

DOCUMENT RESUME

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CS 201 334

**TITLE** Composition Opinionnaire: The Student's Right to Write.

**INSTITUTION** National Council of Teachers of English, Urbana, Ill. Commission on Composition.

**PUB DATE** 72

**NOTE** 9p.; See related documents CS 201 320-375

**EDRS PRICE** MF-\$0.75 HC-\$1.50 PLUS POSTAGE

**DESCRIPTORS** \*Composition (Literary); \*Educational Research; \*English Instruction; Language Arts; \*Measurement Instruments; Research Tools; Resource Materials; Student Motivation

**IDENTIFIERS** \*The Research Instruments Project; TRIP

**ABSTRACT**

Designed to assess teachers' attitudes toward writing and the teaching of writing, this questionnaire consists of two parts. The first section covers the personal, educational, and professional background of the informant, while the second section contains 55 statements eliciting the informant's opinion--with a range of five options--about composition instruction. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Teacher Competency), title, authors, and date, and describe the instrument's purpose and physical characteristics.] (JM)

# NCTE Committee on Research

The Research Instruments Project (TRIP)

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The attached document contains one of the measures reviewed  
in the TRIP committee monograph titled:

Measures for Research and Evaluation  
in the English Language Arts

TRIP is an acronym which signifies an effort to abstract  
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language development, listening, literature, reading, standard  
English as a second language or dialect, teacher competencies,  
or writing. In order to make these instruments more readily  
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Skills has supported the TRIP committee sponsored by the Committee  
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CS 201334

Category: Teacher Competency

Title: Composition Opinionnaire: The Student's Right to Write

Authors: Members of the Commission on Composition, NCTE

Description of the Instrument:

Purpose: To assess teachers' attitudes towards writing and the teaching of writing.

Date of Construction: 1972

Physical Description: Part I of this opinionnaire asks for sixteen items of personal, educational, and professional information. Part II is a Likert-type measure with fifty-five attitude statements like the following:

Grades are the most effective way of motivating students to improve their writing.

In order to avoid errors in sentence structure, weak students should be encouraged to write only short, simple sentences.

Students should have freedom in selecting the topics for their composition.

Validity, Reliability, and Normative Data:

The Commission on Composition obtained 328 responses from around the country, but the sample was too limited and skewed toward college teachers to provide a basis for normative data. No reliability data are reported. The content validity of the opinionnaire derives from the expertness of the members of the Commission on Composition.

Ordering information:

EDRS

Composition Opinionsnaire

# The Student's Right to Write

A PUBLICATION PREPARED BY MEMBERS OF THE COMMISSION ON COMPOSITION  
SISTER MARY PHILIPPA COOGAN, DIRECTOR  
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**COMPOSITION OPINIONNAIRE  
PART I**

Please respond to the following questions:

1. NAME (Optional) \_\_\_\_\_ SEX: M      F      AGE \_\_\_\_\_
2. In what state(s) have you done most of your teaching?
3. In what state(s) did you do your college work?
4. What is the highest college degree which you hold?
5. What is your college major? \_\_\_\_\_ Minor? \_\_\_\_\_
6. How many college credit hours beyond that degree have you earned?
7. How many college credit hours have you earned in composition?  
(semester hours)
8. How many college credit hours have you earned in courses on the teaching of composition?  
(semester hours)
9. How many college credit hours have you earned in courses on grammar?  
(semester hours)
10. How many years of teaching experience have you had?
11. How many, if any, composition courses as such do you usually teach each semester?
12. What portion of a typical year of work is devoted to the teaching of composition?
13. With what educational level have you had most experience?  

Lower Elementary	Senior High
Upper Elementary	College
Junior High	Other
14. At what educational level do you now work?  

Lower Elementary	Senior High
Upper Elementary	College
Junior High	Other
15. Do you have assistance in evaluating compositions?  
Type of assistance: \_\_\_\_\_
16. What type of professional experiences in methods of teaching of composition have you had?  

Institute:	Place	Date	
Inservice:	Type	Place	Date









