COMMUNICATION SELF-ASSESSMENT INVENTORY

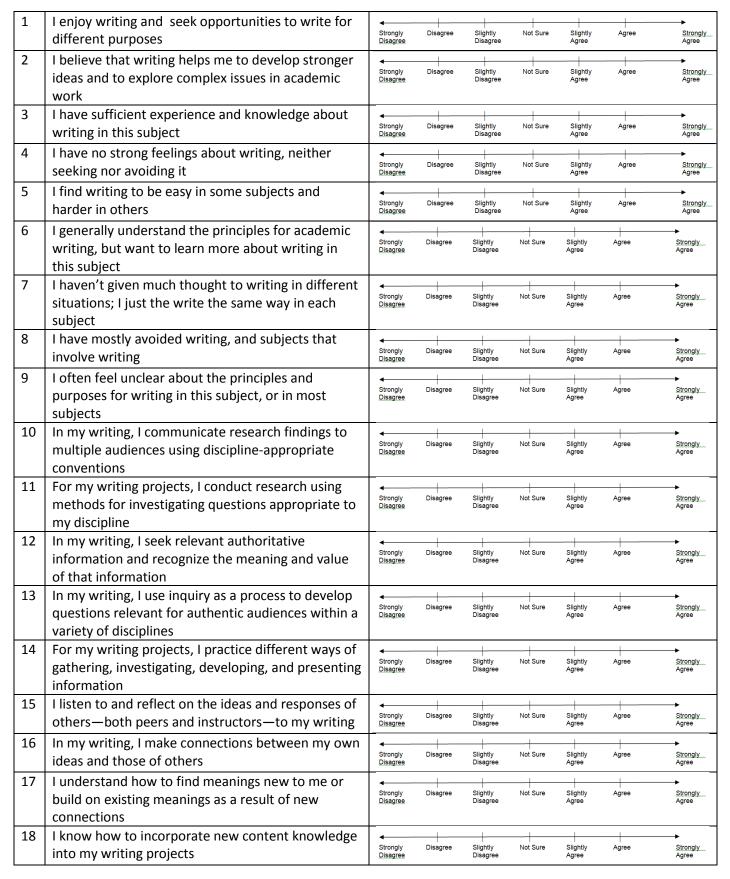
The MIT Communication Requirement stemmed partly from alumni feedback. MIT alumni consistently report that expertise in communication principles and practices—in other words, knowing how to write and speak clearly and compellingly in both formal and informal situations—is essential to their careers after MIT. A majority of MIT alumni report that they wish they had dedicated more of their own time and effort to learning how to argue effectively with evidence, how to write and speak with grace and style, and how to assess and provide for the needs of their various audiences.

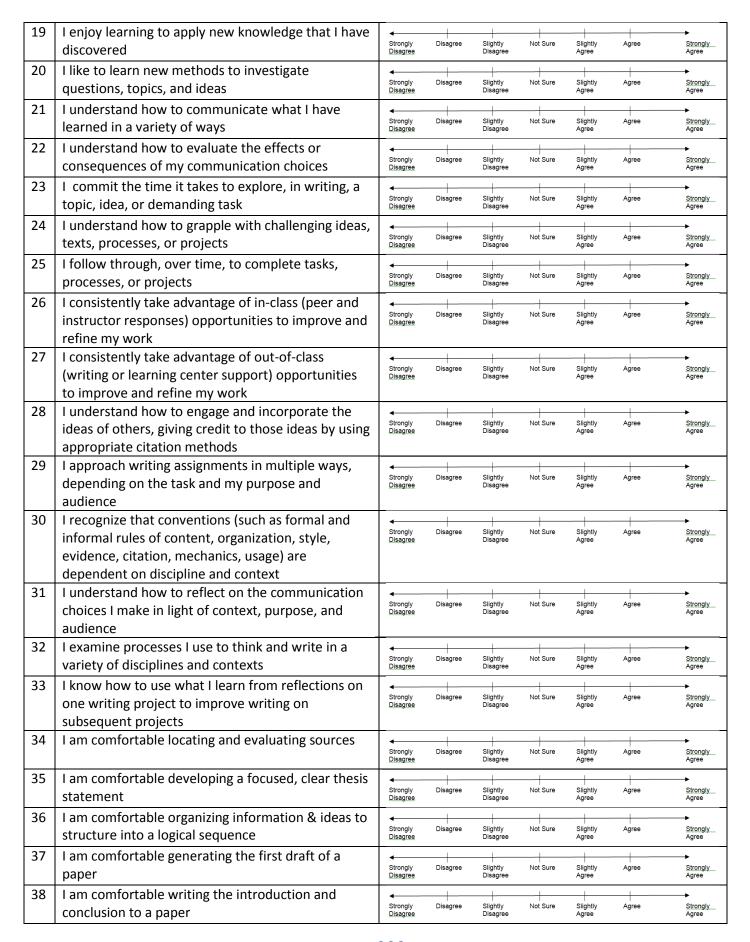
As an undergraduate now in a CI subject, you have the opportunity to learn from their experience and to take charge of your own communication education, which begins by assessing your knowledge and abilities, and then setting specific goals for the semester. As you move through the communication requirement, you can keep adding new or more advanced goals, so that by the time you graduate, you will have learned how to write and speak as a professional in your field.

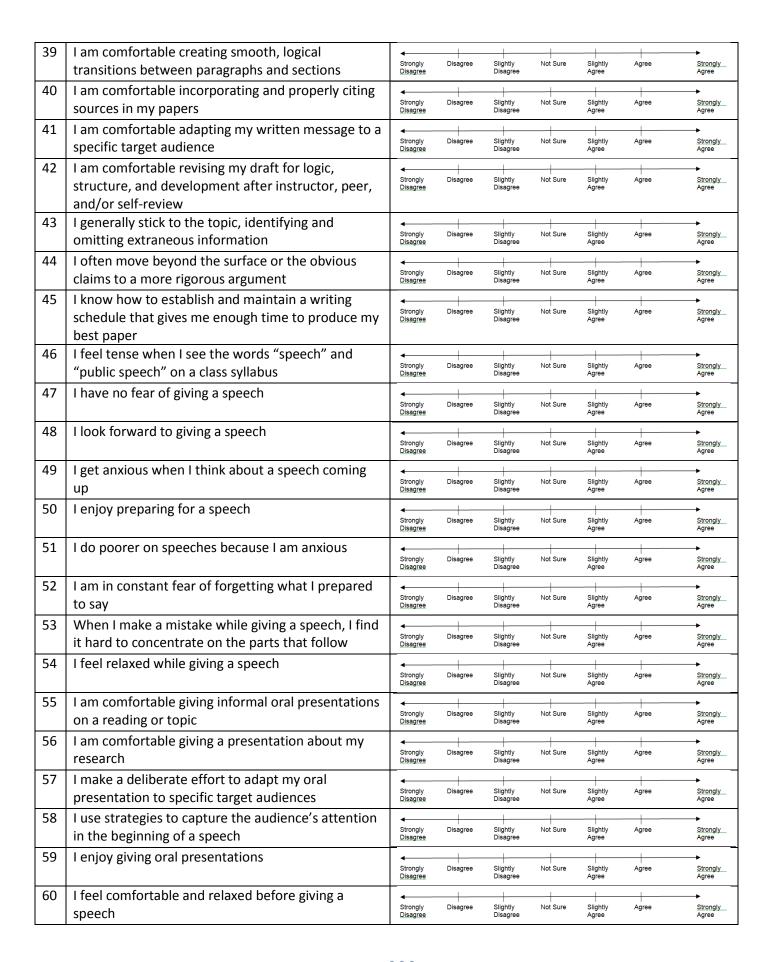
Name	MIT ID
Your year First year Sophomore Junior Senior	Semester
Your Course	Subject
Is this the first CI subject you have taken at MIT?	
YES	
NO If "NO," please list the other CI subject(s) yo	u have taken:
Did you take the FEE?	
YES	
NO	

If yes, what do you remember as the most important feedback that you received?

Circle the best answer to the following statements:







61	I am comfortable giving feedback to other students on papers	Strongly Disagree	Disagree	Slightly Disagree	Not Sure	Slightly Agree	Agree	Strongly Agree
62	I am comfortable giving feedback to other students on oral presentations	Strongly Disagree	Disagree	Slightly Disagree	Not Sure	Slightly Agree	Agree	Strongly Agree
63	I am confident that I appear relaxed and confident when I give a speech	Strongly Disagree	Disagree	Slightly Disagree	Not Sure	Slightly Agree	Agree	Strongly Agree
64	I am confident that I use sufficient vocal variety when I give a speech	Strongly Disagree	Disagree	Slightly Disagree	Not Sure	Slightly Agree	Agree	Strongly Agree
65	I am confident I make sufficient eye contact when I give a speech	Strongly Disagree	Disagree	Slightly Disagree	Not Sure	Slightly Agree	Agree	Strongly Agree
66	I am confident I use appropriate gestures and body movement when I give a speech	◄ Strongly Disagree	Disagree	Slightly Disagree	Not Sure	Slightly Agree	Agree	Strongly Agree

Please check the appropriate box to identify the level of experience you have with the following communication (writing or speaking) genres

Genre	No experience	Some experience	Significant experience
Personal writing (journals, first-person essays)			
Creative writing (fiction and poetry)			
Essay exams			
Technical writing and reports			
Blog entries			
Lab reports			
Literary analysis			
Literature reviews and annotated bibliographies			
Written arguments that draw on multiple sources			
Factual (descriptive or explanatory) papers/reports			
Informal oral presentations on a reading or topic			
Formal presentations about research			
Formal argumentative speeches			
Formal debates with assigned or chosen positions			
Informal debates in class when there are differences in interpretation			

Please check the appropriate box to identify how helpful you have found the following activities in the past to support your writing process

Activity	Not helpful	Somewhat helpful	Very helpful
Summarizing ideas from lectures or readings			
Writing out your own reflections and responses to readings or lecture material			
Writing critical questions and exploratory answers about the material as you read			
Writing definitions of key concepts in your own words			
Keeping a general journal for recording thoughts and ideas			
Free writing on the topic before you begin formal writing			
Brainstorming notes in an informal outline, mind map, or cluster diagram			
Writing a formal outline			
Talking out your questions and ideas with a classmate or friend			
Receiving comments on my use of evidence and understanding of the content			
Receiving comments on my thesis, original ideas, and insights about the material			
Addressing questions that ask me to clarify what I mean in specific passages			
Addressing questions that raise issues I hadn't yet considered, or considered fully			
Receiving comments about the form or structure of my essay			
Receiving positive comments about what's working well			
Receiving critiques of what's not clear, accurate, or well-developed			
Receiving specific suggestions for further development			
Receiving editing marks on my syntax, grammar, and punctuation			

SETTING PERSONAL WRITING AND SPEAKING GOALS FOR YOUR CI SUBJECT

Think about the kinds of writing and speaking you expect to do as a professional after graduation. Next, think about any gaps that exist between your current repertoire of writing and speaking skills and those needed by professionals in your field. To close these gaps, what needs to change about your writing and speaking?

The goals you choose should be rhetorically based, specific, and realistic (i.e., achievable). Thus, goals such as "ace this course" (not rhetoric-based), "get better at writing" (too general), and "produce grammatically flawless first drafts" (probably not realistic) are inappropriate for this exercise. List your goals here:

Writing:		
1	 	
2		
Speaking:		
1		
2.		

21W.022.03 Writing and Experience: Reading and Writing Autobiography Spring 2014

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