

WRITING LAB NEWSLETTER



Vol. V, No. 10 (June, 1981)

This month's newsletter, the last of the 1980-1981 academic year, ends Volume V with an energetic bustle of activity--announcements, inquiries, replies, and so on. Next September, I look forward to gearing up again, to begin Volume VI, which will include one issue focusing on strategies for teaching spelling and perhaps another issue which will include a debate on the merits and disadvantages of writing labs functioning within the structure of learning centers.

Meanwhile, if you're wondering what to do over your summer vacation, I have several suggestions:

1. Write an article for the newsletter. There are so many members we haven't heard from yet, and so many writing lab concerns that need to be discussed. Tell us about special features of your program, materials that are particularly effective, ways that you evaluate students' progress in your lab, problems that you've been mulling over, and so on. In particular, I hope that tutors will tell us more about tutoring experiences, both good and bad. What teaching strategies work? What problems seem the most difficult?
2. Send a \$5 donation for next year's newsletter. In these times of inflation, it is hardly news when costs rise. In my department that's been particularly true this year for the newsletter as the mailing list grew from about 700 in September to over 950 in June and our old 6 to 8-page format stretched to 10 pages, in an attempt to keep up with all the announcements and the pile of excellent manuscripts that keep coming in. Contributors have never paid for all the newsletter's costs, but

they do help. Next year, it may be particularly crucial at budget time. Since I have no means of sending invoices or bills to your business offices, I cannot send them reminders. If your department or institution is paying for the newsletter, please notify them to send \$5 for next year (or more, as some of you generous souls do).

3. Have a quiet, pleasant, productive, and relaxing summer! I look forward to our meeting again, via the newsletter, next fall.
4. Continue to send your articles, reviews, suggestions, announcements, names of new members, and \$5 donations (in checks made payable to me or to the newsletter) to:



Muriel Harris, editor
WRITING LAB NEWSLETTER
Department of English
Purdue University
West Lafayette, IN 47907

EXPANDING THE WRITING LAB'S SERVICES: MEETING THE NEEDS OF BUSINESS WRITERS

"I'm having trouble with the foreword in this memo. My instructor says the organizational context isn't clear and my rhetorical purpose is missing. Could you help me?" or "I'm a grad student and I've written this job application letter. But it just doesn't sound like I want it to, and I don't know what's wrong. Would you look at it?" Questions such as these coming from students enrolled in English 420, Purdue's business writing course, and from other students and staff engaged in writing memos, letters and reports, often stumped writing lab tutors unfamiliar with the terminology and principles unique to business writing. Therefore, in

the fall of 1979, Purdue's Writing Lab staff expanded their services by developing a business writing lab component. The steps we took could also work for other labs interested in meeting the needs of specific groups of writers. This article details the additions we made in three areas to better accommodate our business writing clientele: first, in staff; second, in materials; and third, in services.

Selecting Staff

Originally, instructors from the freshman composition program staffed Purdue's Writing Lab. Therefore, most materials and approaches the tutors used focused on the needs of the freshman with his essay. But as enrollment in Business Writing increased, Muriel Harris, Purdue's Writing Lab director, and the directors of the Business Writing program, Agnes Lokke and Jeanne Halpern, recognized the need to staff the Lab with instructors familiar with business and technical writing programs. So two years ago, three business writing instructors joined the Writing Lab Staff to adapt the Lab's program and promote its services in response to the needs of Business Writing students.

Preparing Materials

One of the first jobs these instructors undertook was to develop resource materials to supplement lab instruction. These materials, mainly in the form of handouts, often review the same punctuation rules or grammatical concerns as those materials used with freshman composition students. However, the examples and exercises in the handouts are taken from business writing contexts, better enabling students to apply the concepts to their letters, memos and reports. In addition, materials were written that were geared to the special rhetorical emphasis of business writing: audience, voice, and so on. Other materials include sample resumes and letters of application, business communications gathered from corporations, and reference books for student use, including business writing and technical writing handbooks, texts, and company style sheets. Finally, to increase the materials available on report writing, the lab purchased EduCulture Self Instructional modules, a series of cassette tapes with workbooks, for those students who prefer to work with programmed instruction. The Business

Writing teachers also find these materials and reference works useful resources in their classroom instruction.

Extending Services

In addition to expanding the staff with specially trained tutors and to developing suitable materials, the Writing Lab provides various services to meet the needs of business writers. We offer three types of instruction. The first service for business writing students is drop-in help, scheduled five days a week throughout the day. During these times, one of the lab's business writing tutors is "on-call" to answer quick questions from business writing students covering any level of writing problem, from punctuating a complex series of steps in a memo to organizing material in an analytical report. Students find drop-in help particularly valuable for planning and revising assignments.

Scheduled tutorial appointments are the second instructional service offered by the lab. Through tutorials, business writing teachers have the opportunity to plan with the lab instructor a sequence of 3 to 5 individual, half-hour conferences for their students. To help devise the tutorial plan, the teacher completes a referral sheet which lists the problems seen most often in business writing. From these recommendations, the lab tutor plans the tutorial sessions. Here too the service can meet the needs of students according to the level of problem. For example, in conjunction with the business writing teacher, the lab tutor can plan a sequence of tutorials reviewing grammar and mechanics, a sequence concentrating on planning strategies for analyzing audience and purpose in sales letters, or a sequence of tutorials for sharpening revision and proofreading skills. Many students, however, seek lab help voluntarily rather than through teacher referrals. In these cases, the Lab tutor diagnoses students' needs based on writing samples and short conferences with the students to learn what they wish to accomplish during the tutorial sessions.

Business writing minicourses are the third instruction offered by the Lab. These 50 minute, small-group sessions, each offered 2 or 3 times a semester, cover business writing topics such as resume and application letter writing, revision in business writing, and audience and tone. The resume and letter of application courses, especially popular with seniors

and graduate students throughout the university who are actively seeking jobs, are scheduled to coincide with peak interviewing periods at the Purdue Career Planning and Placement Center.

For all types of tutorial and minicourse instruction offered by the Writing Lab, lab tutors communicate with the business writing teachers by sending a report of the student's work. These notes serve two purposes: First, they keep the teachers informed of the students' progress; second, they publicize the lab's work--an important purpose since publicity is a key factor in the success of any new program.

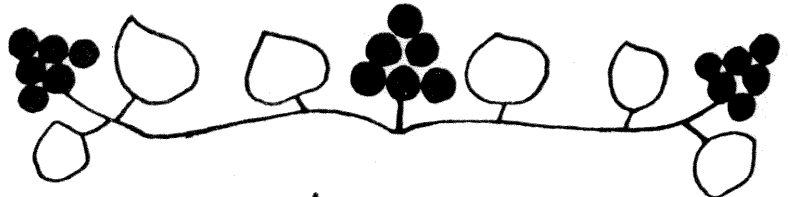
The Lab uses a business letter to introduce its writing services to English 420 students. Word-of-mouth, advertising in the school's newspaper, and flyers distributed around campus help the Lab reach clientele outside the English classroom. We work individually with students filling out applications for medical, veterinary and pharmacy schools. Recently professors in nuclear engineering and in retailing have requested lab help for their students writing analytical reports. Already this year, tutors are seeing nearly twice as many business writing students as last year at this time. The popularity of the business writing component of the Lab has grown quickly.

As for the success of the program, in an evaluation written last spring, Professor Halpern commented, "I am convinced that the Business Writing Component of the Writing Lab provides a much-needed individualized instruction while freeing the teacher to discuss group concerns in the classroom." Students too evaluated the Lab most favorably. One student wrote, "Business Letter Writing has been a tough and frustrating course for me. Reviewing past assignments, I have found much improvement in my writing... The Writing Lab has been helping me to improve."

As we end our second year providing Writing Lab services for Business Writers, teachers and students agree that the Lab is a valuable out-of-class resource and that individualized instruction is as important to students in professional writing courses as it is to students in freshman composition. For all levels and types of writing, the Writing Lab instruction now offers individual attention and interaction that cannot be achieved in the large group situation of the classroom.

Expanding the lab's services to meet the needs of special groups of writers--whether they are business writers, foreign students, or graduating seniors--is an important way for a lab to grow. Expansion requires careful planning in five areas: First, the lab's staff must assess the needs of the writers they believe will benefit from a special program. Then in response to these needs, they must select a qualified staff, develop suitable materials, offer the appropriate instructional services, and finally they must publicize the program. In a recent report on Purdue's Writing Lab, Professor Harris comments, "As has been frequently noted in recent journal articles and conference papers, hundreds of writing labs are becoming the flexible arm of writing programs and providing instruction beyond the composition classroom at institutions which are committed to strengthening the writing skills of their students." It is with the business writing component that the "flexible arm" of the Writing Lab reaches the professional writing students throughout the university.

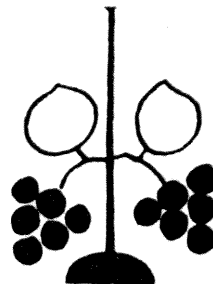
Sarah Liggett
Purdue University



A
READER
ASKS...

At our Writing Center at SUNY-Binghamton we are getting ESL students in ever-increasing numbers, even though we feel we're not well-equipped to handle them. I would like to know of any materials--workbooks and texts for ESL students and/or manuals for their instructors--that writing centers have found helpful.

Elizabeth Tricomi
Acting Director, The Writing Center
Dept. of English, General Lit. and Rhetoric
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A STATEMENT GIVEN IN BEHALF OF A
RESOLUTION ABOUT WRITING LAB
PROFESSIONALS (presented at the
Annual Business Meeting of the 1981
Conference on College Composition
and Communication, Dallas, Texas,
March 28, 1981)

My name is Mildred Steele of Central
College, Pella, Iowa, and I speak in favor
of the motion.

Writing lab staff share with composition
teachers a concern for the writing abilities
of college students. They recognize that
composition teachers, as well as faculty
members in a number of disciplines, give
attention to student writing needs, but many
students require additional help and more
sustained help than a teacher's time permits.
And so writing labs, or centers, came into
being to give students one-to-one help
directed to their individual needs. They
adapt to differing abilities, student
attitudes toward writing, learning styles,
problems and difficulties, and faculty
expectations.

The growth of writing labs in the past
10 or 15 years has been exceptional. We
don't even know how many writing labs exist,
but one indication is that there are some
900 subscribers to the WRITING LAB NEWSLETTER
currently, and the Writing Center Journal,
after only one issue, has 500 subscribers,
with new subscriptions coming in at the rate
of 25 a week.

The professional staff in the writing
lab or center carry a number of responsi-
bilities. They make preparations for the day-
to-day work of the lab: diagnosing, planning
instruction, monitoring progress, adapting to
student needs, keeping records, maintaining
contacts with faculty, handling fiscal
concerns, often training tutors and
supervising their work, holding staff meetings,
and often teaching some college courses. To
grow professionally, they need opportunities
for scholarly reading, thought, and research.
They need opportunities to work for advanced
degrees. They should be able to travel to
conferences to learn and to make presentations,
for a lab staff professional must keep
informed of new approaches to language,
rhetoric, and the teaching of writing in order
to work compatibly with English faculty and
others. Lab professionals need to serve on
departmental and college committees as well.

This resolution seeks to protect the

positions and advance the professional
growth of fulltime writing lab staff with
advanced degrees.* These persons need the
support and acceptance of their colleagues
in this body, and, more importantly, their
respect.

[The resolution, printed below, was passed
unanimously by the CCCC, and the group voted
to send copies of the resolution to the
International Reading Association, Modern
Language Association, and the Association
of Departments of English.]

*In the discussion that followed the
above statement, Steele stated that "Many
labs are admirably staffed by para-
professionals, and this resolution is not
intended to endanger their status or
positions."

RESOLUTION PASSED AT THE CCCC BUSINESS MEETING
MARCH 28, 1981

Whereas fulltime professionals holding
advanced degrees are widely employed
by institutions of higher education
to provide individualized instruction
in writing labs;

Whereas these writing lab professionals are
not always accorded faculty status
by their institutions and, hence,
are subject to inequities in work-
load, in remuneration, and in
career protection:

Therefore, be it resolved that the 1981 CCCC
affirm that fulltime writing lab
professionals holding advanced
degrees under contract to institutions
of higher education be accorded the
same rights--equitable workloads,
remuneration, and access to tenure--
as other faculty members.



REPORT OF A 1981 CCCC SPECIAL INTEREST
SESSION PRESENTATION ON PREWRITING
STRATEGIES IN THE WRITING LAB

Recently, in the first issue of the
Writing Center Journal, I wrote a defense
of the use of prewriting strategies in the
writing laboratory. That polemic was
necessarily general, including only one
specific example of a prewriting questionnaire
that could be used in the writing center. My

presentation at CCCC in Dallas, however, was a practical demonstration of specific heuristics for discovery and invention. In particular, I presented each seminar participant with a fourteen-page packet of worksheets and prewriting questionnaires. These materials, taken from textbooks, from articles, and from my own teaching materials, feature heuristics based on (1) Aristotle's topics, (2) Burke's pentad, (3) Rohman's "Prewriting," and (4) Pike's tagmemics. Furthermore, I included prewriting strategies designed for specific writing assignments--one, for example, to help the student prepare for writing about popular culture, and another to help the student plan for writing about character. I attempted, in making my choices of materials, to provide the lab directors with prewriting tools that were especially suited for basic writers. Tagmemics, for example, is a draught much too complex for the laboratory unless diluted to a less heady liquor before consumption. A final page of the information packet lists ten sources essential for a preliminary study of invention. Members of my workshop discussion groups were cooperative and informative as I took them through prewriting exercises based on tagmemics and on the pentad.

Thomas Nash
Auburn University

(If you would like a copy of this 14-page packet, please send a self-addressed manilla envelope, with \$.69 postage, to:

Thomas Nash, Director
The Writing Center
Department of English
Auburn University
Auburn, AL 36849



A
READER
ASKS...

The English Department at Ball State University has recently formed a task force to plan for computer-assisted learning. We are interested in finding out what is being done in all areas of English instruction, but particularly in the teaching of writing, ESL, and remedial English. For example, how are you using computers in teaching composition or English syntax or vocabulary? How are you implementing computer-assisted instruction in your writing lab, ESL lab, or learning center? We would appreciate hearing about your programs, projects, caveats, and laurels. We welcome

your information--memo, print-out, report--whatever you may wish to share with us.

Frances B. Key
English Department
Ball State University
Muncie, IN 47306

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For further information, write to:

Gladdys W. Church
Director of Learning Skills
State University College
Brockport, NY 14420

UNITY AND THE FUTURE OF THE WRITING CENTER

Sure, we enjoy our work in the writing center. And most readers of the WRITING LAB NEWSLETTER know of the rapidly growing interest in and support of writing centers. But even those of us who have been involved with centers for several years were pleasantly astonished by the overwhelming and ebullient enthusiasm displayed by those who attended the recent Southeastern Writing Center Conference in Alabama. Over sixty lab directors traveled from as far away as Wyoming, Utah, Texas, and North Carolina to hear speakers from six states. It is enthusiasm of this intensity which led to the establishment of the Southeastern Writing Center Association and which convinces me that, despite budget slashing administrators, the writing center will remain a potent force on the college campus.

Several people commented to me after the

conference that rarely have they heard so many high quality papers at one time. If this is true, and I believe it is, it indicates that we are channeling much of our enthusiasm into the type of scholarship that inevitably results in more effective center operation.

At the conference, Tilly Eggers (Univ. of Wyoming) argued that we need a cogent "theory" of writing center operation if we are to progress; C. Michael Smith (Winthrop College, S.C.) applied techniques of office management to center operation, resulting in a simplification of forms and an elimination of unnecessary paper work; and Tom Waldrep (Univ. of South Carolina) showed how to use our creativity to extend the center far beyond the university into the community at large. In addition, Karen Spear (Univ. of Utah) explained how research at her university illustrates the effective use of sentence combining in the tutorial situation; Loretta Cobb (Montevallo Univ.) argued that staffing centers with undergraduate tutors can be a practical method of reducing operating costs and increasing efficiency; and Peggy Jolly (Univ. of Alabama at Birmingham) illustrated methods of obtaining financing, both from within and without the university. Also, Jane LeMoine (Florida Institute of Technology), Tom Nash (Auburn Univ.), and Carl Fowler (Amarillo College, TX) all discussed the public perception of the writing center and how to overcome the identity crisis so many centers endure. Stephen North, co-editor of the Writing Center Journal, presented a captivating keynote address, in which he warned that we are like the basketball player who does not know the rules of the game and who is penalized because of it; we must learn the "rules" of our profession by experimenting with new procedures and by building on the finds of others. Not only was the quality of these presentations high, but many of the speakers were accomplished orators and humorists, producing a rare combination of entertainment and scholarship.

I mentioned earlier that those attending the conference voted overwhelmingly to establish the Southeastern Writing Center Association. There are quite a few advantages in such an organization: it will insure the continuance of the annual conference; it will increase the communication between southern centers, thereby increasing our awareness of new procedures and ideas; it will alert publishers to the exponential growth of the field of writing center administration,

illustrating to them that there is indeed a need and a "market" for more center-oriented books and projects; it will show budget-conscious administrators that there is a great deal of support for centers, that they are not static and nongrowing services that can just as well be eliminated. But the most persuasive advantage in such an organization, in my estimation, is that for the first time we can conduct large-scale focused research--something never before done, even in other organizations.


In the past, research has been limited, being conducted within single centers with few students. This type of research can be and has been helpful, but it can also be rather myopic. In order to arrive at the functional "theory" of writing center operation that Tilly Eggers argues for, we need to investigate center operation on the broad scale, in which entire labs using specific procedures and operating according to particular principles are compared with other labs using alternative procedures and competing theories. This type of large-scale investigation into center methodology can very likely expand our vision of the writing center and reveal insights into its operation that we never before imagined. One type of experiment which I plan to conduct, for example, is a study of the use of formal heuristics in the tutorial situation. Does your lab use one? Do your tutors even address the problem of pre-writing in the lab? This is an area that we must not ignore.

But besides these advantages in creating our organization, there is one long-term goal that we have in mind and hope others will consider: a national writing center association. All of the advantages I have just mentioned are even more powerful in the context of a national organization. Can you imagine the publisher commenting nonchalantly that "there is no interest in the area" when a spokesman for a national association proposes a new book? (He would at least have to devise a new answer.) This week I contacted representatives of the Writing Center Association in the Ohio--Pennsylvania area and asked them to consider a future merger of our organizations into a national body. I hope they are as receptive as we in the southeast are.

In closing, let me reiterate that we are strongest when we are unified--unified regionally, unified nationally. We also need to conduct "hard core" meaningful

research if we are to continue to grow as a field. It may be difficult to raise our eyes from the daily, immediate concerns of our own centers, but the potential advantages to each of our centers is great. "After all," asks the poet, "What are the stars if not to grasp for?"

Gary A. Olson
University of Alabama

A

 READER
 RESPONDS...


In a recent issue of the WLN, Muriel Harris mentioned that several people have requested information on Writing Centers in the secondary schools. These people may want to refer to a paper I presented at the Canadian Council of Teachers of English Annual Conference in 1980, "Establishing a Writing Center On the Secondary Level" (ERIC ED191 082).

Barbara King, Assistant Director
Writing Center
Douglass/Cook College (Rutgers)

A NEW COMPILER FOR THE NEWSLETTER
 DIRECTORY

The WRITING LAB NEWSLETTER DIRECTORY will have a new compiler and distributor. Joyce K. Moyers, the Writing Center Director at Pittsburg State University (Pittsburg, KS 66762) has generously and kindly offered to undertake this task. Details will be announced in a newsletter issue next fall.

Many thanks to Joyce K. Moyers for volunteering to take on this job!

 ENCOURAGING STUDENT ATTENDANCE

As Carol Roper indicated (December, 1980), some students who are advised to seek help at a writing lab never appear there. What can be done about this frustrating situation? At St. Cloud State, where the lab is open, free, and non-credit, faculty in both the English Department and other disciplines have proved themselves quite inventive in devising strategies to encourage attendance. We acknowledge, of course, that the best encouragement is through word-of-mouth advertising from one happy student to another; unfortunately, not all those needing help will

be reached in this way. Thus more persuasive methods may be needed, and those that follow have worked at St. Cloud.

English instructors often give students referral forms that the Writing Skills Center (WSC) provides. Since we return these forms to instructors on the day of a student's first visit, they can check their records immediately, discover who has come or not, and give another referral if needed. We've had students bring three referral forms to one conference; obviously, the instructor has persevered!

Many instructors advise a student to come by just writing a message on the bottom of a theme. Then they keep a list of the students whom they want to come, and they check their list against a list of WSC students posted in the faculty room on each Friday. If they find that some students have not sought help, they reinforce their original referral in some way. Even if they give only oral recommendations, the instructors can check the posted list to see who needs to be reminded again.

In addition, some instructors require that before a poor theme or revision is returned to them, the student must seek help and have his/her paper signed by the WSC teacher who conducts the conference. One professor will not reveal the grade the theme has received until the student returns the signed theme. Curiosity or concern usually motivates the students to come! Occasionally, when a student has written a paper that is especially poor, the instructor will not give a grade at all until after the student has had a conference and revised the theme.

Several instructors use contract grading in their courses, and the students can fulfill certain obligations by having lab conferences. One visit usually leads to several as the students learn the benefits of individualized teaching.

Faculty outside of English have devised similar methods. Some utilize referral forms and check up on the student if the form is not completed and returned to them. Some will not accept a required revision of a paper unless a completed referral form accompanies it. One department includes an essay as part of its requirements for admittance to graduate school; if the essay is not considered to be graduate level writing, the applicant must work in the WSC until the director vouches for his/her

writing.

One small hint to Carol Roper and, perhaps, to others; we changed the name of our lab from "Writing Clinic" to "Writing Skills Center" because a survey showed that both faculty and students had negative reactions to the term "Clinic." A change might help Carol and her faculty, too.



Lorraine Perkins
St. Cloud State University

TUTORS' ESSAYS:

A PARTIAL RECORD OF A TUTOR TRAINING CLASS

In fall, 1980, I had the good fortune to teach a new course, "The Writing Tutor: Theory and Practice" at DePaul University. Although DePaul has had a Writing Program with peer tutors for several years, we had never before attempted formal tutor training. So I was very excited and anxious about my new course, as were the students enrolled. Yet none of us realized what an engrossing and challenging experience the course would be.

One of the course requirements was that the students keep journals. Here were recorded the high points, the invigorating discussions and the breakthroughs with tutees, as well as the low points, the waiting for tutees who never showed up, the agonizing more than the students had ever thought about their own writing, the disappointment over class discussions which failed to resolve problems. These journals, which I painfully and joyfully read at the end of the quarter, were the students' personal records of the course.

But the essays which the students wrote constituted another kind of record. For the focus of the class was on the development of the students' own writing skills at the same time as they learned to apply these skills to their tutoring. As the students tutored, wrote, and discussed each others' essays, controversies raged: What good is grammar anyway? Why do teachers criticize their students' writing so brutally? Isn't it unfair to admit students with such severe writing problems to university courses? Where do we begin to tutor foreign students whose writing problems are in areas we never thought about? And the tutors went to the library to search beyond my list of recommended readings for answers to their questions.

Partly because I was stimulated by the discussions and the essays, I encouraged the members of the class to produce a collection. Each person was invited to select one of his or her essays for the booklet, and I enlisted a small staff to type the essays during winter break. Nine out of the fifteen students submitted essays which were reproduced with minimal editing on my part.

The booklet had not been part of the plan for the course, but I felt great satisfaction at its production, as did the students who contributed to it. We know it will remind us of the collective process through which we gained insights. We also think it may be of interest to others who are beginning to tutor or who already appreciate the pain and pleasure of writing and helping others to improve their writing skills.

I would be happy to send copies of the booklet to anyone who will send me the 30¢ postage. Please send your request to me, c/o Dept. of English, DePaul University, 2323 N. Seminary Ave., Chicago, Illinois 60614.

Nancy Freehafer
DePaul University

THE WRITING CENTER'S FATE

In part, this contribution to the WRITING LAB NEWSLETTER stems from a feeling of empathy for Gary Brienzo of Omaha's Metropolitan College. The demise of his writing center, reported in the January 1981 issue, strikes a note of alarm in all of us who are engaged in such a support service. As the director of a fledgling writing skills center at Lesley College, I am mindful of budgetary constraints, which can do away with the most successful operation. While this may mean, as Gary suggests, the distribution of documented reports to those who hold the purse strings, in the end our writing centers will prevail only if they are soundly endorsed by the college community. That is, despite elaborate statistical analyses submitted to the appropriate administrators, writing centers will not be funded unless they merit strong support from three constituencies: the students who need help with their writing, reading and study skills in order to survive in their

academic programs; the able students who are vitally interested in the writing enterprise and want to understand it as a craft; and the faculty members who seek increased efficiency in their writing assignments and their evaluations of written work.

In the Lesley College Writing Skills Center's first year of operation, our major goal has been to provide substantive assistance to those students whose writing skills prevented them from functioning in their courses. Tutors in the Center, whether they are professionals, who are compensated monetarily, or volunteers, who seek experience, or peers, who are working for credit, all strive to create an effective working atmosphere which is both comfortable and stimulating. To this end tutors meet weekly in a tutor training session to develop instructional strategies, to discuss ways to motivate students, and to air the prominent successes as well as the dismal failures. Toward the end of our second semester we are beginning to get peer referrals, surely the greatest kind of praise!

At the tutor training sessions we welcome faculty members from all disciplines. Recently philosophy, history, and psychology professors were invited to the tutor training meetings to discuss their expectations in the essay examinations. The results of these sessions were more sharply focused questions for the instructors and a better understanding of the issues in particular courses for those of us who conduct the exam workshops.

In addition to the faculty invitationals, there has been an effort to reach out to faculty members who would like help in specific areas, such as developing research paper proposals, constructing valid theses, and forming strategies to carry out plans for individual assignments. Donna Cole, assistant director of the Center, has received positive feedback from faculty members and will expand the program next year.

Finally, by tapping our most solid resource, the able writers in our student population, we are enlisting tutors for the Center and offering them a chance to work on their own writing at the same time. In its initial presentation, the course, Expository Writing and Peer Tutoring, attracted eight students who are hard at work writing, editing and tutoring. The peer tutor provides a kind of credibility with students which differs from what the professional staff can offer. Even the most despairing student can be hopeful when she sees a classmate who writes well and is eager to share her expertise!

The soundings we are getting are positive ones, but just to be sure I am heeding Gary's warning; the detailed report is on its way to those who make the decisions on funding!

Pauline Woodward
Lesley College



WRITING LAB NEWSLETTER-
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