

Becoming Disciplined in Talk and Text: Genre as Social Action Across the Curriculum

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“There’s no way this report would fly in industry. . .”

“I want them to speak professionally,
like *real* engineers. . .”

“They have great ideas, if they could only
communicate better. . .”

Constructing Assessment Instruments

- ◆ Define structural elements of oral genre
 - ◆ Identify communication competencies
 - ◆ Incorporate operational language
 - ◆ Consider scales and feedback
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Creating a feedback loop

- ◆ Incorporate instruments in instruction
 - ◆ Initiate curricular conversations
 - ◆ Integrate with programmatic assessment
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Communication competencies

- ◆ Think synthetically
 - ▶ Presentation had overall organizational structure
 - ▶ Design idea was narrowed appropriately

 - ◆ Explain technical material
 - ▶ Technical material was comprehensible to an unfamiliar audience
 - ▶ Technical material was presented clearly
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