Appendix D: Graph and Charts

Appendix C: Comments from OWL users

Appendix B: Evaluations and Comments

Appendix A: Statistical Use of the Writing Lab

B. Staffing, Services, Users, and Future Plans
A. Summary of Usage and Services

Muriel Harris, Writing Lab Director

1999-2000

Purdue University Writing Lab Report
Providing OME resources worldwide to users in over 100 countries and in higher education institutions worldwide:

- Contributing to outreach and accreditation review

  - Teaching and service of the profession
  - Center of Excellence for New Examiners (in the areas of scholarship)
  - The Director and prior reciprocity agreements with the National Council of Teachers of English
  - Presenting papers at national and regional conferences about Writing Lab work

- Widely published in national and international journals

- Involved in workshops for teachers and students worldwide
- Benefits from the wide distribution of curriculum materials

- Writing and editing national awards for the OME

Maintaining internal and national stature

- Available via OME for teachers to use, this addition will include in traditional classes
- Available to the OME for distribution to their members
- Resources for workshops led by the Writing Lab and used by faculty
- Resources for workshops led in classrooms and computer labs
- Resources for workshops led in ELL study centers
- Resources for workshops led in other institutions

Incorporating use of technology in instruction

- For instructors and professional development
- Resources for workshops led by experienced and other faculty members
- Resources for workshops led by experienced and other faculty members
- Resources for workshops led by experienced and other faculty members
- Resources for workshops led by experienced and other faculty members

- Serving instructors

Services

- Details of OME work are available in the Personnel Development report sent to the Provost's office.
- Details of the substantial use of the Lab are included in Appendix 4 and in Appendices 7 and 9.

Use of Internet Services via OME (Online Writing Lab):

<table>
<thead>
<tr>
<th>Use of Internet Services via OME (Online Writing Lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2, 10093/71</td>
</tr>
<tr>
<td>1, 10069/88</td>
</tr>
<tr>
<td>2, 10793/96</td>
</tr>
<tr>
<td>2009/7/12</td>
</tr>
<tr>
<td>13, 107/18</td>
</tr>
<tr>
<td>7, 1096</td>
</tr>
</tbody>
</table>

A Summary of Use and Services

During the 1999-2000 academic year, the Purdue University Writing Lab continued to expand its services with its new online writing lab, and the number of users increased significantly. The lab provided resources and services to teachers and students worldwide, including workshops, papers, and presentations. The lab also continued to publish widely in national and international journals, and its resources were available for use in traditional and online classes. The lab's services included online writing services, and the number of users continued to grow. The lab's secure and confidential environment remained in place to protect student confidentiality.
Incorporating use of technology

In national and regional conferences, the video workshop based on their research in the Writing Lab, e-mails, presentations papers, and other academic activities are designed to enhance their own learning by understanding and evaluating the work of others. Students also have the opportunity to learn by interacting with peers and faculty. The new ESL self-study center has provided an excellent resource for helping them think for themselves and for increasing their confidence in their skills.

2. Services

Seven hours of tutoring time each week are available to students with writing difficulties. In addition, the Director of the Writing Lab is available to provide assistance during the Director's regular office hours. Assistance for OML (Online Writing Lab) and writing workshops is also available by appointment.

The 1999-2000 staff of the Writing Lab consisted of the following assistants:

1. Standing

B. Discussion of Staff, Services, Uses, and Future Plans

Language daily

Work and study related to computer programming and work in the Japanese and English departments. Daily trips to the writing lab and OML models for their daily activities from 7:30 a.m. to 12:00 noon. Beginning in April, the MLR present at the 12:00 noon presentations of technology. For the 2000-2001 academic year, the MLR presented at the MLR Technology Presentation at the annual MLR Technology and Environmental Session, IEA, Management (MEEM), Marine Science Department of Environmental

Materials, as well as the Peace Corps, NASA, Indian Department of Environmental
Faculty development

- Workshop groups and in-services with group projects
- Computer-assisted instruction (CAI) Program for national students to improve listening, reading, comprehension, pronunciation, and speaking skills, and
- ESL Self-Study Center

In addition to those courses offered at online form, additional training is provided for in-service teachers, and
- International Instructors
- In-service workshops held in the evening
- In-service workshops held in classes by instructors of instructors

In-service training for one group of national students and two groups of international students. (In-service training is based on workshops held in the evening.

Teaching English is a challenging task, but with the right approach, it can be rewarding. The following are some suggestions for effective teaching:

1. Use different teaching methods to keep students engaged.
2. Encourage peer interactions between students.
3. Provide regular feedback to students.
4. Use technology to enhance learning.
5. Create a positive learning environment.
6. Encourage students to ask questions and participate in class discussions.
7. Use real-life examples to illustrate concepts.
8. Keep the pace of the lesson at a comfortable level.

In addition to these strategies, it's important to remember that each student is unique and requires individual attention. By tailoring your teaching approach to meet the needs of your students, you can help them achieve their goals and become successful learners.

Additional services offered include the following:

- Online tutoring and assistance in English
- Writing help for students
- Assistance with faculty development and campus activities

Many students find it challenging to adjust to the pace of college-level work. This can lead to feelings of anxiety and stress. To help students manage these feelings, it's important to provide support and resources. This can include counseling services, study groups, and access to online resources.

In conclusion, teaching English requires patience, creativity, and a willingness to adapt to the needs of your students. By using the strategies outlined above, you can create a positive learning environment that fosters growth and development.
The director of the Writing University, with the help of his staff, has expanded the activities of the Writing Lab. By mid-year, the lab had received over 3,000 student essays. The director has been able to assign an average of two essays per day for the first two months of the school year. A survey of freshman students has shown that the Writing Lab is the most popular place on campus for writing assistance.

The need for an Assistant Director and a Lab Administrative Manager

1. The Need for an Assistant Director and a Lab Administrative Manager

4. Future Plans and Goals

- Workshop on the world's leading questions about OML
- Workshop on North American Writing: how to write a college-level essay
- Workshop on the use of OML's handbooks and resources
- Workshop on the use of OML's handbooks and resources
- Workshop on the use of OML's handbooks and resources
- Workshop on the use of OML's handbooks and resources
- Workshop on the use of OML's handbooks and resources

3. Users

- National Council of Teachers of English
- National Council of Teachers of English
- National Council of Teachers of English

4. Workshop List

- Workshop on the use of OML's handbooks and resources
- Workshop on the use of OML's handbooks and resources
- Workshop on the use of OML's handbooks and resources
- Workshop on the use of OML's handbooks and resources
- Workshop on the use of OML's handbooks and resources
- Workshop on the use of OML's handbooks and resources
- Workshop on the use of OML's handbooks and resources

4. The Need for Additional Tutorial Shortcuts

resources and include new PowerPoint workshops

updated and expected to have new revision online soon. This next revision will be easier to

The OWL was in need of a refresh and a major reorganization. That is currently

2. The Development of Multimedia Workshops

years with none of the needed administrative assistance. 

In June, the Purdue University Writing Lab conducted a need for a paranormal assistant

Position Statement: Position become an eleven-month one

that her role be more appropriately filled within administrative management and that her

administrative manager. We are seeking a Director of the Writing Lab who will have the

Chief of the other additional components of the job. The position is the length and

also responsible for the management of the administration. The director position is

and requires many added skills and responsibilities beyond the level shown in this job.

副秘书长's title. The director's tasks include advising students and faculty on the Writing Lab.

as well as overseeing the director's job.

student assistance is not provided. The responsibilities for the staff that are part of the Writing

some focused writing courses and no graduate courses in the Writing Lab. This director job is

staff of the OWL with Oared and Development of the Writing Lab. The director position is

and the director is responsible for the development of the writing center. The director is

the director is responsible for the development and management of the Writing Lab. The

The OWL is organized as the Writing Lab workshop. Training sessions in

As the Writing Lab expanded is services to include in-lab workshops, training sessions in

one insertion with students has diminished. We wanted the English Department to

classrooms, and exam response to offices for writers, the available hours for tutors, one-to-

classrooms, and exam response to offices for writers, the available hours for tutors, one-to-

additional in-class instruction. The Writing Lab has often been described as the

teaching assistants. We also recognize their standards should be continued to be able to perform

teaching assistants. We also recognize their standards should be continued to be able to perform

from personal teaching assistants. In the Writing Lab, we hire teaching assistants that at least one

additional in-class instruction. We wanted the English Department to

3. Courses with 10 or more requests per semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1169</td>
<td>Psychology</td>
</tr>
<tr>
<td>1165</td>
<td>CIS</td>
</tr>
<tr>
<td>1160</td>
<td>CE</td>
</tr>
<tr>
<td>1156</td>
<td>POLSCI</td>
</tr>
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<td>1154</td>
<td>EDPA</td>
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<tr>
<td>1152</td>
<td>CDFS</td>
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<td>1150</td>
<td>EDCM</td>
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<td>1148</td>
<td>Communication</td>
</tr>
<tr>
<td>1147</td>
<td>History</td>
</tr>
<tr>
<td>1146</td>
<td>Agriculture</td>
</tr>
<tr>
<td>1145</td>
<td>Industrial Technology</td>
</tr>
<tr>
<td>1143</td>
<td>Econ</td>
</tr>
<tr>
<td>1142</td>
<td>Management</td>
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<tr>
<td>1141</td>
<td>English</td>
</tr>
<tr>
<td>1140</td>
<td>DepEd</td>
</tr>
</tbody>
</table>

2. Most requested use of the Writing Lab by departments

A detailed statistical report of OWL usage is available at:

<table>
<thead>
<tr>
<th>Type of Use</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.109,371</td>
<td>1,722</td>
</tr>
<tr>
<td>World Wide Web</td>
<td>2.107,648</td>
</tr>
<tr>
<td>Other</td>
<td>7,066</td>
</tr>
<tr>
<td>200</td>
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<td>326</td>
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</tr>
<tr>
<td>393</td>
<td>78</td>
</tr>
<tr>
<td>1265</td>
<td>77</td>
</tr>
</tbody>
</table>

1. Types of usage

- General Writing
- In-class Workshops
- OTST Workshops
- English 100 Writing Groups
- Writing/Editing in the Lab
- Self-instructional Essays (ESL)
- Individual Appointments
- Handouts to students
- Handouts to instructors
A chart on page 12 shows the use of the Writing Lab by schools, excluding first-year composition.

A chart on page 12 shows the use of the Writing Lab by schools, including first-year composition.

A chart on page 12 shows the use of the Writing Lab by schools, with and without the inclusion of required first-year composition courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Use of Writing Lab</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>FD 311</td>
<td>English 250</td>
<td>75</td>
</tr>
<tr>
<td>FD 321</td>
<td>English 390</td>
<td>11</td>
</tr>
<tr>
<td>FD 421</td>
<td>Sociology 220</td>
<td>25</td>
</tr>
<tr>
<td>FD 722</td>
<td>Average 396</td>
<td>5</td>
</tr>
<tr>
<td>HL 499</td>
<td>History 295</td>
<td>10</td>
</tr>
<tr>
<td>PRS 494</td>
<td>English 430</td>
<td>2</td>
</tr>
<tr>
<td>PRS 711</td>
<td>History 60</td>
<td>1</td>
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<tr>
<td>PRS 731</td>
<td>Average 335</td>
<td>10</td>
</tr>
<tr>
<td>PRS 732</td>
<td>English 001</td>
<td>12</td>
</tr>
<tr>
<td>PRS 733</td>
<td>English 002</td>
<td>12</td>
</tr>
<tr>
<td>PRS 734</td>
<td>English 003</td>
<td>12</td>
</tr>
</tbody>
</table>
A. From Instructors Whose Students Used the Writing Lab

Comments

4% 5% 6% 7%

Suggestions

Evaluations

Appendix E
If you even care slightly about your grade, you would come back.

I think this is a great program.

I was very interested with how they go about helping

We met with the tutor and got more focused on my paper.

I was given a lot of helpful information that I feel will really improve my writing.

I was not able to get help from someone who is on the same page and not better than

I was nice to get help from someone who is on the same page and not better than

The tutor helped me understand the assignment better.

I do not have all the ideas in my head.

I know now exactly how to write the essay.

I am not only learning new things, but that needs changes to any paper. I came out

I am not only learning new things, but I need to change.

It is easy to talk to get help.

It is well organized and get so people can come in any time to get help.

I have this idea that

This is a friendly staff.

I really enjoyed working in a small group where, some helpful tips to write. This lab is just great.

Very helpful without being condescending.

Very helpful without being condescending.

The tutor was very personable, made me feel comfortable, able to ask "stupid" questions.

He made me feel more confident about revising my paper and my topic.

B. From students who met with tutors in the Writing Lab

The Writing Lab is one of the most important pedagogical resources on campus. It

Always room and a friendly person (S. Tally, COM)

The Writing Lab provides one-on-one help for my students and builds their confidence

My students can come in to talk (E. Hanks, English)

I have a lot of fun when I talk to the tutor (S. Brumfield, English)

The new workshops are great (S. Barkley, CS)

The Writing Lab provides one-on-one help for my students and builds their confidence

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My students can come in to talk (E. Hanks, English)

I have a lot of fun when I talk to the tutor (S. Brumfield, English)

The new workshops are great (S. Barkley, CS)
I wanted to start off with a photo about how I can be more specific.

I believe it is important to have a clear understanding of the topics and to practice the skills involved.

I have learned from my mistakes and understand the importance of practice and improvement.

I have learned the importance of being prepared and being able to work on my own.

I did not expect the paper to be a great example of the university's research.

I am now more confident in my writing ability. I have revised my own work and corrected my mistakes.

I think it is important to work on my own and not rely on others to do my work.

I believe it is important to be able to communicate my ideas effectively.

I feel more confident writing when going through my paper.

I felt confident with my ideas when revising my paper.

I think there are some areas I need to work on, such as grammar and sentence structure.

I need to work on my writing skills further.

This semester is a very different kind of writing for me.

You gave me feedback.

I feel very confident in my ability to improve my writing and my grades in English.

My future is very bright, and I believe I will continue to improve my writing and my grades in English.

I need to work on my organization and my ability to express my ideas clearly.

I believe it is important to work on my organization and my ability to express my ideas clearly.

I need to work on my organization and my ability to express my ideas clearly.

I believe it is important to work on my organization and my ability to express my ideas clearly.

I need to work on my organization and my ability to express my ideas clearly.

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I believe it is important to work on my organization and my ability to express my ideas clearly.

I need to work on my organization and my ability to express my ideas clearly.

I believe it is important to work on my organization and my ability to express my ideas clearly.

I need to work on my organization and my ability to express my ideas clearly.
Organization/Thesis
This was very helpful. I liked that her and I learned how to play with ideas and
understand my work laws and the reason.
I learned a lot from what you said.
I found the whole idea of the OML is great. Even my mother
likes the idea of it. She commented on how she made it happen.
I was very pleased. They care, and I love it. I learned well to student concerns.
I was very happy. I can make it better. I should have my paper.
I wish you could make more than one paper a week. Otherwise, this piece is great.
I was so encouraged.

This is a great asset.

The views were clear and made me feel comfortable.
When I learned was so useful.
My enthusiasm about writing is enhanced.
Knowledgeable and friendly.
Now I know a lot about insurance.
She helped me write a great essay about my paper.
It was a great experience. I have learned a lot. I learned something different to make my writing more efficient.

Can get the support.

I don't have to go into my paper. I can talk my ideas out with someone and they
Organized all of my thoughts was much clearer after taking with him.
Good enough assistance and friendly.
She showed me how to think focused.
She helped with incorporating what instructor wanted.
It was very helpful and humbling at all.
When the one-on-one work, I understood more clearly.
Difference.

I came from completely lost. I now very confident that I can write this paper with
The errors easily seen to clear up any questions that you have.

The wording lab helped me get with my papers. It would be neat if it was easier to

The writing lab helped me get with my papers. It would be neat if it was easier to

I liked him about the basic ideas behind the paper, and he helped us see the

I came here to improve my writing skills.

He fixed my thoughts.

I learned a lot.

I didn't realize how important
the writing lab is.
I thought I would like to express my gratitude for your wonderful website you have established.

[Signature]

[Name]

[Position]

[Institution]

I really appreciate your help and would like to express my sincere thanks to you.

Just a short note to let you know how gratitude I am to have found your site! I am a teacher of English in the Netherlands.

For a very helpful site, especially Carithers, American University of Asia, Colorado, St. Langa

I regularly refer my Sri Lankan students to your site for help on their writing projects. Thanks

When I saw what the Purdue OWL had done (and he effort on other universities [HT]),

Purdue OWL service is the most developed I have come across thus far on the web.

[Signature]

[Name]

[Institution]

My name is Xiong, and I am a junior at Mount Carmel High School, San Diego, CA. Our school

[Signature]

[Name]

[Institution]

My teacher even recommended it. Thank you.

[Signature]

[Name]

[Institution]

I would like to conclude that you all the best and most complete website about writing.

[Signature]

[Name]

[Institution]

I just love the Purdue OWL. Both concept and implementation are superb. It almost makes me

Appendices

Contents from our web

Page 12
I am a secondary English teacher in New York City, and I think what you are doing is great.

The time and effort to put this together, Mr. Brown, thank you to all of you who look into this. It will be a wonderful resource for so many people. Thank you to all of you who look into this to help.

Hi! I have just found your site and I use it just like English. I teach English school lectures at the University of California and I also teach junior secondary students with learning disabilities. I have just found your site and I love it.

Your site was a blessing. Thank you very much. I will use a research paper due tomorrow and of course he has wanted to start it.
D. OWL: Top 20 Domains from which requests are sent

18

C. Use of the Writing Lab by schools, excluding first-year composition

17

b. Use of the Writing Lab by schools, including first-year composition

16

a. Use of the Writing Lab by schools with and without the required first-year composition courses

Page 15

Graphs and Charts
Writing Lab Users By School

- Number of Users (excluding first-year composition)
- Number of Users (Including first-year composition)
Writing Lab Users By School (Including First Year Composition)

- Liberal Arts: 36%
- Management: 15%
- Pharmacy and Pharmacal Sciences: 8%
- Science: 7%
- University Division: 2%
- Veterinary Technology: 0%
- Veterinary Medicine: 0%
- Unknown: 2%
- Agriculture: 4%
- Consumer and Family Sciences: 8%
- Education: 3%
- Engineering: 10%
- Health Sciences: 3%
Writing Lab Users By Schools (Excluding First Year Composition)

- Veterinary Medicine: 0%
- Unknown: 2%
- University Division: 2%
- Veterinary Technology: 0%
- Agriculture: 15%
- Consumer and Family Sciences: 9%
- Education: 3%
- Engineering: 7%
- Health Sciences: 2%
- Liberal Arts: 22%
- Pharmacy and Pharmacal Sciences: 1%
- Nursing: 1%
- Management: 20%
- Science: 7%
OWL: Top 20 Domains

- [unresolved numerical addresses]
- .com (Commercial)
- .net (Network)
- .edu (USA Educational)
- purdue.edu (Purdue U.)
- .ca (Canada)
- .us (United States)
- .arpa (Arpanet)
- .au (Australia)
- .org (not for profit organization)
- .uk (United Kingdom)
- .tw (Taiwan)
- .de (Germany)
- .hk (Hong Kong)
- .jp (Japan)
- .fr (France)
- .sg (Singapore)
- .nz (New Zealand)
- .mil (USA Military)
- .th (Thailand)
- .mx (Mexico)
- .my (Malaysia)

Requests for Pages