PURDUE UNIVERSITY
DEPARTMENT OF ENGLISH

To: Steven Beering, President
          Robert Ringel, Dean, HSSE
          Leon Gottfried, Head, English

From: Muriel Harris, Director, Writing Lab

Date: July 1, 1983

Subject: Writing Lab: 1982-1983 Progress Report

     The following report offers an overview of the work of the Writing Lab during the 1982-83 academic year and includes the following:

         -services provided
         -publicity
         -growth and expansion
         -new services
         -evaluation
         -professional activities of the staff
         -projects proposed for next year

The appendices include: 1) a statistical summary, 2) a copy of the report sent to engineering faculty describing our work with engineering students via the Engineering Computer Network, and 3) sample comments from evaluations of the lab by students and their instructors.

1. Services Provided

    For students:
         The Writing Lab offered a variety of instructional formats in which to study writing skills: tutorial appointments with lab instructors; drop-in hours for immediate help; self-instruction modules; workshops which offer one-hour small group instruction on a particular topic; Traveling Teacher sessions in which the lab instructors are invited into teachers' classrooms to offer their workshops to the whole class; handouts which review grammar, spelling, usage, and rhetorical principles; a resource library of texts and self-instruction books to check out; undergraduate writing consultants to assist with resumes and job applications, and use of the lab as a writing room in which to write, use reference materials, and ask questions as needed.
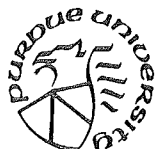
Heavilon Hall
West Lafayette, Indiana 47907

For composition instructors:
    The Writing Lab offered individualized instruction in writing skills to supplement the teachers' classroom instruction; copies of its instructional handouts and exercises for classroom use; a Resource Library of journals, professional books, and resource files of materials; A-V programs for classroom use; and Traveling Teacher sessions in the classroom.

For other instructors in the university:
    The Writing Lab offered one-hour workshops on writing skills in classes taught in agricultural economics, civil engineering, computer technology, general studies career planning; foreign language, and retailing. Lab instructors also offered workshops on resumes and job applications for several student groups on campus. In addition, instructional handouts were sent to instructors on regional campuses upon request, and the lab's resources were used last summer by the Purdue College Credit Program for gifted children and for a course offered through Continuing Education.

For faculty elsewhere:
    In response to requests from faculty at other universities, we mailed out sample packets of our materials and provided tours of the lab's facilities for visiting faculty and administrators from other universities (e.g., Northern Iowa University, Northeastern University, American River College, San Antonio College, Rose-Hulman Institute, Purdue-North Central Campus, Wabash College, Anchorage Community College, University of Wyoming, Broward Community College, Lawrence University, and North Dakota School of Science, plus regional high schools).

In addition, the Writing Lab answered questions via a "grammar hotline" from students, staff, and other local and long distance callers.

2. Publicity

The Writing Lab participated in HSSE Day last fall, and its services were the subject of several articles in the HSSE Newsletter and The Exponent. In addition, the lab was featured in a videotape presentation shown during a televised Purdue basketball game.

3. Growth and Expansion

As indicated in the statistical summary, in Appendix I, the Writing Lab's services were offered to 8290 students during the year, an increase of 563 students when compared to the 1981-82 academic year. Since all of our record keeping is done by means of hand-counting, the 14,077 slips students signed as they came in each time (in addition to separate records kept for workshops and Traveling Teacher sessions), we have not attempted to collate names from the fall semester with those in the spring semester. Thus, students who return for help in the spring are, of necessity, counted twice.

The greatest growth during the year was in the number of Traveling Teacher sessions requested by composition teachers and by teachers in other courses across the university. In addition, with the aid of student tutors, additional help with job applications and resumes was available, and with the assistance of the Engineering Computer Network terminal we were able to offer instructional comments on reports written by students in two engineering courses.

4. New Services

Beginning with the Fall 1982 semester the students in English 100, the developmental composition course, attended the lab twice each week to work on self-study modules on grammar and editing skills. To assist them, undergraduate English and English education majors were trained as tutors and given course credit in a practicum course. In the future some of these students will stay on as paid undergraduate tutors while new tutors will be enrolled in the practicum course.

Other undergraduates who had successfully completed English 420, the Business Writing Course, were selected as undergraduate writing consultants to offer assistance with resumes and job applications. Initially, they were given course credit in a practicum course, and each worked closely with a graduate student mentor. Some of these writing consultants will stay on as paid tutors, funded by the Purdue Student Association, and new tutors will be trained through the practicum course. The graduate instructors from English 420 who served as mentors gained experience in mentoring and in working in the lab.

With an Engineering Computer Network terminal provided by the Associate Dean of Engineering, a printer provided by the Electrical Engineering Department, and a 1/4-time T.A. funded by the Civil Engineering Department, the Writing Lab was able to offer writing instruction, via the computer terminal, in tutorial appointments, and in workshops, to students writing reports for CE 498 and EE 207. A report of this project, with recommendations for further work, is included in Appendix II.

Through a donation of books from Writer's Digest, the Writing Lab now has a Writer'$ Corner, a collection of reference books and texts for student writers interested in publishing articles, fiction, and scripts.

In addition, the English Department and the Writing Lab hosted the Fifth Annual Writing Centers Association Conference, held at Purde on May 5-6, 1983.

5. Evaluation

In response to evaluation questionnaires sent out to students and to their instructors, the following evaluations were received.

A. From students:

-86% of the students judged the quality of instruction to be very clear and very adequate while 13% judged it to be adequate.

-68% of the students reported a great deal of progress with writing skills because of their lab work while 29% reported some progress.

-36% of the students reported that their grades rose at least two letters because of what they learned in the lab while 46% reported that their grades rose at least one letter.

-81% of the students reported improvement in their writing after having used the lab's self-instruction materials.

B. From instructions:

-46% of the instructors reported great improvement in those writing skills that their students studied in the lab while 40% reported some improvement.

-69% of the instructors reported that their students grades improved one or two letters as a result of having worked in the lab.

-80% of the instructors rated the lab's services as very helpful and very useful while 16% reported it as somewhat helpful and useful.

A small sample of individual comments by students and instructors is included in Appendix III.

6. Professional Activities

During the past year, members of the Writing Lab staff gave papers at conferences and published articles on their work in the lab.

Baker, Tracey, speaker, "Training Tutors for Developmental COMP-LAB," Fifth Annual Writing Centers Association Conference, West Lafayette, Indiana, May 5, 1983.

Blake, Bonnie, panel moderator, "New Directions: Computers in the Writing Center," Fifth Annual Writing Centers Association Conference, West Lafayette, Indiana, May 6, 1983.

Dukes, Thomas, chair and speaker, "Using Business Writing Experience in the Classroom," Conference on College Composition and Communication, Detroit, March 18, 1983.

_____ speaker, "Using Computers to Teach Interdisciplinary Writing," and "Choosing Computer Software," ICEA Spring Composition Conference, Indianapolis, March 25, 1983.

_____ speaker, "How to Choose a Computer System for Your Writing Center and Your Home," Fifth Annual Writing Centers Association Conference, West Lafayette, Indiana, May 6, 1983.

Ewing, David, chair, "Creative, Business and Technical Writing Techniques in the Composition Classroom," ICEA, Indianapolis, March 25, 1983.

_____panel moderator, "New Perspectives on Business and Technical Writing Centers," Fifth Annual Writing Centers Association Conference, West Lafayette, Indiana, May 6, 1983.

Harris, Muriel, "Strategies, Options, Flexibility and the Composing Process," The English Quarterly, 15 (October 1982), 51-61.

_____"A Grab-bag of Diagnostic Techniques," Teaching English in the Two-Year College, 9 (Winter 1983), 111-115.

_____"Supplementary Writing Instruction for Engineering Students," Engineering Education, 73 (January 1983), 311-313.

_____"Modeling: A Process Method of Teaching," College English, 45 (January 1983), 74-84.

_____"Diagnosing Writing Process Problems: A Pedagogical Application of Speaking Aloud Protocol Analysis," in Composing Process Problems, ed. Mike Rose (New York: Guilford Press, forthcoming).

_____with Thomas Gaston, Building Paragraphs That Work (New York: Holt, Rinehart, and Winston, forthcoming).

_____Practicing With A Purpose (Boston: Houghton Mifflin, forthcoming).

_____"The World of the Writing Lab in the Multiversity," Conference on College Composition and Communication, Detroit, March 17, 1983.

_____Clarity, a self-instruction program developed under a grant from Conoco Oil Company, 1982.

_____Conco Renewal Grant, April 1983.

_____ERIC/RCS Evaluation Committee

_____Executive Board, National Writing Centers Association, 1982-83.

_____Conference Chair, Fifth Annual Writing Centers Association, West Lafayette, Indiana, March 5-6, 1983.

_____Editor, The Writing Lab Newsletter, published by the Department of English, Purdue University.

Kilborn, Judith, speaker, "Peer Tutoring: The Basic Writer, the Science Student, and Writing Across the Curriculum," ICEA, Indianapolis, March 25, 1983.

_____speaker, "Using Peer Evaluation in Business Writing," Midwest Regional American Business Communications Association, St. Charles, Illinois, April 14, 1983.

_____speaker, "Training Tutors for Business Writing," Fifth Annual Writing Centers Association Conference, West Lafayette, Indiana, May 5, 1983.

7. **Projects Proposed for Next Year**

-For the lab component of the English 100, which had used a mixture of graduate TA's and undergraduate peer tutors, we will use only undergraduate tutors in the future. This will permit graduate students to return to the composition classroom where they are very much needed and will provide more opportunity to offer practicum experience in teaching for English and English education majors. The training of these undergraduate tutors, in English 502, will constitute a major new responsibility for the Writing Lab Director.

-Undergraduate writing consultants, some paid by funds from the Purdue Student Association and some working for practicum course credit, will offer an increased amount of help with resumes and job applications. While funds are available from PSA in the fall, funding for the spring and for the future will be sought.

-Having completed a pilot project in working with engineering students via computer terminals, we plan to explore means to offer further assistance to engineering students as they write reports for their courses.

-We have requested funds for a much needed microcomputer to be added to the lab for multiple instructional purposes: to provide instruction for English 109 students, to develop better revision skills among freshman writers, to offer business writing students hands-on experience in word processing, and to assist with a new course being developed to teach computer documentation writing.

-With a renewal grant from Conoco Oil Company, we will continue to develop more modules on writing skills for engineering students.

-A part-time lecturer will serve as coordinator for English 109, to ensure greater continuity than was available before.

Appendix I: Statistical Summary

STATISTICAL SUMMARY

Table 1. Total number of students using the
Writing Lab during the Fall 1982 and
Spring 1983 semesters

1.	No. of students attending the lab for tutorial appointments:	664
2.	No. of students using the lab's drop-in service:	1792
3.	No. of students using self-instruction modules:	646
4.	No. of students attending workshops:	148
5.	No. of students taught by the lab's Traveling Teacher Program:	2589
6.	No. of students using the lab as part of their English 100 course:	354
7.	No. of students using lab resources (handouts, library, etc.):	1512
8.	No. of instructors using lab resources (handouts, library, etc.):	93
9.	No. of students writing in the lab and using reference materials:	492
	TOTALS	8290

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

No. of appts. per student	No. of students	Total no. of appts.
1	442	442
2	102	204
3	44	132
4	23	92
5	15	75
6	14	84
7	6	42
8	6	48
9	3	27
10	2	20

11	2	22
12	3	36
13	2	26
	Total no. of appts.	1250

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

No. of sessions per student	No. of students	Total no. of sessions
1	1187	1187
2	313	626
3	137	411
4	58	232
5	38	190
6	22	132
7	14	98
8	7	56
9	6	54
10	2	20
11	1	11
12	2	24
13	2	26
14	1	14
15	2	30
	Total no. of sessions	3111

Table 4. No. of self-instruction modules used

No. of modules	No. of students	No. of uses of modules
1	384	384
2	108	216
3	37	111
4	30	120
5	25	135
6	16	96
7	8	56
8	9	72
9	8	72
10	4	40
11	4	44
13	1	13
14	1	14
15	1	15
18	1	18
22	2	44

23	1	23
24	1	24
29	1	29
31	1	31
34	2	68
44	1	44
	Total No. of uses of modules	1669

Table 5. No. of requests by students for handouts
and other instructional materials

No. of requests	No. of students	Totals
1	1335	1335
2	140	280
3	24	72
4	6	24
5	4	20
6	2	12
10	1	10
	Total no. of requests	1753

Table 6. No. of requests by composition teachers
for instructional materials

No. of requests	No. of instructors	Totals
1	60	60
2	22	44
3	4	12
4	1	4
5	3	15
7	1	7
9	1	9
10	1	10
	Total no. of requests	161

Table 7. No. of students using the lab as a
          writing room

No. of uses	No. of students	Totals
1	375	375
2	56	112
3	30	90
4	12	48
5	3	15
6	2	12
7	5	35
9	3	27
10	1	10
12	1	12
14	1	14
17	1	17
20	1	20
22	1	22

Total no.   809
of uses

Table 8. No. of Traveling Teacher Sessions

No. of sessions	No. of students per session	Total no. of hours of instruction
1	2080	2080
2	427	762
3	75	225
8	7	56

Total no. of hours   6190
  of instruction

Table 9. No. of students using
          the lab as part of English 100

No. of visits to the lab	No. of students	Totals
1	17	17
2	13	26
3	6	18
4	10	40
5	14	70
6	5	30
7	7	49
8	10	80
9	8	72

10	16	160
11	10	110
12	17	204
13	16	208
14	13	182
15	22	330
16	17	272
17	14	238
18	18	324
19	14	266
20	15	300
21	15	315
22	17	374
23	8	184
24	11	264
25	8	200
26	5	130
27	8	216
28	3	84
29	3	87
30	1	30
31	2	62
32	4	128
33	1	33
34	2	68
36	1	36
38	2	76
41	1	41

Total no. of
uses of the lab   5324

Table 8. Description by courses and services of students using the Writing Lab

COURSE NO.	tutorials	drop-in	workshops	traveling teachers	self-instruction	handouts	instructor's resource	writing room resource	English 100	TOTALS
A. Composition Courses										
001	5	1			16	2		2		26
002	8	6		7	56	30	14	15		136
100	11	17		23	24	15	6	23	341	460
100 a	4	2			7	28	3	4	2	50
100 x	3	1			7	2		5	11	29
101	214	461	14	841	171	248	23	92		2064
101 I	17	9			18	18	2	2		66
101 M	5	12			7	6		4		34
102	59	136	10	566	107	166	22	148		1214
102 I						3	2	1		6
102 M	3	9			6	8	2	4		32
103	3	18		20		6		6		53
109	43	62	100		88	37		17		347
304	5	8				3				16
420	101	384	4	532	35	170	9	39		1274
421	13	35			13	22	3	6		92
B. OTHERS										
1. undergrads a. self help	33	70	13		75	102		50		343
b. for other	56	201		566	13	395	7	59		1297
c. resumes, letters of application	65	324	7	34	2	228		9		669

COURSE NO.	tutorials	drop-in	workshops	traveling teachers	self-instruction	handouts	instructor's resource	writing room resource	English 100	TOTALS
2. grad students										
a. self help	16	35			1	23		3		78
b. English proficiency exam								3		3
staff		1								1
TOTALS	664	1792	148	2589	646	1512	93	492	354	8290

Appendix II: Reports Sent to Engineering
Faculty

PURDUE UNIVERSITY
DEPARTMENT OF ENGLISH

To: John McLaughlin (Associate Dean of Engineering)
           cc: Leon Gottfried (English)
                   John Lindenlaub (EE)
                   Harold Michael (CE)
                   Robert Miles (CE)

From: Muriel Harris (Writing Lab Director)

Date: 4/27/83

Subject: Progress report on a pilot project to teach writing skills to
            engineering students via the computer

With an ECN terminal provided by your office for the Writing Lab, a Honeywell
printer provided by the Electrical Engineering Department, and a 1/4-time T.A.
provided by the Civil Engineering Department, the Writing Lab undertook a pilot
project to offer writing instruction to students enrolled in CE498 and three
lab sections of EE207. Our purposes were:

1) to explore the feasibility and effectiveness of using the computer as
    a means of offering writing instruction to engineering students as
    they write reports for their courses, and

2) to explore the possibilities and value of computer programs such as
    Writer's Workbench which are designed specifically for help with the
    writing process.

PROCEDURES
   1. We devised necessary procedures for receiving and returning reports to
       students by means of the computer mail system. After we read and
       commented on the reports, they were sent back (with instructional
       comments inserted) to the students' logins.

       -EE207 students, using a "submit" command in their course account,
       sent copies of weekly lab reports to the Writing Lab.

       -CE498 students mailed reports directly to the Writing Lab login.

       Students in both courses were also offered supplemental help in the form
       of tutorials in the Writing Lab. Workshops on technical writing and the
       resume were also offered for the CE498 course.

   2. We devised necessary procedures for analyzing, reading, and commenting
       on student reports.

       -We wrote shell files which ran the three available Writer's
       Workbench programs on the reports, and we analyzed the output of
       Writer's Workbench for each report.

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-We selected and learned how to use an appropriate editor, designed methods for writing general instructional comments, and devised procedures for inserting comments and editorial suggestions in the text of the report.

Using the output of the Style, Diction, and Spell programs in Writer's Workbench and our conclusions based on reading the report, we dealt with problems at the grammatical and syntactical level as well as problems at the more inclusive rhetorical level.

EVALUATION

The Writing Lab has accomplished the following tasks successfully:

-become reasonably familiar with the UNIX computer system and with necessary text editors,

-acquired and read the appropriate manuals,

-set up facilities and working procedures in the Writing Lab to receive, comment on, and return engineering reports written by students who use ECN terminals.

Generally, we conclude this is a feasible method for working with engineering students' writing, and we see Writer's Workbench as a valuable tool. Further, we assume this program could be more effectively used and greatly enhanced if we were to offer students instruction in interpreting its output and data (as is currently being done at Colorado State University).

For those students who used the Lab's services regularly, we saw a noticeable improvement in writing skills. Though we would have preferred to work with a majority of the students in both courses, it was offered as an option which 38% of the students used. Student evaluations were very positive and reported the help as effective.

RECOMMENDATIONS

If we are able to keep the terminal and printer, we are very interested in going forward with this promising project and have offered suggestions to John Lindenlaub and other faculty who may be interested in working with us. Copies of these suggestions are enclosed. In particular, if an adjunct hour of writing instruction were added to an engineering course, we would like to make more extensive use of Writer's Workbench (using the Colorado State model and, if possible, acquiring their enhancements of Writer's Workbench) to help students learn to work with its suggestions.

In all, we are pleased with the pilot project undertaken this semester and greatly appreciate your support and John Lindenlaub's constant helpfulness. In the hope that you would like to discuss this further, I'll stop in your office soon.

To: Engineering Faculty
From: Muriel Harris (Writing Lab Director)
Date: 4/27/83
Subject: A proposal to offer writing instruction to engineering students

As part of the Writing Lab's task to help with writing needs beyond the traditional classroom, we have identified some writing difficulties among engineering students. Moreover, in our work with engineering faculty, we have also become aware of their sense of a need for more supplementary instruction as students write reports in engineering courses. In the Spring 1983 semester, we undertook an experimental program to read student reports, evaluate them, and offer instructional comments, using an ECN terminal in the Writing Lab provided by Dean John McLaughlin. Based on our experience with this pilot project, we offer the following proposal to continue such instruction next fall.

The Writing Lab would offer instruction in writing, using the ECN network, to students in a specified engineering course which requires reports throughout the semester (i.e., not end-of-the-semester reports only).

Procedures
-Provide an initial hour or two of instruction on using the UNIX system editors if needed.

-Comment on writing and offer specific instruction via computer terminals (using the mail system) and tutorials (in the Writing Lab).

-Incorporate this instruction into an existing course or add it as an adjunct one-credit hour of writing instruction for students choosing this option.

Costs
For the engineering department:
$1600 for each 1/4-time T.A. This time provides six contact hours a week plus four hours preparation (reading reports, etc.)

For the English Department:
Use of the Writing Lab's facilities, including self-instructional materials, handouts, record-keeping, computer maintenance, secretarial assistance, and administrative coordination by the director.

If you are interested in discussing this proposal, please contact me in the Writing Lab, 49-43723.

To: John Lindenlaub
From: Muriel Harris
Date: 4/19/83
Subject: Recommendations for future cooperation between EE 207 and the Writing
         Lab

Having completed a one-semester pilot project in which we offered EE 207 students help with writing skills, we would like to continue this project next year and would appreciate your suggestions. We would like to proceed because of our own interest in continuing to develop better ways to offer writing instruction beyond the traditional classroom and because of favorable student evaluations following this semester's work.

We offer two possible options:

A. New option

    Procedures
        -Provide an initial hour or two of instruction on using the UNIX system editors if needed.

        -Comment on writing and offer specific instruction via computer terminals (using the mail system) and tutorials (in terminal rooms in the EE building as students write).

        -Incorporate this instruction into an existing course or add it as an adjunct one-credit hour of writing instruction for students choosing this option.

    Costs
        For the engineering department:
            $1600 for each 1/4-time T.A. This time provides six contact hours a week plus four hours preparation (reading reports, etc.)

        For the English Department:
            Use of the Writing Lab's facilities, including self-instructional materials, handouts, record-keeping, computer maintenance, secretarial assistance, and administrative coordination by the director.

        Advantages: (1) We would provide semester-long help with some structure and continuity.

                    (2) We would offer personal contact between instructor and student, and the instructor would be available when needed as the student writes.

                    (3) Students might see this extra "writing" credit as advantageous on a transcript.

                    (4) We would extend the experience gained in our pilot project and make use of this experience.

(5) We could make the facilities and expertise of the Writing Lab more accessible to engineering students.

B. Existing option
   We can continue to work as we have this semester, offering feedback to those students who choose to submit reports for comments.

   Advantages: (1) This system self-selects those students who are interested in getting some help.

   (2) This could be add to our regular workload. Because of low demand (about 37% of the students in three lab sections used this service), we could again serve several lab sections with no need for additional personnel.

   (3) This requires no new preparation as we are reasonably familiar with the system.

   Disadvantages: (1) The use of this service is somewhat minimal and not consistent.

   (2) This system encourages no further progress or development of our project.

We look forward to hearing your comments on these suggestions and to continuing our work with EE 207 students. We very much appreciate both your helpfulness and your patience in initiating us into using the computer.

Appendix III: Evaluations of the Writing Lab by Students
and Instructors

A. Comments from Instructors

The student (Richard) greatly appreciated the lab's help and told me so. He definitely felt the lab gave him the incentive to do better - His work greatly improved with each essay. Thanks!

It certainly helps improve the writing & mechanics of deficient students

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Another success story. George doubted me when I told him the virtues of the lab. Now, he is a true believer, Thanks! Good, he could l use it.

Robyn showed tremendous improvement in her work when working with you in the Lab. Other papers without assistance were weaker, but overall she definitely profitted. Thank you very much!

Anna's writing has definitely improved Thank you!

Lab is always helpful & useful, but student expressed problems with long waits for tutorial help — appointments had to be made as much as ~~3~~ 3-4 weeks in advance, & an hour or more wait for tutorial help, with long lines of students out in to the hall — !

Julie learned quickly and improved her grade considerably

Ange's essays improved steadily throughout the course

John very much appreciated the help and the people he worked with.

Excellent! Brian's themes used to be the dull, insipid C/D variety. He is now a B and even an A student. When he got serious and decided to work and visit you folks — he went non-stop. Thanks!

Sheila had problems w/organization — her first description theme was unreadable. I feel strongly that you helped her organize her papers more coherently.

Greg's mechanics improved considerably.

Terri writes much better than she used to. And here's something interesting — after meeting with you, Terri tried to counsel her classmates likewise during her group sessions & it worked! The others were very appreciative.

Please increase the staff

The service is very excellent. It would be nice if the service time in each week can be expanded.

Michael (mine) would not have gotten through 420 without Allen's help! Not only did his grade improve, but his attitude changed from very combative to almost interested and compliant. Bless you, Allen!

This was a challenging case — well done — I couldn't have handled this one all by myself!

I appreciated the help I got from people in the lab, and the materials have helped me improve my own writing. _Every_ student who went to the lab (and that was every student I taught) learned something. You can add me to the list of people willing to give testimonials about the effectiveness of the lab! Thanks for the help.

Very good program!

PURDUE UNIVERSITY

DEPARTMENT OF CONSUMER SCIENCES AND RETAILING

January 27, 1983

David Ewing
English Department
Heavilon Hall
Purdue University
West Lafayette, IN. 47907

Dear David:

I want to thank you and Sheila for conducting the abstract writing mini-lab for my class. Your presentation was well done and will be very helpful to the students as they begin to complete this assignment.

I certainly appreciate and support the services provided by the faculty of the English Department through the Writing Lab. Such classroom opportunities help the students understand that effective written and verbal communication skills have an impact on their chosen field, and not limited only to English classes. I will be distributing the Writing Lab schedules to my class so that they may maximize the opportunities available to them.

Thanks again for your time and effort, and congratulations on a job well done!

Sincerely,

Kathy M. Walton

Kathy M. Walton, Ph.D.
Assistant Professor

cc: Leon Gottfried

KMW/mcb

Mary L. Matthews Building
West Lafayette, Indiana 47907

B. Comments from Students on Tutorial Instruction

The writing lab helped me a lot w/ my paragraph organization. I really feel like I've improved a great deal as a result of spending time in the lab w/ the Tutors.

The handouts were extremely helpful. The drop-in appts. also gave me key advice for improving my essays. I believe the Writing Lab is a very useful resource and is doing a great job. I'm sure I will not hesitate to visit it again in my future English courses.

The lab is excellent, and I would like to thank Carol Rieben for helping me out. She gave me guidance that helped me to be more confident when writing my papers. It has also helped me improve my grammatical skills.

Lab is excellent, but they need more help in there. Demand is greater than supply.

Need more tutors and a bigger lab (space wise)

DROP-IN WAS GOOD BUT USUALLY CROWDED

need more instructors

Thank you, I have obtained a job and feel that your efforts made a difference.

The lab helped me to improve my grammar and writing skill, and the instructor helped me make the unit sentences, paragraphs and compositions. I like the lab very much.

The writing lab is a great help to me. However, a couple of times that I "dropped in" there was no business writing instructor on duty.

Although no corporations have contacted me regarding employment, I've showed my finalized personal resume to several middle managers in industry and received only favorable comments about its structure. The Writing Lab assisted me with that resume.

For the most part the W.L was helpful but understaffed during drop-in hours for Engl. 420 students.

The Writing Lab is perhaps the best place to improve our writen skills.
I thank you for your help.

The lab is very personal and very helpfull.

It really helped me in the things I was having problems with, some of the skills I forgot since high school. I am able to spot my writing errors and correct them much more easier now.

The people helped go through my papers and omit long sentences or words that weren't needed. They were very helpful and took a lot of time with me even though I was a drop in.

Always went through papers and gave me examples on how to improve them

I think the lab needs more instructors at one time. It's hard to get drop-in help.

The writing lab has helped me improving my sentences and way of expressing my ideas.

I would like to see more instructors in the lab as the wait is quite a bit at times for drop in and the appoint times are taken early in the year.

The lab helped me understand my writing problems better. The lab helped clear things up for me.

Very helpful and much appreciated!!

I believe that my writing lab help enabled me to have a better

I've learned lots from the people, tapes, & books at the help lab.

I transferred from Indiana Central to Purdue. Central does not have any lab like this, I am glad Purdue has help labs ... the writing lab is one of the best.

The lab has a very good selection on all topics of writing. Not only the topics discussed in class, but almost every-thing that relates to English.

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kind of crowded when I went in, but that is not your fault.

I liked that you could drop in or make an appointment. The instructors seemed very friendly and helpful. They also had things to follow up on a writer's hinderance.

I think the Writing Lab is a very useful thing that college students need to improve their writing skills.

It was so nice to be able to go some-where & receive help! I really used the lab. Thank goodness the service is offered.

The Lab helped me get higher grades
need more drop-in times for
ENG 420 students.

The lab's especially helpful when
a person knows before than just
drop-in for help.
Thanks

I wish more instructors could be
available to help and more hours available
to come in.

The instructors are fantastic; they
really show they care.

Resome help was excellent!

Thanks For All your ASSISTANCE

Going to the writing lab helped me
improve on my assigned papers have
really helped me to see where I was
making my mistakes & now I am
able to work around these & write
better papers. My grades have
improved so I can keep I have also

Overall, I thought the writing lab was a great
help. It is a comfort to know that it is always there

I learned a lot from Writing Lab and it has been very helpful to me. I received expert instruction. Thank you.

FRAGMENTS - I WAS TERRIBLE AND I AM SLOWLY BUT SURELY GETTING BETTER AT IT.

I LIKED HOW THEY WERE NICE AND FRIENDLY TO ME. THEY WERE PERSONAL TO ME.

My tutor was very helpful. I felt she was genuinely interested in helping me as a student. Although I never looked forward to the appointments, I always felt better when I left — it was worthwhile.

The writing lab helped me to write clearer. I do feel, however, that it isn't staffed well sometimes; I had to wait an hour one night to receive help.

Could use another instructor at drop-in times. Sometimes waited & was unable to talk with anyone.

The combination of the self-instruction tapes and my lab instructor helped me improve my sentence structure, punctuation, and verb tense.

The only thing I didn't like about the lab is that it is too small.

The writing lab is very beneficial. The one thing I really need is more help -- as in teachers. This may be impossible, but it seems as though I have had to wait so long or to come back many times. Overall, the writing lab service is very helpful! Keep up the good work!

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Mickey was very helpful and was always available.

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The Writing Lab helped me very much with my writing skills. I liked it because it was personalized help that really worked and the tutors were always glad to help.

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LAB HELPED A GREAT DEAL AND WAS VERY PERSONABLE. Especially helped in getting started on Papers.

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Need more tutorial help

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the tutors have helped me tremendously by giving me pointers and advice dealing with business letters.

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I FEEL THAT THE LAB WAS VALUABLE TO ME IN THAT I COULD NOT AFFORD CERTAIN MATERIALS WHICH THE LAB PROVIDED. I ALSO FOUND SHOERINA'S PERSONAL HELP VERY VALUABLE IN CLARIFYING ASSIGNMENTS AND IMPROVING WEAKNESSES IN MY WRITING.

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The writing lab is -- very valuable resource at Purdue

C. Comments from Students on Self-Instruction

The lab helped me a great deal, and I could see an increase in my grade as a result. I hope other people got as much out of the lab as I did.

This is the first time I have worked in a writing lab, and I believe that without this service it would be impossible for me to get a passing grade in my English class.

I enjoyed using the writing lab. It was helpful to me.

If I can have more chances to contact the teacher in writing lab and discuss some problems in my writing or listening, I think, this program will be more effective. Now more and more friends of mine are not come to this lab

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I was very impressed with the Writing lab because of the variety of help it provided students. I've never been to a school that had a facility like the W.L. Also, every time I went in there the helpers were extremely friendly and concerned with my problems. They had so many different sources (tapes, booklets, exercises) to improve my problems, too.

Very useful program

I think the use of self-instruction tapes are very useful to learn a language.