



Message from the Director

What a year? What a month? What a week? What a day? Since the coronavirus overtook our lives on campus and beyond, I am amazed by the shifting chunks of time that take my breath away: Watching an insurrection at the US Capital live on streaming news, witnessing election night morph into an election week, listening to protests last summer in downtown Lafayette from my backyard devolve into riots with flash grenades booming and echoing, and daily clicking from one Zoom video conference, meeting, or class to another.

The Writing Lab is marching toward a full year of adapting to and circulating around all these currents. Our staff and writing consultants have stepped up and continue to make the experiences of teaching, learning, and collaborating with writers from across the university productive and amazing. We are largely operating from three major apps to ensure we meet our campus writers and consultants where they are and where they can maintain relatively safe conditions. WOnline continues as our platform that enables writing consultants and our clients to make appointments and reflect on sessions. Microsoft Teams has become our virtual office space, where writing consultants and professional staff alike can support one another, engage in live chats, and share files with one another. Most of our group meetings happen via Zoom or Webex video conferencing, both of which can be glitchy depending on people's local connections or campus bandwidth. Last summer, Purdue shifted from Blackboard to Brightspace as its campus learning management system. While the functionality and feel of Brightspace is a departure from the familiar on Blackboard, there the Writing Lab is well integrated across campus as a featured student support resource/link.

A day doesn't pass where I'm not left humbled by and proud of our crew and the dexterity with which they not only have risen to the challenge of all these technologies, but do it with good grace and commitment to empathy and excellence around mentoring writers across disciplines and community. I'm also struck by how committed they each are for supporting one another across these devices, one moment problem solving issues of connectivity and another moment counseling each other on pedagogical dynamics in our challenging environment. All the while, our writing consultants continue with their own studies and research. Imagine a typical day, often sequestered at home virtually moving from their own courses to consulting writers to managing the everyday challenge of COVID-19 life. Many of our students are maintaining a residential campus experience, which translates to the usual travel to courses, all the while maintaining social distancing, masking, virus mitigation, returning to dorm life, the "routine" of virtual meetings and remote learning. I'm also filled with respect for our staff (Tammy, Vicki, Sadie, and Michael) who keep us on track with staff education, operations, their own (in)formal support, all the while negotiating the home challenges of family, partners, and the world while apart from campus.

As I often say in these notes, our Writing

"...ONE MOMENT PROBLEM SOLVING ISSUES OF CONNECTIVITY AND ANOTHER MOMENT COUNSELING EACH OTHER ON PEDAGOGICAL DYNAMICS IN OUR CHALLENGING ENVIRONMENT...."

Our Alumni Annotations newsletter is published and emailed twice per year. If you are not receiving the Alumni Annotations newsletter, or would like to contribute to our publication, please contact our secretary Michael Wakolbinger at mwakolbi@purdue.edu.



Lab and everyone who circulates through it represent so much of what's great about Purdue, the larger world of writing centers, and our little corner of Indiana. Nobody knows whether the pandemic's end is on the horizon and a return to some semblance of the former "normal" is coming, but I do know our team continues to do us all proud.

Harry Denny
Director, Writing Lab
Associate Professor, English

Congratulations!

AWARDS

Fall 2020 Outstanding Newcomer— Shannon Campbell
 Fall 2020 Outstanding Newcomer— Kate O'Donoghue
 Fall 2020 Outstanding Newcomer— Fernando Perez
 Fall 2020 Outstanding UTA Consultant— Rianna Bush
 Fall 2020 Outstanding UTA Consultant— Hafsa Farooq
 Fall 2020 Outstanding GTA Consultant— Heather Murton
 Fall 2020 Outstanding GTA Consultant— Kelsey Wort
 Fall 2020 GTA Leadership Award— Mitch Hobza
 Fall 2020 GTA Leadership Award— Isaac Wang
 Fall 2020 UTA Leadership Award— Helen Zoss



DISSERTATION DEFENSES



In January, Sungae Kim successfully defended her dissertation, "Emergent Bilinguals' Language and Literacy Use across Different Contexts."



Victoria Ruiz plans this semester to defend her dissertation, "The Rhetoric of Everyday-Entrepreneurship: Reframing Entrepreneurial Identity & Citizenship."

RECENT PUBLICATIONS

Hobza, Mitch, and Harry Denny. "Category is. . . Queer Theory, Queering Research, and Queerer Centers." *Theories and Methods of Writing Center Studies: A Practice Guide*, edited by Jo Mackiewicz and Rebecca Babcock, New York/London, Routledge, 2020, pp. 40-47.

New Faces Around the Lab



Aurora



Catherine



Catie



Crystal



Emily



Isabella



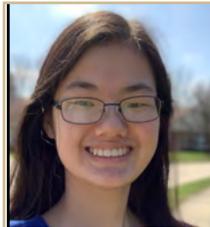
Jada



Jillian



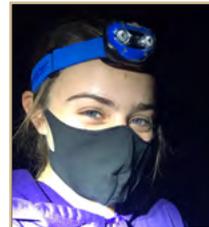
Kanika



Leah



Lydia



Phoebe



Quinn



Rachel



Ryan



Vanessa H.

Not Pictured: Jenni, Logan, Roni





Message from the OWL

VICTORIA RUIZ AND KIM BROUGHTON, ASSISTANT DIRECTORS OF CONTENT DEVELOPMENT

We think it's safe to say that, in collective solidarity with the rest of the world, we're still adjusting to the "new normal" that COVID has imposed. That said, the past semester brought with it a flurry of innovative responses to new OWL content development that works in conjunction with the precautionary procedures in place by our university and the virtual context of business these days. The success of the OWL, as you know, is reflective of a team effort that would not be possible without the unwavering dedication of our developers—whom we are extremely grateful for. As we outline below, many of the new resources developed this semester are aimed at helping students, instructors, and practitioners navigate the challenges of writing during these extremely complex and unprecedented times.

The static OWL content developed in Fall 2020 sought to address, and in some ways mitigate, the challenges writers face with distance learning, virtual conferences, and limited access to resources that would otherwise be readily available.

- **Students and instructors might benefit most from our new section on "Writing with Feedback." In this resource, Rachel Atherton - PhD candidate and long-time developer for the OWL, offers tools and strategies for providing, interpreting, and writing with feedback from a number of perspectives and in a variety of settings. Information included in this section helps guide writers through being a good peer review partner, best practices for offering different kinds of feedback, suggestions for interpreting feedback, and ways to approach writing with feedback on a manuscript.**
- **Additionally, the OWL now has an extensive resource on Research Posters, which includes information ranging from content and context, formatting, examples for supplementary handouts, and more. Writing Lab Consultant Lauren MacKenzie sought to develop a resource that is applicable to many writers across the disciplines and scholars preparing to present to wider audiences.**

Vidcasts produced in Fall 2020 largely centered on writing instruction and support for graduate students, along with general updates in research and citation practices.

- **Video resources were also provided to document the most recent changes in the APA 7th edition. Graduate tutors - Kaden Milliren and Allysa Fernandez, and undergraduate tutors - Sophia Craig and Gabe Porter, illustrate how to write in-text citations and format reference lists according to new guidelines.**
- **"Writing Groups and How to Form Them" is another video dedicated to graduate students, particularly those developing their theses or dissertations. Here, Dr. Vicki Kennell partners with graduate writing consultants — Shannon Campbell, Elizabeth Geib, Heather Murton, and**

Victoria “Eugie” Ruiz — to provide graduate students strategies for writing and revising their documents. Topics in this video cover goal setting, structure, membership, and advice from personal experiences. This video was developed in lieu of an in-person workshop.

Furthermore, static and video resources were also developed to support graduate writing. Collaborative efforts ensured the production of a dedicated OWL section that invites graduate writers to engage with resources that cover a range of topics relevant to graduate-level writing and the process of becoming a scholarly writer within a particular field. Here we present the Introduction to Graduate Writing series, which specifically focuses on students who are in the beginning stages of their graduate studies and are becoming familiar with the conventions and conversations of their field — led by Dr. Vicki Kennell - Associate Director of the Writing Lab and Heather Murton - PhD candidate and Writing Lab Consultant. The graduate writing section also offers users a virtual Intensive Writing Experience (IWE) dedicated to thesis and dissertation writers. Not to mention, more is being done to update the available information on graduate writing topics and genres.

As we continue to navigate the challenges imposed by the Covid-19 pandemic and distance learning, plans are in the works to collaborate with instructors across the university to determine how the OWL can best support instructors, students, and practitioners through future content development. As always, we remain committed to serving our local and global constituents, and hope our resources will continue to assist you through this ever-changing learning environment.

Regards,
Victoria & Kim



Kim



Victoria

Writing Lab Alumni Spotlight

DR. JANE E. ROSE, FORMER GTA

Dr. Jane E. Rose is a professor of English at Purdue University Northwest (Westville Campus). For the past 24 years, she has been teaching first-year composition and courses in American literature often with a focus on race and gender. She earned her Ph.D. in American Studies with an emphasis in American Literature in 1992. She is grateful to the English Department and American Studies Program for shaping her into the teacher and scholar she is today. In particular, she is appreciative of the time spent as a graduate tutor in the Writing Lab and the skills gained from that experience.



Dr. Jane E. Rose

Tutoring in the Purdue Writing Lab taught me the value of one-on-one instruction not only in assisting students to improve their work but also in building their confidence as writers and researchers. Over the years, I have applied the skills I developed as

a tutor in the Writing Lab to my classroom instruction. In first-year composition, I often hold what I call mini conferences or short tutoring sessions during regular class time to review students' work at various stages of the writing process—from prewriting to complete drafts. I have often incorporated tutoring and workshop sessions in literature courses as well. These short conferences have proved to be beneficial in helping students to generate and develop ideas for a writing project, to use academic databases for research, and to revise their writing. Equally important, the individual tutoring sessions help to put students at ease and to establish rapport between the instructor and student, particularly in first-year composition. Many students new to the college scene, including first-generation and non-traditional, may experience difficulty adjusting to college. Using class time for individual conferences on writing assignments can be a means of motivating students and guiding them to success particularly for students who are not adapting well to the college work load and as a result are not keeping up with course assignments. I see my role as a champion of student success, and one way to do that is through individual tutoring sessions.

Using the tutoring skills that I learned so many years ago in the Purdue Writing Lab to work one-on-one with students has proved to be increasingly important to enhance student success in general education courses like first-year composition and therefore to increase retention. This past academic year, the COVID-19 pandemic has brought forth the challenge of teaching composition and literature through Zoom meetings. While in-person teaching is preferable, I have experienced that individualized instruction is also possible virtually over Zoom through appointments, after-class meetings, and office hours. The pandemic has made it increasingly imperative to help students adjust to this new mode for the time being, to aid their success, and to retain them as students. All in all, students become motivated by instructors who exhibit an investment in their individual success. The skills I developed in the Writing Lab have enabled me to demonstrate a personal investment in my students and to enhance their learning.

Current Tutor Spotlights

AURORA LYONS, UTA



Aurora Lyons

I worked as a writing tutor at a community college writing center in Southern California for two years. We were constantly overloaded with students, mainly from first year English or ESL classes. At Purdue, on the other hand, I meet with a larger variety of students, including graduate students, which gives me the opportunity to learn how to write different types of articles, as well as learn more about other majors. One of my favorite parts of tutoring is getting to know people, so having the ability to read numerous types of papers gives me the chance to learn more about different majors as well as graduate programs.

In the short time I worked at the writing center in Southern California, I saw a lot of change. This is largely because the turnover rate of a two-year college is very high, but the stay-at-home order meant we had to change again and develop online tutoring. This proved to be quite a challenge, since we tutored on a walk-in basis and most of our students rented computers in-person. With the switch to online, we originally shifted to appointment-only, but changed it to drop-in Zoom appointments as we realized our students needed something more accessible.

"SINCE WE OFTEN USED PURDUE OWL DURING OUR TUTORING SESSIONS, IT FEELS VERY META THAT I AM NOW TUTORING HERE."

Since we often used Purdue OWL during our tutoring sessions, it feels very meta that I am now tutoring here. Having only started this semester, I haven't tutored that many students. I'm definitely missing the camaraderie of an in-person center, but it's amazing how much the Writing Lab staff does to make up for the lack of camaraderie, with its tutors of various positions providing on-call support, offering weekly meetings, as well as GroupMe. Being able to reach out to someone on Teams during a tutoring session as opposed to emailing them after the fact is very

comforting. At my previous college, a lot of the students would reach out to me on Instagram seeking support because they felt uncomfortable emailing, so incorporating a Tutor Support Channel has made up for the lack of immediate in-person support for online tutors. Having all of these resources takes a lot of the pressure off the tutors and allows us to do our primary job—helping the students. This is huge, as it streamlines online tutoring, which with the disconnect can be a challenge.

In addition to the efficiency of online tutoring, the research opportunities at the Purdue Writing Lab make it so much more than a job, and an incredible opportunity. I'm blown away with the support the tutors receive from all the staff in the Writing Lab. Not only are you connecting with peers and mentors, but you are gaining valuable experience to apply to future jobs.

BRANDON RDZAK, GTA



Brandon Rdzak

When I started out as a tutor at Purdue's Writing Lab in 2019, I was pleasantly surprised by just how multifaceted the position was. I expected to be poring over academic papers and be predominantly concerned with guiding students along with their writing projects.

But I never anticipated that tutoring would come with so much enjoyable variety. There was the stimulating change of scenery afforded to me between tutorials at our primary and satellite locations. In a given week, there were engaging staff meetings, friendly support groups, or collaborative professional development projects. I had opportunities to lead lively conversation groups with English language learners, to conduct collaborative workshops with fellow tutors, and to facilitate amiable writing events for graduate students. It all made for an experience that was anything but monotonous.

Even amid the COVID-19 pandemic, and the subsequent challenges that came with the shift to virtual tutoring, working for the Writing Lab has continued to be stimulating, diverse, and purposeful. In fact, some of the most important experiences I've had have been virtually facilitating writing events, such as last summer's Intensive Writing Experience,

and the more recent Writers' Rooms. In both cases, the events are designed to help writers make progress on their academic projects and improve as writers. More than this, however, the events also provide an online space for writers to break out of the social isolation of quarantine and come together to voice frustrations, share strategies, and discuss the challenges of writing. The whole experience has proven meaningful to both the writers and I, thanks in no small part to the Writing Lab's resilient and inclusive community.

As I prepare to graduate from Purdue later this year, I've also been preparing for unknowns that come with navigating future career paths. But whatever the next chapter of my life holds, I can say confidently that it will be one positively impacted by the Writing Lab.

A Letter from our UTA Co-Coordinators

HAFSA FAROOQ, UTA & GABE PORTER, UTA



Hafsa Farooq

Hafsa: *"I am a junior studying English, communication, and creative writing. I am also minoring in Arabic, linguistics, and religious studies. In addition to being a UTA Co-Coordinator, I co-host a conversation group with L2 speakers and the occasional workshop. Outside of school, I love poetry, painting and my cat Po."*



Gabe Porter

Gabe: *"I'm a senior visual effects major, hoping to go on into an English master's program. As well as being a UTA Co-Coordinator, I'm one of the leaders for the Fiction conversation group and an OWL content developer. On the side, I love to write short stories and study philosophy."*

Hello all! We're Hafsa and Gabe, the Fall 2020/ Spring 2021 Undergraduate Teaching Assistant Co-Coordinators. We're going to talk a bit about ourselves, what we've been doing, the challenges

we've faced, and the horizons we're aiming for.

Our role as co-coordinators is to be a source of support for UTAs, communicators between our UTAs and the administrative staff, and facilitators of the UTA community. We're here to be an open ear to questions and comments, work with undergraduate admin staff in shaping policy, and keep everyone up-to-date on Writing Lab events and opportunities.

Unique challenges have popped up with COVID, especially in regards to the environment we now operate in. Currently, most of our tutors are working online in asynchronous and synchronous sessions, with just a handful of tutors working face-to-face appointments. All communication across staff now takes place online, and sometimes we've never seen or can't remember the face of the person we're chatting to. Most of our efforts as co-coordinators have gone towards fostering the UTA community in virtual spaces.

Which, let's not beat around the bush—has been no easy task. Things were rough last semester. We all started on our tiptoes, carefully teetering around all the new precautions and limitations and this whole new world of online classrooms, online tutoring, and online community. As the semester wore on, fatigue, isolation, and dejection were setting in. Everyone was feeling burned out in the last stretch, and spirits were down across campus.

However, we stuck through it, and we were determined to hit the ground running coming into Spring 2021. Our UTAs came back revitalized, and the incoming group of tutors were bustling to get involved. As co-coordinators we're eager to ride the momentum, and have been coaching new tutors, implementing new protocols for online observations, and have just hosted our first virtual UTA meetup.

Being online hasn't been all bad, either. The on-call system has set up a network of support that's available for all work hours. Administrative staff are now immediately accessible, and gathering a group to chat is just a click away. While we all miss the irreplaceable presence of the Writing Lab space, there's elements of online operation that will definitely be worth carrying over. It's a new age!

Looking forward, some projects we're working on include introducing professional development workshops, fostering an open atmosphere around mental health in the Writing Lab, and continuing to explore avenues for virtual community activities.

We hope that we've done our part as UTA co-coordinators this 2020-2021 school year. Although we have a few more months of leadership left, it is safe to say that our time spent in the Lab has been immensely rewarding. We're so thankful for the opportunity that this position has given us, and we look forward to whatever lies ahead of us in the remaining spring semester.



Current Tutoring Staff

GRADUATE TUTORS

Logan Akinwale (Creative Writing)
 Suraj Alva (Creative Writing)
 Marisa Bryans (Literature, Theory, and Culture)
 Shannon Campbell (Creative Writing)
 Lydia Cyrus (Creative Writing)
 Brian Czyzyk (Creative Writing)
 Cassius Epps (Creative Writing)
 Vanessa Iacocca (Literary Studies)
 Kirby Knowlton (Creative Writing)
 Heather Murton (Literature, Theory, and Culture)
 Allyn Pearson (English)
 Brandon Rdzak (Philosophy)

UNDERGRADUATE TUTORS

Angela Agnew (Biochemistry)
 Sravya Ambadipudi (Pharmaceutical Sciences)
 Camille Anthony (Creative Writing)
 Kelsey Batt (Professional Writing, Creative Writing)
 Kanti Bharat (Computer Science, Political Science)
 Emily Brown (English Literature)
 Rianna Bush (Aerospace Engineering)
 Olivia Buttz (English Literature)
 Rachel Byrnside (English Literature)
 Ryan Chen (Biochemistry and Philosophy)
 Lydia Chrisman (Professional Writing)
 Faith Cornett (Psychology)
 Sophia Craig (English Literature & Creative Writing)
 Leah Criss (English (Global Context); Linguistics)
 Isabella Escamilla (Agronomy)
 Zoe Fang (Mechanical Engineering)
 Hafsa Farooq (English, COM, Creative Writing)
 Catherine Gallant (English and Professional Writing)
 Kanika Garg (Psychology)
 Catie Gilhooly (Professional Writing)
 Vanessa Heltzel (Creative Writing)
 Roni Heyman (Brain and Behavioral Science)
 Quinn Houlihan (Anthropology & Women, Gender,
 and Sexuality Studies)
 Alyssa Ignaco (Biomedical Engineering)
 Jada Johnson (Creative Writing)
 Aurora Lyons (Professional Writing)
 Lauren Mackenzie (Professional Writing)
 Pulkit Manchanda (English)
 Jenni Martinez (Professional Writing)

Rowan Megenity (Creative Writing)
 Jillian Navarra (Pre-Med/ Health and Disease)
 Kelly Nicholson (Marketing / German)
 Fernando Perez (Multidisciplinary Engineering, BSE)
 Gabe Porter (Visual Effects and Compositing)
 Milo Scheulen (Nuclear Engineering)
 Fayth Schutter (Professional Writing)
 Phoebe Soldi (Wildlife and Aquatic Sciences)
 Abigail Spihlman (English Literature)
 Ryleigh Turner (Natural Resources & Environmental
 Science)
 Allison Wade (Political Science & Human Services)
 Crystal Webb (English Literature & Creative Writing)
 Eileen Yan (Environmental Health Science)
 Yiqun Zhang (Computer & Information Technology)
 Helen Zoss (English Education and French)

STUDENT RECEPTIONISTS

Alisan Erickson (Linguistics)
 Abby Martin (English and Classics)

ADMIN/TUTORING COMBO

Kimberly Broughton (Rhetoric & Composition)
Assistant Director of OWL Content Development

Elizabeth Geib (Rhetoric & Composition)
WAC and Workshop Assistant Director

Mitch Hobza (Rhetoric & Composition)
Assistant Director of Undergraduate Tutor Education

Curtis J. Jewell (Rhetoric & Composition)
*Assistant Director for Multilingual and Graduate Edu-
 cation*

Sungae Kim (Literacy and Language Education)
*Assistant Director for Multilingual and Graduate Edu-
 cation*

Victoria Ruiz (Rhetoric & Composition)
Assistant Director of OWL Content Development

Isaac Wang (Rhetoric & Composition)
Assistant Director of Undergraduate Tutor Education

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](#).

To make your donation by check, please make payable to Purdue Foundation and insert Writing Lab/OWL in the memo line.

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