

Annual Report

May 16, 2016 to May 6, 2017

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Acknowledgments

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Abstract

The Purdue Writing Lab Annual Report for May 16, 2016, to May 6, 2017, describes the Lab's services, users, staff responsibilities, research, and engagement. The Writing Lab and its 17 graduate and 33 undergraduate tutors served the Purdue West Lafayette campus at four locations: Heavilon Hall and three satellites. The main location and satellites of the Writing Lab were used over 6,963 times by 2,427 individual clients. Users of in-Lab consultations came from more than 50 countries. The Lab also maintained Purdue's Online Writing Lab (OWL) website, which served 410,859,775 pageviews worldwide. The Writing Lab expanded services to multilingual writers and continued outreach to all university writers. Writing Lab staff were involved in 10 conference presentations and 1 publication this year.

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I. The Writing Lab at a Glance

During the 2016-2017 academic year, the Purdue Writing Lab continued to provide essential, unique writing instruction and academic support for Purdue students, faculty, staff, and visiting scholars. Use of the Writing Lab by graduate students increased significantly. Writing Lab programs that support international/multilingual students expanded this year, as the demand and need for such programs continues to grow. Campus-wide, there are few programs that support the writing needs of international graduate students and visiting scholars especially. Please see Section III, Support for English as a Second Language (ESL) Students, for a detailed report on Writing Lab programs for international and multilingual writers.

This is the second year the Lab has used the Writing Center Online (WCOonline) platform. WCOonline allows clients to manage their own appointment scheduling and enables virtual tutoring. The platform provides a rich source of internal data that allows Writing Lab staff to analyze who uses its services and for what purposes.

Below is a summary of Writing Lab use during the 2016-2017 academic year, with relevant statistics from 2015-2016 included for comparison.

Heavilon Hall Writing Lab

One-to-one consultations:	5,569 sessions (up 13%)
ESL conversation groups:	864 visits (up 124%)
In-lab workshops:	11 sessions, 228 attendees
In-class workshops:	5 sessions (down 85%)
Remote lab tours:	6 sessions
In-lab tours for ICaP classes:	109 sessions

Mechanical Engineering Building Satellite Writing Lab

One-to-one consultations:	127 sessions (up 2%)
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Humanities, Social Sciences, and Education Library Satellite Writing Lab

One-to-one consultations:	77 sessions (down 34%)
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Latino Cultural Center Satellite Writing Lab

One-to-one consultations:	98 sessions (up 56%)
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Total satellite consultations: 302 sessions (down 1%)

Total individual visits (at all locations): 6,963¹ (up 13%)

1. Does not include Heavilon Lab Tours, Remote Lab Tours, or In-Class Workshops

The number of tutorials in the Heavilon Hall location increased by 12.5% over last year. The satellite location use remained consistent. The graph below shows tutorial use trends over the past five academic years.

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

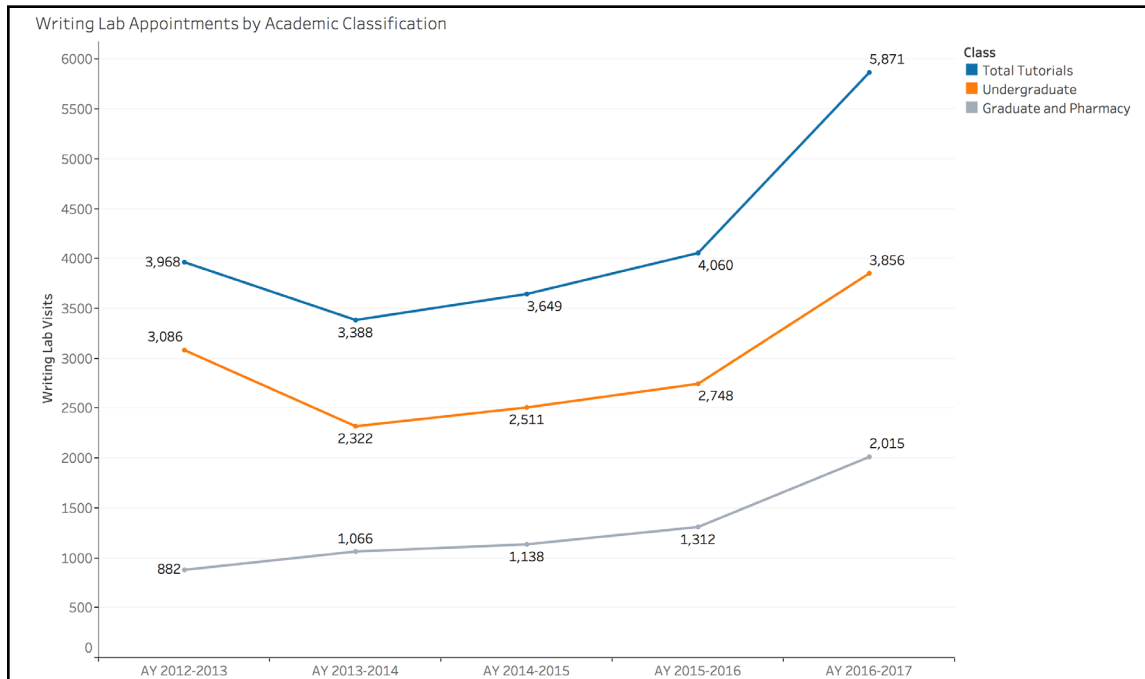


Figure 1: Writing Lab Appointments

II. General Services Provided

The Writing Lab provides a wide variety of services to the Purdue community, including the following:

- One-to-one tutorial consultations
- Group workshops
- Support for Introductory Composition (ICaP) instructors
- Conversation groups for multilingual speakers of English

In addition to these on-campus services, the Writing Lab is engaged with local and state communities through direct outreach and via the Online Writing Lab (OWL), which is among the world's most-visited writing websites. This section provides an in-depth explanation of the services we provide.

Face-to-Face Consultations

Individual tutorials are the Writing Lab's primary on-campus service. The Lab's tutors are trained in accordance with advanced 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 possess in-depth knowledge of multiple genres of academic and professional writing. The Lab's training process emphasizes continual growth, with a strong focus on a multiplicity of approaches toward 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 (see below) with one of our graduate or undergraduate tutors. Consultations can take place during any of the stages of the writing process. Some writers come to the Lab with just a few notes or ideas. Other writers come to the Lab with a full draft or complete project. Consultations can focus on any type of writing, including personal writing, reports and other class assignments, résumés, lesson plans, theses/ dissertations, outlines for speeches, and PowerPoint presentations.

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

Virtual Consultations

During the Maymester and Module 2/3 sessions of summer 2016, the Writing Lab piloted two kinds of virtual tutoring: e-tutoring (asynchronous) and online tutoring (synchronous). During the 2016-2017 academic year, these tutoring options were offered by 19 tutors. These tutors provided 786 total digital consultations – 615 e-tutoring sessions and 171 online sessions, accounting for 14% of the Heavilon Hall tutorial sessions. Virtual consultations are not offered at the evening satellite locations.

As shown in Figure 2 on Page 6, synchronous online tutoring allows a tutor and client to communicate via a text chat box and shared workspace. As

WCONLINE Online Consultation - Mozilla Firefox
 https://wcoocm.com:9091/p/purdue.sc15954efc3c614e?userName=Rebekah&key=MTF8c2MaNtk1NGVmYzNjE0ZSEwNzA1

Two Wrongs Don't Make a Right: Female Writers and the Contagious Diseases Acts

"One may be pardoned for doubting that mercy which has to be forced upon its recipients by a strong police force, and it is still more difficult to recognize Christianity in a law based upon belief in the necessity of prostitution," wrote Mrs. W. T. Malleson in one of three letters written in response to Miss Garret's Defense of the Contagious Diseases Acts, found in the London Lowlife Collection of the Lilly Library. This line is one of many in her letter that makes use of religion—in this case, as an example of ironic humor. The juxtaposition of mercy and force, as well as necessity and a major sin (prostitution) provide a dry and darty humorous moment in an otherwise very serious piece of writing. Mrs. Malleson's letter addressing the Contagious Diseases Acts was originally published in the London *Pall Mall Gazette* in 1870, as were as two other letters on the same topic, one by an anonymous woman and another by someone known simply as Justina. The writings of all three women were later published in pamphlet form. The Contagious Diseases Acts, which were passed by the British government in 1864, proposed to address the prostitution rampant in the London area. Justina, Mrs. Malleson, and the anonymous woman, all of whom were against the Contagious Diseases Acts, wrote in response to Miss Garret's previously published defense of the Acts. Although each woman uses unique arguments and rhetorical devices to defend her position, the common thread of religious dialogue runs through each letter, performing various functions depending on the context and the intent for which it was used. The flexible use of religion as a literary device provided women greater rhetorical and literary freedom when participation in the public—and therefore masculine—world of politics, government, and legislation. Examining the role of religion in three letters written in response to Miss Garret's Defense of the Contagious Diseases Acts reveals several rhetorical and literary devices used to appeal to religion: as justification for participation in public dialogue, as a trope, as a basis for argument, or as a shared frame of reference for the author and audience.

The use of religion in these letters is evident from the very beginning, as each female author presents her justification for entering the sphere of public discourse as a female. The basic justification that is common to all three letters is that the Contagious Diseases Acts (which dictated enforced medical examinations of any woman suspected of prostitution and allowed these women to be held in a hospital for an indefinite amount of time) violate morals as defined by Christianity, therefore necessitating participation in public discourse to prevent legislation that is immoral or unethical. On the second page of her letter, after a brief introduction explaining her topic, Mrs. Malleson presents her justification for writing: "The cry which has arisen against these Acts... owes its first existence and growing strength... to that deep and comprehensive faith... which says, 'Seek ye first the kingdom of God and His righteousness, and all these things shall be added unto you'.... And now that we are fairly challenged to give logical reasoning for our strong feeling, or to hold our tongues and let the diseased population be cured by wiser heads than ours, it becomes necessary that we should lay aside the double reserve of women." (Malleson 4) It is only because the issue is one of faith that Mrs. Malleson is willing to put aside her rhetorical silence and enter into the realm of politics and legislation.

A key element in examining the use of religion as a trope in these three letters is to understand the definition of a trope. In this paper, "trope" is used as defined by M. Jimmie Killingsworth in *Appeals in Modern Rhetoric: Appeals through Tropes*. A trope is a figure of speech; however, the word "trope" is used because, according to Killingsworth, it is more inclusive than "figure of speech," since figures of speech are not exclusively used in speech, but also in writing (Killingsworth 123). Trope comes from a Greek word which means "turn of phrase" or "twist of plot." Religion can be used as a trope, either in conjunction with allusion, synecdoche, or metaphor, or simply by itself. When an author writes to an audience that is of the same religion, or has a similar religious experience, making references to religion or arguments from a religious standpoint creates common ground between the author and audience. It provides a way for one to identify with the other. However, the use of religion in rhetoric is certainly not limited to tropes; it also provides a basis for moral argument and justification for female participation in public discourse.

There are instances when the reference functions as a specific trope from Killingsworth's list, and other times where it simply stands alone as a religious reference. For example, Mrs. Malleson quotes Miss Garret's article "...as to the effect of a crusade against vice" (Malleson 12). Here, it is Miss Garret who appeals to the shared reference of a crusade as a religious war, as well as using "crusade" as a metaphor for working against prostitution. Mrs. Malleson expands Miss Garret's use of this metaphor by stating that life is a crusade against sin and evil, thus expanding the rhetorical use of this one word greatly. Several pages later, Mrs. Malleson picks up the "crusade" metaphor again—however, she asserts that the time has indeed come for a crusade against vice, but not in the way Miss Garret has proposed. "...for such a crusade has

Chat
 Send Real Time Chat Updates

Rebekah: I'm working 12:30
 on a paper for my women in literature and social movements class and I want to talk about whether my thesis statement is clear.

Elizabeth: Great. Glad to hear it. I hope you enjoyed your long weekend. We can definitely talk about your paper. Would you mind telling me a little about your assignment? 12:31

Rebekah: Sure. This is an archival project that looks at how women writers used religious appeals to claim authority to speak in publications like newspapers 12:32

Rebekah: I have a full draft and now I am revising. 12:32

Elizabeth: Awesome. This sounds like a really interesting topic. You mentioned that you are wanting to look at your thesis statement. Do you have any other concerns or aspects of the paper you would like to talk about today? 12:34

type here to chat...

Figure 2: Online Tutoring

Paragraph Styles

Purdue Writing Lab Comments:

You indicated that you would like to work on your thesis, organization, and MLA format.

1. Your thesis is clear and sets up a cause-effect relationship. However, I question whether you mean "stasis fluidity." Do you mean that there is movement between stases, or do you mean that some lower levels of stases support how authors make decisions about upper levels? (See comments about organization.)
2. The only major issue with your paper-level organization is that your finding about the interactions between stases seems to be a bit different from the relationship you set forth in your thesis.
3. While the overall organization of your paper seems logical, I recommend thinking about the organization within each paragraph. Specifically, the paragraphs on pages 2 and 3 are hard to follow. It is not clear what the main point of each of these paragraphs until the reader reaches the end of the paragraphs. What would happen if you reordered the sentences so that the main point comes before the presentation of evidence? Then, you can think about transitions between each paragraph so that the argument unfolds clearly.
4. MLA Style: your heading needs to be double-spaced, and you need a page number following your last name on every page. See more here: <https://owl.english.purdue.edu/owl/resource/747/01/>

Amy Student
 ENGL-204
 Prof. Smith
 10 September 2016

Stasis Fluidity in "The Coming Death Shortage"

In *Rhetoric: A User's Guide*, John D. Ramage specifically identifies six levels of stases

Figure 3: E-Tutoring

shown in Figure 3, asynchronous e-tutoring allows a tutor to review and make comments on a client's document and send it back to the student via email at the end of the appointment. 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 Introductory Composition (ICaP) Instructors

During the 2016-2017 academic year, the ICaP Liaison completed 16 visits to introductory composition classrooms. Each visit delivered mini-lessons designed to help 106 TAs with pedagogical approaches to writing-related issues. TAs identified a point within their assignment cycles at which a small collaborative lesson would facilitate instruction in key writing skills. Topics included peer review techniques, brainstorming, MLA citation, approaches to remediation, writing literature reviews, editing techniques, and finding credible sources for research papers. In-class exercises were developed so that students could practically apply the information presented to their own projects. Next year ICaP workshops may be offered by multiple graduate tutors to reach more sections of introductory composition.

These visits replaced our brown-bag bi-weekly ICaP workshops conducted in previous years.

Workshops

Workshops build relationships across campus and support discipline-specific writing instruction. During the 2016-2017 academic year, the Writing Lab offered 11 in-Lab workshops for general writing concerns, five ESL-specific writing workshops, and five customized workshops requested by Purdue instructors. Workshops are typically hour-long presentations that address specific writing topics or issues. In-Lab workshops cover topics as diverse as generating research proposals, learning email etiquette, building citation skills, and developing job search materials.

Recognizing our finite budgetary and personnel resources, the Writing Lab has changed its approach to customized workshops. Staff strategically

select workshops that dovetail with the Writing Lab’s core mission and values to improve writers and complement instruction around writing in the disciplines. To that end, coordinators and Writing Lab leadership collaborate with faculty requesting workshops to ensure any activity supports instructors’ pedagogical development and empowers instructors to sustain such activities on their own (to improve writing skills and pedagogy campus-wide). For information on discipline-specific workshops given across campus and ESL-specific workshops, please see the On-Campus Engagement section.

Online Writing Lab (OWL)

In the 2016-2017 academic year, the OWL provided 410,859,775 pageviews, a 38.4% increase from the previous year. The Purdue OWL has seen a steady upward trend in its usage, but 2016-2017 saw a significant jump (see Figure 4, below). Should this trend continue, the OWL is on pace to exceed half a billion pageviews by 2020.

The OWL serves writers globally. Outside of the United States, the highest number of pageviews come from Canada, Great Britain, the Philippines, China, and Hong Kong. The OWL pages on APA and MLA citation remain

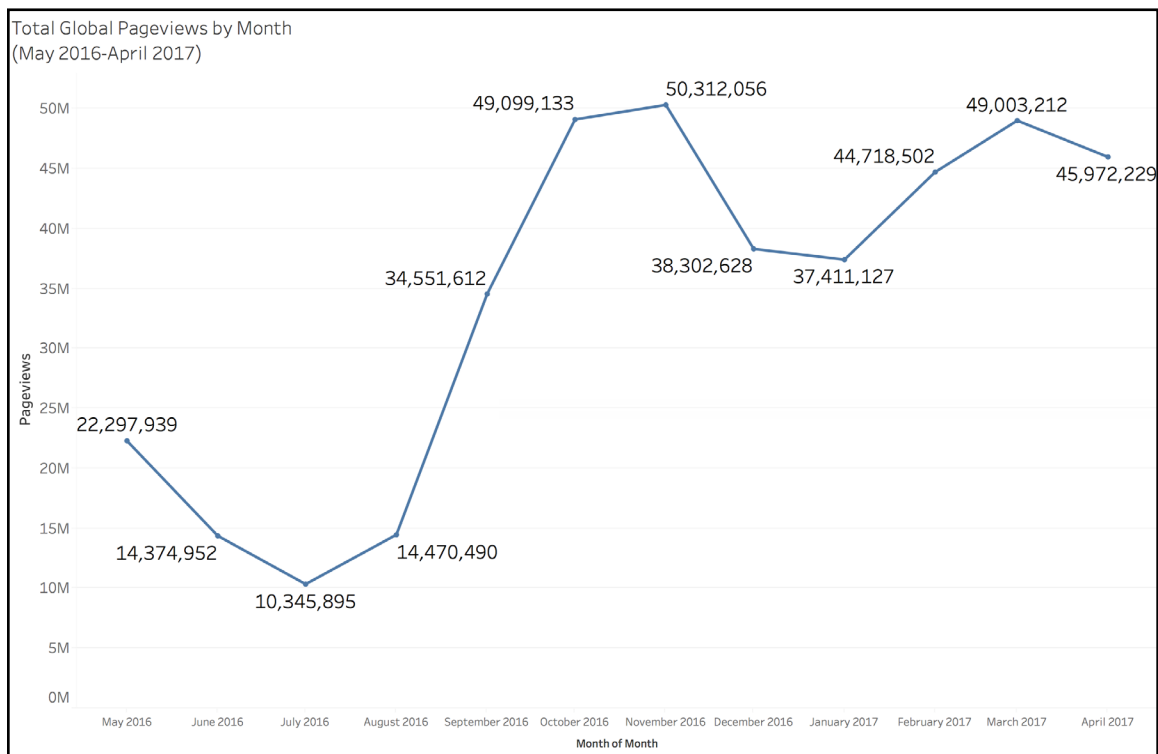


Figure 4: OWL Page Views for AY 2016-2017

the most highly-used; other popular pages include grammar and ESL materials, professional writing and business writing documents, resources on avoiding plagiarism, and resources for general writing concerns. The Purdue OWL's workshop materials and PowerPoint presentations are also very popular.

The OWL supports a YouTube channel with 54 videos. Topics include citation styles, writing strategies, grammatical concepts, 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, and all videos on the YouTube channel include closed captioning. The OWL is exploring options for audio description, which would provide blind or low vision users with a voiceover describing visuals.

New accessibility initiatives include testing OWL pages for screen reader compatibility, evaluating the site for compliance with web accessibility standards, and posting a web accessibility statement (currently in progress) that would set the OWL's policy and goals for accessibility and encourage users to provide feedback. The OWL staff is exploring additional ways to incorporate user testing into our accessibility efforts.

III. Support for English as a Second Language (ESL) Students

Users who self-identified as non-native speakers of English accounted for 69% of total Writing Lab visits this academic year.

ESL-Specialist Staff

Dr. Vicki Kennell, the Writing Lab's ESL Specialist, oversees all Writing Lab ESL services. She also develops and coordinates intensive, weekly training on ESL issues for Writing Lab tutors.

This is the second year that the Writing Lab staff has included an ESL coordinator funded by Purdue Language and Culture Exchange (PLaCE). Graduate student Michelle Campbell served in this coordinator position, working on various special projects under the direction of the ESL Specialist. Michelle offered workshops for international undergraduates, multi-day introductory and advanced workshops on scholarly writing and publishing

for international graduate students, support for introductory composition instructors, an International Writing Centers week event celebrating multilingual writing, collaborative events with campus cultural groups, and curriculum development. Through these programs, it was determined that there is a campus-wide lack of discipline-specific support for graduate student writers – especially for international graduate students, but also for domestic graduate students.

A full report describing the Writing Lab's work with ESL students is available by request from Dr. Kennell at vkennell@purdue.edu. This report demonstrates the significant and growing demand for writing-related ESL services, explains how current Writing Lab programs help to meet these demands, and outlines plans for meeting these growing needs in the future.

ESL-Focused Services

Conversation Groups

During the 2016-2017 academic year, the Writing Lab's daily ESL conversation groups logged 864 total participants, including repeat-visitors. This is a significant increase over last year. In a somewhat unusual turn of events, a small core group of individuals attended Conversation Groups almost every day for either one or both semesters.

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. Topics covered this year included the Olympics, Proverbs & Sayings, Manners & Customs, and Government & Politics. Conversation groups focus on building relevant vocabulary and fluency for daily conversation. Learners gain confidence in their ability to interact with native English speakers, and many conversation group participants use other Writing Lab services as well. Attendees are markedly positive about their experiences, with close to 100 percent indicating that leaders are effective and that they feel comfortable speaking in the group.

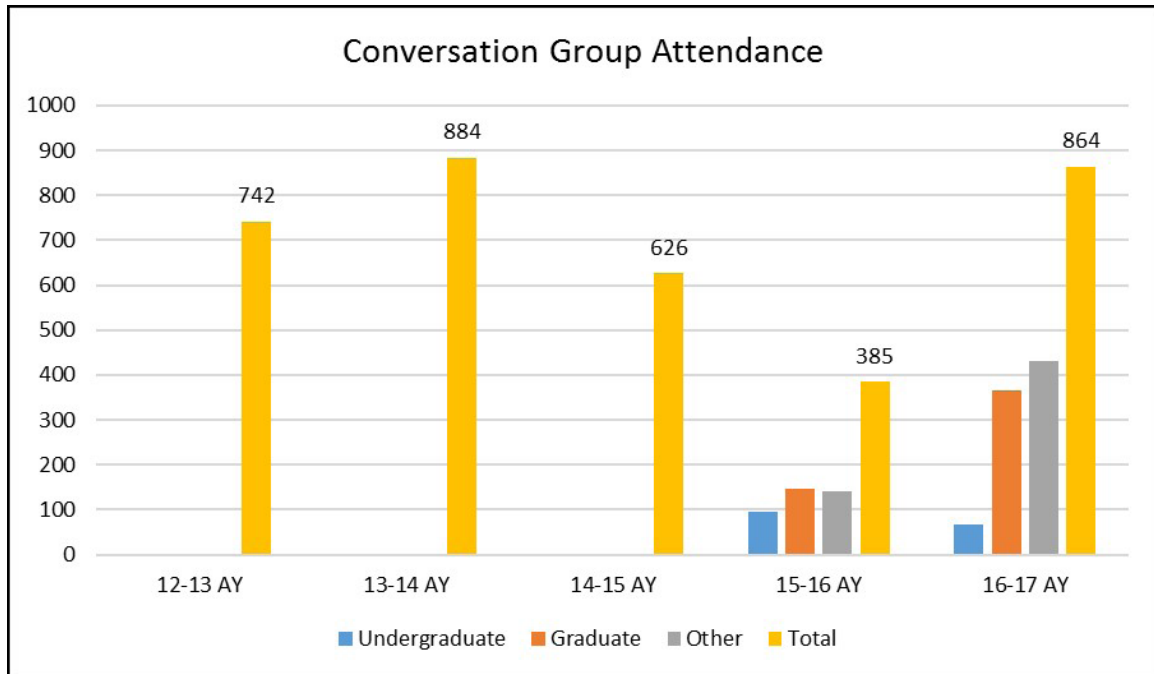


Figure 5: Conversation Group Attendance

Figure 5, above, shows Conversation Group attendance over the last five years. For the last two years, an attendee breakdown is included. This year, a small core group of individuals attended Conversation Group almost every day. This pattern accounts for the growth of the “other” category, which includes Visiting Scholars.

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 ESL users. The Lab also provides a computer dedicated to English language practice in areas such as vocabulary and pronunciation.

Intensive ESL Training for Tutors

Dr. Kennell’s training program, developed in-house, consists of self-study modules that introduce tutors to various aspects of working with international students, including aspects of general intercultural communication and more specific tutoring of second language writing. In the Spring 2017 semester, Dr. Kennell received an Intercultural Research Grant from the Center for Intercultural Learning, Mentorship, Assessment, and Research at Purdue to evaluate this ESL training program.

IV. Writing Lab Staff

The Writing Lab staff consists of the Director, Professor Harry Denny, Ph.D.; the Associate Director, Tammy Conard-Salvo; the ESL Specialist, Vicki Kennell, Ph.D.; a receptionist, a secretary, and several student front desk assistants; two graduate student administrators of the OWL; and three staffs of tutors (explained below).

Graduate Teaching Assistants (GTAs)

English department GTAs are the backbone of the Writing Lab's staff. They participate in one-to-one consultations, develop OWL materials, serve in administrative positions for the Writing Lab, and work on special projects. GTAs tutor clients from any discipline, at all levels (from first-year composition through graduate school), on a wide range of writing projects.

GTA positions are highly selective. All GTAs have taught at least one year of first-year composition at Purdue, must pass a rigorous application and screening process before joining the Lab, and must complete a semester-long tutoring practicum during their first semester of work. Tutors are familiar with a wide array of different academic and professional writing genres, and they also have strong interpersonal skills and the motivation to work with a diverse student body on a wide variety of writing projects. Most GTA positions are funded by the English department; two are funded by the International Students and Scholars office.

Undergraduate Teaching Assistants (UTAs)

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. In addition to tutoring students in first-year composition, UTAs work with a broader range of writers in the satellite locations, participate in orientations and special events, and engage in conferences and workshops. These positions are also funded by the English department.

Business Writing Consultants (BWCs)

BWCs are primarily students majoring in Professional Writing or Management and are selected from a practicum for tutoring documents

in those fields. BWCs offer feedback on workplace documents, business-related course assignments, and technical writing, including (but not limited to) résumés, cover letters, memos, reports, and proposals. BWCs conduct Résumé Critiques that provide extra help for students preparing for job fairs, work with a range of writers in the satellite locations, and also participate in special events. These positions are funded by the English Department.

OWL (Online Writing Lab) Staff

The OWL Technical Coordinator/Webmaster is responsible for programming and maintaining OWL web resources, and the OWL Content Coordinator manages the content of the site, hiring graduate students who develop instructional materials as needed. These positions are funded by a University Reinvestment Grant.

V. The Value of the 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, with preliminary results analyzed by Harry Denny showing 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.english.purdue.edu/research/> 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. This year, Drs. Denny and Ratcliffe (former English Department Head) spoke to Congressional staffers about the Writing Lab. Aides from across the capital learned ways to improve their own communication and also to talk about their experiences using the OWL across the country, often as a complement to their own high school and college writing centers.

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 academe and the private sector, and relationships and collaboration among alumni remain strong even after they leave Purdue. At the Conference on College Composition and Communication in Portland, OR, the Writing Lab hosted a 40th Anniversary celebration where more than 70 Writing Lab alumni and friends attended.

Off-Campus Visitors

The Writing Lab routinely hosts visitors from other universities and institutions, many of whom are either starting university writing labs or conducting research about Purdue's Writing Lab in order to improve their own writing centers. During 2016-2017, the Writing Lab hosted visitors from 8 institutions or programs worldwide. This year's visitors included Professor Yiwen Wang, Visiting Scholar from Ningxia University for the Spring 2017 semester. She hopes to start a writing center in her university, and so she observed tutorials, interviewed tutors, and audited tutor training courses in the Writing Lab.

More detailed information about these visits is included in Appendix D.

Direct Feedback

The Writing Lab collects evaluations from clients each time they use a service. Feedback for in-Lab services is overwhelmingly positive, with over 97% of consultation clients claiming that their consultation was helpful or very helpful, and far less than one percent expressing dissatisfaction with their session. 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 C.

User satisfaction with the OWL is manifest in the large number of link requests the site receives, its incredibly 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 Appendix C.

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.

On-Campus Engagement

Campus-Wide Workshops

In addition to 11 in-Lab workshops, during the 2016-2017 academic year, the Writing Lab presented five workshops in courses and sites outside the English department. Through collaborations among the Lab's tutors, directors, and Workshop/Writing Across the Curriculum Coordinator, these workshops were customized to deliver dynamic, discipline-specific content that leads to knowledge transfer through pedagogically-effective instruction.

Remote Lab Tours

This year, the Writing Lab presented six remote lab tours to programs and departments on the Purdue campus including Dietetics/Nutrition Interns, Aeronautics and Astronautics, Electrical and Computer Engineering, and Subaru Campus Students. These remote lab tours offer an in-depth look at how Writing Lab services can serve students, staff, and faculty in specific disciplines.

Professional Writing (PW)

The Writing Lab collaborates with the English department's PW Program, which focuses on preparing students for workplace writing in STEM, business, and healthcare industries. During the summer of 2016, we facilitated a series of writing workshops for graduate students in the Krannert School of Management. The Writing Lab's Business Writing

Coordinator serves as a bridge between the Writing Lab and the PW Program. We also recruit many of our Business Writing Consultants from PW. They provide feedback on memos, reports, technical documents, résumés, and cover letters, among other types of documents.

Purdue Language and Cultural Exchange (PLaCE)

The Purdue Language and Cultural Exchange (PLaCE) provides language support to incoming international undergraduates. During the 2016-2017 academic year, Michelle Campbell served as the PLaCE-funded ESL outreach coordinator.

As part of its partnership with PLaCE, the Writing Lab conducted several programs to support international undergraduates. The services included instructor workshops for English 106, events for International Writing Centers week, collaborative events with the Asian American and Asian Resource and Cultural Center and the Colombian Graduate Student Association, undergraduate writing workshops, and graduate student scholarly publishing workshops. The graduate student publishing workshops were one of the most popular and in-demand events for international students offered through the PLaCE partnership. Comments from workshop participants demonstrate the quality of support offered to graduate students by the Writing Lab:

- “Now I see my research differently. Tips given by [tutor] helped me experience first hand what my work should look like.”
- “I learned how to construct results and discussion sections. . . thanks to materials given in workshop.”
- “This workshop was very encouraging. She did a very good job in talking personally to each of us about any question or concern. I hope this type of workshop is organized more for the benefit of graduate students.”
- “[We learned] how to structure a paper, what is important, what I can improve, where my flaws lie, how to seek help, etc.; it was incredibly helpful!”

These scholarly writing workshops for graduate students fill a serious gap in Purdue’s support for graduate students. To the best of the Writing

Lab's knowledge, many departments offer limited if any formal support for graduate students who are learning how to write for publication.

Academic Integrity

The Writing Lab works closely with the Office of Student Rights and Responsibilities (OSRR) in the Office of the Dean of Students to support students having trouble with plagiarism. Depending on the nature of the violation, staff in OSRR will refer students to the Writing Lab for individual tutorial sessions or workshops on citation styles. The referrals are designed to promote education about plagiarism avoidance and citation practices rather than serving as a punitive measure

Orientation Activities

Every year we welcome incoming students by providing information regarding the Lab's services. In 2016-2017, we participated in the Graduate Student Orientation Fair and the New Faculty Orientation. The Writing Lab also participated in the LGBTQ Center's Rainbow Callout, a fall event that connects students with open and welcoming 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

During the 2016-2017 academic year, the Writing Lab offered a workshop to the Purdue staff Accomplished Clerical Excellence (ACE) program. This workshop focused on proofreading and audience awareness skills necessary for clerical staff at Purdue.

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 plans to continue to partner with ACE during the next academic year.

In addition, Carrie Kancilia, a GTA in the Writing Lab, conducted IRB-approved research to evaluate historically-low staff usage of the Writing Lab. The research focused on the following reasons: language barriers, the belief that staff do not need writing help, or a lack of awareness of the range of services available to staff. The study sought to increase awareness about the Writing Lab among staff and to consider inclusive activities and content the Writing Lab might use to support professional and personal writing goals.

LGBTQ Center Collaboration

This year, the Writing Lab continued to work with Nick Marino's fall semester ENGL-108 class to support Boilers Out Loud. Additionally, the Writing Lab participated in Rainbow Callout.

Dissertation Writing Group

In Summer 2016, the Writing Lab offered a graduate student writing group. Rather than a writing support or accountability group, students came to this group seeking explicit instruction about how to write a dissertation. Due to low attendance and retention, the Writing Lab will reconsider format and target audience for future years.

Military Family Research Institute (MFRI) Writing Group

The Writing Lab has collaborated with MFRI for the last 4 years to offer a writing group for the Institute's graduate students. During 2017, the meetings were expanded to allow non-MFRI graduate students from the Department of Human Development and Family Studies to attend as well. Writing Group members meet on a regular basis to review and discuss one another's writing and to participate in mini-activities about scholarly writing that are provided by a Writing Lab graduate tutor and the ESL Specialist. These activities cover the entire range of writing process for scholarly writing, including such topics as time-management for longer projects, content development, organizational structure within paragraphs

and between sections, sentence structure and clarity, and the finer points of grammar. For 2017, Amy Elliot was the Writing Lab tutor working with this program. As part of the program, Writing Lab staff collect data about the types of comments graduate students offer to their peers and present on the topic at writing center conferences.

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

The Writing Lab is working with the OIRAE, pulling from its data corpus of more than 60,000 student records, 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; furthermore, the gains of at-risk students who visit the Writing Lab outpace the gains of not-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 Showcase

Each year, the Writing Lab participates in the annual Writing Showcase, an event hosted by the Introductory Composition Program at Purdue (ICaP) and the Professional Writing Program. The Writing Showcase features some of the best writing, research, and digital media productions from students in first year and professional writing courses, as well as displays of innovative teaching practices from writing instructors. Students present documentary films, digital portfolios, public service announcements, and research papers on topics related to local and national issues, community outreach, digital writing, and data visualization.

Satellite Locations

During the fall and spring semesters, the Writing Lab offers evening tutoring at several locations around campus. During the 2016-2017 academic year, the following locations hosted evening tutoring hours:

HSSE Library Satellite Writing Lab (Mondays, 6-9 PM)

The Lab's HSSE location brings tutoring to the Purdue Libraries, utilizing the Collaborative Study Center.

Latino Cultural Center Satellite Writing Lab (Tuesdays, 6-9 PM)

The Latino Cultural Center satellite location began as a research project by an undergraduate tutor and serves as outreach to students who use the LCC.

Mechanical Engineering Building Satellite Writing Lab

(Wednesdays, 6-9 PM)

The ME location fosters strong collaboration with the College of Engineering.

Off-Campus Engagement

Writing Center Research Project (WCRP)

In 2015, the Writing Lab relaunched the WCRP, an 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). Since the relaunch, Purdue now houses the WCRP on both the Purdue Libraries e-pubs site and the OWL: <https://owl.english.purdue.edu/research/survey>.

Presentation for Congressional Staffers and Representatives

Dr. Denny, along with former English Department Head Dr. Krista Ratcliffe, met with Congressional staffers at the invitation of Purdue's local US Representative Todd Rokita and his congressional liaison to discuss writing and rhetoric and to introduce them to the range of resources available for use on the OWL.

IWCA Position Statements

Dr. Denny has been chairing a committee of the International Writing Centers Association exploring the need to take professional positions on the site selection of conferences, on the labor conditions for writing center personnel, and on a call to action to increase diversity in the profession. Given the passage of pro-discrimination measures in a variety of states, the committee is deliberating on whether the association should no longer hold conferences or institutes in locations where public policy does not treat all its members equally. The labor conditions statement calls for a living wage for tutors, a recognition of the intellectual labor of writing center directors, and institutional support for non-faculty writing center administrators. The call to action advocates that the professional association establish funding for dissertation fellowships and post-doctoral scholarships to support under-represented minorities who are gaining professional roots and fostering research agendas outside the teaching demands of typical fellowships.

IWCA Mentoring Network

The professional association has been involved with matching early-career writing center directors with more experienced or seasoned faculty directors. This past 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.

K-12 Public Education

Three Writing Lab graduate tutors designed and implemented a résumé workshop for high school students. These tutors delivered this workshop at Lebanon High School's Career Day. Tutors adapted OWL materials on résumés to a high school audience, creating three "tracks" in the workshop: students with full résumés ready to review, students with a partially-completed draft résumé, and students who did not have a résumé. Approximately 45 9th-12th graders attended the two sessions of this workshop. A Lebanon high school teacher requested copies of the materials developed for this workshop to use in her job skills courses.

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 2,418,505 combined views. The channel launched in the spring of 2011, and in six years has grown to include fifty-four video resources and 13,144 subscribers. For more specific metrics related to the YouTube channel, please see Appendix B.

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, lists honors received by staff, and includes features written by former tutors. For the full archive of the *Alumni Annotations* newsletters, follow this link: <https://owl.english.purdue.edu/writinglab/alumniannotations>.

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.

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.

Credit Courses

During the fall semester, the following three courses were offered to prepare candidates for tutoring positions within the Purdue Writing Lab:

- English 502W (1 credit): This course is an in-service practicum required for graduate teaching assistants in their first semester of tutoring.

- English 390A (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. UTAs are trained specifically for working with first-year composition students but also prepared to address all genres of writing across the disciplines.
- English 390B (2-3 credits): This course focuses on the theory and practice of tutoring business, technical, and professional writing and is a prerequisite for applying for Business Writing Consultant positions.
- English 390 Combined (2-3 credits): This course, offered Spring 2017, focuses on the theory and practice of tutoring for both potential UTA and BWC candidates and is a prerequisite for applying for either position.

Dissertations and Theses

During the 2016-2017 academic year, the following graduate students began or continued work on theses or dissertations related to the Writing Lab:

Geib, Elizabeth. *Writing Centers, Postmodernity, and Intersectionality: A Study of Tutor-Training Guides*. MA Thesis, defended summer 2017.

This thesis argues that writing centers overuse the categories model of training: tutor-training guides emphasize preparing tutors for different “kinds” of students. Less structure within tutor-training pedagogy can lead to a stronger implementation of intersectionality. Embracing intersectional bodies allows for writing centers to get closer to answering the question: What would it mean to deconstruct the dogma that training guides consistently follow?

Haltiwanger Morrison, Talisha. *Black Lives, White Spaces: Toward Understanding the Experiences of Black Writing Tutors on Predominantly White Campuses*. PhD Dissertation.

This project seeks out Black writing tutors at primarily white institutions to 1) better understand their unique experiences and perspectives and 2) expand the current conversation on the relevance of race, racism, and anti-racism to writing center work within writing center studies. By speaking directly with tutors, this project aims to

learn more about if, how, and why they choose to take up anti-racism activism.

Towle, Beth. *Critiquing Collaboration: Understanding Institutional Writing Cultures through an Empirical Study of Writing Center-Writing Program Collaborations at Small Liberal Arts Colleges*. PhD Dissertation.

Examining the collaborations that exist between writing programs and writing centers may reveal how institutions value or support writing. This empirical study uses grounded theory and institutional critique approaches to better understand relationships between writing programs and writing centers at small liberal arts colleges, with the end goal of providing recommendations for supported, sustainable collaborations.

Ongoing Campus-Wide and Inter-Institutional Research Projects

This year, the Writing Lab Usage Analytics Coordinator started two significant projects to track long-term usage of Lab services. The first investigates Writing Lab usage trends by class standing (freshman, sophomore, junior, senior, graduate student) and college. This project explores at what stage in their academic career Purdue students are most likely to visit the Lab. The second project examined long-term trends in usage of the Writing Lab by nationality.

The Writing Lab maintains a webpage, <https://owl.english.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.

Awards and Grants

Purdue Center for Intercultural Learning, Mentorship, Assessment, and Research Intercultural Pedagogy Grant – Dr. Vicki Kennell

Outstanding Graduate Tutor – Hadi Banat

Graduate Tutor Leadership Award – Elizabeth Geib

Outstanding Undergraduate Teaching Assistant Award – Martin Tuskevicius

Undergraduate Teaching Assistant Leadership Award – Assem Imangaliyeva

Business Writing Consultant Leadership Award – Jasmin Osman

International Writing Center Association (IWCA) Travel Grant – Elizabeth Geib

Purdue PROMISE Travel Grant, IWCA Collaborative, Portland, OR – Talisha Haltiwanger Morrison

Purdue PROMISE Travel Grant, IWCA Collaborative, Portland, OR – Beth Towle

Purdue PROMISE Travel Grant, IWCA Collaborative, Portland, OR – Elizabeth Geib

Publications

Denny, Harry, and Robert Mundy. (In press). “No Homo! Toward an Intersection of Sexuality and Masculinity for Working-Class Men.” In *Class in the Composition Classroom: Pedagogy and the Working Class*. Utah State University Press.

Denny, Harry, Anna Sicari, and Enrique Paz. (In press). Review of *The Working Lives of New Writing Center Directors* by Nicole Caswell, Jackie Grutsch McKinney, and Rebecca Jackson. *Writing Center Journal*.

Kennell, Vicki, and Beth Towle. “Review: *Tutoring second language writers*.” Book review, *The Writing Center Journal* 35(3).

Conference Presentations

Denny, Harry, Tammy Conard-Salvo, Elizabeth Geib, and Talisha Haltiwanger Morrison. “Coding, De-Coding, and Recoding: Content Analysis of Alumni Tutor Survey for Program Development.” International Writing Centers Association Collaborative @ CCCC, Portland, OR (2017).

Denny, Harry, Eric Klinger, and Eliana Schonberg. Cross-institutional Writing Center Assessment SIG. International Writing Centers Association Collaborative @ CCCC, Portland, OR (2017).

Denny, Harry. Keynote lecture and Writing Fellows presentation. Mississippi Writing Centers Association. Millsaps College, Jackson, MS (2017).

Denny, Harry, Robert Mundy, Lila Naydan, Anna Sicari, and Richard Severe. “The Aim of *Out in the Center*: Cultivating Change through Public

Controversies and Private Struggles.” Conference on College Composition & Communication, Portland, OR (2017).

Denny, Harry. Guest speaker on writing center assessment and qualitative inquiry workshop. International Writing Centers Association Summer Institute, Vancouver, Canada (2017).

Denny, Harry, Tammy Conard-Salvo, Elizabeth Geib, Talisha Haltiwanger Morrison, and Beth Towle. “Boiler up!/Drilling Down: Replicating the Peer Writing Tutor Alumni Project.” International Writing Centers Association Conference, Denver, CO (2016).

Denny, Harry. LGBTQ Special Interest Group Organizer, International Writing Centers Association, Denver (2016).

Kancilia, Carrie. “The Writing Lab as Community Resource: Staff Outreach at Purdue University.” East Central Writing Centers Association Conference, Dowagiac, MI (2017).

Kennell, Vicki. “I Had to Discard Initial Assumptions’: Equipping Writing Center Tutors with Expertise in Second Language Writing.” Symposium on Second Language Writing, Tempe, AZ (2016).

Kennell, Vicki, and Amy Elliot. “Training Tutors to Work with L2 Writers: Methods & Materials, Principles & Practices.” Workshop, International Writing Centers Association Conference, Denver, CO (2016).

Appendix A: Breakdown of Usage Information*

Use by Classification	Times Used	Percent Change from 2015-2016 AY
Undergraduate	3487	+2.8%
Graduate	2597	+59.9%
Visiting Scholar/Post-Doc	656	+654%
Faculty	9	-77.5%
Staff	61	+177.3%
Other	93	-52.1%

Use by College	Times Used	Percent Change from 2015-2016 AY
Agriculture	459	+72.6%
Education	321	-56.8%
Engineering	1791	+119.9%
Health and Human Sciences	747	+18.2%
Liberal Arts	1039	+14.9%
Management	570	+9.4%
Pharmacy	171	+43.7%
Polytechnic Institute	546	+57.4%
Science	801	+27.6%
Veterinary Medicine	59	+90.3%
Unknown/Other	372	+20.4%

*Information presented in these appendices is based on clients' self-reported data. Not all clients chose to report data.

Most Frequent Use by Major (Only the top 30 majors are listed)	Times Used
Computer Science	303
Electrical and Computer Engineering	283
Communication	262
Civil Engineering	259
Aeronautics and Astronautics Engineering	252
Mechanical Engineering	249
Hospitality and Tourism Management	224
Biology	238
First-Year Engineering	238

Industrial Engineering	230
Management	202
Psychology	197
Accounting	173
Chemistry	160
Speech, Language, & Hearing Sciences	151
English	150
Food Science	118
Economics	114
Creative Writing	105
Nursing	99
Biomedical Engineering	97
Animal Sciences	92
Curriculum & Instruction	87
Chemical Engineering	86
Agricultural Economics	85
Pharmacy	85
Pre-Pharmacy	85
Finance	84
Aviation Management	82
Business Management	81

Most Frequent Use by Country of Origin (Only the top 10 countries are included)	Times Used
China	2,093
United States	1,898
South Korea	764
Japan	334
India	285
Taiwan	261
Brazil	139
Colombia	107
Turkey	107
Iran	92

Use by Language Background

Native Speakers and ESL Speakers	Percentage of Use
Visits from Native Speakers	31%
Visits from ESL Speakers	69%

Appendix B: Use of the Online Writing Lab (OWL) 2016-2017

Daniel Kenzie, OWL Content Coordinator

Tony Bushner, OWL Technical Coordinator

Use of the Online Writing Lab (OWL)

The Purdue OWL serves Purdue University students, faculty, and staff as well as users from all over the world by providing:

- A content-rich website of writing-related materials at <https://owl.english.purdue.edu>
- The Purdue OWL News, a blog that announces new OWL resources and other Writing Lab updates at <https://owl.english.purdue.edu/purdueowlnews/>
- A site for research on the OWL and the Purdue Writing Lab, survey data from the Writing Centers Research Project, and data gathered from other institutions at <https://owl.english.purdue.edu/research>
- A site for community engagement at <https://owl.english.purdue.edu/engagement/>

A pageview occurs whenever a user accesses a single URL. A visit could include many pageviews, as it is calculated by counting any resources visited by the same IP address within a half hour. The same IP address could generate multiple visits, but only if those occurred during different half hours.

From May 1, 2016-April 30, 2017 the OWL:

- Received 410,859,775 pageviews (+34.8% from last year)
- Received 231,237,538 visits (+77.5% from last year)

Visitors to our site included Purdue University students, faculty, and staff from all campuses, and students, teachers, workers, and learners from all around the world, including the following countries (pageviews from each country from May 1, 2016 to April 30, 2017 are in parentheses):

- United States of America (354,854,514)
- Canada (35,762,827)

- Great Britain (3,926,094)
- Philippines (3,098,645)
- China (2,923,754); (4,756,723 including Hong Kong)
- Germany (2,876,060)
- Australia (2,673,144)
- Singapore (1,912,454)
- India (1,631,205)
- Japan (1,465,975)
- Russian Federation (1,439,267)
- Netherlands (1,432,615)
- France (1,211,741)
- South Korea (1,067,779)
- Mexico (870,570)

By far the most popular resources are the MLA and APA citation style pages. Figures 6 and 7 (facing page) show the most popular MLA and APA pages, pulled from the top 20 most-visited pages between May 1, 2016 and April 30, 2017. Other popular pages include grammar and ESL materials, professional writing and business writing documents, resources on avoiding plagiarism, and writing process materials. The Purdue OWL's workshops and PowerPoint presentations on writing-related topics are also very popular.

Given the popularity of the OWL's MLA Style resources, a major recent initiative was updating resources to reflect changes in the MLA's new 8th Edition. In contrast to previous editions, the new edition presents a flexible process for developing a citation for any source, rather than stating separate rules for each source type. The OWL's new MLA pages balance information about this new approach with user demand for concrete guidance on citing a range of sources. In addition to these pages, developers have also produced video tutorials on the revised MLA Style, including videos on works cited pages and in-text citations as well as a comparison between the new and old editions.

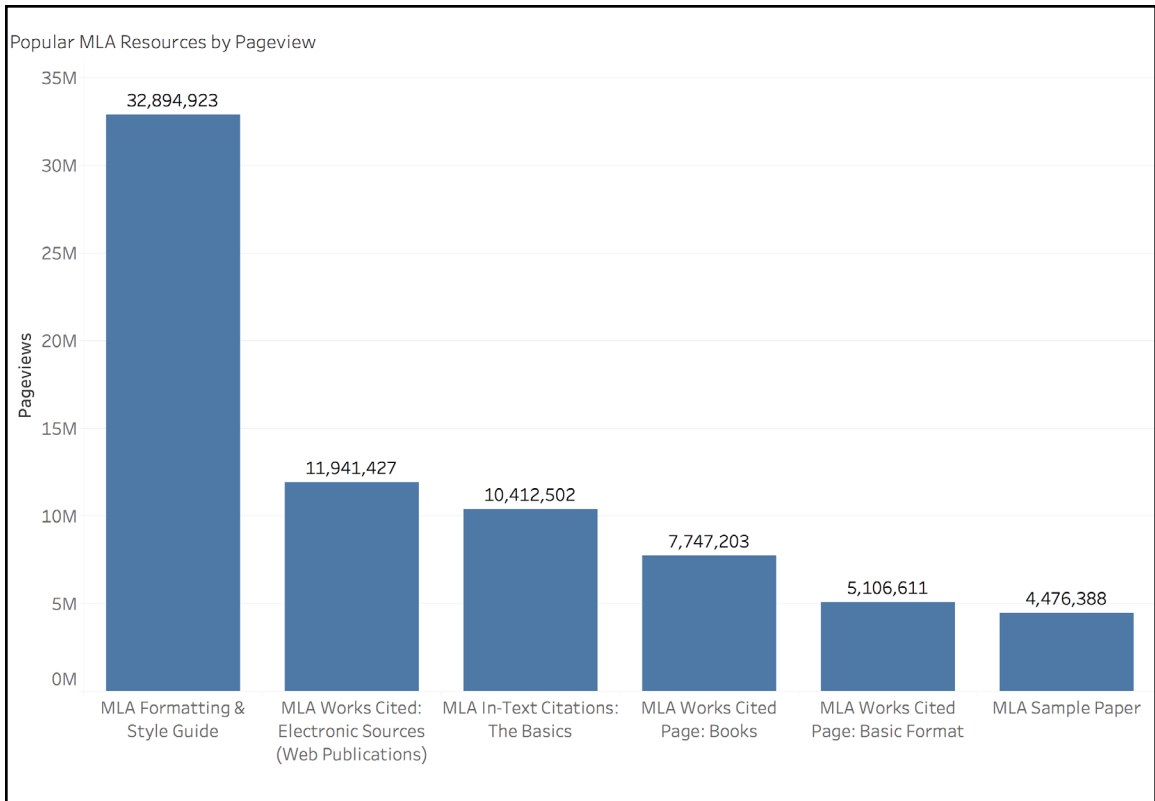


Figure 6: Most Popular MLA Resources

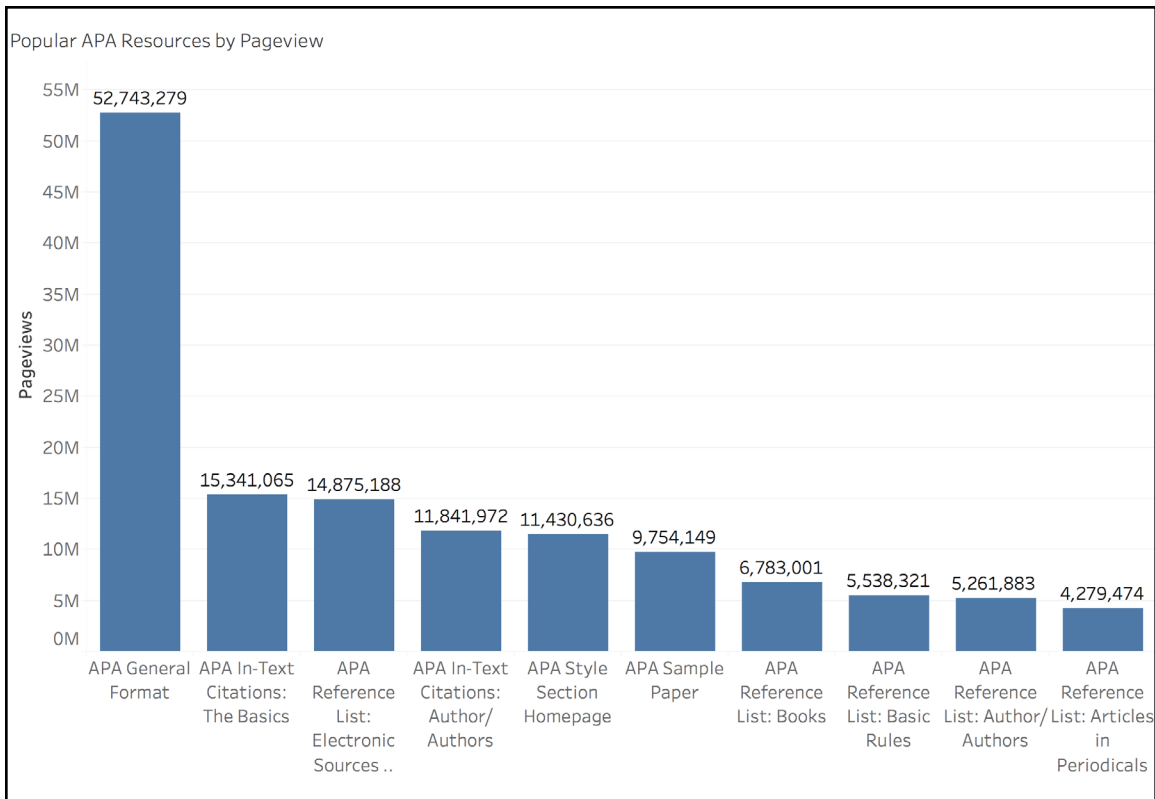


Figure 7: Most Popular APA Resources

Other recent additions to our growing number of video resources include materials on thesis statements, typography, and the writing process.

In addition to the support all developers receive from the OWL content coordinator, video developers have been mentored one-to-one by the OWL's outgoing video content mentor, Daniel Liddle.

In August 2016, OWL Coordinator Daniel Kenzie spoke at the Purdue Polytechnic Institute-SIA Campus new student orientation about OWL resources. The Writing Lab has been invited to return next year.

OWL@Purdue YouTube Channel

The Purdue OWL YouTube channel was launched on April 21, 2011. Below are the metrics for the channel from May 2016 to April 2017:

- 54 videocasts
 - Covering: MLA, APA, Grammar & Mechanics, Job Search & Applications, Writing in Engineering, Visual Rhetoric, General Rhetoric, and L2 Writing
- 12,771 subscribers (see Figure 8, facing page for details of subscriber growth)
 - Percent change over LY: 23.45%
 - Top five countries of origin (by watch time)
 - USA
 - Canada
 - India
 - Pakistan (+8 over LY)
 - Kenya (+4 over LY)
- 602,496 views LY (2,357,581 Lifetime Views; see figure 9, facing page, for growth details)
 - 5.7% increase over LY
 - Top five countries of origin
 - USA
 - Canada
 - India
 - UK (+1 position over LY)
 - Germany (+3 position over LY)
 - 7.1% of traffic derives from mobile platforms, percent change over LY +8.4%

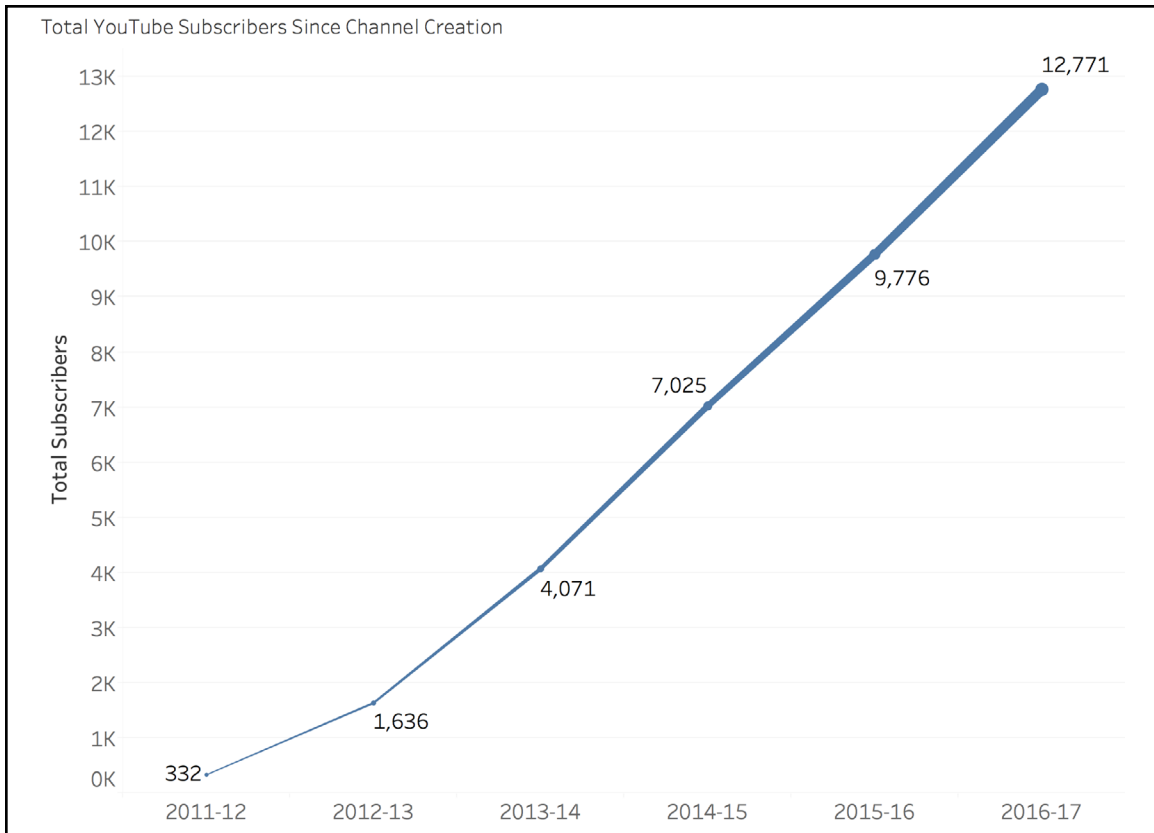


Figure 8: YouTube Subscriber Growth

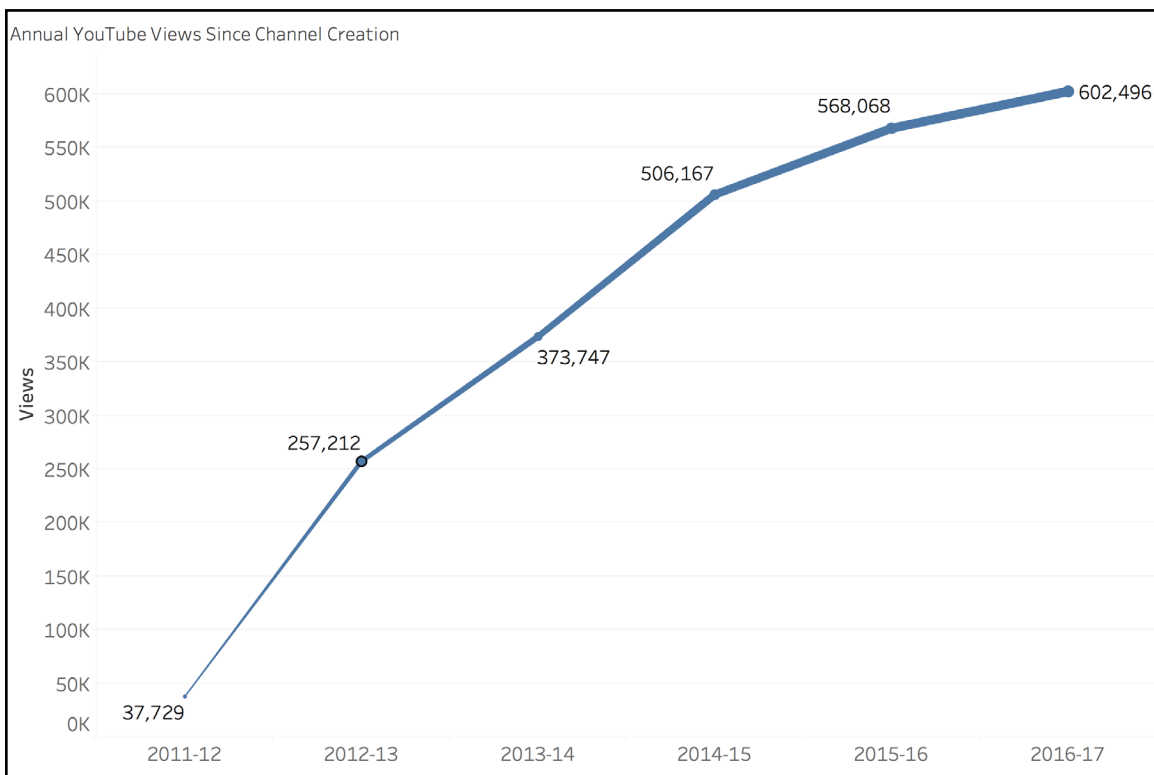


Figure 9: YouTube Views Growth

- 2:13—Average view time (-0:01 from LY)
- 44% Male; 56% Female
- 30% of viewers are between the ages of 18-24
- 30% of viewers are between the ages of 25-34
- Top five videocasts (by views)
 - APA Formatting: The Basics (132,753)
 - MLA Formatting: The Basics (100,215)
 - MLA Formatting: List of Works Cited (72,561)
 - APA Formatting: References List (66,734)
 - Introduction to Rhetoric (30,688)

Undergraduate Education Support

The OWL provides a number of resources that support undergraduate education:

- Guidelines, heuristics, materials, and slide presentations on the diverse types of writing required at Purdue University
 - Materials that support the range of different approaches to teaching English 106, i.e., rhetoric, literary analysis, theory and cultural studies, poetry, and creative writing
 - Materials that support writing across the curriculum and writing in the disciplines, including resources for engineering, the sciences, liberal arts, and social sciences
- Resources focused on the Purdue experience: from the OWL homepage, students can access a list of these materials located at <http://owl.english.purdue.edu/owl/resource/682/01/>
- 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 1,734 formal requests for links and 4,206 formal copy requests during the 2016-2017 academic year.

Selected Comments from OWL Users

The following selections (transcribed exactly as users wrote them) constitute a small sample of the unsolicited comments we receive about the OWL. OWL users include students and instructors at Purdue and around the world, K-12 teachers, and parents.

- “I just want to let you know how much I LOVE your website. I am going to graduate May 13th with my Master in Educational Technology: Library Media Licensure. Woohoo! I have had to rent the APA Manual twice for classes, but honestly your site has been just as beneficial. I feel that in many ways OWL is easier to use, and I have recommended it to many colleagues. Thank you and your team for the great resource!”
- “I am a part time mature student living in a rural area and cannot get to a library or specialist bookshops easily. This resource is clear and concise and very helpful to me. Thank you.”
- “I think that these exercises are an excellent resource for showing intermediate ESL students some good examples of subject-verb agreement.”
- “I just wanted to say thank you for your excellent website. Your articles are informative without being overly time-consuming. Whenever I wish to check a question of punctuation or grammar, yours is one of my preferred resources.”
- “Your resource is wonderful. I work within an INTO (which is an ELI/IEP program that uses The INTO corporation for recruiting and some basic standards setting) program teaching writing at many different levels and your resources are fantastic.”
- “Thank you for the OWL! I use it often to help both my middle school English students and my graduate thesis students. In the middle school, we use MLA format, and in the graduate school we use APA. The OWL is a wonderful, easy to use reference, and I really appreciate the work that has been put in to it.”
- “Wonderful and informative website. We will be using the website in collaboration with the APA manual to write papers.”

- “Fantastic resource. I am helping university lecturers to improve their scientific English writing skills so a lot of bits of your info would be very useful and is a good level for the target audience Thanks.”
- Thank you for a wonderful resource! I tell my students to bookmark your website because it is such a useful resource they will surely use throughout their college careers.
- “I have always consulted the OWL at Purdue for useful and clear lessons on grammar and writing. Thank you for providing such an invaluable resource!”
- “This has been a very useful website for me. I use this website to set myself extra homework and have found a really good collection of exercises. I find the exercises quite enjoyable and relatively taxing. Thank you”
- “I would be lost without the Owl at Purdue. Your simple, commonsense approach is so helpful.”
- “This is a fantastic resource for my students as they prepare to write their Literary Analysis papers. As many of my students are ELLs, this resource is extremely helpful for them. Thank you!

Appendix C: Evaluations and Comments

The following represents client evaluations of Individual Consultations, ESL Conversation Groups, and In-Lab and In-Class Workshops.

Client Evaluations of Tutorials	Responses	Percentage
The tutor explained ideas to me in a way I can understand and use.		
Strongly Agree or Agree	1,503	98%
Neither Agree nor Disagree	17	<1%
Disagree or Strongly Disagree	13	<1%
The tutor addressed my concerns.		
Strongly Agree or Agree	1,527	98%
Neither Agree nor Disagree	18	<1%
Disagree or Strongly Disagree	19	<1%
The tutor made me feel comfortable and respected during my tutorial.		
Strongly Agree or Agree	1,534	98%
Neither Agree nor Disagree	16	<1%
Disagree or Strongly Disagree	9	<1%

Client Evaluations of ESL Conversation Groups	Responses	Percentage
How effective was your conversation group leader at encouraging everyone to participate?		
Effective	27	52%
Somewhat effective	21	40%
Not effective	3	6
I felt comfortable speaking in the group today.		
Accurate	30	58%
Somewhat accurate	19	37%
Not accurate	2	4%

Client Evaluations of In-Lab/In-Class Workshops	Responses	Percentage
The workshop was helpful.		
Strongly Agree or Agree	36	100%
Neither Agree nor Disagree	0	0%
Disagree or Strongly Disagree	0	0%
I am likely to apply the material covered in this workshop to future writing.		
Strongly Agree or Agree	36	100%
Neither Agree nor Disagree	0	0%
Disagree or Strongly Disagree	0	0%
My workshop leader was effective.		
Strongly Agree or Agree	36	100%
Neither Agree nor Disagree	0	0%
Disagree or Strongly Disagree	0	0%

Selected Comments from Student Evaluations of Consultations

At the end of each consultation and workshop, and three times per semester for conversation group participants, clients have the opportunity to provide anonymous feedback on their experience in the Writing Lab. The following selections (transcribed exactly as users wrote them but with all tutor names anonymized) constitute a small sample of the comments that clients have offered when asked the question, “What did you learn to help you with future writing projects?”

- “A reverse outline for revising my essays.”
- “Be specific about how my evidence and conclusions are connected.”
- “Chicago style citations are cited differently in the paper and at the end in the bibliography.”
- “Concrete examples are much better than ‘fluff.’ Conclusions cannot just be a repeat of what was already stated.”

- “How to correctly connect sentences together to reduce choppiness.”
- “I learned how I could incorporate more sources into my paper in order to help develop and support my main topic.”
- “The Toulman Method for how to construct long papers centered around a logical argument will help me write better papers within my area of study.”

Students also made the following selected comments (transcribed exactly as users wrote them) when prompted, “Please share any additional comments or feedback.”

- “[Tutor] is wonderful! I am much more motivated to keep writing after meeting with her.”
- “[Tutor] was very helpful and supportive throughout the meeting! She even brought some examples from her own resume/experiences to make things more clear.”
- “[Tutor] is a very patient tutor, especially considering that I am not native speaker of English I really appreciate how comfortable I felt.”
- “[Tutor] provided me with extremely helpful resources that will help me address the most significant problems which have persisted through my writing.”
- “[Tutor] really helped me feel more confident towards writing my first college paper.”
- “I am using the writing lab for the first time and I was skeptical because I was using the tutoring, but [Tutor] understood my problem perfectly.”
- “I’m really glad that the online [tutoring option] is available. It is tremendously helpful for those of us in the online programs.”
- “[Tutor] was wonderful to work with! Extremely nice, listened to my concerns, and helped immensely in a clear way. Thank you for the advice.”
- “Thank you! I’m so glad Purdue has this resource.”

Appendix D: List of Visitor Consultations with the Writing Lab

Visitor's Name	School or Organization and Location	Date of Visit
Doris Correa	Universidad de Antioquia, Medellin, Colombia	September 22, 2016
Sophie Hulen	Wittenburg University	October 25, 2016
Developing Academic Writing Centers Team	Various Universities – Russia	October 27, 2016
Ainur Kaldarova and Aisulu Kaliaskarova	Kazakhstan	December 5, 2016
Zachary Koppelman	Wabash College – Crawfordsville, IN	February 9, 2017
Grace Reed	Washington State University	March 2017
Yiwen Wang	Ningxia University, China	Spring 2017
Llorenc Comajoa	Universitat de Vic – Spain	May 2017
Xudong Deng	Singapore Institute of Technology	May 2017

Appendix E: Writing Lab Staff Members for 2016-2017

Director

Harry Denny, Ph.D., Associate Professor of English

Associate Director

Tammy Conard-Salvo, M.A., Administrative/Professional

ESL Specialist

Vicki Kennell, Ph.D., Administrative/Professional

Graduate Teaching Assistants (GTAs)

Rachel Atherton	Lindsey Macdonald
Hadi Banat	Alexander Mouw
Pamela Caralero	McKinley Murphy
Gabriela Garcia	Rebekah Sims
Elizabeth Geib	Anthony Sutton
Maryam Ghafoor	Mitchell Terpstra
Talisha Haltiwanger Morrison	Beth Towle
Carrie Kancilia	April Urban

Online Writing Lab (OWL) Staff

OWL Coordinator: Daniel Kenzie

OWL Technical Coordinator/Webmaster: Tony Bushner

ESL Outreach Coordinator

Michelle Campbell

Undergraduate Teaching Assistants (UTAs)

Ara Adaramola	Logan Mahoney
Taylor Barnett	Isha Mehta
Mackenzie Chapman	Mina Mohsenian
Sydney Dolan	Ashish Patel
Julia Donnelly	Hetal Rathore
Adlina Fauzi	Zach Riddle
Gail Fukumoto	Claire Shelby

Assem Imangaliyeva

Henry Shi

Skye Li

Austin Steinman

Martin Tuskevicius

Sydney Vander Tuin

Business Writing Consultants (BWCs)

Kayla Beland

David Spicer

Anisha Dutta

Evan Swasey

Rebekah Jones

Ellen Teske

Daniel Miller

Haley Tow

Jasmin Osman

Grace Winn

Sarah Riddle

Eliana Yu

Megan Smith