

Purdue University Writing Lab Report

1999-2000

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A. Summary of Usage and Services

Statistics

During the 1999-2000 academic year, the Purdue University Writing Lab continued to expand its personalized contacts with Purdue students and its Internet and outreach services as follows:

	<u>no. of requests</u>	<u>no. of users</u>
Use of the Writing Lab's campus facility:	13, 118	7,906
Use of Internet services via OWL (Online Writing Lab):		
website:	2, 107,648	
e-mail tutoring:	<u>1,723</u>	
	2,109,371	

Details of the statistical uses of the Lab are included in Appendix A and in graphs in Appendix D. Details of OWL work are available in the Reinvestment Report sent to the Provost's office.

Services

• ***Serving students***

- Improving writing skills
- Increasing student confidence in their abilities
- Providing an ESL self-study center
- Providing Lab staff, both graduates and undergraduates, with opportunities to enhance their teaching skills, to conduct research, and to develop high-level technological skills
- Providing assistance with résumés and other employment documents and applications for scholarships and to professional and graduate schools

• ***Incorporating use of technology in instruction***

- Offering 81 sessions in classrooms on writing skills and using OWL and the Internet
- Obtaining a second University grant to develop additional multimedia instructional programs on writing skills to present in classrooms and computer labs. These PowerPoint programs were used in 14 workshops held in the Writing Lab and used by teachers who borrowed the CD-ROMs for their classes. All programs will soon be available via OWL for teachers to use, thus adding multi-media in traditional classes.

• ***Maintaining international and national stature***

- Winning additional national awards for the OWL site
- Being cited in college textbooks on uses of technology and on Web development
- Increasing the *Writing Lab Newsletter* subscription base world-wide and recently being added to the most widely distributed humanities database, *The MLA International Bibliography*
- Presenting papers at national and regional conferences about Writing Lab work
- The Director's being given the highly prestigious Exemplar Award by the National Council of Teachers of English for being an exemplar (in the areas of scholarship, teaching, and service) of the profession

• ***Contributing to outreach and accreditation review***

- Providing OWL resources worldwide (to users in over 100 countries and in high schools from Canada to Maine and universities from Harvard to Stanford who use the

materials, as well as the Peace Corps, NASA, Indiana Department of Environmental Management (IDEM), Maryland State Employment Service, etc.

- Having OWL showcased at the MIDC Technology presentation for the Accreditation Review by the North Central Association of Colleges and Schools, Nov., 1999.
- Having OWL showcased at the TLT 2000 Showcase of Technology, Feb. 2000.
- Responding to 326 phone calls and 1,723 e-mail contacts from Purdue students and callers from Indiana and other states as well as e-mail users from across the globe to respond to writers' questions.
- Having visiting scholars come to study our Writing Lab and OWL as models for their work and being featured in computer magazines and an article in a Japanese English language daily

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

1. Staffing

The 1999-2000 staff of the Writing Lab consisted of thirteen graduate teaching assistants and a director, plus two groups of undergraduate peer tutors (one group funded by the English Department to tutor English 100 students and the other group funded by other university sources to assist students with business writing and resumes.) In addition, University Reinvestment Grants funded two graduate students who served as coordinators for OWL (Online Writing Lab), plus hourly workers also funded by the grant. Clerical help was provided by a receptionist, a secretary, and work/study student assistance. During the Director's sabbatical absence in the Spring, one of the graduate tutors served as Acting Director, thereby reducing the graduate tutoring staff to twelve. Seven hours of tutoring time each week was spent on e-mail contacts with writers.

2. Services

A. Accomplishments for this year:

• Serving students

As indicated in Appendix B, evaluations from students and teachers remain very high (see Appendix B), indicating that tutoring helps students enhance their writing skills by providing needed one-to-one assistance. Students particularly commended Lab tutors for helping them think for themselves and for increasing their confidence in their skills. The new ESL self-study center has continued to add CD-ROM materials on language, listening comprehension, pronunciation, and TOEFL exam preparation. Both the undergraduate and graduate staffs of tutors have also enhanced their own learning by their tutorial experience, online tutoring, and development of instructional materials for the Web. Moreover, based on their research in the Writing Lab, tutors presented papers at national and regional conferences.

• Incorporating use of technology

OWL offered online assistance to Purdue students and faculty and to users all over the world. Computers in the Writing Lab are an integral part of tutoring, helping students learn to use and evaluate resources on the Internet and to write on computers. For ESL students, our efforts in publicizing, updating, and acquisition of new materials permit international students to have an on-campus resource for self-study in English language skills. Extensive development, redesign, and reorganization of the OWL site are currently underway to provide a more updated, easily navigable, and attractive website.

• Assisting with faculty development and campus outreach

Writing Lab staff developed and presented 81 workshops on writing skills to 2,991 students. Of these workshops, 53 were held in English classes and 28 in other courses taught on campus (e.g., ABE, AgEcon, EDFA, HIST, IT, and MGMT) or for student and clerical organizations (e.g., Student Financial Planning ACE, and Boiler Gold Rush). Teachers had access to online teaching materials, requested print copies of handouts for classroom use, and called the Writing Lab for assistance with developing writing assignments, grading student papers, and assigning students to the Writing Lab.

• Maintaining national stature and assisting in recruitment

OWL's numerous national awards and citations in college textbooks on uses of technology and Web development, as well as the worldwide use of its Web site contribute to Purdue's international stature. Appendix C contains a sample of the messages of praise and appreciation sent to OWL. OWL is also contributing to recruitment efforts by being cited as the content provider on Infonautics' Web site, which has renewed its license with OWL. The Infonautics site (<http://www.researchpaper.com>) gets over 12,000 requests/day, 30% of which come from high school students and 39% from undergraduates. The Writing Lab also hosted numerous off-campus visitors, including the Prorektor of the Aarhus School of Business, in Aarhus, Denmark. In addition, the *Writing Lab Newsletter*, published through the Writing Lab, has expanded its international subscription base (which includes readers in Europe and Asia) and is now indexed in *The MLA International Bibliography*. In addition, Writing Lab staff have presented papers at national and regional conferences, reporting on research in the Lab.

B. Instructional services offered include the following:

- tutorials
(half-hour tutorial appointments with tutors)
- drop-in assistance
(tutorials available on a first-come, first-served basis)
- required lab component for the English 100 program (Developmental Composition)
(tutorials with every student, every week, in addition to having peer tutors integrated into classroom work)
- credit courses (English 390, English 502W)
(training practicums for one group of graduate students and two groups of undergraduates preparing to be peer tutors)
- Traveling Tutor sessions
(81 workshops held in classrooms by invitation of instructors)
- In-Lab workshops
(14 multi-media workshops held in the Writing Lab)
- instructional handouts
(462 requests by students and instructors for handouts on a variety of writing skills, in addition to those now regularly downloaded from OWL)
- ESL Self-Study Center
(computer-assisted CD-ROM programs for international students to improve listening and reading comprehension, pronunciation and speaking skills, and preparation for the TOEFL test)
- Grammar Hotline
(responded to 326 questions called in by students, staff, and faculty at Purdue, as well as calls from around the state and nation)
- E-mail interaction with writers
(responded to 1723 e-mail messages from writers at Purdue and across the globe)
- computers for word processing and computer-assisted instruction
(open lab facilities for word processing and Web research)
- writers' groups
(assistance to student writing groups and to students writing group projects)
- faculty development

- (workshops and meetings with staffs and departments across campus to discuss the use of writing in various disciplines)
- faculty assistance with creating writing assignments and grading (assistance with integrating writing into courses and with using the Writing Lab)
- library of books, journals, and reference materials (library of reference books, plus handbooks to check out)
- OWL (Online Writing Lab), a website offering writing assistance (a variety of online tutorial services for computer users requesting help with writing)
- *Writing Lab Newsletter* (edited by the Writing Lab Director and published by the Department of English, this newsletter is one of two nationally distributed and indexed publications on writing center theory, pedagogy, and administration and is an affiliate publication of the National Council of Teachers of English)

3. Users

The populations served represent a wide variety of writers, teachers, and others, both on-campus, nationally, and internationally:

- students enrolled in English Department writing and literature courses (71 requests)
- students learning English as a second language (2093 requests)
- graduate students (746 requests)
- students writing papers for hundreds of courses on campus (requests originated from 210 different courses)
- 934 requests from students engaged in other writing projects such as résumés, professional school applications, dissertations, co-op reports, fellowship and scholarship applications, etc.
- teachers assigning writing in various departments across campus and using Writing Lab handouts in their courses and adding OWL as the writing resource on their course Websites.
- writing center administrators from other institutions studying the Writing Lab and the Lab's OWL as models in on-site visits
- writers on the Internet using OWL handouts, workshops, and other resources
- school districts, universities, and other institutions building collections via OWL of writing materials (The search engine, Northern Lights, shows almost 10,000 links to OWL from other sites.)
- writers from all over the world sending questions about writing to OWL

4. Future Plans and Goals

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

As noted last year, while most other writing centers in the United States and abroad have a cadre of assistants to the Director (junior faculty members, professionals, or graduate assistants), to share some of the very complex work of administering a center (including staff training and daily coordination, scheduling, budgeting, use of technology, grant writing, coordinating and developing technology, etc.), the Purdue Writing Lab does not, despite its size, complexity, and ever-expanding variety of responsibilities. For the next year only, a former graduate student has been hired as an assistant for one year, but the Director's health problems and approaching retirement make requests for administrative staff help more urgent.

The Director of the Purdue University Writing Lab was hired 24 years ago, to direct a staff of four graduate students and two half-time clerical workers and to coordinate the activities of a tutorial facility, housed in half a large classroom, that served about 500 students a year. At that time, the director was assigned the equivalent of one course each semester for administration. Since then, the Writing Lab has grown in complexity, staff, and size to occupy three large classrooms and serve about 8,000 students a year, with four instructional staffs, three training courses, and two

full-time clerical staff, a large, nationally prominent, and very active Website, and multiple grant projects to oversee. The Director also edits the *Writing Lab Newsletter* (with the assistance of one of the clerical staff who handles all the business and subscription work of an internationally circulated publication), seeks and oversees numerous grants to fund OWL projects, coordinates a staff of OWL workers and the development of the Web site, and teaches two of the three training courses for tutors. The one-course release for administration usually disappears in the fall semester when these two credit-bearing training courses are taught, and no faculty or graduate student assistance has been provided. The responsibilities for all these facets of the Writing Lab have continued to be folded into the Director's job.

As is evident from this description of the Director's job, the Director has an overwhelming number of responsibilities that requires assistance. At present, the Director has turned to one of the clerical staff, the Lab's secretary, for help. Her job has grown rapidly in complexity and size and requires many added skills and responsibilities far beyond the level her Clerk IV position normally demands. Her job needs to be upgraded, expanded to an 11-month position, and the title changed to Lab Administrative Manager as recognition of what that position has become. Given the other additional complexities of her job and the fact that she is the Lab's *de facto* Lab Administrative Manager, we are seeking a review of her position by Personnel, and we request that her title be more appropriately termed Writing Lab Administrative Manager and that her position permanently become an 11-month one.

In sum, the Purdue University Writing Lab continues to need both a permanent Assistant Director and a professional-level Lab Administrative Manager who would alleviate some of the enormous strain being put on the Director, whose list of responsibilities have expanded over the years with none of the needed administrative assistance.

2. The Development of Multimedia workshops

With a second grant from the Multimedia Instructional Development Center at Purdue, several staff members are developing multimedia workshop presentations, in PowerPoint, on 1) writing skills, 2) a virtual tour of the Writing Lab, and 3) a virtual introduction to OWL, to upload on OWL, to present in classrooms, computer labs, and in the Writing Lab. Regularly scheduled weekly workshops in the Writing Lab for those students who wish to attend have been held, and with the addition of new workshops, this service will expand. Teachers can also borrow the CD-ROMs from the Lab to add multi-media instruction to their classes. These PowerPoint workshops will soon be uploaded to OWL so that teachers can use them directly from the Web. As outreach, these workshops will be available to any teacher anywhere with access to the Web.

3. The Redesign and Re-organization of OWL

The OWL website was in need of a facelift and a major reorganization. That is currently underway, and we expect to have the new version online soon. This next version will be easier to navigate, have a clearer organizational pattern that will facilitate being able to find materials and resources, and include new PowerPoint workshops.

4. The Need for Additional Tutorial Staff

As the Writing Lab expands its services to include In-Lab workshops, Traveling Tutor sessions in classrooms, and e-mail responses to queries from writers, the available hours for tutors' one-to-one interaction with students has diminished. We realize that the English Department has difficulties in adequately meeting other personnel needs with its limited pool of graduate teaching assistants, but we also recognize that students should also continue to be able to benefit from personalized writing instruction in the Writing Lab. We therefore request that at least one additional 1/4-time teaching assistantship be added to the Lab's staffing.

Appendix A Statistical Use of the Writing Lab

1. Types of usage

	<u>no. of requests</u>	<u>no. of users</u>
Tutorial appointments	5527	2657
Handouts to students	419	393
Handouts to instructors	43	31
Microcomputers	1929	865
Self-instruction tapes (ESL)	88	45
Writing/studying in the lab	505	323
Writing groups	66	52
English 100	1166	165
Traveling Tutor workshops	2991	2991
In-lab workshops	58	58
Grammar Hotline	<u>326</u>	<u>326</u>
totals:	13, 118	7,906

OWL

World Wide Web	2, 107,648
E-mail tutoring	<u>1,723</u>
totals:	2,109,371

A detailed statistical report of OWL usage is available at:
<http://owl.english.purdue.edu/owls/stats/introduction.html>

2. Most frequent use of the Writing Lab by departments

<u>Dept.</u>	<u>no. of requests</u>
English	5,376
Management	511
Ag Econ	770
Instructional Technology	135
Agriculture/Bio Eng	115
History	109
Communication	98
EDCI	58
CDFS	50
EDFA	45
Pol Sci	43
CE	42
OLS	38
Sociology	38
GS	31

3. Courses with 10 or more requests per semester

<u>Course</u>	<u>no. of requests</u>
Engl 101	2097
Engl 100	1166
Engl 102	1463

AGEC 331	729
MGMT 100	500
Engl 103	287
IT 230	135
COM 114	60
English 420	53
CDFS 454	45
History 295	35
AGEC 396	35
CE 292	27
Sociology 220	25
EDFA	25
English 250	25
GS 195	20
English 390	17
History 103	15
History 151	15
Pol Sci 600	13
EDCI 311	13
OLS 376	12
English 002	12
English 502	10
CE 699	10
Classics 335	10

4. Use of the Writing Lab by schools

- a. Graph on page 16: Shows use of the Writing Lab by schools with and without the inclusion of the required first year composition courses
- b. Pie chart on page 17: Shows use of the Writing Lab by schools, including first-year composition
- c. Pie chart on page 18: Shows use of the Writing Lab by schools, excluding first-year composition
- d. Graph on page 19: Shows Top 20 Domains from which OWL users send requests

Appendix B: Evaluations and Comments

Evaluations

Evaluations of individual tutorials (N= 3779)

a. Quality of instruction: (N=3777)

• very helpful	(3598 students)	95.3%
• somewhat helpful	(171 students)	4.5%
• not helpful	(6 students)	0.2%

b. Amount learned (N=3769)

• learned a lot	(3364 students)	89.2%
• learned a little	(399 students)	10.6%
• learned nothing	(6 students)	0.2%

c. Likelihood that student would return to the Lab if further help is needed (N=3771)

• very likely	(3569 students)	94.6%
• somewhat likely	(195 students)	5.2%
• not likely	(7 students)	0.2%

Comments

A. From instructors whose students used the Writing Lab

- The Lab is excellent—a great resource! (J. Harrison, AUS)
- The service is great and easy to work with. Thank you. (S. Bonewitz, COM)
- Thank you, I appreciate the work you're doing. (R. Jaradat, English)
- You have been great! (L. Hurliman, English)
- You guys do great! I coordinate services for students with disabilities, and we send them over all the time. (J. Johnson, EDPS)
- Thank you for your multi-faceted assistance. My course wouldn't work without the Writing Lab to refer students to!
- Your services are useful simply because students need lots of individual attention. (E. Johnson, English)
- The résumé consultation greatly improves my students' résumés. I appreciate all that you do for the students. It is an excellent service. (J. Uhl, AGECE)
- You have a lot of great services available. (K. Nelson-Blackburn, CDFS)
- Many of my students need support for writing in disciplinary genres of graduate school. International students need lots of help with grammar, coherence, and organization. (G. Kamberelis, EDCI)
- I'm grateful your service exists. (C. Roper, OLS)
- It helps tremendously. The students who have been there could write more efficiently and beautifully. I really appreciate your service. (Y. Liu, English)
- Keep up the good work! (E. Davis, English)
- A few times some of my students had to wait a week for a scheduled appt. time for a tutorial. (N. Quinn, English)
- I think you do good things. (C. Chandler, History)
- Online help is great for myself and my students. The Lab is a wonderful service and needs to be expanded. (T. Jackson, English)

- The student tutorials are my favorite service. The students who give them a try seem to feel more empowered about their writing. The OWL is the service my students said was useful. (J. Moore, English)
- Keep up the great job. You definitely need more space and staff. My office is near the Writing Lab, and I frequently see students sitting on the floor in the hall waiting to go in. (R. Haberer, English)
- My students who work ahead to contact the lab when writing a major paper really say the lab is very helpful. (O. Wood, F&N)
- OWL: The website is a quick easy way to get the students on the same page. (C. Martinez, English)
- OWL: I teach in a computer lab and found many OWL sites very helpful, especially your research workshop. . . . Thanks for your support. (T. Minks, English)
- Most of my students who have used the Lab have said that it has helped their writing a great deal, and I agree. Thank you for offering such a helpful and pleasant learning environment. (S. Wojciechowksi, English)
- My students can come to the Lab for one-on-one help which I can't always give to them. (B. Henry-Offor, English)
- The Writing Lab provides one-on-one help for my students and builds their confidence about their writing. (J. Moore, English)
- As usual—good job! Thanks for being there for students—and staff! (L. Petrin, GS and OLS)
- The new workshops are great! (S. Karberg, CE)
- OWL: I really like the OWL links to information on writing about literature. I'll make students aware of that info in the future. (S. Emmett, English)
- I am a big fan of the Lab. (R. Rauve, English)
- My interactions with the Writing Lab have been great. Thanks for your service! (K. Doughery, Soc/Anth)
- You really do a great job and service. Our students need your services! (M. Barton, VAD)
- As always, you are a great help and a valuable resource. (S. Tally, COM)
- The Writing Lab is one of the most important pedagogical resources on campus. (M. Tilton, Pol Sci)

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

- He made me feel more confident about revising my paper and my topic.
- I love this place!
- It helped me clarify my thoughts and stimulated some new ones.
- The tutor was very personable, made me feel comfortable, able to ask "stupid" questions.
- Very helpful, without being condescending.
- Now I won't panic when I'm assigned some tough topic to write. This lab is just great.
- This is a friendly staff.
- It's well organized and set up so people can come in any time to get help.
- She's easy to talk to, I feel comfortable.
- I came in with having nothing in mind that needs changes to my paper. I came out with many things I want to change.
- I know now exactly how to write the essay.
- This cleared all the clouds in my head.
- The tutor helped me to understand the assignment better.
- This is the only place I know to get help.
- As well as coming in to find out info about writing techniques, I learned much more here with visual computer examples . . . , so it helped a lot.
- It was nice to get help from someone who is on the same page and not "better" than me.
- I was given a lot of helpful information that I feel will really improve my writing.
- He helped me brainstorm and get more focused on my paper.
- He makes me think.
- I was very impressed with how they go about helping.
- I think this is a great program.
- If you even care slightly about your grade, you would come back.

- Though somewhat apprehensive to come in for the first time, you guys guided me and informed me well. Thanks.
- Rob is a good tutor—made me think for myself instead of just telling me what to do.
- He was able to bring the problems out of the paper to the point where I could see and realize it.
- He was really willing to help.
- Awesome help here.
- He was very patient and explained to me clearly.
- Rob was extremely helpful in assisting me with transitions. I feel a lot more comfortable on my transitions in the future.
- Gives me motivation to continue.
- This was the first time. The tutor made me realize my mistakes.
- Overall, it was a great tutorial.
- He got me organized and thinking of things I had not before.
- I was totally lost before I came in, and he got me started on the right track.
- It has been awesome both times I have visited.
- Being able to talk about my papers helps me to review and edit them.
- He asked me questions to see where I wanted the paper to go, and then helped.
- She is very easy to work with and very helpful. Made me feel at ease.
- She asked me questions and made me think for myself.
- It is very easy to come in and get honest help.
- She really helped me develop my paper.
- She seemed to really care, and I truly enjoyed her help. She is very enthusiastic and helped me to bring out ideas I had but couldn't bring to the surface.
- I had a lot of improvement on my ideas. Thank you.
- He helped me understand the whole concept of the project.
- There is more in my gray matter now than there was when I arrived.
- I learn a lot every time I come to Writing Lab.
- I love this place.
- I completely didn't understand this in class. Now I do.
- This is a great service offered by the university.
- She explained what I asked her very well. She put it into words and ways that I understood her.
- I liked having someone closer to my age help me analyze the paper rather than a professor who might talk over my head.
- She helped me organize the points I was trying to get across.
- They are really nice people to talk to. I loved it, and I never had the idea of something like this existing.
- I felt very comfortable with Sarah when going through my paper.
- You guys are great!
- This service is very helpful. I only wish I had used this sooner.
- Kevin helped me organize my paper and helped me think of ideas. He didn't write the paper for me but made me do it myself.
- It gave me more confidence in my paper.
- I learned that one of the most important things is meeting the assignment requirements exactly.
- The lab really helps me get organized in my thoughts.
- My tutor was wonderful. She did a great job. She was able to relate with what I was doing.
- It was very helpful, and I've noticed an improvement in my writing and my grades in English.
- Staff the lab with more people. It's so good that it's tough to get a time slot.
- He taught me how to catch my own mistakes. He was very supportive about the paper. He didn't tell me the answers. He had me think on my own and explained why.
- She didn't write the paper for me. She just led me to the correct writing path.
- I am now more confident writing papers. She boosted my self-esteem.
- She took the time to understand my problem and helped me to work it out.
- I learned a lot because I was unfamiliar with elements of writing needed in my current curriculum.
- I think the Writing Lab is a great use of the University's resources.
- Talking with him makes me understand better what I should do.
- I have been three times, and I learned a lot each time.
- He got me thinking a lot about how I can be more specific.

- I didn't realize how beneficial and efficient the Writing Lab is!
- I came in with very few ideas about my topic and left with many.
- I learned that sitting and just throwing ideas around with someone can give good results.
- He was very easy to understand and gave very helpful tips. He seemed interested but did not tell me how to write my paper. This helped me to develop my own ideas.
- He showed me how to organize my ideas.
- Rob helped me to think and to find better sentences on my own.
- Mostly I knew what I had to do, but I needed encouragement. It's a great place to get motivated through the rough spots of writing an essay.
- The lab is great when I go here, but being booked 4 days solid makes it hard to come.
- She looked at the whole scope of the writing problem.
- She was very helpful. I like that she told me what was wrong with the paper and how I could fix it. In class, I just get the usual "I think your paper is fine." It was really helpful, and I feel more confident with the paper now.
- The tutors give you practical insight. It helps you with more than your paper (your career).
- She helped me see what needed to be done. And she let me answer a lot of the questioning on my own so that I could understand.
- She helped me narrow down ideas and focus on what I really want to talk about in my paper.
- He did not just correct. He helped me understand.
- This really did help. I'm glad my teacher gave us this assignment.
- It helps you organize your thoughts.
- I've been here 3 times, all of which helps tremendously and earned me A's on the paper.
- I told him about the basic ideas behind the paper, and he helped me see the "big picture."
- The Writing Lab helped me a lot with my papers. It would be nicer if it was easier to get an appointment.
- The tutors really seem to clear up any questions that you have.
- I came here completely lost. I'm now very confident that I can write this paper with no problems.
- I like the one-on-one work. I understand more clearly.
- It was very helpful and not intimidating at all.
- She helped with interpreting what instructor wants.
- She allowed me to think for myself.
- Organization of my thoughts was much clearer after talking with him.
- Good learning atmosphere and friendly tutors.
- I don't have to go into my paper blind. I can talk my ideas out with someone and they can get me started.
- Every time I come here, I learn something different to make my writing more efficient.
- It was fun. I had a good time discussing the paper.
- She helped me with the flow of my paper.
- Now I know a lot about résumés.
- Knowledgeable and friendly.
- My enthusiasm about writing is rekindled.
- What I learned was so useful.
- The tutor was really nice and made me feel comfortable.
- This lab is a great asset.
- He was so encouraging!
- I wish you could make more than one appt. a week. Otherwise, this place is great!
- He gave me lots of ideas on how to improve my writing.
- I was very anxious before I came here because I thought they'd rip my paper. Instead, she helped me to see how I can make it even better. I should have come sooner.
- They're very patient. They care, and my tutor listened well to student concerns.
- I always get great help when I come here.
- I learned a lot about how to write opinion papers.
- I like the handouts and being able to get them on the OWL is great. Even my mother uses them. Thanks!
- I always get great help when I come here.
- He made me better understand my work flaws and the reasons.
- This was very helpful. I talked with her and learned how to play with ideas and organization. Thanks.

Appendix C: Outreach Comments from OWL users

- I just love the Purdue OWL! Both concept and implementation are superb. It almost makes me wish that I had gone to Purdue instead of Indiana State Teachers College. Two of my brothers are graduates of PU and the other one did his graduate work there. . . . Please tell everyone how much I appreciate the effort put into the site, the archetype of the potentiality of the Internet. (Philip Evans, Bellevue, NE)
- I would like to congratulate you all!!! This's the best and most complete website about writing. Keep doing this wonderful and helpful job. (Marta Helena Caetano/Brazil)
- Hi, I'm a 7th grader and we are learning how to research topics. This site was a lot of help. . . . My teacher even recommended it. Thank you.
- My name is Aaron, and I am a Junior at Mount Carmel High School, San Diego, CA. Our school is very academically inclined, and in order to graduate all Juniors have to write a historical insight on literature research paper. . . . Thanks to your website we [I and the rest of my class] might actually achieve "A's." Well I must have printed your entire site. Thanks again! (Aaron Peek and Lady Sundevil, San Diego, CA)
- Purdue's OWL service is the most developed I have come across thus far on the web.
- When I saw what the Purdue OWL had done (and its effect on other universities) . . . [it] changed my career entirely. (Ted Knoy, National Tsing Hua University and Industrial Technology Research Institute, Hsinchu, Taiwan)
- I regularly refer my Sri Lankan students to your site for help on their writing projects. Thanks for a very helpful site. (Steven Garfield, American University of Asia, Colombo 5, Sri Lanka)
- Just a short note to let you know how grateful I am to have found your site. I am a teacher of English in the Netherlands.
- I really appreciate your helps and I would like to express my infinite thanks to you. (Chen, National University of Malaysia)
- I just wanted to take a minute to thank you for the wonderful website you have established. Your website has given me exactly what I have been looking for as a guideline. I can't thank you enough. I am so grateful for the handouts and outlines given. They have made my job a lot less hectic and more rewarding for my students. (Lisa Presley, Vancouver, WA)
- Thanks for your help. Your web pages have made quite a difference. You guys have got the best website. I know what to do now . Thanks for your concerns. God bless. (Louis Paris)
- I thought I would take this opportunity to pass along a compliment. I recently moved back to Purdue from New York City. While I lived in NYC, I volunteered at the International House, an organization that pairs up native English speakers with ESL students and adults, many of whom are recent immigrants to the U.S. As a writing tutor I was given some handbooks and tools to help me and the most prized of these was the Purdue OWL. The coordinator of the writing program said that she stumbled upon your website one day and it

coordinator of the writing program said that she stumbled upon your website one day and it has been an invaluable tool to her ever since. She had many wonderful things to say about your site and I thought you should know how far-reaching your efforts are. (Kathryn Chevrax, Purdue)

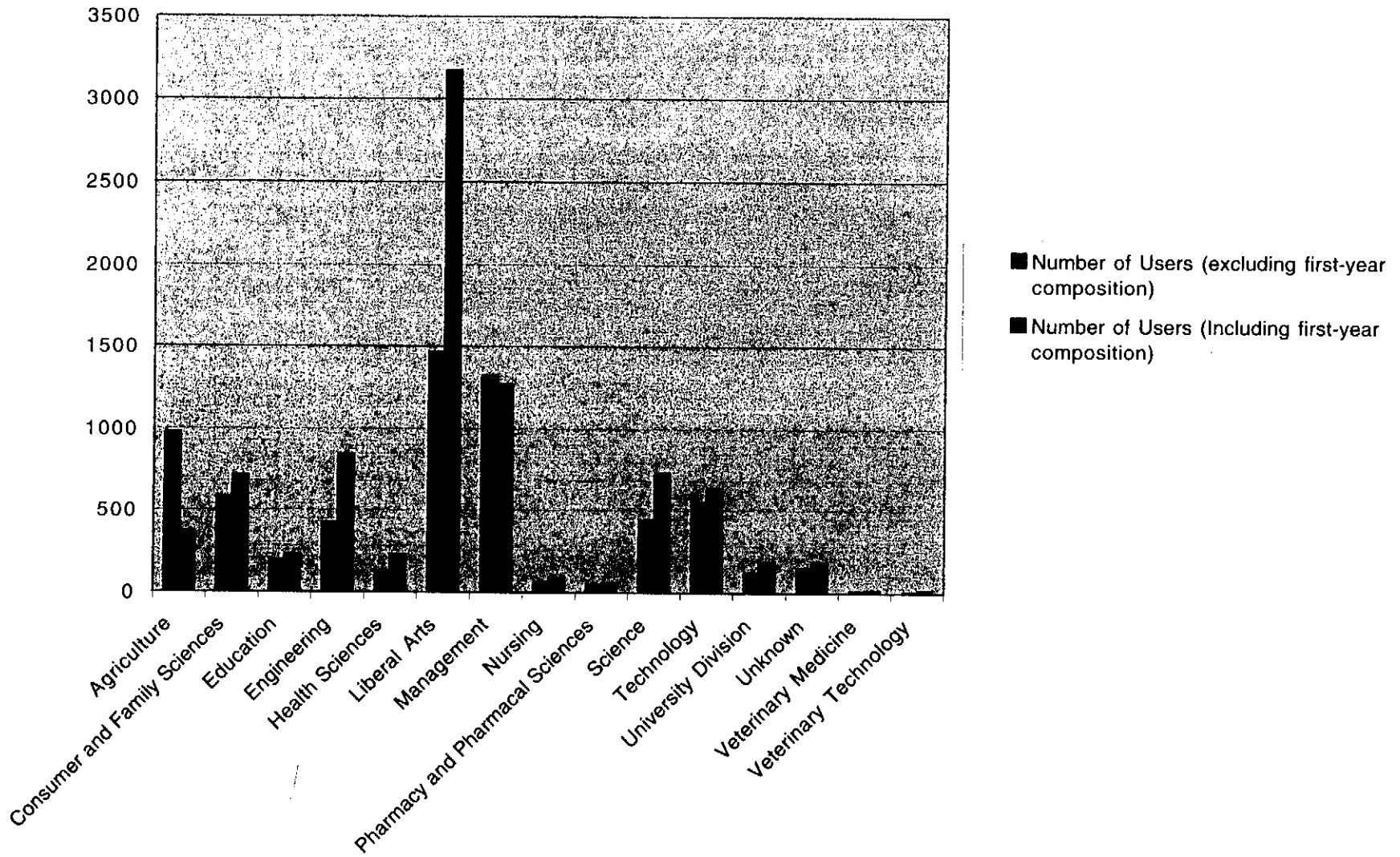
- I want to let you know how much I appreciate the time and effort it took, is taking and will take to build your web site. I teach History and Composition at DeVry in Columbus, Ohio, and design my own web sites for these courses, so I admire what you have done here. My students use it often, especially the self-guided grammar quizzes. Great job!! (Howard Graves)
- As an insomniac poet, I discovered your site at about 1:30 this morning. What a great service! Not only did I enjoy browsing the available resources, but I saved the site for my 11-year-old daughter to reference. Good Job! (Mirand Parker)
- Thanks for your help with the style guide. You provide a wonderful service. (Glenn Hawkes)
- Your site is linked to the Maryland State Employment Service! As a professional, I may have found your site by surfing at home, but instead I have to give credit to the state agency where I applied for unemployment compensation. What a huge help you will be to me in resume writing; thank you for giving me the tools!! (Barbara J. Park)
- Thank you for producing such a wonderful resource. I teach remedial writing at a junior college and also at South Oregon University and very much appreciate having a place to "check-in" when I have questions on how to explain a particular problem. I very much appreciate your work. (Dennis Dunleavy)
- Thank you SO much! Your reply couldn't have been more well-timed. (You know, there is no gratitude more deeply felt and less demonstrable than that of the university student. All I can say is thank you so much and hope that there is such a thing as good karma!) Thanks again, JR
- I just wanted to thank you for putting this fine resource on the web. I attend a college that does not have anything like this. I was stuck (couldn't remember and I was too cheap to buy the MLA guide) on how to cite a long quote and hopped on-line and my trusty Google search engine directed me to your oh-so-helpful site. My husband is a Purdue alumnus, so I feel a cyber connection to your fine college. Thanks again, Lisa Sprague
- Thank you for your help! I knew about the Lab being in existence, but didn't think to write you until a fellow employee (a Purdue English Alum) suggested it. The Lab is a great service. I hope you guys are shown the appreciation you deserve. (Kelly Leonard, Purdue)
- Just a note to let you know something about the "type" of people you are helping. I am 64 years old/retired University Professor/grandfather, and my granddaughter (Paige) is in grade two. You provided me and Paige with great advice! I hope that I can call on you again sometime as my granddaughter continues to educate me. (Dr. Wm. Harley, Edmonton, Alberta, Canada)
- Just a message to say that I have been using some of your material and ideas for two years now. I teach written English skills to 5th. year university students here in France and your stuff is really good as well as being regularly updated too. Keep up the good work. (Derek Mainwaring, Associate Professor, Head of Languages and International relations, Institut Supérieur de Technologie et Management, Noisy-le-Grand, FRANCE)

- My son has a research paper due tomorrow and of course, he has waited until now to start it. Your site was/is a lifesaver. Thank-you very much, JW
- The Online Writing Lab is simply excellent. I graduated from Purdue in Dec.1997, and it helped me a lot then. I needed help with my resume, and it has come to my aid again. I searched a lot of sites (and I really mean a lot of sites) but the comprehensive coverage that OWL has provided left me completely satisfied. No other site has listed so much information which is so easy to read. I really must thank you for the effort that has been put into the creation of this online tool. I will wholeheartedly recommend this site to anybody needing help. Thanks again. Sincerely, Prashant Pinge
- I would like to thank you for creating an excellent resource for those of us who need to improve our writing skills. Sincerely, James R. Rush
- Hi. I have just found your site and it is just fantastic. I teach trainee school teachers at Ballarat University in Australia and I also teach junior secondary students with learning disabilities. This site will be a wonderful resource for so many people. Thank you to all of you who took the time and effort to put this together. Maryann Brown Wright
- I am a secondary English teacher in New York City, and I think what you are doing is great.

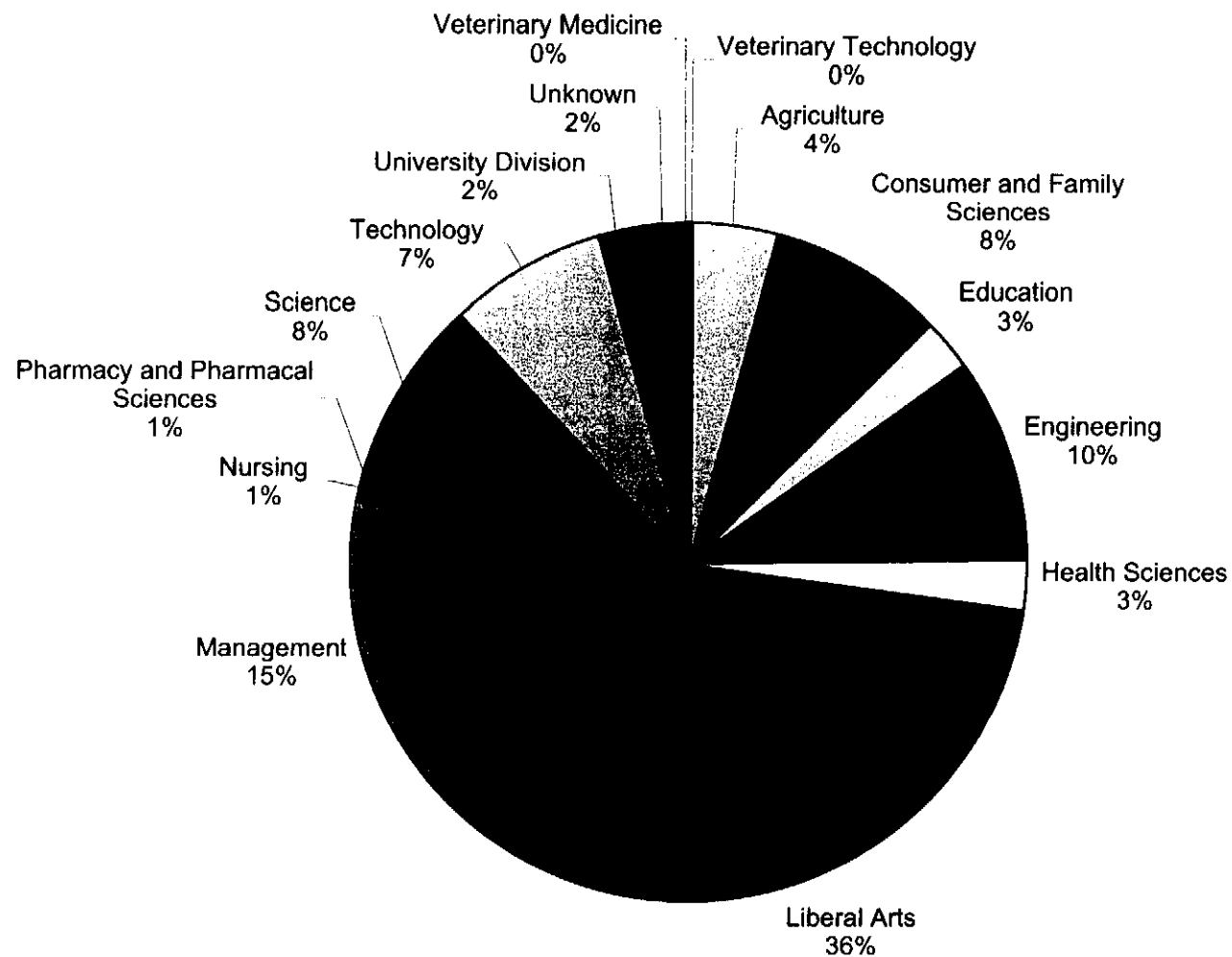
Appendix D: Graph and Charts

<u>Graph and Charts</u>	<u>Page</u>
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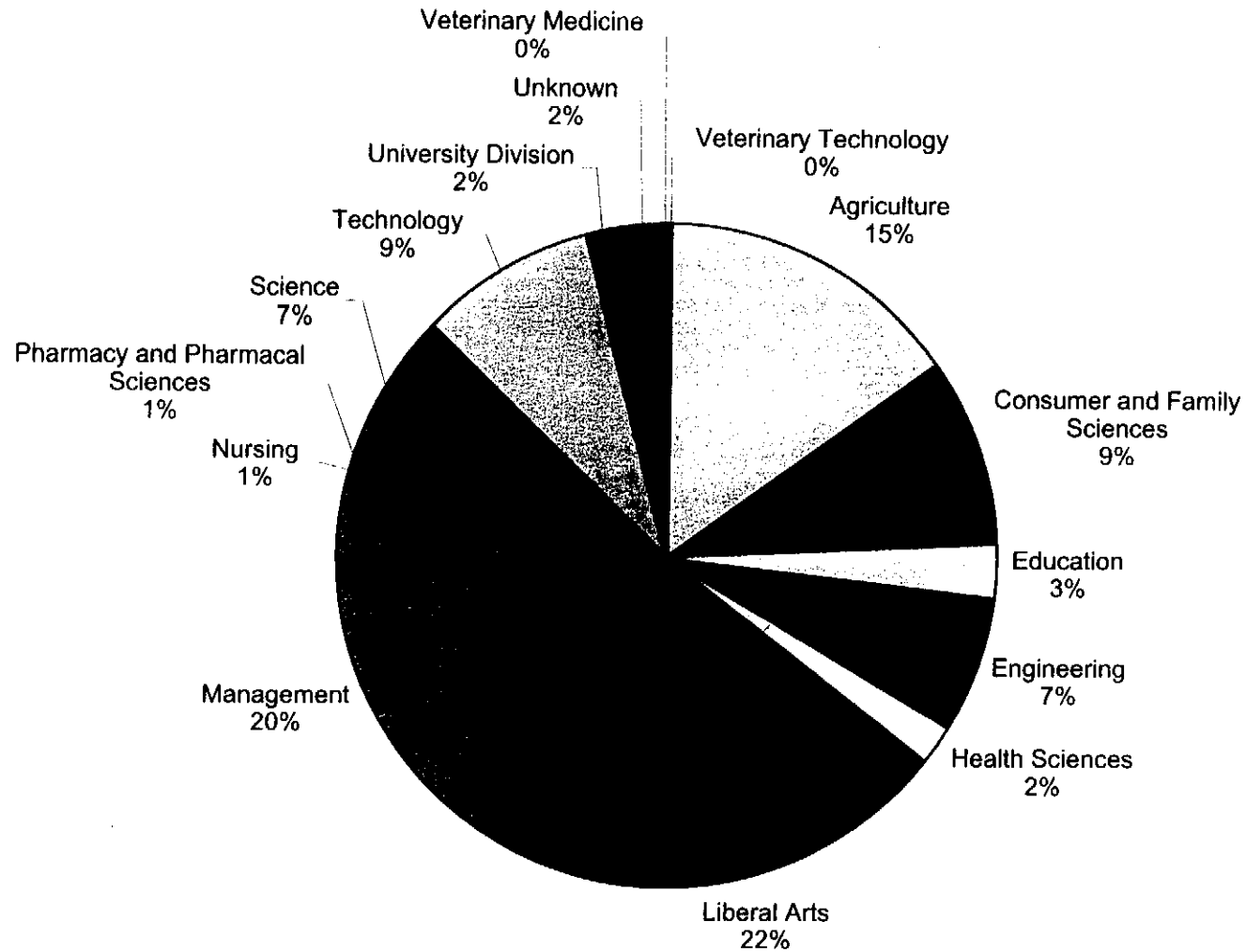
Writing Lab Users By School



Writing Lab Users By School (Including First Year Composition)



Writing Lab Users By Schools (Excluding First Year Composition)



OWL: Top 20 Domains

