

I. SUMMARY OF WRITING LAB SERVICES AND USE

A. Learning

During the 2002-2003 academic year, the Purdue University Writing Lab served Purdue students and faculty as follows:

Heavilon Hall Writing Lab

Number of individual users: 5,275

Total number of times used: 8,472

Learning with Technology

The Purdue University Online Writing Lab (OWL)

Website: 23,378,595 hits from over 125 countries

OWL Instructional workshops: 430,619 downloads

Hypertext self-study

workshops: 480,084 downloads

OWL handouts: 16,557,280 downloads

E-mail tutoring: 1,212 emails answered

In-class workshops: 21 provided on request

In-Lab workshops: 27 offered

Additional breakdowns of Purdue University Writing Lab users, which include public libraries, colleges, industry, government, non-profit organizations, and private users, are included in Appendix A.

B. Engagement with State, National, and International Users

The Purdue OWL News (weekly online newsletter): 10,329 subscribers (up from 6,975)

OWL e-mail responses by tutoring staff: 1,212 (includes Purdue students, Indiana residents, and users from around the USA and abroad)

Telephone Grammar Hotline: 321 phone inquiries

Consultations with visiting scholars on starting and maintaining a writing center: 14. See Appendix B for a list of visitors and their institutions.

Demonstrations

- 2003 Teaching, Learning, and Technology Showcase (April 2003): electronic poster session
- Computers and Writing 2003 National Conference (May 2003): Writing Lab booth in exhibits and site tour/open house drawing at least 75 visitors from universities around the country

Local Outreach: Workshops and tour for 36 students from Central Catholic High School

C. Discovery

Conference Presentations by Writing Lab Staff

- Conference on College Composition and Communication Pre-conference Workshop on Writing Centers (Professor Bergmann and four graduate TAs)
- East Central Writing Centers Association: Keynote address by Professor Harris; 3 presentations by 11 Undergraduate TAs; 2 presentations by 2 faculty and 5 Graduate TAs

Writing Lab Newsletter subscriptions: about 900 worldwide

New Awards to OWL

- ESL Magazine Editor's Choice Award 2002 (Best in Web)
- Web Feet Seal of Approval

Proposal for ITaP Digital Content Development Grant, "Writing in the Disciplines: Starting a Digital Resource Depository" (Professor Bergmann), funded.

D. Staff

Faculty:

- Director, Dr. Muriel Harris, Professor of English
- Associate Director, Dr. Linda Bergmann, Associate Professor of English

Fifteen graduate teaching assistants (GTAs), all of whom have taught at least one year of first-year composition (funded by the English Department). GTAs hold the following special area positions:

- Business writing coordinator
- English as a Second Language (ESL) coordinator
- Workshop coordinator
- OWL-mail coordinator

Undergraduate tutors:

- Ten undergraduate teaching assistants to tutor students in first year composition courses (funded by the English Department)
- Ten undergraduate business writing consultants to assist students with résumés and other job-related writing (funded primarily by other university sources)

Graduate student OWL staff:

- OWL technical coordinator (funded by University Reinvestment Grants)
- OWL coordinator (funded by University Reinvestment Grants)
- Hourly workers who develop electronic instructional materials

Support staff:

- Office manager
- Administrative Manager
- Part-time receptionist
- Six student clerical assistants

II. DISCUSSION OF LEARNING, ENGAGEMENT, AND DISCOVERY INITIATIVES AND ACCOMPLISHMENTS, 2002-2003

The Writing Lab helps students learn by providing an inviting, structured environment in which to reflect on and talk about their practices as writers with a trained tutorial staff. 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 in 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

- 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): training courses required for potential undergraduate tutors

Tutorials

This year the Writing Lab gave 5,085 writing tutorials. Tutorials consist of half-hour one-to-one tutoring sessions by appointment. In addition, drop-in assistance is available daily on a first come, first-served basis.

- Graduate TAs work with all students, including first year composition, 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 résumés, cover letters, and other career-related documents with students from across the university.

Evaluations of the learning that takes place in the Writing Lab, collected from students and teachers, are consistently very high.

- Point-of-contact evaluations (94% response rate): 93.9% of responding students rate their tutor in the “very helpful” range. Clearly students appreciate this service and believe it helps them learn to write. See Appendix C for more detailed assessment information.
- Certain key terms occur repeatedly in the open-ended response space on our assessment forms. Students tell us that they consider the tutors to be well-qualified, knowledgeable, and adept teachers; that they see real gains in their skill and confidence as writers from the tutorial sessions; and that they feel the comfortable, student-centered atmosphere of the Lab contributes to genuine learning and to improvement in writing performance. See Appendix C for a sample of student comments.

- Faculty repeatedly comment on the value of students' having another reader for their writing in tutoring sessions, and on the usefulness of Writing Lab handouts, workshops, and particularly the OWL.

Other Contributions to Student Learning

Workshops

- In-Lab Workshops: 20 presentations
- In-Class Workshops: 27 presentations, customized for individual classes; some of these "traveling tutors" move out of the classroom and into residence halls and student organizations.
- This year, the Writing Lab staff began consulting with faculty on using OWL workshops and other materials in their own courses, particularly in large, multi-section courses that need more iterations of the same workshop than Writing Lab tutors can provide.

In-Lab Resources

- Instructional handouts: over 200 handouts covering writing skills and issues, available in the Writing Lab and in printer-friendly format on OWL.
- Reference library of books, journals, and reference materials for student and faculty use; textbooks and handbooks that students can check out.
- Computer writing facility: 6 computers and a printer available for general student use throughout the day

English as a Second Language (ESL) Resources and Initiatives

Because nearly 50% of Writing Lab users (2,365 tutorials and 1,311 other services) are nonnative speakers, we have been investigating ways to better serve this clientele. The following new initiatives have been undertaken:

- conversation groups to practice informal spoken English (increased to 4 weekly meetings per semester)
- additional resources added to self study center
- restructuring the ESL archives for easier reference

The ESL coordinator, a Graduate TA responsible for overseeing ESL services and initiatives within the Lab, has continued educating Lab tutors on ESL issues and tutoring ESL students. Additionally, he has led ESL research projects within the Lab, including two surveys of nonnative-speaking clientele that resulted in two conference presentations. He also worked to increase communication between the Lab and the English Department ESL program by conferring directly with the ESL program directors, Professor Silva (Director of the ESL Writing Program) and Professor Berns (Director of the Program in English as a Second Language).

Undergraduate Teaching Assistants (UTAs)

In addition to providing weekly tutorials for at-risk English 101 students and general tutoring for first year composition courses, the UTAs improved their skills in teaching English as a Second Language by working with GTAs specializing in this area. They also

worked closely with the subcommittee planning the Writing Lab/English Composition interface for the new first year composition course.

Business Writing Consultants (BWCs)

In addition to offering individual tutoring sessions, the Business Writing Consultants (BWCs) conducted 12 workshops on resumes and cover letters, both in the Lab and around the campus; created a training manual for the BWC program; assembled a collection of interviews with current staff to add to the program archive; developed a “Resume Makeover” workshop and a handout on curriculum vitae; revised handouts and presentations already on the web; and expanded the BW reference library.

Support for Instructors

The Writing Lab offers instructors access to teaching materials for use in classes, including printer-friendly handouts for downloading and hard copies of handouts from our files.

The Writing Lab also actively helps classroom teachers in English and across the disciplines to develop and improve writing activities in their courses. In addition to ongoing work with faculty developing writing projects in several courses, this year’s work included

- consultations with faculty teaching large first year courses in the Schools of Engineering and Pharmacy
- presentations for curriculum committees in the Schools of Agriculture and Consumer and Family Science
- workshop for a School of Education dissertation support group
- lab tour for the School of Liberal Arts Workshop on Teaching Writing Intensive Courses.

Working to improve relations with the Introductory Writing Program in the English Department, Writing Lab staff gave presentations at three brownbag lunches for writing instructors and three workshops on teaching through conferencing at the orientation for the new first year composition curriculum. GTA Debrah Huffman published an article on how instructors can most effectively use the Writing Lab in the Spring *Introductory Writing Program Newsletter*.

Using Technology to Foster Learning

The Writing Lab integrates computers into the tutoring and learning process, and tutors use them to improve students’ computer writing processes, to demonstrate accessing OWL resources, and to help students master internet research. In the ESL self-study center, the Lab has acquired new programs that have made this a dynamic and frequently-used resource for international students. The OWL’s ever-improving website serves a widening range of Purdue students and faculty as well as offering a resource for users all over the world. (See Appendix D.)

B. Engagement

Writing Lab (OWL)

The Purdue OWL, with more than 23 million hits this year from around the world, offers testimony to Purdue's preeminence. The OWL's reputation as one of the foremost web sites for writing enhances Purdue's national and international stature, as well as providing a real and 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. In addition to publishing a weekly online newsletter, *The Purdue OWL News*, it serves as the archive for *The Writing Lab Newsletter*, widely recognized as an important scholarly publication in its field.

OWL contributes to recruiting efforts as a featured site on the HomeworkSpot.com K-12 website; moreover, several states link their secondary education web sites to Purdue's OWL, as do most other writing centers in the country. Appendix D contains a detailed account of OWL upgrades and improvements this year.

Grammar Hotline

Our telephone hotline responded to more than 321 inquiries, including calls from students, faculty, and staff at Purdue, as well as from across the State of Indiana and the United States

Consultations with National and International Visiting Faculty and Writing Center Professionals

The Writing Lab regularly meets with visiting faculty and writing center administrators who are starting writing centers or considering changes and improvements in them. This year we met with some 16 such visitors, including two from other countries. See Appendix B for a table of visitors and their affiliations

C. Discovery

Writing Lab Newsletter

Edited by Professor Muriel Harris and published by the Department of English, this newsletter, with about 900 subscribers, is one of two nationally-distributed and indexed publications on writing center theory, pedagogy, and administration, and is an affiliate publication of the National Council of Teachers of English

Conference Presentations

The Writing Lab generated presentations at a national academic conference, the Conference on College Composition and Communication, and at the regional East Central Writing Centers Association Conference. The Lab prides itself on giving undergraduates as well as graduate students the opportunity for this kind of professional exposure. See Appendix E for a list of presentations and presenters.

Funded Research

This spring the Writing Lab (Professor Bergmann, PI) received an ITaP Digital Curriculum Development Grant to create an online resource depository for discipline-specific writing instruction.

In-Lab Research Projects

The Writing Lab, in conjunction with students in English 680W (Graduate Seminar in Writing Center Theory and Practice), initiated three research projects, which will serve as the basis not only for improvements in Writing Lab services, but also for conference presentations (several already proposed) and publications in the scholarly literature of writing centers and composition studies:

- A study of ESL practices, including a survey of participants in conversation groups
- A study of relationship between first year composition and the Writing Lab, including in-depth interviews with Writing Lab staff and users
- A survey of instructors in the new first year composition curriculum who attended orientation workshops

III. PLANNING FOR 2003-2004 ACADEMIC YEAR

A. New Staff Positions

With the retirement of Professor Harris in May 2003, Professor Bergmann will assume the directorship of the Purdue Writing Lab. An Assistant Director (a full-time Administrative Professional) has been hired and is scheduled to begin working in mid-August. With the expected retirement of the current administrative manager in December, the full time clerical positions in the lab may be reconfigured; an upgrade of the office manager's position will be requested to reflect her substantial duties in supervising the reception staff.

B. Support for ENGL 106 (new first-year composition course)

During this first year of the new Introductory Composition Course (ENGL 106) that will replace the current courses in the fall of 2003, we anticipate that the Writing Lab will undertake substantial study of the relations between the course and our tutoring services and seek ways to coordinate our efforts with those of the Introductory Writing Program at Purdue. A new quarter-time position has been created by the English Department for a graduate teaching assistant whose responsibilities will be to coordinate the relationship between the Writing Lab and ENGL 106 instructors and students.

C. Technology Initiatives

The ITaP Digital Content Development Grant will involve the Writing Lab in a substantial effort to develop curricular materials, involving collaboration between schools. We foresee this work as means to pilot not only the development of discipline-specific teaching and learning materials, but also as a means of exploring the possibility of other collaborations in Writing Across the Curriculum between the Writing Lab and faculty in other disciplines and schools initiatives. This project will also involve considerable work with the Digital Learning Collaboratory, which we anticipate will be a source of ideas for future projects.

D. Goals of Specialized Tutoring Staffs and Coordinators

Workshops

- Update older workshops and develop new ones, particularly workshops that address discipline-specific writing practices
- Institute training sessions to foster the use and adaptation of workshops by instructors for particular courses
- Improve assessment forms and practices

English as a Second Language

- Institute a training session and develop an information packet for conversation group leaders
- Develop new, ESL-specific PowerPoint workshops
- Survey ESL students who use the Lab on how the resources help them and what additional resources we could provide
- Develop interface with instructors and mentors for the new composition course
- Increase training for UTAs on ESL-specific issues and tutoring strategies

Business Writing

- Build collaboration between Business Writing Consultants and the English Department Professional Writing Program
- Edit archival interviews obtained this year and produce a version suitable for distribution on the OWL

Undergraduate Teaching Assistants

- Establish a good working relationship with the new first year composition course and its instructors and students
- Increase and improve in-service training of tutors

Online Writing Lab (OWL)

- Collaborate with First Year Composition instructors to foster their use of existing materials and to develop new materials directed at the specific needs of that course
- Develop more interactive features, such as games and quizzes
- Increase collaborations with other disciplines and programs

APPENDIX A: BREAKDOWN OF USERS

1. Use of Services

Campus Writing Lab	Times Used	Individual Users
Tutorials	5,085	2,825
GROUP WORK		
In-class Workshops	21	752
Writing Groups	35	40
In-Lab Workshops	27	169
RESOURCES		
Handouts for Students	228	170
ENGL 100	8	3
Grammar Hotline	321	
INDEPENDENT WORK		
Conversation Groups & ESL	351	120
Self-study Resources		
Computer Use	1,980	968
Writing/Studying in the Lab	411	233
Total	8,472	5,275

Online Writing Lab (OWL)	Times Used
Website	23,378,595
E-mail Tutoring	1,212
Total	23,379,807

2. Types of Tutorials

Type	Times Used	Individual Users
Class-related	3691	2149
Résumés/Applications	499	363
Non-specified	895	313
Total	5,085	2,825

3. Use by Undergraduate and Graduate Students

Type of Use	Undergraduate	Graduate
Tutorials	4,071	713
English 100	8	0
GROUP WORK		
In-lab Workshops	107	54
Conversation Groups & ESL	50	247*
Self-study Resources		
RESOURCES		
Handouts for Students	94	19
INDEPENDENT WORK		
ESL Tapes/Study	45	241
Computer Use	1,615	147
Writing/Studying in the Lab	334	46

* The 54 users not reflected in the undergraduate/graduate student breakdown consist primarily of prospective students and family members of students.

4. Use by Schools

School	Introductory Composition	Other Courses	Total
Agriculture	145	176	321
Consumer & Family Sciences	119	341	460
Education	37	219	256
Engineering	411	778	1,189
Health Sciences	158	127	285
Liberal Arts	242	1,376	1,618
Management	406	613	1,019
Nursing	34	59	93
Pharmacy & Pharmacal Sciences	15	46	61
Physical Education	2	0	2
Science	285	428	713
Technology	125	375	500
Veterinary Medicine	8	14	22
Veterinary Technology	0	14	14
University Division-Undeclared	107	98	205
Other	4	20	24
Unknown	58	123	181

5. Most Frequent Use by Student Major (20 or more students)

Major School	Students
AGRICULTURE	
Agricultural Economics	32
Animal Science	45
FNB	16
Food Science	45
NRES	18
CONSUMER & FAMILY SCIENCES	
Child Dev. & Family Sciences	28
Dietetics	47
Restaurant Hotel, Institutional	141
EDUCATION	
Elementary Education	181
Instructional Technology	24
ENGINEERING	
Aero and Astro Engineering	88
Civil Engineering	149
Chemical Engineering	38
Electrical Engineering	111
Elec. & Computer Engineering	120
Food Process Engineering	22
Freshman Engineering	288
Industrial Engineering	173
Mechanical Engineering	144
LIBERAL ARTS	
Communications	208
English	390
Foreign Languages	39
History	41
Interior Design	26
Law and Society	52
Linguistics	31
Political Science	97
Psychology	181
Sociology	28
VCD	32
MANAGEMENT	

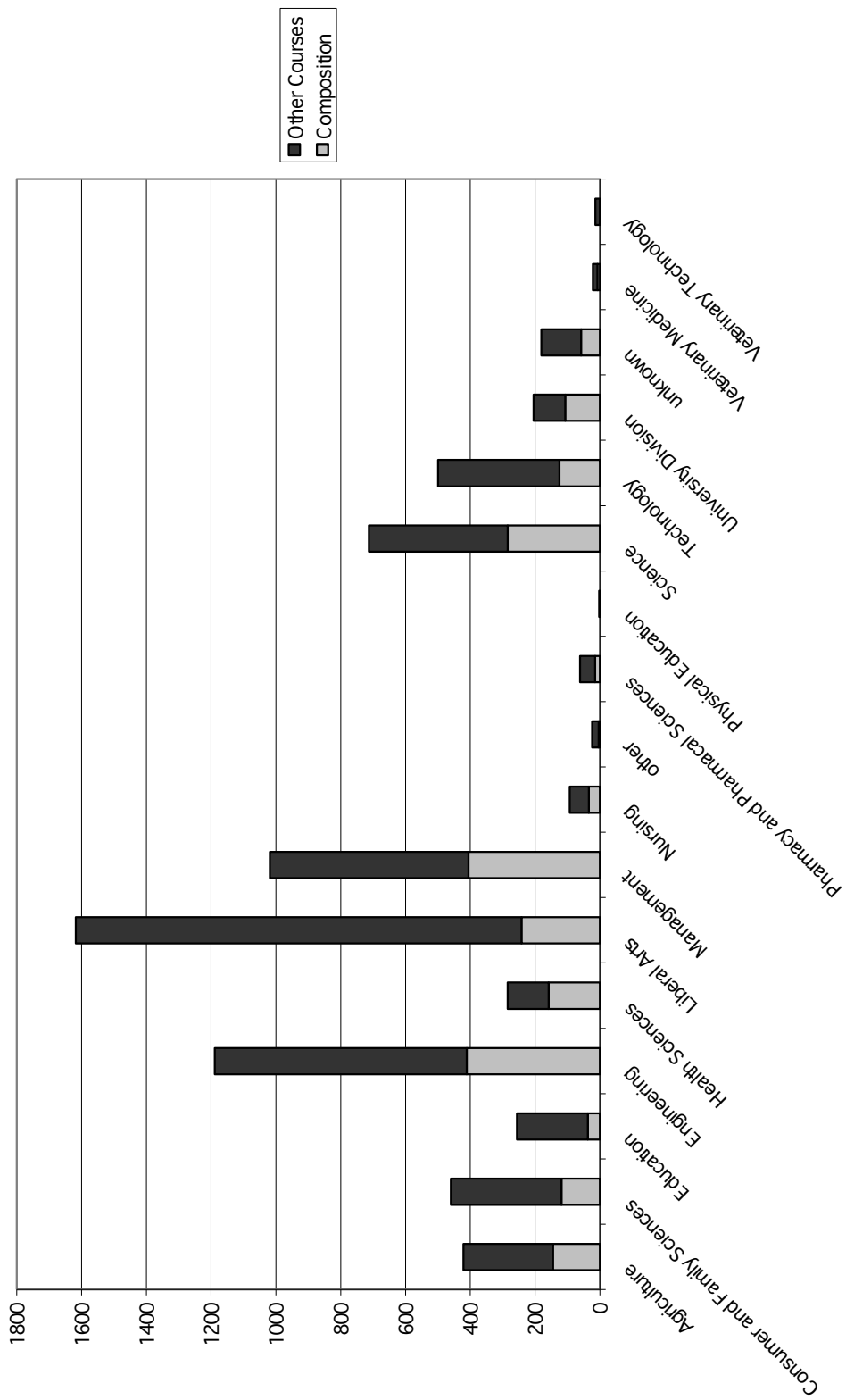
Management	648
Accounting	200
Economics	58
Industrial Management	80
Retail Management	82
PHARMACY	
Pharmacy	58
Pre-Pharmacy	203
SCIENCE	
Biology	87
Chemistry	31
Computer Science	187
Mathematics	124
TECHNOLOGY	
Aviation	46
Building Construction Mgmt.	54
Computer Technology	95
Computer Graphics and Technology	24
Mechanical Engineering Technology	24
Org. Leadership & Supervision	106

6. Courses with 10 or more student visits

	Times Used
ENGL 101: English Composition I	1,359
ENGL 102: English Composition II	611
ENGL 103: Accelerated First-Year Comp.	208
EDCI 205: Exploring Teaching as a Career	92
COM 204: Comm and Social Knowledge	59
POL 323: Intro to Environmental Policy	51
OLS 274: Applied Leadership	50
ENGL 250: Great American Books	48
ENGL 420: Business Writing	48
SOC 324: Criminology	47
CSR 332: Cross-Cultural Marketing	38
AGEC 331: Principles of Selling	33
CSR 309: Leadership Strategies	27
ENGL 390: Practicum in Tutoring	20

Writing		
NUR 404: Leadership in Nursing		18
IDIS 373: Issues in Afro-American		18
Studies		
ENGL 373: Science Fiction and Fantasy		17
ENGL 516: Teaching ESL: Theoretical		15
CE 497: Civil Engineering Projects		14
PHAD 243: Pharmacy in Health Care		13
System		
FNR 498: Special Assignments		13
ENGL 232: Detective Mystery Lit		13
ENGL 350: Survey of American Lit I		11
HIST 103: Intro. to the Medieval		10
World		

Student Users by School



APPENDIX B: LIST OF VISITORS TO THE WRITING LAB, 2002-03

Fall Semester

Cary Ser	Miami Dade Community College — Kendall Campus	Miami FL	July 13, 2002
Kees van Esch	University of Nijmegen	Nijmegen, The Netherlands	September, 2002
Rosemary Boze	Grace College	Winona Lake IN	October 3, 2002
5 guests	Second Language Writing Symposium	Purdue University	October 10, 2002
Rebecca Blackwell and Linda Noteboom	Kalamazoo Valley Community College	Kalamazoo MI	November 12, 2002
Harry Mosley	John A. Logan College	Carterville IL	November 18, 2002
Joanne Thompson + 3 colleagues	Raymond Walters College (University of Cincinnati)	Cincinnati OH	December 3, 2002

Spring Semester

Sadrul Amin	Independent University, Bangladesh	Bangladesh	January 13, 2003
Potential Donor	Accompanying Cathleen Ruloff (SLA development) and Dean Parcel		April 2, 2003
Andrea Krause	Hesston College	Hesston KS	May 2, 2003
Beth Goering	IUPUI	Indianapolis IN	May 2, 2003
Kathy Miller	Vincennes University	Vincennes IN	May 6, 2003
50 guests	Computers and Writing Conference Writing Lab Open House	Purdue University	May 22, 2003
Marshall Kitchens	Oakland University	Rochester MN	May 23, 2003

APPENDIX C: EVALUATIONS AND COMMENTS

Evaluations of Individual Tutorials (4,787 total students responding)

	Student Responses	Percentage
Quality of Instruction		
Very helpful	4,495	93.90%
Somewhat helpful	278	5.80%
Not helpful	9	0.19%
Amount Learned		
Learned a lot	4,231	88.38%
Learned a little	526	10.98%
Learned nothing	11	0.22%
Likelihood of Returning		
Very likely	4,418	92.29%
Somewhat likely	301	6.28%
Not likely	21	0.43%

Comments on Tutors' Qualifications and Competence

He not only gave me advice on the paper I brought in, but gave advice for all future papers. He was encouraging, patient, and knowledgeable.

Good listener, a very helpful, very knowledgeable tutor—[the Writing Lab] is awesome. I had a lot of good ideas, but I couldn't explain them until she showed me how to break them down to relate them to my thesis statement.

She gave very helpful suggestions to intro and throughout the paper. She was helpful with logistics as well.

He pointed out things from a student's and teacher's point of view.

She helped me elaborate my ideas, and share many different directions that I could take my paper which helped immensely.

She gave me numerous ideas for improvement as well as positive criticism . . . (always nice).

Although it is a very specific subject, I could communicate with her. She is the best tutor that I have had.

She took her time to see what was actually needed in the paper and worked with me to improve it.

Excellent: she wasn't rushed, listened well, tried to do what I wanted, not just made me do like many teachers. Her smile starts my day right.

It was very helpful to me to hear from a professional other than my professor.

I have come to the Lab many times, and she is overwhelmingly my favorite tutor. She had a handout for me to reference, as well as being very personable. She is a great tutor!

He opened new doors. He showed me how to look at new ways of framing and developing my essays.

I had great feedback on how to write the papers and it was really productive coming to the Writing Lab.

Helped me see my paper from another perspective, We didn't get through the entire paper in my time, but what we covered, I learned; he helped me see where to add more to my paper

She was very easy to talk to. She helped me understand my paper. She did a very good job. I learned a lot about little things I was overlooking. I learned I need to write not so I understand, but so that the reader understands. This will help me a lot. It showed me things I was overlooking.

It really helped to speak out loud; also, I thought she was very enthusiastic and well spoken; she was very knowledgeable

She had good ideas and pushed me to think of my own; we talked about my paper and different ways to look at it; it was really helpful.

Even though she did not know much a/b my paper's subject, she still helped quite a bit. I liked that she had me read the paper out loud. It's very helpful at getting me going. She asked me questions first, trying to understand what I wanted; then, we worked on solutions. I knew what I was trying to do. She gave me a couple of options to try. She opened out thoughts very well. She did a very good job in trying to understand our assignment—helped us out very nicely.

I hit a blank on my research paper—it's been over 20 years since I last wrote one!!! She was very helpful and very patient with me. It was a challenge for her, I'm sure—but she didn't show it!

She seems to find tutoring very enjoyable and therefore looked closely at what needed help. She directly went over my biggest concerns with the paper also. She showed how reading out loud is a great help and how to look at the body of the paper and then fix the thesis to fit it better. It is great to feel comfortable with my paper and get help from a peer rather than getting nervous about it when asking a professor or TA.

Comments on the Quality of Student/Tutor Interactions

I was worried about feeling awkward, but she made me very welcome and she was very helpful.

He was very nonjudgmental and supportive when I couldn't figure out what to write.

Tutor very willing to listen and allowed ME to make my own changes, definitely helped me see my own mistakes. (BW)

He is a very friendly, helpful gentleman. I can feel his sincerity and willingness to go beyond the duty.

Very helpful, supportive—Terrific staff support as well!

She took the time to listen to my questions and answered them in a way that was understanding and helpful

She was very helpful, patient, and understanding.

Friendly, useful info & explaining why. My tutor was very friendly & helpful.

She was very friendly and kind. Very good eye contact.

Comments on Gaining Confidence and Skill as Writers

I feel more confident with my paper. I am excited to apply the suggestions she made.

My 20 page paper now seems to have a direction, I am also applying what I learned before.
 . . . it works!

I was unsure of my teacher's comments, but my tutor opened my eyes to what they meant.
 I know my grade will increase.

I feel this paper will flow better, be more organized and easier to do from just one visit.
 It enables me to be more confident in my papers and citing methods.

It helped me organize my thoughts into a coherent paper.

I don't know why I ever struggled with writing. coming here makes me feel so confident
 in my writing and researching progress.

Writing becomes very approachable.

She elected many points to work on but also considered my opinion. Very helpful! My
 paper greatly improved.

She was very supportive, kind, and positive. Was worried about feeling stupid about my
 writing, but she was very supportive.

The writing lab helped me a lot more than I thought it would. I didn't feel stupid telling
 her that I did not know where to start.

I was struggling with organization and my paper became more clear after working
 together.

He made me think bright, new ideas into light. I now understand what is meant by
 evaluating a narrative.

. . . Transitions:! He showed me how to finally use them effectively; valuable source of
 information.

She was honest in telling me what needed to be changed. I learned what are good places
 to show in an essay rather than to tell.

Comments on the Writing Lab as a Comfortable Learning Environment

It's a big help and a good program.

I need this writing Lab. Thank you, Writing Lab.

Conducive environment for collaboration of new ideas (BW)

She made me expand and get more detail out of my paper; I didn't even think to go deeper
 into my writing; it's a comfortable atmosphere.

She really assuaged my anxieties about writing; friendly, non-judgmental atmosphere.

I was very impressed with the lab overall!

Comments on Gains in Writing Performance

My writing is improving.

I always at least get a B on my papers when I come to the writing lab because it is very,
 very helpful!

I have a new way of organizing, which has always been a problem.

I learned to make myself more understandable with my sentence forms.

I learned more about argumentative writing.

I learned the difference between writing an analyzing research paper and giving my
 opinion.

APPENDIX D: USE OF THE ONLINE WRITING LAB (OWL), 2002-2003

Erin Karper
June 10, 2003

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 in three major ways: providing a large website at <http://owl.english.purdue.edu>, providing email tutoring via the owl@owl.english.purdue.edu address, and providing the Purdue OWL News, a weekly email newsletter which contains writing questions and answers as well as information about the Writing Lab and the Purdue OWL.

Between August 1, 2002 and April 30, 2003, the Purdue OWL website received **23,378,595 requests for web pages or “hits.”** 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, Nepal, England, Spain, India, and Singapore. Individuals serving in the United States armed forces and workers for the United States government also made use of our OWL .

The most popular area of our site is our handouts section, which contains close to 200 handouts on all sorts of topics related to writing. Also popular are our hypertext workshops on resumes and research papers and our PowerPoint presentations available for download, which were downloaded **430,619 times** over the 2002-2003 academic year. Further information about users and uses of the OWL website, as well as visitors to our site is available at <http://owl.english.purdue.edu/lab/owl/stats/index.html>

Our email tutoring service answered **1212 queries** this academic year from Purdue students, faculty and staff and users who include high school students, workers in business and industry, and English learners from other countries.

10,329 people are subscribed to the Purdue OWL News, a weekly email newsletter about the Writing Lab and the Purdue OWL, and that number increases daily. A sampling of comments from Purdue OWL users is included in a separate appendix.

The Purdue OWL Staff also presented information and research about the Purdue OWL at the Teaching, Learning, and Technology Showcase held at Purdue in April 2003. They presented an open house on the Purdue OWL at the Computers and Writing 2003 Conference held at Purdue University, as well as providing an informational booth in the display area for all three days of the conference.

Awards and Recognitions

Purdue's OWL received the following awards and recognitions this year:

- **ESL Magazine Editor's Choice Award 2002 (Best in Web).**
This award describes The Purdue University OWL as “extremely valuable” for

ESL/EFL writing teachers because of its many handouts and exercises useful for students of English a second or foreign language and for their teachers.

- **Web Feet Seal of Approval**

Available in ONLINE, MARC, and PRINT versions, Web Feet helps students, teachers, librarians, and the general public quickly and easily navigate the Web and find only the best sites. Web Feet notes that they include only sites their research group (librarians and educators) consider outstanding in its subject area. Their criteria for site selection are available at www.webfeetguides.com/criteria.html.

- **"OWL: Research & The Internet" was reviewed by Barbara J. Feldman in her "Surfing the Net with Kids" newspaper column on 09/25/2002.**

"Surfing the Net with Kids" is syndicated by United Feature Syndicate, and appears in many papers across the U.S., including the San Diego Union-Tribune, Atlanta Journal-Constitution and The Boston Globe.

Improvements and changes at the Purdue OWL

This year, the Purdue OWL staff focused on adding additional content to the OWL website and revising and expanding existing content.. One of our major projects (still in progress) has been working with the Psychology Department to create a detailed and interactive workshop that would cover all aspects of writing in American Psychological Association (APA) style. We have also added interactive quizzes that allow users to practice grammatical skills and check their answers online.

New OWL website content is summarized in the following list and organized by type of content (handout, presentation, workshop, or resource):

Handouts

- A list of all materials available in the ESL self-study section of the Writing Lab
- Writing the Curriculum Vitae
- Image in Poetry (multi-part handout, including exercises)
- Pattern and Variation (multi-part handout, including exercises)
- Sound and Meter (multi-part handout)
- Writing a Thesis Statement
- Site map that lists all pages available on the OWL web site, grouped by category.
- Writing About Poetry
- Interactive Practice Exercises:
 - Adjective or Adverb: Exercise 1
 - Adjective or Adverb: Exercise 2
 - Prepositions of Direction: To, On (to), In (to)
 - Prepositions of Location: At, In, On
 - Accept and Except Practice
 - Affect and Effect Practice
 - Apostrophes: Exercise 1

- Apostrophes: Exercise 2
- Commas vs. Semicolons: Exercise 1
- Commas vs. Semicolons: Exercise 2
- Commas with Nonessential Elements: Exercise 1
- Commas with Nonessential Elements: Exercise 2
- Commas with Nonessential Elements: Exercise 3
- I/E Spelling Rules: Exercise 1
- I/E Spelling Rules: Exercise 2
- I/E Spelling Rules: Exercise 3
- I/E Spelling Rules: Exercise 4
- Sentence Fragments: Exercise 1
- Using Commas: Exercise 1
- Using Commas: Exercise 2
- Using Commas: Exercise 3
- Using Commas: Exercise 4
- Using Commas: Exercise 5
- Words that Sound Alike: Exercise 1

PowerPoint Presentations

- "Field Research: Conducting an Interview"

Hypertext Workshops

- American Psychological Association (APA) Style Workshop (in-progress): 22-part workshop, including two interactive papers

Writing Lab Resources

- Handout for instructors at Purdue who will be teaching the new English 106 course next fall.
- Frequently Asked Questions of the OWL Tutors.
- In-Lab Workshop Schedules
- What's New at the Writing Lab page for announcements of current workshops and special events
- Various flyers and handouts for teachers to print or distribute in order to promote Writing Lab and OWL use on campus.

Revised OWL website content is summarized in the following list and organized by type of content (handout, presentation, workshop, or resource):

Handouts

- Redesigned OWL index to include more pointers to content and to provide information about the Writing Lab on the main page.
- Redesigned Lab Index to make it more user-friendly.
- Updated the OWL tour to include information about the new index page layout.

- Updated APA handout to include pointers to helpful web and print resources on using APA style, and added pointers to specific sections of the Publication Manual to each section, expanded explanations of citing articles retrieved from online databases.
- Updated MLA handout is now available that features additional explanations, examples, and a multitude of links to print and online resources for more help with MLA style, and expanded explanations of citing articles retrieved from online databases.

PowerPoint Presentations

- Updated "Using THOR (Purdue Library Catalog)" to reflect changes to the Library Website and search schemes
- Updated "Sentence Clarity and Combining" to include new graphics and content

Workshops

- Updated links and added additional content to Research Paper Workshop
- Updated links and added additional content to Evaluating Sources Workshop
- Updated links and added additional content to Searching the Net Workshop
- Updated links and added additional content to Cover Letter Workshop

Internet Resources

- Fixed broken links and added new content on all of our Internet resources pages
- Fixed broken links and added new content on Writing Across the Curriculum pages.
- Fixed broken links and added new content on English as a Second Language resources pages for teachers and students.
- Added additional Writing Labs to our directory of Writing Labs on the Web
- Updated our bibliography of scholarly work about OWLs

Future plans for the OWL include continued revisions of existing content, development of a job search workshop, collaboration with the Center for Career Opportunities in order to develop employment search materials, collaboration with English 106 instructors to develop materials to facilitate teaching the new introductory composition course, collaboration with various departments in Writing Across the Curriculum initiatives, and the development of more interactive features for the website, including quizzes, games, and other practice resources.

Unsolicited Comments from OWL Users

Comments from Email Tutoring Users

Thanks for your hard work. If I ever get to Indiana, lunch is on me. My mother and her brothers went to Purdue, but I have never stepped foot on the soil of your state - although I have driven across it several times. I got into grammar purely by accident - or maybe by fate - but here I am stuck in grammar, high in the Andes, deep in Colombia, but not completely over my head, If you get my drift. Ted Zuur.

This information is infinitely helpful---the Purdue OWL is a mainstay for me. And thank you for answering my specific request. -- Kate McIntire, Rose State College, Oklahoma City

Thanks for the prompt reply. I thought I'd have to wait for the long Easter weekend to be over. Really appreciate your help. --Naomi, Singapore

You helped me immensely.....thank you so much. You actually explained it in a way that even I could understand it.....you should write a book! Once again, thanks for your speedy response to my ignorance. -- Tina

I appreciate your time on this. I work for a national certified public accounting firm and I am in charge of quality control, grammar check, sentence structure, etc. I have several reference books; however, sometimes the answer to a specific question cannot be found, nor is an answer clearly stated.

Comments from *Purdue OWL News* Readers

I have been receiving *OWL News* for about a month now and I enjoy it a lot. I publish a style-and-usage newsletter for Ketchum, the international PR agency, that we distribute via our intranet every 3 weeks (or so!) to all Ketchum employees. I spent 31 years at The Wall Street Journal and, as bureau chief in Chicago, I got to know your Purdue PR folks well and received their monthly news story ideas, etc. Anyway, thanks for all that you do! -- Tim Schellhardt, SVP, Director of Editorial Services, Ketchum , Chicago

Just wanted to thank you for for all the help you provide. I am a student at Washington State University and do lots of writing. You have helped me tremendously just by being a subscriber and reading all your suggestions and recommendations that other students have about writing, grammar, etc. Again thank you so much and have a great day and great summer!! -- Mauro Partida

I truly enjoy your site and the newsletter. Going back to college at 45 years old has been a humbling experience, but sites like yours have helped tremendously. -- Willie Hoffman

I enjoy your newsletter and I've used many of your handouts with my students. I really loved the explanation in today's newsletter of the object pronouns. I hadn't realized you could explain it that way in English. --Cecilia Donoso

We receive your newsletter on Tuesday mornings, so I always look forward to opening up my emails on Tuesdays. Keep up the good work. Kia ora, and regards from New Zealand

Just wanted to say thanks for your work with the *Purdue OWL News*. I've done several newsletters over the years and know even though some tasks might be easier with an online newsletter, it's still a lot of work...especially for a publication that comes out weekly. Thanks for all you do. I look forward to reading each issue...and it doesn't hurt that I'm a Purdue alum (I earned my M.S. from Purdue a thousand years ago) and it keeps me connected to all of you in some small way. -- Sigrid

I want to say how much help I receive from your newsletters.....thank you. I am a volunteer with an organisation called READ WRITE NOW. Our aim is to help our new arrivals to

this wonderful country (please excuse the boast, but I love my country) with their English as their second language. I find your site gives me infinite help. -- Ellen Levett, Australia

Thank you very much, for the welcome note and also for the information you sent. I'm a beginner in this kind of communication, but I know it's going to be very useful for me and interesting too. We'll keep in touch, and I hope you will send me more new things....thanks a lot. -- Dinora.

It is always a pleasure to get your newsletters. Your effort to improve English instruction is very greatly appreciated. -- Chris Neenan, Chair of English Studies, John Cabot University, Rome, Italy

Thanks for the newsletter. I know it will help me in writing English which is my third language and i am looking forward for the next newsletter. Wanjiku Maina

I am an English teacher from St. Vincent in the Caribbean. I look forward to getting your newsletter. The sites are very informative. -- Elene Hill

Greetings from Washington State! I want to complement you on your wonderful newsletter. I find the tone completely inviting and appropriate for the myriad of individuals you inevitably have receiving this newsletter. I am going to begin to share this with the 30+ undergraduate tutors I work with here at Evergreen. I expect they will be inspired by your work since we've been exploring the idea of a newsletter (print or on-line) for our campus population. I look forward to reading more! -- Sandra Yannone, Director of the Writing Center, Evergreen State

Hello, Thank you for your messages. Your message is useful.– Chithu Shanthi, India

Comments from users of Handouts and Workshops

Just a great big THANK YOU to everyone on staff for making my English teaching at Loyola Academy in Wilmette, IL so very interesting all year! I've used everything from your problem of the week to the vast resources on all topics! For 2002-2003 I'll be having a class home page and students will have their own as well. One of the first things I will ask them to do is to individually subscribe to your site! At the beginning of the year with my College Writing class I ask each student to present 2-3 minutes of information on the writing center of a college to which they are applying. Since we have a smart classroom this first assignment has them jumping in feet first day one! Additionally, this allows each member of the class to walk away with nineteen additional sites to explore. I use your site as the example and it's amazing to realize how many colleges around the country have your site as a hyperlink! Anyway, just thanks big time for how helpful all you all have been! On this, the last day of school, I look forward to the fall and more from you guys! Mary Clare P. White (P.S. I use your site with my basic frosh and honors sophomores, too!)

Hi, I am a student currently studying at National Dong Hwa University of Taiwan. I major in English and this semester I took a writing class. Aside from applying what is taught class, our professor recommended us to visit some OWL websites in order to expand our knowledge on writing an to improve our writing fluency. I chose your lab because it is said

to be the best. I did of course have doubts about that fact before I could verify it myself, yet after browsing some other websites, I did find out that the Purdue's OWL is what I preferred. Next, the worksheets. I really enjoy them, it gave me the chance to apply what I learned right away and it is convenient because it also provides answers. English is my second language, the the section on it is designed for people like me. Last but not the least, thank you for this convenient website and the effort you put in it. I just wanted you to know that it not only helped a lot of Purdue University's students, it also helped me, a student from Taiwan. I believe that there is much more people that will benefit from this website. With so many papers due, I am so glad that I have found this online writing lab in time!

This site is awesome!! I am an English teacher at Lehigh Valley Christian High School, and have received so much valuable information about little grammar rules I did not know! God bless you! Introductory prepositional phrases was the big question recently. I did not know when they should be separated by a comma. Thank you for this site--Mrs. Lynne S. Calhoun, 9th and 10th Grade English Teacher, Lehigh Valley Christian High School

Thank you for creating the content on the web page 'Prepositions of Spatial Relationship' @<http://owl.english.purdue.edu/handouts/esl/eslprep3.html>. -- Mike Caldwell, Corporate Lending Systems, California Federal Bank

I just wanted to drop a quick note of appreciation for the online citation information that you have up on the site. I am a Purdue student but am currently away studying abroad in Wales and didn't think to take any of that information with me. It has been the saving grace for me on my history course. -- Anne Radavich

When I wanted some simple explanation for my students, I searched the subject on Google.com. The best information came from Purdue Owl. -- Manna

This is wonderful! Thanks for the e-mails! I teach English and Writing Workshops at the Community College level, and am always challenged with ways to help the below-entry-level English student understand grammar, punctuation, sentence structure, and paragraphing. Your worksheets are a continuous help! Keep up the good work.....you're helping all of us! -- Candace M. Frank

I am a adult returning to college after many years. The accelerated program that I am in, is a fast paced learning environment. Struggling, and often frustrated while attempting to relearn English skills, I found your site. It is a great help to me! I found the site to be user friendly; easy to read, and a great resource for the future. Simply wanted to say thanks. Keep up the good work. --Cynthia DeCoursey

APPENDIX E: PRESENTATIONS AND PRESENTERS

2003 Conference on College Composition and Communication

Pre-Conference Workshop: The Writing Center as a Site of Transformation

Roundtable on “Transforming Knowledge”

Faculty: Linda S. Bergmann

Graduate Students: Jessica Clark

Serkan Gorkemii

Debrah Huffman

Deborah Rankin

2003 East Central Writing Centers Association Conference

Keynote on “What Used to be Up and What’s Now In: Revisiting Writing Center History”

Faculty: Muriel Harris

Panel Presentations

“Beyond the Tutorial: What Else Can A Writing Center Offer?”

Faculty: Muriel Harris

Graduate Students: Debrah Huffman

Lu Liu

“Conversation Groups and the History of ESL at the Purdue Writing Lab: Why We Aren’t Talking about Just Writing Here”

Faculty: Linda Bergmann

Graduate Students: Deb Rankin

Laura Praun

Serkan Gorkemli

“Living in a Material Writing Lab: The Use of Instructional Materials in the Past Present, and Future”

Undergraduates: Zac Grisham

Stephanie Mathes

Lindsay Trawick

Rhonda Colby

“Back to Basics: Making Grammar Fun”

Undergraduates: Anne Farr

Katie Jungbluth

Cara Lane

Amy Leiman

Emily Titus

Jamie Walker

“The Business Writing Consulting Program Timeline: Past, Present, and Future”

Undergraduates: Lindsay Trawick

Rhonda Colby

Zac Grisham

Stephanie Mathes