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Nota di contenuto	<p>""CHAPTER 4 The Benefits and Challenges of Adopting a New Standpoint While Assessing Technical Communication Programs: A Response to Jo Allen""""A ROLE FOR PORTFOLIOS IN ASSESSMENT""";</p> <p>""CHAPTER 5 Politics, Programmatic Self-Assessment, and the Challenge of Cultural Change""; ""CHAPTER 6 The Road to Self-Assessment: Less-Traveled But Essential""; ""SITUATING ASSESSMENT IN DISCIPLINARY REQUIREMENTS""; ""CHAPTER 7 Expanding the Role of Technical Communication Through Assessment: A Case Presentation of ABET Assessment""</p> <p>""CHAPTER 8 Beyond Denial: Assessment and Expanded Communication Instruction in Engineering and Professional Programs""""ASSESSING THE WORK OF GRADUATE STUDENTS""; ""CHAPTER 9 Assessment of Graduate Programs in Technical Communication: A Relational Model""; ""CHAPTER 10 Program Assessment, Strategic Modernism, and Professionalization Politics: Complicating Coppola and Elliot's a Relational Model""; ""TECHNOLOGY IN ASSESSMENT""; ""CHAPTER 11 Assessing Professional Writing Programs Using Technology as a Site of Praxis""; ""CHAPTER 12 Reconsidering the Idea of a Writing Program""</p>

""ASSESSING INTERCULTURAL/ INTERNATIONAL PROJECTS""""CHAPTER 13 Assessment in an Intercultural Virtual Team Project: Building a Shared Learning Culture""; ""CHAPTER 14 Do Fish Know They Are Swimming in Water?""; ""Afterword The Ethical Role of the Technical Communicator in Assessment, Dialogue, and the Centrality of Humanity""; ""Contributors""; ""Index""; ""Selected Titles from: Baywooda €?s Technical Communications Series""; ""Back Cover""

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Sommario/riassunto

"This collection of essays focuses on both how and why assessment serves as a key element in the teaching and practice of technical and professional communication. The collection is organized to form a dual approach: on the one hand, it offers a landscape view of the activities involved in assessment - examining how it works at institutional, program, and classroom levels; on the other, it surveys the implications of using assessment for formulating, maintaining, and extending the teaching and practice of technical communication. The book offers teachers, students, scholars, and practitioners alike evidence of the increasingly valuable role of assessment in the field, as it supports and enriches our thinking and practice. No other volume has addressed the demands of and the expectations for assessment in technical communication. Consequently, the book has two key goals. The first is to be as inclusive as is feasible for its size, demonstrating the global operation of assessment in the field. For this reason, descriptions of assessment practice lead to examinations of some key feature of the landscape captured by the term 'technical communication'. The second goal is to retain the public and cooperative approach that has characterized technical communication from the beginning. To achieve this, the book represents a 'conversation', with contributors chosen from among practicing, highly active technical communication teachers and scholars; and the chapters set up pairs of opening statement and following response. The overriding purpose of the volume, therefore, is to invite the whole community into the conversation about assessment in technical communication."--Provided by publisher.

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