%</td>
<td>94-89 =A-</td>
<td>76-74 =C</td>
</tr>
<tr>
<td>~ Numeracy Exercises (5% each)</td>
<td>15%</td>
<td>88-87 =B+</td>
<td>73-69 =C-</td>
</tr>
<tr>
<td>~ In-Class and Mentor session participation</td>
<td>20%</td>
<td>86-84 =B</td>
<td>68-67 =D+</td>
</tr>
<tr>
<td>~ Midterm assessment</td>
<td>10%</td>
<td>83-79 =B-</td>
<td>66-64 =D</td>
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<tr>
<td>~ Final assessment</td>
<td>10%</td>
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<td>100%</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Weekly Schedule**

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**Winter Term 2011: PLANNING AND BUILDING PORTLAND**

**January 9** – Introduction to Planning and Building Portland

Mentor Session – Check in; review of fall term; review of the syllabus and assignments; discussion about goals for the term, and the best ways to utilize mentor sessions. Writing workshop; discussion of quantitative literacy, Microsoft Excel.

**January 11** – Creating Portland, The Early Years

Read and review *ABOVE PORTLAND*, pp. 14-35; *AN ARCHITECTURAL GUIDEBOOK TO PORTLAND*, pp. 1-8

You have a large reading assignment for next Wednesday, along with a reading review due next Wednesday. *Start working on these assignments soon!*

Mentor Session – Discussion about the assigned readings, and the importance of neighborhood involvement in city planning; discussion about the writing assignments for the term, and how to go about crafting different types of essays. ePortfolios, upload last term reflective essay.

**January 16** – Holiday: MLK Birthday, no class/mentor session
No class today, but you may want to use some of the time to work on your reading review, due on Wednesday.

January 18 - Creating and Sustaining Portland, a City of Neighborhoods
Reading and review: GREATER PORTLAND, pp. 1-127.

Your first reading review—of pages 14-35 in ABOVE PORTLAND, of pages 1-8 in AN ARCHITECTURAL GUIDEBOOK TO PORTLAND, and of pages 1-127 in GREATER PORTLAND—is due at the end of class today.

Mentor Session – Introduce class to their end of term projects. Begin to divide assigned neighborhoods.

January 23 – Historic Portland
Read and review AN ARCHITECTURAL GUIDEBOOK TO PORTLAND, pp. 115-155
Field Trip: Meet at Skidmore Fountain in Ankeny Square (S.W. First Avenue and Ankeny St.)

Mentor Session: review of field trip; numeracy exercises. Discuss first research essay.

January 25 – Old and New Portland, The Pearl
Reading and review AN ARCHITECTURAL GUIDEBOOK TO PORTLAND, pp. 156-178
Field Trip: Pearl District: An Urban Neighborhood. Meet in classroom, from which we’ll immediately (at 9:30!) be taking the streetcar to the Pearl District.

Mentor Session – Review of the field trip, revisiting ePortfolios; preparing the first research essay.

January 30 – Portland Neighborhoods – Goose Hollow and others
Read and review GREATER PORTLAND, pp. 129-198

HEADS UP: The first research essay is due next Wednesday, February 8.

Mentor Session – Peer Review and Discussion the first research essay.

February 1 – Portland Neighborhoods and Portland’s Office of Neighborhood Involvement (ONI)
Read and review the ONI website [http://www.portlandonline.com/oni/] and some of the major issues Goose Hollow, the Pearl, Old Town, and your own neighborhoods are concerned about. We’ll be discussing these in class.

Mentor Session – Discussion about responses to the term theme. The draft of your research essay with the peer review comments from last week are due in Mentor Session today.

February 6 - Planning, What is it?
Read and review ABOVE PORTLAND, pp. 50-115 (focus, in particular, on the short essays on pp. 64, 80, 88, and 108)
Mentor Session – Discussion about the reading and overall planning in Portland compared to other cities; updating ePortfolios.

February 8 – Planning for Portland Livability
Film: PORTLAND: Quest for the Livable City

First Research Essay is due today.

Mentor Session – Discussion of the film; reflections on writing the first research essay

February 13 – Planning the City today
Read and review the website for Portland’s Bureau of Planning and Sustainability [http://www.portlandonline.com/bps/index.cfm?]
Guest speaker from the Bureau of Planning and Sustainability will talk with us about the Portland Plan.

Mentor Session – Visit to the library; planning the second research essay.

During this week and next week, each Mentor group should be determining exactly how to proceed with planning and making individual assignments for work on its “Response to Term Theme” project (see p. 4 of syllabus, above). We will discuss this in both the class and Mentor sessions.

February 15 – Mid-term Evaluation

Mentor Session – Continuing preparation of group plans.

REMEMBER: on February 27 and 29, each mentor group will respond to the class’s and the instructors’ questions about your groups draft analysis of existing conditions of your group’s neighborhood.

February 20 - Planning the Central City, I
Reading and review: AN ARCHITECTURAL GUIDEBOOK TO PORTLAND, pp. 9-55, and Centers and Edges, Reshaping Downtown Portland” (to be handed out the week before)

Mentor Session – Discussion about the second research essay, and possible links to the term response; exploring how to incorporate assignments like the numeracy exercise into an essay. Review of topics covered thus far in the term, and how to incorporate them into the research essay; working on drafts of essays for a writing workshop on Monday.

Mentor Session – Writing workshop: research essay draft; preparing for the group responses.

February 22 – Planning the Central City, II
Reading and review
review the website for the Central City Plan – [http://www.portlandonline.com/bps/index.cfm?c=47907]“
The Chair of the Central City Plan will join us to talk about progress on the Central City Plan and engage us in a conversation about planning Portland’s central city.

**Numeracy Exercise #2 is due today.**

**Mentor Session** Discussion about the reading; additional review of the websites about the Central City Plan. Preparing for public responses to draft goals

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**February 27** – The Public’s Response to Each Group’s Draft Goals
Mentor Group One
Mentor Group Two

**Mentor Session** – Continued work on each group’s plan.

**February 29** – The Public’s Response to Each Group’s Draft Goals
Mentor Group Three
Discussion of responses

**Mentor Session** – Discussion of responses to draft goals

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**March 5** – Reviewing the Status of the Central City Plan
Read and review the website for updates and reports [http://www.portlandonline.com/bps/index.cfm?c=47907 ]

**Mentor Session** – Peer reviews of research essays will be done today.

**March 7** – Group Response to *Planning and Building Portland*

**Mentor Session** – Discussion of the day’s presentations.

**Numeracy Exercise #3 due today.**

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**March 12** - Group Response to *Planning and Building Portland*
Read and review: *GREATER PORTLAND*, pp. 199-213

**Second Research Essay due.**

**Mentor Session** – Review of group response; discussion about the reading; preparing for final exam. The draft of your research essay with the peer review comments from last week are due in Mentor Session today.

**March 14** - Group Response to *Planning and Building Portland*

**Mentor Session** – Review of group response; discussion about the term.
Numeracy Exercise #1 due today.

March 20  
Final Examination – 8:00-9:50 a.m. (See separate FRINQ final-exam schedule.)

Schedule of assignments, evaluations (exams), exercises, papers, and presentations:

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 18 - March 14, <strong>every</strong> Wednesday:</td>
<td>Reading Reviews</td>
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<tr>
<td>February 8:</td>
<td>First Research Essay</td>
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<td>February 15:</td>
<td>Midterm Evaluation</td>
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<tr>
<td>February 22</td>
<td>Numeracy Exercise #2</td>
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<tr>
<td>February 27 and 29</td>
<td>Class responses to draft goal</td>
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<tr>
<td>March 7:</td>
<td>Numeracy Exercise #3</td>
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<tr>
<td>March 7:</td>
<td>Second Research Essay</td>
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<tr>
<td>March 7, 12, and 14:</td>
<td>Presentations by Mentor Groups</td>
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<tr>
<td>March 20:</td>
<td>Final Evaluation (8:00 am)</td>
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From the FRINQ ePortfolio Guide  
http://sites.google.com/a/pdx.edu/the-eportfolio-way/eportfolio-fundamentals/epfun1

**What is an eportfolio?**

Many of us may already be familiar with the artist's portfolio, or that of a photographer, or an architect. A portfolio is commonly a physical carrying case used for porting paper-based materials, though perhaps more importantly, the collection is often a current project or a representative collection of a person's work. Being portable, the artist can retrieve or select materials from the case at any given time and present the work to different people or to small groups in the context of the situation. Think similarly now about this concept and attribute it to what's called an electronic portfolio, or eportfolio.

An eportfolio is typically thought of as an organized collection of digital media files that represent one's work or achievements over time. These files can be text-based writing samples, audio or video clips, photographs, presentations, and projects. One key difference is that the files, or documents, are stored as digital data accessible on the web (or on compact disc or
A web-based eportfolio can also be designed and made accessible to a specific audience, to peers, professors, advisers, potential employers, or to anyone on the web. Another key attribute is that the owner of an eportfolio can write, or record, thoughtful reflections on the material as a matter of learning, by taking one's experience more completely into account. Other people can also comment on a person's work, providing multiple perspectives on the material.

**Click to see examples of FRINQ student eportfolios:**

So what does this really mean to you? Well, to put the eportfolio into perspective, you are asked, as an undergraduate entering University Studies, to complete the **FRINQ Portfolio Assignment**. This is a representative digital compilation of your work in a Freshman Inquiry course, which could unfold over the course of the whole year. An eportfolio is a useful tool to collect and interconnect course assignments from one term to another, then synthesize at year's end in the next part of the portfolio assignment, the **Final Reflective Essay**. By referencing selected assignments from your FRINQ course as evidence, this assignment asks you to write about what you have learned according to each of the four University Studies goals in your FRINQ course. An eportfolio facilitates this process by allowing the owner to collect, select, reflect, and present evidence of learning. For an example, check out this sample **Student ePortfolio**.

In University Studies, you are asked to develop your eportfolio using Google Applications, which includes the PSU Team Edition, a collaborative working environment online, and Google Sites, for website creation and publication. You are also free and encouraged to incorporate other Google Applications, or other web-based tools to complement your eportfolio. Fortunately, training is provided within this Guide, and ongoing support is available in the ePortfolio Lab (CH 166), or online in the **University Studies ePortfolio Resource Site**.