

## Crow, the Corpus & Repository of Writing

Crow is a web-based platform which combines a corpus of student writing from first year composition with a repository of pedagogical materials. Targeting issues of isolation and missed opportunities of collaboration, Crow will provide a web-based platform that integrates research, professional development, pedagogical resources, and interdisciplinary and interinstitutional communication. Crow now spans multiple institutions with a research team composed of faculty, graduate researchers, and undergraduate students in Rhetoric and Composition, Second Language Studies, Applied Linguistics, Corpus Linguistics, Experience Architecture, and Professional Writing.

The Crow team has been selected for the Humanities Without Walls Changing Climate Initiative (\$142,000), and numerous individual grants won by its team members. A symposium of writing research highlighting the core values of Crow—interdisciplinarity, digital humanities, and methodological rigor, will be held in at Purdue in West Lafayette, Indiana in October 2018.

Crow has six goals:

1. Building a corpus and repository of student writing and pedagogical artifacts such as syllabi, activities, and assignments.
2. Offering researchers and instructors across writing studies (applied linguistics, rhetoric and composition, etc.) a web-based platform for research and professional development.
3. Developing a database which allows contributors and researchers to articulate connections between corpus and repository.
4. Providing a means of instructors and researchers to share data (artifacts, writing samples) intra and inter-institutionally.
5. Providing multiple interfaces which support multiple approaches toward research and professional development
6. Supporting research and professional development projects which showcase the potential of interdisciplinary collaborative work.

Crow will support a variety of research methods to consider writing and the interactions between student writing, classroom practices, and curricular structures: for example, research in the persuasive functions of writing, the relationships between language choices writers make and common forms of writing, and valuable institutional work associated with teaching writing.

By providing ways to analyze not only large numbers of student texts, but also the course materials supporting them, Crow will facilitate the replication and extension of large scale studies like Lunsford & Lunsford (2008) or Jameison (2013). An interface which makes searching for course materials such as syllabi will provide newer instructors valuable access to helpful examples, while offering experienced instructors a vehicle for sharing pedagogical successes. Finally, investigating the relationships between instructional approaches and writing, made possible by Crow's connection of student writing and teaching materials, will benefit both research and professional development.

Learn more at <http://writecrow.org/> or by contacting [info@writecrow.org](mailto:info@writecrow.org).