

To: David Caputo, Dean, School of HSSE  
Leon Gottfried, Head, Department of English

Copy to: Irwin Weiser, Director of Freshman Composition

From: Muriel Harris, Writing Lab Director

Date: July 21, 1987

Subject: 1986-87 Writing Lab Report

The 1986-87 academic year has been a particularly busy one in the Writing Lab, and judging from the evaluations we've received from students and their instructors, a very effective one as well. The Lab has helped over 8,200 Purdue students, most of whom were enrolled in English classes, though we were also able to offer assistance to students with other writing tasks. In addition, we answered 486 phone calls from students, faculty, and staff at Purdue; from people in the community; and from callers across the country (including radio interviewers and callers from both coasts). We were also pleased that the lab component in the ESL program resulted in a substantial increase in the number of hours of tutorial and self-instruction help offered to students learning English as a second language.

Other noteworthy accomplishments for this year include a large increase in the amount of instructional materials provided to students; a substantial increase in the number of students who continued to return to the Lab for on-going instruction; and a wider variety of instructional experiences offered to the undergraduate peer tutors. For next year, we look forward to hosting the Fourth Annual Peer Tutoring in Writing Conference in November, to exploring the uses of desktop publishing for educational purposes, and to proposing that the practicum in tutoring writing be upgraded to a three-hour course with a more appropriate course number.

This report discusses the Writing Lab's wide variety of services as follows: A. Staffing and Services, B. Summary of Lab Use, C. Evaluations, and D. Future Directions. Included also are Attachment A, Summary of Lab Use, and Attachment B, Summary of Student and Instructor Evaluations of Writing Lab Services. Attachment B also includes a sampling of instructor and student comments from the evaluation forms.

#### A. Staffing and Services

This year's lab staff consisted of fifteen graduate teaching assistants (including one teaching assistant from FLL to assist with ESL conversation groups) and myself, plus an instructional assistant at the reception desk and two groups of undergraduate peer tutors (one group funded by the English Department to tutor English 100 students and the other group funded by other university sources to assist students preparing resumes and job applications). Together we offered tutorials, drop-in assistance, workshops, and Traveling Teacher sessions (in composition classrooms and in other classrooms across campus) and made available the Writing Lab's resources of computers,

self-instruction tapes, handouts, books, and reference materials to a wide variety of Purdue students including the following:

1. Students enrolled in English Department writing courses (English 100, 101, 102, 103, 109, 304, 420, and 421)
2. Foreign students enrolled in courses in the English-as-a-Second-Language program (English 001, 002, 100I, 101I, and 102I)
3. Students in a variety of Communications Department courses, including a blind student who needed extensive assistance in improving writing skills and in completing class writing assignments.
4. Graduate students taking the English Proficiency Exam in the Office of Writing Review
5. Students preparing resumes and letters of application
6. Students using computers for writing assignments
7. Students assigned by teachers in other departments and schools to get help with improving writing skills
8. Students in three sections of a practicum in tutoring writing (English 502W)
9. Other students, both at the graduate and undergraduate level, interested in improving their writing skills
10. Graduate students in the English Department who are preparing to teach writing
11. Composition teachers who need professional journals, plus books and instructional handouts on writing skills

During the year the Lab was open five days a week, plus three evenings, for a total of 54 hours/week. In addition to our regular tutorial services, the Writing Lab also offered special help this year in the following areas:

1. As part of the expanded ESL lab component, non-native students were able to participate in regularly scheduled conversation groups. (Funding from FLL for this will not be available for next year.)
2. Peer tutors for the English 100 program were invited to work as assistants to instructors in several writing courses in both the English and Communications Departments, leading workshops and peer critique sessions, presenting material, and developing handouts and resources. Since these peer tutors are preparing to teach writing, this experience was particularly valuable (and unique.)
3. Because of an Associated Press feature article on Purdue's Grammar Hotline (which appeared in dozens of newspapers across the country), the Lab staff answered several hundred long distance phone calls, in

addition to providing quick information to callers on campus and in the community.

4. Graduate students working as Writing Lab instructors were provided with experience in individualized instruction and administration of writing lab programs which led to conference presentations at regional and national conferences, an executive board position in a regional writing centers association, several publications in nationally circulated journals, and the potential for future employment opportunities.
5. Faculty from a variety of post-secondary institutions, as well as several Indiana, Illinois, and Ohio high schools, who are seeking guidance in starting their own labs made on-site visits to Purdue's Writing Lab.
6. At the request of numerous Purdue faculty and student groups, Writing Lab instructors offered Traveling Teacher sessions about various aspects of writing. In addition, lab instructors met with several groups of interested faculty from schools and departments at Purdue who are seeking ways to upgrade the writing skills of their students.

#### B. Summary of Lab Use

The list below summarizes the tables included in Attachment A.

1. Total number of people using the Writing Lab (students, instructors, and people phoning the lab): 8722
2. Number of students attending tutorial appts.: 1020
3. Number of students attending drop-in sessions: 1927
4. Number of students using self-instruction modules: 563
5. Number of students attending workshops in the lab: 120
6. Number of students attending Traveling Teacher sessions in classrooms: 1402
7. Number of students using the English 100 lab: 132
8. Number of students using the lab's computers: 348
9. Number of students using lab resources (handouts, library, etc.): 1830
10. Number of instructors using lab resources (handouts, books, journals, etc.): 109
11. Number of students writing in the lab and using reference materials: 657
12. Number of Grammar Hotline phone calls: 486

13. Number of students attending conversations groups: 128

These statistics reveal some significant trends in Writing Lab services over the last academic year.

- While there has been a 5% increase in the number of students coming in for tutorial instruction, the total number of visits has increased 15%. This is particularly encouraging because it indicates that more students are returning to continue working on their writing than in previous years. In particular, the largest increase is in the number of students returning for between four and eight tutorial sessions during a semester.
- Students have been provided with an additional 135 hours of instruction through the use of self-instruction modules.
- There were 459 more requests for instructional handouts, an increase of 22%. Here too the increase is due to the number of students returning for more materials, with the largest increase being in the number of students returning from four to seven times.
- While approximately the same number of instructors made use of our instructional materials, there was an increase of 19% in the total number of requests for materials, again because more instructors made multiple requests.
- The number of English 100 students using the Lab remained about the same, indicating that our efforts to encourage English 100 instructors to make more use of the special Lab program for their students did not result in increased use of Lab facilities and tutors.
- The use of Traveling Teacher sessions in classrooms and to student groups increased 8%, and the use of the Lab's computers for word processing and computer-assisted instruction increased 10%, with the total number of uses up 18%.
- The breakdown of uses by course number (shown in Table 12) indicates a substantial increase in the number of English 001 students coming in for tutorial instruction and conversation groups; more English 002 students attending conversation groups; more than four times as many English 103 students coming in for tutorial work; and an increase of 29% in the number of English 420 students receiving tutorial instruction. For students in non-writing courses there was a 10% decrease in the number coming to the Lab, a 5% increase in the number of students receiving help with resumes and job applications, and a 28% increase in the number of graduate students getting instructional help in order to pass the English Proficiency Exam. The number of English 109 students remained constant.
- The large increase in the number of Grammar Hotline phone calls (from 187 last year to 486 this year) is probably due in large part to the Associated Press story that appeared in newspapers across the country (which resulted in being listed as a resource in various business offices, libraries, government offices, and newspapers throughout the United States).

### C. Evaluations

As in past evaluations, teachers and students continued to rate the Lab's services very highly, responding that our instruction was effective and that students' writing and their grades improved because of their lab work. Statistics gathered from evaluation questionnaires sent out both at the end of the Fall 1986 and Spring 1987 semesters are presented in Attachment B. In addition to these ratings, a sampling of additional comments is also included in Attachment B. As evident in this selection, teachers commented that the Lab performs a valuable service in providing the necessary supplementary and individualized instruction needed to improve writing skills. Students indicated that while they value the instruction, the Lab's ability to provide motivation, support, and a friendly environment was also very important to them.

Negative comments focused mainly on lengthy waiting times, overcrowding of facilities, and some rudeness at the reception desk. Because of the large number of students seeking help in the Lab, we unfortunately found ourselves having to turn students away at busier drop-in hours and to keep students waiting a week or two for tutorial appointments during busier times. As was evident in evaluations received from both students and their instructors (see the narrative comments in Attachment B), the lengthy waits for appointments and drop-in help was the major recurring complaint in the evaluations we received.

Without more staff, we will not be able to decrease the sometimes lengthy waits, though Lab instructors this year often provided additional donated hours to alleviate this problem and, during drop-in hours, worked as quickly as possible with each student (despite the mental fatigue that can set in after several continuous hours of concentrated instruction with no breaks).

As in past years there were also some complaints about overcrowding of the facilities and the noise level, and this will unfortunately get worse next year because we are losing some of our present instructional space in Room 224 in order to provide a new work area for our secretary (who had been working in an office area across the hall.) However, another complaint from students, about inadequately prepared and trained work/study students at the reception desk, will be reduced next year because the new secretary will be able to provide more professional backup assistance and continuity at the reception desk.

Noise and overcrowding are inevitable factors in Room 224 because it is used for the English 100 lab, for self-instruction carrels, for the computers, and for English 502W students observing and working on class assignments. It will now also be the work area for our secretary. Request from ESL students for listening carrels is thus impossible without more space and funds for such equipment. A long-term solution would be to acquire Room 228 if the Office of Writing Review moves (as it has requested) from there to Room 229. If Room 228 were to be turned into a self-instruction room, the space crunch in Room 224 would be alleviated and more appropriate ESL equipment could be acquired if funds were available. Room 228 is particularly appropriate as the window to the reception area in Room 226 allows for reception and monitoring of Room 228. Students in Room 228 would, more importantly, not be left entirely on their own with some machines but would also have immediate access to tutors next door.

#### D. Future Directions

For the coming year the Writing Lab looks forward to the following:

- In November we will host the Peer Tutoring in Writing Conference. The executive board for this conference (which is traditionally held at private East Coast institutions such as Brown and Georgetown) agreed to move to the Midwest this year primarily because of an interest in having Purdue as the host institution. Present indications point to an excellent, well attended conference (e.g., over fifty proposals for conference presentations were accepted, requiring that the conference be extended an extra half-day to accommodate all the sessions). There will be numerous opportunities for our peer tutors and the Writing Lab instructors to become involved in planning and participating in the conference.
- Because the section of English 502W that trains peer tutors for working with English 100 students has grown from a one-credit course to a full course in teaching writing in the tutorial setting, a proposal will be written to turn this into a somewhat unique three-credit course offering, a course in peer tutoring. Since most of the students who presently enroll in the course plan a career in teaching, this course provides them both with a theoretical background and practical experience in teaching writing in the one-to-one setting. A full-credit course on their transcripts has the possibility of enhancing future employability even more than the present English 502W (which many school board administrators have indicated was a prime factor in interviewing students who have completed the course and worked as peer tutors).
- Previously the Writing Lab had a half-time secretary to do all the necessary typing of Lab materials, handouts, and announcements and to handle all the typing of correspondence and manuscripts, plus computer cataloging of the mailing list for the Writing Lab Newsletter. Since this was more than a half-time job, there was no opportunity for the secretary to assist with other matters such as handling the accounting for funds sent to the newsletter or to offer any back-up assistance at the reception desk. Now that the secretarial position is being upgraded to a full-time position, these tasks can be attended to adequately.
- With funds provided by the English Department and the Office of the Vice-President for Academic Affairs, the Writing Lab will have computer equipment for desktop publishing. This will lead to enhancing the professional appearance of the Writing Lab Newsletter and to revising instructional materials so that they will more effectively promote visual learning. This, in turn, has potential for research projects and for interdisciplinary work with other faculty interested in visual modes of learning.
- Funds from the English Department have supported the work of one of the Writing Lab's ESL specialists in developing an index and cross referencing system of ESL materials in the Writing Lab. The ESL teachers will, beginning in the Fall 1987 semester, be able to refer students on an individual basis to appropriate materials in the Lab.

On a more long-term basis, some consideration should be given to the question of whether more self-instruction and tutorial work should (and could) be offered to foreign students on campus other than those enrolled in ESL courses. This would lead to better utilization of present facilities and materials, but it would require additional equipment and space, and there would have to be coordination with whatever new facilities and programs are being planned as a result of the Faculty Senate plan to provide a means for improving the communication skills of foreign TA's.

In addition, a request from previous years remains, for some sort of budget which would permit some planning and some replacement of worn-out self-instruction materials as well as occasional purchases of new materials as they become available. At present, no long or short range plans can be made. In addition, since the Writing Lab receives no information or accounts of incoming funds or expenditures for the Writing Lab Newsletter, some accounting procedures from the Business Office are needed.

As the Writing Lab staff looks forward to the coming year, we are committed to maintaining the Lab as a useful, effective, well-functioning tutorial service. On a personal note, we regret that we are losing our receptionist, Peggy Jessie, who for the last five years has worked diligently to provide the friendly, helpful atmosphere of the Lab that encourages students to come in and learn. Despite attending to ringing phones, lines of students, broken computers, absent helpers, empty coffee pots, lack of storage space, missing books, and tutors who extend tutorials too long, she has been a guiding force in keeping the Lab operating effectively. We will miss her and wish her well in her forthcoming marriage. And, once again, all of the Writing Lab staff members offer our appreciation and thanks to Dr. Leon Gottfried for his continued strong support of the Writing Lab. His commitment to providing the best possible learning environments for students creates the framework within which the Writing Lab functions.

mk

Attachments

ATTACHMENT A

SUMMARY OF LAB USE

The following tables present a statistical summary of Writing Lab use during the 1986-87 academic year:

Table 1. Total number of students and instructors using the Writing Lab

<u>Type of Service</u>	<u>Number of Students/Instructors</u>
1. Tutorial Appointments	1020
2. Drop-In Service	1927
3. Self-Instructional Modules	563
4. Workshops	120
5. Traveling Teacher Sessions	1402
6. English 100 Lab	132
7. Computers	348
8. Lab Resources (handouts, etc.)	1830
9. Instructors using Lab Resources	109
10. Use of Lab as Writing Room	657
11. ESL Conversation Groups	128
12. Grammar Hotline Phone-ins	486
<hr/>	
TOTAL:	8722

---

---

Table 2. Number of tutorial appointments

<u>No. of appts. per students</u>	<u>No. of students</u>	<u>Total no. of appts.</u>
1	625	625
2	133	266
3	62	186
4	52	208
5	41	205
6	21	126
7	37	259
8	30	240
9	7	63
10	3	30
11	2	22
12	2	24



14	1	14
18	1	18
19	1	19
20	2	40
	<hr/>	<hr/>
TOTAL:	1020	2345

---

Table 3. Number of drop-in sessions

<u>No. of sessions per student</u>	<u>No. of students</u>	<u>Total no. of sessions</u>
1	1251	1251
2	362	724
3	107	321
4	63	252
5	50	250
6	28	168
7	15	105
8	16	128
9	12	108
10	8	80
11	3	33
12	2	24
13	1	13
14	1	14
15	1	15
16	1	16
17	1	17
19	1	19
20	1	20
23	1	23
27	1	27
30	1	30
	<hr/>	<hr/>
TOTAL:	1927	3638

---

Table 4. Number of self-instruction modules used

<u>No. of modules</u>	<u>No. of students</u>	<u>No. of uses of modules</u>
1	258	258
2	71	142
3	51	153
4	37	148
5	31	155
6	26	156
7	22	154
8	18	144
9	15	135
10	11	110
11	9	99
12	3	36
13	2	26
14	1	14
15	1	15
17	1	17
18	1	18
20	1	20
22	1	22
24	1	24
33	1	33
35	1	35
TOTAL:	563	1914

Table 5. Number of student requests for handouts and other instructional materials

<u>No. of requests</u>	<u>No. of students</u>	<u>Totals</u>
1	1511	1511
2	156	312
3	46	138
4	42	168
5	31	155
6	22	132
7	18	126
8	1	8
9	1	9

11	1	11
12	1	12
	<hr/>	<hr/>
TOTAL:	1830	2582

---



---

Table 6. Number of instructor requests for instructional materials

<u>No. of requests</u>	<u>No. of instructors</u>	<u>Totals</u>
1	52	52
2	30	60
3	12	36
4	8	32
5	1	5
6	1	6
7	1	7
8	1	8
9	1	9
10	1	10
12	1	12
	<hr/>	<hr/>
TOTAL:	109	237

---



---

Table 7. Number of students using the lab as a writing room

<u>No. of uses</u>	<u>No. of students</u>	<u>Totals</u>
1	435	435
2	104	208
3	68	204
4	19	76
5	12	60
6	6	36
7	2	14
8	1	8
9	1	9

10	1	10
11	1	11
12	1	12
13	1	13
14	1	14
15	1	15
16	1	16
17	1	17
22	1	22
	<hr/>	<hr/>
TOTAL:	657	1180

Table 8. Number of Traveling Teacher Sessions

<u>No. of sessions</u>	<u>No. of Students per session</u>	<u>Total no. of hours of instruction</u>
1	1402	1402

Table 9. Number of students using the English 100 lab

<u>No. of visits to the Lab</u>	<u>No. of Students</u>	<u>Totals</u>
1	30	30
2	11	22
3	9	27
4	12	48
5	8	40
6	6	36
7	4	28
8	2	16
9	5	45
10	5	50
11	4	44
12	3	36
13	2	26
14	5	70
15	5	75

16	5	80
17	2	34
18	3	54
19	4	76
20	1	20
21	3	63
22	1	22
23	2	46
24	1	24
36	1	36
41	1	41
46	1	46
<hr/>		<hr/>
TOTAL:	132	1135

Table 10. Uses of computer

<u>No. of uses of computer</u>	<u>No. of students</u>	<u>Totals</u>
1	207	207
2	49	98
3	22	66
4	13	52
5	10	50
6	5	30
7	7	49
8	8	64
9	6	54
10	2	20
11	3	33
12	4	48
13	3	39
14	1	14
15	1	15
18	1	18
19	2	38
23	1	23
32	2	64
34	1	34
<hr/>		<hr/>
TOTAL:	348	1016

---

Table 11. Number of ESL students in conversation groups

<u>No. of Sessions</u>	<u>No. of students</u>	<u>Totals</u>
1	50	50
2	10	20
3	12	36
4	12	48
5	10	50
6	2	12
7	6	42
8	2	16
9	2	18
10	2	20
11	2	22
12	4	48
14	4	56
17	2	34
19	2	38
21	2	42
27	2	54
<b>TOTAL:</b>	<hr/> 126	<hr/> 606

---

---

## ATTACHMENT B

### Summary of Evaluations

#### A. From Instructors

1. Students' writing improvement:
  - great improvement 56%
  - some improvement 40%
  - no improvement 4%
2. Students' grade improvement:
  - more than one letter grade 37%
  - up to one letter grade 53%
  - none or less than one letter grade 10%
3. Students' attitude toward the Lab:
  - appreciation 65%
  - little or no feeling expressed 34%
  - resentment 1%
4. Feedback from Lab instructors:
  - excellent 73%
  - adequate 26%
  - little or none 1%
5. Evaluation of Writing Lab services:
  - very helpful 92%
  - somewhat helpful 8%
  - not helpful 0%
6. Other comments: See following pages for excerpts

#### B. From Students

1. Quality of instruction:
  - very helpful and clear 72%
  - adequate 25%
  - not helpful or clear 3%
2. Writing Progress:
  - great deal of progress 58%
  - some progress 39%
  - no progress 3%
3. Grade Improvement:
  - more than one letter 30%
  - up to one letter 62%
  - dropped or didn't change 8%
4. Other comments: See following pages for excerpts

Table 12: Description by courses and services

COURSE NO.	tutorials	drop-in	workshops	traveling teachers	self-instruction	handouts	instructor's resource	writing room resource	English 100	computer	conversation	phone-ins	TOTALS
<b>A. COMPOSITION COURSES</b>													
001	15	31		12	25	9	2	36		26	66		222
002	80	62		13	91	28	3	82		34	42		435
100	15	92			33	62	2	12	132	25			373
101	206	352	4	175	57	215	41	121		28			1199
101 I	53	70		33	96	48	1	33		16			350
101 M	12	3				12	1	2					30
102	72	173	12	243	81	254	34	101		9			979
102 I	13	20			53	40	1	49			2		178
102 M	7	4				2	1	2					16
103	15	23				18	2	19		3			80
109	160	130	71		94	78	1	12					546
304	4	6				11		9					30
420	72	143	4	44		113	5	19		53			453
421	26	42			2	43	3	16		29			161





The materials which the Lab provides - both on tape and handout - is helpful for it facilitates teaching. It is in this field that the Lab has helped me most. The individual tutoring the Lab provides to the students has shown see the next

In the case of this student, Jacob Campbell, I find that his apathy towards writing has been greatly reduced. The Writing Lab has helped him by reducing his ~~Writing~~ writing anxiety.

As always, I am impressed with the Writing Lab - and grateful. I had a peculiar problem this semester. I made a number of referrals for my 103 students - but they resisted going in for help. (I made a point of telling them that there was no stigma in asking for help.) Last year I had a 103 student, Carl Becker, who went to the Lab with each paper and brought his grade up from a D+ to an A-.

For Sarah (or "in Sarah's case") the improvement on conclusions was phenomenal! Thanks!

The students who have taken advantage of the W.L. have produced papers which were excellent - usually the top paper in their respective classes.

all the 100 staff does an excellent job. More of my students would not have accomplished as much as they did without your assistance — Thanks.

remarkable results in the students' work. I think use of such individual tutoring should be organized, to help out more and more students, from all disciplines.

Dave Dedo is the sort of person that who is both intellectually and interpersonally skilled. Because he is both, he has done an outstanding job of working with my students & with getting me know how the tutoring sessions <sup>have</sup> progressed. Both my students and I are fortunate.

The lab was made for people like Vince. It really helped him to open up more to assignments, and he made significant improvement during the semester, especially in organization and mechanics.

I thought Boy did a helluva job motivating

Michelle & helping her overcome her self-defeating attitude.

I note that Jeff indicates that his grades did not improve—but he doesn't (I think) recognize the difference between his pre-lab drafts and the final drafts—nor does he consider the grade improvement on his papers subsequent to his lab visits. Of all of my students, he rates among the 10% or so whose improvement was dramatic.

He became much more involved w/ writing

and some of my other students

The writing lab tutors have helped me most by spending time helping Roxann, time I didn't have because I deal with 46 students a semester. I guess that what I appreciate is their helping individual students.

Consider the tutorial services essential to our composition programs.

Students like Todd. I think Lab helped on lights for him. His whole approach to writing has changed.

I have nothing but good to say. I was blessed with a class full of hard workers, many of which went to the lab. A few went on a regular basis. All of my students who were tutored at the lab were pleased with the help they received there, and there was a marked improvement in their writing.

Anna's writing has been quite good all along, so her grade has not changed much. However, her writing has become more focused and confident.

Keep up the great work

The Writing Lab helped me mostly with my Form and understanding of ~~the~~ ~~the~~ The Focus of a Paper

To me, the lab was successful because <sup>of its</sup> friendly staff. Everyone I talked to seemed really concerned with helping me in my writing skills and improving my grades. This in turn helped ease some tension off of me at the beginning of the semester and we all know how that can help a Freshman. "Thanks!"

Moral support is also on the list of types of service offered as far as I'm concerned. There ~~is~~ a dedicated group of lab assistants in the Writing Lab. I rate them #1.

It is helpful for foreign students to improve their English ability by using the self-instruction tapes.

I have really learned a lot from the writing lab. It is definitely a must for ~~students~~ anyone on Purdue's campus.

The Writing Lab is a nice thing to have, but I feel that there needs to be more T.A. available to the students. I, personally, do not like drop-in time. I tried it, but there was just too many kids in there at the time. I also feel that the Writing Lab needs to have more space to receive students and perform adequately.

The tutors are very enthusiastic. They helped me to revise my papers, reorganize the sentence, and so forth. To tell the truth, I did enjoy in the Writing Lab, and I would like to go there in the future.

Instructors in the writing lab helped me to develop my ideas and to express my ideas better. Also it was a big help with grammar problems.

The only complaint I have about the lab is the long wait to see someone when using the drop-in service. Otherwise, I think the lab is GREAT!

The people are very friendly and helpful. They encouraged me to continue writing and made it seem more enjoyable.

I think this is one of the very efficient ways for the self-instruction. The tapes with the corresponding books are extremely helpful.

I liked the handouts I got at the lab and the tutors are always very helpful.

Very satisfied w/ help. Thanks very much!

It takes too long to get an appointment. You make an appointment and you have to wait at least a week to get in.

I liked the tutors, they were helpful and willing to help. I think they really cared about if you learned or not.

could use more people, I had to wait long times to get appointments

I really liked the handouts I received. They were concise and very well outlined.

You have to wait a long time. I would like to see the program expand with more help.

I found the writing lab very helpful the tutors really wanted to help

The tutorial appointment made me familiar with the customs here and my progress on spoken English. The tapes, on the other hand, helped my listening comprehension and writing skills.

I thought that the writing lab was helpful because they helped you work and build on your own ideas, not on their ideas. In addition, they didn't try to force their suggestions on you.

GOOD HANDOUTS, FRIENDLY PEOPLE IN LAB!

Very helpful on just about any problem.  
The lab was well worth my time.

I love it! I THINK IT IS GREAT!

Department of English

---

1100 14th Street, Campus Box 175  
Denver, Colorado 80202  
(303) 556-8304

May 20, 1987

Professor Muriel Harris  
Writing Lab, 226 Heavilon Hall  
Purdue University  
West Lafayette, Indiana 47907

Dear Professor Harris:

As we are struggling to formulate a proper focus for our writing lab at the University of Colorado, I feel especially fortunate to have had the opportunity to visit your lab. Your staff was so welcoming and Bob Child was so gracious and informative that I left bursting with ideas--and with hope.

Thank you.

Yours truly,

*Hannah Kelminson*

Hannah L. Kelminson  
Acting Coordinator  
Writing Lab



# PURDUE UNIVERSITY



DEPARTMENT OF  
AGRICULTURAL ECONOMICS

Dr. W. David Downey  
Mr. Chris Barr  
Ms. M. Sue Clark  
(317) 494-4247

December 9, 1986

Professor Mickey Harris  
Director of The Writing Lab  
Department of English  
Heavilon Hall  
Purdue University

Dear Mickey:

Thank you for rushing back across town to address the Ag Econ faculty last Monday. You did an excellent job, and I know that many of the Ag Econ folks were impressed by the services offered in the Writing Lab.

Larry Bohl is already planning on taking advantage of a Traveling Teacher, and several others talked about redesigning their major papers with the English Department in mind. Success!

Thanks for your help.

Sincerely,

A handwritten signature in cursive script that reads "Chris Barr".

Chris Barr, Instructor

P.S. The Writing Lab is wonderful. You help people.

CVB:gm



# PURDUE UNIVERSITY



SCHOOL OF SCIENCE

October 10, 1986

Ms. Muriel Harris  
Writing Lab  
Heav Hall  
Campus

Dear Ms. Harris:

On behalf of Science Student Council, I would like to extend our gratitude for your assistance in our Freshman Survival Seminar this past Tuesday. Your support and enthusiasm is greatly appreciated. Whenever Science Student Council can be of some assistance to you, please do not hesitate to call. Once again, thank you very much for your participation and help in achieving our goals of increased student awareness.

Sincerely,

*Elaine Hornberger*

Elaine Hornberger, Secretary  
Science Student Council