

**My Favorite Assignment: Portfolio Project: What Did You Learn?**

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Revising and correcting errors made on written assignments is one primary method to improve your communication skills. Many students focus on the grade at the bottom of your evaluation sheet and pay little attention to written suggestions for improvements.

This portfolio, due at the end of the semester, will contain written assignments completed during the X204 course. You should include revisions of **all** the assignments that I have made suggestions on for improvement. **Quality revisions, content, organization, professional appearance, summary of X204 class, and analysis of the Undergraduate Principles of Learning determine the portfolio grade.**

The portfolio should contain a selection of out-of-class individual assignments. This will include your homework and your letter writing assignments. You may select the assignments in your portfolio, they should include all of your letters/memos/emails:

1. Routine Message—graded version and revised version
2. Persuasive Message—graded version and revised version
3. Bad News Message—graded version and revised version
4. Cover letter —graded version and revised version ( you may just have to include the original)
5. Analysis of your two minute speech
6. Homework assignments—a sampling of your work
7. **Must include a summary—What did you learn? Submit both electronically and printed with your portfolio.**
8. **Your assessment of how you addressed each of the Undergraduate Principles of Learning**(you may not have met some of the principles—that is okay)

This is your own learning tool so I hope you will pull together the letters and assignments which will assist you in growing in your communication skills. I am assigning a lot of points to this so I expect a well-rounded portfolio.

I also expect you to include a summary of what you have learned as a part of this. **Reflect on your experience coming into the class and answer—“Has a value been added as being a part of the Business Communications class?”** It would be great if you see a significant improvement; however, please feel comfortable at saying little or no value was added if it is an appropriate response. Either way---explain your response.

I am also going to require you to look at the **Principles of Undergraduate Learning** and address each of the principles and how they apply to your learning in this class. **INCLUDE ALL OF THEM WHETHER YOU MET THEM OR NOT. THERE ARE SIX PUL'S**

**Also attached are the Undergraduate Business Learning Goals--- I still want you to address the PUL's but make a statement as to how the two will make an impact on your learning.**

**How you present this material will also affect your grade.** I want them in an organized format and either three-hole punched or attached in some organized fashion. I will deduct points if turned in unattached (thrown together in a folder or envelope). Creativity is appreciated.

## **PRINCIPLES OF UNDERGRADUATE LEARNING (PUL)**

The Principles of Business Learning (PBLs) apply specifically to courses in the business major and are derived from the Principles of Undergraduate Learning (PULs) that were first approved by the Indianapolis Faculty Council in 1998. The PUL framework describes the knowledge and skills graduates of IUPUI should develop **in and outside** courses in their major prior to completion of bachelor's degree requirements. The core areas of the PULs are described at <http://www.iport.iupui.edu/selfstudy/tl/puls/> and include:

1. Core Communication and Quantitative Skills (that is, 1A. Written, oral, or visual communication skills; 1B. Quantitative skills; 1C. Information resources skills)
2. Critical Thinking
3. Integration and Application of Knowledge
4. Intellectual Depth, Breadth, and Adaptiveness
5. Understanding Society and Culture
6. Values and Ethics

## **PRINCIPLES OF UNDERGRADUATE LEARNING CHECKLIST**

### ***Core Communication and Quantitative Skills***

The ability of students to write, read, speak, and listen, perform quantitative analysis, and use information resources and technology—the foundation skills necessary for all IUPUI students to succeed. This set of skills is demonstrated, respectively, by the ability to:

- q express ideas and facts to others effectively in a variety of written formats;
- q comprehend, interpret, and analyze texts;
- q communicate orally in one-on-one and group settings;
- q solve problems that are quantitative in nature, and;
- q make efficient use of information resources and technology for personal and professional needs.

### ***Critical Thinking***

The ability of students to analyze carefully and logically information and ideas from multiple perspectives. This skill is demonstrated by the ability of students to:

- q analyze complex issues and make informed decisions;
- q synthesize information in order to arrive at reasoned conclusions;
- q evaluate the logic, validity, and relevance of data;
- q solve challenging problems, and;
- q use knowledge and understanding in order to generate and explore new questions.

### ***Integration and Application of Knowledge***

The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives. This skill is demonstrated by the ability of students to apply knowledge to:

- q enhance their personal lives;
- q meet professional standards and competencies, and;
- q further the goals of society.

### ***Intellectual Depth, Breadth, and Adaptiveness***

The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems:

- q Intellectual depth describes the demonstration of substantial knowledge and understanding of at least one field of study.
- q Intellectual breadth is demonstrated by the ability to compare and contrast approaches to knowledge in different disciplines.
- q Adaptiveness is demonstrated by the ability to modify one's approach to an issue or problem based on the contexts and requirements of particular situations.

### ***Understanding Society and Culture***

The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience, both within the United States and internationally. This skill is demonstrated by the ability to:

- q compare and contrast the range of diversity and universality in human history, societies, and ways of life;
- q analyze and understand the interconnectedness of global and local concerns, and;
- q operate with civility in a complex social world.

### ***Values and Ethics***

The ability of students to make judgments with respect to individual conduct, citizenship, and aesthetics. A sense of values and ethics is demonstrated by the ability of students to:

- q Make informed and principled choices regarding conflicting situations in their personal and public lives and to foresee the consequences of these choices, and;
- q recognize the importance of aesthetics in their personal lives and to society.

Principles of Undergraduate Business Learning (UBLG)

The Kelley School of Business has adopted and supports these Principles of Undergraduate Business Learning. These principles are tailored and prioritized to the needs of a business education and reflect the intellectual competence and cultural and ethical awareness that every Kelley School of Business graduate should attain. Faculty members in each discipline have been charged with determining which of the principles will be taught and assessed in each of their courses – and what graduates in that major will know and be able to do to illustrate competence in each of the six areas addressed by these principles. Instructors must distribute the principles to students with descriptions of how the principles are enacted in the course.

No.	PUL (IUPUI)	UBLG (KELLEY)
1a	<p><b>LANGUAGE SKILLS</b>  <i>a) Reading &amp; Understanding books, articles &amp; instruction manuals, b) Delivering a prepared presentation to a group c) Contributing to a team to solve problems</i></p>	<p><b>BUSINESS LANGUAGE</b>  <i>Students will prepare and deliver written and oral messages that effectively express ideas and facts to others. Students will prepare and deliver effective oral and written persuasive arguments.</i></p>
1b	<p><b>QUANTITATIVE SKILLS</b>  <i>a) Solving mathematical problems b) Using mathematics in everyday life c) Understanding statistical report d) Preparing a report using quantitative data</i></p>	<p><b>BUSINESS QUANTITATIVE SKILLS</b>  <i>Students will perform quantitative analysis and use the results to make business decisions.</i></p>
1c	<p><b>INFORMATION RESOURCE SKILLS</b>  <i>a) Identifying appropriate sources of information b) Using computer software c) Evaluating the quality &amp; accuracy of web information d) Recognizing/avoiding plagiarism</i></p>	<p><b>INFORMATION &amp; BUSINESS RESOURCE SKILLS</b>  <i>Students will analyze business problems, situations and opportunities by identifying and applying appropriate and relevant information.</i></p>
2	<p><b>CRITICAL THINKING</b>  <i>a) Use acquired knowledge to understand new concepts b) Apply knowledge to practical situations and make informed decisions; c) Analyze complex concepts logically and from multiple perspectives; d) Synthesize information and arrive at reasoned conclusions; e) Evaluate the logic, validity, and relevance of data and conclusions</i></p>	<p><b>CRITICAL THINKING IN BUSINESS</b>  <i>Students will arrive at reasoned conclusions and make informed decisions in assessing current and predicted business situations by applying course concepts learned across the curriculum.</i></p>
3	<p><b>INTEGRATION &amp; APPLICATION OF KNOWLEDGE</b>  <i>a) Enhance their personal lives; b) Meet professional standards and competencies; c) Further the goals of society; and d) Work across traditional course and disciplinary boundaries.</i></p>	<p><b>PROFESSIONAL SKILLS &amp; COMPETENCIES</b>  <i>Students will apply substantial knowledge and understanding in their chosen major in the study of business.</i></p>
4	<p><b>INTELLECTUAL DEPTH BREADTH &amp; ADAPTIVENESS</b>  <i>a) Show substantial knowledge and understanding of at least one field of study; b) Compare and contrast approaches to knowledge in different disciplines; c) Modify one's approach to an issue or problem based on the contexts and requirements of particular situations.</i></p>	<p><b>INTEGRATIVE BUSINESS REASONING</b>  <i>Student will assimilate data from different sources, and use more than one business discipline to develop a model to solve a business problem.</i></p>
5	<p><b>UNDERSTANDING SOCIETY &amp; CULTURE</b>  <i>a) Compare and contrast the range of diversity and universality in human history,</i></p>	<p><b>DIVERSITY &amp; COLLABORATION IN BUSINESS</b>  <i>Students will use their understanding of the</i></p>

	<p><i>societies, and ways of life b) Analyze and understand the interconnectedness of global and local communities c) Operate with civility in a complex world.</i></p>	<p><i>importance of diverse worldviews and practices, cultural competencies, and sociocultural and socioeconomic factors to foster cooperation and teamwork.</i></p>
6	<p><b>VALUES &amp; ETHICS</b>  <i>a) make informed and principled choices and to foresee consequences of these choices; b) explore, understand, and cultivate an appreciation for beauty and art; c) understand ethical principles within diverse cultural, social, environmental and personal settings</i></p>	<p><b>BUSINESS &amp; MANAGEMENT ETHICS</b>  <i>Students will make business decisions that seek to align their personal values and beliefs (integrity) and respond to the expectations of others, the organization, and society.</i></p>