

Purdue University Writing Lab Report

2000-2001

Muriel Harris, Writing Lab Director

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A. Summary of Usage and Services

Statistics

During the 2000-2001 academic year, the Purdue University Writing Lab continued to expand its personalized contacts with Purdue students and its Internet and outreach services as follows:

	<u>no. of requests</u>	<u>no. of users</u>
Use of the Writing Lab's campus facility:	11, 357	7,756
Use of Internet services via OWL (Online Writing Lab):		
website:	3,674,833	
e-mail tutoring:	<u>1,072</u>	
	3,675,905	

Details of the statistical uses of the Lab are included in Appendix A and in graphs in Appendix D. Details of OWL are available in the Reinvestment Report sent to Dr. Miroslaw Skibniewski.

Services

• *Serving students*

- Improving writing skills
- Increasing student confidence in their abilities
- Providing an ESL self-study center
- Providing Lab staff, both graduates and undergraduates, with opportunities to enhance their teaching skills, to conduct research, and to develop high-level technological skills
- Providing assistance with résumés and other employment documents and applications for scholarships and to professional and graduate schools

• *Incorporating use of technology in instruction*

- Offering 85 workshops in classrooms on writing skills and using OWL and the Internet.
- Completing development of additional multimedia instructional programs on writing skills, funded by a second MIDC grant, to present in classrooms and computer labs. These PowerPoint programs were used in 42 workshops held in the Writing Lab and are available via OWL for teachers to use, thus adding multi-media in traditional classes. The first set of statistics indicate that there were 7,115 downloads of these workshops, in April 2001.

• *Maintaining international and national stature*

- Winning additional national awards for the OWL site.
- Being cited in scholarly articles and college textbooks on uses of technology and on Web development.
- Increasing the *Writing Lab Newsletter* subscription base world-wide.
- Initiating an OWL bi-weekly newsletter that goes out to 3,239 subscribers on campus and around the world
- Presenting papers at national and regional conferences about Writing Lab work
- The Director's being given the highly prestigious The Rewey Belle Inglis Award, given by the Women's Issues in Literacy and Life Assembly of the National Council of Teachers of English.

- **Contributing to outreach**

- Providing OWL resources worldwide (to users in over 125 countries—in high schools, public libraries, colleges, industry, government, non-profit organizations, and private users).
- Having OWL showcased at the TLT 2000 Showcase of Technology, Feb. 2001.
- Having OWL win an Editor's Choice Award from the Awesome Library (which contains the top 5% of sites in the field of K-12 education and is rated by most large search engines as the top Internet resource in the field of K-12 education).
- Responding to 225 phone calls and 1,072 e-mail contacts from Purdue students and callers from Indiana and other states as well as e-mail users from across the globe to respond to writers' questions.
- Having visiting scholars come to study our Writing Lab and OWL as models for their work and being featured in textbooks and journal and newspaper articles.

B. Discussion of Staff, Services, Users, and Future Plans

1. Staffing

The 2000-2001 staff of the Writing Lab consisted of fifteen graduate teaching assistants and a director and assistant director, plus two groups of undergraduate peer tutors (one group funded by the English Department to tutor English 100 students and the other group funded by other university sources to assist students with business writing and resumes.) In addition, University Reinvestment Grants funded two graduate students who served as coordinators for OWL (Online Writing Lab), plus hourly workers also funded by the grant. Clerical help was provided by a receptionist, a secretary, and work/study student assistance.

2. Services

A. Accomplishments for this year:

- Serving students

As indicated in Appendix B, evaluations from students and teachers remain very high (see Appendix B), indicating that tutoring helps students enhance their writing skills by providing needed one-to-one assistance. Students particularly commended Lab tutors for helping them think for themselves and for increasing their confidence in their skills. The new ESL self-study center has continued to add CD-ROM materials on language, listening comprehension, pronunciation, and TOEFL exam preparation. Both the undergraduate and graduate staffs of tutors have also enhanced their own learning by their tutorial experience, online tutoring, and development of instructional materials for the Web. Moreover, based on their research in the Writing Lab, tutors presented papers at national and regional conferences.

- Incorporating use of technology

OWL offered online assistance to Purdue students and faculty and to users all over the world. Computers in the Writing Lab are an integral part of tutoring, helping students learn to use and evaluate resources on the Internet and to write on computers. For ESL students, our efforts in publicizing, updating, and acquisition of new materials permit

international students to have an on-campus resource for self-study in English language skills via computer software.

• Assisting with faculty development and campus outreach

Writing Lab staff developed and presented 127 workshops on writing skills to 2,604 students. Of these workshops, 48 were held in English classes, 42 in the Lab in small group workshops, and 37 in other courses (e.g., ASM, AGECON, COM, Engineering, FNR, PolSci,), student organizations, and in the Tippecanoe County Public Library. Teachers had access to online teaching materials, requested print copies of handouts for classroom use, and called the Writing Lab for assistance with developing writing assignments, grading student papers, and referring students.

• Maintaining national stature and assisting in recruitment

OWL's numerous national awards and citations in college textbooks on uses of technology and Web development, as well as the worldwide use of its Web site contribute to Purdue's international stature. Appendix C contains a sample of the messages of praise and appreciation sent to OWL. OWL is also contributing to recruitment efforts by being featured on HomeworkSpot.com, a K-12 homework site; having won an Editor's Choice Award from the Awesome Library (which contains the top 5% of sites in the field of K-12 education), and being linked to from various states' secondary education web resources. The Writing Lab also hosted numerous off-campus visitors who came to study the Writing Lab and OWL and will soon be visited by faculty from South Africa. In addition, the *Writing Lab Newsletter*, published through the Writing Lab, has expanded its international subscription base (which includes readers in Europe, the Middle East, and Asia). In addition, Writing Lab staff have presented papers at national and regional conferences, reporting on research in the Lab and OWL.

B. Instructional services offered include the following:

- tutorials
(half-hour tutorial appointments with tutors)
- drop-in assistance
(tutorials available on a first-come, first-served basis)
- required lab component for the English 100 program (Developmental Composition)
(tutorials with every student, every week, in addition to having peer tutors integrated into classroom work)
- credit courses (English 390A, English 390B, English 502W)
(training practicums for one group of graduate students and two groups of undergraduates preparing to be peer tutors)
- Traveling Tutor sessions
(workshops held in classrooms, residence halls, student organizations, and a public library)
- In-Lab workshops
(42 multi-media workshops held in the Writing Lab)
- instructional handouts
(378 requests by students and instructors for handouts on a variety of writing skills, in addition to those now regularly downloaded from OWL)
- ESL Self-Study Center
(computer-assisted CD-ROM programs for international students to improve listening and reading comprehension, pronunciation and speaking skills, and preparation for the TOEFL test)
- Grammar Hotline

(responded to 225 questions called in by students, staff, and faculty at Purdue, as well as calls from around the state and nation)

- E-mail interaction with writers
(responded to 1072 e-mail messages from writers at Purdue and across the globe)
- computers for word processing and computer-assisted instruction
(open lab facilities for word processing and Web research)
- writers' groups
(assistance to student writing groups and to students writing group projects)
- faculty development
(workshops and meetings with staffs and departments across campus to discuss the use of writing in various disciplines)
- faculty assistance with creating writing assignments and grading
(assistance with integrating writing into courses and with using the Writing Lab)
- library of books, journals, and reference materials
(library of reference books, plus handbooks to check out)
- OWL (Online Writing Lab), a website offering writing assistance
(a variety of online tutorial services for computer users requesting help with writing)
- *Writing Lab Newsletter*
(edited by the Writing Lab Director and published by the Department of English, this newsletter is one of two nationally distributed and indexed publications on writing center theory, pedagogy, and administration and is an affiliate publication of the National Council of Teachers of English)

3. Users

The populations served represent a wide variety of writers, teachers, and others, both on-campus, nationally, and internationally:

- students enrolled in English Department writing and literature courses
- students learning English as a second language
- graduate students
- students writing papers for hundreds of courses on campus
- students engaged in other writing projects such as résumés, professional school applications, dissertations, co-op reports, fellowship and scholarship applications, etc.
- teachers assigning writing in various departments across campus and using Writing Lab handouts in their courses and adding OWL as the writing resource on their course Websites.
- writing center administrators from other institutions studying the Writing Lab and the Lab's OWL as models in on-site visits
- writers on the Internet using OWL handouts, workshops, and other resources
- school districts, universities, and other institutions building collections via OWL of writing materials
- writers from all over the world sending questions about writing to OWL

4. Future Plans and Goals

1. The Need for a Lab Administrative Manager

Beginning in Fall 2001, the Writing Lab will have two faculty members serving as Director and Assistant Director. A goal for next year is to have the Lab's secretarial position upgraded to Lab Administrative Manager. Her job has grown rapidly in complexity and size and requires many added skills and responsibilities far beyond the level her Clerk IV position normally demands. In

addition to being upgraded, the position needs to be expanded to an 11- or 12-month position, and the title changed to Lab Administrative Manager as recognition of what that position has become. This person schedules all three staffs of tutors, handles budgets, serves as Managing Editor for the *Writing Lab Newsletter*, handles copyright and fair use issues, oversees budgets including those of various grants, advises on Lab policy and procedures, represents the Lab to visitors and university groups, handles correspondence and tutor recruitment procedures, and so on. In a large, complex student service like the Writing Lab with its ever-expanding variety of services and responsibilities, with three staffs of tutors, two OWL coordinators, multiple budgets, and clerical helpers to oversee, such a person is vital to the Lab's operation. At present, Personnel has our request and paperwork for a position reevaluation, and we have been waiting for them to begin the process.

2. Continuing Development of OWL

Plans for OWL include expanding its resources for writers, preparing printer-friendly versions of handouts, developing more interactive exercises, developing new ways to navigate the site, creating illustrations and diagrams for some handouts, and developing for resources for teachers. The OWL coordinator and technical coordinator will present workshops on using OWL to incoming and current English teaching assistants who work in the Introductory Writing programs.

Appendix A Statistical Use of the Writing Lab

1. Types of usage

	<u>no. of requests</u>	<u>no. of users</u>
Tutorial appointments	3599	2156
Handouts to students	211	164
Handouts to instructors	167	32
Microcomputers	1309	668
Self-instruction tapes (ESL)	44	26
Writing/studying in the lab	407	214
Writing groups	29	27
English 100	230	60
Classes	2532	1580
Traveling Tutor workshops	2349	2349
In-lab workshops	255	255
Grammar Hotline	<u>225</u>	<u>225</u>
totals:	11,357	7,756

OWL

World Wide Web	3,674,833
E-mail tutoring	<u>1,072</u>
totals:	3,675,905

A detailed statistical report of OWL usage is available at:
<http://owl.english.purdue.edu/lab/owl/stats/index.htm>

2. Most frequent use of the Writing Lab by departments

<u>Dept.</u>	<u>no. of users</u>
English	1,955
Management	444
Computer Science	224
Communications	182
Psychology	167
Ag Econ	161
Pharmacy	154
Accounting	146
Biology	144
OLS	137
Pol Sci	128
Civil Engineering	108
Freshman Engineering	106
Electrical Engineering	100

3. Courses with 10 or more requests per semester

<u>Course</u>	<u>no. of requests</u>
Engl 101	550
Engl 102	518
Engl 100	222
Engl 103	80
AGEC 330	52
Engl 390	52
AGEC 396	40
Pol Sci 323	31
CE 292	31
Engl 420	27
PHPR 470	26
Com 114	23
Engl 421	19
BCM 215	16
Engl 230	14
Engl 250	14
Engl 391	13
Psych 335	13
EDCI 311	12
Engl 227	11
Engl 376	11
Pol Sci 101	10
Soc 419	10

4. Use of the Writing Lab by schools

- a. Graph on page 17: Shows use of the Writing Lab by schools with and without the inclusion of the required first year composition courses
- b. Pie chart on page 18: Shows use of the Writing Lab by schools, including first-year composition
- c. Pie chart on page 19: Shows use of the Writing Lab by schools, excluding first-year composition
- d. Pie chart on page 20: Shows Top 20 Domains from which OWL users send requests

Appendix B: Evaluations and Comments

Evaluations

Evaluations of individual tutorials (N= 3802)

a. Quality of instruction: (N=3801)

- | | | |
|--------------------|-----------------|--------|
| • very helpful | (3567 students) | 93.84% |
| • somewhat helpful | (232 students) | 6.10% |
| • not helpful | (1 student) | 0.03% |

b. Amount learned (N=3799)

- | | | |
|--------------------|-----------------|--------|
| • learned a lot | (3341 students) | 87.94% |
| • learned a little | (445 students) | 11.71% |
| • learned nothing | (6 students) | 0.16% |

c. Likelihood that student would return to the Lab if further help is needed (N=3796)

- | | | |
|-------------------|-----------------|--------|
| • very likely | (3521 students) | 92.76% |
| • somewhat likely | (265 students) | 6.98% |
| • not likely | (10 students) | 0.26% |

Comments

A. From instructors whose students used the Writing Lab

- The tutorials are great! Students' writing improve! The Writing Lab is an invaluable service to students and especially beneficial to our international population! (J. Rechberger, English)
- Thanks! The first semester 101 students have been highly complimentary about the Writing Lab tutorials! (R. Herber, English)
- I appreciate the help your service provides. You do an excellent job with our students. (J. Uhl, AgEcon)
- I sent a large number of students from English 201 this semester (8 out of 24), and all who went felt that they had been helped. The revisions showed improvement. (G. R. Thompson, English)
- I deeply appreciate the services offered through the Writing Lab. Thank you. (H. Hughes, English)
- I really appreciate the work you are doing. (R. Jaradat, English)
- You're doing great! My students almost always come away with good ideas and suggestions. (M. Vollmer, English)
- Thanks for all the semesters you've been there to tutor my students. (S. Sansevere, English)
- I appreciate what you do. I need to concentrate on teaching my students history rather than writing, so it's nice to know you guys are there to help. (M. Vanlandingham, History)
- I appreciate the help which your service provides. You do an excellent job with my students. (J. Uhl, Ag Econ)

- My students always speak highly of their experiences when they go to the Writing Lab. I appreciate all your work. It makes my job much easier. (W. Newman, C&I, Education)
- The Writing Lab has done a lot for many of my students who often become frustrated after numerous attempts at polishing the same assignment. I would like to thank Dr. Harris and her staff for all the handouts and help they have given to my students and myself. (B. Henry-Offor, English)
- I had a few students who were really able to improve their writing by going to the Writing Lab. It made the difference between "D's" and "C's" and "A's" and "B's" for these students. (E. Dunk, English)
- The in-lab workshops are extremely helpful. I frequently suggest that students attend, and when they do, I often notice improvements in that aspect of their writing. (J. Moore, English)
- You are doing a great job helping my students. (R. Clair, Com)
- The lab offers an important service to both students and faculty. (P. Georgeoff, EDST)
- I have been very impressed with the writing lab in the limited context in which my students have used it. (M. Bell, EE)
- You're doing a great job! (J. Otto, Biology)
- We are delighted with your programs for our fall FSP. (L. Lipschutz, Health Sciences)
- We recommend the lab in all our class materials and lecture presentations for general writing as well as resume assistance. We also include the OWL website in our internet resource lists. Thanks for all your great "stuff." (S. Howell, OSS)
- Keep up the good work! I have never met a student who has gone to the Writing Lab who has said anything negative about the experience. Students seem to get the help they need. (R. Webb, Communication)
- Thanks! I think the Lab is a terrific resource for students! (E. Dexter-Wilson, GS)
- My students that have been to the Writing Lab have reported that it was extremely helpful. (M. Parkinson, English)

B. From students who met with tutors in the Writing Lab

- The help is outstanding! It's quite surprising how much you can learn in the Writing Lab in a half hour.
- I really understand now what my teacher is expecting.
- This visit was extremely helpful and the tutor was extremely patient with my questions!
- It is very helpful to have the Writing Lab because the tutors are very helpful and they can help you make a good essay/paper even better.
- She really helped me learn why I was making mistakes.
- This place has a good atmosphere and everyone is willing to help me.
- The tutors all seem friendly and they know what they're doing.
- She is so helpful in improving my writing skills.
- They're really able to understand your needs.
- I wouldn't have come unless I was forced to but now I know how much help this place is and how easy it is.
- The writing lab is a wonderful place to find out if you're on the right track when writing.
- This is a great service.
- She made me think about what I was doing wrong and how to correct it.
- Thank you for all your help. You have boost my confidence about this application.
- This was time well spent.
- He asked some hard questions, and that was good because it got me thinking and understanding my essay better. I will likely come back.
- Justin seemed really interested in helping not just having to help.

- I like the atmosphere here.
- An informal but professional staff.
- Maryse was very helpful in prompting me to think on my own without telling me her opinion.
- I got a better idea of how to present the information in my paper.
- They don't just proofread, they teach you how to correct the essay by yourself.
- You have great handouts to refer to.
- My questions were addressed and answered thoroughly.
- Kevin made me think on my own. Excellent!
- Instead of just correcting papers, they help you learn so next time you will not have the same mistakes. Thanks.
- The help I received was practical, encouraging, and very helpful.
- He provided me with new knowledge I can apply in the future.
- I learned more in 20 minutes with Kevin than I ever learned in any grammar class. Explained the rules of grammar to me and showed me an easy way to use them.
- Before I came to the Writing Lab, I had no idea how to do my paper. I left with a good start.
- Coming to the Lab helped me organize my thoughts and ideas.
- It was quick, very helpful, and efficient.
- He offered a lot of clarifying and help in areas I had not thought about.
- Convenient, free, and helpful.
- I really think the Writing Lab is a great resource.
- This is a very good service. I appreciate this.
- I normally feel embarrassed about asking for help, but I didn't feel that way here.
- Kevin was very helpful and easy to talk to.
- Comfortable environment, was quite fun and helpful.
- He helped me better understand how to meet the guidelines my professor set.
- I always have great sessions with the tutors. My tutor recognized that I had a deadline, while still answering all my questions.
- Neal helped me feel confident in my project and work.
- I really think it helped me a lot. The tutor was very polite and patient.
- This was a very good experience for me, I will utilize this resource in the future.
- Neal was very helpful—very personable and generally easy to talk to.
- He has been so helpful and he is really enthusiastic in answering all kinds of questions that I have. I appreciate that.
- I am very glad I came here for help.
- I will definitely return to the Writing Lab as it is really helpful.
- He increased my confidence in writing.
- I did not realize how easy going and helpful asking for help could be!
- He really interacted with me and tried hard to find out exactly what I wanted to say.
- Talking to tutors makes me more creative.
- It is good help to talk about ideas with someone, it gets you thinking about how to organize yourself.
- He gave me more confidence in my writing.
- It is near impossible to get an appt. More slots are needed.
- This turned out to be a very positive experience.
- Zeke was helpful. I feel more confident.
- He helped me find my own errors. I think that this will help me out in my future papers.
- You should make sessions longer. I do not have enough time.
- It is a good environment and I feel very comfortable coming here.
- I learn things every time I come here.
- This was my first time in a writing lab, and I found it very beneficial when reviewing my thoughts for revisions.
- It gave me more confidence and hope with my writing,
- He helped me develop my thoughts.

- He helped me organize my thoughts and motivate me to write my paper.
- The Writing Lab is awesome. Thanks.
- I love that this place is here!
- It is a comfortable environment and I feel free to ask for help.
- You're all the best!
- I'm very self-conscious about my writing, but I don't feel that way when I come in here.
Thanks!
- The lab has always been very beneficial.
- In the midst of a lot of insanity (I'm in Freshman Engineering), your English help has helped me to calm down and enjoy life more. Thanks.
- Every time I have come in, I get the help I need.
- There should be more tutors available and more times.
- Time here is well spent.
- I learned a lot of writing skills from him.
- He put things in understandable terms.
- Friendly people. Much help, and comfortable atmosphere.
- My questions are always answered here and I gain a lot of knowledge.
- I get lots of help with the whole content of my writing,
- Conversations with him gave me a lot of ideas.
- This is my first time coming to the Writing Lab. Before I came here, I was thinking that it won't make any difference when I come here. But it makes a difference!
- Where else can you get free, enjoyable help from motivated people who have a love for life and reading.
- I wish we had more time.
- I learned how to support my ideas today.
- She helped me bring out my ideas on paper.
- He was patient and raised questions for me to think about.
- They are helpful and help me learn from my mistakes.
- I feel it was worth my time to come. She helped a lot.
- Confident and respectful people.
- I feel comfortable in this atmosphere.
- This has helped me with my thoughts.
- He helped me start the think process
- Everyone is very helpful and happy to help out.
- Even if I don't get a better grade, I'll be able to understand the assignments better.
- He seemed glad to help, and that is appreciated!
- I receive better grades when I come to the Writing Lab.
- I see the improvement in my writing since visiting the Writing Lab.
- I can see what holes are in the presentation of ideas in the paper.
- I like coming here.
- I can't wait to get back to working on my paper!
- I have returned to the lab three times after learning about it. You guys are very helpful.
- I am assured of help without feeling intimidated.
- He makes me feel comfortable to ask questions.
- The handouts are also helpful and the animal crackers were great too.
- She was so willing to help, beyond what I expected.
- I had no idea what to do with my resume, and now I know.
- They showed me so much more I can do with my writing.
- Extend the limit hours.
- It was worth my time to come here. My paper is so much better.
- Makes me feel more confident and I know I am one step ahead with making my paper better.
- She did not make me feel like I had no clue what I was doing.

Appendix C: Outreach Comments from OWL users

- In Hawaiian, Mahalo means thanks--you have a great job with the new look. I have been using OWL for many years and continue to enjoy your creativity and accessibility. Keep up the good work. You are very appreciated in Hawaii.
- Your site is wonderful! I have linked to it from the Fitchburg State College Writing Center's Main page. . . . I have also repeated the Resources for Writers page at Clark University. I am an adjunct teacher at both schools. I link to your site because you explain the citation confusions, the grammar scrambles, and the research processes from the point of view of the baffled student. Thank you!
- Purdue's OWL is the best known and respected in the country.
- Just to say thanks for maintaining this site. In this department, we write press releases on a regular basis and having OWL as a reference tool has made a big difference in our releases. Thanks again!
- "What a great site. I teach sixth grade Language Arts at Holy Rosary Academy in Nashville, Tennessee."
- "As director of the Purdue University North Central Writing Center, I am overseeing a project to re-design our web page. As part of that redesign, will create a link to your site. Thank you for your fine web site and your generosity in allowing others to link to it."
- "I just wanted to let you know that I'm linking to your website. I am a Purdue grad (OLS '99) and used the site while I was a student. Thanks for such a great resource!"
- "I live and work in Shanghai China, where seems very far away from you. As a person participating in a master program in my leisure time, I am glad to find helpful resources you have provided. It is said that education leads to understanding. I am going to understand your purpose is to give every bit you have to help other people success. That inspires me most."
- "I teach ESL to Francophone students at College Maisonneuve in Montreal. I will be using your excellent PowerPoint presentations on writing in our language lab."
- "I've been away from OWL since last spring, and it will be introduced in class next week. I show it to my students for them to use as they need it. The OWL gets better every year--congratulations!"
- "The Purdue Owl is a model for us all!"
- "I'd just like to state that this has been the most helpful reference guide that I have ever encountered online. I have referred several of my friends, and we all have utilized this source as much as possible."
- "Thanks, Purdue, for providing a quality resource."

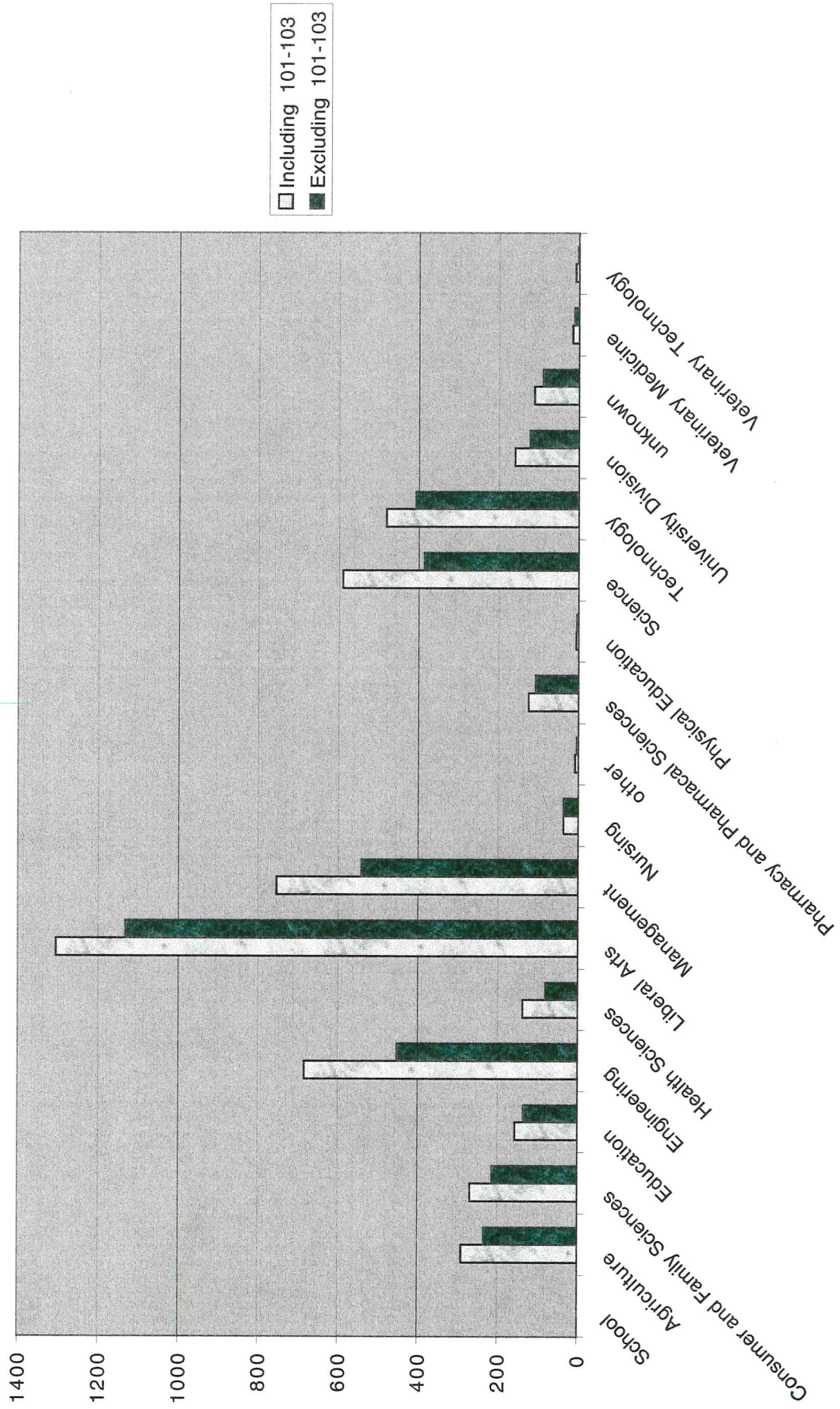
- "Overall, this is the best and most reliable OWL on the internet."
- "The School of Professional Studies in Business and Education at Johns Hopkins University has created a link to the Purdue OWL (because it is the best!). Thanks for the contribution your OWL has made to online learning support in higher education. You have pioneered the way and set the standard."
- " Thank you for a very useable, useful site that our teachers will be glad to be able to use with their high school students."
- "Congratulations! Your site, OWL Handouts in Outline Form (at <http://owl.english.purdue.edu/writers/by-topic.html>) has been awarded a Five Star rating by Schoolzone's panel of over 400 expert teachers. This is in recognition of the fact that it is an outstanding educational site: useful for teaching and learning and easy to navigate." – Schoolzone, a website for teachers
- "I am the director of a newly established center in Stellenbosch, South Africa. We have just established a Writing Lab on our website and one of the services that we would like to provide is links to important websites in the rest of the world. We would like to have a link to your wonderful Purdue OWL site."
- "We are a high school library in Larkspur, Calif who link to your site. Thanks for all your good work."
- "Thank you for making this information freely available. It's a bit of a godsend to be able to direct students to Internet resources here in Finland, where students would sooner die than buy a book."
- "The Purdue OWL is the mother of all OWLs! I look to you for concise information, exercises, resources, referrals. I feel there is no for us to reinvent the wheel when you have done such a fine job! I am really looking forward to the Northern California Writing Centers Association in Sonoma which will feature THE Muriel Harris."
- "Thank you for providing such a wonderful resource for teachers and students at Loveless Academic Magnet Program (LAMP) High School in Alabama."
- "Thank you for putting this on-line to help writers everywhere!" "This site is excellent. I have used various parts of the site for training police officers and for working with my college students."
- "I love your site! As a new teacher, I have found the handouts to be very helpful. I frequently recommend your site to other instructors."
- "I am just beginning to use your site, right now I think it is a great tool and plan to pass it along to others including my son and other kids entering high school."
- "This is a tremendous resource for the high school student who is planning to attend college. It has also proved very useful as a teacher to re-enforce the ideas presented in class."
- "THANKS!! I am teaching an interdisciplinary high school program. Your site is simply the best one-stop shop around. I was trained as a science teacher- I have learned more from you than my students have."

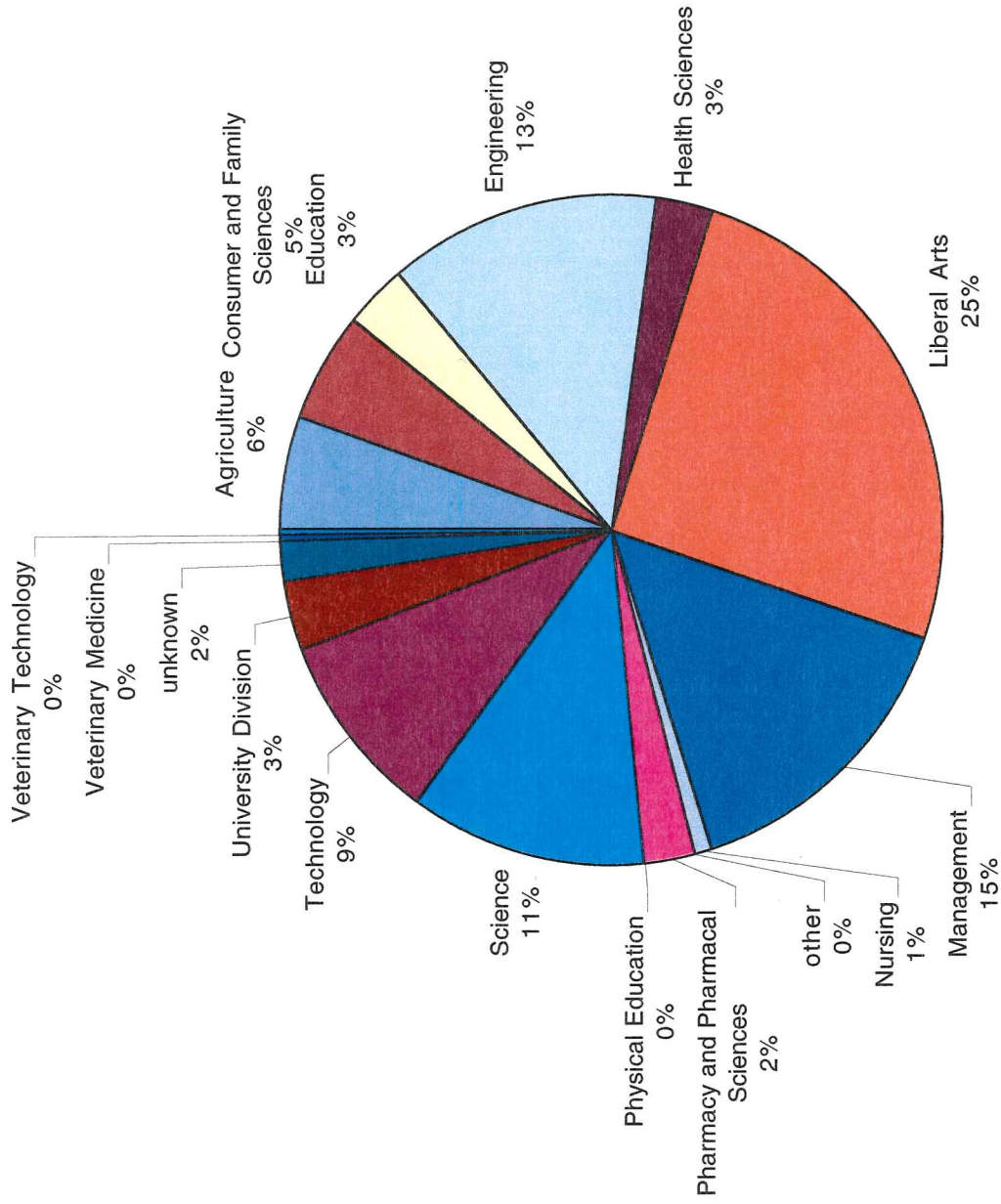
- "I include your web address on all of my syllabi. The site is a wonderful supplement to my classroom materials and texts. The information and exercises OWL provides are excellent for the multi-level groups with which I work. OWL's well-organized layouts, simple instructions and easy links appeal to the students. Thank you for this exceptional service."
- "I will be incorporating a link to the OWL site into My WebCT Composition Courses at IPFW. I will also either link to some of your Power Point presentations or save them to display in class."

Appendix D: Graph and Charts

<u>Graph and Charts</u>	<u>Page</u>
a. Use of the Writing Lab by schools with and without the required first year composition courses	17
b. Use of the Writing Lab by schools, including first-year composition	18
c. Use of the Writing Lab by schools, excluding first-year composition	19
d. OWL: Top 20 Domains from which requests are sent	20

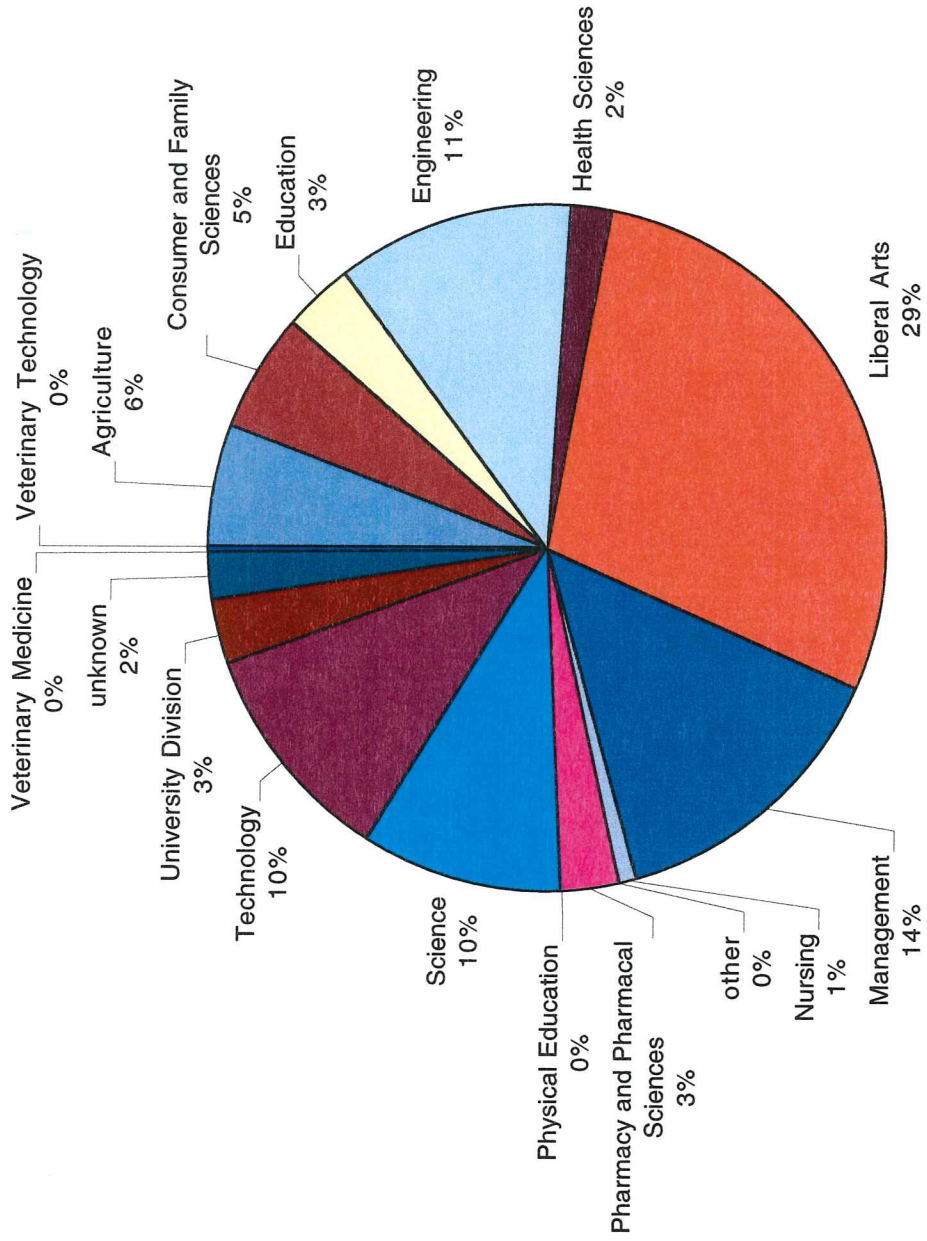
Writing Lab Users By School





Writing Lab Users By School (Including First Year Composition)

Writing Lab Users By School (excluding First Year Composition)



Top 20 Domains Visiting OWL

