



TEACHING PORTFOLIO



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About this document

In this document, I have included evidence of my teaching effectiveness. I have undergone training during my first semester as a master's student while teaching speech communication sections to freshmen students enrolled in different Purdue University programs. Over the years, I have continued to develop as an instructor and have taught advanced level courses specifically targeted towards seniors enrolled in management, communication, and science areas of study. I have gained experience working with graduate students during my administrative appointment with the online master's in strategic communication program in the Brian Lamb School of Communication. In my role with the online master's team, I developed webcasts to engage with professionals in their fields and created a global strategic communication class. I developed a platform for alumni to engage with each other. I have also gained international experience when I taught Ethics in Global Corporate Social Responsibility in Universidad La Salle in Bogota Colombia.

My in-person and online teaching experiences have enabled me to develop techniques and methods for working with a diverse group of students at all stages in their careers. In this document, I have included my teaching philosophy, followed short description of classes to demonstrate my skills (p. 3), a representation of my quantitative and qualitative evaluations (on p. 4), a teaching observation statement (p. 5) and sample syllabus from my Persuasive Strategies class. Overall, my evaluations are representative of the progression in my teaching skills and my growth as an educator.

Teaching Philosophy

My teaching philosophy centers around creating a classroom climate where we all can participate in constructive discussion and meaningfully engage with diverse perspectives, therefore recognizing our strengths and areas for improvement. I treat the classroom as a shared space between the students and the instructor, where we communicatively co-construct teaching. For example, in my Speech Communication for Technical Information class, I worked with students from Industrial Technology, Aviation, and Management streams. My students had experienced communication in professional settings through full-time jobs. They identified their need to effectively communicate their niche in their respective fields to team members. Thus, I tailored my course to their needs by adding readings on science and technology communication and introducing a new assignment to concisely describe their skills in a 2-minute video pitch for their dream employer or entrepreneurial venture. That assignment gave my students a practical tool that they could employ during interviews. Similarly, in my Organizational Communication and Public Relations Techniques classes, my final assignment is a team project that invites students to develop a corporate training seminar and a public relations portfolio, respectively. The students also write a short white paper that provides the skills in business writing style and presentation.

At Purdue, I have taught nine different courses due to my interest in diversifying my own experiences in teaching various communication areas. While my core work continues to be in organizational communication and public health, I have gained theoretical perspectives in teaching interpersonal persuasive techniques, inter-cultural communication, and different public relations techniques. In all my courses, my goal is to introduce students to diverse examples from multi-cultural contexts, invite guest speakers with diverse experiences in practice, and emphasize ethics of work. I got the opportunity to combine my interests by designing a two-week-long summer course on Global Ethics in Corporate Social Responsibility for the Universidad La Salle in Bogota, Colombia. Working with a primarily Spanish speaking student group was inspiring and left me with engagement tools to invite students to participate in the classroom. For example, I broke the students into small group activities every day in the four-hour-long lecture classes to conduct presentations and link the theoretical concepts of course to their personal or cultural experiences. At the end of the session, students reported their ability to participate in the classroom in English and improve their sensitivities to CSR's core ethical challenges across the globe. The patience and strategies to encourage inclusive discussions in this class have prepared me to encounter diverse classroom settings in my role as an educator.

I look forward to developing classes with graduate and undergraduate students to discuss specific global challenges, ethics of conducting research and health interventions in "developing countries," and ramifications of human communication on current global health issues. As an instructor of record, I have started a practice to assign readings from diverse groups of scholars, highlighting the experiences of people of color, marginalized races, and gender. I look forward to assimilating these experiences in the courses I teach in the future as well and situating myself in a school that focuses on training students for innovative research and mindful ethical work.

SPEECH COMMUNICATION	PUBLIC RELATIONS	INTERPERSONAL & ORGANIZATIONAL COMMUNICATION
<p>COM 114: Fundamentals of Speech Communication: I have taught five different sections of public speaking which is a mandatory speech class for all Purdue undergraduate students. Fall 2015, Spring 2016; Summer 2016</p>	<p>COM 253: Introduction to Public Relations: This class is designed for public relations major students. I assisted the director of undergraduate studies in a large lecture section and then taught this course as the primary instructor. Students learn media relations, press release writing, and the nuances of public relations theories. Fall 2016; Summer 2019</p>	<p>COM 318: Principles of Persuasion (Instructor, online section): I taught students persuasion theories. They learned to identify different persuasion techniques applied in business settings and in the mass media, as well as strategies to reach to relevant stakeholders. Summer 2020</p>
<p>COM 217: Science Writing & Persuasion: In this class students majoring in the sciences learn how to adapt content and present complicated ideas to a general audience. Fall 2016; Spring 2017</p>	<p>COM 257: Public Relations Techniques: In this class students focus on their writing skills, specifically feature writing and understanding PR techniques by applying them to real life case studies. Due to the pandemic, I adapted their projects to develop a personal portfolio as a public relations freelancer. They learned how to present their expertise in a short video and develop their personal websites from scratch. Spring 2020</p>	<p>COM 303: Intercultural Communication: This class is designed to train students in understanding cross-cultural and intercultural communication by identifying different situations in work/organizational settings and learning to present themselves in their professional context. To apply theories they are learning, the students develop a training session for employees of an organization setting operations in a foreign country. Summer 2017; Summer 2018</p>
<p>COM 315: Speech Communication of Technical Information: Mainly designed for seniors in industrial engineering, aviation and management, in this class I worked with students to develop content to present themselves professionally, as well as package information for their organizations and for various stakeholders. Spring 2020</p>	<p>Ethics in Global Corporate Social Responsibility (Universidad La Salle, Bogota, Colombia): I adapted a 2-week summer course to teach students about corporate social responsibility around the world, and how ethics play in a role in different cultural contexts. My lack of Spanish, and my students' discomfort in English was not a deterrent in an incredible class experience for all of us. Summer 2019</p>	<p>COM 324: Introduction to Organizational Communication: I am currently teaching this class. Students are learning from classical organizational theories and theorists (such as Weber) and simultaneously studying concepts such as organizational socialization, change, conflict and emotions. They will develop a white paper and an organizational training session on one of the concepts for their final project. Fall 2020</p>

Quantitative Evaluations*

Term	Course Name	Course Rating	Instructor Rating	Instructor's Rating on Respect for Diversity
Summer 2020	Principles of Persuasion	4.0	4.13	4.5
Summer 2019	Introduction to Public Relations	4.9	5.0	5.0
Summer 2017	Intercultural Communication	4.7	4.5	4.9
Spring 2017	Science Writing & Persuasion	4.2	4.4	4.7
Fall 2017	Science Writing & Persuasion	4.9	4.9	5.0
Spring 2016	Speech Communication	3.8	4.3	4.8
Fall 2015	Speech Communication	3.3	3.8	4.6

*All ratings are on a 5.0 scale

** Spring 2020 evaluations were only qualitative owing to COVID-19 disruption.

Sample Qualitative Evaluations

Spring 2020, Speech Communication of Technical Information:

Communications classes are especially hard to transition online, but Meghana did an amazing job of doing such. The videos and presentations we did after the change were honestly highly beneficial to me, as I hadn't done much recorded speaking before this experience. Although not as enjoyable as in-person, I found that it helped me hone other skills and was definitely not a lost time.

Spring 2020, Public Relations Techniques:

Meghana was incredibly patient and understanding as an instructor. She encourages that we ask questions, she takes time to provide resources for students, bring in guest speakers to supplement our learning, and facilitate good class discussion. Meghana is a great professor for this class. She is so knowledgeable on the subject and is just all around amazing. She is one of my favorite professors that I have experienced at Purdue.

Summer 2019, Introduction to Public Relations:

The instructor was always well-prepared and is clearly passionate about public relations. Bringing in guest speakers who currently work in the field was really helpful to me, and I hope the instructor continues to do so in future classes. The instructor was always willing to help in the case of any career, resume, etc. questions

Summer 2018, Intercultural Communication:

I love how willing Meghana is to work with students. I like how she turns lessons into class discussions, it gets more students involved and we can also learn different viewpoints with contributes to the intercultural aspect of the class. She really gets students learning and involved during class.

TEACHING OBSERVATION OF MEGHANA RAWAT

March 6, 2020

COM 257: Public Relations Techniques

Strengths

The topic on the day I visited was “Visuals and Digital Public Relations.” I was impressed at the rapport you had built with the class; students were clearly paying attention, and they were comfortable asking questions and answering your prompts.

I was particularly impressed with the variety of examples and platforms that you engaged. Your case study about the tour company led to discussion that I think included more than half of all the students in the class—that level of engagement with students about PR topics was great.

You made references to earlier class meetings and topics, which was a good way of helping students see how the course materials are all interconnected, not just a disjointed set of individual topics. And I learned something new—I hadn’t heard the term “bashtag” before.

Suggestions

The analytics charts were helpful, but more development of that topic would have been good. You might have defined the terms more a little more clearly. I think students would also have benefited from hearing more about how to choose different social media platforms; what guidelines should they use?

Josh Boyd, Ph.D.

Professor and Director of Undergraduate Studies

Brian Lamb School of Communication

Purdue University

COM 318: Principles of Persuasion
Course Syllabus
Summer 2020
Instructor: Meghana Rawat, PhD. Candidate, M.A., Lamb School of
Communication

Email: mrawat@purdue.edu Office Hours: By appointment

Please read me, twice, and refer to me often.

TEXT & COURSE MATERIALS

- Gass, R. H., & Seiter, J. S. (2015). *Persuasion: Social Influence and Compliance Gaining*. Routledge.
- A reliable computer/tablet with Internet access.
- Other readings and resources might be assigned and made available on Blackboard.
- Videos and memos will be posted on the Blackboard page. These materials are not a substitute for the textbook. Each video will expand on or add to the material in the text. Both the textbook and video material will appear in the exams.

COURSE DESCRIPTION

Whether you are managing your roommate relationship, riding public transportation, attending church, etc. you are regularly participating in persuasive situations. Your interactions with others can often, if not almost always, be characterized as the production or reception of messages designed to influence or change someone's attitudes, beliefs, or behaviors. As communication students, you are expected to have a sophisticated understanding of the complexities underlying persuasive situations and factors associated with their success and failure. This course will review the major theories and principles social scientists and communication scholars have studied related to persuasion and social influence and develop your skills in the investigation and application of persuasive messages in a wide variety of contexts.

COURSE OBJECTIVES

Students completing Principles of Persuasion will:

- Become familiar with the major theories and principles of persuasion and social influence as they are understood by contemporary scholarship
- Understand the methods communication scholars and other social scientists use to study persuasive situations
- Be able to critically evaluate persuasive situations as they encounter them in their day to day lives
- Demonstrate the ability to strategically apply these principles in the development of persuasive messages

COURSE STANDARDS & PHILOSOPHY

Students will be held to a high standard of performance in all sections. Doing "what is assigned" gets you only a "C." An "A" requires a considerable difference in quality. This course is academically rigorous and time-consuming, and it will require a lot of you to do well.

WRITING CENTER

The Purdue Writing Center provides one-on-one tutoring to assist in improving your writing. I highly recommend using their services on written assignments. The following link will provide more detailed information on their services: <http://owl.english.purdue.edu/writinglab/oneonone>

COURSE POLICIES

Communication: The instructor expects students to communicate primarily via university email. You are responsible for receiving and reading any and all email messages the instructor may send; using a non-university email account is not an excuse for not receiving an email. You should generally expect a response to emails within 24 hours. If you do not receive a response, please kindly resend the email. You may also request Skype meetings with me if a conversation would be of more help than an email.

Late Work: All work must be completed and turned into Blackboard by the assigned date and time. Late work will not be accepted and cannot be made up. If there is any problem with your Blackboard submission, send me an email with your assigned work attached before the deadline. If you are going to experience a conflict the day an assignment is due, you must have made previous arrangements with the instructor to turn it in early. In the case of an emergency, send me an email sooner rather than later stating the reason why you were not able to meet a deadline.

Serious illness or injury resulting in an emergency visit to a physician or hospital that is accompanied by a valid, signed doctor's note or other official medical document, and results in the student's physical inability to turn in an assignment. PUSH cards NEVER document an illness. All cases will be assessed on a case by case basis.

Absence due to death of a family member: In March 2011, Purdue University instituted a Grief Absence Policy for Students. Please note that this policy requires you to contact the Office of the Dean of Students to request that a notice of your leave be sent to instructors. You then must provide documentation of the death or funeral service attended to the ODOS. Upon receipt of proper documentation, the ODOS will request the instructor excuse the student and provide an opportunity to earn equivalent credit. Instructor WILL NOT excuse a grief absence if you do not first request a notice from the ODOS AND provide ODOS with documentation. Purdue's new Grief Absence Policy for Students is available online at <https://www.purdue.edu/odos/services/griefabsencepolicyforstudents.php>.

A university-sanctioned event for which you have provided the instructor with official documentation stating your upcoming absence at least one week prior to the event. If you are a

university athlete and must miss an exam time due to athletic competitions, please let the instructor know as soon as possible. I will try to accommodate your schedule to meet everyone's needs but we need to know about these conflicts early in order to have the best outcome.

Safe Assign: Your completed writing assignments must be submitted through SafeAssign.

Note: Computer/printer malfunction is not a valid excuse for late or missing assignments. The university provides computers in the library and other labs that are available for your use and are compatible with all assignments you are given. Again, if there is any problem with your Blackboard submission, send me an email with your assigned work attached before the deadline.

Academic Dishonesty: "Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty" (*Section B.2.a of the [Student Regulations](#)*).

Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of ghostwritten papers, the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest" (University Senate Document 72-18, December 15, 1972).

- Plagiarism
 1. Copying someone else's work and claiming it as your own.
 2. Paraphrasing someone else's work and claiming it as your own.
 3. Collaborating with another person and claiming the work solely as your own.
 4. Using one's own work from another course or from a previous semester.
For example, you may not reuse papers from another course and turn them into a speech or use speeches you have written in COM 114 from previous semesters. The work must be original to this course and this semester.

All cases of academic dishonesty, as described above, could be reported to the Office of the Dean of Students.

Disabilities: It is the policy and practice of the University to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement such as: time limited exams, or use of non-captioned videos; please simultaneously notify the instructor and the Disability Resource Center as soon as possible. The DRC can be contacted by phone: 765-494-1247 or by email at: drc@purdue.edu.

Diversity: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture.

Grading: Please wait twenty-four hours after receiving a grade to discuss it with the instructor. When discussing an assigned a grade it is expected that you prepare something in writing

outlining points for discussion. If you would like to dispute a grade you have a two-week window to do so from the time that the grade was assigned. COM 318 grades are on a point system, not a percentage system, so there is no "rounding up." It is your responsibility to contact the instructor immediately if you feel there is a discrepancy in grade calculation or grade recording on Blackboard.

You should retain all graded assignments for your record-keeping purposes. You will receive the final grade for the number of points you earned; there will be no discussion.

COURSE REQUIREMENTS

This course is divided into five modules and one final project. Each module provides content via text and videos. You will be assessed on your knowledge of content material through homework, discussion posts, and exams. I recommend completing the modules in the preceding order. All module due dates are on Monday at 11:59PM EST. I understand that you are each taking COM 318DL for unique reasons and I will accommodate so long as you proactively communicate with me.

Homework (250 points) Each module includes a related homework component. The homework in each module is intended to promote a deeper understanding of the assigned reading/video content. This will require extensive work in order to receive an A. Each assignment will be individualized to the themes which emerge in the unit and worth 50 points. All will be primarily writing with an exam review component. The instructions will be made available in the module folder.

Discussion Board Q&A (100 points) Each module includes a discussion board component. Read this paragraph carefully. I will post two prompts intended to promote discussion among students. Each student is required to reply to one of the discussion prompts posted by your instructor (10 points) AND comment at least one time to a response posted by a peer (10 points). Comments should be substantive; hovering around 200 words. Your comments will be graded on quality. When writing paragraphs, I recommend using a thesis statement, referencing the textbook or other academic reading material, and providing a thought-provoking analysis. There will be times when you disagree with a post and I encourage you to respond, however please do so with grace and tact, not with fallacious reasoning. Your ability to do so will be reflected in the assigned grade. If you have factual questions, you can email me or post to the discussion board, but those questions won't count towards your discussion grade. The discussion questions are intended to promote healthy discourse.

Exams (450 points) There will be 5 exams in the course worth 90 points each. Each exam will cover all reading, video, or other content covered in that module. Exams are not cumulative. The exam will consist of 20 multiple choice and true/false questions (70 points) plus two short answers (20 points). Once you begin the exam, you will have 60 minutes to complete it. Make sure that you leave enough time to take the exam. For example, if the exam is due on Monday at 11:59pm and you begin the exam Monday at 11:45pm you will only have 14 minutes to answer all questions.

Do NOT open the exam until you are ready to take it; I will not reset the exams for you. Here are a few tips to ensure you are able to complete the exam as intended. Read them and use them. Everyone thinks Blackboard won't malfunction until it happens to them.

- Use a wired internet connection when taking exams. Blackboard is known to cut in and out when using WiFi. If this happens Blackboard will submit your exam as is and you will not be able to restart. Please avoid this and find a reliable connection.
- Blackboard functions best with Firefox or Google Chrome browser and is known to have issues with Internet Explorer. So, please make sure you are using a stable browser while accessing Blackboard.
- Don't try to take the exams on a phone or tablet.
- If there are any problems, please email me immediately.

Application Assignment (200 points) You will prepare a persuasive flyer and a tri-fold brochure on an assigned topic. The final project should demonstrate your ability to strategically apply the concepts and theories of this course to creatively produce a persuasive message. Along with the flyer and brochure, you will prepare a short 1-2-page written assignment explaining your choices in creating the message. You will be given questions and point distribution for the written section of the assignment.

The flyer and brochure should:

- Be a persuasive flyer and 2-page tri-fold brochure
- Demonstrate understanding and application of persuasive theory
- Demonstrate understanding of the topic
- Demonstrate understanding of your audience
- Be professional in style, language, and appearance

The written assignment should:

- Explain specific ways in which a particular persuasion theory influenced the project
- Explain specific ways in which research about the topic and/or the audience influenced the project
- Conform to university-level writing standards

Extra Credit

There are 2 options for earning extra credit in this course. You can earn up to 20 points of extra credit using either option or any combination of the two.

Option 1: The communication department's Research Participation System <https://purdue-comm.sona-systems.com/>. You may earn extra credit by participating in research studies being conducted in the communication department. Each study is different; some will be available online and some will require you to be present in West Lafayette. Some will have no restrictions on participants and some will be interested in only a specific population. Check the site often to look for opportunities. Don't assume that there will be online studies available to you at the end of the class. The system assigns points to each study depending on how long participation

should take. A study that should take half an hour is assigned 0.5 points; a study that should take a full hour is assigned 1.0 points; and so on. You will receive 5 points extra credit for every half-point of study participation you complete, up to a possible total of 20 extra credit points (or 2.0 points in the participation system.)

Option 2: Persuasion Example

You may earn extra credit by identifying high-quality examples of persuasive messages from the C-SPAN Archives <https://www.c-span.org/about/videoLibrary/> (maybe it's an excellent guilt appeal, or it demonstrates every aspect of the Reasoned Action Model), you can post it to the Blackboard page along with a paragraph-long explanation of what makes it noteworthy. Please make sure that the example is suitable to the audience. Each example you post is worth 10 points. You can earn up to 20 extra credit points. Post your examples in the "Extra Credit" forum on our Blackboard discussion page. As a class, we should have only one thread for each theory or idea from the course. Check to see if someone has already posted an example using the same theory. If a thread already exists, post your example and explanation as a reply in that same thread. If no thread exists, create one and put the name of the persuasion theory or concept in the "Subject" line.

GRADING SYSTEM

Final Grading Scale

This scale is based on a point system and not a percentage; therefore, grades will not be rounded up. If a student earns 799 points they receive a "C" in the course not a "B". All grades are final unless a miscalculation has occurred.

Grade	Points
A	1000-900
B	899-800
C	799-700
D	699-600
F	599 and below