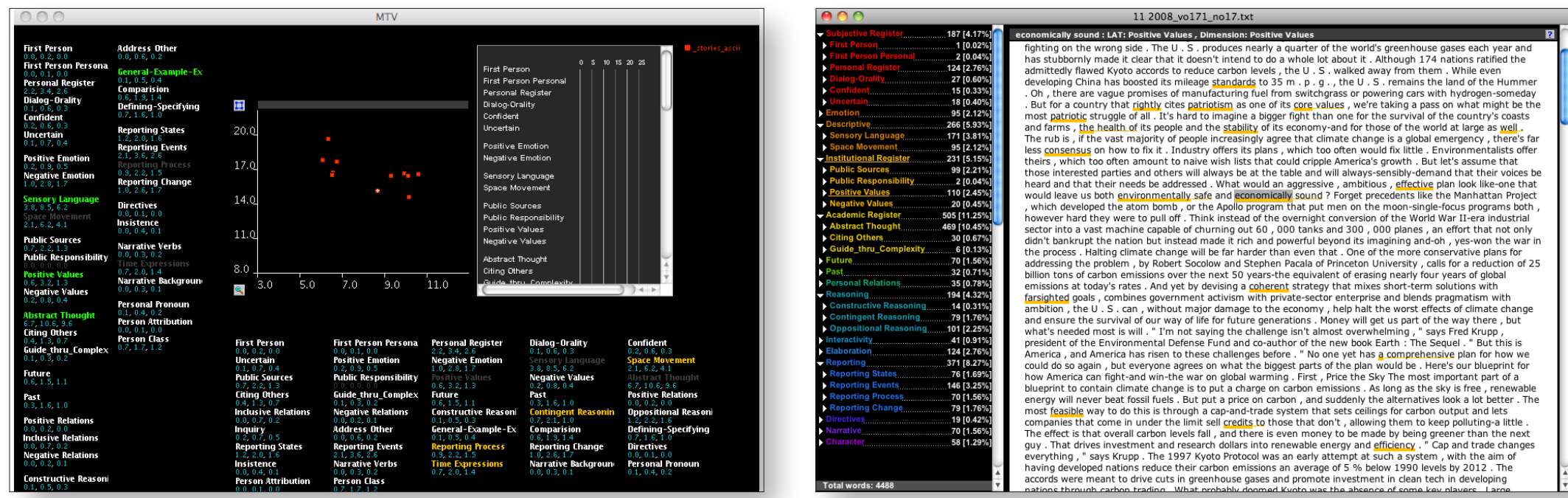


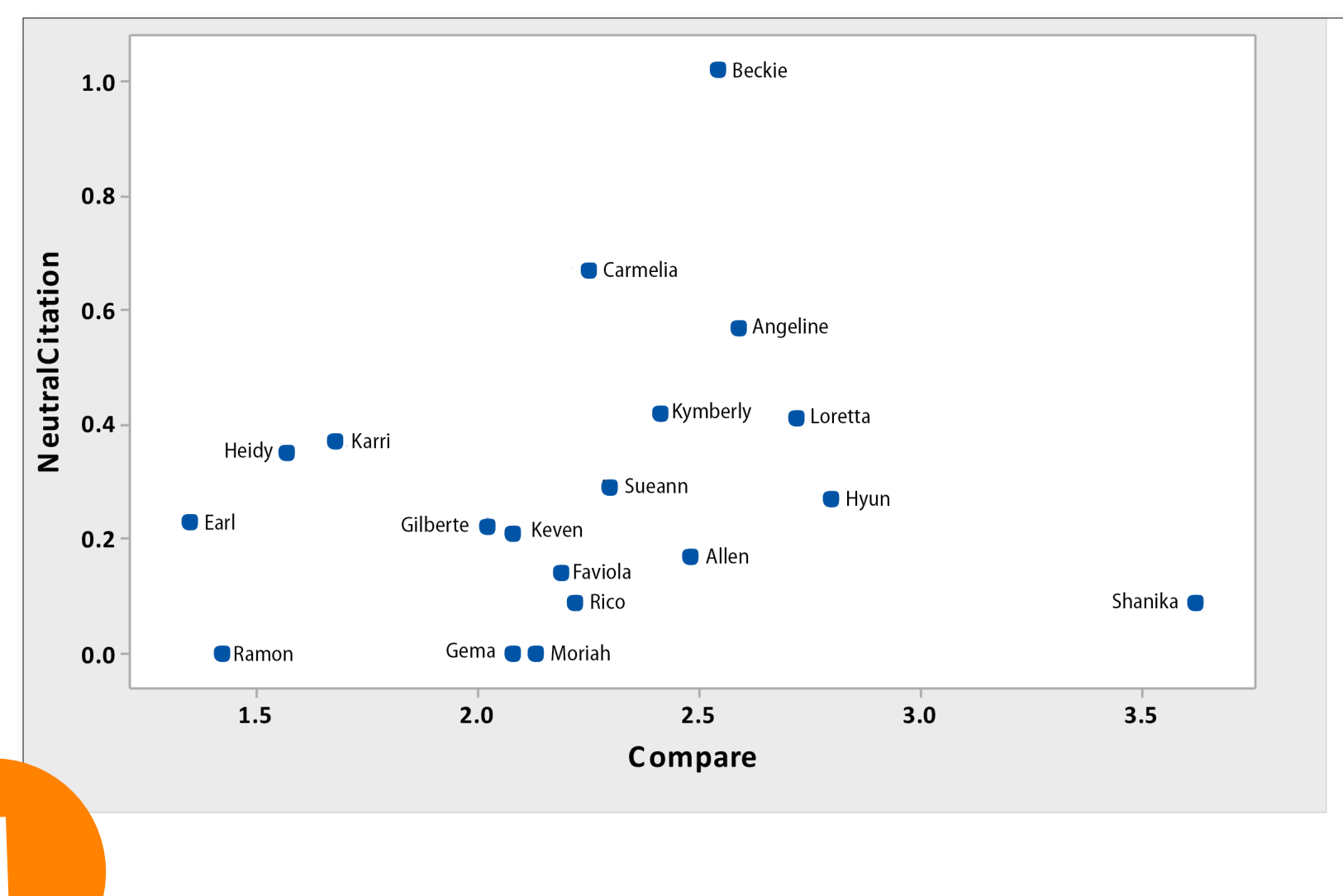
Improving Writing Instruction in Carnegie Mellon's Core Writing Courses

Computer-Aided Learning Tool to Help Students Notice and Reflect on Composition Decisions in Their Writing and to Become Resultantly More Self-Aware and Reflective Writers



Analyze

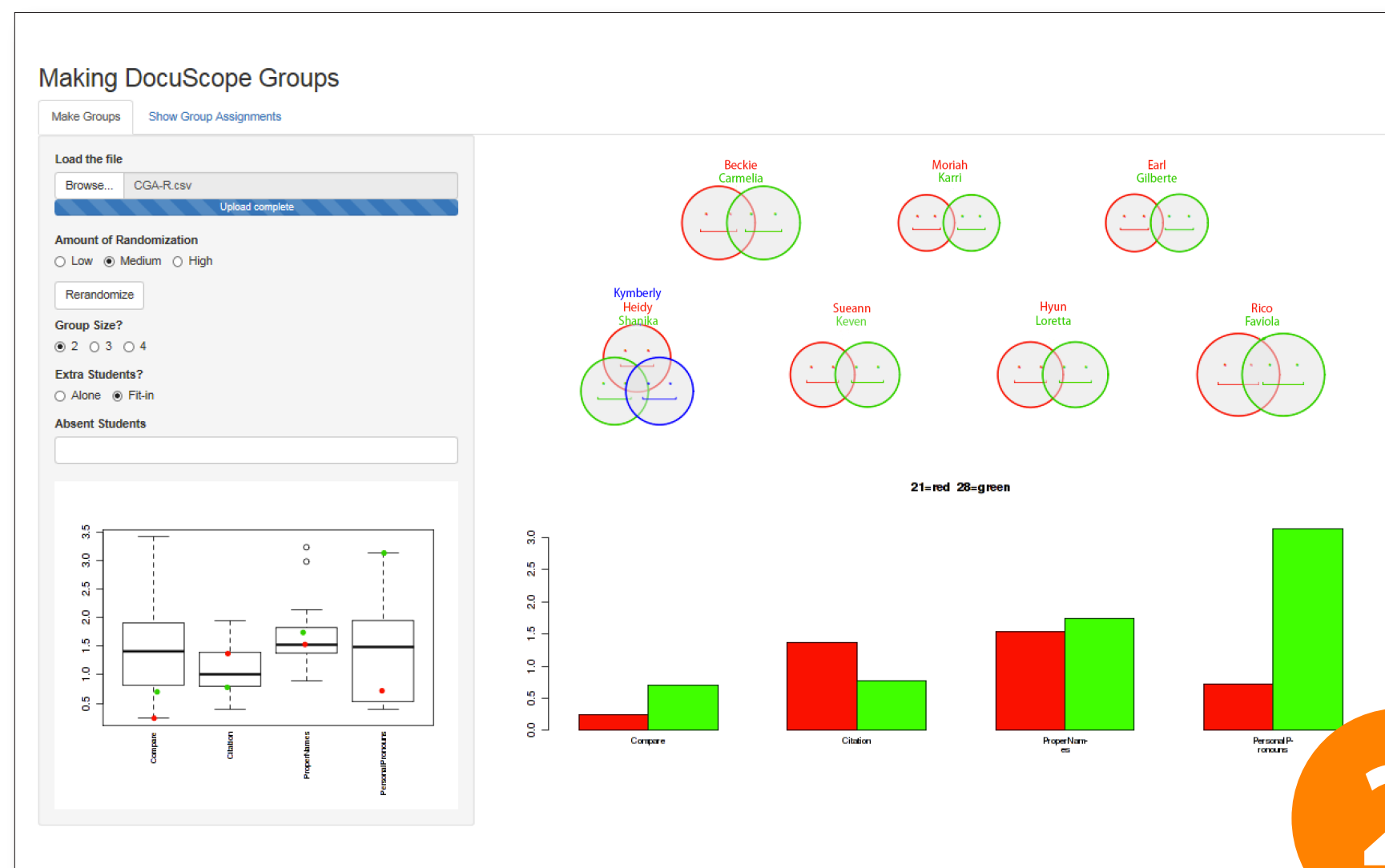
Using *DocuScope*—a Computer-Aided Corpus-based tool for Rhetorical Analysis—we identify key rhetorical strategies that students are expected to use in particular genres based upon historical data.



1 Engage

Engage

Through the visualization of differences in the communication strategies underlying students' drafts, we engage students in reflecting on the choices they made during the drafting process.



2 Match

Based on a statistical analysis of rhetorical strategies found by *DocuScope*, we pair/group students who used different strategies.

3 Discuss

Using a personalized analysis report on their writing, students compare and discuss their writing with their matched classmates who used significantly different rhetorical strategies.

Comparison
References comparison words like "compare," "same," "different"; comparative terms with "than" or "less than".
• You, on average, 25.90 patterns were used per 1,000 words

Citation
Refers to words citing the words and work of others such as "that," "she demonstrated that"; and parenthetical citations.
• You, on average, 20.40 patterns were used per 1,000 words

Proper Names
Refers to proper names.
• You, on average, more than 60,000 given

Project Design

Assignments

76-101 Interpretation and Argument

- Comparative Genre Analysis
- Research Proposal
- Research Contribution

76-270 Writing for the Professions

- Cover Letter
- Policy / Grant Proposal

Evaluation

Evaluation Question	Data	Method(s)
To what extent does the TEL environment enhance students' textual awareness?	<ul style="list-style-type: none"> Grading rubrics from both control and experimental groups. 	<ul style="list-style-type: none"> Quantitative analysis of the differences between the experimental and control groups. Qualitative/Quantitative analysis of the survey data.
To what extent is the TEL environment effectively integrated into the instruction?	<ul style="list-style-type: none"> Interview of the students who used the TEL environment. Interview of the instructors who used the TEL environment. 	<ul style="list-style-type: none"> Qualitative analysis of the interview data.