Annual Report
Writing Lab at Purdue University
2003-2004

May 19, 2003 to April 30, 2004

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I. Summary of Writing Lab Services and Use

A. Learning

In-Lab Learning

During the 2003-2004 academic year (May 19, 2003 to April 30, 2004), the Purdue University Writing Lab served students and faculty as follows:

Heavilon Hall Writing Lab
Number of individual users:	5,411
Total number of times used:	6,727
Tutorials:	4,036
In-Lab Workshops:	52
In-Class Workshops:	18

Learning with Technology

The Purdue University Online Writing Lab (OWL)
Website:	16,268,120	hits from over 125 countries
OWL Instructional workshops:	348,321	downloads
Hypertext self-study workshops:	253,241	downloads
OWL handouts:	7,127,523	downloads
E-mail tutoring:	1,565	emails answered

Additional breakdowns of Purdue University Writing Lab users are available in Appendix A. Users of the 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): 12,080 subscribers (up from 10,329)

OWL e-mail responses by tutoring staff: 1,565 (includes Purdue students, Indiana residents, and users from around the USA and abroad)

Telephone Grammar Hotline: 733 phone inquiries (up from 321)

Consultations with visiting scholars on starting and maintaining a writing center: 10. See Appendix B for a list of visitors and their institutions.

Open House for visiting scholars at Computers and Writing 2003 Conference

Workshops for Southmont High School in Crawfordsville, and Cascade High School in Clayton

CIC Writing Centers Roundtable (March 2004)

Major on-campus demonstrations
- Teaching and Technology Seminar Series (Nov. 2003), "Improving Students' Writing Using the Online Writing Lab"
- Teaching, Learning, and Technology (TLT) Showcase (April 2004), electronic poster session
- Discovery Learning Center Education Forum (April 2004), poster presentation

C. Discovery

Writing Lab Newsletter (peer reviewed professional publication) subscriptions: about 826 worldwide

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 2003 Conference
- Council of Writing Program Administrators 2003 National Meeting
- International Writing Centers Association 2003 Conference
- Midwest Modern Language Association 2003 Meeting
- Conference on College Composition and Communication 2004
- East Central Writing Centers Association 2004 Conference
- Writing Across the Curriculum 2004 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

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
- Six student clerical assistants

II. Discussion of Learning, Engagement, and Discovery Initiatives and Accomplishments, 2003-2004

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.

Spring Semester
- English 390B (2-3 hours)

Tutorials

This year the Writing Lab gave 4,036 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.

Evaluations of the learning that takes place in the Writing Lab, collected from students and teachers, are consistently very high.
- Point-of-contact evaluations (95% response rate): 93.2% 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.
- Faculty repeatedly comment on the value of students' having another reader for their writing in tutoring sessions, and on the usefulness of Writing Lab handouts, workshops, and particularly the OWL.

Other Contributions to Student Learning

Workshops

- In-Lab Workshops: 52 presentations
- In-Class Workshops: 18 presentations, customized for individual classes; some of these "traveling tutors" move out of the classroom and into residence halls and student organizations.
- The Writing Lab began offering new workshops in response to changes in the Introductory Writing Program curriculum and also to better serve the needs of ESL students. These include Visual Rhetoric, How to Design PowerPoint Presentations, Using the Writing Lab for ESL Students, and Proofreading for ESL Students.

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: 6 computers and a printer available for general student use throughout the day.

English as a Second Language (ESL) Resources and Initiatives

Because 36.3% of Writing Lab users (2,442 total requests for help) are nonnative speakers, we continue to investigate ways to better serve this clientele. The following new initiatives have been undertaken:
- conversation groups to practice informal spoken English (increased to 4 meetings per week each semester)
- additional resources added to self study center
- restructuring the ESL archives for easier reference

The ESL coordinator, a Graduate TA responsible for overseeing ESL services and initiatives within the Lab, has continued educating Lab tutors on ESL issues and tutoring ESL students. In addition, the ESL Coordinator has been responsible for the following projects:
- Publicizing available ESL resources and services
- Maintaining e-mail list for conversation groups 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 directed restructuring of this archive
  - Conferred with Professors Tony Silva and April Ginther about additions to the ESL self-study resources
  - 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
- Piloting directed-topic conversation groups
- 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 12 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)
- Met with Professional Writing faculty to establish collaboration and set BWC program goals
- Revised 390B curriculum and introduced use of e-book technology
- Led retraining sessions for the present BW staff
- Designed and presented twice a workshop on professional writing for the Senior Design course in Industrial Engineering
- Participated in the Professional Writing Teaching and Pedagogy Showcase, and TLT 2004

Public Relations Coordinator (Undergraduate Business Writing Consultant)
- Developed a publicity calendar to guide our efforts for the semester
- Increased publicity efforts using more campus resources, including display cases in Beering Hall and Stewart Center, flyers, table talks, Boiler TV, and tables in Stewart Center

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 they worked closely with the Writing Lab/Introductory Writing Program Liaison to respond effectively to changes to the Introductory Writing Program curriculum.

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:
- Strong Writing Lab presence on the Introductory Writing Committee (3 members)
- Participation in orientation and mentoring for new instructors of first year composition
- Consultations and focus group with instructors in the new first year composition course, to ascertain needs and mutual goals
- Several presentations addressing the relationship between composition courses and the Writing Lab

A new quarter-time position was created by the English Department for a graduate teaching assistant, the Writing Lab/Introductory Writing Program Liaison, responsible for fostering the relationship between the Writing Lab and ENGL 106 instructors and students.

The following initiatives were begun this year:
- Helping the Undergraduate Teaching Assistants (UTAs) develop in-class workshops, design promotional materials, and document hiring criteria
- Planning and presenting workshops and orientations for 106 instructors
- Compiling course materials for tutors to access
- Consulting with 106 instructors
- Planning, conducting, and analyzing feedback surveys from instructors
- Researching composition students' use of the Writing Lab

Support for Instructors 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 Education, History, Industrial Engineering, Child Development and Family Studies, and upper-level literature courses in English
- Summer 2003 Writing Across the Curriculum Workshop for the School of Liberal Arts, co-directed by Professor Bergmann

Using Technology to Foster Learning

The Writing Lab integrates computers into the tutoring and learning process, and tutors use them to improve students' writing processes, to demonstrate accessing OWL resources, and to help students master internet research. In the ESL self-study center, the Lab has acquired new programs that have made this a dynamic and frequently-used resource for international students. The Business Writing Coordinator and Writing Lab Assistant Director have piloted the use of e-book technology in the English 390B tutor training course, and the Assistant Director has begun a research project investigating the use of adaptive technology in the Writing Lab. The OWL's ever-improving website serves a widening range of Purdue students and faculty as well as offering a resource for users all over the world. (See Appendix E.) OWL demonstrations took place at an English Department Brownbag Discussion, the Teaching and Technology Seminar Series, Teaching and Learning with Technology Showcase, and the Discovery Park Learning Center Education Forum.

Digital Resource Repository

The repository is available on the World Wide Web at **http://owl.english.purdue.edu/handouts/WAC/CDFS/index.html.**

The repository contains:

- Assignments from a variety of CDFS courses
- Sample student papers and documents with explanatory comments from teachers
- Handouts about specific writing issues in CDFS, including writing done in CDFS professions and writing done for the public
- Hypertext workshops on writing CDFS-specific documents
- PowerPoint presentations on specific and general writing topics, customized for CDFS courses
- Links to writing and CDFS resources on the Web

Topics covered in the various handouts, workshops, and presentations include:

- Creating outlines
- Writing case notes
- Creating research reports
- Writing academic papers
- Presenting information to the public
- Avoiding common writing mistakes

We expect these materials to be useful not only for courses in CDFS, but also in related areas such as psychology, sociology, education, etc., and that they will serve as a model for developing discipline-specific writing resources in other fields.

B. Engagement

Writing Lab (OWL)

The Purdue OWL, which counted more than 23 million hits during the 2003 calendar year and over 16 million hits from May 19, 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 a providing a real and much-appreciated service to students, teachers, and writers across the nation and around the world. The OWL is referenced in many textbooks on writing and web development and by citations in the scholarly literature of computer assisted writing, writing centers, and composition studies in general. In addition to publishing a weekly online newsletter, *The Purdue OWL News*, it serves as the archive for *The Writing Lab Newsletter*, widely recognized as an important scholarly publication in its field. 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 733 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 members 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 10 such visitors, including two from other countries. See Appendix B for a table of visitors and their affiliations.

Workshops

Writing Lab staff created and presented workshops for Purdue staff and the wider Indiana community at-large on the following topics:
- "Principles of Persuasion" and "Writing Impact Statements" (for Purdue Extension)
- "Avoiding Grammar and Punctuation Pitfalls" (for Purdue Human Resources staff training)
- "Writing Across the Curriculum" for department chairs at Southmont High School, Crawfordsville, IN; and "Using the OWL" for honor students at Cascade High School, Clayton, IN

Publications about the Writing Lab

During the 2003-2004 academic year, articles about the Writing Lab appeared in the following publications:
- *Indiana Association of Academic Advisors Newsletter*, November 2003
- *Purdue University Liberal Arts Magazine*, Spring 2004
- *The Exponent*, June 16, 2003

In spring 2004, the OWL Coordinator revised the medium for informing Purdue University instructors of the Writing Lab and OWL's services by replacing our usual flyers advertising individual

services with a composite informational document. Not only does this reduce the amount of paper going into instructor's mailboxes, but it also fosters a stronger Writing Lab identity, through consistent design, for the Writing Lab's materials.

C. Discovery

Writing Lab Newsletter

Edited by Muriel Harris, Professor Emeritus, and published by the Department of English, this newsletter, with about 826 subscribers worldwide, 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. This year, a major project has been to archive the *Newsletter* in a searchable format, accessible through the Online Writing Lab.

Publication

Gorkemli, Serkan. "This is a Redneck Argument: The Politics of Tutoring Paragraphing." *The Writing Lab Newsletter* 28.8 (April 2004): 9-10.

Conference Presentations

The Writing Lab generated 23 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 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.

Staff Honors

- Jessica Clark, Outstanding Tutor of the Year Award, East Central Writing Centers Association
- Serkan Gorkemli, Outstanding Leader of the Year Award, East Central Writing Centers Association
- Laura Beadling, Outstanding Tutor of the Year Award, Purdue English Department
- Scott Peters, Honorable Mention in 2004 English Department Literary Awards (for a research paper written in English 390A)

Funded Research: Digital Resource Repository

In Summer 2003, the Writing Lab (Professor Bergmann, PI) received an ITaP Digital Curriculum Development Grant to create an online resource repository for discipline-specific writing instruction. During the 2003-2004 academic year, Professor Bergmann, Professor Margaret Keiley of Child Development and Family Studies (CDFS), and four Writing Lab graduate TAs worked with CDFS faculty to develop a digital repository of discipline-specific writing materials, including PowerPoint workshops for classroom use, sample assignments and papers, and explanatory materials for teachers and students in CDFS. Assessments of and improvements to these materials will continue in the coming academic year.

We anticipate using the approach piloted in this project to help other departments develop discipline-specific materials for teaching students to write. In addition to serving the targeted department (and

its counterparts elsewhere who access our materials on the OWL site), this project has provided Graduate TAs a strong experience in working with writing in the academic disciplines.

In-Lab Research Projects

Writing Lab administrative 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; prospectus has been defended): 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.
- Sarah Johnson, "The Purdue Writing Lab and Local Educational Communities": interviews with local high school teachers to examine community perceptions of the function of the Writing Lab and local educators' experiences with it, and to ascertain the kinds of writing expected of students, teachers' goals for that writing, and communication issues they emphasize.
- Tammy Conard-Salvo and Serkan Gorkemli: an assessment of e-book technology use in undergraduate tutor training courses and the relationship of the technology to genre-specific tutoring.
- Tammy Conard-Salvo, "Beyond Disabilities: Text-to-Speech Software in the Writing Center": a 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.

Muriel Harris Fund for Tutor Development

With the retirement of Professor Muriel Harris last May, the Writing Lab established the Muriel Harris Fund for Tutor Development in her honor. This fund recognizes the groundbreaking work she has done in building first a national and now an international writing center community, and it will assist tutors in the Writing Lab with conference attendance and other professional development activities.

III. Planning for 2004-2005 academic year

A. Staff Positions

The 2003-2004 academic year saw major staff changes, with Professor Bergmann assuming the directorship of the Writing Lab, and Tammy Conard-Salvo, M.A., joining the staff as Assistant Director (a full-time Administrative/Professional position). With the retirement of the Administrative Manager (and Managing Editor of the *Writing Lab Newsletter*) and hiring of a replacement in December, this position was upgraded to Secretary V. The Office Manager's position was also upgraded to a Clerk IV. We are continuing the process of defining the roles and duties of these staff members.

Professional Writing/Writing Lab Intern
Funded by the Crouse Scholarship in Professional Writing, this new internship position will foster collaborative projects between the Writing Lab and the Professional Writing Program.

B. Support 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. Among projects begun and to be continued are
- finding more ways for the Writing Lab to support ENGL 106 instructors
- establishing ongoing working relationships with mentor groups and 106 instructors, including gathering and using syllabus approach materials
- collaborating with ENGL 106 instructors to develop resources, particularly multi-media resources
- conducting more small group tutorials
- piloting a satellite writing center in a campus dormitory

C. Technology Initiatives and Writing in the Disciplines

With support from an ITaP Digital Content Development Grant, Linda Bergmann and four graduate teaching assistants developed a digital resource repository of writing resources for the CDFS Program. The participants in this project will continue to upgrade the repository in response to formal assessment initiatives already in place. Drawing on this experience, the Writing Lab will be looking for other departments to work with to develop online instructional materials.

A major renovation of the Online Writing Lab (Appendix E) will be a major focus of the coming year, and will include creating both a new database and retrieval system and a thorough content analysis of the site.

The *Writing Lab Newsletter* archiving and indexing project, now in its final stages, will be finished and available online.

D. Goals of Specialized Tutoring Staffs and Coordinators

Workshops

- Collaborate with OWL staff to update online workshops and develop new workshop ideas
- Review and upgrade existing workshops
- Design materials for in-class workshop requests
- Maintain long-term relationship with instructors in other departments to foster Writing Across the Curriculum (WAC) initiatives

English as a Second Language

- Increase ESL-specific training for GTAs and UTAs
- Administer needs-analysis survey (May 2004-May 2005)
- Convert ESL archives to electronic format for storage in the Writing Lab shared documents folder
- Arrange tutor presentations to 106I classes (sections designated for international students)

Business Writing

- Foster collaboration between BWCs and the English Department Professional Writing Program, including 390B curriculum revision & staff re-training
- Pursue relationship with Industrial Engineering and initiate more PW-related WAC connections
- Target publicity to specific academic programs
- Create a new BWC logo/trademark to complement the Writing Lab logo
- Review existing OWL materials, including handouts, PowerPoint presentations, hypertext workshops, etc.

Undergraduate Teaching Assistants

- 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

Campus Writing Lab Services	Times Used	Individual Users
Tutorials	4036	2762
Workshops		
In-class Workshops	18	415
In-lab Workshops	52	128
Resources		
Handouts for Students	149	134
Grammar Hotline	733	N/A
Other Work		
Conversation Groups and ESL Self-Study Resources	530	253
Computer Use	1013	559
Writing/Studying in the Lab	207	158

Use by Undergraduate and Graduate Students	Under-graduate	Graduate
Tutorials*	3178	609
Workshops		
In-lab Workshops	75	27
Resources		
Handouts for Students	76	37
Other Work		
Conversation Groups and ESL Self-Study Resources	41	325
Computer Use	798	79
Writing/Studying in the Lab	158	31

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

Online Writing Lab (OWL) Services	Times Used
Website	16,268,120
E-mail Tutoring	1,565

* See Appendix E for more OWL information.

Types of Tutorials	Times Used	Individual Users
Class-related	2755	1756
Résumés/Applications	646	476
Non-specified	635	530
Total	4036	2762

Use by Schools	Introductory Composition	Other Requests	Total
Agriculture	55	201	311
Consumer & Family Sciences	56	284	340
Education	14	201	215
Engineering	272	677	949
Health Sciences	102	163	265
Liberal Arts	139	1345	1484
Management	173	580	753
Nursing	7	26	33
Pharmacy & Pharmacal Sciences	12	78	90
Science	197	347	544
Technology	55	363	418
Veterinary Medicine	0	7	7
Veterinary Technology	0	4	4
University Division-Undeclared	41	36	77
Other/Unknown	19	57	76

Most Frequent Use by Major (20 or more students)	Students
Agriculture	
Agricultural Economics	35
Animal Science	32
Consumer & Family Sciences	
Child Dev. & Family Sciences	21
Consumer Sciences and Retailing	45
Dietetics	21
Restaurant, Hotel, Institutional	77
Retail Management	83
Education	
Elementary Education	123
Engineering	
Aero. and Astronautical Engineering	74
Chemical Engineering	21
Civil Engineering	127
Computer and Electrical Engineering	90
Construction Engineering	20
Electrical Engineering	121

Freshman Engineering	146
Industrial Engineering	134
Mechanical Engineering	119
Health Sciences	
General Health Sciences	21
Pre-pharmacy	206
Liberal Arts	
Audiology and Speech Sciences	47
Comparative Literature	36
General Communication	197
English Education	137
English	198
Foreign Languages and Literature	54
History	38
Law and Society	30
Movement and Sport Sciences	22
Political Science	86
Psychology	219
Professional Writing	66
Sociology	20
Management	
Accounting	115
Economics	59
Industrial Management	68
Management	477
Nursing	
Nursing	33
Pharmacy and Pharmacal Sciences	
Pharmacy and Pharmacal Sciences	90
Science	
Biochemistry	27
Biology	64
Chemistry	43
Computer Science	75
Earth/Space Science Teaching	29
Mathematics	90
Technology	
Building Construction and Contracting	80
Computer Graphic Technology	35
Computer Technology	86
Electrical Engineering Technology	38
Industrial Technology	40
Mechanical Engineering Technology	27
Organization Leadership and Supervision	67

Courses with 10 or more student visits	Times Used
First-Year Composition Courses*	
ENGL 106: First-Year Composition	925
ENGL 108: Accelerated First-Year Composition	157
ENGL 102: English Composition II	26
Other English Courses	
ENGL 420: Business Writing	194
ENGL 250: Great American Books	36
ENGL 390: Practicum in Tutoring Writing	35
ENGL 238: Introduction to Fiction	21
ENGL 235: Introduction to Drama	20
ENGL 421: Technical Writing	18
ENGL 231: Introduction to Literature	16
ENGL 230: Great Narrative Works	16
ENGL 373: Science Fiction and Fantasy	13
ENGL 201: Nature of Literary Study	13
ENGL 411: Studies in Major Authors	12
Other Courses	
HIST 105: Survey of Global History	101
COM 204: Communication and Social Knowledge	54
CSR 332: Cross-Cultural Marketing	45
POL 130: Introduction to International Relations	40
OLS 274: Applied Leadership	32
HIST 387: History of the Space Age	25
POL 120: Introduction to Public Policy and Public Administration	21
CSR309: Leadership Strategies	20
AGEC 331: Principles of Selling	19
COM 114: Fundamentals of Speech Communication	19
POL 345: W. European Democracies in the Post-Industrial Era	18
COM 253: Introduction to Public Relations	17
EDCI 311: Media for Children	16
CE 292: Oral and Written Communications for Civil Engineers	15
IE 431: Industrial Engineering Design	15
POL 600: Political Science: Discipline and Profession	15
LA166: History and Theory of Landscape Architecture	14
GS 290: Study Skills Seminar	11
EDCI 205: Exploring Teaching as a Career	10
POL 351: Foundations of Western Political Theory	10
SOC 574: The Social Organization of Health Care	10

*English 102 was last offered during summer 2003.

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

Fall Semester

Mary Ann Ferkis	Purdue Adaptive Programs	West Lafayette, IN	October 25, 2003
Dorothy Hadfield*	University of Guelph	Guelph, Ontario, Canada	November 20, 2003
Caroline Caillot*		France	December 15, 2003
Kanakam Devaguptapu	CHN University of Professional Education	Dukham, Qatar	December 17, 2003

Spring Semester

Jan Telman	Cornerstone University	Grand Rapids, MI	February 2, 2004
Heather Day	Purdue Married Student Housing ESL Program	West Lafayette, IN	February 10, 2004
Kazuko Funabasama	International English Program	West Lafayette, IN	March 17, 2004
Diana Horn*	Purdue Industrial Engineering	West Lafayette, IN	April 26, 2004
Carl Lawrence*	Western University		May 21, 2004
Annie Page*	Mississippi Valley State University	Itta Bena, MS	May 26, 2004

*Extended telephone or email consultations about writing center theory and practice, in response to inquiries about the Writing Lab at Purdue.

Appendix C: Conference Presentations and Presenters

Computers and Writing 2003 Conference

"The State Of WAC's Online Dimension"
       Faculty: Linda S. Bergmann

"WAC, WID, And the WWW: Constructing a (Multi)Disciplinary Identity for WAC Online"
       Graduate Student: Erin Karper

"The OWL as Virtual WAC Center for ESL"
       Graduate Student: Lu Liu

Council of Writing Program Administrators 2003 Conference

"Reinforcing Bridges between the Introductory Writing Program and the Writing Lab through Disciplinary Inquiry"
       Faculty: Linda S. Bergmann
       Graduate Students: Laurel Reinking
                           Sarah Johnson
                           Deborah Rankin
                           Gigi Taylor

"Building Interdisciplinary Bridges in the Writing Center"
       Graduate Student: Debrah Huffman

International Writing Centers Association 2003 Conference

Poster Session
"Topics for Invention in ESL Writing Tutorials: An Agenda-Setting Heuristic for Writing Center Tutors"
       Graduate Student: Lu Liu

Presentations
"The Constraints of Freedom: Writing Back from a Liberated Writing Center"
       Assistant Director: Tammy Conard-Salvo

"Answering the Unasked Questions: Tutors Write Back to ESL Students on Purdue's OWL"
       Graduate Students: Serkan Gorkemli
                           Lu Liu
                           Deborah Rankin

"Writing Back: Responding to the Idea of Service"
       Graduate Students: Sarah Johnson
                           Deborah Rankin
                           Gigi Taylor

"Benefits of a Business Writing Consultant Program"
        Undergraduate Students: Stephanie Mathes
                                        Stephanie Wargel

"Building on the Past: Shaping the Future of a Business Writing Consulting Program"
        Undergraduate Students: Stephanie Mathes
                                        Stephanie Wargel

Editors' Session
Writing Lab Newsletter
        Managing Editor: Mary Jo Turley

Midwest Modern Language Association 2003 Meeting

"Talking about Writing: Listening Across the Disciplines"
        Faculty: Linda S. Bergmann

Conference on College Composition and Communication 2004

Pre-Conference Workshop: Composition At/Of the Center
Roundtable on "How Writing Centers Foster Professional Growth" and "Adapting Writing Center Tutoring to a Major Change in the First-Year Composition Program"
        Faculty: Linda S. Bergmann
        Graduate Students: Jessica Clark
                               Amy Ferdinandt
                               Serkan Gorkemli
                               Debrah Huffman
                               Sarah Johnson
                               Lu Liu
                               Deborah Rankin
                               Gigi Taylor

Presentations
"The Writing Program as 'Real World': Putting Theory into Practice"
        Faculty: Linda S. Bergmann

"Composing Relationships between Writing Centers and English Departments: Analysis of a Survey"
        Assistant Director: Tammy Conard-Salvo

"From Margin to Center: Gaining Citizenship in Academia Through (and for) Writing Center Studies"
        Graduate Students: Jessica Clark
                               Amy Ferdinandt
                               Debrah Huffman
                               Sarah Johnson

"Much More to Writing Than Grammar: The Importance of Writing-Center Orientation Programs for ESL Students"
        Graduate Student: Lu Liu

"The Imaginary Gap: Narrative and Theory in Writing Center ESL Literature"
Graduate Student: Deborah Rankin

East Central Writing Centers Association 2004 Conference

"Catching up with the Writing Programs: E-books and the New Face of Tutor Training"
Assistant Director: Tammy Conard-Salvo
Graduate Student: Serkan Gorkemli

"Faces in the Crowd: Recognizing the Potential and the Challenges Posed by Graduate Tutors"
Graduate Students: Jessica Clark
Jingfang Ren

Writing Across the Curriculum 2004 Conference

"Mediators, Ambassadors, and Collaborators: Negotiating Disciplinary Cultures through the Writing Center"
Graduate Students: Jessica Clark
Amy Ferdinandt
Debrah Huffman

Appendix D: Evaluations and Comments

Evaluations of Individual Tutorials and ESL Conversation Groups (4,366 total students responding)

	Student Responses	Percentage
Quality of Instruction		
Very helpful	4,070	93.2%
Somewhat helpful	271	6.2%
Not helpful	11	0.25%
No response	6	0.14%
Amount Learned		
Learned a lot	3,859	88.4%
Learned a little	480	11%
Learned nothing	9	0.21%
No response	16	0.37%
Likelihood of Returning		
Very likely	4,032	92.3%
Somewhat likely	277	6.3%
Not likely	10	0.23%
No response	47	1.1%

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:

> Katie was helpful because she had a science background so she could help me with my paper because it was on science. She told me to look at it from different views and refocus what I was thinking about. I will return because she gave me more ideas that I wouldn't have thought of.

> Laura not only helped improve the grammar of my paper but also helped me to be more effective about the topic. I learned a great deal because she helped me realize some mistakes which I was never aware of before. It really helped me a great deal. I found this experience very helpful, especially Laura is extremely good at this. Really appreciate the help.

> Lisette gave me a lot of information about APA style, grammar and writing style. I learned a lot of information for how to write a good essay. The tutor is excellent and the room makes me feel comfortable. I like it here and will come here again.

> Jessica helped me understand how to rewrite things (statements) in a more personable way. I knew the generals about my topic but needed someone's opinion with more expertise. I felt that my paper went from a "B" to an "A." The help was much appreciated.

I had never written an interview essay before and she was helpful in explaining what extra things should be added for the reader to get to know the interviewee.

The tutor explained a lot to me. I had so much to learn in such a short time. She saw me as an individual, not as just a slot on her schedule.

I feel the lab will definitely help me improve my writing skills and to feel more confident about writing.

She was easy to talk to. Laughed, didn't try to change my mind, knew about my topic. Good at walking me through my thoughts.

My papers will improve as well as my understanding of writing differently.

She didn't give me answers straight forward. She helped guide my thinking to help me make my paper better! It was much more beneficial than if she would have done it another way.

It was a lot of help. I was able to ask any questions, and she was very friendly and not intimidating. She took extra time out to help me with computer problems and sources.

She read aloud helping me to learn the way another person reads my work. She also made very useful suggestions for expansion.

He reminded me of writing techniques I had learned long ago but forgotten.

Having someone else read the paper helps to clarify what I'm trying to say.

When I have trouble with writing papers, tutors in the Writing Lab are very helpful, esp. in brainstorming ideas.

I can't express my gratitude for her enough! She is critical to the development of my thinking and writing!

The tutor did not give me content for the paper, but she helped me gather my thoughts and expound on my abstract foundation.

My writing is usually good, but my ethos usually needs work. She helped me make my resume look very professional.

Appendix E: Use of the Online Writing Lab (OWL), 2003-2004

Erin Karper, OWL Technical Coordinator

The Purdue OWL serves Purdue University students, faculty, and staff as well as users from all over the world by providing
- a large website at http://owl.english.purdue.edu
- email tutoring via the owl@owl.english.purdue.edu address
- *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 May 19, 2003 and April 30, 2004, the Purdue OWL website received 16,268,120 requests for web pages or "hits." (During calendar year 2003, the OWL Web site received 23,325,148 hits.) Visitors to the site included Purdue University students, faculty, and staff from all campuses, and students, as well as 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 topics related to writing. Also popular are our hypertext workshops on resumes and research papers and our PowerPoint presentations available for download, which were downloaded 253,241 times over the 2003-2004 academic year. Further information about users and uses of the OWL website, as well as visitors to our site, is available at http://owl.english.purdue.edu/lab/owl/stats/index.html

Our email tutoring service answered 1,565 queries this academic year from Purdue students, faculty, and staff, and other users, including high school students, workers in business and industry, and English learners from other countries.

12,080 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 Staff also presented information and research about the Purdue OWL at the Teaching, Learning, and Technology Showcase held at Purdue in April 2004 and at various other campus events.

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 .

Media Recognition

Purdue's OWL received the following media recognition this year:

- "OWL at Purdue: Using MLA Format" was reviewed in Barbara J. Feldman's "Surfing the Net with Kids" newspaper column on Bibliographic Citations on November 5, 2003. "Surfing the Net with Kids" is syndicated by United Feature Syndicate, and appears in many papers

across the U.S., including the *San Diego Union-Tribune*, *Atlanta Journal-Constitution*, and *The Boston Globe*.

The Purdue OWL was also mentioned in the following newspaper, magazine, and journal articles:

- Miller, Ellen. "Academic Rescue Squad." *Indianapolis Star*, September 2, 2003.

- Simmonds, Patience. "Plagiarism and Cyber-Plagiarism: A Guide to Selected Resources on the Web." *College and Research Libraries News* 64.6: 385-389.

- "Avoiding Plagiarism" handout from OWL wasreprinted in the *Florida English Journal* 39.2: 9-11

Improvements and changes at the Purdue OWL

This year, the Purdue OWL staff focused on adding greater interactivity to the Web site, in addition to adding and revising content. One major project (still in progress) has been working with the Department of Child Development and Family Studies to create a digital resource repository with annotated papers, assignments, handouts, PowerPoint presentations, and hypertext workshops related to writing in CDFS disciplines. We have also been doing research about the feasibility of converting the OWL to a dynamically driven content management system.

New and revised OWL website content is summarized in the following list, organized by type of content.

Writing Lab Newsletter Digital Archive

The searchable digital archive of *Writing Lab Newsletter* back issues is nearing completion. We expect this to be an important research tool for present and future scholars in writing center history, theory, and practice. So far we have added Volumes 21-25 of *The Writing Lab Newsletter* to our online archive and created a new searchable database-based archive of the *Writing Lab Newsletter* which will allow users to search and retrieve the full text of all 25 volumes.

Handouts

- CDFS Digital Resource Repository: Writing the Research Project Report in APA Style
- MLA handout revised to add resources and content
- APA handout revised to add resources and content

PowerPoint Workshops

- Principles of Persuasion
- Writing the Impact Report
- CDFS Digital Resource Repository
  - Writing Your Research Project Report
  - Making Smart Writing Choices
  - Writing Case Notes
- APA PowerPoint presentation revised to add content

Hypertext Workshops and Longer Nodes

- CDFS Digital Resource Repository: Academic Writing
  - Writing Case Notes

- o   Writing an Outline
- American Psychological Association (APA) Style Workshop revised to add interactive master's thesis
- Research Paper Workshop revised to update links and add additional content
- Evaluating Sources Workshop revised to update links and add content
- Searching the Net Workshop revised to update links and add content

Writing Lab Resources

- Created a file-sharing system to facilitate communication among staffs
- Added an online calendar for Writing Lab use
- Added downloadable versions of referral forms for use by Purdue instructors in referring individual students to the Writing Lab
- Added flyers and handouts for instructors to download

Internet Resources

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

Future Plans

Future 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 work in Housing and Food Services and manage Boiler Television, our on-campus cable television system. I am part of the Marketing Staff in HFS and we recently took a benchmarking trip to Michigan State to compare how they handle marketing for their Division of Housing to ours. In that conversation their assistant director spoke about the volume of editing they do of printed and web published pages. He mentioned using Purdue's Online Writing Lab as a resource for their work and was impressed with the services offered. I have used OWL myself a few times and was pleased to

hear that such a wonderful resource had reached beyond the scope of our campus, especially to another university. And if OWL was doing its thing in the mid-90's and was likely the first site of its kind, you also have then scored big for Preeminence! I feel a reception and some sort of Lucite Academy Award-like trophy may be in order. -- Jay Mermoud, Manager, Boiler Television

I graduated in 1992 and still can count on your web site to provide helpful tips or refresh my memory on an item or two. For example, I just reviewed a resume for a friend and directed her to your key word list and other suggestions. Great to know I can count on you to be there with the good stuff even years later. The design of your site got me to the information I needed within 3 clicks and a couple of searches. Keep up the good work. -- Sharon Adams

I must commend you on your excellent Web site and resources; our instructors frequently utilize your materials (with full credit, of course). Furthermore, through our Writing Centre and writing courses, we work with hundreds of students and actively encourage them to utilize your comprehensive resources. --Trudy MacCormack, Instructor, The Writing Centre, St. Francis Xavier University, Antigonish, Nova Scotia

Your site is terrific. I teach at Fashion Institute of Technology (SUNY) and have my online business-writing students go to your website all the time to take exercises - and then report back to the discussion board about their experience. They love your stuff! -- Susan Sermoneta

I am a librarian at The Academy of the Holy Cross, a private, Catholic, girls
school in Kensington, Maryland, and am in the process of expanding the
library's portion of our website. While I had found several plagiarism sites aimed at teachers in terms of preventing, catching, etc., yours is the first that I've seen that I think should be called to the attention of students. -- Mary Ann Grundborg

I have been asked to compile a list of websites that may be helpful for students with questions concerning MLA documentation. The other five members of the group sent me lists of pages they had visited. Each of these lists included your site and all had very favorable comments. -- Warren Sleezer

Hi, my name is Terri Peters and I am a Literacy and ESL Coordinator at Regina Public Library, Saskatchewan, Canada. I just wanted to send a quick note saying that I am very impressed with your website and am recommending it to the 270 one-to-one tutors we currently have in our Tutoring Program. Thanks for access to free hand-outs and the numerous links to other writing instruction. We have quite a number of advanced ESL learners who will be excited to access your web page as well. I will be advertising it in our next newsletter in March. Thanks, again, for all of your hard work.

We are an English club located in Yokohama, Japan. We really like your web site because it is such a great informative site. – Sigmund Topor

Comments from People Who Link to Purdue's OWL

I teach Sophomore Honors English at Laguna Hills High School in Laguna Hills, CA, and my students are currently involved in composing research papers. I am writing to inform you that I have created a link directly to the Purdue University OWL on my website for my students to use in the writing of their research papers. I am so grateful for the opportunity to use this site, as we do not have enough copies of the MLA Handbook to go around and the ones we have are somewhat outdated anyway. Besides providing excellent information and examples, your site shows my students that colleges really do use this format and I'm not just making it up when I say that they will use this again in their educational futures! -- Susan Lord

Early in 2003, we followed the example of many high school sites in linking to your outstanding site. Our Hershey High School Library site, from where we have linked to you, can be found at: www.hershey.k12.pa.us   Thank you very much ! -- Mary Ann Achorn

Hello. I am an English instructor in Germany and I'm linking to some of your wonderful pages at the OWL. The links are on the page below. -- David Harper

I am the Instructional Technologist for Randolph Elementary School. I am the webmaster appointed to maintain our school's website. We are interested in sharing your wonderful website on our elementary school website. Personally, I have used your website for tips and reviews from the writing labs!   Just reviewing the materials gave me an advantage in regards to developing a good research paper! -- Leigh Hardaway

I am coordinating a course on technical writing and would like to link your very useful site on referencing to our course syllabus. I will be linking from the e-learning site from Nanyang Technological University.

I would appreciate permission to provide a link to the main OWL site on the website located at www.teachingforsuccess.com This website is devoted to educators who wish to improve their methods of teaching and they may wish to note the site to their students. --Michael Griffith,Chief Partner Editor, Teaching for Success

We are in the process of developing a web page for the study center at Lancaster Bible College in Lancaster, PA (www.lbc.edu) and wish to include a section about MLA format. Finding your site to be thorough and user-friendly, we would like to link our students to your information. Thank you for making this resource available to others.

I have created a link on our company intranet to your site, http://owl.english.purdue.edu/index.htm , as a resource for any employee who wishes to independently improve their writing skills or track down a grammatical answer. We do not offer business writing training courses at our office so this link provides an option for employees. -- Christine Kiewatt, IS Project Coordinator, Buffets Inc.

The Community Technology Enhancement Program (CTEP) is a DePauw University affiliated program which empowers members of the Putnam County community with new means to learn, communicate, and explore by collecting computer hardware, refurbishing the equipment, and distributing it to qualified organizations and individuals in need. The program values providing quality, community-oriented services through follow-up support for recipients, community workshops, and Internet resources. We have linked to your OWL as a part of our online resource section. Thank you for allowing us to include your valuable resource among our links. -- Brian Winstead, CTEP Associate

We are creating a new on-line tutorial for incoming Georgetown University freshmen. We would like to create a link to your site for students who would like more information on proper paraphrasing. -- Meredith Malburne

I work for Agilent Technologies as a Training & Operations Manager. I am writing training modules that will be used by Agilent employees who are the first point of contact for our customers. One of the modules pertains to oral and written communication, with a section on grammar, punctuation, capitalization, and spelling. I plan to include a link to your site. This link will be behind the

Agilent firewall, only available to trainees. Thank you for making this information available. -- Joyce Eberhart, Agilent Technologies

I am the Writing Center Director for Texas State Technical College in Waco, TX. The Writing Center, established this summer, is a new endeavor for our English department. Through research, we found your site to be one of the best and most informative on the Internet. With your permission, we would very much like to link to your site on our web page. Please let me know if you will allow us to link to your site. -- Amie Oliver

I wanted to let you know that I am linking to your site from ttt.pugetsoundcenter.org/projects/2003/ttt03064. This is a WebQuest on Endangered Species for high school students, and I wanted them to be able to learn how to correctly cite web resources. Thanks!
 -- Amy Baeder

I am the library director in an independent school in New York City. I'm organizing useful links for students for a library homepage, and I'd love to include a link to the OWL website. Your information is so clearly presented that I believe it could be a great help to my students. -- Rhonda Rigrodsky, Director of the Library, The Birch Wathen Lenox School

I conduct a workshop at our institution [University of Michigan --Dearborn] for School of Management graduate students who have scored low on the GMAT. This workshop is provided free to the students by the School of Management and they must complete it within their first two semesters. This semester we are initiating an online approach to make it easier for students to take the refresher. This semester there are about 15 participants. I am linking the OWL section on fallacies to this online workshop. -- Raymond Duda

Thank you for making this site available. With your consent, as stated on the website, I am making a link for my Foundations of Educational Research Course, University of Central Oklahoma, Edmond, Oklahoma. -- Cheryl Lovett, Instructor

We have set up links to your excellent pages
http://owl.english.purdue.edu/handouts/research/r_plagiar.html and
http://owl.english.purdue.edu/handouts/grammar/index.html
on our Student Intranet. -- Ray Stoneham, The University of Greenwich

I am a high school English teacher who has found your site extremely helpful for my seniors. I have a new web page that I have linked to your site and have read about educational and personal use. -- Bonnie Hamilton

I am an English instructor in Germany and I'm linking to some of your wonderful pages at the OWL. -- David Harper

We are requesting the use of a Web link to your site for publication in our home school and Christian school curriculum titled "Switched-On Schoolhouse" and "Classes2You". -- Keith E Shull, State History Curriculum Designer

This is to inform you that Air University Library (http://aulibrary.maxwell.af.mil) has linked to your excellent webpage on Evaluating Sources of Information. -- Terry L. Hawkins

Hi, I'm an English teacher in the English School of Helsinki and I was excited to find your wonderful writing resources, especially in powerpoint form. According to your policy I wanted to let you know

that I'm linking to your site on my own site for my students' personal use as we learn more about writing. My site address is: www.kolumbus.fi/michael.hopkins and within the site under the Links page and Educational links you will find your link labeled according to your specifications. Thanks again for the wonderful materials!! -- Michael Hopkins

I am a public school librarian and would like to request permission to use some of your materials for my classroom instruction. I have put together many things over the years about plagiarism, but your handouts are very well developed for the junior/high school student. I would also like to complement you on your great instructional web site, OWL. I have visited many times over the past year and have been impressed with all that I have found. --Anna Hancock

I am using the link as a suggested website for students to get more information on writing research papers in my Sociology 2000 (Marriage and Family) and Sociology 2020 (Social Problems) classes. These courses are web enhanced and the link is available through our WebCt for these courses. My name is Anne Carroll and I am a Sociology Faculty at Northeast State Community College in Blountville, TN.

We are currently updating our own email etiquette site and would like to provide a link to your email etiquette site for our Library staff. The site under revision is at:http://www.library.yale.edu/training/netiquette/netiquette.htm   --Kate Reynolds, Yale University

We have provided a link from OWL to our students studying an Advanced Diploma of Electrical Engineering. We wanted to show an example of a good site where they can find reliable information on memo and report writing. – Jan Galloway, Bracken Ridge Campus Library, Brisbane North Institute of TAFE