WRITING LAB NEWSLETTER

For those of us interested in tracking the growth of writing labs, one of the strongest indications of recent directions is the rapid development of regional organizations and conferences. Several years ago, most of us met as a special interest group only at the Conference on College Composition and Communication in March. Now, as you'll notice in the announcements in this issue of the newsletter, there are conferences for regional writing centers associations scheduled for May, June, and October, and a notice in last month's newsletter referred to the meeting of the National Writing Centers Association in November, at the NCTE meeting in Detroit. Yet another notice in this month's newsletter describes the new directory of writing labs being compiled. Clearly, this stage of our growth can be described as the organizational phase.

As you send in announcements, please keep in mind the newsletter's deadline, the first of the month prior to the issue (i.e., May 1st for the June issue, August 1st for the September issue, etc.). Also, since we can't afford the postage to send out bills, reminders, invoices, and other paraphenalia of business offices, we rely instead on your donations to keep the newsletter afloat. So, keep sending those yearly donations. Most important of all, keep sending your notices, announcements, articles, reviews, comments, questions, names of new members, and $5/year donations (in checks made payable to Purdue University, but sent to me) to:

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

MINI COURSE: HOW TO USE THE DICTIONARY

Take a few moments to write your name at the top of this page. Wait! Write it backwards--in cursive--MAKING ALL THE LETTERS BACKWARDS TOO. Go ahead. Try it!

Now verbalize how you felt. Frustrated? Confused? Maybe even a little angry at yourself? Focus for just a moment on how the non-native speaker must feel as he attempts a new process, a new way of thinking totally different from his native language learning. He has to learn some completely new thought processes. Undoubtedly, he has some of the same feelings you had when you wrote your name "inside out". Although my purpose is not to discuss the anxieties of the non-native speaker, I do want to briefly speculate on what the international student might be experiencing as he strives to master a new language. When he is learning a concept that we take for granted, our sensitivity as tutors and teachers can be a major determiner in that student's progress.

Let us consider the dictionary. What should a second language learner discover in a dictionary entry? The entry for the word "mix" should not be too difficult to understand, or is it? The "simple" word "mix" has sixteen definitions and fourteen separate pieces of information. What we think is elementary might be incomprehensible to the international student.

The Emporia State University Writing Lab was asked by the Intensive English Program to devise a mini-course on how to use the dictionary. (The Writing Lab usually offers four or five mini-courses a semester.) I volunteered. Little did I know what was

ahead of me. I had no experience in English as a Second Language (ESL) or intensive English. In fact, my experience with second language learning was limited to a feeble attempt at high school Latin. However, I began the Writing Lab's first mini-course geared to the ESL student.

The first stage of development began with formal and informal interviews with our lab's director and Emporia State's ESL composition instructor. After meeting with them, I compiled a list of assessed problems. This itemization was more than I had anticipated. First, the non-native speaking student:

Often reads only the first definition cited in a dictionary entry and assumes that this definition is the one general meaning of the word.

Does not choose the correct meaning of a word from the definitions given in a dictionary entry.

Is not aware that some dictionary entries have separate definitions for nouns, verbs, adverbs and adjectives.

Fails to read further in the dictionary entry for two-word verbs, idioms, and word forms.

Is not able to locate derivations in the dictionary entry or understand how they can be helpful when determining the meaning of a word.

Is unclear about the usage of slang, colloquialisms, and archaic words.

Skips over the beginning notations of the dictionary entry and looks directly at the first definition.

Is unsure of how to use the pronunciation key.

Is unable to reason from the pronunciation key possible choices for sounds when trying to spell a word.

Is unsure of spelling of comparative and superlative adjectives.

Second, this mini-course should include the American student too. I realized that the American student has many of the same weaknesses.

Basically, one bibliographic source was all that I needed. Webster's New World Dictionary (1979) had the qualifications I was looking for. Its "Guide to the Use of the Dictionary" was a very thorough resource instrument, and also the size of the print in the dictionary was large enough to duplicate for my handouts.

As the date of the mini-course presentation approached, I finalized the syllabus in another interview. My colleagues made several suggestions. They brought to my attention the vast differences in the reading and writing levels of the international students that might be attending the course. I found that the language level of my materials would need to be monitored because some of the vocabulary was beyond certain students' capabilities. A second anticipated problem was the time element. Some students would finish their exercises quickly while others might need some individual attention. Since the estimated attendance was approximately forty, several of the writing lab staff volunteered to be aides.

Another area of consideration in formulating the mini-course content was my choice of vocabulary for the corpus. From the Toefl Research Reports, (Report 11, Princeton, N.J.: Educational Testing Service, September, 1982), the following information was helpful. Of the non-native speakers studying in the United States:

38% major in the physical sciences
20% major in business
20% major in the social sciences
12% major in bio-science
 8% major in the humanities

By taking these statistics into consideration, I at least had a starting point as I began to choose various words for the exercises.

The procedure I followed for each area of the mini-course was fairly consistent. After identifying the subject to be covered, I gave a brief explanation. I had the students identify key symbols and abbreviations. Silently, they read the directions for exercises pertaining to the subject, and then they explained them to me. When we finished working together on one or two exercises, they continued on their own. After checking their responses orally, the students were asked to answer the question, "How can this information be useful?" Upon

concluding this discussion, we proceeded to the next topic in the dictionary.

The first specific information students find in a dictionary entry is pronunciation. I organized the mini-course accordingly.

I. Pronunciation

A. Stress or Accent (example word: "erase")

Two marks need to be defined in this section. The dot between the "e" and "rase" is used to separate the syllable. Then the accent mark is used for emphasis. When the students were asked to identify this "stress or accent" symbol, a native speaking student responded that the dot was the stress symbol. When I asked him to look for some other mark that could be an accent symbol, he then found the correct mark. At this point, I realized I take for granted that all the native speaking students have been taught the use of the dictionary. Either they all have not been taught, or they may not remember what they were taught. Little pieces of information like the accent mark are not common knowledge to everyone.

The second part of the area of pronunciation that I included was practice in sound/symbol correspondence.

B. Pronunciation (Sound/Symbol) (example word: "acceler-ation")

One important guideline in pronouncing American English is that English does not have sound/symbol correspondence.

Another point of interest in this section on pronunciation deals with the pronunciation key. The first mini-course I conducted only included an English pronunciation key labeled AHD (American Heritage Dictionary). Some international students learn the International Phonetic Alphabet rather than the American pronunciation symbols. One such student confronted me after this session with the fact that she was only familiar with the IPA. After our conversation, I decided to add the key to the IPA for the next mini-course presentation for added clarification.

The second section of the mini-course, derivations, coincided with the second piece of information found in a dictionary entry. At the end of a group of exercises, these students had to answer the question, "How is this information useful?" By dividing the bracketed enclosure on derivations into three parts, language, foreign word, and meaning of foreign word, the answers to the question were apparent. If the student can become familiar with the definition of certain suffixes, prefixes, and roots, then he can more readily determine the meaning of unfamiliar words. For example, with the word "tripod," in Greek, "tri" means "three", and "pod" comes from the word "pous" or "podos" meaning "a foot". Through this analysis of prefixes and stems in the derived forms, the student can come up with the definition of "tripod".

Labels constituted the third section. Dialect, obsolete, British, poetry, slang, colloquial, and archaic are all labels; however, I chose to use only the latter three. One difficulty in this section was explaining the difference between colloquial and slang. the definitions that I originally used were above the comprehension level of my audience, and they had to be changed. Verbalizing the difference was not easy either since the boundaries between the two are not that distinct. What may be slang in one part of the country may be colloquial in another area. Colloquialisms are considered acceptable in conversation and informal kinds of writing while slang is substandard and spoken in informal conversations. Why is knowing about this distinction important? While colloquialisms are appropriate in some kinds of writing, slang is not. While colloquialisms are suitable for conversations during an interview or conference, slang is not. Also, foreign students may hear their American friends use some expressions, and they don't know if these expressions are slang. To make more of a distinction, we viewed some pictures illustrating where one might choose to use these two labels. However, the importance of these labels lies in enabling the student to perceive a "sense" of the word and to discern the context in which the word can best be used.

As I organized section four on parts of speech, I had second thoughts about tackling these word functions. I was told some of the students were not able to classify nouns, adverbs, verbs, and adjectives. In addition, verbs in the dictionary entry are even further categorized as transitive and

intransitive. How much time could I spend on the parts of speech in a 60 minute course on the use of the dictionary? The knowledge of these terms is basic for determining the meaning of a word. I could not leave out an explanation. Below is an example of my three-minute crash course on the parts of speech.

```
   n.   v. art. adj.   n.  adv.
Joe threw the red ball quickly.  vt. (has a
                                     direct
                                     object)

art. n.   v.
The dog growled.    vi. (has no direct
                        object)
```

One could assume that the comprehension level of the student from this brief cameo was minimal, but in order to progress to the next level of selecting the appropriate meaning, this briefing was essential. An explanation of the above abbreviations was also necessary.

One of the most important functions of the dictionary is to give the meaning of a word. When a freshman composition class was asked, "What definition do we choose for a word in the dictionary?" the response was, "The first one!" Fortunately, I did not get that response, but I noticed some blank expressions. How does the student arrive at the best choice?

The sequence I had them follow was:

1. Read the sentence in the exercise.

2. Decide if the underlined word is a noun or verb and hypothesize about the meaning.

3. Skim the meanings in the dictionary entry.

4. Determine the best meaning.

With these sequential steps in mind, most students were able to work on their own.

Upon the conclusion of the hour presentation, the class was given two modes of evaluation. One was a reactionaire which the class completed before dismissal. It contained routine questions. 1. Rate the quality of this program. 2. Which topics did you find most helpful? The other eval-

uation was a post test to be completed and returned to the composition teacher. Its contents were parallel with the evening's presentation. Perhaps the most important evaluation was the dictionary assessment. The class was to evaluate their own dictionary's content with the content covered that evening.

Often I reflect upon the experiences of presenting this mini-course. Before giving this course, I thought that this material was common knowledge to anyone who had ever opened a dictionary. Now, however, I am more aware of the need to educate the non-native as well as the native speaker as to the wealth of helpful data in a dictionary. This mini-course on the use of the dictionary is one way to meet this need.

Vicki Patton
Emporia State University

CALL FOR PAPERS

The third annual Midwest Writing Centers Association Conference will be held Oct. 19-20, 1984 at Rockhurst College in Kansas City, MO. The conference theme--Language and Learning: the Road to 1999--suggests the following topics: Writing Across the Curriculum, the Writing Process, Meshing Writing Center Help with Classroom Approaches, Cutbacks and Writing Lab: How to Fight and/ or Readjust, Tutor Training, and others. If you are interested in presenting at the conference, please send a 150-word abstract to the Program Chair listed below by May 1.

Faye Vowell
Division of English and
  Foreign Languages
Emporia State University
Emporia, KS 66801

ATTENTION NEW ENGLANDERS

A regional writing centers association is forming--if writing center directors in Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire and Maine are interested in such an organization. What purposes might it serve? If you think a regional association might be useful to you, write to Harvey Kail, English Department, University of Maine at Orono, Orono, Maine 04469.

NCTE RESOLUTIONS

At the 1983 convention of the National Council of Teachers of English, in Denver, the membership passed four resolutions which affiliate publications have been asked to reprint in order to inform NCTE members:

RESOLUTION

RESOLVED, that the National Council of Teachers of English through its publications and professional meetings explore the effective use of computers in the teaching of English and language arts;

that NCTE urge equity of access to computers among students of varying socio-economic levels and among various departments within a school; and

that NCTE provide leadership in defining legitimate uses of the computer by encouraging research and by disseminating information about the role of computers in the English language arts curriculum.

RESOLUTION

RESOLVED, that the National Council of Teachers of English affirm the position that students should write frequently in every course as a way of learning the subject matter and of sharpening their writing skills; and

that NCTE seek ways to provide assistance to teachers of other subject matter disciplines in their efforts to improve students' writing skills in all subject matter fields.

RESOLUTION

RESOLVED, that the National Council of Teachers of English establish a task force to summarize existing research on the relationship of workload to teaching and learning; and

that this task force propose additional research if needed.

RESOLUTION

RESOLVED, that the National Council of Teachers of English discourage a narrow pedagogy which focuses on specific language skills, and remind its many constituencies that, while language proficiency is essential, we must continue to emphasize the importance of the full, humane discipline of English including the aesthetic, affective and the cultural aspects of written and oral expression as well as literature and the theater.

WORD PROCESSING NEWS, described as "the national newsletter for wordsmiths who work with computers and computerists who work with words," is published by Word of Mouth Enterprises, 211 E. Olive #210, Burbank, CA 91502. Subscriptions are $24/yr. for six issues, and sample copies are available for $2 each.
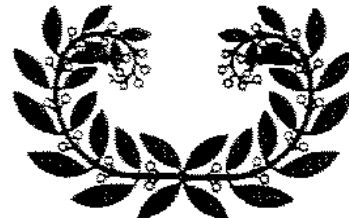

JOB OPENING

THE UNIVERSITY COLLEGE OF THE UNIVERSITY OF CINCINNATI

Instructor/Assistant Professor In English

The Language Arts Department anticipates an opening at the Instructor/Assistant Professor level in English for the 1984-85 academic year. This is a ten month, tenure track position. M.A. in English with teaching experience in basic writing and/or E.S.L. required. Ph.D. or equivalent with research background in basic writing preferred. Commitment to student-centered curriculum expected. Deadline for applications is April 1, 1984. Send letter of intent and resume to:

Mark A. Turner
Assistant Dean for Business
  Affairs
University College
University of Cincinnati
Cincinnati, Ohio 45221-0047
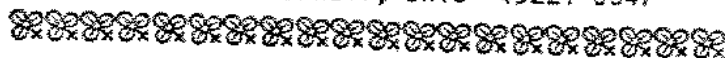
THE WRITING CENTER COMMUNITY: GETTING IT TOGETHER

At Lesley College, a teacher training institution in Cambridge, Massachusetts, we have a Writing Skills Center, which was established in 1980 to serve undergraduates who want to work on their reading, writing, and study skills. The Center is funded by the College; the service offered is free to students. There is no credit granted for work completed in tutorials.

From the beginning, the aim of the Writing Skills Center staff has been to

find ways to improve the service to undergraduates and to explore ways to involve both faculty and students in literacy issues. We have seen the Center as a place where faculty, professional tutors and students can come together in a forum where ideas about learning to write can be pondered and tested. This article explains our Writing Skills Center and the way it functions within the Lesley College Community and beyond. The collaborative learning concept, which is the basis of the Center's operation, is firmly rooted in the weekly tutor training program, which brings together tutors and faculty members who are committed to the literacy effort.

First, some background on the College itself. Lesley's undergraduates earn a Bachelor of Science or a Bachelor of Science in Education. Of the 622 students currently enrolled, 497 are Education majors and 125 are Child and Community majors. Those who major in Education complete certification which allows them to teach in elementary schools of Massachusetts and other states in the Interstate Certification Compact. Those who receive the Bachelor of Science are eligible to be employed as child advocates in a variety of settings in the community. Because the curriculum for those students is densely packed, there is little room for investigating areas of interest other than the ones leading to degree requirements. As an example of the lean curriculum in rhetoric, there are only four writing courses at Lesley: Developmental English for students with weak writing skills; the required ENG 101, which is a semester-long course in composition; an elective entitled Advanced Writing; and Expository Writing and Peer Tutoring taken by upperclassmen who want to work on their own writing and who want to tutor students in the Writing Skills Center.

Of the 622 students enrolled in the undergraduate school, 123 are first year students, 72% from public secondary schools. For this year's freshman class, the average score on the verbal SAT is 390, and the average score on the Test for Standard Written English is 42. Thirty-eight percent of the freshmen are automatically placed in Developmental English as a result of achieving a score of 38 or below on the TSWE.

The packed curriculum and the field placement requirement that every student must meet create a pressure situation for our students. Those whose verbal skills are insufficient to allow them to perform satisfactorily have an added anxiety in their lives. We will see 75% of the freshman class in the Writing Skills Center before the year is out.

To serve students who seek help in the literacy skills we have designed a Writing Center which offers two services: assistance in reading, writing and study skills and assistance in disciplines such as economics, psychology, history, humanities, social science and education.

The writing tutors, who will also help with reading and study skills, include one professional tutor, who is a part-time faculty member; one graduate student, whose speciality is reading; and nine peer tutors, who are enrolled in the tutoring course or who take tutor training, the unifying forum which is really the heart of our program. The discipline tutors, those who offer assistance in the content areas, do not undergo training, but they do meet regularly with the peer leader to discuss their work and to resolve problems which may arise in the tutorials.

The weekly tutor training forum, which I refer to as the heart to our Writing Skills Center, presents a common meeting ground for faculty members, professional tutors, and undergraduate peer tutors. As the director of the Writing Skills and the leader of the tutor training forum, I seek to bring together all of the tutors as we work toward the common purpose of raising the literacy level across the curriculum.

The tutor training schedule allows opportunity for 3 faculty members to address the tutors on the requirements for their particular writing assignments. For instance, one lecturer in Education came to the Center to explain the guidelines for critiquing an article. She went over the requirements for the critique and the process of drafting the critique of an article from a professional journal. In conjunction with this visit, a professional tutor on the Center's staff has collaborated with the instructor on the design of the assignment and has made plans to visit the class 3 times to assist students with the process of writing the critique. The lecturer returns to the Center to check on

the work that her Ed 101 students are doing. The tutorial logs document both date of the student visit and content of the tutorial.

Because we seek to reach out to students who might not come for help with writing problems on a regular tutorial basis, the tutoring staff plans group workshops in the Writing Skills Center. This semester the workshops include study skills, the essay examination, the critical paper, and the research paper. Two tutor training sessions have already been devoted to preparation for the study skills workshop, which is scheduled early in the semester. In the first preparatory session the Harvard-Milton study method was explained, and in the following session all tutors collaborated on the design of the study skills workshop. One of the peer tutors asserted the need to have practice in effective note-taking. After brainstorming this particular issue, we came up with the idea of obtaining a tape of a Humanities 101 lecture from a student enrolled in the class. A segment of the tape will be played in the workshop, the students will take brief notes, and the workshop leader will conduct a discussion in which students share their ideas about what they consider important information.

In subsequent tutor training sessions there will be similar cooperative planning opportunities. For instance, an instructor in English Literature will speak to Writing Center tutors about the critical paper she expects from her students in the Western Literature classes. Following this visit, all tutors will collaborate on the format for the workshop on the critical paper.

The English instructor's visit to the Writing Skills Center has several desirable effects. First, it helps the tutors understand the assignment clearly so they can serve tutees better. Second, it allows the tutors to interact with the professor as she is thinking through her assignment. Frequently, the tutors' questions will cause the instructor to clarify or adjust some phases of the assignment. Other than faculty evaluations, which occur when the course is over, this forum may provide the only occasion when students and faculty members can sit down together and actually talk about working models for assessing knowledge. Finally, the exchange between faculty member and students gives the

faculty member the chance to see the writing assignment as a process, not just a product. Tutors will frequently interject comments about the assignment's specifications that force attention on the process of student writing.

In addition to the student--faculty interaction, some of the most fruitful exchanges of ideas come when tutors undertake to teach each other. This year we have a lively forum consisting of four undergraduate students, one graduate student, the assistant director of the Center, and the director. This population is enlivened by visits, not only from faculty members, but from the discipline tutors and the writing tutors who are enrolled in ENGL 374, Expository Writing and Peer Tutoring. While neither the ENG 374 students nor the discipline tutors are required to attend the tutor training sessions, they are encouraged to come, and we welcome their contributions.

All the tutors look forward to the presentation of tutoring issues which come directly from their peers' experience with tutees. There is also a certain amount of curiosity and doubt about the way the rhetoric experts' ideas fit into the tutorial. When I explain Donald Murray's ideas about conferencing, undergraduate tutors are quick to point out that he doesn't seem to be doing anything. The discussion of the Murray method elicits the very best kind of dialogue on the design of a tutorial.[1] The eternal question, one that we are always addressing, is "How much should a tutor do?"

The first teach-in conducted by an undergraduate tutor will present issues from a tutorial which she has participated in during the semester. She has begun to read from the bibliography of ENG 374, Expository Writing and Peer Tutoring, and will apply some of the theories of the experts to her own experience in working with tutees. Does Peter Elbow's looping technique work in pre-writing for an economics paper?[2] Her research is awaited by all of us who struggle with the first stages of writing, the pre-writing or list-making phase. Because she is working for 3 credits, her findings, first presented orally in the tutor training forum, will culminate in a final written presentation. Another tutor will also present a tutorial issue to the forum on that day and discuss

her strategy for dealing with some facet of writing. Her concern will be her tutee, Pong Ruengvisesh, a native of Thailand, who has some of the problems typical of students for whom English is a second language. Intuitively she feels that Pong's need to work with tenses must be satisfied by using Pong's own writing as source material in the tutorials. Both Pong and the tutor are becoming increasingly frustrated by the inadequacy of isolated exercises from textbooks. The tutor seeks support from the tutor training forum to carry out her convictions. She will also be looking for fresh ideas, workable strategies that facilitate the ESL students' ability to express themselves in a new language.

The point of the forum is that everyone teaches--faculty, tutors, and, indirectly, the students we serve. As a final event, I present excerpts from a paper on the ideal tutorial, a work which represents a semester-long effort in a graduate independent study currently under way at the University of Massachusetts at Amherst. Actually the paper presents in a somewhat more extended way the same kind of thing the undergraduate tutors are presenting. It seeks to show a number of strategies that combine to make a tutorial work for the tutee. The interesting aspect of this is that what works for the tutee works equally well for the tutor. That is, as we learn the strategies that help our tutees become better writers and readers, we benefit as well. Our own writing improves; our insight as learners become sharper. Could this have been what Chaucer had in mind when he spoke of the dual activities of the Clerk of Oxenford: "and gladly wolde he lerne and gladly teche..." The task is indeed a glad one when we are both teachers and learners.

Pauline Woodward
Lesley College

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[1]Donald Murray, "The Listening Eye: Reflections on the Writing Conference," College English, 41 (1979), p 76-77.

[2]Peter Elbow, Writing With Power: Techniques for Mastering The Writing Process, (N.Y.: Oxford, 1981), 13-18.

I am interested in hearing of any research currently being completed on attitude, improvement of writing skills, and reduction of error phobia through the use of word processing in the classroom.

Regina Odasz
524 Custer
Laramie, WY 82070
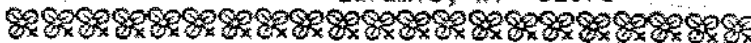
ROCKY MOUNTAIN WRITING CENTER ASSOCIATION: CALL FOR PAPERS

Montana State University, nestled in the lovely Gallatin Valley, will host the second annual Rocky Mountain Writing Center Conference on June 16, 1984. Possible topic areas include computers in the writing center, writing across the curriculum, composition research, tutor training, tutor/student interaction, writing center activity in the public schools and the community. One page proposals or completed papers are welcome, preferably by April 15, 1984. The keynote speaker will be Frank O'Hare of Ohio State University. Author of Sentence Combining: Improving Student Writing Without Formal Grammar Instruction and The Writer's Work: A Guide to Effective Composition, Professor O'Hare directs Ohio State's writing program, one of the largest and most comprehensive in the nation. Send proposals and requests for more information to Mark L. Waldo, Department of English, Montana State University, Bozeman, Montana 59717.

COMPUTERS-HUMANITIES CONFERENCE

Pennsylvania teachers and administrators K-college are invited to a two-day conference on "Computers and the Humanities in Schools and Colleges" to be held at West Chester University on June 28-29, 1984. Sessions will focus on computer applications at all educational levels and on ethical implications for schools and society. Some sessions will require familiarity with computer terminology and use; some won't. The chief goal of the conference is to enhance humanities instruction in Pennsylvania schools and colleges. Featured speakers will be the editor of Computers and the Humanities and developers of state-of-the art courseware. The conference fee is $55.00. For information on registration, meals, and lodging, contact Kostas Myrsiades or Robert Weiss, Department of English, West Chester University, West Chester, PA 19383. Telephone (215) 436-2745 or 2281.

CONFERENCE FOR DEVELOPMENTAL EDUCATORS

The Kellogg Institute for the Training and Certification of Developmental Educators has announced dates and application procedures for its 1984 training program. The 1984 Institute will hold its summer session from July 15 through August 12 on the campus of Appalachian State University in Boone, NC.

The 1984 Kellogg Institute will train faculty, counselors, and administrators from remedial, developmental, and learning assistance programs in the most current techniques for promoting learning improvement. The Institute program consists of a summer session followed by a fall term practicum project on the home campuses of participants. The 1984 summer program will focus on the use of learning styles and their implications for instruction, the process of developing evaluation activities, the use of academic intervention and counseling techniques, the management of programs and classes, and the use of computers for management, data collection, and instructional purposes. Faculty for the summer program include Dr. Hunter Boylan of Appalachian State University, Mr. Frank Christ of California State University-Long Beach, Dr. Chuck Claxton of Memphis State University, Dr. J. Otis Smith of Cheney State University in Philadelphia, and Dr. Milton "Bunk" Spann of Appalachian State University.

Institute fees are $595 plus $190 for board and a double room (single rooms are available for $220). A graduate credit fee for the fall semester practicum will also be charged. Up to 8 hours of graduate credit may also be obtained for participation in the summer program.

Applications for the Institute may be obtained by contacting Ms. Elaini Bingham, Assistant Director of the Center for Developmental Education, Appalachian State University, Boone, NC 28608. Additional information about the Institute may be obtained by contacting the Institute Director, Dr. Hunter R. Boylan through the Center for Developmental Education (704) 262-3057. Early application is encouraged to insure a space in the Institute. The application deadline is March 31, 1984.
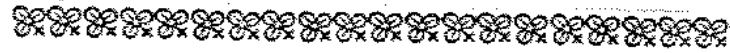
THE WRITING PROCESS AND THE RESEARCH PAPER--A BOOK REVIEW

Because of the many books on writing currently published, finding one that is really useful or that doesn't merely repeat what has already been written becomes difficult. I must confess when I first thought about reading James D. Lester's Writing Research Papers: A Complete Guide, 4th edition (Scott, Foresman, 1983), I was less than enthusiastic about the task. However, once I began, I was pleasantly surprised, for it does what most other research paper manuals don't do--it applies teaching writing as process to the research paper.

What I found particularly useful about this book is that it not only tells students what they have to do to write a research paper but also how to do it. Since Writing Research Papers uses a step by step approach, most students who have never written a research paper could follow this book to learn the process and to write a decent paper.

The first chapter on finding a topic--which includes discovering a purpose, asking research questions, determining audience, stimulating invention, restricting the topic, and developing a preliminary thesis--gives students the information they need to complete this key step. In contrast to other research paper writing guides that try to dispose of these so-called preliminaries quickly, Writing Research Papers spends time on this important step, which often gives inexperienced writers so much difficulty that they choose poor topics and write dull, badly constructed, and ineffective papers.

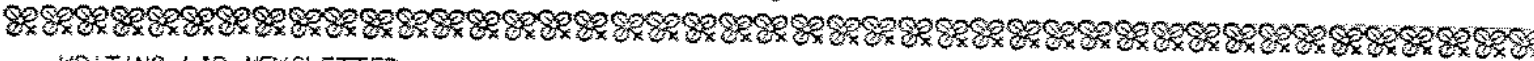The rest of the book covers topics that follow the logical order of writing a paper--using the library and doing research, taking notes, writing the paper, and formatting it. In addition, there is useful material on developing a bibliography, writing an annotated bibliography, plagiarism, examples of introductions and conclusions, documentation for a variety of disciplines such as the social sciences, the biological sciences, the medical sciences, and business, a sample research paper, an excellent list of general reference books and journals, and the new MLA guidelines on documentation style.

Because Writing Research Papers focuses on process and is based on the new theories of teaching writing, I recommend it as a resource for every writing lab. It is a book that can be used by students without any other instructional or tutorial assistance. And it certainly should be read by every tutor who helps students with research papers.

Susan Glassman
Southeastern Massachusetts
University

DIRECTORY OF WRITING LABS BEING COMPILED

The February 1984 issue of the WRITING LAB NEWSLETTER included an announcement of a directory of writing labs now being compiled. Also included in that issue of the newsletter was a questionnaire to be completed in order to be included in this directory. If you wish to have your lab or center listed in the directory and don't yet have a copy of the questionnaire, please send me a stamped, self-addressed envelope. All questionnaires must be received before June 15th. The price of purchasing the directory will depend on costs for copying and mailing and will be announced in a future issue of the newsletter, along with ordering information.

Please send requests for copies of the questionnaire, along with your stamped, self-addressed envelope, to me: Muriel Harris, Department of English, Purdue University, West Lafayette, IN 47907. If you have further questions, please write or call me (317-494-3723).