Annual Report

Writing Lab at Purdue University

2008-2009

May 12, 2008 to May 2, 2009

Tammy Conard-Salvo, Associate Director; Acting Director, 2008-2009

Danielle Cordaro, Graduate Teaching Assistant

Jeffrey Bacha, OWL Technical Coordinator

H. Allen Brizee, OWL Coordinator

Dr. Linda S. Bergmann, Director (Sabbatical 2008-2009)

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I. Summary of Writing Lab Services and Use

A. Learning

In-Lab Learning

During the 2008-2009 academic year (May 12, 2008 to May 2, 2009), the Purdue University Writing Lab served students and faculty as follows:

Heavilon Hall Writing Lab
Number of individual users: 2056
Total number of times used: 4685

Consultations: 3583 sessions
Lab Tours   60 tours for introductory composition courses
In-Lab Workshops: 3 attended by 11 students
In-Class Workshops: 33 attended by 500 students
Instructor Brownbags: 11 attended by 5 introductory composition instructors

Meredith Hall Satellite Writing Lab
Number of individual users: 64
Total number of consultations: 78 sessions

Hicks Writing Lab
Number of individual users: 43
Total number of consultations: 49 sessions

Total number of individual consultations (all locations): 3734 sessions

Learning with Technology

The Purdue University Online Writing Lab (OWL)
Website: 111,038,482   pages served worldwide
Email tutoring: 3,100   emails answered

Additional breakdowns of Purdue University Writing Lab users are available in Appendix A. Users of OWL and Grammar Hotline include public libraries, colleges, industry, government, non-profit organizations, and private users.

B. Engagement with State, National, and International Users

OWL email responses by tutoring staff: 3,100. This includes Purdue students, Indiana residents, and users from around the USA and abroad.

Telephone Grammar Hotline: 362 questions answered by telephone

Consultations with visiting scholars on starting and maintaining a writing center: 6. See Appendix B for a list of visitors and their institutions.

Pre-conference workshop for writing center professionals at Conference on College Composition and Communication 2009: 5 attendees

Major On-Campus Demonstrations

- Boiler Gold Rush (Fall 2008)
- Graduate Student Welcome Fair (Fall 2008)
- Winter Welcome Fair (Spring 2009)
- Introductory Composition (ICaP) Showcase Display (Spring 2009)
- East Central Writing Centers Association Conference Open House (Spring 2009)

Outreach Events

- Purdue Writing Lab Community Outreach Open House (Fall 2008)
- Experience the Purdue Writing Lab Campus Outreach Open House (Fall 2008)

Writing Lab Sponsored Events

- Résumé Extravaganza (Fall 2008 and Spring 2009)
- Lemonade Stand Information Fair (Spring 2009)

C. Discovery

Presentations about writing center research and practices were given by Writing Lab staff at the following conferences. See Appendix C for a detailed list of presenters.

- International Writing Across the Curriculum Conference 2008
- Modern Language Association Convention 2008
- International Writing Centers Association Conference 2008
- Conference on College Composition and Communication 2009
- East Central Writing Centers Association Conference 2009

Works in progress include several articles based on current research, five doctoral dissertations in progress related to Writing Lab practices and the OWL, and several other IRB-approved research projects (see "Discovery," page 12).

D. Staff

Director: Linda S. Bergmann, Ph.D., Associate Professor of English

Associate Director (Acting Director for 2008-2009): Tammy Conard-Salvo, M.A., Administrative/Professional

Assistant Director (2008-2009): Joy Santee (graduate student)

15 graduate teaching assistants (GTAs) (funded by the English Department), all of whom have taught at least one year of first-year composition. GTAs hold the following special area positions:
- Business Writing Coordinator
- English as a Second Language (ESL) Coordinator
- Workshop Coordinator

- OWL Mail Coordinator

Writing Lab/Introductory Writing Program Liaison (funded by the English Department): One GTA
Graduate student and OWL staff (funded by University Reinvestment Grants):
- OWL Technical Coordinator/Webmaster
- OWL Coordinator
- Hourly workers who develop electronic instructional materials, plus two undergraduate
  hourly staff

Professional Writing Program/Writing Lab Collaboration Intern (funded by the Crouse Scholarship
in Professional Writing): One undergraduate major in Professional Writing

Undergraduate tutors:
- 11 undergraduate teaching assistants to tutor students in first year composition courses
- 5 undergraduate business writing consultants to assist students with résumés, other job-
  related writing, memos, and professional writing documents (partially funded by the English
  Department and Krannert School of Management)

Support staff:
- Office Manager
- Project Manager
- 4 student clerical assistants (workstudy)

II. Discussion of Learning, Engagement, and Discovery Initiatives and Accomplishments, 2008-2009

The Writing Lab helps students learn by providing an inviting, structured environment in which to talk with a trained staff about their practices as writers and their concerns about writing. Every member of the Purdue Writing Lab staff looks for ways to upgrade Lab resources and to reach out to the university community. 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

Fall Semester:
- English 502W (1 hour): In-service practicum for graduate teaching assistants in their first semester of tutoring
- English 390A and English 390B (2-3 hours each): Courses in the theory and practice of tutoring writing that are a prerequisite for undergraduate tutoring positions

Consultations

This year the Writing Lab conducted 3,734 writing consultations. Consultations consist of half-hour, one-to-one tutoring sessions offered both by appointment and on a drop-in basis.
- Graduate TAs work with all students, including first-year composition students, upper-class students in majors across the disciplines, and graduate students writing for courses or producing theses.
- Undergraduate TAs tutor first-year composition students and maintain close contact with the first-year composition curriculum.
- Business Writing Consultants work primarily on memos, résumés, cover letters, professional writing documents, and other career-related documents with students from across the university.

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. Please see Appendix D for detailed information.
- Point-of-contact evaluations: 96% of responding students rate the service they received as "helpful." Clearly, students appreciate this service and believe it helps them learn to write. See Appendix D for more detailed assessment information.
- 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 consultation sessions, and they appreciate the student-centered approach of the Lab staff. See Appendix D for a sample of student comments.

Workshops

- In-Lab Workshops: 3 presentations
- In-Class Workshops: 33 presentations customized for individual classes. These customized workshops include but are not limited to:
    - o Proposal Writing
    - o Introduction to Scholarly Writing
    - o MLA and APA Citation
    - o Résumés and Cover Letters
    - o Visual Rhetoric
    - o Introduction to the Writing Lab's Services
    - o Pre-writing
    - o Plagiarism
    - o Thesis and Dissertation Writing
    - o Grant Writing in the Sciences

- This year, workshops designed specifically for mentors and instructors in the Introductory Composition Program were piloted successfully in the fall semester. They include:
    - o Writing Lab Pedagogy and First Year Composition
    - o Teaching with the OWL
    - o Addressing Grammar Effectively
    - o Strategies for Avoiding Plagiarism
    - o Using the Writing Lab to Improve Your Own Work
    - o Addressing Grammar Effectively
    - o Integrating Technology into Assignments
    - o ESL Students in ENG 106/108

- English Graduate Student Workshop, "Writing Effective CCCC Proposals" for a major international conference in composition studies

In-Lab Resources

- Instructional resources and handouts: over 200 web-based modules addressing writing skills and issues, available in printer-friendly format on the OWL.
- Reference library of books, journals, and reference materials for student and faculty use, including specialized resources for English as a Second Language students.
- Technology for writing and consultations: 8 computers, 1 digital video camera, 1 digital still camera, and 1 scanner available for general student use throughout the day. This includes an advanced multimedia production station funded by the Professional Writing program. In addition, 6 laptops are available on tutoring tables for use during consultations.
- ESL technology: computer dedicated to English as a Second Language practice, which includes specialized vocabulary and pronunciation software.

English as a Second Language (ESL) Resources and Initiatives

Because 51% of Writing Lab users (2454 total requests for help) self-identify as non-native speakers, we continue to investigate ways to better serve this clientele. The ESL coordinator, a Graduate TA responsible for overseeing ESL services and initiatives within the Lab, teaches Lab tutors some of the special skills needed for working effectively with ESL students. This year the ESL Coordinator was responsible for the following projects:

- Presented three workshops to the current UTA staff, GTA staff and 390 practicum on how to work effectively with ESL students
- Arranged for conversation groups to be team-led by graduate and undergraduate facilitators and provided training for the facilitators
- Created advertising for weekly conversation groups
- Reviewed the Writing Lab's ESL print and electronic resources

Business Writing Consultants (BWCs)

The Business Writing Consultant (BWC) program continues to be an essential part of the Purdue University Writing Lab's services. BWCs offer feedback on undergraduate business documents during individual tutorial sessions and facilitate workshops on résumés, cover letters, and memos. BWCs were also engaged in the following projects:
- Trained members of a service fraternity to provide assistance to students at the Lafayette Adult Resource Academy (LARA).
- Increased number résumé extravaganzas to inform students about BWC services.
- Offered tutorials at satellite locations in HICKS Library and Meredith Hall.
- Provided support for the Purdue OWLMail service.

The Business Writing Assistant Coordinator (Undergraduate Business Writing Consultant):
- Began work on a WebCast project this year that will allow users to tune into a website and watch a live show and chat with the host about questions relating to résumés
- Increased collaboration with the Professional Writing Club

The Public Relations Coordinator (Undergraduate Business Writing Consultant):
- Worked with all undergraduate tutors to hold Lemonade Stand and Resume Extravaganza events
- Informed resident advisors in campus dorms about Writing Lab workshops offerings

Crouse Intern in Professional Writing for Professional Writing/Writing Lab Collaboration

The Crouse Scholarship in Professional Writing for Professional Writing/Writing Lab Collaboration, supported by the Professional Writing Program, funds a liaison between the PW program and the Writing Lab.

During the 2008-2009 academic year, the Crouse Collaboration Intern:
- Met with the Associate Director of the Writing Lab and Business Writing Coordinator to discuss BWC initiatives and connections to Professional Writing
- Attended Professional Writing Club meetings regularly to maintain a connection with students majoring in Professional Writing

Undergraduate Teaching Assistants (UTAs)

Undergraduate Teaching Assistants primarily provide tutoring for students in first-year composition courses. They also tutor students in other courses in the satellite locations, help facilitate ESL conversation groups, and respond to requests through Grammar Hotline or OWL Mail. UTAs assist with training prospective tutors in the English 390A tutoring practicum, and they work closely with the Writing Lab/Introductory Writing Program Liaison to respond effectively to changes to the Introductory Writing Program curriculum.

The following is a list of accomplishments of the undergraduate UTA Coordinator:
- Scheduled and attended biweekly UTA meetings
- Planned agendas, handouts, and activities for UTA meetings that covered topics for tutor development, including information on OWL Mail, grammar, and the 2009 MLA format
- Promoted UTA involvement in workshops, conversation groups, and conference attendance
- Helped with the ECWCA conference at Purdue by leading a break-out session on professional development and transferable skills

Meredith Hall Satellite Writing Lab

The Writing Lab continued to offer extended tutoring hours in Meredith Hall during the fall and spring semesters. This location, staffed by one GTA and a rotating staff of three UTAs, was open on Wednesdays from 7:00-10:00 pm. Since its inception during the spring 2005 semester, use of the Meredith Hall location has grown steadily from 65 sessions in academic year 2007-2008 to 112 sessions in 2008-2009.

Hicks Undergraduate Library/ Writing Lab

The Writing Lab continues to offer extended tutoring hours through a collaborative initiative with Hick's Undergraduate Library and its director, Tomalee Doan. During the fall and spring semesters, this location served students on Monday evenings from 7:00-10:00 pm. The Library satellite was staffed by two GTAs and a rotating staff of three UTAs and BWCs. Since 2007-2008, use of the DLC location has risen from 28 sessions to 49 in 2008-2009.

Support for Instructors of Introductory Composition

The Writing Lab collaborates with the Introductory Composition Program and provides workshops and programs for its instructors, including:
- Specialized tutoring services through the Undergraduate Teaching Assistant program
- Workshops and brownbags designed specifically for mentors and instructors
- Strong Writing Lab presence on the Introductory Writing Committee (two members)
- Participation in orientation and mentoring for new instructors of first-year composition
- Consultations for instructors with the Writing Lab directors or the Introductory Composition Program Liaison
- Making workshops available to all introductory composition courses
- Participation in Introductory Composition Showcase and workshop to prepare instructors and students to present in the Showcase

The Writing Lab/Introductory Composition Program Liaison, a quarter-time position for a graduate teaching assistant created in 2003 by the English Department, is responsible for fostering the relationship between the Writing Lab and ENGL 106 instructors and students. The following is a list of this year's accomplishments by the Writing Lab/Introductory Composition Program Liaison:

- Conducted orientation sessions for mentor groups to familiarize them with Writing Lab services and pedagogical approaches
- Collaborated with Workshop Coordinator to design and advertise workshops especially for the mentors and new instructors
- Piloted a bi-monthly Instructor Brownbag Series, which included the following topics:
  - Brownbag series for Introductory Composition Instructors.
  - Designing and Revising Effective Assignments
  - Writing Rubrics

- o Using Tutoring Techniques to Improve your Conferences
- o Face-to-Face: Improving Communication with Your Students
- o Helping Students Polish Final Projects
- o Assignment Exchange and Workshop
- o Common Grammar Mistakes
- o Creating and Responding to Multimedia Assignments
- o Resources for Teaching Research
- o Designing Presentations for Students
- o Writing Effective Teaching Philosophies
- Regularly advertised Writing Lab services, upcoming events, OWL updates, and lab tours for Introductory Composition instructors and students
- Visited undergraduate tutor training course (ENGL 390A) and presented information about ENGL 106 and 108 syllabus approaches, the ICaP website, and the program's Goals, Means, and Outcomes
- Worked with the Introductory Composition Program and English 106 instructors to help teachers and students prepare entries for the English 106 Showcase in the spring
- Co-Designed the Multi-Activity Writing Development Environment (MAWDE) with Undergraduate Instructional Librarian, Jennifer Sharkey. MAWDE is a series of active learning writing and research activities that will replace the Undergraduate Library's current literacy tutorial, Comprehensive Online Research Education (CORE)

Support for Instructors and Student Groups Across the Disciplines

The Writing Lab helps classroom teachers across the disciplines develop and improve writing activities in their courses. In addition to ongoing work with faculty developing writing projects and providing access to instructional materials, this year's work included the development of workshops and instructional materials for graduate students in biology, general sciences, and art history.

Using Technology to Foster Learning

The Writing Lab continues to offer students access to computer resources during consultations or self-study. New and continuing projects are described in more detail in section III, page 16.

- Continued developing and testing the Virtual Consultant at Purdue (VCaP), an online tutoring system in pilot stage
- Applied new user centered design to Online Writing Lab (OWL) site and completed additional testing with blind and low vision users
- Increased use of computers in consultation sessions to help students improve their writing processes, to demonstrate accessing OWL resources, and to help students master internet research
- Trained undergraduate tutors to respond to OWLMail questions
- Upgraded existing software and hardware in the Writing Lab
- Added podcasts via Purdue's subscription to iTunes University, along with flash content for information on visual rhetoric

B. Engagement

Writing Lab (OWL)

The Purdue OWL, which counted more than **111 million pages served from May 1, 2007 to April 31, 2008, (up from 84 million**), offers testimony to Purdue's international presence. The OWL's

reputation as one of the foremost web sites for writing enhances Purdue's national and international stature and provides much-appreciated service to students, teachers, and writers across the nation and around the world. The OWL is referenced in many textbooks on writing and web development and by citations in the scholarly literature of computer-assisted writing, writing centers, and composition studies in general. Appendix E contains a detailed account of OWL upgrades and improvements this year.

Grammar Hotline

Our telephone hotline responded to over 362 inquiries, including calls from students, faculty, and staff at Purdue, as well as from across Indiana and the United States.

Consultations with National and International 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 them. This year we met with 4 such visitors from 4 countries. See Appendix B for a table of visitors and their affiliations.

***Alumni Annotations* and Alumni Outreach Project**

We continue our Alumni Outreach Project to maintain contact with former Writing Lab staff. In the Fall 2006 semester, we created the first *Alumni Annotations* newsletter and distributed print copies to more than 360 former staff. In an effort to become more environmentally friendly, subsequent issues have been distributed electronically to a database of over 400 contacts. The latest issue of *Alumni Annotations* was sent via email during the spring 2009 semester, with another issue planned for the summer. We have heard positive feedback from many former staff in places all around the globe.

Alumni Annotations contains information about current Writing Lab and OWL projects and features information about staff accomplishments and awards. An alumnus 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.

C. Discovery

Publications

Bergmann, Linda. "Writing Centers and Cross-Curriculuar Literacy Programs: Models for Faculty Development." Review Essay of Jeffery Jablonski's *Academic Writing Consulting and WAC: Methods and Models for Guiding Cross-Curricular Literacy Work*; Anne Ellen Geller, Michele Eodice, Frankie Condon, Meg Carroll, and Elizabeth H. Boquet's *The Everyday Writing Center: A Community of Practice*; and Christina Murphy and Brian L. Stay's The Writing Center Director's Resource Book. Pedagogy. 8.3. (2008), 523-536.

Bergmann, Linda. "Administrator's Discourse and the Conventions of Academic Authorship." *Who Owns This Text? Plagiarism, Authorship and Disciplinary Cultures*. Eds. Carol Haviland and Joan Mullin. Logan, UT: Utah State University Press, 2009. 129-155.

Bergmann, Linda S., Gerd Brauer, Robert Cedillo, Chloe delosReyes, Magnus Fustafsson, Carol Peterson Haviland, and Brady Spangenberg "Being a Linguistic Foreigner: Learning from International Tutoring." *ESL Writers: A Guide for Writing Center Tutors*, 2nd ed. Ed. Shanti Bruce and Ben Rafoth. Portsmouth, NH: Boynton/Cook, 2009. 195-207.

Cordaro, Danielle. "Motivating Students to Write: Some Empirical Answers (and Questions)." *Pedagogy*. 9.2 (2009), 361-367.

Reitmeyer, Morgan. "Programs that Work(ed): Revisiting the University of Michigan, the University of Chicago and George Mason University Programs after 20 Years." *Across the Disciplines: Special Issue, Writing Technologies and Writing Across the Curriculum: Current Lessons and Future Trends* 6 (2009): <http://wac.colostate.edu/atd/technologies/reitmeyer.cfm>

Conference Presentations and Invited Lectures

Writing Lab faculty gave 7 invited lectures, 2 at domestic universities and 5 abroad. The Writing Lab generated 17 presentations at 6 academic conferences, listed on page 4 and in Appendix C. The Lab takes pride in giving undergraduates as well as graduate students the opportunity for this kind of professional exposure, and we are able to further this effort with the assistance of the Muriel Harris Tutor Development Fund. Several articles for professional journals, derived from these conference presentations, are in progress at this point.

The Writing Lab hosted the East Central Writing Centers Association (ECWCA) 2009 Conference at Purdue University on April 3-4. Dr. Linda Bergmann and Tammy Conard-Salvo served as co-chairs for the conference.

Approximately 300 writing center administrators and tutors from Indiana, Ohio, Michigan, Illinois, and Pennsylvania attended the conference, with 150 presentations, workshops, posters, and roundtables. Dr. Jon Olson, Director of the Center for Writing Excellence at Penn State University, served as keynote speaker; his talk was titled "The Writing Center as Sierra Club." The conference also served as a site for the annual ECWCA Executive Board meeting. Tammy Conard-Salvo finished her term as ECWCA president and began her term as past-president, and Richard Severe (graduate tutor) continued his term as board member at-large. The Writing Lab also hosted an Open House event at the ECWCA conference.

Thirty Writing Lab staff were actively involved in planning the conference, including generating the call for proposals, reviewing and selecting conference proposals, developing the conference

program, and local arrangements. Information about the conference and program, along with a list of staff involved in planning teams, can be found at http://owl.english.purdue.edu/ecwca.

In-Lab Research Projects

Writing Lab directors and graduate staff initiated several research projects intended both to improve Writing Lab services and to investigate new theories and practices of writing instruction in the context of writing center environments.

- Deborah Rankin, dissertation-in-progress (prospectus defended May 2007; IRB-approved; Linda Bergmann committee chair): observation of and perceptions of strategies for tutoring English as a Second Language students

- Danielle Cordaro, dissertation-in-progress (prospectus defended September 2008) IRB-approved; Linda Bergmann committee chair): study includes investigation of a writing center director's practices of researching students who attend tutorials

- H. Allen Brizee, dissertation-in-progress (prospectus defended March 2008; IRB-approved; Linda Bergmann committee chair): usability testing of instructional materials developed for OWL to be used by adult learners

- Jaclyn Wells, dissertation-in-progress (IRB-approved; Linda Bergmann committee chair):research into use of instructional material developed for OWL to be used by adult learners

- Laurel Reinking, dissertation-in-progress (prospectus defended; IRB approved; Linda Bergmann committee member),:study of English as a Second Language students' interactions with tutors

- Jaisree Jayarama, prospectus-in-progress (Linda Bergmann committee member): study of language in foundational publications in rhetoric and composition (including writing center literature)

- Morgan Reitmeyer, prospectus-in-progress (Linda Bergmann chair): study of composition and new media in biological sciences

- Linda Bergmann and Morgan Reitmeyer, study of students' perception of transfer of knowledge about writing from course to course (IRB approved)

- Tammy Conard-Salvo and John M. Spartz, "Beyond Disabilities: Text-to-Speech Software in the Writing Center": an IRB-approved formal study of the impact of speech synthesis software (adaptive technology) on face-to-face writing center consultations. Study complete, article is being revised for publication.

III. Planning for 2008-2009 academic year

A. Staff Positions

Linda Bergmann has returned from sabbatical and will resume her position as the Writing Lab's Director. Tammy Conard-Salvo will again serve as Associate Director after serving as Acting Director this academic year. The Writing Lab's Project Manager and Receptionist positions will remain the same.

B. Technology Initiatives

The Writing Lab has made significant updates to the Online Writing Lab (OWL) (please see Appendix E) based on feedback from usability testing, particularly feedback gained from low-vision and blind users. Additional revisions to the navigation system will take place over the summer and next academic year. Podcasts have been added, via Purdue's subscription to iTunes University, along with flash content for Visual Rhetoric.

Online Writing Lab (OWL)

- Finalize new OWL content management system and the new OWL pages; complete transfer of old materials.
- Continue engagement work.
- Continue implementing usability and accessibility research findings into OWL design and foster closer relationship with ALPS/Adaptive Programs.
- Develop new ways of communicating information on writing and research, i.e., Podcasts, Flash Movies, MySpace, Facebook.
- Pilot and implement VCaP – Online Tutoring System.
- Set up a new SQL server for increased performance of OWL.
- Continue to expand discipline-specific writing resources

For additional details about OWL projects, please see Appendix E.

VCaP Online Tutoring System

In the fall 2008 semester, the Writing Lab worked with the Professional Writing program and English 515 to develop and implement formal usability tests to student-users. VCaP remains in pilot stage while additional tests and changes take place. VCaP serves as a research project for graduate students affiliated with both the Writing Lab and Professional Writing.

Unlike the current OWL Mail, this system will allow writing tutors to respond to entire papers using the collaborative model of face-to-face tutoring. VCaP will be made available to all Purdue students in planned stages, beginning with first-year composition courses and distance education courses and then extended to other undergraduate and graduate students.

D. Goals of Specialized Tutoring Staffs and Coordinators

Workshops

- Provide more detailed information for instructors about how to schedule a workshop on the Writing Lab website
- Provide more support for tutors designing specialty workshops for graduate students across the disciplines.
- Involve undergraduate tutors more extensively in workshops appropriate to their experience level and expertise
- Increase advertising for MLA, APA, resume and cover letter workshops
- Consult with instructors to use PowerPoint workshops already provided on the OWL

English as a Second Language

- Recruit Undergraduate Teaching Assistants (UTA) as conversation group leaders; increase training so that they are capable of leading these groups alone when GTA conversation group leaders cannot find a substitute
- Acquire ESL software that is compliant with the current ESL computer

Business Writing

- Strengthen ties between the Professional Writing academic program, the Professional Writing Club, and the Business Writing Consultant (BWC) program.
- Create more effective promotional materials for dedicated PW tutoring, technology, and reference materials
- Provide more training in web design software for BWCs
- More collaborative workshops between the BWCs and UTAs to discuss current trends in writing and new approaches to formatting, tutoring, etc.

Undergraduate Teaching Assistants

- Encourage UTAs to attend professional conferences
- Work with Tammy and the Introductory Composition Liaison to pilot a new Writing Lab service where tutors attend an English class (upon request) and circulate the room to help the students in their writing process
- Make copies of and save assignment sheets from different 106/108 classes
- Extend the promotion of the Writing Lab services into other classes and fields of study
- Increase communication and interaction between UTAs and English 390A students by:
  - Establishing a more prominent mentor/mentee relationship between UTAs and 390A students during in-lab hours
  - Planning social events for UTAs and 390A students to get to know one another

OWL Mail

- Develop a system for organizing the "stock answers" folder to help tutors respond more efficiently to repeat requests and questions.
- Expand Writing Lab's library of resources for responding to OWL Mail requests
- Continue training tutors to respond to OWL Mail more effectively and efficiently

Liaison for ENGL 106 (First-Year Composition)

- Continue to develop new programs that appeal to instructors in the program and bring them into the physical space of the Lab, preferably on a bimonthly basis. Outreach has to be continuous if it is to be successful.
- Establish a presence at mentor meetings to help stay informed about the needs of new instructors. This information can help the Liaison establish programs that link the Lab to the Introductory Composition Program in relevant ways.
- Institute a standing Introductory Writing Committee subcommittee on Lab/ICaP relations chaired by the Liaison and supported by members of both ICaP and the Lab.

Appendix A: Breakdown of Users

Heavilon Hall Writing Lab Services	Times Used by Clients
Consultations	3583
Workshops	306
In-Class Workshops	500
In-Lab Workshops	11
Grammar Hotline	362
Computer Use	215
ESL Conversation Group	360
ESL Materials Use	28
Lab Tour	949
Other	510

Students' Uses of the Meredith Hall Writing Lab	Visits	Students
Grand Total	112	78

Students' Uses of the DLC Writing Lab	Visits	Students
Grand Total	49	43

Students' Reasons for Referral to the Writing Lab	Visits	Students
Advertising	155	117
Friend	311	224
Instructor	3018	1400

Online Writing Lab (OWL) Services*	Times Used
Website	111,038,482 pages served
Owl Mail Responses	3100 emails answered

*See Appendix E for more OWL information.

Usage by Colleges (all centers)	Times Used
Agriculture	655
Consumer and Family Sciences	208
Education	225
Engineering	1056
Liberal Arts	924
Management	563
Pharmacy, Nursing, and Health Sciences	251
Science	477
Technology	229
Veterinary Medicine	10

Usage by Classification (all centers)	Times Used
Undergraduate	3635
Graduate	928
Staff	23
Other	177

Most Frequent Use by Major* (15 or more students)	Visits
Agriculture	
Animal Science	141
Education	
Elementary Education	42
English Education	72
Gifted Education	49
Engineering	
Biomedical Engineering	59
Chemical Engineering	59
Engineering (Unspecified)	107
Electrical Engineering	81
Industrial Engineering	87
Mechanical Engineering	144

Liberal Arts	
English	86
English as a Second Language	45
Political Science	67
Psychology	54
Management	
Accounting	120
Economics	79
Industrial Management	42
Management (Unspecified)	164
Nursing	
Nursing	50
Pharmacy and Pharmacal Sciences	
Pharmacy and Pharmacal Sciences	45
Pre-Pharmacy	59
Science	
Chemistry	47
Biochemistry	44
Biology	84
Computer Science	46
Food Science	46
Undecided	128

* Numbers presented here are based on the responses of the students who chose to specify their major during check-in between May 12, 2008-May 2, 2009.

Center Usage by Students' Country of Origin*	Times Used
China	715
Korea (Rep. of)	694
India	152
Indonesia	76
Japan	81
Korea (Democratic People's Rep.)	73
Taiwan	153
Other	2745
Total	4689

*Numbers presented here are based on the responses of the students who chose to specify their country of origin during check-in between May 12, 2008-May 2, 2009.

Appendix B: List of Consultations with the Writing Lab, 2008-2009

Fall Semester

Daisy Torres Farias	Acele Community Center	Porto Alegre, Brazo;	October 24, 2008

Spring Semester

Joe Pounds	West Nobel High School	Ligonier, IN	April 9, 2009
Marie Lise Blaine	University of Ottowa	Ottowa, Canada	May 7, 2009
Ashok D. Dange	Chowgule College of Arts and Sciences	Gogol, Margao, Goa, India	May 7, 2009

Appendix C: Conference Presentations and Invited Lectures

CIC Writing Centers Meeting 2009

Tammy Conard-Salvo met with other Big Ten writing center administrators to discuss best practices and innovations in the field most applicable to large, research-oriented universities. Tammy facilitated a discussion on customized online tutoring systems.

Conference on College Composition and Communication 2009

Pre-Conference Workshop: "Writing Center as Bridges to Engagement: Strategies for Fostering College-Community Partnerships"
    Faculty: Linda Bergmann
    Graduate Students: Dana Driscoll, Allen Brizee, Danielle Cordaro, Morgan Reitmeyer

"Next Generation OWLs: Customized Solutions and the Move to Open Sourcing"
    Associate Director: Tammy Conard-Salvo

"(How) Do Writing Program Administrators Consider Student Populations as Audiences?: Implications for Research on Writing and Motivation"
    Graduate Student: Danielle Cordaro

"Institutional Implementation: Instructors and Administrators Speak Out"
    Graduate Student: Kristen Moore

East Central Writing Centers Association Conference 2009

Poster Session "Community Outreach in Writing Centers"
    Undergraduate Student: Cassandra Sanborn

Poster Session: "Hands on Tutorials for Kinesthetic Learners"
    Undergraduate Student: Lindsey Wiegman

"Supporting Diversity through Writing Center Administration"
    Associate Director: Tammy Conard-Salvo
    Graduate Students: Richard Sévère, Joy Santee
    BWC: Michelle Keesling

"Growing Community Connections: Writing Center Engagement and Public Scholarship"
    Graduate Student: H. Allen Brizee and Jaclyn Wells

"Agenda Setting in Tutorials: Description and Implications"
    Graduate Student: Laurel Reinking

"Enhancing Student Writing: The How-To's of Sentence Structure and Word Choice"
    Undergraduate Students: Karla Walther and Lindsey Pavlovic

"Graduate Students as Natural Resources in the Writing Center: Branching Out or Split at the Root?"
    Graduate Students: Danielle Cordaro, Matthew Allen, Kristen Moore, and Christina Saidy

"Professional Formatting Rules of Thumb: Sustainable Business Writing"
        Graduate Student: Lars Soderlund
        Undergraduate Student: Elizabeth Below

"Poetic Ecology: Helping Students Writing About Poetry"
        Graduate Student: Dana Bisingani

International Writing Across the Curriculum Conference 2008
"How and Where Does Knowledge about Writing Transfer? Student's Perceptions"
        Faculty: Linda S. Bergmann

Modern Language Association Convention 2008

"Deaf Students in Mainstream First-Year Composition: Some Considerations for Writing Program
        Administrators"
        Graduate Student: Danielle Cordaro

International Writing Centers Association, 2008

"Mapping Support for Diversity through Writing Center Administration"
        Associate Director: Tammy-Conard Salvo
        Graduate Students: Joy Santee and Richard Sévère

Invited Lectures

"Writing Across the Curriculum and Students' Perceptions of Knowledge Transfer," University of
        Toledo, Ohio, April 2009.
        Faculty: Linda S. Bergmann

Two-Day Workshop and Consultations, American University of Beirut, Lebanon,
        April 2009
        Faculty: Linda S. Bergmann

"Transfer and Academic Writing," Catholic University of Lublin, Poland, March 2009
        Faculty: Linda S. Bergmann

"Writing Across the Curriculum: To WAC or Not to WAC?" Let's Talk about Teaching Lecture
        Series, Sabanci University, Istanbul, November 2008
        Faculty: Linda S. Bergmann

"Making WAC Work at All Levels," Outreach lecture, Karakoy Communication Center of Sabanci
        University, Istanbul, November 2008
        Faculty: Linda S. Bergmann

"Writing Across the Curriculum: Why It Works and How to Start," KOC University, Istanbul,
        November 2008
        Faculty: Linda S. Bergmann

 "How and Where Does Knowledge about Writing Transfer? Students' Perceptions," Illinois
        Institute of Technology Humanities Colloquium, September 5, 2008.
        Faculty: Linda S. Bergmann

"The Writing Lab and Introductory Composition at Purdue"
>   Faculty in-service for Jackson High School, Massillon, OH, January 16, 2009
>   Tammy Conard-Salvo

"Online Tutoring"
>   Committee for Institutional Cooperation (CIC) annual meeting, Evanston, IL, April 18, 2009
>   Tammy Conard-Salvo

Appendix D: Evaluations and Comments

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

Student Evaluations of Individual Consultations	Student Responses	Percentage
Helpfulness of Consultation		
Helpful	3831	97%
Somewhat helpful	136	3%
Not helpful	16	0%
No response	0	0%
Likelihood that Learning from Consultation will Apply to Future Writing		
Likely	3822	96%
Somewhat likely	142	4%
Not likely	3	≤1%
No response	0	0%
Likelihood of Recommending Writing Lab Services to Other Students		
Likely	3832	97%
Somewhat likely	129	3%
Not likely	6	≤1%
No response	0	0%

Student Evaluations of ESL Conversation Groups	Student Responses	Percentage
Helpfulness of Session		
Helpful	554	95%
Somewhat helpful	31	5%
Not helpful	0	0%
No response	0	0%
Likelihood that Learning from Session will Apply to Future Conversations		
Likely	538	92%
Somewhat likely	46	8%
Not likely	1	≤1%
No response	0	0%
Likelihood of Returning for a Future Conversation Group		
Likely	558	95%
Somewhat likely	27	5%
Not likely	0	0%
No response	0	0%

Student Evaluations of In-Lab and In-Class Workshops	Student Responses	Percentage
Helpfulness of Session		
Helpful	546	89%
Somewhat helpful	10	10%
Not helpful	1	1%
No response	0	0%
Likelihood that Learning from Workshop will Apply to Future Conversations		
Likely	444	87%
Somewhat likely	65	12%
Not likely	2	1%
No response	0	0%
Likelihood of Recommending Writing Lab Services to Other Students		
Likely	395	77%
Somewhat likely	109	21%
Not likely	5	2%
No response	0	0%

Comments from Student Evaluations of Consultations

At the end of each consultation session or ESL conversation group, students have the opportunity to anonymously fill out a feedback form to evaluate their experience in the Writing Lab. The following selections constitute a small sample of the positive comments that students offered when asked to describe the most useful part of their experience in the Writing Lab:

Tutoring Style/Personality

- I liked how he didn't just "fix" my paper. He made me do it and described everything I was doing so I understood.
- She has a great way of asking the hard questions I can't answer, but helping me find creative ways of answering those questions.
- Excellent teacher. Didn't just do it for me, but allowed me to figure it out. Very good!
- He was a really great tutor. We went over the final touches on my paper. I was really satisfied and I feel like I can turn in my paper with confidence.
- She read the essay with me and pointed out unclear statements. Then she inspired me to find solutions by myself.
- Very personable and didn't give me solutions or answers, but guided me towards recognizing my mistakes.
- He was a good listener, and I did not feel like I was being judged.
- She was approachable and helpful. Her knowledge and experience greatly benefitted me. I will be coming back.
- The consultant was from my educational background which was really helpful.
- He was willing to go slowly and repeat himself. He also added his personal experiences as examples.
- She really focused on the things I was most concerned with. She really seemed interested in what the assignment was about. Excellent job!!

Techniques

- He used diagrams, which was very helpful to me because I am a visual person.
- Wonderful experience! She taught me the paramedic method. One of the most helpful writing techniques I have ever learned! I will use it a lot!
- She explained the material more clearly to me. I was able to group concepts and ideas I did not understand before.
- The consultant read my paper out loud and that helped me better understand my paper. I notice more problems when someone else reads it to me.
- My tutor got a manual for resumes to show me examples. It helped to see a hard copy.
- Setting up a compare/contrast list. This allowed me to brainstorm my ideas critically. These critical ideas will help my organization for my analysis.
- He helped me come up with my own thesis by asking questions about my topic. He also helped show me how to relate all my evidence to my topic. He was a great help.
- I liked the way she wrote ideas at opposing ends of the paper and we branched out ideas and connected them. It made a long paper seem less scary.
- He had me rewrite problem sentences while I was here. He also made sure that my assignment met the criteria of the class.

Content of Consultation

- I received very good feedback about my thesis and transition sentences, which my teacher really stressed was important. I found that very helpful.
- Being told to switch around certain aspects of my cover letter to stress the importance in relation to the requirements of the job, but also stress my unique qualities as a candidate. Thanks!
- It was very helpful in showing me what was repetitive and helped me focus more on how to sell myself to a potential employer.
- He helped me see the difference between summary and analysis and specific parts of my paper.
- Emphasized how to make my document more eye catching.
- Learned that it is extremely important to quote correctly.
- Learning about the "genre" of writing grad school letters – very important and something I knew little about!

Appendix E: Use of the Online Writing Lab (OWL), 2008-2009

Jeffrey Bacha, OWL Technical Coordinator
H. Allen Brizee, OWL Coordinator

Use of the Online Writing Lab (OWL)

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

- A content-rich website of writing-related materials at http://owl.english.purdue.edu
- Email (OWLMail) responses to questions via a web form at http://owl.english.purdue.edu/contact/owlmailtutors
- *The Purdue OWL News*, a bi-weekly email newsletter that contains writing-related questions, answers, and information about the Writing Lab and Purdue OWL at http://owl.english.purdue.edu/purdueowlnews/
- A site for research on the OWL for Purdue students and staff, as well as a source of research-related information for composition scholars at owl.english.purdue.edu/research
- A site for community engagement at owl.english.purdue.edu/engagement/.

Between May 1, 2008 and April 31, 2009, the Purdue OWL website served 128,127,715 pages, a 15.4% increase in page views from 2007-2008 (111,038,482 page views). The Purdue OWL transferred 11,072.35 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 countries such as 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 at the end of this appendix.

Our most popular resources include our MLA and APA citation guidelines, 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.

Our OWLMail service answered 3,100 questions this academic year from Purdue students, faculty and staff and from other users who include high school students, workers in business and industry, and English language learners from other countries.

The *Purdue OWL News* has continued to be distributed in bi-weekly emails to our 15,000+ subscribers, and features writing-related information. A writing question of the week and a user question-and-answer system is being replaced in the coming year with the Purdue OWL Helpnest Wiki.

Undergraduate Education Support

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

- Guidelines, heuristics, materials, and slide presentations on the diverse types of writing required at Purdue University
  - Materials that support the range of different approaches to teaching English 106, i.e., rhetoric, literary analysis, theory and cultural studies, poetry and creative writing
  - Materials that support writing across the curriculum and writing in the disciplines, including resources for engineering, the sciences, liberal arts and social sciences
- Resources focused on the Purdue experience: from the OWL homepage, students can access a list of these materials located at http://owl.english.purdue.edu/owl/resource/682/01/
- Writing assistance from the OWLMail respondents
- An online tutoring system, the Virtual Consultant @ Purdue (VCaP), currently in its pilot stage (discussed below)
- Information on face-to-face writing tutor services in the Writing Lab, i.e., hours of operation, contact information, information for instructors and students on writing workshops.

Last year, 5,922 requests were made to copy OWL materials for classroom use by instructors in all disciplines.

Improvements and Changes at the Purdue OWL

Retiring the "Old" OWL
Between 2008-2009, the OWL staff finished updating and transferring the 200+ resources from the "old" OWL to the new OWL, which features a more usable design based on usability research conducted from 2006-2008. The new OWL is also W3C[*] and section 508[†] compliant, which enables people using adaptive technologies (such as the JAWS screen reader) to access and use the OWL. During the update process, the OWL staff made adjustments to material to reflect contemporary pedagogical approaches.

Archimedes Content Management System
This year, the OWL staff continued to develop and customize Archimedes, a custom-built Content Management System (CMS), that allows Writing Lab staff to implement and control the massive amount of content in the Purdue OWL. The OWL staff focused on integrated the Engagement and Research sections of the OWL into Archimedes and used this opportunity to increase the effectiveness of the system's interface.

CROW Content Management System
One of the new projects that the OWL staff began developing this year was a Computerized Repository for Organizational Work flow (CROW). CROW is a new content development system designed to allow OWL content developers the ability to submit their projects and track the hours they work all in one application. CROW has been developed to replace the content development system currently begin used by the OWL Coordinator. Additionally, the system is designed to function like a basic word processing program that automatically formats the content developers' work in HTML code so their project can be posted without any additional work by the OWL staff. There are a number of benefits of this system:

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[*] According to its Website, "the World Wide Consortium (W3C) develops interoperable technologies (specifications, guidelines, software, and tools) to lead the Web to its full potential. W3C is a forum for information, commerce, communication, and collective understanding."
[†] Section 508 "requires that Federal agencies' electronic and information technology is accessible to people with disabilities."

- OWL content developers will work in a word processing-like environment (what you see is what you get – WYSIWYG) while at the same time marking up content in html for direct posting on the OWL
- Since OWL content developers will be marking up their work, the OWL Coordinator will not have to spend a large amount of time coding html and will be able to focus on proofreading and developing projects, thereby increasing the accuracy and content of the OWL.

OWL2 Server

With the help of CLA-IT, the OWL staff was able to get the new second OWL server online. The new server has dramatically reduced the load of the original OWL server and has almost entirely eliminated the possibility of a server crash and the need for a manual restart after a crash. In addition, the two OWL servers are now backing each other up every day. Lastly, in order to ensure redundancy, a desktop computer and an external hard drive in the OWL office back up the OWL once per month.

Collaboration with the Assistive Technology Center (the JAWS Screen Reader)

Based on findings from the fourth generation of OWL usability research (which focused on accessibility of the OWL), OWL staff collaborated with the Purdue Assistive Technology Center (ATC) to improved the usability of the OWL for people using adaptive technologies. Specifically, the OWL staff worked with the ATC to install the JAWS screen reader application on a computer in the OWL office, so that OWL resources could be tested during development to ensure their use with screen readers. Testing OWL resources with JAWS during development is an important step to ensuring OWL compliance with W3C and section 508 standards. Because of the OWL's redesign to comply with W3C and section 508 standards, and because of the OWL staff's collaboration with the ATC, the Purdue OWL is a pioneer in the area of accessibility research for online writing labs.

The Undergraduate Professional Writing-OWL Internship Position

Between 2008-2009, the Purdue OWL Coordinator and the Writing Lab Associate Director developed curriculum for the Undergraduate Professional Writing-OWL Internship Position to help serve the needs of students in the English Department. The internship was approved for spring 2008 and listed as English 49000. The PW-OWL internship was established to help undergraduate students in professional writing gain experience in a cutting-edge, multi-media, global writing environment. Interns worked with OWL staff to edit and refine existing OWL resources and develop new materials. Students also read scholarly work associated with professional writing and OWLs and learned about the history and uses of OWLs as cyberspaces for writing instruction and collaboration. Writing assignments for the internship included two short reports, a short OWL-related project, and a longer OWL research project.

The internship has three goals: 1) to help students develop skills in professional writing; 2) to provide a professional working atmosphere in which students may gain experience; 3) to help students expand their portfolio of work to assist in job placement after college. Work completed for the PW-OWL internship helped the first student, Kate Jackett, win a consulting position for a start up company called Nutrabiotix and a paid internship position at CTB McGraw-Hill in California.

Engagement and the Purdue OWL

http://owl.english.purdue.edu/engagement/

One of the most exciting additions to the OWL is the new Engagement area that houses partnerships between the Writing Lab the community of greater Lafayette. The Engagement area serves as a sustainable resource for outreach projects. The goal of this area is to provide literacy material for local organizations and OWL users worldwide. Another goal of the Engagement area is to provide an

interactive space for Writing Lab staff and members of the English Department to continue working with local communities. Engagement is an important part of the Purdue land-grant state university mission, and it is an important part of the Writing Lab's history.

This Engagement area, however, is different from past Writing Lab efforts. OWL resources developed for specific projects by members of the Writing Lab or members of the English Department are being more widely disseminated to OWL users. These engagement resources have been (or are being) developed *with* OWL users or members of local organizations. Therefore, work housed here represents a participatory approach to resource authorship (civic invention) that teams users with developers, as well as the university with the community, in close, collaborative, and ongoing relationships. Below is a list of current engagement projects with descriptions:

Community Writing and Education Station (CWEST)
http://owl.english.purdue.edu/engagement/index.php?category_id=1
CWEST (pronounced ―quest) is a sustainable, collaborative civic engagement literacy project. Literacy materials are being developed in close cooperation with the Lafayette Adult Resource Academy (LARA), a local adult basic education program: http://www.lsc.k12.in.us/laraweb/. Resources are also being developed with WorkOne Express, one of Indiana's state employment agencies: http://www.workonelafayette.com/index.cfm. Specifically, the CWEST contains the following material: GED preparation resources, ESL resources, workplace and personal finance literacy.

Major goals for the project are as follows:
- To integrate local civic engagement as part of the OWL's mission
- to communicate with LARA to understand their needs and to address those needs through sustained collaboration
- to investigate and disseminate information about practical and theoretical relationships among local civic engagement, public discourse, and Composition Studies to the academic community at large.

To encourage sustainability, CWEST work has been integrated into the OWL mission. To foster participatory design, CWEST work is developed *with* LARA, and this work integrates empirical usability and outcomes research. To date, CWEST has received funding from the Purdue Writing Lab, the Purdue Liberal Arts Community Engagement (PLACE) program, the Purdue Office of Engagement, and the Purdue Research Foundation.

The CWEST area of the OWL has also served as a pilot platform to test the OWL's new three-tiered navigation organization, which grew out of the OWL usability project that ran from 2006-2008.

Indiana Department of Transportation (INDOT) Workshop Series
http://owl.english.purdue.edu/owl/resource/727/01/
This Writing Lab workshop series offers civil engineers working at the INDOT Researcher Center in West Lafayette a series of workshops in technical writing, aimed at the specific writing they do. Purdue Civil Engineering faculty and graduate students joined the INDOT engineers at these on-site workshops, the materials for which were posted on the OWL. Recently, the INDOT Workshop Series project has led to a workshop project partnering the Writing Lab and the Department of Homeland Security on APA resources.

One Laptop Per Child "Buy One, Give One"
http://owl.english.purdue.edu/engagement/
This engagement project involves the One Laptop Per Child (OLPC) foundation (http://laptop.org/)

and the Writing Lab's efforts to contribute to this educational technology program. In 2007, the Writing Lab participated in the OLPC's ―Buy One, Give One program: the Lab purchased an XO laptop and contributed an XO to a child in a developing nation. In fall 2008, the Writing Lab partnered with an English 421 technical writing course to conduct further usability research on the XO and to develop instructional material for XO users to access and integrate OWL resources into their writing pedagogy.

The English 421 student group worked with local teachers to develop a feasibility study on using the XO laptop in the greater-Lafayette area. Through this project, the Writing Lab hopes to connect global engagement and education efforts with local engagement and undergraduate writing pedagogy.

Words on the Go (WOTG)
http://www.gocitybus.com/wordsonthego/index.htm
Words on the Go is a group of volunteers working in collaboration with staff at CityBus to mount poetry on board our local buses. Our aim is to celebrate language and to encourage the use of public transportation. And in the process of soliciting and showcasing local poetry, we hope to build a rich sense of community. Although poetry-on-the-buses is an international phenomenon, Words on the Go is somewhat unique in its focus on community participation.

Research and the Purdue OWL
http://owl.english.purdue.edu/research/
 The OWL Research area contains scholarship on the Purdue OWL, as well as other OWLs at other institutions. OWL staff hopes that this area becomes a clearinghouse for OWL scholarship. The area also houses the OWL usability report and the OWL Usability Project's data.

ECWCA 2009 Web Site
https://owl.english.purdue.edu/ecwca/index.php
To help support the East Central Writing Centers Association's 2009 annual conference, the OWL staff developed an online proposal submission and review system. This system successfully managed the ECWCA conference website, and helped the Writing Lab host this scholarly conference.

Multimedia Resources
From 2008-2009, the OWL added a number of exciting multimedia resources. The resources include:

- Podcasts hosted on the Purdue BoilerCast system, which also elevates their visibility on the iTunesU academic podcast network. (http://owl.english.purdue.edu/owl/resource/733/01/) on
   o Introduction to Rhetoric
   o Inventing and Prewriting
   o Ethos, Pathos, and Logos (Aristotle's proofs)
   o Composing for Different Types of Media

The OWL Podcasts are

- Flash movies (http://owl.english.purdue.edu/owl/resource/739/01/) on design elements
   o Contrast
   o Alignment
   o Repetition
   o Rhetorical Approaches to Photography

VCaP Online System
Based on the results of some preliminary testing conducted in 2008, the Virtual Consultant at Purdue (VCaP) was redesigned to help match the needs of the Writing Lab staff. Additionally, working closely with the English 515 class, new usability tests have been developed for the system and future revisions of the system based on user-preferences and needs are anticipated. Unlike OWL Mail, this system will allow writing tutors to respond to entire papers using the collaborative model of face-to-face tutoring. VCaP will be made available to all Purdue students in various stages, beginning with first-year composition courses and distance education courses and then to other undergraduate and graduate students. This system is still in the pilot stage.

Link Requests for the Purdue OWL

Purdue OWL received a total of 2,208 requests for visible links from other sites on the Internet this year.

Future Plans for the OWL
The following are areas of work planned for the OWL:

- Finalize Archimedes Content Management System and the new OWL page design
- Continue engagement work with organizations in greater Lafayette and around the world
- Continue implementing usability and accessibility research findings/design and foster closer relationship with ALPS/Adaptive Programs
- Pilot, test, and implement CROW
- Develop new ways of transferring/fostering information on writing and research: Podcasts, Flash Movies, MySpace, Facebook
- Continue customizing and pilot testing VCaP online tutoring system for an impending release
- Update the existing OWL taxonomy to reflect usability research and the three-tiered taxonomy design featured in the CWEST area of the OWL
- Revamp the OWL Mail system to incorporate evolving Web 2.0 technologies
- Develop the OWL Helpnest Wiki to facilitate interaction with OWLNews subscribers

Unsolicited Comments from OWL Users

The following is a selection from among the thousands of these comments received each year, chosen to reflect the range of users and uses:

I just wanted to thank you for the excellent website. I've come to it again and again over the past five years of my on-again/off-again college career. So thanks; it's been an invaluable tool! - Little Rock, Texas

Thank you. I have always referred to the OWL writing lab since I began teaching Academic Writing some time back. You provide a wonderful resource. – Singapore

I love the site. I'm just beginning to explore all of your resources. Thank you! – K-12 teacher, Massachusetts

This is a really great website. I have recommended it widely to friends and colleagues. – Bombay, India