



# Alumni Annotations

Fall 2013

A Newsletter for Alumni and Friends of the  
Purdue Writing Lab

## Message from the Director

As usual, Fall Semester seems to be running away from—or over—us, as we are trying to maintain ongoing projects and respond to new initiatives on campus. The current central administration is placing high priority on student achievement, and I have become involved with several new programs which build upon the Writing Lab's success and may offer new and exciting possibilities for future interdisciplinary work. Purdue has become involved with the Foundations of Excellence program, a national program over twenty years old, which works to improve students' first year experience and to retain students through graduation. It has been interesting to work with professionals from advising, residence life, student activities, and academic units outside of English. I have also been working with a similarly wide-ranging group of faculty and administrators working to improve the quality of the Purdue experience for international students. Vicki Kennell and Scott Partridge, a Writing Lab GTA, are also involved with this project. Both of these projects seem to be moving faculty and administrators toward thinking about Writing Across the Curriculum. I am hopeful that the Writing Lab can be an active participant in this work, drawing on our traditional commitment to collaboration while maintaining our position as an academic community with practices firmly rooted in the discipline of Rhetoric and Composition. It's an exciting time to be at Purdue! And it's an exciting time to be in the Writing Lab as we look forward to celebrating the 20th anniversary of the Purdue OWL in 2014. Our kickoff event was an open house during Homecoming 2013. Look for information about future events in the next issue of Alumni Annotations.



*Dr. Linda Bergmann, Director  
Professor of English*

## New Faces around the Lab



*Left picture*, back row from left to right: Linda Bergmann, Anne Schmalstig, Stacy Nall, and Jeff Gerding. Front row, left to right: Mary McCall (ICAP Liaison), Luke Redington. *Right picture*, back row from left to right: Patrick Love, Linda Bergmann, Mary McCall (ICAP Liaison), Rebecca McKanna and Amy Elliot. Front row, left to right: Karen Feiner and Ellery Sills. New Business Writing Consultant: Nekoda Witsken (not pictured). See page 5 for an entire list of current Writing Lab tutors.

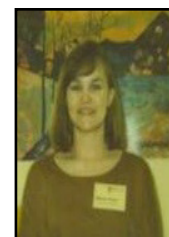
## Alumni Profiles



Dr. Marnie Jo Petray, PhD  
Assistant Professor of  
Linguistics and  
Director of the TESL Program  
Department of English,  
Cal Poly State University

My time in the Purdue Writing Lab is one of the fondest memories of my graduate training in writing instruction, and the skills I honed during my stint as one of the earliest ESL tutors have been foundational to my job today. I feel incredibly fortunate to have had the opportunity to work with Mickey Harris, whose quiet humility and easy sense of humor continue to belie the significance of her contributions to the field. Her *Teaching One-to-One*, which I find myself still consulting regularly, is as relevant now as it was the day it was published in 1986. Mickey was a fabulous mentor and a benevolent dictator, and the Writing Lab embodied all that she stood for—open dialogue, collaboration, mixing fun with work (from popping popcorn to lure people in the door, to relaxing on the green 70s sofas, to writing messages on the wall), lifelong learning, and a keen focus on learners' individual needs.

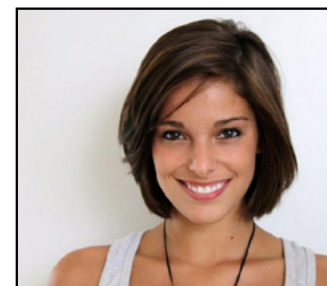
As TESL Program Director and a professor in theoretical and applied linguistics in the English Department at Cal Poly State University, I rely on those same pedagogical tenets of motivating my students to discover their own voices as they draft, research, revise, and grow as scholars, listening actively to students' concerns during one-on-one conferences, helping them craft a personalized and meaningful approach to their task, and providing feedback that is contextualized, constructive, and encouraging. The biggest lesson for me as a tutor was learning how to open students' minds to the possibilities of their work—whether it was suggesting that the five paragraph format was not the only (or the best) way to conceive of an essay's structure, or asking them to really practice writing as a process, for example, by considering higher order concerns (HOCs) over lower order concerns (LOCs), rather than tackling everything at once. The collaboration and experimentation I emphasize today in my own pedagogy is firmly rooted in my time and training as a Writing Lab Tutor. Purdue University has a true gem in the Writing Lab and the OWL, and the awards and advances I read about make me humbled to have been part of the Writing Lab's history and proud of all it continues to accomplish.



Marnie in the  
Writing Lab

## New Tutor Profiles

I will never forget the professor in my freshman composition class, with her pink-rimmed spectacles and wealth of sass. She sat me down and told me that every rule I had learned grammatically up to that point was probably a complete lie. You can end a sentence with a preposition, and you can split an infinitive. The fact that writing didn't have a concrete set of rules, like Strunk and White so famously tried to tell me in my younger years, was amazing to me. It meant every writer had an immense freedom of style, and I wished other writers to understand that monumental liberty of choice. So, for my final project before becoming a full-fledged tutor at the Duke University Writing Studio, I made an interactive presentation on controversial writing style choices, focusing specifically on issues highlighted by Strunk and White. (I recently became a Boilermaker this year upon my transfer to Purdue as a junior. Boiler up!) Although this presentation, in the form of a Prezi, may not be directly applicable to the Purdue OWL website, I think that this concept of style choice could influence the Lab's tutoring or teaching in the future. Students don't need to be told yes or no, but need to be taught the effect of employing various grammatical tools. I think that not only the content of the presentation but the very medium of it could bring new light into OWL as well—after all, this is the technological age, and PowerPoints and videos are largely becoming outdated and overused. Prezi, Brainshark, and smart board technology may be helpful in the integration of future Writing Lab projects.



Nekoda Witsken, BWC  
History Major, Art Minor, Premed  
Class of 2015

To see more about Nekoda's project go to:  
<http://prezi.com/6scwflv4e7ja/style-choices-for-informed-writers/>

## ESL Notes



The Writing Lab continues to have a large number of international clients (70+%) who have writing consultations or use our various services. For instance, over the last year we saw record numbers of Conversation Group attendees, with a high of 17 during one memorable week. In order to better serve these clients, we have been working on various programs both to increase tutors' skills in this area and also to extend the types of services we offer. The majority of these changes took place during spring 2013 and will hopefully be carried over into the current academic year as well.

Recently, the biggest change was the institution of an ongoing training program specifically for developing consultants' ability to work successfully with ESL students. This involved weekly "assignments" which each tutor completed on his or her own during a regularly scheduled time. Tutors mentioned that they found various portions of the training to be "interesting" or "challenging" and that they were able to use things they learned in consultations with clients. My goal is to make this an ongoing program for each spring semester, with new topics and materials for returning tutors.

Some "out-of-house" training took place as well. Early in the spring semester, Linda and I were invited to speak as part of a CIE workshop series entitled "Best Practices, Tools & Resources for Teaching ESL Students." A few weeks later, I presented a condensed version of the CIE talk to the Lafayette Noon Optimist Club. It was interesting to note the level of engagement these community members had with such a university-focused topic.

During spring semester and Maymester, the Writing Lab piloted two programs geared toward international graduate students: writing retreats and writing groups. I worked with Laurie Pinkert on this project, which was part of her Bilslund Fellowship.

The second pilot program involved creating and running a writing group within a specific lab. Mike Mickelbart, associate professor of horticulture, approached me to learn how best to help his international graduate students improve their writing. The Writing Lab had been thinking about starting writing groups for graduate students for a while, so Mike volunteered his lab as our guinea pigs. The group met 5 times during late spring and Maymester with me and Scott Partridge as facilitators. The attendees of the group found the experience valuable and are hoping to be able to continue during fall semester.

Vicki Kennell, ESL Coordinator, the Writing Lab

## Boiler Gold Rush (BGR)

Associate Director Tammy Conard-Salvo, Writing Lab tutors, and Receptionist Brenda Pickett welcomed new students at the Boiler Gold Rush (BGR) information fair this fall. BGR is a week-long, annual orientation program for incoming first year and transfer students, and more than 5,500 students participated. This year's information fair took place around the Engineering fountain, and students learned about the Writing Lab and other academic and support offices on campus. Several students mentioned using the OWL in high school, and others expressed interest in working in the Writing Lab in the future. Tutors had fun explaining why even good writers benefit from using the Writing Lab.

"BGR helped students realize that the Purdue Writing Lab isn't just an online resource, but a physical one as well. A lot of them knew about the OWL from high school but didn't really know that the Writing Lab and satellite locations were available for them to use as well. That was something that really stuck out to me while working the BGR table!"

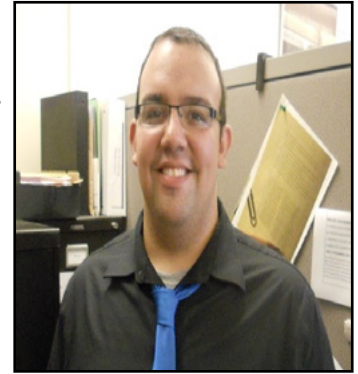
-Rebekah Thomas, UTA



A warm hello to all of our alums! Things have been pretty busy at the Purdue OWL. This past spring, we commissioned what will be one of our largest vidcast projects to date, the annotated mock tutorial vidcast. This vidcast, employing 11 developers and cast members introduces viewers to the Purdue University West Lafayette Writing Lab. The goal is to prepare potential users of the Writing Lab for their first visit by showing them the ins-and-outs of one-to-one tutorials at our Writing Lab.

During the summer and early fall development cycle, many of the OWL's resources have been dedicated to preparing for the OWL's impending 20th Anniversary. This includes the commissioning of special projects to create celebratory branding and events, as well as a large archival project. This OWL 20th Anniversary Archive project is going to lead to the creation of a digital archive of thousands of documents related to the OWL's history and day-to-day operations. To further celebrate this momentous milestone, we held an open house at the Purdue Writing Lab during Homecoming weekend. This event included a retrospective PowerPoint presentation with contributions from previous OWL coordinators and a special OWL 20th Anniversary Vidcast featuring former Writing Lab Director Muriel Harris, as well as current members of the Purdue Writing Lab/OWL Leadership Team.

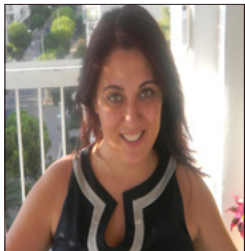
<http://www.youtube.com/watch?v=MMIBngMiuCk&feature=youtu.be>



Joshua M. Paiz,  
Purdue OWL Coordinator

### Dear friends, merhaba!

My name is Aylin Baris Atilgan, a former international graduate tutor at the Purdue University Writing Lab. I'm a PhD candidate in Second Language Studies/English as a Second Language Program at Purdue University. My specialty area is Second Language Writing. Upon completing my Masters in Linguistics with a Concentration in TESL at Northeastern Illinois University, Chicago, I worked in the City Colleges of Chicago. I had taught EFL, EAP and ESP for many years in prominent English schools like Bilkent University and in Izmir American Collegiate Institute in Turkey, my home country, so I thought I was ready for the challenge. Yet I soon discovered schools in Chicago were diverse!



Aylin Atilgan, PhD Candidate  
SLS/ESL Program WL  
Graduate Teaching Asst.  
Friends of Europe Int'l  
Student Club President  
ESLGO Fundraising  
Coord.

Then I came to Purdue University. I discovered Purdue is the second most diverse university in the state and fourth in the nation. International students make up more than 70 percent of the visitors in the Writing Lab last year. Diverse meant different nationalities, different educational, social, cultural backgrounds, different languages, different perspectives, and different was hard! Yet different was what actually brought some excitement and momentum into my teaching career, which was on the verge of getting monotonous as I had been teaching a homogeneous group of students for many number of years. It was this diversity that spiced up my teaching career, giving me the pleasure to work with people from all over the world, getting to know their cultures and unique ways of expressing themselves in English.

I also found out that I had to come up with special techniques and approaches to best cater to the needs of this new diverse population. Luckily, I had great mentors and professors who valued diversity and this new international student in the field and guided me with wisdom and tolerance. I probably said things that sounded 'different' or 'odd' along the way, but my mentors listened to me patiently and responded to me nicely, respecting the different educational background and culture I was coming from. Well, Karma has it that I now show the same understanding and tolerance to other students from all over the world! What is my rule of thumb when dealing with diversity? Do unto others as you would have others do unto you in a different land.

Working in the Writing Lab has been an enriching experience for me. I have tutored undergraduate and graduate students as well as post-docs and professors from various disciplines. I have answered OWL e-mails, given APA workshops, worked in graduate student workshops and became an OWL content developer. I have very much benefited from the collaborative learning and tutoring environment in which I also received tutoring mentoring and ESL training. The administration was supportive and tolerant, and tutors were friendly, helpful and enthusiastic. All these factors made working for the Writing Lab a pleasure this past year no matter how busy we got serving a full house!

I also have to say I received heartening compliments on working in a world renowned writing center hosting the OWL from my colleagues who are now working all over the world. I wanted the great contribution the Purdue Writing Lab is making to the lives of international students to be recognized, so I have based my dissertation on identifying the needs of East Asian students, our biggest population, in mainstream composition courses, and how the Writing Lab is catering to these needs. I hope I can help international students 'swim freely rather than sink' academically and mentally in their very challenging endeavor in a foreign academic setting and country as much as all the dear Purdue Writing Lab tutors and administration have done greatly over the years.

## Meet our new Support Staff

### Writing Lab Secretary - Heather Holley



I started employment at Purdue and in the Writing Lab in July of 2013. I have never worked at Purdue, and I am slowly getting adjusted to the environment here. It is different than any other place I have worked. I love working at Purdue and feel a sense of pride working here because of all the amazing things Purdue University is and stands for. Before working at Purdue, I was the business manager for a local marketing & media company.

I attended high school locally at Jefferson High School and then went to college in Chicago at North Park University. I majored in Vocal Performance and minored in Music Education at North Park. I absolutely love music! I have been singing since a young age and always knew that music would be a part of my life. I am a vocalist in the praise band at the church I attend with my family.

I love to cook! The Food Network channel is in heavy rotation on our TVs at home. I, more than likely, spend way too much time pinning on Pinterest. I love to get new ideas for food for my family and friends from Pinterest. I love to shop. I am an avid coupon cutter and love finding great deals on just about anything.

I am married. My husband, Jerrod, is a group leader in IPC at Subaru of Indiana Automotive. We have a blended family and collectively have 4 boys ages 14, 16, 17 and 18. We have 3 beagles; Nickel, Lucky and Jazzy. We have a very full and busy life. Our family is very active at the church we attend, we love to volunteer in our community, and we enjoy spending time with our family and friends.

### Writing Lab Receptionist - Brenda Pickett

I started working at Purdue in February of 2007, and I started working in the Writing Lab the summer of 2013. I love to read, make jewelry, and take long walks.

I have been married for thirty years, and I have one child named Aleia. Aleia graduated from Purdue with a Liberal Arts degree in 2009.



## Current Graduate Teaching Assistants

Tristan Abbott - Rhet/Comp  
Amy Elliot - Victorian Lit  
Karen Feiner - Theory/Cult Studies  
Jeff Gerding - Rhet/Comp  
Trey Gorden - Lit  
Mary Beth Harris - English Lit

Dan Kenzie - Rhet/Comp  
Patrick Love - Rhet/Comp  
Mary McCall - Rhet/Comp  
Rebecca McKanna - Creative Writing  
Sean Mitsein - Rhet/Comp  
Stacy Nall - Rhet/Comp

Scott Partridge - ESL  
Luke Redington - Rhet/Comp  
Dana Rodgers - Medieval Lit  
Anne Schmalstig - English Lit  
Ellery Sills - Rhet/Comp

## Current UTAs and BWCs

John Bomkamp - Pre Pharmacy  
Ariel Callahan - Accounting  
Megan Grassl - Dietetics/NFH  
Matt Hollars - Engineering  
Xin Hou - Financial Planning  
Shannon Israelsen - Physics  
Haley Sands - Political Science

Rebekah Thomas - Elem/Special Education  
Alexandra Hoff - Professional Writing/AAS  
Will Precup - Management  
Hannah Wilkerson - Accounting  
Koda Witsken - History/Art/Pre Med

## Congratulations



Laurie Pinkert, graduate of Purdue's rhetoric and composition program and past Business Writing Coordinator for the Writing Lab, is one of seven recipients of the K. Patricia Cross Future Leaders Award for 2013. This award, given by the Association of American Colleges and Universities, recognizes graduate students who show exemplary promise as future leaders of higher education, who demonstrate a commitment to developing academic and civic responsibility in themselves and in others, and whose work reflects a strong emphasis on teaching and learning. Pinkert was recognized at the association's annual meeting on Jan. 23-26 in Atlanta. More information is available at: <http://www.aacu.org/meetings/annualmeeting/AM13/2013CrossScholars.cfm>. The award is named in honor of K. Patricia Cross, professor of higher education, emerita, at the University of California, Berkeley.

Rebekah Mitsein, former Writing Lab graduate tutor, was awarded the S. Eric Molin Prize at the East Central American Society for Eighteenth-Century Studies conference (2012). The award is given to beginning scholars who show great promise in the field of eighteenth-century studies.

Rebekah was also winner in the Purdue Federal Credit Union Award for "The Gospel is out of Control: or, Undoing the Missionary Position in a Postcolonial World." She won Second Place in the Kneale Award in Literary Criticism for "Biopolitics and Frontier Violence in Benjamin Church's Entertaining Passages Relating to Philip's War."



## 2013 Literary/Department Award Winners

Matthew Allen, former graduate teaching assistant in the Writing Lab, was winner of the Walter J. Johnson Award for "An Examination of the Recent Influx of Chinese Undergraduate Students in U.S. Higher Education Institutions." Matthew also was honored with the Excellence in Tutoring Award from the English Department.

Chris Dorn, former graduate teaching assistant in the Writing Lab, was awarded the English Department Teaching Award for graduate students and Second Place in the Critical Writing Award, R.W. Babcock Prize for "The Workplace Assumption in Shakespearean Metadrama."

Marc Dziak, former graduate teaching assistant, was awarded an English Department Teaching Award.

Russell Keck, former graduate teaching assistant, won an English Department Teaching Award.

Joshua Paiz, our OWL Coordinator, won Honorable Mention in the Walter J. Johnson Award, for "Over the Monochrome Rainbow: Heteronormativity in ESL Reading Texts and Textbooks."

Patti Poblete, former graduate teaching assistant in the Writing Lab, was awarded Honorable Mention in the Expository Writing Award—Grace L. Smart Award for "Devouring our Children."

Taylor Sykes, former undergraduate student receptionist in the Writing Lab, was winner of the Leonora Woodman Award for "The Importance of Social and Personal Identity." Taylor won a Second place Kneale Award, Creative Nonfiction/Informal Essay for "Leave me in London." She won Honorable mention for the Margaret Church Memorial Award for "Cough."

Heather Wicks, former graduate teaching assistant in the Writing Lab, was awarded First Place in the Peter C. Braeger Memorial Award, for "Problematizing Boethius's Philosophy in The Clerk's Tale (and Holding Walter Accountable for Being a Jerk)."

## College Mentors for Kids Project

The Purdue University chapter of College Mentors for Kids (CMFK) transports 65 middle schoolers and 120 elementary aged kids to Purdue's campus each week. The mission of CMFK is to pair college students with kids who need support. Each little buddy is paired with a college aged student and given the unique opportunity to see what college is like. Most importantly, CMFK allows underprivileged children to aspire to become college students. Each day we work with a different school partner and facilitate activities for first through sixth graders.

I am both a mentor and the Activities Director in College Mentors, as well as a UTA in the Purdue Writing Lab. Due to my unique position, I have realized the need for writing-based activities and workshops especially with children at, or below, the poverty line. Standardized testing and applying for scholarships are just a few instances in which it is vital for underprivileged children to become great writers.



Pictured above from left to right: Xin Hou, Lizzie Berkovitz, and Haley Sands

Two Activities Directors from College Mentors, five tutors from the Writing Lab (Xin Hou, Raysha Duncan, Lizzie Berkovitz, Shannon Israelsen and myself), and the Writing Lab Associate Director Tammy Conard-Salvo presented an engaging hour-long workshop to 10 sixth graders and their mentors during two days. The workshops consisted of introductions where tutors described their favorite type of writing. Next, a warm up activity was done that involved each little buddy adding a new sentence to the chalk board in order to create an imaginative and collaborative story. After the warm-up, we presented a short PowerPoint detailing different methods of prewriting. The main writing activity consisted of a prompt for the kids to practice prewriting and essay writing. The kids then presented their work and were encouraged to discuss their methods. To wrap up the session, we had an Eli Lilly scholarship winner discuss her experiences and encourage the kids to apply.

Ultimately, the activity was a resounding success due to the hard work of the Writing Lab staff and the resources they generously provided. College Mentors and the Writing Lab will continue to collaborate in the years to come. Our goal is to create the most successful method of outreach and writing workshops for the children in our community.

Haley Sands  
Vice President of Activities, College Mentors for Kids  
Undergraduate Teaching Assistant

With great interest and curiosity, we met those 6th graders in the classroom. I had given presentations many times before, but this time, I felt very nervous and even a little scared. The reasons were probably that I did not know how they would react or what kinds of questions they would ask. So after Lizzie gave the warm-up activity, I went in front with a fast-beating heart to give a presentation about pre-writing with Haley. I tried my best to draw attention and interest from the kids about writing. Some of them were active to answer questions and participate, while some of them were a little shy and quiet. What surprised me was one boy, who was very active and creative in participation, turned out to hate writing when we asked them to write



about their favorite activity at Purdue. I sat beside him and his "big buddy," listening to him complain that "writing is so hard." By asking questions, I found he had very interesting ideas and big goals, for example, studying engineering at Purdue someday. What he needed was encouragement and positive incentive to change his attitude about writing. He, like many of the 6th graders, considered writing as a task or assignment. However, I thought writing should be something fun or a way to express oneself at this age. All the students showed their creative ideas, which would make each of them become a good writer. Another impressive boy shared his favorite poem with us. I was impressed by all of them. And if there are opportunities, I would love to do this kind of project again.

Xin Hou,  
Undergraduate Teaching Assistant

## Pearson Publishing Project - OWL

On March 19th, 2013, Purdue University announced the inclusion of the Purdue Online Writing Lab (OWL) in an upcoming Pearson Publishing project, Pearson Writer, as a part of an agreement between Pearson Publishing and the Purdue Research Foundation. A portion of the official Purdue press release describes the new collaboration as follows:

Purdue University's Online Writing Lab will be included in a Pearson mobile writing resource designed for smart phones and tablets through an agreement between Purdue Research Foundation and Pearson. The agreement allows the Purdue OWL to be included in Pearson Writer, a complete resource of curated and searchable information and guidance that includes writing, research, and content and project management tools. Beyond the formal announcement of the inclusion of the Purdue OWL in this project, we would like to assure our users that this partnership does not alter the free access to the Purdue OWL that they currently enjoy. The Purdue OWL will remain an open-access writing resource, and there will be no changes to our Fair Use Policy for personal users or educational institutions.

The Purdue OWL staff will maintain control over Purdue OWL resources and will continue to strive to deliver quality instructional and practice content free of charge at the current URL. Again, there will be no change to the daily operations of the Purdue OWL, and it will continue to be offered with no fees to educators, writers, and learners around the world.

To read the full Purdue University Press release visit <http://www.purdue.edu/newsroom/releases/2013/O1/purdue--pearson-partner-to-include-online-writing-lab-in-new-mobile-learning-resource.html>

## Conference Presentations & Publications

"Listening to Revise: What a Study About Text-to-Speech Software Taught Us about Students' Expectations for Technology Use in the Writing Center," Tammy Conard-Salvo and John M. Spartz, *The Writing Center Journal*.

### **Purdue University Graduate Student Symposium on Second Language Studies and English as a Second Language:**

"Ties that Bind: Creating Connections between Technical Communication and Second Language Studies," Scott Partridge

"Comparing Textual Borrowing in L1 and L2 Writing in English: Methodological and Pedagogical Considerations," (Workshop), Daniel P. Kenzie and Scott Partridge

"Perceptions of ENGL 106 Instructors on the Significant Needs of International Students in ENGL 106 Mainstream Freshman Composition Courses at Purdue University," Aylin Baris Atilgan

"Towards a Sociocognitive View of Identity in Second Language Acquisition," Joshua Paiz

**2012-2013 ESL GO! Officers:** Matthew Allen, Vice President and Aylin Atilgan, Fundraising Coordinator

### **2013 Symposium on Second Language Writing:**

"OWLs Across Borders: An Exploratory Study of OWLs in the EFL Context," Joshua M. Paiz

### **2013 INTESOL (Indiana Teachers of English to Speakers of Other Languages), Indianapolis, IN:**

"Writing 2.0," Scott Partridge

"L2 Writing Programs and Support in Indiana Higher Education," Harris Bras, Purdue University and Aylin Baris Atilgan

"Over the Monochrome Rainbow: Heteronormativity in ESL Reading Texts and Textbooks," Joshua M. Paiz

### **2013 East Central Writing Centers Association Conference:**

"Common Values at Corporate University," Tristan Abbott and Stacy Nall

"Embodied Kairos in the Writing Gymnasium," Christopher Dorn

"Cross Curricular Workshops: Engaging Theory, Refining Practice," Dan Kenzie

"A Rhetorical Analysis of the Writing Center Report Genre," Mary McCall

### **2013 Wuhan University Intensive English Conference:**

"Online Writing Labs and Supporting Second Language Writers," Joshua M. Paiz

2013 Conference on College Composition and Communication, "Where Have We Been and Where Should We go? [in writing center assessment]," Linda Bergmann

FLOW Conference, "American Writing Centers: What They Teach Clients and What They Teach Tutors," Linda Bergmann



## Muriel Harris Tutor Development Fund

This fund was established in honor of Muriel "Mickey" Harris, who founded the Writing Lab in 1976 and retired in May 2003. The fund recognizes the groundbreaking work Mickey achieved in building an international writing center community. Your tax-deductible gift to this fund enables tutors in the Writing Lab to pursue professional development, and helps foster Mickey's longstanding philosophy of encouraging both undergraduate and graduate tutors to participate in conferences, presentations, and workshops.

If you would like to make a tax-deductible contribution, to the Harris Fund, to the Writing Lab or to the OWL, please make checks payable to the **Purdue Foundation**, with either **The Writing Lab, OWL (Online Writing Lab)** or **Muriel Harris Tutor Development Fund** in the memo line. Checks should be mailed to the following address:

**Purdue Foundation**  
403 West Wood Street  
West Lafayette, IN 47907-2007

You can also give online at <https://owl.english.purdue.edu/owl/resource/986/01>.

## Muriel Harris Fund Recipients

Some of our graduate teaching assistants were awarded scholarships from the Muriel Harris Tutor Fund for costs in attending and presenting at the ECWCA Conference in Clarion, Pennsylvania on April 12-13.

Dan Kenzie, "Cross Curricular Workshops: Engaging Theory and Refining Practice"

Tristan Abbott, "Common Values at a Corporate University" which is a roundtable hosted by Stacy Nall (graduate teaching assistant in the Writing Lab)

Chris Dorn "Embodied Kairos in the Writing Gymnasium" (former graduate teaching assistant in the Writing Lab)

Joshua Paiz "An OWL Abroad: A Descriptive Study of OWL Use in the EFL Context"

**Our Alumni Annotations newsletter is published and e-mailed 2-3 times per year. If you are not receiving the Alumni Annotations newsletter as an email PDF file, and would like to or would like to contribute to our publication, please contact Heather Holley, secretary for the Writing Lab, at [hholley@purdue.edu](mailto:hholley@purdue.edu).**