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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 33 titles deal with a variety of topics, including the following: (1) the relative frequency of various practices for teaching writing as perceived by authorities in the field; (2) the experience of composition and word processing among high school seniors; (3) writing experiences as perceived by liberal arts and sciences faculty and graduating seniors; (4) characteristics of the concept of audience in fifth grade writing; (5) trends in written composition instruction in elementary school textbooks; (6) the effect of teacher feedback on the reduction of usage errors in junior college freshman writing; (7) an eclectic approach to teaching composition; (8) the effects of cooperative peer review in college advanced technical writing; (9) the effect of mode of discourse on student writing performance; (10) the effect of varied teacher cues on higher and lower ability students' revision; (11) effects upon writing performance and attitudes of teacher-student dialogue writing; (12) a comparison of effective teachers' self-reported practices and opinions with recommendations of curriculum authorities; (13) peer interaction during collaborative writing at the fourth and fifth grade levels; (14) story dramatization as a prewriting activity; (15) teaching writing on a word processor; (16) the role of literature in teaching freshman composition; and (17) the public speech as a model for patterns of organization in persuasive writing. (HTH)

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BEHAVIORISTIC MEASUREMENT OF
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AN INQUIRY INTO THE RELATIVE FREQUENCY OF VARIOUS PRACTICES FOR TEACHING WRITING IN THE CLASSROOM AS PERCEIVED BY AUTHORITIES IN THE FIELD

Order No. DA8412511

BOIARSKY, CAROLYN ROSEN, Ph.D. *Georgia State University - College of Education*, 1984. 384pp.

Purpose. This study attempted to derive a tentative set of norms for the frequency with which teachers should use specific practices for teaching writing at four grade levels--primary, middle, secondary, and postsecondary.

Methods and Procedures. A survey, *An Inquiry into Classroom Practices in the Teaching of Writing*, was conducted of 200 authorities in the field, defined as those who had written or edited a book sponsored by the National Council of Teachers of English since 1963 and administrators of satellites of the National Writing Project. An analysis was made of all responses. Data were analyzed both descriptively and inferentially. In addition, a repeated measures, subjects-by-treatment analysis of variance was conducted to determine significant differences between grade levels.

Results. There were no significant differences between subpopulations. Significant differences were found between grade levels for 27 of 39 practices studied. Responses to 21 practices met the criteria for establishing a tentative norm.

Conclusions. A tentative set of norms for teaching writing emerges. The respondents recommend the majority of those practices associated with a process approach be used most of the time. Grade level appears to be a key factor in determining the frequency with which many of the practices should be used. A change in frequency with an increase in grade level is recommended for many of the practices.

A COMPARISON OF ORAL AND WRITTEN TECHNIQUES OF CONCEPT INSTRUCTION TO STUDENTS OF DIFFERENT LEARNING STYLES

Order No. DA8413764

CRISMAN, FRANCIS NEIMAN, Ph.D. *University of Minnesota*, 1984. 149pp.

This study taught the two key social studies concepts of sovereignty and comparative advantage to 24 classes of eleventh grade students. Two instructional modes were used, oral and written. Three techniques of presentation were used: definition and critical attributes only, definition and critical attributes followed by four examples, and four examples followed by definition and critical attributes. The concepts were chosen specifically because they are examples of two primary conceptual classifications, conjunctive (sovereignty) and relational (comparative advantage).

A learning style analysis was also included to compare the results by students of different learning styles on each of the concept attainment tests, and to determine if learning style is a unique learner characteristic, or if it is closely related to student academic achievement based on the California Achievement Test.

Results indicated that students score significantly better when examples are presented. Sequence was important only in the case of the more complex relational concept where students scored significantly better when the definition and attributes were presented prior to the presentation of examples. Learning style appeared as a learner characteristic significantly different from student academic achievement. There is no significant difference in concept attainment when the oral and written modes are compared.

THE EXPERIENCE OF COMPOSITION AND WORD PROCESSING: AN ETHNOGRAPHIC, PHENOMENOLOGICAL STUDY OF HIGH SCHOOL SENIORS

Order No. DA8416862

CURTISS, DAMIAN HERMAN, Ed.D. *Boston University*, 1984. 277pp.
Major Professor: Hilary E. Bender

This ethnographic study documents the experience of students as they develop their composition skills, with the word processor as an available tool. The students are fifty-three seniors enrolled in three

elective writing courses at a public high school in a small town of southeastern Massachusetts. The word processing is by means of ten Apple IIe microcomputers programmed with either "The Bank Street Writer" or "The Apple Writer IIe".

This study addresses the problem of recognizing those elements important to a milieu by which one seeks to foster composition skill development. The study does this by clarifying the patterns of concern--those elements that the students regard as important--that emerge from their experience. In the end, the study sees the relationship of the word processor as a composition tool to the other elements integral to a nurturing composition milieu.

Access to the students' experience of composition skill development is by means of participant observation, student journals, surveys, interviews, and the writing products. In the light of their eighteen week composition course experience, the students in this study gave unanimous voice to the following elements of the writing process as being most important to their becoming better writers: (1) a meaningful writing topic; (2) time to think and write; (3) a place to think and write without distraction; (4) dialogic-feedback (i.e. valued feedback within the context of dialogue regarding one's writing); and (5) word processing as a writing context. The study suggests that these elements form the essential milieu for writing; without them writing progress falters and is diminished.

However, even given a nurturing writing milieu, the word processor still may not be a writing tool preferred by all. As the profile of one student indicates, the word processor may inhibit the writing progress of some writers. The very speed with which one can record thought with the word processor may interfere with the deliberative process upon which some writers, with their pen and paper methods, have become habitually dependent. On the other hand, some students found the disruption of concentration and slowness imposed by their lack of keyboarding skills inhibiting.

Nonetheless, the overall response to composition with the word processor as a tool was very positive. Some students no longer wanted to write without it.

A STUDY OF WRITING EXPERIENCES AS PERCEIVED BY THE FACULTY AND GRADUATING SENIORS IN THE COLLEGE OF ARTS AND SCIENCES AT THE UNIVERSITY OF NEBRASKA-LINCOLN

Order No. DA8412300

CUTCLIFF, DEBORAH EVELYN, Ph.D. *The University of Nebraska - Lincoln*, 1983. 363pp. Advisers: Rex Reckewey, Udo Jansen

This study examined the writing experiences of college students as perceived by both the teaching faculty and the graduating seniors of a major college in a major university system. Descriptive data collection included two survey instruments administered to the two different populations. The data gathered were compiled in frequencies in order to describe the number and percentages of the total responses of each population for each section of the questionnaire. The data were recompiled for each population by academic groups: humanities, natural sciences, and social sciences in order to determine any differences among the groups on each section of the questionnaire. Significant differences were found on the variables *prewriting*, *content in evaluation*, *discussing research techniques*, and *content as major problem in student writing*. No significant differences were found among the student groups concerning any of the variables. However, a discriminant analysis of student questionnaire data determined eight variables in student writing experiences which predicted with a 90% hit rate a student's expression of competence in writing. Of the eight variables, two described experiences in English classes, while four pertained to experiences in other courses, with two of the variables applying to either categories of classes. Other findings revealed note-taking as the most frequently occurring kind of writing in and for a class. Of the three major stages of the writing process--prewriting, writing, and rewriting--the first stage was the only one reported occurring on occasion. Little, if any, writing occurred in classes; and not editing or rewriting was reported taking any class time. In most classes, writing was seen as an attachment to a class and usually as a means of evaluation, not as a tool for learning. The predictors of student competency, though, revealed the importance of writing as more than a measure of evaluation and as a mandatory occurrence in classes across the curriculum.

CHARACTERISTICS OF THE CONCEPT OF AUDIENCE IN FIFTH GRADE WRITING

Order No. DA8408546

DAY, MARGARET MARY, PH.D. *The University of Connecticut*, 1983. 144 pp.

Purpose of the Study. The purpose of this study was to define the characteristics for sense of audience for a population of fifth grade students. The relationship between assignment of audience categories and the audience fit, format and organization for addressed audience was assessed. Also investigated was the relationship of prewriting discussion to the students' perceived needs of audience.

Procedures. The population included one hundred thirty-seven students randomly assigned to direct writing to either peer or principal. Students were presented with a writing stimulus consisting of a proposed issue of altering the length of school week. Prewriting discussion was generated to include all possible ramifications of this shortened week. Students were directed to write a letter to the assigned audience to discuss the situation and their reactions to it. A questionnaire was distributed following the student writing.

Data collected included commonly accepted analyses of writing such as spelling errors, grammatical errors, product length, number of sentences, unusual words, handwriting and total Reading Score from a standardized test. Holistic assessment by trained raters was conducted for audience fit, format and organization. The resulting data were analyzed using multiple analysis of variance and discriminant function analysis. Significance was tested at the .05 level. Questionnaires were assessed using a percentage of responses in categories of answers. Comparison was made with the possible results of the proposed shortened week discussed in prewriting.

Conclusions. Conclusions resulting from statistical analyses of the research questions were: (1) Scores for organization for audience showed significant relationship to assignment of audience. (2) A statistically significant difference was found between means for product length and assignment of audience. (3) Holistic ratings for audience fit, format and organization showed significant interaction with gender of student and addressed audience. (4) A strong relationship was revealed between students' perception of audience needs and prewriting discussion.

Characteristics of sense of audience for fifth graders include differences in spelling, product length, unusual words and organization for audience. Students' perceived needs for audience are influenced by prewriting discussion.

TRENDS IN WRITTEN COMPOSITION INSTRUCTION IN ELEMENTARY SCHOOL TEXTBOOKS, 1900 TO 1959

Order No. DA8418830

DONSKY, BARBARA VON BHACHT, Ed D. *Holstra University*, 1984. 278 pp.

This retrospective was designed to determine major trends in written composition instruction, as depicted within elementary school English textbooks published between 1900 and 1959. Stemming from the pronouncements of national committees in the 1890s, English became, by the turn of the century, a central component of the elementary school curriculum--yet, the area remained unevaluated.

Design of the Study. Eliciting trends in the data involved:

- (1) apportioning the interval into three roughly equal periods--1900 to 1917, 1918 to 1935, and 1936 to 1959;
- (2) selecting nine English language textbook series, published during the interval, for the database;
- (3) formulating a categorical framework for content analysis; and
- (4) performing a trend analysis for each category to determine whether significant changes occurred between 1900 and 1959

Content analysis involved tabulation of number of tasks, per volume, for each of twelve facets of language instruction including: (1) modeling; (2) oral language exercises related to writing; (3) oral language exercises unrelated to writing; (4) words; (5) sentences; (6) paragraphs; (7) letter writing; (8) prose; (9) variegated forms; (10) grammar and mechanics; (11) skills; and (12) residuals.

Findings of the Study. Trend analysis revealed increasing amounts of instructional time allocated to oral language exercises (unrelated to writing assignments) and skills such as outlining, notetaking and proofreading; decreasing amounts of time allocated to modeling, oral language exercises related to writing, word development, letter writing, and prose; and brief increases followed by decreases in allocated time for variegated forms (drama, poetry, riddles) and residuals. No change was recorded by grammar, sentences, or paragraphs.

Generally speaking, the preponderance of categories reflecting descending trends pertained to written language, with oral language increasingly favored by educators. Nineteenth century stalwarts--grammar and sentence construction--plodded steadfastly along, seemingly impervious to shifting currents.

Implication. Informed determination of curriculum is possible.

Conclusion. Textbooks provided accurate parameters for measuring educational trends, as influenced by industrialization, immigration, the Depression, technological advances, and instructional theories. Schools' functions expanded in keeping with an increasingly complex society; courses of study grew apace; textbooks became increasingly differentiated. English instruction, caught in the maelstrom, reflected changing times and preferences.

THE RELATIONSHIPS BETWEEN SELECTED VARIABLES AND STUDENT WRITING ACHIEVEMENT AND STUDENT WRITING ATTITUDES

Order No. DA8409038

FISHEL, CAROL THOMAS, PH.D. *The Pennsylvania State University*, 1983. 116 pp. Adviser: Dr. Mary M. Dupuis

This study was conducted to determine whether training teachers in writing instruction in the Penn State Rhetoric Project Summer Institute would have a positive effect on student writing attitudes and student writing achievement. Additionally, the relationships between the variables of socioeconomic status of the school, teacher writing attitudes, and teacher writing achievement and student writing attitudes and achievement were examined.

The sample was comprised of eight teachers from eight school districts in central and western Pennsylvania. Each teacher provided two heterogeneously grouped classes for a total of sixteen classes. Four teachers had been trained and four had not.

The Emig Student Writing Attitude Scale and the Revised Student Writing Attitude Scale were administered to all students at the beginning and end of the school year. Two short writing samples to

be holistically scored were collected at each attitude scale administration. Data on teacher writing attitudes and achievement were collected in the spring. Three analyses of variance with training as the independent variable and four stepwise regression analyses were performed.

No significant differences were found between the writing achievement posttest scores of students of trained teachers and the scores of students in the control group. In the experimental group alone, the posttest scores were significantly greater when compared to the pretest scores. No other variables significantly predicted student writing achievement scores. However, teacher writing attitude scores and socioeconomic status of the school significantly predicted gains in writing achievement.

On the Revised Student Writing Attitude Scale, a significant difference was found between experimental and control groups. For the Emig Student Writing Attitude Scale, no significant differences were found; however, similar trends occurred. No other variables besides training significantly predicted student writing attitude posttest scores.

The conclusion drawn was that teacher training in the Penn State Rhetoric Project Summer Institute had a positive effect on student writing attitudes and achievement, but that much of the variance of these measures remains to be explained.

THE EFFECT OF TEACHER FEEDBACK ON THE REDUCTION OF USAGE ERRORS IN JUNIOR COLLEGE FRESHMEN'S WRITINGS

Order No. DA8414918

GRAHAM, MACY SATTERFIELD, PH.D. *University of Southern Mississippi*, 1983. 91 pp.

The purpose of this study was to determine the effects of the frequency of teacher feedback on the reduction of usage errors occurring in the writings of junior college freshmen composition students and on their knowledge of grammar as evidenced by scores on the English Expression test of the *Cooperative English Tests (CET)* while controlling for sex, race, and the score on the *American College Testing Program, English Usage Test (ACTE)*.

The 39 junior college subjects who participated in the study were

enrolled in two beginning freshmen composition classes which comprised the treatment groups: both classes received the same classroom instruction, but Group A had every writing assignment marked for usage errors, graded, and returned; Group B had every third assignment marked for usage errors, graded, and returned.

The effect of group membership was determined by the use of multiple regression techniques. One criterion variable was the difference between the pre- and post-usage error grade, and the other criterion variable was the difference between the pre- and post-usage error test scores. The independent variables were sex, race, the students' ACTE score and group membership.

An analysis of the data of this study produced the following results: (a) students who had every writing assignment marked for usage errors and returned did not make significantly fewer usage errors in their writings than students who had one in three writing assignments marked and returned; and (b) students who had every writing assignment marked for usage errors and returned did not make significantly higher scores on the English Expression test of the CET than those who had every third assignment marked and graded.

SYNECTICS AS AN AID TO INVENTION IN ENGLISH COMPOSITION 104 AT BALL STATE UNIVERSITY

Order No. DA8417060

HEAVILIN, BARBARA ANNE, PH.D. *Ball State University*, 1984. 365pp. Chairman: Dr. Richard Whitworth

This research addressed two major questions: (1) whether students in an English 104 class in which synectics was used as an aid to invention would develop the ability to think analogically by using an analogy invented in the synectics process and to think divergently by using the oxymoron invented in the synectics process and (2) whether these students would develop a more positive attitude towards writing.

The subjects of the study were two English 104 composition classes with fifty students, including eight case studies. The research was conducted during Winter Quarter 1982-83 at Ball State University.

The study followed these steps: (1) a diagnostic theme, (2) questionnaires, (3) three synectics sessions and the resulting essays, accompanied by journal responses and logs, (4) interviews as necessary to complete data, (5) a final theme without a synectics session, accompanied by a journal response and log, and (6) instructor's logs.

Analyses of the data led to the following findings: (1) that all of the case studies and the majority of the group used analogical thinking on all of the themes. (2) that although four of the case studies and the majority of the group used divergent thinking on at least one theme, only one of the case studies and a minority of the group used this type of thinking on the final theme. (3) that all of the case studies and the majority of the group evaluated synectics as being helpful. (4) that of the four case studies responding to the questionnaires, two indicated more positive attitudes towards English 104 than they had indicated towards previous writing experiences, as did the majority of the group as a whole.

These findings led to the following conclusions: (1) that students learned to think analogically. (2) that few students learned to think divergently. (3) that students developed a more positive attitude towards their writing.

WRITING IN ACADEMIC SETTINGS: A STUDY OF THE RHETORICAL CONTEXTS FOR WRITING IN TWO COLLEGE CHEMICAL ENGINEERING COURSES

Order No. DA8409508

HERRINGTON, ANNE JEANETTE, PH.D. *Rensselaer Polytechnic Institute*, 1983. 403pp. Adviser: C. Lee Odell

This study investigated the context for writing in two college chemical engineering classes: a laboratory class and a process design class intended to simulate the design problems and writing demands of industry. Consistent with the rhetorical and social theory that informed this study, each class was viewed as a community for reasoning and writing. While the study focused on these two classes, it had a broader aim: to contribute to our understanding of the purposes writing might serve for learning in any discipline and the ways teachers create classroom contexts for realizing those purposes.

WRITERS TALK ABOUT WRITING: AN ECLECTIC APPROACH TO TEACHING COMPOSITION

Order No. DA8417631

HUDSON, KATHLEEN A., PH.D. *Texas Christian University*, 1984. 300pp. Advisers: Jim W. Corder, Gary Tate

This study started upon the assumption that what practicing writers say about writing is a valuable resource for the teaching of composition. Quotations from writers of all kinds--novelists, poets, essayists, popular, serious--provide ideas, materials, and directions for use in composition classes. Some quotations are particularly useful as they fall into categories teachers are already familiar with: the craft, source, process, structure, audience, and attitudes. In the quotations supporting each of these categories teachers of composition can find guidance for what they do in the classroom and for writing assignments to be done both in and out of the classroom. Though this study uses what writers say about writing to provide examples of classroom work and writing examples, it does not suggest that there is only one way to use the rich possibilities found in what writers say about writing. Quotations from writers appear with each chapter where they are particularly germane; another gathering of quotations appears as an appendix.

The following questions were explored: (1) How do students and teachers perceive the contexts for writing in these classes, specifically, what issues are addressed? what writer and reader roles are assumed? and what pragmatic purposes does writing serve? (2) What lines of reasoning are used in the reports written for each class, specifically, what claims and warrants are used?

The study used a combination of quantitative and qualitative methods: a survey of all students and teachers participating in these classes, open-ended and discourse-based interviews with ten students and two teachers, observation of these classes, and text analysis of claims and warrants.

The findings indicate that students and teachers do perceive these two classes to represent two different communities: issues, writer and reader roles, and purposes vary. Further, lines of reasoning used in the texts vary. The findings also indicate problems that arise within a particular class when students do not perceive a real issue for reasoning and writing and when students and teachers do not share the same perception of roles and purposes.

The study gives us some insight into the diversity of contexts for writing in college classes. Further, it illustrates two quite different educational purposes that writing might serve in introducing students to a given disciplinary community: one, to teach students basic concepts and lines of reasoning of that discipline, and two, to prepare them for professional roles associated with that discipline. Finally, the findings suggest ways teachers might go about creating classroom contexts conducive to realizing those purposes.

COMPETENCE IN WRITTEN EXPRESSION: INTERACTIONS BETWEEN INSTRUCTION AND INDIVIDUAL DIFFERENCES AMONG JUNIOR HIGH SCHOOL STUDENTS

JEROSKI, SHARON FRANCES, Ed.D. *The University of British Columbia (Canada)*, 1982. Supervisor: Dr. Robert Conry

This study explored the relative contributions of individual differences, instructional strategies and aptitude-treatment-interactions (ATI) to the writing performance of 600 grade eight and nine students in two British Columbia school districts.

Two experimental schools were identified in each district. Participating classes within a school were randomly assigned to Treatment A, a skills-based approach to descriptive writing, or to Treatment B, a workshop approach to expressive and personal writing, for eighteen to twenty hours of instruction over ten weeks. Treatments differed principally in the degree of structure provided. Control classes in a third school received only literature instruction.

Prior to instruction, measures of writing ability, attitude toward writing, reading comprehension, field independence and cognitive complexity were obtained. Following instruction, students completed one narrative and three Directed Writing tasks, and two affective scales.

A series of within-district multiple regression analyses simultaneously examined the contributions of aptitudes, treatments and ATI to each outcome variable. Sex, writing ability, attitude and reading comprehension demonstrated consistent effects on outcomes. Directed Writing scales showed significant effects for experimental over control groups; holistic and analytic scales did not. Treatment B students responded more favourably to the affective scales than did Treatment A, but there were few differences between these treatments for writing outcomes.

Four ATI's showed a consistent pattern over three or more equations for performance outcomes: sex-by-attitude-by-treatment (experimental versus control); reading-by-treatment (A versus B); complexity-by-treatment (A versus B); and sex-by-reading-by-treatment (A versus B). Sex-by-field independence-by-treatment (A versus B) contributed to three of four affective outcomes.

The full model, incorporating aptitudes, treatments and ATI, explained a surprisingly low proportion--generally less than 50 percent--of the variance in writing performance.

THE EFFECTS OF COOPERATIVE PEER REVIEW ON COLLEGE STUDENTS ENROLLED IN REQUIRED ADVANCED TECHNICAL WRITING COURSES

Order No. DA8419512

JORDAN, MARY KATHERINE, Ph.D. *University of Maryland*, 1983. 169pp.
Supervisor: Joseph L. McCaleb

The purposes of this study were to investigate the relationship of peer review to writing performance, revision operations, and attitude toward rewriting. The study was conducted at the University of Maryland, College Park, during the fall 1982 semester. One hundred and twenty-eight students taught by five experienced teachers in ten sections of a three credit required professional writing course, Technical Writing, were in groups which were randomly assigned to treatment and control conditions.

The experimental group participated in activities which stressed peer review of drafts, cooperative behaviors, and focused on revision throughout composing. For half (three) of the required papers, students were asked to review their papers in light of the recursive stages of revision. These stages were defined as follows: in-process, editing, peer review, and proofreading.

The peer reviews were directed by a guide assigned to focus on the primary traits of the specific paper. Students were randomly divided into pairs, and using the review guide, wrote an evaluation of the draft, which they returned and discussed with the writer. Guidelines for cooperative groups and behaviors such as helping, praising, checking, and questioning were discussed and incorporated into the reviews.

The control group performed alternate activities. Pretest and posttest researched essays which extended over three class periods to allow time for prewriting, writing, and rewriting, were collected and scored by outside raters, who used the *Diederich Scale for Grading English Composition*, modified.

Further analyses of these essays include a frequency count of revision operations on drafts and revisions, and the scoring of the posttest attitude survey on rewriting. Statistical analyses included the analysis of covariance and the t-test.

Although cooperative peer review could not show significant improvement in writing skills, it did show an increase in the Total number of Revision Operations performed, an increase in the operation of Deletion, as well as an improvement in attitudes towards revision. Suggestions for further research include (1) investigation of the effects of cooperative grouping when student grades depend upon the success of the group; (2) a follow-up study to examine student revision activity and writing performance beyond the parameters of the course.

TEACHING THE TAGMEMIC DISCOVERY PROCEDURE: A CASE STUDY OF A WRITING COURSE

Order No. DA8414742

KATZ, SANDRA, D.A. *Carnegie-Mellon University*, 1984. 241pp.

Researchers in writing have become increasingly interested in finding effective ways to teach rhetorical invention. One system of invention that research suggests is effective is tagmemic invention, as presented in Young, Becker and Pike's seminal text, *Rhetoric: Discovery and Change* (1970). However, some of the heuristics associated with tagmemic invention are difficult to learn and to teach. This study focuses on the most well-known, complex, and problematic heuristic in tagmemic rhetoric: the tagmemic discovery procedure (also known as the "tagmemic matrix").

Using various research methods, the author did a case study to (1) identify the problems that students have using matrix, (2) observe the effects of various instructional methods on students' performance, and (3) determine what effective and ineffective use of the matrix looks like. Beyond these specific objectives, the study addressed the more general purpose of case study research: to raise hypotheses and issues for more carefully controlled research. Subjects were approximately twenty students enrolled in an introductory writing course at Carnegie-Mellon University during Spring Term, 1983. Five students were focused upon.

When they started to use the matrix, students had such problems as difficulty distinguishing between the matrix's cells and integrating the matrix comfortably into their writing process. However, by the end of the course, most students developed the ability to use the matrix for various purposes: to generate ideas, arrive at hypotheses, identify gaps in their understanding of the subject explored, etc. Several subjects developed a high degree of fluency with the matrix. For example, their "movement" through the matrix became less mechanical, more controlled by the features of the problem-solving task.

Several instructional methods may have contributed to these improvements. Among them are: parsing the task of using the matrix into more manageable sub-tasks; moving from a highly structured procedure for guiding students' use of the matrix to a more loosely structured procedure; providing students with specific procedures for monitoring their use of the matrix; demonstrating, in class, the process of using the matrix to explore a rhetorical problem; providing feedback on students' use of the matrix, etc. Due to the inherent limitations of case studies, further research needs to be done to test these findings.

THE EFFECT OF MODE OF DISCOURSE ON STUDENT WRITING PERFORMANCE

Order No. DA8419063

KEGLEY, PAMELA HOLCOMB, Ph.D. *University of South Carolina*, 1984. 148pp.

Many local and state education agencies in the United States now mandate assessments of student writing performance. In response to these mandates, a variety of assessment approaches have been developed, with varying results. To determine the reliability of evaluation decisions about student writing competency across modes of discourse, seventh grade students in three middle schools from the Charleston County School District, South Carolina were randomly assigned a writing task in one of four modes of discourse--description, narration, exposition, and persuasion. Using a criterion-referenced, focused-holistic scoring scale, trained raters scored the writing samples produced by the students. In order to investigate the hypothesis that student writing performance varies according to mode of discourse, the students were matched on the variables of race and prior language achievement across modes of discourse. The data were then analyzed by three separate statistical treatments. First, a factor analysis procedure revealed a single dimension which accounted for approximately 57 percent of the variance, supporting the contention that the scoring procedure was applied consistently to the four modes. Second, a repeated measures analysis of variance followed by Scheffe's test for pair-wise comparisons of means revealed significant differences between the mean score for narrative writing and those for descriptive, expository, and persuasive writing, the mean for narrative writing being higher in all comparisons. And, third, the decision consistency about the adequacy and inadequacy of student writing performance for all possible mode of discourse pairs was examined through the p-index. On the average, 30 percent of the students were found to be classified differently across the modes. Those agencies interested in assessing student writing performance must be aware that modes of discourse do not appear to be interchangeable for the purpose of making decisions about the writing competency of either groups of or individual students.

EFFECT OF VARIED TEACHER CUES ON HIGHER AND LOWER ABILITY SEVENTH AND ELEVENTH GRADE STUDENTS' REVISION OF THEIR DESCRIPTIVE ESSAYS

Order No. DA8417688

LAND, ROBERT E., JR., Ph.D. *University of Pittsburgh*, 1984. 128pp.

This study examined effects which three revision cues had on students' revisions during in-class redrafting of essays describing a familiar place. Effects of cues on type of revision, final draft quality, and correlations between revision and quality were determined. Two 7th and 11th grade classes from a suburban, western Pennsylvania school participated in the study. Based on their teacher's pre-experimental ratings of writing ability, 15 higher and lower ability writers were randomly selected from each grade for observation. One third of the students received a cue directing them to revise their first drafts as they thought necessary, another third were cued to attend to content (by adding and/or deleting), and the remainder were cued to attend to form (by considering spelling, grammar, punctuation, word choice, and organization). All students produced a third draft for which they were cued to revise as they thought necessary.

Trained text analysts identified and classified revisions and provided separate holistic quality ratings for 7th and 11th graders' final drafts. Three-way ANOVAs revealed that students cued to make content revisions did make more additions and deletions than those receiving either other cue. The number of form revisions was not affected by any cue, nor were grade or ability related to amount of revision of any type. However, ability was significantly related to final draft quality. Moreover, a large difference between the quality of final drafts of 7th and 11th graders' cued to revise content resulted in a significant grade-by-cue interaction. Correlations between revision types and quality were fewer and weaker at the 7th grade level. Results indicated that addition and deletion revisions were increased by the content revision cue. Results also suggested that as secondary-school writers mature they make neither more nor different types of revisions. Instead, they seem to better employ the revision strategies they have used for years.

TEACHER-STUDENT DIALOGUE WRITING IN A COLLEGE COMPOSITION COURSE: EFFECTS UPON WRITING PERFORMANCE AND ATTITUDES Order No. DA8419524

MARKMAN, MARSHA CAROW, Ph.D. *University of Maryland*, 1983. 190pp Supervisor: Dr. John C. Carr

This study was designed to investigate the effects of the dialogue journal on the writing performance and attitudes of college composition students, and to analyze ways in which dialogue writing is used to fulfill individual student needs and course requirements. Its

further purpose was to measure student and teacher attitudes toward this activity.

Each of five teachers taught two sections of a required professional writing course for students of junior standing at the University of Maryland, College Park. These ten classes provided treatment and control groups totaling 161 students.

All of the students in the sample responded to a writing attitude questionnaire at the beginning and at the end of the semester; and students in the treatment group along with their teachers, responded to dialogue journal attitude questionnaires at the end of the semester. In addition, pretest and posttest writing samples were composed by students in both groups and were scored using the *Diederich Scale* (Modified). Throughout the semester, the treatment group participated weekly in a written dialogue with their teachers as a means for attending to course objectives and students' individual writing needs.

The results of the study revealed no statistically significant improvement in writing skills among students in the treatment group, within the limitations of the study's design. There was, however, observable improvement in the mean scores of one teacher's treatment class, which was significant in relation to results from the dialogue journal attitude questionnaires and the content analysis.

Analysis of the pretest and posttest writing attitude questionnaire revealed significant improvement (at an .08 level of significance) in attitudes about writing among students in the treatment group. In addition, the dialogue journal attitude questionnaires exhibited positive attitudes toward journal writing by students and teachers in the study.

A content analysis of a random sample of dialogue journals indicated the frequency to which teachers and students attended to writing process/performance and attitudes in their entries. A correlation of teacher-student comments within these categories, provides clues which link the dialogue journal with writing attitudes and performance.

PROPOSITION ANALYSIS: A CURRICULUM TO TEACH HIGH SCHOOL STUDENTS HOW TO ORGANIZE ESSAYS

Order No. DA8411733

MCQUADE, THOMAS FINLAY, Ph.D. *University of Pittsburgh*, 1983. 293pp.

The problem is to teach high school students how to write coherent essays that explain a proposition or persuade an audience that a proposition is true. Proposition analysis is the recommended method. It is a process that begins with the formulation of a proposition and continues by dividing the proposition into constituent parts. These primary constituents can be further divided, and so on, each division revealing more of the detail inherent in the proposition. Because the parts constitute the whole, the proposition analysis is coherent. When the analysis is represented in yet more detail, the resulting essay is also coherent.

Proposition analysis is consistent with the classical tradition of rhetoric. This tradition has been criticised by some modern scholars, who are fortified by research that shows how writers discover their ideas in the process and not in the planning of writing. Proposition analysis is adaptable to this more modern view, since it permits discovery in process, but it is also recommended as a means of teaching students what coherence is.

The curriculum to teach proposition analysis consists of ten lessons constructed around a hierarchy of behavioral objectives. The curriculum occupies three or four weeks of instruction. Both the

curriculum and the teacher's guide may be used to effect mastery learning in a group setting.

The curriculum and teacher's guide underwent three trials in tenth and eleventh grade classrooms. Pre- and post-tests were evaluated on a scale designed to measure coherence in essays, and students in all three trials showed improvement. Formative evaluation included questionnaires given to students, and their responses helped guide the subsequent revision.

ENGLISH COMPOSITION IN THE HIGH SCHOOL: A COMPARISON OF EFFECTIVE TEACHERS' SELF-REPORTED PRACTICES AND OPINIONS WITH RECOMMENDED CURRICULUM

Order No. DA8410156

MYERS, JOHN TROTTER, Ed.D. *Temple University*, 1984. 219pp. Major Adviser: Dr. Morton Alpren

This study was designed to determine how extensively the

practices and opinions of a sample of twelfth-grade English teachers who were judged to be effective teachers of composition agreed with the recommendations of authorities in the field of high school composition curriculum and instruction. Historically, there has been little or no sound empirical evidence to indicate the extent to which such expert recommendations are favorably regarded and implemented by classroom teachers.

The study focused upon four questions: (1) What areas, topics, and elements do the authorities recommend for the composition component of the twelfth-grade English curriculum. (2) How extensively do teachers' practices reflect these recommendations? (3) How extensively do teachers' professional opinions reflect these recommendations? (4) How extensively do teachers' practices and opinions agree regarding the authorities' recommendations?

A 35-item survey was constructed based upon the recommendations of ten authorities. A sample of 205 twelfth-grade English teachers from public high schools throughout Pennsylvania responded to the survey, rating each item in terms of how extensively it reflected actual classroom practice and how extensively it reflected professional opinion, given ideal teaching conditions.

Analysis of the data revealed that the authorities' recommendations reflect a broad range of approaches to writing, stressing mastery of mechanics and form, and awareness of rhetorical techniques and stylistic variety. Certain recommendations tend to disregard such constraints as the composition textbook, limited time, and large class size.

The sample's actual classroom practice ratings suggested that recommendations reflecting more traditional, less time-consuming approaches to composition were more likely to be implemented.

The sample's professional opinion ratings generally reflected the authorities' recommendations more favorably than did their actual classroom practice ratings. Evidently, the sample agreed in spirit with a number of recommendations which might prove difficult to attain in actual classroom situations.

There was a high positive correlation between the sample's practices and their opinions. Differences between actual responses in each category for most items were also apparent.

Recommendations for school personnel and for further research are included in Chapter 5 of the dissertation.

PEER INTERACTION DURING COLLABORATIVE WRITING AT THE 4TH/5TH GRADE LEVEL

Order No. DA8410412

NUNN, GRACE GAETA, Ph.D. *The Ohio State University*, 1984. 274pp.
Adviser: Professor Sharon E. Fox

The purpose of this study was to investigate oral language used by 4th and 5th grade dyads in a collaborative writing setting. This research was based on a theoretical framework which drew heavily on the writings of both Vygotsky and Bruner and which emphasized the interrelatedness of thought, language, and learning. More specifically, the study bridged research in both oral language and written composition. In concurrence with the work of Moffett and Britton, the view was taken that the ability to sustain speech is a necessary antecedent of writing and that peer interaction is a valuable aid to learning.

In this study, five pairs of 4th/5th graders from an informal school were individually audio tape recorded while carrying out three different writing tasks, two of which involved joint authorship, and one of which entailed independent composition. Answers to the following questions were sought: (1) What is the role of talk during collaborative writing?; (2) How does the nature of the writing assignment affect the oral language that is produced?; (3) When a distinction is made between more sophisticated and less sophisticated writers on the basis of their written productions, is there a corresponding difference in their use of oral language?; and (4) How are boys and girls similar/different in their production of oral and written language? In this study, more than 15 hours of audio tapes were collected, transcribed, and qualitatively analyzed in relation to notes taken by the researcher who remained present during the recording sessions. It was found that oral language played an important role in (a.) the maintenance of interpersonal relationships; (b.) problem solving relative to the writing task; (c.) exploration of language and of new ideas; and (d.) critical examination of existing ideas. The nature of the writing assignment affected advanced planning, type of language used, and length of production. More sophisticated writers were more deliberative and engaged in more word play than less sophisticated writers. Lastly, boys and girls consistently differed in their choice of writing topic.

STUDENTS' REVISIONS AND TEACHERS' COMMENTS: TOWARD A TRANSACTIONAL THEORY OF THE COMPOSING PROCESS

Order No. DA8412348

ONORE, CYNTHIA SUE, Ph.D. *New York University*, 1983. 342pp.
Chairperson: John S. Mayher

Recent research has shown that teachers' comments have little or no effect on students' revisions. Research has also documented that commenting continued to be product-oriented even if classroom practices are process-oriented. Therefore, a study was designed to explore the effects of inter-draft commentary on the revising practices of three college writers. Data for this study involved reporting-in protocols, interviews, text drafts for two assignments and rank-ordering of drafts in each series.

Only one final draft was unanimously ranked as the best draft in a series, indicating that revisions fostered by commentary do not improve text quality. Data analysis, however, indicated that good teacher commentary demands reentry into the composing process without a necessary textual result, that redrafting is not the cure for problems with composition, that revision may be defined as the discovery and exploration of new meanings and new connections,

and that growth resides in writers' processes and not in the texts they

THE AMOUNT AND NATURE OF COMPOSITION INSTRUCTION IN TWO SECONDARY ENGLISH CLASSROOMS

Order No. DA8411836

PIPMAN, MILLIE HAAS, Ph.D. *University of Pittsburgh*, 1983. 177pp.

Although there is a growing body of research on students and how they compose, there is little research on how teachers teach students to write. In an attempt to discover what constituted composition instruction in two secondary English classes, thirty-six observations were conducted over a nineteen-week period. The observations in a traditional English class and in a semester-long writing course had three purposes: (1) to determine how much time was allocated for each subject in the English program including composition; (2) to tally the amount of time spent on each phase of the composing process; and (3) to narratively describe the writing events that occurred.

The class' emphasis was coded every five minutes and longhand notes were made to describe what aspects of the composing process were stressed and how the writing event was taught.

The quantitative coding showed that the teacher of the traditional English class spent 57% of the observed time on literature and 16% on composition. The majority of the composition instruction in both classes was concerned with prewriting activities, and two types of prewriting activities were observed. One type concentrated on requirements for a specific assignment and the other stressed general skills that could be used in any assignment. Most of the prewriting activities observed fell in the latter category. Both teachers provided in-class writing time, but no time was allocated for revision and only 4% of the time was allotted for editing.

Three of the four assignments in the traditional classroom were related to literary selections but were not sequenced. The seven writing events in the writing class were sequenced from the resume to the research paper. Sufficient time for in-class writing was provided even though most of the composition instruction time was devoted to prewriting. In addition, the teachers were characterized as skill-oriented teachers.

AN INVESTIGATION OF STORY DRAMATIZATION AS A PRE-WRITING ACTIVITY

Order No. DA8412051

ROUBICEK, HENRY LEO, Ed.D. *University of Maryland*, 1983. 145pp.
Supervisor: Dr. Joseph McCaleb

Story dramatization was studied as a technique to improve writing performances of fifth-grade students. Recent literature on writing has shown a shift of emphasis from the written product to an interest in the process of writing. Story dramatization was examined in the first stage of this pre-writing process. Story dramatization was selected because it was believed to increase three primary elements of learning and writing: meaning acquisition, sensory awareness, and the context of play.

This study tested hypotheses concerning the quality of compositions composed by 39 learners, in counterbalanced design. On the first experimental day, class 1 was exposed to story dramatization and class 2 was exposed to the control technique of structured discussion. On the second experimental day, class 2 was exposed to story dramatization and class 1 was exposed to the control technique of structured discussion. A teacher training program was planned and executed for the teachers taking part in this study; the results of that training were reported in this document.

Two facets of student compositions were examined: (1) compositional quality and (2) content elaboration. In measuring compositional quality, the *Diederich Scale for Grading English Composition* was used, and for measuring content elaboration, the *Elaborative Writing Scale* was used. To test the hypotheses, a *t* test on the difference between the mean scores was carried out to determine whether the difference between the groups was significant.

Quantitative results showed consistent writing differences between the two treatment groups. The story dramatization group consistently composed better essays than the group exposed to structured discussion. Qualitative results suggested that an effective teacher training program took place and that story dramatization was associated with meaning acquisition, sensory skills, and the context of play.

Story dramatization was found to be an effective pre-writing technique with a specified fifth-grade population.

WRITTEN COMPOSITION PROGRAMS IN MIDDLE SCHOOLS: A TEACHING UNIT

SCIASCIA, SUSAN DAVIS, Ed.D. *Columbia University Teachers College*, 1984. Sponsor: Professor William P. Anderson

The purpose of this dissertation is to provide a simulation of an existing written composition program in an actual middle school to serve as the basis for a teaching unit in the preparatory program for administrators and supervisors at Teachers College, Columbia University.

Current research indicates a decline in writing ability among students in our nation's schools. This, and the apparent confusion among teachers in trying to define written composition and appropriate strategies for its instruction, motivated this study.

The data collected included interviews with administrators and staff, a teacher questionnaire and survey, classroom observations, district objectives, curriculum guide and writing test and the writing samples of the middle school students.

The data are used in portraying the actual teaching/learning environment. The preparatory student has administrative problems posed, that require an analysis of these data in seeking solutions. Some possible solutions are included in the dissertation to serve as a framework to the student's own original and creative plans.

THE WRITER AND THE TEXT: DECONSTRUCTION AND THE TEACHING OF COMPOSITION

Order No. DA8421311

SHELLY, LYNN BUNCHER, Ph.D. *University of Pittsburgh*, 1984. 173pp.

Generally, a written text is understood to be a reflection of its author. In the teaching of composition in particular, a student's essay is said to reveal something of that student's personality or way of thinking. Such an approach to teaching writing provides a means for motivating students to learn. Students are told that if they write well, then their individuality will be reflected in what they write. Thus writing serves as an expression of identity.

There are a number of assumptions here about language and its relationship to the self of the writer. First, it is assumed that language is referential, that it has the capacity to represent the self. Further, it is assumed that the mind or personality of the writer is outside language, that is, totally free rather than shaped by the linguistic community of which it is a part. Writing is understood as a means of encoding: a writer thinks the thought and then puts that thought into words.

There is, however, a large body of modern critical theory which posits a radically different view of the relationship of writer and text. In this literature, the writer is seen, not as the origin of writing, but as created by it. In the deconstructive view, for instance, the writer is understood as the product of a system of conventions that operates outside of her control. Thus everything, including the self of the writer, is considered to be fiction, everything is considered to be "text."

This study compares the ways in which writers and texts are defined in composition textbooks and the way they are defined in modern criticism. It begins with an examination of current approaches to teaching composition, with close attention given to Ken Macrorie, Young, Becker and Pike, Mina Shaughnessy and William Coles. The latter chapters discuss the relationship between writer and text as posited by both the more traditional theories (New Criticism's "intentional fallacy" and Wayne Booth's "implied author") and the newer, structuralist-based theories. Throughout, the emphasis is not simply on theory, however, but on the consequences for the teaching of writing.

TEACHING WRITING ON A WORD PROCESSOR: RELATIONSHIP OF SELF-MANAGEMENT AND LOCUS OF CONTROL

Order No. DA8414703

SIMON, JACQUELINE, Ed.D. *Boston University*, 1984. 232pp. Major Professor: Gaylen Kelley

The Purpose. In an effort to improve writing behavior seventh grade students, with prior instruction in word processing, wrote and revised compositions on a word processor during their English class. The experimental subjects were taught self-management strategies. An examination of the relationship of locus of control to self-management instruction was also investigated.

Procedures. In this *in situ* design, the experimental group attempted to attain individual goals on time on task, number of words, and number of revisions. Positive reinforcement included written and oral comments and publication of a booklet with compositions and illustrations. The control group did not receive self-management instruction.

Both groups were also trained in peer editing and participated in student-teacher conferences. In addition, the students read short stories from a literary unit.

Analysis of Data and Major Conclusions. No significant differences between groups were found on time on task, number of words, number of revisions, attitude toward writing, or writing achievement. However, gain scores did reveal significant differences between pretest and posttest for the experimental self-management group for number of words and writing achievement. The control group also had significant gain scores between pretest and posttest on time on task and writing achievement.

Three null hypotheses were accepted since no sex differences were found in attitude toward writing, writing achievement, and locus of control. Also, there was not a significant positive correlation between locus of control scores and attitude toward writing and writing achievement after self-management instruction.

Implications for Teaching. Seventh grade students can successfully improve their time on task, number of words, number of revisions, and achievement in writing in an English curriculum unit that teaches writing skills on a word processor. Self-management instruction for students who are writing with a word processor, should also be considered as an alternative to a teacher centered program since it is as effective in improving some writing behaviors.

AN ANALYSIS OF THE RESULTS OF A BUSINESS WRITING COURSE ON THE ACHIEVEMENT OF TRADITIONAL STUDENTS, NONTRADITIONAL STUDENTS, AND MANAGERS WITH IMPLICATIONS FOR DESIGNING, CONDUCTING, AND EVALUATING A BUSINESS WRITING COURSE

Order No. DA8417139

VARNUM, BILLIE MAE, Ph.D. *Georgia State University - College of Education*, 1984. 326pp.

Purpose. The purpose of this research was to analyze the results of a seven-hour business writing course on the achievement of traditional students, nontraditional students, and managers to determine if the course improved memo writing ability, letter writing ability, sentence structure, usage, and decreased writing apprehension to determine if the characteristics of their writing, of the individuals, and of the sections differed to determine implications for business writing training.

Methods and Procedures. In seven-hour sessions, the instructor taught the communication process, good news, bad news, persuasive memos and letters, reports, essential elements of writing, usage, and sentence structure. Each participant took a pretest and posttest on usage, sentence structure, writing apprehension, a memo assignment, and a letter assignment. They also completed a Personal Style Inventory and a Writing Information Sheet. Results were analyzed using ANCOVAs, ANOVAs, and Pearson correlations.

Results. Results showed that the business writing course produced a significant increase in writing ability. Both nontraditional students and managers produced significantly improved letters and memos. No section scored significantly differently from one another on usage or sentence structure. On the Personal Style Inventory, the characteristic "judging" was significantly more prevalent for all the participants than the other personal styles. Participants did not differ in terms of the interaction between attitude according to their responses on the Writing Information Sheet and business writing ability as measured by grades received in the business writing course.

On the Pearson correlations, for traditional students, business majors were more likely to have higher writing apprehension scores. For working participants, those with high writing apprehension scores were more likely to be college educated and have high letter scores and to be office managers or shift supervisors. For all three sections, a high memo score was associated with high sentence structure scores, high usage scores, and high letter scores.

Conclusions. Managers and nontraditional students are good candidates for business writing courses. They improve writing ability and decrease writing apprehension since they are motivated to do well in the course so they can perform better on the job.

THE RELATIONSHIP OF SENTENCE-EXPANSION WITH
PICTORIALIZATION ON GRADE SIX WRITING

Order No. DA8412542

WASON ELLAM, LINDA, Ed.D. *Montana State University*, 1984. 170pp.

This study was designed to investigate the relationship of instruction and practice of sentence-expansion with pictorialization on the syntactic maturity of grade six students. Of interest to this study was the interaction of sex and prior achievement to determine whether the differentiation in the instructional technique was beneficial to a particular group.

The procedures included development of and instruction in two parallel sentence-expansion programs which differed in the task demand that the experimental program required students to draw each expansion while the control program required students to only expand sentences.

In order to measure syntactic maturity four pre-writing and post-writing samples were collected from 46 grade six students who were randomly divided into two groups: experimental and control. Two modes of discourse, narrative and expository, were examined on both free and controlled writing.

Fifty-six null hypotheses were tested in this study, fifty-four of which were accepted and two rejected. A three way analysis of variance was used to determine if there was a significant difference between the mean gain score of various syntactic factors.

Among the findings and conclusions were: (1) The use of sentence-expansion was found to be effective in increasing syntactic maturity in grade six writers independent of treatment; (2) There was a significant difference in favor of the experimental group in number of sentence transformations in narrative free writing, the most fluent writing mode in elementary levels; (3) High achieving males performed better in narrative free writing than did middle and low achieving males as well as all female achievement levels; (4) Observation demonstrated that students used pictorialization as a visual brainstorming activity, an idea sketching of what they intended to say in words. Thus, students used pictorialization to demonstrate the verbal intention; (5) The researcher found no significant differences in narrative controlled, expository, free and controlled writing based on sex, prior achievement and method of instruction.

THE ROLE OF LITERATURE IN TEACHING FRESHMAN
COMPOSITION

Order No. DA8417065

WEAVER, BARBARA TAG, Ph.D. *Ball State University*, 1984. 245pp.
Chairman: Dr. Joseph F. Trimmer

The freshman course in "writing about literature" is a metaphor of the profession of English. Political disagreements with English departments, vocational pressures exerted from outside the English department, and philosophical differences among composition specialists intersect in the composition course based on literature as they do in no other course. A new paradigm for teaching writing and a revival of rhetorical studies have led many institutions to exclude the reading of imaginative literature from freshman composition courses.

This dissertation argues, however, that to include literature in freshman composition is both desirable and possible. Through a history of composition teaching in America, Chapter One analyzes relationships among rhetoric, literature, and composition, demonstrating that writing and reading were effectively interrelated for almost 300 years. It attributes the ineffectiveness of "writing about literature" courses in recent years to an unexamined rhetorical theory and an inappropriate method of objective literary criticism.

To reintegrate literature with composition on more solid grounds, Chapters Two and Three explore the needs of freshman students as writers and readers. Chapter Two examines contemporary research in composition, proposing a substitute for current-traditional rhetoric. Chapter Three examines literary theories and response to literature, proposing a substitute for objective criticism.

Chapter Four reviews proposals to integrate reading and writing, revealing a widespread assumption that writing about literature in freshman courses as in graduate seminars means writing objective, analytical, critical prose. It cites significant evidence from many fields that developing writers need to express personal, affective, and poetic ideas as well as to develop critical understanding.

Chapter Five proposes a rhetoric for freshman composition that includes the reading and writing of transactional, expressive, and poetic discourse. Organized by means of Janet Emig's "inquiry paradigm," it clarifies a view of reality, a set of assumptions, an intellectual heritage, and a theory for this rhetoric. Finally, it offers one example of an introductory freshman composition course consistent with the rhetorical framework. Using conventional readings in American literature, it suggests methods of teaching and evaluating designed to create an environment in which the activities of reading and writing can be expected to reinforce one another.

THE PUBLIC SPEECH AS A MODEL: COURSE DESIGN FOR
PATTERNS OF ORGANIZATION IN PERSUASIVE WRITING

Order No. DA8408008

WEBB, JUDITH ANN, D.A. *The Catholic University of America*, 1984. 195pp.

In attempting to voice a concern for a problem that many teachers and students recognize as a very real one, students often say they feel that they are writing to "no one in particular." It is clear to the teachers that these students have no real sense of audience and write with little direction, producing ineffectively or poorly organized compositions. Since knowledge of the audience can have an important effect on a writer's choices in matters of invention, arrangement, and proportioning of ideas, students should profit by being exposed to writing models that presuppose a real audience. It is the aim, then, of this dissertation to provide a semester course in persuasive writing, which would emphasize through a study of public speeches the careful consideration of patterns of organization applicable to specific audiences and purposes.

Chapter one presents an overview of the dissertation. Through a discussion of studies and works by theorists of rhetoric and writers about the teaching of composition, the chapter underscores the growing need for more focussed instruction on the subject of arrangement in composition.

The pedagogical principles undergirding the course design and analysis of course content are presented in chapter two. As the rationale for the course content is outlined, the works of classical, eighteenth century, and modern rhetoricians are analyzed to note their contributions to the course design. The result is a classically-based methodology, coupled with contemporary learning theory.

Chapter three contains the course model. The rhetorical tool of audience analysis is introduced and students use it to examine patterns of organization in six persuasive speeches and apply it to several writing assignments. Students are asked to describe a number of audiences and focus on attitudinal orientation and the persuader's primary task with such audiences. Finally, students construct guidelines for organization and apply them to the final writing assignments.

The final chapter of this dissertation discusses the implications of the course design. Other factors in the composing process, application of the speech strategy outside the classroom, public speech as a valuable communications model, and the role of persuasion today are all touched upon in the discussion.

A DESCRIPTIVE ANALYSIS OF THE WRITING
PERFORMANCE AND PROGRESS OF A SELECTED GROUP
OF HIGH-RISK STUDENTS IN DEVELOPMENTAL ENGLISH AT
A TWO-YEAR STATE COMMUNITY COLLEGE

Order No. DA8408710

WILEY, WILLARDEAN SMITH, Ed.D. *The University of Tennessee*, 1983. 170pp. Major Professor: Mark A. Christensen

The purpose of this study was threefold: (1) to analyze the writing performance and progress of a selected group of students enrolled in an individualized developmental English course, (2) to assess the students' attitudes about writing as active participants in the writing process, and (3) to determine whether raters, if properly trained, can be expected to reach a high degree of correlation in the assessment of writing quality and ability. The investigation was conducted at Chattanooga State Technical Community College, Chattanooga, Tennessee, during the Winter Quarter, 1982.

A pre-test and post-test design was used in conducting the study, and an analytic method of rating compositions was applied to this design. Themes written at the beginning and end of the quarter were compared to determine what changes, if any, occurred in the participants' writing. A twenty-two item Writing Attitude Survey was also developed and administered at both the beginning and end of the quarter. Responses from the survey were compared to determine the extent and kinds of changes, if any, which occurred in the participants' attitudes about writing.

Findings revealed that there was no statistically significant changes, or improvements in the participants' writing skills after a quarter of instruction. In no case was the improvement greater than an increase from D+ to C-. The majority of the participants received essentially the same rating on both the initial and final papers, although in general, more participants received slightly higher ratings on the final paper than received the lower rating. In addition, it was noted that there were no significant changes in the participants' attitudes about writing. No relationship was found between performance and progress and the sex, race, or age of the participants. There was statistical evidence which suggested that if raters are properly trained, they can be expected to attain a relatively high degree of correlation in the assessment of writing quality and ability.

Based upon the findings of this study it was concluded that it appears to be difficult to achieve a substantial level of improvement in the writing skills of high-risk students when restricted to a single quarter of instruction.

THE FUNCTION OF WRITING IN THREE COLLEGE UNDERGRADUATE CURRICULA

Order No. DA8410598

WILLIAMSON, MICHAEL MCKAY, PH.D. *State University of New York at Buffalo*, 1984. 248pp.

This study examined the function of writing in three college undergraduate curricula--biology, sociology and English--through an examination of the perceptions of college faculty in three departments at a four year public college.

Using the holistic research method of the participant observer described by Diesing, the researcher interviewed two faculty members from each department, identified by their chair as possessing the qualities of a good teacher, about courses, their own writing activities, and their views of the role of writing in learning. A total of twenty-eight hours of interviews were tape-recorded and transcribed into 640 pages of text. In addition to interviewing the six teachers, the investigator informally interviewed administrators and other faculty about their role in campus affairs or their part in a developing movement toward cross-disciplinary writing instruction.

The holistic method employed in this study necessitated the collection of background data because of the focus on both the functioning of individual elements within the total ecology and the ecology as a whole. Two larger contexts were of primary interest in this study, the environment provided by the college and the constraints placed on student writing by the particular discipline. The campus is a local affiliation. The discipline is associated with the instructor's affiliation with a broader professional group.

The results suggest that the context of the institution is troublesome for college teachers. Increasing class sizes militate against the extensive use of writing in any discipline. However, writing activities were observed in all three of Britton's categories: transactional, expressive and poetic. Differences in the use of these categories was connected to differences in instructors' views of the role of writing in learning and the role of writing as a mode of communication in the discipline. The most elegant account of these differences is provided by Halliday's notion of register, which holds that particular communicative situations have characteristic semantic patterns associated with them that constrain the exchange of meaning. Different registers, which condition the audience expectations imposed on student writing by teachers, appear to be associated with different disciplines. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

BEHAVIORISTIC MEASUREMENT OF ENGLISH COMPOSITION IN UNITED STATES PUBLIC SCHOOLS, 1901-1941: AN HISTORICAL ANALYSIS

Order No. DA8410096

YOUNGLOVE, WILLIAM AARON, Ed.D. *University of California, Los Angeles*, 1983. 325pp. Chair: Professor John D. McNeil

This study was an historical analysis of attempts by behavioral psychologists to measure pupil English composition justly, between 1901-1941.

Documents surveyed, revealed that behaviorists, under Edward L. Thorndike, successfully challenged the prevailing faculty psychology, instituted their own composition measurement scales; then saw their instrumentation decline as the theoretical base was successfully questioned.

Thorndike's challenge to faculty psychology's central tenet, formal discipline, not only fostered the replacement of classical language study with English, but also changed the role of grammar in the composition curriculum. These forces, plus the changing school makeup, caused English teachers to search for new, appropriate objectives.

Meanwhile, Thorndike's animal researches led him to construct a theory of human learning, consisting of connection-producing responses to created situations. After he added sophisticated statistical concepts to measure the formation of such connections, the composition measurement scales were developed. They were based upon the perception of general merit in composition specimens, as agreed upon by three-quarters of the experts who judged them.

The scales' development caused a vigorous effort to ensure fair measurement. They were to objectify the personal weightings that teachers used in determining percentage scores. Since scalar validity was largely approached through the selection of expert judges, primary efforts were made to increase the consistency of judgments. Through Thorndike's help or influence, approximately twenty composition scales were employed by thousands of teachers, with several million pupils. Teachers simply matched their pupils' composition samples with scale specimens closest in merit. The problem, still, was: Of what did merit consist?

Failure of the scales to answer this question adequately caused their decline. Researches, by prominent measurement persons themselves, revealed that composition merit was a heterogeneous quality, not capable of validation by quantification, even under standardized conditions. The critics also probed writer and scorer reliability factors, showing that pupils' responses in composition were but a sampling of performance and that teachers depended upon classroom context to help shape their perceptions of composition excellence.

As learning redefinition occurred, composition appraisal shifted to social aspects, emphasizing corrective feedback. The lasting legacy of scalar research, however, included its exploration of variables underlying composition appraisal.

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