

To: Dr. Leon Gottfried, English Department Head  
Copies To: Drs. Harris, Hayman, Hughes, Ohlgren, and Weiser  
From: Robert D. Child, Writing Lab Summer Director  
Date: October 29, 1985  
Subject: 1985 Summer Writing Lab Report

Summer '85 was, once again, a successful and productive semester for the Writing Lab. The Lab staff assisted people from the English department, from other departments throughout the University, and--on our Grammar Hotline--from Montana and New York. In addition to these services, our reputation as a national model was once again reinforced by visits from writing lab directors in New Hampshire and North Carolina as well as an afternoon visit from 23 participants in Professor Lauer's Rhetoric Seminar.

This report discusses how the Writing Lab served our community and includes details of staffing and scheduling, special services, general Lab use, the quality of performance by the Lab staff, and my suggestions for improving Lab service next summer.

### Staffing and Scheduling

Three staff members, Mark Zamierowski, Judy Kilborn, and I, handled tutorial and drop-in services for students and staff visiting the Writing Lab. Those taking advantage of our services included the following:

1. students taking English 002, 101, 102, 420 and 421
2. graduate students taking the OWR exam
3. students in the Upward Bound Program
4. students in the Business Opportunities Program
5. students working on various writing projects assigned outside the English department
6. secretarial staff taking advantage of our Grammar Hotline

Because Mark, Judy, and I have worked with a wide variety of students and English courses in both the classroom and tutorial environment, we were able to individualize instruction and help each student who took advantage of our services. The addition of an extra quarter-time position and the volunteer efforts of an Undergraduate Teaching Assistant from the English 100 program solved many past scheduling problems and maximized our ability to offer students quality instruction. With the additional staff we were able to offer students access to the Writing Lab five days a week for tutorial, drop-in, and self-instructional assistance.

### Special Services

In addition to our standard services, the Writing Lab also offered special help to the ESL program. Kathy Henriott, a graduate of the English 502W

Practicum now in her second year as an Undergraduate Teaching Assistant in the English 100 Lab, worked with Elizabeth Jordon's 002 classes as an in-class tutor. This service not only provided Professor Jordon's students with the opportunity to work with an excellent tutor, it also significantly reduced the number of ESL students using the Writing Lab in a conventional manner, freeing the three Writing Lab tutors to work on quality instruction with both native speakers and those students in the ESL courses who needed more extensive/intensive instruction.

Peggy Jessie, along with her usual excellent work at the Reception Desk, devoted many hours to helping students learn word processing skills. Additionally, she began work on a computerized cataloguing system which will more efficiently track Writing Lab use. This program is now being finalized by the Writing Lab Computer Consultant, Connie Pence.

Rick Anderson took advantage of the Writing Lab's pleasant environment for conferences with many of his English 420 students, but, more importantly, he was always helpful and willing to donate his time and expertise to help out by tutoring drop-in students during the busy hours.

### Summary of Lab Use

The list below summarizes details included in Attachment A, which presents detailed tables of students and instructors using Writing Lab services.

1. Number of students and instructors using the Writing Lab: 296
2. Number of appointments for tutorial sessions: 61
3. Number of drop-in sessions attended by students: 176
4. Number of self-instruction modules used: 64
5. Number of student requests for handouts and materials: 96
6. Number of composition instructor requests for materials: 10
7. Number of student uses of the Lab as writing room: 48
8. Number of student uses of the computers: 89

These facts reveal four significant trends in Writing Lab services.

First, the number of students attending the Lab for appointments was higher than ever before. By having two half-time positions and one quarter-time position we were able to offer students more tutorial times. Students--especially those enrolled in English 420--responded by scheduling in advance and taking advantage of the quality time that a full appointment offers.

Second, in keeping with the trend set by Daven Kari last summer, the Lab continued to reduce supply expenses through conservative distribution of handouts. Mark LeTourneau shared his contributions to the Writing Lab's files with the ESL program last year, and this was a significant factor in our

conservation efforts. In addition, Harriet Crews took advantage of her familiarity with the Lab's resources and selectively chose materials which she duplicated for the Upward Bound program. Our close connections with our two potentially biggest consumers, then, allowed us to avoid excessive and costly distribution of handouts.

Third, our efficiency in helping instructors has continued to improve. This summer, as last summer, we took time during each instructor's initial visit to explain a wide variety of materials and services useful to classroom instruction. This practice, along with our new referral forms, usually gave in one visit all the help instructors needed.

Fourth, even though the computer courses were not offered this summer, we had a significant number of computer users. Due to the efforts of Mickey Harris and the lab staff last spring many students were already familiar with our equipment and services; those students who were not familiar with our offerings in this area received excellent assistance from Peggy Jessie.

#### Quality of Performance by Lab Staff

The Writing Lab staff this summer did their usual good job. Peggy Jessie, our instructional assistant and receptionist, did an excellent job preparing and maintaining records on all of the students using the Lab, yet never forgetting to address and treat them as individuals. Since Peggy is the first person they see when they come to the Lab, her ability to put students at ease is much appreciated. In keeping with her job as instructional assistant, Peggy also spent the summer reorganizing our ever-growing mass of materials and completing a new card catalogue system for Writing Lab books. Beyond her normal job, Peggy also spent considerable time working with students on the computers and often opened the Lab early and closed late to accommodate students using the self-instructional materials.

The Lab tutors worked very hard and did an excellent job in a variety of situations. Mark Zamierowski's ability to personalize instruction was a constant amazement; he seemed to need no time to adjust to the situation at hand. Whether he was working with a student who had no concept of sentence boundaries or working with a student on the finer points of parallel structure, he was at ease and able to put the students at ease as well. Further, Mark very capably assumed administrative responsibilities when my wife was injured and I had to be away from the Lab.

Judy Kilborn, who had a quarter-time position, showed her usual tutorial expertise this summer. Like Mark, Judy has an uncanny ability to personalize instruction, and she worked well in a variety of situations this summer. I was further impressed by Judy's ability to organize and manage her time; she not only managed to do her job well while working on completing her dissertation and preparing for a new job, she often came early and stayed late to work with students.

Kathy Henriott, who volunteered her time to work with the ESL program, also proved very helpful. Kathy's work as an Undergraduate Teaching Assistant in the English 100 program has always been excellent, so it was no surprise that she was capable of working so well with students in English 002. The skills

she learned in English 502W along with her summer experience were acknowledged again this fall when both Elizabeth Jordan and Sally Gustafson asked her to substitute in their classes.

### Suggestions

The addition of an extra quarter-time position in the Lab was very helpful, and many problems were avoided due to this extra slot; however, our ability to meet student and instructor expectations was also due to Kathy Henriott's volunteer efforts. This is a factor which can not be anticipated for future scheduling, and there is a possibility that traffic--especially from the ESL program--will increase next summer.

Although there were no courses offered this summer which relied on or stressed the use of computers, there were a significant number of computer users. If the department were to offer a summer course which expected students to work with the computers, it would become necessary to add support staff to assist Peggy Jessie in her attempts to monitor and assist those students taking advantage of the Writing Lab computers.

ATTACHMENT A

SUMMARY OF LAB USE

The following tables present a statistical summary of Writing Lab use during the summer 1985 semester:

---

TABLE 1

TOTAL NUMBER OF STUDENTS AND INSTRUCTORS USING THE WRITING LAB

<u>Type of Service</u>	<u>Number of Students/Instructors</u>
1. Tutorial Appointments	36
2. Drop-In Service	96
3. Self-Instructional Module	35
4. Lab Resources (handouts, etc.)	82
5. Lab Reference Materials and Use of Lab for Writing	27
Use of Lab Computer	26
	<hr/>
TOTAL:	296

---

---

TABLE 2

NUMBER OF APPOINTMENTS FOR REGULARLY SCHEDULED TUTORIAL SESSIONS

<u>No. of appts. per students</u>	<u>No. of students</u>	<u>Total no. of sessions</u>
1	21	21
2	1	2
3	4	12
4	2	8
6	1	6
12	1	12
		<hr/>
		61

---

TABLE 3

## NUMBER 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	59	59
2	13	26
3	15	45
4	3	12
5	3	15
6	2	12
7	1	7
		<hr/>
		176

---



---

TABLE 4

## NUMBER OF SELF-INSTRUCTION MODULES USED

<u>No. of modules</u>	<u>No. of students</u>	<u>No. of uses of modules</u>
1	20	20
2	12	24
4	1	4
7	1	7
9	1	9
		<hr/>
		64

---

TABLE 5

## NUMBER OF STUDENT REQUESTS FOR HANDOUTS AND OTHER INSTRUCTIONAL MATERIAL

<u>No. of requests</u>	<u>No. of students</u>	<u>Totals</u>
1	70	70
2	10	20
3	2	6
		<hr/>
		96

---



---

TABLE 6

## NUMBER OF COMPOSITION TEACHER REQUESTS FOR INSTRUCTIONAL MATERIALS

<u>No. of requests</u>	<u>No. of instructors</u>	<u>Totals</u>
1	5	5
2	1	2
3	1	3
		<hr/>
		10

---

TABLE 7  
NUMBER OF STUDENT USES OF LAB AS WRITING ROOM

<u>No. of uses</u>	<u>No. of students</u>	<u>Totals</u>
1	11	11
2	2	4
3	2	6
4	3	12
7	1	7
8	1	8
		-----
		48

---

TABLE 8  
NUMBER OF STUDENT USES OF COMPUTER

<u>No. of uses</u>	<u>No. of Students</u>	<u>Totals</u>
1	8	8
2	4	8
3	4	12
4	2	8
5	2	10
6	3	18
7	2	14
11	1	11
		-----
		89

---

TABLE 9  
DESCRIPTION BY COURSES AND SERVICES OF STUDENTS USING THE WRITING LAB

COURSE NO.	A*	B*	C*	D*	E*	F*	G*	TOTALS
A. COMPOSITION COURSES								
A*--Tutorials 002	1	3	7	9	6			26
B*--Drop-ins 101	3	7	2	7	3	3	1	26
C*--Self-Instr. 102	4	3		1		1		9
D*--Handouts/ Students 420	2	24		11	2	1	5	45
421	2	11		3	1		2	19
E*--Handouts/ Instructors 589								
F*--Writing/ Studying Bound	2		15	24				41
G*--Computer Use								
B. OTHERS								
<u>1. undergrads</u>								
a. self-help	5	9	9	6	5	5	12	46
b. for other courses	2	9	2	10	1	1	2	27
c. resumes, letters of application	3	18		5				26
<u>2. grad students</u>								
a. self-help		2					4	6
b. English proficiency exam	6	10		5		3		24
3. staff							1	1
TOTALS	30	96	35	82	7	20	26	296