

Alumni Annotations

A WRITING LAB ALUMNI NEWSLETTER



Purdue Writing Lab
Heavilon Hall 226
(765) 494-3723
writing.lab@purdue.edu


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UNIVERSITY.
College of Liberal Arts

WRITING LAB ADMIN STAFF

Dr. Harry Denny
Faculty Director

Dr. Vicki Kennell
Associate Director of Graduate Tutor
Education/ESL

Dr. Michael Reich
Associate Director of Undergrad
Tutor Education

Sadie Spencer
Associate Administrative Assistant

Michael Wakolbinger
Senior Administrative Assistant

Garrett Colón
Assistant Director of OWL Content
Development

Elizabeth Geib
WAC and Workshop Assistant
Director


Mitch Hobza
Assistant Director of Undergraduate
Tutor Education

Isaac Wang
Assistant Director of Undergraduate
Tutor Education

CONTACT US

If you would like to contribute to future issues of this newsletter, please contact the newsletter's editor, Michael Wakolbinger (mwakolbi@purdue.edu).

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Congratulations to Dr. Harry Denny for being promoted to full professor!



Congratulations to Tammy Conard-Salvo on her new position as Assistant Director for Diversity, Equity and Inclusion in the College of Health and Human Services!

Message from the Director



This fall marks the usual academic year renewal: Thousands of first-years wandering campus as they transition from Boiler Gold Rush to fully-fledged college students navigating course and social activities. However, the 2021 version is remarkable because the Writing Lab returned to some semblance of normal. We're back to meeting students in Heavilon and across campus at our satellite locations, and the space is back to its typical buzz and hum with sessions happening face-to-face and online.

We're also marking significant departures and arrivals. Tammy Conard-Salvo has left the Writing Lab for a new position as Assistant Director of Diversity, Equity, and Inclusion in the College of Health and Human Sciences. We all miss her and wish her well in this professional opportunity and challenge. After a national search, we are excited to welcome Dr. Michael Reich, who assumes the position of Associate Director for Undergraduate Education. Michael brings years of experience mentoring and teaching writers as well as a love for creating poetry and fiction.

This fall also brings a crop of undergraduate writing consultant visitors from Universidad del Norte (Uninorte) in Barranquilla, Colombia. These women are part of a larger exchange between Universidad del Norte and Purdue that was funded through a US State Department 100,000 America's grant to support the creation of writing centers and peer mentoring around writing in Central and South America. In the first part, Curtis Jewell and Mitch Hobza visited Uninorte during the fateful Spring 2020 term, which was cut short because of the emergence of the global coronavirus pandemic.

While COVID-19 has forced so many changes over the last couple years, it has created opportunities for innovation and outreach. During the Spring 2021 semester and continuing this academic year, the Writing Lab is partnering with Purdue Polytechnic High School to support its students around writing. Much of these students' coursework is project-based with integration of multiple discipline to guide their activities. Writing consultants from West Lafayette will be joining these students from South Bend and Indianapolis for discussion and collaboration, whether for their academic subjects or application writing for college.

Just as our 10,000 new first-years each have their own stories and bring excitement to campus, all the activity and energy that our students bring to the everyday life of the Writing Lab makes our space one of the most dynamic around. We're so very excited to be inching back to what we cherish the most: Writers, students, faculty, administration celebrating collaboration, learning, and research.

A handwritten signature in cursive script that reads "Harry C. Denny".

Harry Denny
Director, Writing Lab
Professor, English

“ ...ALL THE ACTIVITY AND ENERGY THAT OUR STUDENTS BRING TO THE EVERYDAY LIFE OF THE WRITING LAB MAKES OUR SPACE ONE OF THE MOST DYNAMIC AROUND. ”

Congratulations!

INTERNAL WRITING LAB AWARDS

Spring 2021 Outstanding Newcomer— Logan Akinwale
 Spring 2021 Outstanding Newcomer— Emily Brown
 Spring 2021 Outstanding Newcomer— Kanika Garg
 Spring 2021 Outstanding Newcomer— Quinn Houlihan
 Spring 2021 Outstanding UTA Tutor— Kanti Bharat
 Spring 2021 Outstanding GTA Tutor— Vanessa Iacocca
 Spring 2021 Outstanding GTA Tutor— Marisa Bryans
 Spring 2021 UTA Leadership Award— Hafsa Farooq & Gabriel Porter
 Spring 2021 GTA Leadership Award— Elizabeth Geib
 Spring 2021 GTA Leadership Award— Brandon Rdzak
 2021 Tutor of the Year— Brian Czyzyk



DISSERTATION DEFENSES

In August 2021, Curtis Jewell successfully defended his dissertation, "Chamoru Uncertainty: Revitalization Rhetoric in Decolonial Settings."

PUBLICATIONS

Geib, Elizabeth, & Towle, Beth. (November 2021). Who Mentors the Mentors?: How Writing Pedagogy, Labor, and Administration Status Impact Methodologies. In *Mentorship and Methodology: Reflections, Praxis, and Futures*. Leigh Gruwell and Charles Lesh (Eds).

CONFERENCES

Geib, Elizabeth, & Allison Wade. (November 2021). "Literacy in Hard-to-reach Populations: Community Engagement Beyond the Writing Center." National Conference on Peer Tutoring in Writing. Virtual.

Kennell, Vicki and Hobza, Mitch. (June 2021). "Making It Your Own: Developing and Administrating Graduate Writing Retreats" (2021). Workshop for the Consortium on Graduate Communications Virtual Summer Institute. Virtual.

IN THE NEWS

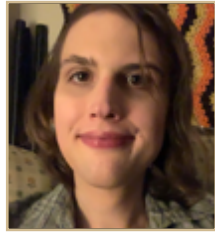
Durrani, Anayat. "3 Academic Writing Tips for International Students." *U.S. News*, 26 Aug. 2021, www.usnews.com/education/best-colleges/articles/academic-writing-tips-for-international-students.



Who is New in the Lab



Alec



Amy



Andrea



Ayla



Carri Jane



Emylee



Eric J



Eric W



Erika



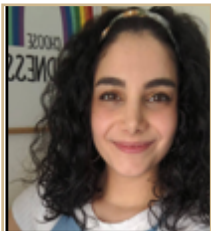
Erin M



Erin W



Garrett



Ghada



Grace A



Grace H



Jacob



Jacqueline



Jeeyoung



Kanika



Phineas



Reagan



Ryan



Tyler

Not Pictured:

*Blake, Bryce,
Erin P., Jimena,
Jk Anowe,
Saleha, Storm,
Weiji*



Hoots from the OWL

GARRETT COLÓN, ASSISTANT DIRECTOR OF CONTENT DEVELOPMENT



Garrett Colón

As we continue to co-navigate the COVID-19 pandemic, the OWL team remains consciously committed to providing resources that support students, teachers, and writers as they maneuver through new and familiar learning and working environments. With virtual and online elements still very much a part of the teaching and learning landscape, we continue to draw attention to our Remote Teaching Resource Portal, where there are several materials, resources, and insights to consider.

In my role, I've been fortunate enough to take on remarkable opportunities by partnering and collaborating with several dedicated faculty, staff, and students who embrace a shared fundamental vision: continued success for the OWL. As our team continues to develop new content that reflects the needs and interests of our community and constituents alike, we have recognized and responded to salient matters pertaining to the site that have been voiced to us. One of the major areas we're focusing on is site usability and accessibility. We're continuing to devote a large part of our energy toward designing a more navigable, accessible, and engaging space that is motivated by several intertwined factors, largely apropos of the growth in both the sheer amount of content the OWL houses and the number of people who utilize it. We're also working hard to bring more secondary teaching and learning content to the OWL by gauging what kinds of resources are needed. This wouldn't be possible without the help of several education professionals, across a range of experience levels, who have remained open to deliberating with us and exchanging ideas about how to approach this work.

Beyond these large-scale efforts, we continue to ensure that our priorities for the OWL are informed by the people (on our campus and around the world) who continue to uphold the Purdue OWL as the trusted resource that it has been for 27 years. The OWL simply couldn't have the impact it does without the contributions of the many. As we move forward along our trajectory, we strive to continue growing our community and optimizing our content by remaining attentive, responsive, and collaborative in all that we do.



Current Tutor Spotlights

JADA JOHNSON, UTA



Jada Johnson

I was greeted by the yellows, oranges, and blues of the chairs speckling the room. This is my third semester working in the Writing Lab, including the summer, and almost everything is completely new. On my first day in the physical Writing Lab, the colors brought a warmth and coziness to the space, perhaps in how different they were from the bleak, sterile classroom spaces. The pencils, erasers, tissues, and hand sanitizer dotting the tables showed a deep consideration for everyone in the space, tutors and writers alike. The

lab stretched itself out in a larger space than I had imagined. It was configured differently than how I'd remembered.

The last two semesters, I worked remotely and all of my appointments were e-tutoring. Tutoring for me was a sit down at my desk or on my bed, open my laptop, clock in, check for appointments, read and comment, and clock out routine. That was work (besides the occasional meeting, of course). My only experience with the physical space then was what existed in my memory of a very brief visit with Vicki my freshman year and in the few pictures and videos I had seen of it.

When I got there, I was given a name tag and a chance to meet our newest Michael, who was already happy to chat about concerns, strategies, and sessions. When I was sitting near Harry's office, where the bookshelves enfolded a table, I was amazed! There were books on tutoring and pretty much any kind of writing: theses, fiction, and much more. I realized that I recognized that little library corner. I had seen it in one of the observation videos I had watched during online L2 training. That bit of familiarity made me feel more comfortable in the space and gave that memory the physical context it was missing.

It wasn't until my second work week in the lab that I got my first online and face-to-face appointments. It took me a few minutes to get my bearings during both. Strategies shared by other tutors and discussed during our tutoring practicum course came floating back to me. I plucked a few from my memory to get started.

The online appointment didn't seem so different from e-tutoring, with the screen between us, but my location was completely different. I wasn't alone in a place where I normally did homework, I was in a bright and comfortable space, surrounded by supportive members of the Writing Lab. Help was only a short walk and question away.

Even so, the face-to-face session required more adjustment on my part. I was paying more attention to how I was sitting, where I was looking, my volume, and what gestures I was making. I was also trying to discern how they perceived me, ensure that they were engaged, and glean if what I was doing was helpful. Both writers said that our session helped. Those sessions helped me, too, because now I feel more established and confident tutoring in the Writing Lab.

ELIZABETH GEIB CHAVIN, ASSISTANT DIRECTOR OF WAC & WORKSHOPS



Elizabeth Geib Chavin

In just a few short months, my time at the Purdue Writing Lab will come to a close as I open new opportunities for working with students, staff, and faculty at a new institution. Over the past seven years I have been a graduate tutor, Assistant Director for Undergraduate Tutor Education, Assistant Director for Writing Across the Curriculum and Workshops, and collaborated on several conference presentations and special projects with Writing Lab affiliates. As I reflect on my experience, I am filled with gratitude to be a part of a community that genuinely cares about the betterment of students on campus. My proudest moments occurred while mentoring prospective undergraduate tutors and seeing them prosper in their own sessions as they apply their own perspective and expertise in aiding students' confidence and agency in writing. I am also honored to have worked with faculty from nearly every disciplinary college on campus as we work together to implement sustainable writing instruction in their classrooms.

As I envision the years to come, I think about my lessons learned as a teacher, tutor, administrator, and scholar. Writing centers are transformative spaces where growing professionals challenge themselves to be better listeners, communicators, and advocates for the communities they associate with. At the same time, institutional spaces have their own set of challenges. Students, tutors, administrators, and faculty all juggle demanding workloads and writing requirements while also managing personal obstacles—whether dealing with their distant home-life, maintaining relationships in their communities, managing mental health, or navigating discriminatory moments that threaten their ability to fit in. Because writing is a vulnerable act, writing center affiliates must approach writing support with empathy, always meeting folks where they are in the moment, and adapting to the circumstantial climate. I am proud that my writing lab colleagues work everyday to make our space more inclusive and equitable, and I'm privileged to have learned from the very best. I'm excited for the future of writing centers and look forward to taking part in that continual growth.



Who is the New Guy

MICHAEL REICH, ASSOCIATE DIRECTOR OF UNDERGRADUATE TUTOR EDUCATION



Michael Reich

Hey everyone! My name is Michael Reich, and I'm the new Associate Director for undergraduate education of the Lab.

While I've mainly been teaching composition for the past few years, my career started in writing centers back in 2008 when I landed my first tutor gig at Stony Brook University. Even though I moved from being a tutor to teaching writing in 2013, the value of tutoring never left my radar. I made sure to run my composition classes around a conferencing model where I met with students individually for each paper to help them develop their ideas and understanding of the writing process.

When I started my doctorate, I worked in Writing Centers again, presenting at NEWCA and IWCA. I also helped get graduate students represented on the IWCA board, being part of a joint effort with Rebecca Hallman Martini to create IWCA-GO, the first recognized IWCA graduate student organization. Any GTA's looking for community, I would suggest checking that out!

After finishing my PhD amidst the long haul of COVID, teaching virtually for a year and really seeing no one but family, working in a writing center environment is a welcome change. I'm excited at the prospect of being in person and working one on one instead of behind a computer screen talking to large swaths of blank Zoom screens (although thankfully I must say, most of the classes I taught were filled with camera happy students!).

As the associate director for undergraduate education, I'll be involved in a range of activities, from developing, updating, and assessing the tutor staff education, to supporting recruitment, training UTA's, collaborating with the writing lab staff to address outreach and everyday logistics of the lab, as well as developing research initiatives in coordination with Harry, one of which I hope will be centered around the work of my dissertation involving how to utilize the principles of deliberative democracy and improvisation to create more effective tutoring sessions.

Universidad del Norte

In the spring of 2020 two graduate teaching assistants of the Purdue Writing Lab visited the Universidad del Norte in Barranquilla, Colombia as part of the 100K America research grant. They were part of a research project entitled: "Translanguaging: A Writing Laboratories Academic Exchange." After being delayed for a year due to COVID-19, Purdue is hosting five undergraduate students who work at Universidad del Norte's writing center (El Centro de Escritura) so they can experience and be mentored in the Purdue Writing Lab.



**Gabriela
Alvarez-Correa
Camargo**

My name is Gabriela, I'm 23 years old, and I'm a visiting student with the Writing Lab at Purdue. My field of study is international relations, and I'm very passionate about art, culture, languages, traveling, and diversity; and my academic interests are leaning towards democracy and human rights. I hope my time in the Writing Lab helps my writing center back in Colombia to grow and acquire new techniques, and also helps me grow as a person and as a writer!



**Isabella Visbal
Narvaez**

I study Modern Languages and Culture at Universidad del Norte in Barranquilla, Colombia. I love to learn languages and make friends. My hobbies include books, crochet and Netflix. The experience in the US this past month has been challenging and amazing so far.



**Karely
Guerrero Ariza**

My name is Karely. I am 21 years old, I am from Barranquilla - Colombia, and I'm a visiting student with the Writing Lab at Purdue. I am in the last semester of Law while doing an advanced course in civil and family rights. I spend my free time listening to music, doing karaoke, and watching series (I love those about crimes and mysteries). I hope this time in the writing lab allows me to improve my writing and tutoring skills while learning more about a new culture.



**Karla Medina
Escorcía**

My name is Karla Medina and I am a visiting student in the Writing Lab at Purdue. Currently completing my studies in Modern Languages and Culture. I am passionate about linguistics, art, and literature. I hope to learn more about the writing process and its techniques in this experience.



**Milenis
Morales Freyle**

My name is Milenis. I am 20 years old and I am from Barranquilla, Colombia. I'm at the Purdue Writing Lab as a visiting student from Universidad del Norte's ECO Writing Center. I study Social Communication and Journalism, and this is my last semester. I enjoy reading novels, watching movies, and listening to music. I'm looking forward to improving my writing skills as I learn about other cultures and try new storytelling styles.

Current Writing Consultants

GRADUATE TUTORS

Kanika Ahuja (Creative Writing)
 Jacqueline Borchert (TTT program)
 Blake Chernin (Creative Writing)
 Jeeyoung Choi (Literature, Theory, Culture)
 Grace Humphreys (Literature, Theory, Culture)
 Saleha Irfan (Creative Writing)
 Amy Jackson (Creative Writing)
 Eric Joseph (Scholz) (Rhetoric and Composition)
 Erin McNulty (Literature, Theory, Culture)
 Anthony Okafor (Creative Writing)
 Erin Paulson (Literature, Theory, Culture)
 Ghada Seif Eddine (Rhetoric and Composition)
 Carri Tenniswood (Literature, Theory, Culture)
 Weiji Wang (Creative Writing)
 Ayla Wilder (Literature, Theory, Culture)
 Eric Wisz (Rhetoric and Composition)

UNDERGRADUATE TUTORS

Sravya Ambadipudi (Pharmaceutical Sciences)
 Olivia Buttz (English Literature)
 Rachel Byrnside (English Literature)
 Lydia Chrisman (Professional Writing)
 Bryce Colón (Pharmaceutical Sciences & Sociology)
 Sophia Craig (English Literature & Creative Writing)
 Leah Criss (English, Global Context, & Linguistics)
 Ryan Day (Civil Engineering & Political Science)
 Hafsa Farooq (English, Communication, & Creative Writing)
 Kanika Garg (Psychology)
 Andrea Gibson Duperry (Industrial Engineering)
 Vanessa Heltzel (Creative Writing)
 Roni Heyman (Brain and Behavioral Science)
 Quinn Houlihan (Anthropology & Women, Gender, and Sexuality Studies)
 Jada Johnson (Creative Writing)
 Jimena Lopez (General Management)
 Alec Lui (Civil Engineering)
 Aurora Lyons (Professional Writing)
 Pulkit Manchanda (English)
 Erika Martinez (English Literature & Psychological Sciences)
 Jenni Martinez (Professional Writing & Political Science)

Phineas Mccarty (Finance)
 Jillian Navarra (Pre-Med: Health & Disease)
 Kelly Nicholson (Marketing & German)
 Tyler Rockey (Professional Writing)
 Milo Scheulen (Nuclear Engineering)
 Fayth Schutter (Professional Writing & Mass Communication)
 Phoebe Soldi (Wildlife & Aquatic Sciences)
 Storm Sorrentino (English)
 Emylee States (Japanese & Asian Studies)
 Allison Wade (Political Science & Human Services)
 Erin Walker (Psychology & Creative Writing)
 Crystal Webb (English Literature & Creative Writing)
 Eileen Yan (Environmental Health Science)

FRONT DESK STAFF

Grace Albright (Psychology)
 Jakob Dieffenbach (First Year Engineering)
 Reagan O'Farrell (Law & Society & Creative Writing)

Support the Writing Lab

In 1976, the Writing Lab was founded as a one-room space with only three consultants. Since then, we've expanded our space and our services and now serve as a model for an international community of writing centers and composition scholars. Your tax-deductible donation will help us better serve Purdue students on campus and beyond, as well as serve our global friends online who use the OWL (Online Writing Lab).

To make your donation online, [PLEASE CLICK HERE](#).

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