



WRITING LAB NEWSLETTER



Vol. V, No. 3 (November, 1980)

The articles in this month's issue offer some answers to questions that newsletter readers have asked about evaluating a lab, integrating it into a composition program, and working with learning disabled students. Another question recently asked by a reader has to do with selecting tutors. What qualities are particularly important? Should a prospective tutor be expected to write with a high degree of grammatical correctness? Is it unlikely that a tutor with an overbearing or dominant personality will really learn to stop lecturing at a student writer? In short, what criteria do you use that might help others to select effective tutors?

Please send your suggestions, along with your questions, comments, announcements, names of new members, and donations of \$3 (in checks made payable to me) to:



Muriel Harris, editor
WRITING LAB NEWSLETTER
Dept. of English
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THE EFFECT OF A SKILLS CENTER UPON THE WRITING IMPROVEMENT OF FRESHMEN COMPOSITION STUDENTS

During the spring semester, 1978, I conducted an experimental study at Butler County (Pa.) Community College where I designed and directed the Writing Skills Center, which operates primarily as a branch of the Humanities Department. The department wanted to determine whether a representative sample of freshman composition students, who attended a weekly or bi-weekly private, individualized conference with a writing skills center specialist in place of one hour of regular classroom instruction per week, would show significantly greater improvement on post-test essays and standard-

ized tests than would matched control subjects who did not have access to a writing skills center. Our supplemental purpose was to identify within the experimental group types of students who benefited the most from attending the center.

For the study, I was able to match 26 students (one experimental group) in one section of the introductory freshman composition course (E101--no remedial composition courses are offered at the college) with 26 students (the control group) who were in other sections of the same composition course taught by the same instructor. I was able to match 18 students (a second experimental group) in one section of the second level freshman composition course (E102) with 18 students (the second control group) who were in other sections of the same E102 course taught by the same E102 instructor.

During the study, my full-time trained assistant and I were able to have conferences with 17 of the experimental E101 students and 14 of the experimental E102 students at least weekly or bi-weekly in the Writing Skills Center on a minimum of four out-of-class papers. In fact, many of these students had conferences on at least five papers. Other weekly or bi-weekly conferences centered upon dealing with prewriting problems (e.g., locating and narrowing suitable topics, support, logic) or upon various exercises for individual weaknesses in writing. These students were receptive to the idea of conferencing, and a significant number of them eventually elected additional conferences. The matched control subjects at the two levels met as usual three times per week in the classroom with no assistance from the Writing Skills Center (as compared to experimental students who met just twice in the classroom but who attended the center once a week). Both experimental and control groups wrote pre-test essays at the beginning of the semester and post-test essays at the end of the semester

according to the guidelines mentioned below. In addition, the groups took the same version of the College English Placement Test at the beginning and end of the semester. In May, five outside experienced teachers rated each essay according to the Diederich Rating Scale.¹ (The Diederich Rating Scale permits not only overall scores for essays, but also subcategorical ratings for the following items: Ideas, Organization, Working, Flavor, Usage, Punctuation, Spelling, and Handwriting.)

Over the past several years similar studies, such as Sara Sanders' study done at the University of Texas in 1972, Smith and Bretko's study published in 1974, and Barbara Tomlinson's study published in 1975, failed to show significant differences in overall writing improvement between groups who used writing labs and control groups who did not use labs.² These findings did not discourage us, however. When we administered our pre-tests and post-tests, I had reason to believe that the aforementioned studies made use of test essays which perhaps were too rigidly controlled. By "rigidly controlled," I mean too much concerned with impromptu writing on dictated topics which may have minimized the possibility of a student's having time for extensive prewriting and revision work (those processes which are encouraged in the lab) that might be necessary to reflect significant improvement in dealing with writing assignments. Therefore, in line with what Sanders and Littlefield have stated in a 1975 study dealing with the nature of test essays,³ I felt that we should have the groups write test essays which would allow them to choose their own topics within the prescribed modes of explanation of a problem (E101) and persuasion (E102). Also, according to Sanders and Littlefield's recommendations, students were permitted to research and record their thoughts in non-sentences on "Facts and Resources Sheets" (thus enabling much prewriting) out of class prior to the in-class test essays. Furthermore, instructors allowed students a reasonable amount of extra time to finish their essays; this was done primarily to remove undue threat which may have been imposed by a test situation. In fact, the cooperating instructors assured all students that the essays would be evaluated the same way that the other required essays would and that these essays would count toward the course grade; such reinforcement may have removed thinking that the essays were artificially imposed.

The results of the study were encouraging. Sixty-five percent of the experimental E102 subjects, representing both sexes and a wide range of achievement, attitudes, ages, and programs of study, improved significantly more on the overall post-test essay scores than did the matched control subjects. The remaining experimental and control subjects did not differ significantly in the amounts that they improved. The former finding supported Sanders and Littlefield's contention that significant improvement in writing does take place and can be measured after just a semester's time. The results also indicated that the experimental groups improved substantially more (at the E101 level, significantly more) on the subcategories of "Ideas" (quality of ideas, thinking, support logic) and "Organization" than did the control groups. This finding seemed to underscore the Writing Skills Center's ability to assist students--especially at the E101 level--with the development of these skills through individualized conferencing on papers prior to the post-test essay. The differences in standardized test scores in most cases verified these findings.

Somewhat less encouraging was the finding that the entire experimental groups at both levels did not improve significantly more than did the entire control groups at both levels on overall essay and standardized test scores.

I therefore had to conclude that a writing skills center might not benefit all students significantly more than does one hour of weekly classroom instruction. On the other hand, I also concluded that such a writing lab seems to do at least as well for all students. Furthermore, I remain convinced that at least a majority of E101 composition students do write significantly better because of such help, especially in terms of the criteria of content and organization, qualities (measurable on the Diederich Rating Scale) which have been overlooked in other studies which deal primarily with grammatical error analysis. Other conclusions I reached include: (1) such an auxiliary writing skills center seems to benefit various types and levels of students (not just "skill-deficient students"), perhaps especially those who are receptive to such instruction from the start; (2) properly administered pre-test essays (not standardized tests) may be the most accurate diagnostic instruments.



WRITING LAB PROGRAMS FOR
THE LEARNING DISABLED AND HANDICAPPED

For future similar experimental designs, I would recommend that (1) more than five out-of-class papers be assigned in freshman composition, so that more supplementary writing skills center conferences on papers be possible; (2) larger sample sizes (more than 26 students in each group) be utilized to verify the findings and to substantiate how well writing skills center instruction supports method of classroom instruction and level of instruction; (3) larger sample sizes be utilized to better determine a writing skills center's potential effect upon attrition (at the E101 level, attrition was significantly less for the experimental class).

In conclusion, I would like to add that although the above study was time-consuming and tedious, it played a significant role in convincing our administration (and the government) to find additional federal funds to continue the operation of the center at our small institution. It is anticlimactic to mention at this point that my assistant and I have since taken composition teaching and writing lab positions in other institutions where regular college money is more available. In the meantime, Butler County Community College's Writing Skills Center continues and holds promise for the future.

John A. Sadlon
Writing Skills Specialist
Georgetown College

¹See Paul Diederich's Measuring Growth in English (Urbana, Illinois: NCTE, 1974), where the scale is further explained.

²Sara E. Sanders, "A Comparison of 'Aims' and 'Modes' Approaches to the Teaching of Junior College Freshman Composition Both With and Without an Auxiliary Writing Lab," unpublished PhD Dissertation, University of Texas at Austin, 1973. M. J. Smith and B. A. Bretko, "Research on Individual Composition Conferences," 4 C's paper, 1974. Barbara Tomlinson, "A Study of the Effectiveness of Individualized Writing Lab Instruction for Students in Remedial Freshman Composition," Western College Reading Association paper, 1975.

³Sara Sanders and John Littlefield, "Perhaps Test Essays Can Reflect Significant Improvement in Freshman Composition," Research in the Teaching of English, Fall, 1975, pp. 145-153.

Some people with good intentions have decreed that learning disabled and physically and mentally handicapped students must attend classes with regular students. On the surface the law seems to end one kind of discrimination, but those who insist on mainstreaming are evidently unaware of two problems: first, many of the handicapped students are uncomfortable in the regular classroom because they usually cannot keep up with the rest of the students, even with extra help. Furthermore, they often feel their handicap is emphasized and that everyone is looking at them. Second, teachers, already pushed to the limit of their capacity to work with twenty-five to forty students in an hour, simply do not have enough time to give the handicapped students the extra attention they usually need. Even though tutors may be available, the handicapped students sometimes insist on working only with the teacher, or the teacher may have to spend more than the usual amount of time training the tutors to help the handicapped students satisfactorily. A third problem sometimes surfaces when regular students withdraw from a class in which several handicapped students are enrolled. The regular students feel they are being held back or deprived of the teacher's attention.

No easy solution appears to solve this dilemma, but our Reading and Writing Centers at American River College, Sacramento, California, can mainstream the handicapped students and, in most cases, give them the time and help they need to accomplish course objectives; in other cases the Writing Center lacks the trained personnel and special courses to help the learning disabled and handicapped students succeed, or the students themselves may be incapable of progressing beyond very elementary lessons. The big advantage of having these students in the Center is the flexibility possible. The students work among the regular students. The students can stay as long as they like each day. They can get individual help. If they are absent because of illness, they can pick up where they had left off when they return. Perhaps most important, we can provide a wider range of materials and methods of presentation (for example, audio and video tapes) than we can in our very successful individualized Language and Composition courses.



To motivate all students attending the Centers, we have developed a number of mini-courses that award a half unit of elective credit. They cover phonics, spelling, vocabulary, reading, writing based on reading, and sentence, paragraph, and essay writing. We use available textbooks for the course content and develop study units that outline the steps the students have to follow to complete the mini-course. Setting up specific lessons gives students direction, and awarding credit motivates them to accomplish a goal. Many of the students take these mini-courses as introductions to the regular reading and writing courses. Others use them as extensions of the regular courses because they need more practice and help than they can get during a one-hour class.

Although we have worked successfully with some of the handicapped students, we have not been able to help everyone. Because some of these students have more than one handicap, it is difficult to give an accurate picture of what we can or cannot do. Most blind students work well in the classroom or the Writing Center, especially when the Enabling Center assigns a special tutor for each one. Some of the deaf students who read and write Standard English profit from our help. They may have problems if the interpreter uses a different sign language or if the deaf students do not like the way the interpreter signs. Those students who know mainly American Sign Language and little Standard English have great difficulties. As researchers have discovered, American Sign Language is a separate language, distinct from Standard English. The deaf students, therefore, need intensive help with word order, verb tenses, pronouns, and idioms just in simple sentences. A few go on to coordination and subordination after they have had adequate introductory preparation. Because we have a large number of deaf students enrolled at the college, special courses have been organized for them.

Many of the students with brain damage or on heavy medication simply cannot remember what they had learned the day before or even five minutes before. A few make some progress; others cannot. Generalizing about what students in wheelchairs can accomplish is extremely difficult because a large number function very well in regular classes, but others do not if they are also brain-damaged.

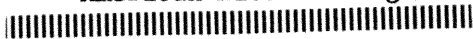
We also have some success helping the learning disabled and hope to do even more as we learn about their problems and get trained

personnel to work with them. One program that holds great promise is the ADD (Auditory Discrimination in Depth) program, developed by Patricia Lindamood, a speech pathologist, and Charles Lindamood, a linguist (Lindamood Language and Literacy Center, 1323 Morro, San Luis Obispo, CA 93401). Their research, begun in 1969, was supported in part by a U. S. Office of Education Grant and was conducted in the Monterey Peninsula Unified School District. A report called "Acoustic-Phonetic Skills and Reading--Kindergarten through Twelfth Grade" appeared in the Journal of Educational Psychology, 1973, Vol. 64, No. 3, 293-298. According to the Lindamoods, "Auditory conceptual function involves the ability to compare the identity, number and sequence of sounds and words." To test this function they have developed the IAC (Lindamood Auditory Conceptualization) Test. Their research shows that "Auditory conceptual function does not develop fully and spontaneously for as much as one-third of the population. . . The problem does not disappear after high school. Approximately one-third of college students may be reading and spelling below their potential because of incompletely developed auditory conceptual function. . . Some of these students compensate in various ways and manage to graduate, but are less adequate than they could be in their respective fields." The Lindamoods offer an intensive training program for teachers and aides. Trained personnel at Sierra College, Rocklin, California, are currently getting excellent results using the ADD program.

For students who cannot progress in our sentence writing course, in which we use Commanding Sentences, written at about an eighth grade reading level, we offer "Writing Based on Reading" mini-courses. Students read a short story or article in reading books published by Globe Book Company. The books are written at second, third, fourth, and fifth grade reading levels for high school students and adults. Next, the students complete exercises following the article to test vocabulary and comprehension. Finally, they complete a writing assignment, basing it loosely on what they have read. In going over the students' writing, we point out ways to improve continuity and to write sentences rather than fragments without going into grammatical details. The goal is to get the students to develop some ease and facility writing several sentences about a single topic. These courses have helped students feel less self-conscious about putting their ideas on paper.

We have no easy answer to working with handicapped and learning disabled students. By working with them individually in our Centers, we have met the needs of many of them, but we have failed to help others. However, we will continue to use approaches that are successful and look for new ways as well.

Helen Mills
American River College



A
READER
INQUIRES...

Montgomery College's Rockville Campus includes, among its many services, placement testing. We are currently using the DTLS series and studying its validity. We welcome any information other English Departments/ Writing Labs have about cutoff scores, validity, follow-up studies of the DTLS or other placement tests. We'd be happy to share our data, when it becomes available, with those who write us.

Myrna Goldenberg, Chair
Dept. of English and Philosophy
Montgomery College
51 Mannakee Street
Rockville, MD 20850



CALL FOR CONFERENCE PAPERS

Plans are underway for the third annual Writing Centers Association Conference to be held at Clarion State College, Clarion, Pennsylvania on Friday, May 8, 1981. We are now inviting proposals for one-to-two hour workshops and for presentations on pedagogy and theory. Please include a paragraph description of the presentation or workshop (topic, purpose, and materials and equipment needed) and send to:

Kathy Osterholm
Dept. of English
Clarion State College
Clarion, PA 16214

Deadline: January 15, 1981



MATERIALS EXCHANGE TABLE AT 4 C's

A materials display and exchange table will be a part of this coming year's Special Interest Session on Writing Labs to be held as a part of the 4 C's meeting in Dallas. Jeanette Harris, the chair, is arranging the

program so that there will be a fifteen-minute intermission in the middle of the session. With such a format, I am anticipating a good deal of interest in what we all have to share.

In addition to the materials I hope you will bring, I plan to provide single samples of a number of promotional materials I collected for last year's workshop on public relations. You will be able to sign up for xerox copies, which will be mailed to you later. Additionally, there will be on display samples of copyrighted materials you can order for a small fee.

I look forward to your participation. The procedure will be as follows:

1. Donors of display materials are to fill out the form on the following page listing and describing materials. This form should be sent to me as soon as possible so that I can plan for adequate space.
2. Donors are to bring the materials with them to Dallas and turn them in to me fifteen minutes before the session begins. (I will be on duty at the table during this period, during our fifteen-minute intermission, and fifteen minutes or so after the conclusion of the session.)
3. Materials are to be in manila folders, identified by school and individual, and marked "Display only/ Do not remove." A legal pad (with school, individual identification, and the cost of postage) should be included in the folder for names and addresses of those requesting copies.
4. While the exchange will be handled primarily by mail, you may prefer to bring 200 or so copies of your handout to eliminate the expense and delay of mailing.
5. Donors will be responsible for picking up their folders about fifteen minutes after the session ends.

Do you have any materials you think others would find useful? Please make plans to share them. If you have any questions or suggestions, please send them to me at the following address:

Pat Bates
Dept. of English
Louisiana State U., Shreveport
Shreveport, LA 71115

Date: _____


TO: Pat Bates
 Department of English
 Louisiana State University-Shreveport
 Shreveport, LA 71115

FROM: (name) _____
 (school) _____
 (address) _____

Materials for Exchange Table:

(List and briefly describe type, size, content, etc.)

- _____ I will bring copyrighted materials that can be ordered.
- _____ I will bring 200 copies of my handout to Dallas.
- _____ I will bring a sample of a handout to Dallas.
- _____ I will be able to send copies to those requesting them.
- _____ I am mailing to you copies (or a sample) to be placed on the materials exchange table.



SUMMER INSTITUTE IN TRAINING PEER TUTORS

Brooklyn College will offer a five-week institute in training writing peer tutors during summer, 1981, supported by a grant from the Fund for the Improvement of Post-secondary Education. The institute director is Kenneth A. Bruffee. The institute is based on the program described in Paula Beck, Thom Hawkins, and Marcia Silver, "Training and Using Peer Tutors," College English, December, 1978, and in Kenneth A. Bruffee, "The Brooklyn Plan: Attaining Intellectual Growth through Peer-Group Tutoring," Liberal Education, December, 1978, "Staffing and Operating Peer-Tutoring Writing Centers," Basic Writing, ed. Lawrence N. Kasden and Daniel R. Hoerber (Urbana, Ill.: NCTE, 1980), and A Short Course in Writing, 2nd ed. (Cambridge, Mass.: Winthrop, 1980).

Information and application forms for the 1981 institute may be obtained by writing Marcia Silver, Project Administrator, Brooklyn College Peer Tutor Training Institute, English Dept., Brooklyn College, Brooklyn, NY 11210. Applications must be received by April 15, 1981.



A
READER
RESPONDS

Malcolm Hayward, Director of Freshman English at Indiana University of Pennsylvania, offers the following information in response to Paula Scheye's request for information on schools with graduate programs in composition.

INDIANA UNIVERSITY OF PENNSYLVANIA offers a Ph.D. in English with an emphasis on composition. Our Program is particularly designed for those who are already at work in the field. Many of our participants (nearly one hundred at various stages in their work) are currently employed at community colleges and four year schools and complete much of their course work here in the summers. A number of assistantships are available; a number of our assistants work in the Writing Center. Further information is available from Prof. James Gray, Director of Graduate Studies in English, Dept. of English, Indiana University of Pennsylvania, Indiana, PA 15705.

LINCOLN UNIVERSITY'S NEW WRITING PROGRAM:
AN INTERLOCKED PACKAGE WITH A WRITING CENTER

After considerable planning and several terms of doing, trying out, and revising, Lincoln University has a real writing program (not a "program" in name only) with a writing center that plays a vital part in that program.

Our program consists of three interlocked courses: English 100 (Remedial), English 101 (Composition and Rhetoric), and English 102 (the complement course to 101). There is a new honors course also, but since it was developed separately from the other three and serves such a minority, it will not be described in this article.

Each of the courses is competency based, and the students are given a list of the goals and objectives they must meet. English 100 provides extra time for those students who cannot meet all the competencies in one term by including the possibility of a grade called Progress/Re-enroll. If students show improvement, have excellent attendance, and complete a certain amount of the course work, they may receive the grade of P/R, which entitles them to take the course one more time without the penalty of failure. In the two other courses, students must master the competencies demanded before the end of the term; however, as in English 100, there is an emphasis on process over the product, and on viewing writing as one of the three components of the total communication effort (non-verbal and verbal). There is also a stress on a writer's need to consider role and audience as well as to discuss his writing with a peer group and to receive feedback and revision suggestions. Records are begun on a student the moment he enters a course in our program. They are added to weekly or monthly (depending on the course) and passed on from teacher to teacher until a student completes his English requirements.

In this way we always know who is in the classroom before we begin to teach, and neither teacher or student must start all over again with each course. Continuity for student and teacher is also achieved through our interrelated courses. For example, although English 100 covers the very basics of writing, the general teaching method and material covered are quite akin to English 101. This course helps a student master a higher degree of peer evaluation and introduces him to rhetorical options. Rhetorical patterns,

however, are not taught in the traditional manner of assigning a particular pattern each week. Our course description calls for a more organic and natural introduction to rhetorical strategies. What a student writes is scrutinized to see what patterns are there and to suggest others he might employ to complement his material, role, audience, and thesis. English 102 continues the student-centered approach to the teaching of writing by allowing a student to explore and improve on the style he has just begun to develop in 101. It also requires a long writing assignment connected to research, but neither teacher nor student is confined to the standard research paper format. A student learns the basics of research through several short writing assignments, library workshops, and follow-up tasks. He is responsible for planning and carrying through whatever long writing project he contracts to do. He also develops the responsibility to meet the demands of different styles, audiences, and situations through several shorter papers.

Built into our program are provisions for two full-time professional tutors, a writing lab coordinator (one-fourth time for an English teacher), and as many peer tutors as we can recruit who meet the standards and can agree to work for three credits in a course called Directed Tutoring.

Our professional tutors are extremely vital to our total program. Their base of operation is the Writing Center, which services the students and teachers in the three courses. The center itself is a double classroom divided by a sliding partition. One side is a model classroom where the English 100 sections meet three times per week. It is furnished with large round tables and a small conference table in order to promote such student-centered activities as peer groups. A reference center (simply a large bookcase) covers one of the shorter walls and houses readings for teachers, weekly report forms, surveys used to collect student data, dictionaries, reference tools for students, and a pencil sharpener. There is a resource center for teachers which contains descriptions of suggested learning activities to go with the goals and objectives of the three writing courses. Three carrels complete the furnishings. These are used for students who are doing something other than group work or those who overflow from the autotutorial side of the center.

The lab side of the center contains most of the carrels, two long tables with floor jacks,

mobile units for hardware storage, our software library, files for modules and student folders, the tutors' office, and a lending library and free-reading area. It is here that the English 100 students come once per week (or more often) to work on seven basic modules designed by Comp-Lab Associates (Epes, Kirkpatrick, and Southwell--see Journal of Basic Writing, Spring/Summer 1979 and WRITING LAB NEWSLETTER, Oct., 1980). These modules comprise about one-fourth of the remedial course, and a work session on them every week completes the meeting pattern for the 100 students. They meet twice with the teacher only, once with the teacher and the professional tutor both present, and once (in auto-tutorial) with the professional tutor. Peer tutors attend all meetings of the class to which they are assigned and have their own tutoring hours on the lab side.

The two large structured tutoring sessions that our professional tutors take on for the remedial students are only part of their duties. They consult with the teachers who teach remedial sections, and they fill in part of the weekly report for each English 100 student. They also serve as the main outside-of-class back-up for students in English 101, 102, and 151 (honors English). Students in these courses are sent by referrals or they set up appointments themselves by signing the sheet tacked to the lab door. Tutors also visit classes to introduce themselves, give pep talks before mid-term, etc.

Other helps that are housed in the lab are eleven optional modules from Comp-Lab and a collection of software. Students may be assigned any particular module or software program by their instructor or one of the tutors. The software has been purchased with all of our writing courses in mind, so there is something for every teacher to check out for classroom use. The most popular place in the lab is the lending library/free-reading area. Comfortable and attractive with plants, sofa and chairs, rustic bookcase, and 500 paperbacks, this area gets lots of business. It is popular for just sitting as well as for meetings, consultations, reading and filling out weekly reports. The lending library itself is run in conjunction with a similar one across the hall in the Reading Lab. Any student taking a reading or writing course may check out books from either library. The books range in subject from CB handbooks to Hemingway novels.

Our entire center is carpeted and is decorated with plants and pictures and mobiles.

Some of the room remodeling was done by the university, and of course the initial money for hardware and software came from a grant--the entire plan for the program and space having been designed by the English faculty, particularly the lab coordinator. The rest of the remodeling was done by volunteer help--teachers, tutors, and peer tutors--who donated time, painting skills, plants, furniture, money, and pictures. This rather unusual (and, to our campus, unique) place is constructed to provide teachers and students with far more teaching and learning options than can be found in the traditional classroom. Its atmosphere encourages writing and talking about what one writes. It is open from early morning until the end of night classes.

Frequently on Tuesdays from 11-12 you will find those teachers, tutors, and peer tutors who do not have a university meeting and who are willing to spend extra time to learn how to teach writing better, sitting at the round tables on the model classroom side of our center. They are attending an exchange session about materials and special assignments or a workshop dealing with a particular goal

or objective. Our Writing Center is far more than the "lab" it was called in the initial grant. Of course the lab coordinator does far more than what was originally envisioned also. But most important, there isn't just "a course" taught some way through a "lab." What has developed at Lincoln University is a total program, a rarity indeed as far as we can determine.

Our writing center (which we call it for want of a better name; it is certainly better than lab) bears witness to the rare creature we have developed and the new approach to the teaching of writing now under way at Lincoln. It is indeed the physical and emotional heart of what we are trying to do. We wish to make writing a part of each student's daily reality just as nonverbal and spoken communication are. We want them to be able to shrug and speak on paper, and we believe we have a program which can help our students master the challenge of writing and experience the joy that comes with sharing what they write with their peers.



Donna M. Grout
Coordinator, Writing Program
Lincoln University

WRITING LAB NEWSLETTER-Supplementary Mailing List #34

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✿ Copies of the complete ✿
✿ mailing list can be obtained, ✿
✿ for \$2, from: ✿
✿ Myrna Goldenberg ✿
✿ Dept. of English ✿
✿ Montgomery College ✿
✿ Rockville, MD 20854 ✿
✿✿✿✿✿✿✿✿✿✿✿✿✿✿✿✿✿✿✿✿



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

JOB OPENING

COORDINATOR OF
LEARNING RESOURCE SERVICE

RESPONSIBILITIES: Will direct a coordinated effort to assist faculty in evaluating and redesigning basic skills courses in English, Reading, Mathematics, and Study Skills. As Coordinator of a university-wide Learning Resource Service, will help design the service and define its functions. Will serve as a key instructional resource person for faculty who wish to improve their teaching effectiveness.

QUALIFICATIONS: Familiarity with developmental education philosophy, learning theory, curriculum design, individualization of instruction, motivation/self-concept development, and the use of media technology. Minimum of two years experience working with faculty and students in a remedial/developmental setting. Master's degree in an appropriate discipline required. Doctorate or specialist degree preferred.

SALARY: Open

STARTING DATE: After January 1, 1981

APPLICATION DEADLINE: December 10, 1980

Resume and the names of three references should be submitted to:

Dr. Robert E. Stoltz
Vice-Chancellor for Academic Affairs
Western Carolina University
Cullowhee, NC 28723

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JOB OPENING

COORDINATOR OF
LEARNING RESOURCE CENTER

RESPONSIBILITIES: Will direct a coordinated effort to assist faculty in evaluating and redesigning basic skills courses in English, Reading, Mathematics, and Study Skills. As Coordinator of a university-wide Learning Resource Service, will help design the service and define its functions. Will serve as a key instructional resource person for faculty who wish to improve their teaching effectiveness.

QUALIFICATIONS: Familiarity with developmental education philosophy, learning theory, curriculum design, individualization of instruction, motivation/self-concept development, and the use of media technology. Minimum of two years experience working with faculty and students in a remedial/developmental setting. Master's degree in an appropriate discipline required. Doctorate or specialist degree preferred.

SALARY: Open

STARTING DATE: After January 1, 1981

APPLICATION DEADLINE: December 10, 1980

Resume and the names of three references should be submitted to:

Dr. Robert E. Stoltz
Vice-Chancellor for Academic Affairs
Western Carolina University
Cullowhee, NC 28723

An Affirmative Action/Equal Opportunity Employer

CALL FOR PAPERS

The University of Alabama will host the first annual Southeastern Writing Center Conference, to be held February 7, 1981. The planning committee is soliciting papers on "the effective operation of a Writing Center" and "obstacles to the effective operation of a Writing Center." The conference will focus on increasing the efficiency and effectiveness of Writing Centers. These papers should not be descriptions of Writing Centers; rather, they should discuss specific solutions to particular problems.

Although the submission deadline is Dec. 12, preference will be given to early papers. Interested parties, especially in the southeastern U.S., should submit articles to:

Gary A. Olson
Director, Writing Center
English Department
Drawer AL
University of Alabama
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