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IMPROVING THE READING AND WRITING SKILLS OF CULTURALLY
DISADVANTAGED COLLEGE FRESHMEN. FINAL REPORT.

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GROUPS, STANDARDIZED TESTS, TEST RESULTS, TABLES (DATA),
MORGAN STATE COLLEGE, BALTIMORE, MARYLAND, COOPERATIVE
ENGLISH TEST, COOPERATIVE READING COMPREHENSION

AN EXPERIMENT SOUGHT TO DETERMINE WHETHER SPECIFICALLY
SELECTED READING MATERIALS AND SPECIALLY DEvised
INSTRUCTIONAL METHODOLOGY WOULD MOTIVATE CULTURALLY
DISADVANTAGED COLLEGE FRESHMEN AT A PREDOMINATELY NEGRO
COLLEGE TO IMPROVE THEIR READING AND WRITING SKILLS, AND
WHETHER THE EXPERIMENTAL STUDENTS WOULD SUBSEQUENTLY ACHIEVE
AT A HIGHER LEVEL IN OTHER ACADEMIC SUBJECTS. TWO SECTIONS OF
FRESHMAN ENGLISH WERE TAUGHT BY SPECIALLY TRAINED INSTRUCTORS
WHILE A CONTROL GROUP WAS TAUGHT BY REGULAR TEACHERS.
EXPERIMENTAL AND CONTROL GROUPS WERE MATCHED ON THE BASIS OF
ENTERING READING AND ENGLISH TEST SCORES. EXPERIMENTAL
STUDENTS WERE INSTRUCTED WITH READING MATERIALS WHICH
PERTAINED TO THEIR EXPERIENCES TO ENCOURAGE THEM TO EXPRESS
THEIR REACTIONS IN STANDARD ENGLISH. THE STUDENTS' TEST
SCORES AT THE END OF THE PROGRAM GENERALLY CONFIRMED THE
EFFECTIVENESS OF THE EXPERIMENTAL METHODS. IT WAS ALSO FOUND
THAT STANDARDIZED TESTS DO NOT REVEAL ACCURATELY THE
INTELLECTUAL POTENTIAL OF THESE STUDENTS AND THAT THE
RELATION OF READING IMPROVEMENT TO HIGHER ACHIEVEMENT IN
OTHER ACADEMIC AREAS REQUIRES FURTHER STUDY. APPENDED ARE A
BIBLIOGRAPHY OF MATERIALS RELATED TO THE EXPERIMENTAL COURSE,
A MANUAL FOR INSTRUCTORS, AND AN EVALUATION QUESTIONNAIRE FOR
STUDENTS. (DK)

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FINAL REPORT
Project No. 2535
Contract No. OE5-10-021

**IMPROVING THE READING AND WRITING SKILLS
OF CULTURALLY DISADVANTAGED COLLEGE FRESHMEN**

September 1967

**U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE**

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**Nick Aaron Ford
and
Waters E. Turpin**

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**Morgan State College
" "
Baltimore, Maryland**

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I. INTRODUCTION

A. PROBLEM: The problem attacked in this experiment is the lack of success in developing satisfactory reading and writing skills by the majority of college freshmen from poor cultural backgrounds. It is important and significant to the field of education for three major reasons:

- (1) At present more than one-third of the students in the public schools of America's fifteen largest cities are products of and continue to live in poor cultural environments. It is reliably reported that by 1970 more than 50 per cent of the pupils in the public schools of the fifteen largest cities will come from culturally disadvantaged backgrounds.
- (2) Although many of these culturally disadvantaged students are graduated from high school and manage to enter college, they are dropped for poor scholarship largely because they do not develop sufficient skills in reading and writing to master academic subjects required for graduation. This unfortunate situation results in a great loss of potentially skilled man-power from active participation in the American economy. In addition, it adds unnecessarily a large body of frustrated citizens to the urban centers.
- (3) Most of the culturally disadvantaged students who, because of unusual talent or industry, are finally graduated from

college are denied the opportunity to pursue graduate or professional studies because they cannot satisfactorily pass Graduate Record Examinations or other professional tests which are heavily weighted with cultural items. These students, though talented, remain culturally disadvantaged because they have never developed the skill to read with ease and pleasure, nor to express themselves effectively in writing or speech.

B. OBJECTIVES:

- (1) To determine whether or not specially selected reading materials and experiences and specially devised methodology will motivate culturally disadvantaged students to improve their reading and writing skills more thoroughly than the normal experiences of a typical Freshman English course.
- (2) To determine whether or not culturally disadvantaged students because of improvement in reading and writing skills resulting from an attempt at effective motivation in the Freshman English course will achieve at a higher level in their other academic subjects involving reading and writing skills.

C. OTHER RELATED RESEARCH: There has been no known (in so far as these applicants have been able to find) research on the specific problems, at the college level, in the manner (specific or general) that is proposed by this experiment. There have been significant studies made by various persons and groups concerning ways and means of improving opportunities for and methods of learning in general by

culturally disadvantaged students on the elementary and secondary levels, but we have not discovered any such studies made about culturally disadvantaged students as such on the college level. There have been studies made of slow learners and methods of conducting remedial study on the college level, but these studies have not been based on or concerned with the basic element in our proposed experiment—the cultural lag and how to overcome or counteract its influence.

The first practical experiment with interests on the elementary level similar to ours on the college level with which we are familiar was the one conducted by Mrs. Emma Akin, Drumwright, Oklahoma, in the late 1930's. As supervisor of the elementary schools in Drumwright, she became alarmed by the fact that the children in the Negro elementary school of her town showed little interest in learning to read and were generally a year and a half behind the white children in their reading progress. After much study of and worry about the matter she stumbled upon a hypothesis that she decided to test. The hypothesis was that the Negro children did not learn to read with alacrity because they were offered no reading material that motivated them. The primers used in the school systems were entirely about the activities of white children which were alien to the Negroes. Even all of the numerous pictures were pictures of white children in surroundings that had no interest for the Negro children.

After conferences with the Negro teachers Mrs. Akin prepared textual materials for a new primer dealing with the every-day activities of the Negro children and including many pictures of

these children and the familiar surroundings which they knew. She mimeographed these materials and asked the teachers to substitute them for the current primer then in use. She and all of the teachers were shocked by the results: The Negro children now learned to read quicker and with greater interest than their white counterparts (of course, the novelty of the experience was responsible for part of the amazing results). After additional experimentation and revisions, Mrs. Akin wrote a series of elementary readers known as the Booker T. Washington Readers and used successfully in many of the Negro schools of Oklahoma.

The Educational Policies Commission, an agency formed jointly by the National Education Association and the American Association of School Administrators, headed by President John Fischer of Teachers College, in its report on "Education and the Disadvantaged American," observes that schooling suitable for middle-class children may not work with the children of the disadvantaged. These children's experiences at home and on the streets, the report suggests, do not prepare them for a school established for another kind of child. If the schools insist on programs or standards unrelated to the pupils' lives, or which doom them to an unending succession of failures, they are likely to leave school at the first opportunity.

Concerning means of preventing culturally disadvantaged students from dropping out of school before getting the proper opportunity to develop their potential talents, the Commission makes the following specific recommendations:

Ability to read—basic to success in all education and notably a weakness of school dropouts—must be stressed. Reading materials and visual aids should take account of the backgrounds of the children who will use them. The teacher should have the understanding and sympathy that prevent him from being repelled by deviations from his own standards.

The report also emphasizes, "The problem of the disadvantaged affects all parts of the nation. Cherished American values are at stake. The economic well-being, the stability and security of the nation are undermined by the present waste of human potential."

In his book Slums and Suburbs, Dr. James Conant makes similar observations concerning the necessity of experimenting with different content and techniques to challenge and motivate the culturally disadvantaged students. In our basic thinking about this problem we have, of course, profited by the enlightening reports of the Higher Horizons Program of New York City and the Language Arts Project for the culturally deprived of Wilmington, Delaware, directed by Dr. Muriel Crosby.

D. PROCEDURE: The Educational Policies Commission identifies five main streams of the culturally disadvantaged: Negroes from the rural South; "Hill Whites" from the Appalachian upland; Puerto Ricans; Mexican-Americans; and Reservation Indians.

The students involved in this experiment were selected from the predominately Negro student body of Morgan State College who received their secondary education in the schools of the Middle Atlantic region and adjacent regions of the upper South; most of them were natives of Maryland and of urban origin (from the city

of Baltimore).

We started the project July 1, 1964, by devoting the first two months to selecting, editing, and mimeographing text materials. At the beginning of the fall semester in September, we created two experimental sections of Freshman English randomly selected from a segment of the incoming freshman class whose scores on the various entrance tests confirmed their eligibility for possible selection.

The total initial enrollment in each of these class sections was 26, making a total of 52 participants in the experimental group. Each of these two sections (English 101.7 and English 101.8) was taught by one of the directors of the project. The participants (N=52) in the control section were selected at random from throughout the remainder of the large number of English class sections registered for the first semester. The matching was accomplished in the following manner. For each member of the experimental group a "match" was selected from the entire list of new freshmen, excluding those already selected for the experimental group. The "match" selected was the first name on the list which had the same English and Reading raw score (from tests given to the entire freshman class upon entering the college) as the participant in the experimental group. Where exact duplicates of these two scores could not be found, the difference could not be more than 5 raw score points in each case. Also, in selecting the matches, each control selected had to be of the same sex as the participant in the experimental group being matched. The results of the performance of these two groups (experimental and control) on the

battery are given in Table 1 and will be discussed later. The two tests used to assess reading and writing skills were Cooperative English Tests (1960), Form 1A, and Cooperative Reading Comprehension. (The S.T.E.P. Reading Test was used in the matching procedure). The skills assessed by these tests are as follows:

(1) Writing

- (a) Ability to express oneself logically.
- (b) Ability to organize materials: in the whole passage, in the paragraph, and in the sentence.
- (c) Ability to write appropriately.
- (d) Ability to write effectively: word choice, emphasis, clarity, force, etc.
- (e) Ability to use the conventions of writing.

(2) Reading

- (a) Ability to understand direct statements made by the author.
- (b) Ability to interpret and summarize the passage.
- (c) Ability to see the motives of the author.
- (d) Ability to observe the organizational characteristics of the passage.
- (e) Ability to criticize the passage with respect to its ideas, purposes, or presentation.

In addition to the tests already given, an additional test in writing (S.T.E.P.) was administered to all members of both the experimental and control groups who returned to the college for the fall term of the 1965-66 school year. The test in English was also repeated. The purpose of these two additional testings was to ascertain the extent of skill retention.

In September, 1965 and 1966, a similar pattern of organization was repeated with a new freshman population but with two new teachers each year for the experimental sections for

comparative purposes. The directors were interested in ascertaining whether or not the results achieved the first year with the directors as the teachers would be duplicated the following years with "disinterested" teachers.

II. METHOD

We believe that the development of skills in reading and writing is primarily a psychological process and that once a reader has been sufficiently motivated to want to read articles and books because they reveal information and points of view that are interesting, challenging, and significant to him, there are few, if any barriers strong enough to prevent his mastery of the art of reading. This truth is also applicable to the art of writing. Our major task, therefore, as we envisioned it, was to select, organize and present a collection of readings in such a way as to stimulate the kind of interest necessary to motivate culturally disadvantaged students to want to read and write since reading and writing were never made relevant to their poverty-stricken, slum-ridden lives. In the Saturday Review, September 11, 1965, Nancy Larrick, former president of the International Reading Association, begins an article entitled "The All-White World of Children's Books" with the question "Why are they always white children?" raised by a five-year-old Negro girl who was looking at a picturebook at the Manhattanville Nursery School in New York. Miss Larrick comments, "With a child's uncanny wisdom, she singled out one of the most critical issues in American education today: the almost complete omission of

Negroes from books for children Yet in Cleveland, 53 per cent of the children in Kindergarten through high school are Negro. In St. Louis, the figure is 56.9 per cent. In the District of Columbia, 70 per cent are Negro. Across the country, 6,340,000 nonwhite children are learning to read and understand the American way of life in books which either omit them entirely or scarcely mention them."

The reading and writing difficulties of culturally disadvantaged college freshman are, we feel, a concomitant of their elementary and secondary school experiences in these areas. In our opinion, five major problems confront many college freshmen in their attempts to develop reading and writing skills:

- (1) Prior limitation of their reading and writing volume
- (2) Reluctance in reacting to what is read
- (3) Difficulty in giving effective expression to reading reaction
- (4) Recognition of relationships between and among seemingly disparate segments of subject matter, and
- (5) Bringing these relationships together into a cogently meaningful whole.

That these problems would be augmented for college freshmen coming from culturally disadvantaged backgrounds is almost inevitable, with rare exceptions.

In terms of limited reading, the childhood tumbling about in a home library, which one writer has said is a prerequisite to the cultivated mind, certainly has seldom, if ever, been the experience of culturally disadvantaged youth. Although some have had for their usage the library resources of the elementary and secondary schools they have attended, as well as—in instances of inner-city youngsters—the resources of good and often excellent public libraries, they have

either not been tasked nor urged nor inspired to feel the need to read beyond the bare requirements of the curricula of their previous learning situations.

To a large degree this circumstance of limited reading experience evinces itself in the paucity of active and passive vocabulary of freshmen from culturally disadvantaged environments, and it strongly meshes with problems 2 and 3. For without a fairly well developed active vocabulary the disadvantaged freshman finds himself inarticulate, desperately groping for words to convey ideas, which, given proper vehicles, might very well soar. The chagrin he experiences, when some more fortunate member of his class gives a clear rendering of what he has sensed but has been unable to give utterance, can create in him a damaging, and often recurrent, qualm of inadequacy. This is compounded by the fact that his passive or cognitive reading vocabulary limits the scope of his comprehension, thereby inhibiting his reaction to what he reads.

Linked to this insufficiency are problems 4 and 5, for without adequate reading comprehension relating concepts culled from different sources becomes a source of bafflement to the disadvantaged freshman. Since many of their assignments require this kind of reading, it is no wonder that the majority of freshmen dropped from our college's rolls or placed on academic probation are handicapped in reading comprehension and writing skills.

The methodology employed in the use of materials compiled in the anthology, Extending Horizons, is designed to help the student solve the basic problems listed above. Each selection is followed by three

segments of questions on 1) Reading Comprehension, 2) Rhetorical Effectiveness, and 3) Critical Reaction. A fourth segment is a writing assignment.

Under Reading Comprehension, the questions are geared to ascertaining how well each individual student in the class has grasped the import of what he has read: 1) Has he been able to recognize the over-all theme idea of the selection, whether explicit or implicit? 2) Has he been able to see the developmental segments of the selection and their relatedness to each other as composition—that which stands together with unity of meaning and impact? 3) Has he a grasp of the contextual meaning of words and expressions which may have been unfamiliar to him at the time of his reading the selection? (Here the habits of constant dictionary usage and conscious building of active and passive cognitive vocabularies are formed.)

Under Rhetorical Effectiveness, the questions seek to foster in the student the beginnings of critical reading that involves comparison with other material in a given unit of selections. Here emphasis on recognition of devices—vocabulary, figures of speech, comparison and contrast, analogy, sentence patterns, paragraph patterns, etc.—leads the student into a concern with style and suggests the myriad of effective language usages which he may adapt to his own communication needs.

Under Critical Reaction, the questions prod the student to do some independent thinking which he must support by evidence derived from his reading the selection. He must be ready to answer his peers

in the class who may disagree with him—an interaction which initiates cross-fertilization in the group mind.

Skilled teacher procedure during these three steps in the use of the material should germinate a group and individual desire to give expression in writing. For throughout the procedure emphasis should be placed on dissipating the disadvantaged youth's reluctance to talk because of his inarticulateness mentioned above. The three steps preceding the writing assignment, then, become springboards of motivation.

The writing assignments in the text deliberately progress from simple to complex and are paralleled with the study of grammar and rhetoric which constitutes the supporting work of the composition course. Hence, through the first three Thematic Units of the anthology (I Understanding the Nature and Uses of Language, II Understanding One's Self, III Understanding Limitations and Opportunities of Minorities in the United States) the writing is limited to the sentence and the paragraph, and each assignment accents reading comprehension and rhetorical effectiveness. The final three units, however, carry writing assignments which embrace the whole composition. This progression, we feel, is logical, for it represents the unfolding development and enlargement of what should be taking place in the individual student and the entire learning group.

Our usage, then, of the material is distinctly developmental, designed to take the student where we find him and, through methodology which in itself is motivational, lead him toward the fulfillment of his potential as a communicator of ideas through the spoken and written word.

We approached our task with two major objectives in so far as

methodology is concerned: (1) to compile a collection of readings that would be concerned with the personal needs, drives, and interests of the culturally disadvantaged; and (2) to devise ways of presenting these readings that would encourage the students to want to talk about and write about their reactions, and to want their responses to be in standard English. We began the first year with a mimeographed anthology of approximately 500 pages, organized around the following themes:

Unit I: Understanding the Nature and Uses of Language

Unit II: Understanding One's Self

Unit III: Understanding Limitations and Opportunities of Minorities in the United States

Unit IV: Understanding Global Problems

Unit V: Understanding Race and Democracy: Exploring Philosophic Perspectives

It was our intention to capture the student's interest by first focusing on readings that were pertinent to his personal problems and situations and to gradually, step by step, widen his horizon from the personal to the community, from the community to the nation, and from the nation to the world. As teachers, we felt it was our responsibility to help the student to see how his personal problems and situation were similar to those of other groups in the community, in the nation, and in the world. We felt that if we could, by our method of presentation, help the student to identify with the various races and nationalities of man, we would be motivating him to want to learn about, think about, talk about, conceive and write about ideas and experiences that had meaning for him. For instance, here are the titles of some of the readings in the unit on Understanding Limitations and Opportunities of Minorities in the

United States:

"Why We Can't Wait" by Martin Luther King

"Black Muslims: Asset or Liability to Negro Protest" by Phyllis Barber

"Thurgood Marshall: Counselor at Law" by Saunders Redding

"Everybody Knows His Name (James Baldwin)" by Marvin Elkhoff

"Ivy League Negro" by William Melvin Kelley

"The Puerto Ricans" by Nathan Glazer

"Let the Indian Be the Hero" by Stanley Walker

"Types of Anti-Catholicism" by Robert McAfee Brown

"On Being Irish in America" by Charles Kennan

"What Is a Jew?" by Morris Adler

Assumptions. We were also guided by three major assumptions in the formulation of our methodology.

Assumption No. 1. We assume that disadvantaged students do not learn to read and write effectively because the learning experiences generally furnished by the school are irrelevant to much of contemporary life. One simple example of this irrelevance, other than the failure of textbooks to be concerned with the lives and problems of minorities, can be seen in a recent experience one of us had in visiting a slum high school English class in a large city, taught by a teacher who had been highly praised as the best in the all-Negro school. The major objective of the lesson was to develop effective expression by having students view or recall a familiar sight or sensory experience and describe in vivid language their reactions to it. The teacher had spent much time in preparing the lesson by clipping from magazines interesting advertise-

ments calculated to stimulate student reaction. The first clipping exhibited was a colorful advertisement of a beautiful girl luxuriating in a spectacular circular bathtub of sparkling baby blue suds in an elegant bathroom of ceramic tile furnished with every kind of luxury imaginable. Pointing to this picture, the teacher asked for volunteers to describe the feelings of the girl in the bathtub. When no hands were raised the teacher was disgusted with the lack of response, and indicated afterwards that she found it almost impossible to motivate her students to express themselves. Evidently she did not realize that none of her students had ever been exposed to luxury of any kind, that some had never seen a bathroom, and that many had no bathrooms or even private toilet facilities in their homes.

Assumption No. 2. We assume that the American school and college are obligated to teach all native students standard English as the acceptable means of communication. We mean by standard English the dialect generally admitted by the majority of speakers to be superior to all the other dialects in the language. Since standard English is the system of communication used in "carrying on the affairs" of the American society, it is necessary for the schools to insist on its mastery by its native students, if the schools accept the responsibility of helping to prepare all students to participate on an equal basis in the affairs of the nation. This assumption rejects the practice that is becoming popular in some important centers of instruction to teach standard English as a second language to the culturally disadvantaged. For to promote this "second language" theory is, in our opinion, to forge a new chain of segregation and discrimination which national civil rights laws

are intended to destroy.

Assumption No. 3. We assume that culturally disadvantaged students not only can learn to master standard English as a primary language but that the majority wants to do so. We deny the doctrine of Dr. Frank Riessman, professor of Educational Sociology at New York University, who says in an article in the Saturday Review, September 17, 1966:

The key ground rule of the Dialect Game—for both teacher and teaching situation—is acceptance of the students' non-standard primary language. The instructor who makes clear to his pupils that their primary language is not something to be denied or suppressed, but is in fact a linguistic entree to that other language which, in more formal circumstances, can produce more effective results, is building firmly on positive grounds.

We believe a teacher who is guided by this doctrine will not be building on positive grounds, but rather on sinking sand, on the sand of condescension and denial of the ability of the disadvantaged student to master the predominant dialect of his native land, a dialect that he and more than fifteen generations of his forefather have intimately lived with from birth. We believe it is the duty of the teacher to demand that disadvantaged students discard their substandard dialect as the first step in the process of discarding the ghetto and second class citizenship. To say that the Negro child believes the teacher who rejects his substandard dialect rejects him is nonsense, for the average Negro child, who certainly knows the meaning of picket lines and civil rights demonstrations, knows that his substandard dialect is a part of the substandard living conditions that he and his parents are trying so desperately to escape. In fact, he is more likely to believe that those who are satisfied to have him think of standard English as a

second language may be expressing a subconscious satisfaction at having him remain a second class citizen in a land where the user of standard English dispenses the rewards of job opportunities and social approval.

Two years ago we prepared a questionnaire on this subject and requested 1,000 freshmen, 98% Negro, from more than 25 states to fill in the answers with a check mark without signing their names. The results were as follows: To the question: "Should high school English teachers discourage non-standard language usage by minority group students whose families and neighbors continually use such patterns?" 73% said yes. To the question: "Do the parents of minority group students approve their children's use of standard English?" 82% said yes. To the question: "Do associates of minority group students discourage the students' use of standard English?" 73% said no. To the question: "Do minority group students resent teachers who reject their dialect?" 59% said no.

III. RESULTS*

Table 1 presents an objective description of the experimental and control groups in terms of eight test variables. It is seen that not only are the mean differences of these two groups statistically not significant in regard to tests in English, Reading, and Writing, but the differences are also not statistically significant in the other achievement areas as well. It is also noted that the overall mean academic aptitude (S.C.A.T.) of these two groups is similar. Likewise

*This section presents the analysis and evaluation of our statistician, Dr. Otis Froe, Director of Research and Evaluation at Morgan State College, who worked closely with the project from its inception.

Table 1
Performance of Freshman (Experimental and Control Groups)
Participating in English Research Project

	Experimental Group (N = 52)		Control Group (N = 52)		Critical Ratio*
	Mean	S. D.	Mean	S. D.	
Scholastic Aptitude (SCAT)					
Total Score	58.8	5.6	57.7	5.3	1.01
Verbal Score	29.7	5.4	28.9	2.4	0.96
English (STEP)	37.4	3.3	37.8	4.5	0.51
Reading (STEP)	45.5	5.1	46.2	3.2	0.82
Writing (STEP)	33.1	5.7	32.2	5.6	0.79
Mathematics (STEP)	20.5	4.9	20.4	4.5	0.11
Natural Science (STEP)	27.9	5.3	27.6	6.5	0.25
Social Science (STEP)	35.8	5.1	35.9	5.7	0.09

*All mean differences (Control - Experimental) are statistically insignificant.

the dispersion in the groups is also similar. This is shown by the size of the critical ratio for the mean differences of the total score (and standard deviation), and especially the mean verbal score for this test. The total score on this test involves both verbal and quantitative abilities. These two groups, then, prior to the special treatment given to the experimental group, are comparable in terms of these eight test variables. Participants in the control group were given no special treatment. They took the traditional English 101 and 102 courses. The nature of the special treatment given the experimental group has been described in the project proposal.

Table 2 gives the pre- and post-testings for both the experimental and control groups. The January and May post-testings were administered after one and two semesters of special instruction respectively. The critical ratios of the mean differences in test performance for each of these two periods are given in the table, along with the mean and standard deviation at each of the three testings. Since the two groups were comparable in the beginning, success of the special treatment was measured in terms of the size of the gain made by each group after special (experimental) and regular (control) instruction. In the analysis of the English test results, the part scores were considered as well as the total score.

In terms of the skills involved in "effectiveness of written expression", Table 2 indicates that both groups made mean gains (statistically significant at the .05 level) after the first semester of instruction. Neither group made significant mean gains from the second testing (beginning of the second semester) to the third testing

(end of second semester). On the "Mechanics of Expression" part of the test, Table 2 indicates that the experimental group made statistically significant gains (.01 level) after the first semester of special treatment. The control group made no significant gain in this area after one (the first) semester of instruction. This is indicated in Table 2 by a critical ratio of 1.35. After the second semester of instruction, the experimental group still made further statistically significant gains (.01 level of confidence), while for the control group the gain made was not significant in terms of a .01 level of confidence. The gain for this latter group was significant at a little better than the .05 level of confidence. When the total test is considered, the data indicate that the experimental group made gains in communication skills, for both periods of instruction (first and second semesters), which are significant at the .01 level of confidence. For the control group, there has been no significant gain (total test) for either period. Only for the first period of instruction was the gain significant at better than the .05 level.

Another way of examining the impact of the special treatment is given in Table 3 below which presents the mean gain for experimentals and controls after one semester (the first) of instruction. The experimental group has a mean gain that is twice that of the control group. The critical ratio of the difference in mean gains for the two groups is significant at the .01 level of confidence. Also, of importance and not shown in this table is the fact that from the pre-test to the post-test in English at the end of the first semester a number of cases were noted in which there was a decrease in raw score. Among

Table 2

Pre and Post English Test Performance of Experimental and Control Groups
(Pre-Test in September 1964; Post-Tests in January and May 1965)

Test	Experimental Group				Control Group																	
	(1) September		(2) January		(3) May		*Critical Ratios															
	N	Mean	N	Mean	N	Mean	1/2	2/3														
Effectiveness of Expression	51	15.1	2.4	48	16.2	2.5	38	16.6	2.5	2.26	0.88	52	14.3	2.8	50	15.6	3.0	27	15.5	4.1	2.30	0.93
Mechanics of Expression	51	21.8	4.5	48	27.1	7.2	38	30.9	6.1	4.33	2.62	52	22.5	4.3	50	24.1	6.8	27	27.1	4.8	1.35	2.22
Total English	51	36.9	6.3	48	43.3	8.0	38	47.5	7.4	4.43	2.60	52	36.8	2.6	50	39.7	7.7	27	42.6	5.2	2.48	1.78

*Critical Ratios: 1/2 = Critical ratio between September and January testing; 2/3 = Critical ratio between January and May testing.

the control group, there were twice as many cases of this type as among the experimental group. The number of cases of a decrease in raw score for these two groups was 15 (28.8 percent) for the control group and only 7 (13.4 percent) for the experimental group.

Table 3

Mean Gain From Pre to Post Test in English

	<u>Experimental Group</u>	<u>Control Group</u>
M =	5.9	2.6
o =	6.6	6.5

$$\text{Critical Ratio} \\ (\text{Exp./Control Gain}) = 2.6$$

Table 4 presents data collected to check on the teacher variable as a factor in the special treatment (experimental) group. A comparison of mean increases between each class section and the control group can be seen in the table. Also, the difference in performances between the two experimental sub-groups is also given. Each of these two sub-groups (class sections) was taught by a different teacher. It is seen (Table 4) that section 101.7 has made statistically significant (.01) gains on each of the two sub-tests and the total test after the first semester of instruction. Section 101.8 has made no gains which are significant at the .01 level for this period. The gain in the "effectiveness of expression" skills area for section 101.8 are not statistically significant. The gains made in the "mechanics of expression" area for this group are significant at the .05 level. It seems that from these results that section 101.7 has made greater gains when this test is used as a criterion. The differences between the two groups (see note

Table 4

Critical Ratios of Increases in Mean English Scores for Experimental (Sections 101.7 and 101.8) And Control Groups --- September to January and January to May

Test	Experimental Groups				Control Group	
	September to January		January to May		September to January	January to May
	Section 101.7	Section 101.8	Section 101.7	Section 101.8		
Effectiveness of Expression	5.6	1.4	0.6	0.9	2.3	0.1
Mechanics of Expression	4.0	1.9	2.2	2.3	1.3	2.2
Total—English	4.1	2.4	2.1	2.3	2.5	1.8

Critical Ratios of Differences in Mean English Scores for Sections 101.7 and 101.8 (Experimental) for the three testing periods---

	Sept. Testing	Jan. Testing	May Testing
Effectiveness of Expression ---	1.1	0.8	0.5
Mechanics of Expression ---	1.1	1.9 ¹	1.7 ¹

¹ Section 101.7 had higher mean score in both cases

at foot of Table 4) on the "mechanics of expression" section of the test indicates the higher performance (.05) of section 101.7 at both the January and May testings. These two groups were comparable (statistically insignificant mean differences) at the pre-testing in September. On a whole, both the experimental sub-groups have performed comparable to, or have exceeded the performance of the control group in the English skills area as measured by this standardized test.

Table 5 presents the results of the performance of experimental and control groups on a reading test. This performance is after two semesters of special (experimental group) and regular (control group) instruction. Data are presented for each of the experimental sub-groups as well as for the total experimental group. The three aspects of reading achievement measured by this test are vocabulary, level of comprehension, and speed of comprehension. When the total groups are considered (experimental and control), it is seen that the former has made gains significant at the .05 level of confidence, in the areas of "level of comprehension", and "speed of comprehension". The gain for the experimental groups on the vocabulary section of the test is not significant. The control group has not made statistically significant gains (either at the .01 or .05 levels of confidence) in either area of the reading test. In terms of the experimental sub-groups, class section 101.7 has made significant gain (.05 level) in the "speed of comprehension" section of the test and has not made significant gains in the "vocabulary" and "level of comprehension" sections. Class section 101.8 has made a statistically significant gain (.05 level) on the "level of comprehension" section of the test. No significant gains

Table 5

Pre and Post Reading Test¹ Performance of Experimental and Control Groups

Test	Experimental Group										Control Group												
	Section 101.7 (N = 15)					Section 101.8 (N = 11)					Total Experimental (N = 26)												
	Pre-test Mean	Post-test Mean	0	Pre-test Mean	Post-test Mean	0	C. R. ^{#2}	Pre-test Mean	Post-test Mean	0	C. R.	Pre-test Mean	Post-test Mean	0	C. R.	Pre-test Mean	Post-test Mean	0	C. R.				
Vocabulary	33.9	4.8	37.1	5.8	1.5		36.3	6.8	41.3	9.6	1.4		34.9	5.8	38.8	7.9	1.7		33.9	5.8	37.3	8.2	1.8
Level of Comprehension	20.5	3.6	21.3	3.4	0.62		19.1	3.3	22.5	2.8	1.9		19.9	3.5	21.8	3.2	2.0		19.2	4.9	21.1	4.4	1.5
Speed	24.1	5.7	27.9	6.5	2.3		25.9	5.5	30.4	5.7	1.8		24.8	5.7	29.0	6.3	2.5		22.9	7.0	26.7	8.3	1.8

¹ Test = Cooperative Reading—Form 1A

^{#2} Critical ratios between pre and post tests for groups indicated

were made in the other two sections. In summary, although no phenomenal gains were made by either group on the reading test, the gains made by the experimental group in the areas of comprehension and speed seem to surpass those of the control group in these same two areas. The nature of this test is, perhaps, such that phenomenal gains in vocabulary and level of comprehension skills cannot be expected among culturally deprived students after only two semesters of special treatment. Then too, the experiences provided in this special treatment were not aimed directly at these particular skills. The emphasis seemed to be concerned with a change in reading and writing interests of students. Tests aimed at this non-intellective-type behavior will be administered at the end of the sophomore year for those participants who are still enrolled in the college.

Other criteria considered in assessing the effectiveness of the special treatment provided the experimental group were grades assigned in the Reading and Writing courses (English 101 and English 102), and the disposition of those cases where the student did not complete the course or received a grade indicating unsatisfactory completion of the course during the first attempt. These data are given in Table 6. It was decided to use grades as a criterion since the basis for assigning grades in the Department of English has been more objectively formulated than is the case with many other academic departments in the college. Objective-type "keys" have been prepared which teachers use in evaluating themes and other work done by the student. When the total experimental and control groups are considered, it seems that overall the experimental group has received a more favorable pattern

of teacher ratings (grades) than the control group. This is true both in English 101 and 102. For example, over 34 percent of the experimental group has received the grade of "B" in English 101. Only 15 percent of the control group received this grade. While the percentage of students receiving the grade of "C" in English 101 was the same for both groups, twenty-one percent of the control group received a "U" grade in English 101 as against 4 percent for the experimental group. Approximately 6 percent of the control group received some type of "W" (withdrew) grade in English 101, as against 4 percent for the experimental group. In English 102, the percent receiving the grade of "U" among the control group is twice that of the experimental group. However, 22 percent of the experimental group received some type of "W" grade in English 102, while only 10 percent of the control group received this grade. The disposition of "U" grades received in English 101 is given at the bottom of Table 6. On repeating English 101, the two experimental participants who received "U" grades, received grades of "C" and "W". Of the eleven control participants receiving the "U" grade in English 101, the majority (7) earned a grade of "C" when the course was repeated. There were two grades of "B" and two grades of "F" received by this group when the course was repeated.

The final criterion used to evaluate the effectiveness of the special program was the overall quality point average for each of the two semesters. These data are given in Table 7. Although there were some differences in the frequency distribution of quality point average for the two groups, the mean difference in Q.P.A.'s for the two groups was not statistically significant for either semester. The percentage

Table 6

Grades Received in English 101 and 102 by Experimental and Control Groups

Grade	Experimental Group						Control Group			
	English 101			English 102			English 101		English 102	
	Section 7	Section 3	Total	Section 7	Section 8	Total	No. Percent	No. Percent	No. Percent	No. Percent
A	--	--	--	--	3	6.0	--	--	1	2.5
B	9	9	18	6	4	10	8	7	19	17.5
	34.6	34.6	34.6	24.0	16.0	20.0	15.4	17.5	47.5	
C	16	14	30	10	11	21	30	19	9	22.5
	61.5	53.8	57.7	40.0	44.0	42.0	57.7	47.5	22.5	
U**	1	1	2	5	--	5	11	9	4	10.0
	3.8	3.8	3.8	20.0	--	10.0	21.1	22.5		
W*	--	2	2	4	7	11	3	4		
	--	7.7	3.8	16.0	28.0	22.0	5.8	10.0		

*Withdraw includes students who withdrew passing, failing, unsatisfactory (U), or without official permit to withdraw
 **Disposition of "U" grades in English 101 (Grades received when course was repeated): Experimental (N = 2) Control (N = 11)

C = 1
 W = 1

B = 2
 C = 7
 WF = 1
 F = 1

for students earning a quality point average below 2.0 was about the same for both groups during the first semester. This same percentage for the second semester was approximately 28 and 33 for the experimental and control groups respectively. The percentage of students earning quality point averages above 2.0 seemed to be in favor of the control group each semester. These percentages for the experimentals and controls during the first semester were 22 and 35 respectively; during the second semester they were 28 and 35 respectively. It was assumed that the special treatment given the experimental group would not have significant impact the first year, but would be reflected in a cumulative way as the student progressed through college. This hypothesis is to be tested through the subsequent collection of achievement data on participants of both the experimental and control groups.

In summary, the data collected during the first year of the experiment seem to indicate that the special treatment given to the experimental group, in the way of specially selected reading materials and experiences and specially devised methodology, has promise of motivating culturally disadvantaged students to improve their reading and writing skills to a greater extent than the typical kind of experiences found in similar (reading and writing) freshman English courses.

IV. DISCUSSION

To the directors of this project the most puzzling aspect of the statistical findings is the failure of the results of the second and third years of the experiment to corroborate those of the first year despite the repetition of the same organizational patterns and

Table 7

Distribution of Quality Point Averages for First and Second Semesters
(Experimental and Control Groups)

Quality Point Averages	Experimental Group		Control Group	
	1st Semester No. %	2nd Semester No. %	1st Semester No. %	2nd Semester No. %
3.5 - 3.9	--	1 2.3	--	--
3.0 - 3.4	3 6.1	2 4.5	4 7.8	6 12.2
2.5 - 2.9	8 16.3	9 20.5	14 27.5	11 22.4
2.0 - 2.4	23 46.9	24 54.5	18 35.3	16 32.7
1.5 - 1.9	9 18.4	7 15.9	8 15.7	10 20.4
1.0 - 1.4	5 10.2	--	4 7.8	3 6.1
0.5 - 0.9	1 2.0	1 2.3	2 3.9	1 2.0
0.0 - 0.4	--	--	1 2.0	2 4.1

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N =	49	44	51	49
M =	2.17	2.27	2.19	2.14
σ =	0.52	0.51	0.62	0.75

Critical Ratios (Experimental/Control): 1st Semester = 0.17 (Not significant)
2nd Semester = 0.97 (Not significant)

instructional techniques. For instance, the statistician's nineteen page evaluation of the first year's results of the experiment contains the following comment: "It can be said that the experimental group has a mean gain that is twice that of the control group. The critical ratio of the difference in mean gains for the two groups is significant at the .10 level of confidence." But the analytical reports for the second and third years state emphatically that there was no real difference in the mean performance of the control and experimental groups on the English and the reading tests. "In no case does the difference between the two groups approximate statistical significance at the .01 (or .05) level." The most reasonable explanation that we can offer for this phenomenon is teacher variance. During the first year the directors taught a section each of the two experimental sections. Their enthusiasm for the project, their superior knowledge of the materials which they selected and prepared questions and exercises on, and their deep interest in and sympathy for the culturally deprived could have been responsible for the superior performance of their students in comparison with the students of the other two teams of the normally oriented middle-class teachers during the second and third years. Or it could be that their strict adherence to the syllabus prepared by the directors prevented them from making the kinds of necessary day-to-day creative adjustments to meet the needs of their particular classes as was done by the directors who felt free to improvise and "play by ear" in the conduct of their classes.

If the answer lies in the first suggestion, the implication seems to be that only teachers personally interested in the problems of the disadvantaged and who are willing to undergo some degree of orientation

in teaching disadvantaged students can offer sufficient motivation for superior student performance even on the freshman college level. If the answer lies in the second suggestion the implication seems to be that a tightly structured syllabus, similar to the one prepared by the directors (see Appendix, p.), could be a liability to the average teacher. At any rate, the fact that both experimental sections taught by the directors performed both semesters at a higher level than the control groups proves that disadvantaged students can be motivated to improve ~~their~~ reading and writing skills with greater proficiency by the use of the specially selected materials and the special methodology devised by the directors of this project, but there is no assurance that an average teacher will have the same success with such materials and methodology as the directors experienced.

A second aspect of this project which requires discussion is the intangible benefits to the student which cannot be measured by objective tests. Anonymous student replies to questionnaires indicated that the materials and methods of this experimental course truly extended their horizons and awakened new interests in them that could never be measured by objective tests (See Appendix, p.). One student expressed his reaction as follows: "My personal reaction to the course is that I like it very much. It (the course) gives the student many opportunities to express his particular views on a subject. The main reason for the course being so effective is due to the nature of the articles in Extending Horizons and the stimulating questions of our instructor. The articles dealt with subjects ranging from Negroes to the superiority of women." Another suggested, "It was very

worthwhile and has stimulated my interests and made them broader. I have become aware of my mechanical errors and have corrected most of them to insure correct verbal expression of my ideas." A third declared, "This course has made me realize the importance of expressing one's self on paper and in conversation. I have gained much knowledge that I will remember for a very long time because of the teaching methods used by the instructor."

V. CONCLUSIONS AND IMPLICATIONS

The results of this experiment indicate the following:

1. That materials selected for their relevance to students' experience and interests have motivational value in solving the major problem: most college freshmen confront in the development of reading and writing skills.
2. That in the use of these selected materials, a methodology structured to foster and reinforce proficiency in reading and writing skills has a corollary motivational value.
3. That the combination of these two--materials and methodology--has a particular relevance to the successful motivation of college freshman from culturally disadvantaged environments to develop reading and writing skills.
4. That teachers selected to work with the culturally disadvantaged should receive intensive orientation.
5. That there is evidence that available "standardized tests" do not reveal accurately the intellectual potential of culturally disadvantaged students.
6. That there is a need for tests devised to reveal more accurately culturally disadvantaged students' attitudes towards and changes in their use of communication skills.
7. That the problem of transfer of reading and writing skills from their English orientation to other areas requiring these skills could be a fruitful source of further study.

VI. SUMMARY

Improving Reading and Writing Skills of Culturally Disadvantaged College Freshmen (July, 1964 - September, 1967)

(1) Objectives: The objectives may be summarized as follows: (a) to determine whether or not specially selected reading materials and experiences and specially devised methodology will motivate culturally disadvantaged students to improve their reading and writing skills more thoroughly than the normal experiences of a typical Freshman English course; (b) to determine whether or not such students because of improvement in the reading and writing skills resulting from effective motivation in the Freshman English course will achieve at a higher level in their other academic subjects.

(2) Procedure: The students involved in this experiment were selected from the predominately Negro student body at Morgan State College who received their secondary education in the schools of the Middle Atlantic region and adjacent regions of the upper South. The majority was of urban origin and from lower and lower-middle income families. The experimental group consisted of entering freshmen randomly selected on the basis of their scores on a Scholastic Aptitude Test, an English Achievement Test, and a Reading Comprehension Test.

There were two experimental sections of Freshman English, consisting of approximately twenty-six students each, which were taught the first year by the directors and the two following years by two teams of "disinterested" teachers. The control group, consisting of a matching number of entering freshmen with comparable scores, was

scattered randomly through various sections of the Freshman English curriculum and was taught by non-selected teachers.

The matching was accomplished in the following manner. For each member of the experimental group a "match" was selected from the entire list of new freshmen, excluding those already selected for the experimental group. The "match" selected was the first name on the list which had the same English and Reading raw score (from tests given to the entire freshman class upon entering the college) as the participant in the experimental group. Where exact duplicates of these two scores could not be found, the difference could not be more than 5 raw score points in each case. Also, in selecting the matches, each control selected had to be of the same sex as the participant in the experimental group being matched. The results of the performance of these two groups (experimental and control) on the entire freshman test battery are given in Table 1 and will be discussed later. The two tests used to assess reading and writing skills were Cooperative English Tests (1960), Form 1A, and Cooperative Reading Comprehension. (The S.T.E.P. Reading Test was used in the matching procedure). The skills assessed by these tests are as follows:

(1) Writing

- (a) Ability to express oneself logically.
- (b) Ability to organize materials: in the whole passage, in the paragraph, and in the sentence.
- (c) Ability to write appropriately.
- (d) Ability to write effectively: word choice, emphasis, clarity, force, etc.
- (e) Ability to use the conventions of writing.

(2) Reading

- (a) Ability to understand direct statements made by the author.
- (b) Ability to interpret and summarize the passage.

- (c) Ability to see the motives of the author.
- (d) Ability to observe the organizational characteristics of the passage.
- (e) Ability to criticize the passage with respect to its ideas, purposes, or presentation.

(3) Method: We approached our task with two major objectives in so far as methodology is concerned: (1) to compile a collection of readings that would be concerned with the personal needs, drives, and interests of the culturally disadvantaged; and (2) to devise ways of presenting these readings that would encourage the students to want to talk about and write about their reactions, and to want their responses to be in standard English. We began the first year with a mimeographed anthology of approximately 500 pages, organized around the following themes:

Unit I: Understanding the Nature and Uses of Language

Unit II: Understanding One's Self

Unit III: Understanding Limitations and Opportunities of Minorities in the United States

Unit IV: Understanding Global Problems

Unit V: Understanding Race and Democracy: Exploring Philosophic Perspectives

It was our intention to capture the student's interest by first focusing on readings that were pertinent to his personal problems and situations and to widen gradually, step by step, his horizon from the personal to the community, from the community to the nation, and from the nation to the world. As teachers, we felt it was our responsibility to help the student to see how his personal problems and situation were similar to those of other groups in the community, in the nation, and in the world. We felt that if we could, by our method of presentation, help the student to identify with the various races and nationalities

of man, we would be motivating him to want to learn about, think about, talk about, and write about ideas and experiences that had meaning for him. For instance, here are the titles of some of the readings in the unit on Understanding Limitations and Opportunities of Minorities in the United States:

"Why We Can't Wait" by Martin Luther King

"Black Muslims: Asset or Liability to Negro Protest" by Phyllis Barber

"Thurgood Marshall: Counselor at Law" by Saunders Redding

"Everybody Knows His Name (James Baldwin)" by Marvin Elkhoff

"Ivy League Negro" by William Melvin Kelley

"The Puerto Ricans" by Nathan Glazer

"Let the Indian Be the Hero" by Stanley Walker

"Types of Anti-Catholicism" by Robert McAfee Brown

"On Being Irish in America" by Charles Kennan

"What Is a Jew?" by Morris Adler

Each article was followed by questions for study and discussion, including tests for comprehension, opportunity for examining rhetorical effectiveness, vocabulary study, and writing assignments. In other words: in this experiment, reading, discussion and writing are the heart of the learning experience, while grammar and English usage are important in making these experiences more understandable and meaningful.

(4) Evaluation: The January and May post-testings were administered after one and two semesters of special instruction respectively. The critical ratios of the mean differences in test performance for each of these two periods are given in the table, along with the mean and standard deviation at each of the three testings. Since the two groups were

comparable in the beginning, success of the special treatment was measured in terms of the size of the gain made by each group after special (experimental) and regular (control) instruction. In the analysis of the English test results, the part scores were considered as well as the total score.

In terms of the skills involved in "effectiveness of written expression," Table 2 indicates that both groups made mean gains (statistically significant at the .05 level) after the first semester of instruction. Neither group made significant mean gains from the second testing (beginning of the second semester) to the third testing (end of second semester). On the "Mechanics of Expression" part of the test, Table 2 indicates that the experimental group made statistically significant gains (.01 level) after the first semester of special treatment. The control group made no significant gain in this area after one (the first) semester of instruction. This is indicated in Table 2 by a critical ratio of 1.35. After the second semester of instruction, the experimental group still made further statistically significant gains (.01 level of confidence), while for the control group the gain made was not significant in terms of a .01 level of confidence. The gain for this latter group was significant at a little better than the .05 level of confidence. When the total test is considered, the data indicate that the experimental group made gains in communication skills, for both periods of instruction (first and second semesters), which are significant at the .01 level of confidence. For the control group, there was no significant gain (total test) for either period. Only for the first period of instruction was the gain

significant at better than the .05 level.

However, for the two following years, when "disinterested" teachers were substituted for the directors, there was no significant difference in the performance of the experimental and control groups on the objective tests.

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Unit V - UNDERSTANDING PHILOSOPHIC PERSPECTIVES: RACE AND DEMOCRACY

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APPENDIX: A

QUESTIONNAIRE

For Students of English 102.7__ and 102.8__
(an experimental course under Project English)

May 26, 1965

Directions: Students are requested to answer each question as thoughtfully and candidly as possible. In order to insure objectivity, the student is requested not to sign his name to the questionnaire.

1. How do you rate this course in so far as it has been able to hold your general interest?
(a) ___ good; (b) ___ average; (c) ___ poor.
2. How do you rate Basic Skills as a text in grammar and composition?
(a) ___ good; (b) ___ average; (c) ___ poor.
3. How do you rate Extending Horizons in respect to the nature of the selections and their appeal to your interest?
(a) ___ good; (b) ___ average; (c) ___ poor.
4. How do you rate the articles in Extending Horizons in respect to their average length?
(a) ___ too long; (b) ___ too short; (c) ___ appropriate length
5. How do you rate the questions for study in Extending Horizons in their ability to stimulate your thinking about the readings?
(a) ___ good; (b) ___ average; (c) ___ poor.
6. How do you rate the writing assignments based on the readings in Extending Horizons?
(a) ___ good; (b) ___ average; (c) ___ poor.
7. How beneficial to the student is the vocabulary exercise at the end of each article?
(a) ___ of great benefit; (b) ___ of some benefit; (c) ___ of no benefit
8. How do you rate opportunities offered for oral expression in the course?
(a) ___ good; (b) ___ average; (c) ___ poor.
9. How do you rate the amount of time and attention given to composition in the course?
(a) ___ too much; (b) ___ enough; (c) ___ not enough.
10. How effective was the instruction in composition and grammar?
(a) ___ very effective; (b) ___ fairly effective; (c) ___ not effective.
11. How do you rate the over-all effectiveness of this course?
(a) ___ good; (b) ___ average; (c) ___ poor.
12. In one or more sentences state your personal reaction to this course.

Individual paragraph answers to question # 12

QUESTIONNAIRE

English 102.7 and English 102.8

May 26, 1967

1. I very much enjoyed this course. I enjoyed the reading immensely, and I especially enjoyed the way the instructor began the course with basically essential principles of English, later applying them to composition. The course was set up in a way that (little) fine points led to more important points. Even in the reading, certain things were brought out to make the reading more interesting. We were generally told what to look for in the reading and how to approach the unit so as to get the most out of it. The one thing that I felt was really necessary in ending each unit in Extending Horizons was the writing of our interpretation of the readings and what they meant to us. Two tasks were completed in doing this, for we were able to gather all essential points into one train of thought, and the teacher had an opportunity to check our techniques in English composition.
1. This course has supplied invaluable information to me and I hope a project of this type will continue in all the sections of English. I feel that other areas can also conduct an experiment of this nature. Finally, one must not forget to compliment the authors on their experiment.
3. It becomes monotonous to read articles day after day. Occasionally a challenge is offered; we are given the opportunity to express our opinions of the readings. I enjoy writing about the articles. There should be more opportunities for this expression. The articles were, basically, interesting. Often I found myself discussing many points about or within the articles with others. I think it culturally improved those who had the opportunity to use these texts.
4. I felt that this course was far more interesting than a regular English course would have been. It also allowed far more oral expression. However, I think more attention should be given to the composition part of the exercises. On the average, the selections were of appropriate length. Yet, there were a few that I would consider too long. Certain of the questions were rather complex at times, too. Then, other questions were too elementary. On the whole, the book and course were a refreshing change.
5. I have really enjoyed this course. It was enjoyable because the class did more than just study grammar and write compositions. It gave each student a chance to participate in class while we discussed the articles. The forming and giving of opinions on various subjects made the class very interesting.
6. I feel that this type of English course should be given to all freshmen who qualify for this level of English.

7. I enjoyed the course very much because it required serious and deep thought and, therefore, was very effective in improving my thinking ability. I think there should be a sequence.
8. This course has been very interesting. I particularly enjoyed most of the articles in Extending Horizons because of the interesting matter they sometimes covered. This course has helped me to make the transition from high school because it gave me the opportunity to express my views publicly.
9. This English course was the best I have ever taken. It was surely a relief after what I heard about Freshman English.
10. My personal reaction to the course is that I like it very much. It (the course) gives the student many opportunities to express his particular views on a subject. The main reason for the course being so effective is due to the nature of the articles in Extending Horizons and the stimulating questions of our instructor. The article dealt with subjects ranging from Negroes to the superiority of women.
11. In my opinion, this course has been of incalculable benefit to me. It has not only enabled me to think as clearly and as logically as possible but also to adopt an objective approach in searching for reasonable answers.
12. My personal reaction to this course is that it was very interesting, and it enabled me to read more carefully and fully material that I wouldn't ordinarily pay much attention to.
13. The questions in Extending Horizons stimulated my thinking. The course was demanding and required considerable work and time.
14. This course proved to be unexpectedly interesting in comparison with other courses of English I have taken.
15. I think this course is a very effective course and also covered quite a lot.
16. It was very worthwhile and has stimulated my interests and made them broader. I have become aware of my mechanical errors and have corrected most of them to insure correct verbal expression of my ideas.
17. I am glad that I was given the opportunity to take this course in English. This course has helped me in English and in other required courses.
18. I feel that the experimental course should be used for all English 101-102 courses, because it gives the student experience in evaluation of materials and thought formulation.

19. I think that this course was a very stimulating one.
20. I have enjoyed taking this course, and I feel that it will be of great benefit to me when I am required to write term papers for my other courses.
21. The selections were both interesting and informative. The class should have had time to examine the 2nd volume of Extending Horizons in class.
22. This course is one that every freshman should be allowed to take, because it's not like the English courses following a set procedure. In the other courses the main purpose is to produce three themes of perfection and a paper on anything, but here we were working for self development without being pushed or forced.
23. I think that the course helped me, mainly because it made me think quite frequently.
24. I personally enjoyed reading Extending Horizons.
25. My feeling is one of great admiration for the course. I have learned a great deal. The only thing I would suggest is more oral expression.
26. The course stimulated my appreciation for English. Until now I hated English, but upon entering this course I changed my attitude.
27. I have found that this course has enabled me to express myself in several ways while still enabling me to learn and practice good rules of English usage. I particularly liked the writing of short critical and analytical responses. As a broad unit, I think that this course has provided me with an adequate range within which I could effectively express myself both orally and written.
28. I enjoyed the course. It was stimulating, but I would have enjoyed it more had there been a larger variety of selections and more selections written in some other form than the essay.
29. I feel that this course has widened my scope of world situation while improving my grammar and punctuation through practical exercises.
30. This course has made me realize the importance of expressing one's self on paper and in conversation. I have gained much knowledge that I will remember for a very long time because of the teaching methods used by the instructor.
31. I enjoyed the course because it effectively connected grammar with reading, and I enjoy reading. I especially liked most of the

articles in Extending Horizons.

32. This course was successful in teaching me composition. The course has a tendency to get dull, but "life" was put into it by the instructor.
33. I feel this course proved very effective. At no point was I uninterested because I found the course keeps me on my toes. However, at a more convenient time there would have been more stimulate thought from the students.

APPENDIX: B

EXTENDING HORIZONS
INSTRUCTOR'S MANUAL

PROCEDURES
First Semester

UNIT I - UNDERSTANDING ONE'S SELF

Day

- 1 **Activity:** Discuss aims of the course, using Freshman Manual and "To the Reader" in Basic Skills.
Assignment: Basic Skills, Chapter 1 - Dictionary, including Exercise 3.
- 2 **Activity:** Discuss Basic Skills, Chapter 1 - Dictionary, including Exercise 3.
Assignment: (1) Read "Circle of Love" and "What Makes Today's Teen-Ager Different?"
(2) State in one sentence for each the central idea of "Circle of Love" and "What Makes Today's Teen-Ager Different?"
(3) In reaction to Weaver's article, write a composition ranging in length from $1\frac{1}{2}$ to 2 pages.
- 3 **Activity:** Have students write on blackboard "central idea" sentences for analysis and discussion. All papers will be turned in at the end of the period.
Assignment: Basic Skills, Chapter 4 - The Nature of the Sentence.
- 4 **Activity:** Discuss Basic Skills, Grammatical and Rhetorical Types of Sentences, using as examples student sentences from the previous assignment and sentences from "Circle of Love."
Assignment: (1) Read Extending Horizons, "Why I Want to Be an Artist" and "Luci Baines Johnson."
(2) From these articles copy two examples of each of the three rhetorical types of sentences.
(3) State in one sentence for each the central idea of each of the above articles.
(4) Write in one paragraph of not less than $\frac{3}{4}$ of a page nor more than one page your reaction to one of the above articles.

- 5 **Composition Analysis:** Return student papers and devote the period to analysis of strengths and weaknesses of papers. Read in full some of the best and some of the poorest. Invite comments from students.
- 6 **Activity:** Discuss Basic Skills, Fragments, Verbals, Clauses and Phrases, using for illustrations student sentences from the composition in reaction to Weaver's article.
Assignment: (1) Review Basic Skills, Chapter 4, with emphasis on misplaced and dangling modifiers and the run-on sentence.
(2) Work out Exercises 22, 24, 26, and 27.
- 7 **Activity:** General review of Principles in Chapters 1 and 4 and discussion of Exercises 22, 24, 26, and 27 by spot sampling each.
Assignment: Review readings in Unit 1 and be prepared for group discussion in class based on these readings, using the study questions as guides.
- 8 **Activity:** Discussion of articles in Unit 1.
Assignment: Be prepared to write a composition in class based on Unit 1.
Suggestions: This writing assignment should be for the student an opportunity for self-examination motivated by his total reading experience in Unit 1. It should also reveal the extent of his mastery of the principles studied in Chapters 1 and 4 of Basic Skills.

UNIT II - UNDERSTANDING THE EMOTIONAL EFFECTS OF LANGUAGE

- 9 **Activity:** Execution of writing assignment in accordance with previous directions.
Assignment: (1) Read Extending Horizons, "Emotional Meanings."
(2) Write a summary paragraph expressing the essence of Thouless' article.
(3) State in one sentence the central idea of the article.
(4) Review Basic Skills, Chapter 1 - "Denotation and Connotation."
- 10 **Activity:** Discuss previous assignment on the reading of "Emotional Meanings," using questions as guides.
Assignment: (1) Read Extending Horizons, "How to Detect Propaganda" and "On Reading Propaganda."
(2) Write summary paragraphs expressing the essence of each article.

- (3) State in one sentence for each the central idea of each article.

- 11 **Activity:** General class discussion of the three articles in Unit II.
Assignment: (1) Write outside of class a composition of 1½ to 2 pages on a subject of the student's choice, designed to sway the reader's emotions.
(2) Basic Skills, Chapter 5 - "Punctuating the Sentence."

UNIT III - UNDERSTANDING LIMITATIONS AND OPPORTUNITIES OF MINORITIES IN THE UNITED STATES

- 12 **Activity:** Students will turn in home assignment and discuss Basic Skills, Chapter 5.
Assignment: (1) Read Extending Horizons, "Why We Can't Wait."
(2) Write a summary paragraph expressing the essence of Dr. King's article.
(3) State in one sentence the central idea of the article.
(4) In Dr. King's article underline two examples each of the use of the comma, semicolon, and the colon; be prepared to explain the principles involved.
- 13 **Activity:** Discuss section (4) of previous assignment.
Assignment: (1) Basic Skills, Exercises 29, 30, and 31.
(2) Underline in Dr. King's article at least one example of apostrophe, dash, and quotation marks, and be prepared to explain the principles involved.
- 14 **Composition Analysis:** Follow directions for 5th day.
- 15 **Activity:** Discuss previous assignment, including the spot checking of the Exercises.
Assignment: (1) Read Extending Horizons, "The Black Muslims."
(2) Write a summary paragraph expressing the essence of the article.
(3) State in one sentence the central idea of the article.
(4) Basic Skills, Chapter 3 - Parts of Speech (conjunctions, prepositions, verbs). Be prepared to identify the three designated parts of speech in "The Black Muslims."
- 16 **Activity:** (1) Discuss "The Black Muslims" with emphasis on comparison and contrast with "Why We Can't Wait?"—using the study questions as guides.

- (2) Identify conjunctions, prepositions, and verbs in the article.
- Assignment: Basic Skills, Chapter 3 - Parts of Speech (nouns, pronouns, adjectives, and adverbs), and Exercises 15, 16, 17, and 18.
- 17 Activity: Discuss Basic Skills, Chapter 3, and Exercises 15, 16, 17, and 18.
- Assignment: (1) Read Extending Horizons, "Everybody Knows His Name" /James Baldwin/.
- (2) Write a summary paragraph expressing the essence of the article.
- (3) State in one sentence the central idea of the article.
- 18 Activity: Discuss previous assignment.
- Assignment: (1) Read Extending Horizons, "Thurgood Marshall: Counselor-at-Law."
- (2) Write a summary paragraph expressing the essence of the article.
- (3) State in one sentence the central idea of the article.
- 19 Activity: Discuss "Thurgood Marshall: Counselor-at-Law" and "Everybody Knows His Name" with emphasis on comparison and contrast, using the study questions as guides.
- Assignment: (1) Read Extending Horizons, "Ivy League Negro."
- (2) Write a summary paragraph expressing the essence of the article.
- (3) State in one sentence the central idea of the article.
- 20 Activity: Discuss thoroughly study questions on "Ivy League Negro."
- Assignment: (1) Basic Skills, Chapter 6 - Effective Sentences.
- (2) Work out Exercise 32.
- (3) Underline in "Ivy League Negro" five effective sentences and identify them as to rhetorical types.
- (4) Underline one sentence that you consider least effective and give reasons for your selection.
- 21 Activity: Discuss previous assignment on Effective Sentences.
- Assignment: (1) Write a composition outside of class $2\frac{1}{2}$ to 3 pages on one of the following topics:
- (a) Martin Luther King and the Black Muslims

- (b) Thurgood Marshall and James Baldwin
- (c) A critical reaction to Kelley's "Ivy League Negro."

(2) Basic Skills, Chapter 7 -- The Nature of the Paragraph.

- 22 **Activity:** Discuss Basic Skills, Chapter 8.
Assignment: Basic Skills, Exercises 33, 34, 35, and 36.
- 23 **Activity:** Discuss Basic Skills, Exercises 33, 34, 35, and 36.
Assignment: (1) Read Extending Horizons, "The Puerto Ricans."
(2) Write a summary paragraph expressing the essence of the article.
(3) State in one sentence the central idea of the article.
- 24 **Composition Analysis:**
- 25 **Activity:** Discuss "The Puerto Ricans," emphasizing comparisons and contrasts in respect to the five preceding articles in Unit II.
Assignment: (1) Basic Skills, Exercises 37, 38, and 39.
(2) Select three good paragraphs from "The Puerto Ricans" illustrating the following: introductory sentence, topic sentence, and summary sentence.
- 26 **Activity:** Discuss previous assignment.
Assignment: Basic Skills, Chapter 8, and Exercises 41, 44, and 45.
- 27 **Activity:** Discuss previous assignment.
Assignment: (1) Read Extending Horizons, "Why No Integration for the American Indian?"
(2) Write a summary paragraph expressing the essence of the article.
(3) State in one sentence the central idea of the article.
- 28 **Activity:** Discuss previous assignment, emphasizing comparison and contrast in respect to the articles on Negroes and Puerto Ricans.
Assignment: (1) Read Extending Horizons, "Let the Indian Be the Hero."
(2) Write outside of class a 2 to 3 page composition reacting to the articles on the Negro, Puerto Ricans, and the Indians.
- 29 **Activity:** General review of Basic Skills, Parts I - IV.
Assignment: Continuation of general review, Basic Skills, Parts I - IV.

- 30 Activity: Continuation of general review, Basic Skills.
Assignment: (1) Read Extending Horizons, "For 500,000—Still
'Tobacco Road'."
(2) Review Basic Skills, Chapter 9 - Kinds of
Paragraphs, and check one each of the follow-
ing types of paragraphs:
(a) Introductory
(b) Developmental
(c) Summary
(d) Transitional
- 31 Composition
Analysis:
- 32 Activity: Discuss previous assignment.
Assignment: (1) Read Extending Horizons, "Triumph of a
Stubborn Lady."
(2) Check one each of the following types of
paragraphs:
(a) Introductory
(b) Developmental
(c) Summary
(d) Transitional
- 33 Activity: Discuss previous assignment.
Assignment: Prepare to write in class a composition reacting
to the two previous articles.
- 34 Activity: Write in class the composition previously
assigned.
Assignment: (1) Basic Skills, Chapter 9 - Planning and
Writing the Whole Composition.
(2) Work out Exercise 51.
- 35 Activity: Discuss Basic Skills, Chapter 9, and Exercise
51.
Assignment: (1) Read Extending Horizons, "Types of Anti-
Catholicism."
(2) Construct a 2-level sentence outline of
this article.
- 36 Composition
Analysis:
- 37 Activity: Discuss "Types of Anti-Catholicism," using the
study questions as guides.
Assignment: (1) Read Extending Horizons, "On Being Irish
in America."
(2) State in one sentence the central idea of
this article.
- 38 Activity: Discuss previous assignment.
Assignment: (1) Read Extending Horizons, "What Is a Jew."

- (2) State in one sentence the central idea of this article.
- (3) Find and check in this article paragraphs illustrating three different types of paragraph development.

- 39 **Activity:** Discuss previous assignment.
Assignment: Prepare to write a composition in class reacting to the articles on Catholics and Jews.

UNIT IV - UNDERSTANDING GLOBAL PROBLEMS

- 40 **Activity:** Perform writing assignment in class.
Assignment: (1) Read Extending Horizons, "African Freedom" by Tom Mboya and "Why I Ran Away."
(2) State in one sentence for each the central idea of these articles.
(3) Review Basic Skills, Chapter 4 - Rhetorical Types of Sentences and Chapter 6 - Effective Sentences.
(4) Underline five effective sentences in "Why I Ran Away" and "African Freedom" and be able to give the reasons for your selections.
- 41 **Activity:** Discuss items 3 and 4 of previous assignment.
Assignment: (1) Read Extending Horizons, "We Can Learn to Be Color-Blind."
(2) State in one sentence the central idea of this article.
(3) Review Basic Skills, Effective Paragraphs.
(4) Select five effective paragraphs from "We Can Learn to Be Color-Blind" and be able to give the reasons for your selections.
- 42 **Composition Analysis**
- 43 **Activity:** Discuss previous assignment.
Assignment: (1) Basic Skills, Chapter 10, Answers to Essay Examination Questions.
(2) Construct five essay questions based on "Why I Ran Away" and "We Can Learn to Be Color-Blind."
- 44 **Activity:** Discuss previous assignment.
Assignment: Come prepared to write answers to essay questions based on Unit III articles designated by the instructor.
- 45 **Activity:** Write answers to essay questions in class.
Assignment: Prepare for final examination.

Second Semester

UNIT IV (continued)

- 1 **Activity:** Discuss aims of course, inter-relating the 1st semester's work with the work of the 2nd semester.
Assignment: (1) Basic Skills, Chapter 9, with emphasis on the following suggested topics:
 (a) What College Life Has Meant to Me
 (b) Some of the Most Significant Experiences in My Life
 (c) Comparison and/or contrast of College Experience with Pre-College Experience.
- 2 **Activity:** Write a 2-3 page composition developing assigned outline.
Assignment: (1) Extending Horizons, "Middle East Paradox-- The Beggar Rich."
 (2) Review Basic Skills, Chapter 7 - Paragraphs as Related Units, and Chapter 8 - Paragraph Development.
- 3 **Activity:** Discuss previous assignment with emphasis on the composition as a whole and its total effectiveness resulting from variety paragraph development.
Assignment: (1) Extending Horizons, "When the Rains Come to Vietnam."
 (2) Basic Skills, Chapter 6.
 (3) Underline five differently patterned effective sentences and tell why they are effective.
- 4 **Activity:** Discussion of previous assignment.
Assignment: (1) Extending Horizons, "How Has China Changed?"
 (2) Basic Skills, Chapter 7 - Paragraphs as Related Units and Effective Paragraphs.
 (3) Select 5 paragraphs as related units.
- 5 **Composition Analysis:** (Instructor may substitute comparable subjects of his choice.)
- 6 **Activity:** Discuss previous assignment.
Assignment: (1) Basic Skills, Chapter 10 - Answer to Essay Examination Questions. (Review)
 (2) Extending Horizons, "A Girl's Life in Red China."
 (3) State in one sentence the basic impression you received from this account of life in Red China.

- 7 **Activity:** (1) Have students write timed answers to essay questions (3 to 5) based on "A Girl's Life in Red China."
 (2) Discuss the strengths and weaknesses of sample answers.
Assignment: (1) Extending Horizons, "Against All Odds" and "Beautiful, Cruel, Explosive--Haiti."
 (2) State in one sentence the theme idea of the article.
 (3) Review "Emotional Meanings," "How to Detect Propaganda" and "On Reading Propaganda."
 (4) Underline 10 illustrations of emotional language and three propaganda devices.
- 8 **Activity:** Discuss assignment.
Assignment: (1) Write a composition, 2 to 3 pages, reacting to "Beautiful, Cruel, Explosive--Haiti," and "Against All Odds."
 (2) Read a newspaper or magazine article involving Asian, Latin American or Caribbean countries; be prepared to give a 3-minute oral report, comparing current developments with conditions discussed in one or more of the articles in Unit IV.
- 9 **Activity:** Presentation of oral reports.
Assignment: (1) Extending Horizons, "The Natural Superiority of Women."
 (2) Be prepared to discuss total effectiveness of the composition.
- 10 **Activity:** Discuss previous assignment.
Assignment: Write a three-level sentence outline of "The Natural Superiority of Women."
- 11 **Activity:** (1) Discuss merits and demerits of sample outlines placed on the blackboard, relating the organization of the outline to the effectiveness of the composition.
Assignment: (1) Extending Horizons, "The Dilemma of Modern Woman."
 (2) Basic Skills Supplement, "The Research Paper, the writing of summaries."
 (3) Write a 1½ to 2-page summary of "The Dilemma of Modern Woman."
- 12 **Activity:** Discuss the merits and demerits of sample summaries.
Assignment: (1) Extending Horizons, "Women Are Misguided."
 (2) Basic Skills, Chapter 9, "The Topic Outline."
 (3) Write a topic outline of "Women Are Misguided."

- 13 **Activity:** Using topic outlines, have group discussion of "Women Are Misguided."
Assignment: (1) Write a 2-3 page reaction to "Women Are Misguided."
(2) Basic Skills Supplement, "The Research Paper."
- 14 **Activity:** Discussion emphasizing the recognition of relatedness between and among materials from different sources.
Assignment: Extending Horizons, "The Color of Mama Josefina's Life."
- 15 **Activity:** Discussion of "The Color of Mama Josefina's Life," giving attention to the ways the articles are related to ascertain problems in the story.
Assignment: Select a broad topic for a research paper which can be developed from material found in the four selections on women.
- 16 **Activity:** Discussion of broad topics to demonstrate the technique of narrowing research subjects.
Assignment: (1) Basic Skills Supplement. "The Bibliography" and "Taking Notes."
(2) (a) Bring in your narrowed subjects, (b) bibliography cards, and (c) one example of each type note card from one or more of the four sources.
- 17 **Activity:** Discuss previous assignment.
Assignment: From each of the four sources bring in two note cards bearing on the development of your narrowed subject.
- 18 **Activity:** Composition Analysis.
Assignment: (1) Basic Skills Supplement, "Organization of Outline of Research Paper."
(2) Bring in sentence outline (3 level) of "Black Muslims: Asset or Liability to Negro Protests."
- 19 **Activity:** Discussion of pertinency of notes taken by students.
Assignment: (1) Bring in final note cards bearing on development of narrowed subject.
(2) Bring in tentative sentence outline based on note cards.
- 20 **Activity:** Discussion of tentative outline.
Assignment: (1) Bring in final outline.
(2) Extending Horizons, "Black Muslims: Asset or Liability to Negro Protests?"
(3) Review of technique of footnoting.

- 21 **Activity:** Discussion of "Black Muslims, etc." as an example of footnoting.
Assignment: Write final draft of research paper.

UNIT V - RACE AND DEMOCRACY: EXPLORING PHILOSOPHIC PERSPECTIVES

- 22 **Activity:** Select for reading and discussion three research papers—one good, one mediocre, one poor.
Assignment: (1) Extending Horizons, "Race Prejudice."
(2) Basic Skills Supplement 2, concentrating on Augument.
(3) Write a summary paragraph.
- 23 **Activity:** Discussion of "Race Prejudice" and sample paragraphs.
Assignment: (1) Extending Horizons, "The Racial Basis of Civilization."
(2) Write a summary paragraph.
- 24 **Activity:** Discuss assignment.
Assignment: (1) Extending Horizons, "Race: A Study in Modern Superstition."
(2) Write a summary paragraph.
- 25 **Activity:** Discuss the three articles on "Race" in respect to content and style (rhetoric).
Assignment: Be prepared to write in class a composition based on these articles.
- 26 **Activity:** Write the assigned composition.
Assignment: Read and be prepared to make a three-minute oral report of a current newspaper or magazine article concerning some aspect of race; relate report to the three previous articles on race.
- 27 **Activity:** Three minute oral reports.
Assignment: (1) Extending Horizons, "The Declaration Is for Today."
(2) Write a summary paragraph.
- 28 **Activity:** Discussion of assignment including sample summary paragraphs.
Assignment: (1) Extending Horizons, "Accent on the Individual."
(2) Write a summary paragraph.
- 29 **Activity:** Discussion of assignment.
Assignment: (1) Extending Horizons, "The Abuse of Democracy."
(2) Write a paragraph supporting one of the following topic sentences:

- (a) Democracy is essential in education.
- (b) Democracy is detrimental to true education.

- 30 **Activity:** Discuss the three articles on democracy in respect to content and style.
Assignment: Be prepared to write in class a composition based on these articles.
- 31 **Activity:** Write the assigned composition.
Assignment: Read and be prepared to make a three-minute oral report of a current newspaper or magazine article concerning some aspect of democracy; relate reports to the three previous articles on democracy.
- 32 **Activity:** Three-minute oral reports.
 &
 33 **Assignment:** (1) Basic Skills Supplement 1, on the formal and informal essay.
 (2) Write an essay, from three to four pages, expressing your personal opinion on Race and Democracy.
- 34 **Activity:** Several discussions of the aims and methods of the Research Paper.
Assignment: (1) Basic Skills Supplement 1, choosing and narrowing subject.
 (2) Each student bring in five subjects of interest to him.
- 35 **Activity:** Class participation in the narrowing of each student's subject.
Assignment: (1) Basic Skills Supplement 1, Bibliography.
 (2) Each student bring in 20 references pertinent to his subject, representing books and periodicals.
- 36 **Activity:** Blackboard demonstration and discussion of random samples of bibliographical cards.
Assignment: (1) Basic Skills Supplement 1, Note-taking.
 (2) Bring in five note cards including direct and indirect paraphrase-quotations from your reading of a magazine article or chapter in a book listed on your bibliography.
- 37 **Activity:** Blackboard demonstration and discussion of random samples of note cards.
Assignment: Prepare an annotated bibliography and continue taking notes.
- 38 **Activity:** (1) Questions and discussion on bibliography and note-taking.
 (2) Reading and discussion of selected student

essays on Race and Democracy. (See assignment 32 and 33.)

- Assignment: Continue taking notes.
- 39 Activity: (1) Questions and discussion on bibliography and note-taking.
(2) Reading and discussion of selected student essays on Race and Democracy.
- Assignment: Basic Skills Supplement 1, Formulations of Outline from Note-Cards.
- 40 Activity: Inspect note-cards.
Assignment: Continue note-taking.
- 41 Activity: Return and discuss outlines.
Assignment: Rough draft of paper with documentation.
- 42
&
43 Activity: Individual consultation.
- 44 Activity: (1) Turn in finished draft of paper.
(2) 3-minute oral resumes of papers.
- 45 Activity: Three-minute resumes of papers.