

# **Annual Report**

## **Writing Lab at Purdue University**

**May 16, 2011 to May 11, 2012**



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## **Acknowledgments**

The following Writing Lab staff members contributed to this report:

Tristan Abbott, OWL Mail Coordinator  
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Jessica Clements, Workshop and WAC Coordinator  
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Denise McKnight, Secretary  
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Patti Poblete, Writing Lab/ICaP Liaison  
Caitlan Spronk, OWL Technical Coordinator and Webmaster

## **Abstract**

The Purdue Writing Lab Annual Report for May 16, 2011 to May 11, 2012 describes the Lab's services and users as well as staff responsibilities and engagement. The Writing Lab and its 15 graduate and 25 undergraduate tutors served the Purdue campus at four locations (one main and three satellites) and the world through the Online Writing Lab (OWL) website. The Writing Lab was used over 6,000 times by over 2,000 individual users. The Lab provided more than 5,000 tutoring sessions, and these sessions were rated as helpful by 97% of users. Users came from more than 30 countries, with 26% of visits from domestic users and 73% from international users. The OWL served 231,773,094 pages worldwide and responded to 2,059 OWL Mail questions. Learning, Engagement, and Discovery initiatives and accomplishments included 12 conference presentations and invited lectures by Lab staff and a project funded by a large grant from the Bill & Melinda Gates Foundation to develop an interactive extension of the OWL for high school students.

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## I. The Writing Lab at a Glance

This section provides a numerical summary of Writing Lab services and use at our four on-campus locations as well as the support we provide off-campus via the Online Writing Lab (OWL).

### *A. Learning: Summary of Purdue Writing Lab Services and Campus Use*

The Purdue Writing Lab supported students and faculty (May 16, 2011–May 11, 2012):

#### **Heavilon Hall Writing Lab**

Number of individual users:	<b>2,326</b>
Number of times used:	<b>6,375</b>
Consultations:	<b>4,826</b> sessions
ESL Conversation Groups:	<b>460</b> users
ESL Materials Use:	<b>39</b> users
In-Lab/In-Class Workshops:	<b>40</b> workshops attended by <b>450</b> students
Instructor Brown Bags:	<b>16</b> workshops attended by <b>70</b> instructors
Lab Tours:	<b>130</b> tours for composition courses
Computer Use:	<b>264</b> users
Other Uses:	<b>671</b> users

#### **Meredith Hall Satellite Writing Lab**

Number of individual users:	<b>60</b> users
Number of consultations:	<b>83</b> sessions

#### **Hicks Undergraduate Library Satellite Writing Lab**

Number of individual users:	<b>92</b> users
Number of consultations:	<b>134</b> sessions

#### **Latino Cultural Center Satellite Writing Lab (established in January 2012)**

Number of individual users:	<b>20</b> users
Number of consultations:	<b>20</b> sessions

**Total consultations** (all locations): **5,027** sessions

Please see Appendix A for an additional breakdown of Purdue Writing Lab users for all locations.

The Writing Lab cannot always accommodate all potential users due to high demand for our services and a limited number of tutors. The number of users turned away last year is:

Fall 2011:	<b>254</b> users
Spring 2012:	<b>216</b> users
Total turned away:	<b>470</b> users

## ***B. Engagement: Summary of Purdue Writing Lab Services for Local, State, National, and International Users***

Online Writing Lab (OWL) Website: **231,773,094** pages served worldwide  
OWL Mail (email tutoring): **2,059** emails answered

The OWL and OWL Mail are used by individuals (Purdue students, Indiana residents, and users from around the United States and abroad) as well as by organizations (such as public libraries, colleges, businesses, government agencies, and non-profit organizations). OWL Mail is staffed by consultants in the Lab, who answer questions about writing submitted by all users. Grammar Hotline was discontinued on September 17, 2011, due to staffing constraints caused by an increasing number of tutorials.

### **Writing Lab Attendance at Major On-Campus Events**

- Boiler Gold Rush (Fall 2011)
- Graduate Student Welcome Fair (Fall 2011)
- Writing Showcase (Spring 2012)

### **Writing Lab Sponsored Events**

- Résumé Critique (Spring 2012)
- Five dedicated group tutoring sessions (“WAC Nights”) for Animal Sciences 311 Writing Initiative (two in Fall 2011 and three in Spring 2012)

## ***C. Discovery: Summary of Purdue Writing Lab Professional Development Efforts***

Writing Lab staff gave presentations about writing center research and practices at the following conferences:

- Computers and Writing Conference 2011
- Elon University Research Seminar 2011
- National Council of Teachers of English 2011
- Nebraska Writing Centers Consortium 2011
- East Central Writing Centers Association Conference 2012
- Association for Teachers of Technical Writing Conference 2012
- Conference on College Composition and Communication 2012

See page 12 for a detailed list of presenters and their presentation titles as well as a list of works in progress, including several doctoral dissertations related to Writing Lab theory and practice.

## ***D. Writing Lab Staff Positions***

### **Director**

Linda S. Bergmann, Ph.D., Professor of English

### **Associate Director**

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

### **Graduate Teaching Assistants (GTAs)**

GTAs in the Writing Lab are writing consultants who work with students from any discipline, at all levels, from first-year composition through graduate school, on a wide range of writing projects. GTAs also work with staff and visiting scholars. GTAs have taught at least one year of first-year composition and complete a semester-long tutoring practicum during their first year of work in the Lab. GTAs are funded by the English Department. Five GTAs serve in the following administrative positions:

- Business Writing Coordinator
- English as a Second Language (ESL) Coordinator
- OWL Mail Coordinator
- Workshop and Writing Across the Curriculum (WAC) Coordinator
- Writing Lab/Introductory Composition at Purdue (ICaP) Liaison

The ESL Coordinator position will be eliminated for the 2012-2013 academic year. The ESL Coordinator's duties will be transferred to the new ESL Specialist, an Administrative/Professional position funded by the Dean of International Programs.

### **Undergraduate Teaching Assistants (UTAs)**

After a semester-long practicum course, undergraduate students are selected as UTAs to begin tutoring the following semester. UTAs are peer tutors who primarily focus on helping students in first year composition classes. UTAs staff a booth at the Writing Showcase and are involved in various Writing Lab activities such as conferences, workshops, and satellite lab locations. They are funded by the English Department.

### **Business Writing Consultants (BWCs)**

BWCs are writing consultants who offer feedback on a variety of workplace documents and course assignments, including résumés, cover letters, memos, reports, and proposals. BWCs also provide extra help for students preparing for job fairs through Résumé Critiques, they staff the satellite locations, and they participate in the Writing Showcase. BWCs complete a semester-long tutoring course before being hired. They are funded by both the English Department and Krannert School of Management.

### **OWL (Online Writing Lab) Staff**

The OWL Technical Coordinator/Webmaster is responsible for programming and maintaining OWL web resources, and the OWL 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.

### **Professional Writing Program/Writing Lab Collaboration Intern**

One undergraduate major or M.A. in Professional Writing is selected for this internship, and he or she develops a project to support both the Writing Lab and the Professional Writing Program. This internship is funded by the Crouse Scholarship in Professional

Writing offered by the Professional Writing Program.

**Support staff**

- Receptionist/Office Manager
- Secretary
- 2-3 student office assistants (work study)

Please see Appendix D for the names of all staff members.

***E. Writing Lab Locations***

**Heavilon Writing Lab**

The Writing Lab's main location is Heavilon Room 226 and is open during both semesters and all three summer terms. During the Fall 2011 and Spring 2012 semesters, the Writing Lab offered tutorials Monday–Thursday, 9:00 a.m.–6:00 p.m. and Friday, 9:00 a.m.–1:00 p.m. During summer terms, the Writing Lab offered tutorials Monday–Thursday, 9:00 a.m.–4:00 p.m. and Friday, 9:00 a.m.–1:00 p.m.

**Hicks Undergraduate Library Writing Lab**

Through a collaborative initiative with Hicks Undergraduate Library, the Writing Lab offered evening tutoring hours at the library during the Fall 2010 and Spring 2011 semesters. This location, staffed by one GTA and a rotating set of undergraduate tutors, offered tutorials on Mondays from 7:00 p.m.–10:00 p.m.

**Latino Cultural Center Writing Lab**

UTA Jacqueline Borchert piloted a new satellite location in the Latino Cultural Center during the Spring 2012 semester. This project started as a proposal for the final project in the undergraduate tutoring practicum in Fall 2011, and she worked with both the Directors of the Writing Lab and Latino Cultural Center to create advertisements and manage logistics. This is an example of tutor-initiated projects supported by the Writing Lab. The location was staffed by two UTAs on Tuesdays from 6:00 p.m. –9:00 p.m. In the Fall 2012 semester, this satellite lab location will be a permanent offering staffed by both graduate and undergraduate tutors.

**Meredith Hall Satellite Writing Lab**

The Writing Lab offered evening tutoring hours in Meredith Hall during the Fall 2011 and Spring 2012 semesters. This location, staffed by one GTA and a rotating set of undergraduate tutors, offered tutorials on Wednesdays from 7:00 p.m.–10:00 p.m.

## **II. Discussion of Learning, Engagement, and Discovery Initiatives and Accomplishments for 2011–2012**

The Purdue Writing Lab staff identifies ways to upgrade resources, engages the campus and off-campus communities, and helps instructors develop discipline-specific writing projects, workshops and materials. These projects serve as the basis for publications and presentations by the directors and the student staffs. In addition to working with students individually and in groups, staff members develop materials for teaching writing and consult with instructors of writing courses and with faculty across the disciplines. As emerging researchers, they further their professional development through research projects and regular presentations to academic audiences.

### ***A. Learning***

#### **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 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 UTA (Undergraduate Teaching Assistant) positions for first year composition.
- English 390B (2–3 credits)  
This course focuses on the theory and practice of tutoring business and professional writing students and is a prerequisite for undergraduate BWC (Business Writing Consultant) positions.

#### **Consultations**

This year the Writing Lab conducted **5,027** writing consultations. Consultations consist of half-hour, one-to-one or small group sessions offered by appointment and on a drop-in basis. These sessions covered a variety of writing issues for both graduate and undergraduate students and occasionally for faculty or staff.

#### **Support for Instructors of Introductory Composition**

The Writing Lab collaborates with the Introductory Composition at Purdue (ICaP) Program by providing workshops and Brown Bag discussions for first year composition instructors, led by the Writing Lab/ICaP Liaison, an hourly position for one graduate teaching assistant created in 2003 by the English Department. Workshop and Brown Bag topics in the 2011–2012 academic year included:

- Teaching with the OWL
- Invention strategies for composition students
- English as a Second Language students in English 106
- Primary research



- Portfolios: Helping students reflect upon their writing
- Fostering discussions in the classroom
- Teaching portfolios and doing composition research
- Visual rhetoric in the composition classroom
- Using websites

The Writing Lab/ICaP Liaison also collaborated with the Assistant Director of ICaP to establish the “Q Award for Outstanding Continuing Development,” which recognizes ICaP instructors who attend more than 33% of the Brown Bag workshops per semester.

### **Support for the Professional Writing Program**

The Crouse Intern, an M.A in Professional Writing, worked with both the Writing Lab and the Professional Writing Program to research and design options for mobile versions of the OWL. Some of these options included a mobile OWL accessible on smartphone browsers, QR codes to be used on publicity, and the possibility of an app for the OWL and the Writing Lab.

### **Support for Instructors and Student Groups across the Disciplines**

The Writing Lab directors and the Workshop and Writing Across the Curriculum (WAC) Coordinator help teachers across the disciplines develop and strengthen writing activities in their courses and provide access to instructional materials. The Writing Lab also provided workshops on a range of topics—including technical writing, APA and MLA citation styles, résumés and CVs, PowerPoint, and argumentative writing—for a variety of campus organizations and departments—including the athletic department, student services, biology, chemistry and pharmacology, anthropology, and the Journal of Purdue Undergraduate Research. While most of our workshops are staffed by Graduate Tutors, some of our UTAs and BWCs have co-led workshops.

The number of in-class workshops was lowered from the previous year in order to better support the Writing Lab’s mission and resources; target numbers for both in-class and in-lab workshops will continue to be re-evaluated. The location of in-lab workshops will also be reconsidered due to space constraints in the Writing Lab.

### **Support for English as a Second Language (ESL) Students**

Users who self-identified as ESL students accounted for **71.1%** of total Writing Lab visits this year (Users from countries other than the U.S. accounted for **73%** of total users. See Appendix A). The Writing Lab serves these users with individual tutorials, workshops, an ESL library (software programs and books for developing speaking, listening, reading, and writing skills), and Conversation Groups. These hour-long daily groups allow non-native speakers of English to practice their verbal communication skills, build their vocabulary, and strengthen their sociolinguistic competence. These informal conversation groups are facilitated by GTAs and are organized as freestanding units (not a course), so that students may attend whenever they have time available.

The ESL Coordinator is charged with training tutors and creating services to address the needs of this diverse student population. The ESL Coordinator’s responsibilities include:

- Supervising daily ESL Conversation Groups
- Serving as an invited guest speaker on ESL issues for the 390A class
- Advising tutors on ways to better support ESL students in tutoring sessions
- Co-leading a Brown Bag workshop for ICaP instructors on ESL issues
- Organizing and updating software and print resources

Because the Writing Lab serves so many ESL students, we have hired an ESL Specialist to begin during the next academic year. This .75 fte A/P staff position, funded by the Dean of International Programs, will take on the responsibilities of the ESL Coordinator, providing more robust training for Writing Lab staff and creating programs to better serve non-native speakers of English.

### **In-Lab Resources**

The following resources in the Writing Lab are available to all Purdue students and faculty:

- A reference library of books, journals, and other reference materials, including specialized resources for ESL users
- Eight computers and one scanner available for general use; laptops available on some tutoring tables
- One computer dedicated to English as a Second Language practice, which includes specialized vocabulary and pronunciation software

### **Online Resources: Online Writing Lab (OWL)**

The Purdue OWL (<http://owl.english.purdue.edu>) serves Purdue University students, faculty, and staff as well as users from all over the world by providing

- A content-rich website of over **400** web-based instructional modules addressing writing skills and issues, available in both online and a printer-friendly formats
- Email responses to questions via a web form, known as OWL Mail, at <http://owl.english.purdue.edu/contact/owlmailtutors>
- A YouTube channel with vidcasts on a range of writing topics at <http://www.youtube.com/user/OWLPurdue>
- *The Purdue OWL News*, a bi-weekly newsletter that contains writing-related questions, answers, and information about the Writing Lab and Purdue OWL
- A site for research about the OWL, as well as a source of research-related information for composition scholars at <http://owl.english.purdue.edu/research>
- A site for community engagement at <http://owl.english.purdue.edu/engagement>
- A Twitter feed with updates about Writing Lab services and over **120** followers at <https://twitter.com/purdueowlab>

### **Assessment**

Evaluations of the learning that takes place in the Writing Lab, collected from students and teachers, are consistently very high. The Writing Lab uses Likert scale point-of-contact evaluation forms for consultations, workshops, and English as a Second Language conversation groups. Consultations were rated as helpful by **97.3%** of participants. Certain key terms occur repeatedly in the open-ended response space on our

assessment forms. Students write that they consider the tutors to be well qualified, knowledgeable, and adept consultants. They mention gaining knowledge, strategies, and confidence as writers from the sessions, and they appreciate the student-centered approach of the Lab staff. For a sample of students' written comments, please see Appendix B.

## ***B. Engagement***

### **Purdue OWL**

Between May 1, 2011 and April 30, 2012, the Purdue OWL website served **231,773,094** pages, a 25.3% increase in page views from 2010-2011 (**184,993,228** page views). The Purdue OWL transferred **14,181.9** gigabytes of data to users worldwide this past school 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 China, Thailand, Australia, Canada, Japan, Italy, Poland, Singapore, Germany, Turkey, Mexico, the Philippines and Korea. In addition, we have received feedback from users from Iraq (Kurdish areas), Africa, and the Middle East. Individuals serving in the United States armed forces and workers for the United States government also made use of our OWL for educational and training purposes. A sampling of unsolicited comments from Purdue OWL users is included in Appendix B.

Our most popular resources include our MLA and APA citation guidelines, the citation style chart, grammar and ESL materials, professional writing and business writing documents, resources on avoiding plagiarism, and writing process materials. The Purdue OWL's hypertext workshops and PowerPoint presentations on writing-related topics are also very popular.

Throughout the year, we published OWL and Writing Lab news and events on the Purdue OWL News RSS Feed (<http://owl.english.purdue.edu/feeds/purdueowlnews.xml>). The feed keeps our subscribers up-to-date in a more real-time fashion than the former bi-weekly email system. Additionally, the feed allows our subscribers to receive updates as the OWL posts new resources, including the new resources created for the School of Mechanical Engineering, and as the Writing Lab engages in community outreach, such as the Tecumseh Junior High School Essay Contest.

We have added many resources this year, including "Writing as a Veterinary Medical Technician" (<http://owl.english.purdue.edu/owl/resource/950/01/>). This resource is the first of its kind online. The OWL coordinator and two content developers, Natalie van Hoose and April Phillips, collaborated with veterinary technology instructor/academic advisor Jamelyn Schoenbeck Walsh and veterinary instructional technologist Margaret Lump to create this writing resource. Both Walsh and Lump work in Purdue's Veterinary Technology Program. With this collaboration, OWL staff and veterinary technology instructors continued the OWL's mission of providing much-needed writing resources to

global users in all disciplines and fields of work.

In addition to our static resources, we have added videos to the Purdue OWL YouTube Channel, launched on April 21, 2011. To date (May 4, 2012), the channel has **38,331** views, **334** subscribers, and **20** videos.

### **Grammar Hotline**

Our telephone hotline responded to calls from students, faculty, and staff at Purdue as well as individuals from across the United States and around the world, until it was discontinued on September 17, 2011 due to staffing constraints.

### **Consultations with Visiting Faculty and Writing Center Professionals**

Writing Lab staff and directors regularly meet and talk with visiting faculty and writing center administrators who are starting writing centers or considering changes and improvements in existing writing centers. This year, we conducted fourteen visitor consultations with individuals from across the U.S. and abroad, including in-person visits and phone conversations.

Please see Appendix C for a list of visitors to the Lab and their affiliations.

### **Alumni Outreach**

Through *Alumni Annotations*, an online newsletter distributed to 335 former Writing Lab staff, we continue to reach former tutors. *Alumni Annotations* contains information about current Writing Lab and OWL projects, staff accomplishments, and awards. One former staff member is profiled in each issue, and alumni are invited to keep in touch. This newsletter has allowed us to remain in contact with former tutors who have worked in the Writing Lab as far back as 1980 and to maintain a history of the Writing Lab. Two issues (Fall 2011 and Spring 2012) of *Alumni Annotations* were emailed last year, with an additional issue planned for September 2012. We have received positive feedback from many former staff in places all around the globe.

### **Professional Service**

The following is a list of professional service activities that Writing Lab staff performed over the past academic year:

- Tammy Conard-Salvo. CCCC Committee on Computers in Composition and Communication (7Cs), 2009–Present
- Linda Bergmann. Conference on College Composition and Communication Executive Council, 2009–2012
- Linda Bergmann. Modern Language Association Delegate Assembly, 2010–2013
- Cristyn Elder (Co-Chair), Megan Schoen (Co-Chair), Laurie Pinkert, and Patti Poblete. Founding members of Council of Writing Program Administrators Graduate Organization, 2010–2011

### **Special Grant-Funded Project**

Linda Bergmann has been serving as Co-Principal Investigator (with Professor Alsup in the College of Education) for a two-year project begun in the 2010 Fall Semester, funded

by a large grant from the Bill & Melinda Gates Foundation. This project involves creating and testing an interactive extension of Purdue's Online Writing Lab. The goal is to create an online tool to help high school juniors and seniors improve as writers and to make the transition to college-level writing. The new site will be designed for use by individual student writers rather than for coursework (although, like the Purdue OWL, teachers will be free to use it). It will incorporate elements of social networking, gamification, and new media, drawing on the power of these new and rapidly developing technologies to help students become effective twenty-first century writers.

Purdue is partnering with the Center for Applied Special Technology in Wakefield, Massachusetts, and the Minority Student Achievement Network at the University of Wisconsin-Madison to design the new site, which will be tested in several school districts nationwide before it is more widely released. Other Purdue faculty and staff involved in this project are Janet Alsup, associate professor of English Education (co-PI); Michael Salvo, associate professor of English and director of the Professional Writing Program; Patricia Sullivan, professor of English and director of the Rhetoric and Composition Graduate Program; and Samantha Blackmon, associate professor of English and director of Introductory Composition. Various graduate students are also participating in this work. Clerical support for this position (half-time) was provided by Patti Zeis through January and Kristina Sriver through July.

### ***C. Discovery***

#### **Publications**

Bergmann, Linda, Jaelyn Wells, and Allen Brizee. "The Engaged Dissertation: Three Points of View." *Publicly Engaged Scholarship*, ed. Craig Martin, et al. Sponsored by the Syracuse University Graduate School Press and Imagining America's PAGE Program 2012. Drs. Wells and Brizee are former GTAs in the Writing Lab, and Dr. Brizee was also an OWL Coordinator.

#### **Conference Presentations and Invited Lectures**

The Writing Lab tutors and staff gave 12 presentations at 7 academic conferences and five invited lectures, as listed below. Undergraduate and graduate tutors' professional presentations are supported with the assistance of the Muriel Harris Tutor Development Fund.

*Computers and Writing Conference. Ann Arbor, MI. May 2011.*

Conard-Salvo, Tammy, Shareen Grogan, Dennis Bennett, Steve Kaminczak, Mathew Gilchrist, and Kim Abels. "Making Innovation Public: Resources for DIY, Modification, and Sharing of Writing Center Technologies."

*Elon University Research Seminar, June 2011*

Bergmann, Linda and Paula Rosinski. "The Transfer of Writing Skills from Self-Sponsored Writing to First Year Composition."

*National Council of Teachers of English, Chicago, IL. November 2011*

Linda Bergmann, Janet Alsup, and Tracey Hall. “Developing an Interactive Writing Site for Students Transitioning to College Work.”

*Nebraska Writing Centers Consortium, Omaha, Nebraska, September 2011.*

Linda Bergmann, Plenary Speaker. “The Purdue OWL: Still Flying after All These Years.”

*East Central Writing Centers Association Conference. Indianapolis, IN. March 2012.*

Bergmann, Linda, Matthew Allen, and Sung Jun Ma. “Responding to a Changing Population: ESL Activities and Generalist Tutors.”

Borchert (Cassutt), Jacqueline, Tammy Conard-Salvo, Angelica Duran, and Elizabeth Berkovitz. “Writing Centers and Multicultural Centers: How Best to Serve Underrepresented Students.”

Kenzie, Daniel. “Transfer and the Writing Center: Harnessing Knowledge on the Move.”

Pinkert, Laurie. “Ethics and the Writing Center.”

Pulsifer, Rebecca. “Tutoring with Symbolic Logic.”

*Association for Teachers of Technical Writing Conference. St. Louis, MO. March 2012*

Conard-Salvo, Tammy. “Sustaining International Collaboration: Co-creation of Writing Identity.”

*Conference on College Composition and Communication. St. Louis, MO. March 2012.*

Bergmann, Linda. “The Place of Language in Composition Studies.”

Kenzie, Daniel. “Transfer and the Writing Center.” In-progress presentation at *Research Network Forum*.

### **Consultation Projects**

Linda Bergmann, “Writing Across the Curriculum: How (and How Much) Does It Work?” Bellevue University Faculty Development Program, Omaha, Nebraska. September 2011.

### **In-Lab Research Projects**

Conard-Salvo, Tammy (PI), Linda Bergmann, Michael Salvo, Jeffrey Bacha, Caitlan Spronk, and Tristan Abbott. “VCaP Online Tutoring System Usability Pilot.” (IRB approved)

### **Dissertations/Theses Completed**

Hitz, John. Study of the Influence of First Language Transfer on the Acquisition of English Relative Clauses. IRB Approved. Linda Bergmann, Committee Member. Defended Spring 2012.

**Dissertations/Theses in Progress**

Elder, Cristyn L. “OWL Mail: Supporting Online Writers through Email Tutoring.” Prospectus Defended. IRB approved. Linda Bergmann, Committee Member.

Kenzie, Daniel. “Transfer and the Writing Center: A Qualitative Study of Tutoring Transitions.” IRB Approved. Linda Bergmann, MA Committee Chair.

Rankin, Deborah. “Tutor Decision-Making in Tutorials with L2 Writers.” Prospectus Defended. IRB approved. Linda Bergmann, Committee Chair.

Reinking, Laurel. Dissertation in progress. Study of English as a Second Language Students’ Interactions with Tutors. Prospectus Defended. IRB approved. Linda Bergmann, Committee Member.

### III. Appendices

#### *Appendix A: Breakdown of Usage Information\**

How Users were Referred	Times Used
Advertising	212
Friend	464
Instructor	4,439

Use by Classification	Times Used
Undergraduate	5,269
Graduate	1,104
Staff	13
Other	158

Use by College	Times Used
Agriculture	443
Consumer and Family Sciences	127
Education	315
Engineering	1,163
Health and Human Sciences	433
Liberal Arts	876
Management	1,340
Science	1,195
Technology	228
Veterinary Medicine	2

Most Frequent Use by Major	Times Used
Management	404
Accounting	398
Unknown	251
Economics	235
Mathematics	213
Undecided	193
Mechanical Engineering	147
Computer Science	140
Chemistry	126
Actuarial Science	123
Biology	112
Industrial Engineering	87

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\* Information presented in Appendix A is based on students' self-reported data



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Communication	86
Electrical Engineering	78
English	78
Biochemistry	71
Statistics	68
Civil Engineering	60
Animal Science	59
First-Year Engineering	58
Psychology	56
Physics	56
Curriculum and Instruction	52
Mathematics Education	52
Hospitality and Tourism Management	47
Pre-Pharmacy	45
Chemical Engineering	45
Pharmacy	45

<b>Most Frequent Use by Country of Origin</b>	<b>Times Used</b>
China	3,067
United States	1,735
Korea	617
Malaysia	184
Taiwan	120
India	99
Turkey	71
Japan	47
Kazakhstan	38
Pakistan	44

<b>Domestic and International Use</b>	<b>Percentage of Use</b>
Visits from United States	26 %
Visits from other countries	73%
Unknown or unreported	<1%

**Appendix B: Evaluations and Comments**

Student evaluations of Individual Consultations, ESL Conversation Groups, In-Lab and In-Class Workshops, and Instructor Brown Bags.

<b>Student Evaluations of Individual Consultations</b>	<b>Student Responses</b>	<b>Percentage</b>
<b>The tutor explained ideas to me in a way I can understand and use.</b>		
Agree	5,597	97%
Somewhat agree	142	2%
Disagree	10	<1%
Don't know	1	<1%
<b>The tutor addressed my concerns.</b>		
Agree	5,533	96%
Somewhat agree	191	3%
Disagree	15	<1%
Don't know	14	<1%
<b>The tutor made me feel comfortable and respected during my tutorial.</b>		
Agree	5,592	97%
Somewhat agree	138	2%
Disagree	11	<1%
Don't know	18	<1%
<b>Student Evaluations of ESL Conversation Groups</b>		
<b>How effective was your conversation group leader at encouraging everyone to participate?</b>		
Effective	538	97%
Somewhat effective	15	3%
Not effective	0	0%
Don't know	1	<1%
<b>Overall, how would you rate your conversation group leader?</b>		
Effective	539	97%
Somewhat effective	14	3%
Not effective	0	0%
Don't know	1	<1%
<b>Student Evaluations of In-Lab and In-Class Workshops</b>		
<b>The workshop was helpful.</b>		
Agree	236	82%

Somewhat agree	51	18%
Disagree	1	<1%
Don't know	1	0%

**I am likely to apply the material covered in this workshop to future writing.**

Likely	243	84%
Somewhat likely	42	15%
Not likely	0	0%
Don't know	4	1%

**My workshop leader was effective.**

Agree	263	91%
Somewhat agree	23	8%
Disagree	1	<1%
Don't know	2	<1%

Instructor Evaluations of Brown Bags	Student Responses	Percentage
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**The brown bag was helpful.**

Agree	58	100%
Somewhat agree	0	0%
Disagree	0	0%
Don't know	0	0%

**I am likely to apply the material covered in this workshop to future writing instruction and/or curriculum design.**

Agree	57	98%
Somewhat agree	1	<1%
Disagree	0	0%
Don't know	0	0%

**I am likely to recommend the Writing Lab brown bags to other instructors.**

Likely	56	97%
Somewhat likely	1	<1%
Not likely	0	0%
Don't know	1	<1%

**Overall, I would give this brown bag leader the following rating.**

Likely	56	98%
Somewhat likely	1	<1%
Not likely	0	0%
No response	0	0%

**Comments from Student Evaluations of Consultations**

At the end of each consultation, ESL conversation group, and workshop, students have

the opportunity to fill out anonymously a feedback form that evaluates their experience in the Writing Lab. The following selections (transcribed exactly as users wrote them) constitute a small sample of the overwhelmingly positive comments that students have offered when asked the question, **“What did you learn to help you with future writing projects?”**

- Kelli helped me to go through my response paper and ensure that I have covered every part of the requirement. And also gave me lots of inspiration about the parts I failed to complete. She really helped me a lot!
- For my personal statement, I learned what schools are really looking for so I can tailor my paper in that direction.
- My tutor helped to revise my essay. She is so skilled and professional! She really improved my work a lot and taught me lots of things! Thanks so much for her help and advice!
- Many things! The tutor gave me tons of great ways to think about, rework, and approach a paper. She provided me with many practical tips as well as not so common ones that can really make a paper stand out.
- I learned how to make notes before writing a paper and how to make things more organized for a more constructive essay.
- I learned how to outline my paragraphs, & organize my thoughts – great advice on how to close-read a text.
- Not to repeat so much throughout paper & to lead reader down a “linear path” with the paper. This will help my papers flow more & be easier to read.
- Helped me extremely in working at my résumé and even as a freshman I have collected in only 15 minutes a numerous amount of ideas and helpful suggestions.
- Structure is key in writing and organizing your thoughts. Learned to focus in on the thesis and work your paper around it.
- How to clarify the passive vs. active voice in a sentence to help it transfer its message effectively.

Students also made the following comments when asked, **“Do you have any additional comments or feedback?”**

- We worked on my personal statement for vet school. John was helpful with wording and bouncing ideas around. And very encouraging. Thanks! 😊
- Leon was great. I get very nervous when I am being criticized and he did it in a very helpful way. He made a point of telling me what was good and where I could go from there.
- By the end of the session, I had a whole sheet of notes, tips and ideas that were not only applicable to this paper, but also others. Now I know exactly how to approach my paper tonight.
- I always come here for papers/résumés because they always do an awesome job.
- Rebecah did a good job of putting me at ease. Even though she hadn’t read the text I’m looking at, she helped me develop my thoughts. She also was good about following my thoughts even when they differed from hers, but she could also

point out potential problems in a way that was collaborative and non-combative.

- This is my first time at the Writing Lab and I can't believe I have attended Purdue for 3 years w/o it. It helped so much!
- Marc was very friendly and paid close attention to detail. He explained the motivation behind his suggestions. I feel that this session helped me greatly. Thank you for your help.
- Was great and helped tremendously, seeing how complicated and wordy I made sentences.
- I am ashamed to admit I was skeptical how much this would help my writing. I found the experience extremely helpful in clarifying my writing and heightening my understanding.
- In being my first time in the Writing Lab, I without doubt found it useful and plan to return.

### **Unsolicited Comments from OWL Users**

- It is a wonderful resource - thank you. I use it in all of my classes. I teach at the BSN, MSN, and DNP levels. Two of my DNP students have gotten published.
- I am back "in school" for the first time in about 30 yrs and the idea of writing a research paper with footnotes and bibliography was a little overwhelming. Your website has answered some questions for me.
- Love, love, love this website!!! Our books are outdated and new ones are not budgeted. This is a great resource for our students.
- I only say thanks for providing us such help in learning English language. It is very difficult for us to learn and teach English here in Pakistan. your website is a good help for us to learn English.
- I'm teaching a writing course for Practical Nursing students and this site is an ideal alternative to a textbook most students won't fully read.
- As Web editor for this state government research institute, I am recommending your Web site as a resource for our agency's scientists to improve their public communication skills.
- Thank you for your wonderful academic writing resource and thank you for making it "open access." As a mature student many years away from my University days, I have found it challenging to deliver good academic writing and the Purdue Owl has helped me out many times. It is the best site of its kind that I have found.
- I'm studying abroad in Singapore this semester, and it's pretty cool that even here the OWL is frequently referenced in my communications course.
- As the administrator of BLA (Bethany Learning Academy), I developed an in-house-education program for teenagers who were once labeled "high-school-dropouts." In my living room, these young people have reached levels well beyond anyone's expectations. Thank you for your open site; it has made a remarkable impression on the future of, not just our nation, but the entire world.

***Appendix C: List of Visitor Consultations with the Writing Lab***

<b>Visitor's Name</b>	<b>School or Organization and Location</b>	<b>Date of Visit</b>
Three advisors	Liberal Arts Advising Office (Purdue)	June 17, 2011
Ellen Taber	Kennesaw State University, Kennesaw, GA	September 9, 2011
Rebecca Collier	UPC-Barcelona Tech, Barcelona, Spain	September 18-29, 2011
Kimberly LaComba	St. Mary-of-the-Woods College, St. Mary of the Woods, IN	October 3, 2011
Tess Stockslager, Alison Scoles, Rebekah Shank, and Morgan Cassady	Liberty University, Lynchburg, VA	October 20-21, 2011
Mary Jo Upchurch	Sweet Briar College, Sweet Briar, VA	October 26, 2011
Issary Shafa Adel	Afghan Junior Faculty Program (Purdue)	October 27, 2011
Mark Taylor	Virtual Writing Center, Santa Cruz, CA	November 29, 2011
Mary Stewart	University of California-Davis, Davis, California	February 6, 2012
James Palmer and Joy Patterson	Prairie View A&M University, Prairie View, TX	March 2, 2012
Amber Day	Clemson University, Clemson, SC	March 26, 2012
Federico Daniel Navarro	University of Buenos Aires / University of General Sarmiento, Buenos Aires, Argentina	March 30, 2012
Nohora Pabón	Universidad del Rosario, Bogotá, Colombia	April 12, 2012
Katrin Girgensohn	European University Viadrina, Frankfurt, Germany	April 17-20, 2012

***Appendix D: Writing Lab Staff Members for 2011–2012***

**Director**

Linda S. Bergmann, Ph.D., Professor of English

**Associate Director**

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

**Graduate Teaching Assistants (GTAs)**

Tristan Abbott	Lydia Margas
Matthew Allen	Mary McCall
Jessica Clements	Kristen Moore
Marc Dziak	Laurie A. Pinkert (Spring semester)
Cristyn Elder	Patti Poblete
Steven Gooch (Fall semester)	Rebecah Pulsifer
Trey Gorden	Megan Schoen
Daniel Kenzie	Ashley Watson

**Online Writing Lab (OWL) Staff**

OWL Coordinator: Elizabeth Angeli

OWL Technical Coordinator/Webmaster: Caitlan Spronk

**Undergraduate Teaching Assistants (UTAs)**

Kim Adkins	Megan Kee
Alissa Berger	Kenneth Kim
Elizabeth Berkovitz	Brandon Kresca
Jacqueline Cassutt	Mackenzie Lechlitner
Megan Grassl	Sung Jun Ma
Matt Hollars	Sohail Mehra
Kimberly Hondorp	Maya Palakal
Xin Hou	Laura Stanley

**Business Writing Consultants (BWCs)**

Kelli Barnett	John Miller
Elise Crane	Meredith Pierson
Carolynn Garthus	Katelyn Roberts
Elizabeth Hudson	Sophie Teraoka
Leon Lim	

**Professional Writing Program/Writing Lab Collaboration Intern**

Adam Strantz

**Support staff:**

Receptionist/Office Manager: Kristine Hoggatt

Secretary: Denise McKnight

Student office assistants: Martha Geiger, Suzette Miller, Jalyssa Lopez, and Tiana Patrick

Gates Project Secretary: Patti Zeis (Fall) and Kristina Sriver (Spring)