

**Annual Report**  
**Writing Lab at Purdue University**  
**2005-2006**

**May 16, 2005 to April 28, 2006**



**Dr. Linda S. Bergmann, Director**  
**Tammy Conard-Salvo, Assistant Director**  
**Richard Sévère, Graduate Teaching Assistant**  
**Karl Stolley, OWL Technical Coordinator**  
**Christopher Berry, OWL Coordinator**

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## I. Summary of Writing Lab Services and Use

### A. Learning

#### In-Lab Learning

During the 2005-2006 academic year (May 16, 2005 to April 28, 2006), the Purdue University Writing Lab served students and faculty as follows:

##### Heavilon Hall Writing Lab

Number of individual users:	2888
Total number of times used:	6448
Consultations:	4160 sessions
In-Lab Workshops:	17
In-Class Workshops:	57

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

Number of individual users:	104
Total number of Tutorials:	77 sessions

##### DLC Writing Lab†

Number of individual users:	15
Total number of Tutorials:	19 sessions

#### Learning with Technology

##### The Purdue University Online Writing Lab (OWL)

Website:	31,736,172	hits from over 125 countries
Email tutoring:	3,175	emails answered

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

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

OWL email responses by tutoring staff: 3,175 (includes Purdue students, Indiana residents, and users from around the USA and abroad and represents an increase of 981 email responses.)

Telephone Grammar Hotline: 634

Consultations with visiting scholars on starting and maintaining a writing center: 27. See Appendix B for a list of visitors and their institutions.

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\* The Meredith Hall Satellite Writing Lab began during the Spring 2005 semester. This location is open one night each week (Wednesdays, 7:00-10:00 pm).

† The DLC Satellite Writing Lab is a new service that began during the Spring 2006 semester. This location is open one night each week (Mondays, 7:00-10:00pm).

CIC Writing Centers Roundtable (April 2006)

Pre-conference workshop for writing center professionals at Conference on College Composition and Communication 2006

**Major on-campus demonstrations**

- Boiler Gold Rush (Fall 2005)
- Graduate Student Welcome Fair (Fall 2005)
- New Faculty and Staff Orientation (Fall 2005)
- Winter Welcome Fair (Spring 2006)
- Introductory Composition (ICaP) Showcase Display (Spring 2006)
- Destination Purdue (Spring 2006)
- Liberal Arts Job Fair Resumé Critique (Spring 2006)
- Just-in-Time Career Fair Resumé Critique (Spring 2006)

**C. Discovery**

*Writing Lab Newsletter* (peer reviewed professional publication) subscriptions: 780 worldwide (750 US and 30 international)

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

- Council of Writing Program Administrators National Meeting 2005
- Council of Programs in Scientific and Technical Communication Conference 2005
- International Writing Centers Conference 2005
- Conference on College Composition and Communication 2006
- East Central Writing Centers Association Conference 2006
- Teachers of English to Speakers of Other Languages Convention 2006
- Writing Development in Higher Education Conference (UK) 2006
- Computers and Writing Conference 2006

Works in progress include several articles based on current research, three doctoral dissertations on tutoring practices (2 in process and one completed summer 2005), and several other research projects.

**D. Staff**

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

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

Fifteen graduate teaching assistants (GTAs) (funded by the English Department), all of whom have taught at least one year of first-year composition. GTAs hold the following special area positions:

- Business Writing Coordinator
- English as a Second Language (ESL) coordinator
- Workshop Coordinator
- OWL Mail Coordinator

Writing Lab/Introductory Writing Program Liaison (funded by the English Department): One GTA

Graduate student OWL staff (funded by University Reinvestment Grants):

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

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

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

- Eleven undergraduate teaching assistants to tutor students in first year composition courses
- Nine undergraduate business writing consultants to assist students with resumés 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, 2005-2006**

The Writing Lab helps students learn by providing an inviting, structured environment in which to talk with a trained tutorial staff about their practices as writers and their concerns about writing. Every member of the Purdue Writing Lab staff looks for ways to upgrade Lab resources and to reach out to the university community. In addition to working with students individually and in groups, staff members develop materials for teaching writing and consult with instructors of writing courses and with faculty across the disciplines. As emerging researchers, they further their professional development through research projects and regular presentations to academic audiences.

### **A. Learning**

#### **Credit Courses**

Fall Semester:

- English 502W (1 hour): In-service practicum for graduate teaching assistants in their first semester of tutoring
- English 390A and English 390B (2-3 hours each): Courses in the theory and practice of tutoring writing that are a prerequisite for application for undergraduate tutoring positions.

#### **Tutorials**

This year the Writing Lab gave 4,160 writing tutorials. Tutorials consist of half-hour one-to-one tutoring sessions offered both by appointment and on a drop-in basis.

- Graduate TAs work with all students, including first year composition, 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, resumés, cover letters, and other career-related documents with students from across the university. This year, we have been expanding the BWCs' role to include tutoring other Professional Writing course documents.

#### **Assessment**

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

- Point-of-contact evaluations (98% response rate): 95% of responding students rate their tutor in the "very helpful" range. Clearly students appreciate this service and believe it helps them learn to write. See Appendix D for more detailed assessment information.
- Certain key terms occur repeatedly in the open-ended response space on our assessment forms. Students write that they consider the tutors to be well-qualified, knowledgeable, and adept teachers. They mention gaining knowledge and confidence as writers from the tutorial sessions, and they appreciate the student-centered approach of the Lab staff. See Appendix D for a sample of student comments.
- At the end of the Fall 2005 semester, Writing Lab staff redesigned its Lickert scale point-of-contact evaluation forms for consultations, workshops, and English as a Second Language conversation groups. Please see Appendix D for detailed information.

## **Workshops**

- In-Lab Workshops: 17 presentations
- In-Class Workshops: 57 presentations (up from 37), customized for individual classes; some of these “traveling tutors” move out of the classroom and into residence halls and student organizations. Some of these customized workshops include:
  - Visual Rhetoric and PowerPoint
  - Organizing Your Argument
  - Art Criticism
  - Boolean Search Practices and Citation Practices
  - Writing Academic Papers on Poetry
  - Curriculum Vitae
  - Resumés and Cover Letters
- Brownbag session, “Transforming Student Projects into Showcase Displays,” co-sponsored with Introductory Composition at Purdue
- Library staff workshop on Email Etiquette

## **In-Lab Resources**

- Instructional handouts: over 200 handouts covering writing skills and issues, available in the Writing Lab and in printer-friendly format on the OWL
- Reference library of books, journals, and reference materials for student and faculty use; textbooks and handbooks that students can check out
- Computer writing facility: 8 computers, 2 printers, and 2 scanners available for general student use throughout the day. This includes an advanced multimedia production station funded by the Professional Writing program
- Computer dedicated to English as a Second Language practice

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

Because 30% of Writing Lab users (1,951 total requests for help) are non-native speakers, we continue to investigate ways to better serve this clientele. The ESL coordinator, a Graduate TA responsible for overseeing ESL services and initiatives within the Lab, teaches Lab tutors some of the special skills needed for working effectively with ESL students. In addition, the ESL Coordinator is responsible for the following projects:

- Organizing ESL conversation groups
- Publicizing available ESL resources and services
- Providing consultations about ESL services to writing centers at other institutions
- Updating the OWL ESL Teacher Resource page to reflect advances in scholarship
- Creating tutor training modules and a bibliography of accessible readings
- Conducting workshops for graduate instructors in the Introductory Composition program on responding to ESL writing
- Evaluating the Lab library resources to fit the needs of graduate student ESL writers
- Developing ESL Coordinator handbook

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

In addition to offering individual tutoring sessions, the Business Writing Consultants (BWCs) conducted three workshops on resumés and cover letters, both in the Lab and around the campus. The BWC staff also participated in the Liberal Arts Career Fair Resumé Critique and the Just-In-Time

Career Fair Resumé Critique. The following is a list of accomplishments by the BWC administrative staff:

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

- Taught semester-long practicum for prospective BWCs; made significant revisions to the curriculum and the electronic textbook, such as adding a visual rhetoric component; selected new BWCs based on their performance in the practicum
- Organized supplemental training sessions for current BWCs on writing vitae, personal statements, and memos; offered informal mentoring throughout the school year
- Maintained communication between BWCs and other Lab personnel
- Conducted a “tutoring business writing documents” workshop for new graduate tutors in the fall and a “tutoring memos” workshop for current graduate tutors in the spring
- Helped conduct an “Email Etiquette in the Workplace” workshop for Purdue library staff
- Collaborated with BW staff in revising business writing materials for the OWL
- Worked with the assistant director and other graduate coordinators to devise a plan for updating and revising the tutoring manual e-book

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

- Coordinated the BWCs’ effort to revise/create OWL material, incorporating suggestions from Professional Writing Faculty and from needs analyses of users
- Wrote memos to inform dorm Resident Assistants about BWC services
- Updated BWC Bulletin Board

**Public Relations Coordinator (Undergraduate Business Writing Consultant)**

- Created signs and other visual displays for the Stewart Center
- Provided information about the Writing Lab and BWCs to the Krannert School of Management Advising Office
- Created monthly calendars for career fairs and advertising workshops

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

The Crouse Scholarship in Professional Writing for Professional Writing/Writing Lab Collaboration, funded with support from the Professional Writing Program, acts as a liaison between the PW program and the Writing Lab. The following is a list of projects the Collaboration Intern completed during the 2005-2006 academic year:

***Usability Testing***

- Researched and analyzed usability testing resources and methods in preparation for testing the new OWL
- Arranged and attended meetings with Professional Writing professors to invite their participation in the OWL usability testing. This collaboration included inviting PW classes to participate in conducting the testing and taking the tests.
- Studied OWL content to determine areas that should be tested for usability
- Collaborated with Assistant Director of the Writing Lab and usability consultant to create usability test questions and scenarios reflecting the student perspective
- Participated in follow-up analysis of the usability testing, which considered why subjects had certain difficulties



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

- Acted as a liaison between the Writing Lab and graduate students working on updating OWL materials
- Prepared a list of OWL projects that Professional Writing students could use as PW course projects
- Revised some resumé sections for the new OWL, including a new section about when to use resumé over a page long

### ***Business Writing Coordinators (BWCs)***

- Suggested PW workshops to extend the BWCs' tutoring skills beyond resumé and cover letters. The suggested workshops included: CVs, proposals, white papers, visual rhetoric (for use in PowerPoint, websites, etc.)

### ***Recruitment for Fall 2006 Undergraduate Practicum***

- Arranged face-to-face recruiting in Professional Writing (PW) classes
- Posted announcements on listservs and gave personalized invitations to recommended students
- Helped create a brochure promoting the BWC position and the training course. This brochure, which suggests how PW students can use and teach with the technology resources in the Writing Lab, will be distributed in future PW classes.

### ***New Technology***

- Created a list of new technology available and the various PW projects for which such technology could be used. This list was the basis for the pamphlet described in the previous section.
- Interviewed a PW professor about the types of projects students are assigned, the technology they use, and the technology they could use if it were available or supported.
- Interviewed BWCs about the PW projects they have completed through their years, including the technology they used.

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

Undergraduate Teaching Assistants provide general tutoring for students in first year composition courses. UTAs assist with training prospective tutors in the English 390A tutoring practicum, and they work closely with the Writing Lab/Introductory Writing Program Liaison to respond effectively to changes to the Introductory Writing Program curriculum. The following is a list of accomplishments of the UTA coordinator:

- Coordinated the activities of the UTA staff (e.g., meetings, training sessions, publicity, etc.), including six biweekly UTA staff meetings
- Informed Writing Lab Director and Assistant Director about research, questions, and concerns of the UTA staff
- Attended all ENGL 390A classes and assisted the instructor with mock tutorials, recruitment, and student observation hours
- Promoted collaboration among UTAs, BWCs, GTAs, and professional staff
- Arranged opportunities for UTAs' professional growth, such as conference presentations
- Held workshops on Professional Development, Grammar, and Documentation

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

The Writing Lab continued to offer extended tutoring hours in Meredith Hall during the fall and spring semesters. This location, staffed by one GTA and a rotating staff of three UTAs, was open on

Wednesdays from 7:00-10:00 pm. Since its inception during the spring 2005 semester, the Meredith Hall location has grown steadily with an increase in use from 19 sessions to 77 sessions.

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

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

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

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

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

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

- Participated in New Teaching Assistant Orientation to introduce TAs to the Writing Lab and its services, resulting in an increase in both Lab tours and in-class workshops for English 106 classes
- Mentored Undergraduate Teaching Assistants in research that resulted in opening the satellite tutoring center in Hicks Library in January 2005
- Worked with English 106 instructors and Writing Lab tutors to collect sample papers for use in the Lab's hiring and tutor training processes
- Attended Extended Orientation Session for first-year teaching assistants to recruit graduate students to work as tutors in the Writing Lab
- Rewrote script for Lab tours to better highlight Writing Lab activities
- Led workshop for participants in Spring 2006 Showcase of students' work in first-year composition; served as Showcase judge
- Lectured to undergraduate tutor training course to introduce the introductory composition curriculum
- Led spring caucus for instructors teaching the Academic Writing and Research syllabus approach in first year composition
- Observed UTAs during tutorials to provide feedback for improving tutoring methods
- Participated, with other Writing Lab staff, in a pre-conference workshop on collaboration at the 2006 Conference on College Composition and Communication in Chicago

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

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

- Establishing a working relationship with the director of Hicks Library, which has resulted in graduate students' collaborating to link online resources

- Establishing a connection with the director of the Krannert School of Management Communication Center
- Beginning research on assessing student and faculty perceptions of student writing with professor in Agricultural Communication
- Consulting with graduate and undergraduate students to sustain a writing initiative in Animal Science
- Consulting with an Art History instructor on improving written projects in her class

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

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

- Redesign and revision of the Online Writing Lab (OWL) site, including usability testing for the new OWL Family of Sites (See Appendix E)
- Integration of laptops and tablet PCs onto the tutoring tables
- Access to Kurzweil 3000 (special software that lets users, including individuals with disabilities, hear text aloud and use special tools during revision) on the Lab's general use desktop computers
- Addition of specialized multimedia software for all Writing Lab computers, as well as an advanced multimedia workstation, a scanner, a digital still camera, and a digital camcorder
- Implementation of a new Visitor Information System for intake of Writing Lab users
- Writing Lab tutors continue to use computers in tutorial sessions to help students improve their writing processes, to demonstrate accessing OWL resources, and to help students master internet research.
- Writing Lab undergraduate practicum courses continue to utilize Night Kitchen's e-book software.

## **B. Engagement**

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

The Purdue OWL, which counted more than 31 million hits from May 15, 2005-April 28, 2006, offers testimony to Purdue's international preeminence. The OWL's reputation as one of the foremost web sites for writing enhances Purdue's national and international stature and provides much-appreciated service to students, teachers, and writers across the nation and around the world. The OWL is referenced in many textbooks on writing and web development and by citations in the scholarly literature of computer assisted writing, writing centers, and composition studies in general. The OWL also maintains the archives of *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 634 inquiries, including calls from students, faculty, and staff at Purdue, as well as from across the State of Indiana and the United States.

### **Consultations with National and International Visiting Faculty and Writing Center Professionals**

Writing Lab staff directors regularly meet and talk with visiting faculty and writing center administrators who are starting writing centers or considering changes and improvements in them. This year we met with 27 such visitors, including 14 from other countries. See Appendix B for a table of visitors and their affiliations.

### **Writing Lab Honors and Public Recognition**

- Featured Writing Center, *Praxis: A Writing Center Journal* 3:1, Spring 2005.
- "Top 12 Web Sites for Homework Help: Homework-Resources for Math to Mythology." *Seattle Times*. August 4, 2005.
- Linda Bergmann was quoted about how tutoring works in the College Issue of *US News and World Report*, Fall 2005.
- "Writing Lab Offers Multimedia Location." *The Exponent*. January 11, 2006.
- "Students Should Utilize Academic Resources." *The Exponent*. January 11, 2006.
- "Writing Lab Expanding Help Hours." *Journal and Courier*. January 21, 2006.
- "Online Writing Lab aids Job Seekers in Preparing Resumés and Letters." *Purdue University News*. March 28, 2006.
- WFLI News broadcast interview with Writing Lab directors and staff speaking about workplace-related writing, 4 April 2006.

**Staff Honors and Public Recognition**

- Joy Santee, Outstanding Tutor of the Year Award, East Central Writing Centers Association
- Assistant Director Tammy Conard-Salvo elected to executive board, East Central WCA
- “Student Honors” featuring Joy Santee, *Journal and Courier*, March 26, 2006.
- Russell Brickey, Outstanding Tutor of the Year Award, Purdue English Department
- Karl Stolley, *Kairos* Service Award for Graduate Students (for OWL redesign), presented at the 2006 Computers and Writing Conference

## C. Discovery

### ***Writing Lab Newsletter***

Edited by Muriel Harris, Professor Emeritus, and published by the Department of English, this newsletter, with 780 subscribers worldwide (750 US and 30 international), is one of two nationally-distributed and indexed publications on writing center theory, pedagogy, and administration. The *Writing Lab Newsletter* is an affiliate publication of the International Writing Centers Association, an assembly of the National Council of Teachers of English. The Online Writing Lab has archived back issues of the Newsletter for many years, and is close to completing the transfer of this archive into a searchable format. When all past issues are formatted, they will be uploaded to the new web-page and searchable index that Chris Berry, the OWL coordinator, is developing.

### **Publications**

Bergmann, Linda S., and Tammy Conard-Salvo. "Dialogue and Collaboration: A Writing Center Applies Tutoring Techniques to Relations With Other Writing Programs." *Marginal Words, Marginal Work? Tutoring the Academy to the Work of the Writing Center*. Eds. William Macauley and Nicholas Mauriello. Hampton Press: Forthcoming.

Bergmann, Linda, and Janet Zepernick (York College of Pennsylvania). "Disciplinary and Transference: Students' Perceptions of Learning to Write." Forthcoming in the *Journal of the Council of Writing Program Administrators*.

Bergmann, Linda, Keith Rhodes, Irvin Peckham, and William Condon "The Outcomes Project: The Insiders' History." *The Outcomes Book: Debate and Consensus after the WPA Outcomes Statement*. Ed. SusanMarie Harrington, et al. Logan, UT: Utah State UP, 2005. 8-17.

Conard-Salvo, Tammy, Janet Alsup, and Scott Peters. "Tutoring is Real: The Benefits of the Peer Tutoring Experience for Future English Educators" (article under review).

### **Doctoral Dissertation Completed**

Jessica Clark (Linda Bergmann, director). "An Investigation of the Quantity and Quality of Collaboration in Writing Center Tutorials." August 2005.

### **Conference Presentations**

The Writing Lab generated 19 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, established a development fund in her honor to help further this effort. Several articles for professional journals, derived from these presentations, are in progress at this point. See Appendix C for a detailed list of this year's presentations and presenters.

### **In-Lab Research Projects**

Writing Lab administration and graduate staff initiated several research projects intended both to improve Writing Lab services and to investigate new theories and practices of writing instruction in the context of writing center environments.

- Dissertations in progress by Deborah Rankin and Virginia Taylor, both concerned with strategies for tutoring English as a Second Language students
- Tammy Conard-Salvo, Linda S. Bergmann, Karl Stolley, and Christopher Berry, “Purdue OWL Usability and Redesign”: an IRB-approved formal series of tests to monitor the usability of the new OWL website. This research study was extended to include Michael Salvo and students in his English 515 course, who served as usability consultants on the project.
- Tammy Conard-Salvo, “Beyond Disabilities: Text-to-Speech Software in the Writing Center”: an IRB-approved formal study of the impact of speech synthesis software (adaptive technology) on face-to-face writing center tutorials
- Linda Bergmann and writing center directors at five other universities, “The Writing Center Director as Writing Program Administrator”: a multi-university study of relationships between these positions, submitted to *Composition Studies*

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

During the 2005-2006 academic year, the Writing Lab implemented a new database intake system that will allow the staff to pursue various kinds of research that depend on tracking student use of the facility. This system, known as the Visitor Information System or VIS, was programmed by Karl Stolley. Students create individual log-in accounts with their Purdue email address and login each time they visit the Writing Lab for any service.

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

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

Linda Bergmann continues to serve as Director, and Tammy Conard-Salvo will move from Assistant Director to Associate Director of the Writing Lab. The Writing Lab has also hired a new Managing Editor of the Writing Lab Newsletter.

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

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

#### **C. Technology Initiatives**

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

Writing Lab staff will continue investigating ways to implement a comprehensive asynchronous online tutoring system for Purdue students. Unlike the current OWL Mail, such a system would not only answer questions, but respond to entire papers in the model of a face-to-face tutoring session.

Writing Lab staff have begun working with Scott Mandernack and the Hicks Undergraduate Library staff to establish connections between information literacy and writing research papers, including but not limited to creating an interface between the Online Writing Lab and the Library's CORE Resource.

The two-year long project of creating a searchable online archive for 29 volumes of the *Writing Lab Newsletter* is almost completed and will be finished in the coming year. This searchable archive will be a major resource for scholars across the country. Volumes 1-20 are currently available in searchable text on the OWL site, and volumes 20-29 will be added during the summer 2006 semester.

Laptop computers and tablet PCs will be further integrated into tutorial sessions, and students will be encouraged to use them to read and revise drafts of papers, locate sources, and do prewriting activities.

The Writing Lab will continue to provide Professional Writing (PW) students access to the advanced multimedia station and to strengthen the links between the Writing Lab and the PW program.



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

### **Workshops**

- Continue critical analyses of workshops and recruit tutors to revise them
- Market workshops more broadly, particularly in additional departments across the university
- Maintain contact with people on campus who have collaborated with the Writing Lab: Katy Bunder (Pre-Med, personal statements); Dorothy Hughes (SPAN); and Karen Fingerman (CDFS, outlining comparative essays)
- Meet with representatives of other campus support programs (e.g., Academic Support Services, SPAN, ISS); publicize workshops and communicate our willingness to develop specific workshops to meet their students' writing needs

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

- Incorporate writing component into ESL conversation groups
- Establish greater contact with other campus departments and programs serving ESL students
- Continue to update materials collection, particularly software holdings
- Develop tutor training modules that introduce concepts of linguistics and that explain linguistic properties of English in particular

### **Business Writing**

- Foster collaboration between BWCs and the English Department Professional Writing Program, including 390B curriculum revision & staff re-training
- Initiate more PW-related Writing Across the Curriculum projects
- Continue reviewing and developing OWL materials in cooperation with the Crouse Scholarship intern and Professional Writing faculty
- Target publicity to specific academic programs
- Create a new BWC logo to complement the Writing Lab logo
- Provide further training in tutoring personal statements
- Continue collaboration with Krannert School of Management by speaking to MGMT 100 and 301 classes
- Organize informational sessions and booths to inform students about BWC services before relevant job fairs
- Utilize more campus resources for publicity efforts

### **Undergraduate Teaching Assistants**

- Expand UTAs' role in the Meredith Hall and Hicks Satellite Writing Labs, and begin research into assessing their impact
- Increase collaboration with the Writing Lab/Introductory Writing Program Liaison
- Improve in-service training of tutors, especially for multimedia writing projects, visual rhetoric, and English as a Second Language
- Propose one or more sessions for regional and international writing center conferences in Spring 2007
- Develop "Helpful Tips for All Writers" to be posted in the Writing Lab
- Write a new script for mock tutorials for first-year composition
- Train at least one UTA to answer OWL Mail
- Rewrite evaluation forms for contact with first year composition students

**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 particular courses
- 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
- Rewrite all old URLs to seamlessly redirect links between old and new content
- Include content personalization service and other enhancements
- Resume publishing the Purdue OWL News, in a new format that will include an RSS feed and other new ways to access content

## Appendix A: Breakdown of Users

<b>Heavilon Hall Writing Lab Services</b>	<b>Times Used</b>
Consultations	4160
Workshops	378
In-class Workshops	57
In-Lab Workshops	22
Grammar Hotline	634
Computer Use	744
ESL Conversation Group	304
ESL Materials Use	53
Lab Tour	93
Other	809

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

<b>Students' Uses of the Meredith Hall Writing Lab</b>	<b>Visits</b>	<b>Students</b>
Grand Total	104	77

<b>Students' Uses of the DLC Writing Lab</b>	<b>Visits</b>	<b>Students</b>
Grand Total	19	15

<b>Students' Reasons for Referral to the Writing Lab</b>	<b>Visits</b>	<b>Students</b>
Advertising	157	116
Friend	362	237
Instructor	4488	2167

<b>Online Writing Lab (OWL) Services</b>	<b>Times Used</b>
Website	31,736,172
Owl Mail Responses	3,175

\* See Appendix E for more OWL information.

<b>Usage by Colleges (all centers)</b>	<b>Times Used</b>
Agriculture	565
Consumer and Family Sciences	447
Education	179
Engineering	729
Liberal Arts	1074
Management	623
Pharmacy, Nursing, and Health Sciences	373
Science	493
Technology	346
Veterinary Medicine	22

<b>Usage by Classification (all centers)</b>	<b>Times Used</b>
Undergraduate	4998
Graduate	717
Staff	23
Other	183

<b>Most Frequent Use by Major (15 or more students)</b>	<b>Visits</b>
<b>Agriculture</b>	
Animal Science	61
Pre-Vet	43
<b>Consumer &amp; Family Sciences</b>	
Dietetics	26
Retail Management	58
Selling and Sales Management	38
Hospitality and Tourism Management	42
<b>Education</b>	
Elementary Education	84
<b>Engineering</b>	
Aeronautical Engineering	25
Biomedical Engineering	18
Civil Engineering	31
Computer Engineering	18
Electrical Engineering	74
Industrial Engineering	50
Mechanical Engineering	87

<b>Health Sciences</b>	
Pre-pharmacy	38
<b>Liberal Arts</b>	
Communication	81
English	69
History	30
Law and Society	17
Political Science	66
Psychology	60
Speech	19
<b>Management</b>	
Accounting	60
Economics	21
Industrial Management	16
Management	140
<b>Nursing</b>	
Nursing	39
<b>Pharmacy and Pharmacal Sciences</b>	
Pharmacy and Pharmacal Sciences	40
Pre-Pharmacy	38
<b>Science</b>	
Chemistry	27
Biology	65
Computer Science	35
Actuarial Science	15
Physics	18
<b>Technology</b>	
Aviation	22
Building Construction Management	54
Computer Graphics and Technology	18
OLS	24
<b>Undecided</b>	98
<b>Other</b>	1,123
<b>Center Usage by Students' Country of Origin*</b>	<b>Times Used</b>
China	87
Korea	129
India	93
Indonesia	32
Japan	22
Malaysia	18
Taiwan	33
Other	220
<b>Total</b>	<b>634</b>

\*Numbers presented here are based on the responses of the students who chose to specify their country of origin during check-in between August 2005-April 2006.

## Appendix B: List of Consultations with the Writing Lab, 2005-2006

### Summer Semester

Mark Tilton Prof.	Purdue University	West Lafayette, IN	June 3, 2005
Peter McVay Carson	University of Cincinnati Center for Access Transition	Cincinnati, OH	June 7, 2005
Aaron Michael Kerley	University of Cincinnati Center for Access Transition	Cincinnati, OH	June 7, 2005
Paz Tagle	Catholic University	Peru	June 30, 2005
Lyubou I. Sokirkina Department Head	Saratov State University	Astrakkanskaya Sarakov, Russia	July 21, 2005
Irina Usinova Asst. Prof.	Murray State University	Murray, KY	July 21, 2005
Dr. Tajudeen Y. Surakat Prof.	Islamic University in Uganda	Mbale, Uganda	July 21, 2005
Conference Participant		China	July 22, 2005
Conference Participant		China	July 22, 2005
Henk Lauw	North West University	Potcheftroom-Noordbrug, South Africa	July 22, 2005
Ian Lok	Hong-Kong University	Pokfulam Rd, Hong-Kong	July 22, 2005
Jia-Ling Hsu	National Tawain University	Taipei, Tawain	July 22, 2005
Hohsumg Choe	Indiana University	Bloomington, Indiana	July 22, 2005
Yunjoo Nikki Park	Indiana University	Bloomington, Indiana	July 22, 2005
Joleen R. Hanson	University of New Hampshire	Durham, New Hampshire	July 22, 2005
Dr. Tricia Henry Prof.	Deakei University	Melbourne, Australia	July 23, 2005

### Fall Semester

Jessie Levina	Portland State University	Portland, Oregon	September 27, 2005
Katrine Dahl	University of Copenhagen	Copenhagen, Denmark	October 25, 2005
Alan B Wallace	Taylor College	Malaysia	October 27, 2005
Anne Elizabeth Shaw	Taylor College	Malyasia	October 27, 2005
Lurene Contento	John Marshall Law School	Chicago, IL	November 11, 2005
Zaininger	NCHS	Naperville, IL	November 15, 2005

### Spring Semester

Brian Ahern	Keiser College	Fort Lauderdale, FL	February 7, 2006
Joyce E. Hicks Writing Center Director	Valparaiso University	Valparaiso, IN	March 1, 2006
Lucie M. Moussu Assistant Prof.	Ryerson University	Toronto, Canada	April 19, 2006
Rhonda Latrice Washington	Midlands Technical College	Columbia, SC	April 24, 2006

## **Appendix C: Conference Presentations and Presenters**

### **Council of Writing Program Administrators 2005 Conference**

“Roundtable on the Writing Center Director as WPA”

Faculty: Linda S. Bergmann

### **International Writing Centers Association Conference 2005**

“The Writing Center Director as WPA: What is a Writing Program?”

Faculty: Linda S. Bergmann

“Cultural Education, Global English, International Students, and the W.C.”

Graduate Students: Jaisree Jayaraman

Elizabeth Lyons

### **Council of Programs in Scientific and Technical Communication Conference 2005**

“Unexpected Outcomes of Program Collaboration: Opportunities for Research”

Assistant Director: Tammy Conard-Salvo

### **Conference on College Composition and Communication 2006**

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

“The Writing Center as Community Member: Developing Collaborative Relationships in the University”

Faculty: Linda S. Bergmann

Assistant Director: Tammy Conard-Salvo

Graduate Students: Huiling Ding

Megan Hughes

Jingfang Ren

#### **Presentations**

“What We Bring to Transfer: Conceptions of Transfer Between the Disciplines”

Faculty: Linda S. Bergmann

“Multimedia in the Writing Center: Visual Rhetoric and Tutor Training”

Assistant Director: Tammy Conard-Salvo

### **East Central Writing Centers Association 2006 Conference**

“Tutoring is Real: Writing Center Work As Authentic Field Experience”

Assistant Director: Tammy Conard-Salvo

Undergraduate Student: Tracie DeMarr

“Who’s the Boss? Moving Beyond Classroom Assignments and Teacher Audiences in the Writing Tutorial”

Graduate Students: Megan Hughes  
Joy Santee

“Analyzing and Revising for Cohesion and Coherence: Teachable Strategies”

Graduate Student: Jaisree Jayaraman

### **Writing Development in Higher Education Conference 2006 (UK)**

“Heretical Questions about Writing Center Practices”

Faculty: Linda Bergmann

### **Teachers of English to Speakers of Other Languages Convention 2006**

"Teaching Academic Writing to ESL Students"

Graduate Student: Gigi Taylor



## Appendix D: Evaluations and Comments

Evaluations of Individual Tutorials and ESL Conversation Groups (4,849 total students responding)

	Student Responses	Percentage
<b>Quality of Instruction</b>		
Very helpful	4601	95%
Somewhat helpful	224	5%
Not helpful	14	0%
No response	10	0%
<b>Amount Learned</b>		
Learned a lot	4435	91%
Learned a little	361	7%
Learned nothing	18	0%
No response	38	1%
<b>Likelihood of Returning</b>		
Very likely	4526	93%
Somewhat likely	278	6%
Not likely	10	0%
No response	36	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 constitute a small sample of the positive comments that students offered when asked to describe the most useful part of their experience in the Writing Lab:

#### Tutoring Style/Personality

He is very helpful. Throughout my mistakes he remained optimistic and helpful. Thanks!!!

She is very respectful and shows understanding of what I am writing. I love working with her. Thanks!

Tutor was very approachable! I did not feel “stupid” when talking to her. I will definitely use the lab again.

He was able to compliment the paper when necessary, but also point out flaws without making it seem like nit picking. Thanks!

It was very helpful and I actually got excited about writing.

She really was able to connect to what I needed and helped me correct the mistakes I had. Very friendly and open.☺

## Techniques

The basic ideas on how to start continue and end the paper are great. It was a worthwhile experience coming here.

She made sure I wasn't missing anything and showed me how to make my best part stand out

Really helped me get focused on what I wanted to write. Helped me work towards what I wanted with direction and not critical analysis. Great time!!

The most useful part was talking through my outline. As I was thinking of my thoughts freely, I was thinking of great ideas.

She asked me questions so I had to think about my writing.

Having me read aloud and catching some my mistakes as well as helping me reword sentences.

She emphasized what she was teaching me. She has good advice and was knowledgeable. Thanks! ☺

My tutor went over my concerns and gave me very useful examples. The feedback she gave me pin-pointed my problems in the paper and helped me figure out a way to correct them.

She was direct in her comments allowing me to filter out the unnecessary ideas I was brainstorming with. She helped me focus my ideas.

## Content of tutorial

He gave me something to really focus on for my paper, received a sense of direction.

Pleasant disposition provided clear and concise information. She was very helpful.

Willing to work with me despite not having a clear direction as to what I was doing.

The most useful part of my consultation was that I could ask questions and receive genuine input.

She made it clear to me what was essential in certain parts of a paper and we worked through those parts to establish those needs.

Passive Voice!!!! I'll remember that.

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

Karl Stolley, OWL Technical Coordinator  
Christopher Berry, OWL Coordinator

### Use of the Online Writing Lab (OWL)

The Purdue OWL serves Purdue University students, faculty, and staff as well as users from all over the world in three major ways: 1) providing a large website at <http://owl.english.purdue.edu>; 2) providing email tutoring via the [owl@owl.english.purdue.edu](mailto:owl@owl.english.purdue.edu) address; 3) and providing the Purdue OWL News, a weekly email newsletter which contains writing questions and answers as well as information about the Writing Lab and the Purdue OWL.

Between September 1, 2005 and April 30, 2006, the Purdue OWL website received **31,736,172 requests for web pages or “hits,”** compared to the 25,987,411 requests during the same period in 2004-2005. Visitors to our site included Purdue University students, faculty, and staff from all campuses, and students, teachers, workers, and learners from all around the world, including China, 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.). A sampling of comments from Purdue OWL users is included at the end of this appendix.

The most popular area of the site is the handouts section, which contains close to 200 handouts on all sorts of topics related to writing, and which served over **18,000,000 copies** of our handout materials during the academic year. Also popular are our hypertext workshops on resumés and research papers and our PowerPoint presentations available for download, which were downloaded **over 500,000 times** over the 2004-2005 academic year.

Our email tutoring service **answered 3,175 questions** this academic year from Purdue students, faculty and staff and from other users who include high school students, workers in business and industry, and English learners from other countries.

The Purdue OWL News suspended distribution in January 2006, pending a reworking of the email list to protect subscribers from unwanted advertising and spam and to develop a new, more powerful version of the Purdue OWL News (see Improvements and Changes section below).

### Improvements and Changes at the Purdue OWL

This has been a busy year for reconfiguring the Purdue OWL Website. The redesign of the entire website commonly known as “The Purdue OWL Family of Sites” has been continued robustly, with a launch of the entire Family of Sites, including the OWL, the Writing Lab, and the *Writing Lab Newsletter*, on August 26, 2005. Revision and placement of old OWL content into the new system continues, with the placement of all old content expected to be complete by August 2006.

Additionally, in August 2005, the OWL moved to its new home on a rack-mounted server, which is now housed in a secure location on campus that features back-up power and 24-hour support from the College of Liberal Arts IT staff (though OWL staff are still responsible for maintaining server updates).

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

During the course of the OWL redesign, OWL and Writing Lab staff have been conducting IRB-approved usability testing to solicit feedback from users in order to make future revisions. The OWL and Writing Lab worked with Professor Michael Salvo and his Professional Writing 515 class to create and administer on-site usability testing, in which users completed a variety of tasks designed to test the navigation and effectiveness of the new site design. Anonymous users were solicited through flyers posted on campus and provided with a \$10 gift certificate to Von's for their participation.

Professor Salvo served as Co-Investigator and his students served as consultants, recording data and assisting in test administration. The students were IRB-certified and received CITI training. Professor Salvo will distribute a report of the test findings to Writing Lab administrative staff by late June 2006. Information in the report will help guide revisions to make the new OWL more accessible and user-friendly.

## **Links to the Purdue OWL**

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

## **Future Plans**

Future plans for the OWL include new content-areas to encourage exploration of the site; a content personalization service; and other enhancements, including a new format for the return of the Purdue OWL News, which will include an RSS feed and other new ways to access content. Finally, we will soon be rewriting all of our old URLs to seamlessly redirect links between old and new content.

## **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.

I would like to take the time to say OWL has a great program. I am 60 years old, and about 10 years ago, I was diagnosed with MS and lost most of my memory. Now with the OWL I have a chance to regain most of what I lost. Thank you OWL. Daniel Mardis

I've been using your site for a long time now for the help with formatting my papers, but I can't believe it's already been 10 years since the site's been up. The new look is great too. You all have done a fine job helping student s like me.

I would like to express my appreciation of all the hard work that you put into this site. I remembered I started using your site, as an English learning resource when I was 10 in Hong Kong (in 1995 when the site first launched), and I found that it was absolutely fascinating. Now I am a senior and getting ready to graduate, and I still using your site, but for different purposes now, especially to constantly review the MLA and APA style.

I saw the slogans "10 years of OWL 1995-2005," and I was just thinking...you guys have been with me through my teen years as well!! But anyway, I love your site, and I have been recommending it to everyone in the last ten years, and I will continue to support you guys! Keep up with it! Howard.

My purpose in writing is to tell someone at OWL that the site is a phenomenal resource to me and to thank you for all the help that you give me. I am teaching ESL to adults and high school students in Pescadero, CA. Time and time again you have been just the resource I've needed. Thank you.

Thanks for the well designed website. As I'm sure many others will tell you, the content is excellent, but I would like to comment on the actual design of the site. Standards compliance isn't widespread, but your site is an inspiring exception to the rule. It exhibits all the characteristics of a professional, well designed, modern website and your webmaster deserves a hearty congratulations!

I'm writing to you as a high school English teacher who really appreciates your site. It's easy to navigate, FREE, and most importantly, full of excellent information! Thanks for all that you do and keep it up! Your site has seriously enhanced my course and continues to have a huge effect on student achievement. Thank You!

I am blind and use a screen reading program that uses synthetic speech to read text aloud to me that is on the computer screen, it doesn't handle graphics well at all. Some sites are hard for me to use because they are so graphical, but yours is great. If you don't mind, I will forward your web address to the National Alliance of Blind Students. I am sure these resources would help other people as much as they have helped me.

I wanted to say thanks for the help. I am 40 years old and just starting an online college degree program and I have not written anything in 22 years. The information you have on the website is very helpful. Once again, thank you!

Thanks again for creating such a jewel of a resource a resource!!! I am an English professor at a university in France and found this site full of wonderful lecture notes and exercises that I can use for my first year students who are translating into English. It's a gold-mine of information.

I am a medical transcriptionist and have the reputation in our office for being the resident "grammar expert." When someone asks me a question and I don't know the answer or I'm unsure about it, I always refer them to this site. I noticed several months ago, someone had printed out several pages and tacked them on the office bulletin board. My sincere thanks for such a helpful site.

Thank you for telling me that the WL-OWL sites are ready. I'm impressed!!! The sites are easy to follow. Having a link to the old sites is a good idea. Your hard work has paid off in an excellent site. The WL should get an award for the websites.

I just want to thank you for making this website available to the public. I was trying to check my 5<sup>th</sup> grader's English homework tonight, but had some questions on the correct use of commas. I thought what he had done on the compound sentence and comma homework assignment was wrong. I went to the internet to see what I could find and I got to your site. I found out that I was wrong and he was right. Thank you for making this available. It has been very helpful to us!!!

Thank you for your excellent website and resources. I am a very proud Boilermaker. This site has continued to help me with my professional work and school-related writing. Thank you and please keep up the good work.

Just wanted to tell you how wonderful your site is! I got to you by Googling to find out about comma usage... [W]hat I found was well-written, informative, attractive to the eye and easy to read, an overall webmastering triumph! I'm going to use you from now on and will recommend your site to everyone I know when they have any question about grammar. Thanks for your hard work!

I just wanted to thank you all for providing such a valuable resource for students. I'm a librarian and I always show students your site when conducting library orientations. Keep up the good work!!!