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I am submitting herewith a dissertation written by Willardean Smith Wiley entitled "A Descriptive Analysis of the Writing Performance and Progress of a Selected Group of High-Risk Students in Developmental English at a Two-Year State Community College." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Curriculum and Instruction.

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A DESCRIPTIVE ANALYSIS OF THE WRITING PERFORMANCE AND
PROGRESS OF A SELECTED GROUP OF HIGH-RISK STUDENTS
IN DEVELOPMENTAL ENGLISH AT A TWO-YEAR
STATE COMMUNITY COLLEGE

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville

Willardean Smith Wiley
December 1983

ACKNOWLEDGEMENTS

My sincere appreciation is extended to the members of my doctoral committee, Dr. Mark A. Christiansen, Chairman, Dr. J. Estill Alexander, Dr. Thomas K. Ryan, and Dr. Francis M. Trusty, for their assistance and guidance throughout my program of study.

Additional appreciation is extended to the developmental studies instructors of Chattanooga State who granted me permission to conduct this study involving their classes. I am also especially grateful to the two members of the Chattanooga State English faculty who served as raters for this project, Dr. Donald Andrews and Mrs. Patricia Handley. The successful completion of this study would not have been possible without their assistance.

I owe a special debt of gratitude to my husband, Jim, who provided assistance in the analysis of the data as well as encouragement which helped to inspire me to reach my goal.

ABSTRACT

The purpose of this study was threefold: (1) to analyze the writing performance and progress of a selected group of students enrolled in an individualized developmental English course, (2) to assess the students' attitudes about writing as active participants in the writing process, and (3) to determine whether raters, if properly trained, can be expected to reach a high degree of correlation in the assessment of writing quality and ability.

The impetus for this study grew primarily out of a desire to test a frequent and long-standing assumption about writing, that is, the more students write, the better their writing should become. Participants in this study were required to complete thirty-three paragraphs and thirty-nine other short writing exercises. The investigation was conducted at Chattanooga State Technical Community College, Chattanooga, Tennessee, during the Winter Quarter, 1982.

A pretest and post-test design was used in conducting the study, and an analytic method of rating compositions was applied to this design. Themes written at the beginning and end of the quarter were compared to determine what changes, if any, occurred in the participants' writing. A twenty-two item Writing Attitude Survey was also developed

and administered at both the beginning and end of the quarter. Responses from the survey were compared to determine the extent and kinds of changes, if any, which occurred in the participants' attitudes about writing.

Findings revealed that there was no statistically significant changes, or improvements in the participants' writing skills after a quarter of instruction. In no case was the improvement greater than an increase from D^+ to C^- . The majority of the participants received essentially the same rating on both the initial and final papers, although in general, more participants received slightly higher ratings on the final paper than received the lower rating. In addition, it was noted that there were no significant changes in the participants' attitudes about writing. No relationship was found between performance and progress and the sex, race, or age of the participants. There was statistical evidence which suggested that if raters are properly trained, they can be expected to attain a relatively high degree of correlation in the assessment of writing quality and ability.

Based upon the findings in this study it was concluded that it appears to be difficult to achieve a substantial level of improvement in the writing skills of high-risk students when restricted to a single quarter of instruction.

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CHAPTER I

INTRODUCTION

I. NEED FOR THE STUDY

Overview

American institutions of higher education have undergone a remarkable transition since their inception. They have evolved from the "Classical" college of the seventeenth and eighteenth centuries which was devoted to three essential aspects: "in loco parentis" (in place of parent), the Bible, and European culture.¹ The Morrill Act of 1862 is perhaps the single most significant factor which contributed to this change. The passage of this bill gave rise to a greater diversification in the programs being offered in institutions of higher education.² Such diversification appears to have set the stage for what was to emerge as the comprehensive community college.

There are several characteristics of the comprehensive community college which have traditionally made it unique.

¹Clark Kerr, A Digest of Reports on the Carnegie Commission on Higher Education (New York: McGraw-Hill, 1973), p. 177.

²Clyde Blocker, Robert H. Plummer, and Richard C. Richardson, Jr., The Two-Year College: A Social Synthesis (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965), p. 1.

The tuition and other costs have generally been low, it maintains an open-door policy, and it is geographically accessible to the community which it serves. In addition, the community college serves a wide range of students with varying abilities, aptitudes, and interests. It offers a comprehensive curriculum to meet the diverse needs of its students, and it is dedicated to life-long learning, making available educational programs for individuals of all ages and educational needs. To summarize, the comprehensive community college is adaptable to individual differences among students, differences which exist in the community and the changing needs of society.³

Universal availability of education beyond high school is therefore one of the basic philosophical concepts embraced by the community college. This philosophy has been the driving force in increasing educational opportunities for a large segment of the American population which may not otherwise be served by traditional institutions of higher education. The comprehensive community college with its open-door policy has often been cited as the salvation of "high-risk" students.

³Blocker, Plummer, and Richardson, p. 35.

Statement of the Problem

Consistent with the philosophy of providing educational opportunities for all students, many community colleges, within the last decade or so, have established Developmental English Programs for the academically unprepared student. Each year such programs serve a growing segment of the student population in the community college, yet, there are only a limited number of research studies which describe how students actually perform upon enrolling in developmental English courses. Consequently, there is a need for a study which focuses on the students' performance and progress from entrance to exit in developmental English.

In an "open-door" college and the cry of accountability from the citizenry and the governing body of the community college system, it is important to be able to report how well students perform in developmental studies courses. This is of particular importance since such courses are being more frequently scrutinized by those who question whether they should even exist at all at the college level. Proponents of college remediation have long had to justify its need. They will perhaps have to continue to do so, particularly in the light of the recent reduction in appropriations in higher education, coupled with the projection that this trend will continue throughout this decade.

Insomuch as accountability has become a major topic of educational discussion, it is imperative that instructors and administrators who work within developmental programs become increasingly concerned about the performance of the students whom they serve.

II. PURPOSE OF THE STUDY

Statement of the Purpose

The present study was designed to analyze the writing performance and writing progress of students enrolled in the individualized sections of developmental English at Chattanooga State Technical Community College during the Winter Quarter, 1982. The impetus for this study grew primarily out of a desire to test a frequent and longstanding assumption made about writing, that is, the more students write, the better their writing should become.

Relative to the proposed study, the following research questions were investigated.

1. Was there a correlation between writing frequency and development of writing skills for those participants involved in the study?
2. Was there a significant improvement in the participants' writing skills as measured by pre- and post writing samples?

3. Did the participants' post writing samples reflect an application of grammar and usage skills taught in the developmental English course in which they were enrolled?
4. Was there a change in the participants' attitudes about writing as measured by pre- and post responses to the Writing Attitude Survey?
5. Can raters, if properly trained, be expected to reach a high degree of correlation in the assessment of writing quality and ability?

Importance of the Study

If the community college is to make true the American promise of universal education beyond high school for its citizens, it seems crucially important that measures be taken to examine whether this goal is successfully being accomplished. The conclusions of this study should first of all have implications for the faculty and administrators of the Developmental English Program at Chattanooga State, helping them to evaluate the current practices of instruction, which may result in changes in the individualized component of developmental English. In addition, the conclusions of the study should also have implications for others engaged in community college remediation, making them aware of the importance of becoming more accountable

for the performance of the students whom they serve in developmental English at their respective institutions.

Limitations of the Study

The study was limited to analyzing the writing performance and progress of students enrolled in the individualized sections of Developmental English at Chattanooga State Technical Community College, Chattanooga, Tennessee, during the Winter Quarter, 1982.

Definition of Terms

The following terms are defined as used in the context of this study.

Developmental English: A term used interchangeably with Basic English to describe a course designed to assist the academically unprepared student acquire the skills necessary for developing "a readable expository style that will serve for other college level courses and, later, for professional or civic writing assignments."⁴

Comprehensive Community College: A two-year institution dedicated to providing educational opportunities for the community which it serves. The community college serves a wide range of students with varying abilities, aptitudes, and interests. It offers a comprehensive

⁴Mina Shaughnessy, Errors and Expectations (New York: University Press, 1974), p. 280.

curriculum to meet the diverse needs of its students, and it is dedicated to lifelong learning, making available educational programs for individuals of all ages and educational needs.

Developmental Studies Program: A term used interchangeably with Basic Studies Program, a program of studies in various areas designed to assist students develop the prerequisite skills necessary to pursue a college level curriculum.

High-Risk Student: A student who is academically unprepared to enter college level studies. Generally, the student has little chance of achieving academic success in traditional institutions of higher education. This term is used interchangeably with remedial student and developmental student.

Individualized Developmental English: A developmental English course which is conducted in a lab setting. In this course, students are allowed to progress through a series of writing and grammar activities at their own pace. A student's individualized program is prescribed according to his/her performance on the diagnostic tests administered at the beginning of the quarter.

Open-Door College: An institution, such as a community college, which has a policy that allows anyone with a high school diploma or its equivalence to enroll without having to meet stringent entrance requirements.

Traditional Developmental English: A developmental English course conducted in a conventional classroom setting with constant teacher supervision and direction. In this course, all students move at the same pace, covering prescribed units in writing and grammar.

III. AN OVERVIEW OF DEVELOPMENTAL ENGLISH COURSES AT CHATTANOOGA STATE

Students at Chattanooga State are advised to enroll in developmental English if they score less than sixteen on the American College Test (A.C.T.) or if they fail the written composition which is a part of the Chattanooga State "in house" Placement Test. Students who score at the upper end of the spectrum are generally advised to enroll in the individualized component of developmental English, whereas those who score at the lower end of the spectrum are advised to enroll in the traditional component. Past experience seems to indicate that students placed in this manner generally tend to respond better in the respective courses.

The traditional developmental English course, hereinafter referred to as (EN 105-T), is teacher directed, and it is conducted in a conventional classroom setting. The class meets five days a week for one hour, and all students move at the same pace in covering the prescribed

units in writing and grammar. Texts used in the course are Paragraph Practice (Sullivan) and The Handbook of Basic English Skills (Bassone). Students enrolled in (EN 105-T) may receive a final grade of E (Extension) if they successfully complete a designated number of requirements, and they are permitted to re-enroll in the course to complete the requirements the following quarter. The course content is standardized; as a result, all students in the course must satisfy the same requirements.

The individualized developmental English course, hereinafter referred to as (EN 105-I), is conducted in a lab setting which allows students to progress through writing and grammar activities at their own pace. Students who enroll in this course must take a series of diagnostic tests at the beginning of the quarter covering various aspects of grammar, and they must also write a 300-word essay. Three class periods are generally required to complete this process. The diagnostic tests are scored immediately, and students' individualized programs of study are prescribed according to their performance. (EN 105-I) classes are scheduled to meet five days a week for one hour; however, students are permitted and encouraged to spend as much additional time in the lab as necessary to complete their requirements. Students in this course generally spend the regularly scheduled class periods

working through grammar modules (which cannot be taken from the lab), completing writing assignments, and discussing with the instructor specific problem areas which they have encountered. Students enrolled in (EN 105-I) may receive a final grade of E (Extension) if they successfully complete a designated number of requirements. They are allowed to re-enroll in the course the following quarter to complete the requirements.

A variety of instructional materials are used in the individualized course. They include filmstrips, programmed tapes and booklets as well as film slides. The Harbrace College Handbook, Eighth edition, is the only text which students are required to purchase.

The English Modular Mini-Course Series in English Grammar produced by Educulture, Incorporated is used for instructional purposes in the grammar segment of the course. Nine of the seventeen modules in this series have been selected by the English faculty at Chattanooga State as being essential and are therefore required. The remaining eight modules are used as supplementary material (see Appendix A). Students receive a set of objectives for each module which is to be completed; as a result, they understand from the very beginning what is to be accomplished by working through a particular module.

To show mastery of the grammar material, students must pass a test with a score of 75 percent or above on each required module. If the minimum score is not attained, then students are required to contact the instructor in order to review, and if necessary, receive additional instruction on the material which appeared on the test. Afterwards, they are retested on the material, using alternate forms of the test until they pass with the required score.

Students begin to do writing assignments while working on the first grammar module (usually the second week of the quarter). The Communication Skills Write It Right Series produced by the Sound Slide Program from the Center of Humanities is used in teaching paragraph development and writing skills. Four segments of writing are covered in this series which provide students with instructions and practice in various aspects of paragraph development, sentence structure, and outlining techniques.

The course content is standardized and all students must satisfy the same requirements. A student may satisfy the grammar requirements either by working through the modules or by being exempt from any part of the requirements by scoring 80 percent or better on the material covered in the respective modules on the grammar diagnostic test. They must all complete the same writing requirements; they cannot be exempted from them.

IV. OVERVIEW OF PROCEDURES

The initial steps in the preparation of this study involved conducting an ERIC search and analyzing Dissertation Abstracts to see what research studies had been done relative to the proposed research topic. A review of the literature is reported in Chapter II of the study.

Identifying the population was another aspect which received considerable attention during the preparatory stages of the study. As previously indicated, Chattanooga State offers both the individualized and traditional methods of instruction in its Developmental English Program. However, the present study was limited to an analysis of the writing performance and progress of those students enrolled in the individualized sections of developmental English, since the format and the composition of the student population generally differ in these two courses.

Selecting a reliable rating instrument to evaluate the students' essays was another important consideration during the early phase of the study. After reviewing the literature and discussing the issue with my doctoral chairman, the criteria used in the assessment of freshmen themes at the University of Iowa were selected. This set of criteria has gained acceptance as a reliable tool in the assessment of written compositions, particularly since it

is used in conjunction with a three-page set of instructions defining each category of writing being evaluated.

In order to assess the students' attitudes about writing, a Writing Attitude Survey was developed. This survey was administered to all participants in the study the first week of the quarter and again the last week of the quarter to see what changes, if any, had occurred in their attitudes about writing. To ensure anonymity, students were instructed not to sign their names to the papers; instead, numbers were used for the purpose of identification. The researcher was the only one with access to this information. The model and form, and to some extent, content, of the Writing Attitude Survey were adopted from one developed by Merle O. Rourke Thompson. This instrument was presented and discussed at one of the Southeastern Regional Conferences on the Teaching of English in the Two-Year College.

To avoid prejudicing the study, the researcher did not participate in rating the students' compositions. Two competent, full-time members of the English faculty were selected from the college. One had a Doctorate in English and the other one had a Master's in English. Both had a number of years teaching at the college level. Both instructors also had a thorough understanding of the

individualized English course at Chattanooga State, but neither was teaching a developmental English class during the quarter that the study was conducted. Prior to the study, both raters were exposed to the rating instrument and spent five one-hour practice sessions using it. Essays written by students formerly enrolled in the individualized developmental English course were used by the raters during the training sessions.

Further preparation required meeting with the instructors designated to teach the classes involved in the study. Two two-hour sessions were scheduled to acquaint them with the proposed research study and to introduce them to the rating instrument. For the purpose of standardization, all instructors were asked to use the rating instrument throughout the quarter in evaluating the students' compositions.

During the second class meeting of the Winter Quarter, 1982, the participants in the study all wrote a diagnostic essay. Precautions were taken to ensure that the raters would not be able to differentiate between pre- and post-papers. Consequently, half the students wrote on one topic at the beginning of the quarter, while the other half wrote on the other. At the end of the quarter this process was reversed, making it impossible for the raters to determine exactly when the essays had been written.

All of the essays were rated at the end of the quarter when both pre- and post papers were completed. Afterwards, the compositions were compared and analyzed to determine what changes, if any, had occurred in the students' writing. To ensure anonymity, students were instructed not to sign their names to the papers; instead, numbers were assigned for the purpose of identification. The researcher was the only one with access to this information.

V. ORGANIZATION OF THE STUDY

Chapter I contains an introduction, the statement of the problem, the need for the study, the proposed research questions, the limitations, the definitions, an overview of the course involved in the study, and an overview of procedures.

Chapter II presents a review of related literature.

Chapter III describes the data-gathering methods and treatment procedures.

Chapter IV presents an analysis and interpretation of the data.

Chapter V includes a summary, conclusions, implications, and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

I. INTRODUCTION

Program evaluation is an area which has been long neglected in American community colleges. Only recently has it begun to receive some attention. The assumption seems to have always been that if courses were offered and students enrolled in them, the programs were successful. Anyone wishing to make an objective assessment of such programs recognizes that the preceding assumption is not a valid measurement of success. Several key questions must be answered in evaluating community college programs, particularly developmental programs. Among them are how many students persist in such programs? how many achieve? and, how many feel good about their experience in the program?

Most of the research studies related to the evaluation of developmental education programs have been completed within the past decade. Prior to this time, virtually all of the empirical studies on remediation were acquired through research on young children (Conant, 1961; Passow, 1962; Riessman, 1962; Clark, 1965; Bereiter and Englemann, 1966; Coleman, 1966; Moore, 1969). In these studies the

term, developmental education, was rather narrowly defined to embrace only the so-called "culturally disadvantaged." Today, the scope of this term is much broader. It is now commonly used in the community college to describe a type of "supportive education" designed to assist students develop the prerequisite skills necessary to pursue a college level curriculum. A wide range of students are served by community college developmental programs: older students, people changing careers, married women returning to school after long absences of rearing families, retired military careermen, and people updating their present skills. For the sake of relevance, this chapter will be devoted to those studies specially concerned with community college remediation and those few studies related to the teaching of developmental English. The limited research on this subject partly suggests the need for the current study.

II. THE RESPONSE OF THE TWO-YEAR COLLEGE TO HIGH-RISK STUDENTS

The community college, in response to its egalitarian philosophy of education, has established developmental programs to accommodate students who enroll with academic deficiencies. However, in recent years, meeting the challenge of remediation by offering basic skills courses

has become an increasingly serious problem for community colleges. Numerous indicators suggest that more and more students are gaining entrance to these colleges without the rudimentary academic skills needed to enroll in, let alone pursue, college level work. Consequently, one of the fastest growing college programs has been developmental education. According to Roueche, developmental English leads the field of courses being offered in developmental education programs, followed closely by developmental reading, developmental mathematics and developmental study skills.⁵

Although developmental programs are currently commonplace, withdrawal, drop-out and "stop-out" rates continue to soar. A two-fold explanation was given for the high attrition rates which are common to community colleges, particularly to developmental programs. First, there is a direct correlation between attrition and the academic deficiencies manifested in the students who enroll in these institutions. Secondly, attrition is also related to the fact that students who enroll in developmental courses generally lack positive self-concepts and

⁵John Roueche and Nancy R. Ames, "Basic Skills Education: Point - Counter Point," Community and Junior College Journal, 50:21, March, 1980.

adequate clarification of life goals.⁶ Traditionally, academicians have had virtually no training in helping students to develop positive self-concepts and to clarify life goals. These qualities are, according to Beck, "most essential to the success of high-risk students."⁷

As previously stated, virtually all of the research studies related to community college remediation were completed during the past decade. The two most recurrent themes found in these studies deal with the underlying causes of the problems associated with the remediation dilemma and the implications of the community college's "open-door" policy. The "open-door" policy, a philosophy embraced by most community colleges, allows any student with a high school diploma or its equivalence to enroll. This trend, according to Moore, has led to an "unparalleled increase in the entry of marginal students."⁸ Roueche found, for example, that of 270,000 freshmen entering the California public two-year colleges in 1965, about 70 percent failed the transfer English qualifying examination,

⁶Marilyn C. Beck, "Decreasing the Risk of High-Risk Students," Community and Junior College Journal, 51:4, September, 1980.

⁷Ibid.

⁸William Moore, Jr., Against the Odds: The High-Risk Student in the Community College (San Francisco: Jossey-Bass Inc., 1970), p. 4.

and of the 60,500 California students taking mathematics in the fall of 1964, about 75 percent were in courses also offered in the high schools.⁹

In a study published in 1971, Medsker and Tillery reported that 85 percent of four-year college students came from the two upper ability quartiles, as compared to only 51 percent of the two-year college students. They also found that only 15 percent of four-year students came from the two lower ability quartiles, as compared to 49 percent of the two-year students.¹⁰

As early as 1964, Schenz reported that many junior colleges were observing that a growing proportion of their students were academically unprepared.¹¹ Moore, on the other hand, estimated that over 60 percent of today's community college students were at or below the 30th percentile of ability levels.¹²

⁹ John E. Roueche, Salvage, Redirection, or Custody? Remedial Education in the Community College. ERIC Clearinghouse for Junior College Information (Washington: American Association of Junior Colleges, 1968), p. 13.

¹⁰ Leland L. Medsker and Dale Tillery, Breaking the Access Barriers: A Profile of Two-Year Colleges (New York: McGraw-Hill Book Company, 1971), p. 42.

¹¹ Robert F. Schenz, "What Is Done for Low Ability Students?" Junior College Journal, 34:22, May, 1964.

¹² Moore, Against the Odds, p. 155.

The fact that community colleges attract large numbers of low-ability students to their campuses is well-established; however, the causes of this deluge are a bit more difficult to determine. With 80-90 percent of the upper socioeconomic level students already attending college,¹³ it follows that the lower socioeconomic levels increase in representation, thus bringing more high-risk students on to the only campuses to which they can gain admission. Social pressures and the changing job market are other factors involved in the current trend toward universal higher education.¹⁴ Finally, there is the abiding faith in higher education as being essential to the American dream for a better and more fulfilling life,¹⁵ thus opening doors to social and economic opportunities.

The following findings presented by Schultz seem to substantiate the preceding belief. It was calculated that for 1958 the lifetime earnings of a male worker with a college education were \$151,000 compared with \$70,000 for

¹³K. Patricia Cross, "Higher Education's Newest Student," Junior College Journal, 39:38, September, 1968.

¹⁴William Moore, Jr., "Opportunity for the Disadvantaged," in G. K. Smith (ed.), Stress and Campus Response (San Francisco: Jossey-Bass, 1968), p. 234.

¹⁵John Losak, "The Academically Underprepared Student," New Directions for Community Colleges, 1:45, Autumn, 1973.

a high school graduate and \$47,000 for an individual with only an elementary school education.¹⁶ The Bureau of the Census in 1970 estimated that the annual mean income for a college graduate would be \$15,980; for a high school graduate, \$10,422; for an eighth-grade graduate, \$7,252; and for a person who had not completed elementary school, \$5,747.¹⁷

Thus, increasingly since 1965 the community college has been hailed as a potentially great force in providing educational opportunities beyond high school for the masses.¹⁸ This particular quality is essentially what many proponents of the community college feel has made these institutions alluring as well as unique. Yet, many critics both within and outside these colleges charge that "the community college is diluting its potential by promising to be all things to all people."¹⁹

¹⁶T. W. Schultz, "Education and Economic Growth," Social Forces Influencing American Education (Chicago: University of Chicago Press, 1961), p. 79.

¹⁷"Increasing Earnings and Amount of Education," U.S. News and World Report, p. 85, August 16, 1971.

¹⁸Carnegie Commission of Higher Education, The Open-Door College: Policies for Community Colleges (New York: McGraw-Hill, 1970), p. 51.

¹⁹John E. Roueche, "The Open-Door College: Problems of the Low Achiever," Journal of Higher Education, 39:453, 1968.

Ample evidence in the literature indicates skepticism regarding the ability of the community college to fulfill its "open-door" promise of providing successful learning experiences for the majority of its students. According to Moore:

The term "open-door" is hypocritical rhetoric if the student, regardless of his level of achievement . . . does not receive the best education possible in the college commensurate with his needs, efforts, and abilities.²⁰

Similar sentiments were voiced by Roueche who said, "the only accurate and valid measure of the 'open-door' is student success."²¹

The literature is filled with references regarding remediation as a valid and crucial responsibility of the community college. W. A. Harper, for example, stated that under open admissions policies, inadequately prepared students must be upgraded by the two-year college.²² The American Association of Junior Colleges (A.A.J.C.), now known as the American Association of Community and Junior Colleges, also affirmed the responsibility of the

²⁰Moore, Against the Odds, p. 5.

²¹John E. Roueche, George A. Baker III, and Richard L. Brownell, Accountability and the Community College (Washington: American Association of Junior Colleges, 1971), p. 7.

²²W. A. Harper, "The Community and Junior College: An Overview," Peabody Journal of Education, 48:259, July, 1971.

community college in assisting students who are academically deficient.²³ John Roueche indicated that the open-door should not become a "license to fail" but rather must be viewed as being consistent with the democratic concepts of individual worth and educational opportunity for all.²⁴ Edmund Gleazer, a renowned community college educator, called remediation "a legitimate and essential task of the community college."²⁵ Blocker, Plummer and Richardson also included developmental education as an essential function of the two-year college,²⁶ as did Kelley and Wilbur in their text on the community college.²⁷

In light of the preceding views, the question then is to what degree have community colleges actually met the challenge of open admission? Much of the literature indicates that many current efforts have been largely ineffective. A study published in 1970 by the Southern Regional Education Board revealed that although 65 percent

²³Selected Papers (Washington: American Association of Junior Colleges, 1967), p. 11.

²⁴Roueche, Baker, and Brownell, loc. cit.

²⁵Edmund J. Gleaser, Jr., This Is the Community College (Boston: Houghton Mifflin Company, 1968), p. 58.

²⁶Blocker, Plummer, and Richardson, Jr., p. 34.

²⁷Win Kelley and Leslie Wilbur, Teaching in the Community Junior College (New York: Meredith Corporation, 1970), pp. 14-16.

of community college students enrolled in college-transfer programs, only about 30 percent actually transferred, with about 15-20 percent eventually earning the Bachelor's degree.²⁸ The high attrition rates common to the community college may further suggest the ineffectiveness of these institutions. This phenomena was noted in a 1969 American College Testing (A.C.T.) Research Project.²⁹ Some authors maintained that the open-door was no more than a "revolving door" for many students.³⁰ Another study reported that attrition rates were perhaps as high as 50-75 percent a year, as in one California junior college where 80 percent of the entering freshmen were enrolled in remedial English, but only 20 percent eventually went on into regular classes.³¹ The Carnegie Commission estimated that only approximately 40 percent of all community college students enrolling in the fall of 1971 would ultimately obtain the

²⁸Effective Use of Resources in State Higher Education (Atlanta: Southern Regional Education Board, 1970), pp. 23-24.

²⁹Leonard L. Baird, James M. Richard, Jr., and Linda R. Shevel, A Description of Graduates of Two-Year Colleges. A.C.T. Research Report No. 28 (Iowa City, Iowa: American College Testing Program, 1969), p. 1.

³⁰Harper, p. 261.

³¹Roueche, Baker, and Brownell, pp. 11-12.

degree to which they aspired.³² Such speculations prompted the Commission to urge strongly community colleges to reassess their fundamental goals and means concerning low-ability students.³³ Roueche, in his Educational Resources Information Center (E.R.I.C.) compilation of data on community college remediation efforts, found that 40-60 percent of remedial English students in California received either a D or an F grade during one year, indicating the general ineffectiveness of some remedial courses.³⁴ Other implications are made in the literature which suggest that community colleges have not effectively met the needs of high-risk students. It is stated that this problem may be directly related to the community college's having been assigned too broad a scope of responsibilities. Moore decried the dilemma of attempting to provide quality education for both the able and high-risk student, the usual being, as he describes, "an over-emphasis on the transfer program and near complete neglect of other areas."³⁵ Medsker and Tillery referred to intellectually

³²Less Time, More Options: Education Beyond the High School. Special Report and Recommendations by the Carnegie Commission on Higher Education (New York: McGraw-Hill Book Company, 1971), p. 9.

³³Medsker and Tillery, p. 147.

³⁴Roueche, Salvage, Redirection, or Custody?, p. 3.

³⁵Moore, Against the Odds, p. 11.

dishonest "apology programs" in developmental education and condemned many two-year colleges for ". . . failing to offer programs and services of a nature and in a manner that hold students."³⁶ In a study published slightly over a decade ago, Roueche indicated that while 91 percent of community colleges surveyed nationally accepted the "open-door" philosophy, only 55 percent provided special remedial programs for their students.³⁷ Kelley and Wilbur reported that in a study whereby community college faculty members were allowed to evaluate various facets of their own program, they rated their remedial efforts among the lowest items on the scale.³⁸ A publication of the University of California at Los Angeles (U.C.L.A.) Junior College Leadership Program contained the following statement concerning the community college:

. . . community colleges in general have tended to stay well within the boundaries of current educational practice and procedure. Frequently described as flexible, dynamic, new and responsive, the junior college does not often actually fit that description.³⁹

³⁶ Medsker and Tillery, p. 157.

³⁷ Roueche, Baker, and Brownell, p. 12.

³⁸ Kelley and Wilbur, p. 196.

³⁹ Establishing Junior Colleges. Occasional Report No. 5, U.C.L.A. Junior Leadership Program (Los Angeles: School of Education, University of California, 1964), p. 14.

Jencks and Riessman indicted the community college on the basis that it largely failed to live up to its glamorous claims. They further contended that:

Community colleges are largely mere copies or imitations of four-year colleges, where a similar curricula is adopted and where teachers behave in the manner of those at four-year colleges, often immunized from new ideas, both by isolation and by the prestige of the models they emulate.⁴⁰

What then can American community colleges do to achieve more effective results in their developmental studies programs? Roueche offered the following recommendations. The literature revealed that these recommendations also reflect the views of other authors as well.

1. Institutional priority on developmental education beginning with the Board and President should be established.
2. A division/department of developmental studies should be organized. (Exit criteria should be that students possess the needed academic skills to succeed in regular college courses.)
3. Developmental teachers and counselors should be volunteers, indicating their enthusiasm for the assignment.
4. Teachers should be given training to better understand the behavior of developmental students and to develop skills to stop irresponsible behavior.
5. Students should be assessed upon entry for proficiency determination in verbal, study, and quantitative skills.
6. Students should be strongly discouraged from pursuing any course and program until they demonstrate proficiencies required to succeed.

⁴⁰C. Jencks and D. Riessman, The Academic Revolution (Garden City, New Jersey: Doubleday, 1968), p. 488.

7. Exit criteria for the developmental program should be clearly stated and agreed to by instructors in developmental studies and those whose courses developmental students will enter upon exiting the developmental studies program.
8. Developmental curriculum should focus as much on student growth and development (i.e., self-concepts) as upon the development of academic and study skills.
9. Students should be discouraged from enrolling in "full loads of study" if they have circumstances which prohibit their chances of success in college, i.e., family and parental responsibility, or holding several jobs, or lack of support at home. High-risk students need to demonstrate success in a limited number of courses before taking on greater course loads.⁴¹

A recent study, with implications for the community college, was conducted by John Crockett. In his 1980 doctoral dissertation, Crockett stated that an attempt was made to determine the characteristics of students who persisted to complete their associate degrees. Students were selected from four community colleges in the University of Kentucky system in order to learn from them the academic, social, and personal experiences which promoted their success. According to the researcher, concerning the academic experiences at the community colleges, respondents reported very positively. Quality

⁴¹John E. Roueche, "Let's Get Serious About the High-Risk Student," Community and Junior College Journal, 49:28, September, 1978.

of instruction, small class size, academic counseling, library facilities, personal attention of teachers and course requirements were all cited as factors which made the academic experience successful. Personal development and growth and the discovery of new goals along with a better understanding of self were all reported to have resulted from community college attendance.⁴²

There is considerable evidence in the literature which suggests that if the community college is to make good its promise of open door, it must be engaged in conducting ongoing studies, such as the preceding one, in order to evaluate its effectiveness. In so doing, the community college may begin to ascertain more objectively just how effective its efforts really are in meeting the challenge of providing universal higher education to the masses, part of the promise of open admission.

III. ENGLISH AND THE HIGH-RISK STUDENT

Montaigne, quoting Cicero says, "most commonly the authoritie of them that teach, hinders them that would

⁴²John Harold Crockett, "Factors Contributing to Students' Successful Completion of Programs at Selected Community Colleges in the University of Kentucky System." Unpublished Ph.D. dissertation, Indiana University, 1980.

learne."⁴³ This observation seems to reflect the belief held by many concerning the teaching of English, particularly that which is being done in today's developmental English programs. Frequently, teachers of developmental English express weariness from the persistent failings of the students who enroll in these programs, in spite of diligent efforts to teach them. Many of these teachers conclude that the problem must reside with the students, since they, themselves, expend so much time and energy, oftentimes exhausting virtually every means in attempting to teach them. Thus, "the student is blamed for not wanting to learn, for not being interested, or for not having the I.Q. which permits learning to take place."⁴⁴

In commenting on the preceding views, Weingarten stated, "notice that the onus is always on the student."⁴⁵ He continues his response with these additional comments:

What is it that the students don't want to learn?
 What is it that they are not interested in? How
 can something be taught if no one learns it?
 Might some of the causes to the problem reside in

⁴³Quoted in Edward R. Fagan, ed., English and the Disadvantaged (Scranton, Pennsylvania: International Textbook Co., 1967), p. 9.

⁴⁴Ibid.

⁴⁵Charles Weingarten, "English for What?" Edward R. Fagan, ed., English and the Disadvantaged (Scranton, Pennsylvania: International Book Co., 1967), p. 9.

the fact that much of what passes for "English" is simply irrelevant? Might it be that the problem is less with the student than with "English"? Might it be that the form and substance of the subject need to be examined from the point of view of its ostensible purposes and how, or even whether these purposes are achieved?⁴⁶

In the following illustration, Parker emphasized the importance of practicality to the learning process. Long before the high-risk student came to be regarded as a special problem, he reported that:

Pupils could parse and construe sentences and point out the various parts of speech with great facility, repeating the rules of grammar applicable in each case, yet were utterly unable to put this theoretical knowledge to any practical use, as they showed when called upon to write an ordinary English letter.⁴⁷

Based upon the preceding points of view, it then might be said that high-risk students share a single commonality--that is, they appear to have no taste for what is not clearly relevant or practical. This is a salient point worth remembering by those who are engaged in teaching this particular group of students.

⁴⁶ Ibid.

⁴⁷ Quoted in Edward R. Fagan, ed., English and the Disadvantaged (Scranton, Pennsylvania: International Textbook Co., 1967), p. 9, from Francis Waylord Parker: His Life and Educational Reform Work (New York: E. L. Kellogg Co., 1900), p. 18.

IV. WRITING ASSESSMENT

It seems quite surprising that so little research has been done in the area of evaluating written compositions for instructional purposes in Developmental English Programs. This is a point of particular significance, especially when we consider that most composition teachers in these programs spend a tremendous amount of their time in performing this task. In spite of the limited research, the following information emerged from the literature which seemed relevant and worthy of consideration.

"What exactly is good writing?" is a question which is frequently asked. Documented evidence indicates that there is not always a consensus among "learned" people, including teachers of English, about the qualities which make for "good writing." For example, in the research published by Remondino in 1959⁴⁸ and Diederich in 1961⁴⁹ it is reported that the holistic judgements of writing by literate members of the society were so highly variable that no validity could be attached to the results of their evaluations.

⁴⁸C. Remondino, "A Factorial Analysis of the Evaluation of Scholastic Compositions in the Mother Tongue," British Journal of Educational Psychology, 30:242-51, 1959.

⁴⁹Paul Diederich, J. W. French, S. Carlton, "Factors in Judgements of Writing Ability," Educational Testing Service Research Bulletin (New Jersey: 1961).

The study conducted by Diederich is by far the most widely published of the two studies previously mentioned. The following is a brief summary of that study as presented by Diederich; similar findings were likewise reported by Remondino.

We secured 300 papers written by students in their first month at three different colleges and had them graded by sixty distinguished readers in six occupational fields. As our academic judges we had ten college English teachers, ten social science teachers, and ten natural science teachers. Non-academic judges included ten writers and editors, ten lawyers and ten business executives . . . All were outstanding people who were deeply concerned about the way students write . . . Our only directions were to sort the papers into nine piles in order of general merit, using their own idea of what constituted general merit. The only rules were that all nine piles must be used, with not less than twelve papers in any pile. Then on as many papers as possible we asked them to write brief comments on anything they liked or disliked. When the papers were returned, the following results were tabulated. Out of the 300 essays graded, 101 received every grade from 1 to 9; 94 percent received either seven, eight, or nine different grades; and no essays received less than five different grades from fifty-three of the readers. The highest correlation within the professional group was .40 and English teachers were among those who showed the highest (low) degree of correlation.⁵⁰

The findings reported in the preceding study tend to underscore the suspicions long held by many students concerning the rating of their compositions by teachers of

⁵⁰Paul Diederich, Measuring Growth in English (NCTE Urbana, Illinois: 1974), p. 5.

English. Students have often felt that the evaluation of their essays will vary, sometimes considerably, depending upon the reader. Realizing that reducing the rater variable is an important aspect in the judgement of writing samples, particularly for research purposes, Hirsch stated that Diederich's study clearly emphasizes why English teachers must first take part in a training process leading to group conformity, before they can begin to reach agreement about relative merit of writing samples.⁵¹ McColly expressed similar sentiments as those voiced by Hirsch by saying:

Before embarking on a venture which attempts to assess students' writings, raters must be given the proper training and orientation, regardless of how knowledgeable they are.⁵²

The literature revealed that two of the most important features of any assessment method are reliability and validity. According to Hirsch:

A scoring method is reliable if the results are consistent, that is, if users of the method will reach results that are "highly correlated." The method is valid if it does indeed test the quality

⁵¹Eric Donald Hirsch, Jr., The Philosophy of Composition (Chicago: The University of Chicago Press, 1977), p. 178.

⁵²William McColly, "What Does Educational Research Say About the Judging of Writing Ability?" The Journal of Educational Research, 64:150, December, 1970.

which the method claims to test--in the case of written composition, writing quality or writing ability.⁵³

In reference to the preceding views, a question which is often raised is what features of a writing assessment method would make it both reliable as well as valid?

Hirsch responded to this question accordingly:

In practice, no valid method of writing assessment yet proposed has been truly reliable, even the method used by the Educational Testing Service which is reliable only within a conformed group of readers. A different conformed group in a different time or place could not be relied on to yield similar results, since reliability and validity are co-dependent. We cannot get reliable, independent agreement in the rating of writing samples unless we also get widespread agreement about the qualities of good writing. Apparently, that is the *sine qua non* of a solution to the assessment problem. As Diederich and his associates discovered in their experiment, holistic agreement does not exist among English teachers or in society at large. Consequently, reliability and validity must be sought in an analytical rather than a holistic approach.⁵⁴

In a comprehensive research approach into different methods of rating compositions, Cast found the analytical method of evaluating compositions slightly superior to the "general impression," or "holistic" method. She concluded that the analytical method, "though laborious and unpopular, appears almost uniformly the best," and that the unreliability of rating "can evidently be greatly reduced

⁵³Hirsch, p. 261.

⁵⁴Hirsch, p. 180.

by standardized instructions and by the training of examiners."⁵⁵ Similar views were likewise expressed by Braddock, Jones, and Schoer.⁵⁶

The analytical method of rating compositions was used in the current study in order to evaluate the writing performance and writing progress of a selected group of students. The procedures used in conducting this study are presented in the next chapter.

⁵⁵B. M. Cast, "The Efficiency of Different Methods of Marking English Compositions," British Journal of Educational Psychology, 9:25, November, 1939.

⁵⁶Richard Braddock, Richard Lloyd-Jones, Lowell Schoer, Research in Written Composition (NCTE Urbana, Illinois: 1963), p. 14.

CHAPTER III

PROCEDURES

In order to assess the writing performance and writing progress of a selected group of students enrolled in a developmental English course, the researcher conducted a study by applying an analytic method of rating compositions to a pretest and post-test design. Another dimension of the study involved having the students respond to a Writing Attitude Survey. This instrument was designed to assess the students' attitudes as active participants in the writing process. The survey was administered at both the beginning and end of the quarter. Both sets of data, which were collected through the use of this instrument, were then analyzed to see what changes, if any, occurred in the students' attitudes about writing. This chapter describes more specifically the methodology of the study, the population, the pretest and post-test measurements, and the procedures which were used in conducting the course.

I. DESIGN OF THE STUDY

The pretest and post-test design is a process commonly used in small-scale experimental evaluations of writing

performance and writing progress.⁵⁷ This design was selected for the current study. The analytic method of rating compositions and the method applied to the present research design, calls for two or three raters to assign independently a number of points to each of several aspects of a composition and total the points to obtain an overall rating, which is then averaged in with the overall rating(s) of the other rater(s).⁵⁸ The correlation between the two raters who assisted with the current study was determined by the use of the Pearson product moment formula. In addition to using the preceding methodology, pretest and post-test data from both the writing samples and the Writing Attitude Survey were further subjected to statistical analysis through the use of frequency distributions. This procedure was used to examine the composite pretest and post-test ratings of the writing samples in order to determine the grade range for the participants in the study. It was also used in tabulating the pre- and post responses from the Writing Attitude Survey. When the responses were tallied, the results were analyzed to determine whether a particular pattern of consistency emerged from the data.

⁵⁷McColly, p. 154.

⁵⁸Braddock, Jones, Schoer, p. 13.

II. PRETEST AND POST-TEST PROCEDURES

Special precautions must be taken to guard against contamination of the data when a pretest and post-test design is used to assess writing performance and writing progress. In order to reduce the possible bias which might arise on the part of the raters, this design calls for strictly concealing the identity of pretest and post-test compositions, as well as preserving the anonymity of the writers. Consequently, during the current study, half of the students wrote on one topic at the beginning of the quarter, while the other half wrote on the other. At the end of the quarter, topics were switched, thus making it virtually impossible for the raters to determine exactly when the papers had been written. Precautions were also taken to assure that anonymity was preserved by assigning numbers to the students rather than having them record their names on their papers. The researcher was the only one who had access to this information. Further precautions were taken to insure that no distinguishing marks or characteristics in any way differentiated between pretest and post-test compositions. All paper used for both writing tests was secured at the same time to ensure that differences in paper stock would not be apparent. In

keeping with the pretest and post-test design, all of the compositions for the current study were rated by two competent members of the English faculty at Chattanooga State, at the end of the quarter, when both tests had been completed. When the papers were given to the raters, the numbering of pretests and post-tests were mixed in such a way as not to suggest any sequential order. The two raters independently rated each paper, leaving the computation and recording of final scores to the researcher. Both raters had been trained to use the rating instrument the quarter prior to the one when the study was conducted.

III. THE POPULATION

This study was conducted at Chattanooga State Technical Community College, Chattanooga, Tennessee, during the Winter Quarter, 1982. Students enrolled in the individualized sections of developmental English during this particular quarter were selected as the participants. All of these students either had scored less than 16 on the English portion of the American College Test (A.C.T.) or had failed the English composition examination on the Chattanooga State "in-house" Placement Test.

In compliance with the human subjects requirements set forth by The University of Tennessee, the researcher met with the classes, which had been selected for the

study, on the first class day of the quarter. The purpose of this meeting was to inform the students of the proposed research study and to obtain their consent for participating in the study. During this first meeting, a form letter detailing the proposed study was read and presented to each prospective participant (see Appendix B).

Students were then asked to sign their names if they consented to participate in the study and to return the next three class periods to complete the pretest phase of the research study. These activities included taking a Writing Attitude Survey, writing a diagnostic essay, and taking a diagnostic grammar test. Students were also asked to fill out a personal data sheet. This form asked for information concerning the participants' sex, age, race, last English grade received and information about whether they had received a high school diploma or a Graduate Equivalency Diploma (G.E.D.).

IV. TREATMENT PROCEDURES

The quarter before the study was actually conducted, two two-hour sessions were scheduled with the instructors who had been designated to teach the individualized classes the following quarter. These meetings were designed to give the instructors an orientation to the proposed research study and to expose them to the rating instrument

which had been selected for the research project. For the purpose of standardization, all instructors were given copies of the rating instrument and were asked to use it throughout the quarter in the evaluation of the students' compositions. The four instructors who taught the classes during the current study were all experienced, full-time teachers, who were familiar with the concepts and format of the individualized developmental English course. The following ideas describe the procedures which were basic to the way the course was conducted.

1. The instructors who participated in the study all followed a standardized set of grammar and writing requirements taken from the Programmed Series being used in the course. These requirements had been selected by the Developmental English staff in conjunction with the English Department. They had defined these requirements as being essential to the students' successful performance in Composition I. The primary emphasis of the course was paragraph development; however, students were expected to apply the grammar skills which were taught in the writing of short compositions.

2. On the first class meeting of the quarter, students were given an orientation to the course as well as to the proposed research study. During the next three class periods they responded to a Writing Attitude Survey, wrote

a timed essay of approximately 300 words, and took a diagnostic grammar test. The topics for the timed writing samples were based upon two subjects which had received considerable attention in recent years. This factor made it more likely that students would have some familiarity with the subjects. The topics were also phrased in the form of questions, and students were simply asked to express their own opinions; thus, the fear of having to give a "right" answer was removed.

Topic 1: Write an essay of 250-300 words in response to the following question: Can women be equally as successful as men working in non-traditional roles?

Topic 2: Write an essay of 250-300 words in response to the following question: Do you think that today's television programs are dominated by too much violence?

The students' writing samples and responses to the Writing Attitude Survey were held by the researcher in order to compare the results with the post-test data collected at the end of the quarter.

3. After the diagnostic grammar tests were graded, a folder was prepared for each student. In addition to general information pertaining to the course, the folder also contained the student's prescribed program of study, based upon the test performance. If the

student scored 80 percent or above on any single unit of the diagnostic test he/she was exempt from that particular unit in the course. This procedure was further in keeping with the individualized approach to instruction, whereby the individual is allowed to omit those requirements or areas when apparent mastery of the skills is demonstrated.

4. The classes were officially scheduled to meet for fifty minutes, five days each week; however, students were encouraged to spend as much "extra time" as they deemed necessary in order to complete their prescribed programs.

5. During the regularly scheduled class periods, students always had access to the instructor who had been assigned to teach the course. Much of this time was scheduled for individual student conferences or for small group conferences with students who were experiencing similar problems in the course.

6. The classes were conducted in a lab setting and were staffed daily with a trained technician with a degree in English. There were also several student assistants who worked in the lab as well. The lab was opened three days a week from 8:00 a.m. until 4:30 p.m. and two days a week from 8:00 a.m. until 8:00 p.m. Consequently, students had the opportunity to schedule "extra time" in the lab at various periods throughout the day. Traditionally, spending "extra time" in the lab was a common practice for most students who took the course.

7. Students who enrolled in the course were strongly encouraged by the instructors to complete the course requirements within one quarter. They were also urged to examine periodically, the time calendar posted in the lab which gave a suggested time frame for accomplishing this goal. If, however, a student completed a designated number of the course requirements but was unable to finish all of the work, he/she was able to receive a grade of E (Extension) and complete the requirements the following quarter. (Minimum requirements listed in Appendix B.)

V. REQUIREMENTS

1. Students were required to demonstrate proficiency in nine grammar modules. (See Appendix B.) This was accomplished either by working through the modules during the quarter or by being exempt from them by scoring at least 80 percent on each representative unit found on the diagnostic grammar test.

2. Students were required to complete a lengthy four-part series of writing assignments from the "Write It Right" Series produced by the Center of Humanities. The total assignment consisted of composing thirty-three paragraphs and thirty-nine other writing exercises which covered such areas as constructing effective topic sentences and concluding sentences, and learning techniques in outlining.

3. Students were required to have a copy of the Harbrace College Handbook, eighth edition. A dictionary and a thesaurus were recommended but not required. A variety of other instructional materials were used in the course. These included filmstrips, programmed tapes and booklets as well as slides. A "Writer's Corner" was designated and was conveniently located in the lab, and a bulletin board was placed in the area where representative samples of student writing were displayed. Each student was encouraged to have at least one piece of his writing placed on the board during the quarter.

4. Students were required to maintain a writing notebook which contained his/her writing assignments. Assignments were required to be appropriately labeled and dated according to the date when the assignments were actually written.

5. Students were required to make up the time lost if it was necessary to miss a class period. Time sheets were kept in the lab by the technician for this purpose.

VI. EVALUATION

1. Students were tested at the end of each required module to determine whether they has mastered the grammar material. They were required to complete correctly a minimum of 75 percent of the exercises on each test before

progressing to the next module. If the minimum score was not attained upon taking the test for the first time, the student was required to contact the instructor for further review of the material. Afterwards, he/she was then retested on the material. An alternate form of the test was used for this purpose.

2. Students were required to earn at least a C grade on all writing assignments; otherwise, the assignment had to be revised and resubmitted. A detailed explanation of the evaluation process was placed in each student's folder at the beginning of the quarter. (See Appendix C.)

As previously stated, this study was conducted in accordance with the pretest and post-test design. Chapter IV presents a detailed analysis of the data collected.

CHAPTER IV

ANALYSIS OF DATA

Three sets of data were collected for this study. First, pretest and post-test writing samples were obtained in order to analyze the students' writing performance and progress. Second, a twenty-two item Writing Attitude Survey was administered. (See Appendix D.) In this particular phase of the study, the participants were asked to indicate the degree to which various statements about writing applied to them. The survey was administered at both the beginning and end of the quarter in order to compare the responses to see what changes, if any, occurred in the students' attitudes about writing. Finally, the participants in the study were asked to complete a Personal Data Form. This form was used to collect demographic information pertaining to the sex, race, and age of the participants. In addition, this form was further used to obtain such background data on the participants as the last grade they had received in an English course, as well as whether they had graduated from high school or received a Graduate Equivalency Diploma (G.E.D.). In this chapter a description of the population is presented first; after which, an analysis of the pretest and post-test data from the writing samples are presented. Finally, the data

collected from the Writing Attitude Survey are reported and analyzed.

I. DESCRIPTION OF THE POPULATION

All students enrolled in the four individualized sections of Developmental English during the Winter Quarter, 1982, at Chattanooga State, were potential participants of the study. All of these students had either scored less than sixteen on the English portion of the American College Test (A.C.T.) or failed the English composition examination on the Chattanooga State "in house" Placement Test. Table 1 reveals that sixty-five students participated in the total study. This number consisted of 54 percent females (N=35), and 46 percent males (N=30). Forty-two percent of the participants were Black (N=27), 55 percent of them were White (N=36), and the remaining 3 percent were Oriental. The average age of the participants was twenty-four, the youngest member being seventeen (N=1), and the oldest members being forty-four (N=3). (See Appendix E for a detailed report.) C was the grade which most members of the group reportedly had received in the last English course in which they had been enrolled. Ninety-eight percent of the participants in the study had graduated from high school, and the remaining 2 percent had earned a G.E.D.

TABLE 1
COMPOSITION OF THE POPULATION

Students (N=65)	Race	Sex
13	White	Female
23	White	Male
20	Black	Female
7	Black	Male
2	Oriental	Female

Fifteen additional students completed only the pretest phase of the study; consequently, they were eliminated from the research project, since a pretest and post-test design had been selected for the study.

II. ANALYSIS OF DATA FROM PRE- AND POST WRITING SAMPLES

Essays collected for this study were written in class. Students were given an hour and a half to complete each composition. The criteria used in the assessment of freshmen themes at the University of Iowa were also used to evaluate the students' essays collected as a part of the current study. The following categories made up these criteria.

1. Central idea and analysis
2. Supporting material
3. Organization

4. Expression (diction and sentence style)

5. Literacy (grammar and mechanics)

This set of criteria has gained acceptance as a reliable assessment tool, particularly since it is used in conjunction with a three-page set of instructions defining each category of writing being evaluated.⁵⁹ This factor, of course, is significant, since the rater variable is felt to be considerably reduced by having access to such detailed instructions. Research studies strongly indicate that a standardized rating method such as the one described enhances group conformity, primarily by assuring that the qualities of writing being evaluated are clearly defined for the users of the instrument.

So that the data could be subjected to statistical analysis, both pre-and post compositions were rated in the following manner for each of the five criteria which appear in the preceding paragraph. A maximum of five points were assigned for an A, four points were assigned for a B and so on to one point for an F. The two raters who assisted with the study independently evaluated each composition. After which, the researcher computed and recorded the mean scores for both the pre- and post compositions.

Three main statistical procedures were used in the analysis of the data obtained from the writing samples.

⁵⁹ Braddock, Jones, Schoer, p. 14.

First, the standard error of the means formula was used to determine the significance of the difference between the pre- and post mean scores of the two raters. This aspect of the analysis was considered important in that a recurrent theme found in almost all of the research studies on writing assessment is that, "reliability is one of the most important features of any assessment method, that is, users of the method must reach results that are highly correlated."⁶⁰ Since two raters assessed the writing of the participants in the current study, it was necessary to determine how well their ratings correlated. This procedure was begun by first of all conducting a routine statistical analysis of the pretest and post-test raw scores obtained from the two raters. Table 2 shows that X represents the results of one rater, and Y represents the results of the other one.

Also shown in Table 2, a .06 difference (1.87-1.81) existed between the pretest means of the two raters. Thus, it was necessary to determine whether this difference was significant or whether it could be stated at the 95 percent confidence level that the difference was due to normal chance variation which could be expected when two such measurements are taken.

⁶⁰Hirsch, p. 261.

TABLE 2
PRETEST DATA OBTAINED FROM
TWO RATERS

Calculations	Rater X	Rater Y
Mean Score	$\bar{X}=1.87$	$\bar{Y}=1.81$
Standard Deviation	$S_x=.8736$	$S_y=.74$
Variance	$x^2=.7632$	$y^2=.5501$

The standard error of the means formula was applied to the preceding results in order to test whether the .06 difference between the pretest means of the two raters was significant. According to Diederich, the following standard may be used to judge the significance of the difference between two scores.

If the difference is less than twice as large as the standard error of the difference, it is not significant.⁶¹

The standard error of the difference between the pretest means of the two raters in this study was .1425. Since the .06 difference between their pretest mean scores was less than twice as large as the standard error of the difference, .29 (.1425 x 2), the difference between the pretest means of the two raters was not significant. A second

⁶¹Diederich, Measuring Growth in English, p. 46.

standard by which the significance of the difference is judged is expressed in the following statement.

If the difference is between 2 and 2.6 times as large as its standard error, it is significant at the 95 percent level of confidence.⁶²

Since .06 was not between 2 and 2.6 times as large as the standard error of the difference, .37 ($2.6 \times .1425$), again, the difference between the pretest means was not significant at the 95 percent level of confidence. Thus, a relatively high degree of consistency existed between the scores of the two raters.

The post-test mean scores were similarly analyzed in accordance with the standard error of the means formula, using the two standards cited in the preceding analysis. As Table 3 indicates, a .15 difference ($1.94-1.79$) existed between the post-test means of the two raters. The standard error of the difference between the post-test means was .1171. Since the difference between the post-test means of the two raters was .15, and thereby less than twice as large as the standard error of the difference, .2342 ($.1171 \times 2$), the difference between the post-test means of the two raters was not significant. To test further whether the difference between the post-test mean scores was significant, the second standard previously stated by

⁶²Ibid.

Diederich was used. Since .15 was not between 2 and 2.6 times as large as its standard error, .31 (1171 x 2.6), the difference between the post-test means was not significant at the 95 percent level of confidence.

TABLE 3
POST-TEST DATA OBTAINED FROM TWO RATERS

Calculations	Rater X	Rater Y
Mean Score	$\bar{X}=1.94$	$\bar{Y}=1.79$
Standard Deviation	$S_x=.7440$	$S_y=.5807$
Variance	$x^2=.5538$	$y^2=.3372$

The second statistical procedure used in the analysis of the data involved calculating the correlation coefficient of the pre- and post writing scores. The Pearson product moment formula of correlation was used in correlating the assessments of the two raters.

$$r = \frac{\sum (X - \bar{X})(Y - \bar{Y})}{N-1(S_x S_y)}$$

A pretest correlation of .74 was obtained through the use of the preceding formula, thus suggesting a relatively high agreement between the assessments of the raters. The post-test data yielded a correlation of .71, also indicating that the post-test ratings correlated relatively high.

An analysis of the range of average scores was the third statistical procedure used in analyzing the pre- and post-data collected from the writing samples. This procedure was conducted to determine the range of average scores which can be expected at the 95 percent confidence level for future students drawn from the same population as those represented in the current study. This process was begun by first of all performing a routine statistical analysis of the pretest and post-test composite writing scores. Table 4 shows how data were derived through this analysis. The researcher used the Standard Error of the Means Formula:

$$S_{\bar{X}} = \frac{S}{\sqrt{N}}$$

and

$$S_{\bar{Y}} = \frac{S}{\sqrt{N}}$$

The pretest range of average scores was calculated to be between (1.7-2.0) at the 95 percent confidence level. The post-test range of average scores was similarly calculated. This range was also found to be between (1.7-2.0). The constancy which existed between the pre- and post range of average scores in the above analysis may suggest the difficulty involved in achieving substantial improvements in the writing skills of high-risk students beyond such limits, when restricted by a single quarter of instruction.

TABLE 4
PRE- AND POST-TEST COMPOSITE SCORES

Calculations	Pre-test Composite Scores	Post-test Composite Scores
Mean Score	$\bar{X}=1.84$	$\bar{X}=1.87$
Standard Deviation	$S=.7511$	$S_y=.6083$
Variance	$x^2=.5641$	$x^2=.3701$

A final analysis was conducted using the data collected from the writing samples. This process involved calculating the pre- and post mean scores for each of the five criteria used in the rating scale. The results are presented in Table 5. As illustrated in the following table, the highest mean scores were in the category of central idea and analysis, while the lowest scores were in literacy. There was no statistically significant difference between pre- and post scores. (For a detailed explanation of each criterion, see Appendix F.)

III. ANALYSIS OF DATA FROM THE WRITING ATTITUDE SURVEY

When the responses from the Writing Attitude Survey were tallied, there was ample evidence which suggested the

TABLE 5

PRE- AND POST MEAN SCORES FOR EACH CRITERION
USED IN THE RATING INSTRUMENT

Criteria	Pre Score	Post Score
Central idea and analysis	2.02	2.05
Supporting Material	1.90	1.97
Organization	1.88	1.92
Expression	1.68	1.89
Literacy	1.60	1.64
Scale: A= 5 points C= 3 points F= 1 point B= 4 points D= 2 points		

participants in the present study were quite apprehensive about writing. The survey, administered at the beginning and end of the quarter, consisted of twenty-two statements about writing. The participants were asked to indicate the degree to which each item applied to them. The following are only a few instances which seem indicative of the apprehension a number of the participants in the study had about writing. (For a complete report see Appendix G.)

1. On the pretest, 54 percent (N=35) of the participants agreed that they viewed writing as a "chore."

On the post-test, 40 percent (N=26) agreed with the statement.

2. On the pretest, 32 percent (N=21) of the participants agreed that they found it difficult to organize their ideas. On the post-test, 32 percent also agreed with the statement.

3. On the pretest, 31 percent (N=20) of the participants agreed that they usually could not satisfy the requirements of English teachers when they wrote. On the post-test, 23 percent (N=15) agreed with the statement.

4. On the pretest, 32 percent (N=21) of the participants agreed that they delayed doing their writing assignments as long as possible. On the post-test, 26 percent (N=17) agreed with the statement.

In spite of the obvious apprehension the participants had about writing, it was interesting to note the following observations. On the pretest, 46 percent (N=30) of them agreed that writing was an important part of one's formal education. On the post-test, 49 percent (N=32) agreed with the statement. In addition, on the pretest, 57 percent (N=37) of the participants strongly agreed that with practice, they could learn to write. On the post-test, 57 percent also strongly agreed with the statement.

Following the analysis of the data, conclusions were formulated based upon the findings of this study. Details are reported in Chapter V.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS

I. SUMMARY

Formal development of individualized instructional programs began in this country during the latter decade of the nineteenth century as a direct reaction against the lock-step system in which all students, regardless of differences among them, were constrained to study the same materials the same way for the same length of time.⁶⁸ Within the educational arena, the term, "individualized instruction," seems to have a humanistic ring to it that immediately catches the ear of anyone who has become disenchanted with the operation of traditional schooling. Within the last decade or so, there has been a renewed interest in individualized instruction in this country. This trend is particularly evident in community colleges, since many of the students who are attracted to these institutions generally have been unsuccessful in traditional educational settings. Consequently, many community

⁶⁸Maurice Gibbons, Individualized Instruction (New York: Teachers College Press, 1973), p. 1.

colleges now regularly include individualized instruction as a component of their developmental studies programs. Workshop classrooms, writing laboratories, or audio-tutorial self-instructional programs are usually the format of those courses which use the individualized approach. Each of the preceding modes of instruction proposes to offer students the advantage of concentrating on specific areas of study as well as to give them quick feed-back concerning their performance.

The current study was conducted in order to analyze the writing performance and progress of a selected group of high-risk students enrolled in an individualized developmental English course. The impetus for this study grew primarily out of a desire to test a frequent and longstanding assumption about writing, that is, the more students write, the better their writing should become. The participants in the study were selected because students who enroll in this individualized course at Chattanooga State are routinely required to complete a lengthy four-part series of writing assignments from the "Write It Right" series produced by the Center of Humanities. More specifically, during the current study, the requirements consisted of composing thirty-three paragraphs and thirty-nine other writing exercises which covered such areas as constructing effective topic sentences and concluding

sentences and learning techniques in outlining. The investigation was conducted at Chattanooga State Technical Community College, Chattanooga, Tennessee, during the Winter Quarter, 1982.

Sixty-five students participated in the total study. Fifteen additional students completed only the pretest phase of the research project and were therefore dropped from the study, since a pretest and post-test design had been selected in order to analyze the participants' writing performance and progress.

Several aspects of the study received considerable attention during the preparatory stages of the research project. Selecting a rating instrument for evaluating the students' compositions was by far one of the most important aspects to be considered, since there has been much controversy in the field of English concerning the best way to evaluate writing quality and ability. Upon reviewing the literature and discussing this issue with the chairman of my doctoral committee, the researcher decided to use the criteria which is used in the assessment of freshmen themes at The University of Iowa. This set of criteria was selected since it has gained recognition for being an acceptable tool in the evaluation of written compositions, particularly since it is used in conjunction with a three-page set of instructions defining each category of writing being evaluated.

Selecting and training the raters to evaluate the students' essays were other important aspects in preparing for the study. The two raters who were selected to assist with the study were competent, full-time members of the English faculty at Chattanooga State. One of them had a Doctorate in English, and the other one had a Master's in English. Both had at least ten years of teaching experience at the college level.

Further preparations for the study entailed meeting with the four instructors designated to teach the classes involved in the research project. Several meetings were scheduled in order to give them an orientation to the proposed study and to expose them to the rating instrument which had been selected. The instructors who taught the classes during the period that the study was conducted were all experienced, full-time teachers who were familiar with the concepts and the format of the individualized developmental English course.

Five research questions were proposed in Chapter I of this study. They were as follows.

1. Was there a correlation between writing frequency and development of writing skills for those participants involved in the study?
2. Was there a significant improvement in the participants' writing skills as measured by pre- and post writing samples?

3. Did the participants' post writing samples reflect an application of grammar and usage skills taught in the developmental English course in which they were enrolled?
4. Was there a change in the participants' attitudes about writing as measured by pre- and post responses to a Writing Attitude Survey?
5. Can raters, if properly trained, be expected to reach a high degree of correlation in the assessment of writing quality and ability?

A pretest and post-test design was used in conducting this study. Themes written at the beginning and end of the quarter were analyzed to determine what changes, if any, occurred in the students' writing. Similarly, responses from a Writing Attitude Survey were compared to see what changes, if any, occurred in the participants' attitudes about writing.

Three main statistical procedures were used in the analysis of the data obtained from the writing samples. First, the standard error of the means formula was used to determine the significance of the difference at the 95 percent confidence level between the pretest and post-test mean scores of the two raters. The second procedure involved determining the correlation between the two raters. The Pearson product moment formula for correlation was used

for this calculation. An analysis of the range of average scores was the third statistical procedure used in analyzing the data collected from the writing samples. This analysis was made to determine the range of average scores which can be expected at the 95 percent confidence level for future students drawn from the same population as those represented in the current study.

II. FINDINGS

Data in the current study were collected in accordance with the pretest and post-test design. Based upon the findings of this study, the five research questions proposed in Chapter I were answered as follows.

1. There was no statistically significant correlation between writing frequency and development of writing skills for those participants involved in this study.
2. There were no statistically significant changes, or improvements, in the participants' writing skills as measured by pretest and post-test writing samples.
3. There was no statistically significant evidence that the participants' post writing samples reflected a level of proficiency in the grammar and usage skills taught in the course.

4. There were no significant changes in the participants' attitudes about writing as measured by pre- and post responses to a Writing Attitude Survey.
5. There was, however, statistically significant evidence which indicated that if raters are properly trained, they can be expected to attain a high degree of correlation in the assessment of writing quality and ability.

The improvements and changes in the students' writing were slight after a quarter of instruction. In no case was the improvement greater than an increase from D⁺ to C. The majority of the students whose paired themes were evaluated received essentially the same rating on both the beginning and final papers, although in general, more students received slightly higher ratings on the second theme than received the lower ratings. (See Appendix E.)

III. CONCLUSIONS

The following conclusions were formulated based upon the findings in this study.

1. It would be convenient if the writing skills of high-risk students were to advance regularly, in all aspects of the writing process preferably within one quarter or semester. Unfortunately,

this was not the case as suggested by the findings in this study. The limited progress which was evident in the writing of the participants in this study appears to indicate the difficulty involved in achieving a substantial level of improvement in the writing skills of high-risk students when restricted by a single quarter of instruction.

2. It was concluded that students generally will avoid writing as much as possible, particularly those classified as "high-risk." This view was substantiated by the participants' responses to a statement pertaining to it on the Writing Attitude Survey administered as part of this study.
3. The participants in this study all realized that they had a maximum of three quarters to complete the requirements in the individualized sections of developmental English; consequently, some of them appear to have completed fewer assignments than they should have during the quarter that this study was conducted.
4. Fifty-two percent of the participants received an E (Extension) as the final grade for the quarter, with the majority of them completing less than half of the writing requirements. Failure to complete more of the writing requirements may have

contributed to the low level of improvement in their writing performance.

5. It appears that a more valid assessment of the participants' writing performance and progress may be achieved if they were to complete all of the writing requirements designated for the course.
6. Fifty-seven percent of the participants involved in this study strongly felt that with practice, they could learn to write better. Taking this into consideration, a question arises which has long perplexed those involved in the teaching of composition: "What are the qualities which actually evoke writing improvement"? Some research studies suggest that it can be evoked by the right instruction, by the appropriate topic, or by a genuine need for effective writing in the students' own lives. Variables such as these will undoubtedly continue to cause teachers of composition to be concerned about what approach to use in teaching writing. Consequently, it was concluded that continued research is needed in the field of English to try to clarify many of the issues surrounding this subject.

7. Raters engaged in the assessment of writing quality and ability, especially for research purposes, should undergo a period of training to ensure inter-rater reliability.

IV. RECOMMENDATIONS

In view of the findings of this study and the concern in the community college to meet the individual needs of all students, the following recommendations seem warranted.

1. The study should be replicated with the time period covering three quarters.
2. Teachers of developmental English should make every effort possible to discourage students from procrastinating in fulfilling their writing requirements.
3. It is recommended that teachers closely monitor the students' progress to ensure that the requirements are being satisfied.
4. Teachers should also enforce the rule that "students must frequently submit writing assignments, preferably daily."
5. Additional institutional research should be conducted to study the effectiveness of the various materials and instructional techniques being used in the developmental English course.

6. Greater emphasis should be placed on training teachers to become better prepared to help high-risk students be more responsible for their own success through behavior modification techniques.
7. A follow-up study should be conducted to determine how successful students were in subsequent composition courses.

V. IMPLICATIONS

The findings in this study highlight the complexities typically involved in the teaching of high-risk students; consequently, it appears that every effort should be made to staff developmental programs with specially qualified people who can meet the challenge of remediation. Such individuals must have a positive acceptance of remediation as well as an acceptance of the students in need of it. Few are actually trained in the problems of adult remediation, but many people have the interest and flexibility levels necessary for such instruction.

As the preceding paragraph implies, educators involved in community college remediation are obviously faced with a tremendous challenge of promoting and sustaining worthwhile programs which help students develop the necessary skills for successful completion of their educational pursuits.

The community college has accepted this challenge through its open admissions policy, and it has promised to provide educational opportunities to meet the diverse needs of the students. It would be negligent not to make true this promise, thus allowing the open-door to become a revolving door for those who enter.

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APPENDICES

APPENDIX A

EN 105 ASSIGNMENT SHEET

EN 105

Assignment Sheet

REQUIREMENTS FOR EN 105

GRAMMAR

English Modular Mini-Courses
Required Modules

- ___ 1. Basic Sentence Patterns
___ 3. Independent Clauses
___ 16A&B Paragraph Development
(TEST TO BE TAKEN ONLY AFTER
SATISFACTORY COMPLETION OF
WRITE IT RIGHT, PART I.)
___ 4. Subordinate Clauses
___ 5. Subordinate Phrases
___ 6. Major Sentence Errors
___ 7. Subject Verb Agreement
___ 9. Adjectives and Adverbs
___ 13. Problems with the Comma

COMPOSITIONS

Write It Right

PART I _____

PART II _____

PART III _____

PART IV _____

(REWRITES WILL BE ALLOWED ONLY IN
PARTS I AND II.)

EXPOSITORY WRITING

2 THEMES _____

NAME _____

SECTION _____

SOCIAL SECURITY NO. _____

QUARTER _____ GRADE _____

COMMENTS:

Supplementary Modules

(To be done only when assigned by the
instructor.)

- ___ 2. Sentences with Modifiers
___ 8. Problems with Subjects and Verbs
___ 10. Pronoun Case
___ 11. Pronoun Reference
___ 12. Frequent Grammatical Errors
___ 14. Special Punctuation Use
___ 15. Standard Punctuation

GRADES

Students who complete all the required grammar and writing exercises will receive a grade of C or B (depending on the quality of the writing). An A grade can be earned by viewing EXPOSITORY WRITING and writing two themes. NOTE: To qualify for the E grade, at least Modules 1,3,4,5 and WRITE IT RIGHT, PART I must be completed by the end of the quarter. Also one may not have over six absences.

Signed: _____

APPENDIX B

COVER LETTER

COVER LETTER

TO: Students enrolled in English 105 (Individualized Sections)

FROM: Willardean S. Wiley, Department Head, Developmental Studies and Project Director for analyzing students' compositions

The purpose of this letter is two-fold: firstly, to request your participation in a project which will allow me to analyze your pre- and -post compositions to determine what changes, if any, occurred during your enrollment in this course, and secondly, to request your participation in a survey which will allow me to examine your attitude toward writing as an active participant in the writing process.

The data from this study will be used in my doctoral dissertation. Only I will have access to the data collected, which will be kept strictly confidential. I will assign each participant a number; consequently, there will be no need to place your names on the papers which will be collected.

I would appreciate your cooperation in this project; however, your participation is strictly voluntary. Your choice to participate or not to participate will in no way affect your grade in this course.

The project which I am undertaking is designed to study student performance and the practices in the teaching of developmental English at Chattanooga State. By examining the data collected, we can for the first time make an objective assessment of the program.

I will be glad to answer any questions which you may have concerning this project. My office is located on the second floor of the Instructional Materials Center.

If you agree to participate in the project as described above, please sign your name to this letter, and return tomorrow to begin the first phase of this study.

APPENDIX C

GRADING SCALE

GRADING SCALE

Your grade in EN 105 will be based on the following:

- A -- completion of all required grammar modules
 - completion of all writing assignment with an average grade of B
 - viewing Expository Writing and writing two themes
- B -- completion of all required grammar modules
 - completion of all writing assignments with an average grade of B
- C -- completion of all required grammar modules
 - completion of all writing assignments with an average grade of C
- E -- completion of modules 1, 3, 4, 5, and Write It Right, Part I.
 - no more than six absences
- F -- If you do not complete the requirements for one of the above grades, you will receive an F.

APPENDIX D

A WRITING ATTITUDE SURVEY

A WRITING ATTITUDE SURVEY

STUDENT NUMBER _____

DIRECTIONS: Below is a series of statements about writing to which there are no right or wrong answers. Please indicate the degree to which each statement applies to you by writing the appropriate letter from the following scale in the left margin.

E---Strongly Disagree
D---Disagree
C---Neutral or Undecided
B---Agree
A---Strongly Agree

- _____ 1. Writing enables me to search myself more deeply than talking does.
- _____ 2. Writing is usually a chore for me.
- _____ 3. When I have to do a writing assignment, I panic.
- _____ 4. When I hand in a composition in my English class, I usually hide it in the middle or bottom of the stack.
- _____ 5. People think my style of writing is childish.
- _____ 6. I can never seem to get my ideas organized.
- _____ 7. I usually cannot satisfy the requirements of English teachers when I write.
- _____ 8. Writing helps me to decide what I think about a subject.
- _____ 9. When I am given a writing assignment, I put off doing it until the last minute.
- _____ 10. I prefer to write on topics related to my personal feelings.
- _____ 11. My teachers usually make positive comments on my papers about my writing.
- _____ 12. I enjoy writing when I have the time.
- _____ 13. I like discussing my writing with others.
- _____ 14. Writing well is related to one's ability to think well.
- _____ 15. My writing makes sense to me but not to my teachers.
- _____ 16. I avoid writing as much as possible.
- _____ 17. Thinking about writing makes my mind go blank.
- _____ 18. I would not like my peers to read my compositions.
- _____ 19. I feel that writing is an important part of one's formal education.
- _____ 20. Having correct mechanics involving spelling, punctuation, and grammar is a major concern when I write.

- _____ 21. My major concern when I write is saying enough
to persuade my reader to agree with the main idea
I am trying to express.
- _____ 22. I feel that with practice, I can learn to write.

APPENDIX E

RAW DATA FROM PRE- AND POST WRITING SAMPLES

TABLE 6
RAW DATA FROM PRE- AND POST WRITING SAMPLES

Students N=65	Sex	Age	Race	Pre Score	Post Score	Change
S ₁	F	19	W	2.7	3.0	.3
S ₂	F	18	W	1.0	1.2	.2
S ₃	F	20	B	1.8	1.7	- .1
S ₄	F	21	W	3.4	2.0	-1.4
S ₅	F	23	B	1.2	1.8	.6
S ₆	F	19	W	3.4	2.1	-1.3
S ₇	F	22	W	2.1	1.4	- .7
S ₈	F	20	W	1.5	1.8	.3
S ₉	M	18	W	1.2	2.1	.9
S ₁₀	M	20	W	1.2	1.0	- .2
S ₁₁	M	19	W	1.5	1.8	.3
S ₁₂	F	19	B	1.0	1.3	.3
S ₁₃	M	24	W	1.1	2.0	.9
S ₁₄	F	19	B	1.3	1.2	- .1
S ₁₅	F	38	B	1.0	1.2	.2
S ₁₆	M	22	W	1.8	1.3	- .5
S ₁₇	M	19	B	1.4	1.5	.1
S ₁₈	F	18	B	1.3	1.2	- .1

TABLE 6 (CONTINUED)

Students N=65	Sex	Age	Race	Pre Score	Post Score	Change
S ₁₉	F	18	B	1.5	1.0	- .5
S ₂₀	M	22	W	1.4	2.1	.7
S ₂₁	F	39	B	1.5	1.7	.2
S ₂₂	M	18	W	2.0	2.2	.2
S ₂₃	F	18	B	1.2	1.6	.4
S ₂₄	M	20	W	1.0	2.4	1.4
S ₂₅	M	28	W	2.4	3.1	.7
S ₂₆	M	32	W	1.3	1.5	.2
S ₂₇	F	19	B	1.2	1.2	0
S ₂₈	F	23	W	3.0	2.2	- .8
S ₂₉	M	18	W	1.4	1.9	.5
S ₃₀	F	18	O	1.9	2.0	.1
S ₃₁	F	18	B	1.7	1.2	- .5
S ₃₂	M	20	W	1.7	2.0	.3
S ₃₃	M	19	W	3.7	3.0	- .7
S ₃₄	M	27	W	1.9	2.2	.3
S ₃₅	M	19	B	1.1	1.8	.7
S ₃₆	M	25	W	1.2	1.9	.7
S ₃₇	M	25	W	1.1	2.3	1.2
S ₃₈	M	44	W	3.1	3.1	0

TABLE 6 (CONTINUED)

Students N=65	Sex	Age	Race	Pre Score	Post Score	Change
S ₃₉	M	24	W	1.7	1.5	- .2
S ₄₀	M	23	B	1.0	1.0	0
S ₄₁	M	20	B	1.3	2.3	1.0
S ₄₂	F	19	W	1.7	2.2	.5
S ₄₃	F	38	W	2.7	3.5	.8
S ₄₄	F	27	B	2.6	2.1	- .5
S ₄₅	F	24	B	2.6	2.8	.2
S ₄₆	M	19	W	2.1	1.5	- .6
S ₄₇	F	33	W	2.5	1.3	-1.2
S ₄₈	M	20	W	1.0	1.0	0
S ₄₉	F	19	B	1.6	1.2	- .4
S ₅₀	F	18	W	1.9	2.4	.5
S ₅₁	M	19	W	4.2	2.8	-1.4
S ₅₂	F	27	W	1.4	1.9	.5
S ₅₃	F	44	O	1.9	2.3	.4
S ₅₄	M	42	B	3.1	1.7	-1.4
S ₅₅	M	20	W	2.7	2.2	- .5
S ₅₆	F	19	B	1.0	1.5	.5
S ₅₇	F	27	B	1.8	1.8	0
S ₅₈	F	18	B	2.3	1.9	.4

TABLE 6 (CONTINUED)

Students N=65	Sex	Age	Race	Pre Score	Post Score	Change
S ₅₉	M	19	B	2.4	1.4	-1.0
S ₆₀	F	29	B	1.6	1.8	.2
S ₆₁	F	30	B	2.7	3.0	.3
S ₆₂	F	39	B	1.4	1.0	- .4
S ₆₃	M	17	B	1.7	1.7	0
S ₆₄	F	32	W	2.2	2.8	.6
S ₆₅	M	26	W	1.0	1.0	0

Codes:

Sex F = Female

M = Male

Race B = Black

W = White

O = Oriental

APPENDIX F

INSTRUCTIONS FOR STANDARD RATING OF THEMES

INSTRUCTIONS FOR STANDARD RATING OF THEMES

To achieve as consistent theme ratings as possible, the raters in this study used the criteria which are used by the Rhetoric Program at the University of Iowa. The method consists of analyzing a theme into five major aspects: central idea and analysis, supporting material, organization, expression, and literacy. By rating each of the categories from 1 to 5 (F to A) and totalling the five ratings, one sees "the whole theme" as well as its various aspects.

A discussion of each of the five major aspects follows.

Central Idea and Analysis

The C paper clearly states or implies a reasonably restricted thesis or proposition on a significant subject which is appropriate to the assignment. The purpose of the theme is expository, argumentative, or critical, as the assignment requires, and is not principally narrative or descriptive. If otherwise, the pertinence would not be clear. The introduction shows the relation of the central idea to the assigned topic. Once the narrowed central idea is made clear, usually by the end of the introduction, the theme continues to focus on that idea throughout the paper. Key terms are defined when necessary. The body of the paper is clearly divided into an appropriate number of significant steps, reasons, issues, or other considerations of approximately equal or ascending importance which lead the reader to understand or even to accept the central idea.

The B or A paper presents a central idea which is especially challenging or significant for freshmen. The analysis reflects superior understanding of the issues or other considerations involved and, in the best papers, relates these meaningfully and interestingly to the concerns of the reader.

The D or F paper may deal with a subject which is trite or inconsequential even for freshmen. It presents a main idea which is vague or too broad, or it wanders from one thread of topic to another without weaving them into a unified pattern of development. Frequently, the paper contains a number of paragraphs only two or three

sentences in length. The theme may seem to have been written merely to fulfill the assignment, not to communicate. If the theme clearly does not fulfill a major consideration of the assignment, the paper does not deserve to pass.

Supporting Material

The C paper explains or supports its general statements with enough relevant facts, figures, specific instances, quotations, or other details to make the paper clear. The supporting material may be drawn largely from the student's experience, or it may be obtained by reading or other means. After it has been made clear that a student is expected to acknowledge the sources of his information and quotations, he does this, either by footnotes or by informal mention in the text of the paper.

The B or A paper qualifies its statements and supports them more concretely, perhaps even with fresh and interesting details. The best papers indicate the conclusiveness of supporting evidence, showing that an instance or illustration is typical, or that a sample is representative. If they present material which is surprising to the reader, they do so with an awareness that special explanation or reassurance is necessary.

The D or F paper may contain a considerable amount of material which is irrelevant, overobvious, contradictory, or biased. Rather than offer evidence, it may depend upon hypothetical example, forced analogy, or mere rhetoric.

Organization

The C paper employs an introduction, body, and conclusion, although in short papers the introduction and conclusion may not always be long enough to occupy separate paragraphs. The introduction makes clear the purpose or central idea of the theme. Each paragraph of the body presents or implies a clear topic sentence, and explains or supports the topic in a unified manner. Transitions from paragraph to paragraph are clear, though not always smooth. The conclusion restates and emphasizes the central idea without introducing new material or irrelevancies.

The B or A paper introduces the central idea so that it engages the concern or interest of the reader.

The paragraphs often have internal divisions and transitions, perhaps using such techniques as comparison and contrast, cause and effect, or problem and solution. The conclusion is emphatic, often suggesting the larger significance of the restricted central idea.

The D or F paper has little apparent pattern of development or one which depends upon such rudimentary transitions as "firstly," "secondly," and "thirdly" or an excessive use of introductory rhetorical questions. The introduction and conclusion often are terse to the point of abruptness.

Expression

In "Expression," the C paper shows evidence of being moderately concise and varied in diction and sentence style without too many errors or infelicities. The indicated number of points for the following types of errors is totalled, and the sum is converted into the rating indicated in the scale below.

Two points are added for each example of extensive wordiness, loosely strung out sentence, wrong word meaning, excessive coordination, unnecessary shift in subject or verb, poor parallelism, dangling or squinting modifier, and unclear or illogical word order or subordination.

One point is added for each example of trite diction, ambiguity, unintended connotation, deadwood, ineffective repetition, and unidiomatic use of a preposition or other word.

Conversion Scale for "Expression"

Total Points per 400 words:	21 & over	16-20	11-15	6-10	0-5
Rating:	F (1)	D (2)	C (3)	B (4)	A (5)

The rating for "Expression" may be raised or lowered one step if the total points do not seem adequately to reflect the rater's general impression of the expressiveness of the paper.

Literacy

"Literacy" is rated in much the same way as "Expression" except that special provision is made to prevent a paper from being drawn into the B or A bracket merely because of an absence of gross errors.

APPENDIX G

RESPONSES FROM A WRITING ATTITUDE SURVEY

TABLE 7
RESPONSES FROM A WRITING ATTITUDE SURVEY

Statement	Pre Responses N=65					Post Responses N=65				
	SD	D	ND	A	SA	SD	D	ND	A	SA
1. Writing enables me to search myself more deeply than talking does.	6	16	17	23	3	2	20	15	19	9
2. Writing is usually a chore for me.	4	11	13	35	2	2	14	18	26	5
3. When I have to do a writing assignment, I panic.	6	23	15	17	4	4	28	15	13	5
4. When I hand in a composition in my English class, I usually hide it in the middle or bottom of the stack.	8	30	9	17	1	7	36	10	11	1
5. People think my style of writing is childish.	13	30	13	7	2	6	30	19	8	2
6. I can never seem to get my ideas organized.	5	20	13	21	6	1	26	10	21	7

TABLE 7 (CONTINUED)

Statement	Pre Responses N=65					Post Responses N=65				
	SD	D	ND	A	SA	SD	D	ND	A	SA
7.I usually cannot satisfy the requirements of English teachers when I write.	3	18	16	20	8	1	24	14	15	11
8.Writing helps me decide what I think about a subject.	2	6	20	33	4	1	13	12	29	10
9.When I am given a writing assignment, I put off doing it until the last minute.	8	25	8	21	3	7	25	10	17	6
10.I prefer to write on topics related to my personal feelings.	3	11	9	25	17	6	7	4	26	22
11.My teachers usually make positive comments on my papers about my writing.	4	14	25	20	2	2	12	24	18	9
12.I enjoy writing when I have the time.	6	20	8	24	7	7	17	16	18	7
13.I like discussing my writing with others.	8	27	21	7	2	7	25	9	17	7

TABLE 7 (CONTINUED)

Statement	Pre Responses N=65					Post Responses N=65				
	SD	D	ND	A	SA	SD	D	ND	A	SA
14. Writing well is related to one's ability to think well.	1	17	8	29	10	6	10	5	26	18
15. My writing makes sense to me but not to my teachers.	4	16	25	14	6	3	22	13	20	7
16. I avoid writing as much as possible.	4	23	8	26	4	3	26	14	19	3
17. Thinking about writing makes my mind go blank.	8	23	13	16	5	9	25	8	20	3
18. I would not like my peers to read my compositions.	3	20	19	17	6	0	30	19	13	3
19. I feel that writing is an important part of one's formal education.	2	2	8	30	23	0	1	8	32	26
20. Having correct mechanics involving spelling, punctuation, and grammar is a major concern when I write.	1	1	6	30	27	0	3	13	33	16

APPENDIX H

PRE- AND POST MEAN WRITING SCORES
ACCORDING TO RACE AND SEX

TABLE 8
PRE- AND POST MEAN WRITING SCORES
ACCORDING TO RACE AND SEX

No. of Students	Race	Sex	Pre Score	Post Score	Change
13	W	F	2.23	2.14	-.09
23	W	M	1.813	2.00	.19
20	B	F	1.615	1.61	-.01
7	B	M	1.714	1.629	-.08
2	O	F	1.9	2.15	.25

APPENDIX I

WRITE IT RIGHT ASSIGNMENTS

WRITE IT RIGHT*

PART I

STEPS FOR COMPLETING THIS MODULE:

1. Get needed materials and equipment.
2. Read objectives to understand what material you will be covering.
3. View the module, taking notes and working exercises as you do.
4. Prepare the related activities as listed in this handout. Have your teacher check each separate activity before you go on to the next.
5. When you have finished all the required activities satisfactorily, check with your teacher once more and turn in all your work along with the instructions

NECESSARY MATERIALS & EQUIPMENT:

1. Caramate
2. Slide and tape: Write It Right, Part I
3. Paper and pencil

OBJECTIVES:

This module provides students with instructions and practice in the following aspects of paragraph writing:

1. Before writing: Identifying the audience, narrowing the subject, and understanding the purpose.
2. Writing an outline.
3. Writing a topic sentence.
4. Developing the body of a paragraph with supporting details.
5. Writing a concluding sentence.

*Exercises checked in Parts I-IV were required writing assignments during the period this study was conducted.

SATISFACTORY WORK:

For your work to be considered satisfactory, all parts must meet the minimum requirements for a C as outlined in the objectives of the course. Please label all your activities.

RELATED ACTIVITIES:

BEFORE WRITING (Slides 1-31)

- I. Identify your audience.
- II. Narrow your subject.
- III. Understand your purpose.

_____ Choose seven of the following activities.

- X 1. One way to become more aware of the audience for your writing is to use the letter format. Select a topic that interests you and write a one-paragraph letter to an appropriate person (friend, parent, newspaper editor, radio announcer). Revise and proofread.
- X 2. Select a movie you have just seen or a book you have just read. Write a paragraph that will persuade one of your friends to see the movie or read the book. Then write another paragraph on the same book or movie, but this time persuade one of your parents.
- 3. You are in a school hallway when an argument begins between a teacher and a student. Write a different, detailed account of the argument for each of the following audiences:
 - A. The principal ask you to write a report for his files.
 - B. A friend in another town asks you to write a letter about it.
- X 4. You can narrow your topic by adding modifiers to the subject of the sentence. For example, the sentence,
"Teachers must remain in perpetual motion" can be narrowed by changing the subject to "Kindergarten

teachers" and then by changing it to "Kindergarten teachers who want to survive must remain in perpetual motion." Narrow the following topic sentences by adding modifiers to the subject.

- A. A man is a superb cook.
- B. A picnic can be a strange experience.
- C. A performer must always be ready for any calamity.
- D. A woman should know her strenghts and weaknesses.

- X 5. You can narrow your subject by pretending that you have a camera pointed at what you are writing about. Then pretend that you are moving in to "photograph" an extreme close-up. For example, if you plan to write about your school, move in for a close-up on the cafeteria, then closer to the eating habits of one messy student. Practice the process of "close-up photography" by narrowing the following subjects into suitable topic sentences:

- A. the street where I live
- B. the American space program
- C. poverty in the cities
- D. life on a farm
- E. mass transportation

- X 6. You can narrow a subject into a manageable topic by asking yourself, "What idea do I want to prove about the topic?" Having discovered your opinion or point of view, you then can write a topic sentence which will be narrow enough for development in one paragraph. After first asking what point you want to prove, write topic sentences for each of the following:

- A. sharing household chores
- B. riding in a convertible
- C. walking in a big city

- X 7. Narrow each of the following subjects into single ideas (topic sentences) suitable for development in one paragraph. Just write a topic sentence for each; do not write entire paragraphs.

- A. Sports interest me very much.
- B. History can be a challenging subject to study.
- C. Wild animals throughout the world should be left alone.

- _____ 8. Select a magazine article or an editorial from a newspaper. Read the article, and then in one or two clear sentences state what you think is the author's purpose in writing. Show the article to your teacher.
- _____ 9. For each topic below, write a single sentence explaining what your purpose might be if you chose to discuss that topic.
- A. riding a bicycle
 - B. advice to my parents
 - C. extra-curricular activities
- X 10. Write a description of a blue sports car for your father for each of the following reasons:
- A. You describe the car after seeing it in a hit-and-run accident.
 - B. You describe the car because you want your father to buy it for you.

WRITING AN OUTLINE (Slides 32-44)

- I. List all the ideas that relate to your subject.
- II. Identify the idea you think is most important.
- III. Organize the rest of the ideas in a logical way.
- IV. Eliminate all unnecessary ideas.

The usual format for an outline is as follows:

- I. Major heading (in this case the topic sentence)
 - A. Subheadings
 - B.
 - 1. Subheadings of a lesser degree
 - 2.

_____ Choose four of the following activities:

- X 1. To practice the outlining format, arrange the following list into an outline:

main course	ice cream	corn
dessert	ground beef	vanilla
pie	vegetables	meats
apple	chicken	peas
peach	chocolate	

- X 2. In each list below, circle the topic in which all other items refer, and then draw a line through the item that does not belong on the list.

A. summer	B. feelings	C. walking home
autumn	sorrow	delivering papers
seasons	happiness	job possibilities
sunshine	smile	cutting grass
spring	anger	shoveling snow
winter	fear	painting houses

3. Create a topic that covers the items in each group below. Also, add one detail of your own to each group.

A. purple	B. honesty	C. yelling at others
yellow	bravery	talking with mouth full
orange	loyalty	pushing ahead in line
red	kindness	talking during a concert
blue	diligence	teasing someone who has made a mistake

4. Choose one of the subjects listed below and dictate into a tape recorder your ideas, details and concrete images as you think of them. This process will allow you to work faster and to think more fully about your subject because you will not have to stop to write down the words. Then play back the tape and continue with the process of outlining described in the program. Turn in your tape to your teacher.

A. a snow storm
 B. a day at the beach (or in the mountains or at the lake)
 C. a trip to the country (or to the city)
 D. a surprise visit from relatives

- X 5. Cut out a picture from a magazine or newspaper and write down as many of the details as you can find. Above this list, write the idea that can serve as the topic for your list. Then prepare an outline for the topic you have chosen.

WRITING A TOPIC SENTENCE (Slides 45-57)

A topic sentence is the central thought, the single most important idea of a paragraph.

_____ Choose three of the following activities:

 X 1. A topic sentence must state a clear and complete single idea. Change the general ideas below into clear and complete topic sentences, and then test their clarity and completeness by asking, "Does the sentence state a single opinion or take a stand or express a point of view?" Revise sentences that are unsatisfactory.

- A. giving advice on dating
- B. making friends
- C. avoiding household chores
- D. giving a party

 X 2. A topic sentence must state a specific idea that can be developed in one paragraph. Rewrite each vague sentence below so that it is more specific.

- A. Let's talk about politics.
- B. Having a pet is nice.
- C. You need to know a lot to travel in a big city.
- D. Movies are lousy.

_____ 3. Select a picture from a magazine or newspaper, study the details in the picture, and then write a topic sentence that might tie together the images you see. Bring the picture to class.

_____ 4. Listed below are some ideas taken from Thurber's Dogs by James Thurber. Select one of the sentences and use it as a topic sentence for a paragraph that you write. Include in this activity, an outline.

- A. "Man first gained superiority over the other animals not because of his mind, but because of his fingers."
- B. "The dog has got more fun out of Man than Man has got out of the dog, for the clearly demonstrable reason that Man is the more laughable."

- C. "Names of dogs have a range almost as wide as that of the violin."
- D. "As soon as a wife presents her husband with a child, her capacity for worry becomes acuter..."

WRITING THE BODY OF THE PARAGRAPH (Slides 58-63)

A paragraph can be developed in the following ways:

- A. giving facts, examples, or details
- B. listing reasons
- C. relating an incident
- D. developing a comparison or contrast
- E. quoting from literature or a known person

_____ Choose three of the following activities:

- _____ 1. Taking an excerpt from a magazine or book, bring to class an example of a paragraph developed in each of the following ways:

- A. by reasons
- B. by details or facts

- X 2. You can practice developing paragraphs with reasons by pretending that you are answering a question. Write a topic sentence to one of the following questions, and support that sentence with your reasons.

- A. Why do we need (or do not need) a woman for President of the United States?
- B. Why is your home town the best (or worst) place to live?
- C. Why is _____ the most talented person you know?
- D. Why is clothing a clue to a person's character?

- X 3. Pretend you are in the following situations in which a person or pet must be identified. Write three well-organized paragraphs that include enough descriptions for your readers to recognize the person or animal.

- A. You are taking a train trip to visit relatives who have never seen you, and you want them to meet you at the station.
- B. One of your pets has disappeared, and you want to enter a paragraph in the newspaper column called "Lost and Found."
- C. One of your friends has not returned from a bicycle trip, and you want to file a written report for the police.

- _____ 4. In Prairie Christmas, Paul Engle emphasizes the old-fashioned way of life by beginning a paragraph, "It was a handmade Christmas." Write a paragraph about a modern birthday or Christmas in which all the presents and decorations are manufactured. Be sure to give numerous supporting details to make your point clear.

WRITING A CONCLUDING SENTENCE (Slides 64-70)

One of the most common types of concluding or "clincher" sentences re-states or re-emphasizes the main idea expressed in the topic sentence.

X Choose three of the following topic sentences. List three details or reasons you would use if you were to write a paragraph. Write a good concluding sentence for each topic sentence.

- _____ 1. The cafeteria at Chattanooga State is one of the most overworked places on the campus.
- _____ 2. Going to college requires much more self-reliance than going to high school.
- _____ 3. Parents should (should not) spank their misbehaving children.
- _____ 4. All drivers should know what to do in case of a flat.

WRITE IT RIGHTPART II

STEPS FOR COMPLETING THIS MODULE:

1. Get needed materials and equipment.
2. Read objectives to understand what material you will be covering.
3. View the module, taking notes and working exercises as you do.
4. Prepare the related activities as listed in this handout. Have your teacher check each separate activity before you go on to the next.
5. When you have finished all the required activities satisfactorily, check with your teacher once more and turn in all your work along with the instructions.

NECESSARY MATERIALS AND EQUIPMENT:

1. Caramate
2. Slide and tape: Write It Right, Part II
3. Paper and pencil.

OBJECTIVES:

This module provides students with instruction and practice in the following aspects of paragraph writing:

1. Recognizing abstract, specific, and concrete writing.
2. Developing unity, coherence, emphasis, and completeness.

SATISFACTORY WORK:

For your work to be considered satisfactory, all parts must meet the minimum requirements for a C as outlined in the objectives of this course. Please label all your activities.

RELATED ACTIVITIES:

ABSTRACT, SPECIFIC, and CONCRETE WRITING (Slides 1-34)

Clear and effective writing depends on the right choice of words, words that give the reader a definite mental picture.

- I. Abstract writing is general and without detail.
- II. Specific writing provides information and gives details but is not very interesting.
- III. Concrete writing gives the reader a definite and interesting mental image.

_____ Choose eight of the following activities.

- X 1. Add to each of the abstract words listed below so that each becomes more concrete. Example:
watch--Sally's plastic Mickey Mouse watch without a minute hand.

A. car
B. feet

C. sister
D. clothes

- X 2. Rewrite each of the following sentences by changing the writing from abstract to concrete.

- A. The pretty girl went into the crowded room.
- B. The cute dog made noise when the man came in the house.
- C. The big plane left the airport in the late afternoon.
- D. I was on the noisy beach when the ocean was active.

- _____ 3. You can improve your writing by increasing how much you see. The details you see then become the concrete images that contribute to clear and effective writing. Cut a picture from a magazine and list as many details as you can find. Then show your picture to a friend, and together, look for details you might have missed the first time.

- _____ 4. You can give your reader a clear mental image by appealing to the five senses.

A. List the five senses.

- B. Select a scene around school, for example, the cafeteria at lunch time, the locker room after an important game or the gym during the school dance. then list as many images as you can think of that appeal to the senses.
- C. Using the steps presented in the Sound-Slide program, develop your list into a well-organized paragraph containing clear, concrete writing.

- 5. Block out one of your senses for five minutes (perhaps use a blindfold or earphones from a stereo). After the exercise, list all the details that your other senses registered. Then use these details in creating sentences that present the reader with clear, concrete images.
- 6. The senses of taste and smell are often ignored during descriptive writing. Blindfold yourself and experience a meal with just your senses of taste and smell. Then, after eating, write a descriptive paragraph about the meal; try to create vivid mental images for the reader.
- X 7. Go to a fast-food restaurant during a busy day. Using all of your senses, list as many details as you can. Then, after selecting a topic sentence, write a paragraph that gives the reader a clear mental picture of this restaurant at meal-time.
- X 8. Use concrete writing to describe the following experiences. Try to give the reader a clear mental image of each experience. Do in paragraph form.
 - A. a forest in winter
 - B. the city streets in summer
 - C. the take-off of a jet
 - D. the demolition of a building
- X 9. One way to avoid abstract writing is to make sure that your writing answers one of the questions: who? what? where? when? how? why? Read the following abstract sentences and ask the appropriate question. Then rewrite the sentence so that it is more concrete. For example, in A. you might ask, "Who do I mean by everyone? What do I mean by fun?"

- A. Everyone likes to have fun.
- B. All the politicians are complaining about conditions.
- C. The younger generation is tired of hearing all that.
- D. I like winter up there.

 10. You can improve your writing by cutting out unnecessary adjectives and adverbs and developing concrete nouns and verbs. Using alternate lines on your paper, write a one-paragraph description of a scene you know well. Then cross out at least four adjectives or adverbs, and improve at least four nouns or verbs. Do all of your corrections on the same page. Use the alternate empty lines to make corrections so you can easily see the "before" and "after" versions of the paragraph.

 X 11. The following paragraph beginning is an example of abstract writing. Using the same ideas, rewrite the paragraph with concrete, vivid images.

It was a nice spring day, and the weather was beautiful. In the field a horse ran back and forth. He made some noises while he looked around. Then he came over and tried to get through the gate, but he was not successful.

 X 12. For a paragraph topic, select an abstraction such as honor, courage, honesty, or loyalty. Then try to develop your paragraph with concrete details that give the reader clear mental images.

UNITY (Slides 35-44)

A paragraph has unity when each sentence contributes to the central thought.

 Choose two of these activities:

 X 1. Write a topic sentence on a subject that interests you. Next, create a collage that depicts the idea of your topic sentence. Be sure that every aspect of your collage contributes to the central thought, for unity can be as important in art as in writing. Then, showing the same concern for unity, write a paragraph using your original topic sentence.

- X 2. You can achieve unity in a paragraph by choosing an imaginative and different point of view that will make you continually conscious of the idea you are developing. Write a unified paragraph from the following point of view.

You are one foot tall in a world of people six feet tall. Describe the problems you face or the advantages you have in the world in which you live.

3. You can achieve unity in your paragraphs by analyzing your point of view and remembering where you are positioned in relation to what happens. Ask yourself whether you are in the action or are an outside observer. Using this technique, write two descriptive paragraphs of an athletic event or dramatic production from each of the following points of view:

- A. You are in the audience.
- B. You are a participant in an athletic event or dramatic production.

Check your paragraphs to be sure that every detail is appropriate for the point of view you are using.

COHERENCE (Slides 45-58)

A paragraph has coherence when the relationships among sentences are clear and when the transitions from one sentence to the next are smooth and natural. Coherence can be achieved in the following ways:

- I. By organizing sentences in a logical order according to a pattern such as:
 - A. chronology
 - B. space (near to far, left to right)
 - C. reasoning from cause to effect or effect to cause
 - D. comparison or contrast
 - E. induction
 - F. deduction
 - G. least important to most important
- II. By using some of the following devices:

- A. pronouns that refer to an antecedent in the preceding sentence
- B. synonyms for words from a preceding sentence
- C. transitional expressions
- D. parallel structure in sentence patterns

Choose four of the following activities:

1. Using a dictionary or composition handbook, learn the meanings of the terms in I above. Then for each of the seven terms, list at least two topics that could be organized by that method.

X 2. With your teacher's guidance, learn how the devices in II above can help to develop coherence. Then, using each of the four devices, write sentences that might immediately follow this sentence:

When an American space ship lands on Mars, astronauts will plant a flag in the ground.

3. Review the following list of transitional expressions taken from Compositions: Models and Exercises 9 (Diane A. Wilbur, Harcourt, Brace and World, Inc., 1966).

Adding an idea or fact: also, another, besides, furthermore, moreover, in addition, again, second, third, finally, next, too, similarly.

Establishing time order: first, then, next, meanwhile, before, after, finally, later.

Showing a cause-and-effect relationship: as a result, consequently, hence, therefore, thus, accordingly.

Indicating an illustration: for example, for instance.

Indicating a contrast, contradiction, or restriction:

however, nevertheless, on the contrary, on the other hand, yet, otherwise.

Establishing a spatial order: above, below, here, there, inside, outside, nearby, beyond, over, under.

Write five practice sentences using some of these expressions. Then cut out an article from a magazine and circle the transitional elements that are used.

- X 4. You can practice organizing details by writing a paragraph from a stationary point of view and then from a moving point of view. Select one of the following situations and write two descriptive paragraphs, first as a stationary, outside observer and then as a moving participant:
- A. the arrival of a train, plane or ship
 - B. bicycling in the woods or the city
 - C. car racing on an oval track
 - D. ski lift up a steep mountain
5. Read one of your paragraphs into a tape recorder. Then listen to the recording and judge how coherent your paragraph is. Ask questions such as:
- A. Have I linked ideas together?
 - B. Have I organized ideas into a particular pattern?
 - C. Have I used transitional words or pronouns referring back to earlier nouns?
 - D. Have I used repeated words or parallel sentence structure?

EMPHASIS (Slides 59-69)

A paragraph achieves emphasis by stressing the central elements that deserve to be featured and by giving less attention to subordinate ideas. Ways of achieving emphasis are:

- I. Positioning an important idea at the end of the paragraph.
- II. Giving a large proportion of detail to the most important point.
- III. Arranging ideas in their order of climax.
- IV. Repeating important words.
- V. Using balanced construction.

 Choose two of these activities.

- X 1. Describe the personality of a person whom you know well. When constructing your paragraph, emphasize by position or by proportion a

particular quality that distinguishes this person. You might choose one of the following qualities: love of life, quickness to anger, an ability to communicate joy, a sense of sadness.

- X 2. Select a personal experience during which many events happened at the same time (a circus or carnival, the moments after an accident, the celebration after an athletic victory). Write a paragraph about the events, but emphasize the most important idea by positioning it at the end of your paragraph. Then write another paragraph on the same topic, but this time use emphasis by proportion to make your point.
- X 3. Pretend you are in a vacant field when a huge flying saucer lands. Two space creatures leave the saucer seemingly to make some mechanical repairs, and then they re-enter the saucer and take off. Use emphasis by proportion to emphasize different aspects of the event when you write to each of the following audiences:
 - A. a close friend who is away for the summer
 - B. the local police chief

COMPLETENESS (Slides 70-74)

A paragraph is complete if it says enough about the topic to enable the reader to understand the writer's point. A paragraph should not include more information than the reader needs or wants.

 Choose one of these activities.

- 1. Write a paragraph on a detail of one of your special interests that your classmates don't know much about. Develop the paragraph fully so that your readers can be well-informed about this new topic.
- 2. Write a paragraph which takes the idea of completeness too far. Write about a topic and indicate more information than the reader wants.

REVISION (Slides 75-79)

Revise your paragraph by considering the following ideas:

- I. Be sure that your topic sentence is a topic sentence
- II. Be sure that you have an effective concluding sentence.
- III. Check your organization, making sure your paragraph has unity, coherence, emphasis, and completeness.
- IV. Check your choice of words, making sure that your reader will have a clear mental image of your ideas.

_____ Do both of these activities.

 X 1. After writing a paragraph, use the following checklist to help you evaluate your paragraph:

- A. Have I included a topic sentence that states the single most important idea of the paragraph?
- B. Have I included reasons, facts, examples, or details to support my topic sentence?
- C. Have I used concrete writing to give the reader clear mental images of my ideas?
- D. Have I considered each of the following in writing my paragraph? Unity. Coherence. Emphasis. Completeness.
- E. Have I used a concluding sentence?
- F. Have I revised the paragraph and checked it for errors?

_____ 2. Attach a blank sheet of paper to a paragraph you have just written. Have three of your classmates read your paragraph and answer each of the following questions on the blank paper:

- A. How can the topic sentence be improved?
- B. Where can the writing be more concrete?
- C. How can the unity and coherence of the paragraph be strengthened?
- D. How can the concluding sentence be improved?

Using your classmates' suggestions, rewrite the paragraph and make the necessary improvements.

WRITE IT RIGHT

PART III

STEPS FOR COMPLETING THIS MODULE:

1. Get needed materials and equipment.
2. Read objectives to understand what material you will be covering.
3. View the module, taking notes and working exercises as you do.
4. Prepare the related activities as listed in this handout. Have your teacher check each separate activity before you go on to the next.
5. When you have finished all the required activities satisfactorily, check with your teacher once more and turn in all your work along with the instructions.

NECESSARY MATERIALS AND EQUIPMENT:

1. Caramate
2. Slide and tape: WRITE IT RIGHT, Part III
3. Paper and pencil

OBJECTIVES:

This module provides students with instruction and practice in the following aspects of paragraph writing:

1. Recognizing abstract, specific, and concrete writing.
2. Developing persuasive and informative paragraphs.
3. Revising and reviewing

SATISFACTORY WORK:

For your work to be considered satisfactory, all parts must meet the minimum requirements for a C as outlined in the objectives of this course. Please label all your activities.

RELATED ACTIVITIES:

SUBJECTIVE AND OBJECTIVE WRITING:

Subjective writing expresses the personal ideas and feelings of the writer; the details and words chosen reflect a very definite opinion. A common form of subjective writing is persuasive writing, that is, writing designed to convince someone else to accept your point of view or opinion.

Objective writing is as free from personal views and opinions as possible; the words and details are chosen to communicate information, to convey facts. A common form of objective writing is informative writing designed to convey information or explain a process.

_____ Choose seven of these activities.

- _____ 1. Cut out from a newspaper an example of subjective writing and an example of objective writing. Using quotations from your two selections, show how the two kinds of writing are different.
- X 2. Find something around your home (a photograph, a watch, a book, for example) and write a persuasive paragraph urging someone to buy the object you have selected. Then try to sell the item by reading your sales pitch to the class.
- X 3. Write a paragraph persuading your reader that something is the best or worst of its kind (school, game, movie, book, coach, music, for example). Support your topic sentence with numerous reasons.
- X 4. In a well-organized paragraph, try to persuade your reader to act on a suggestion you make in one of the following areas. Give reasons to support your topic sentence.

- A. ecology program D. community service
- B. school dress code E. church or temple project
- C. student government

- X 5. Write a persuasive paragraph that urges the reader to vote for a particular political candidate.
- X 6. Rewrite one of the following sayings into a topic sentence for a persuasive paragraph. In the body of the paragraph support your opinion with examples from your own experience.
- A. The pen is mightier than the sword.
 - B. A stitch in time saves nine.
 - C. A woman's place is in the home.
 - D. Life isn't what it used to be.
 - E. All's well that ends well.
7. Read a cookbook or how-to-do-it manual. Describe how the author made the explanations clear and then give specific suggestions on how the informative writing could be improved.
- X 8. Write a detailed, informative paragraph explaining how to do one of the following:
- A. prepare a special meal
 - B. paint a house
 - C. use a piece of scientific or photographic equipment
 - D. earn money during the summer
- X 9. Pretend that a mysterious visitor from the 18th century approaches you. He speaks English but know very little about the modern world. Write an informative paragraph to answer one of the following questions that the persons asks:
- A. How do you use a pocket calculator?
 - B. What is television used for?
 - C. Why is electronic music so popular?
 - D. What's women's liberation?

WRITE IT RIGHTPART IV

STEPS FOR COMPLETING THIS MODULE:

1. Get needed materials and equipment.
2. Read objectives to understand what material you will be covering.
3. View the module, taking notes and working exercises as you do.
4. Prepare the related activities as listed in this handbook.
5. When you have finished all the required activities satisfactorily, check with your teacher once more and turn in all your work along with the instructions.

NECESSARY MATERIALS AND EQUIPMENT:

1. Harbrace College Handbook
2. Paper and pen

OBJECTIVES:

Part IV will give you practice in applying all the objectives studied in Parts I, II, and III.

1. Before writing: identifying the audience, narrowing the subject and understanding the purpose.
2. Writing an outline.
3. Writing a topic sentence.
4. Developing the body of a paragraph with supporting details.
5. Writing a concluding sentence.
6. Distinguishing among abstract, specific, and concrete writing.
7. Developing unity, coherence, emphasis, and completeness.
8. Distinguishing between subjective and objective writing.
9. Developing persuasive and informative paragraphs.
10. Revising and reviewing.

WRAP-UP ACTIVITIES:

_____ Choose nine out of the eleven exercises.

- _____ 1. Using the information in Communication Skills: Write It Right together with a composition handbook or writing textbook, prepare a glossary of writing terms. Define each of the following words appropriate to composition skills and then add some more words on your own:

outline	unity
topic sentence	coherence
concluding sentence	emphasis
supporting details	persuasion
abstract, specific, concrete	

- X 2. Select a small object or area that interests you--a section of your yard or street corner, an object in your house, a plant you care for. Prepare a detailed photographic study of the object, and then write a detailed descriptive study of the same object.
- _____ 3. Write a paragraph with four other students. Decide on the subject together, then make one person responsible for the topic sentence and concluding sentence, one responsible for supporting details, one for unity, another for coherence, and the last responsible for emphasis and completeness. Work as a group, talking over your problems together.
- X 4. Pretend that you write an advice column like "Dear Abby" or "Ann Landers." In a well-organized paragraph answer one of the following questions:
- A. I saw a friend cheating in class. What should I do?
 - B. My parents never let me do anything. How can I deal with them?
 - C. My town is the dullest in the world. Can you help me?
 - D. I want to play a musical instrument, but I don't know where to start. What do I do?

(If you enjoy this activity, you might want to start a column like this with your class or in the school newspaper.)

- _____ 5. Using the skills you have learned in this program, write a how-to-do-it pamphlet on a topic about which you know a good deal. Some possible topics are: building a model, playing an instrument, preparing a meal, caring for a pet, or playing a sport.
- _____ 6. Read the quotations in "Toward a More Picturesque Speech" in any issue of Reader's Digest. Select a quotation that you like and build a paragraph around it by adding a topic sentence, supporting details, and a concluding sentence.
- _____ 7. Read several poems, and then write down some examples of concrete writing that convey clear mental images. Next try writing some similar short descriptions that convey clear images to the reader.
- _____ 8. In a notebook, collect samples of good paragraph writing. You might want to divide your notebook into the sections presented in the Sound-Slide program and then find examples in each section. Share some of your selections with other students by reading your favorite passages in class.
- _____ 9. Read some essays by a famous writer such as George Orwell or E. B. White, or read a novel by a famous author such as Charles Dickens or Ernest Hemingway. Analyze some of the paragraphs, and then explain the techniques that the author uses to achieve clear and effective writing. In the report presenting your analysis, be sure to include examples to support your general statements.
- _____ 10. Truman Capote begins his essay "A Ride Through Spain" this way:

Certainly the train was old. The seats sagged like the jowls of a bulldog, windows were out and strips of adhesive held together those that were left; in the corridor a prowling cat appeared to be hunting mice, and it was not unreasonable to assume his search would be rewarded. (Native Voices, edited by Sylvia A. Bordkin and Elizabeth J. Pearson. Globe Book Company, Inc., 1971, p. 76.)

Write a detailed analysis explaining why you think this paragraph is or is not an example of clear and effective writing. In presenting your analysis, be sure to refer to aspects of paragraph writing such as topic sentence, concrete images, unity, coherence, and other terms described in the Sound-Slide program.

- ____ 11. Use the following ideas as a basis for three well-organized paragraphs:

____ Choose one idea from each group.

Words to Trigger Your Thinking:

- A. fortune tellers
- B. circus life
- C. intelligence
- D. tornadoes
- E. self-reliance
- F. a million dollars
- G. overpopulation

Proverbs:

- A. to err is human; to forgive divine.
- B. Forbidden bread creates an appetite.
- C. He is a friend to none who is friend to all.
- D. When your mouth is closed, you can't put your foot in it.

Topics:

- A. causes of juvenile delinquency
- B. losing a race
- C. meeting a wild animal
- D. falling in love
- E. cruelty to animals

APPENDIX J

AN OVERVIEW OF ENGLISH MODULAR MINI-COURSES 1-15

AN OVERVIEW OF ENGLISH MODULAR MINI-COURSES 1-15

STEPS FOR COMPLETING A MODULE:

1. Get needed equipment and materials.
2. Read objectives for the module you are working on to understand what materials you will be covering.
3. Listen to the module, following directions as you do.

DO NOT WRITE IN THE BOOKLET

4. Take the post test for the module. This is the one in your booklet. On the chart below, write your score on the blank to the right of the correct module. If your score is less than that listed, you need to see your teacher for further review.
5. Turn in your exercises and take your test.

Module 1.	26	_____	6.	13	_____	11.	13	_____	
	2.	29	_____	7.	26	_____	12.	13	_____
	3.	12	_____	8.	43	_____	13.	21	_____
	4.	13	_____	9.	17	_____	14.	13	_____
	5.	9		10.	13		15.	13	_____

MATERIALS AND EQUIPMENT:

1. Tape player
2. Mini-course module (tape and booklet)
3. Paper and pencil

OBJECTIVES:

MODULE 1: Having completed English modular Mini-Course number one as prescribed, a student shall, at 75% efficiency or better, be able to:

1. identify words in sentences according to their parts of speech.

2. identify the basic sentence parts: subject, predicate, and complement.
3. identify words according to their functions in given sentences: subject, action verb, linking verb, direct object, indirect object, subject complement.
4. identify and write sentences that conform to the four basic sentence patterns.

MODULE 2: Having completed English Modular Mini-Course number two as prescribed, a student shall at 75% efficiency or better, be able to:

1. recognize the four basic sentence patterns.
2. identify and use adjectives and adverbs in sentences conforming to the four basic sentence patterns.
3. identify and use prepositional phrases in sentences, distinguishing between the preposition and its object.
4. distinguish between prepositional phrases used as adjectives and prepositional phrases used as adverbs.

MODULE 3: Having completed English Modular Mini-Course number three as prescribed, a student shall, at 75% efficiency or better, be able to:

1. identify compound elements in sentences.
2. distinguish between a simple sentence and a compound sentence.
3. punctuate compound sentences correctly.
4. identify and correctly use coordinating conjunctions and transition words.

MODULE 4: Having completed English Modular Mini-Course number four as prescribed, a student shall, at 75% efficiency or better, be able to:

1. identify and analyze the functions of adjective, adverb, and noun clauses in given sentences.
2. identify and correctly use relative pronouns, subordinating conjunctions and other "signal words".
3. correctly punctuate sentences containing subordinate clauses.
4. write sentences using subordinate clauses.

MODULE 5: Having completed English Modular Mini-Course number five as prescribed, a student shall, at 75% efficiency or better, be able to:

1. distinguish between phrases and clauses.
2. analyze sentences containing appositive, participial, gerund, and infinitive phrases.
3. distinguish between essential and nonessential subordinate phrases.
4. identify and supply correct punctuation for subordinate phrases in sentences.
5. write sentences containing appositive, participial, gerund, and infinitive phrases.

MODULE 6: Having completed English Modular Mini-Course number six as prescribed, a student shall, at 75% efficiency or better, be able to:

1. recognize seven identifiable sentence fragment types.
2. distinguish between a sentence fragment and a complete sentence.
3. recognize three principal circumstances that create run-on sentences.
4. distinguish between a run-on sentence and a legitimately constructed simple, compound, or complex sentence.

5. repair identified sentence fragments and run-on sentences.

MODULE 7: Having completed English Modular Mini-Course number seven as prescribed, a student shall, at 75% efficiency or better, be able to:

1. identify and use singular and plural subjects and verbs.
2. recognize and use correct subject-verb agreement in sentences containing compound subjects, interrupting words and phrases, definite and indefinite pronouns, noun phrases and clauses, collective nouns, prepositional phrases, and relative clauses.
3. recognize and correct agreement errors in sentences and paragraphs.

MODULE 8: Having completed English Modular Mini-Course number eight as prescribed, a student shall, at 75% efficiency or better, be able to:

1. identify and use the principal parts of regular and irregular verbs.
2. use the auxiliary verbs "to be" and "to do" in appropriate tenses and in agreement with their subjects.
3. recognize and correct agreement errors in the use of doesn't and don't.
4. supply verb forms for inverted sentences, such that they agree in number with their subjects.
5. and correctly use the following confusing pairs of verbs: lie/lay, rise/raise, sit/set, let/leave.

MODULE 9: Having completed English Modular Mini-Course number nine as prescribed, a student shall, at 75% efficiency or better, be able to:

1. distinguish between adjectives and adverbs, recognize their functions, and use them appropriately in sentences.
2. use comparisons of adjectives and adverbs correctly.
3. identify and correct unacceptable uses of the double negative.
4. identify and correct substandard adjective and adverb use.

MODULE 10: Having completed English Modular Mini-Course number ten as prescribed, a student shall, at 75% efficiency or better, be able to:

1. recognize the pronoun cases: subjective, objective, and possessive.
2. recognize and correctly use interrogative pronouns.
3. apply his knowledge of pronouns and their cases by creating suggested sentence structures using pronouns.
4. and analyze incorrect pronoun usage and make corrections.

MODULE 11: Having completed English Modular Mini-Course number eleven as prescribed, a student shall, at 75% efficiency or better, be able to:

1. identify pronouns and their antecedents and analyze pronoun/antecedent relationships.
2. recognize correct and incorrect usage of indefinite, reflexive, intensive, and demonstrative pronouns.
3. apply his knowledge of pronouns and their antecedents by creating suggested sentence structures using pronouns correctly.
4. analyze incorrect pronoun/antecedent usage and make corrections.

MODULE 12: Having completed English Modular Mini-Course number twelve as prescribed, a student shall, at 75% efficiency or better, be able to:

1. recognize dangling participles and make appropriate corrections in sentences.
2. identify misplaced modifiers, and correct sentences where needed.
3. identify constructions that are nonparallel in structure or ideas, and make necessary corrections.
4. identify, analyze, and correct comparisons that are illogical, incomplete, or unclear.

MODULE 13: Having completed English Modular Mini-Course number thirteen as prescribed, a student shall, at 75% efficiency or better, be able to:

1. supply commas in dates, addresses, letter salutations and closings, and direct address.
2. use commas to punctuate compound sentences.
3. supply commas to set off direct quotations, introductory words and statements, elements in a series, parenthetical expressions, absolute phrases, and elements of repetition or contrast.
4. distinguish between essential and nonessential phrases, clauses, and appositives, supplying commas where needed.

MODULE 14: Having completed English Modular Mini-Course number fourteen as prescribed, a student shall, at 75% efficiency or better, be able to:

1. identify the positions where each of the following special marks of punctuation are required: colon, semicolon, dash, parentheses, and brackets.

2. correctly supply those punctuation marks where required in given situations.

MODULE 15: Having completed English Modular Mini-Course number fifteen as prescribed, a student shall, at 75% efficiency or better, be able to:

1. use end punctuation marks.
2. identify direct and indirect quotations and supply correct punctuation.
3. use italics and quotation marks correctly.
4. identify and punctuate possessives.
5. use hyphens in selected cases.

APPENDIX K

A GUIDE FOR USING THE HARBACE HANDBOOK

Name _____
Section _____

A GUIDE FOR USING THE HARBRACE HANDBOOK

Module 1
1b, 4b, 7a, 4a

Module 2
1c, 1d, 12c, 12d
25a, p.481

Module 3
1e, 12a, 14a, 17d

Module 4
1d, 1e, 2b, 12d,
25a, 25b

Module 5
1d, 2a, 6a, 12b
12d, 17e, 25b
p.470, 21a

Module 6
1 (all), 2 (all)
3 (all)

Module 7
6 (all)

Module 8
1a, 1b, 1c, 4b,
7 (all), 22b, 27b,
27d, pp. 473-74
p. 490

Module 9
4 (all)

Module 10
5 (all)

Module 11
28 (all)

Module 12
4c, 22c, 26 (all)
p. 471

Module 13
12 (all)
13 (all)

Module 14
14 (all), 17d, 17e,
17f, 17g

Module 15
10 (all), 15 (all),
16 (all), 17a, 17b

Module 16
31 (all)

APPENDIX L

PERSONAL DATA FORM

PERSONAL DATA FORM

Student Number _____

Check one

Black _____

Male _____

White _____

Female _____

Other, specify _____

Did you receive a High School Diploma? Yes _____ No _____

or

Did you take the GED? Yes _____ No _____

Please supply the following information

Age _____

Last English grade which you received _____

APPENDIX M

WRITING SAMPLES

Topic 1: Write an essay of 250-300 words in response to the following question: Can women be equally as successful as men working in non-traditional roles?

Topic 2: Write an essay of 250-300 words in response to the following question: Do you think that today's television programs are dominated by too much violence?

No attempt was made to edit the students' themes presented in this section. Writing is presented in the exact form as submitted.

DIAGNOSTIC COMPOSITION

STUDENT NUMBER 1

Today's television program's are dominated by too much violence. The majority of the shows deal with problems such as, sex, drug abuse, marital problems, divorces, thief, murders and school problems with peers. Children act out much of what they see on the television. My sons, ages 11 and 7 have tied each other to chairs with shoe strings. On one occassion, the boys tried to blow up their bikes using fire works left over from the fourth of July picnic. The shows which dramatize these events has influenced my sons well to the point of trying these acts on each other.

80% of the prime time hour, seven to eight deals with robbery among friends. The show "Chips" had one filming which a member of the police academy stole "Wilcox's" furniture while he was on vacation. Another show "Good Times," during prime time, showed how the problem of venereal disease was dealt with. My oldest son asked what VD was, I told him the best I could for the age of 9 to understand at that time. Sex along with violence has made my son more curious about problems, yet it may be answering questions for him. I hope not, because the shows end with murders. The bad guys gets killed or the police takes him away in cars. There's no showing of the trials, how

families deal with the stress of the violent act on the family member.

POST COMPOSITION

STUDENT NUMBER 1

I believe women can be as successful as men in non-traditional roles. Women can be successful doctors, lawyers, Corporate directors, and bus drivers. These fields are opened more to the female of the 80's due to the increase of women's education. Women has fulfilled roles as senators, congresswoman and mayors, The state of Conneticut had a woman governor for 3 years until her death 2 years ago. Women's traditional roles were mother, wife and housekeeper. Today females are proven they are smart, witty, and are capable of leadership roles. I hope women will continue to fulfill roles and within time I believe we might have a woman as President of the United States.

DIAGNOSTIC COMPOSITION

STUDENT NUMBER 2

Violence in television today is big buisness for the movie industry. Todays actors, and studios are set up for and centered around the violent side of life. The actors of today play heroic roles that show the good guys killing the bad guys, and promotes the old familiar cliché crime never pays.

Since the expantion of our justice system the police shows have skyrocketed. There is everything from highway patrolmen, and special forces, and tactics police, to the FBI, and overseas intelegence agencies. This violent side of television is slowly being helped by comedy police shows such as Barney Miller, and Police Squad. Even so, the violence in these seems to continually get worse. It seem that every day you see more killings, more crashes, and more explosions.

Even another faccet of the problem is the prime time movies. It is very seldom that you see a family type movie on the prime time schedule. The movies these days are being designed to appeal to the older, middle aged groups, and teens. People seem to be forgetting that a very large portion of TV is viewed by children, and if you don't keep an eye on your schedule your five or six year old will be watching James Bond and Jaws.

Something should be done to better regulate shows for children. When children watch television they should learn something beneficial for their growing up, not something that could influence them into not believing the old cliché crime doesn't pay.

POST COMPOSITION

STUDENT NUMBER 2

Women cannot be as successful in non traditional roles. There is no question that women have moved on to take, and carry out successfully jobs that they would have never considered just a few years ago. Today's women occupy positions in the non traditional labor positions, something that was unheard of only a short time ago.

It is well known that women possess the ability to mentally execute their duties in many non traditional roles. The women of our society have proven this to be true many times in the past.

Most of the time it is the physical aspects of jobs like these, rather than the mental aspect that raises the questions. In most non traditional labor positions there is a certain amount of physical strength that must be applied. The majority of the time if a woman cannot carry out the physical aspects of a job a man must assist, or carry out the job. This defeats the purpose of trying to hold down labor costs, because two people must now be used to carry out one job. Wasted manpower, or womanpower is one of the major contributing factors causing the economy of the labor force to sag. When women take jobs that contain physical aspects they cannot execute they not only run a risk of personal injury, but they also may be causing

a manager, or foreman to use two people to do one man's job.

DIAGNOSTIC COMPOSITION

STUDENT NUMBER 3

Television violence has gone a little to far in depicting graphic details of murder, and gore. The children of today are being greatly influenced by what they see on their televisions, because small children are using the people and their actions as role models.

You can't even turn on a television set to a simple cartoon or comedy without some form of violence. I think at times, that we can't blame it on the media. They are only giving a lot of Americans what they thrive on. Surely standards should be set to limit the amount of violence, that the youths of America are exposed to.

I imagine that if we want to cut out most of the violent programs on television, we'd just have to turn the set off entirely. I still have some hopes of better programs, but in the mean time I think we should monitor and filter out the shows that are doing the most harm. Above all limit television time for children and try not watching so much your self.

The news doesn't try to keep violence to a minimum, because the more violence the higher the ratings. Maybe we feel we don't have a choice, but we do. The television studios are the sellers. We are the buyers. So I say stop buying.

POST COMPOSITION

STUDENT NUMBER 3

Women can be as successful as men in non traditional roles. Women are just as intelligent as men. The only thing that limits a woman's abilities are her physical weaknesses. Women aren't able to do the heavy lifting required in jobs such as construction or carpentry, but she should be given the opportunity to try. The doors that were previously shut to women should be opened, because a woman could prove to be a valuable employee.

A woman always has to work harder to prove herself when entering a field that is dominated by men. For hundreds of years women have always been thought of as the weaker sex. Society seems to think women can't stand on their own two feet. The men in today's society are changing their attitudes toward women, even though there are some that still think a woman is not capable of making important decisions. Because of prejudice already against women in fields such as medicine, law, politics, and high finance, she has to be an over achiever. When a woman obtains a position usually held by a man, she should work even harder than her male counterparts to prove that women aren't the fragile, little things, that we were once thought of, but strong independent individuals.

DIAGNOSTIC COMPOSITION

STUDENT NUMBER 4

I believe that there is too much violence on television. For example, last night I watched the program "Hill Street Blues". It started out with the inspection of a gang looking bunch of police officers. They acted as if they were gang members of the Dragons in Harlem, New York. Having given instructions for the day they disbursed like wild animals. The first case was, two women cops posed as prostitutes. They dressed as the regulars and would bust the working man or the guy that was out having a good time, but they hooked the mayor and a lawyer. For this they were reprimanded. The working man's son was probably watching the show, so now what does he think of his dad, or why did the mayor get turned a loose.

The second case, there was this family of three that was having marital problems. The husband had been laid-off unjust and there was no money coming in. The father had nowhere to turn to, so he began to become paranoid on occasions. He would beat his wife in the presence of their six year old son. He threaten to kill them and his self. After the wife tried to have the husband ejected, the cops comprised on the husband behalf. Then later on the husband went beserk again, held them hostages. The police finally came and saw that the husband was for real about killing

his entire family, they tried in vain to talk him into letting them get him some help. So now here comes the S.W.A.T. team with tear gas, machine guns and about fifty men to stop one man that needed psychiatric help from the beginning. After the man would not surrender, the police jumped through the windows and knocked down the doors. They just started to shooting up the place. Luckily the son was unharmed, but the mother had a heart attack, and the father escaped. That was horrible for both the mother and son. This is one of the reasons that I feel that there is too much violence on television. Now what would happen in real life to a child six years old, would he grow up to be the same as his father. It's something to think about.

POST COMPOSITION

STUDENT NUMBER 4

Women cannot be as successful as men in non traditional positions. Because there are jobs that women are just not able to perform. For instance, a job as a telephone line-man require the person to climb telephone poles, which is hazardous duty. I know of an incident where a woman was denied a job as a welder. She sued the company and was given the job. After a few weeks on the job, she was asked by her foreman to weld some "I" beams twenty-four stories high. However, she could not perform the task an was terminated. If she had been thinking, she would had known the requirements of being a welder.

To be successful in a non traditional position, one has to have determination is true, but there are some positions that a woman just cannot do effectively. I sure would not want to see my wife doing a job that was intended for a man.

Suppose a woman was working on a construction gang. she would have to dig ditches, crawl into manholes and maybe lift large quantities of heavy equipment. A woman should not be able to qualify for such jobs, as truck drivers, welders, boilermakers, backhoe diggers, etc.

Having a woman in politics would also be a mistake. Women cannot run the country, because they cannot hold up

at the first sign of pressure. If she cannot think quickly, she cannot perform the duties of a public servant. For example, since becoming the president of Great Britain, the whole country has been in turmoil. Should it had been a male person, the country would not be in the shape its in today. Men seem to get more respect than women, because they can think faster and make wiser decisions. There are a lot of positions that women do succeed, but on the other hand, there are others that they should not be able to compete.

DIAGNOSTIC COMPOSITION

STUDENT NUMBER 5

In my opinion, T.V. and movies as well should have violence in them, because if theres violence on T.V. that gives the viewer a chance to take out his frustrations by watching violence instead of pertaking in it.

Another reason I feel the way I do is because without Sex and violence in a movie you don't have any excitement. That means that you would be bored to death by the television programs, and who wants to be bored when you can be doing something exciting.

Television programs are not dominated by violencefully. I admitt there are times when it is carried more Realistic than it should but It does give you an Idea of whats going on in the Real world around you today. For example Strike Force or Today's F.B.I., there's certainly alot of violence in those two programs, but look at the Public Ratings they both have.

My point is that Television Producers know what people want, and thats what their going to show. Its a fact people want a little excitement in there lives, and if they can't get that excitement by watching television programs, then there going to find it on the streets and not in their homes. So in conclusion if people want a

little excitement in there lives give them sex and violence on T.V. after all taking violence off the Television Programs is not going to take it off the streets.

POST COMPOSITION

STUDENT NUMBER 5

Women have proven, in the past several years, that they can adequately do the work that only men had done in the years before. For example up until the early 1950's only men were allowed to be doctors, lawyers, construction workers, or even policemen. However, since the early 1970's women have been stepping up in a mans world at a marvolouse rate.

One of the United States most well known Surgeons is a woman. She went to school and worked as hard as a man to get where she is today. Women attorneys are very prominent in todays society also.

What is more marvolouse for a woman to do other than being Doctors or lawyers is that their also being construction workers or police officers, that my friend, is very dangerous and hard work and up until very recently was condidered only as a mans job not a womans.

Men still dominate the working world today as far as the percentage of men in numbers compared to the number of women, but women are advancing at a much faster rate than many people would have ever believed. In my oppinion women are doing a marvolouse job in todays world of hard labor.

VITA

Willardean Smith Wiley was born in Terry, Mississippi. She attended the public school system there and in Clinton, Mississippi. She graduated from Jackson State University in 1967, with a Bachelor of Science degree, having a major in English and a minor in speech and theater. Prior to graduating, she received a Prospective Teacher Fellowship to pursue her Master's degree. She graduated from Southern University, Baton Rouge, Louisiana, with a Master of Education in English in May, 1969.

In September, 1969, she was employed at the University of Tennessee at Chattanooga, Chattanooga, Tennessee, as an instructor in English. In 1972 she was promoted to the rank of assistant professor. In September, 1975, she was employed as an assistant professor of English at Chattanooga State Technical Community College, Chattanooga, Tennessee. In 1978 she became Department Head of Developmental Studies at Chattanooga State. In the fall of 1979, she entered the doctoral program in the Department of Curriculum and Instruction at The University of Tennessee, Knoxville, Tennessee, with an emphasis in English education and collaterals in Educational Administration and Supervision, with emphasis in higher education, and reading. In 1981 she was promoted to associate professor of English at

Chattanooga State, and she was awarded a State University and Community College System of Tennessee Grant-in-Aid for one academic year to complete the course work for the Doctor of Education degree at The University of Tennessee.

Professional affiliation is with the National Council of Teachers of English, The Southeastern Conference on English in the Two-Year College, The South Atlantic Modern Language Association, and the American Association of University Women.

During the summer of 1982, she transferred to Hockessin, Delaware. Currently, she is a lecturer in the English Department at the University of Delaware, Newark, Delaware.

She is married to James H. Wiley formerly of Natchez, Mississippi.