

WRITING LAB Alumni Annotations

A Newsletter for Alumni and Friends of the Writing Lab at Purdue

Spring 2015

Message from the Interim Director

Good news. I am pleased to announce that Harry Denny will be the new Director of the Purdue Writing Lab. If you have been in the field of Writing Center studies, you probably already know Harry or his research. He is an active participant at writing center conferences, and he's well published in the area. I'm excited to hand off responsibilities to such a talented and capable scholar. I'll let Harry introduce himself with the next newsletter. Until then, you can get to know him in his profile below.

In this newsletter, you can also read about two new projects we have begun in collaboration with the PLaCE program and the Honors College. And, we are happy to report that the OWL's *YouTube* channel has surpassed 1,000,000 views.

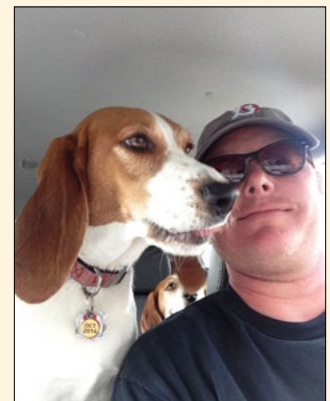
I've enjoyed my year directing the Writing Lab, and I look forward to watching its continued success under new management.

Rick Johnson-Sheehan
Interim Director

Meet the new Director!

Harry Denny, Associate Professor of English, will direct the Writing Lab at Purdue beginning this August. Since 2006, he has led the University Writing Center at St. John's University in New York City. The Conference on College Composition & Communication recognized the St. John's University Writing Center in tandem with the Writing Across the Curriculum Program as a Writing Program of Excellence in 2014. Prior to joining the faculty at St. John's, Harry directed the Writing Center and was an assistant professor of writing and rhetoric at Stony Brook University (SUNY), from 2002 to 2014. Before Stony Brook, he was an associate director of the Writing Center at the Brooklyn campus of Long Island University, from 1999 to 2002.

Harry's scholarship focuses on composition studies, writing center theory and practice, cultural studies, and research methods. His research also has turned an eye toward the rhetoric of social movements and identity politics. Harry's first monograph, *Facing the Center: Toward an Identity Politics of One-to-one Mentoring* (Utah State University Press), explores how sociocultural dynamics impact on the everyday interaction of writing conferences. His other scholarship has explored those issues in relation to writing centers, particularly as sites for community-building and for cross-cultural/disciplinary dialog. Harry



continued, p. 2

Department of English • College of Liberal Arts • Purdue University

Heavilon Hall 226 (765) 494-3723 writing.lab@purdue.edu

cont. from p. 1

has published on media, governmental, legal, and activist responses to HIV and civil rights and has produced work about writing assessment protocol development for state mandates and the consequences of doing so without collaborative leadership.

Harry is currently at work on a book that explores activist rhetoric around a range of contemporary civil rights issues, and on a co-authored manuscript that revisits the face of leadership in writing centers, analyzing how the forces of class, race and ethnicity, gender, and sexuality impact the direction and everyday operation of writing centers.

Harry has been involved with international, regional, and local writing center professional and community organizations. He is a past Treasurer and executive board member of the International Writing Centers Association, a current steering committee member (and past Chair, Vice Chair, and Treasurer) of the Northeast Writing Centers Association, and a founding member of Metro-New York City Writing Center Professionals.

Harry heads to Purdue with his partner Courtney, whom he met on the actual dance floor from the *Saturday Night Fever* nightclub in Bay Ridge, Brooklyn. Trailing along with Harry and Courtney will be Stuart and Charles, twin treeing walker coonhounds; Manchild, their Maine Coon cat; and Hortense and Winnie, their crested geckos. When not at work, Harry is an avid distance cyclist and is learning to play guitar with Courtney. They are both hoping to find an old home to live out their HGTV dream of on-going renovation. Harry and Courtney both plan, soon after settling into Lafayette and Purdue, to invite people over for a *Hedwig and the Angry Inch* sing-along party.

Alumni Profiles



Richard Sévère

GTA 2005 – 2009

My fondest memories as a Graduate Tutor in the Writing Lab were created beyond the small round tables where countless tutorials took place over the course of four years. Among the memorable moments are Linda's chicken salad;

awkwardly over-packing for my first ECWCA conference; hosting ECWCA at Purdue; and, most memorably, chocolate croissants and eel (not together of course) with Tammy at the IWCA conference in Vegas.

Though hired to be a medievalist at Centenary College of New Jersey, I have had the unexpected and welcome opportunity to establish and direct my own writing center. It was my experiences in Purdue's Writing Lab that prepared me to become the founding Director of the Writing Collaboratory. I now gladly handle the everyday nuances of writing center life, but secretly anticipate the next opportunity to take the tutoring staff to present at a regional or international writing center conference. I not only want our Writing Consultants to continuously engage in professional development, I also enjoy seeing them interact with other tutors from other institutions. They then come to realize there are others who are equally excited about writing center work. In the two and a half years we have been open, the tutoring

staff has attended and presented at three regional and two international writing center conferences.

This April, the Writing Collaboratory will be hosting the Northeast Writing Center Association (NEWCA) regional conference—the first time the conference will be held in the state of New Jersey. Needless to say, the Consultants have consumed themselves in every aspect of conference planning in order to assure that The Collaboratory puts on the best conference thus far. I can never forget the great experiences during my time in the Purdue Writing Lab, and because of those experiences I have the opportunity to cultivate a writing center community where my Writing Center Consultants will create their own fond memories.



Sheryl Bundy

UTA 1992 – 1993

I have fond memories of being given the opportunity to work in the Writing Lab. That was back in 1992-1993, I believe, and I remember feeling it was an honor to be there! It had taken me a while to move from being a Biology major to a Pro-

fessional Writing one, so having the chance to work with fellow students on writing tasks was very exciting, since by then I'd felt I'd found my path, career-wise.

continued, p. 3

Writing Lab-Honors College Collaboration

This semester, the Writing Lab is collaborating with the Honors College in the form of a writing group for students in the Dammon Dean's Scholar program. The group typically meets every other week throughout the semester. We each meet with our respective groups on a different day of the week. We facilitate the writing group, but our main goal for the group is to encourage the students to peer review each other's work. We believe this method works especially well for the Dean's Scholars because the students are all taking classes together and so have a better understanding of the requirements of their assignments. Two of us were Dean's Scholars during our freshman year, which means that we were in the same position as these students not so long ago, and know exactly what they need in order to succeed in their program. We wish that there had been a resource like this writing group available to us when we were freshmen!

So far in the writing groups, the students have touched a little bit on grammar, but generally do a great job of focusing on other writing concerns, such as organization and addressing an audience. We have found that the students are all encouraging of each other's work and receptive to the advice they receive from their peers and from us. They also enjoy the opportunity to improve their work while gaining the experience of peer editing, but they are not the only ones who benefit. We also gain from this experience, becoming better leaders and earning the satisfaction that comes from helping others with their writing. We can also say that we are becoming better writers ourselves as we help these students make their writing better. Though we are all graduating this May, we foresee the writing group becoming an ongoing resource for Dean's Scholars for many semesters after we have graduated.

Mary Adkins, BWC
Bridget Carey, UTA
Katie Martin, UTA

cont. from p. 2

I graduated from Purdue in 1993 with a bachelor's degree in Professional Writing and Psychology. After working as an editor for a couple of years for a small company that produced charitable-giving newsletters, I knew I wanted another degree. I moved to Washington, D.C. to pursue an M.F.A. in Creative Writing from American University, and was given the chance to work at the writing center there.

Once I completed my M.F.A., I landed a position at Moraine Valley Community College in Palos Hills, Illinois. I've been there since 1998, and am now Associate Professor in our Communications department, where I teach first year composition, literature, and creative writing. I've also directed our writing center for the last nine years. When I first volunteered at what is now the Speaking & Writing Center (we offer speech consultations), the center was literally a desk in our library with a sign on it, and we had just a couple of students on staff! Now we have a dedicated space and a staff of about 15 writing consultants. We hold about 1,500 consultation sessions a semester, which is really exciting, and I can't imagine I'd be doing what I do if not for the time I spent as a UTA.

ESL Focus

Extending Services for Undergraduates



Mary leads the "Research Made Easy" workshop.

As our contribution to the Purdue Language and Culture Exchange (PLaCE), the Writing Lab launched some new programs this spring. The PLaCE program is aimed at supporting the English language development of incoming international freshmen, so our new programs focus on international undergraduates as a target audience and draw largely on our UTAs and BWCs for development and leadership. We added a second set of daily conversation groups

continued, p. 4

cont. from p. 3

for undergraduates. These groups were led by UTAs Bridget and Amberly and by BWC Andrew. We offered a series of monthly writing workshops for undergraduates in addition to our regular workshops. The topics for spring were Elements of an Email, Research Made Easy, Effective Self-Editing Strategies, and Sentence Clarity. These workshops were led by UTA Amberly and BWCs Nisha, Kaitlyn, Mary, and Andrew, along with some co-leaders who are not tutors. We created a “Road Show” version of our Lab tour that would visit classes at the instructor’s request. UTA Zach and BWC Mary developed this tour, which we plan to offer to instructors during the second half of the semester. All of these programs have kept everyone busy with meetings and planning and tying up loose ends. While it remains to be seen how the attendees will evaluate the worth of the programs, the tutors involved have commented favorably:

Amberly: *I had an absolutely fun and hilarious time with my conversation group. What started out as a discussion answering various questions that the group had for me turned into an explanation and discussion of superstitions. That quickly became a hot topic in which we all were able to share superstitions of American and Chinese culture, including an explanation of what/who the Boogie Man is. Everyone walked away with a good laugh but also feeling like they had learned something, and one student even inquired as to the times and locations of more conversation groups so that she could attend more!*

Andrew: *Working as an Undergraduate Leader for the Undergraduate Conversation Groups has been a rewarding experience because the students who have come in have really appreciated the help. I love working with these students and I want to help international students improve their English in any way I can.*

Kaitlyn: *Organizing the workshop really made me stop and think about how emails work. I had to re-examine concepts I considered standard in order to explain them to attendees that might be less familiar with American English email conventions.*

Nisha: *It was a great experience developing this workshop. Because we usually work with only one student at a time in the lab, this workshop challenged me to use a whole new set of skills and pushed me to modify my techniques so I would be able to reach out to multiple students.*

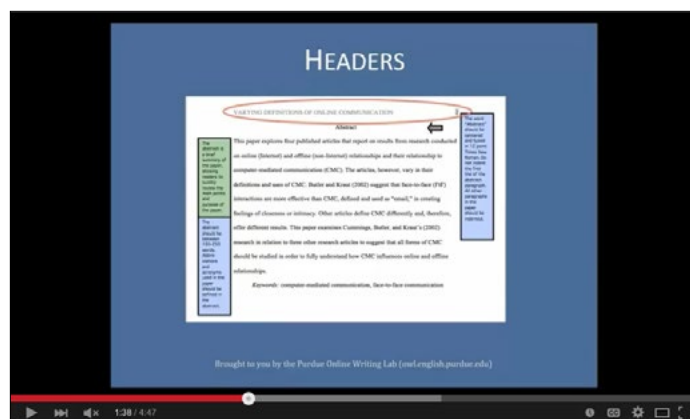
Vicki Kennell
ESL Coordinator

OWL News

A Cool Million

I must begin by admitting that I was at a bit of a loss when I was asked for the Purdue OWL’s contribution to this issue of the Alumni Annotations. How do I pick a single OWL project to highlight? Our developers do a lot of impressive work every development cycle in order to bring our users reliable resources. The answer, however, came as I was updating information on our *YouTube* channel, [OWL@Purdue](#).

As I often do when on the OWL@Purdue channel, I took a glance at our analytics and saw that we had, quietly and without fanfare, passed 1,000,000 views of our vidcast lectures—2,300,000 minutes of video watched! This is a huge milestone for our newest class of resource. The OWL@Purdue *YouTube* channel launched in the spring of 2011, and in four short years has grown to include over forty videos with over 6,000 subscribers.



This success was possible because of the energy and dedication of our content developers. There are three developers to whom we would like to extend special thanks, as their resources have been among our most popular. They are: Beth Jones, Gina Hurley, and Katie Trauth Taylor. Below you can see the impact of their contributions:

- [APA Formatting: The Basics](#) by Beth Jones and Gina Hurley (235,820 views)
- [MLA Formatting: The Basics](#) by Beth Jones and Gina Hurley (172,291 views)
- [MLA Formatting: List of Works Cited](#) by Beth Jones and Gina Hurley (119,596 views)
- [APA Formatting: Reference List Basics](#) by Beth Jones and Gina Hurley (113,524 views)
- [Introduction to Rhetoric](#) by Katie Trauth Taylor (59,503 views)

Joshua M. Paiz
OWL Coordinator

New Faces around the Lab



This Spring we are pleased to welcome new tuors Katie Lilegdon (UTA), Kaitlyn Neis (BWC), Logan Mahoney (UTA), Alyssa Fanara (UTA), and Zach Riddle (UTA). Not pictured: Carter Gerard (UTA), Halley Williams (BWC), and Andrew Yim (BWC).

GTAs Mary McCall and Ellery Sills and UTA Megan Grassl have also returned to the staff.

Awards & Recognition

Katie Martin—College of Liberal Arts Outstanding Senior

Mary Adkins—English Department’s Outstanding Senior in Professional Writing

Mary McCall—2013-2014 Tutor of the Year (recognized by the English Department March 9, 2015)

Conference Presentations & Publications

Conard-Salvo, Tammy, Bridget Carey, Collin Baker, Richard Sévère, David Bentran, Caleigh Ostrom, Quilvio Ventura, and Desireae Craigle. “Reimagining Relationships between High School and College in the Wonderful World of Writing Centers.” IWCA 2014. [Read at Purdue e-Pubs »](#)

Conard-Salvo, Tammy, Gerding, Jeffrey M., Love, Patrick, and Hyde, Charlotte. “STEM Outreach and Support through Cross-programmatic Collaboration.” CPTSC 2014.

Conard-Salvo, Tammy, Shareen Grogan, Dennis Bennett, Kim Abels, Russell Carpenter, and Beth Caroll. Writing Centers and Technology Special Interest Group (SIG). IWCA 2014.

Nall, Stacy and Jeffrey M. Gerding. “Extending Writing Center Infrastructures to Support the Work of Student Activists” Roundtable. ECWCA 2015.

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 via <https://owl.english.purdue.edu/owl/resource/986/01>. When prompted to choose a fund, select “Click here to view campus, college, school and university-wide gift funds.” Then select “Other” from the list. Specify The Writing Lab, OWL (Online Writing Lab), or Muriel Harris Tutor Development Fund in the appropriate box.

Our Alumni Annotations newsletter is published and emailed 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 our secretary Chris Voeglein at cvoeglei@purdue.edu.