



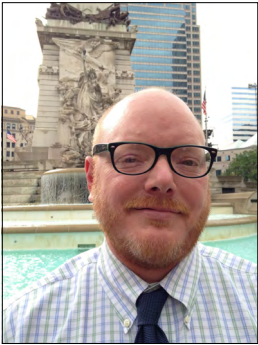
Alumni Annotations

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

Spring 2016

Message from the Director

Settling into my second semester at Purdue and the Writing Lab, I'm gaining a better sense of the culture of the campus, the English department, and the everyday pace of life back in the Midwest. My winter in Brooklyn involved dodging the grey-black muck of slush and searching for my Prius buried in a mountain of snow after a nor'easter. Greater Lafayette offers slip-and-slide hilly walks with the hounds and cozy fires in the family room. One week, I'm layering my clothes to brace against cutting arctic winds, the next I'm pruning trees and bushes in shorts and t-shirts.



At the Writing Lab, we have entered an exciting new era with online scheduling. Students can now make appointments from their residence halls, cell phones, or classrooms. Suddenly, the Writing Lab is a bit quieter without the punctuating synthetic chirp of the phone, making the buzz of students and tutors collaborating all the more energizing. Once we gained comfort with online scheduling, we began to experiment with online tutoring. An instructor from the Introductory Composition Program partnered with us to discover and troubleshoot the inevitable usability issues, all of which will require us to augment and retool staff education moving forward. Assuming all goes well, we imagine offering broad-based tutoring online next fall that will enable students to decide whether they want to meet face-to-face, in online chatrooms, or through asynchronous exchanges of writing.

As we wait for the last of the snow to fly and the first glimpses of spring, the mid-point of the semester is upon us. Finishing graduate students are mulling lessons from their first forays into the academic job market, others are preparing for the upcoming CCCC conference in Houston and all its side meetings. I am especially excited to be participating in the IWCA Collaborative at CCCC, perhaps one of the best environments for collegial support to foster research. Beth Towle, Jeff Gerding, and Patrick Love will be helping me workshop data analysis of the revived Writing Centers Research Project (the Writing Lab is now hosting it on the OWL). The Writing Lab will be well-represented with Tammy Conard-Salvo presenting with a group of tutors and an instructor on our collaboration with the campus LGBTQ Center and ENGL 108.

Earlier in February we recognized International Writing Centers week and kicked off what will be an extended celebration of the fortieth anniversary of the Writing Lab. In addition to partnering with the College of Liberal Arts and the Purdue Research Foundation to host commemorative events, we also are recognizing the opportunity of the milestone to further advance research in the Writing Lab by replicating the Peer Writing Tutor Alumni Project, the award-winning research initiative that Brad Hughes, Paula Gillespie, and Harvey Kail conducted and published in 2010. Our hope is to begin to document the sustained impact of the Writing Lab, not just on the thousands of students who have collaborated with a writing tutor over the years, but also on the hundreds of tutors who have worked with them. Our first step will involve a

cont. p. 2

Heavilon Hall 226

(765) 494-3723

writing.lab@purdue.edu

Purdue University • College of Liberal Arts • Department of English

cont. from p. 1

Qualtrics survey that will elicit individuals' insight on their experiences, and current and future graduate students likely will conduct follow-up structured interviews. This qualitative research will complement our ongoing projects partnering with the Office for Institutional Research to document how important Writing Lab sessions are for grades, retention, and persistence through college, especially for undergraduates.

Just like the emerging buds, daffodils, and crocuses around my neighborhood, all these projects and new initiatives in the Writing Lab represent a sort of renewal and awakening. At the same time, to me at least, the activity brings me back to the cyclical life of rural mid-America, of planting, cultivating, harvesting, rotating, pruning, and so on. Such cycles are humbling because they remind me of continuity and regularity partnered with innovation and inquiry – in academic life but also in the broader society and culture. And directors like me who have the distinct honor to lead and champion in our own corners of that world always must remember we are, at our best, caretakers of rich soil with endless possibilities.

Harry Denny
 Director, Writing Lab
 Associate Professor, English

New Faces Around the Lab



Top: Mackenzie Chapman, UTA (Biology/Spanish); Courtney Dobrzykowski, UTA (Mass Communication); Ben Finklestein, BWC (Economics); Assem Imangaliyeva, UTA (Environmental & Occupational Health Sciences); Isha Mehta, UTA (Biology); Jasmin Osman, BWC (Political Science/ Professional Writing).

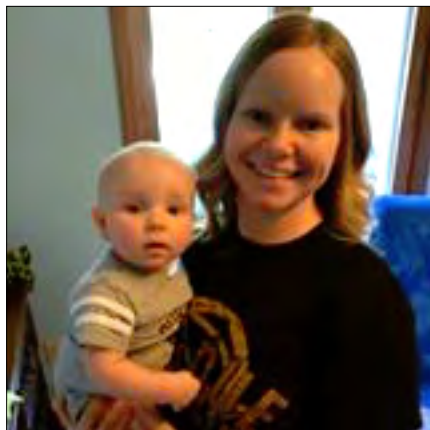
Bottom: Ashish Patel, UTA (Aeronautical & Astronautical Engineering); Ellen Teske, BWC (Management); Martin Tuskevicius, UTA (Computer Science); Sydney Vander Tuin, UTA (Psychology/Creative Writing); Luyang Wang, GTA (Comparative Literature); and Grace Winn, BWC (English/ Professional writing).

Alumni Profile

Karla Adler

UTA 2007 – 2008

Why is writing important? Double majoring in English Education and Spanish Education and working in the Writing Lab as a tutor skyrocketed me to the top of the list for two full time teaching positions when I desired them most.



I taught traditional English and Spanish classes for two years then found myself looking for a position at another school. Spanish would be my unique background component, or so I thought. My second and third employers hired me to teach English with a focus on writing. Having the Writing Lab experience on my resume offered me experiences I will forever cherish. Of course, I pieced together all my lessons from myriad sources since no single writing program proves effective for an entire course, but knowing the expectations for the final product led me down my most creative and fulfilling path as an educator. Almost five years of reading student writing and developing lessons allowed me to grow along with my students.

In my almost seven years of teaching, writing opened doors to a K-8 charter school in a rough neighborhood and a Catholic K-8 school. Without the experience of the Writing Lab, I would have missed my most cherished working years.

I recently gave birth to my son and am currently a stay-at-home mom, but I know the Writing Lab will continue to open doors for me and be a special place in my educational, work, and personal history.

Tutor Spotlight

Vinh-Hoa Ngo, UTA

Ashish Patel, UTA

Last year, we both had the opportunity to work as part of co-operative programs offered by companies recruiting at Purdue. Co-ops have been increasingly popular at public universities like Purdue, as they offer students full-time experience, while letting them explore different career

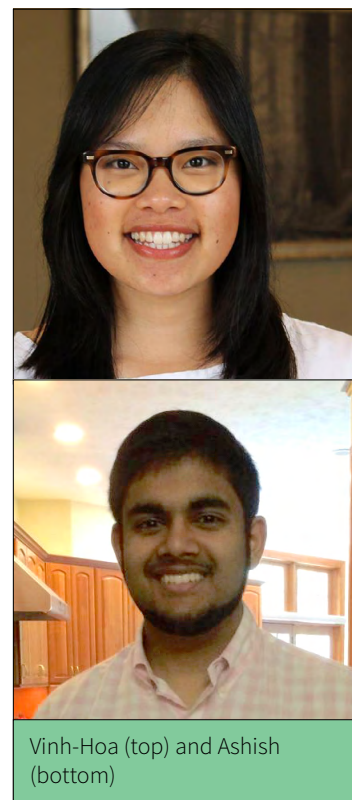
options. Companies look to develop students into future company leaders by helping them build their knowledge of an industry and company.

Ashish spent eight months over two semesters working for Gulfstream Aerospace, a private jet manufacturer based in Savannah, Georgia. He worked in two different engineering departments, which gave him the opportunity to learn about each department's role in designing Gulfstream's aircraft and gain holistic experience in Aeronautical Engineering. His main work tasks were geared towards improving the structural design of the aircraft and solving problems that arose along the manufacturing line. Besides these engineering tasks, Ashish also wrote and revised several technical procedures and reports.

Vinh-Hoa, an Economics major, spent six months in Atlanta, Georgia working for Georgia-Pacific, one of the world's leading paper and building products manufacturers. Her role as a packaging sourcing (a part of the supply chain) intern was to analyze and explore new strategies in order to capture greater savings. She was responsible for numerous projects and had the opportunity to present them to engineers, category managers and suppliers. To be able to persuade her fellow associates, to get them aligned and to have the right people involved, she drafted numerous proposals outlining all steps that also included financial analyses.

Both of us, although working in different fields and industries, wrote reports that were very similar in style and objective.

One of Ashish's major tasks was to write an engineering report covering the basics of designing the engine-to-fuselage mounts to withstand engine failure during flight. This report was intended to serve as a general reference for the various departments responsible for designing the engine mounts. Ashish soon realized that each department tended to use its own technical "language" and format for presenting raw data and design methods. Therefore, this re-



Vinh-Hoa (top) and Ashish (bottom)

cont. p. 4

cont. from p. 4

quired that the variegated writing methods be unified into one mutually understandable format. In addition, the report included only the most pertinent design features and methods contributed by each department, which was key to avoid any misunderstanding by readers unfamiliar with each aspect of the design process.

As part of Vinh-Hoa's value propositions, she was able to write detailed reports that included a project's background information, key drivers for potential improvement, risks associated with it, as well as the steps needed to move the project forward. Her objective was to get everyone concerned to recognize the project value and to start trial runs. She observed the business writing style to be concise and direct, as she wanted to prevent misunderstanding between different people and departments. She also noticed that, in corporate business writing, people tend to use key words that were associated with their own company culture.

Our co-op experiences have helped us learn how to effectively write for the reader. The technical nature of the reports we worked on required us to tailor our writing approach and content to make for easily understandable and concise reports. Our co-op experiences have allowed us, as returning tutors, to have a more flexible approach to variegated writing styles, as well as to help students understand the importance of keeping the reader in mind when working on their writing pieces.

OWL News

Daniel Kenzie, Content Coordinator

A major area of development for the OWL this year is writing resources in varied disciplines, which can be found in our Subject-Specific Writing section. Given the new healthcare writing class the Department of English is offering (English 422) and the establishment of a new medical humanities certificate at Purdue, we are excited to expand the OWL's healthcare writing resources. In December, we posted a new resource on [SOAP Notes](#), a clinical documentation format used in many healthcare fields and a common assignment in English 422. The resource was a collaboration between Lily Hsu, a graduate student in Speech, Language, and Hearing Sciences, and Fernando Sánchez, current OWL webmaster and former therapist. The OWL's next healthcare-related resource will focus on patient education, which is currently in development.

Our resources on other disciplines are expanding, as well. We have just posted a suite of resources on [Writing in Art](#)

[History](#), including multiple professional and academic genres. Developer Margaret Sheble drew on her undergraduate and professional background in art history to develop these resources. We also have forthcoming resources on graphics and charts in engineering writing and writing about film, as well as two resources about writing about literature, one focused on world literature and the other on critical disability studies.

Subscribe to the [Purdue OWL News](#) to be notified when these resources will be posted. I am delighted that the OWL is able to serve students and programs across the curriculum as well as working professionals in a variety of disciplines and thank the developers who are lending their expertise to this effort. Expect writing in science, engineering, and humanities fields to continue to be a priority for the OWL next year.

ESL Corner

Vicki Kennell, ESL Coordinator

This semester the Writing Lab has piloted a number of new programs for international students. As part of our contribution to the Purdue Language and Culture Exchange (PLaCE), these new programs focus primarily on support for undergraduates, although we allow graduate students to attend if there is space. Below I have offered a brief explanation of each of the new programs along with some indication of how successful it has been to date.



Writing Group facilitator Joe Forte in a session.

Writing Fellow for online history courses: This program allows international students enrolled in a particular online history course the chance to revise and resubmit weekly writing assignments for an improved grade if they first meet with a Writing Lab-trained Writing Fellow. The program has seen small but steady use, although we continue to adjust it as we learn more about the needs of the students. For instance, many of the students struggle not only with writing

cont. p. 5

cont. from p. 4

but also with understanding the primary historical documents they are writing about.

Undergraduate Writing Group: Three students expressed an interest in meeting weekly to work on their writing with a Writing Lab-trained facilitator. One of the three has actually attended that meeting. While it would be nice to have an actual group for a writing group, the writer in question has found the meetings very valuable, sharing that assessment with her academic advisor, as well as with us.

Spring Break Short Courses: For the first three days of spring break, we plan to hold two short courses—one for undergraduates and one for graduates. As of the end of Feb., five graduate students were enrolled in the appropriate course, but zero undergraduates were enrolled. We have continued to advertise and hope to see a change in those numbers before spring break arrives.

Proofreading Practice Sessions: Every Friday afternoon, writers attend a drop-in service where trained TAs color-code grammar errors in their drafts. The writers correct what they are able and then work with the TA to learn how to correct the remaining errors. The ultimate goal is for the writers to learn proofreading strategies along the way, so that they can eventually catch more of their own errors. While this program has seen small but steady attendance, the writers who come have found it valuable, with some of them returning in subsequent weeks.

OWL Revisions and New Materials: Over time, we are working on revising existing OWL materials to make them more accessible to second language writers. In addition, Tyler Carter, our ESL Outreach Coordinator, is creating a faculty resource for working with second language writers. We hope to have this finished and online by the end of the semester.

Awards and Congratulations

Evan Clumb, Work-study Receptionist—2016 International Foodservice Manufacturers Association Scholarship

Jeff Gerding, GTA—2016 ECWCA Tutor Leadership Award

Kathryn Lilegdon—Fall 2015 Outstanding Tutor (UTA)

Kaitlyn Neis—Fall 2015 Outstanding Tutor (BWC)

Mitchell Terpstra—Fall 2015 Outstanding Tutor (GTA)

Beth Towle, GTA—College of Liberal Arts Promise Grant & IWCA Travel Award to attend the Conference on College Composition & Communication (CCCC)

Writing Lab Publications and Presentations

Vicki Kennell. "'I worried about pretty much everything': Training Tutors to Work with L2 Writers." Presentation, ECWCA Conference, March 2016.

Tammy Conard-Salvo, Amy Elliott, and Vicki Kennell. "Out of the Classroom and Away from One-to-One Sessions: The Efficacy of Writing Groups for High-Achieving Students." Presentation, ECWCA Conference, March 2016.



UTA Assem poses with the results of the Writing Lab's "Scribble Therapy" event during International Writing Centers week.

Current Graduate Teaching Assistants

Elizabeth Boyle—Literary Studies
 Erin Cromer—Rhetoric & Composition
 Amy Elliot—Victorian Literature
 Jeffrey Gerding—Rhetoric & Composition
 Talisha Haltiwanger—Rhetoric & Composition
 Katherine Hummel—Literary Studies
 Carrie Kancilia—Theory & Cultural Studies
 Sean Mitsein—Rhetoric & Composition
 Alex Mouw—Creative Writing

Shawn "Park" Parkison—Victorian Literature
 Ellery Sills—Rhetoric & Composition
 Priya Sirohi—Rhetoric & Composition
 Julai Smith—Theory & Cultural Studies
 Anthony Sutton—Creative Writing
 Mitchell Terpstra—Rhetoric & Composition
 Beth Towle—Rhetoric & Composition
 April Urban—Theory and Cultural Studies
 Luyang Wang—Comparative Literature

Current UTAs

John Bomkamp—Pharmacy
 Bridget Carey—Public Relations & Strategic Communications
 Mackenzie Chapman—Biology; Spanish
 Courtney Dobrzykowski—Mass Communication
 Assem Imangaliyeva—Environmental & Occupational Health Sciences
 Alyssa Fanara—Biology; English

Kathryn Lilegdon—Strategic & Organizational Management
 Logan Mahoney—Speech, Language, & Hearing Sciences
 Ashish Patel—Aeronautical & Astronautical Engineering
 Vinh-Hoa Ngo—Economics
 Zach Riddle—Mass Communication
 Martin Tuskevicius—Computer Science
 Sydney Vander Tuin—Psychology; Creative Writing

Current BWCs

Mary Beth Deitz—Professional Writing
 Ben Finklestein—Economics
 Kaitlyn Neis—Professional Writing; Interdisciplinary Science

Jasmin Osman—Political Science; Professional Writing
 Ellen Teske—Management
 Grace Winn—English; Professional writing
 Eliana Yu—Professional Writing

Muriel Harris Tutor Development Fund & Other Gifts

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>. When prompted to choose a fund, select "Click here to view campus, college, school and university-wide gift funds," then select "Other." 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.