

PURDUE WRITING LAB REPORT
1980-81



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SUMMARY

The Writing Lab, which serves as a supplement to the English Department's composition program, offers one-to-one teaching in tutorials and drop-in sessions, small group instruction in mini-courses, classroom instruction in the Traveling Teacher program, self-instruction for independent study, and resources such as books, journals, handouts, and reference works in its Resource Library. During the 1980-81 academic year, 5049 students made use of these various services to improve their writing skills. While the lab primarily serves students in regular freshman composition courses, it also works with engineering and education majors who have indicated some writing deficiencies, with students in the Business Writing program who need individualized instruction, with foreign students, with graduate students who are preparing for the English Proficiency Exam, with students preparing job and graduate school applications or studying for LSAT or GMAT exams, and with other students at the university who are writing reports or term papers. In addition to offering this extensive and varied type of instruction, the Writing Lab staff also expanded its present collection of materials by writing more handouts and exercises, structuring videotape programs, presenting conference papers and workshops, and writing articles based on work done in the Writing Lab.

INTRODUCTION

In the fall and spring semesters of the 1980-81 academic year, the English Department's Writing Lab continued to serve as a supplement to the department's composition program, as a tutorial center for other students in the university who requested help with writing skills, and as a resource facility for the composition staff. Because of the emphasis on individualized instruction, the Writing Lab continues to offer a variety of instructional approaches and services (see Sections A1 and A2), has expanded by adding additional programs, services, and projects during the year (see Section A3), and is planning new programs for next year (see Section A4). Like other writing centers which serve as the flexible arm of writing programs and provide instruction beyond the composition classroom, the Purdue Writing Lab will continue to expand in a number of directions based on its work this last year, which is described in the following report.

A. WRITING LAB INSTRUCTION AND SERVICES

1. Instruction in Writing Skills

a. Tutorial Appointments

Students who needed a series of meetings with a lab instructor were encouraged to sign up for regularly scheduled appointments. While the majority of students who attended tutorial sessions received the help they needed within one to five sessions, some students attended regular weekly tutorials for most or all of the semester. As indicated in Table 2 (page 12), 655 students attended 1481 half-hour appointments, for a total of 740 hours of tutorial instruction during the year.

b. Drop-in Help

Because the Writing Lab staff should also be available for immediate help, lab instructors scheduled part of their time as drop-in hours. During this time each day lab instructors were available to answer questions, help with planning a paper, discuss organizational structures for papers in progress, suggest proofreading techniques, and discuss the progress of a paper begun in a tutorial session on a previous day. This service has proved to be extremely popular, and as indicated in Table 3 (page 12), 925 students came in for a total of 1496 drop-in sessions. Because of the heavy demand for this service, more drop-in time will be scheduled for next year, including several evenings during the week.

c. Mini-courses and the Traveling Teacher Program

As in previous years, the Writing Lab again held mini-courses, intended as small group instruction or review of the subject. For composition instructors who wanted mini-courses taught in their classrooms, the Traveling Teacher program was again available this year and proved to be extremely popular. The exchange of ideas and teaching techniques between classroom teachers and the Writing Lab instructors who came to the classroom as Traveling Teachers was particularly useful. During the year 32 different mini-courses were offered to 1561 students, either in mini-course or

Traveling Teacher sessions, totalling 147 hours of instruction.

In addition to the regular mini-courses scheduled primarily to fit the needs of students in freshman composition courses, the lab offered other mini-courses intended to provide assistance to more advanced students with more specialized needs. The Business Writing lab instructor offered mini-courses on resumes, letters of application, and revision for business writing, sessions which were useful for English 420 (Business Writing) students as well as for other students at the university writing letters to seek employment or entrance to graduate schools. Other mini-courses helped pre-law students review grammar and usage for the Law School Aptitude Test (LSAT) and the Graduate Management Aptitude Test (GMAT), and another mini-course was offered to graduate students preparing for the Graduate English Proficiency Exam in the Office of Writing Review. An additional mini-course in writing essay exams was again offered to students in other fields of study.

d. Self Instruction

The Writing Lab's extensive collection of tape and booklet self-instruction modules on spelling, grammar, rhetoric, and vocabulary were heavily used this year. As indicated in Table 4 (p. 13), 809 students came in for 2036 hours of independent study.

The recent acquisition of pronunciation tapes and the Lado ESL series of self-instruction modules will enable foreign students, for the first time, to use materials especially designed to teach English as a second language.

2. Resource Center

a. For Instructors

The Writing Lab's Resource File of materials on the teaching of composition continued to be used frequently this year. Instructors came in to dip into files of theme assignments; browse through folders of sample graded papers; read articles on composition in recent issues of the major college composition journals to which the lab subscribes; borrow books on the practice, theory, and pedagogy of composition instruction; make copies of the lab's instructional materials; choose diagnostic tests; and sign out audio-visual programs for classroom use. In order to facilitate the use of these resources, the lab's instructional assistant compiled a complete bibliography of all the books and journals in the lab's Resource Library and an index of all the lab's handouts, exercises, and other instructional materials. An updated bibliography of the books and journals is presently being prepared for next fall.

b. For Students

The Writing Lab also has an active lending library

of grammar handbooks, rhetorics, and workbooks for freshmen who wish to supplement their reading in their assigned textbooks and for graduate students who need books to help review for the Graduate English Proficiency Exam. In addition, the lab has a collection of reference books and style sheets for various academic disciplines. Of particular use to students writing job applications and to students in English 420 is the resource collection of sample letters, reports, memos, and additional texts compiled by the lab instructor for the Business Writing program. Several hundred students have also found the lab to be a useful "writing place" where they can work on their own writing, use lab resources, and seek tutorial assistance if needed.

c. For Other Institutions

Purdue's Writing Lab continued to serve as a clearinghouse for information on labs and as a model for writing labs across the country. Phone and letter requests were answered with copies of the lab's instructional materials, record keeping forms, descriptive booklets and yearly reports; and tours of the lab's facilities were given to on-site visitors from Anchorage Community College (Alaska), Ball State University, Illinois State University, Indiana State University, Indiana University at Kokomo, and Lock Haven State College (Pennsylvania). Conference papers and journal articles about the lab, written by staff members, are listed in Section A5. In addition, the

director edits the Writing Lab Newsletter, published by the English Department and sent to over 950 people in writing labs and learning centers across the country.

3. Additional Special Services Offered in 1980-81

In addition to the regular programs and services offered by the Writing Lab, the following additional services were provided during the 1980-81 academic year.

- a. The lab provided some of its handouts, exercises, and other instructional materials to the ACE Business English Program for the clerical staff at Purdue.
- b. A specially designed Traveling Teacher session on writing abstracts was developed and offered to students in CSR 509.
- c. The Writing Lab was invited to participate in the President's Program for Clerical and Service Staff.
- d. Editorial assistance was offered in the preparation of a booklet written by the Purdue section of the Society of Women Engineers, Interviewing and Employment Concerns of Women Engineering Students.
- e. With the assistance of the Telecommunications Center and a research assistant provided by the Dean's Office, two lab staff members prepared videotape mini-courses for future use in the lab, though the lab does not yet have videotape equipment.
- f. Working with the Office of Writing Review, the Writing Lab offered its tutoring facilities to approximately 30 education majors who needed an extra hour of credit

in composition (English 589).

- g. During the year, five students worked in the lab, in 500-level independent studies courses, to concentrate either on their own writing skills or to gain practical experience in tutoring writing.
 - h. In the Fall 1980 semester, the Writing Lab provided facilities for students in English 396 B (Advanced Expository Writing and Tutoring), first to observe experienced tutors and then to practice tutoring other students.
 - i. The Writing Lab answered requests for the handouts on grammar and mechanics from 43 members of the clerical staff at Purdue and from several faculty members in other departments and schools at Purdue.
 - j. With the assistance of grants awarded by Continental Oil Company and Honeywell, the Writing Lab Director and a research assistant researched the writing needs of engineering students and are presently preparing three self-instruction modules for use by engineering students enrolled in English 003.
4. New Programs Planned for 1981-82.

In addition to the regular instruction and services described in Sections A1 and A2, the Writing Lab plans to undertake the following new programs next year.

- a. More videotape mini-courses will be produced, with the assistance of the Telecommunications Center. Some of the planned videotapes will cover general

writing skills while others will focus specifically on aspects of business writing. The videotapes are intended for student use in the lab, for classroom use, and for teacher training. To facilitate the use of these videotapes, the purchase of videotape equipment will be requested next fall.

- b. With the assistance of volunteer tutors, more drop-in hours during the day and early evening hours are planned, particularly for English 420 students who have repeatedly requested that the lab remain open in the evening.
- c. The Education Department will soon be screening education majors for possible deficiencies in writing skills. Those students identified by the Education Department as having potential deficiencies will be tested in the Office of Writing Review and tutored in the Writing Lab before being granted Teacher Certification.
- d. With the new ESL programs and pronunciation tapes recently purchased by the English Department, the Writing Lab will, for the first time, be able to offer self-instruction materials for foreign students.
- e. A continuation grant from the Continental Oil Company (Conoco) for 1981-82 will ensure that at least one and perhaps two more modules will be written for use by engineering students in English 003.
- f. Several students have already requested independent study courses in the Writing Lab either to improve

their writing skills or to gain practical experience in tutoring writing.

- g. Several mini-courses, selected by the Director of Freshman Composition, will be listed in the English 101-102 syllabus and offered on specific dates with the recommendation that whole classes attend these sessions. Materials to integrate these mini-courses into the regular sequence of classroom instruction will have to be prepared.

5. Publications and Professional Activities of the Writing Lab Staff

- *Arnold, Lucinda. The -ED Marker in Writing. Oakwood, Georgia: Instructional Systems, 1981.
- *Barth, Melissa. The Term Paper. Oakwood, Georgia: Instructional Systems, 1981.
- Dukes, Thomas. "The Writing Lab as Crisis Center: Suggestions for the Interview." Writing Lab Newsletter, 5, No. 9 (1981), 4-7.
- Ewing, David. Writing the Resume. West Lafayette, Indiana: Purdue University Telecommunications Center, 1981.
- _____, Janet Callaway, and Sheila Ewing. "The Writing Lab as Placement Service: Helping Students Write Persuasive Employment Messages and Academic Applications Essays." Writing Centers Association Third Annual Conference, Clarion, Pennsylvania. 8 May, 1981.
- Harris, Muriel. "A Foreword on the Forward Direction of Writing Centers." Southeastern Writing Center Conference, University, Alabama. 7 February, 1981.

_____ "Process and Product: Dominant Models for Writing Centers." In Improving Student Writing Skills. Eds. Thom Hawkins and Phyllis Brooks. San Francisco: Jossey-Bass, 1981, pp. 1-8.

_____ "The Roles a Tutor Plays: Effective Tutoring Techniques." English Journal, 69 (December 1980), 62-65.

* _____ The -S Marker in Writing. Oakwood, Georgia: Instructional Systems, 1981.

_____ Ed. Tutoring Writing: A Sourcebook for Writing Labs. Glenview, Illinois: Scott, Foresman, forthcoming.

_____ "The View from the Writing Lab: Yet Another Way to Evaluate a Writing Program," WPA: Writing Program Administrators Journal, forthcoming.

_____ "Writing Centers Come of Age," Writing Centers Association Third Annual Conference, Clarion, Pennsylvania. 8 May, 1981.

_____ Ed. Writing Lab Newsletter, West Lafayette, Indiana: Purdue University Department of English, 1976- .

_____ and Kathleen Blake Yancey. "Beyond Freshman Composition: Other Uses of the Writing Lab." Writing Center Journal, 1 (Fall/Winter 1980), 43-49.

Kilborn, Judith. "Implementing a Business Lab Component." National Conference of the American Business Communications Association, Washington, D.C. 29 December, 1980.

Liggett, Sarah. "Expanding the Writing Lab's Services: Meeting the Needs of Business Writers." Indiana College English Association Conference, Indianapolis,

Indiana, 8 October, 1980 (Reprinted in the Writing Lab Newsletter, 5, 10 [1981], 1-3.)

Patten, Stanley, Structured Brainstorming. West Lafayette, Indiana: Purdue University Telecommunications Center, 1981.

In addition to the activities of the staff, listed above, Professor Jeanne Halpern, the Director of the Business Writing Program, is preparing an article on starting a writing lab component for a business writing program. The article is based on her experience with the Writing Lab component developed for her program.

*This self-instruction module was originally developed for use in the Writing Lab under an Instructional Improvement Grant awarded in 1977 to the Writing Lab Director.

B. STATISTICAL SUMMARY OF THE USE OF THE WRITING LAB

Table 1. Total number of students using the Writing Lab during the Fall 1980 and Spring 1981 semesters

1. No. of students attending the lab for tutorial appointments:	655
2. No. of students using the lab's drop-in service:	925
3. No. of students using self-instruction modules:	809
4. No. of students attending mini-courses	543
5. No. of students taught by the lab's Traveling Teacher Program:	1,018
6. No. of students using lab resources (handouts, etc.):	715
7. No. of instructors using lab resources:	87
8. No. of students writing in the lab and using reference materials:	<u>297</u>
TOTALS	<u>5,049</u>

Table 2. No. of appointments
for regularly scheduled
tutorial sessions

<u>No. of appts. per student</u>	<u>No. of students</u>	<u>Total no. of appts.</u>
1	331	331
2	138	276
3	77	231
4	38	152
5	23	115
6	20	120
7	12	84
8	2	16
9	3	27
10	4	40
11	3	33
12	1	12
14	1	14
15	2	30
		<u>1481</u>
	TOTAL NO. OF APPTS.	

Table 3. No. of drop-in sessions
attended by students

<u>No. of sessions per student</u>	<u>No. of students</u>	<u>Total no. of sessions</u>
1	649	649
2	145	290
3	68	204
4	30	120
5	8	40
6	9	54
7	6	42
8	5	40
9	2	18
12	2	24
15	1	15
		<u>1496</u>
	TOTAL NO. OF SESSIONS	

Table 4. No. of self-instruction modules used

<u>No. of modules</u>	<u>No. of students</u>	<u>No. of uses of modules</u>
1	437	437
2	130	260
3	76	228
4	46	184
5	34	170
6	22	132
7	24	168
8	9	72
9	8	72
10	6	60
11	5	55
12	3	36
13	2	26
15	2	30
16	2	32
18	1	18
20	1	20
36	1	<u>36</u>

TOTAL NO. OF
USES OF MODULE

2036

Table 5. No. of students attending mini-courses

<u>No. of mini-courses</u>	<u>No. of students</u>	<u>Totals</u>
1	538	538
2	2	4
3	2	6
4	1	<u>4</u>

TOTAL NO. OF
MINI-COURSES ATTENDED

552

Table 6. No. of students attending Traveling Teacher sessions

<u>No. of sessions</u>	<u>No. of students</u>	<u>Totals</u>
1	903	903
2	79	158
3	19	57
5	1	5
6	6	36
7	10	<u>70</u>

TOTAL NO. OF
SESSIONS ATTENDED

1229

Table 7. No. of requests by students for handouts and other instructional materials

<u>No. of requests</u>	<u>No. of students</u>	<u>Totals</u>
1	620	620
2	69	138
3	15	45
4	7	28
5	4	<u>20</u>
	TOTAL NO. OF REQUESTS	<u>851</u>

Table 8. No. of requests by composition teachers for instructional materials

<u>No. of requests</u>	<u>No. of instructors</u>	<u>Totals</u>
1	51	51
2	21	42
3	7	21
4	4	16
5	1	5
6	1	6
7	1	7
9	1	<u>9</u>
	TOTAL NO. OF REQUESTS	<u>157</u>

Table 9. No. of student uses of the lab as a writing room

<u>No. of uses</u>	<u>No. of students</u>	<u>Totals</u>
1	214	214
2	41	82
3	14	42
4	6	24
5	4	20
6	2	12
7	4	28
8	3	24
9	3	27
10	1	10
11	2	22
12	2	24
13	1	13
	TOTAL NO. OF USES	<u>542</u>

Table 10. Description by courses and services of students using the Writing Lab

COURSE NO.	A*	B*	C*	D*	E*	F*	G*	H*	I*
A. COMPOSITION COURSES									
001				4					4
002	5	3		20	15	2	2	2	47
003	55	39	1	32	23	7	7	7	157
100	35	21	83	94	91	65	14	40	443
101	163	200	95	326	183	148	22	50	1187
101G	20	8		53	36	12	3	6	138
101I	11	19	15		54	6	2	18	125
101M	40	34	22	115	67	35	1	7	321
101X		3			5	2			10
102	67	84	88	214	77	73	25	68	696
102G	12	8	20	72	19	8	1	8	148
102I	14	7			28	2	2	4	57
102M	37	26	6	76	75	5	1	10	236
102X	5	4		19	17			2	47
103	2	16	2		4	2		2	28
420	82	165	12	29	14	98	6	19	425

	A*	B*	C*	D*	E*	F*	G*	H*	I*
B. OTHERS									
1)undergrads									
a. self help	16	45	21		30	51		25	188
b. for other courses	31	87	12	20	24	73	4	20	271
c. LSAT prep.	2	5	80		6	10			103
d. GMAT prep.		1	56			5			63
e. resumes, letters of application	21	83	5		1	39		3	152
2)grad students									
a. self help	18	18	8		10	13	1	3	71
b. English proficiency exam	17	47	17		11	27		2	121
3)Faculty						1	3		4
4)Staff		2			1	2			7
TOTALS	655	925	543	1018	809	715	87	297	5049

*A. No. attending tutorial appointments

*B. No. requesting drop-in help

*C. No. attending mini-courses

*D. No. attending traveling teacher sessions

*E. No. using self-instruction handouts

*F. No. of students requesting handouts

*G. No. of instructors using resources

*H. No. of students using the lab as a writing room

*I. TOTALS

C. INTERPRETATION OF THE STATISTICAL SUMMARY

When the Tables included in Section B are compared with similar tables from last year's report, the following significant changes are evident:

1. Tutorial and Drop-In Instruction

The number of students coming to the Writing Lab for tutorial help increased significantly during the last year, both for regularly scheduled tutorial appointments and for drop-in help. An additional 111 students signed up for tutorial instruction and 114 more students came in for drop-in help.

	<u>1979-80</u>	<u>1980-81</u>
Tutorial	544	655
Drop-In	811	925

2. Self Instruction

There was a particularly large increase in the use of self instruction modules. An additional 90 students came in, either on their own initiative or by teacher referral (for a total of 809 students), and an additional 553 hours of self-instruction were provided by lab modules (for a total of 2036 hours of instruction during the year). Since most of the modules are the Educulture cassette tape and response booklet sets, purchased several years ago, there is an urgent need to obtain funds to replace worn and tattered booklets and broken tapes.

3. Mini-Courses and Traveling Teacher Sessions

While mini-course attendance dropped from 870 in the previous year to 543 students this year, the Traveling Teacher program was offered to more students this year

(1,018) than last year (939). Because of increased demand by classroom instructors, Traveling Teachers from the Writing Lab provided 61 class hours of instruction during the year, an increase of 21 hours over last year's Traveling Teacher program.

4. Instructional Materials and Resources

One of the largest increases in the services provided to students was in the use of Writing Lab handouts, exercises, reference books, and so on. An additional 248 students came in for materials this year, for a total of 715 students. The preparation last summer of a complete index to all Writing Lab handouts, exercises, and diagnostic tests plus a bibliography of all the books and journals in the Resource Library in the lab facilitated this expanded use of Writing Lab resources. The composition staff is now able to refer students to specific materials in the lab.

5. Use of the Writing Lab by Various Writing Programs

- a. English 001-002 (ESL): The use of the Writing Lab by foreign students enrolled in English 001 or 002 declined this year, from 95 students last year to 51 students this year, with the heaviest drop in the use of self-instruction materials (from 44 students last year to 24 students this year). While the recent acquisition of a series of self-instruction modules, including pronunciation tapes, is intended primarily for other foreign students who come to the lab, these materials will be offered for use in the ESL program next year.

- b. English 003: With the increased enrollment of this self-paced writing improvement course (intended primarily for students in civil and electrical engineering), use of the Writing Lab by these students has also increased rapidly, from 29 students last year to 157 students this year. Although an additional staff member was provided by the English Department to help meet this increase, more staff will be needed next year as the enrollment in English 003 continues to rise. Self-instruction materials (funded by outside grants) are being prepared for English 003 students and will help somewhat to alleviate the shortage of lab tutors.
- c. English 420 (Business Writing): In the Business Writing Program there has been a shift in the type of instruction offered in the lab, from group instruction in mini-courses and Traveling Teacher sessions to tutorial instruction in regular appointments and during drop-in hours. Because the Writing Lab instructors who offer tutorial help for Business Writing students have greatly expanded the lab's collection of instructional materials by writing new handouts and exercises, there has also been a large increase in the number of student coming into the Writing Lab to request handouts and other resources.

	<u>1979-80</u>	<u>1980-81</u>
1) tutorial appts. and drop-in help	147	247
2) mini-courses and Traveling Teacher sessions	222	41

	<u>1979-80</u>	<u>1980-81</u>
3) requests for handouts	22	98

Since the demand for tutorial help in business writing now far exceeds the lab's capacity, an additional staff member will be requested for next year to assist English 420 students.

With the growth of the lab component for English 420 there has also been a significant increase in the lab's ability to help students who are writing resumes and applications for employment or graduate programs. The number of such students more than doubled over last year, from 71 students last year to 152 students this year.

D. EVALUATIONS

Each semester the Writing Lab sends out evaluation questionnaires both to composition instructors and to their students who have worked in the lab. On the following pages, the total number of responses are indicated for each item in each questionnaire. The first questionnaire asks for composition instructors' evaluations of their students' progress because of their lab work, and the next two questionnaires ask students to evaluate their tutorial instruction and the self-instruction modules provided by the Writing Lab. On the pages following the questionnaires are some samples of the additional comments offered by students and instructors.



TO: _____, Composition instructor

FROM: _____, Writing Lab instructor

_____, a student in your composition course, has been working in the Writing Lab on the following units of instruction:

	No. of appointments: _____
--	----------------------------

In order to evaluate the effectiveness of the Writing Lab's tutorial instruction, we would very much appreciate your answers to the following questions. Please circle the appropriate numbers unless you feel that they don't apply, and return this sheet to the box in the main office by the last day of classes this semester.

1. EXTENT OF HELP NEEDED: This student needed

(4) (9) (59) (59) (82)
 1 2 3 4 5
 very little help some help a great deal of help

2. SUBJECT MASTERY: For the above listed units of GRAMMAR, this student now generally demonstrates

(5) (13) (88) (73) (27)
 1 2 3 4 5
 no improvement some improvement great improvement

3. GRADE IMPROVEMENT: During the course of the semester, this student's grades

(20) (39) (83) (32) (25)
 1 2 3 4 5
 dropped or did not change rose one letter grade rose at least two letter grades

4. STUDENT'S ATTITUDE: While attending the lab, this student expressed the following feeling toward the lab

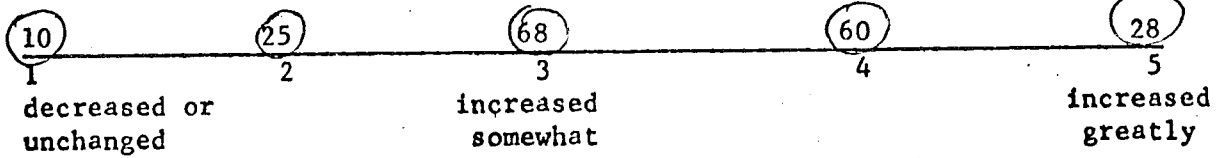
(3) (1) (66) (73) (53)
 1 2 3 4 5
 resentment no feeling expressed a great deal of appreciation

5. SELF IMAGE: This student's sense of self confidence in himself and his abilities seems to show

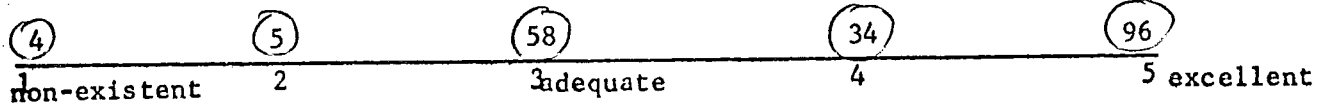
(1) (4) (53) (108) (39)
 1 2 3 4 5
 decreased self confidence no change definite improvement

OVER →

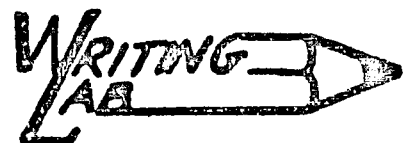
6. MOTIVATION: This student 's desire to write well seems



7. FEEDBACK FROM THE LAB: While this student was attending the lab, communication from his lab instructor was



Other comments and suggestions:





Student Evaluation of the Writing Lab

HELP! THE WRITING LAB NEEDS FEEDBACK FROM YOU. Would you please fill out this form by circling the appropriate number for each question. If you take a minute before or after class to do this, you can return this sheet to your instructor. If you prefer, instead, to return this sheet yourself, you can drop it in the box at the receptionist's desk in the lab (226 Heavilon Hall) before the end of the semester.

Once again, we urge you to fill out this sheet, and we thank you for your help. Also, please remember to drop in again whenever you want additional help with your writing (job applications, reports, etc.).

1. QUALITY OF INSTRUCTION: Do you feel that the materials and instruction you received in the lab were appropriate, clear, and effectively presented?

(1) (8) (52) (165) (174)
1 2 3 4 5
not clear and inadequate very clear
ineffective and very effective

2. WRITING PROGRESS: Do you feel that you made genuine progress in your writing as a result of your lab work?

(6) (18) (138) (156) (82)
1 2 3 4 5
no progress some progress great deal of
progress

3. GRADE IMPROVEMENT: Do you feel that what you learned in the Writing Lab enabled you to write better papers in your composition class and therefore receive better grades?

(16) (99) (123) (87) (39)
1 2 3 4 5
grades dropped or rose one letter rose at least
did not change grade two letter grades

4. QUALITY OF INSTRUCTOR: Do you feel that the instructor you worked with in the Writing Lab was genuinely helpful and competent?

(2) (7) (49) (107) (232)
1 2 3 4 5
incompetent adequate very helpful
and very
competent

Other comments and suggestions:



Name: _____

Student Evaluation of the Writing Lab's Self-Instruction Materials

The Writing Lab offered you some help this semester when you came in to use our self-instruction materials. Now we, in turn, need your help so that we can evaluate our services and improve upon whatever needs improvement. If you will fill out the brief questionnaire (and return it either to your instructor or to the lab in 226 H.H.), we will study it very carefully. Please use the space on the back to list your complaints (such as delays or confusion at the reception desk, broken tapes, etc), your suggestions (such as requests for more materials, etc.) or possibly even a compliment if you were pleased with any aspect of our services.

THANKS FOR YOUR HELP!

1. Do you generally like or dislike using self-instruction materials? _____ Why? Like --(279) _____

Dislike --(81) _____

2. Why did you use the self-instruction modules in the Writing Lab? (Check one)

- a. My instructor referred me (257)
- b. My lab instructor suggested it (31)
- c. I decided to get some self help (51)

1. Subject of first module used: _____

2. Subject of second module used: _____

3. This module covered material that: (circle most appropriate number)

(68)	1	(110)	2	(220)	3	(76)	4	(72)	5
I was already familiar with	I needed some help with	I needed a great deal of help with	I needed a great deal of help with	I needed a great deal of help with	I needed a great deal of help with	I needed a great deal of help with	I needed a great deal of help with	I needed a great deal of help with	I needed a great deal of help with

(TURN OVER) →

4. I would rate the quality of instruction in this module as

1	2	3	4	5
(12)	(44)	(153)	(198)	(103)
not clear + not effective		adequate		very clear + very effective

5. As a result of using this module, I found that my writing showed

1	2	3	4	5
(28)	(84)	(220)	(123)	(52)
no improve- ment		some improve- ment		a great deal of improve- ment

6. Any further comments or suggestions you'd like to share with us?

1	2	3	4	5
not clear + not effective		adequate		very clear + very effective

1	2	3	4	5
no improve- ment		some improve- ment		a great deal of improvement

ADDITIONAL COMMENTS BY STUDENTS AND INSTRUCTORSA. Instructors

This student benefited greatly from the additional help he received in lab - especially clarifying material for audience. I don't know what future will hold, but at the moment, Tom does try hard to put himself in the reader's position. For students like Tom, the more individualized the instruction, the greater the learning.

Janet - Carlo told me his attitude toward the lab changed from indifference to real enthusiasm & gratitude for the instruction he received. And his writing has improved markedly over the course of the term.

I want to thank you, Bell, Kathi, Mary, Tom, and especially Stan, who put in hours w/ one of my students, for your work. I feel like the lab was an invaluable adjunct to my own conference work w/ the class this semester.

Mark

DOROTHY CORNS CONTINUALLY EXPRESSED HER APPRECIATION FOR JUDY'S TUTORING AND JUDY'S MINICOURSE ON REVISION. DOROTHY MADE TREMENDOUS IMPROVEMENTS IN HER STYLE AFTER THE LAB HELP. THANKS, JUDY.

Mickey -

Don's last few assignments showed much more careful attention to proofreading. Spelling errors dropped significantly! Thanks.

I think you're doing an excellent job. I don't see how you can improve it. Maybe you can have more tutors for drop-in services. I am very pleased with the help my students received in the Lab.

Thanks

I think the Writing Lab is excellent; I appreciate your help enormously and especially like the feedback from tutorial sessions.

~~to serve you and your students better.~~

Have more drop-in time available (perhaps some at night). It takes so long to get into a tutorial that some students are turned off. They very much like the drop-in sessions.

Les has been insecure about writing and I believe your assistance was psychological as well as academic.

Grace writes fairly well and needs lab help by her own choice to polish her writing.

B. Students

I think that the Writing Lab is a great idea. Instructors (T.A.'s) don't always have the time to give me the help I need. It is nice to be able to go to the Writing Lab and get help on my own time. The tape I listened to provided clear, concise information and it did improve my use of mechanics.

I appreciated the aid, interest, and concern in my job acquisition forms. This is really a great service - I will encourage others to come in for help on resumes, job applications, etc.

Good instructor, he made me feel he knew what he was talking about.

I feel the writing lab has helped ^{me} greatly.

I wish I would of spent more time in the lab. Which would of improved my writing skills more than it did.

Turned in a paper for CDFS 540 and received an A. Mary helped me with this paper. Thanks.

Janet was very helpful, and I really appreciated the help.

I believe that in any writing course individual help is the most effective and valuable teaching a student can get --- at least it was for me. The Writing Lab was a valuable service that should be advertised to students as much as possible.

I used the writing lab while working on English 589. I feel as though I learned a great deal since I had an opportunity to work on areas in which I needed help, as opposed to a classroom situation working on general problems. Everyone I worked with in the lab was very helpful and competent.

I think the individual work of Eng. 589 is much more useful than doing the same work in the classroom.

Great to have this writing lab, because if you need immediate help ^{in writing}, then you know where to go. Instructors usually guide you of what to do to improve your writing skills. They can detect your weaknesses and tell you how to improve it.

I THINK THE WRITING LAB INSTRUCTOR HELPED ME IMPROVE MY WRITING A GREAT DEAL.

I was very pleased with the help I received and the hand-outs I was given.

I feel this was the most useful writing that I have ever done. I was really happy with the end product!

As a result of Kathy's tutoring was excellent. more confident and better prepared to take the LSAT exam.

Thanks for the help. I feel I did improve from Mrs. Harris's help.

I think the drop-in help is very helpful and more people should take advantage of it. Thank-you for your help.

I feel that the writing lab should be increased in size so that more students can benefit from its usefulness.

Bill is a very good instructor. He helped me to generate ideas. I always felt like I learned something valuable after his instructions.

I appreciated the time spent on my questions. She was very clear with her explanations but didn't just tell me what to write.

Whenever our department has a question on grammar, I feel confident and at ease to call your office. The information you supply helps improve our correspondence and enables us to maintain a reference folder for when those same questions arise in the future. We all thank you!

Personnel (FRESH)

The writing lab should be filled 24 hours a day; with all the diverse needs of all students the lab is extremely helpful. I plan on using the lab next semester to help me w/ my "personal statement" to Law Schools as part of my admission requirement.

(Series papers)

I was taking the English Proficiency Exam and did not

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Salisbury

(W.L.)

~~use the Writing Lab that often.~~ However, when

I did, I found the work sheets, the short courses, and ^{the} instructors very informative.

I feel if I had had this opportunity as an undergraduate I would not ~~be taking~~ ^{would be taking} the

English Prof. Exam.
Keep up the good work!

Perhaps having more instructors available for consultation. Other than that I see very little need for improvement. Good job!

Mary Katherine was very helpful and enthusiastic. I'm very certain that her help greatly improved my work.

I thought the instructors were very helpful!! They went out of their way to understand the difficulties I was having w/ my papers, & allowed me to try to amend these the way I thought best at first, and they added ^{any additional comments & effective} criticisms.

I think the lab was really helpful. Each time I went in, I always felt ^{good} at ease with the instructor. Good ~~work~~ job!

If I get an A or a B, I owe it to the Writing Lab! Thanks forever!

The writing lab was very helpful and I would recommend it to everyone. The instruction helped me a great deal.

I appreciate all of Mary

Wainwright's help. She is very patient and has a beautiful sense of humor. I not only enjoyed her help but also just enjoyed writing during the discussion of my paper. She provided me with many helpful suggestions for improvement in my paper.

Your help with my resume was great. I've already sent out a resume and took your ^{OR} Aviation Technology advice: I typed it myself and put my work experiences on 2 pages

I think more students should get help and take advantage of the writing lab.

I come in to the Lab on a drop-in basis — the help given to me was thorough and very helpful.

I believe they could use more hours for drop-in time. I waited 20 minutes.

David Evans was very good and made me learn to point out my own mistakes. I only wish I could have used the lab more.