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**ABSTRACT**

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 24 titles deal with the following topics: (1) the composing process and modes of invention; (2) methods of teaching composition in various integrated programs; (3) writing in peer groups; (4) holistic invention; (5) computer assisted instruction and rhetoric; (6) rhetorical invention, sentence production, and literary models; (7) desensitization of writing apprehension; (8) evaluating remedial writing programs; (9) syntactical fluency; (10) community college and primary school writing programs; (11) composition and neurolinguistics; and (12) effects of a writing workshop on teacher attitudes and student abilities. (AEA)

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## SCENARIOS, STRUCTURE, SENTENCES, AND STYLE: INTERACTIONS IN THE COMPOSING PROCESS

Order No. 8004434

ALLBEE, CHARLES EUGENE, D.A. *University of Northern Colorado*, 1979.  
222pp.

This project in lieu of a dissertation is quite different from a conventional experimental study or a critical analysis. It is a group of representative chapters of a composition text, for college freshmen, based on contemporary linguistic theory.

**Statement of Problem.** The problem is to determine the circumstances under which G-T theory can be applied to instruction for general composition skills in textual materials representing the usual focuses for composition instruction. The challenge of this problem is to apply theory without requiring mastery of the abstract concepts, the notation systems, or the operations used by linguistic theorists.

**Content and Method.** The content is five chapters of sample composition text. The organizing principle, an attempt at explicitness and precision in the same sense that linguistic theory is explicit and precise, has dictated more control of variables than ordinarily occurs in a composition textbook. The title reflects a view of composing as process but also shows the limitations that have been placed on the text content.

**Scenarios.** A scenario is an extended context for an assigned writing. Each scenario includes a *role* for the student writer to assume for an assigned essay; a *task*, which specifies purpose, intent, and scope; an *audience* characterization, which defines the reader of the assigned essay; and *data*, a collection of information limiting the content for the assignment. Scenarios are structured to require writers to read, evaluate, and judge the information to decide what should be included.

**Structure.** This conceptual focus supplies rhetorical principles strategies, and tactics. It includes instructional text, exercises, discussions, and examples chosen for their explicitness and precision. Structure adopts deductive order as the primary organizational scheme for essays and develops sets of "rules": (a) for composing a thesis paragraph, (b) for composing support paragraphs, and (c) for composing conclusions.

**Sentences.** This conceptual focus utilizes an extension of the technique of sentence-combining. Sample student essays have been reduced to combinable sentences for exercises and assignments. The original essays from which the sentences were reduced are also used. Students can "combine" the sentences into entire essays, and exercises and discussions require comparisons with the originals. More specifically, however, the combinable sentences are used to illustrate other composition interactions. When students are assigned to work on thesis statements in the "structure" focus, they are also assigned to "combine" sentences from a sample essay to "recover" the original thesis statement.

**Style.** The purpose of "style" is both to encourage and require interactions in composing intended to improve consistency and effectiveness in style. This focus operates through devices such as requiring substitutions in sentence-combining exercises, for improving diction; assigning exercises in rewriting sentences, for parallel structure; and assigning "reductions" of the students' own sentences.

The text materials make no attempt to differentiate among the traditional modes of discourse but instead concentrate on organizational principles and development tactics conventionally used in composition instruction. The point of view adopted to govern the writing style is that even inexperienced writers know a great deal about composing processes, more than they know that they know. This point of view is analogous to the competence-performance model of G-T linguistics.

## A COMPARISON OF THE GARRISON METHOD AND THE TRADITIONAL METHOD OF TEACHING COMPOSITION IN A COMMUNITY COLLEGE

Order No. 8012442

ARMSTRONG, ANNE COLLIER, ED. D. *The University of Tennessee*, 1979.  
119pp. Major Professor: Mark A. Christiansen

The purpose of this study was to compare the Garrison tutorial method of teaching freshman composition and the traditional method of teaching freshman composition in a community college. The study is not to be considered primarily a study of how to teach composition, but rather a report concerned with the relative effectiveness of two different teaching techniques used in teaching college freshman English. The investigation was conducted at Walters State Community College, Morristown, Tennessee, during the Fall Quarter of the school year 1978-79. In order to determine the results of the use of the Garrison method of instruction to teach writing, the researcher formulated and tested the following hypothesis for significance at the .05 level: There is no significant difference in achievement as measured by the post-test scores between students who had

the Garrison tutorial method of teaching composition and students who had the traditional teacher-directed method of teaching composition in the community college.

To prepare to use the Garrison method of teaching freshman composition, the researcher and another member of the Walters State Community College English Department attended the sixth annual special institute for community college English instructors who teach composition: HOW TO TEACH WRITING--BETTER, July 9-22, 1978, at Westbrook College, Portland, Maine, under the direction of Roger H. Garrison

The Solomon Four Group Design was used as the research design for the study. Four composition classes were involved in the study: two experimental sections taught by the instructor trained in the Garrison method and two control sections taught by two instructors randomly selected from the full-time faculty. Prior to the first print-out of the class roll, all names of students scheduled for English at 8 a.m. on Monday-Wednesday-Friday were randomly selected for English 1010 classes. Each of the four classes of twenty-five students was then randomly assigned to a specific function according to the Solomon Four Group Design (R<sub>1</sub>, R<sub>2</sub>, R<sub>3</sub>, R<sub>4</sub>). The experimental class designated as R<sub>1</sub> was pre-tested, treated, and post-tested; the control class designated as R<sub>2</sub> was pre- and post-tested; the experimental class designated as R<sub>3</sub> was treated and post-tested; and the control class designated as R<sub>4</sub> was post-tested.

The pre-test measurement consisted of the Sequential Tests of Educational Progress, Writing, Form A, and a timed writing sample. The post-test measurement consisted of the Sequential Tests of Educational Progress, Writing, Form B, and a timed writing sample. The pre- and post-writing samples were randomly grouped and graded anonymously by three graduate students with a Master's degree in English at The University of Tennessee, Knoxville, Tennessee.

After the Garrison method of instruction was used Fall Quarter 1978 at Walters State Community College, Morristown, Tennessee, data gathered in accordance with the Solomon Four Group Design were analyzed to reveal that significant changes did occur through the Garrison treatment. Therefore, the hypothesis was rejected.

## A PROPAEDEUTIC FOR THE INTEGRAL TEACHING OF COMPOSITION AND LITERATURE TO COMMUNITY COLLEGE FRESHMEN

Order No. 8011042

ATWELL, JAMES SAMUEL, D.A. *The Catholic University of America*, 1980.  
186pp.

When confronted with department syllabi that require them to teach composition and literature in the same semester, many community college English instructors solve the problem simply by alternating the two throughout the course. Some do attempt a kind of melding by drawing composition topics from poems and short stories, but few will go further in trying to harmonize, and even integrate, composition and literature; they are held back by an assumption that practical exposition and belletristic works are disparate and even contradictory in nature.

An effective step towards solving the instructor's problem lies in his opening the first freshman semester with a propaedeutic: a series of introductory units that set aside temporarily the distinguishing differences among genres of writing and stress the essential samenesses that link them.

A precise outline of these samenesses can be found in the work of the earliest Western analysts of consciously controlled speech and, by extension, writing: the classic Greek and Roman rhetoricians offer careful descriptions of the grammatical and rhetorical components still present in every kind of written composition, whether the composition is an essay, a story, a poem, a business letter, or a freshman theme.

A propaedeutic that stresses the samenesses characterizing all kinds of writing provides the instructor a special opportunity to teach writing and reading as complementary arts. He can show each student that when he writes he is synthesizing all the grammatical and rhetorical components as he aims for an intended effect in his readers. In his reading, conversely, he is analyzing the product of another's control of the same components. Becoming a more conscious reader, then, must help him to improve his writing, and vice versa.

Since in his planning the instructor must always match the ideal against practical circumstances, it is a note of apt realism that the propaedeutic units in the dissertation are aligned with the limiting policies and mandated texts of an actual English department. The principles and methods used in their design, however, make them readily applicable in other settings.

Chapter One surveys the general state of the question of integrating the teaching of composition and literature, and then particularizes with an analysis of the problem at a specific community college. Chapter Two surveys the major rhetorical works of Aristotle, Cicero, and Quintilian and finds in them the base for the propaedeutic: a set of presuppositions about



the nature of all composition and a set of terms and principles. Chapter Three establishes the givens, goals, and strategies of the propaedeutic. Chapter Four presents the twenty-one classes of the propaedeutic, offering for each a set of objectives, a commentary, and assignments.

### TOWARD A RATIONALE FOR ANALYZING WRITING IN PEER GROUPS

Order No. 725096

BEARD, JOHN DAVID, A.D. *The University of Michigan*, 1979. 143pp. Co-Chairmen: Alan B. Howes and Jay L. Robinson

In order to make comparisons between peer groups analyzing writing, I conducted a survey of teachers and students engaged in peer group writing activities. The sampling is small; nevertheless, I have assembled documented information about the advantages and disadvantages of peer groups, citing specific features which determine whether a peer group is a success or failure. Added to the collected teacher and student responses are observations from my own experiences with peer groups. I provide an exact transcript of a peer group session to provide evidence of the beneficial effects upon student writing of group interaction. Published research regarding group theory and composition theory is integrated into my text. Based on these sources, I make recommendations throughout. In the final section, peer instruction is examined in light of general theories and practices of peer groups.

### HOLISTIC INVENTION FOR BASIC WRITING STUDENTS

Order No. 8006226

BRYAN, WINIFRED MARY, Ph.D. *The Florida State University*, 1979. 320pp. Major Professor: R. Bruce Bickley

This study focuses on the methods I have developed to teach the basic writing student, and is the result of three years experience working with students in a special program.

The study first examines some of the criticism leveled against current teaching practices, and finds that much composition teaching is irrelevant to the real needs of basic writing students. Students often see little connection between the instruction in the composition class and their own lives, and consequently, they are often bored, and do poorly. The thesis of the study is that composition instruction should teach the basic writing student to write in such a way as to develop his humanistic sensitivity to himself, to others, and to the world he will inherit. The study then examines the psychological needs of adolescents and their writing backgrounds, postulating that a knowledge of the students themselves is necessary in order to design an appropriate pedagogy for them, one in which both the cognitive and affective domains are integrated in such a way as to produce an educational experience that will provide for both intellectual and emotional/psychological growth. The term "confluent education" is used in the study to refer to this holistic model for education. A teacher's methods and curriculum must not be bound by a concept of the student as either a thinking entity, or as a feeling entity, but rather as a feeling-thinking human being. Techniques for teaching in the affective domain have not been available until recently, when applications for humanistic psychology have been made to education.

Confluent education utilizes the principles of Gestalt psychology and the techniques of Gestalt therapy; this study applies both to the composition classroom, using Gestalt self-awareness exercises as a basis for teaching composition. Becoming more aware of themselves and their own feelings and thoughts allows the students more access to their own emotional responses and ideas, thus providing them with valid material for writing paragraphs and papers. The Gestalt oriented classroom seeks to help basic writing students focus on their present, inner experiences, to accept themselves as they find themselves, and to become fully aware of their feelings, needs, and desires.

In addition to increased self-awareness, the confluent composition class focuses on developing a positive self-concept, using the principles of psychocybernetics to do so. Exercises designed to elicit self-approval and improved self-image provide material for the writing of both paragraphs and papers. The primary purpose in using both Gestalt and positive thinking exercises is to help the student write effective, expository prose from a humanistic perspective. The effects of our efforts to expose the student to the realities of his own experience, both within himself and with his relations to others and to the larger world are two-fold; he finds a wealth of experience, which perhaps has been largely unavailable to him before, and as a result, he has a wealth of raw material from which to fashion the kind of writing we would like him to produce.

### STIMULATING RHETORICAL INVENTION IN ENGLISH COMPOSITION THROUGH COMPUTER-ASSISTED INSTRUCTION

Order No. 7028268

BURNS, Hugh Lee, Jr., Ph.D. *The University of Texas at Austin*, 1979. 339pp. Supervisors: Charles R. Kline, Jr., and George H. Culp

The impulse for this research was to combine the renewed interest in teaching invention--the process of exploring a subject to discover ideas or arguments--with the developing technology of instructional computers. The first of three major conclusions was that "open-ended" or exploratory, supplementary computer-assisted instruction (CAI) which encouraged growth in the number and the sophistication of ideas could be programmed. The second conclusion was that a systematic inquiry using one of three popular heuristic methods made the experimental groups more alike with respect to the quantity and quality of their ideas and significantly different ( $p=.000$ ) from a control group. The third conclusion was that the computer-administered, posttest methodology represented a more stringent way for controlling and later replicating quasi-experimental research in rhetoric.

The three heuristic strategies selected for the CAI modules were Aristotle's enthymeme topics, Burke's dramatic pentad, and the Young, Becker, and Pike tagmemic matrix. Sixty-nine students in four freshman composition courses participated in the experiment.

Hypotheses concerning quantity of ideas found that (1) significant individual gains ( $p < .001$ ) occurred within each experimental group while the control group members experienced a significant decrease ( $p < .02$ ), and (2) no significant difference occurred among the heuristic groups while a significant difference ( $p=.000$ ) was found among the four groups. Hypotheses concerning quality found that (1) individuals in all four groups achieved gains, though those in the control group lagged behind the gains experienced by the members of the experimental groups, and (2) a significant difference ( $p=.000$ ) favored the experimental groups in insightfulness, comprehensiveness, intellectual processing, and overall quality. A significant difference ( $p=.037$ ) was discovered concerning the elaboration rates--the topoi method being the most likely to sustain an inquiry and the Burke pentad being the least likely. No significant difference appeared among groups with respect to the arrangement of composition plans or to the internalization of heuristic strategies. Finally, students strongly agreed that these CAI-invention modules made them think systematically about their own writing process.

### EFFECTS OF A QUESTION STRATEGY UPON SIXTH-GRADE SENTENCE PRODUCTION

Order No. 8001090

CHRISTEN-EDWARDS, Janine Mary, Ph.D. *The Florida State University*, 1979. 164pp. Major Professor: Robert M. Gagné

The major purpose of this study was to validate a model of cognitive processes that are involved in the elaboration or expansion of sixth-graders' written sentence production. In order to accomplish that purpose the following cycle of research was undertaken: 1) a theoretical model of cognitive processes was postulated; 2) instruction based upon the model was designed; 3) the instruction was empirically tested; 4) the collected data were analyzed and interpreted; 5) conclusions regarding the model were adduced; 6) additional hypotheses were generated. The model utilized information-processing learning theory and linguistic semantics to explicate the cognitive processes involved in expanding (elaborating) several kinds of simple sentences beginning as Unitary Thoughts. The five phases of the model were organized by the five Wh Questions (Who or What, When, Where, Why, and How), which provided an instructional strategy appropriate for sixth-graders. Based upon this model, ten lessons including seven tests of sentence expansion were designed. The first four lessons underwent pilot testing and a context review. Twenty sixth-grade students of both sexes enrolled in a public school served as experimental and control subjects in a repeated measures experimental design for the

testing of the lessons. The duration of the experiment was five weeks. Ten pairs of randomly assigned experimental and control students received their respective lessons from one teacher. The students were scheduled for two lessons each week on a counter-balanced schedule of morning and afternoon lessons. The teacher received five training sessions from the investigator and was observed during three lessons in order to ensure fidelity of implementation as described in the Teacher's Guide for each lesson.

The seven tests of sentence expansion yielded 2,100 sentences, which were analyzed by means of the Branch Count, a measure of syntactic length and complexity. Interrater reliability between the investigator and an assistant for the use of the Branch Count on a sample of forty randomly selected student sentences was computed as product-moment correlation of .98. The group mean of branches/T-Unit was analyzed in a 2 x 7 analysis of variance (Groups and Repeated Tests). A significant main effect of tests and a significant interaction was found. The estimated variance accounted for by tests was 14.43%, and by the interaction, 7.08%. Two additional kinds of data were collected and analyzed: a paragraph test measuring transfer of learning and pre and post reading comprehension measures. No significant differences were found on either of these measures. Since instruction based upon the Model of Cognitive Processes produced significantly greater increments in learning over time than traditional instruction, it may be inferred that the processes have some validity. Try-out of the model with a larger average group of students over a longer period appears desirable as a future research step. A model explicating the process of coordinating sentences would generate additional hypotheses for testing.

#### A COMPARISON OF AN INDIVIDUALLY PRESCRIBED METHOD OF INSTRUCTION AND A CONVENTIONAL LARGE GROUP METHOD OF INSTRUCTION WHEN ASSESSING ENGLISH COMPETENCE AND WRITING SKILLS IN A COLLEGIATE BUSINESS REPORT WRITING COURSE

Order No. 8011157

CHRISTENSEN, JUDITH KAY, Ed.D. *Northern Illinois University*, 1979. 177pp.

The experimental study was designed to determine if there is a difference in the writing skills achievement of collegiate business report writing students who are instructed in an individually prescribed method of instruction and those who are instructed in a large group method of instruction.

The sample consisted of 102 students enrolled in Report Writing and Communication, BEAS 347, at Northern Illinois University, DeKalb, Illinois, during the 1978-79 academic year. Section 1 served as the control group for both semesters; Section 3 (fall semester) and Section 4 (spring semester) served as the experimental group. All classes were taught by the same instructor.

Pretests and posttests consisted of the McGraw-Hill Basic Skills System Writing Test (MHBSST) Forms A and B, and a Memo-Writing Achievement Test. A Writing Skills Attitude Survey was completed by all students.

Experimental group students participated in a teacher-student interview where they were advised of units of instruction on which they needed improvement. These students worked individually with programmed materials in a writing skills laboratory.

Control group students received in-class large group instruction on 15 units of instruction; these were similar to the units offered in the programmed texts. The units included: (1) sentences and clauses, (2) verbs, (3) singular and plural forms, (4) pronouns, (5) adjectives and adverbs, (6) capitalization, (7) punctuation, (8) clause and phrase placement, (9) parallelism, (10) possession, (11) topic sentences, (12) forming paragraphs, (13) developing sentences in paragraphs, (14) concluding sentences in paragraphs, and (15) paragraph series.

Scores on the MHBSSTs were analyzed by t-tests; analysis of covariance was used for the fall semester to adjust for initial pretest differences between groups. Memo-Writing Achievement Tests were analyzed by t-test on four criterion measures, "content," "organization," "language usage," and "mechanics." The Writing Skills Attitude Survey responses were analyzed by chi-square and descriptive analyses.

The following conclusions were drawn:

(1) The method of instruction did not influence significantly the writing skills achievement as shown on the MHBSST for the fall semester, the spring semester, and combined semesters.

(2) The method of instruction did affect the student achievement scores on the Memo-Writing Achievement Test between the experimental group and the control group during the fall semester and combined semester analysis with the control group scoring higher on two of the four criterion measures, "organization" and "mechanics," but not significantly higher on criterion measures "content" and "language usage."

The method of instruction did not affect the student achievement scores on the Memo-Writing Achievement Test between the experimental group and the control group during the spring semester.

(3) The method of instruction did not affect the students' attitudes toward the method of instruction received, the preference of another method of instruction than that received, and the least beneficial unit of instruction received between the experimental group and the control group as reported on the Writing Skills Attitude Survey. The method of instruction may have affected the students' attitudes toward the most beneficial unit of instruction with the experimental group and the control group choosing different units of instruction as the most beneficial unit for the fall semester, the spring semester, and combined semesters.

#### THE DEVELOPMENT AND TESTING OF A PROGRAM OF SYSTEMATIC DESENSITIZATION FOR THE TREATMENT OF WRITING APPREHENSION

Order No. 8005992

DAVIS, DONALD MAXWELL, Ph.D. *The Pennsylvania State University*, 1979. 134pp. Adviser: Professor Kenneth D. Frandsen

This study was concerned with the treatment of writing apprehension through the use of systematic desensitization. Writing apprehension, as a construct, has only recently appeared in the literature. Therefore, writing apprehensives' behaviors and characteristics were compared to and derived from those associated with other forms of apprehension particularly oral communication apprehension.

An apprehension exists as an irrational, unproductive fear of an act, situation, or object. In the case of writing apprehensives, they react with fear to writing demands. By the same token communication apprehensives react with fear to speaking situations.

Various forms of apprehension were discussed and writing apprehension, like other forms of apprehension, was characterized behaviorally by avoidance and withdrawal. Avoidance and withdrawal behaviors are unproductive in that: (1) the feared act is not confronted, so resolution is unlikely, and (2) important skill building is lost through a lack of practice.

Writing apprehensives, then, suffer the consequences of their behavior. It was hoped that a program of systematic desensitization would reduce their apprehension, making such unproductive behaviors unnecessary. A measurement instrument, the Writing Apprehension Test, was administered to seven hundred and eighty-three students who were enrolled in a required, beginning composition course. From that group one hundred and fifty-five were identified as highly apprehensive. Seventeen of those volunteered for a systematic desensitization treatment program, and seventeen high, moderate and low apprehensives were randomly selected to comprise non-treated control groups.

The experimental design was a 2 x 4 analysis of variance. The first factor consisted of four levels: high apprehensives treated through systematic desensitization, untreated high apprehensives, untreated moderate apprehensives (control), and untreated low apprehensives (control). The second factor consisted of pretest and posttest scores on the measurement instrument (WAT).

The experimental group members underwent a six-week, one-hour-per-week, program of systematic desensitization. Sessions were led by speech communication graduate students.

At the end of the experimental program the WAT was readministered. The results of the test administrations were then analyzed via analysis of variance for repeated measures and the Wholly Significant Difference test of significance.

Results showed that the experimental group members' apprehension about writing had substantially diminished and that the change in scores was significant at the .01 level of confidence. Highly apprehensive, but untreated, students' scores showed no significant difference from the pretest to the posttest. Similarly, no significant change was found for low and moderately apprehensive students.

The researcher concluded that systematic desensitization is a useful method of treatment for writing apprehension, and that writing apprehension was sufficiently pervasive to indicate the necessity for treatment programs for apprehensives to be added to composition programs.



## EVALUATING REMEDIAL AND COMPENSATORY ENGLISH/ WRITING PROGRAMS: PROCEDURES AND EFFECTS

Order No. 8001192

DAVIS, Martha Traser, Ed.D. Arizona State University, 1979. 131pp.

The purpose of this investigation was to assess the effect of a Title I English/writing program on the basic writing competence of remedial English students at two high schools in Phoenix, Arizona.

This comparison-group study was conducted during 1975-76 in the remedial English program at two Title I high schools. The experimental group consisted of supplemental Title I English/writing classes and the control group was composed of district-supported remedial English classes. The major differences in the Title I and district-supported programs were class size and instructional aide help provided in Title I classes. Each Title I class contained 10 to 15 students, with a teacher and an instructional aide; district remedial classes contained 20 to 25 students and had no aide help.

Evaluation criteria included scores on the Iowa Tests of Basic Skills, Language subtest (ITBS-L), and holistic ratings for three writing samples: personal essay, order letter, and directions.

Results of this study indicated:

1. Gains were made in basic writing competence by both Title I English/writing and remedial English students during the school year.
2. Title I English/writing students made greater gains in basic writing competence than did remedial English students.
3. Title I English/writing students at one school performed better than Title I English/writing students at the other school.
4. The interaction between the school factor and the program factor was a function of the results on the standardized achievement test.
5. The correlations between the scores on the actual writing performance measures of basic writing competence and the scores on the standardized achievement test indicate that from 5% to 22% of the variability in the scores was common.

Based on the conclusions of the study, these recommendations were made: Supplementary Title I English/writing programs should be continued and expanded at eligible schools. Remedial students as well as Title I students would benefit from classes no larger than 10 to 15 and the services of an instructional aide and other supplemental resources. Evaluation of Title I English/writing programs should include actual performance measures of basic writing competence in addition to the mandated standardized tests. Further research was suggested on holistic rating scales, number and type of writing samples, methods of teaching writing to remedial English students, and significant factors resulting in differences between schools.

## THE EFFECT OF SENTENCE DEVELOPMENT EXERCISES ON JUNIOR HIGH SCHOOL STUDENTS' WRITING: AN EXPLORATORY STUDY

Order No. 8008415

DYRO, RICHARD TRAVIS, Ed.D. Boston University School of Education, 1979. 278pp. Major Professor: Thomas G. Devine

*Statement of the Problem.* This research was undertaken in an attempt to answer three basic questions: (1) What would a review of the literature reveal about the use of traditional grammar as a means of language inquiry, 1700 to 1979? (2) What would a review of the literature reveal about the effects of the linguistic, psycholinguistic, and semiotic research traditions on traditional grammar practice? (3) Could transformational sentence-combining be modified, and would the modification have a statistically significant effect on junior high school students' writing?

The following hypotheses were statistically tested: (1) Eighth grade students who receive a modified sentence-combining treatment over twenty-one weeks will improve on at least one index of syntactic maturity. (2) Eighth grade students who receive no incisive syntactic practice designed to enhance sentence structure will demonstrate a slower, less statistically significant growth on more than one index of syntactic maturity.

*Procedure and Methods.* Question one in this abstract represents a research attempt to recall the basic assumptions of Latin grammar. The procedure used to attempt to answer the first two questions was to select research surrounding several different conceptions of the question of language itself. It is assumed in this study that grammars are descriptions of the formal properties of languages and can serve as models for thinking about the question of language.

The procedure and methods used in an attempt to answer question three are as follows: (1) A total of 260 eighth grade students worked with Experimental and Control teachers. There were 12 native Afro-Americans and 248 native white Americans. No Placebo Group was used. (2) Students were given a three-day pre and post-test constituting a sample sufficient to statistically measure the effects of the treatments. The Experimental Group received twenty-one weeks of Syn-Tactics treatments, constituting one fifth of English class time. The remainder of time was devoted to the eighth grade Language Arts Curriculum. The Control Group received an equal amount of traditional grammar treatment and related exercises.

*Results.* The control Group was found to be significantly more mature on six modified factors of syntactic fluency at the inception of the study. At the end of twenty-one weeks, the Experimental Group had shown statistically significant growth on one index of maturity. The Control Group had shown the same. The rate of growth demonstrated by the Experimental Group was significant.

*Conclusions and Recommendations.* Both hypotheses are essentially met. The results tend to indicate that Syn-Tactics treatments effected at least one index of syntactic maturity. The extent to which the independent variables were not controlled for may be significant. Recommendations include the following: (1) Ten Syn-Tactics Series would have to be developed to adequately test the six modified factors of syntactic maturity. (2) A full year of experimentation and the development of a composition sequence should be planned in further studies. (3) Sentence transformations that constitute direct practice in significant factors of syntactic maturity should be developed as collateral exercises. (4) Dependent variables should include an expanded schema of indexes of syntactic maturity. (5) An expanded or longitudinal format should be used for multiple sentence-combining problems in order that students work out variations of syntactic structures. (6) Sentence-combining problems developed for further study should make use of content that shows the interrelationship of the symbolic languages of traditional school disciplines. (7) Sentence-combining problems developed for further study should conform rigorously to significant research findings of generative-transformational grammar, psycholinguistic language acquisition, and theories of signs.

## RESEARCH, RHETORIC, AND THE WRITING CURRICULUM: CONSCIOUSNESS EXPANSION THROUGH BI- HEMISPHERICITY

Order No. 8009716

HOYLE, STEVEN GREGORY, D.A. Drake University, 1979. 139pp. Adviser: Dr. John Hagaman

This study gives implications for teaching composition based on current rhetorical and psychological theory. It examines what recent brain research has to say about left-hemispheric verbal skills and right-hemispheric imaginal skills. A survey of literary, philosophical, and rhetorical expressions shows that man has for a long time "known" what brain research bears out: verbal and imaginal skills must work together for one to exercise a balanced mind. One objective of the paper is to identify the pathological situations arising when a writer fails to qualify by either failing to specify or relate.

Aristotle's rhetoric is examined for the balance of right hemispheric image (example) and left hemispheric idea (enthymeme) it requires and the psychological perspective (the value of audience participation) it lacks. The discussion then reveals how metaphor is able to function bi-hemispherically to allow us to spring from images to abstractions and back. With the knowledge of how image and idea works, this paper offers a theoretical foundation for a practical program for teaching rhetoric in which poetic or reflexive skills (right-brain functions) and reportorial or extensive skills (left-brain functions) can be coordinated. Since encoding (the rendering of a sequential, a-temporal right hemispheric functions into verbal symbols) requires active participation and is more difficult than decoding (the passive reading of verbal symbols), the writer must be sensitive to his audience--be able to exercise the devices of *inventio* and *dispositio*--as well as be knowledgeable of style--be able to practice the techniques of *elocutio*. Sentence combining does double duty for balancing mind and rhetoric: it not only gives one a form, but that form itself generates content.

Included is a list of techniques or activities which strengthen right-brain functioning. Each activity is explained as to how it may be implemented in the classroom setting. In addition, a sample curricular plan (for first semester college freshman composition) exhibits how activities for strengthening and applying both pre-verbal and verbal processes might be used for teaching the whole mind.

**A COMPARATIVE STUDY OF TWO DISSIMILAR WRITING PROGRAMS AS AN INFLUENCE ON SYNTACTICAL FLUENCY: THE MOFFETT SEQUENCE AND THE TRADITIONAL RHETORICAL MODES** Order No. 7928041

HURST, Darrell Wayne, Ed.D. University of Virginia, 1978. 143pp.

This study determined the effects of writing particular modes of discourse on syntactical fluency as measured by the number and composition of T-units. Writing produced by two groups of freshman English students enrolled in dissimilar, transfer composition programs -- the Moffett sequence and the traditional rhetorical modes -- taught at Blue Ridge Community College during the 1975-1976 academic year was compared by T-unit analysis. Three writing samples -- a descriptive pre-test, a narrative mid-test, and an expository post-test -- were collected from both groups simultaneously at the beginning, middle, and end of the year. After a T-unit analysis on seven measures of syntactical fluency listed below, the data from these samples were statistically treated by analysis of variance and an F ratio calculated. The significant F ratios tested the hypotheses proposed by this study.

**Measures of Syntactical Fluency**

1. Number of T-units per 200 words.
2. Number of words per T-unit.
3. Number of clauses per 200 words.
4. Number of words per clause.
5. Number of noun clauses per 200 words.
6. Number of adjective clauses per 200 words.
7. Number of adverb clauses per 200 words.

To pursue this research three separate questions for investigation were posed:

(1) Do students who write the Moffett sequence of discourses produce writing that is different in terms of syntactical fluency, as measured by number of and composition of T-units, from that of students who write traditional rhetorical modes?

The analysis of variance and F ratio revealed no significant differences between the writings produced by the two groups, when the two were compared as groups, on any of the seven measures of syntactical fluency.

(2) Are there differences in syntactical fluency when the three modes of discourse designated as pre-test, mid-test, and post-test are compared to each other both within each individual program and between the two respective programs?

Significant differences were found on six of the seven measures of syntactical fluency for the three samples. Writing produced by both groups had changed considerably during the experiment in very similar ways between the pre- and post-tests. Both groups tended to write fewer T-units with the traditional group experiencing the greater change; the number of words per T-unit increased for both groups, but the numbers of clauses per 200 word sample decreased, with the Moffett group writing fewer clauses. As the number of T-units and clauses decreased, the number of words per clause increased with the Moffett group writing more words than the traditional group. Eighty per cent more adjective clauses were being produced by both groups; conversely, fewer adverb clauses were being written.

(3) Are there differences in syntactical fluency between upper and lower level performance groups (as designated by above and below median scores on initial performance in syntactical fluency) within each program and between the two respective programs?

Significant differences between levels were found on four of the seven measures of syntactic maturity. The lower levels wrote more T-units per 200 words than the upper levels in both groups, yet they experienced a greater reduction in the number written between pre- and post-test. As for the number of words per T-unit, the upper levels consistently wrote more than the lower levels and produced fewer numbers of clauses per 200 word sample in both groups; however, the traditional lower level reduced its production quite substantially. The upper levels produced more words per clause, but no significant differences were found between levels for numbers of noun, adjective, and adverb clauses per 200 word sample.

**HISTORICAL DEVELOPMENT OF THE TEACHING OF WRITING** Order No. 7928695

LANDWEHR, John Peter, Ed.D. The University of North Dakota, 1979. 139pp. Adviser: Professor Ivan Dahl

It is the contention of this dissertation that today's students can be taught how to write good modern style English.

The reason why many students are not learning to write well is the fact that the area of composition has been the object of benign neglect on the part of the English profession until very recently. The result has been that most of the tools designed to teach writing are based on the School Tradition Grammar -- a tradition that is based on the principles of classical rhetoric. This tradition ignores the innovations that have brought about a new style in twentieth century writing.

To demonstrate the distinction between the old and the new styles, this dissertation reviews the historical development of rhetoric from its Greek beginnings and traces its evolution into the twentieth century. It contrasts this tradition with the growth of the new tradition that has come to be called the twentieth century writing style.

The dissertation presents a summary of the leading contemporary theories dealing with the understanding and teaching of modern composition. It reviews two of the current teaching theories in detail, sentence combining and generative rhetoric. It concludes that a combination of these two theories does provide a very useful tool for teaching today's student how to write good contemporary prose style.

**A STUDY OF THE EFFECTS OF A LITERARY MODELS APPROACH TO COMPOSITION ON WRITING AND READING ACHIEVEMENT** Order No. 8013338

PERRY, MARDEN L., Ed.D. Boston University School of Education, 1980. 195pp. Major Professor: Dr. Thomas E. Culliton, Jr.

The purpose of this investigation was to determine (1) whether community college freshmen who perceive certain structural considerations in their reading can generate essays that show application of these structural considerations in their writing, and (2) whether there are significant differences in the writing achievement of community college freshmen identified as "more able" readers and those identified as "less able" readers. The population for this study consisted of second semester freshmen from five communications classes in a metropolitan community college in a northeastern city. Pre- and post-study writing samples were obtained from each student included in the study. The writing samples were evaluated by three secondary English teachers according to criteria established by Paul B. Diederich (*Measuring Growth in English*, 1974).

The study's first research question was: "Will students who have received instruction in the application of specialized reading strategies to composition show greater achievement on a writing sample than students who have not received such instruction?" Since materials that integrate reading and writing skills are virtually non-existent, at least at the post-elementary school level, four experimental reading/writing lessons were prepared and presented to students in the experimental classes over an eight-week period. Each lesson required two-weeks of instruction, with a focus on reading during the first week and on writing during the second week. Though comparison of post-study scores on writing samples with pre-study scores indicated that change had occurred, an analysis of covariance of the change in writing achievement between experimental and control groups indicated that differences in writing achievement between the two groups were non-significant.

The study's second research question was: "Do 'more able' readers differ significantly from 'less able' readers in writing achievement?" Results from the study indicate that change in writing skill was associated with higher initial reading skill and that lower reading skill resulted in a decrement in writing skill. However, an analysis of covariance of the effects of high and low reading ability on the change in writing achievement between experimental and control groups indicated that differences in writing achievement between these two groups were non-significant.

Thus, the central hypotheses of the study, that making certain structural considerations explicit through reading instruction will not result in greater writing achievement, and that "more able" readers will not demonstrate greater writing achievement than "less able" readers, could not be rejected on the basis of the data collected and tested.

*Implications of the Study* On the basis of the literature documenting writing/reading relationships and on the basis of the data collected in this



study, it is apparent that more work needs to be done in investigating writing/reading relationships and that further studies of such relationships should be undertaken.

Subsequent studies undertaken to investigate these relationships might consider students from different academic environments, students from different age groups, students with higher levels of academic motivation, and finally, students from a population less socially and culturally homogeneous than the population utilized in this study.

Subsequent studies might also focus, in part, on the development and employment of techniques designed to implement the skills of invention, or prewriting; on writer/reader roles; and on the extensive amount of time required to achieve change in writing skill.

### ACTS, TEXTS, AND THE TEACHING CONTEXT: THEIR RELATIONS WITHIN A DRAMATISTIC PHILOSOPHY OF COMPOSITION

Order No. 8013856

PHILIPS, LOUISE WETHERBEE, Ph.D. *Case Western Reserve University*, 1980. 301pp.

This work attempts to establish a new philosophical framework for theory and practice in composition as a discipline, based on the key concept of language as symbolic *act* rather than on the concepts of *text* (traditional) or *composing process* (contemporary). The proper subject matter for composition within such a dramatic philosophy is the complex of symbolic act characteristically performed through and around texts, as these acts come into dramatic relation within concrete contexts. The classroom defines a domain of action that is the special responsibility of composition as a profession, where such acts are peculiarly open to view and are keyed to teaching and learning. Among the acts that fall within this domain are writing, reading, the speech act performed by the text, and text-related secondary acts performed upon primary discourse acts in the teaching context. In Part One, a dramatic philosophy is set forth, taking Kenneth Burke's pentad as a starting point for generating categories of analysis and developing these from an interdisciplinary perspective. It is argued that the dramatic viewpoint implies a dialectic between theory and practice in which theoretical concepts should arise directly in response to the practical needs of students and teachers performing text-related acts in the classroom, and in turn be brought to bear tacitly on those acts, changing not only the solutions to problems but the very conception of what is problematic. Some models and methods are suggested for composition as an applied discipline concerned with performance. Part Two demonstrates the relation between theory and practice in a dramatic philosophy by developing a dramatic concept of discourse structure in response to the practical need for student writers and teacher-editors to make abstract representations of the meaning or message structure of a discourse throughout the composing process. It is argued that the making of discourse maps--condensed, semi-linguistic and semi-iconic representations of discourse structure--depends on a dynamic and flexible concept of structure. This concept must rest on a view of discourse as inscribed event rather than product. Given such a view, discourse as a meaning object is opened to several interpretations, the most important of which are these: the discourse as performing a speech act (called the SPEAKER gestalt or interpretation); the text as a set of processing cues and thus a concrete trace of the reader's episodic experience of the interpretive act (the UPTAKE gestalt); and the discourse as an image of the world projected in the speech act (the IMAGE gestalt). This synchronic notion of structure is then given a diachronic dimension by regarding the various scripts of the composing process (notes, outlines, drafts, and so on) as embodying a single evolving text that is the objective correlate of cognitive acts. The successive stages of this text, called its shadow texts, reveal overall a progressive structuring of both text and message through the textualization of meaning during composing. Discourse maps are thus regarded as notations for representing structural features as they arise and persist during composing. Two discourse maps, the outline and a form of matrix diagram with two variants (a block diagram and a parallel column diagram) are evaluated in detail for their adaptability to different perspectives and stages of structure.

### PREDICTORS OF SUCCESS IN A SELECTED COMMUNITY COLLEGE FRESHMAN ENGLISH WRITING PROGRAM

Order No. 8005595

PUTTY, EDDIE ROSS, Ed.D. *University of Houston*, 1979. 137pp.

The purpose of the study was to gather information about variables which might contribute to freshman English course placement procedures at Brazosport College and at other two-year colleges whose norms and English curriculum are comparable. To these ends, the research problem was: What are the relationships of ability, achievement motivation, and felt needs to course grades in a first semester freshman English writing program? The three substantive hypotheses which stemmed from the problem were: (1) There is a significant relation of the ability measures, achievement motivation, and felt needs to course grades in the basic English course, when controlling for race and sex; (2) There is a significant relation of the ability measures, achievement motivation, and felt needs to course grades in the regular English course, when controlling for race and sex; (3) Combinations of intellectual and non-intellectual variables differentiate among those students who receive course grades of A, B, C, D, and F, W, WP, or WF in both the basic and regular English courses, when controlling for race and sex.

The practicality of using the intellectual (ability) variables (i.e., high school English grade average, ACT subtest scores, ACT composite scores, and the Brazosport College English diagnostic test scores) combined with nonintellectual variables (i.e., achievement motivation--student estimate of first-year GPA; felt needs--student perception of the need for special assistance in writing), when controlling for race and sex, to predict course grades for a basic English course (i.e., English fundamentals) and for a regular English course (i.e., freshman composition) was researched by drawing 300 subjects (students who had taken the ACT Assessment and who had graduated from high school no earlier than 1973) from the population pool, collecting the data, and analyzing the data through correlation and regression analyses. The analyses indicated moderate correlations for the basic and regular English courses, the basic course multiple correlation being .51 (significant at the .05 level) and the regular course multiple correlation being .51 (significant at the .01 level). Moreover, while the subsequent Pearson product-moment correlation of .23 between predicted and actual basic English course grades was not significant at the .05 level, the Pearson product-moment correlation of .59 between predicted and actual regular English course grades was significant at the .001 level.

The data analysis enabled conclusions to be made about the substantive hypotheses: (1) there was a significant relation of the ability measures, achievement motivation, and felt needs to course grades in both the basic and regular English courses, when controlling for race and sex; (2) although combinations of intellectual and non-intellectual variables did not differentiate (i.e., significantly) among those students who received course grades of A, B, C, D, and F, W, WP, or WF in the basic English course, these combinations did differentiate significantly for the regular English course students; (3) the standard error of estimate for both the basic and regular English course groups indicated that reasonable predictions of course grades could not be made.

Recommendations for further research were presented: (1) replication of the study; (2) a similar study but with the prediction equations evolving from subjects who successfully complete the courses; (3) consideration of using the other ACT tests and/or the ACT composite for English course advisement, rather than just the ACT English and social studies tests; (4) a study including students who are 25 years of age or older; (5) a study to determine if differences exist in teacher grading patterns; (6) construction and verification of an English writing interest measure and a student self-estimate of course grade in English composition as predictor variables; (7) a study investigating the use of a reading test as a predictor variable; (8) a similar study, but with students outside the ACT population.

**AN EXPLORATORY STUDY OF INDIVIDUAL DIFFERENCES IN THE USE OF FREE WRITING AND THE TAGMEMIC HEURISTIC PROCEDURE, TWO MODES OF INVENTION IN THE COMPOSING PROCESS**

Order No. 8005701

RABIANSKI, NANCYANNE ELIZABETH MUNZERT, Ph.D. *State University of New York at Buffalo*, 1979. 245pp.

There are many approaches to writing (many theories of the best teaching/learning strategies and complementary heuristic procedures). The work of James Kinneavy and Brena Bain Walker has resulted in categories for the various writing approaches; the categories range along a continuum from those based upon intuitive thought to those based upon analytic thought. The intuitively based approaches are unsystematic in nature and the analytically based approaches are systematic. The purpose of this study was to select from among the many approaches, the best approach to aid an individual student writer in solving obstacles to the invention process (the gathering, formulating, and interrelating of ideas).

Each of the categories was briefly examined in order to select one category that was extremely systematic and one that was extremely unsystematic. Within these categories, well-known approaches were examined on the basis of: (1) workability in the classroom; (2) potential usefulness as an aid in invention; (3) clear representation of either a systematic or unsystematic approach. The approaches selected were Peter Elbow's unsystematic free writing procedure and Richard Young's systematic tagmemic heuristic procedure. Research relating to these approaches was discussed. Since the study was concerned with the individual writer's successful use of the heuristic procedures that were a part of each approach, research dealing with the features of the individual writer (Conceptual Level, I.Q., and anxiety) were also considered.

It was predicted that students who had either low ability or low Conceptual Level or were in vocational groups would improve their writing growth and level of anxiety after instruction in the tagmemic heuristic procedure. On the other hand, it was predicted that students who had high ability or high Conceptual Level or were in college-bound groups would benefit from free writing.

The sample consisted of four sections of tenth grade English classes (N=93) at a rural Upstate New York high school. The teacher was also the researcher. Students were pre-tested to establish Conceptual Level, anxiety, I.Q., and writing ability scores. The test of writing ability required each student to write two essays with an informative aim. After twenty weeks of instruction in either free writing or tagmemic heuristic procedures, the students were also post-tested on the above measures (with the exception of I.Q.). Two subjective measures (a series of interviews and attitude checklists) were also collected.

The results of the objective tests were rated by secretaries. The test of Conceptual Level was rated by a Psychologist and the researcher. The writing samples were paired and rated analytically by a team of four raters who used a method based upon the general criterion that the writer should give a variety of information that was relevant to the thesis.

A nested design was used so that the objective data for different treatment groups within each level of a factor could be compared. The data was submitted to Analysis of Variance. The findings indicated that students who received the tagmemic heuristic procedures and had middle I.Q. scores (85-100) or had low Conceptual Level scores (0-1.12) or were in college bound groups showed significant growth in writing performance in comparison to students with the same features who received free writing procedures. The successful CL and I.Q. groups also showed a trend toward lessened anxiety. The interview and attitude checklists were used to interpret these results and suggest further research.

In a study of a rather restricted sample, it appears that tagmemic heuristic procedures aided some groups of students in improving the content of essays with an informative aim. It remains to be seen, however, whether these results would be true for a variety of students, teachers, and aims of writing.

**TEACHING COMPOSITION AND NEUROLINGUISTICS: AN INVESTIGATION OF TRANSIENT DYSFUNCTIONS AND TEACHING FRESHMAN COMPOSITION**

Order No. 8004978

RAISMAN, NEAL ALAN, Ph.D. *University of Massachusetts*, 1979. 227pp  
Director: Professor Walker Gibson

Man's highly developed neo-cortex has permitted him to achieve rational abilities which make him superior to all other animals. Even though studies in the past two decades have shown apes have distinct language capacity, only man's brain has the terminal association areas that allow man functions which are his alone. Only man can both speak and write using an organized system of phonemes. This linguistic ability sets him above all species.

Interestingly enough, though man achieves the highest linguistic functions, he begins life in an aphasia-like state. His linguistic abilities are not organized. He can neither produce nor understand any of the language of his species. He will spend at least the first five years developing the neurological structures required for language. This cerebral evolution will remove the aphasia-like state as hemisphericity is achieved.

Hemisphericity is the condition of the brain in which cortical structures are divided among the left and right halves or hemispheres of the brain. Generally, the language functions are localized in two main areas in the left hemisphere.

The evolution of unilateral functions in the neocortex proceeds from lowest intellectual/highest physical need level to highest intellectual/lowest needs level of cerebral functions. Physical needs will always take precedence over intellectual development. A lower level intellectual need will have more demand on the brain than a higher one. This condition allows hemispheric development to be open to transient dysfunctions since a physical or lower level need can force the cerebral evolution to dissolve to a lower stage in development to meet the need.

These transient dysfunctions do occur in children trying to learn. It does happen that a lower level need will cause a student to be unable to learn a particular high level intellectual function even though he is being taught it at the time. When this happens, the child is simply neurologically incapable of learning the ability until the transient dysfunction passes.

Learning to write is an extremely high level intellectual function of very low physical need. As such, writing is open to many interferences. Numerous physical needs can interfere with learning to write. If a child cannot learn a writing function when required in school, he will fail at that task. The failure is outside of the child's control. No matter how much effort he exerts, he will fail at the writing task. To avoid the hurt of failure, the child will try to remove the cause. He will give up on trying to learn to write since that has caused anxiety. The result is that he will begin a cycle of failing at writing.

The cycle can be broken in college students since their neurological development is certainly complete and will not stand in the way of learning. The psychological fears can be removed through an adaption of group desensitization therapy to replace fear with success. Such was shown in a pilot program to remove writing anxiety in freshman college students.

**SELECTED HERMENEUTIC CONCEPTS APPLIED TO THE THEORY AND PRACTICE OF COMPOSITION**

Order No. 7928348

ROBINSON, Cheryl Lynne Henkel, Ph.D. *The University of Texas at Austin*, 1979. 364pp. Supervisor: Professor James L. Kinneavy

The study examines some of the concepts in general and philosophical hermeneutics most applicable to composition theory and most pervasively treated: various types of thought, most notably artistic and scientific; situational and cultural contexts and their implications for the concept of intentionality; and the hermeneutic circle. For such examination the work of four seminal figures has been chosen: Friedrich Schleiermacher and Wilhelm Dilthey serve as representatives of general hermeneutics; Martin Heidegger and Hans-Georg Gadamer serve as representatives of philosophical hermeneutics.

Beginning with Schleiermacher and ending with Gadamer, the notion of a thought type other than the one described by the scientific model is traced. In the treatment of Schleiermacher, the discussion focuses on the distinction he draws between scientific and religious thought. In the treatment of Dilthey, the discussion focuses on the dichotomy between human and natural sciences, detailing distinctions in methodology, logical processes, goals, units, hierarchy, and time. The treatments of Heidegger and Gadamer deal with their attempts to describe a type of thought which they think differs from and is more fundamental than scientific thought.

Next, the influence of situational and cultural contexts on the act of interpretation and the consequences this influence has for the recovery of meaning is dealt with in the writings of all four thinkers. The treatments of both Schleiermacher and Dilthey focus on the paradoxical fact that they recognize that context substantially determines interpretation yet attempt, nevertheless, to describe methodology for overcoming this influence in the interpretive act. The treatment of context in Heidegger and Gadamer increases the importance of context yet paradoxically minimizes any relativism that such an emphasis might suggest.



Finally, the evolution of the concept of the hermeneutic circle is traced through the work of all four thinkers. The importance of "divination" in resolving the paradox that we simultaneously apprehend part and whole and the view of the circle as methodological construct in the writings of Schleiermacher and Dilthey are shown to evolve into the concept that part and whole are apprehended dialectically and the view that the circle describes the process of understanding, rather than prescribes a single methodology.

The study concludes first that the notion of thought type distinctions is suggestive for the teaching of composition primarily because it provides a justification for an approach emphasizing different purposes and aims. The abandonment of the scientific model suggests that logic and analysis should be considered nonprimordial, that contextuality should underlie any form or usage choice, and that intentionality should be a prime component in the production process. The adoption of the model of the hermeneutic circle suggests that the discourse whole precedes the parts, that the level of the whole determine its structure, and that the reciprocity between part and whole refute the notion of composition as a process divisible into stages. Finally, hermeneutic theory suggests that there may be a type of thought that has not been addressed in the composition classroom.

#### COMMUNICATING IMAGES: A NARRATIVE BASED APPROACH TO THE PROCESS OF WRITING (A CURRICULUM DESIGN)

Order No. 8009717

SHAFFER, JOYCE D., D.A. *Drake University*, 1979. 235pp. Adviser: Dr. John Haganan

This dissertation consists essentially of an explication of a curriculum design for an introductory composition course at the high school or college level. The design was developed by the writer over a ten year period and has been used in its present form in college classrooms for four consecutive years.

The practical aspects of the design are supported by carefully explored theoretical underpinnings from the discipline of rhetoric and the fields of composition, curriculum, and the psychology of learning. The design presents a synthesis of intellectual understandings and teaching experience which, while it defines no new theory, makes rational order of fragments of accepted theory and practice which were heretofore unorganized for the classroom teacher.

The writer begins by addressing the pervasive problems facing composition teachers who seek success in their work: (1) Confusion resulting from misunderstanding of the relationship between the composing process and the algorithms of form imposed upon the products of that process. (2) Confusion regarding the roles of teacher and learner in the composition classroom. (3) A lost connection between the learner as thinker and the learner as writer. (4) Misunderstandings regarding the meaning and importance of sequence and cumulative build in composition curricula. (5) Confusion regarding the purposes and reasonable expectations held for introductory composition courses, particularly at the college level.

From an ordering of these confusions, the writer draws three precepts which are the bases of the design presented. (1) Human beings need to find meaning in their lives and need to express the meaning that they find. These needs are the basis for the creative impulses of all humans, and are the context in which the composing process is realized. (2) The composing process is the structuring reality of rhetoric, the parent discipline from which composition derives. People learn to write by interacting with the composing process: they learn to write by writing. (3) The successful application of the composing process depends upon having something to say and knowing how to say it. A helpful composition curriculum must attend both to the structure of the discipline/process to be learned and the learners who attempt to master that discipline/process as a means to expression of personal meanings.

From the precepts follows an examination of the design itself, outlining the structure and sequence of the curriculum, making clear at the same time the relationships between theory available and practices described. Interwoven in the description are a rota of assignments, samples of student writing, and thorough discussion of evaluative procedures. The beginning assignments deal with the learning of narrative techniques because the writer believes narration is the most natural form of expression and because the sensory details of narration are especially important to personalized exposition.

#### A KINDERGARTEN-FIRST GRADE WRITING CURRICULUM USING LITERATURE AS A MODEL AND BASED ON COGNITIVE DEVELOPMENTAL, PSYCHOLINGUISTIC AND METAPHORIC MODE THEORETICAL ASSUMPTIONS

Order No. 8005229

TOMPKINS, GAIL ELAINE, ED.D. *Virginia Polytechnic Institute and State University*, 1979. 375pp.

The purpose of this study was to develop a kindergarten-first grade writing curriculum using literature as a model and based on cognitive developmental, psycholinguistic, and metaphoric mode theories about how children learn. The study utilized a unique curriculum development format which first presented a theoretical rationale; then the curriculum was developed in accordance with the theoretical rationale; and finally the curriculum was analyzed to see how well it reflected the theoretical rationale.

Eight assumptions were drawn from the cognitive developmental, psycholinguistic, and metaphoric mode learning theories to form the basis for the theoretical rationale. The assumptions dealt with cognitive categories, interaction, equilibration, action, cognitive stages, modes of thought, hypothesis testing, and intrinsic motivation. The assumptions were applied to how children learn to form learning principles and to how teachers may facilitate learning to form instructional principles. The assumptions and principles were applied to the writing curriculum and teaching strategies. The learning principles related to the writing curriculum theorized how children learn to write stories and poems, and the teaching strategies provided instructional procedures for teaching children the structural forms of written language. The procedures for developing the objectives, activities, materials, and evaluation components of the curriculum were also described.

The kindergarten-first grade writing curriculum included an introduction, seven general teaching strategies, and nine units to teach children about the structural forms of written language. Seven story structures were presented: (1) introduction to stories, (2) beginning, middle, and end, (3) repetition, (4) motifs, (5) plot, (6) setting, and (7) characters. Five poetic forms were presented: (1) wish poems, (2) noise poems, (3) color poems, (4) "If I were" poems, and (5) "I used to/But now" poems. Three concepts about sentence structure were presented: (1) concepts about letters, words, and sentences, (2) nouns and verbs, and (3) modification of nouns and verbs. Each unit in the curriculum included information for teachers, an objective, the teaching strategy with procedures, activities, and materials necessary to teach the unit, and the evaluation procedure. The curriculum was designed to be complete and ready for classroom use.

The curriculum was analyzed to see how well it reflected the theoretical rationale. The eight assumptions were reviewed and used as the basis of the analysis. The results of the analysis indicated that the curriculum did reflect the theoretical rationale. Conclusions and research and curriculum development possibilities were discussed. The need to field test the curriculum, to develop writing curriculum guides for the remaining elementary grades, and to investigate the function of cognitive stages in children's writing development and the role of the metaphoric mind in writing stories and poems were identified.

#### A SURVEY OF COLLEGE-LEVEL REMEDIAL WRITING PROGRAMS AT SELECTED STATE-SUPPORTED INSTITUTIONS CURRENTLY ADMITTING THE UNDERPREPARED

Order No. 8006869

WILSON, ALLISON, ED.D. *Columbia University Teachers College*, 1979. 194pp. Sponsor: Professor Robert Bone

By means of the mail survey, the present study investigated six aspects relevant to the college-level remedial writing programs that existed at selected state-supported institutions in the United States. The findings included the following:

**Administration.** Of those educators responding, 80.36 percent stated that their institutions provided remedial writing instruction for those in need of such help, almost three-fourths of these programs having gone into effect in the 1970's. More than three-fourths were under English department jurisdiction, but less than one-half were funded by these departments.

**Students.** All those responding to the relevant questionnaire item indicated that their programs were available to freshmen, but other undergraduates as well as graduates were also among the clientele at many institutions. The number of students participating varied from 20 to 2400, with slightly more than one-third of the item respondents indicating that their programs were not mandatory for anyone enrolled. Where

participation was mandatory, 55.56 percent stated that scores on standardized tests were the sole or partial determiners in assigning students to the programs; 48.15 percent used scores on college-made tests. Almost one-half of the respondents stated that students remained in the programs until they had attained a particular level of achievement, an equal number indicating that standard letter grades were used in evaluating performance.

**Courses.** Of those responding to the relevant item, 21.43 percent stated that their institutions did not offer formal courses within their programs, while 59.52 percent indicated that their courses provided a sort of college preparatory instruction. Almost two-thirds of the schools gave the same amount of degree credit for remedial courses as for regular (nonremedial) courses requiring the same amount of classtime; more than three-fourths required that students spend the usual three or four hours a week in class; more than three-fourths kept their class enrollments small; and most classes were held in regular classrooms or in writing laboratories. A variety of methods, materials, and assignments were used in these classes, with both the traditional and the innovative well represented. About one-third of the schools gave teachers freedom in choosing methods, materials, and assignments.

**Teachers.** The number of teachers participating ranged from 1 to 51, with almost one-half of the respondents indicating that no member of their staffs taught *only* remedial writing. As a criterion for the selection of instructors, previous experience was marked by the respondents almost twice as often as was academic preparation. More than two-thirds of the institutions had persons with masters degrees teaching in their programs, whereas one-half included teachers with doctorates among their staff members. The teachers came from all ranks; but instructors, lecturers, and various student assistants were mentioned twice as often as were professors, associate professors, and assistant professors.

**Out-of-Class Services.** Most schools provided laboratories, conferences, and/or tutorial sessions within their programs. Where laboratories were available, more than one-half were open at all times during the regular school day, and most offered a variety of services. Where tutorial services were provided, the largest number of colleges employed between 6 and 10 tutors, most of whom were English students. Almost three-fourths of the respondents indicated that all their tutors were salaried; and more than three-fourths stated that their tutors were supervised by faculty members, almost twice as many of whom were untenured as tenured.

**Teacher Education.** About one-third of the schools provided preparation in the teaching of remedial writing. However, several of these courses were designed for remedial writing teachers already employed at the institutions in question, not for those who might someday obtain such positions.

developments concerning the role of attitude to composition. (3) A teacher education program which would involve teachers as students was identified. (4) Teacher participants for the Duke University Teaching of Writing Institute were selected. (5) Teachers participated in the Duke University Teaching of Writing Institute conducted by Dr. Anne H. Adams. (6) Each participant in the Duke University Teaching of Writing Institute selected a pilot class for implementation of curricular materials and evaluation techniques developed in the Institute. (7) Control teachers were selected and asked to participate in this research study. (8) Pretest measures were administered to the students in the experimental and control classes. (9) Experimental and control classes were conducted. (10) Posttest measures were administered to the students in the experimental and control classes. (11) Data from the pretest and posttest measures were analyzed, conclusions were formulated, and recommendations were offered.

Based on the findings of the statistical analysis: (1) There is value to a four-week summer institute which involves elementary and secondary school teachers in developing curricular materials and evaluation techniques. (2) No firm conclusion can be drawn regarding the relationship of improvement in writing to improvement in reading. (3) According to the findings of this study, there appears to be a relationship between an improvement in writing and attitude toward writing. (4) Based on the analysis of reading attitude data in this study, it appears, but cannot be firmly concluded, that attitude toward reading is strengthened by an emphasis on the teaching of writing. (5) A greater emphasis on writing does not lessen students' achievement on a language test.

**EFFECTS OF THE DUKE UNIVERSITY TEACHING OF WRITING INSTITUTE ON FIVE CLASSES OF STUDENTS AT GRADES FIVE, SIX, EIGHT, AND NINE** Order No. 8012061  
WOODS, ELSA ELY, Ed.D. Duke University, 1979. 105pp. Supervisor: Dr. Anne H. Adams

The purpose of the study was to assess the improvement in writing of students of five teachers in attendance at the Duke University Teaching of Writing Institute. Further emphases within the purpose of the study related to the relationship of improvement in writing to improvement in reading and to the role of attitude of students toward writing and reading. The study examined the following general null hypotheses: (1) There will be no statistically significant difference between the performance of the experimental and control groups as measured by pretest and posttest mean scores on the language section of a standardized achievement test. (2) There will be no statistically significant difference in mean scores of writing samples between a random sample population of the experimental and control groups as measured by an analysis of writing samples collected in September and May of the year in which the research was conducted. (3) There will be no statistically significant difference in writing apprehension of those students in the experimental and control groups as measured by pretest and posttest mean scores on the Daly and Miller Writing Apprehension Test. (4) There will be no statistically significant difference in reading ability of the experimental and control groups as measured by pretest and posttest mean scores on the reading portion of a standardized achievement test. (5) There will be no statistically significant difference in attitude toward reading of the experimental and control groups as measured by pretest and posttest mean scores on the Estes Reading Attitude Scale.

To accomplish the purpose of the study, the following steps were undertaken: (1) The problems of teaching writing were identified. (2) A review of the literature was conducted to examine findings and recommendations concerning factors affecting the teaching of composition, research pertaining to the relationship of writing to reading, and

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