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Annotated Bibliographies: College, Freshmen: Creative Writing: *Doctoral Dissertations: Elementary Education: *Expository Writing: Higher Education: Remedial Instruction: *Writing (Composition); Writing Evaluation; *Writing Instruction: *Writing Research

*Freshman Composition; National Writing Project

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 21 titles deal with a variety of topics, including the following: (1) a text designed for basic writing students; (2) the role of the planning board in college freshman writing; (3) teaching the composing process to college level basic writers; (4) a modified Delphi application of writing skills in community college vocational/technical programs; (5) the effect of decision making instruction on the simple expository writing of sixth grade students; (6) theory and practice of writing across the curriculum; (7) a curriculum to stimulate psychological development and writing maturity in college freshmen; (8) a model for evaluating student writing; (9) the quality of fourth grade children's creative writing resulting from three motivation approaches; (10) participating teachers' perceptions of and attitudes toward a National Writing Project workshop; (11) the cognitive dimension of writer's block; (12) syntactic and rhetorical organization and the teaching of freshman composition; (13) an examination of a stage/process tutorial model for teaching English composition; and (14) the effectiveness of a freshman composition values curriculum for developing competency in the presentation of alternative ideas in writing. (BTH)
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THE EFFECTIVENESS OF A FRESHMAN COM-
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DEVELOPING COMPETENCY IN THE PRESEN-
TATION OF ALTERNATIVE IDEAS IN
WRITING
The purpose of this dissertation has been to design materials which develop writing skills in Basic Writing (BW) students. In the course of creating these materials, current "schools" of thought on teaching composition and textbooks reflecting these approaches have been examined only to find that "traditional" (or even the most "innovative") approaches do not work because they do not consider the characteristics of the learning style of BW students, whose writing resembles what Piaget termed "verbal syncreticism" in children. Research has indicated that certain techniques like attention-getting devices and advance organizers direct students to the important points, which they cannot see for themselves. Combined with these techniques is the belief that BW students need to be shown (rather than told) and to experience the process of composing an effective paper and that by being shown and led through the patterns of planning and organization, they will develop a "feel" for a well-written and organized composition. They will develop a "feel" for a well-written paragraph, a sense which they have not developed due to their limited exposure to well-written, material.

This dissertation makes a contribution to composition research by enacting midrange theorizing that weds competent theoretical and practical classroom application. The research first establishes narrative blend as a valid measure of writing proficiency. The researcher then measures the effects of reversing the narrative and expository components of the experimental curriculum on the incidence of narrative blend in expository writing by allowing them freedom to change the treatment and macro structures.

THE ROLE OF THE PLANNING BOARD IN THE WRITING OF COLLEGE FRESHMEN

BARKMAN, PATRICIA RUTH, PH.D. Indiana University of Pennsylvania, 1981. 188pp. Chairperson: Frank Como

The storyboard is a device commonly used by people in media production to help organize the information they want to use for movies, TV advertisements, or educational and industrial presentations. On the storyboard the concepts, either pictorially or verbally represented, are displayed so that they can be rearranged, added to and deleted, juxtaposed and discussed, elaborated upon and developed. This researcher, having a background in media, incorporated and adapted the storyboard into the planning-board method so that college students could plan their own material for compositions.

In preparation for writing five-page research papers, two freshmen composition classes (one from Rhode Island Community College and one from Housestonic Community College) were taught how to make and use the planning board through the use of a slide presentation. After the students had gathered the necessary research, they each put the concept and detail cards on the planning board and discussed them and the organizational method they used. This discussion was taped. When the finished papers were handed in, the students filled out questionnaires regarding the advantages and drawbacks of the method.

The interviews, the questionnaires, and the protocol analysis of one case-study subject demonstrated that the planning-board method was beneficial to the students in three major ways. Through a focus on visual organization, it helped them set up categories and keep track of an abundance of material. Through rearrangement and simulation of a planning session, it gave them a "feel" for a well-written, properly organized composition. The students illustrated how the planning board provided a "roadmap" for their writing. By creating these materials, current "schools" of thought on teaching composition and textbooks reflecting these approaches have been examined only to find that "traditional" (or even the most "innovative") approaches do not work because they do not consider the characteristics of the learning style of BW students, whose writing resembles what Piaget termed "verbal syncreticism" in children. Research has indicated that certain techniques like attention-getting devices and advance organizers direct students to the important points, which they cannot see for themselves. Combined with these techniques is the belief that BW students need to be shown (rather than told) and to experience the process of composing an effective paper and that by being shown and led through the patterns of planning and organization, they will develop a "feel" for a well-written, properly organized paragraph, a sense which they have not developed due to their limited exposure to well-written, materials.

THE CONSTRUCTION OF AN INSTRUMENT FOR THE ANALYSIS OF NARRATIVE BLEND IN THE WRITING OF STUDENTS ENROLLED IN INTRODUCTORY COLLEGE COMPOSITION COURSES

BELL, JANE E., PH.D. Iowa State University, 1981. 155pp. Supervisor: Lynn W. Glass

This dissertation makes a contribution to composition research by enacting midrange theorizing that weds competent theoretical and practical classroom application. The researcher first establishes narrative blend as a valid measure of writing proficiency. The researcher then measures the effects of reversing the narrative and expository components of the experimental curriculum on the incidence of narrative blend in expository writing by allowing them freedom to change the treatment and macro structures. The researcher, having a background in media, incorporated and adapted the storyboard into the planning-board method so that college students could plan their own material for compositions.

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structured, sequential activities in preparing their expository essays: (1) journal writing, (2) individual and group peer writing sessions, (3) student-teacher prewriting conferences, (4) preliminary draft workshops, (5) peer evaluation, (6) rewriting, and (7) structured teacher revision conferences. Students in the traditional course did not engage in any prewriting or rewriting activities.

Three specific questions were formulated to determine the effectiveness of the experimental course: (1) will the writing skills of the students in the experimental course improve, (2) will the students in the experimental course write better essays at the end of the semester than students in the traditional course, and (3) how will the students respond to the experimental course?

The study was implemented at a small, Catholic, urban university in the South with students assigned to basic writing at the beginning of the semester. At the beginning of the semester, each student in the experimental course, (1) answered a questionnaire assessing his writing strengths, (2) wrote a pre-test essay, and (3) wrote a history of his writing experiences as it was observed by the investigator, who recorded her observations. At the end of the semester, all students in the experimental and traditional courses wrote a post-test essay on an assigned topic in class. Students in the experimental course also wrote a step-by-step account of their composing strategies and submitted all the essays they used in writing the post-test essay. The essays were randomly selected post-test essays from each treatment program were scored by two independent raters. The test revealed that the mean score for the post-test essays of the students in the experimental course was significantly higher (at the .05 significance level) than those written by students in the traditional course.

In addition, the data showed that the students in the experimental course did use prewriting and revision techniques in writing their post-test essays.

WRITING SKILLS IN COMMUNITY COLLEGE VOCATIONAL-TECHNICAL PROGRAMS: A MODIFIED DELPHI APPLICATION


This research was concerned with identifying writing skills that vocational-technical students should develop during their community college studies and determining if any of these skills were relevant to the student's career after he completed his technical program. A listing of sixteen discrete writing skills was incorporated into both rounds of a two-round modification of the Delphi technique, the research methodology employed in this investigation. Members of the Washbary College Technical Education Council served as the responding population who rated each writing skill on a five-point ability and relevance continuum during each round.

An analysis of the data gleaned from the responses of 101 participants of both rounds of the study determined that vocational students should be proficient in each writing skill by the time they complete their programs and that each writing skill has at least some relevance to the working world. From the analysis of data the author concludes that: (1) Writing skills involving business correspondence and clear, concise prose used in business communication are considered to have a great deal of importance in the business world and should be studied and mastered by v-tech students in anticipation of their using these writing skills on the job. (2) Writing skills not normally associated with the business world are considered to have minimum importance for vocational students. (3) Spelling correctly is considered to be of primary importance in school and on the job most likely because of the negative impression caused by incorrect spelling.

A statistical appraisal of the change in individual responses between rounds of the study indicated that although some significant changes in the responses as indicated from the two rounds of the 16 groups analyzed, there was generally no significant change in responses between rounds for most participants. From the statistical analyses of these results, the author concludes that: (1) A distinct minority of participants were influenced by their peers as indicated by the slight degree of change in response between rounds. (2) Most participants had a firm idea of the kinds of writing skills that v-tech students should learn in school. (3) The technique of the Delphi technique that was used in this study is an adequate research methodology to involve members of the vocational-technical community in a shared curriculum input exercise.

A COMPARISON OF CHANGES IN PERFORMANCE ON SELECTED FACTOR-REFERENCED TESTS IN CONJUNCTION WITH AN INTENSIVE CREATIVE WRITING-CURRICULUM

ELLIS, WILLA MAE PALMORE, PH.D. Saint Louis University, 1980. 63pp.

The main purpose of this study was to find if the creative growth of a fourth grade intact classroom of students taught English through a curriculum approach emphasizing creative writing would differ significantly from the creative growth of a comparable group taught English through the regular curriculum, both the experimental and control groups were from poverty-level schools in the same school district and were taught by teachers assessed by their superiors as excellent teachers. "Creative growth" was assessed through analyses by Student's t for mean score differences on these selected sub-tests from the Factor-Referenced Cognitive Tests: Word Beginnings, Elaboration, Hidden Words, and Different Uses.

Use of Student's t for independent samples revealed pre-test significant differences in Elaboration and Word Beginnings, so no pre-posttesting analysis was done on these tests' results for the experimental and control groups. Pre-post-testing analyses of the differences in the mean gains of the two groups on Differences and Hidden Words revealed significantly larger gains (Differences: 06; Hidden Words: 001) for the experimental group. Each individual group's pre-post-testing mean differences then were analyzed by Student's t for related samples to assess the significance of the gains made by the diverse group students. All experimental group gains were significant at .01; control group gains were significant at .01, with the exception of the results on the Different Uses test, where a .05 significant loss was revealed.

The experimental group was also pre-posttested on two investigator-designed tests, the results of which were analyzed by Student's t for related samples. One test concerned the student gains in positive self-esteem and loss of negative self-esteem during the experiment; the other test concerned the student gains in positive attitudes and loss in negative attitudes toward positive writing during the same period. All results were non-significant.

In all instances the experimental group made significantly greater gains on the cognitive tests. The investigator believes that the main reasons for this were: (1) an environment that did not restrict students from expressing any "different" feelings; (2) the encouragement for and opportunity of self-correction; (3) the dynamics of instant feedback; and (4) the enthusiasm and pride engendered by seeing their work in print (typed). The investigator believes that perhaps the results on the attitude tests would have been more revealing had the experiment continued for a longer period of time, as attitudes do not change as rapidly as do abilities.

THE EFFECT THAT DECISION MAKING INSTRUCTION HAS ON THE SIMPLE EXPOSITORY WRITING OF GRADE SIX STUDENTS: A STUDY OF INCIDENTAL LEARNING TRANSFER


The focus of this study is on the effect of instruction in decision making on the quality of simple expository writing. From the population of grade six classrooms across four Boards of Education in the city of Buffalo, New York, 286 students participated in the study: Eleven classes (280 students) made up the control group; eight classes (185 students) received instruction in decision making using the "complex" model; and twelve classes (286 students) received instruction in decision making using the "simple" model. After a treatment period of five weeks, subjects were administered a simple expository writing post-test.

Findings from the study do provide evidence that teaching decision making results in students writing more effectively. However, certain subgroups of students do appear to perform better (high and average achievers) or worse (low achievers) in simple expository writing when they have had instruction in decision making. Transfer effects are associated with two-way interaction effects between modal achievement level, complexity of the treatment model, and sex, suggesting the possibility of an averaging effect, variability, reflectivity, and the need for further study of the mental processes underpinning simple expository writing and decision making.
A MODEL FOR THE EVALUATION OF STUDENT WRITING

Order No. 8117082


Purpose. The purpose of the study was to develop a validated model for the evaluation of student writing in grades 9-10.

Procedure. The dependent variables for the construction of the model were the consensus ratings of a systematic sample of impromptu student writing on seven levels of proficiency. The independent variables were the data collected from an analysis of nineteen primary traits hypothesized to relate to the overall ratings. The method included these levels of analysis: (1) Correlation analysis, using the Pearson Product Moment method, to investigate the relationship between each of the primary traits and the overall ratings. (2) Percentile distributions of the data for each of the primary traits to determine the presence of different groups within the sample and to project the findings to the entire student body from which the samples were collected as a test of the reasonableness of the findings. (3) Profile analysis to investigate the manner in which performance in the various traits of writing combines to influence the judgments of teacher evaluators.

Findings. A seven-level ladder-type evaluation scale was constructed from an interpretation of the findings. The scale sets forth a model of the relationships between each of the critical traits and the overall ratings, including the level(s) at which each trait appears in the evaluation process. Some traits were found to be critical in determining the overall rating; other traits were found to be present but not critical in determining the overall rating. The findings imply a theory of evaluation and contain several useful conclusions about student writing. The evaluation model has many potential uses as a measurement tool for research, evaluation, and instruction.

AN EXAMINATION OF THE QUALITY OF FOURTH GRADE CHILDREN'S CREATIVE WRITING RESULTING FROM THREE APPROACHES OF MOTIVATION INVOLVING STIMULUS, QUESTIONING, AND VERBAL INTERACTION. (VOLUMES I AND II)

Order No. 8114283

MCNULTY, DARLENE MARIONETTE, Ph.D. The University of Iowa, 1980. 120pp. Supervisor: Professor Beatrice A. Fumer

The purpose of this study was to gain empirical evidence concerning the effects of three methods of instruction for stimulating creative writing in fourth grade children. The three methods involved motivating creative writing with a stimulus and questioning strategies which involved verbal interaction, a stimulus with questioning strategies and no verbal interaction, and questioning strategies alone.

A major aspect of the study was the implementation of three series of researcher-planned creative writing lessons on broad topics. Twelve lessons were implemented by the classroom teacher every two to three weeks from September, 1970, to March, 1971. A fourteen-week period was explored to explore the effects of such treatments on the overall quality of writing and on syntactic development.

The following questions warranted specific analysis and discussion: (1) How did the writing of children who participated in directed lessons in creative writing which involved a stimulus with questioning strategies and verbal interaction between the students and the teacher compare with children who were involved with the same stimulus and questions for internal response but who were not involved in verbal interaction? (2) How did the writing of children who participated in directed lessons in creative writing which involved a stimulus with questioning strategies and verbal interaction between the students and the teacher compare with children who were involved with the same stimulus and questions for internal response but who were not involved in verbal interaction? (3) How did the writing of children who participated in directed lessons in creative writing which involved a stimulus with questioning strategies and verbal interaction between the students and the teacher compare with children who were involved with the same stimulus and questions for internal response but who were not involved in verbal interaction?
interaction between the students and the teacher compared with those students who received a set of questions for internal response, but who were not involved in verbal interaction. However, the methods of teaching and learning varied among the classrooms. The present study was interested in the effect of verbal interaction on the quality of writing of students who participated in the study. The study was conducted in two phases. The first phase included the collection of data from a random sample of students from 26 fourth-grade classrooms from ten Iowa public elementary schools. The second phase involved the administration of a writing test to a sample of students from 158 children in ten additional classrooms. The results of the study showed that students who received a set of questions for internal response, but who were not involved in verbal interaction, were more likely to write more complex and well-organized essays than those who were involved in verbal interaction. The study also revealed that the quality of writing of students who were involved in verbal interaction was significantly higher than that of students who were not involved in verbal interaction. The study concluded that verbal interaction had a positive effect on the quality of writing of students in the fourth grade.
AN ANALYSIS OF THE EFFECTS OF TWO METHODS OF TEACHING REMEDIAL COMPOSITION

Order No. 819295

OVERTON, BETTY JEAN, Ph.D. George Peabody College for Teachers of Vanderbilt University, 1980. 105 pp. Major Professor: Warren Tins

This study compares the effectiveness of two teaching methods in remedial composition skills. The comparative effectiveness of each method was evaluated by statistical analysis of test scores and composition grades from an experimental and a control group. The experimental group participated in instruction which was designed to eliminate grammatical usage errors through individualized student conferences with an instructor. The control group participated in a traditional lecture-demonstration course.

Four remedial composition courses participated in the study. The researcher served as instructor for all classes. Two classes were taught using the conference method and two used the traditional method. Forty students were enrolled in the experimental course and thirty-eight students were enrolled in the control course. The effectiveness of the two methods was determined by comparing diagnostic and achievement test scores and pre- and postwriting grades. The hypothesis proposed that: (1) Students participating in the experimental method would achieve higher test scores; on the achievement tests than would students using the control method; (2) Students participating in the experimental method would show a greater decrease in serious grammatical and usage errors in written compositions than students using the control method.

The statistical analysis of the data found no significant difference in the effectiveness of two methods used in this study. However, an attitude survey revealed that the students preferred the control method over the experimental method.

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The primary purpose of this investigation was to test the efficacy of a humanities-oriented, cognitive stimulation unit, incorporating verbal and visual stimulus, on writing accomplishment, self-esteem, and self-esteem. The four groups were: the humanities-oriented, cognitive stimulation unit, the experimental treatment, the control group, and the pretest group. The experimental group was assessed on the impact of the humanities-oriented, cognitive stimulation unit on writing accomplishment, self-esteem, and self-esteem. The control group was assessed on the impact of the humanities-oriented, cognitive stimulation unit on writing accomplishment, self-esteem, and self-esteem. The pretest group was assessed on the impact of the humanities-oriented, cognitive stimulation unit on writing accomplishment, self-esteem, and self-esteem. The posttest group was assessed on the impact of the humanities-oriented, cognitive stimulation unit on writing accomplishment, self-esteem, and self-esteem.

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The main purpose of this study was to expand the free writing heuristic into an entire first course in composition for two-year college students by designing an extensive series of focused free writing assignments which were sequenced in a deliberate movement from the personal and ego-centric to the world-centered and abstract. No text was used in the experimental course, and all instruction centered on self-generated material from the focused and sequenced free writing design, moving from initial free writings to first drafts, to eventual polished and structured compositions. A second purpose of this study was to test the effectiveness of the experimental course when compared to a regular first course in composition for two-year college students in which no free writing was used.

The author taught concurrently both the experimental course and a traditional course with no free writing. At the conclusion of the courses, students in both courses were evaluated holistically using an analytic scale to determine effects of treatment in the experimental course. Computer analysis of the statistical results indicated no significant differences on any of the three dependent variables measured. Writing performance as indicated by essay rating scores on pre- and posttest essays, fluency counts on pre- and posttest essays, and T-unit length counts on pre- and posttest essays. Evaluations of students in the experimental class, however, did indicate a high degree of pedagogical success for the experimental method, as did subjective impressions of the researchers.

In this study significant differences were found to exist between test groups prior to treatment. Therefore, a similar study is needed under conditions in which random selection of participants is possible. Because students responded enthusiastically to the focused and sequenced free writing design, further research into free writing as a method of teaching composition and further development of free writing methodology should be encouraged.
The purpose of this study was to demonstrate the existence of a cognitive dimension to writer's block. That is, some fundamentally competent writers might be stymied not by emotional difficulties, as is popularly imagined, but rather, by primarily cognitive limitations and problems like rigid composing rules, inadequate or inflexible discourse plans and strategies, misleading assumptions about writing, conflicting rules, plans, or assumptions, editing too early in the composing process, and evaluating with inappropriate or invalid criteria. A definition and preliminary model of writer's block were posed and an identifying questionnaire was developed. Refined over five administrations, the questionnaire's items were categorized under five subscales, contained indicants of blocking (e.g., "It is awful hard for me to get started on a paper") as well as indicants of cognitive/behavioral and cognitive/attitudinal processes (e.g., "When I write first drafts, I try to make them grammatically perfect"). Behavioral items were often based on rules relying on the possibly misconstrued term "writer's block," and cognitive/behavioral and cognitive/attitudinal items made possible further classification of types of blockers. On the final administration, the questionnaire was given to 351 undergraduates ranging from freshmen to seniors, mathematics to English majors. Reliability analyses demonstrated that the questionnaire was psychometrically sound (median alpha coefficient: .82), and correlation and regression analyses supported the study's conceptualization of writer's block by demonstrating positive moderate relationships between Blocking (the behavioral subscale) and the cognitive/behavioral and cognitive/attitudinal subscales.

Ten of the 351 students were then selected—based on a mix of extreme high and low Blocking and varied other subscale scores—for a further study, a stimulated recall exploration of the composing processes of blockers and nonblockers. Each student wrote an essay on a single, typically complex university topic. The student's composing was videotaped and, immediately upon completion of the essay, the tape was replayed and the student was questioned about his or her behavior—e.g., pausing and line-out. (The assumption here, adopted from Benjamin Bloom, is that viewing the tape will eliminate recall of mental processes occurring during composing.) The student's commentary was audiotaped and transcribed.

Student essays, tapes, and transcriptions (called protocols) were then analyzed. Essays were evaluated with an analytic scale; prewriting time and pausing time were measured from the videotape; and words produced and deleted were tallied on scratch paper and essays. More importantly, the protocols were analyzed from the perspective of the study's cognitive orientation; that is, expressions of rigid rules, misleading assumptions, etc., were tallied. Because the number of students in this segment of the study was, of necessity, small (six blockers, four nonblockers), tests of statistical significance were deemed inappropriate, but the direction of the results of the foregoing analyses consistently supported the study's model. (And, as well, supplied, admittedly limited, evidence of the questionnaire's validity.) Generally speaking, blockers were more varied than nonblockers, spent more time pondering, turned in shorter essays, and received lower evaluations on those essays; they voiced more rigid composing rules, misleading assumptions, negative evaluations, and fewer functional composing strategies. Furthermore, they were conflicted more often and more frequently edited their work prematurely.

In addition to comparative tabulations, the study's data were also written up in ten case studies, some of which provide dramatic illustration of the study's cognitive precepts.

Grammarians argue that the principles underlying sentence-level meaning account for paragraph and essay-level meaning; rhetoricians argue the reverse. The present research is designed to explore the possibility that both explanations are correct, that syntax and rhetoric are autonomous components of compositions but that they also operate according to one set of perceptual principles—analysis and synthesis—which is applied differently at the levels of the sentence and the paragraph/essay. Thus, a student whose syntactic and rhetorical skills develop at different rates might produce a composition that is organized intelligently at the level of the essay but is executed poorly at the level of individual sentences (and vice versa). The claim has direct importance for the teaching of composition: if the same perceptual principles (analysis and synthesis) can be observed at the levels of the sentence and the paragraph/essay, then one could expect the writing of students to improve to the extent that these principles are made explicit in the composition classroom.

The proposed study is designed to test the validity of this claim. To do this, a freshman-composition class at The American University is involved in the experiment. Three groups will receive explicit instruction in the principles of analysis and synthesis as it applies to the writing of compositions. Three groups will receive such instruction for the level of the sentence and three more for the level of the paragraph/essay. The remaining control groups will receive no such instruction. The research design reduces that the writing of students who receive explicit instruction in such analysis and synthesis of sentences and paragraphs will be judged superior (holistically and along dimensions of rhetorical and syntactic maturity) to the writing of students in the other groups.

Having presented the research proposal, the author offers a critique of a pilot study conducted at The American University during the fall semester, 1980, upon which he based this proposal. He then demonstrates the usefulness of the theoretical orientation underlying the experimental design by conducting a "close reading" of a student's paper.

**FUTURE PRIORITIES FOR COLLEGE AND UNIVERSITY WRITING CENTERS: A DELPHI STUDY**

**Order No. 8124699**

*Scanlon, Bettye B.* George Peabody College for Teachers of Vanderbilt University, 1980. 154pp. Major Professor: Ralph E. Kirkman

College and university writing centers expanded rapidly during the 1960s and 1970s in attempting to teach writing to the changing student population. Generally, writing centers adapted their functions according to individual institutional needs, struggled for acceptance as a stable part of the curriculum, and through inquiry and innovation explored productive methods of teaching writing to students from various educational and cultural backgrounds. Yet literature indicates collective planning for their development and expansion is nonexistent.

In this study I establish guidelines for writing center development based on priorities experts determine as most crucial for successful writing center operation. To generate these priorities, I employed a modification of Rand Corporation's Delphi technique in an anonymous, three-round survey of selected writing center directors. In Round I, I sent questionnaires to twenty-six panelists agreeing to participate and asked them to list three to five priorities for a college or university writing center over the next five years. When I received this information, I asked the list of statements: In Round II, I mailed respondents an introductory letter and Questionnaire 2, which consisted of Round I priorities expressed as generic statement types. In Round III, I mailed respondents an introductory letter and Questionnaire 3, which consisted of priorities expressed as generic statements with instructions for participants to rate each item's importance. Obtained results from this round by attaching a numerical value to each response from most important to least important. With the return of twenty-two usable responses to Questionnaire 3, I tabulated responses to determine consensus for each item. In Round II, I asked participants to reconsider their original rankings and rate the item's importance. In Round III, I mailed respondents an introductory letter and Questionnaire 3 to each Round II respondent. On this questionnaire I compiled three columns of revised information for each item and a fourth column for the participant to enter a new rating. I asked participants to reconsider their original rankings and attempt to reach a group consensus on each item. The seventeen employable responses to Round III formed a hierarchical list of twenty priorities for future functions of college and university writing centers: address immediacy needs; help students become self-directed, independent writers; build students' confidence; help students with advanced writing tools; secure administrative and faculty support; integrate the writing center into an academic department; integrate writing skills instruction into the total university curriculum; assume responsibility for teaching all grammar transcription skills; employ only instructors and directors who desire the position; open services to entire university; regularly evaluate the program; develop a faculty

**SYNTACTIC AND RHETORICAL ORGANIZATION AND THE TEACHING OF FRESHMAN COMPOSITION**

**Order No. 8117924**

*Rosen, Leonard Jay.* Ph.D. University of California, Los Angeles, 1981. 44pp

The purpose of the proposed research is to explore the relationship between the syntactic and rhetorical components of sections and to determine an appropriate method of instruction based on that relationship. Grammarians and rhetoricians agree that there are elements (syntactic and rhetorical) that are "well-formed" sentences, but they disagree as to which element has primacy over the other.
THE EFFECTIVENESS OF A FRESHMAN COMPOSITION VALUES CURRICULUM FOR DEVELOPING COMPETENCY IN THE PRESENTATION OF ALTERNATIVE IDEAS IN WRITING

Order No. 8118216


Several authorities in the field of teaching writing define good writing as the logical development of alternative ideas. The purpose of this study was to develop a values curriculum to help students to develop competency in the presentation of alternative ideas in writing. The cognitive developmental approach was selected to accomplish this purpose. This approach is based upon Piaget's staged, sequential developmental psychology which states that with the development of formal operations, individuals become capable of thinking in terms of alternatives. In Piaget's theory "decenring" allows the individual to move from a concern for solely his own experience and perceptions to an understanding of the perspectives of others. The curriculum developed for the study combines the Moffett curriculum, a sequence of writing assignments which are designed to help the writer to decenre, and Kohlberg's moral dilemmas. These dilemmas represent Kohlberg's modification of Piaget's theory to include the idea of social role-taking as the developmental key to understanding the perspective of another person.

The study makes three predictions: (1) that the curriculum would move the students to a higher stage of moral development; (2) that the students would grow in their ability to present alternative ideas in writing; and (3) that the students' ability to present alternative ideas in writing would be associated with their growth in moral development.

The sample consisted of an experimental group (N = 19) and a control group (N = 17) who were students in college freshman composition classes. All the students were pre-tested to establish their level of principled thinking and their ability to use alternative ideas in writing. The Defining Issues Test, a standardized test for principled thinking, and an essay test were administered. The essay test was separated into two writing tasks: one on the Equal Rights Amendment and one on compulsory education. Half of the students wrote on the E.R.A. for the pre-test and half wrote on compulsory education. This procedure was reversed for the post-test which was administered at the end of the fifteen-week semester, when both of the groups were also administered the D.I.T. as a post-test.

The researcher scored the D.I.T. on the basis of a standardized scoring procedure. The writing samples were evaluated for five primary traits and were scored by three judges who were trained by the researcher.

The design used in this study is a pre-test-post-test control group design. This design was used to obtain "sampling equivalence when, as in this case, it is not possible to randomly select members of each group. The pre- and post-test data obtained from the D.I.T. scores and the primary trait scores obtained from the essay tests were analyzed by the t-test. Mean change scores were used to present differentials in performance on pre- and post-test essays. None of the three predictions reached a level of statistical significance; however, the third prediction that the experimental group would, as a result of the values-oriented curriculum, demonstrate a rise in both principled thinking and in the ability to state alternative points of view in writing, was borne out for students who were administered the compulsion education essay as a post-test. This finding suggests that if the subject of the essay question is one about which students do not have emotionally-laden pre-conceived ideas, a values curriculum can teach them to use more alternative ideas in their writing. It also suggests that before the researcher administers a writing task, it would be important to determine the effect of this subject upon a particular population. Because of the small sample and the effect of the E.R.A. question on the scores, it was difficult to prove that this approach would improve writing performance. Secondly, the fifteen-week semester is too short for students to assimilate the skills required by this curriculum. Careful selection of the essay tests and a longer time period allotted for the learning process are the two factors that would allow for a more effective test of this curriculum.
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