To: Robert Ringel, 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: June 15, 1986

Subject: <u>1985-86</u> <u>Writing</u> <u>Lab</u> <u>Report</u>

The 1985-86 academic year has been a busy one in the Writing Lab, and
judging from evaluations we've received from students and their teachers, a
very effective one as well. The Lab has helped a total of 8001 Purdue
students, most of whom were enrolled in English classes, though we were also
able to offer assistance with resumes and job applications, at no additional
cost to the English Department. In addition, we were pleased that the new lab
component in the ESL program resulted in a huge increase in the number of hours
of tutorial and self-instruction help offered to students learning English as a
second language. Because the level of verbal proficiency of some ESL students
has become a matter of recent university-wide concern (and the subject for
consideration of a Faculty Senate committee), a separate report will offer
specific suggestions for ways in which the Writing Lab component for the ESL
program can be further strengthened to help alleviate this problem.

Other noteworthy accomplishments in the Lab this year include a greatly
expanded use of our Grammar Hotline, with calls from an East Coast ad agency,
Indiana newspapers, community businessmen, clerical staff at Purdue, and Purdue
students. Our tutor training course for undergraduates, English 502W, has
grown to become such a popular course that we have had to turn away several
dozen applicants because of limited enrollments, and my work in developing the
Writing Lab was recognized this year with the 1986 Innovation in Helping
Students Learn award.

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. Considerations for Future Improvements. 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
letters from faculty both at Purdue and elsewhere commenting on our work.

A. <u>Staffing</u> <u>and</u> <u>Services</u>

This year's lab staff consisted of fourteen graduate teaching assistants
(including one teaching assistant from FLL added in the Spring 1986 semester 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 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, 101I, and 102I)

3. Graduate students taking the English Proficiency Exam in the Office of Writing Review

4. Students preparing resumes and letters of application

5. Students using computers for writing assignments

6. Composition teachers who need professional journals, plus books and handouts on writing skills

7. Students assigned by teachers in other departments and schools to get help with writing assignments.

8. Students in three sections of a practicum in tutoring writing (English 502W)

9. Other Purdue 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

During the year the Lab was open five days a week, plus three evenings, for a total of 54 hours/week. Because of the large numbers 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 mid-semester weeks. As was evident in evaluations received from both students and their instructors (see the narrative comments in Attachment B), the lengthy waits for appointments in the Lab and the need for more Lab instructors was the major recurring complaint in the evaluations we received. In part, this overcrowding was due to the heavy use of the Lab by ESL students, many of whom were required to spend ten to fifteen hours/semester in the Lab. Some of the ESL students assigned to use computer programs on the Lab's one Apple also found the lengthy waits for computer time annoying.

Overcrowding of the Lab's available space, particularly in Room 224, was another problem. This was especially evident when the room was being used simultaneously for an ESL conversation group, English 100 tutoring, English 001 controlled composition exercises, word processing on the computers (and printing of documents), and self-instruction with cassette tapes. However, a major problem in previous years, the lack of computer consultant help, was greatly alleviated this year because of increased computer consultant time.

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, students enrolled in English 001 completed a program of controlled composition exercises. Undergraduate peer tutors, trained to work with English 100 students, were given instruction in working with these ESL students.

2. As part of the expanded ESL Lab component, non-native students were able to participate in regularly scheduled conversation groups.

3. As part of the expanded ESL Lab component, ESL students were able to spend many hours in computer-assisted self-instruction programs designed especially for ESL students. (These computer programs, which sell for approximately $700, became available at no cost because they were review copies sent to the Writing Lab Newsletter, an English Department publication which originates in the Writing Lab.)

4. As part of the expanded ESL Lab component, ESL students were able to receive many hours of individualized tutorial help from two Lab instructors with extensive experience in working with ESL students. These instructors prepared special materials and worked closely with the ESL program director to coordinate instruction.

5. Students enrolled in English 502W, the tutor training practicum, were offered a variety of practicum experiences including the opportunity to observe and participate in tutoring. Beginning next fall, they will also be able to observe and critique their tutoring skills by viewing videotapes of themselves. This new equipment will be made available from funds given to the English Department from the Alumni Association as part of the 1986 Innovation in Helping Students Learn award and from English Department funds.

6. 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, an invitation to be a visiting consultant at another university, several publications in nationally circulated journals, and the potential for future employment opportunities.

7. Faculty from other institutions who are seeking guidance in starting their own labs have made on-site visits to Purdue's Writing Lab.

8. Students, faculty, clerical staff on campus, local business people, a New York ad agency, editors and writers from Indiana newspapers, and callers from across the country have made use of our "Grammar Hotline" by phoning us with their questions.

9. Students and composition instructors interested in learning word processing attended workshops which provided hands-on experience with the Lab's microcomputers.

10. Student honorary societies, dormitories, and classes in various schools and departments at Purdue were offered workshops on preparing resumes and job applications.

B. Summary of Lab Use

The list below summarizes the tables included in Attachment A. We were pleased to provide all of this assistance to the English Department's writing courses and also to help with a wide variety of other writing projects and writing needs.

1. Total number of students and instructors using the Writing Lab: 8001

2. Number of students attending tutorial appts.:   971

3. Number of students attending drop-in sessions: 1844

4. Number of students using self-instruction modules: 549

5. Number of students attending workshops in the Lab: 111

6. Number of students attending Traveling Teacher sessions in their classrooms: 1298

7. Number of students using the English 100 lab program: 126

8. Number of students using the Lab's computers: 316

9. Number of students using Lab resources (handouts, library, etc.):   1768

10. Number of instructors using lab resources (handouts, library, etc.):   106

11. Number of students writing in the lab and using reference materials: 626

12. Number of Grammar Hotline phone calls: 187

13. Number of ESL students doing controlled composition: 35

14. Number of students attending conversation groups: 64

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

-While the number of students in writing courses using the Writing Lab has remained relatively constant, the largest increase in numbers of students served has been for ESL-related instruction.

-The number of students being taught in Traveling Teacher sessions continues to decline. We have tried to de-emphasize this program of classroom instruction because it uses many extra hours of Lab instructors' time and because we do not see it as an appropriate major program for a lab committed to individualized instruction.

-The very large increase in the number of students writing in the Lab and using reference materials indicates that the Lab has indeed become a "writing place" where students can attend to their writing and make use of nearby resources (such as Lab instructors and reference books) when needed.

-While the number of computers in the Lab (three) has remained constant since last year, the number of students using them has more than doubled. This is directly related to the increased use of computers for instructional programs by the ESL students and to the availability of a computer consultant who was able to keep the computers functioning by attending to minor hardware problems. His patience and constant helpfulness in introducing word processing encouraged more students to return and attempt to master this sometimes frustrating skill. In addition to the ESL students using grammar programs, the other primary users were students writing papers and collaborative reports for English 102M 396A, 420, 421, 502 and creative writing classes.

-The decline in the number of English 100 students using the Lab may be due, in part, to declining enrollments in that program but may also be due to the need to encourage English 100 instructors to make more use of the special Lab program for their students.

-Although it is not evident in the statistical summary, students from a wide variety of English courses used the Writing Lab this year. In addition to students in writing courses, students in the following English courses came to the Writing Lab for tutorial appointments, drop-in help, and handouts and to use the computers: English 201, 230, 232, 238, 240, 250, 267, 269, 285, 351, 356, 374, 376, 385, 391, 396A, 490, and 589.

-While students in English Department courses (primarily those in writing courses) represent the great majority of students using the Writing Lab, students in classes from over thirty other departments and schools across the campus also used the Lab this year. Of these, students in Communications Department courses represent the largest group by far, with 25 students attending tutorials, 102 students coming in for drop-in help, 379 students asking for handouts, 7 instructors asking for materials, and 64 students using the computers.

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 evaluations sent out both at the end of the Fall 1985 and Spring 1986 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 is a valuable resource for them as well as for their students and that students profit from individualized instruction. Student comments confirmed these evaluations and reveal students' need for personal help with writing, more than can be provided in the classroom.

Negative comments on evaluations focused on two major problems, long waiting times for appointments and overcrowding of facilities and the noise that results from this. As has been noted, at busier times of the semester, the Lab staff cannot meet the need for all the appointment requests, particularly when so many ESL students are already attending lab hours regularly. The problem of working in an overcrowded room is only a sporadic one in Room 226, but in Room 224 the problem is more severe because that room is used for so many different purposes, including English 100 tutoring, computers, self-instruction carrels, ESL conversation groups, and exercises for English 001. To add to the problem, some of the ESL students in the self-instruction carrels are occasionally speaking aloud in response to materials designed to help with speaking and pronunciation skills. It is not uncommon, therefore, to hear simultaneously all of the following in Room 224: voices at the computers as the computer consultant helps a student experiencing difficulties with computer hardware, one of the printers printing (though since both are now encased in noise reduction boxes, this noise is no longer at the intolerable level it was previously), several English 100 students working with peer tutors, a foreign student practicing his pronunciation aloud in a study carrel, a small group of foreign students engaged in conversation, and English 502W students discussing tutorial strategies with peer tutors.

Solutions to these problems are not easily apparent, but several soundproof carrels for ESL students would permit them to practice more vigorously without interfering with other learning activities in the room.

Students who evaluated the computer facilities expressed appreciation both for the assistance of the computer consultant and for the availability of the hardware, though they also asked for more computers. Some students expressed a willingness to pay for the paper they use, and those who pleaded for a letter quality printer also offered to pay for using it.

4. <u>Suggestions</u> <u>for</u> <u>Future</u> <u>Improvements</u>

    A. In order to improve the ESL Lab component, the Lab needs more equipment and materials. A detailed proposal is being prepared for Dr. Gottfried and for the new director of the ESL program which both describes the current Lab component and offers suggestions for future improvement, including the purchase of materials. With additional equipment and materials, some of the problems noted both by ESL students now in the program and by Purdue faculty across campus can be alleviated.

    B. Because the Writing Lab serves as a resource for the composition staff, there is a continued need for small purchases of books in addition to on-going needs for publicity materials, replacements for current supplies, etc. However, since the Writing Lab has no budget and receives no information or accounts of what has been spent, no long or

short range plans can be made for on-going purchases. What is needed is some estimated range for a budget and some accounting from the business office as to the state of the Lab's finances.

C. Most of the Writing Lab's self-instruction cassette tape and response booklets were purchased six or seven years ago and have been used and reused for thousand of hours of self-instruction. Many of the paper booklets have long since been reduced to tattered shreds with smudged pages where answers have been written in and erased many times (despite notices in every booklet asking students not to write in them). Many of the tape recorders, also prematurely aged from heavy use, break down with great regularity and are frequently in transit from the AV repair services to the Lab. Although it would be a major expenditure of hundreds of dollars to replace this equipment and these sets of materials, some systematic replacement has to begin, perhaps a few sets each year. Because the Lab does not have a budget or any one-time allotment of funds for instructional purchases, no action has been taken as yet.

D. With the addition of computer software and other valuable materials, the Lab's locking cabinets are now full. For the new videotape equipment, another file cabinet that can be locked is vital for security purposes.

Although these suggestions represent needs and problems faced by the Writing Lab, they are the result of heavy use of a constantly growing instructional facility that receives excellent evaluations of its services. The Lab is generally a well-functioning tutorial service staffed by a highly competent and dedicated group of instructors and clerical staff. We are all pleased with this year's work and offer our appreciation and thanks to Dr. Leon Gottfried for his continued strong support of the Writing Lab.

SUMMARY OF LAB USE

The following tables present a statistical summary of Writing Lab use during the 1985-86 academic year:

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

Type of Service	Number of Students/Instructors
1. Tutorial Appointments	971
2. Drop-In Service	1844
3. Self-Instructional Modules	549
4. Workshops	111
5. Traveling Teacher Sessions	1298
6. English 100 Lab	126
7. Computers	316
8. Lab Resources (handouts, etc.)	1768
9. Instructors using Lab Resources	106
10. Use of Lab as Writing Room	626
11. ESL Controlled Composition	35
12. ESL Conversation Groups	64
13. Grammar Hotline Phone-ins	187
TOTAL:	8001

Table 2. Number of tutorial appointments

No. of appts. per students	No. of students	Total no. of appts.
1	633	633
2	131	262
3	63	189
4	37	148
5	25	125
6	22	132
7	12	84
8	20	160
9	8	72
10	8	80
11	3	33

12	3	36
13	2	26
14	2	28
15	1	15
18	1	18

TOTAL: 2041

Table 3. Number of drop-in sessions

No. of sessions per student	No. of students	Total no. of sessions
1	1277	1277
2	319	638
3	115	345
4	55	220
5	25	125
6	12	72
7	11	77
8	7	56
9	5	45
10	4	40
11	2	22
12	3	36
13	2	26
14	1	14
15	1	15
17	1	17
24	1	24
30	1	30
31	1	31
36	1	36

TOTAL: 3146

Table 4. Number of self-instruction modules

No. of modules	No. of students	No. of uses of modules
1	263	263
2	69	138
3	47	141
4	38	152
5	35	175
6	25	150
7	17	119
8	13	104
9	11	99
10	9	90
11	4	44
12	7	84
13	2	26
14	1	14
15	2	30
18	1	18
22	1	22
24	1	24
26	1	26
29	1	29
31	1	31
	TOTAL:	1779

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

No. of requests	No. of students	Totals
1	1552	1552
2	145	290
3	39	117
4	15	60
5	10	50
6	3	18
8	3	24
12	1	12
	TOTAL:	2123

Table 6. Number of instructor requests for instructional materials

No. of requests	No. of instructors	Totals
1	62	62
2	28	56
3	8	24
4	4	16
5	1	5
7	1	7
9	1	9
20	1	20
	TOTAL:	199

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

No. of uses	No. of students	Totals
1	418	418
2	94	188
3	30	90
4	26	104
5	13	65
6	10	60
7	7	49
8	5	40
9	4	36
10	4	40
11	5	55
12	4	48
13	1	13
15	1	15
17	1	17
18	1	18
21	1	21
55	1	55
	TOTAL:	1332

Table 8. Number of Traveling Teacher Sessions

No. of sessions	No. of students per session	Total no. of hours of instruction
1	1298	1298

Table 9. Number of students using the English 100 lab

No. of visits to the Lab	No. of Students	Totals
1	20	20
2	6	12
3	4	12
4	5	20
5	7	35
6	3	18
7	11	77
8	6	48
9	6	54
10	8	80
11	7	77
12	4	48
13	5	65
14	2	28
15	5	75
16	5	80
17	4	68
18	2	36
19	1	19
20	2	40
22	2	44
23	2	46
24	1	24
25	1	25
27	1	27
42	1	42
45	1	45
46	1	46
49	1	49
56	1	56
	TOTAL:	1316

Table 10. Uses of computers

No. of uses of computer	No. of students	Totals
1	176	176
2	58	116
3	24	72
4	17	68
5	12	60
6	4	24
7	3	21
8	4	32
9	3	27
10	2	20
11	1	11
13	2	26
14	1	14
16	1	16
17	3	51
19	1	19
22	2	44
30	1	30
33	1	33

TOTAL: 860

Table 11. Number of ESL students using controlled composition exercises

No. of sessions	No. of students	Totals
1	11	11
2	2	4
3	1	3
4	1	4
5	1	5
6	1	6
9	3	27
11	1	11
12	1	1?
13	2	26
14	1	14

15	1	15
16	1	16
17	1	17
18	1	18
20	1	20
25	1	25
28	1	28
30	1	30
31	1	31
37	1	37

TOTAL:　360

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	controlled composition	conversation	phone-ins	TOTALS
A. COMPOSITION COURSES														
001	12	16		10	20	7	1	40		23	15	14		152
002	75	48		16	96	22	2	76		33	3	12		378
100	13	87	2	158	30	64	4	7		23	13	3		370
101	190	329		36	54	212	36	123	126	22				1126
101 I	59	67			92	44	1	33		14	1			347
101 M	1	6				8	1							16
102	84	163	18	212	58	188	33	74		20				850
102 I	10	20			71	40	2	39		10	2			194
102 M	2	4				2		4						12
103	4	20				16	1	8		3				52
109	175	136	62		83	55	1	23		1				595
304	8	7				12		1						28
420	56	136	2	22	2	128	11	18		49				424
421	18	31		4	1	31	3	18		28		1		135

	tutorials	drop-in	workshops	traveling teachers	self-instruction	handouts	instructor's resource	writing room resource	English 100	computer	controlled composition	conversation	phone-ins	TOTALS
3. OTHERS														
1. undergrads														
a. self help	32	56	9	21	31	59		58		17	1		18	298
b. for other courses	67	220	14	86	6	504	10	65		45				1017
c. resumes, letters of application	133	453		701		341		24		18				1670
2. grad students														
a. self help		3	4	1	1					8		6		17
b. English proficiency exam	29	38			2	18		5						92
staff	3	4		31	2	7		10		2		10		59
TOTALS	971	1844	111	1298	549	1768	106	626	126	315	35	64	187	8001

ATTACHMENT B

Summary of Evaluations

A. From Instructors
   1. Students' writing improvement:
              -great improvement   47%
              -some improvement   51%
              -no improvement   2%

   2. Students' grade improvement:
              -more than one letter grade   19%
              -up to one letter grade   69%
              -none or less than one letter grade   12%

   3. Students' attitude toward the Lab:
              -appreciation   57%
              -little or no feeling expressed   39%
              -resentment   4%

   4. Feedback from lab instructors:
              -excellent   85.5%
              -adequate   14%
              -little or none   .5%

   5. Evaluation of Writing Lab services:
              -very helpful   88%
              -somewhat helpful   12%
              -not helpful   0%

   6. Other comments: See following pages for excerpts

B. From Students
   1. Quality of instruction:
              -very helpful and clear   75%
              -adequate   23%
              -not helpful or clear   2%

   2. Writing progress:
              -great deal of progress   56%
              -some progress   43%
              -no progress   1%

   3. Grade improvement:
              -more than one letter   32%
              -up to one letter   63%
              -dropped or didn't change   5%

   4. Other comments: See following pages for excerpts

I have completed my first year at Purdue and have found the Writing Lab a most effective adjunct to my classroom. I have used the many resources as both an instructor and as a graduate student. I encourage my students to use the excellent facilities. Those who have followed through have improved their grades.

Todd was quite discouraged before he went to the Writing Lab. You can't believe his change in attitude towards Eng. 101 after he went to the Lab. His grades improved and he started participating in class discussions. I think the Lab has worked wonders.

So far all my students who have been to the Lab have shown a remarkable improvement in their work.

Vip has complimented Bob's work, and I think the tutoring has spurred him to work hard for class. His writing still has some of the earmarks of a non-native speaker, but he has improved tremendously.

The Writing Lab is wonderful, and it would have been a miserable year without you. The only change that could improve the system would be to expand the walk-in (drop-in?) tutor program. The appointment system involved too long of a wait for most of my students, and the walk-in sessions are a bit brief.

I have no suggestions. I do want to say that the English 103 students who have used your walk-in service have found it extremely helpful. I really think that it is good for these students to have an extra option for the discussion of their ideas before they have to hand their papers in. Keep up the good work. It is a very valuable service.

W. J. Palmer

My students who went to the Lab were very well served. I appreciated the tutor responses. I've also used the lab's library of source material for my own work & really appreciate the available resources.

I cannot say enough in praise of the writing lab. Keep up the good work! I know my students benefit from your help

I used the lab extensively — sending students with problems in mechanics, organization and sentence structure. I think that without exception, they all improved in the designated areas. I don't know what I would have done without the lab. In addition, the students I sent felt a certain sense of security knowing that there were individuals there who were able to help them on an individual basis. Great work.

My kids who went to the lab every week improved an average of 2 letter grades over the semester! I'm very happy w/ the quality of help available.

I would like to see more tutors available, because my students have to wait 1-2 weeks for an appointment now, and the walk-in time is often an hour or more waiting. This discourages many of them from using the lab.

Need more lab instructors! Many of my students couldn't get appointments (or walk-ins) when they needed them.

A few students made use of the writing lab from my classes - 250 & 351. Generally, I believe W.J. is performing a significant job in the dept.

J. Field

If I were to make any suggestions, I would only note that the staff might be larger to accommodate students more quickly -- without the late-term lag before the student can obtain an appointment.

I think the Writing Lab personnel do a fine job.

The lab helped me a lot. My grades in English jumped from D's to A's and B's. I think my problem was more in style than in grammar.

Thanks for the help. It was greatly needed and helped me out when I really needed it. It has helped me write better papers and look them over better. The lab has helped me spot some of my mistakes I alway make.

The Writing Lab helped me a lot. It pointed out ~~these areas~~ my weak areas on which I had to work.
The best thing I like about the lab is that it's well organized and students' have the opportunity to work on one to one bases with people that really like to help.

The tutorial instruction is clear and helpful.

More lab time for ESL students!

I wanted to make an appointment with a tutor once a ~~every~~ week. However, I couldn't because of a shortage of tutors. Please increase the number of tutors, if possible.

Except no copy machine and the place is too small, I like every type of services in Writing Lab.

21.

Margaret made me feel as if the work I was doing was going somewhere & had great possibilities. Those were two things I greatly needed. Thanks for all of the help.

I didn't like the difficulty in getting an appointment, but the instructors you do have are very good.

I feel that all areas of my writing have improved

The lab helped me organize my thoughts more and write them on paper.

The writing lab has helped me a great deal! After seeing how well my writing has improved, I feel the writing lab has enabled me to write a lot better. I will definitely come in for future use of the writing lab. Thanks again Kathy. I would not of made it without you!!

It helped when I had problems with my English and I didn't have anyone to turn to.
The TA's were really helpfull.

PURDUE
UNIVERSITY DEPARTMENT OF ENGLISH

October 21, 1985

Professor Muriel S. Harris
Director, Writing Lab
Heavilon Hall 226

Dear Mickey,

   Thanks for letting Connie Pence present a guest lecture to my two
501 classes. Connie did an excellent job of introducing word processors
to graduate students who had never used these machines before. I also
wish to thank you for letting my class practice on the writing lab's machines
to learn how to handle word processors. As you know, I want my 501 students
to understand the many ways they can use a word processor in their work,
and Connie's lecture was certainly helpful.

   Thank you.

                                   Sincerely,

                                   Edward S. Lauterbach

cc: Leon A. Gottfried

esl/ss

PURDUE
UNIVERSITY SCHOOL OF AGRICULTURE
DEPARTMENT OF AGRICULTURAL ECONOMICS

February 13, 1986

Mr. Rick Anderson
Room 324 English Dept
Heavilon Hall

Dear Rick:

Thank you once again for an excellent presentation. Many students selected your presentation for comment and evaluation. You would be pleased with the response. Not one of them suggested any changes. The thing that appealed to them most was the actual use of letters that had been written, and the detailed discussion as to how they might be improved. A number indicated they had not considered the matter prior to your presentation. They, particularly, were appreciative of your efforts.

We have some excellent students. They will make oustanding employees. Thanks for your help in preparing them to get the best opportunity possible to begin their careers.

Sincerely,

Martin

Martin T. Pond, Professor

Krannert Building
West Lafayette, Indiana 47907

PURDUE UNIVERSITY

SCHOOL OF MECHANICAL
ENGINEERING

To: Madelon Cheek, Writing Lab, HEAV

From: B. M. Hillberry, Mechanical Engineering, ME   *B. Hillberry*

Date: March 3, 1986

Subject: Assistance for Davis Carman

Thank you very much for the assistance you gave Davis Carman with his thesis. It was a tremendous help to him and he learned a great deal from the experience. He found it to be a very positive experience. Your help also saved me a lot of time in reviewing the thesis. I appreciate your help. Thank you.

cc: Professor Muriel S. Harris

mdbs

THE KNOWLEDGE MANAGEMENT COMPANY

December 11,1985

Professor Muriel Harris
English Department
Purdue University
Heavilon Hall
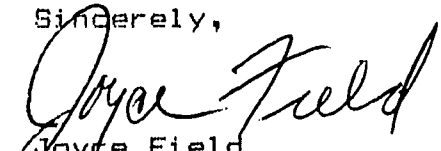West Lafayette, IN 47907

Dear Mickey:

I want to extend my appreciation to your staff for their time
spent in compiling materials for Les to give to me. To improve
the written communication of our staff, we are collecting
appropriate materials for their use. We have not yet decided how
to provide the training, but your self-paced, modular approach is
intriguing.

In addition, we are grateful for your materials because their
quality is obviously so exceptional that we do not need to
reinvent the wheel by developing our own.

I have heard that non-Purdue people can come to the Writing Lab.
Is this true? Are there any restrictions? Some of our staff
could benefit from coming to the Lab.

Again, thanks for the help of your staff.

Sincerely,

Joyce Field
Human Resources Manager

444 West Third Street
Dayton, Ohio 45402

**SINCLAIR
COMMUNITY
COLLEGE**

November 1, 1985

Muriel Harris
Dept. of English
Heavilon Hall
Purdue University
West Lafayette, Indiana   47907

Dear Dr. Harris,

Steve, Mildred, and I certainly value the information you and your
staff shared with us during our October 25th visit. In particular, please
thank Peggy (Ms. Jessie?—I hope I have remembered her name correctly) for
the thorough orientation and her patience with our questions. The more we
think about the possibility of a writing lab here at Sinclair, the more
questions we generate; don't be surprised if you hear from us again seeking
your advice.

We are curious, too, about Prof. Weiser's project, for several members
of our faculty are strong advocates of the classroom use of computers, and they
would especially like to know how the students are responding. I do intend
to send Prof. Weiser a letter requesting information about his project.

Of course, we are looking forward to your sending samples of your
materials, and we will think of you as we read our issues of The Writing Lab
Newsletter. Thanks again for being so generous with your time and resources.

Sincerely,

James R. Brooks
Developmental Studies

iVTC

INDIANA VOCATIONAL
TECHNICAL COLLEGE

January 24, 1986

Ms. Muriel Harris
Writing Lab, 226 Heavlion Hall
Purdue University
West Lafayette, Indiana

I would like to let you know how much each of us appreciated your time on
Wednesday, January 22.

I am still digesting all of the information that you gave me, but it was ex-
tremely helpful to know which students use your lab as well as the different
kinds of help available to them. As I develop a writing program for Ivy Tech,
South Bend, I am continually aware that a lab setting where students have the
opportunity to work on their individual skill needs is a necessity. Seeing
your lab has given me some ideas on how to introduce a writing lab to our
campus.

I am also grateful for the newsletter and the other information dealing with
ESL. The bibliography in the newsletter gives me several research materials
that should be helpful in organizing the ESL program here. My brief chat with
Margaret for the "practical" side of ESL was also helpful, and I hope you will
pass that message along to her.

Again, many thanks, say hi to all and I hope to see you again soon.

Sincerely,

Kathryn Waltz

KW:jd