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ABSTRACT
                This 64-item bibliography focuses on the effect of
keyboarding on middle school students' composition writing, using
word processing. The bibliography (which surveys selections dating
from 1956 through 1989) includes those studies describing the
feasibility of teaching touch typing keyboarding skills to middle
school students, the value of acquiring this skill, and the place of
the computer and word processing programs in the elementary school
language arts program. Additionally, studies that have attempted to
measure the effect of word processing on middle school students'
writing performance, studies of students' attitudes toward computers
and writing, and studies that have attempted to validate holistic
scoring methods for qualitative assessment of writing ability are
included. (Author/MG)

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Keyboarding, Word Processing, and Middle School Language Arts: A Bibliography

In a review of the literature related to the study the effect of keyboarding on middle school students' composition writing using word processing, the following bibliography was established. The bibliography includes those studies describing the feasibility of teaching touch typing keyboarding skills to middle school students, the value of acquiring this skill, the place of the computer and related word processing programs in the elementary school language arts program. Additionally, studies that have attempted to measure the effect of word processing on middle school students' writing performance, studies of students' attitudes towards computers and writing, and studies that have attempted to validate holistic scoring methods for qualitative assessment of writing ability are also included.

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