Evidence of Learning Outcomes

The Principles of Undergraduate Learning (PULs) were adopted by IUPUI and IUPUC (http://iport.iupui.edu/selfstudy/tl/puls/), as a means of effectively assessing undergraduate learning. Examples of applicable PULs and how I incorporate them into my teaching are:

1. PUL #1: Core communication and quantitative skills. Being that my courses are all within the Communication Studies discipline, they all have a focus on developing effective communication skills, whether verbal or written. First, in every course, there is a graded written component. This may be a research paper, resume and cover letter, annotated bibliography, case study, and reviews of research articles. I believe the ability to write clearly is essential in order to be able to verbally communicate effectively, hence the reason I include a strong writing component in each of my courses. In several of my classes, students are also required to give oral presentations in order to demonstrate their ability to translate their written work into a presentation format. Finally, in Communication Research Methods, my students are taught quantitative analytical skills using SPSS for data analysis.
2. PUL #4: Intellectual depth, breadth, and adaptiveness. I teach to this principle primarily in COMM G100, G201, C180, C380, C393, C394, C395, and C482. In these content/theory courses, my students are exposed to a variety of Communication Studies theories as well as the many sub-disciplines in Communication Studies. As described later in this section, I use a variety of pedagogical techniques to teach the major theories of Communication Studies, including lecture, class discussions, guest speakers, interactive activities, and written assignments.
3. The other PULs are integrated into my courses at a secondary level. For instance, I teach PUL #2, critical thinking, in any class where I assign students to review research articles or to respond to case studies. I teach PUL #3 (integration and application of knowledge) when I assign case studies or ask students to write brief journal entries applying a particular course concept to their daily lives. I teach PUL # 5 (understanding society and cultural) in my Interpersonal, Intercultural, and Gender and Communication courses when we critically examine social, societal, and cultural norms. I teach PUL #6 (values and ethics) when I discuss research ethics in Research Methods and then in other classes when we discuss the use of personal ethics in maintaining interpersonal and family relationships as well as when managing conflict.