



Message from the Director

This fall marks the end of Purdue's 150th anniversary, which included a year-long commemoration of "Great Leaps" over the institution's history. Lectures, guest speakers, and events on campus reflected on and speculated about Purdue's role in space exploration, artificial intelligence, health & longevity, and sustainable economy & planet. While the humanities were not among the official foci, our role in those themes and the culture of teaching and learning on campus is nevertheless critical and central to the mission of the university for helping students, faculty, and staff to think critically, to foster self-awareness of voice and argument, and to use critical skills around literacy to better read and write for a wide range of modalities. Just last year, a writing center scholar and historian quipped during the question and answer portion of a talk he gave as part of his Hutton Lecture, "Engineers who don't write well work for those who do write well."

Fortunate for our campus, our Writing Lab is filled with writing consultants from across the discipline and English studies, all of whom are committed to supporting our Boilermaker peers become ever better writers. Each session, one brick higher, the campus lore might suggest.

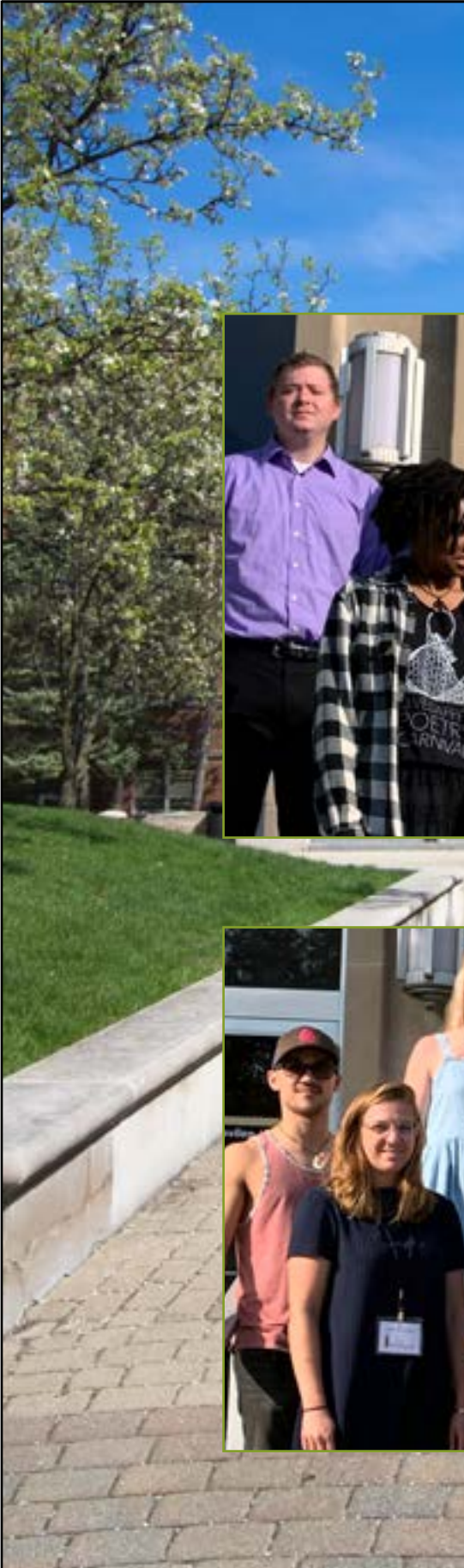
The start of this new academic year is also notable for its second largest entering class of first-year students (8,056), many of whom participate in our award-winning Boiler Gold Rush, an intensive week-long orientation program. Once again, I had the honor of speaking with these students, assembled in Elliott Hall of Music for two plenary sessions, during a session on academic success and integrity. My chat involved telling students about the university's policies on cheating and plagiarism, but also provided a chance to help them understand why students get into trouble and how units like the Writing Lab are available to help them. Apart from the sheer terror of all those eyes looking at me on stage, it was a great opportunity to feel their energy and the excitement of all the BGR leaders welcoming them into our community. Earlier in the day, some of our tutors and I got to meet many of the first-years up close as they passed through a Student Success fair held in the Co-Rec. I was struck by how many of them knew about the OWL and were excited to meet the faces behind the website. Sadly, one after another said to us, "I can't write" or "I'm not a writer," and those comments reminded me of the legacy of teaching that can kill confidence and excitement about a crucial element around literacy for everyone.

In the coming weeks, we continue to make a plan to celebrate the 25th anniversary of the OWL. Stay tuned for more details on an event that is likely to happen late March or early April. Our OWL staff are developing a fun video commemoration and a survey of our global audience about their stories of making use of the site. We hope to continue our conversations about what the next quarter century might hold for technology and its role in fostering teaching and learning around writing. We're also excited about the upcoming International Writing Centers Conference, where many of our crew will be presenting their own original research. One last note: We're also planning an exciting Spring Semester in Colombia for a handful of our graduate tutors, the product of a winning US State Department grant proposal to foster peer tutoring and translanguaging theory and practice. More on that in the spring newsletter.

Harry Denny
Director, Writing Lab
Associate Professor, English

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

New Faces Around the Lab



Kaden Milliren, Jason, Abad, Carly Rae Zent, Sungae Kim
Tamara Rutledge, Maggie Myers, Brian Czyzyk



Abigail Spihlman, Tzu-Yu Liu, Tom Daniel
Curtis Jewell, Ally Atkinson, Amina Khan, Emily Pearson, Paul Riker
Jianfen Chen, Alyssa Fernandez, Kimberly Broughton



Brandon Rdzak



Lydia Cyrus



Parva Panahi



Vanessa Iaccoca



Daschielle Louis

Presentations and Publications

Campbell, Michelle, M., and Vicki R. Kennell. "Developing Faculty Resources for Meeting Graduate Writing Needs." Consortium on Graduate Communication, June 2019, George Mason University, Arlington Campus, VA. Workshop.

UPCOMING

Campbell, Michelle M., Mitch Hobza, and Vicki R. Kennell. "Just Don't Call It Boot Camp': Implementing Intensive Dissertation Writing Experiences." International Writing Centers Association Conference, October 2019, Columbus, OH. Roundtable.

Conard-Salvo, Tammy, Isaac Wang, Gentry Lee, and Steven Dawson. "The Art of Embracing Discomfort: A Heuristic-based Approach to Reflexive Antiracist Tutoring Praxis." International Writing Centers Association Conference, October 2019, Columbus, OH.

Denny, Harry, and Robert Mundy. *Gender, Sexuality and the Cultural Politics of Men's Identity in the New Millennium*. Routledge, October 2019.

Kennell, Vicki R., and Molly Rentscher. "Turning Data into Deliverables for L2 Writers and Writing Tutors." Symposium on Second Language Writing, November 2019, Arizona State University, Tempe, AZ. Workshop.

Wang, Isaac. "The Art of Embracing Discomfort: A Heuristic-based Approach to Reflexive Antiracist Tutoring Praxis." International Writing Center Conference, 16 Oct. 2019, Columbus, OH.

Wang, Isaac. "The Art of Transfer: Adapting Skills, Tactics, and Knowledges Across Writing Center Contexts." International Writing Center Conference, 17 Oct. 2019, Columbus, OH.





OWL News

JOSEPH FORTE, OWL CONTENT COORDINATOR AND ANTHONY BUSHNER, OWL TECHNICAL COORDINATOR

The OWL's 25th anniversary has proven to be a wonderful opportunity to celebrate the things that make the site a treasured resource for millions of writers around the world. However, with a retrospective anniversary video in the works and a cover story due out in the fall issue of the College of Liberal Arts' THiNK Magazine, the celebration is far from over. So, as the semester progresses, we're excited to keep sharing the stories from staff members, teachers, and students that make us proud to do our jobs.

That said, the OWL cannot fulfill its mission of providing free, high-quality writing resources to writers all over the globe by focusing only on its past. The needs of students and teachers are constantly changing—growing in some areas, shrinking in others, and evolving in ways that are impossible to anticipate. Thus, even as we at the OWL take the opportunity this fall to reflect on 25 years of challenges and successes, we're trying also to imagine challenges and successes yet to come. In this forward-looking spirit, we'd like to share the plans we have for the future of the site that most excite us.

- The 7th edition of the APA Publication Manual will be released in October 2019. This will necessitate major edits to our APA citation resources, which number among the most popular pages on the site. We've enlisted the help of over a dozen graduate student developers to produce updated APA resources as soon as the new manual publishes, and we anticipate that an updated APA section will be live on the OWL prior to the end of the fall semester.
- The summer of 2019 saw OWL developers publish not only a number of edits to our citation resources, but also brand-new resources covering topics as diverse as IEEE style, journalistic ethics, and the differences between URLs and DOIs. While our APA 7th edition updates will require much of our editors' attention, we have additional projects in the works as well. These include resources on notetaking, journaling, and technical documentation, as well as resources intended for multilingual users.
- We've recently deployed a new format for OWL vidcasts that we intend to keep improving over the course of the semester. This format not only incorporates new design elements (like color palettes) intended to reflect the OWL's educational ethos, but also allows video developers to use longer, more complex

examples during their videos.

- This fall, the OWL aims to launch its first user survey, which will help us assess what kinds of students, educators, and professionals visit our site. Ideally, we'd like to identify differences between the OWL's digital traffic and the traffic the Writing Lab receives on campus. We intend for this data to feature in future scholarly publications.
- Finally, as mentioned above, we're working in close collaboration with THiNK Magazine to ensure that the OWL's anniversary receives coverage on campus.



Here's to the next 25!

Alumni Profile

MACKENZIE CHAPMAN, UTA, 2015-2018 AND ISHA MEHTA, UTA, 2015-2018

Two innocent freshmen walked into their English 106 class in the Fall of 2014 and never knew that class would affect the rest of their time at Purdue University. That was us. After the class ended, our teacher, Brittany Biesiada, recommended that we apply to be Undergraduate Teaching Assistants in the Purdue Writing Lab. Upon being accepted, we tutored for the rest of our time at Purdue and Isha also started working as a copywriter and the undergraduate communications specialist at the Purdue OWL.

For Mackenzie, working in the Writing Lab was a great experience. She connected with students beyond making simple corrections to their writing. She was able to initiate a discussion about their topic, listen to their opinions and beliefs, and encourage them in their studies and future careers.

For Isha, working in the Writing Lab taught her important educational and professional lessons. It exposed her to a wide variety of literature mediums, strengthened her writing skills, and allowed her to work with individuals at varying levels of experience. Specifically, her tutoring experience showed her the importance of slowing down and explaining complicated concepts to people who are unfamiliar with things that a tutor would easily understand.



Mackenzie Chapman



Isha Mehta



After graduating in 2018, we took different career paths within the field of science. Isha went onto Dartmouth College where she recently graduated with her Master of Public Health. Currently, Isha works as an epidemiologist at a pharmaceutical company in Boston and specializes in multiple sclerosis, acute neurology, and patient diversity, inclusion, and representativeness in clinical trials.

Currently, Mackenzie is a graduate student in the Structural and Computational Biology and Biophysics Area of the Biological Sciences Department at Purdue working towards her Ph.D. Specifically, she uses biochemical approaches and structure-based drug design to investigate therapeutics for a viral enzyme in multiple human Coronaviruses.

What we miss most about the Writing Lab is the people we met throughout our time tutoring. We had great mentors, both in the administrative staff and graduate teaching assistants in the Lab. We also enjoyed making friends with other undergraduate students from different disciplines. We both were fortunate enough to work and support some wonderful clients and we both miss those interactions and helping students become better and stronger writers.

Tutor Spotlight

JOHNAY HALL, GTA

Working in the Writing Lab as an MFA Fiction Candidate gives me a different viewpoint when it comes to writing. I know the vulnerability and anxiety that comes from trying to put your viewpoints on the page. The writer is constantly trying to present their thoughts in a way that's clear and understandable.

One aspect that has changed is seeing more creative pieces show up in the lab. We've stressed several times that creative pieces like a blog post, poetry, or fiction are welcome in the lab. As a creative writer, I understand the nervousness that comes from sharing something so close to the heart. Even so, it's a relief to see students trust us to give feedback on something they care so deeply about.

I stress to tutors who are nervous about creative pieces that it's not that different from any other session. The only difference comes from understanding why the writer chose certain images or descriptions. The important thing is to encourage and trust the writer while also providing constructive feedback. No matter the document, I make sure that my clients' thoughts and ideas are respected. I have no right to change their ideas, thoughts or experiences; I'm here to help them be presented in an understandable manner.

Current Tutoring Staff

GRADUATE TUTORS

Anisha Dutta (Human Resource Management)
 Brandon Rdzak (Philosophy)
 Brian Czyzyk (Creative Writing)
 Elizabeth Geib (English)
 Eugie Ruiz (English)
 Heather Murton (Literature, Theory, Culture)
 Isaac Wang (Composition and Rhetoric)
 Jason Abad (Literature, Theory, and Culture)
 Johnay Hall (Creative Writing)
 Kaden Milliren (Composition and Rhetoric)
 Kimberly Broughton (Composition and Rhetoric)
 Lydia Cyrus (Creative Writing)
 Maggie Myers (Literature, Theory, and Culture)
 Sungae Kim (Literacy and Language Education)
 Tamara Rutledge (Creative Writing)
 Tzu-Yu Liu (English)
 Vanessa Iaccoca (English)

UNDERGRADUATE TUTORS

Angela Agnew (Biochemistry)
 Bridget Cavanaugh (Aeronautical & Astronautical Engineering)
 Natalie Ciresi (English)
 Elenil Deypalubos (Pre-Athletic Training)
 Anne Franke (English Education)
 Alyssa Ignaco (Biomedical Engineering)
 Emma Krutulic (English Literature)
 Gentry Lee (Brain and Behavioral

Science)
 Caitlin Lee Hui Lyn (Psychology)
 Amy Li (Accounting)
 Hang Ma (History Honors)
 Kelsey Martin (Early Childhood Education)
 Caroline McMasters (Professional Writing)
 Caroline Peterson (Biochemistry)
 Gazal Singh (Biology)
 Megan Sommerfeld (English)
 Abigail Spihlman (English Literature)
 Austin Steinman (Mechanical Engineering)
 Shangjing Tang (Industrial Engineering)
 Eliza Van (English)
 Shuting Yang (Aeronautical & Astronautical Engineering)

FIRST YEAR FELLOWS

Ally Atkinson (English)
 Alyssa Fernandez (English)
 Amina Khan (Fiction)
 Carly Rae Zent (Fiction)
 Curtis Jewel (Composition and Rhetoric)
 Daschielle Louis (Fiction)
 Emily Pearson (English)
 Jianfen Chen (Composition and Rhetoric)
 Paul Riker (Fiction)
 Tom Daniel (Literature, Theory, and Culture)



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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