The goal is to provide Internet for information, and how to download that information. The goal is to provide additional support from the Dean of Liberal Arts, plans for future innovations.

In the fall of 1993, the Writing Lab was developed with the goal of providing O.W.L. services to students with accounts on the O.W.L. service. A new Writing Lab, the Writing Lab, was developed with the goal of providing O.W.L. services to students with accounts on the O.W.L. service. A new Writing Lab, the Writing Lab, was developed with the goal of providing O.W.L. services to students with accounts on the O.W.L. service.

During the 1993-1994 academic year, the Writing Lab continued to provide writing assistance to hundreds of students. The Writing Lab was developed with the goal of providing O.W.L. services to students with accounts on the O.W.L. service.
Available.

conferences and was invited to write a final essay about Writing's Own.

Writing and Communication and submitted two papers on Writing to the

Writing conference in New Orleans and the First National Writing Conference

Writing conference, I submitted two papers on Writing. One paper, entitled "Writing in the Classroom: Developmental Writing in the Classroom," was presented at the First National Writing Conference in New Orleans. The paper focuses on the implementation of developmental writing in the classroom and the challenges and strategies for successful implementation.

The English 100 Program with Writing Instruction

The 1993 Freshman Journal (Anzaldua, 1993) provides insights into the experiences of students enrolled in the English 100 course. The journal features essays and reflections on the writing process, and it highlights the importance of developing critical thinking and writing skills. The journal also offers guidance for educators and students on how to implement effective writing instruction.

Developing These Distinct Learning Projects

An additional benefit of the 1993 Freshman Journal is the inclusion of essays and reflections on the impact of writing instruction on students' personal and academic growth. These essays provide valuable insights into the benefits of writing instruction and highlight the importance of fostering a culture of writing in educational settings.

In conclusion, the use of developmental writing instruction in educational settings can have significant benefits for students. By incorporating writing instruction into the curriculum, educators can help students develop critical thinking and problem-solving skills, which are essential for success in both academic and professional settings. The 1993 Freshman Journal serves as an excellent resource for educators and students interested in exploring the benefits of writing instruction in the classroom.
2. Services

Work/Study Skills Assistance

2.1. Staff Services and Users

Appendix A:
3. Users

Publications on writing center theory, practice, and administration.

School districts and other institutions building collections via OWL.

Materials

Labs as a model in on-line visits

Writing center administrators from other institutions studying the Writing Center.

Teachers assigning writing in various departments across campus.

Teachers using Writing Lab handouts in their courses.

Applications, dissertations, co-op reports, etc.

Students enrolled in other writing courses such as business, professional school

Students writing papers for hundreds of courses on campus.

Students learning English as a second language.

Teaching English as a second language.

The populations served represent a wide variety of writers, teachers, and others both on-campus, nationally, and internationally.

(References help with writing)

A variety of online tutorial services being developed for computer users.
<table>
<thead>
<tr>
<th>Department</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharmacy</td>
<td>3.3%</td>
</tr>
<tr>
<td>Education</td>
<td>4.8%</td>
</tr>
<tr>
<td>Undeclared</td>
<td>5.8%</td>
</tr>
<tr>
<td>CSE</td>
<td>6.9%</td>
</tr>
<tr>
<td>Science</td>
<td>8.0%</td>
</tr>
<tr>
<td>Technology</td>
<td>8.2%</td>
</tr>
<tr>
<td>Management</td>
<td>10.5%</td>
</tr>
<tr>
<td>Agriculture</td>
<td>10.8%</td>
</tr>
<tr>
<td>Business</td>
<td>12.8%</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>31.1%</td>
</tr>
</tbody>
</table>

b. Excluding students in freshman composition courses

<table>
<thead>
<tr>
<th>Department</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undeclared</td>
<td>6.6%</td>
</tr>
<tr>
<td>Education</td>
<td>3.4%</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>5.1%</td>
</tr>
<tr>
<td>Business</td>
<td>5.6%</td>
</tr>
<tr>
<td>Science</td>
<td>6.9%</td>
</tr>
<tr>
<td>CSE</td>
<td>9.5%</td>
</tr>
<tr>
<td>Management</td>
<td>11.8%</td>
</tr>
<tr>
<td>Technology</td>
<td>11.8%</td>
</tr>
<tr>
<td>Agriculture</td>
<td>12.5%</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>18.4%</td>
</tr>
</tbody>
</table>

2. Most frequent use of the Writing Lab by departments

<table>
<thead>
<tr>
<th>Department</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>200</td>
</tr>
<tr>
<td>AED</td>
<td>172</td>
</tr>
<tr>
<td>CAM</td>
<td>230</td>
</tr>
<tr>
<td>ACC</td>
<td>208</td>
</tr>
<tr>
<td>BCA</td>
<td>203</td>
</tr>
<tr>
<td>No. of Sessions</td>
<td>2286</td>
</tr>
</tbody>
</table>

3. Usage of the Writing Lab by schools

<table>
<thead>
<tr>
<th>School</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>87</td>
<td>150</td>
</tr>
<tr>
<td>108</td>
<td>129</td>
</tr>
<tr>
<td>125</td>
<td>95</td>
</tr>
<tr>
<td>121</td>
<td>81</td>
</tr>
<tr>
<td>191</td>
<td>80</td>
</tr>
<tr>
<td>2286</td>
<td>2286</td>
</tr>
</tbody>
</table>

4. Total:

<table>
<thead>
<tr>
<th>Total:</th>
<th>150</th>
</tr>
</thead>
</table>

5. Types of usage

<table>
<thead>
<tr>
<th>Usage</th>
<th>No. of use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handouts</td>
<td>1250</td>
</tr>
<tr>
<td>OWL Handouts</td>
<td>1180</td>
</tr>
<tr>
<td>OWL Instructors</td>
<td>96</td>
</tr>
<tr>
<td>Undeclared</td>
<td>93</td>
</tr>
<tr>
<td>Training Theatre Workshops</td>
<td>73</td>
</tr>
<tr>
<td>Writing/Scheduling in the Lab</td>
<td>69</td>
</tr>
<tr>
<td>Self-instruction</td>
<td>61</td>
</tr>
<tr>
<td>Microcomputers</td>
<td>56</td>
</tr>
<tr>
<td>Handouts to Instructors</td>
<td>126</td>
</tr>
<tr>
<td>Handouts to Students</td>
<td>1233</td>
</tr>
<tr>
<td>Drop-in sessions</td>
<td>1248</td>
</tr>
<tr>
<td>Tutorial Assignments</td>
<td>228</td>
</tr>
</tbody>
</table>

6. Statistical Use of the Writing Lab

Appendix B:
I think this is a really great service. - Computer Science, Corp., Boston, MA

British Columbia:
Your handouts will be a staple on the provincial learning network for secondary schools in

University Women:
I used the handout on non-sectarian language for a talk to the American Association of

This is truly an excellent service. - La Paz, Mexico

We will use these materials for faculty training. - Mohawk College, Ontario

... is a great example of the exchanging potential of the Internet. - University of Washington

I think our class is one of the most useful services I have encountered on the Internet and

more advanced students. - Switzerland

The handouts are very well constructed and prove most useful in my work with my

I found the handouts extremely useful. - University of Pennsylvania

Crown UK

... question form someone who was not only outside the university, but outside the country.

I think OVL is great! I was especially pleased and surprised that you would answer a

A from users of OVL:

Comments

0%
7%
93%

not likely
generally likely
very likely

is needed:

Like/Helpful that student would return to the lab if further help

1%
6%
88%

knew nothing
learned a little
learned a lot

Amount learned:

0%
96%

not helpful
somewhat helpful
very helpful

Quality of instruction:

Evaluations of individual tutorials (based on 2799 responses):

Evaluations and Comments

Appendix C:
Utilized the Service: W. Oilseed, Visual and Performing Arts

Requesting students access the lab as they write their papers worked well. They all

were impressed, this method into 101 and 102 (L. Tone, English)

to incorporate this method into 101 and 102. Continue the practice for English 101 and look for ways
that are effective for their peers. Continue the practice for English 101 and look for ways
students are well-prepared for 101 and 102. In large part because of the steady attention
my students paid to my classes. They would not have been able to do it if
my students were not paid. They would not have been able to do. My

The regular assignments my students had with 100 U.L.A. were invaluable. They helped

writing. It would be beneficial for 101 if we could ever get the funding (R. Kneale, English).

My students liked the work I saw marked improvement in my students.
student and they need that work on revising writing in depth with their own papers.
Each English 100 so I was lucky to have students I could do one-on-one with every

C. From instructors whose students used the Writing Lab

Improving my writing skills (J. clutter, arts student)

Instructors: Due to this and the lack of availability by my instructors, I had difficulty

"The Writing Lab needs better feedback, more availability of those

(Management student)

the paper was already due. Also, I have had to walk-in and I had to wait two hours."

the Writing Lab. There are not enough

Some major problems with Purdue University is the Writing Lab. There are not enough

Education:

2. in the list of aspects at the University that were obstacles to students pursuit on an

Writing Lab is great. It is so much help (Science student)

Purdue has many great student service programs—especially the Writing Lab. The writers

(Science student)

learning Center in Lilly Hall) to be extremely valuable to my education. (Science student)

"I find the academic services available (e.g., the Writing Lab in HAY) and the assisted

"The Writing Lab is the most helpful aspect at the University (Health Science student)

I, in the list of aspects of the University that were most helpful to students, pursuit an

B. From Freshmen and Juniors in the 1993 Purdue Junior Census

extremely valuable. North Vancouver School District British Columbia

I have updated the Purdue OWL (now in our local 101 system). The response has been

The service is a great idea and a big help. - NSA

Banking: Adelphi University

It was delivered to find the handouts available from Purdue - School of Business and
Help on student OML sounds like a good way to alleviate this problem.

I hear good comments from my students-the only complaint is the difficulty of getting

the start is so skilled and helpful (a. Erickson, English)
The lab is wonderful! I never hesitate before suggesting a visit to the lab since all

R.

assignments for the first time in my classes. The Writing Lab is a great resource.

You help me most with students who seem to have encountered difficulties with

helping them revise. (I. Demmon, English)
also really appreciate the personalized attention and the different perspectives in

My students are very pleased with the individual attention they receive in tutorials. I

problems. (b. Baker, Management)
the time to sit down with my interpersonal students and help them with their writing

semester. The Writing Lab is a great value to me as an instructor, as simply do not have

I want to express my appreciation to the tutors who worked with my students this

Great job! (r. Decker, Political Science)

I really appreciate it for many reasons. (s. Harn wishlist) Over all I feel that the Writing Lab is a very useful tool for our students. I hope to

the needs of a major university like Purdue. (a. Hopkins, English)
The lab needs to be expanded in physical (building) space and increased in staff to meet

Jacob, ETI

The lab is most helpful by providing one-on-one review of report writing problems.

Alice, English

improving the sections The staff is excellent. Only complaint is that it is very crowded. (m. Schwartz, English)
continue this type of report I can’t enough about how well over the years it has continued to

compliments from the students, build confidence and excitement for English. Keep up

The scheduled hours with all 100 UTAs have been excellent. By working with the same

individuality. I owe all of you a huge THANKS! (L. Bernbaum, English)
The lab helps my students in areas that I don’t have time to address with them

each student (s. Mocek, English)
remains high. (m. Overem, English)
The Writing lab gives personal interaction to students. I can’t get to (esp. while class size

assignments. You guys and gals do darn good work. (I. Wagner, English)
It is the place to refer my students for reliable assistance with all phases of their

where, English)
A large number of my students complained that they could not get in for appointments.


The people here are very helpful and understanding.

She looked at my paper with an open-minded attitude even though it was very shaky.

Ichel is a great teacher. He helps you understand what you're doing by having you say it out loud.

They showed me how to set up a structure for my paper. She helped me develop my argument without telling me down.

She helped me look at my paper from a different point of view. That helped a lot.

This place is a great place to get help on just ideas on a paper.

Like the atmosphere.

Students.

I think the library is probably the most helpful and beneficial to all.

Great source of information. Good people to learn from.

Thanks for the resource (S. Nelson, CIPD)

We appreciate the help (P. Moore, Communications)

I appreciate the help you offer students (L. McHerny, English)

Your contribution to the quality and performance of our students is very important.

and more apps, (M. Perry, English)

Your are doing a fantastic job—considering the number of people you handle. I couldn't ask

things about the future (L. McHerny, English)

I like the multitude of handouts... (R. Henderson, EDI)

You are most helpful to my students... This is a valuable service for Purdue

L. Expedition, English)

My students have really enjoyed the tutorials and the help they’ve received.

(1. English, English)

Students reported feeling more at ease with their writing after taking to a tutor (1. T. Henderson, EDI)

The Writing Lab assisted my students in the writing process and with grammar...

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There are several aspects of the Writing Lab that I find helpful. First of all, I can get more feedback on my writing from the tutor, which helps me to improve my skills. Second, I can ask questions and get answers from the tutor, which helps me to understand the material better.

I also find it helpful that the tutoring sessions are held in groups, so I can learn from others as well. The tutor is very patient and takes the time to explain things clearly. I also appreciate that the writing sessions are held in a quiet environment, which helps me to focus on my work.

Overall, the Writing Lab has been a big help in improving my writing skills. I would definitely recommend it to others.