



PURDUE

WRITING LAB

ANNUAL REPORT

2019-2020

Acknowledgements

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PURDUE

WRITING LAB



I. Overview

The Purdue Writing Lab's annual report for May 13, 2019 to May 9, 2020 provides a summary of the services, research, engagement, staffing, and users for the Lab.

The Writing Lab and its staff of 31 graduate and 44 undergraduate tutors served the Purdue West Lafayette campus at Heavilon Hall and five satellite locations around campus. During the 2019-2020 academic year, 5,681 appointments were made by 2,030 clients. Approximately 67.25 percent of total visits were from international students representing over 80 countries. The Writing Lab maintained and upgraded the Purdue Online Writing Lab (OWL) website, which saw 192,361,513 pageviews worldwide. The Writing Lab also continued to expand its services for multilingual writers, support for faculty across the disciplines, and outreach to all university writers.

Response to COVID-19

The Writing Lab always strives to be proactive in its efforts to support its clients along their scholarly journey. This commitment towards our community members is not sufficient without consideration for their holistic well-being that may impact their academic development. To this end, due to the coronavirus pandemic (COVID-19), in-person services were discontinued once classes transitioned to an online format after spring break.

The Lab's rapid change to further prioritize the safety and professional development of its clients, tutors, and other stakeholders resulted in remote, virtual consultations. Our trained tutors were able to strategically and tactfully navigate the expansion of our standard online options in order to support clients. As such, anticipated face-to-face programs were canceled and some were restructured to occur remotely (e.g. Conversation Groups, workshops, and consultations). Portions of this year's report reflect these changes.

Overall, our sudden increase in virtual endeavors have given space to the inevitable growth that is happening in the digital sphere. We continue to acknowledge and address the ways this impacts our Writing Lab community.

Writing Lab Services

In-person and Virtual Tutorial Consultations

Individual tutorials, or consultations, are the Writing Lab's primary on-campus service, and the Lab's tutors are trained in accordance with best practices in collaborative learning and tutoring. During one-to-one consultations, Purdue students, faculty, and staff engage in 25 or 50-minute, in-person or virtual, meetings with one of our graduate or undergraduate tutors. The person-to-person aspect is key to an effective consultation. Tutors work with concerns specific to each client's writing assignment and academic or professional goals. While consultants do help clients learn editing skills, sessions cover a wide variety of topics beyond grammar or proofreading.

Support for Instructors

The Writing Lab continues to work with ICaP and Cornerstone instructors by offering tours for ENGL 106/108 and SCLA 101/102 courses and collaborating with instructors directly. The Writing Lab serves as an important mentoring space for instructors to improve their pedagogical expertise. In addition, Writing Lab staff have served on the Introductory Writing Committee.

Campus-wide Workshops on Writing Topics

During 2019-2020, the Writing Lab offered 16 in-Lab workshops, 33 campus-wide workshops, 21 remote Lab tours, and 3 workshops for graduate student writing. In-Class Workshops often use a peer-review model where students and faculty learn how to provide discipline-specific feedback to one another. The Writing Lab prioritizes peer-model instruction to empower instructors to sustain such activities on their own, ultimately improving their own teaching. In-Lab workshops cover topics as diverse as generating research proposals, learning email etiquette, building citation skills, and developing job search materials.

Support for Graduate Writers

With support from the Purdue Graduate School, the Writing Lab held several writing events for dissertation writers. During the Summer of 2019, the Lab hosted a 3-day writing event which consisted of four sessions of the Intensive Writing Experience for Dissertation Writers.

A total of 61 graduate students attended the events: 36 for the drafting-focused weeks and 25 for the revising-focused weeks. Attendees represented 38 disciplines, including a mix of humanities, social sciences, and STEM disciplines and 39 attendees self-identified as international students.

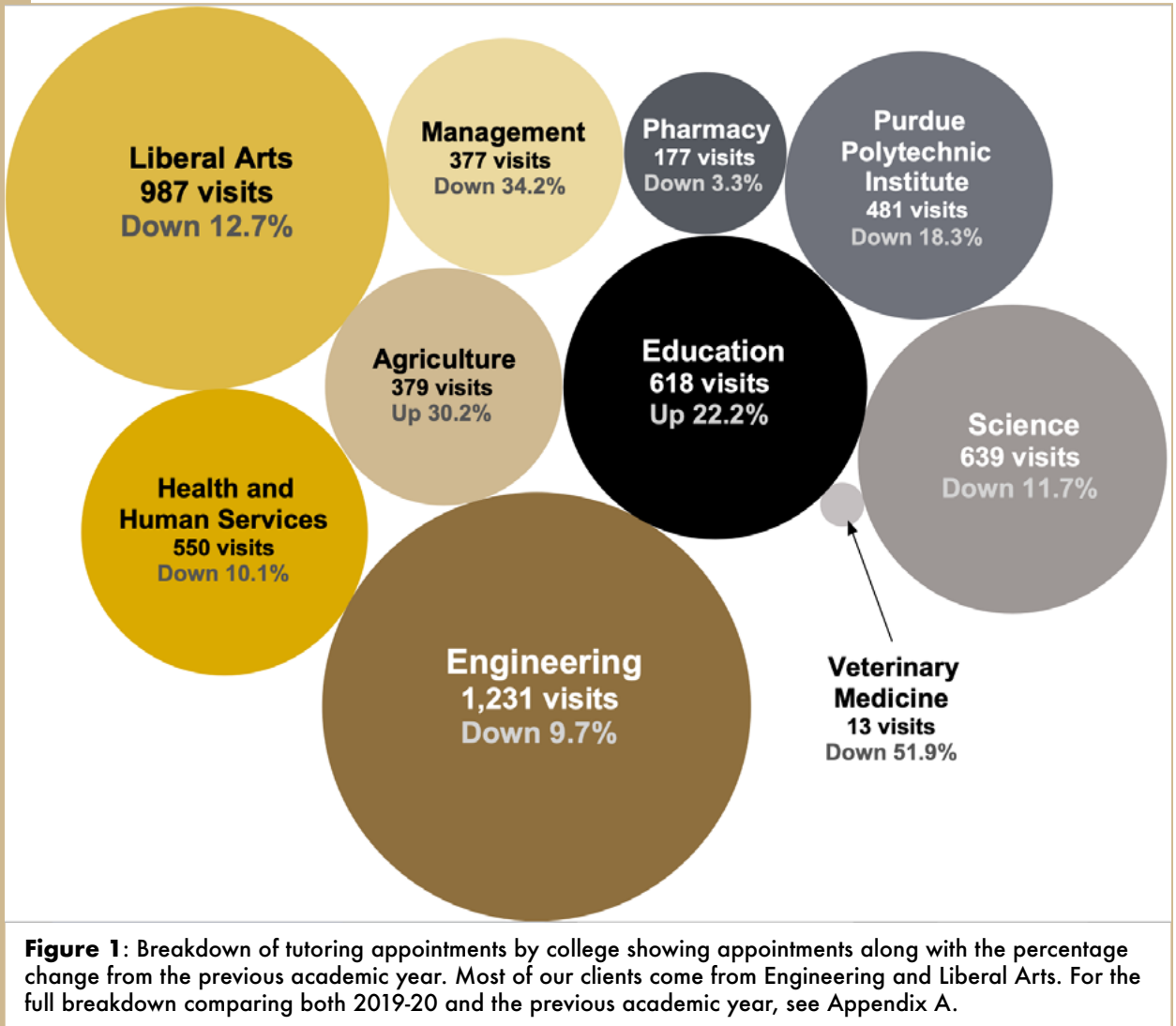
Support for Multilingual Speakers of English

In addition to providing all tutors with extensive multilingual training, conversation groups are held daily during the Fall and Spring semesters and Monday through Thursday during summer sessions. In conversation groups, non-native speakers of English engage in friendly, round-table conversation and small-group activities led by a fluent English speaker, allowing the non-native speakers to practice their English in a supportive environment.

Usage Breakdown

Usage Breakdown by College

In 2019-2020, 1,938 writers made 5,681 tutoring appointments at The Writing Lab compared to 6,197 appointments last year (see Appendix A for a breakdown comparison).



Due to the coronavirus pandemic (COVID-19), in-person services were discontinued once classes transitioned to an online format after spring break. This contributed to the boost in our virtual appointments by 12.4% and a drop in face-to-face appointments by 9.1% for the year. Overall visits decreased by 5.3% compared to the previous year.

Visits for Top Ten Countries

In 2019-2020, over 68.5% of all visits to the Writing Lab were with international students compared to 69.1% last year (see Appendix A for a breakdown comparison).

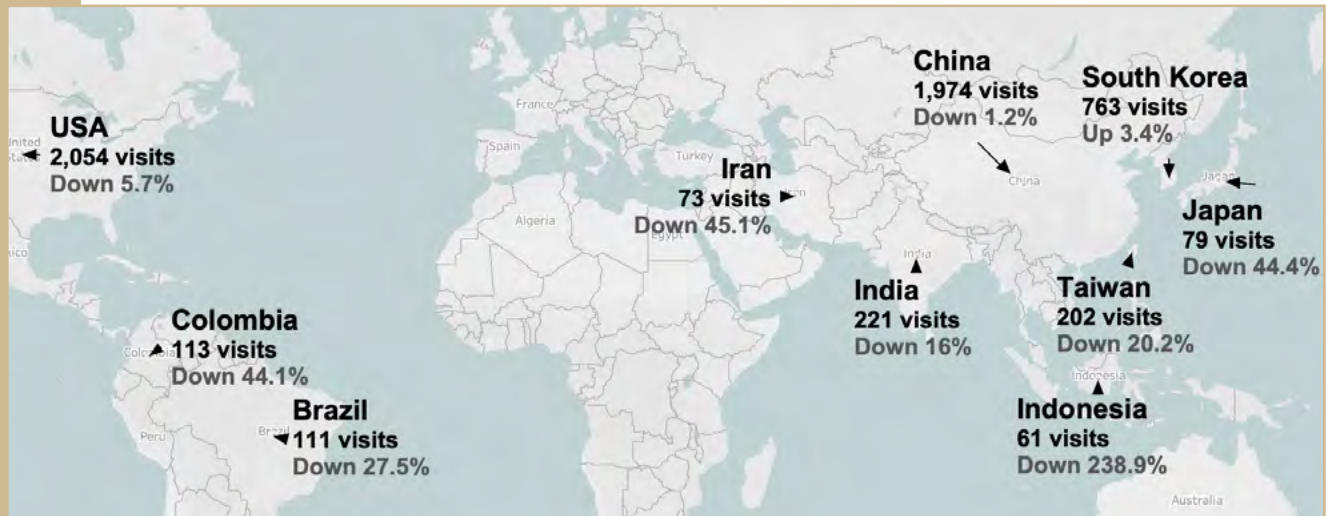


Figure 2: Breakdown of visits by top ten countries for total visits. Writers from the U.S. (34.55%) and China (35.82%) consistently occupy the majority of visits, with writers from South Korea (13.87%) taking a distant third place. Fourth place tends to vary from year to year, with most years being India or Taiwan. The remainder of the eighty countries represented each comprise less than 2.98% of visits to the Writing Lab, with the vast majority of those countries comprising less than 1.18% of visits each.

Total Visits by International Students Over Time

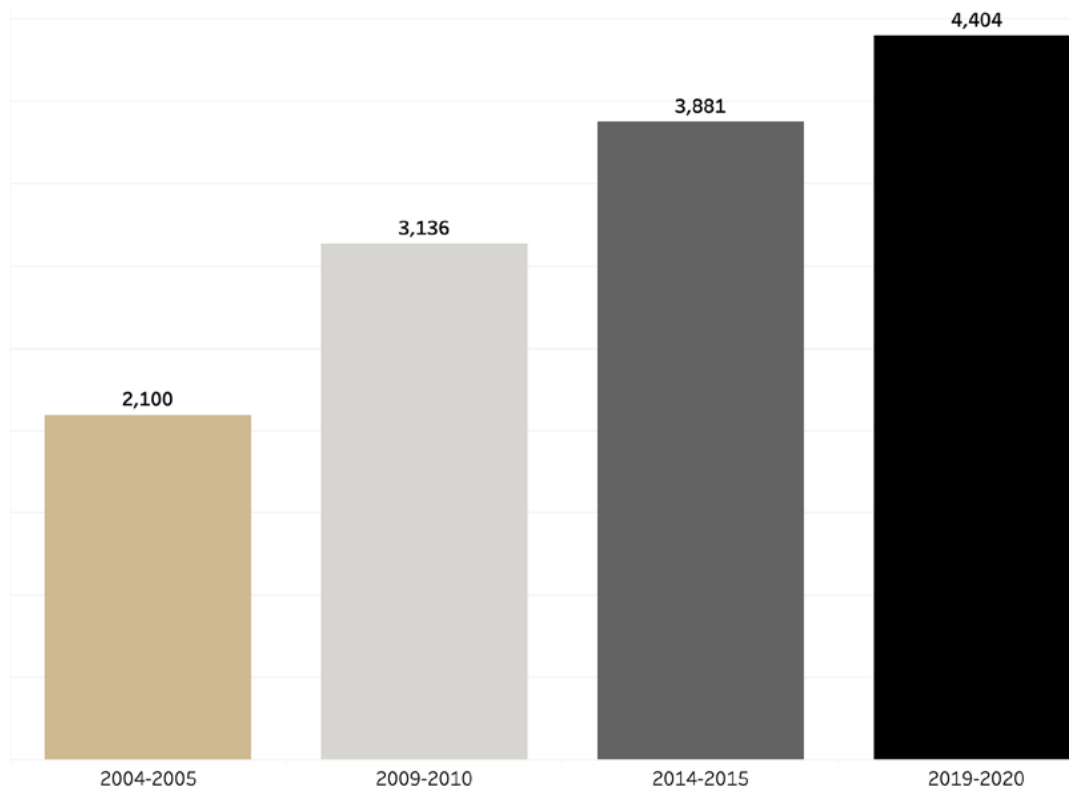
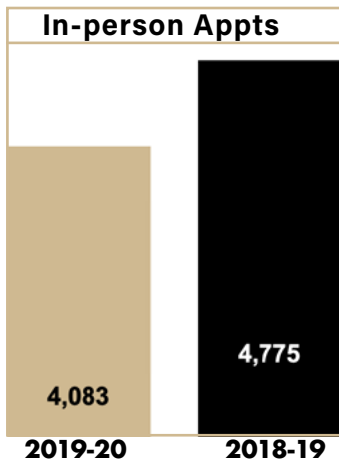


Figure 3: Visits from international students has steadily increased over time.

📍 The majority of visits to the Writing Lab were in the Heavilon Hall Location. ¹



📍 Virtual appointments accounted for 1,598 of all 5,681 tutoring appointments.

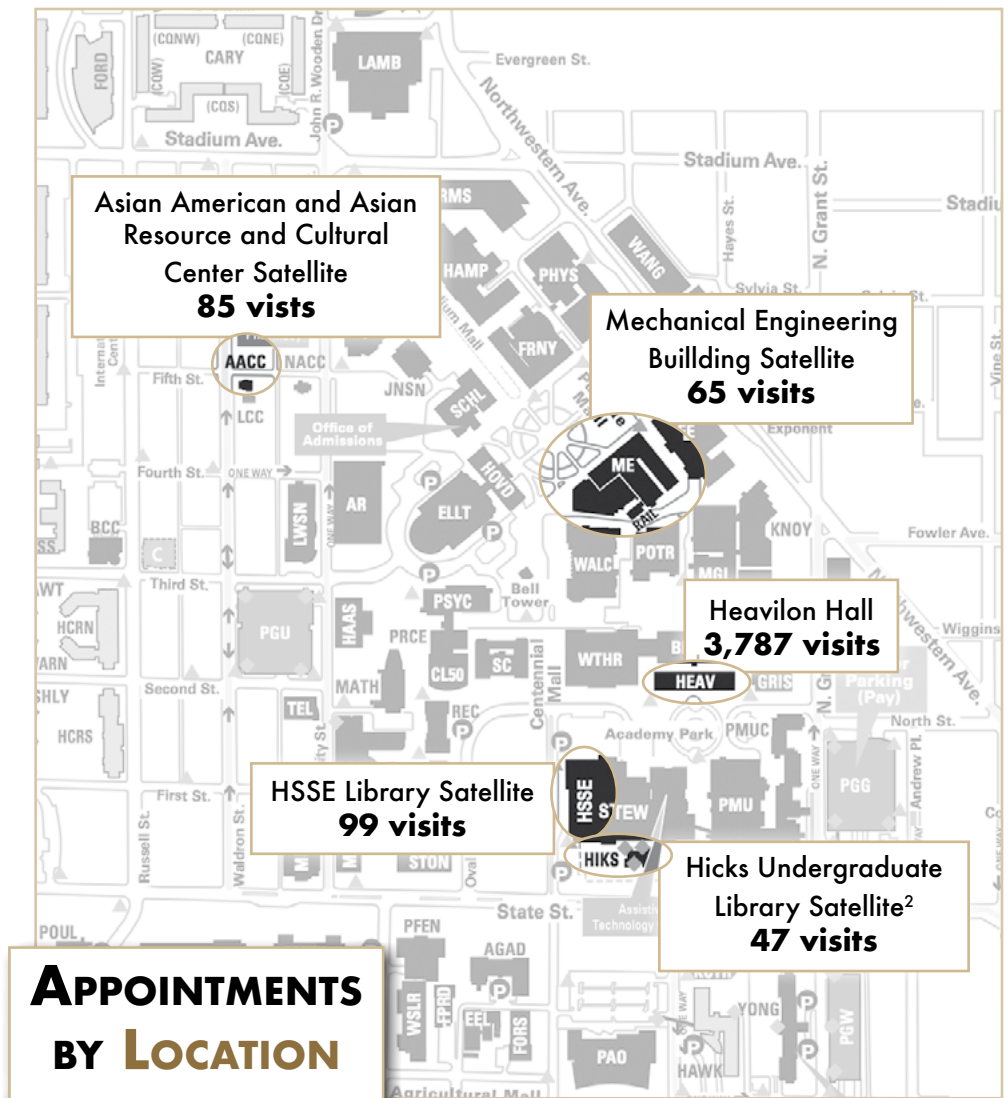
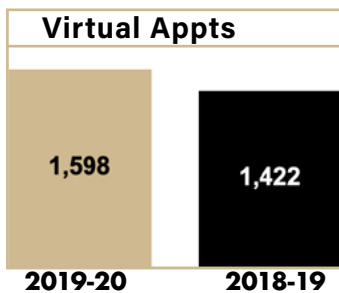


Figure 4: We offer in-person appointments across campus with the help of our satellite locations. The bulk of consultations still take place at our main location in Heavilon Hall.

Other Writing Lab Services

	2019-20	2018-19	% Change
ESL Conversation Group Attendees	407	419	-2.9%
In-Lab Workshops	16	19	-15.8%
Campus-Wide Workshops	33	4	+725.0%
Remote Lab Tours	21	35	-40.0%
In-Lab Tours	48	88	-45.5%

¹ Please see Appendix A for a detailed breakdown of Writing Lab users for all locations.

² The Hicks Undergraduate Library satellite location opened in Spring 2019.

OWL Usage 2019-2020

Since its founding in 1994, the Purdue OWL has provided writing resources for instructors, students, independent learners, and others. The site has seen a general upward trend in its traffic over the years.

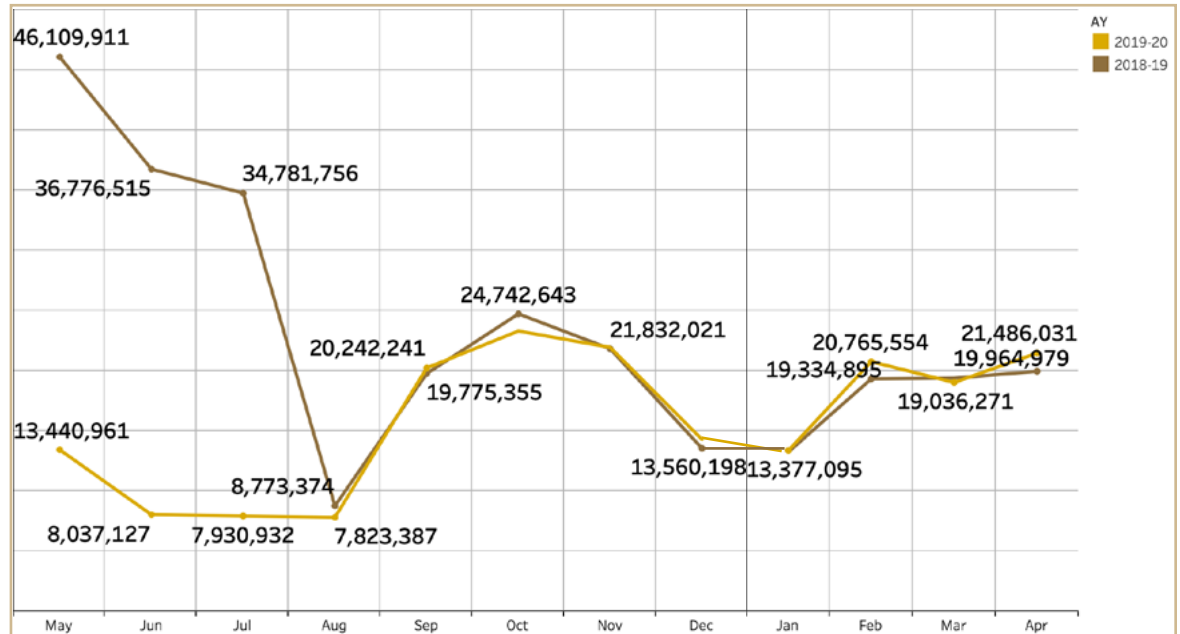


Figure 5: This chart represents pageviews for AY 2019-20 and AY 2018-19. In May-July of 2018 the OWL was still using Google Analytics before it became Google Analytics 360, presumably the initial drop in 2018 is the elimination of bot traffic from our data.

Our monetizing of traffic has led to revenue of \$717,276 during the 2019-2020 academic year.

TOP VIEWED VIDCASTS THIS YEAR BY VIEWS

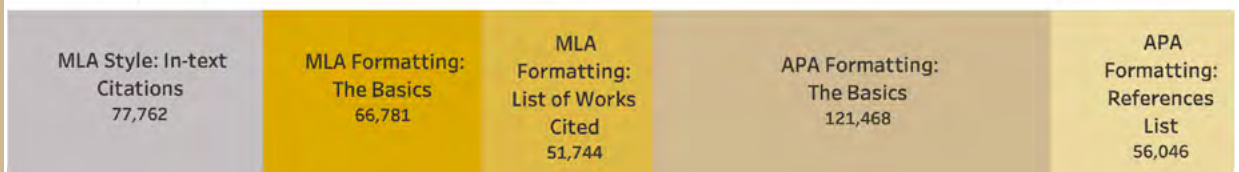


Figure 6: Shows the top viewed vidcasts on the OWL's YouTube channel. This YouTube channel with 97 vidcasts and 25,082 total subscribers—a 23% increase from last year (see Appendix D).

Dr. Harry Denny

Faculty Director,
Writing Lab

Associate Professor, *English*

Tammy Conard-Salvo

Associate Director

Dr. Vicki Kennell

Associate Director

Writing Lab Staff

For the 2019-2020 academic year, the Writing Lab was staffed by 44 undergraduate and 33 graduate tutors.

Writing lab tutors and staff have been active members of the scholarly community. Over the past school year, members of the writing lab have upheld Purdue's reputation for academic excellence through a number of writing center-related projects including articles, books, and dissertations.

While some conferences were cancelled or postponed due to the surge of COVID-19, the Writing Lab tutors and staff were accepted to give seventeen presentations at ten conferences across the U.S. and Canada.

Graduate Teaching Assistants

GTA positions are highly selective and include students from different disciplines across campus. All GTAs must complete a semester-long tutoring practicum during their first semester of work.

Undergraduate Teaching Assistants

UTAs are undergraduate peer tutors from various majors across the university. UTAs are selected from the best students who have completed a semester-long practicum course on tutoring.

Online (Online Writing Lab) Staff

The OWL staff are responsible for programming and maintaining OWL web resources, managing the content of the site, and supervising the development of instructional materials.

II. Services Provided

The Writing Lab provides the Purdue community with a wide range of services including:

- *In-person and virtual tutorial consultations*
- *Support for faculty using writing to learn across the curriculum*
- *Campus-wide workshops on a variety of writing topics*
- *Programming designed to support graduate writers*
- *Support for multilingual speakers of English*

After Spring Break, all our in-person sessions were converted to virtual meetings.

The Writing Lab is also engaged with local and state communities through direct outreach and via the Online Writing Lab (OWL), one of the world's most-visited writing websites.

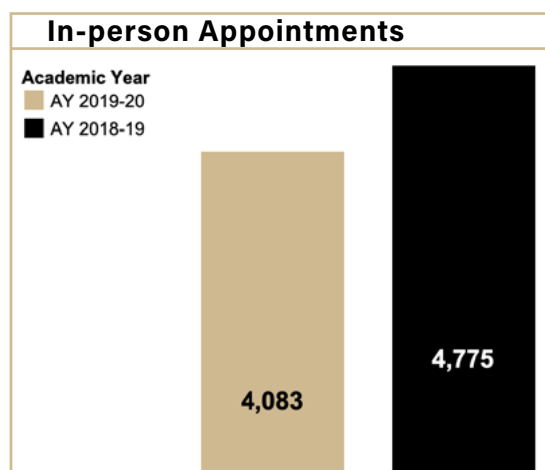
One-to-One Tutorials

Individual tutorials are the Writing Lab's primary on-campus service. The Lab's tutors are trained in accordance with best practices in peer tutoring, one-to-one learning techniques, and second language learning strategies based on theory, practice, and scholarship within Composition and its subfields. Tutors gain in-depth knowledge of multiple genres of academic and professional writing. The Lab's training process emphasizes continual growth, with a strong focus on approaches to both tutoring and writing.

During one-to-one consultations, Purdue students, faculty, and staff engage in 25 or 50-minute, in-person or virtual meetings, with one of our graduate or undergraduate tutors. Consultations can take place during any part of the writing process. Some writers come to the Lab with just a few notes or ideas while other writers come to the Lab with a full draft or complete project. Consultations can focus on any type of writing, including but not limited to personal writing, research papers, reports and

other class assignments, résumés, lesson plans, theses and dissertations, outlines for speeches, and PowerPoint presentations.

Tutors work with concerns specific to each client's writing assignment and academic or professional goals. The person-to-person aspect is key to a consultation's effectiveness. While consultants do help clients learn editing skills, sessions cover a wide variety of topics other than grammar or proofreading. Tutors help clients understand audience expectations for their documents and learn how to revise their writing to meet them.

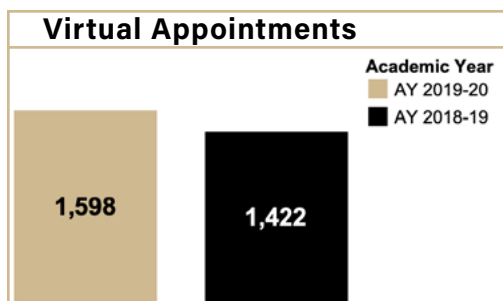


Virtual Consultations

The Writing Lab offers two kinds of virtual consultations: e-tutoring (asynchronous) and online tutoring (synchronous). During the 2019-2020 academic year, virtual appointments accounted for 28.13% of all tutorial sessions compared to 22.95% last year. Key information for virtual tutoring during the 2019-2020 academic year is provided below:

- **1,348** e-tutoring appointment, an increase of **1.9%** from last year
- **250** online appointments, an increase of **152.5%** from last year
- **1,598** total virtual appointments, an increase of **12.4%** from last year

Online and e-tutoring widen the reach of the Writing Lab by improving its accessibility to clients for whom a physical, on-campus visit is difficult, including nontraditional students, distance learning students, and students with mobility concerns. Users of e-tutoring and online tutoring include, for example, Purdue students who are engaged in international travel and off-campus internships.



Support for Writing Across the Curriculum

The Writing Lab continues to work with faculty and instructors across campus by offering tours for their courses and offering curricular support. Instructors can request consultations on how best to collaborate with the Writing Lab or improve writing instruction, and the Writing Lab serves as an important mentoring space for instructors to improve their pedagogical expertise.

Workshops

The Assistant Director for Writing Across the Curriculum (WAC) & Workshops, Victoria Ruiz, works closely with the Associate Director Dr. Vicki Kennell to serve as the liaison between the Writing Lab and outside constituents across campus. In addition to mentoring tutors through the process of developing materials and facilitating in-lab workshops for Purdue students and faculty, the AD seeks to build sustainable relationships with instructors and professors in other disciplines, as well as student organizations that are interested in engagement with the Lab. In some cases, these relationships lead to a writing workshop or the development of a WAC/writing focused curriculum for instructors' courses.

During 2019-2020, the Writing Lab offered 16 in-Lab workshops, 33 campus-wide workshops and faculty consultations, 21 remote Lab tours, and 3 workshops for graduate student writing. Workshops are typically an hour-long and either conform to the peer-review model or consist of the mentoring or training described above. In-Lab workshops cover topics as diverse as generating research proposals, learning email etiquette, building citation skills, and developing job search materials.

Virtual appointments grew by 12.4% in the 2019-20 academic year to become 28.13% of all tutoring appointments.

A Note About Spring 2020

Spring 2020 was deeply impacted by COVID-19. With the University's move to remote learning in the second week of March, three of the seven scheduled workshops were cancelled. During this time, Victoria mentored workshop leaders via Microsoft Teams; in this digital space, the Managing Feedback & Citing Sources in Zotero workshops developed additional materials to be used in future iterations of the workshop. The Research Poster workshop did not need additional materials.

Support for Graduate Writers

Intensive Writing Experience for Dissertation Writers

Writers in collaboration with the Graduate School, the Writing Lab held four three-day writing events for dissertation writers during the summer of 2019. A total of 61 graduate students attended the events: 36 for the drafting-focused weeks and 25 for the revising-focused weeks. Thirty-nine attendees self-identified as international students. Attendees represented 38 disciplines, including a mix of humanities, social sciences, and STEM disciplines. Evaluations were overwhelmingly positive. Attendees commented on several different helpful aspects of the events:

- On progress made on the dissertation: "10 pages in 3 days"
- On relational support provided: "Hearing from others that they have struggles with their writing or dissertation too"
- On skills learned: "Reverse outlining and sentence structure. I haven't addressed either in years."
- On the overall value of the program for other graduate students: "It is an intrinsic part of my

educational process at Purdue, and I am so thankful for being able to attend. Every graduate student should be forced to attend!"

Writers' Rooms

Writers' Rooms are dedicated space and time for writers to work on any document at any stage of the process. Tutors are available for brief consultations, but the primary purpose is for writers to spend significant time writing and revising.

- **Summer 2019:** 22 appointments (15 individual clients); met twice per week
- **Fall 2019:** 16 appointments (13 individual clients); met roughly every other week (7 times)
- **Spring 2020:** 12 appointments (5 individual clients); met once per week (ended at spring break due to shift to virtual classes)

"It is an intrinsic part of my educational process at Purdue, I am so thankful for being able to attend."

Online Writing Lab (OWL)

The Purdue OWL is a website operated by the Writing Lab that publishes free resources on a vast array of writing topics. In addition to helping students around the world with academic, professional, and personal writing tasks, the site acts as an unofficial goodwill ambassador for Purdue insofar as it is many students' and teachers' initial point of contact with the university. With hundreds of millions of visits each year, the OWL ranks among the most popular educational sites in the world.

From May 2019-April 2020, the OWL served approximately 192,361,513 pageviews. This represented an 18.5% gain over the traffic for the previous year (162,365,430 pageviews). There is reason to believe that the post-2018 traffic figures represent a more authentic picture of the site's true reach—as mentioned above, the traffic figures prior to 2018 may have been inflated by bot traffic.

OWL Usage From 2019-2020

The OWL serves writers globally. Outside of the United States, the highest number of pageviews come from Canada, the Philippines, India, and the United Kingdom. The OWL pages on APA and MLA citation remain the most highly used. Other popular pages include resources covering business correspondence, argumentative essays, thesis statements, outlining strategies, and a host of grammar topics. The OWL's downloadable resources, like its sample papers and PowerPoint presentations, remain favorites as well. A new illustrated guide on using online citation generators responsibly also became quite popular this year.

The OWL pursued a number of major content projects in the past year. The most ambitious was the overhaul of the site's APA Style resources that followed the release of the 7th edition of the APA manual. Released in February of 2020, these new pages were among the first APA 7 guidelines released on the internet (other than those released by the APA itself). The OWL also published its first-ever foreign-language content in the form of a Spanish version of its popular MLA guide. Finally, in response to the

COVID-19 pandemic, the OWL's developers collaborated with Writing Lab tutors to produce a collection of resources helping teachers adjust to remote classroom instruction.



The OWL also supports a YouTube channel with 97 vidcasts (at the time of writing, 6 additional videos were in production). The OWL's YouTube channel has 25,082 total subscribers—a 23% increase from last year (see Appendix D). Vidcast topics include citation styles, grammatical concepts, job search documents and applications, discipline-specific writing (e.g., writing in engineering), rhetorical strategy, ESL writing, and preparing for successful Writing Lab visits. Video development on the OWL's YouTube channel has been a key piece in the OWL's developing approach to accessibility. For this reason, all videos on the YouTube channel are captioned after they are uploaded.

The year 2019-2020 was the most dynamic yet for the OWL's YouTube channel from a content perspective. During this year, the OWL continued to produce “video essay” style videos, but also developed numerous new



art assets and style changes in an effort to boost these videos' production values. These include new chyrons, new text slides, higher-quality encoding standards, and more.

In addition, the OWL began offering brand-new forms of video content. Many of these were developed in response to the COVID-19 pandemic. For example, the OWL instituted procedures for recording, editing, and publishing its writer's workshops, which had to be delivered remotely, and it published a comprehensive series of video tutorials on the WOnline digital tutoring platform for the benefit of Purdue students and writing center directors around the country.

- *I've been using this resource since perhaps high school so for at least 15 years. I just went back to school to get my masters. Glad you're still here. This is a great resource.*
- *I'm an American academic living and working in Australia and I just want to thank y'all for making the Purdue OWL available to all of us. I LOVE IT! I APPRECIATE IT! Few Aussies know of it, so hope it's cool to share.*
- *Every time I have an assignment and begin to have doubts, I go to owl.purdue.edu. Thank you for being a reliable source for the last few years.*

"I've been using this resource since perhaps high school so for at least 15 years. I just went back to school to get my masters. Glad you're still here. This is a great resource."

Not all new content was a result of COVID-19, however. For instance, during the year 2019-2020, the OWL began to produce supplementary "OWL Bytes" videos, which feature a more direct, unscripted style than its typical video essays. Fall 2019 also saw the production of the mini-documentary "The OWL @ 25" in celebration of the website's 25th anniversary—the channel's most ambitious video production thus far.

OWL Feedback

The OWL frequently receives questions, concerns, and feedback from its users. The selection of comments below demonstrates the OWL's continued record of providing public support as a part of Purdue's land grant mission, as well as its focus on providing content for a diverse range of users:

- *I am a high school advanced Social Studies teacher and I have been referring my students to your website for years. As I am about to retire from teaching, I just wanted to thank you and your staff for all the information, assistance, and professionalism they have shown. I would not have been able to help my students write and prepare for college if it had not been for the OWL.*

- *My librarian mom showed me the OWL years ago and I've been using it for help with formatting ever since. I'm now a junior Honors and Theater student and felt like I should finally thank you for all the help you have given and will give me over the years. You're actually helping me with an essay right now. Thanks!*
- *Kudos on creating a great resource. Although I am a Buckeye, I used the site often as a student and now as a professional.*

III. Support for Multilingual Writers

Users who self-identified as non-native speakers of English accounted for 70.16% of total Writing Lab visits this academic year and 67.25% of one-to-one consultations (3,751 individual sessions) occurred with international students. **Figure 7** represents this percentage by academic standing and **Figure 8** shows a further breakdown of academic standing for undergraduate, international writers.

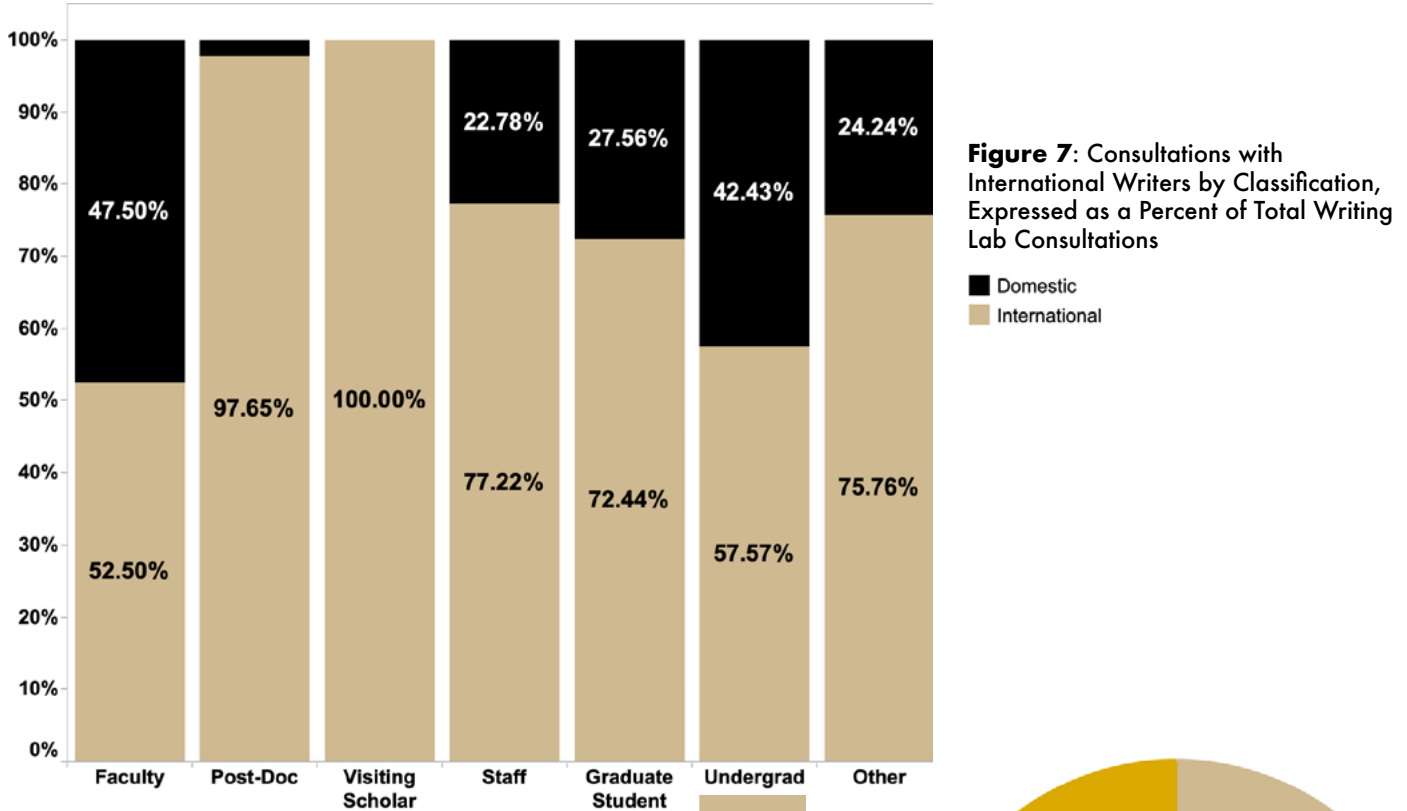
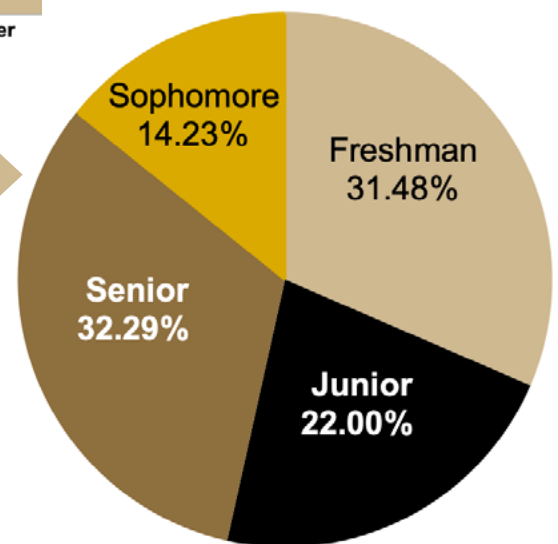


Figure 8: Consultations with Undergraduate International Writers by Classification



Assistant Director of Multilingual Education, Mitch Hobza

Mitch began work to expand the content of the tutor education modules on Blackboard. He designed and conducted a survey that asked tutors what they wanted to learn more about if they were offered new modules, and we used these results to decide on several target areas for developing future modules for tutor education. Mitch then began collecting the materials for several of these modules.

Spring 2020, Colombia and UniNorte

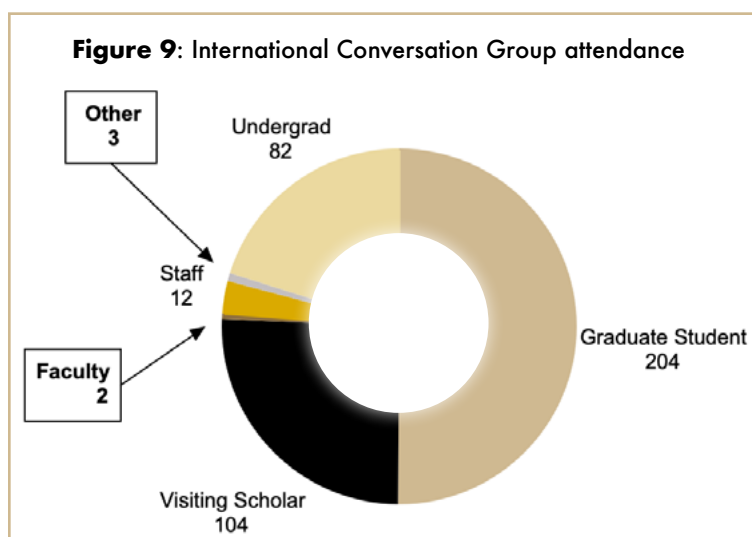
In Spring 2020, Mitch Hobza and Curtis Jewell received a research grant entitled “Translanguaging: A Writing Laboratories Academic Exchange,” to participate in a research exchange with the Centro de Escritura (ECO) at Universidad del Norte in Barranquilla, Colombia. They collaborated with the ECO on numerous fronts: developing administrative infrastructure in the writing center, developing tutor education workshops for their weekly staff, planing workshops on personal statements, and creating scripts for tours for their writing center as well as classroom presentations on the writing center. They also collaborated with UniNorte faculty to assist in the development writing curriculum for two classes that were focused on academic writing in English. Finally, Mitch translated the Writing Lab’s Intensive Writing Workshops into a series of one-day workshops for M.A. students in an English as a Foreign Language program. After the events of COVID19, they conducted this work virtually from March-May, including designing tutor education workshops virtually and two Intensive Writing Workshops in May and June.

Conversation Groups

The Writing Lab has offered English language Conversation Groups for several years to provide a space for participants to practice spoken English. They are held regularly throughout the week and led by a Writing Lab tutor fluent in English. Representative topics for this year included Weather, Cultural Stereotypes, and Current Events. One day a week is devoted to TV Snack Chat where participants view pre-selected TV episodes or movie clips, pausing the viewing periodically to discuss vocabulary or cultural points. Furthermore, Conversation Groups:

- Allow international attendees to practice various skills associated with language—primarily listening and speaking, but also grammar, vocabulary, and cultural information. These skills have a direct relationship to, and impact on, writing.
- Offer participants an entry point to other Writing Lab services such as consultations or workshops.
- Include students, faculty, staff, and post-docs.

During the 2019-2020 academic year, there were a total of 407 conversation group attendances. Some attendees visit a single day of conversation group and others visit multiple days. Sometimes a single visitor attends every day of the entire year. **Figure 9** shows conversation group attendance by classification.



Attendee Favorite Topics

- Current news
- Communication
- “All of them. Every topic is interesting.”
- Technology
- Travel
- Politics & Social Issues
- Friendship
- Language Games

Attendee Evaluation Comments

- [Conversation group] is a wonderful opportunity to improve my English skills while knowing other people. Keep on doing that =)
- I think conversation group online maybe a good way to us. I am looking forward to virtual conversation group. online learning can let every events be active. [This was written after mid-spring when we switched to virtual only.]
- Thanks for your help.

In-Lab Language Resources

The Writing Lab offers a number of services for writers looking to improve their English language ability as well as their writing ability. Usage of these services is not currently tracked.

- A language library with books for tutor, student, and instructor use. These books cover a range of language topics, including grammar, speaking, and vocabulary.
- A selection of English language learning software that can be used whenever the Writing Lab is open.
- A list of language tutors for hire, available to individuals in the community as well as on campus.
- An Academic Resources document that lists up-to-date information about language classes and programs at Purdue and in the surrounding community. Copies of this document and of the tutor list are available in a PDF version.

IV. Writing Lab Staff Education

To ensure that all tutors are trained according to best practices, the Writing Lab requires that undergraduate and graduate tutors take a tutor education course and participate in ongoing professional development through staff meetings, special projects, and dedicated training on multilingual writing. In addition, the Writing Lab maintains a library of writing-related texts and encourages staff to engage in research.

During the fall semester, two courses were offered to prepare candidates for tutoring positions.

- **English 502W (1 credit):** This course is an in-service practicum required for graduate teaching assistants in their first semester of tutoring.
- **English 390 (2-3 credits):** This course focuses on the theory and practice of tutoring writing and is a prerequisite for applying for UTA (Undergraduate Teaching Assistant) positions.

Assistant Director of Undergraduate Tutor Education 2019-2020 Overview, Elizabeth Geib

The Assistant Director for Undergraduate Tutor Education works closely with Tammy Conard-Salvo to train, mentor, and support prospective and current undergraduate Writing Lab tutors by: teaching sections of ENGL 390 (varies by semester), providing continued support for current undergrad tutors, hiring new undergrad tutors (often collaboratively), and taking part in the recruitment process of prospective ENGL 390 students. Below is an overview of the AD's duties and accomplishments specific to 2019-2020.

- Co-taught two sections of ENGL 390 (both credits—one hour in class/lecture and one hour spent in-Lab) with Dr. Harry Denny during Fall 2019.
- Taught one section of ENGL 390 during Spring 2020 (two-credit course, same as above); shifted to a virtual course early March amidst COVID-19—

all course and in-Lab activities were shifted to an asynchronous format with individual weekly check-ins via WebEx, phone, and/or email depending on individual students' needs.

- Initiated undergraduate research by encouraging, mentoring, and supporting writing center/lab research projects, conference proposals/talks, and future/in-progress publications.
- Conferences presented with undergraduates and/or other Writing Lab affiliates:
 - Feminisms and Rhetorics Conference, Fall 2019
 - East Central Writing Center Association, Spring 2020
 - College of Composition and Communication, Spring 2020 (accepted but the conference was canceled due to COVID-19).

Intensive Multilingual Training for Tutors

In order to ensure that all Writing Lab tutors are equipped to consult with the large number of multilingual writers who visit the Writing Lab, intensive training around working with multilingual writers is offered each spring. Surveys of tutors show that tutors may lack knowledge about the cultural aspects of assessing writing or conferencing with writers, but they may also lack knowledge about the cultural aspects of global writing issues such as organization. In order to improve their abilities with respect to all aspects of multilingual writer tutoring, every tutor spends one hour per week on professional development activities that provide insights into and strategies for working with this population.

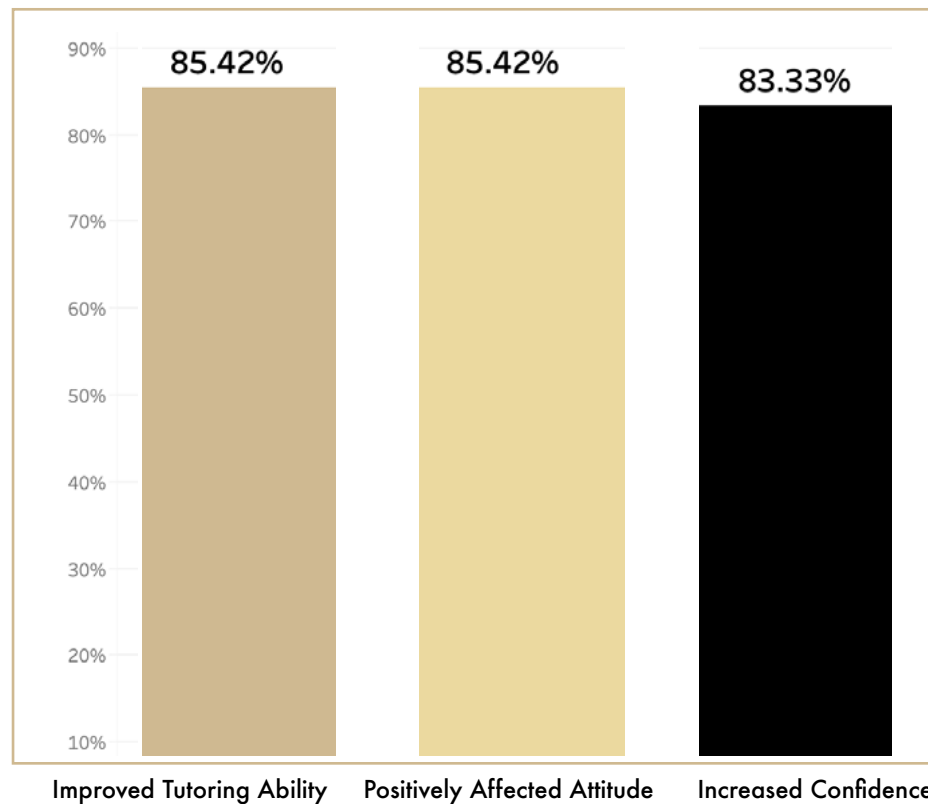
Tutor evaluations indicate that the training program is beneficial in a number of respects: it improves their abilities to tutor multilingual writers, it positively affects

their attitudes about working with multilingual writers, and it increases their confidence for working with this population. **Figure 10** shows the results for the Spring 2020 training course. Some representative comments from the evaluation follow.

In-Lab Resources

The Writing Lab maintains a reference library available to all Purdue students and faculty. This includes a collection of writing-related books, journals, and specialized resources for English language learners. The Lab also provides a computer dedicated to English practice in areas such as vocabulary and pronunciation.

Figure 10: Tutor Self-Reported Assessment of the Benefits of Intensive Spring Training



V. Value of Writing Lab's Services

With the help of Institutional Research, the Writing Lab staff has developed new ways to measure the positive effects the Lab has on the Purdue community. Data on student retention, GPAs, and ENGL 106 grades are now regularly collected and compared for students who both do and do not use the Writing Lab. Preliminary results analyzed by Harry Denny show that students who visit the Lab routinely do better academically than students who do not use the Lab. Professor Denny and other staff members are continuing to collect and analyze data to better understand the ways the Lab helps Purdue students be more successful. Please see <https://owl.purdue.edu/research/research.html> for detailed information about current research projects, including cross-institutional projects.

Purdue's Writing Lab is considered the "Gold Standard" for both in-person and online writing labs, and such a wide reach does not go unnoticed. The Writing Lab regularly receives academic visitors who use us as a model for their own writing center practices.

Over the nearly four decades since the Writing Lab opened, more than a hundred staff and alumni have produced writing-related research and scholarship. Alumni trained in the Lab have also taken faculty positions across the United States, bringing what they learned in the Purdue Writing Lab to their new academic communities. Former undergraduate tutors have gone on to succeed in a wide variety of professions, both in academia and the private sector.

Client Feedback

The Writing Lab collects evaluations from clients each time they use a service. Feedback for in-Lab services is overwhelmingly positive, with over 91.32% of clients

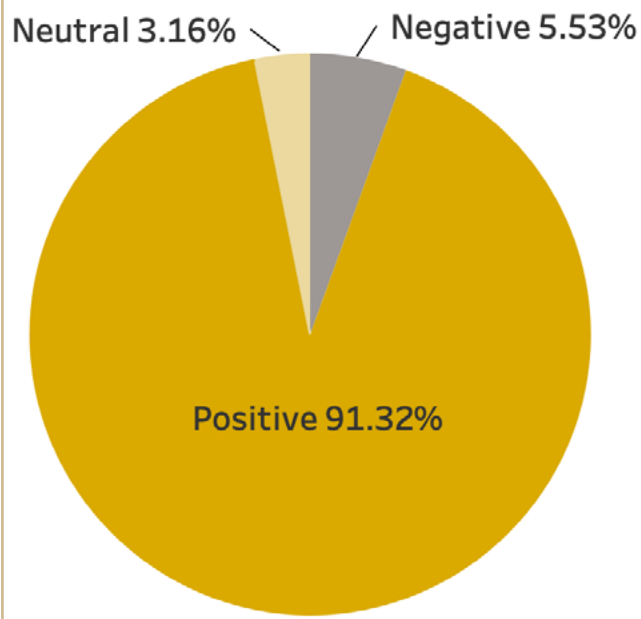
claiming that their consultations were helpful or very helpful. When assessing their sessions, clients often write that they consider the tutors to be well-qualified, knowledgeable, and adept consultants. They mention gaining knowledge, specific strategies, and confidence as writers from the sessions, and they appreciate the student-centered approach of the Writing Lab staff. A sample of students' written comments and an overview of evaluations are included in Appendix B.

User satisfaction with the OWL is manifest in the large number of link requests the site receives, its high search engine ranking,

its frequent mention in writing-related scholarship, and in constant unsolicited thanks from users around the world. A small sample of the OWL's unsolicited positive feedback is included in "OWL Feedback" on page 13 of this report.

Purdue's Writing Lab is considered the "Gold Standard" ...[and]...regularly receives academic visitors who use us as a model for their own writing center practices.

Figure 11: This chart represents overall client feedback for AY 2019-20.



VI. On-and Off-Campus Engagement

Writing Lab staff recognize the importance of intellectual diversity and community involvement. As a result, staff members frequently engage with on-and off-campus groups through regularly-offered services, special projects, and research. This section highlights the major on-and-off campus partners. See Appendix C for a list of other campus and community interactions.

On-Campus Engagement

Campus-Wide Workshops

In addition to 19 in-Lab workshops during the 2019-2020 academic year, the Writing Lab presented 4 workshops in courses and sites outside the English department. Through collaborations among the Lab's tutors, directors, and the Assistant Director for Workshop/Writing Across the Curriculum, these workshops were customized to develop dynamic, discipline-specific content that leads to knowledge transfer through pedagogically-effective instruction.

Remote Lab Tours

This year, the Writing Lab presented 35 remote lab tours to programs and departments on the Purdue campus including Art and Design, Aeronautics and Astronautics, Agriculture, Chemistry, and Earth, Atmospheric and Planetary Sciences. These remote lab tours offer an in-depth look at how Writing Lab services support students, staff, and faculty in specific disciplines.

Purdue Language and Cultural Exchange (PLaCE)

The Purdue Language and Cultural Exchange (PLaCE) provides language support to incoming international undergraduates.

During Summer 2019, PLaCE brought in 16 Colombian visiting faculty from:

- Institucion Universitaria de Envigado
- Universidad Tecnologica de Pereira
- Universidad de Antioquia
- Universidad del Norte

The Writing Lab offered a customized lab tour for this group and arranged special accommodations for them to use our services while they were at Purdue (they didn't all have Purdue email accounts).

Minority Engineering Program

During summer 2019, the Writing Lab partnered with the Minority Engineering Program (MEP) to support two summer camps: ABC for incoming first year students and the Multi-ethnic Introduction to Engineering (MITE) for rising seniors in high school. Writing Lab tutors facilitated a remote lab tour for ABC students and encouraged them to make appointments for consultations. Staff facilitated two workshops for MITE students on drafting and revising college application essays. The Writing Lab and MEP have plans to collaborate during the 2020 summer sessions.

Orientation Activities

Every year we welcome incoming students by providing information regarding the Lab's services. In 2019-2020, we participated in the Graduate Student Orientation Fair and the Campus Resource Fair sponsored by Academic Success and Advising, along with the Boiler Gold Rush. The Writing Lab also participated in the LGBTQ Center's Rainbow Callout, a fall event that connects students with campus and Greater Lafayette-area organizations and programs. During the first two weeks of each semester, the Writing Lab offers tours to first-year composition instructors, who bring their students to the Lab for discussions and demonstrations of Writing Lab services.

STEM Engagement

The Writing Lab operates a satellite location in the Mechanical Engineering building one night each week to provide additional writing support for engineering undergraduate and graduate students, faculty, and staff, as well as for those from other disciplines. The Lab maintains strong connections with faculty and programs in pharmacy and engineering. These efforts align with Purdue's dedication to STEM leadership and to innovative, multidisciplinary research.

Staff Outreach

The Lab participated in the Clerical Staff Advisory Committee and Administrative & Professional Staff Advisory Committee Resource Fair and shared information about Writing Lab services with more than 900 attendees. The Writing Lab has conducted workshops on professional communication for the Accomplished Clerical Excellence (ACE) Program for several years and we plan to continue this partnership in the upcoming academic year.

Graduate Student Outreach

Thanks to the generous support of the Graduate School and collaboration with the CLA Dean's Office, we were able to fund additional graduate lines to support outreach to graduate students around targeted workshops and writing groups, as well as to develop a faculty guide for supporting graduate writers.

Satellite Locations

During the fall and spring semesters, the Writing Lab offered evening tutoring at several locations around campus. During the 2019-2020 academic year, the following locations hosted evening tutoring hours:

- **HSSE Library Satellite Writing Lab (Mondays, 6-9 PM)**
The Lab's HSSE location is designed to foster collaborative tutoring, utilizing the library's collaborative study spaces.
- **Asian American and Asian Resource Cultural Center Satellite Writing Lab (Tuesdays, 6-9 PM)**
The Writing Lab utilizes the AAARCC for outreach to students who use this center.
- **Mechanical Engineering Building Satellite Writing Lab (Wednesdays, 6-9 PM)**
The ME location sustains strong collaboration with the College of Engineering.
- **Hicks Undergraduate Library (Tuesday-Thursday, 2-5 PM)**
The Writing Lab opened a new satellite location this spring at the Hicks Undergraduate Library as part of our goal of bringing writing assistance to where students write.
- **Brees Academic Performance Center (Sunday-Thursday, 7-10 PM)**
The BRES location services Purdue's student athletes.

Off-Campus Engagement

Collaboration with Office of Institutional Research, Assessment, & Effectiveness (OIRAE)

Pulling from its data corpus of more than 60,000 student records, the Writing Lab has been working with the OIRAE to discover and document the impact of Writing Lab tutorials on a variety of student populations. Initial results are indicating that at-risk students who visit the Writing Lab experience an increase in GPA and are more likely to graduate than their peers who do not engage with the Writing Lab, and the gains of at-risk students who visit the Writing Lab outpace the gains of non-at-risk peers who use the Writing Lab.

The collaboration is also helping the Writing Lab better understand the demographics and usage patterns of students from across the university and at various stages of their education.

Writing Center Research Project (WCRP)

In 2015, the Writing Lab restarted the international survey of writing center activity and demographics. This IRB-approved project seeks to foster cross-institutional research across a variety of writing center contexts (high schools, two-year colleges, small liberal arts colleges, regional comprehensives, and research intensives). The Writing Lab is planning to relaunch the project in Fall 2019. Purdue houses the WCRP on both the Purdue Libraries e-pubs site and the OWL: <https://owl.purdue.edu/research/research.html>.

International Writing Centers Association Mentoring Network

The professional association has been involved with matching early-career writing center directors with more experienced or seasoned faculty directors. For the 2018-2019 academic year, Dr. Denny mentored a number of those new directors around the country, helping them negotiate for better recognition of their labor or guiding them through unfamiliar institutional dynamics and writing center policy.

Social Media

The Writing Lab maintains a Twitter account (@PurdueWLab) and a Facebook page (<https://www.facebook.com/PurdueUniversityWritingLab>), while the OWL has its own YouTube channel (OWL@Purdue). This year the OWL@Purdue YouTube channel achieved 3,846,325 combined views. The channel launched in the spring of 2011, and in eight years has grown to include 65 video resources and 25,082 subscribers. For more specific metrics related to the YouTube channel, please see Appendix D.

Alumni Outreach


The Writing Lab publishes a twice-yearly online newsletter, Alumni Annotations, which is distributed to former Writing Lab and OWL staff. Alumni Annotations provides news about the Lab's ongoing projects, honors received by staff, and features written by former tutors. For the full archive of the Alumni Annotations newsletters follow this link: https://owl.purdue.edu/writinglab/alumni/alumni_annotations.html.

In 2015, the Writing Lab initiated the Peer Tutor Alumni Research project. This ongoing project follows former peer tutors after their graduation from Purdue to determine what tutoring skills these individuals carry with them into the next phases of life.

 2,097 followers

 48 followers (new this spring)

 2,355 followers

 25,082 subscribers

VII. Research and Professional Development

The Writing Lab offers opportunities to conduct academic scholarship, with many graduate alumni continuing this research in tenure-track positions at universities in the United States and abroad. In addition, Lab training serves to professionalize tutors, preparing them for jobs in education, government, and private industry.

Dissertations and Theses

During the 2019-2020 academic year, the following graduate students completed or continued work on theses or dissertations related to the Writing Lab and writing center scholarship:

Completed

- Beth Towle. Critiquing Collaboration: Understanding Institutional Writing Cultures through a Study of Writing Center-Writing Program Relationships at Small Liberal Arts Colleges. May 2019, Associate Director, Writing Center, Assistant Professor of English, Salisbury University.

Dissertations-in-Production

- Elizabeth Geib. From 'Ivory Tower' to Community: Creating a Writing Center Outside the 'Friendly Confines' of a College Campus.
- Isaac Wang. Weaving Centers of Resistance: Towards Indigenous Writing Center Praxis.

Proposal Stage

- Mitch Hobza. What Does It Mean to be Empathetic? Affect and Negotiating Linguistic Difference in the Writing Center.

Ongoing Campus-Wide and Inter-Institutional Research Projects

The Writing Lab continues to investigate its usage trends by class standing (freshman, sophomore, junior, senior, graduate student) and college. This project explores at what stage students are most likely to visit the lab in their academic career. The Writing Lab also examines long-term trends in usage of the Writing Lab by nationality. We see a consistent pattern of positive, statistically-significant impact on semester-long grades as well as on persistence to graduation and graduation rates.

The Writing Lab maintains a webpage at <https://owl.purdue.edu/research> that contains an archive of Purdue Writing Lab publications, updated information from the Writing Center Research Project, in-house research on OWL usability, and links to peer institution reports and data.

Publications

Denny, Harry. *Gender, Sexuality and the Cultural Politics of Men's Identity in the New Millennium: Literacies of Masculinity*. Co-authored with Robert Mundy. New York/London: Routledge. (2019). Print. ISBN: 978-0367149314.

Denny, Harry. "Histories, Historiographies, and Historical Research in the Writing Center." With Elizabeth Boquet. In Jo Mackiewicz & Rebecca Babcock (Eds.), *Theories and Methods of Writing Center Studies: A Practice Guide*. (2020). New York/London: Routledge. Print. ISBN: 978-0-367-18849-8.

Denny, Harry. "Category is. . . Queer Theory, Queering Research, and Queerer Centers." With graduate student Mitch Hobza. In Jo Mackiewicz & Rebecca Babcock (Eds.), *Theories and Methods of Writing Center Studies: A Practice Guide*. (2020). (New York/London: Routledge. Print. ISBN: 978-0-367-18849-8.

Awards and Grants

- Spring 2019 IWCA Future Leader Award—Isaac Wang
- Fall 2019 New Tutor of the Semester—Kimberly Broughton
- Fall 2019 UTA Tutor of the Semester—Natalie Ciresi
- Fall 2019 GTA Leadership Award—Heather Murton
- Fall 2019 UTA Leadership Award—Austin Steinman
- Fall 2019 GTA Tutor of the Semester—Isaac Wang
- Spring 2020 Outstanding UTA Tutor—Eliza Van
- Spring 2020 Outstanding UTA Tutor—Angela Agnew
- Spring 2020 Outstanding GTA Tutor—Johnay Hall
- Spring 2020 Outstanding GTA Tutor—Paul Riker
- Spring 2020 Outstanding GTA Tutor—Jianfen Chen
- Spring 2020 Outstanding GTA Tutor—Sungae Kim
- Spring 2020 Undergrad Tutor Leadership—Caitlin Lee
- Spring 2020 Grad Tutor Leadership—Mitch Hobza
- Spring 2020 Grad Tutor Leadership—Eugie Ruiz
- Spring 2020 Outstanding New Tutor—Helen Zoss
- 2020 Tutor of the Year—Sungae Kim
- 2020 Tutor of the Year—Heather Murton

Conference Presentations

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.

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.

Chen, Jianfen, Angela Agnew, and Austin Steinman. "Embracing Language Differences & Breaking Down Institutional Barriers." ECWCA, Mar. 2020, Indianapolis.

Denny, Harry. "Action Research Session." SSWCA, Mar. 2020, Annandale, VA.

Denny, Harry. "Adopting the Peer Writing Tutor Alumni Project." SSWCA, Mar. 2020, Annandale, VA.

Denny, Harry. "Looking Up, Looking Out, Looking In." SSWCA, Mar. 2020, Annandale, VA.

Forte, Joe, Mason Pellegrini, Kaden Milliren, Shelton Weech, Katie McMorris, and Priya Sirohi. "The Case of the Purdue OWL: Accessibility and Online Content Development." Computers & Writing, May 2020, Greenville, NC.

Geib, Elizabeth, Eugie Ruiz, Sravya Ambadipudi, and Natalie Ciresi. "Meeting Students Where They Are." ECWCA, Mar. 2020, Indianapolis.

Kennell, Vicki R. "Developing Writing Center Tutor Expertise." ESL GO! Speaker Series, 7 Feb. 2020, Purdue University, West Lafayette, IN.

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.

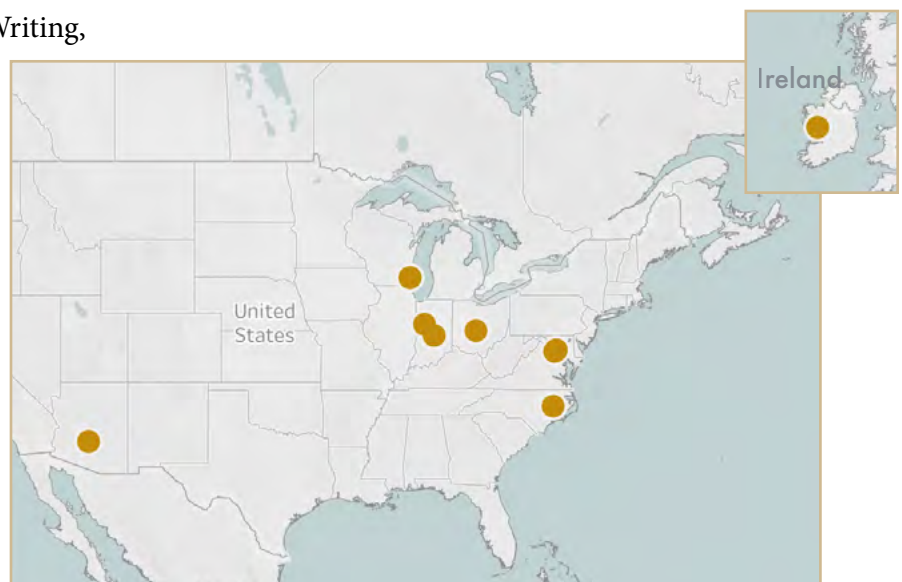
Wang, Isaac, Steven Dawson, Gentry Lee, and Tammy Conard-Salvo. "The Art of Embracing Discomfort: A Heuristic-based Approach to Reflexive Antiracist Tutoring Praxis." International Writing Center Conference, 16 Oct. 2019, Columbus, OH

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

Wang, Isaac. "Decolonizing Metaphor: Moves Toward Decolonial Tutoring Praxis" CCCC, Mar. 2020, Milwaukee, WI.

Wang, Isaac. "Translingualism and Translanguaging in the Writing Center: Towards Practical Pedagogy." Transoceanic Alliance on Writing at the National University of Ireland Galway, Mar. 2020.

Wang, Isaac, Jasmine Tang, and Talisha Haltiwanger Morrison. "White Supremacy at the Center: Playing the Believing Game to Unmask Violence and Hostility." IWCA Collaborative, May 2020, Milwaukee, WI.



Appendix A: Breakdown of Usage

Individual Tutoring Visits

	2019-20	2018-19	% Change
Heavilon Hall	3,787	4,258	-11.1%
Mechanical Engineering Building Satellite	65	113	-42.5%
Humanities, Social Science, and Education Library Satellite	99	76	+30.3%
Hicks Undergraduate Library	47	51	-7.8%
Asian American and Asian Resource and Cultural Center Satellite	85	77	+10.4%
Virtual Appointments	1,598	1,422	+12.4%
Total Individual Visits (at all locations)	5,681 visits by 2,030 clients	5,997 visits by 2,168 clients	-5.3% (visits) -6.4% (clients)

Usage by Classification

	2019-20	2018-19	% Change
Undergraduate	2819	3526	-20.05%
Graduate	2464	2309	+6.71%
Visiting Scholar	104	189	-44.97%
Post-Doc	128	121	+5.79%
Faculty	40	34	+17.65%
Staff	79	66	+19.70%
Other	66	62	+6.45%

Usage Breakdown by College

	2019-20	2018-19	% Change
Agriculture	379	291	+30.2%
Education	616	504	+22.2%
Engineering	1,231	1,363	-9.7%
Health and Human Sciences	550	612	-10.1%
Liberal Arts	987	1,131	-12.7%
Management	377	573	-34.2%
Pharmacy	177	183	-3.3%
Polytechnic Institute	481	589	-18.3%
Science	639	724	-11.7%
Veterinary School	13	27	-51.9%

Visits for Top Ten Countries

	2019-20	2018-19	% Change
USA	2054	2178	-5.7%
China	1974	1998	-1.2%
South Korea	763	738	+3.4%
India	221	263	-16.0%
Taiwan	202	253	-20.2%
Columbia	113	202	-44.1%
Brazil	111	153	-27.5%
Japan	79	142	-44.4%
Iran	73	133	-45.1%
Indonesia	61	18	+238.9%

Consultations with International Writers by Classification

	2019-20	2018-19	% Change
Faculty	52.50%	67.65%	-22.4%
Post-Doc	97.65%	83.33%	+17.2%
Visiting Scholar	100%	100%	0%
Staff	89.71%	82.46%	+8.8%
Graduate	74.78%	77.22%	-3.2%
Undergraduate	59.04%	57.94%	+1.9%
Other	77.78%	83.87%	-7.3%

Consultations with Undergraduate International Writers by Classification

	2019-20	2018-19	% Change
Freshmen	55.81%	51.76%	+7.8%
Sophomores	45.92%	49.23%	-6.7%
Juniors	64.14%	67.97%	-5.6%
Seniors	67.61%	66.79%	+1.2%

International CG Attendance

	2019-20	2018-19	% Change
Graduate	204	157	+29.9%
Undergraduate	82	46	+78.3%
Visiting Scholar	104	189	-45.0%
Post-Doc	0	8	-100.0%
Faculty	2	0	+200.0%
Staff	12	14	-14.3%
Other	3	5	-40.0%

Appendix B:

Evaluations and Comments

The following represents a selection of comments from users participating in one-to-one consultations. Users receive a system-generated survey after each session, and they can choose to respond to open-ended questions about what they learned in the session.

- I definitely gained a lot from the session, and found [the tutor's] feedback to be valuable. I also appreciated how we looked at the bigger picture in terms of the assignment, and not get caught up in minor details.
- Thank you so much! I feel so much better about my essay!
- She was great!!! [The tutor] was really nice and super helpful and knowledgeable. She was also really encouraging and kept making sure we were on the same page and that I felt good about what we accomplished and what my next steps were.
- [The tutor] was very helpful and addressed what my issues were and helped me with the problems that I was having during the writing process.
- I appreciated the feedback given and thought it was given in a respectful way that helped me address the issues.
- [The tutor] is amazing! He gives great feedback on how to strengthen sections of my statement of purpose and poses questions that stimulate my thinking of how to further improve my writing.
- Very good at going over the subject material. Provided good guidelines that made sense and suggestions for improvement were very helpful
- [The tutor] did a really good job. This appointment was quite useful for me. Thanks!
- Thanks to [the tutor], I felt a friendly environment. And her professional help was very useful and effective.
- Thank you for giving me an ego boost on this paper! Even though the session was short, I ended up leaving more confident in my work than I did walking into the lab.
- I came into the Writing Lab overwhelmed and stressed and left feeling happy and accomplished.
- Throughout the session she made sure I was comfortable. She also gave me constructive criticism that helped me with my writing in general.
- [The tutor] was awesome with explaining different things and encouraged me to think for myself to solve different issues.

Appendix C: Writing Lab Staff

Admin/Tutoring Combo

Assistant Director of Undergraduate Tutor Education
Elizabeth Geib

WAC and Workshop Assistant Director
Eugie Ruiz

Assistant Director for Multilingual and Graduate Education
Mitch Hobza

Assistant Mentor for ENGL 502
Parva Panahi

OWL Content Coordinator
Joseph Forte

OWL Webmaster
Tony Bushner

Student Receptionists

Alisan Erickson
Abby Martin
Danielle Masayile
Jennifer Jung-Hyun Lee
Jordan Gerber

Graduate Tutors

Alyssa Fernandez
Anisha Dutta
Brandon Rdzak
Brian Czyzyk
Caroline Jennings
Gentry Lee
Heather Murton
Isaac Wang
Jason Abad
Javan Dehaven
Johnay Hall
Kaden Milliren
Kimberly Broughton
Lydia Cyrus
Maggie Myers
Steven Dawson
Sungae Kim
Tamara Rutledge
Tzu-Yu Liu

First Year Fellows

Ally Atkinson
Amina Khan
Carly Rae Zent
Curtis Jewel
Daschelle Louis
Emily Pearson
Jianfen Chen
Paul Riker
Tom Daniel

Undergraduate Tutors

Abigail Spihlman
Alison Wade
Angela Agnew
Anne Franke
Austin Steinman
Caitlin Lee Hui Lyn
Camille Anthony
Chuqing Ni
Elenil Deypalubos
Emily Jones
Faith Cornett
Fayth Schutter
Gabe Porter
Gazal Singh
Hafsa Farooq
Hannah Golichowski
Hannah Van
Helen Zoss
Kelly Nicholson
Kelsey Batt
Kelsey Martin
Lauren MacKenzie
Megan Sommerfeld
Milo Scheulen
Natalie Ciresi
Olivia Buttz
Rianna Bush
Rowan Megenity
Ryleigh Turner
Shangjing Tang
Shuting Yang
Sophia Craig
Sravya Ambadipudi
Zoe Fang

Appendix D: Use of the OWL

OWL@Purdue YouTube Channel

The Purdue OWL YouTube channel was launched on April 21, 2011. Below are the metrics for the channel from May 2019 to April 2020:

- 802,533 total views—a total of nearly 31,000 hours of view time.
- 79 vidcasts covering a variety of topics, including MLA and APA style, Grammar & Mechanics, Job Search & Applications, Writing in Engineering, Visual Rhetoric, General Rhetoric, and L2 Writing.
- 25,082 total subscribers—a 23% increase from last year.

OWL YouTube Channel Views

- 802,533 views this year (4,775,717 Lifetime Views)
- Top five countries of origin (by watch time)
 - USA
 - Canada
 - India
 - Philippines
 - Kenya
- 12.7% of traffic derives from mobile platforms (+2.2% over last year)
- 2:18—Average view time (+0:03 from last year)

User Demographics

- 58.5% Female, 41.5% Male
- 40.1% of viewers are between the ages of 18-24
- 29.9% of viewers are between the ages of 25-34
- 23.7% of viewers are between the ages of 35-54

Top Five Vidcasts this Year (by views)

- APA Formatting: The Basics (121,468)
- MLA Style: In-text Citations (8th Ed., 2016) (77,762)
- MLA Formatting: The Basics (66,781)
- APA Formatting: References List (56,046)
- MLA Formatting: List of Works Cited (8th Ed., 2016) (51,744)

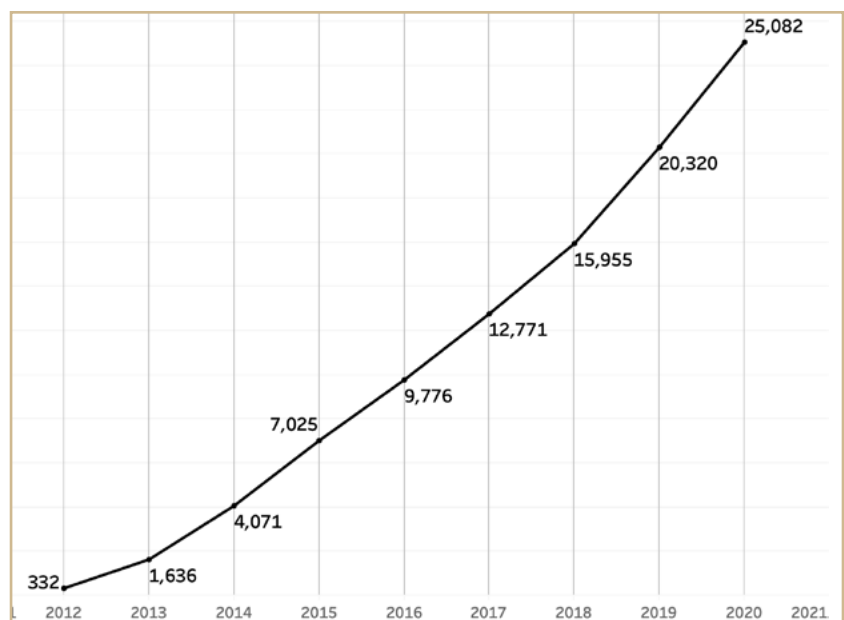


Figure 12: Purdue OWL YouTube subscriber growth.

Undergraduate Education Support

The OWL provides a number of resources that support undergraduate education, including the following:

- Guidelines, heuristics, materials, and slide presentations on the diverse types of writing required at Purdue University and across many other institutions
- Materials that support a broad range of different approaches to teaching English 106 and other first year writing courses
- Materials that support writing across the curriculum and writing in the disciplines, including resources for engineering, the sciences, liberal arts, and social sciences
- Materials that support writing teachers and tutors around the globe, including remote teaching resources for instructors transitioning to remote/online coursework in the wake of COVID-19
- Information on face-to-face writing tutor resources in the Writing Lab; i.e., lab schedule, contact information, information for instructors and students on writing workshops. Purdue's Online Writing Lab (OWL) received 2,240 formal requests for links and 6,337 formal copy requests during the 2017-2018 academic year.

PURDUE

WRITING LAB

