

WRITING LAB REPORT

Summer 1982

During the 1982 summer session, three tutors (two quarter-time and one half-time) aided by a full-time receptionist offered tutorial instruction to 223 students. The majority (ca. 30%) of the students who used the Lab were enrolled in Engl. 101 or 102; the other large categories were Engl. 420 students or students working independently on resumes or job applications (together ca. 21%) and graduate students working for the English Proficiency Examination (ca. 11%). The staff also worked with a large number of ESL students, many of whom were enrolled in regular 101 classes because 101I was not offered during the summer. Thanks to the experiences of the last few summers' Lab tutors who had observed the establishment of this pattern of student distribution, this year's staff was well prepared: one tutor was a senior 101 instructor and mentor, one had extensive experience in 420, and one was familiar with the OWR scoring system and with ESL instruction. The staff suggests that in the future too, these areas of expertise should, if possible, be represented among the summer staff.

The Lab was open for tutorial and drop-in help five days a week. However, the tutors were unable to cover early mornings and late afternoons; during those times the Lab was open for self-instruction only. Although there were obvious advantages to offering instruction during the same time every day (students could easily remember when the Lab was open), the staff also discovered that particularly one group of students, those enrolled in Engl. 101B (in the Business Opportunities program), rarely could make use of tutorial or drop-in services because of their tight class schedule. Since this group of students could profit greatly from tutorial instruction and since they are usually highly motivated students (the tremendous increase this summer in use of self-instructional materials is due largely to this group), the staff suggests that some consideration for their time-table should be given when the summer schedule for the Lab is made up.

STATISTICAL SUMMARY OF WRITING LAB USE

Table 1. Total number of students using the Writing Lab during the 1982 Summer Session

1. No. of students attending the lab for tutorial appointments:	42
2. No. of students using the lab's drop-in service:	68
3. No. of students using self-instruction modules:	61
4. No. of students using lab resources (handouts, etc.):	29
5. No. of instructors using lab resources:	6
6. No. of students writing in the lab and using reference materials:	17
TOTAL	223

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

No. of appts. per student	No. of students	Total no. of sessions
1	23	23
2	9	18
3	5	15
4	1	4
5	2	10
7	1	7
8	1	8
	TOTAL NO. OF SESSIONS	85

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

No. of sessions per student	No. of students	Total no. of sessions
1	49	49
2	10	20
3	2	6
4	3	12
5	2	10
10	1	10
22	1	22
	TOTAL NO. OF SESSIONS	129

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	19	19
2	7	14
3	10	30
4	9	36
5	6	30
6	4	24
7	1	7
8	1	8
9	1	9
16	1	16
19	1	19
21	1	21

TOTAL NO. OF 233
USES OF MODULES

Table 5. 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	27	27
2	1	2
22	1	22

TOTAL NO.
OF REQUESTS 51

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

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

TOTAL NO.
OF REQUESTS 15

Table 7. 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	15	15
2	1	2
3	1	3

TOTAL NO.
OF USES 20

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

			TOTALS						
COURSE NO.			A*	B*	C*	D*	E*	F*	G*
A. COMPOSITION COURSES									
*A- Tutorials	001		0	0	10	3			13
*B- Drop-ins	003				1				1
*C- Self-Instr.	101		10	12	22	2	2	5	53
*D- Handouts/ Students	102		7	5	1	4			17
			6	13	6	5		4	34
*E- Handouts/ Instructors	420								
*F- Writing/ Studying		B. OTHERS							
		1) Undergraduates							
		a. Self-help	4	10	16	3		5	38
		b. For other courses	1	10	4	1	4	2	22
		c. LSAT prep.							
		d. GMAT prep.							
		e. Resumes, let- ters of appl.	2	10		2			14
		2) Grad. Students							
		a. Self-Help							
		b. Engl. Prof. Examination	12	8	1	4		1	26
		3) Staff		0		5			5
		TOTALS	42	68	61	29	6	17	223