

**Annual Report**  
**Writing Lab at Purdue University**  
**2006-2007**

**May 15, 2006 to April 27, 2007**



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## I. Summary of Writing Lab Services and Use

### A. Learning

#### In-Lab Learning

During the 2006-2007 academic year (May 15, 2006 to April 27, 2007), the Purdue University Writing Lab served students and faculty as follows:

##### Heavilon Hall Writing Lab

Number of individual users:	2566
Total number of times used:	6567

Consultations:	3759 sessions
In-Lab Workshops:	7 by 24 students
In-Class Workshops:	57 by 913 students

##### Meredith Hall Satellite Writing Lab

Number of individual users:	50
Total number of tutorials:	49 sessions

##### DLC Writing Lab

Number of individual users:	12
Total number of tutorials:	13 sessions

**Total number of tutorials (all locations): 3,821 sessions**

#### Learning with Technology

The Purdue University Online Writing Lab (OWL)

Website:	<b>84,863,489</b>	Pages served to 125 countries
Email tutoring:	5,404	emails answered

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

### B. Engagement with State, National, and International Users

OWL email responses by tutoring staff: 5,404. This includes Purdue students, Indiana residents, and users from around the USA and abroad and represents an increase of 2,229 email responses compared to last academic year.

Telephone Grammar Hotline: 421

Consultations with visiting scholars on starting and maintaining a writing center: 48. See Appendix B for a list of visitors and their institutions.

Pre-conference workshop for writing center professionals at Conference on College Composition and Communication 2007: 25 attendees

### **Major on-campus demonstrations**

- Boiler Gold Rush (Fall 2006)
- Graduate Student Welcome Fair (Fall 2006)
- Indiana State Fair Liberal Arts Day (Fall 2006)
- President's Council and Liberal Arts Day (Fall 2006)
- Winter Welcome Fair (Spring 2007)
- Introductory Composition (ICaP) Showcase Display (Spring 2007)
- Destination Purdue (Spring 2007)
- Liberal Arts Job Fair Résumé Critique (Spring 2007)
- Just-in-Time Career Fair Résumé Critique (Spring 2007)

### **C. Discovery**

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

- Computers and Writing Conference 2006
- European Writing Centers Association 2006
- National Conference on Peer Tutoring in Writing 2006
- Writing Development in Higher Education Conference (UK) 2006
- University of Illinois at Chicago Writing Center Conference 2006
- Conference on College Composition and Communication 2007
- East Central Writing Centers Association Conference 2007
- International Writing Centers Association Conference 2007
- Teaching and Learning with Technology Conference 2007

Works in progress include several articles based on current research, three doctoral dissertations on tutoring practices (1 in process and two completed spring 2006), and several other research projects.

### **D. Staff**

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

Associate 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, plus two undergraduate hourly staff

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

Undergraduate tutors (funded by the English Department and Krannert School of Management):

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

Support staff:

- Office Manager
- Administrative Manager
- Six student clerical assistants

## **II. Discussion of Learning, Engagement, and Discovery Initiatives and Accomplishments, 2006-2007**

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 undergraduate tutoring positions

#### **Tutorials**

This year the Writing Lab gave 3,821 writing tutorials. Tutorials consist of half-hour one-to-one tutoring sessions offered both by appointment and on a drop-in basis.

- Graduate TAs work with all students, including first-year composition students, upper-class students in majors across the disciplines, and graduate students writing for courses or producing theses.
- Undergraduate TAs tutor first-year composition students and maintain close contact with the first-year composition curriculum.
- Business Writing Consultants work primarily on memos, résumés, cover letters, 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.

- The Writing Lab uses Likert scale point-of-contact evaluation forms for consultations, workshops, and English as a Second Language conversation groups. Please see Appendix D for detailed information.
- Point-of-contact evaluations (98% response rate): 96% 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 consultants. 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.

## Workshops

- In-Lab Workshops: 7 presentations
- In-Class Workshops: 57 presentations 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:
  - The 20 Most Common Errors in Writing
  - Dealing with Writing Anxiety
  - Visual Rhetoric and PowerPoint
  - Organizing Your Argument
  - Résumés and Cover Letters
  - Research Methods for MFA students
  - Email and Electronic Communication Etiquette
- Brownbag session, “Transforming Student Projects into Showcase Displays,” co-sponsored with Introductory Composition at Purdue
- EPICS workshop series on writing design notebooks, project charters, and travel writing

## In-Lab Resources

- Instructional resources and handouts: over 200 web-based modules addressing writing skills and issues, available in printer-friendly format on the OWL.
- Reference library of books, journals, and reference materials for student and faculty use; textbooks and handbooks that students can check out, including specialized resources for English as a Second Language students.
- Technology for writing and tutorials: 8 computers, 2 black and white printers, 1 color printer, 1 digital video camera, 1 digital still camera, and 2 scanners available for general student use throughout the day. This includes an advanced multimedia production station funded by the Professional Writing program. In addition, 6 laptops are available on tutoring tables for use during consultations.
- ESL technology: computer dedicated to English as a Second Language practice, which includes specialized vocabulary and pronunciation software.

## English as a Second Language (ESL) Resources and Initiatives

Because 25% of Writing Lab users (2,103 total requests for help) self-identify as non-native speakers, we continue to investigate ways to better serve this clientele. The ESL coordinator, a Graduate TA responsible for overseeing ESL services and initiatives within the Lab, teaches Lab tutors some of the special skills needed for working effectively with ESL students. This year the ESL Coordinator was responsible for the following projects:

- Publicized the Lab’s ESL services at the International Student Orientation in the Fall 2006 semester and at other publicity events
- Established contact with the OEPP (Oral English Proficiency Program) instructors to publicize the ESL conversation groups among their students
- Created a handout on helping ESL writers learn to proofread, in response to a common concern among new graduate consultants about “the proofreading trap”
- Created the following resources for the ESL conversation groups:
  - a list of university and community resources for ESL speakers
  - a participant information sheet for conversation group participants to fill in
  - a list of best places to advertise the conversation groups
  - a newly designed flyer advertising the conversation groups

- Updated the list of ESL self-study books in the Lab's library and recommended the following additions to the library from the Michigan Series in English for Academic and Professional Purposes, University of Michigan Press:
  - *Academic Writing for Graduate Students: Essential Tasks and Skills*, Second Edition and its accompanying Teacher's Manual (2004), John M. Swales and Christine B. Feak
  - *English in Today's Research World: A Writing Guide* (2000), John M. Swales and Christine B. Feak
  - *Building Academic Vocabulary* (2002), Lawrence J. Zwier
  - *Discussion & Interaction in the Academic Community* (1997), Carolyn G. Madden and Theresa N. Rohlck
- Responded to email enquiries about the Lab's ESL services and resources and about ESL writing issues

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

In addition to offering individual tutoring sessions, the Business Writing Consultants (BWCs) conducted two workshops on résumés and cover letters and four "Résumé Extravaganza" events. The BWC staff also participated in the Liberal Arts Career Fair Résumé Critique. The following is a list of other accomplishments by the BWC administrative staff:

#### Business Writing Coordinator (Graduate Teaching Assistant)

- Taught semester-long practicum (390B) for prospective BWCs and assisted in hiring new BWCs
- Provided the BW Assistant Coordinator opportunities to teach 390B sessions as a means of professional development
- Helped develop working relationships between the Assistant Coordinator and incoming tutors
- Implemented Conference Proposal assignment
- Sent recruitment emails to professional instructors to identify candidates for new positions
- Presented workshops on business letters and memos to Animal Sciences students (4 workshops total, approximately 50 students per workshop)
- Maintained communication with Animal Sciences professor about Writing Lab resources
- Consulted with students in Dr. Bergmann's Writing Across the Curriculum course about revising the Animal Science rubric
- Communicated with Agricultural Economics department about Writing Lab resources
- Presented workshop on professional thank you letters to 450 Agricultural Economics students

#### Business Writing Assistant Coordinator (Undergraduate Business Writing Consultant)

- Assisted with 390B course by teaching résumés and cover letters
- Designed, created, and distributed a Writing Lab banner, t-shirts, fliers, and other forms of advertisement
- Created OWL handouts and PowerPoint presentations on tutoring cover letters and résumés for the OWL's new Teaching Writing section
- Created résumé samples for the OWL
- Held workshops on creating OWL content and tutoring personal statements and curriculum vitas during monthly BWC meetings



Public Relations Coordinator (Undergraduate Business Writing Consultant)

- Created signs and other visual displays for Stewart Center display cases and organized a team of BWCs to construct these displays
- Created fliers and organized distribution around campus
- Wrote a memo for resident advisors in campus dorms about workshops we offer by request

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

The Crouse Scholarship in Professional Writing for Professional Writing/Writing Lab Collaboration, funded with support from the Professional Writing Program, acts as a liaison between the PW program and the Writing Lab. The following is a list of projects the Collaboration Intern completed during the 2006-2007 academic year:

**Usability Testing**

- Researched user-centered documentation by reviewing various sections in *Technical Communications* by Paul Anderson, *User-Centered Technology* by Bob Johnson, *Collaborative/Participatory Design and Scandinavian Design* by Pelle Ehn, and *Useit.com* by Jacob Nielson
- Met with OWL Coordinator and PW graduate students to discuss their OWL usability projects
- Worked with PW graduate student on content revision for the new OWL, including making the content more user-centered
- Wrote an introduction page for OWL section on user-centered Design

**On-Line Writing Lab (OWL)**

- Compiled findings on OWL resources for professional writing, indicating what works, what doesn't work, and what needs improvement
- Revised content on OWL about cover letter pages
- Acted as a liaison between the Writing Lab and graduate students working on updating OWL materials

**Business Writing Coordinators (BWCs)**

- Met with Business Writing Coordinator to discuss her job and her work with the 390B class
- Emailed information about the ENGL 390B course to PW-Talk and PW-Club mailing addresses
- Met with former 390B students to learn how their work in the course applies to their work as Business Writing Consultants

**New Technology**

- Met with PW graduate student to discuss potential professional writing technical workshops
- Met with OWL Technical Coordinator to discuss potential professional writing technical workshops and creating technical guidelines for PW majors on OWL
- Attended Professional Writing Club meetings as Professional Writing Program and Writing Lab representative; proposed a technical workshop based on expressed needs of PW majors
- Compared information from the Professional Writing Program assessment research to Writing Lab assessments to examine how well the Writing Lab is prepared to tutor the work being completed in professional and technical writing courses

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

Undergraduate Teaching Assistants provide general tutoring for students in first-year composition courses. UTAs assist with training prospective tutors in the English 390A tutoring practicum, and they work closely with the Writing Lab/Introductory Writing Program Liaison to respond effectively to changes to the Introductory Writing Program curriculum.

The following is a list of accomplishments of the undergraduate UTA coordinator:

- Coordinated the activities of the UTA staff (e.g., meetings, training sessions, publicity, etc.), including biweekly UTA staff meetings
- Arranged special workshops on grammar, citations, and tutoring ESL students
- Attended ENGL 505A (mentoring course for new graduate composition instructors) to provide feedback to instructors about their assignments and to give UTAs background information about new assignments
- Assisted with the selection of applicants for 390A and of 390A students for UTA positions
- Organized mock tutorial sessions for all 390A students
- Helped implement new tutor-training assignment and team tutorial program
- Worked with the ESL Coordinator to bring UTAs into ESL conversation groups
- Promoted UTA collaboration with graduate tutors and Business Writing Consultants

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

The Writing Lab continued to offer extended tutoring hours in Meredith Hall during the fall and spring semesters. This location, staffed by one GTA and a rotating staff of three UTAs, was open on Wednesdays from 7:00-10:00 pm. Since its inception during the spring 2005 semester, the Meredith Hall location has grown steadily with an increase in use from 19 sessions to 53 sessions.

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

The Writing Lab began offering extended tutoring hours through a new collaborative initiative with Purdue University's Undergraduate Library and its director, Scott Mandernack. During the fall and spring semesters, this location served students on Monday evenings from 7:00-10:00 pm in a conference room in the Digital Learning Collaboratory. The Library satellite was staffed by two GTAs and a rotating staff of three UTAs and BWCs. Since its inception during the spring 2006 semester, the DLC location has remained steady with approximately 13 sessions.

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

The Writing Lab collaborates with the Introductory Writing Program and provides 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 (two members)
- Participation in orientation and mentoring for new instructors of first-year composition
- Consultations for instructors with the Writing Lab directors or the Introductory Writing Program Liaison

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

- Updated and expanded Writing Lab materials for new Graduate Teaching Assistants

- Conducted orientation for mentor groups to familiarize them with the Writing Lab, its pedagogical approaches, and its services
- Conducted orientation session on successful conferencing, as requested by mentor Professor Samantha Blackmon
- Emailed instructors a short description of the Writing Lab and its services to be pasted into syllabi
- Drafted letter informing incoming first-year students about the Writing Lab and its services, for distribution during Boiler Gold Rush and in the residence halls
- Regularly communicated with ENGL 106 and 108 instructors regarding Writing Lab services, lab tour scheduling, and upcoming events
- Collaborated with the Writing Lab Workshop Coordinator to keep instructors informed about opportunities for in-class workshops given by tutors as well as upcoming in-Lab workshops
- Visited ENGL 390A class and presented information regarding ENGL 106 and 108 Goals, Means, and Outcomes statement, the ICaP website, and available syllabus approaches
- Attended Undergraduate Tutor orientation
- Collaborated with the Undergraduate Tutor Assistant Coordinator to collect information from instructors regarding visual rhetoric assignments
- Updated and expanded Lab tour script that focuses on instructors' involvement during the tour
- Visited mentor groups to recruit new graduate tutors for the Lab
- Collaborated with the Assistant Director of Introductory Composition to present a visual rhetoric workshop for instructors and students participating in the ICaP Showcase
- Served as member of Introductory Writing Committee and as the head of the Advisory Board subcommittee during its efforts to develop and plan a WAC panel event for the coming Fall 2007 semester

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

The Writing Lab helps classroom teachers across the disciplines develop and improve writing activities in their courses. In addition to ongoing work with faculty developing writing projects and providing access to instructional materials, this year's work included:

- Maintaining a connection with the director of the Krannert School of Management Communication Center
- The Writing Lab Director
  - Advised graduate students conducting research on assessing outcomes for student writing project in Animal Sciences course; also directed rethinking the projected and constructing new assignments and a new grading template more appropriate for clear assessment
  - Directed students developing a Writing Across the Curriculum workshop for graduate students
  - Directed critique of old OWL material on WAC and advised on the creation, revision, and placement of WAC materials

### **Using Technology to Foster Learning**

The Writing Lab continues to offer students access to computer resources during tutorials or self-study. New and continuing projects are described in more detail in section III, page 17.

- Revised and user-tested the Online Writing Lab (OWL) site
- Planned online tutoring system

- Researched results of mainstream use of Kurzweil 3000 (special software that lets users, including individuals with disabilities, hear text aloud and use special tools during revision)
- Increased use of computers in tutorial sessions to help students improve their writing processes, to demonstrate accessing OWL resources, and to help students master internet research
- Trained undergraduate tutors to respond to OWL Mail questions
- Upgraded existing software and hardware in the Writing Lab

## **B. Engagement**

### **Writing Lab (OWL)**

The Purdue OWL, which counted more than **84 million pages served from May 15, 2006-April 27, 2007 (up from 31 million!)**, 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 and provides much-appreciated service to students, teachers, and writers across the nation and around the world. The OWL is referenced in many textbooks on writing and web development and by citations in the scholarly literature of computer-assisted writing, writing centers, and composition studies in general. The "New OWL," with revised content and a usability-tested data base, went online in the fall of 2006. 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 421 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 48 such visitors, including 10 from other countries. See Appendix B for a table of visitors and their affiliations.

### **National Writing Project Site Proposal**

The Writing Lab is collaborating with the College of Education and the College of Liberal Arts to submit an application to the National Writing Project (NWP) for a potential site. This outreach initiative will allow Purdue to contribute to the existing network of 195 NWP sites throughout the country. We have formed a Purdue NWP Steering Committee comprised of local K-12 teachers, administrators and Purdue faculty. The group will assist in gathering support for the site and preparing the proposal to be submitted in September 2007.

To learn more about the National Writing Project, please visit <http://www.nwp.org>.

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

We have begun an Alumni Outreach Project to maintain contact with former Writing Lab. In the Fall 2006 semester, we created the first *Alumni Annotations* newsletter and distributed print copies to more than 360 former staff. Subsequent issues were developed during the spring and summer semesters, were distributed electronically.

*Alumni Annotations* contains information about current Writing Lab and OWL projects and features information about staff accomplishments and awards. An alumnus is profiled in each issue, and alumni are invited to keep in touch. This newsletter has allowed us to remain in contact with former tutors who have worked in the Writing Lab as far back as 1980 and to maintain a history of the Writing Lab.

## C. Discovery

### Publications

Bergmann, Linda. "The Trajectory of Change: Graduate Programs, Professionalization, and Research," in "Polylog: Are Writing Center Directors Writing Program Administrators?" *Composition Studies* 34.2 (2006).

Bergmann, Linda and Tammy Conard-Salvo. "Dialogue and Collaboration: A Writing Lab Applies Tutoring Techniques to Relations with Other Writing Programs." *Marginal Words, Marginal Work? Tutoring the Academy to the Work of the Writing Center*. Ed. William Macauley, Jr., and Nicholas Amauriello. Hampton Press, in press.

Conard-Salvo, Tammy and Serkan Gorkemli "Professionalization, Tutor Training, and Service Learning in the Writing Center" *Praxis: A Writing Center Journal*, Vol. 4.2, Spring 2007 <http://projects.uwc.utexas.edu/praxis/?q=node/145>.

### Doctoral Dissertations Completed

Amy Ferdinandt Stolley. (Linda Bergmann, committee member). "(Re)Placing Grammar in the Writing Classroom." April 2006.

Virginia Taylor. (Linda Bergmann, committee member) "The Balance of Rhetoric and Linguistics: A Study of Second Language Tutorials." March 2006.

### Conference Presentations

The Writing Lab generated 19 presentations at six national/international and three 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 we are able to further this effort with the assistance of the Muriel Harris Tutor Development Fund. Several articles for professional journals, derived from these conference presentations, are in progress at this point. See Appendix C for a detailed list of this year's presentations and presenters.

### 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.

- Dissertation-in-progress (prospectus defended May 2006) by Deborah Rankin: observation of and perceptions of strategies for tutoring English as a Second Language students
- Tammy Conard-Salvo, Linda S. Bergmann, Michael Salvo, Dana Driscoll, Allen Brizee, and Morgan Sousa "Purdue OWL Usability and Redesign": an IRB-approved formal series of tests to monitor the usability of the new OWL website. The research study represents a collaboration between the Writing Lab and the Professional Writing program.
- Tammy Conard-Salvo with assistance from John M. Spartz, "Beyond Disabilities: Text-to-Speech Software in the Writing Center": an IRB-approved formal study of the impact of speech synthesis software (adaptive technology) on face-to-face writing center tutorials

- Research projects in Writing Lab derived from Linda Bergmann's Graduate Seminar in Writing Across the Curriculum: 5 projects using observations and other empirical data.

#### **Visitor Information System (VIS)**

The Writing Lab continues to use its own intake system, the Visitor Information System (VIS), to track student usage of the Writing Lab. In the fall semester of 2006 Karl Stolley updated the VIS to allow administrators and staff researchers to query information during a range of dates and based upon various criteria, such as Writing Lab location, students' major, or country of origin. This information will not only serve to improve quality of writing assistance at Purdue but will also provide valuable data about students' needs for the field of writing centers and composition.

#### **College Reading and Learning Association Certification Proposal for the Writing Lab's Graduate and Undergraduate**

The Writing Lab has submitted applications for Level I Certification for both our graduate and undergraduate tutoring programs through the College Reading and Learning Association. If approved, our certification will become effective July 1-June 30, 2007, with required yearly renewal applications.

The CRLA certificate program provides the Writing Lab with international recognition for our established tutor training programs. Furthermore, we will be authorized to issue CRLA certificates to our individual tutors upon completion of their formal training, further illustrating the high standards we have established for our services.

### **III. Planning for 2006-2007 academic year**

#### **A. Staff Positions**

Linda Bergmann continues to serve as Director, and Tammy Conard-Salvo serves as Associate Director of the Writing Lab. The job description was changed for the Managing Editor of the *Writing Lab Newsletter* to the Writing Lab Administrative Manager. New responsibilities for this position include serving as project manager for the National Writing Project initiative and other special projects.

#### **B. Technology Initiatives**

The Writing Lab has continued its renovation of the Online Writing Lab (Appendix E) and will begin incorporating changes based on user feedback during usability testing. Content from the old site will continue to be updated and transferred, and discipline-specific writing resources and multimedia modules will be added in the coming academic year. Other technology initiatives include the development of a campus-wide online tutoring system and updating of ESL software in the Writing Lab.

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

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

- Revise the layout and navigation system based on data from user testing
- Build new system for interactive grammar exercises
- Generate and upload podcasts on various writing topics
- Continue revising and standardizing PowerPoint workshops
- Increase collaborations with other disciplines and programs, and continue to develop more discipline-specific materials

##### **Online Tutoring System**

The Writing Lab has retained the services of Concurrent Consulting to design, program, and install a comprehensive asynchronous online tutoring system for Purdue students. Unlike the current OWL Mail, this system will allow writing tutors to respond to entire papers using the collaborative model of face-to-face tutoring. The system will be piloted by several distance education courses during the Fall 2007 semester, and the pilot will be expanded to first-year composition courses in the Spring 2008 semester. The Writing Lab will administer usability testing and ensure the system meets pedagogical and technological requirements before making it available to all students on campus.

A graduate tutor staff will be assembled to focus exclusively on electronic tutoring, which will remain distinct from the existing OWL Mail service. These asynchronous online tutors will undergo special training to respond to documents in an electronic space and to maintain the Writing Lab's pedagogical, collaborative focus. In addition, the UTAs and BWCs will be trained to handle all incoming OWL Mail questions, so the graduate tutors can focus on online tutoring.

##### **ESL Computer**

The Writing Lab's ESL computer was upgraded in 2006-2007, and during the next academic year, the graduate ESL Coordinator will evaluate all software on the computer and make recommendations for



advanced writing and speaking software packages. Once the software is updated, the Writing Lab will heavily advertise this service to all ESL students on campus.

### **Kurzweil 3000**

The Writing Lab will continue to offer Kurzweil 3000 on several computers in the Heavilon location. Tammy Conard-Salvo, with assistance from John M. Spartz, will continue an IRB-approved research project related to mainstream uses of Kurzweil, and the Writing Lab expects to advertise the availability of the software to all students on campus.

## **D. Goals of Specialized Tutoring Staffs and Coordinators**

### **Workshops**

- Market workshops more broadly, making sure that flyers are posted in high-traffic areas of several academic buildings
- Maintain contact with key personnel across campus who have collaborated with the Writing Lab
- Meet with key personnel in other campus support programs (e.g., Academic Support Services, SPAN, International Students & Scholars) to deliver the semester's schedule of in-lab workshops
- Inform key personnel of our willingness to develop specific workshops to meet their students' writing needs

### **English as a Second Language**

- Establish contact with Oral English Proficiency Program, English Speakers of Other Languages School in Purdue Village, CCO, and the Academic Success Center and initiate collaborative efforts
- Compile an email list of instructors for English 106i, English 002 (Written Communication for ESL Graduate Students), and instructors and tutors in the Oral English Proficiency Program to facilitate better communication and collaboration
- Include English 390A and 390B students with the ESL conversation groups.
- Invite instructors and students of EDCI 285 (Multiculturalism and Education) to become involved in ESL conversation groups for class projects
- Organize the ESL self-study software, audio materials, and print materials and continue to update them

### **Business Writing**

- Create a service project that will allow Business Writing Consultants to use their professional writing expertise in the community
- Increase activities with Crouse Intern and Professional Writing Program; nurture relationship with Professional Writing Club
- Help recruit new applicants
- Professionalize materials for Résumé Extravaganza events and workshops

### **Undergraduate Teaching Assistants**

- Develop a research project that examines the goals and use of the satellite centers
- Create “Checklist for Revising” handout for OWL
- Continue research project to increase the number of visual rhetoric assignments brought to the Lab
- Encourage further UTA participation at conferences
- Encourage more UTA interaction with tutors-in-training while they are in the Lab

### **OWL Mail**

- Train all UTAs and BWCs to answer OWL Mail, and shift responsibility to them
- Establish a schedule that will allow for OWL Mail coverage when the Lab is not open
- Designate a specific time daily for answering inquiries
- Use email inquiries as a reference for developing new material for the OWL
- Implement a system to record geographical locations and institutions from which inquiries are sent
- Collaborate with Writing Lab directors in launching the new online tutoring

### **Liaison for ENGL 106 (first-year composition)**

- Continue relationships and collaborations developed over the past three years
- Work closely with incoming first-year composition instructors
- Develop new marketing strategies for the Lab
- Serve on the Introductory Writing Committee

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

- Expand content into new multimedia horizons, including development of bi-weekly writing-related podcasts (audio recordings downloadable to MP3 players and other multimedia devices)
- Produce further revisions to and updates of existing materials
- Develop new materials for professional writing, Writing in the Disciplines/Writing Across the Curriculum section, and pedagogy sections
- Explore a community outreach program to develop adult basic education materials and interactive exercises

## Appendix A: Breakdown of Users

<b>Heavilon Hall Writing Lab Services</b>	<b>Times Used by Clients</b>
Consultations	3759
Workshops	
In-Class Workshops	913
In-Lab Workshops	24
Grammar Hotline	421
Computer Use	1313
ESL Conversation Group	323
ESL Materials Use	61
Lab Tour	2337
Other	827

<b>Students' Uses of the Meredith Hall Writing Lab</b>	<b>Visits</b>	<b>Students</b>
Grand Total	49	50

<b>Students' Uses of the DLC Writing Lab</b>	<b>Visits</b>	<b>Students</b>
Grand Total	13	12

<b>Students' Reasons for Referral to the Writing Lab</b>	<b>Visits</b>	<b>Students</b>
Advertising	175	114
Friend	369	259
Instructor	3984	1851

<b>Online Writing Lab (OWL) Services*</b>	<b>Times Used</b>
Website	84,863,489 pages served
Owl Mail Responses	5,404

\*See Appendix E for more OWL information.

<b>Usage by Colleges (all centers)</b>	<b>Times Used</b>
Agriculture	611
Consumer and Family Sciences	301
Education	351
Engineering	1,023
Liberal Arts	1,468
Management	653
Pharmacy, Nursing, and Health Sciences	279
Science	674
Technology	388
Veterinary Medicine	8

<b>Usage by Classification (all centers)</b>	<b>Times Used</b>
Undergraduate	4,964
Graduate	921
Staff	21
Other	122

<b>Most Frequent Use by Major* (15 or more students)</b>	<b>Visits</b>
<b>Agriculture</b>	
Animal Science	173
<b>Education</b>	
Elementary Education	94
English Education	92
Gifted Education	58
<b>Engineering</b>	
Civil Engineering	42
Engineering (Unspecified)	45
Computer Engineering	43
Electrical Engineering	132
Industrial Engineering	59
Mechanical Engineering	124

\*Majors are self-reported by students, and may therefore be inconsistent.

<b>Liberal Arts</b>	
Communication	57
English	121
Political Science	43
Professional Writing	81
Psychology	90
<b>Management</b>	
Accounting	112
Business Management	47
Management	229
<b>Nursing</b>	
Nursing	49
<b>Pharmacy and Pharmacal Sciences</b>	
Pharmacy and Pharmacal Sciences	82
Pre-Pharmacy	62
<b>Science</b>	
Chemistry	67
Biochemistry	68
Biology	93
Computer Science	111
Science (Unspecified)	49
<b>Undecided</b>	254
<b>Other</b>	3,408

<b>Center Usage by Students' Country of Origin*</b>	<b>Times Used</b>
China	339
Korea	642
India	203
Indonesia	103
Japan	167
Malaysia	23
Taiwan	117
Other	4,358
Total	5,952

\*Numbers presented here are based on the responses of the students who chose to specify their country of origin during check-in between May 15, 2006-April 27, 2007.

## Appendix B: List of Consultations with the Writing Lab, 2006-2007

### Summer Semester

Jeffrey H. Newton	Culver Academies	Culver, IN	May 24, 2006
David Sampson	Culver Academies	Culver, IN	May 24, 2006
Marilyn Jeanine Kennedy	Orange Coast College	Costa Mesa, CA	June 5, 2006
Meeta Chatterjee Padmanablan	University of Wollongong	New South Wales, Australia	June 7, 2006
Mary Lynn Klingman	Baylor University	Waco, TX	June 8, 2006
Zuzeua Sanihova	University of Utah	Salt Lake City, UT	June 8, 2006
Jeremie Séror	University of British Columbia	Vancouver, BC Canada	June 8, 2006
Hongmei Wu	University of Arizona	Tuscon, AZ	June 8, 2006
Jiraporn Dhanarattigannon	University of Florida	Gainesville, FL	June 9, 2006
Kristen Fitzpatrick	Wayne State University	Detroit, MI	June 9, 2006
Gael M. Fonken	St. Cloud State University	St. Cloud, MN	June 9, 2006
Helena M. Hall	University of Illinois	Urbana, IL	June 9, 2006
Denise M. Heald	Boise State University	Boise, ID	June 9, 2006
Adelina G. Hristova	Washington State University	Pullman, WA	June 9, 2006
Theresa Hyland Director of Writing Services	Huron University College	London, ON Canada	June 9, 2006
YuKyung Kang	University of Illinois Urbana	Urbana, IL	June 9, 2006
Mi-Young Kim	University of British Columbia	Vancouver, BC Canada	June 9, 2006
Sang Kyung Kim	Pratt Institute	New York, NY	June 9, 2006
Piyawan Kullamai	Illinois State University	Normal, IL	June 9, 2006
David Linzee	University of Missouri	St. Louis, MO	June 9, 2006
Lisa M. Mikesell	UCLA	Los Angeles, CA	June 9, 2006
Meltem Muslu	Anadolu University	Turkey	June 9, 2006
Hyechong Park	Ohio State	Columbus, OH	June 9, 2006
Alice C. Roberts	Harper College	Palatine, IL	June 9, 2006
Rondell William Sadler	University of Illinois	Urbana, IL	June 9, 2006
Chutima Satidsathien	Illinois State University	Normal, IL	June 9, 2006
Tamara Schumacher	Thomas Jefferson High School	Lafayette, IN	June 9, 2006
Sheryl S. Slocum	Alverno College	Milwaukee, WI	June 9, 2006
William Jason Stogemoller	University of Illinois	Urbana, IL	June 9, 2006
Judy A. Youngquist	Saginaw Valley State University	University Center, MI	June 9, 2006

HoJung Yu	Arizona State University	Tempe, AZ	June 9, 2006
Emily Walker Heady	Liberty University	Lynchburg, VA	June 13, 2006
Fred Milacci	Liberty University	Lynchburg, VA	June 13, 2006
Shelah Yvette Simpson	Liberty University	Lynchburg, VA	June 13, 2006
Rebekah Manney	Milton Hershey School	Hershey, PA	June 14, 2006

### Fall Semester

Patrick Gallagher	University School	Cleveland, OH	August 22, 2006
Sercan Saglam	Anadolu University	Turkey	September 6, 2006
Kara M. Gilbert	Monash University	Victoria, Australia	September 6, 2006
Bryan Marinelli	Providence College	Providence, RI	October 19, 2006

### Spring Semester

Brian Ahern	Keiser College	Fort Lauderdale, FL	February 7, 2007
Joyce E. Hicks	Valparaiso University	Valparaiso, IN	March 1, 2007
Larisa A. Filimonenk0	Novocherkassk ELT Association	Rostov oblast, Russia	April 2, 2007
Gail Zeiniger & 7 students	Naperville High School	Naperville, IL	April 10, 2007
Dr. P.K. Malik	Wildlife Institute of India	Uttaranchal, India	April 11, 2007
David Levie	Bellevue University	Omaha, NE	April 17, 2007
Lucie M. Moussu	Ryerson University	Toronto, ON Canada	April 19, 2007
Rhonda Latrice Washington	Midlands Technical College	Columbia, SC	April 24, 2007
Peter Klaus Kramer	Indiana University	Bloomington, IN	April 30, 2007

## Appendix C: Conference Presentations and Presenters

### **Computers and Writing Conference 2006**

“Creating a Usable OWL: Challenges for Writing Center Administrators”

Associate Director: Tammy Conard-Salvo

### **Conference on College Composition and Communication 2007**

#### **Pre-Conference Workshop**

“Creating a ‘Tipping Point’: Using Images and Words to Represent the Writing Center’s Internal and Public Identity”

Faculty: Linda Bergmann

Associate Director: Tammy Conard-Salvo

Graduate Students: Joy Santee

Jodi Wagner

#### **Computer Connection Presentation**

“Bringing a Broad Base of Users into the Project: Web-Based Remote Usability Testing of the Purdue OWL”

Associate Director: Tammy Conard-Salvo

#### **Session Presentations**

“Graduate Programs, Professionalization, and Writing Center Research”

Faculty: Linda S. Bergmann

“Grouping, Alignment, and ‘Wasted Space’: Prioritizing Users’ Feedback to Revise the OWL”

Associate Director: Tammy Conard-Salvo

### **East Central Writing Centers Association Conference 2007**

“A Crash Course: Working with Creative Writing Tutees”

Graduate Student: Dana Bisignani

“A Writing Center is Not the Writing Center”

Graduate Student: Jo Doran

“ESL Conversation Groups: Constructing Techniques for Language and Cultural Development”

Graduate Students: Dana Bisignani

Jaisree Jayaraman

Richard Sévère

“Simple Elements of Design: Creating Effective Writing Center Publicity” (Workshop)

Associate Director: Tammy Conard-Salvo

Undergraduate Student: Ashley M. Watson

### **European Writing Centers Association Conference 2006**

“Tutors Building Community out of Conflict and Chaos: Starting with Ourselves”

Faculty: Linda S. Bergmann



**International Writing Centers Association Conference 2007**

“Duality and the Undergraduate Peer Tutor: Examining the Shift Between Specialized and Generalist Tutoring”

Undergraduate Students: Aimee Kappes  
Lisa Stalbaum

“Surveys of Diverse Groups in Writing Center Spaces”

Graduate Students: Dana Driscoll  
Jo Doran  
Jaclyn M. Wells

“Writing Centers and Collaboration across the Disciplines”

Faculty: Linda S. Bergmann

“Writing Centers as Professional Spaces: The Pedagogy of Professionalization in Tutor Training Courses”

Associate Director: Tammy Conard-Salvo  
Graduate Students: Serkan Gorkemli (alumnus)  
Jingfang Ren  
Joy Santee

**National Conference on Peer Tutoring in Writing 2006**

“Cultural Critique in Peer Tutor Training”

Graduate Student: Jo Doran

**Teaching and Learning with Technology Conference 2007**

“The New Owl” (Poster Session)

Faculty: Linda S. Bergmann  
Graduate Students: Dana Driscoll  
Richard Sévère

“Redesigning OWL: User Testing as Research”

Associate Director: Tammy Conard-Salvo  
Graduate Students: Dana Driscoll  
Karl Stolley

**University of Illinois at Chicago Writing Centers Conference 2007**

“Questioning Scripture: Research, Writing, and the Writing Center”

Faculty: Linda S. Bergmann

**Writing Development in Higher Education Conference 2006**

“Heretical Questions about Writing Center Practices”

Faculty: Linda S. Bergmann

## Appendix D: Evaluations and Comments

Evaluations of Individual Tutorials and ESL Conversation Groups (4,751 total students responding)

	Student Responses	Percentage
<b>Quality of consultation</b>		
Very helpful	4,569	96%
Somewhat helpful	175	4%
Not helpful	6	0%
No response	1	0%
<b>Amount Learned</b>		
Very High	4,560	96%
Learned a little	183	4%
Learned nothing	8	0%
No response	0	0%
<b>Likelihood of Recommending</b>		
Very likely	4,547	96%
Somewhat likely	192	4%
Not likely	12	0%
No response	0	0%

### 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 constitute a small sample of the positive comments that students offered when asked to describe the most useful part of their experience in the Writing Lab:

#### Tutoring Style/Personality

She had so many great ideas and really was active and interested in the tutorial. She was great! 😊

She made me feel not so much like a dumb freshman! 😊

He was able to identify with my frustrations in my writing and gave a lot of positive feedback as well as worked with me on some of my weaknesses.

He was very knowledgeable and nice. He was very time-efficient and professional—I appreciated that. I also appreciated his valuable, constructive feedback.

She was very friendly and helpful. She explained complex ideas clearly and made them easy to understand.

She gave me helpful suggestions without making me feel like a bad writer. Very useful advice! Thanks!

She was very easy to talk to and answered all of my questions. She was able to give great advice while allowing flexibility in my resume. I feel much better after coming here (which was my first visit), and I will definitely recommend the writing lab to others.

She really took the time to help, be specific, and knew what she was talking about. She was great!

He gave good advice, but still listened to and answered my questions and concerns.

She had great suggestions and didn't make me feel overwhelmed or uncomfortable. ☺

The Writing Lab has a friendly, comfortable, non-judgmental environment. ☺

### **Techniques**

She was very interactive and told me why rather than just changing something.

Although he had me make many changes to my personal statement, he did so in a constructive way instead of saying, "That is wrong."

She was very helpful with incorporating my knowledge and using hers to assist my development. When I came in I didn't know what I was doing. Leaving I have a full idea of what I am doing and how to do it.

Every time I come here the help I receive relieves much stress and seems to be better than the last.

I liked how he helped me organize my paper, and he gave me new ideas. The information he gave me was not only helpful for this paper, but all of them in the future. Thanks!

I found it helpful that my consultant gave me ideas and a general concept instead of just telling me what to do. It allowed me to apply what I already knew.

My consultant didn't just give me the "answers," but let me come to conclusions on my own through her guidance.

Instead of telling me what to do, she taught me so I could use what I learn later in the future.

She picked up quickly on the specific approach I wanted to take, and she tailored her advice to fit with my goals.

He gave very helpful suggestions and gave them in a helpful, non-condescending way.

### **Content of tutorial**

I didn't know what was missing in my paper and he helped me find that little "oomph!" ☺ This experience really helped me more than I expected and I am definitely looking forward to coming back.

I now have a much better understanding of how to write a resumé that not only allows employers to "get to know me," but also one that will hold their interest.

She helped me get my ideas more focused. She helped me find sources on topic, which was a major problem.

She did a great job helping me define my thesis and main points. Also, she helped me with the format of my paper. So much help!

This lab has helped me on formulating sentences. My English has improved tremendously over 2 years. Thank you.

I had no idea what MLA format was and she was very helpful because I now understand what MLA entails.

I came in clueless about cover letters. I left with skills to get the internship I want. She was great, and she also helped me with my resumé and references sheet.

She gave me step by step guidance to build thesis statement.

She really eased my concerns about writing a research paper. She gave me some tips on how to expand my outline and also just helped me to improve on my paper.

He made a big impact on my personal statement for law school. He helped me organize my thoughts on paper.

## **Appendix E: Use of the Online Writing Lab (OWL), 2005-2006**

Karl Stolley, OWL Technical Coordinator  
Dana Driscoll, 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:

- Providing a content-rich website of writing-related materials at <http://owl.english.purdue.edu>
- Providing email tutoring via a webform at <http://owl.english.purdue.edu/writinglab/email/owlmail>
- Providing the Purdue OWL News, a weekly email newsletter that contains writing-related questions, answers, and information about the Writing Lab and Purdue OWL.

Between May 1, 2006 and April 31, 2007, the Purdue OWL website served 84,863,489 web pages, compared to the 31,736,172 requests during the same period for 2004 – 2005. Visitors to our site included Purdue University students, faculty and staff from all campuses, and students, teachers, workers, and learners from all around the world, including China, Thailand, Australia, Canada, Japan, Peru and Korea. Individuals serving in the United States armed forces and workers for the United States government also made use of our OWL for educational and training purposes. A sampling of comments from Purdue OWL users is included at the end of this appendix.

The Purdue OWL transferred 6,296 gigabytes of data to users worldwide. Our most popular resources include our MLA and APA citation guidelines, grammar and ESL handouts, professional writing and business writing documents, materials on avoiding plagiarism, and writing process materials. The Purdue OWL's hypertext workshops and PowerPoint presentations on writing-related topics are also popular.

Our email tutoring service answered 5,404 questions this academic year from Purdue students, faculty and staff and from other users who include high school students, workers in business and industry, and English language learners from other countries.

The Purdue OWL News service resumed operation on June 26, 2006 and has been released weekly while school is in session. Since its re-release we have produced 27 issues covering a variety of writing-related topics.

### **Improvements and Changes at the Purdue OWL**

#### **Purdue OWL News**

After a two-year hiatus during the OWL Redesign, the Purdue OWL News came back online on June 26, 2006. The Purdue OWL News had been an email list, run by a third-party who automatically added advertisements to the top and bottom of each issue, which both confused readers and slighted the Purdue OWL News's credibility.

Taking advantage of the OWL server's power, though, the Purdue OWL News email list is now run by the OWL staff, meaning that each issue is completely ad-free. There are 14,653 email list subscribers (April 9, 2007).

However, in addition to a return of the plain-text email Purdue OWL News, the new system also produces an enriched Web version, and is broadcast on an RSS feed to reach audiences who may use RSS feeders. The email, Web, and RSS feeds all take advantage of a database-driven system, allowing for single-sourcing of content.

Work to move back issues of the Purdue OWL News from the third-party provider (Topica.com) into the new system continues.

### **Purdue OWL Webmail**

To accommodate the volume of requests for help by email and the number of Writing Lab tutors answering those emails, a Webmail system (SquirrelMail) was installed on the OWL server to allow tutors to work from various computers. The system automatically saves all sent messages, making it easier for tutors to track response numbers.

### **Materials Revisions, Graphics and Updates**

In 2005, we launched a redesigned Purdue OWL website and have been working hard to enhance, update, and add our materials to the new OWL site. This year, we have transferred over 60% of the original OWL's 200+ resources into the new OWL.

- 25 handouts have been extensively revised by our content editors.
- 41 new graphics for the site have been created.
- 8 brand new resources have been added, including "Teaching Open Source Development and Documentation: A Guide for Professional Writing Instructors"; "Effective Workplace Writing"; "Audience Analysis"; "HATS: A Design Procedure for Routine Business Documents"; "The Paramedic Method"; "Writing in Engineering"; "Relative Pronouns" and additional sample resumes.
- 34 resources were transferred to the new site.
- Changes and revisions to our fair use policy have been made, and we have created new pages that describe Writing Lab personnel and the history of the Writing Lab.

### **Usability Testing for the New OWL**

We began usability testing during 2005-2006 academic year and have continued testing and making improvements during 2006-2007. We have conducted a second generation of usability tests over the summer to begin to refine our plans for a user-based taxonomy and patterns of usage. This spring, we launched the Purdue OWL Remote Testing Survey, a web-based application that allows users from all over the world to provide us with feedback and comments on their experiences with the OWL. This survey will run for a minimum of six months to allow a broad user base to provide us with feedback. Usability testing and site upgrades to design, content, and functionality are an integral part of the sustainability and development of the Purdue OWL.

### **Links to the Purdue OWL**

The Purdue OWL received a total of 1,115 requests for visible links on the Internet this year and have had course instructors distribute links or place links within course management systems such as Blackboard over 2,000 times this year.

### **Future Plans for the OWL**

In the next year, the Purdue OWL plans on expanding its content into new multimedia horizons. This includes the development of bi-weekly writing-related podcasts (audio recordings downloadable to MP3 players and other multimedia devices). We plan on conducting further revisions and updates to existing materials and developing new materials for our professional writing section, writing-in-the-disciplines/WAC section, and pedagogy sections. We will be developing modules to accommodate the rest of the original OWL content, including interactive exercises and hypertext workshops. Finally, we will begin exploring a community outreach program to develop adult basic-education materials and interactive exercises.

### **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.

Last week, when I received your e-mail, I was astonished! It was hard to believe that anyone could so be so sympathetic as to provide such personalized assistance with my particular situation.

Thank you, thank you, thank you!

I hate to use clichés, but your efforts were a "godsend!" Not only did I not realize the PowerPoint presentations existed, but "The Rhetorical Situation" was described as a perfect place to start a new course. What you didn't know was that for at least two weeks, my colleague and I had a list of topics to teach; we were going to force a starting point because we had never designed a curriculum "from scratch" and didn't have a clear place to start.

I emailed him your response to me to my Dean immediately after I received your permission to link, with your link to suggested resources. I thought that he was going to write to express his appreciation on all our behalf. Unfortunately, I discovered that he has not yet.

I feel bad that so many days have gone by without you realizing what a difference your efforts have made in my professional (and personal) life. I was able to start my class with more confidence and professionalism.

Again, my heartfelt appreciation and best wishes.

This source is incredibly valuable in my online English courses! Thank you so much for making a straightforward guide that is easy to navigate and understand. The students and I appreciate it!

I just wanted to say thank you - I've used your website throughout my graduate courses and its been nothing but helpful - love the updates, love all the help and the resources. Keep up the great work!

Hi! I received my PhD at Purdue in 1999, and I wanted to let you know how much I've appreciated continuing to use the OWL! I send my students at California State University, Sacramento to the OWL, and right now I'm planning to grab some of your handouts for a foundation for discussing writing in one of my classes. I've also heard other profs have recommended it to their students, and I don't believe they even have the Purdue connection. Well done!

The Modern Language Association could take a lesson from y'all! I really appreciate having the information so readily accessible. I've had former students e-mail to ask for the link to your website.

Thank you very much! Your website's materials are easy to read and break down writing into manageable steps. The information is comprehensive. As an educator, I spend hours researching material to use in my lesson plans. My goal is to have students who are critical thinkers as well as strong readers and writers. Your website is the best English resource I've come across. Thank you for the work you do. I wish you the best in any future endeavors.

Your site is "wicked awesome" as we say in MA.

Your OWL site has been a wonderful resource for me for years. I used it throughout my masters program. I now teach Nursing at Cleveland State Community College and would love to share your URL with my students. Thank you so much for the help you provide.

Your Online Writing Center is one of the best that I have seen. I give a presentation to students on plagiarism and refer students to your web site for more information. Since we are a graduate medical institution we do not have anything that comes close to this as a resource, so when the need arises I like to refer students to your OWL for writing skills information.

I love your online handouts. They are a great resource for my online students. I sent them a link to your MLA page, In-text citation page, and Work Cited page. Your guide is much easier to understand than the book. Thanks!

I work in the summer with Mwangaza Centre in Arusha Tanzania. This 10-year old program brings approximately 150 teachers from across Tanzania together with Tanzanian and US teacher facilitators for one week training sessions in pedagogy and content development. I would like to link to your site on the Mwangaza website where we are trying to build a repository of resources: websites and documents created by Mwangaza. While Internet access is still a precious and expensive commodity for Tanzanian teachers, while at the center, they will have access to computer training and Internet access. Your website will help teachers find content information on teaching English grammar (English is the language of instruction for secondary students in Tanzania.) Thank you so much!