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IDENTIFIERS Britton (James); England

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 27 titles deal with a variety of topics, including the following: teaching freshman college English through the use of black female autobiographies; the analysis and production of television commercials, gaming, and self-paced methods; teaching composition through the use of operant conditioning, individualized approaches, and an oral proofreading technique; the process of composition; teaching composition to educationally disadvantaged college students, community college students, and high school juniors; designing composition courses; the relationship between course grade, attitude toward the course, and college adjustment; self-exploration and enhancement of self image through creative writing; the use of the community as a writing resource; the use of transformational sentence combining exercises with third grader students; the effect of various types of responses to student writing on student attitude and writing performance; James Britton and the teaching of writing in British schools; a program in daily creative writing; and the effects of sensory experiences on student perception as measured in written composition. (GW)

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THE EFFECTS OF FIRST-AND SECONDHAND SENSORY EXPERIENCES ON STUDENT PERCEPTION AS MEASURED IN WRITTEN COMPOSITION

USING THE BLACK FEMALE AUTOBIOGRAPHY TO TEACH FRESHMAN COLLEGE ENGLISH

BELL, Marilynn Powe, A.D.
The University of Michigan, 1977

Chairman: William Alexander

This study provides insight into the autobiography as an art form that is a most effective vehicle for teaching students to read, write and speak. It is designed around the premise that writing comes as a response to those things which touch the senses and as a result of keen observation and clear thinking. Autobiographical works can be used for teaching writing in that they provide both selected fact and subjective feelings regarding varied beliefs, events, and people. In these artistic and practical first person accounts of life, the student is exposed to character development, the psychology of motivation, and a descriptive and analytic overview of the Black woman's heritage.

This project produces a curriculum guide with related background material, content description of possible materials, suggested procedures, sample syllabus, suggested activities and a bibliography with materials ranging from the slave era to contemporary protest. There are five chapters which comprise this study. Primarily introductory material the first chapter presents the rationale for the project. The second chapter discusses the emergence of the autobiography as a vital part of America's cultural mainstream and offers substantial insight on the evolution of the Black autobiography in America. The slave narrators are used to show the value of the autobiography as a vehicle for social change, detailing the search for a positive self-image and discussing the variety of characteristics and themes which may be used in a thematic approach to the teaching of the autobiography in the English composition classroom. The third chapter offers an analysis of I Know Why the Caged Bird Sings by Maya Angelou, an archetype of the Black female autobiography. The fourth chapter provides a suggested course plan with basic premises, objectives, ideas, and strategies which are addressed to the experimentally-minded teacher who is interested in a way to stimulate students; and the final chapter presents the conclusions of the study.

The value of such a study is that, at the least, it begins to give attention to the excellence of the Black female autobiography as a literary genre and as a tool for classroom instruction. There is never the need to search for writing topics since the topics for discussion are imbedded into the selections. This project is exploratory in suggesting the possibilities for use in the classroom. All content materials and procedures are suggested rather than prescribed. Another advantage of this study is that it includes a variety of methods from which a teacher may choose. But most importantly, the composition process is more stimulating through the use of more relevant and thought-provoking selections. The autobiographical approach to writing is of considerable interest and allows for the presentation and exploration of ideas otherwise ignored in traditional composition classes. Further, this type course should offer a perspective through which the composition process and its subject matter may be better understood. Models of female achievement are readily available through the first person account. A final and equally compelling reason for this project is that myths about the Black female may be destroyed and, the students will emerge with a better understanding of driving Black personalities and new insights into the writing and thinking processes.

Order No. 77-26,184, 100 pages.

AN ANALYSIS OF TELEVISION COMMERCIALS AS A VEHICLE TO IMPROVED COMPREHENSION AND PERFORMANCE OF WRITING: AN ALTERNATIVE MEANS OF TEACHING FRESHMAN COMPOSITION

BERGMANN, Peter J., Ph.D.
New York University, 1977

Chairman: Professor Terence P. Moran

Purpose

The purpose of this study was to determine whether students who received instruction that included both the analysis and production of television commercials would demonstrate both improved comprehension of writing[1] as well as improved writing performance[2] as compared with students who merely analyzed television commercials, or compared with students who were taught in a conventional manner in a freshman composition course at the community college level. The following hypotheses were tested: 1. The adjusted mean score of Group A (the analysis group) will be significantly higher[3] than the adjusted mean score of Group C (the conventional group) on the expression section of the Cooperative English Tests. 2. The adjusted mean scores of Group A will be significantly higher than the adjusted mean scores of Group C on each of the five criteria of the analytic method. 3. The adjusted mean score of Group P (the production group) will be significantly higher than the adjusted mean scores for either Group A or Group C on the expression section of the Cooperative English Tests. 4. The adjusted mean scores of Group P will be significantly higher than the adjusted mean scores for either Group A or Group C on each of the five criteria of the analytic method. 5. The adjusted mean score of Group P will be significantly higher than the adjusted mean score for either Group A or Group C on the total score resulting from the application of the analytic method 6. The correlation between comprehension of writing structure and performance on a writing sample will be significantly higher for Group A and Group P than it will be for Group C. There will be significant positive correlation between the results of the expression section of the Cooperative English Tests and the "analytic scoring method" of writing samples for each of the three groups.

Procedure

Three sections of freshman English were composed of students who were arbitrarily assigned at registration. Each section contained twenty-three students at the beginning of the semester and met with the same instructor three times a week. One section studied television commercials in order to determine whether the analysis of television commercials, without the experience of production would serve as an effective instructional means to the "comprehension of writing structure," as well as to "improve performance" on a writing sample. This was Group A. A second group (Group P) studied the same commercials and then wrote and produced their own commercials. In this way it was possible to determine whether analysis of television commercials, with the experience of production was an effective means to both the "comprehension of writing structure" and "improved performance" on a writing sample.

A third group (Group C) was taught in the conventional manner of a freshman English course at the Community College of Philadelphia.

Results

1. Hypothesis One which states that there will be a significant difference between Group A and Group C on the adjusted

mean score of the expression section of the Cooperative English Tests was not accepted as established for this study. 2. Hypothesis Two which states that there would be a significant difference between the mean scores of Group A and Group C on the five criteria of the analytic method was partially accepted as established for this study. 3. Hypothesis Three which states that there would be a significant difference between the mean scores of Group P and those of Group A and Group C on the expression section of the Cooperative English Tests was partially accepted as established for this study. 4. Hypothesis Four which states the adjusted mean score of Group P will be significantly higher than the scores for either Group A or Group C on the five criteria of the analytic method was partially accepted as established for this study. 5. Hypothesis Five which states that the adjusted mean score of Group P will be significantly higher than the score for either Group A or Group C on the total score resulting from the application of the analytic method was accepted as established for this study. 6. Hypothesis Six which states that the correlation of comprehension of writing structure and performance on a writing sample will be significantly higher for Group P and Group A than it will be for Group C was accepted as established for this study.

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1. The "comprehension of writing structure" will be operationally defined and measured by the results on the expression section of the Cooperative English Tests. 2. "Improved writing performance" will be operationally defined and measured by the results of the analytic method of evaluation. 3. Significantly higher will be defined as $p < .05$ for the entire study.

Order No. 77-20,735. 122 pages.

A CONCEPTUAL MODEL OF TEACHING COMPOSITION BASED ON OPERANT CONDITIONING LEARNING THEORY

BRAY, Dorothy Helen Phillips, Ed.D.
University of Southern California, 1976

Chairman: Professor Brown

Purpose. The focus of this study was to translate Operant Conditioning theory into a model for teaching-learning strategies in the area of composition. The model conceptualized here provided a syntax and a structure with designated behaviors and procedures for developing abilities in expository writing. The primary goal was to connect the logical structures of theory to the practical aspects of teaching, learning, and behavior.

Method. The approach utilized in this study required analysis of the available literature and its interpretations and applications. The purpose was to identify clearly the elements of the theory together with the extant applications of such elements to the design of materials and procedures for instruction. The second stage of the study demanded the use of both deductive and inductive logic in the development of a synthesis of theoretical elements and their practical applications for composition. Finally, the model itself required consideration, not only of logical procedures and principles but also of practical matters related to teacher competencies, environmental constraints, composition elements, and the nature of students and schools. A model was constructed with four components surrounding the learning theory: (1) the subject, composition; (2) the teacher; (3) the environment; and (4) the learner. In developing the model, learning was defined as a holistic process with interaction between these components. The model described composition instruction based on Operant Conditioning to include: (1) a direct focus on the behaviors of this holistic process; (2) an examination of the events related to this process; (3) a description of the nature of the stimuli affecting composing; (4) a description of the types of reinforcement available in composing; (5) a description of the kinds of educational actions evolving from the theory and the concomitant composing behaviors.

Conclusions. Certain instructional factors emerged from the theoretical considerations: (1) the power of the learning theory and its principles, rather than the structure of composition, order the composition teaching; (2) the relationships posited between the learning theory and composition suggest an instructional interest with problems of description, derivation of objectives, and congruence; (3) learning theory regularizes composition in a way that diverse language theories do not permit. Subjecting composition to theoretical analysis produces a view of composition in learning terms, prerequisite to instructional considerations. This view of composition in learning terms is characterized by certain realities for composition learning and teaching: (1) composition is a process composed of behaviors; (2) composition needs to be understood and related to definitions of teaching; (3) teachers must understand the composing process before instructing in composition; (4) teacher-learner improvement may be based on viewing composition as a whole process made up of theoretical, instructional, and linguistic behaviors; (5) the future of curriculum development in composition may be dependent on abilities to describe; (6) in spite of considerable writing activity in most English classes, little direct instruction in composition occurs; (7) no single theory is suited for dealing with the wide range of composing behaviors; (8) some composing behaviors are not capable of being described in Operant terms.

Recommendations. (1) Composition should be redefined to include learning theory; (2) the individual should replace the group as the functional unit of instruction; (3) teacher training should be directed away from the mastery of subject matter to mastery of management, description, and reinforcement skills; (4) to affect proficiency in composition, schools should alter some of the external conditions of the school and composition instruction to include a Composition Center and a Reinforcement Bank; (5) future curriculum in composition should be prepared by learning specialists, subject specialists, and teachers.

AN ANALYSIS OF SELECTED INSTRUCTIONAL APPROACHES USED IN THE TEACHING OF FRESHMAN COMPOSITION CLASSES TO DETERMINE THE EFFECTIVENESS IN IMPROVING STUDENTS' WRITING

BRYANT, Alma Janester Green, Ph.D.
The University of Florida, 1976

Co-Chairmen: Dr. Arthur J. Lewis, Dr. Eugene A. Todd

The purpose of this study was to identify, analyze, and compare selected instructional approaches being used in teaching freshman composition courses at a large Florida State university in order to ascertain the relationship of these instructional approaches to students' proficiency in writing. The study sought to answer the following questions: 1. What differing instructional approaches were being used in teaching freshman composition in selected university? 2. What effect did identified instructional approaches have upon writing proficiencies as measured by students' writing performance? 3. Depending upon the entering abilities of students, what difference did the instructional approach make on students' writing performance?

The design of the study was a three by three factorial design with Factor A composed of three levels of instructional approaches: (1) Writing Practice Approach, (2) Rhetorical Technique Approach, and (3) Traditional Grammar Approach, and Factor B composed of three ability levels of students--high ability, middle ability, and low ability.

The following research hypotheses were tested: 1. There is no significant difference in the mean performance of subjects among the three levels of Factor A. 2. There is no significant difference in the mean performance of subjects among the three levels of Factor B. 3. There is no significant difference in the mean performance of subjects between the three levels of Factor A across the three levels of Factor B (Interaction A x B).

To accomplish the purpose of this study, pre- and post-tests were administered to students enrolled in selected freshman composition classes at the selected university, individual interviews were conducted with selected instructors of freshman composition, two questionnaires were completed by these in-

structors, and classroom observations were made of the 10 instructors of freshman composition at the selected university. The Interview Schedule, the Classroom Observation Form, and the Instructional Approaches Used In Teaching Freshman Composition Questionnaire were used to analyze the various instructional approaches. Two paragraphs written by students on assigned topics at the beginning of the quarter and at the end of the quarter were used as pre- and posttest measures for determining gain in writing proficiency of students. High, middle, and low ability levels of students were identified by ranking students according to their English score on the Florida Statewide Twelfth Grade test. Papers were rated using the Diederich Composition Evaluation Scale.

The statistical analysis of data involved three major steps. First, a comparison of the ratings of Rater 1 and Rater 2 were made to determine the degree of relationship between the two ratings. Second, a computation of total scores and the difference for each student was performed in order to identify growth scores of selected students. Third, a two-way analysis of variance with the total paragraph growth scores of selected students as the dependent variable and the three instructional approaches and the three ability levels as the independent variables was performed in order to determine the following: (1) if a significant difference existed in the mean performance of subjects among the three instructional approaches, (2) if a significant difference existed in the mean performance of subjects among the three ability levels, and (3) if a significant difference existed in the mean performance of subjects between the three instructional approaches across the three ability levels.

Results of this investigation provide support for the conclusion that the three instructional approaches used in this study were different. The statistical analysis revealed a significant difference in instructional approaches at the .05 level. However, in sorting selected students into high, middle, and low ability levels, no significant difference was found in the mean scores of subjects between the three instructional approaches and the three ability levels. Thus, on the basis of total paragraph growth scores, this investigation demonstrated that the three selected instructional approaches, as identified by this study, had no significantly different effects upon subjects of neither high, middle, or low ability levels as measured by the Florida Statewide Twelfth Grade test English scores.

Order No. 77-8152, 244 pages.

THE PROCESS OF COMPOSITION: MODEL, STRATEGIES, AND SOURCES

BUTLER, Jeffrey Jay, A.D.
The University of Michigan, 1976

Co-Chairmen: Timothy G. Davies, William R. H. Alexander

During the five years I have taught written composition, I have faced two concerns which have dwarfed all others. The first is to understand what students do when they write; that is, to consider the actual steps required of a student in order for him to transfer his ideas into writing. The second is to develop teaching approaches which meet students on their own learning levels; in other words, approaches which are designed to meet the pedagogical reality that students, as uniquely individual human beings, learn at uniquely individual rates. This dissertation represents my effort to share ideas about these twin concerns of rationale and resources. As such, the paper is more of an idea sourcebook for other teachers of composition than a formalized study.

The book is divided into four chapters. Chapter I presents a composition process model which describes and discusses the three major phases of composing: prewriting, writing, and post writing. The development of this model allowed me to cite the ideas of linguists who have studied the processes of language acquisition: Halliday, Hayakawa, Robinson, and others. Consequently, the writing style I use throughout this chapter is highly formal in order to be rhetorically congruent with statements by these noted authorities and with the subject matter being considered.

Chapter II presents a number of teaching strategies I developed in [illegible]rt with the teaching/learning priorities suggested by the composition process model. The strategies are grouped into two sections, Prewriting and Writing. In addition, because it is clear that the mechanics of teaching a concept well are sometimes more difficult to understand than the concept itself, each strategy is explained in a structured step-by-step format. Although I'm not sure that other teachers will require all the steps I use in teaching these strategies, I believe that by reading my steps they will understand how best to adapt the strategies to their own teaching situations.

Chapter III is an overview of six strategies in use while I was teaching composition to freshman students at Miami-Dade Community College. Written in an informal register, much like that used in this abstract, Chapter III demonstrates teaching situations which required the development and application of these six teaching approaches. My hope in offering this chapter is that other teachers will understand more clearly than they otherwise might have, ways to utilize the teaching strategies within the framework of a basic composition course.

The final chapter, Chapter IV, is an annotated bibliography of readings applicable to both the theory behind the composition process model and to the teaching strategies presented in Chapter II. The emphasis in this bibliography is on presenting a broad spectrum of readings, each considered in detail, which may be functional as resources for teachers of composition. Consequently, sources described in this bibliography range along an idea continuum from abstract linguistic theory to concrete teaching suggestions.

In summary, because this is a sourcebook for other teachers, it may be read in any order consistent with teaching needs. That is, if a teacher is convinced that his approaches for teaching writing are successful, but he isn't sure why, perhaps the composition process model presented in Chapter I will be the only portion of the book to interest him. Teachers well grounded in linguistic theory may seek teaching techniques as found in Chapters II and III. Other teachers may simply want to shortcut their readings by overviewing the bibliographies. In short, each chapter in the book is pretty much self-containing and can be read in nearly any order.

Order No. 77-7846, 391 pages.

LANGUAGE AS PLAY: TEACHING COMPOSITION THROUGH GAMING

BUTLER, Shannon Kelly, A.D.
The University of Michigan, 1977

Chairman: Alan B. Howes

Traditionally, the teaching of English in the classroom has emphasized language as legitimate only if it functions as a means of information or of logical thought. However, noted linguist Noam Chomsky gave us a new view of language use as he emphasized its creative and symbolic functions. Language, when seen as symbolic and creative, is clearly in the realm of play, in which playing with words and images produces new ideas, expressions, perhaps reality. This dissertation represents an effort to bring my own traditional folk-linguistic closer to linguistic reality as observed by descriptive linguists and to develop alternative strategies for teaching language use, particularly in composition, which incorporates the play element.

The first chapter establishes my teaching philosophy in light of linguistic research and examines the characteristics inherent in language and play which ultimately bind them together in the classroom.

Chapter Two presents the three stages of the process of composition: pre-writing, writing, and editing. Following a list of teaching priorities based on this model is an explanation

of how gaming might be used to teach composition according to its various stages.

Details of the freshman writing course I taught at Miami-Dade Community College which utilized gaming as a core strategy compose Chapter Three. The games presented in the beginning stage of the course are categorized according to several pre-writing objectives: creating class rapport, identifying an audience, using perceptual awareness and critical thinking, and examining language attitudes. Descriptions and sources are outlined for each game. In addition, student-created games resulting from the writing stage of the course are also included.

The final chapter explains steps toward game design for the novice game creator. The steps are further developed through a detailed description of my own simulation SOCTALK, a game dealing with language acquisition and linguistic insecurity as a language user faces the traditional English standards imposed upon him in the school.

Accompanying this dissertation are three videotapes of student-made games during play to demonstrate the characteristics of the gaming strategy and of language at play.

Order No. 77-26,185, 186 pages.

AN APPLICATION OF ACHIEVEMENT MOTIVATION PRINCIPLES AND STRATEGIES TO THE TEACHING-LEARNING OF NINE ENGLISH SENTENCE PATTERNS BY SOME DISADVANTAGED STUDENTS OF PROJECT OPPORTUNITY AT UNIVERSITY COLLEGE, SYRACUSE UNIVERSITY

CENIZA, Riorita Espina, Ph.D.
Syracuse University, 1976

The purpose of the study was to determine the effect of an instructional system applying n-Ach principles and strategies in a particular manner to the teaching and learning of nine English sentence patterns to some educationally disadvantaged students of Project Opportunity at the University College at Syracuse University relative to their approach as against avoidance behaviors to the class and the difference in their learning of such patterns and n-Ach principles and strategies as evidenced by pre- and post-tests and other observations. A more distant and informal goal was to confirm the claims of n-Ach developers about the positive effects of n-Ach on persons exposed to the same.

This study was basically a response to the fact that many students in general, and Project Opportunity students in particular, find English composition boring, irrelevant and difficult to learn, thus contributing probably to the high attrition rate among the latter. Toward this end, an instructional system integrating n-Ach theory and strategies was developed, tested and evaluated. Questions and their corresponding hypotheses were generated predicting over-all positive direction for the results of the study.

The design of the study followed the three major steps in instructional development which are: (1) define the problem, (2) develop the instructional system, and (3) evaluate the instructional system.

The learners of the instructional system were students generally qualified under the admission guidelines of Project Opportunity, an educational program for educationally and economically disadvantaged students under the Higher Education Opportunity Program of the State of New York and administered by the University College at Syracuse University. The system was tried out in a two credit-hour course designated General Education 105 - Patterns of Writing Using Achievement Motivation. Personnel cooperatively involved with the class were the instructor (who was also the developer of the instructional system and investigator of the study), the counselors, tutors, and the Director of the Project Opportunity program. There were eight participants in the try-out which was held for six weeks, meeting twice a week for a total of twenty-four class hours during the summer session of 1973. Seven invited observers helped gather data for the evaluation of the instructional system. Procedures of inquiry utilizing direct observation, objective testing, and questionnaire were employed. Data were gathered and organized according to Stake's model of Evaluation. Analysis of data using the t-statistic confirmed, in general, the hypotheses. Significant findings were as follows: 1. H1 was dramatically confirmed, namely, that the application of the instructional system to the educationally disadvantaged students of Project Opportunity would cause them to show significant approach behaviors towards the class. 2. Pre- and post-tests showed that the students learned to recognize significantly the nine sentence patterns involved in the study, but the pre- and post-TAT writings, which were evaluated for use by the students of the sentence patterns, revealed that they had not learned to use the patterns significantly. 3. Likewise, the pre- and post-tests showed that the students learned to recognize significantly the principles and strategies of n-Ach, but the pre- and post-TAT writings showed that they had not yet learned to use significantly such principles and strategies, that is, they had not yet internalized its principles and strategies. However, other evidence tended to show that there were, at least, some conscious effort by some students to use such principles and strategies in the handling of their problems.

Such failure to bring about the use by the students of the sentence patterns involved, as well as the principles and strategies of n-Ach, are attributable to the shortness of time during which the course was held. This was not surprising in view of the fact that the use-learning of principles and techniques of English sentence composition usually takes a long time, and likewise, the use-learning of radically new life attitudes and habits also do not occur overnight. The over-all evaluation by the investigation-instructor of the results of the study is that the instructional system is worthwhile, if in a revised form.

Order No. 77-24,360, 412 pages.

THE EVOLUTION AND DESCRIPTION OF A PROCESS FOR PLANNING AN EFFECTIVE COMPOSITION COURSE

CROAKE, Edith Fienning Morris, A.D.
The University of Michigan, 1977

Chairman: Richard E. Young

Freshman composition courses are notoriously ineffective--and for many reasons. Certainly one reason is that most English teachers are not adequately trained. Few have studied the teaching of writing; few have studied the history and theory of rhetoric, theories of the writing process, or the experience of those who have taught writing successfully. Nor have most received instruction in the skills which are essential to good teaching, such as course design.

Fortunately, knowledge pertinent to teaching writing effectively is growing. However, even if composition teachers were aware of this work--and most are not--they do not have the tools to translate theory into practice. As a result, emerging knowledge which could be helpful to composition teachers remains unused. Nor do they have methods for systematically analyzing the strengths and weaknesses of what they have been doing or adapting the recommendations of others to their own situation.

The purpose of this study is to identify a method for designing effective instructional plans. The method consists of seven steps for developing, communicating, and maintaining an effective course plan: Step #1 - Exploration of the Pedagogical Context Step #2 - Development of Course Goals Step #3 - Examination of the Content and Organization of Learning Experiences Step #4 - Investigation of Evaluation Procedures Step #5 - Development of a Day-by-Day Instructional Plan Step #6 - Communication of the Plan Step #7 - Maintenance of the Plan: Revision.

The creation of an effective course plan depends in large part on making the most appropriate choices regarding goals, content, organization, and evaluation. Steps #1–#4 prepare one to choose well.

Since an effective instructional plan responds to the significant variables of the context in which the course will be taught, these variables must be systematically examined (Step #1). Because a planner is apt to consider a greater range and variety of choices if he concentrates on one part of the course at a time, he increases the possibility of discovering useful alternatives by exploring goals, learning experiences, and evaluation procedures separately in Steps #2, #3, and #4.

The results of the first four steps are synthesized in Step #5. A course planner must now choose the most appropriate means of instruction from among the alternatives and integrate them into a detailed, day-by-day instructional plan. Because the subordinate parts are arranged in the plan so that they produce a cumulative effect and a unified whole, the result is a synergistic plan: the whole is more than the sum of its parts.

Clear communication of the plan to students is also essential (Step #6). Student motivation is likely to increase if a summary of the plan--i.e., a syllabus--is discussed early in the semester.

Finally, revision during the course and before teaching the course again is desirable. Information gathered during previous steps helps one identify problems and solutions to these problems. Step #7 leads naturally to Step #1, and the process begins again.

No one has described a complete process for planning a course as well as strategies for carrying out each part of the process. This project does. It is necessary to possess an understanding both of what to do and how to do it in order to develop skill in planning courses.

This process can be useful to any teacher, although it was designed especially for composition teachers. It can be used to develop a new course or to revise an old one.

Order No. 77-17,927, 207 pages.

WRITING SECURITY

EISELE, Kathleen Lee, A.D.
The University of Michigan, 1977

Chairperson: Richard W. Bailey

My intention in this project is to develop a writing course to meet the needs of community college students, a diverse group of writers from very inexperienced to quite proficient. Studies in linguistics, learning and instructing and several semesters of teaching in the community college influence the project.

The attitude the teacher conveys about learning to write is a primary influence on what happens to students' writing. The teacher must trust the students' potential for learning to write and teach the course accordingly. Linguists inform the teacher of writing about verbal language. In my experiences teaching, I discovered that students occasionally transfer spoken features to written forms. Although this transfer may occur, the first consideration in a writing course must be allowing the students to write without premature concern for the conventions of writing. The view of learning I accept, a view explored by Jean Piaget and Plato, is that students learn from within. They must challenge, through appropriately designed situations, that that is within themselves. My experience with my students confirms the value of requiring students to show themselves that they are capable of writing and capable of controlling writing through the choices they make while writing. Planning for such a course involves a particular view of teaching. The teacher must be knowledgeable about the students and the subject so that the course is based on principles of learning and of the subject matter. Writing security results when students view writing as an ability developed slowed through practice and appropriate direction.

Order No. 77-17,928, 88 pages.

A COMPARISON OF THREE INSTRUCTIONAL APPROACHES FOR TEACHING WRITTEN COMPOSITION TO HIGH SCHOOL JUNIORS: TEACHER LECTURE, PEER EVALUATION, AND GROUP TUTORING

FARRELL, Kevin James, Ed.D.
Boston University School of Education, 1977

Major Professor: Phyllis M. Henry

Purpose

This study compared three instructional methods designed to improve the writing skills of high school juniors. The effects of these methods were measured and compared among treatment groups and within these groups in terms of individual learner characteristics.

Procedures

The experimental population consisted of 154 students (77 boys and 77 girls) who were scheduled into six writing classes and one literature class. The instructional methods compared in these writing classes were group tutoring, peer evaluation, and teacher lecture. The tutored classes and peer evaluation classes were considered the experimental classes, and the teacher lecture classes were considered the control classes. The literature class was considered a no composition class, measured to determine the effects of maturation on change in writing skills and attitude towards writing.

All classes received twelve weeks of instruction. Twelve seniors, all superior writing students, received preparation for teaching composition and were assigned to student groups in the tutored classes. Students in the peer evaluation classes were also grouped to help one another on writing. The students in the teacher lecture classes received traditional composition instruction.

All students were pretested and posttested for writing skills and attitude towards writing. Assessment of writing was done by the STEP Test, form 2A, and a Writing Sample. This sample was rated by three teachers, each using the Diederich Rating Scale. Attitude towards writing was determined by an experimenter designed Attitude Scale.

It was hypothesized that student tutoring would have a greater effect on writing and attitude than the peer evaluation and teacher lecture methods and that peer evaluation would have a greater effect on writing and attitude than the teacher lecture method. It was also hypothesized that all instructional methods would prove superior to the no composition method, thus ruling out maturation effects on writing improvement.

Conclusions

For acceptance or rejection of each hypothesis, the experimenter selected the .05 confidence level and used analysis of covariance for test of significance. Based on analysis of data, the following conclusions were made: 1. On the Writing Sample, there was a significant difference at the .05 level for students receiving composition instruction as compared to students without instruction. 2. On both the Writing Sample and the STEP Test, there was no significant difference at the .05 level between scores for students in student tutoring and peer evaluation. 3. On the Attitude Scale, there was a significant difference at the .05 level for students in student tutoring compared to students in peer evaluation and teacher lecture. 4. On the Writing Sample, there was no significant difference at the .05 level between scores for students in peer evaluation and teacher lecture. 5. On the Attitude Scale, there was no significant difference at the .05 level between scores for students in peer evaluation and teacher lecture.

Generally both peer evaluation and group tutoring had better effects on writing skills. Tutoring seemed to favor girls, however, and peer evaluation boys. Boys in peer evaluation, in fact, did significantly better on the Writing Sample at the .05 level than boys in the other groups.

Statistical results and observations from this study indicated its findings should have implications for similar suburban high schools. Students in such schools should interact well with one another while improving writing and attitude towards composition.

Further consideration indicated more studies should be done on these instructional methods for teaching composition as well as other subjects at various grade levels. Studies might be done with smaller classes, possibly with students having specific writing difficulties, and possibly in combination with programmed tutoring techniques.

Order No. 77-21,639, 131 pages.

POSSIBLE CORRELATIONS BETWEEN ATTITUDE TOWARD THE COURSE, COLLEGE ADJUSTMENT, AND COURSE GRADE OF ATL 101A AND 101B STUDENTS IN THE COMPREHENSIVE ENGLISH PROGRAM AT MICHIGAN STATE UNIVERSITY DURING THE FALL TERMS, 1972 AND 1974

FEATHERSTONE, Jane Scott, Ph.D.
Michigan State University, 1976

The purpose of this study was to investigate possible relationships between course grade, attitude toward the course, and college adjustment. The population of the study included the American Thought and Language 101A and 101B students Fall, 1972 and Fall, 1974. The intention was to use the results to reassess teaching emphases and procedures.

The instrument used was the ATL 101 Course Opinion Survey administered at the beginning and at the end of each term. Only portions of this instrument that produced data concerning the variables of the study were used. Both pre and post and the relationships between the two were considered.

The conclusions concerning the relationships between variables were as follows: 1. There was a limited relationship between Attitude toward the Course and Final Course Grade in both 1972 and 1974. 2. There was no apparent relationship between Attitude toward the Course and any of the college adjustment variables. 3. There was no relationship between College Adjustment and Final Course Grade in either 1972 or 1974. 4. Little multiple correlation existed between the three variables. 5. Expected course grade had a strong negative relationship to the final course grade, indicating that the higher the grade expectation, the less chance the grade will equal that expectation. 6. Expectation or Assessment of Course Experience was somewhat related to Final Course Grade.

Findings of the study seem to suggest the following: 1. Structured developmental English programs are probably the most effective. 2. Teachers' concerns about students' attitudes toward the course may actually reflect their anxiety about the students' assessment of their teaching effectiveness. 3 Course expectations must be realistic. 4. Developmental English teachers must differentiate between effort and achievement. 5. Students' initial assessments of their own capabilities and their grade expectations are often not accurate.

The author recommends that the study be replicated using an expanded survey instrument and structured interviews. Additional topics not covered by the present instrument might include the following: influence of the teacher upon course experience, influence of student characteristics upon adjustment and academic success, influence of the maturation process, and effects of personal and family problems.

Order No. 77-11,643, 151 pages.

SELF-EXPLORATION THROUGH CREATIVE WRITING: AN EXPERIMENT IN COLLEGE COMPOSITION

FERRILL, June Olivia, Ph.D.
The University of Michigan, 1977

Chairman: William R. H. Alexander

Much of the psychological literature on creativity implies that creativity can serve the purpose of self-actualization. The processes of creativity and those of psychological growth have much in common: both require confronting experience and forming new connections between various aspects of experience. The nexus between creativity and psychological growth provided my rationale for designing, teaching, and evaluating a creative writing course for college sophomores, which used writing as a vehicle for self-exploration. This experimental group was compared with a control group which I also taught.

Exercises and discussions in the experimental group were geared toward self-exploration; writing technique was stressed in the control group. I felt that most students tended to write strongly autobiographical works, and I used this tendency in two ways: (1) to direct the students in the experimental group toward discovering more about themselves; (2) to compare the topics found in students' writings from both groups and between groups with the concerns which psychologists found most prevalent in late adolescents. I hypothesized that students write about concerns universal to adolescents in our culture.

I also looked at writing quality. The two groups were compared on fourteen writing characteristics (detailed, many contrasts, imaginative, clear, consistency in characters, realistic, fantastic, clichéd, highly sentimental, sensual, confessional, preachy, intellectualized style, and unified) which applied to style and tone. First and last writings within each group were compared to pinpoint change over the course of the semester.

Students, with almost equal frequency in both groups, wrote about those concerns which psychologists cite. The experimental group wrote on more topics of interpersonal relationships and fidelity; the control group wrote on more topics involving death and values.

The experimental group scored higher on imaginative, unified, and consistency in characters and lower on sentimental and confessional than did the control group. One explanation for these differences was that students in the experimental group were more emotionally involved in their writing and less formulaic; this involvement brought focus and imagination to their writing. I also maintain that students in the experimental group began to see other viewpoints through class discussions and, therefore, became more objective and distant in the tones of their writings. Concerning change over the course of the semester, the control group scored lower on unified; the experimental group scored higher on unified, many contrasts, and intellectualized on later writings. No other differences occurred. (All results reported fall between 01 and .17 levels of significance.)

Although writing technique was not stressed in the experimental group, this group scored as well on nine of the writing characteristics (as found in the writings) and better on the remaining five characteristics than did the control group. These results pose the question: Is writing quality influenced more by teaching methods which stress writing as self-exploration, personal experiences as sources of inspiration, and emotional involvement in the writing process than by teaching methods which merely stress writing technique?

Order No. 77-17,992, 187 pages.

WRITING AND THE COMMUNITY

GREEN, Ann Marie, A.D.
The University of Michigan, 1976

Co-Chairpersons: Walter H. Clark, Jr., Timothy G. Davies

"Writing and the Community" is a composition course designed for the community college. It asks the students to use their own community as a writing resource by exploring and expanding their knowledge of and experiences with it. Because the course is intended to be student-centered, it encourages students' participation in choices of readings, writing assignments, and use of class time. Through a workshop format, students' interests as reflected in their papers become the central subject matter and primary text. By putting writing into a real context, the course attempts to make the required writing relevant to students' lives and meaningful beyond the classroom; ultimately, it aims to integrate academic and non-academic interests of students, to bring together the college and community on a class level.

I taught this course at a community college in Fall 1975 and discovered how it actually worked with a class of traditional and non-traditional students. What I learned about it I recorded in a journal kept throughout the semester. Selections from the journal tell the story of the class: the kinds of students, teaching strategies used, problems I encountered, and my own and students' evaluations. I faced some of the usual problems--lack of time, uninterested students--and problems unique to this course--no follow-up vehicle for community problems arising from class discussion, lack of community response to individuals, and the difficulty of keeping the course flexible.

In the dissertation I offer suggestions for coping with these problems and include an extensive list of community-writing ideas. Student evaluations of the course provide their points of view. The final chapter describes the community-based educational philosophy underlying "Writing and the Community" and explains how the philosophy, usually considered in terms of the institution as a whole, applies as well to the individual composition course.

This dissertation is written to teachers who might want to run a similar course. It's practically-oriented, it's easy reading, and it's short. In an hour or hour and a half prospective teachers can become familiar enough with the ideas, goals, problems, and teaching strategies to decide if this course speaks to their interests as community college writing teachers.

Order No. 77-7847. 122 pages.

PRE-WRITING: THE DISCOVERY STAGE IN WRITING

HEAD, Beverly Virginia, A.D.
The University of Michigan, 1977

Co-Chairmen: Marvin Felheim, Walter H. Clark, Jr.

The quality of writing has always been a major concern in schools. The natural aim of all writing courses has been logical, meaningful writing. Currently, the poor to mediocre quality of too much student writing is causing much concern to educators and to the general public.

Fortunately, much research is presently being conducted on ways to remedy the problem of poor writing. Many of the current ideas for improving student writing focus on the pre-writing stage in the writing process -- the stage generally defined as that before words are actually put down on paper, the stage in which effective thought and feeling must occur. Pre-writing is important because during that stage students must decide on both a topic or idea to write about and on the organization and presentation of the material.

Current definitions of pre-writing generally fall into two types: long range pre-writing and immediate pre-writing. In long range pre-writing the major focus is on the various personal discoveries that students can make about themselves and their environment and on how these discoveries can produce writing topics. On the other hand, in immediate pre-writing the focus is on organizing, making an outline, and developing a thesis sentence. In both types of pre-writing, various effective strategies can be used: free writing, personal journals, photographs and pictures, advertisements, music, comic strips, and films. After reviewing the two types of pre-writing and the pre-writing strategies, Chapter I concludes that a combination of the two types is the most effective way to approach pre-writing, since students need to both decide on an effective topic and organize it before writing a paper.

The following chapters report the results of my Doctor of Arts teaching experience, during which several activities were developed to help students accomplish the two major goals of pre-writing: deciding on a topic and organizing. The first half of the experimental course was devoted to language study activities as pre-writing strategies. Students were asked to investigate various aspects of language, and to discover how language is often manipulated to achieve specific ends. During the second half of the course students were able to concentrate on strategies for developing specific types of essays: description, narration, comparison and contrast, classification, definition, analysis, and argumentation. Students were able to make extensive use of films, photographs, letters, current topics of interest, and readings. Materials and strategies are described in Chapters II through IV; appendices offer materials developed for class use.

An emphasis on the pre-writing stage does produce several positive results. First, students become more aware of the language that constantly bombards them. They also begin to utilize their memories and personal experiences for writing resources, work with familiar, concrete examples, and make their essays more descriptive, detailed, and specific. Finally, an emphasis on the pre-writing stage helps students to view English more positively. Order No. 77-17,929, 149 pages.

THE EFFECT OF TRANSFORMATIONAL SENTENCE-COMBINING EXERCISES ON THE READING COMPREHENSION AND WRITTEN COMPOSITION OF THIRD-GRADE CHILDREN.

LEVINE, Shirley Stricker, Ph.D.
Hofstra University, 1976

The purposes of this investigation were (1) to determine whether instruction in the manipulation of grammatical structures is related to reading comprehension; (2) to determine whether instruction in the manipulation of grammatical structures is related to written composition; and (3) to determine whether transformational sentence-combining is a linguistic skill common to both written composition and reading comprehension.

One hundred twelve subjects took part in this investigation; approximately 22 students in each of five groups, at Countrywood School in South Huntington, Long Island, New York. The school is a suburban elementary school serving one thousand students in kindergarten through sixth grade.

Six hypotheses were formulated which were concerned with (1) sentence-combining ability (SC), (2) reading comprehension on a standardized test (SAT), (3) reading comprehension on a teacher-made test (CLOZE) and three writing variables of (4) number of communication units (W1), (5) ratio of subordinate clauses to the total number of clauses (W2), and (6) number of [illegible] words in the entire passage (W3). For each of the six variables it was hypothesized that the adjusted mean posttest scores would be significantly higher for students who had completed a program of sentence-combining exercises than for those who had not.

Children in the Experimental Group were instructed in ninety-six sessions of sentence-combining exercises. Following the completion of the instructional program, children in the Experimental and Control Groups were evaluated on their growth in sentence-combining ability, reading comprehension, and written expression.

Analyses of covariance were computed, comparing the adjusted posttest means of the Experimental Group (E1, E2; and E3) and the Control Group (C1 and C2). Each posttest was adjusted using the corresponding pretest score as the covariate. A test for linearity between the covariate and the dependent variable was computed to test the assumption that there was a correlation between the pre and posttests. Additionally, F-tests were computed to detect possible significant differences between the adjusted means.

The findings supported the thesis that sentence-combining training had a positive influence upon the reading and writing performance of the students in the Experimental Group. There was a significant difference in sentence-combining ability (SC) and reading comprehension on a standardized test (SAT) for students in the Experimental Group who had practiced the manipulation of grammatical structures and no significant difference between the Experimental and Control Groups on a teacher-made test of reading comprehension (CLOZE). There was a significant difference in the number of communication units (W1) and the ratio of subordinate clauses to the total number of clauses (W2) for students in the Experimental Group who were trained in sentence-combining and no significant difference between the Experimental and Control Groups in the number of running-words in the entire passage (W3).

The major conclusions for the third grade population based upon the findings were: Transformational sentence-combining exercises have a decided positive effect upon written composition and reading comprehension. Sentence-combining training develops the ability to deal with units of discourse which are larger than sentences; i.e., groups of sentences or paragraphs. Because the written composition and the reading comprehension of the students who had sentence-combining training was significantly different from the students who did not, it was concluded that transformational sentence-combining ability was responsible for this main effect and is a common skill in the areas of writing and reading.

The study underscores the importance of developing psycholinguistic models for writing and of incorporating a psycholinguistic model of the reading process into teaching procedures, curriculum development, and textbook preparation.

Noted here are just two of the suggestions that were offered for further research: (1) Ascertaining which types of sentence-combining exercises best alter the learner's linguistic environment in order to accelerate his/her linguistic maturity and (2) establishing criteria for effectively measuring the mnemonic skills which develop within the student as a result of sentence-combining training. Order No. 77-7653, 149 pages.

A COMPARATIVE STUDY OF TRADITIONAL AND SELF-PACED METHODS OF TEACHING FRESHMEN ENGLISH COMPOSITION AT THE NORTHERN VIRGINIA COMMUNITY COLLEGE

LORITSCH, Richard Harold, Ed.D.
The George Washington University, 1976

This study compared the traditional and the self-paced methods of teaching college freshmen English composition. The data for this study was pretest and post-test essays written by selected freshmen English composition classes at the Northern Virginia Community College during the 1974-75 school year. A total of 96 pretest and 96 post-test essays were obtained from the classes participating in the study. Both pretest and post-test essays were subjected to an analytic evaluation which numerically rated each essay in unity, organization, development, style and mechanics. The total of these gave an overall score for each essay. The essays were independently graded by three English instructors (not otherwise involved in the study) from the Northern Virginia Community College. The data was analyzed by using an analysis of covariance statistical technique to determine if the self-paced method of instruction was a better way of teaching freshmen composition.

No significant difference was found between the self-paced and the traditional students in unity, style, organization, and mechanics. A significant difference was found in development between the two groups. The traditional students outperformed the self-paced students in development.

The traditional and the self-paced methods were compared again by using the total of the five areas mentioned above. No significant difference was found between the two groups.

This study was also designed to determine if there was a significant improvement in writing skills of freshmen composition students after one quarter of instruction. The matched pairs t-test was used to compare the pretest and post-test essay scores of all students in the study. It was found that a significant gain in writing skills had occurred during one quarter of composition instruction.

The pretest essays were also compared with the post-test essays in unity, organization, development, style and mechanics to find out if all areas had a significant gain. It was found that there was a significant gain in unity, organization, development and style. The gain in mechanics was not significant.

The following conclusions were made: The Northern Virginia Community College students did improve significantly in writing skills after one quarter of instruction. Both the self-paced and the traditional methods are effective ways of teaching freshmen composition; however, the traditional students did outperform the self-paced students in the area of development.

It is recommended that ways of individualizing the instructional program continue to be explored, that student progress be closely supervised when using programmed instruction and other forms of self-learning materials, and that modular scheduling be initiated to help reduce the attrition rate.

Recommendations for further research include developing a personality profile to help determine which students are self-motivated enough to handle self-instructional courses. Also, that a characteristic profile of the potential freshmen dropout be developed so that special counseling and/or tutoring can be provided for the potential dropout.

Order No. 77-6004, 118 pages.

THE TOPIC-FOCUS METHOD: AN EXPERIMENT IN THESIS CONSTRUCTION

LUNSFORD, Ronald Franklin, Ph.D.
The Florida State University, 1976

Major Professors: Peter Menzel and Kellogg W. Hunt

The author of this study reviews the thesis instruction being given to beginning college writers and concludes that it is often general and vague. Then, he offers a specific method of thesis instruction, the Topic-Focus Method, and tests it against traditional thesis instruction. He then analyzes the data from this experiment and discusses its implications.

In reviewing current thesis instruction, the author finds that most rhetoricians offer similar guidelines which, for the most part, tell the student how "not to" compose a thesis sentence rather than how "to" compose a thesis sentence. He also finds that the thesis instruction currently being given does not connect the thesis sentence with the essay to follow in any systematic manner. It is assumed that the student will know how to develop an essay from the thesis he composes.

The Topic-Focus Method of thesis instruction is designed to make thesis formulation an integral phase of the pre-writing stage, a phase which will give the writer direction in how to discover and organize the materials of an essay. The method provides the student with a subject area by teaching him that the materials to be treated in an essay will be generated and controlled by means of his "slant into" or "viewpoint of" his subject. The student is also instructed that his viewpoint of a subject will be controlled by the assertion made in his thesis sentence. Since an expository thesis (the method is limited to exposition) will be concerned with one of three basic processes (analysis, evaluation, and causality), the assertion of the thesis will be framed as one of three assertion "types."

The Topic-Focus Method provides the student with a means of organizing his materials by assuming a connection between the thesis sentence of an essay and the topic sentences of the essay's "body" paragraphs (all paragraphs except introductory, concluding, and transition paragraphs). The Topic-Focus Method assumes that the assertion of the thesis sentence will also serve as the assertion in these topic sentences.

The Topic-Focus Method of thesis instruction was tested against a control method of instruction at Clemson University during the fall semester of 1975. Two instructors and four sections of freshman composition were involved in the experiment. Each of the instructors taught one section using the Topic-Focus Method and one section using a control method of instruction.

The results obtained from an analytical evaluation of pretests and post tests were inconclusive. While both experimental and control groups evidenced gains from pretests to post tests, the difference between those gains was not statistically significant. However, while students with relatively high verbal scores on the Scholastic Aptitude Test failed to show any improvement, students with relatively low SAT verbal scores improved at a rate which approached significance at the .05 confidence level.

A holistic rating method clearly revealed improvement from pretests to post tests. However, it also showed the gains made by students in experimental and control sections to be virtually equal.

This study corroborates the findings of many previous experiments, viz., that it is very difficult to produce significant changes in composition abilities in a one semester composition course. The study does suggest that freshman composition as taught at Clemson University produces more favorable results with students of relatively low composition ability than with students of relatively high composition ability. Also, it suggests that a holistic rating method can be as useful in revealing gains made during a fifteen week composition course as the much more complicated analytical method.

Order No. 77-8602, 192 pages.

THE EFFECTS OF TEACHER-PEER RESPONSE AND TEACHER-ONLY RESPONSE UPON ATTITUDES TOWARD WRITING, AND UPON WRITING PERFORMANCE

LYONS, William David, Ph.D.
University of Missouri - Columbia, 1976

Supervisor: Dr. Ben F. Nelms

Nature of the Study

This study was designed to investigate the effects of two kinds of response to student writing--teacher-peer response and teacher-only response--upon attitudes toward four concepts related to writing, and upon writing performance. The concepts were "writing that I do myself," "showing my writing to teachers," "showing my writing to people my own age," and "my personal experiences"--the topic of the writing involved in the study. The study also investigated the relationship of extraversion-introversion tendencies to changes in attitude toward the four concepts related to writing, and to changes in writing performance.

Methodology

Four classes of tenth-graders (106 students) were involved in the study. During a period of eight weeks, students in two of the classes received teacher-peer response to their writing, while students in the other two classes received teacher-only response. Two teachers participated in the study, and each taught one experimental group and one control group.

Three instruments were used to gather data: 1) semantic differential scales, given both before and after the eight weeks of the actual study, to measure changes in attitude toward the four concepts; 2) writing samples--ten-minute personal narratives--administered twice before and twice at the conclusion of the study, to measure changes in writing ability; and 3) the Junior Eysenck Personality Inventory, given before the study begin, to determine extraversion-introversion tendencies.

Two-way analysis of covariance was used as the primary statistical procedure, using the appropriate pretest as a covariate and blocking out differences between the two teachers.

Findings

The findings revealed no significant differences on all nineteen research questions. One positive trend toward significant differences occurred, favoring the experimental group, but the difference between means for the experimental and control groups was not statistically significant at the .05 level of confidence. This trend occurred on means of scales of student attitude toward the concept "writing that I do myself" measured eight weeks after the conclusion of the study.

The only significant difference which occurred was between teachers, in conjunction with the concept "showing my writing to teachers." No research question was asked about differences between teachers, although it was assumed that such differences might occur.

For the study as a whole, results of the statistical analysis indicated that differences between means for the experimental and control groups on measures of each of the five dependent variables were not statistically significant at the .05 level of confidence.

This lack of significance at the .05 level occurred also when differences between means for the experimental and control groups were measured eight weeks after the conclusion of the study.

Results of the statistical analysis also indicated that the correlations between scores on the extraversion-introversion scales and gains in scores on measures of each of the five dependent variables were not statistically significant at the .05 level of confidence.

Conclusions

The following general conclusions may be applied to tenth-graders of similar background: 1. Neither teacher-peer response to writing nor teacher-only response has a significantly greater effect than the other concerning changes in attitude toward the concepts "writing that I do myself," "showing my writing to teachers," "showing my writing to people my own age," and "my personal experiences." 2. Neither of these types of response has a significantly greater effect than the other on changes in writing performance. 3. Extraversion-introversion tendencies do not correlate with changes in attitude or writing performance. 4. Tenth-graders' attitudes toward the concept "showing my writing to teachers" may be different, depending on the teacher they have. Order No. 77-15,580, 196 pages.

COURSE DESIGN IN EFFECTIVE WRITTEN COMMUNICATION

McGOWAN, Mary Lewis, D.A.
The Catholic University of America, 1977

Realization of the need for improved skills in effective writing is, at present, increasing in professional fields, such as business management, public affairs, law, medicine, and government services. The need is occasioned by composition, business English, or technical writing courses falling short of providing undergraduates with adequate control over the verbal process. Then, too, shortcomings to existing approaches to this problem sharply surface when they are evaluated within a traditional framework which systematizes principles and methods of effective communication. For the suggestions offered in contemporary books and articles and advice given by writing consultants then often prove to be piecemeal techniques or "tricks of the trade," with no supportive system of communication principles.

But setting the random techniques and stylistic behavioral objectives within the comprehensive framework of Aristotle's Rhetoric offers a solution. For the Rhetoric provides a way of coordinating and systematizing the various available approaches. It systematically organizes strategies pertaining to the writer's ethical stance, the reader's needs, the line of reasoning, and the social context. Further, it presents as the key to successful speech communicative thinking in the prewriting stage. For this reason, this course design takes up Aristotle's insight that there is a heuristic, cognitive component behind appropriate word selection and positioning.

Chapter 1 introduces students to communicative thinking as the key to writing with impact and engages them in exploring the voice and address relationship. Chapter 2 investigates how a writer projects an image, establishes credibility, and takes account of the reader's self-interests and understanding. Style as strategy, is the focus of chapter 4; here students learn that a style is judged good by its appropriateness to a given self-image, a given audience, a given subject, and a given social context. Strategies of appropriate word choice are explored by addressing such questions as when is a word jargon, when is it a technical term? Chapter 5 offers more guidelines to help the student secure a system for talking about the subject in the best possible way by stressing lines of reasoning that develop points convincingly. The goal of chapter 6 is to increase consciousness of the varieties of sentence patterns so the student can manipulate them to effect his purpose. Chapter 7 provides suggestions for marshaling the material effectively and considers problems of dispensing data and opinions so that it is suitably adopted to the social situation.

Throughout the course design particular suggestions are coordinated with the Rhetoric so that the student's grasp of effective writing has a sense of wholeness. Always, the system turns on appropriateness--with respect to the reader, subject, occasion, and writer's stance. For this reason the course prescinds grammatical competence, for the emphasis is not on correctness, or elegance, for that matter, but on word choice and positioning which is suitably adapted to the social situation and to the persons involved in the communication event. In this sense, the course steadily moves into the practical area by focusing upon the rhetorical reasons for choosing certain words and composing sentences in a certain way. The encompassing aim is to equip the writer with a system of principles to guide his choices and to put at his fingertips strategies he can call upon at will to effect understanding, cooperation, and action. Order No. 77-19,974, 279 pages.

JAMES BRITTON AND THE TEACHING OF WRITING IN SELECTED BRITISH MIDDLE AND SECONDARY SCHOOLS

NEWKIRK, Thomas Read, Ph.D.
The University of Texas at Austin, 1977

Supervisor: James L. Kinneavy

This study examines three questions concerning the teaching of writing in British secondary schools: first, what is the theoretical rationale for the teaching of writing developed by James Britton and how is his work similar to that of other selected educators and rhetoricians? Second, how are writing and related language arts actually taught in the first three secondary years (ages 11–13) in urban British secondary and middle schools chosen as "representative" by local education advisors? Third, to what extent does actual classroom practice seem consistent with Britton's theoretical rationale? The study concluded that Britton's model of language functions is an attempt to synthesize a range of language functions fundamentally similar to the models of Roman Jacobson, James Kinneavy, M.A.K. Halliday, Dell Hymes, and Andrew E. Wilkinson with James Moffett's model of increasing abstraction. The study also demonstrated a similarity between Britton's concept of "world representation" and John Dewey's notion of the "reconstruction of experience." Through observations and interviews in twenty selected schools (ten secondary schools in Birmingham, five secondary schools in Manchester, and five middle schools in Leeds) the researcher concluded that while much observed practice seemed consistent with Britton's theoretical rationale, there was less informal talk than expected and the teachers' responses to writing were often less personal than expected In general, the pattern of activity was more formal or traditional than that reported by a large study of British teaching practices in the area of English carried out by members of the University of Illinois faculty in 1967 and headed by James Squire and Roger K. Applebee The methodology in the present study combined both systematic analysis of the use of class time and less formal, more subjective interviews and observations. The researcher has urged continued study of the teaching of English in Britain and the development of more systematic and rigorous instruments of observation for such study. Order No. 77-23,004, 255 pages.

WRITE IT FROM THIS ANGLE AN INDIVIDUALIZED APPROACH TO REPORT-WRITING SKILLS

ODHAM, Elizabeth Williams, Ed.D.
Duke University, 1976

Supervisor: Allan S. Hurlburt

The purposes of this dissertation are as follows (1) to present a rationale for a self-study guide in technical report writing for students in the community college and (2) to develop such a guide.

The rationale includes four sections. The first section provides an overview of the tripod of the English curriculum: literature, language, and composition. The second section discusses agents of change which have influenced the teaching of English: English conferences, reports, model curricula, and research committees. The third section of this rationale presents the problems within the community college system which seem to dictate a change in the teaching of composition to technical students in the community college In this section, the writer presents a description of the community college student and of the community college instructor. The writer also discusses the availability and appropriateness of materials for teaching report writing on a level that the student in the community college can understand. The final section demonstrates ways in which the guide enters relatively "unexplored territory" in teaching composition as revealed by experts in the teaching of English. Research indicates that guides in the traditional textbook-based method of instruction are becoming less and less effective in technical education. Authorities state that schools need laboratory-centered instruction. This final part of the rationale describes the guide, Write It from This Angle: An Individualized Approach to Report-Writing Skills, and presents it as one of the approaches to teaching English as advocated by the National Study of High School Programs of English and by the National Study of English in the Junior College.

Write It from This Angle An Individualized Approach to Report-Writing Skills is a self-study guide for community college students enrolled in technical programs This guide contains sixteen chapters. I An outline guide for writing the technical report. II The technical report and audience analysis. III The use of the library. IV The bibliography. V The outline VI Plagiarism. VII The informative abstract. VIII A guide to taking notes. IX From subject choice and limitation to thesis statement. X From thesis statement to completed outline. XI Documentation. XII The use of visual aids. XIII The use of headings in reports. XIV The basic report elements. XV Typing requirements. XVI Submission of the final report (a checklist).

The guide is designed especially for the student who has never engaged in the process of research, for this type of student seems frustrated and unable to follow the instructions given in most technical writing textbooks. The student's feelings of inadequacy is justifiable because most of the technical textbooks are written on a reading level equal to that of the highly specialized student. Because this guide presents the steps of report writing from an individualized approach, it provides for the diverse range in abilities of students who attend the community college or two-year technical institute.

The need for the report writing guide stems from three considerations: the type of community college student enrolled in technical programs, considering the typical ability, goals, age, socioeconomic status, etc.; the type of teacher who teaches report writing to students in the community college enrolled in technical programs, and the paucity of instructional materials available for use in teaching students enrolled in technical writing courses in the community colleges.

When the student successfully completes the guide, he will be able to perform the following tasks Select a subject appropriate to his chosen curriculum. State the specific problem to be investigated through a process of narrowing the subject. Make a preliminary outline. Make a completed outline. Use the library: Use the Card Catalog. Use various indexes, specifically those relating to the research of the technical writer, Locate materials for the report in the Kardex File, the Card Catalog, the reference shelves, etc. Write a direct quotation note card, a summary note card, and a paraphrased note card. Write the thesis of the report. Document correctly for a research report. Document visual aids (figures and tables). Write the complete report including the basic elements Title Page; Letter of Transmittal, Summary or Abstract; Introduction, Body; Conclusion; Recommendations, Bibliography, Appendix.

The writer concludes that once the student has mastered the basic research skills in report writing, he will be able to adapt these skills to writing papers in diverse subject areas.

Order No. 77-11,843, 269 pages.

AN EVALUATION OF AN ORAL PROOFREADING TECHNIQUE USED TO TEACH GRAMMAR AND COMPOSITION

PECHAR, George Michael, Ed.D
University of Kansas, 1976

Chairman: Professor Oscar M Haugh

The purpose of this study was to determine the effectiveness of an oral proofreading technique on the writing of those students who used it. The 12 week study followed a pretest-treatment-post-test design. Drawn from a population of 2,180, the sample was composed of 123 students who voluntarily enrolled in one of the six hours of the Communication Skills elective offered at Shawnee Mission Northwest High School in suburban Johnson County, Kansas. The sample was divided into three control classes (61 students) and three experimental classes (62 students). The students in both groups received the same tests and writing assignments, followed the same course procedures and used the same programed textbooks. The single difference between the groups was the use of the oral proofreading technique by the experimental students.

The oral proofreading technique (developed by the writer) was used during a weekly teacher-student conference held for each of eight completed writing assignments. The student, under the careful direction of the teacher, read his own paper aloud at a pace between 60 and 120 words per minute. As the student read, he attempted to locate errors by sight or by sound. The student circled those errors which he found, and the teacher helped the student to locate any errors that he missed. After the paper was read once in this manner, the teacher made certain that the student understood the errors and how to correct them. Then, the student revised his paper and submitted it for a final evaluation.

The control students also had a similar conference about their completed writing assignments. However, the control students were not allowed to read their papers aloud to locate the mistakes.

Means were calculated for each group's pretests and posttests. The differences between various means were submitted to the appropriate t test to determine the level of statistical significance.

The differences between the means of the control group and the experimental group were not significant for any of the tests compared between the two groups.

The differences between the pretest and posttest means for the control group were statistically significant for the English 2600 tests and the SRA spelling tests (.001 level), and for the writing sample test, grading of mechanics (.05 level). The difference between the writing sample pretest and posttest means for the grading of content was not statistically significant.

The differences between the pretest and posttest means for the experimental group were statistically significant for the English 2600 tests and the SRA spelling tests (.001 level). Neither the difference between the writing sample pretest and posttest for grading of content or mechanics was statistically significant.

Reliability coefficients calculated between the grades assigned by each of two teachers evaluating the same writing samples ranged from +.39 to +.72.

The experimental group averaged slightly higher course grades and averaged finishing approximately one unit more work in the textbooks than the control group. However, the differences between the means of the groups on these items were not significant statistically.

The control group averaged almost two more days of absences than the experimental group. This difference was statistically significant at the .05 level.

The oral proofreading technique seemed somehow to contribute to better class attendance, more completed class assignments, and slightly higher grades. It may be that the experimental group felt they were getting more personal attention and thus responded with a better attitude. However, it appears that the oral proofreading technique did not cause the writing of those students who used it to be any more error free than that of those who did not use it.

Order No. 77-16,333, 105 pages.

AN EXPERIMENTAL STUDY OF AN APPROACH TO TEACHING SECONDARY SCHOOL WRITING UTILIZING STUDENT REORGANIZATION, MANIPULATION AND ANALYSIS OF COMPOSITION MODELS

SCHIFF, Peter Mark, Ph D.
Columbia University, 1977

The study examined whether an approach to the composition model incorporating reordering, manipulation, and analysis would help students write better compositions than a traditional models approach. The experimental program consisted of twelve lessons on comparison and contrast sequencing and coherence strategies. Experimental treatment lessons followed a problem-solving, discovery format in which students received randomly ordered strips of paper, each containing a sentence from a model essay. Experimental group students were given the opportunity to physically reorder the sentences, answer questions about the manipulation process, and compare their sentence arrangement with the author's original ordering. An equivalent control group received twelve lessons on the same strategies as the experimental group. Each control treatment lesson described a composite strategy, provided an illustrative model analyzed by its author, and allowed time for application of the strategy.

An analysis of variance was performed on pre- and posttest essays from ninety-three ninth grade students in two New Jersey private high schools. The analysis revealed that compositions written by students following the experimental program received significantly higher scores ($p < .05$) on four dependent variables (E.T.S. Composition Rating Scales, left

and right-branching subordinate clauses per 100 T-units, pronoun and pronominal connectives per 100 T-units, and rhetorical appropriateness as measured by number of compositions exhibiting accurate comparison-contrast logical patterning) than compositions written by control group students. Analysis of results yielded no significant difference between treatment groups on three dependent variables. words per T-unit; T-units per paragraph; word and phrase connectives (from a specially prepared list) per 100 T-units. Additional analyses were performed to examine study results for pre-post changes, sex of subjects, and school settings. The E.T.S. Composition Ratings were further analyzed to provide data for the subcategories of "content" and "mechanics."

Evaluation of findings seems to indicate that (1) the experimental program was significantly more effective for improving overall composition quality than the control program, (2) the experimental program was significantly more effective for improving composition organization than the control treatment, (3) the experimental program was significantly more effective for improving coherence through strategies requiring placement or re-placement of various types of constructions, and (4) the experimental program had the same effect as the traditional models approach upon students' syntactic maturity as measured by a count of words per T-unit.

Study results suggested the following directions for future research: (1) testing the experimental operations in a variety of rhetorical situations; (2) comparing the effects of using professionally and student-written models in the experimental format; (3) studying the skills retention of students exposed to the experimental approach; (4) exploring the experimental program's ability to maintain student interest and improve writing performance over periods of time longer than the present study's twelve lessons; (5) adapting the experimental operations to sentence combining practice: (6) gathering normative data on grammatical structures written in the several modes of discourse. Order No. 77-17,661, 125 pages.

AN EVALUATION OF THE DEVELOPMENT OF A MORE POSITIVE SELF-IMAGE IN MIDDLE SCHOOL-AGED CHILDREN THROUGH A PARTICULAR CREATIVE WRITING PROGRAM

TORIAN, Cruddie Lee, Ed.D.
Rutgers University The State University of New Jersey (New Brunswick), 1976

Chairperson: Robert Parker, Jr.

The purpose of this study was to develop and evaluate a teaching procedure (involving teaching strategies, methods, and techniques) which could be applied to classroom settings to enhance the development of a more positive self-image in middle school-aged children through the use of creative writing. Such a teaching procedure was developed by the writer as an instructional unit entitled "Creative Writing Program" (CWP).

The specific problem this study attempted to deal with was the verification or rejection of five assumptions concerning creativity, the developing of self-image, and writing; and the answering of a set of 10 questions derived from the five major assumptions.

The five assumptions considered in this study were as follows: (1) Creativity is more effectively and completely expressed through the child's most natural channel of communication: his language (spoken and written). (2) Writing gives the child a chance to present himself as an individual (George, 1972), it is therefore an ideal process through which he can express his creativity. (3) Creative writing is one very significant way through which the child can develop a more positive self-image; and it can help develop the self-image of the child to where he can feel as secure as his peers (Lake, 1972); for the child's self acceptance is positively related to peer status (Phillips, 1964). (4) Children who have achieved more positive self-images generally can write more creatively than children who have achieved less positive self-images. (5) When children are taught to write creatively, they will develop more positive self-images.

The following tests were employed to study, measure, and/or assess possible growth and development in personality adjustment, self-image, general levels of intelligence, students' problems about self, students' initial self-concept, and students' ability to express themselves via creative writing -- the California Test of Personality, Goodenough-Harris Drawing Test, Scholastic Testing Service Junior Inventory, Initial Self-Concept Scale, and Teacher Made Test for Creative Writing.

This study was evaluative in nature, utilizing three means of investigation: (a) testing, (b) empirical observation, and (c) analysis of subjects' written responses.

The study was conducted over a full report period, lasting about 45 days. The pretest-posttest control group design was used in order to measure and assess change in the subjects' behavior relative to their self-image, as measured by their test responses.

Data were analyzed by the analysis of covariance statistical procedure and conclusions drawn.

The conclusions resulting from this investigation were as follows: (1) the development of a more positive self-image in elementary children can be achieved through the particular creative writing program developed by the writer; (2) children have a strong affinity for the poetic form of creative writing, through which they freely and imaginatively express their individual thoughts, feelings, and desires in a creative and rewarding voice and style that is in tune with their nature; (3) the creative environment, which is so vitally necessary for creative writing, exists upon the fulcrum of the prevailing classroom attitude -- initiated and perpetuated by the classroom teacher; and (4) language, is an effective medium of communication through which children can completely and imaginatively express their individuality in creative form.

Implications

Because poetry seemed to be the language of children, and through it children seemed to freely express their problems, creative writing in the form of poetry could be used as a counseling technique (and/or device) in the elementary grades. There is a great need in the elementary grades for the construction or development of such a device or technique that will make elementary counseling more effectively in tune with the child's nature; such a study would be of great value for years to come.

Also, because children have a strong tendency to discuss things that bother them when they write, it would be worthwhile to explore the possibilities of using creative writing to locate, identify, and even diagnose personal and social problems affecting academic and social growth and development in the elementary grades. Order No. 77-13,292, 209 pages.

EFFECTS OF DIFFERENTIAL TEACHER COMMENTS ON PUPIL PERFORMANCE AND ATTITUDE

WARSHAW, Mimi Blau, Ed.D.
University of California, Los Angeles, 1976

Chairman: Professor Carl Weinberg

The purpose of this study was to examine the effects of different kinds of written teacher comments on the spelling performance and attitude of fifth grade subjects, and the relationship of subjects' motivational level to these variables. The following hypotheses were investigated: Hypothesis 1. Written comments on spelling tests will have a positive effect on subsequent spelling test scores. Specifically, the following order of group means, from highest to lowest, is expected: (a) Combined Praise/Reinstruct = Combined Scold/Reinstruct, (b) Reinstruct alone = Praise alone, and (c) No comment. Hypothesis 2. Students identified by teachers as high in achievement motivation will perform significantly better on spelling tests than students identified as low in achievement motivation. Hypothesis 3. There will be an interaction between treatment and motivational level: (a) Students identified by teachers as high

in achievement motivation will respond better to Scold/Reinstruct. (b) Students identified by teachers as low in achievement motivation will respond better to Praise/Reinstruct. Hypothesis 4. Students who receive written teacher comments will score significantly higher on a scale measuring attitude toward spelling than students who receive no written comment.

One hundred and fifty students from six fifth-grade classrooms were divided into high and low motivational levels based on teacher rankings. Within each group, students were randomly assigned to one of five treatments: Scold/Reinstruct, Praise/Reinstruct, Reinstruct, Praise, or Control. Weekly 40-word spelling tests were administered for three consecutive weeks and returned to students with an assigned written comment. In addition, a 4-item attitude scale was given immediately following each of the weekly tests. A review spelling test consisting of 40 words selected from the weekly lists was administered at the end of the fourth week. Weekly spelling scores and review test scores were examined as dependent variables for spelling performance. Weekly attitude scale scores were examined as the dependent variable for attitude toward spelling.

Data from the weekly spelling tests and attitude scales were collected in a 2 x 5 x 3 design (motivational level x treatment x test occasions), and analyzed with a split plot analysis of variance. Data from the review test were collected in a 2 x 5 design (motivational level x treatment), and analyzed as a factorial analysis of variance.

There were no significant differences between the treatment groups on any of the measures. On the three weekly spelling tests, there were significant main effect differences within groups, and a significant treatment by time interaction. Specifically, the Scold/Reinstruct and Praise/Reinstruct treatment scores increased significantly over time ($p < .01$ and $p < .001$ respectively) and the Control scores decreased significantly over time ($p < .001$). On weekly attitude scores there were significant main effect differences within groups and a treatment by time interaction for the Control group, with scores decreasing significantly ($p < .001$). Implications of these findings, which did not support past related research, were discussed and suggestions for additional research which might clarify these discrepancies were suggested.

Order No. 77-9360, 96 pages.

THE MOTIVATIONS AND EFFECTS OF DAILY CREATIVE WRITING

WEISBERG, Jeffrey Lee, A.D.
The University of Michigan, 1977

Chairman: Jay L. Robinson

Concern over a largely untested or improperly tested stage of writing, the stage of the motivation, the decision to write and the topic, led to a new picture of students who write in quantity. Whereas a great many freshman composition courses stress the "formal" aspects of quality writing early in the course, this course was designed to delay such "quality" assessment.

Instead, writing daily and imaginatively became the primary focus for the first five weeks of an expository writing course. Bruno Bettelheim, in an article defining an often overlooked "motivation to fail" rather than to succeed, insisted that teachers allow time for "unlearning" inhibitions during early practice and aim first at seeking students' strengths and offering positive feedback on them. Abraham Maslow's "self-actualization" theory, that man naturally seeks to become everything that he can be if he is motivated, was also adopted. Thus students were encouraged to visualize and actualize the writer they could be by writing daily. It was also assumed that those students who wrote more would enjoy writing more, find the writing process easier, and perhaps write better (in terms of interesting, imaginative, or detailed content). Therefore, a three-day a week plan was launched which included a weekly individual conference, a lecture on "improving content quality" brainstorming new topics, and a dittoed copy of works by other student writers in the class community.

The results of a writing performance test given both before and after the five-week daily writing program, proved that students improved their length of writing (measuring interest and detail) by an amount equivalent to the number of times they wrote a week. In this case, they wrote over three times the amount they had in the previous test.

Additionally, a writing attitude and self-actualization level were recorded before and after the project. The words per minute (time measuring spontaneity) increased by almost twice. Daily writing students raised their inner-direction (self-motivation) by twenty-five percent and their time spent consistently (in the spontaneous, unblocked "present" tense) by twenty-eight percent. Finally, students expressed the anonymous opinion after the project that they always enjoyed writing more, usually wrote longer and more easily, and sometimes wrote better. The study thus suggested the following conclusions/recommendations: 1. Daily writing (at least four times a week is best) increases performance (time and length) and increases enjoyment and length. 2. Daily positive feedback is crucial until a writer buds. Much time is required to allow sufficient time for all writers to bud. 3. Personal conferences serve as additional reinforcers and for "pep talks" and individual problem solving. 4. Brainstorming topics helps, though mostly at first and about mid-way. 5. Outside writings and films are a hindrance -- except as brief examples. Work from within the class. 6. Dittoes work sometimes, if you don't plan the discussion in advance (though even selecting them implies it). 7. Writers, after the experience, will believe they only write better sometimes. A quality approach can increase that to "usually."

Order No. 77-26,187, 168 pages.

THE EFFECTS OF FIRST- AND SECONDHAND SENSORY EXPERIENCES ON STUDENT PERCEPTION AS MEASURED IN WRITTEN COMPOSITION

WILSON, Robert Louis, Ph.D.
The Florida State University, 1976

Major Professors: John S. Simmons and
Gordon C. Brossell

This study was designed to determine (1) whether sensory stimuli or pictures of sensory stimuli have the greater impact on student perception, (2) what effect practice in writing has on a writer's ability to write descriptively, (3) whether students write more interestingly when given the opportunity to determine their own perspectives on a stimulus, and (4) whether or not practice in writing in the descriptive mode enables students to write more descriptively.

Using two treatment groups and a control group, the investigator tested his hypotheses during the second semester of the 1975-76 school year at Leon High School, Tallahassee, Florida. One treatment group wrote from direct contact sensory stimuli, the other group from pictures of sensory stimuli. The students' themes were evaluated for descriptiveness and interest by a team of three raters, who were practicing teachers of composition in the public high schools of Tallahassee. Interval rating scales of five points each were used by the raters to evaluate the students' papers. Whereas the practice themes were rated during the course of the study, the pre- and post-treatment samples were evaluated after the study had been completed. All themes were corrected for mechanics, coded, and typed by the investigator prior to being sent to the raters.

Students in each of the treatment groups wrote a descriptive theme each Wednesday for fifteen weeks. The investigator wrote specific comments on each of the students' papers and returned them to the students prior to each subsequent writing assignment. Furthermore, the investigator spent each Tuesday morning at the school so that the students might confer with him about their papers from the previous week.

Each of the treatments was rigidly structured. In a 50-minute class period, the first five minutes were given to exposing each group to a writing stimulus. The next fifteen minutes were spent talking about specific perceptions of the stimulus. The final thirty minutes were spent composing. During their discussion and writing, the students were permitted to use dictionaries and thesauri.

Two pretreatment and two posttreatment writing samples were taken from the students in the three groups. So that the investigator could analyze the growth in the descriptiveness of individual students' writing as well as of the groups, the statistical analysis was based on those students for whom there were two pre- and posttreatment samples. Only the scores of the more descriptive pre- and postsamples were compared.

The differences between the pre- and postsample means of the combined treatment groups and the Control Group were tested to determine whether or not either or both of the groups evidenced growth in the descriptiveness of their writing over one semester. At the .025 level of significance, using the Wilcoxon Matched-Pairs Signed-Ranks Test, the combined treatment groups performed significantly better on the posttest than they did on the pretest. The Control Group, on the other hand, showed no improvement between the pre- and posttest results. Hence, practice in writing did enable the students in the treatment groups to write more descriptively.

The Sign Test was used to determine whether or not students who wrote about direct contact sensory stimuli wrote more descriptively and/or more interestingly than those students who wrote from pictures of sensory stimuli. In eight alternately-rated sets of themes, there was no significant difference at the .05 level of significance for either descriptiveness or interest. In other words, high school students' perceptions of sensory stimuli are not enhanced by firsthand sensory