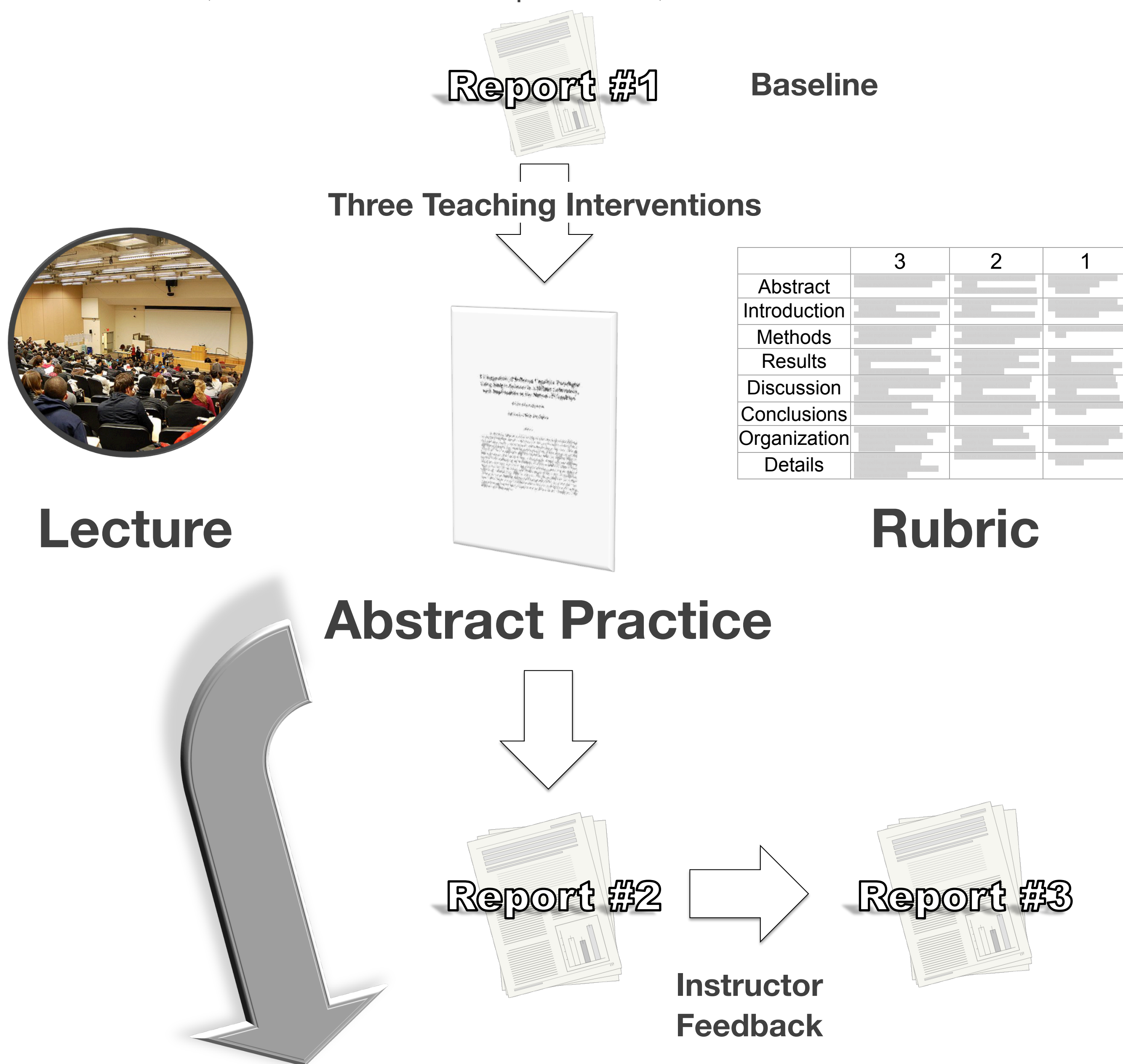


Activities to Improve the Writing Skills of Undergraduate Engineers

- Developed initial structured approach to teach writing to engineers
 - Presented students opportunity for practice and feedback
 - Preliminary assessment showed positive results

Project Design

- **Class:** Fall 14, Materials Science sophomores, labs in "Structure of Materials"

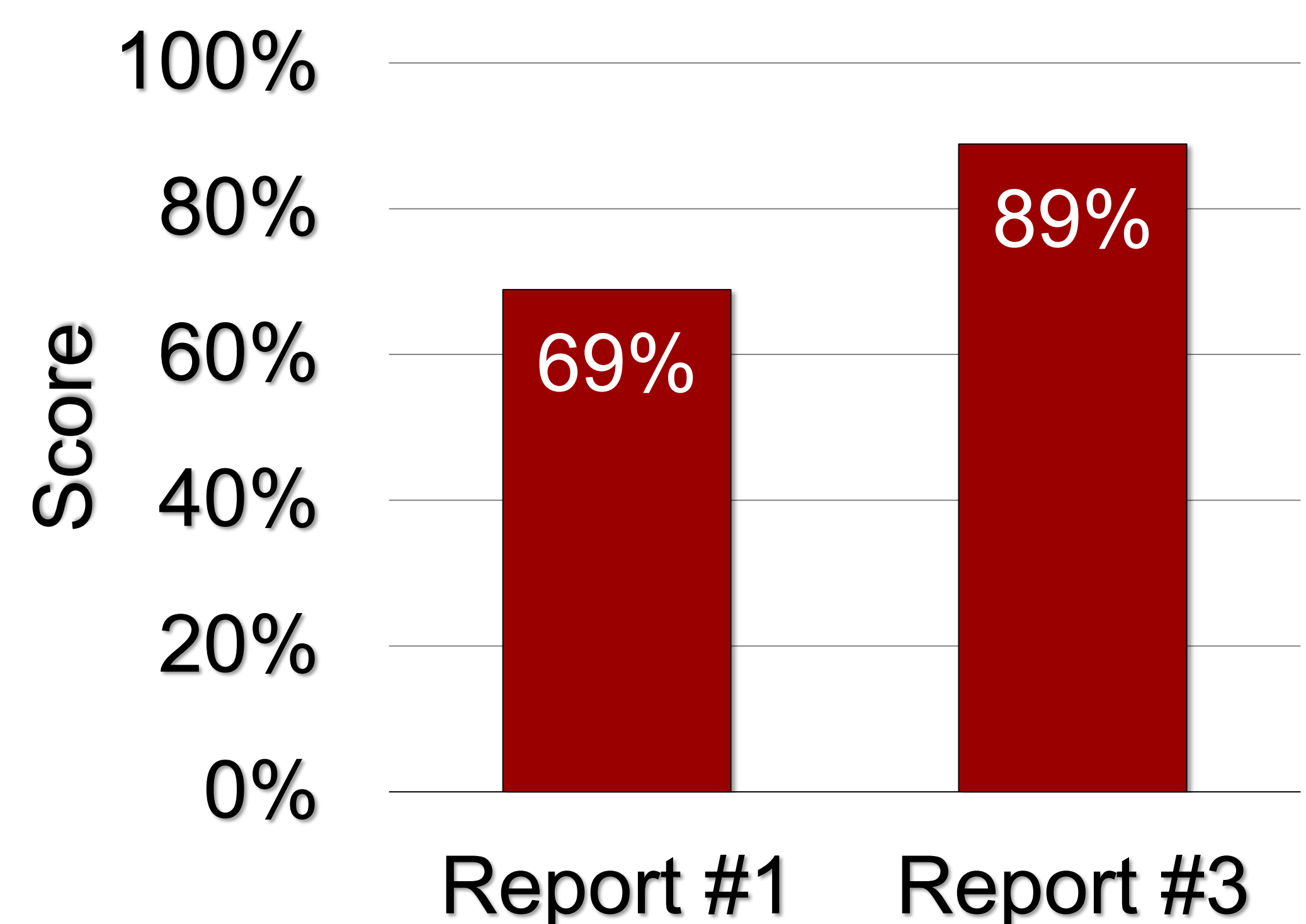


Lessons Learned

- Activities could be integrated into the course structure
- Abstract practice was well-received by students
- Currently all students wrote reports in groups, individual reports would provide better assessment
- Open questions remain:
 - Was the gain really due to the interventions?
 - Were certain interventions more effective?
 - Might other interventions (peer review) be more effective?

Project Evaluation

- Preliminary results
- Random subset of reports (6 total) graded per the rubric by Webler & Weiss
- Apparent improvement, can't attribute yet to interventions, can't yet conclude about relative effectiveness (future work!)



Abstract Practice Details

- Opportunity for low-stakes practice of lecture content
- Abstracts are the most important part of a report
- **Prompt:** Write a 150 word abstract for a hypothetical paper. The study can be something you attempted in research or something with completely fictitious motivation/methods/results. Use the guidance from lecture
- Abstracts were submitted and graded. Instructor feedback was provided



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