

Message from the Director

Who knew? Who would have thought when I wrote last winter and imagined campus waking from that slumber, what was to come? Faculty, students, and staff alike were thinking about study-abroad trips, spring break vacations to warmer climates, and fresh-faced walks across a campus with blooming flora. But it wasn't to be, as we all know now. March 12 arrived, and the university, the greater Lafayette area, Indiana, and the rest of the country went into bouts of quarantine and social distancing. Face masks are the new fashion item, and Zoom has become our shared "public" space. The Writing Lab drifted into Spring Break 2020, and hasn't returned in quite the same form.

Following the usual pause in the semester, our staff immediately converted the remainder of our Spring 2020 semester to online-only writing conferences, conversation groups and workshops. In order to approximate the open-door office culture for our Heavilon location, we adapted Microsoft Teams, an app that allowed us to have a virtual check-in desk, live chats, and secured file sharing. As might be imagined, traffic plummeted for the remainder of the term as people adjusted to their new normal. My faculty colleagues discovered and gained greater facility with hyflex, hybrid, and remote teaching. The last days of our course management system, Blackboard, got a strenuous workout as the primary conduit for students to complete the term. And we all survived. Once the few remaining students emptied campus, minds and energy turned to our usual summer routine, albeit totally online. Vicki Kennell championed our usual Intensive Writing Experiences for graduate students, and Tammy Conard-Salvo led a team of tutors working with the Minority Engineering Program. And all of us helped one another reimagine teaching new graduate students (in the tutoring practicum) and prospective undergraduates (in their version) in a totally virtual version of the Writing Lab.

"...THE NEW NORMAL, THE RETURN TO (VIRTUAL) COLLABORATION WITH WRITERS, REPRESENTS A HALLMARK TO WHAT ALL WRITING CENTERS ARE ABOUT..."

One month into the fall semester, an unusual usual pace of life has developed. Curiously enough, our traffic has returned with most sessions happening through online chats or asynchronous exchanges of files. Although most conferences happen online, we have a skeleton staff of people wanting to be on campus and having sessions in a radically changed landscape across campus learning spaces. In the Writing Lab, most of the tables and chairs have been removed, handouts and brochures have disappeared. In their place, plexiglass dividers occupy what tables remain and our reception desk. Access to the building is regulated to ensure social distancing, and only a limited number of people can occupy the Writing Lab at any given time. Online, the OWL is being used more than it ever has – it's having more users, sessions and pageview, likely all attributable to the national and global turn to distance learning.

On some level, the new normal, the return to (virtual) collaboration with writers, represents a hallmark to what all writing centers are about: Meeting writers where they are. Those exchanges never happen

Our Alumni Annotations newsletter is published and emailed twice per year. If you are not receiving the Alumni Annotations newsletter, or would like to contribute to our publication, please contact our secretary Michael Wakolbinger at mwakolbi@purdue.edu.



in a vacuum, so we always strive to be mindful of what writers and writing consultants alike bring to the table, digital or actual. Meeting writers where they are is an ideal that forces us to consider not just the shifts COVID-19 has spurred, but also the renewed attention to the politics coursing through the US. Throughout the summer, on campus and in downtown Lafayette, the university community and other local citizens protested institutional and systemic racism that has contributed to endless loss of life, particularly for African American and Latinx people. We commit ourselves to recognition that Black lives matter, and we're proud that all our curricula and training strive to get staff to think about how the politics of race, language, and rhetoric imprint on all that we do and who we are. We work toward a diverse, inclusive, and equitable teaching and learning space, and we recognize that we don't always succeed and can't always be safe. We will continue to try, to listen, to learn, and to become a space of empathy and dignity for everyone who seeks conversation about writing and writers.

Harry Denny
Director, Writing Lab
Associate Professor, English

Awards

2019 IWCA Future Leader Award—Isaac Wang
Spring 2020 Outstanding UTA Tutor—Eliza Van
Spring 2020 Outstanding UTA Tutor—Angela Agnew
Spring 2020 Outstanding GTA Tutor—Johnay Hall
Spring 2020 Outstanding GTA Tutor—Paul Riker
Spring 2020 Outstanding GTA Tutor—Jianfen Chen
Spring 2020 Outstanding GTA Tutor—Sungae Kim
Spring 2020 Undergrad Tutor Leadership—Caitlin Lee
Spring 2020 Grad Tutor Leadership—Mitch Hobza
Spring 2020 Grad Tutor Leadership—Eugie Ruiz
Spring 2020 Outstanding New Tutor—Helen Zoss
2020 Tutor of the Year—Sungae Kim
2020 Tutor of the Year—Heather Murton

Presentations and Publications

UPCOMING

Geib, Elizabeth, Victoria Ruiz, and Curtis J. Jewell. "Problematizing Paradox: Institutionalized Barriers Across, Within, & Outside the Center." NCPTW, Oct. 2020.

Zoss, Helen. "Re-Thinking Narrative: Carving Space for Secondary School Writing Centers." NCPTW, Oct. 2020.

New Faces Around the Lab



Aiya



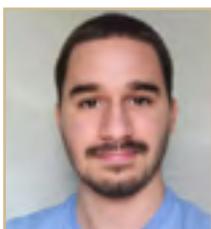
Allyn



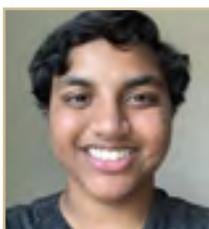
Audrey



Eileen



Fernando



Kanti



Kate



Kelsey W.



Kirby



Marisa



Pulkit



Shannon

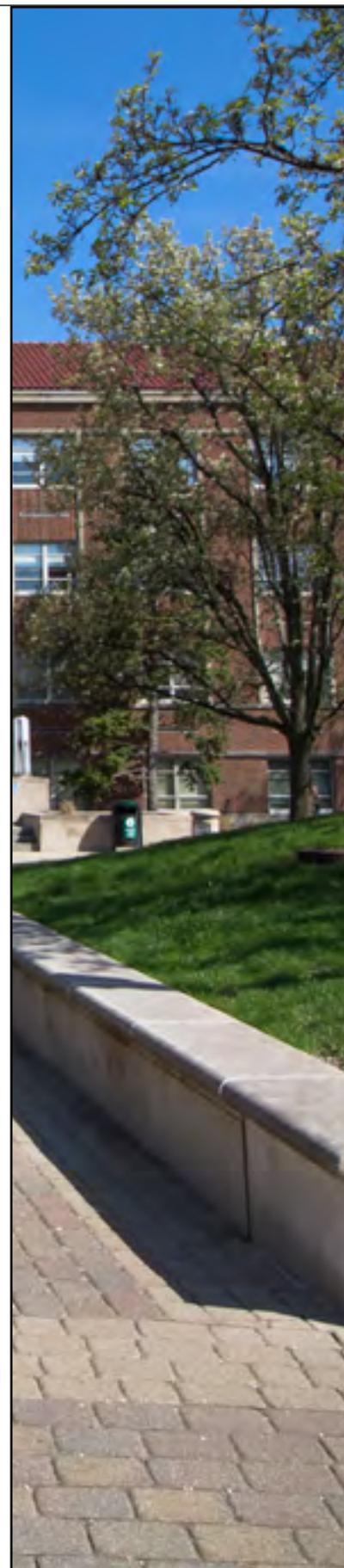


Suraj



Yiqun

Not Pictured: Cassius





Message from the OWL

VICTORIA RUIZ, OWL CONTENT COORDINATOR AND
KIM BROUGHTON, OWL TECHNICAL COORDINATOR

So much has happened since the last message you received from the OWL! For starters, Joe and Tony have graciously passed their torch over to us and we are honored and excited to continue developing the OWL as an incredible resource that so many stand to benefit from around the world. Without saying too much more, though, please allow us to introduce ourselves...

Victoria Ruiz is a 4th year PhD candidate in Rhetoric & Composition. She has served the Writing Lab in a number of different roles over the last 5 years; most recently, her efforts were geared towards coordinating focused attention on students' writing across the curriculum and scheduling workshops facilitated by Writing Lab tutors.

Kim Broughton is a 3rd year PhD student in Rhetoric and Composition. This is her second year serving at Purdue's Writing Lab and she looks forward to expanding her contribution and knowledge of visual content creation.

Each new semester brings with it new opportunities and experiences... Together, we're eager to meet those moments head on! Over the past few weeks we've worked hard to determine where there are gaps in our existing OWL content that need to be filled in order to better serve our stakeholders. Our current projects are centered on resources to assist the Purdue Graduate School in preparing students for graduate studies, as well as making sure that the information reflected in the changes to APA 7 are up to date on our site.

- We are excited to partner with the Graduate School for their annual Big Ten+ Grad Expo & Midwest Summit. In this year's virtual format, we will provide prospective graduate students with a workshop called Building Your Writing Skills to a Graduate Level. This workshop will be supplemented by a four-part series on our YouTube channel, discussing additional ways writers can cultivate their skills as they transition from undergraduate to graduate level writing.
- We owe our deepest thanks to Joe and all the OWL content developers that worked tirelessly to publish new resources that inform on APA 7. These next couple of weeks our developers will continue to build on their work as we make small changes to these resources and add new information to both our static and video resources on this topic.

Beyond that, we've also got special plans lined up for continued content development and branding of the materials we're producing on our YouTube channel. These videos will creatively explore new ways to engage users globally, while sustaining content quality. Additionally, we're also working in the direction of making resources available specifically for thesis and dissertation writers. These pages will inform writers, with greater detail, about the Intensive Writing Experiences (IWEs) facilitated by the Lab staff as well as other relevant information on genres specific to writing at the graduate level.

As we embrace our new roles within the Lab (amid other "new normals" of this existing climate) we invite you to join us as we strive to preserve and pursue the mission of the OWL through content development.

Regards,

Kim & Victoria



Kim



Victoria

Alumni Spotlight

WILL AUSTIN, UTA

I grew up in Texas. So, it might surprise you to discover that I knew of the Purdue University Writing Lab before becoming a Boilermaker myself. (My high school English teachers used Purdue OWL resources!) What I did not know, however, is that I would become a tutor and co-lead a conversation group for ESL students in the Writing Lab and that this would be formative in my personal and professional growth.

First, I gained valuable skills in cross-cultural communication. Purdue is an extremely diverse community. As a tutor, I engaged with clients from different backgrounds, cultures, experiences, and walks of life. Moreover, the Writing Lab offers a range of career-specific training to tutors, including modules on cross-cultural communication, from which I benefitted greatly.

Second, I developed a greater understanding of the rhythm of writing. I believe this stemmed from the Purdue Writing Lab pedagogy, which focuses less on sentence-level edits with a red pen, and more on equipping clients with tools that they could use now and in the future. By tutoring with this mindset—focusing on global edits to a piece's structure, form, and flow—I came to appreciate writing's innate rhythm as a dialogue between writer and reader.

Third, my own confidence as a writer was strengthened. In my time tutoring, I worked on everything from resumes and English papers, to History reports about tanks and PhD astrophysics publications. At its core, writing is about communicating clearly, no matter the medium.

Overall, this growth has been key to my work post-Purdue. Today, I serve on the Communications Task Team for the Neglected Tropical Disease NGO Network, where I



Will Austin



The Writing Lab (pictured here) with plexiglass barriers added on the front desk and session tables.

am the Website and Social Media Director. I help develop communication assets around neglected tropical diseases (NTDs) and advocate for those affected by NTDs. I work with experts in the US, UK, and other nations, and from the World Health Organization. We recently held our virtual 2020 Conference, bringing together 1,000 attendees from 80+ countries. I led the social media efforts, including our social media strategy and content creation.

In January 2021, COVID-19 permitting, I will undertake my Fulbright grant to Thailand. While I have not yet received information on my responsibilities in the classroom, I am certain that my experience in the Purdue Writing Lab will be highly useful and relevant. Also, working in the writing lab was key to my development as an applicant for a Fulbright grant. I did not pursue working in the writing lab for this reason, but when it came to time to apply for Fulbright, I had more experience upon which to draw.

In the future, I hope to become a physician, treating patients and helping develop public health solutions to NTDs. Communication is a pillar upon which medicine and public health stand, as highlighted by COVID-19. Furthermore, misinformation lays siege to society's trust in medicine. The ability to communicate, through written and spoken word, is fundamental in medicine, and I would argue, in every profession in today's globalized world.

I am ever grateful to have worked in the Purdue University Writing Lab. I want to extend a special thank you to key Writing Lab mentors, including Tammy Conard-Salvo, Vicki Kennell, Beth Towle, and Mitch Hobza.

Current Tutor Spotlights

SUNGAE KIM, GTA

Starting to live in the U.S. as a PhD student in literacy and language education at Purdue University did not seem like a big step to me, because of my past experiences living abroad. I had previously lived and studied in Australia and in the southern part of the United States. My disposition was definitely not that of a traditional Korean leaning toward a high-context culture: sacrificing individual desires for group harmony, respect for elders and authority, and a collectivist culture. Therefore, beginning to teach in an American university was not something I was afraid of. I thought that I had the skills and disposition to survive or even thrive in this culture. However, I still felt different enough to experience subtle messages in this new setting that have left me puzzled as I continued to pursue a career in higher learning in the United States. The more I interact with mainstream society, the more the barriers grew as a student of color. I had to keep fighting with invisible biases and one-sided representation of internationals. My beautiful identity marker as a Korean international couldn't find a place to be present and discomfort became my constant companion during communication in the United States.

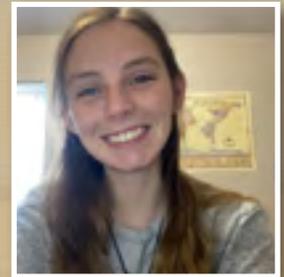
Because of the depth and the breadth of

misperceptions that came with being a student of color, I carried that with me to the Writing Lab, and my initial experience in the culture within the Writing Lab was not so different from what I experienced in the past in a low-context culture. However, working in the Writing Lab as a graduate tutor over the past year has gradually changed my view of the world. I found the Writing Lab more like high-context culture in many ways. For example, it is a very common practice that everyone tries to be supportive of anyone who communicates their needs with others. Additionally, we were encouraged to monitor for assumptions and be open to differences. Their strong commitment to build a learning community built on cooperation has contributed not only to my own growth as a tutor, but also to my sense of belonging as a member of society. People in the Writing Lab keep striving for a healthy and safe community where everyone's unique characteristics are acknowledged and visible through constant training and ongoing discussion. Reflecting on those lessons in the Writing Lab, I have come to view the world in the same way, to the point where I see my linguistic and cultural differences as a strength to the community. I believe that my experiences with the Writing Lab will continue to serve my research and teaching career with a goal to create an inclusiveness for differences.

"...I SEE MY LINGUISTIC AND CULTURAL DIFFERENCES AS A STRENGTH TO THE COMMUNITY."

HELEN ZOSS, UTA

My name is Helen, and this is my second semester as an undergraduate tutor. I have learned so much over the past year as a tutor, and I can't believe there was a time when this wasn't a part of my life! As a future English teacher, it has been invaluable for me to have this experience working with others on their writing. It has shaped the way I personally approach my writing, and it has shaped the way I plan to approach teaching writing in my future classroom. One of my favorite parts about being a tutor is getting to make so many different connections with other students at Purdue. In sessions, I love asking questions and helping writers get to where they want to be, finding the confidence in themselves to do great things with their writing. While tutoring has been a little different this year with the shift to online tutoring, it has been so encouraging and rewarding to see how tutors, clients, and staff have risen to the occasion and have continued to provide a space for people to talk about writing.



Helen Zoss

"...IT HAS BEEN SO ENCOURAGING...TO SEE HOW [EVERYONE] HAVE RISEN TO THE OCCASION..."

This semester, I've also been fortunate enough to have opportunities to expand my work in the Lab by leading a virtual Conversation Group once a week and participating in workshops. Both of these experiences have been amazing and have allowed me to work with and meet so many great people. It's been lovely to see and talk to both familiar and new faces through my computer screen and to develop those connections that are so important to me and the work we do in the Lab! In addition to these opportunities, I have also been working on a research project on secondary school writing centers, which I will be presenting at the NCPTW virtual conference in October. This research means a lot to me as I prepare to dive into the life of a secondary school educator, and inspired by my research and my time at the Purdue Writing Lab, I hope to start a secondary school writing center and bring this wonderful world to my future school!

Current Tutoring Staff

GRADUATE TUTORS

Suraj Alva (Creative Writing)
 Marisa Bryans (Literature, Theory, and Culture)
 Shannon Campbell (Creative Writing)
 Lydia Cyrus (Creative Writing)
 Brian Czyzyk (Creative Writing)
 Anisha Dutta (Human Resource Management)
 Cassius Epps (Creative Writing)
 Audrey Hollis (Creative Writing)
 Kirby Knowlton (Creative Writing)
 Heather Murton (Literature, Theory, and Culture)
 Kate O'Donoghue (Poetry)
 Allyn Pearson (English)
 Brandon Rdzak (Philosophy)
 Aiya Sakr (Creative Writing)
 Kelsey Wort (Creative Writing)

UNDERGRADUATE TUTORS

Abigail Spihlman (English Lit./Creative Writing)
 Allison Wade (Political Science/Human Services)
 Alyssa Ignaco (Biomedical Engineering)
 Bridget Cavanaugh (Aerospace Engineering)
 Camille Anthony (Creative Writing)
 Eileen Yan (Environmental Health Sciences)
 Faith Cornett (Brain and Behavioral Sciences)
 Fayth Schutter (Professional Writing/Mass Comm.)
 Fernando Perez (Multidisciplinary Engineer)
 Gazal Singh (Neurobiology)
 Hafsa Farooq (English/Communication)
 Helen Zoss (English Education/French)
 Kanti Bharat (Computer Science/Political Science)
 Kelly Nicholson (Marketing/German)
 Kelsey Batt (Creative & Professional Writing)
 Lauren Mackenzie (Creative & Professional Writing)
 Gabe Porter (VFX)
 Olivia Buttz (English Literature)
 Pulkit Manchanda (English)
 Rianna Bush (Aerospace Engineering)
 Rowan Megenity (Creative Writing)
 Ryleigh Turner (Environmental Law)
 Betty Tang (Industrial Engineering)
 Milo Scheulen (Nuclear Engineering)

Sophia Craig (English Literature/Creative Writing)
 Sravya Ambadipudi (Pharmaceutical Sciences)
 Yiqun Zhang (Computer & Information Technology)
 Zoe Fang (Mechanical Engineering)

STUDENT RECEPTIONISTS

Alisan Erickson (Linguistics)
 Abby Martin (English and Classics)
 Danielle Masayile (Brain and Behavioral Sciences)

ADMIN/TUTORING COMBO

Curtis J. Jewell (Rhetoric & Composition)
 Assistant Director for Multilingual and Graduate
 Education
 Elizabeth Geib (English)
 WAC and Workshop Assistant Director
 Isaac Wang (Rhetoric & Composition)
 Assistant Director of Undergraduate Tutor Education
 Mitch Hobza (Rhetoric & Composition)
 Assistant Director of Undergraduate Tutor Education
 Sungae Kim (Literacy and Language Education)
 Assistant Director for Multilingual and Graduate
 Education

Support the Writing Lab

In 1976, the Writing Lab was founded as a one-room space with only three consultants. Since then, we've expanded our space and our services and now serve as a model for an international community of writing centers and composition scholars. Your tax-deductible donation will help us better serve Purdue students on campus and beyond, as well as serve our global friends online who use the OWL (Online Writing Lab).

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