

**University of Nebraska at Omaha
Grace Abbott School of Social Work**

**SOWK 8940 Evaluation of Social Programs (online)
COURSE SYLLABUS
Fall 2010**

Class Times: 3 Monday evenings, 5:15-8:00pm: August 23, November 1, November 8

Room: CB 219

This course meet face-to-face on the three dates listed above. For the remainder of the semester, this course is taught online (Blackboard).

1.0 INSTRUCTOR INFORMATION

Instructor: Jeanette Harder, PhD, CMSW

E-mail: jharder@unomaha.edu

Phone: 402-554-2893

Office: CPACS, Suite 206

Office Hours: Please feel free to E-mail me with questions and/or comments at any time.
Students may also request a telephone or face-to-face meeting at any time.

Technology helpline: ITS Customer Service

Email : unohelpdesk@mail.unomaha.edu

Phone #: 402-554-HELP (4357) Toll-free #: 866-866-2721

Fax #: 402-554-3475

Hours: 7:30am-4:30pm, Monday-Friday

COURSE DESCRIPTION

This is an advanced research course in the evaluation of social programs and social agencies which focuses on agency organizational structure, program design and effectiveness, and social impact.

COURSE OBJECTIVES

By the end of this course, students will be able to:

1. Collaborate with agency staff to complete a process evaluation and plan an outcome evaluation for a community agency.
2. Demonstrate the role of professional literature in program evaluation.
3. Create a logic model for a community agency.
4. Select appropriate data collection instruments for use in program evaluation.
5. Analyze data for a program evaluation.
6. Explain the role of ethics in program evaluation.
7. Examine qualitative and quantitative approaches in program evaluation.
8. Explain the appropriate use of evaluation research by policy makers, program administrators, and agency staff.
9. Discuss factors of race, ethnicity, national origin, age, gender, sexual orientation, ability, socioeconomic, class, and religion/spirituality that affect program evaluation.

Course Objectives	EPAS Competencies	Advanced Generalist Practice Behavior	Clinical Practice Behavior	Assignments
1. Collaborate with agency staff to complete a process evaluation and plan an outcome evaluation for a community agency.	Comp #1 Identify as a professional Social Worker and conduct oneself accordingly.	AGen 1.3 Develop, manage, and maintain relationships with clients, community partners, stakeholders and members of larger systems.	--	Program evaluation project
	Comp #7 Apply knowledge of human behavior and the social environment.	AGen 7.3 Consult with community members, stakeholders and other professionals as needed to ensure proper procedural practice.	--	Class discussions
	Comp #10 (a-d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	AGen 10.2 Attend to the interpersonal and group dynamics and contextual factors that both strengthen and potentially threaten relationships. AGen 10.3 Establish a process that encourages individuals, groups, community members and other stakeholders to be equal participants in change efforts.	--	Reading assignments
2. Demonstrate the role of professional literature in program evaluation.	Comp #10(d) - Evaluation	AGen 10.12 Contribute to the theoretical knowledge base of the social work profession through practice-based research. AGen 10.13 Use evaluation of the process and/or outcomes to develop best practice interventions.	Clin 10.13 Contribute to the theoretical knowledge base of the social work profession through practice-based research. Clin 10.14 Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions.	Program evaluation project
	Comp #3 Apply critical thinking to inform and communicate professional judgments.	AGen 3.3 Evaluate, select, and implement appropriate assessments, interventions and evaluation practices. AGen 3.4 Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to various practice situations. AGen 3.5 Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written formats.	Clin 3.4 Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations.	Class discussions
3. Create a logic model for a community agency.	Comp #3 Apply critical thinking to inform and communicate professional judgments.	AGen 3.2 Identify and articulate strengths and vulnerabilities of clients and/or larger systems. AGen 3.5 Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written formats.	Clin 3.5 Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written formats.	Program evaluation project
	Comp #7 Apply knowledge of human behavior and the social environment.	AGen 7.3 Consult with community members, stakeholders and other professionals as needed to ensure proper procedural practice.	--	Class discussions

Course Objectives	EPAS Competencies	Advanced Generalist Practice Behavior	Clinical Practice Behavior	Assignments
4. Select appropriate data collection instruments for use in program evaluation.	Comp #3 Apply critical thinking to inform and communicate professional judgments.	AGen 3.3 Evaluate, select, and implement appropriate assessments, interventions and evaluation practices.	Clin 3.3 Evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools.	Program evaluation project Class discussions
5. Analyze data for a program evaluation.	Comp #6 Engage in research-informed practice and practice-informed research.	AGen 6.1 Use the evidence-based practice process for interventions with various systems. AGen 6.2 Participate in the generation of new advanced generalist knowledge, through research and practice. AGen 6.3 Use research methodology to evaluate change efforts for efficiency, quality, and effectiveness.	Clin 6.1 Use the evidence-based practice process in clinical assessment and intervention with clients. Clin 6.2 Participate in the generation of new clinical knowledge, through research and practice. Clin 6.3 Use research methodology to evaluate clinical practice effectiveness and/or outcomes.	Program evaluation project Class discussions
6. Explain the role of ethics in program evaluation.	Comp #2 Apply social work ethical principles to guide professional practice.	AGen 2.1 Apply ethical decisions making skills to issues specific to advanced generalist social work. AGen 2.2 Employ strategies of ethical reasoning to address the use of technology in advanced generalist practice and its impact on client and larger systems. AGen 2.3 Identify and use knowledge of relationship and group dynamics, including power differentials. AGen 2.4 Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients' well-being as well as the working relationship with community members.	Clin 2.1 Apply ethical decisions making skills to issues specific to clinical social work. Clin 2.2 Employ strategies of ethical reasoning to address the use of technology in clinical practice and its impact on client rights.	Program evaluation project Class discussions Reading assignments
7. Examine qualitative and quantitative approaches in program evaluation.	Comp #6 Engage in research-informed practice and practice-informed research.	AGen 6.1 Use the evidence-based practice process for interventions with various systems. AGen 6.2 Participate in the generation of new advanced generalist knowledge, through research and practice. AGen 6.3 Use research methodology to evaluate change efforts for efficiency, quality, and effectiveness.	Clin 6.1 Use the evidence-based practice process in clinical assessment and intervention with clients. Clin 6.2 Participate in the generation of new clinical knowledge, through research and practice. Clin 6.3 Use research methodology to evaluate clinical practice effectiveness and/or outcomes.	Program evaluation project Class discussions
8. Explain the appropriate use of evaluation research by policy makers, program administrators, and	Comp #6 Engage in research-informed practice and practice-informed research.	AGen 6.1 Use the evidence-based practice process for interventions with various systems. AGen 6.2 Participate in the generation of new advanced generalist knowledge, through research and practice. AGen 6.3 Use research methodology to evaluate	Clin 6.1 Use the evidence-based practice process in clinical assessment and intervention with clients.	Program evaluation project Class discussions

Course Objectives	EPAS Competencies	Advanced Generalist Practice Behavior	Clinical Practice Behavior	Assignments
agency staff.		change efforts for efficiency, quality, and effectiveness.		Reading assignments
	Comp #8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	AGen 8.1 Communicate to stake-holders the implications of policies and policy changes on client systems. AGen 8.2 Use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well being. AGen 8.3 Advocate with and inform administrators and legislators to influence policies that affect social welfare systems.	Clin 8.3 Advocate with and inform administrators and legislators to influence policies that affect clients and service.	
	Comp #9 Respond to contexts that shape practice	AGen 9.2 Develop intervention plans to accomplish systemic change. AGen 9.3 Work collaboratively with others to effect systemic change that is sustainable.	Clin 9.2 Develop intervention plans to accomplish systemic change. Clin 9.3 Work collaboratively with others to effect systemic change that is sustainable.	
9. Discuss factors of race, ethnicity, national origin, age, gender, sexual orientation, ability, socioeconomic, class, and religion/spirituality that affect program evaluation.	Comp #4 Engage diversity and difference in practice.	AGen 4.1 Research and apply knowledge of diverse populations to enhance the functioning of various systems. AGen 4.2 Work effectively with diverse populations. AGen 4.3 Identify and use practitioner/systems differences from a cultural competence perspective.	Clin 4.1 Research and apply knowledge of diverse populations to enhance client well-being. Clin 4.2 Work effectively with diverse populations.	Program evaluation project Class discussions Reading assignments

TEACHING METHODOLOGY

This course is taught primarily online (aka distance education) with three face-to-face class sessions. Content is offered through written “lectures,” and textbook and journal article readings. It is the instructor’s responsibility to provide content, and the structure and opportunities to learn. Students are expected to do these readings, to participate frequently in the course Discussion Board, and to complete a program evaluation. It is the student’s responsibility to be actively engaged in learning, to be curious about new ideas, to ask questions when needed, and to complete all assignments (including assigned reading).

TEXTBOOKS

Required textbooks:

Royse, D., Thyer, B. A., & Padgett, D. K. (2010). *Program evaluation: An introduction* (5th ed.). Thomson Brooks/Cole. ISBN 0-495-60166-7.
Publication manual of the American Psychological Association (APA) (2009) (6th ed.). Washington, DC: American Psychological Association.

Required technology and software:

Internet connection for access to UNO Blackboard and the UNO library.

Any word processor (submit assignments in either Microsoft Word or rich text format).

Adobe Acrobat reader (available for download:

www.adobe.com/products/acrobat/readstep2.html).

Predictive Analytics SoftWare (PASW) (previously known as Statistical Package for the Social Sciences (SPSS)). Available in many of the computer labs around UNO campus:

www.unomaha.edu/its/labs.php

6.0 COURSE OUTLINE, SCHEDULE, AND ASSESSMENT OPPORTUNITIES (tentative)

Wk	Date	Topics (begin reading/doing on date)	Readings	Assessment Opportunity (due 12:00n on date)	# of Points
1	8/23	Orientation and introduction to the course and to online education Meet face-to-face from 5:15 to 8:00pm in CB 219. Required.	--	--	--
		<i>Meet with contact person at program by Sept. 4 to:</i> <ul style="list-style-type: none"> • <i>Select and get to know program and contact person (PE#1)</i> • <i>Gather documents on agency and program (PE#2).</i> • <i>Inquire about social problem being addressed (PE#2).</i> • <i>Inquire about any professional literature they may know about (PE#3).</i> 			
2	8/30	Intro to program evaluation	Ch.1	--	--
3	9/6	LABOR DAY Ethics in program evaluation	Ch.2	PE#1 Selection of program to evaluate - assignment due at noon on Wednesday, September 8, due to Labor Day	15
4	9/13	Asking the question, logic models, how to conduct a literature review	--	PE#2 Statement of problem	15
		<i>Meet with contact person at program by Oct. 1 to:</i> <ul style="list-style-type: none"> • <i>Develop logic model (PE#4).</i> • <i>Discuss and gather material related to process evaluation (PE#5).</i> 			
5	9/20	Process evaluation	Ch.5	PE#3 Literature review, Part A	5
6	9/27	Intro to outcome evaluation, group research designs	Ch.9	PE#3 Literature review, Part B	20

Wk	Date	Topics (begin reading/doing on date)	Readings	Assessment Opportunity (due 12:00n on date)	# of Points
7	10/4	Measurement tools and strategies <i>Meet with contact person at program by Oct. 22 to:</i> <ul style="list-style-type: none"> • Discuss proposed outcome evaluation (PE#6). • Access data (PE#7,8). 	Ch.11,12	PE#4 Logic model	10
8	10/11	Goal attainment scales, client satisfaction	Ch.7,8	Discussion Board participation, Part I Mid-term quiz (Weeks 1-7)	25 15
	10/18	<i>FALL BREAK</i>	--	PE#5 Process evaluation – assignment due at noon on Wednesday, October 20, due to Fall Break	50
9	10/25	Data analysis (the “what”)	Ch.13	PE#6 Proposed outcome evaluation	25
10	11/1	F2F Data analysis (the “how”) Meet face-to-face from 5:15 to 8:00pm in CB 219. Required.	--	Journal article reviews, Part I	10
11	11/8	F2F Data analysis (more of the “how”) Meet face-to-face from 5:15 to 8:00pm in CB 219. Required.	--	PE#7 Data	15
12	11/15	Writing recommendations, utilization of evaluation, writing the report, pragmatic issues	Ch.14,15	PE#8 Data analysis	25
13	11/22	Needs assessments <i>Meet with contact person at program by Dec. 10 to:</i> <ul style="list-style-type: none"> • Present informal results to contact person. 	Ch.3	--	--
14	11/29	Qualitative research methods	Ch.4	--	--
15	12/6	Single-systems research design, course wrap-up	Ch.6	Journal article reviews, Part II Final quiz (Weeks 8-14) Discussion Board participation, Part II	10 15 25
16	12/13	--	--	PE#9 Presentation PE#10 Final program evaluation report	20 100

Additional meetings with the program may be requested. With the permission of the contact person, students may want to observe service delivery and/or talk informally with program staff. These additional contacts may be helpful in completing any of the assignments.

ASSIGNMENTS

Readings.

- a. Students are responsible for reading the written “lectures” and assigned textbook readings. Please complete the readings during the week, beginning with the Monday listed. While the instructor provides guidance, structure, and information, learning is up to the student.
- b. See the list of journal articles along with instructions on completion of journal article reviews.

Discussion Board.

- a. Participating in the Discussion Board (on our course’s Blackboard site) allows students opportunities to thoughtfully reflect on course material and carefully compose responses. In their postings, students should strive to demonstrate what they have learned and are learning. Students are expected to post messages frequently on the Discussion Board as well as to read and respond to fellow students’ postings.
- b. Students need to post a minimum of one answer to each of the questions posed in the “lecture,” within one week of the “begin date” for the lecture. Students must reference a course reading (textbook, lecture, or journal article) in each response.
- c. The following week, students need to post a minimum of two responses to fellow classmates’ postings on the previous week’s questions (two responses total, not two responses per question). One of these responses must respectfully disagree with the classmate or offer a different perspective. Again, students must reference course readings (textbook, lecture, or journal article) in responses.
- d. Discussion Board points will be awarded based on number of original postings, number of response postings, utilization of course readings, and depth/quality of postings. (A response of “I agree” is not sufficient for full points. The student must express her/himself more fully, justifying the answer given, and informally citing sources.)

EXAMPLE: Students can certainly post more than the minimum number of postings.

August 23-29 The Week 1 Lecture poses a question. Each student posts one response to this question on the course Discussion Board. [Total of one posting.]

August 30-September 5 Each student posts two responses to fellow classmates’ responses to the Week 1 question. Each student also posts one response to each of the Week 2 questions. [Total of four postings.]

September 6-12 Each student posts two responses to fellow classmates’ responses to the Week 2 questions. Each student also posts one response to each of the Week 3 questions. [Total of four postings.]

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- e. Students reading of the “lectures,” participating on the Discussion Board, and taking quizzes are considered to be the three hours of “class time” each week. The completion of other readings and PE assignments are considered “homework time.”
- f. It is extremely important that students show great respect for each other’s thoughts, ideas, and feelings when posting messages and writing E-mails. Remember that written communication without the benefit of nonverbal messages can be easily misunderstood.

Quizzes. A quiz “opportunity” will be presented at mid-term and again at the end of the course. Students may utilize course readings and fellow classmates in taking this quiz, however, each student must complete her/his own quiz. Each quiz will be consist of 15 true/false questions. Students will be allowed one week to complete the quiz. The quiz will be posted on Blackboard using the Assignment feature; students will return completed quizzes on Blackboard using the Assignment feature.

Program Evaluation (PE) assignments.

- a. Students will complete a series of PE assignments on a program of their choice (aka service learning). The instructor will provide information on programs in the Omaha area who would like to partner with a student(s). Students may also choose programs where they are familiar, working, volunteering, or doing a practicum. (Choice of programs will be discussed during the first face-to-face class.) Students can expect to meet with the contact person at the program about four times during the course – approximate dates and expectations for these meetings are provided on the table above.
- b. The PE assignments are designed to be sequential, and to fit with the course material presented to that point. The bulk of the final report (PE#10) is a compilation of all previous PE assignments. The instructor will forward this report to the program contact person following grading. Students informally and orally present this material to the program contact person (PE#9).
- c. Students may work independently or with one other student on PE assignments (no more than two students in a group). If working in a pair, both students must be involved in the completion of each PE assignment, both students must be present for the informal, oral presentation at the end of the semester, and both students will receive the same grade for their PE assignments (unless extenuating circumstances arise).
- d. Written communication is critical to social work practice. While Discussion Board postings can be written informally, **all other written assignments must be written formally and prepared in APA format.**
- e. **All PE assignments must be submitted to the Instructor by noon on the due date through the Assignment feature on Blackboard.** It is the student’s responsibility to ensure that the file is in an accessible format (Microsoft Word or rich text format). Assignments turned in late will have significant points deducted. No points will be given for assignments that are more than one week late.

f. If desired, students may submit a rough draft of PE#s 1-6, and PE#10 to the instructor for feedback. **Rough drafts must be E-mailed to the Instructor a minimum of one week in advance of the due date.** The Instructor will seek to respond to students with comments and suggestions within three days.

g. Students are expected to use professional behavior in all interactions with the program. Be respectful of program staff by communicating well (verbal and written), being prepared for meetings, and fulfilling promises and obligations. To make best use of everyone's time, students may want to provide an agenda to the community partner, prior to meetings. Be sure to schedule meetings well in advance. Upon request and with advance notice, students may invite the Instructor to any meetings.

GRADING POLICY

Cumulative Points*	Percent	Final Grade	Quality Points
393-400	98-100%	A+	4.00
376-392	94-97.9%	A	4.00
365-375	91-93.9%	A-	3.67
353-364	88-90.9%	B+	3.33
337-352	84-87.9%	B	3.00
325-336	81-83.9%	B-	2.67
313-324	78-80.9%	C+	2.33
297-312	74-77.9%	C	2.00
285-296	71-73.9%	C-	1.67
273-284	68-70.9%	D+	1.33
257-272	64-67.9%	D	1.00
245-256	61-63.9%	D-	0.67
below 244	below 60.9%	F	0.00

*Final grade is based on cumulative points earned.

No extra credit.

Grade appeal process for CPACS students: Students who wish to appeal a grade which they feel was capriciously or prejudicially given shall first discuss the matter with the instructor within 30 days of the final course grade being posted. If the matter is not resolved, the student must meet with the department/school Chair/Director. If a satisfactory agreement cannot be reached the student must appeal, in writing, to the department/school curriculum committee. If a satisfactory agreement cannot be reached, the student may submit a written appeal to the Office of the Dean within 20 working days of the exhaustion of the departmental procedures.

RECOMMENDED READING

See "External Links" for helpful websites on evaluation, research, and writing.

Conner, P. T. (2004). *Woe is I: The grammarphobe's guide to better English in plain English* (2nd ed.). Riverhead Books.

Corcoran, K. & Fischer, J. (2000). *Measures for clinical practice: A sourcebook*. New York: Free Press. Volumes 1 and 2.

Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.

DiLeonardi, J. W. , & Curtis, P. A. (1992). *What to do when the numbers are in: A user's guide to statistical data analysis in the human services*. Chicago: Nelson-Hall.

- Epstein, I. (2009). *Clinical data-mining: Integrating practice and research*. New York: Oxford University Press.
- Festen, M., & Philbin, M. (2007). *Level best: How small and grassroots nonprofits can tackle evaluation and talk results*. San Francisco: Jossey-Bass/John Wiley & Sons, Inc.
- Field, A. (2000). *Discovering statistics using SPSS for Windows*. London: Sage Publications.
- Galvan, J. L. (1999). *Writing literature reviews*. Los Angeles: Pyrczak Publishing.
- Green, S. B., Salkind, N. J., & Akey, T. M. (2000). *Using SPSS for Windows: Analyzing and understanding data* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.
- Kachigan, S. K. (1991). *Multivariate statistical analysis: A conceptual introduction* (2nd ed.). New York: Radius Press.
- Maxwell, J. A. (1996). *Qualitative research design: An interactive approach*. Thousand Oaks, CA: Sage.
- The mental measurements yearbook* (1938-current). The Buros Institute, UNL.
- Patterson, D. A., & Basham, R. E. (2006). *Data analysis with spreadsheets*. Boston, MA: Allyn & Bacon.
- Patton, M. Q. (2008). *Utilization-focused evaluation* (4th ed.). Sage.
- Pyrczak, F., & Bruce, R. R. (2000). *Writing empirical research reports*. Los Angeles: Pyrczak Publishing.
- Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2004). *Evaluation: A systematic approach* (7th ed.). Thousand Oaks, CA: Sage.
- Szuchman, L. (2008). *Writing with style: APA style made easy* (4th ed.) Belmont, CA: Thompson Learning, Inc.
- Tabachnick, B. G., & Fidell, L. S. (2000). *Using multivariate statistics* (4th ed.). Allyn & Bacon.

Journals devoted primarily to program and policy evaluation:

- *American Journal of Evaluation*, JAI Press (formerly *Evaluation Practice*)
- *Assessment and Evaluation in Higher Education*, Carfax Publishing Ltd.
- *Educational Evaluation and Policy Analysis*, American Educational Research Association
- *Evaluation & the Health Professions*, Sage Publications
- *Evaluation and Program Planning*, Pergamon
- *Evaluation Review: A Journal of Applied Social Research*, Sage Publications
- *Evaluation: The International Journal of Theory, Research, and Practice*, Sage Publications
- *Journal of Policy Analysis and Management*, John Wiley
- *New Directions for Evaluation*, Jossey-Bass

UNIVERSITY POLICIES

Accommodations statement

Reasonable accommodations are provided for students who are registered with UNO Disability Services and make their requests sufficiently in advance. For more information, contact UNO Disability Services (EAB 117, Phone: 554-2872, TTY: 554-3799) or go to the website: www.unomaha.edu/disability

Plagiarism/academic integrity

In this course, you will submit written work in which you make use of information and ideas found in print or online sources. Whenever you use material from another writer, it is important that you quote or paraphrase appropriately and *cite the source*. Never let it appear that ideas and information gleaned from other sources are your own.

The UNO Academic Integrity policy defines plagiarism as “presenting the work of another as one’s own (i.e., without proper acknowledgment of the source) and submitting . . . academic work in whole or in part as one’s own when such work has been prepared by another person or copied from another person.”

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

UNO Faculty Senate, March, 2010

Additional note on plagiarism/academic integrity from the UNO School of Social Work:

The School of Social Work views plagiarism as a very serious offense. The NASW Code of Ethics includes a high value on integrity and the importance of behaving in a trustworthy manner (see NASW Code of Ethics, www.socialworkers.org/pubs/code/default.asp, 4.04 and 4.08). In addition, the *Publication Manual of the APA* (2010) states, “Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. *Each time* you paraphrase another author, you need to credit the source in the text” (p. 15).

The School of Social Work will hold a Level 2 or 3 Student Review for any student who is alleged to have plagiarized or cheated in any of their academic courses.

Resources for students:

- UNO School of Social Work, <http://socialwork.unomaha.edu>
- UNO School of Social Work, *Academic Policies and Standards*, http://www.unomaha.edu/socialwork/documents/academic_policies.pdf
- UNO Criss Library, Research Guide for Social Work, <http://libguides.unomaha.edu/socialwork>
- UNO Counseling Center, <http://counseling.unomaha.edu>
- UNO Speech Center, <http://www.unomaha.edu/speechcenter>
- UNO Writing Center, www.unomaha.edu/writingcenter
- Online Writing Lab (OWL) at Purdue, <http://owl.english.purdue.edu/owl>