

Memorandum

To: Jacob Adler, Department Head, and Leonora Woodman, Director of Composition

From: Muriel Harris, Writing Lab Director

Subject: Interim Writing Lab report

Date: January 16, 1980

Although I will wait until the end of the spring semester to write a full report of this year's work of the Writing Lab, I do want to inform you, very briefly, of several new developments in the lab, that is, the unusually large increase in the number of services and the number of students helped and also the addition of some research projects by our staff. The increase in the figures, as seen in Table One below, is directly attributable to the increased space allotted to the lab last spring, the addition of extra tutors to work with students in English 003 and 420, and the addition of an instructional assistant who works at the reception desk. Our instructional assistant has somehow managed to handle the tasks of making appointments, answering phone calls, distributing self-instruction materials, handling all sign-in record keeping procedures, addressing and mailing announcements, locating handouts from our files for students and instructors, checking out books from our Resource Library, and directing students to appropriate reference material. Also, we are particularly pleased that over one hundred students have used the lab as a "writing place" where they can write, use reference books, and ask questions. Finally, the research projects confirm Dean Ringel's suggestion that the lab is a rich resource facility for on-going research in composition. These research projects were as follows:

1. Sarah Liggett, a lab instructor, used a questionnaire survey to determine the lab's effectiveness in working with graduate students preparing for the English Proficiency Exam in the OWR.
2. Lisa Schwerdt, a lab instructor, used the Test of Writing Apprehension and pre- and post-test grading of essays in four sections of 101M to determine the effect of small group tutoring in the lab on students' writing abilities and attitudes toward writing.
3. Kathleen Yancey, a lab instructor, did a statistical analysis of attendance at mini-courses to determine the topics that are most useful and the times that are most convenient for students.
4. Jeffrey Brewster, an undergraduate who registered for a 590 directed reading in the lab, used several interview techniques to gather information on students' perceptions of various services of the lab to determine which were effective and which needed to be improved.

Table One. Total number of students
using the lab during the Fall, 1978 and
Fall, 1979 semester

| | <u>1978</u> | <u>1979</u> |
|---|-------------------|-------------|
| 1. No. of students attending tutorial appointments: | 246 | 281 |
| 2. No. of students using drop-in hours: | 202 | 442 |
| 3. No. of students using self-instruction modules: | 297 | 541 |
| 4. No. of students attending small group sessions: | | 45 |
| 5. No. of students attending mini-courses: | 599 | 562 |
| 6. No. of students taught by the lab's Traveling Teacher Program: | 310 | 396 |
| 7. No. of students using lab resources (handouts, etc.): | | 225 |
| 8. No. of instructors using lab resources: | | 37 |
| 9. No. of students writing in the lab and using reference materials: | <u> </u> | <u>140</u> |
| TOTALS | 1654 | 2669 |

Table Two. Description by courses and services of students attending the lab

| COURSE NO. | A* | B* | C* | D* | E* | F* | G* | H* | I* | J* |
|-----------------------|-----|-----|----|-----|-----|-----|-----|----|-----|------|
| A. COMPOSITION | | | | | | | | | | |
| COURSES | | | | | | | | | | |
| 002 | 6 | 2 | | 1 | | 13 | 1 | 1 | | 24 |
| 003 | 7 | 10 | | | | 2 | 1 | | | 20 |
| 100 | 8 | 11 | | 53 | | 50 | 22 | 16 | 5 | 165 |
| 101 | 126 | 221 | | 294 | 279 | 259 | 81 | 15 | 55 | 1330 |
| 101I | 4 | 6 | | | | 13 | 4 | | 8 | 35 |
| 101M | 48 | 39 | 45 | 8 | 84 | 62 | 11 | | 12 | 309 |
| 101X | 1 | 1 | | | | 1 | | | 1 | 4 |
| 102 | 11 | 10 | | 9 | 33 | 10 | 7 | | 4 | 84 |
| 102G | | 7 | | 6 | | 7 | 2 | | 1 | 23 |
| 102I | 3 | 3 | | | | 11 | 17 | | 1 | 35 |
| 102X | | 3 | | | | 11 | 1 | | | 15 |
| 103 | 5 | 2 | | 3 | | 3 | 1 | 1 | 8 | 23 |
| 420 | 19 | 40 | | 1 | | 5 | 21 | 3 | 2 | 91 |
| B. OTHERS | | | | | | | | | | |
| 1) undergrads | | | | | | | | | | |
| a. self help | 6 | 25 | | 53 | | 49 | 20 | | 37 | 190 |
| b. for courses | 7 | 17 | | 4 | | 30 | 10 | 1 | 3 | 72 |
| c. LSAT prep. | | 7 | | 37 | | 1 | 1 | | | 46 |
| d. GMAT prep. | | 1 | | 44 | | 2 | 1 | | | 48 |
| 2) grad students | | | | | | | | | | |
| a. self help | 10 | 17 | | 7 | | 3 | 1 | | 2 | 40 |
| b. English Prof. Exam | 14 | 16 | | 42 | | 8 | 23 | | 1 | 104 |
| TOTALS | 281 | 442 | 45 | 562 | 396 | 541 | 225 | 37 | 140 | 2269 |

*See following page

- A. No. attending tutorial appointments.
- B. No. requesting drop-in help.
- C. No attending small group sessions.
- D. No. attending mini-courses.
- E. No. attending Traveling Teacher sessions.
- F. No. using self-instruction modules.
- G. No. of students requesting handouts.
- H. No. of instructors using resources.
- I. No. of students using the lab as a writing room.
- J. TOTALS