

Annual Report
Writing Lab at Purdue University
2004-2005

May 17, 2004 to April 30, 2005



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I. Summary of Writing Lab Services and Use

A. Learning

In-Lab Learning

During the 2004-2005 academic year (May 17, 2004 to April 30, 2005), the Purdue University Writing Lab served students and faculty as follows:

Heavilon Hall Writing Lab

Number of individual users:	2675
Total number of times used:	5796

Tutorials:	2828 sessions
In-Lab Workshops:	43 workshops attended by 61 students
In-Class Workshops:	37 workshops attended by 535 students

Meredith Hall Satellite Writing Lab*

Number of individual users:	17
Total number of Tutorials:	20 sessions

Learning with Technology

The Purdue University Online Writing Lab (OWL)

Website:	25,987,411	hits from over 125 countries
OWL Instructional workshops:	531,826	downloads
OWL handouts:	18,252,907	downloads
E-mail tutoring:	2,194	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

The Purdue OWL News (weekly online newsletter): 13,417 subscribers (up from 12,080)

OWL e-mail responses by tutoring staff: 2,194 (includes Purdue students, Indiana residents, and users from around the USA and abroad)

Telephone Grammar Hotline: 935 phone inquiries (up from 733)

Consultations with visiting scholars on starting and maintaining a writing center: 26. See Appendix B for a list of visitors and their institutions.

CIC Writing Centers Roundtable (April 2005)

* The Meredith Hall Satellite Writing Lab is a new service that began during the Spring 2005 semester. This location was open one night each week, for 3 hours (Wednesdays, 7:00-10:00 pm).

Pre-conference workshop for writing center professionals at Conference on College Composition and Communication 2005

Major on-campus demonstrations

- Boiler Gold Rush (Fall 2004)
- Graduate Student Welcome Fair (Fall 2004)
- New Faculty and Staff Orientation (Fall 2004)
- Winter Welcome Fair (Spring 2005)
- Introductory Composition (ICaP) Showcase Display (Spring 2005)

C. Discovery

Writing Lab Newsletter (peer reviewed professional publication) subscriptions: about 830 worldwide (780 US and 50 international)

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

- Computers and Writing Conference 2004
- Writing Across the Curriculum Conference 2004
- Council of Writing Program Administrators National Meeting 2004
- Thomas R. Watson Conference on Rhetoric and Composition 2004
- Teaching and Learning with Technology Conference 2005
- Conference on College Composition and Communication 2005
- East Central Writing Centers Association 2005 Conference

Works in progress include several articles based on current research, a doctoral dissertation on tutoring practices, and several other research projects.

D. Staff

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

Assistant Director: Tammy Conard-Salvo, M.A., Administrative/Professional

Fifteen 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 OWL staff (funded by University Reinvestment Grants):

- OWL Technical Coordinator
- OWL Coordinator
- Hourly workers who develop electronic instructional materials

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

Undergraduate tutors (funded primarily by the English Department):

- Eleven undergraduate teaching assistants to tutor students in first year composition courses
- Six undergraduate business writing consultants to assist students with résumés and other job-related writing

Support staff:

- Office Manager
- Administrative Manager
- Five student clerical assistants

II. Discussion of Learning, Engagement, and Discovery Initiatives and Accomplishments, 2004-2005

The Writing Lab helps students learn by providing an inviting, structured environment in which to talk with a trained tutorial 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 application for undergraduate tutoring positions.

Tutorials

This year the Writing Lab gave 2,828 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 memos, résumés, cover letters, and other career-related documents with students from across the university. This year, we have been expanding the BWCs' role to include tutoring other Professional Writing course documents.

Assessment

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

- Point-of-contact evaluations (100% response rate): 93% 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 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 teachers. They mention gaining knowledge and confidence as writers from the tutorial sessions, and they appreciate the student-centered approach of the Lab staff. See Appendix D for a sample of student comments.
- At the end of the Fall 2004 semester, Writing Lab staff redesigned its faculty survey and distributed it to approximately 900 faculty members, both within and outside of the English Department. On their survey responses, faculty repeatedly commented 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.

Workshops

- In-Lab Workshops: 43 presentations
- In-Class Workshops: 37 presentations (up from 18), customized for individual classes; some of these “traveling tutors” move out of the classroom and into residence halls and student organizations. Some of these customized workshops include:
 - APA/MLA Comparative Analysis
 - Writing the Medical School Personal Statement
 - Introduction to University Writing
 - Outlining Comparative Essays
 - Peer Review
- Brownbag session, “Transforming Student Projects into Showcase Displays,” co-sponsored with Introductory Composition at Purdue
- Workshop on resumes and cover letters for the President’s Leadership Class

In-Lab Resources

- Instructional handouts: over 200 handouts covering writing skills and issues, available in the Writing Lab and in printer-friendly format on the 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: 8 computers and two printers available for general student use throughout the day. This includes an advanced multimedia production station funded by the Professional Writing program.

English as a Second Language (ESL) Resources and Initiatives

Because 36% of Writing Lab users (2,100 total requests for help) are nonnative 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, has continued educating Lab tutors on ESL issues and tutoring ESL students. In addition, the ESL Coordinator has been responsible for the following projects:

- Organizing ESL conversation groups and piloting directed-topic groups
- Publicizing available ESL resources and services
- Maintaining e-mail list for conversation group participants and tutors
- Responding to telephone and email queries about ESL services from writing centers at other institutions
- Contributing to the existing ESL archive of resources and directing restructuring of this archive
 - Compiled email list for English 106I (for international students) instructors to update them on developments with the Lab’s ESL resources
 - Surveyed English 106I instructors to solicit self-study resource recommendations and topics for ESL-specific PowerPoint workshops and handouts
- Compiling preliminary resources for a conversation group resource packet

Business Writing Consultants (BWCs)

In addition to offering individual tutoring sessions, the Business Writing Consultants (BWCs) conducted 11 workshops on resumes and cover letters, both in the Lab and around the campus. The following is a list of accomplishments by the BWC administrative staff:

Business Writing Coordinator (Graduate Teaching Assistant)

- Led supplemental training sessions for current BW staff
- Collaborated with BW staff in revising business writing materials for the OWL
- Taught semester-long practicum for prospective BWCs
- Mediated between BWCs and other Lab personnel
- Selected new BWCs based on their performance in English 390B
- Worked with other graduate coordinators and the Lab's administration to create the Tutoring Marathon; helped with implementation.

Business Writing Assistant Coordinator (Undergraduate Business Writing Consultant)

- Collaborated with the Crouse Scholarship intern on OWL Professional Writing content development
- Coordinated the BWCs' effort to revise/create OWL material, incorporating Professional Writing Faculty's suggestions and users' needs analyses

Public Relations Coordinator (Undergraduate Business Writing Consultant)

- Created signs for the Tutoring Marathon and worked at the booth
- Represented the Lab at two club meetings (School of Management Council and the Society of Hispanic Professionals) and arranged four BTV ads and three Table Talks

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

With the financial support of the Professional Writing Program, the Writing Lab added a new staff position this year: the Crouse Scholarship in Professional Writing for Professional Writing/Writing Lab Collaboration. The recipient of this scholarship, an undergraduate Professional Writing major, serves as the Professional Writing Collaboration intern and acts as a liaison between the PW program and the Writing Lab. The following is a list of projects the Collaboration Intern has completed during the 2004-2005 academic year:

OWL Project

- Conducted interviews with different types of OWL users (undergraduate student, graduate student, international student, faculty, high school teacher/student) to write a report as to how they use OWL
- Attended WL technical staff meetings to learn about the OWL overhaul project, shared the information with PW faculty and BWCs, and conveyed feedback from them to the WL directors and technical staff
- Created and distributed a questionnaire for PW faculty regarding how the PW pages on OWL should be improved, reported results, and shared their ideas with the WL directors, technical staff, and BWCs
- Created a list of obsolete citations that appear in the OWL PW pages, and shared it with the directors, technical staff, and BWCs
- Attended a resume writing seminar by Intel and shared resume writing tips with all Lab staff in the form of memo
- Revised two handouts and two PowerPoint presentations, and created a new handout

390B Publicity

- Solicited recommendations from PW faculty for students to take 390B and issued invitations to take the course
- Invited PW students via the PW Talk listerv to take the course
- Received seven applications from PW students (four from the recommended, three from PW Talk)

Undergraduate Teaching Assistants (UTAs)

Undergraduate Teaching Assistants provide general tutoring for students in first year composition courses. UTAs assisted with training efforts of prospective tutors taking the English 390A course and worked 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 by the UTA coordinator:

- Coordinated the activities of the UTA staff (e.g., meetings, training sessions, publicity, etc.)
- Worked diligently to keep Writing Lab Director and Assistant Director informed about research, questions, concerns, or problems with the UTA staff
- Attended all ENGL 390A classes and assisted the instructor with mock tutorials, recruitment, and student observation hours
- Promoted collaboration between UTAs, BWCs, GTAs, and professional staff
- Arranged opportunities for UTAs' professional growth, such as professional conferences

Meredith Hall Satellite Writing Lab

The Writing Lab began offering extended tutoring hours through a new initiative with Purdue University's Residences and Meredith Hall. This initiative involved the Undergraduate Teaching Assistant (UTA) staff in research and project development for the first time. The UTAs designed and implemented a survey approved by the Purdue Institutional Review Board. The survey, designed to gauge students' interest in extended hours of operation and satellite locations, was distributed to 181 first year composition students. The results indicated that students overwhelmingly preferred later hours of operation for the Writing Lab and would prefer a tutoring location in a residence hall. The Writing Lab then began working with staff in University Residences and Meredith Hall to establish a tutoring location on Wednesdays from 7:00-10:00 pm. The Meredith Hall location was opened for the Spring semester of 2005. This new location is staffed completely by the UTA staff, and it tutors students taking freshman composition, and occasionally students who bring other projects.

Support for Instructors of English 106 (First-Year Composition)

The Writing Lab has worked to collaborate with the Introductory Writing Program and to provide workshops and programs for its instructors, including:

- Specialized tutoring services through the Undergraduate Teaching Assistant Program
- Strong Writing Lab presence on the Introductory Writing Committee (2 members)
- Participation in orientation and mentoring for new instructors of first year composition
- Consultations for instructors with the Writing Lab/Introductory Writing Program Liaison

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

- Participated in New Teaching Assistant Orientation to introduce TAs to the Writing Lab and its services, resulting in an increase in both Lab tours and in-class workshops for English 106 classes

- Mentored Undergraduate Teaching Assistants in research that resulted in opening the pilot satellite tutoring center in Meredith Hall in January 2005
- Worked with English 106 instructors and Writing Lab tutors to collect sample papers for use in the Lab's hiring and tutor training processes
- Attended Extended Orientation Session for first-year teaching assistants to recruit graduate students to work as tutors in the Writing Lab

Support for Instructors and Student Groups Across the Disciplines

The Writing Lab also actively 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 on site or on the OWL, this year's work included:

- Workshops adapted for specific courses in Child Development and Family Studies, Education, and upper-level literature courses in English
- Workshops for the following on-campus groups: American Studies Graduate Student Group, Professional Writing Club, and Span Plan Orientation Seminar for Adult Learners
- Consultations with the director of Latino Cultural Center, a professor of Engineering Technology, and a professor of Political Science

Using Technology to Foster Learning

The Writing Lab continues to offer students access to computer resources during tutorials or self-study. The Director, Assistant Director, and the OWL Coordinators began an initiative to improve the Writing Lab's technological resources, including:

- Redesign and revision of the Online Writing Lab (OWL) site (See Appendix E)
- Development of an entirely new website devoted exclusively to Writing Lab services available only to the Purdue community
- Integration of laptops and tablet PCs onto the tutoring tables
- Access to Kurzweil 3000 (special software that lets users, including individuals with disabilities, hear text aloud and use special tools during revision) on the Lab's general use desktop computers
- Addition of new software to assist ESL users

Through funding provided by the Professional Writing program, the Writing Lab has acquired a high-end Macintosh workstation for students to use when generating advanced multimedia projects for Professional Writing and other courses.

Writing Lab tutors continue to use computers in tutorial sessions to help students improve their writing processes, to demonstrate accessing OWL resources, and to help students master internet research. Writing Lab undergraduate practicum courses utilize Night Kitchen's e-book software, and the Assistant Director plans to expand her research project investigating the use of adaptive technology in the Writing Lab.

B. Engagement

Writing Lab (OWL)

The Purdue OWL, which counted more than 25 million hits from May 17, 2003-April 30, 2004, offers testimony to Purdue's international 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 archives *The Writing Lab Newsletter*, widely recognized as an important scholarly publication in its field. Appendix E contains a detailed account of OWL upgrades and improvements this year.

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.

Grammar Hotline

Our telephone hotline responded to more than 748 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

Writing Lab staff 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 26 such visitors, including four from other countries. See Appendix B for a table of visitors and their affiliations.

C. Discovery

Writing Lab Newsletter

Edited by Muriel Harris, Professor Emeritus, and published by the Department of English, this newsletter, with 830 subscribers worldwide (780 US and 50 international), is one of two nationally-distributed and indexed publications on writing center theory, pedagogy, and administration. The *Writing Lab Newsletter* is an affiliate publication of the International Writing Centers Association, an assembly of the National Council of Teachers of English. The ongoing major project to archive the *Newsletter* in a searchable format, accessible through the Online Writing Lab, is near completion. When all past issues are formatted, they will be uploaded to the new web-page and searchable index that Chris Berry, the OWL coordinator, is developing.

Publications

Bergmann, Linda S. "Assigning Writing in a Literature Survey Course: Applying WAC to English." *More Ways to Handle the Paper Load: On Paper and Online*. Ed. Jeff Golub. NCTE Press, March 2005. 23-29.

Bergmann, Linda S. and Tammy Conard-Salvo. "Dialogue and Collaboration: A Writing Center Applies Tutoring Techniques to Relations With Other Writing Programs." *Marginal Words*,

Marginal Work? Tutoring the Academy to the Work of the Writing Center. Eds. William Macauley and Nicholas Mauriello. Hampton Press: Forthcoming.

Conard-Salvo, Tammy and Serkan Gorkemli. "Program Collaborations and Professionalization: Writing Centers As Writing Programs" (article under review).

Conference Presentations

The Writing Lab generated 17 presentations at five national/international and two regional academic conferences, listed on page 4 and in Appendix C. The Lab prides itself on giving undergraduates as well as graduate students the opportunity for this kind of professional exposure, and, upon the retirement of Professor Harris, has established a development fund in her honor to help further this effort. Several articles for professional journals, derived from these presentations, are in progress at this point. See Appendix C for a detailed list of this year's presentations and presenters.

Writing Lab Honors

- CCCC Writing Program Certificate of Excellence
- Featured Writing Center, *Praxis: A Writing Center Journal* 3:1, Spring 2005

CCCC Writing Program Certificate of Excellence

The Writing Lab received the CCCC Writing Program Certificate of Excellence award in Fall 2004. The Lab was one of eleven writing programs and one of three writing centers to receive this prestigious award from the Conference on College Composition and Communication and its parent organization, National Council of Teachers of English. The following is an excerpt of a statement prepared by CCCC and NCTE:

The Writing Lab at Purdue University, West Lafayette, Indiana, is one of eleven winners of the Conference on College Composition and Communication's (CCCC's) Writing Program Certificate of Excellence for Fall 2004. Established in 2004, this CCCC award is presented to 20 writing programs each year. The recipients of these awards will be honored for their achievement at the CCCC Conference on March 18, 2005.

The Purdue Writing Lab was cited for its excellent work, successfully demonstrating that their program meets the following criteria: it imaginatively addresses the needs and opportunities of its students, instructors, and locale; offers exemplary ongoing professional development for faculty of all ranks, including adjunct/contingent faculty; treats contingent faculty respectfully, humanely, and professionally; uses current best practices in the field; uses effective, ongoing assessment and placement procedures; models diversity and/or serves diverse communities; has appropriate class size; and has an administrator (chair, director, coordinator, etc.) with academic credentials in writing. In particular, the Purdue program was noted for its OWL and Writing Lab, together providing innovative and quality writing instruction to local, national, and international communities.

Staff Honors

- Scott Peters, Outstanding Leader of the Year Award, East Central Writing Centers Association
- Laura Beadling, Outstanding Tutor of the Year Award, Purdue English Department

Grants

- Linda Bergmann and Tammy Conard-Salvo (with Professors David Blakesley, Irwin Weiser, Dino Felluga, Shirley Rose, Samantha Blackmon, Jennifer Bay, and Michael Salvo), “Fostering Student Learning in Collaborative Digital Publishing, Multimedia Portfolio Development, Digital Writing, and Peer Mentoring”; Specialized Software and Hardware Fund Proposal, May 2004
- Jessica Clark, International Writing Centers Association Graduate Research Grant

In-Lab Research Projects

Writing Lab administration 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.

- Jessica Clark, “An Investigation of the Quality and Quantity of Collaboration in Writing Lab Tutorials” (dissertation project, directed by Professor Bergmann): an empirical study of the extent to which graduate teaching assistants’ tutorials are collaborative vs. directive, correlating measured collaboration with students’ and tutors’ evaluations of tutorials.
- Tammy Conard-Salvo, Linda S. Bergmann, Karl Stolley, and Christopher Berry, “Purdue OWL Usability and Redesign”: an IRB-approved formal series of tests to monitor the usability of the new OWL website.
- Linda S. Bergmann, Tammy Conard-Salvo, and Scott Peters, “Writing Lab Satellite Location”: an IRB-approved survey of students in English 106 and 108 to determine student interest in extending Writing Lab hours of operation or offering services at a satellite location. The results of this survey led to the establishment of the Meredith Hall Writing Lab Satellite location.
- Tammy Conard-Salvo, “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 tutorials.

A major research initiative in the Writing Lab this year has been the implementation of TutorTrac, a new database system for collecting data about the Writing Lab, which will enable researchers to develop new projects and study longitudinal data. We anticipate that this database will generate new projects and facilitate a deeper use of the Writing Lab as a research site.

TutorTrac

During the 2004-2005 academic year, the Writing Lab implemented a new database intake system that would allow the staff to track student usage in a variety of ways. With this system, known as TutorTrac, students electronically sign-in with their Purdue ID number and passwords each time they visit the Writing Lab. As a result of TutorTrac’s implementation, we are able to collect additional data on students’ country of origin and why they chose to visit the Writing Lab. Furthermore, because of the nature of the database and how the information is stored, we are able to do longitudinal research on Writing Lab clients and develop writing center-related research projects to benefit both the Writing Lab at Purdue and the larger field of writing center studies.

III. Planning for 2004-2005 academic year

A. Staff Positions

Linda Bergmann and Tammy Conard-Salvo continue to serve as Director and Assistant Director of the Writing Lab (respectively). The Writing Lab has also hired a new Managing Editor of the Writing Lab Newsletter.

B. Liaison for ENGL 106 (first-year composition)

The English Department approved the continuation of this position as a quarter-time, year-long appointment for the coming academic year. The following projects were begun this year and will continue next year:

- Rewrite the Lab Tour to make it more engaging, including more clearly demonstrating the benefits of the Lab for students
- Establish ongoing working relationships with the new Director of Composition, mentor groups, and 106 instructors, including gathering and using syllabus approach materials
- Collaborate with ENGL 106 instructors to develop resources, particularly multi-media resources
- Collaborate with the workshop coordinator and the Assistant Director of Composition to develop syllabus-group specific workshops
- Collaborate with Composition program in researching the role the Lab might play in helping graduate teaching assistants grow professionally
- Develop marketing strategies for the Lab
- Assist Laurel Reinking (English 106 instructor) in conducting a research project in process, documenting the impact of bi-monthly tutoring sessions with UTAs on English 106 students' writing

C. Technology Initiatives and Writing in the Disciplines

The Writing Lab has begun its renovation of the Online Writing Lab (Appendix E) and will continue the process during the next academic year. The new OWL will contain updated and new materials on general writing resources, as well as new materials for Writing in the Disciplines. The OWL will be user-tested throughout the revision process.

Writing Lab staff will continue investigating ways to implement a comprehensive asynchronous online tutoring system for Purdue students (different from OWL mail).

The *Writing Lab Newsletter* archiving and indexing project is nearing completion, and the new archive and website will be available online during the summer 2005 semester.

Laptop computers and tablet PCs will be available for use during tutorials with students. The integration of this technology will enable staff to address students' projects in innovative and useful ways, especially with regard to multimedia and visual rhetoric.

The Writing Lab's new advanced multimedia station, provided by the Professional Writing program, will assist Professional Writing undergraduate majors in creating sophisticated course projects. The placement of this workstation in the Writing Lab is a direct result of and a contribution to the newly developed collaborative relationship between the Writing Lab and the Professional Writing program.

D. Goals of Specialized Tutoring Staffs

Workshops

- Arrange for critical analyses of the existing workshops by tutors and recruit tutors to revise them
- Market workshops more broadly, making sure that flyers are posted in high-traffic areas of more academic buildings
- Maintain contact with key personnel across campus who have collaborated with the Writing Lab: Katy Bunder (Pre-Med, personal statements); Dorothy Hughes (SPAN); and Karen Fingerman (CDFS, outlining comparative essays)
- Meet with key personnel in other campus support programs (e.g., Academic Support Services, SPAN, ISS); publicize workshops and communicate our willingness to develop specific workshops to meet their students' writing needs

English as a Second Language

- Develop advertising campaign targeting graduate students
- Create and administer needs analysis survey of ESL students who use the Lab
- Incorporate a writing component into the ESL conversation groups
- Create tutor training modules and a bibliography of accessible readings
- Cull and update ESL library materials, particularly adding more advanced materials
- Continue developing ESL coordinator handbook

Business Writing

- Foster collaboration between BWCs and the English Department Professional Writing Program, including 390B curriculum revision & staff re-training
- Initiate more PW-related Writing Across the Curriculum projects
- Target publicity to specific academic programs
- Create a new BWC logo/trademark to complement the Writing Lab logo
- Continue reviewing and developing OWL materials in cooperation with the Crouse Scholarship intern and Professional Writing faculty
- Develop ability and confidence in tutoring personal statements

Undergraduate Teaching Assistants

- Expand UTAs' role via the Meredith Hall Satellite Writing Lab, including assessment-related research
- Increase collaboration with the Writing Lab/Introductory Writing Program Liaison to better serve the needs of English 106 students
- Improve in-service training of tutors, especially with regard to multimedia writing projects, visual rhetoric, and English as a Second Language

Online Writing Lab (OWL)

- Redesign the layout and interface of the OWL, allowing for better and increased use of its resources
- Collaborate with First Year Composition instructors to foster use of existing materials and to develop new materials directed at the specific needs of that course
- Develop more interactive features and workshops that incorporate new media technology
- Increase collaborations with other disciplines and programs, and continue to develop more discipline-specific materials
- Begin complete review of online document content and plan the systematic upgrading of online materials

Appendix A: Breakdown of Users

Heavilon Hall Writing Lab Services	Times Used	Individual Users
Tutorials	2,848	1,485
Class-related	2,359	1,148
Résumés/Applications	489	337
Workshops		
In-class Workshops	37	535
In-Lab Workshops	43	61
Resources		
Handouts for Students*	25	22
Grammar Hotline	748	N/A
Other Work		
Computer Use	659	350
ESL Computer Use	21	16
ESL Conversation Group	193	52
ESL Materials Use	40	18
Lab Tour	17	12
Study Group	13	13
Writing/Studying Alone	271	210
Other	380	270
No response	21	20

*All of our handouts are available online in downloadable formats. The numbers here represent those who dropped in to ask for handouts in print.

Students' Uses of the Meredith Hall Writing Lab	Visits	Students
Course-Related Tutorial	13	10
Other Tutorial	4	4
Resume/Cover Letter Tutorial	3	3
Grand Total	20	17

Students' Reasons for Referral to the Writing Lab	Visits	Students
No response	3,740	1,882
Advertising	19	11
Another student	89	50
Instructor	262	162

No one	286	59
Other	75	42

Online Writing Lab (OWL) Services	Times Used
Website	25,987,411
E-mail Tutoring	2,194

* See Appendix E for more OWL information.

Usage by Colleges (all centers)	Times Used	Individual Users
ABE	2	2
Aeronautics and Astronautics	14	7
Agriculture	131	79
Technology	147	97
Engineering	494	268
Consumer and Family Sciences	207	110
DP	17	8
Education	61	41
Graduate School	641	206
Health Sciences	60	27
Liberal Arts	792	338
Management	330	164
Nursing	41	25
Pharmacy and Pharmacal Sciences	89	51
Science	246	114
Undergraduate Studies Program	149	69
No response	1,020	693

Most Frequent Use by Major (15 or more students)	Visits
Consumer & Family Sciences	
Child Dev. & Family Sciences	18
Consumer Sciences and Retailing	17
Retail Management	36
Selling and Sales Management	32
Hospitality and Tourism Management	111
Education	
Elementary Education	50
Curriculum and Instruction	21
Educational Studies	18

Engineering	
Biomedical Engineering	15
Civil Engineering	29
Computer and Electrical Engineering	51
Electrical Engineering	42
Freshman Engineering	393
Industrial Engineering	33
Mechanical Engineering	16
Materials Engineering	48
Health Sciences	
General Health Sciences	46
Pre-pharmacy	74
Liberal Arts	
General Communication	41
Visual Communication and Design	22
English Education	102
English	152
Foreign Languages and Literature	17
History	32
Political Science	67
Psychology	80
Professional Writing	20
Creative Writing	16
Sociology and Anthropology	16
General-Undecided	51
CODO Minor	38
Statistics	29
Management	
Accounting	94
Management	219
Nursing	
Nursing	41
Pharmacy and Pharmacal Sciences	
Pharmacy and Pharmacal Sciences	17
Science	
Biology	48
Computer Science	22
Interdisciplinary-Undecided	37
Actuarial Science	18
Technology	
Building Construction and Contracting	29
Mechanical Engineering Technology	23
Undergraduate Studies Explorers	149

Center Usage by Students' Country of Origin*	Times Used	Individual Users
China	54	24
South Korea	33	20
India	21	4
Indonesia	8	6
Japan	19	5
Other	52	33
Total	188	91

*Numbers presented here are based on the responses of the students who chose to specify their country of origin during check-in between August 2004-April 2005.

Appendix B: List of Consultations with the Writing Lab, 2003-2004

Summer Semester

Masatsugu Fujii	Waseda University	Tokyo, Japan	July 27, 2004
Maricela Alvarado	Purdue Latino Cultural Center	West Lafayette, IN	

Fall Semester

Cate A Lewis	College of Siskiyous	Weed, CA	August 27, 2004
Karen White, Eric Lynch, and Hilton Turner	Purdue OTC	West Lafayette, IN	August 28, 2004
Robert Witmer	Sophia University	Chiyoda-ku, Japan	September 2004
Kurt A. Jaenicke	Pearson Custom Publishing	Carmel, IN	September 8, 2004
Jack McCanna	Allyn & Bacon Longman	New York	September, 2004
Benjamin Cummings	Prentice Hall		September 2004
Chair, English Programs & Assistant Principle†	Roncalli High School	Indianapolis, IN	September 29, 2004
Shelly Jean Beach	Cornerstone University	Grand Rapids, MI	September 30, 2004
Yu Qin	Syracuse University	Syracuse, NY	September 30, 2004
Kim Abels	University of North Carolina, Chapel Hill	Chapel Hill, NC	October 1, 2004
Dan Newman	Lesley University	Cambridge, MA	October 19, 2004
Kevin LaGrandeur	New York Institute of Technology	Old Westbury, NY	
Sujata Chandran*	Taylor College	Malaysia	
Melissa Faulkner*	Miami University of Ohio	Miami, OH	November 8, 2004
Alan B Wallace and Anne Elizabeth Shaw	Carthage College	Kenosha, WI	November 17, 2004
Barbara Hamilton*	Oakland University	Rochester, MI	December 17, 2004

Spring Semester

Joanne Anderson*	Howard University	Washington, D.C.	January 5, 2005
June Griffin*	University of Georgia	Athens, GA	March 21, 2005
Andrea B Muldoon and Kristin A Risley	University of Wisconsin-Stout	Menomonie, WI	April 29, 2005

†Invited on-site consultations about WAC?

*Extended telephone or email consultations about writing center theory and practice, and the use of Tutor Trac and other technologies, in response to inquiries about the Writing Lab at Purdue.

Appendix C: Conference Presentations and Presenters

Computers and Writing 2004 Conference

“Beyond Disabilities: Text-to-Speech Software in the Writing Center”

Assistant Director: Tammy Conard-Salvo

Council of Writing Program Administrators 2004 Conference

"Questioning Scripture: Text and Argument in Composition Studies"

Faculty: Linda S. Bergmann

Conference on College Composition and Communication 2005

Pre-Conference Workshops

“Gateways or Gatekeepers: Writing Center Roles and Practices”

Faculty: Linda S. Bergmann

Assistant Director: Tammy Conard-Salvo

Graduate Students: Serkan Gorkemli

Jingfang Ren

Every Composition Professional a Defacto ESL Composition Professional: Special Issues and Topics
"Tutoring the Second Language Writer: Strategies for a Successful Writing Center Session."

Graduate Student: Gigi Taylor (co-presented with Gita DasBender)

Presentations

“Visions and Revisions of the Writing Center as a Site for Research”

Faculty: Linda S. Bergmann

“Access in the Writing Center: Adaptive Technology for Everyday Use”

Assistant Director: Tammy Conard-Salvo

East Central Writing Centers Association 2005 Conference

“Following the Research Trail: The Value of Undergraduate Research in the Writing Center”

Faculty: Linda S. Bergmann

Graduate Student: Amy Ferdinandt-Stolley

Undergraduate Student: Scott Peters

"Tutoring the Novice Graduate Writer: Building Professional Understanding and Independence"

Faculty: Linda S. Bergmann

Graduate Students: Amy Ferdinandt-Stolley

Megan Hughes

Gigi Taylor

National Writing Across the Curriculum 2004 Conference

“Theorizing the Outcomes of Interdisciplinary Collaboration”

Graduate Student: Jessica Clark

“Laying the Groundwork for Interdisciplinary Collaboration”

Graduate Student: Amy Ferdinandt

Thomas R. Watson Conference on Rhetoric and Composition 2004

Panel

"Giving Away the Farm: What if Writing Were Really at the Center?"

“Defining Turf Vs. Enriching the Intellectual Commons”

Faculty: Linda S. Bergmann

Assistant Director: Tammy Conard-Salvo

“Re-Centering First Year Composition”

Graduate Students: Jessica Clark

Jingfang Ren

“Establishing Connections: Professional Writing Program and Business Writing Tutoring in the Writing Lab”

Graduate Student: Serkan Gorkemli

“Tutoring Trade-Offs: L2 Theory in the Writing Center”

Graduate Student: Deb Rankin

Teaching and Learning with Technology Conference 2005

“Incorporating Design with Pedagogy: Redesigning the Purdue OWL”

Faculty: Linda S. Bergmann

Assistant Director: Tammy Conard-Salvo

Graduate Students: Christopher Berry

Karl Stolley

Appendix D: Evaluations and Comments

Evaluations of Individual Tutorials and ESL Conversation Groups (4,229 total students responding)

	Student Responses	Percentage
Quality of Instruction		
Very helpful	3,958	93%
Somewhat helpful	258	6%
Not helpful	11	0%
No response	2	0%
Amount Learned		
Learned a lot	3,746	89%
Learned a little	457	11%
Learned nothing	13	0%
No response	13	0%
Likelihood of Returning		
Very likely	3,796	90%
Somewhat likely	326	8%
Not likely	18	0%
No response	89	2%

Comments from Student Evaluations of Tutorials

At the end of each tutorial 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 illustrate a small sample of the positive comments that students offer about tutors' competence, the quality of tutorial sessions, and gains in writing performance or confidence:

The tutors here seem very knowledgeable of what proper technique and format are when writing papers.

She really helped me focus and clarify my thoughts by helping me logically break down my paper.

Conversation groups are well prepared for helping international students.

I was able to gain information about exactly what it is I need to do for the next draft.

The tutor listened intently to my concerns, helped improve my paper, and provided input to strengthen the paper.

She understood what I meant to say in my paper and showed me different ways I can present it so that it sounds better.

She helped me figure out some of my teacher's comments and also what type of reflection I needed in my paper.

My tutor went out of her way to find the information I needed even though she knew little to nothing about the subject matter. 😊

It was convenient, and I felt like the tutors actually cared about me succeeding. Also, I am now much more confident about my writing.

I learned that I'm getting better with commas. I learned how to properly cite sources.

She helped me come up with a thesis and to organize my paper. She was very helpful. She also made it really clear on how to transition from one point to another.

The tutor was very helpful and very patient. This was the first time I came to the writing lab and learned a lot. I'll for sure come back again. Thanks.

She gave direct help and criticism. Criticism is constructive and to the point. No vague comments like "this needs work."

The tutor greatly helped me with understanding my writing. He showed me how to write in a more professional manner

She has a number of ideas of how to make my paper form better. She was able to show me how to look at my paper as an audience member looking at. She gave a great deal of help.

She understood when I was frustrated and asked me how she could help. I could see that she really cared about how I felt and how I understood.

She was really helpful and didn't impose on what was the "correct" way to write.

This was extremely helpful and I got a lot of constructive criticism which will better my paper and make a more sound argument.

In reference to my personal statement for grad school she helped me realize that I was stating the obvious and not focusing on my uniqueness.

This place rocks, no joke. I come here for every paper and I recommend to all my pals. 😊

Appendix E: Use of the Online Writing Lab (OWL), 2004-2005

Karl Stolley, OWL Technical Coordinator
Christopher Berry, 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 in three major ways: 1) providing a large website at <http://owl.english.purdue.edu>; 2) providing email tutoring via the owl@owl.english.purdue.edu address; 3) 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 September 1, 2004 and April 30, 2005, the Purdue OWL website received **25,987,411 requests for web pages or "hits,"** compared to the 16,268,120 requests during the same period in 2003-2004. 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 and served over **18,000,000 copies** of our handout materials during the academic year. Also popular are our hypertext workshops on resumes and research papers and our PowerPoint presentations available for download, which were downloaded **over 500,000 times** over the 2004-2005 academic year.

Our email tutoring service **answered 2,194 questions** 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.

13,417 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. The Purdue OWL News suspended distribution in January 2005, pending a reworking of the email list to protect subscribers from unwanted advertising and spam and to develop a new, more powerful version of the Purdue OWL News (see Coming Changes section below). A sampling of comments from Purdue OWL users is included in a separate appendix.

The Purdue OWL Staff also presented information and research regarding the Purdue OWL Redesign at the Teaching, Learning, and Technology Showcase held at Purdue in February 2005 and at various campus events.

Improvements and Changes at the Purdue OWL

This has been a productive year for reconfiguring the Purdue OWL Website. The redesign of the entire website commonly known as "The OWL at Purdue" has been going on behind the scenes for almost a year. The redesign of the Writing Lab pages is just the first step towards a complete reconfiguration of the OWL Family of Sites, which celebrated its ten-year anniversary this year. Starting in Summer 2004, the OWL Webmaster led a team of Lab staff in the development of a

Content Management System (CMS) for handling the massive amount of information made available through the Purdue OWL. One of the primary guiding decisions made by the team was to make the distinctions between the Writing Lab, OWL, and Writing Lab Newsletter portions of the site clear, so that visitors to the site can find the information they're looking for more quickly.

The system, written using PHP and MySQL by Webmaster Karl Stolley, went live in January 2005 for the Writing Lab portion of the new Purdue OWL. The CMS for the OWL portion of the site is now operational, and the display sections will be coming online during Summer 2005.

Links to the Purdue OWL

We have received approximately 300 requests to link or notifications of links to the OWL Web site. A recent Google search for pages linking to OWL found some 2,520 pages linked to <http://owl.english.purdue.edu>.

Future Plans

Future plans for the OWL include complete revisions of all the OWL at Purdue's world-famous writing handouts; robust, on-database search capabilities; new content-areas to encourage exploration of the site; a content personalization service; and other enhancements, including a new format for the Purdue OWL News, which will include an RSS feed and other new ways to access content.

Additional plans for the OWL include

- A major redesign of the site, including a new "look," redesign of handout and workshop materials, a navigation system that will allow individual users to create "My OWL," and ongoing usability testing
- Continued review and revision of existing content
- Development of more interactive features for the website, including quizzes, games, and other practice resources
- Development of a job search workshop
- Collaboration with English 106 instructors to develop materials to facilitate using the OWL in introductory composition
- Collaboration with additional departments in Writing Across the Curriculum initiatives

Unsolicited Comments from OWL Users

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

Comments from People Who Use the OWL

I am a high school English teacher in Miami, Florida. I want you to know that 1) my students use your on-line services; 2) I use your quizzes; and 3) I am grateful. -- M Mendez

Hello, I am attending a community college in Seattle Washington. The owl news letter has helped me in developing my writing and understanding of the rules, and reasons for those rules. Thank you for all the time spent on responding to the writing questions. -- T.J. Grant

I have just recently discovered your excellent website. I have passed on this information to my English teachers. I have a 50 machine computer lab at Mountain Brook Junior High School in Mountain Brook, Alabama and some of your online activities will be great exercise for our students. I have been searching for just this type of activity for English classes as just coming in to do word processing is a waste of our resources. At least 99% of our students have computers at home, so coming to the lab for other more useful activities are much needed. Thank you for what you are doing and know how much you and your website are appreciated. -- Debora Wellingham, Mountain Brook Jr. High Computer Lab

I only have a class of 16 students (about half are English as a Second Language). I really appreciate the site and the ability to download material. I wanted to thank you greatly for your website. Please keep up the excellent and laudable work. -- Art Scott, a Doctoral candidate at North Eastern

I just wanted to send a quick note to the folks at OWL and send a big "Thank you!" from Bowling Green, Ohio. I use many of your documents in my classes regularly, and I really appreciate all the work you folks do to make OWL so great. On behalf of my students, we all thank you for helping make us better writers :o) Cheers! -- Andy J

I have just discovered this web site! This is great! I am recommending it to anyone who will listen (and to a lot who don't!). -- Connie Nugent, Lubbock (TX) ISD

I really would like to congratulate you for the information you have made available for people around the world by means of your newsletter. Today I received the last one, that is great. I'm an English language student in Brazil, São Paulo, that has learned a lot with your newsletter. Being a kind of self-learner I use to be eager for more and more information. Your responses have enabled me to improve my English skills considerably. -- Atencio Samente

My name is Mary Ann Heinrich, RN BS and I work at Saint Elizabeth Medical Center in Utica NY. We are doing a presentation for our management staff, (Vice Presidents, department managers, supervisors, etc.), on communication in the business environment. While doing on line research on Memo and Email use I found your web site. It has been very helpful, and I have downloaded both the Email Etiquette and the Memo Writing handouts, along with your Terms and Conditions of Fair Use. We will be doing the presentation to about 130 participants, and I will be distributing the handouts to them. Your web site is very informative and easy to follow. Thank you for allowing us to use your research. -- Mary Ann Heinrich, RN BS

I teach writing and get a lot of information from your website. Thanks and keep up the good work. -- Carole Mark Gingiss

To All That Are Involved: We just wanted to say "thank you" for making this valuable resource available; it has been very helpful. We thank everyone that makes a contribution to this resourceful website. You are all appreciated. -- Daniel

Just a word of sincere thanks for making accessible material which I intend to use - with the appropriate recognition of source - in my class on Ethics and the Good Life at Columbia College Chicago. I very much appreciate the support your material can give to my efforts. -- Joel Rich, Instructor, Department of Liberal Education, Columbia College Chicago

Thanks for the update on OWL news. I will look forward to again receiving this very helpful and valuable tool! -- Candace Frank, Community College Professor

Thank you for making this service available. I have used your site several times for information for my Advanced Placement students. I await your new format. -- Julia Turner, Soledad High School

Hi, Andrew here from the Oxford Seminars and I wanted to drop you a line and just compliment your site. Nice layout, good info, good resources. I was looking around at a few different sites for TESL information and your website stuck out. Very clean and easy to read.

Hi, I provide your site address as a resource (the best, in my opinion) to my students in BUS324 and BUS424 at the Northern Alberta Institute of Technology. I don't actually link to your site, but I recommend highly that students who are having difficult with any area of grammar, punctuation, or writing visit your site as a resource. My compliments to your staff on the excellent site and content.

It is most generous of you to share this website on APA. The best I have found. -- Mary Alice

I wanted to compliment you and the other OWL staff members for putting together such a marvelous and useful web page. I work for the U. S. Coast Guard in St. Louis and found the information provided extremely helpful to military members. Many of them are returning to school through various education programs and writing is one of their biggest challenges. Also, I found the parts on Cover Letters and Resumes to be extremely useful to members transitioning from the service to the civilian world. Thanks for the great site and keep up the excellent work!!

--Shirley A. Kuppinger, Transition/Relocation/Spousal Employment Manager, U.S. Coast Guard ISC, St. Louis

Comments from People Who Link to Purdue's OWL

The Chicago Metro History Education Center is a not for profit educational organization that works with teachers and students on learning history through the inquiry approach. We coordinate the local National History Day program, called the History Fair; approximately 400 teachers in 150 schools in the metro area participate. The link to your site on plagiarism will be on our website under "History Helpers." Thank you for permission to link, and most importantly, for creating such a useful site! -- Lisa Oppenheim, Associate Director, Chicago Metro History Education Center

Hello, I am an adjunct sociology lecturer at North Park University in Chicago and I have provided my students with links to your site, via BlackBoard. I so appreciate your site, which is such a valuable resource. Thank you for providing it. -- Tennille Allen

I teach junior and senior English at East Central High School in Tulsa, Oklahoma. I just wanted to tell you and your colleagues how much I appreciate this online service that you provide. I have shared it with my department, and I have given your site as a reference for my students to use as we work on our research papers. It is extremely thorough, well-ordered, and user friendly. I'm also very thankful for the handouts and links provided. Keep up the great work, ladies and gentlemen! -- Kimberly Wilson