



WRITING LAB NEWSLETTER



Vol. VII, No. 3 (November, 1982)

Browsing through the calls for conference papers and announcements of meetings in this month's issue should convince even skeptical budget-slashers that writing labs are still very much a "growth industry." In fact, new regional writing lab groups continue to form, and several are proposed for this next year. To all these groups I offer the same invitation. Please consider the WRITING LAB NEWSLETTER as your publication to contact each other with announcements and to report to the rest of us what you are doing. As the list of regional affiliates grows, we may begin, on a regular basis, to list all regional affiliate groups, perhaps with a contact name for each. Please let me know if your group wishes to participate in this way.

Yet, in addition to all this forward motion and expansion, we need to remember that we are neither secure nor entrenched firmly in "the system." The additional responses here to Phyllis Sherwood's article in the September issue thus offer advice for all of us to contemplate.

Please continue to send your articles, announcements, suggestions, reviews, names of new members, and donations of \$5 (in checks made payable to Purdue University, but sent to me) to:

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

REDEFINING THE ROLE OF THE WRITING CENTER

In the September 1982 issue of the Writing Lab Newsletter, Phyllis Sherwood presents a grim account of the imminent demise of the writing lab that she directs. Professor Sherwood's situation is one with which many of us can empathize. Like her, we established writing centers and watched proudly as they matured and expanded. Now, at a time when we should be enjoying a sense of accomplishment and feeling some measure of security, we are faced with serious threats to the future of our programs and our own professional lives. For it seems that the pendulum has started its inevitable swing--away from concern for the basic student, the ESL student, the reentry student, and the minority student and toward the traditional, adequately prepared student--the student who, according to those who make such decisions, does not need the assistance of special programs, especially expensive tutorial programs such as writing centers.

Professor Sherwood asks for suggestions, and I am sure many will be forthcoming. The responses will, no doubt, range from advice about adequate program evaluation to effective public relations to new pedagogical approaches, all of which are appropriate, even essential. However, if we are to find a solution to Professor Sherwood's dilemma--one we all share to some extent, we must go beyond the obvious or the superficial. We must, in effect, redefine the role of the writing center.

The problems of the basic writing student have not disappeared. In fact, they have not even improved appreciably. Nevertheless, interest in solving their problems is declining rapidly. As a result, those centers that are exclusively identified with basic (i.e., developmental or remedial) studies are in



serious jeopardy. Our best chance for survival lies in modifying, rather drastically in some instances, the role that writing centers have typically assumed so that our function is diversified. In order not to share the fate of basic studies programs that are increasingly being relegated to subordinate positions or actually abolished, writing centers must be integrally involved in a number of different programs. For example, writing centers can play a vital role in English education programs by providing practicum experiences for both undergraduate and graduate students who plan to teach. Technical writing programs, which are presently enjoying a period of growth on most campuses, can certainly benefit from the services that a writing center provides. And creative writing students or advanced composition students can obviously benefit from the opportunity to have an audience (tutor) read their work and offer suggestions or discuss possibilities. Outside departments of English, writing-across-the-curriculum programs offer a number of additional opportunities for collaboration. A writing center can offer writing workshops for students and instructors from other disciplines as well as provide individualized instruction for students with a variety of professional interests. The list is limited only by our imaginations. But perhaps the richest possibility, and the one least explored thus far, is that of using the writing center for research.

Research in composition (and in reading as well) is at a crucial juncture. Much has been accomplished in the last ten years to focus attention on the processes by which students read and write. But the nature of these processes remains, to a great extent, undisclosed. We badly need laboratories in which to explore unanswered questions about such issues as the nature of the relationship between reading and writing, the effect of revision on the discourse of student writers, the role of recursion in both reading and writing, the diagnosis and analysis of error, and the interaction of text and reader. Writing centers provide a context in which hypotheses can be tested, processes observed, products examined, and students interviewed.

My insistence that the writing center's role must be expanded is not meant to minimize the importance of a sound record-keeping system that gives an honest reflection of the services that a program provides. Nor is it intended to negate the necessity of effective public relations and consistent evaluation.

And above all, it is not meant to denigrate the basic writing students and our moral and professional obligation to them. Realistically, however, we must face a future that no longer guarantees continued funding of our programs or continued support of our positions as directors of those programs. If our programs are to survive and continue to grow--a necessity if we are to be of benefit to any student, basic or otherwise--we must become involved in a variety of departmental and university programs, and we must assume a role of leadership in the research that is so vital to our discipline. In addition, I believe that it is to our advantage to organize into state and regional associations so that we have a collective voice and to publish widely so that we are a visible and vocal part of our profession.

We can, in the meantime, console ourselves that, at least, we have not had time to become complacent. The struggle to establish writing centers was hardly over before the present crisis of survival began. Fortunately, we are obviously fighters, or we wouldn't be associated with writing centers in the first place. The problems that we now face do not mean extinction--merely that we have another challenge before us.

Jeanette Harris
Texas Tech University



USING CONFERENCES TO TEACH COMPOSITION

Donald Murray states in A Writer Teaches Writing that teaching composition through individual conferences is the most demanding method (physically and emotionally) on the teacher, but it is also the most effective. When I read that passage, I underlined it in red and drew stars in the margin. At long last I had found someone who understood the demands of using a tutorial approach to composition.

For two years I worked as a professional tutor in a Writing Center and the majority of my day was spent in conferences with freshman composition students. As I guided the student through the writing process, I believed (and prayed) that I was also teaching him the process so that he would become more comfortable as a writer and eventually be able to

recognize his writing weaknesses and discover ways to strengthen them.

There were never immediate results. As the semester progressed, however, students would come into my office carrying freewritings rather than complaining, "I don't know what to write about" and expecting me to pull the perfect topic out of a file drawer. Students started accepting the fact that they were going to write several drafts and began to recognize the improvements they made. Eventually the D's and F's became B's and C's and I believed I was really teaching them to write.

As I did more research on the use of conferences to teach composition, I found that Donald Murray and I were not alone. All of the articles, papers, and dissertations I read by composition teachers who used conferences focused on five major reasons to explain the effectiveness of conference-centered teaching.

1. It keeps writing within the natural context of being a communicative act.

Much has been written on, experimented with, and lectured about on trying to teach writing as a process. Part of that process is recognizing that writing is communication to a specific audience and not to the teacher's desk. Anything out of its natural element can not survive or work to its full capacity. So it is with writing when it is taken out of its element of being a communicative effort. It becomes lifeless, dull and a chore. Individual writing conferences return writing to its natural state of being a communicative endeavor. The writer faces a live audience who reacts and provides feedback. The student can see, concretely, whether he has conveyed his ideas or whether there is a problem with his writing that keeps his thoughts from being communicated. From there, with the help of the instructor, the student can begin to correct his problems and ultimately improve his writing.

2. It helps reduce the beginning writer's fear and insecurity.

The blank page is intimidating, especially when the student is told to have five of those pages filled by Friday and on the teacher's desk. The student feels he is writing to someone who will go over

his paper with a fine-toothed comb, search for grammatical errors and cover the paper with red ink. The writing conference helps to eliminate the gap between the teacher's desk and the student's face. If the conference is student-centered and held in a conversational tone, the student will begin to see the instructor's genuine personal interest in him. The teacher is no longer the toad behind the desk, but a living, breathing, caring human being who is sensitive and supportive to the student and wants to help him overcome any feelings of inadequacy.

3. The student can learn more in a conference.

Most written comments are never even read by the student. The grade-conscious student will look for the grade, crumple the paper and throw it in the nearest trashcan. Conferences guarantee the student will hear the instructor's comments. Secondly, more comments can be given to a student within the same amount of time it takes to write the comments. More complex comments can be explained easily. Finally, conferences allow for clarity. A student does not have to decipher a written note. He can ask for explanations instead of making changes without knowing why the changes were necessary or if he is actually making the changes the teacher wants.

4. Conferences involve the student in the evaluation process.

The ultimate goal of the conference is to make the student self-sufficient--to bring him to the point where he can critique his own writing, discover the problems and discover the solutions. Conferences train the student to eventually reach this goal. The student has more information about his paper than the instructor and can aid the instructor in understanding his topic and point of view. In a conference, a student is given the opportunity to defend himself and the paper. Written comments do not allow the student this opportunity to be an active participant in the evaluation process.

5. The conference method is more efficient.

One of the largest problems facing compo-

sition teachers is the variety of writing skills and problems within one classroom. Conferences allow for those individual needs to be met. If only five students have problems with comma splices, those five can be taken care of within their individual conferences without taking away class time.

The individual personalities of students can also be catered to in the individual conferences. The shy, insecure student can be given the reassurance he needs plus the satisfaction of knowing that he is not lost in a sea of facts. The bright student can be encouraged to analyze further and be given more challenging writing assignments.

My bibliography for a research project I did on the conference method is available. It is a thorough listing of various types of sources and could be helpful to those interested in any follow-up reading. To cover printing and mailing costs, send 50¢ to:



Ms. Janet Smiley
English Department
Camdenton Junior High School
Camdenton, MO 65020

SOUTHEASTERN WRITING CENTER ASSOCIATION CALL FOR PAPERS

The University of South Carolina will host the third annual Southeastern Writing Center conference February 4-5, 1983. This conference will be an event in which speakers from colleges and universities throughout the southeast (and other areas) will present papers on issues relevant to writing center services and administration. The theme of this year's conference is "Writing Centers: Redefining, Reassessing, and Reaffirming."

The keynote speaker will be Mary Croft of the University of Wisconsin-Stevens Point. Active nationally in writing center circles, Mary is a co-author of the well-known text The Writing Laboratory: Organization, Management, and Methods.

Anyone interested in submitting a paper or a detailed abstract should send it before December 1 (preference will be given to early submissions) to: Thomas D. Waldrep, Conference Director, SWCA, Department of English, University of South Carolina, Columbia SC 29208. Papers must be short enough to be presented within fifteen minutes, and will be returned only if postage is included.

A copy of the Writing Lab Newsletter Directory, containing the names and addresses of subscribers to WLN, can be obtained for \$2.50 (to cover printing and mailing costs) by writing to:

Joyce Kinhead
Department of English--UMC 32
Utah State University
Logan, UT 84322

A CALL FOR PAPERS

The Writing Instructor, a quarterly journal on the teaching of composition, will feature, in its Summer, 1983 issue, articles, reviews and exercises which relate the computer to writing instruction.

Authors are encouraged to submit articles about:

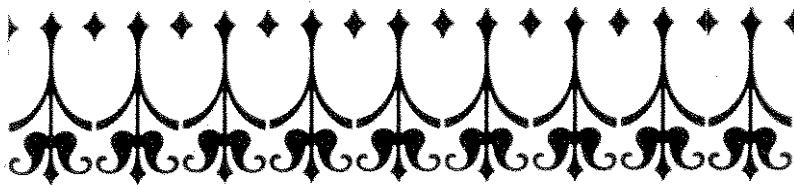
- *Computer-assisted instruction
- *Computer-aided assessment of student texts
- *The use of word-processing interactive computer programs for composition
- *Speculative or reflective essays on the implications of computers in the humanities.
- *Personal classroom experiences of using computers in writing instruction

Articles should be no more than fifteen double-spaced typed pages. Use internal documentation whenever practical; otherwise, use the MLA Handbook. Send two copies of manuscripts to TWI (address below), and include SASE. Also include pertinent biographical information. The Editorial Board reserves the right to edit articles to conform with the Guidelines for Non-Sexist Language in NCTE Publications.

Address all correspondence to:

The Writing Instructor
c/o The Freshman Writing Program
University of Southern California
Los Angeles, CA 90089-1219
Attention: Randall Adams, Issue Editor
Summer, 1983

DEADLINE FOR SUBMISSION: February 1, 1983



CALL FOR PAPERS
for the
WRITING CENTERS ASSOCIATION CONFERENCE

The Writing Centers Association announces its Fifth Annual Writing Centers Association Conference, to be held on May 6, 1983, at Purdue University, in West Lafayette, Indiana. The theme of the conference is "New Directions, New Connections." Proposals are invited which address not only the standard concerns of writing centers and labs but also the growing need to become acquainted with work in related disciplines such as reading and other learning skills, measurement and testing, instructional design, the use of computers in labs, etc.

In addition, writing centers and labs are invited to set up booths displaying their materials and services. For those lab personnel who do not want a whole booth, but who do wish to share a few items, such as copies of the short description of their lab, publicity announcements, instructional materials, etc., there will be a Materials Exchange Table.

In response to the request in the September 1982 issue of the WRITING LAB NEWSLETTER for suggestions for the conference, prospective conference-goers have suggested that there might be a discussion group on the topic of evaluating writing and students' writing progress; a workshop to demonstrate effective instructional methods and materials in the tutorial setting; workshop case studies aimed at making improvements in writing center practices; and presentations on adult students in writing labs, assistance to students in business and technical writing, computers in the writing lab, learning disabilities, tutor training, and assistance for ESL students. For the Materials Exchange Table one person suggested that people bring along resumes which summarize those services and activities their labs are currently offering. Since these are meant only as suggestions, please do not feel limited to these choices.

To submit a proposal, please send a one-page summary which includes the following information:

- *Name:
- *Address:
- *Phone:
- *Title of presentation:
- *Format(workshop, discussion group, paper to be read, panel participant, etc.):
- *Summary of the contents of the presentation:
- *Approximate length of time needed:
- *A-V equipment needed:

*Do you wish to have your own table on which to display materials describing your lab or center? Can someone be at the table to answer questions?

*Do you wish to display materials at the communal Materials Exchange Table?

The deadline for all proposals is January 1, 1983. Please send all proposals and requests for further information to:



Muriel Harris
Department of English
Purdue University
West Lafayette, Ind. 47907

(317-494-3723)

BRINGING IN BUSINESS

Instituted a year and a half ago by the School of Engineering at North Carolina State University, the Writing Assistance Program has found two effective ways of increasing student "drop-in" use of the lab. We gave numerous presentations on writing in engineering classes, and these in turn attracted students to the lab: 87% of the students who requested tutorial assistance came from those courses in which we had given writing instruction. We also developed and ran a six-session writing workshop for international graduate students: here again, 85% of the individual work we did with international graduate students involved workshop participants.

Presentations on Report Writing in Engineering Classes

One of the objectives of our Program has been to establish close working relationships with Engineering faculty members--conferring about ways to prepare and evaluate assignments in order to promote better writing, meeting with professors of multi-section courses and their student graders to discuss prevalent writing problems and grading standards, making presentations in Engineering courses on specific topics that professors have requested. Topics have ranged from Qualities of Good Writing, The Writing Process, and What Management Wants in a Report to specific issues of report components, format, and style.

In addition to the tangible instruction students get from such presentations, professors have noted improvement in students' attitudes toward their writing: when an Engineering professor gives up lecture time to someone from the Writing Assistance Program, students subsequently seem to take their writing more seriously. Moreover, our records show that these presentations also draw students to the lab for individual assistance with their writing problems.

Technical Writing Workshop for International Graduate Students

We conducted a six-session workshop for international graduate students, with an average of 30 students attending the Friday-afternoon section and 18 the Tuesday-morning section. Convening for one and a half hours, the sessions dealt with the following topics: word order, paragraph development, article usage, subordinate clauses, parallelism, and wordiness. At each session students were given a 7- to 12-page handout which consisted primarily of examples and exercises, accompanied by some theory and prescriptions. The instructor relied heavily upon material developed by Thomas Huckin and Leslie Olsen of the University of Michigan for their book, English for Science and Technology: A Handbook/Textbook for Non-Native Speakers.

In evaluating the workshop, students stressed the usefulness of the numerous exercises that gave them extensive in-class practice. They liked the procedure of them correcting and discussing the examples they had just completed. They also praised the application of grammatical and rhetorical material

to very practical cases. Recommendations included increasing the number of sessions (to make them twice a week, for example), giving common topics on which students could write, covering other topics such as punctuation, principles of technical report writing, further considerations in paragraph development, and verb tense, mood, and voice.

Students attended faithfully and enthusiastically. Then having found the workshop useful, they came to the lab for individual assistance with writing problems. Thus, our experience has been that the actual teaching of writing--through classroom presentations and specialized workshops--is an efficient, effective type of publicity for our lab.



Jean Bauso
North Carolina State
University

"WRITING LABS: BOON OR BOONDOGGLE" REPORT OF A DEBATE AT THE 1980 FRESHMAN ENGLISH SESSION OF SCMLA

Reporter's Note

The efficacy of the writing lab construct was the topic of a lively debate before 150 people at the Freshman English session of the 1980 SCMLA convention. Panel members were:

1. Moderator: Donald Palumbo, Northern Michigan University
2. Background Specialist: Pat Bates, Louisiana State University--Shreveport
3. Proponent: Beth Howard, University of Houston--Downtown
4. Proponent: M. S. Garay, Louisiana State University--Baton Rouge
5. Opponent: Jake Kobler, North Texas State University
6. Opponent: Jeanette P. Morgan, University of Houston--Central

This report of that debate is based on the participants' notes, with the exception of Mr. Kobler. His position is reported based on my notes and memory of the debate. Although the debate proceeded formally with pro and con alteration, both sides are consolidated here; furthermore, because proponents answered a number of the charges made by opponents, the usual pro-con order is reversed.

Introduction

Pat Bates gave a short history of writing labs in which she emphasized the diversity of current labs, saying that the only thing "these centers have in common is that each one is (in) a special location where students can go for extra language instruction." In

terms of physical make-up, materials used, qualifications of lab instructors, etc., writing labs differ from each other so much that a "meaningful assessment" may be impossible.

Lab as Boondoggle

Jake Kobler, good naturedly pinch-hitting for an absent lab debate opponent, argued that writing labs, generally, were unnecessary. Extra help is available from the classroom teacher, he said, should the student need it. Furthermore, in a drop-in lab system, students who come to the lab generally do not need help while students who do, don't attend.

In addition, labs are often abused by bad teachers who abdicate their teaching duties to the lab staff. Kobler also rejected the idea that lab instructors are better than classroom instructors; that statement simply isn't true, he said.

Another problem with writing labs is the fact that they are an educational industry, and as such are too bureaucratic. They're for display, and are used more to show college administrators that the English Department is "doing something" about the "writing problem" than to help students with their writing. Oftentimes they are underused, Kobler said. Furthermore, they are too expensive, he maintained, citing figures to support his contention.

Jeanette P. Morgan took the con argument into a slightly more narrow area, arguing that writing centers, "though crucial for those who have adequate mastery of basic skills but who need help with specific writing tasks," are insufficient to help basic writers. She cited research on the needs of basic students and writers (Rouche, 1980; Shaughnessy, 1977) in support of the position that basic students need multi-semester structured courses to prepare them to do "college-level" work. "If it takes a three-semester, structured course to help basic writers," Ms. Morgan asked, "can an unstructured writing center that depends on drop-ins give students the sequential instruction they need?"

Ms. Morgan also contended that the expense for developmental writing centers and courses was not cost-effective: ". . . how many institutions can divert a million dollars or even a substantial sum to those courses," she asked, and ". . . do writing centers prepare adequately enough students to justify their existence?" Ms. Morgan concluded that because most higher educational institutions aren't willing "to pay the price to provide a first year program of pre-college level work . . . that writing centers (have) become a subterfuge to avoid confrontation of the real

problem." Ms. Morgan also charged that labs duplicate the individualized instruction basic writers receive in developmental courses and make basic writers dependent on that extra help. "What happens when that attention is withdrawn, the student-instructor ratio becomes 1 to 25 and the student is expected to perform on his own?" she asked. Ms. Morgan also pointed out the fact that the successes labs boast of are self-acclaimed and hence, she implied, suspect. She concluded that we had best be careful not to promise too much for writing centers: "We can help, but the price may be too high, the lasting effects too few."

Lab as Boon

Beth Howard based her case for writing labs 1) on the inescapable needs of composition students and faculty for labs which are "essential extensions of the composition classroom" and 2) on the cost effectiveness of such labs. Ms. Howard stated that "according to valid current reports . . . 50% of the incoming freshman English students cannot possibly pass the course without the aid of a writing lab." She mentioned her own school's situation: an open door college where 65% of the incoming freshman placed in basic writing courses in 1979 and 69% in 1980. Juxtaposing this need for sustained, thorough and effective writing instruction with the present higher education system of meeting this need--a group experience 3 hours a week for 1 or 2 semesters with an occasional individual conference sprinkled in--Ms. Howard decried the enormity of the composition teacher's burden and presented the writing lab as partial amelioration of it. As she said, "Hordes of former freshman English students, now handicapped in advanced or grad classes or in the work force because they cannot handle written communication, indict our tidy 3-hour comp courses as boondoggling."

And that lab doesn't have to be expensive to be effective, Ms. Howard maintained. Five ingredients are necessary. The first three are almost cost-free: a room; desks, tables and chairs; and a supportive English faculty. Materials--hardware and software--are not prohibitively expensive. In 5 years, Ms. Howard said, her lab had spent less than \$27,000 on departmentally written materials to serve 8701 individual students. Personnel costs were similarly low: 4 lab instructors at \$5,500 a semester as well as peer tutors and grad assistants who worked hard for very little money just to get experience. In speaking of cost-effectiveness, Ms. Howard said, "When I consider the number of actual student contacts, the grueling hours of tutoring students with the widest possible divergencies of backgrounds and writing pro-

blems, and the salaries these writing teachers receive alongside a similar consideration of the salaries paid for the instruction of small graduate seminars, I wonder if the people who recoil from writing labs because of cost effectiveness even know what the term means."

Proponents moved from answering charges of lab cost to the question most often posed to writing lab professionals: Are labs effective arenas in which to teach writing? After disassociating herself from machine-dominated labs "administered by hands untrained in working with the composition problems of basic writers," M. S. Garay argued that labs are effective arenas for teaching writing because 1) they are based on the ancient and honorable tradition of tutoring; 2) they are versatile; and, most importantly, 3) they improve student writing. Tutoring--the diagnostically based one-on-one instruction from expert to novice"--has been recognized as a superior teaching method since the time of Quintillian and used consistently since then, Ms. Garay pointed out. Secondly, she said, labs are versatile: they adapt to the needs of the parent institution on substantive and logistical levels. Labs may emphasize grammar, rhetoric, logic, or any combination thereof; they may offer human or mechanical teachers, depending on student preference; they may offer short or long-term help, depending on student need; they may serve students on drop-in and/or referral bases; and they may do all of the above on lab premises or export their services to other points on campus and in the community.

The major reason, however, for writing labs to exist is that they are effective arenas in which to teach writing; that is, the writing of most students who attend labs, improves. Ms. Garay cited faculty evaluations of students who received peer tutoring on referral from their English instructors at Louisiana State University--Baton Rouge during the 1979-80 academic year. These evaluations showed that 93% of the students who were referred for help in specific areas improved in those areas and that 71% improved in their over-all writing ability. Purdue had similarly high success in its lab in 1979-80, with 83.3% of lab-using students improving their English course grades by from 1 to 2 letter grades.

Lest skeptics attribute this writing improvement to classroom experience, improving study habits, growing college "savvy" and general maturation, Ms. Garay pointed to labs which had done comparative studies of lab-using students with non-lab-using students.

At Georgia Tech, for example, Helen Naugle "found that lab sessions and the use of her book, Regents' Examination Preparation Guide, reduced Tech's failure rate on that exam (necessary for a bachelor's degree from all state colleges) 10% during the summer 1979 quarter." By Spring, 1980, the same course of instruction had led 50% of the students who had failed the exam three times to pass it on the fourth try. Another comparative study of the writing of lab-using and non-lab-using students was done over a four-year period at the University of Houston--Downtown. According to Ms. Garay:

The first evaluation was done on the final essays written by a stratified random sample of students in the fall of 1976. It showed that 53% of the students who had spent from 2 to 5 hours in the lab a week had moved from writing failing diagnostic essays to grade improvements of 1/2 to 3 letter grades in their final essays. Students who had not worked in the lab showed no grade gain. A different type of evaluation was tried in the spring of 1979. 37 students using the lab were matched by error type with 37 students not using the lab, and an evaluation committee read the first and eighth compositions of each pair. Again, the writing of lab-using students had improved markedly whereas the non-lab-using students' writing actually showed an increase in error. A third evaluation done in a similar manner showed that: "In every case, the writing of students who completed lab assignments was measurably more error-free at the end of the semester than at the beginning; furthermore, 90% of the . . . (students in the first freshman composition course) who spent 15 or more hours in the lab passed that course whereas only 20% of the non-lab-users passed."

That, Ms. Garay concluded, was "the proof of the pudding."

Reporter's Note

Although no poll was taken from the audience to indicate whether lab proponents or opponents won the debate, the audience elected Ms. Howard the 1981-82 freshman English program chair. Furthermore, both Mr. Kobler and Ms. Morgan indicated they had or were planning to incorporate writing labs on their respective campuses, and both asked how they could subscribe to the WRITING LAB NEWS-LETTER.

M. S. Garay
Louisiana State University

A materials display and exchange table will again be part of the Special Session on Writing Labs at CCCC to be held in Detroit, March 17-19. In the past, this table has been an invaluable addition, enabling participants from all over the United States to share ideas and materials. These materials have included everything from bookmarks and brochures letting students know a writing center is available to descriptions of services provided, guides for tutoring, and actual materials used within the writing labs. Any materials you would like to share with other colleagues would be welcomed. As chair of the session, Joyce Kinkead is arranging the program so there will be a fifteen-minute intermission between workshops; that way everyone will have an opportunity to participate in the exchange.

Should you decide to participate in the materials display and exchange table, the procedure is as follows:

1. Donors of display materials are to fill out the accompanying form, 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 Detroit 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 for approximately fifteen minutes following 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 return 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 25-50 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 if they are, at the convention.

If you have any materials you think others would also find useful, please plan to share them by participating in the materials exchange table. Any questions or suggestions you might have please direct to Jan Ugan, Allan Hancock College, Santa Maria, CA 93454

Date _____

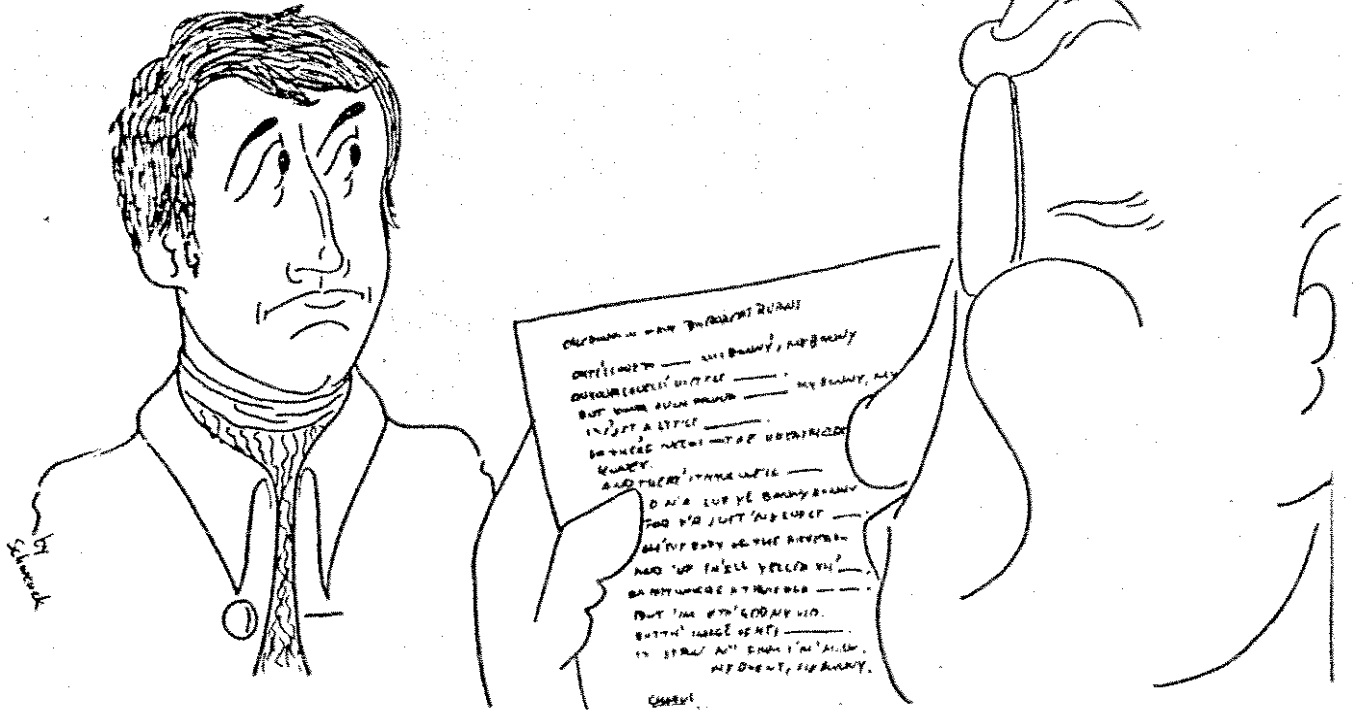
TO: Jan E. Ugan
Allan Hancock College
Santa Maria, CA 93454

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 25-50 copies of my handouts to Detroit.
- _____ I will bring a sample of a handout to Detroit.
- _____ 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.

YOU HAVE A SLIGHT
DIALECT PROBLEM,
DON'T YOU,
MR. BURNS.



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

