

AN ABSTRACT OF THE THESIS OF

AUSTIN HORACE PATTY for the Ph. D. in EDUCATION
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TEACHING COMPOSITION BY CLOSED-CIRCUIT TELEVISION
AND BY CONVENTIONAL CLASSROOM PROCEDURES

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(Major professor)

This study was designed to test the relative effectiveness of teaching Writing 111 at Oregon State University by closed-circuit television as compared with conventional classroom procedures; the hypothesis was that the students taught by television (the experimental group) would achieve as well as the students taught in conventional classrooms (the control group) in terms of writing samples.

The experimental group was comprised of 130 students at Oregon State University, taking Writing 111 on closed-circuit television during the Winter term of 1965. An attempt was made to match each of these students with a student of comparable skill in writing, drawn from 2,577 students of the same university (the control group), taking Writing 111 in conventional classes during the Fall term of 1964. Pairs from the experimental and control groups were matched on the basis of scores on the writing samples. An IBM card-sort procedure

was used to match 38 pairs on this basis from the experimental and control groups. A computation of the differences between the 38 pairs showed that the experimental and control groups were statistically comparable. Pairs were arranged in sub-groups on the basis of achievement on the pre-test: the highest third, the middle third, and the lowest third. Achievement comparisons were later made for these sub-groups.

Writing samples were used as the criterion measures for both the pre-test and the post-test. Together they provided the criteria for testing the assumption and the hypothesis. The assumption that learning did occur in the experimental and control groups was tested by comparing the average score of each individual of a pair on the pre-test and post-test. Subtracting the score on the pre-test from the score on the post-test established whether or not the groups had made a mean gain in achievement. The hypothesis that Writing111 could be taught as effectively on television as in conventional classrooms was tested in terms of the average scores of each pair on the post-test: the differences between the scores of each of the 38 pairs was computed by subtracting the control student's average score from the experimental student's average score. A t-test of significance was used to determine the statistical level of significance of these differences.

However, in order to be employed as matching and achievement

criteria, the writing samples had to be reliable measures of writing skill; i. e. the scores on these tests had to reflect the writing achievement of the students rather than the subjective judgments of the graders. To check the reliability of the scoring of the writing samples, a correlation coefficient was computed on the scores given by the three graders of these samples. The resulting coefficients established the reliability of the scoring of the writing samples. All the reliability coefficients were at or above .70, an acceptable level for the purposes of this investigation, and thus justified the use of writing samples as criterion measures for matching pairs and testing the hypothesis and assumption.

The assumption was confirmed: both experimental and control groups showed a mean gain in achievement. The hypothesis was also confirmed. There was no statistically significant difference between the achievement gains of the experimental and control groups; hence students taught by television achieved as well as students taught in conventional classes in terms of writing samples. The low experimental sub-group made a greater gain, in relation to the comparable control sub-group, than did the other experimental sub-groups.

A COMPARISON OF THE RELATIVE EFFECTIVENESS OF
TEACHING COMPOSITION BY CLOSED-CIRCUIT
TELEVISION AND BY CONVENTIONAL
CLASSROOM PROCEDURES

by

AUSTIN HORACE PATTY

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[REDACTED]

Professor of Education
In Charge of Major

[REDACTED]

Head of Department of Education and Dean of School of
Education

[REDACTED]

Dean of Graduate School

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CHAPTER I

INTRODUCTION

Increasing university enrollment, the resulting higher ratio of students to faculty, and the current trend toward placing more responsibility on the student for acquiring basic skills necessary for acceptable college work--all suggest the possibility of using television in teaching basic college courses like English composition on television.

Area of Concern

Dr. James E. Conant (1963) represents a commonly held view in higher education when he writes that we cannot long afford the current cost and expenditure of faculty energy on basic skill courses. Though Conant did not direct this remark toward any specific course at a particular institution of higher education, it has application at Oregon State University.

In the English Department at Oregon State University, 21.25 F. T. E. was devoted to the teaching of English composition out of a total of 41.95, the total F. T. E. in the department during the Fall of 1964. In short, over half of the F T. E. was taken up with English

composition. Consequently, many instructors were required to grade a large number of freshman essays, and the class sizes of literature sections was often excessive (Nelson, 1965).

The policy statement of the English Department at Oregon State University of June 7, 1965, places the problem in sharper focus. This statement is entitled "Meeting Expanding Enrollments in English Composition." The following quotation is highly relevant here.

Our immediate problem is not with those courses which can be called departmental courses in the normal academic sense, although average teaching loads are too high even here. . . . Our immediate problem is with the course by which the Department provides--willingly and with a full sense of the importance of the work--a service for all Schools of the University. Attesting the seriousness with which the Department views its responsibility is its decision that all members who teach the normal 12-hour load, from instructor to full professor, shall teach some composition during the year. However menial the teaching of composition is by reputation--and drudgery there is--our Department is dedicated to giving the course dignity and effectiveness. . . .

Anticipating enrollments is not an exact science. However, a conservative guess as to the number of freshmen for the fall of 1965 is 3377, an increase of 800 over 1964. . . . To handle this number properly, we should have 124 sections of English Composition. The present staff permits scheduling 97 sections. In the view of the Department, a reasonable solution would be that one instructor be made available for each additional 100 students. English Composition is a specialized course that should not be expected to operate at a student-teacher ratio much above that recognized as a standard by the State Board and the Legislature.

This statement goes on to list complicating factors; for example, that

"English Composition absorbs more than half of the sections taught in

the Department"; that "the Department of English services more students than any other department of the University--about 18% more than the next highest department (Mathematics)."

In the light of these considerations, it can be said that the use of acceptable composition courses on television may relieve the English Department of a serious burden. At least the teaching load of each instructor may be reduced in a significant way.

Statement of the Problem

The problem of this research study is the comparison of the relative effectiveness in teaching freshman composition (first term) by using closed-circuit television and by using conventional classroom procedures. This report will study freshman composition students at Oregon State University.

This hypothesis will be tested: freshman composition (Wr. 111) can be taught as effectively by using closed-circuit television as by using conventional classroom procedures. Groups compared will be an experimental group consisting of students taught with televised instruction and a control group which represents a sampling of the regular composition classes taught conventionally.

Possible Outcomes

1. There is no statistically significant difference between the

experimental group and the control group in terms of writing performances.

2. The writing of the experimental group is significantly better than that of the control group.

3. The writing of the experimental group is significantly worse than that of the control group.

CHAPTER II

REVIEW OF RELATED LITERATURE

General Findings

Present research in educational television is somewhat chaotic because of disagreement and confusion about controls used in the research projects as well as about criterion measures. For example, Wilbur Schramm, Director of the Institute for Communication Research at Stanford University, reported the following results in 1962: 84 percent of the studies revealed no significant difference in achievement between televised classes and conventional classes. In 13 percent of the studies of effectiveness of TV instruction, televised classes were significantly lower, and in 3 percent of the studies, the televised classes were significantly higher in achievement than conventional classes (Stanford Institute for Communication Research, 1962). Yet two years later W. J. McKeachie, Professor of Psychology at the University of Michigan, wrote "of thirty college experiments in which there were adequate controls, twenty-four indicated greater learning in the 'live' classes than those taught by television. Most of these differences were not statistically significant by themselves, but their consistency is statistically significant" (Sanford, 1964).

On the other hand, most studies have reported no statistically significant differences in learning between televised instruction and conventional classroom instruction. Hideya Kumata, for instance, summarizes research findings up to the year 1956: "(1) On subject-matter tests, no significant differences was the overwhelming finding in comparisons of television students with conventionally taught students. (2) On short-term retention tests on subject-matter content, the usual finding was that of no significant difference between TV and conventionally taught students." The results of most of the studies which Kumata summarized for the years between 1956 and 1960 showed the same thing: "no significant differences" (Schramm, 1960).

Televised English Composition

Research findings in the televised teaching of English composition reflect general reports on over-all effectiveness of television teaching, especially as regards controls and evaluation. There is-- to cite one prominent example--considerable foundation for this bleak picture of research findings in English composition:

Despite the fact that much money has been granted by foundations for experiments in the use of television as an instructional aid, little of the research, as published, seems convincing, at least where instruction in written composition is concerned. Often the nature of the course of instruction is not made clear, or the evaluation of the experiment is based solely on objective testing. (Braddock, Lloyd-Jones, Schoer, 1963)

Braddock, Lloyd-Jones, and Schoer find only one experiment worthy of review: the study by Becker, Dallinger, and Crosby (1958),¹ which is noteworthy for a number of reasons. It employs careful statistical procedures--for example, the random selection of sample groups--and it uses student essays to evaluate student achievement in English composition, both of which Braddock et al. cite approvingly. It also provides an interesting comparison between three basic groups:

Group A (Regular) consisted of classes as traditionally constituted and taught, a single instructor responsible for each class and for the instruction in all four skills--reading, writing, speaking, listening--including lectures, discussion, performance, and criticism.

Group B (Bibliography) consisted of classes which met three instead of the regular four hours per week, and which presented the basic principles of the course through a bibliography of assigned and collateral readings, and in which most of the class meetings were devoted to performance in the four skills under the guidance and criticism of an instructor.

¹This sweeping exclusion of all other research in televised English composition prior to 1963 finds considerable support in a review of the literature. The studies published by Erickson and Chausew (1960), Ohio State University (1960), the Los Angeles City School District (1958), and Klapper (1958), for instance, do not seem convincing largely because of the controls and evaluative procedures employed. The experiment by Herminghaus (1957) provides a convenient and more specific example: his pre-test was not used as a criterion for matching TV groups with control groups; this test was used as one of the criteria of achievement, along with objective tests, but no correlations between graders was reported as a check on the extent of variation between graders.

Group C (Kinescope) consisted of classes in which the basic principles of the course were presented by "experts" through a series of twenty-eight, half-hour kinescopes, supplemented by discussion of these principles and their application in performances under the guidance and criticism of a regular classroom instructor. These kinescopes were projected in classrooms as conventional motion pictures.

Becker et al. report that "students can retain the principles of communication and acquire greater skill in speaking, writing, reading, and listening equally well from each of the methods of instruction tested in this experiment." Though no correlation of graders was reported in the published research, Braddock et al. were informed by the principal investigator that the reliability of the ratings was .83, a fairly high correlation between graders.

Braddock and his co-authors overlook, however, one experiment of solid value for college departments of English, an experiment by Seibert (1958) which scarcely falls under their sweeping criticism. He used careful statistical approaches. He employed essays as well as objective tests as measures of achievement and computed correlations between the graders of the essays. These correlations generally were above, though not significantly above, .50. (However, this is very low for a reliability coefficient.) And he matched pairs of conventionally taught students with television-taught students on the following basis:

English test raw score, orientation English theme "score," age, sex, and school of the University in which the student was enrolled. . . . emphasis was placed on effecting

satisfactory matches with respect to the first two variables. When possible, students were also matched with respect to the other three variables.

In this way Seibert was able to match forty-one pairs of students. These pairs were subdivided into "high, medium, and low ability (conventionally) taught students and high, medium, and low ability television taught students." The students in the television subgroups received two fifty-minute classes per week plus a weekly class meeting devoted to "discussions, supervised writing practice . . . and the administration of tests." Seibert's conclusions, though tentative, somewhat favor the students taught conventionally:

Nineteen of the 25 achievement comparisons . . . [between pairs] at least suggest that conventionally taught students achieved at levels beyond those of the television students. There are, on the other hand, only five comparisons which suggest that students in the television group performed at levels beyond those of the conventionally taught student group.

Implications of Research

Inconclusiveness characterizes research in televised instruction as regards learning achievement. Absence of adequate controls and unreliable procedures cloud the whole issue of relative achievement. But even if we grant the controls and evaluations are sound, current findings in research are not in favor of televised instruction, for most studies which compare achievement in television classes with achievement in conventional sections report no statistically

significant differences in learning (Schram, 1960).

The implications of research in the televised teaching of English composition are not decisive either. Only two experiments could be found with adequate controls and evaluative techniques: studies by Becker et al. and by Seibert. The former study found no significant differences between televised and conventional classes in terms of achievement; Seibert found that students taught conventionally achieved better in 19 out of 25 cases.

The experiment of Becker et al., while suggestive, provides no experimental framework for this report for a number of reasons. The aims of the communications course studied by Becker et al. are much too broad. These aims, for instance, include improving reading, speaking, and listening skills on an equal footing with writing skills, while the primary aim of Writing 111 at Oregon State University is "to improve the student's ability to organize thoughts and to record them accurately." (See the Writing 111 syllabus in Appendix A.) Becker et al. employed kinescopes rather than the closed-circuit television used for this present study. Finally, Becker et al. made use of 29-minute kinescopes for only one meeting per week in classes which met four times a week; the remaining class time was used for discussion and practice in the application of principles. This present report, on the other hand, involved classes which met only three times a week and which employed closed-circuit

television exclusively in the television sections.

The Seibert study came closer to providing this present experiment with an experimental mode. For Seibert employed matched pairs, essay pre-tests and post-tests as part of the matching and achievement criteria. Also he analysed 41 matched pairs in terms of sub-groups. High, medium, and low ability students in conventionally taught classes were compared with high, medium, and low ability students taught by television to discover how each sub-group achieved. However, there are notable differences between Seibert's experiment and the present investigation. Seibert employed two televised classes plus a discussion class led by an instructor each week. The present study, in contrast, used television for all three weekly meetings, and the instructor saw the television class as a group only at the time of the pre-test and the post-test. During the other class meetings, monitors called the roll and collected the assigned essays. While Seibert's report relied heavily upon objective tests as part of the evaluative criteria, the present investigation employed writing samples exclusively as matching and achievement criteria. Finally, Seibert did not teach the classes in his experiment, but the writer of this report was the television instructor for the students taught by closed-circuit television.

CHAPTER III

DESIGN OF STUDY AND RELATED PROCEDURES

The experimental group was comprised of 130 students (at Oregon State University) taking Writing 111 on closed-circuit television during the Winter term of 1965. An attempt was made to match each of these students with a student of comparable skill in writing, drawn from 2,577 students of the same university (the control group), and taking Writing 111 in conventional classes during Fall term, 1964. Pairs from the experimental and control groups were matched on the basis of four criteria: high school GPA, SAT Verbal test scores, SAT English Composition Achievement scores, and writing pre-tests. Each of the four criteria counted 25 percent of the weighted matching score. An IBM card-sort procedure was used to match 40 pairs. Each student from the experimental group was matched with a student from the control group.

Then a correlation coefficient was computed between the indirect measures of writing skill, the high school GPA, the SAT Verbal scores, and the SAT English Achievement scores, and the direct measure of writing skill, the writing pre-tests. Such a procedure was necessary to determine the statistical value of the other three matching criteria in relation to the fourth criteria, the writing

pre-test. A high positive correlation coefficient (.95, for example) between any of the indirect measures--the first three matching criteria--and the direct measure represented by the pre-test would establish that both criteria were probably measuring the same skill; therefore one of them could be eliminated as a matching criterion. On the other hand, a low positive correlation coefficient (.40, for example) between any one of the first three criteria and the writing pre-test would support the argument that this criterion was not measuring writing skill so well as the written pre-test and hence could be eliminated (Peterson, 1966).²

A low positive coefficient resulted on the first three matching criteria: the correlation coefficient between the GPA and the pre-test scores was .27; between the SAT Verbal test scores and the pre-test scores, .28; and between the SAT English Achievement scores and the pre-test scores, .44. Therefore pairs were matched on the basis of the writing pre-tests by using the average score of the scores given by the three graders of the pre-test.

An IBM card-sort procedure was used to match 38 pairs from the experimental and control students on the above basis (Table I).

² Provided that the correlation coefficient between the scores of the graders of the pre-test were statistically reliable, i. e. at a level of .70 or higher (Diederich, 1957) (Godshalk, et al., 1966) (Petersen, 1966). The coefficients between the scores of the graders on the pre-test were, in fact, .70 or higher.

Table 1. 38 Pairs of Students Matched on the Basis of the Written Pre-test

Pairs	Pre-test Scores of 3 graders			Weighted Total
Con* 1	82.000	80.00	80.00	80.73
Exp** 1	87.000	79.00	83.00	82.86
Con 2	81.000	80.00	78.00	79.75
Exp 2	84.000	80.00	79.00	80.97
Con 3	79.000	81.00	73.00	77.81
Exp 3	81.000	80.00	80.00	80.44
Con 4	79.000	78.00	75.00	77.38
Exp 4	82.000	78.00	81.00	80.33
Con 5	80.000	78.00	74.00	77.33
Exp 5	86.000	79.00	72.00	78.77
Con 6	79.000	78.00	74.00	77.04
Exp 6	79.000	75.00	78.00	77.29
Con 7	80.000	77.00	74.00	76.96
Exp 7	73.000	72.00	80.00	75.10
Con 8	76.000	78.00	76.00	76.85
Exp 8	73.000	71.00	79.00	74.39
Con 9	82.000	75.00	74.00	76.80
Exp 9	75.000	72.00	76.00	74.31
Con 10	79.000	75.00	75.00	76.26
Exp 10	79.000	65.00	80.00	74.25
Con 11	72.000	79.00	74.00	75.36
Exp 11	76.000	69.00	75.00	73.14
Con 12	73.000	75.00	73.00	73.81
Exp 12	70.000	73.00	74.00	72.53
Con 13	75.000	75.00	70.00	73.37
Exp 13	73.000	66.00	79.00	72.52

Table 1. (Continued)

Pairs	Pre-test Scores of 3 graders			Weighted Total
Con 14	79.000	70.00	70.00	72.67
Exp 14	71.000	73.00	73.00	72.48
Con 15	70.000	74.00	73.00	72.56
Exp 15	72.000	70.00	75.00	72.34
Con 16	74.000	73.00	70.00	72.33
Exp 16	71.000	73.00	70.00	71.45
Con 17	76.000	69.00	70.00	71.42
Exp 17	72.000	70.00	72.00	71.31
Con 18	70.000	74.00	69.00	71.18
Exp 18	69.000	74.00	68.00	70.55
Con 19	75.000	71.00	68.00	71.18
Exp 19	63.000	75.00	71.00	70.19
Con 20	68.000	70.00	72.00	70.14
Exp 20	66.000	74.00	68.00	69.67
Con 21	66.000	72.00	71.00	69.95
Exp 21	70.000	68.00	71.00	69.63
Con 22	71.000	71.00	67.00	69.67
Exp 22	70.000	65.00	74.00	69.54
Con 23	70.000	71.00	66.00	69.03
Exp 23	71.000	66.00	71.00	69.18
Con 24	70.000	70.00	64.00	67.97
Exp 24	70.000	65.00	72.00	68.85
Con 25	65.000	69.00	68.00	67.50
Exp 25	76.000	61.00	70.00	68.43
Con 26	68.000	65.00	67.00	66.54
Exp 26	74.000	67.00	59.00	66.30

Table 1. (Continued)

Pairs	Pre-test Scores of 3 graders			Weighted Total
Con 27	70.000	65.00	65.00	66.44
Exp 27	68.000	66.00	64.00	65.89
Con 28	70.000	65.00	64.00	66.10
Exp 28	65.000	68.00	60.00	64.38
Con 29	65.000	68.00	62.00	65.06
Exp 29	65.000	62.00	65.00	63.86
Con 30	64.000	65.00	64.00	64.34
Exp 30	63.000	68.00	60.00	63.79
Con 31	70.000	63.00	60.00	63.97
Exp 31	61.000	61.00	68.00	63.34
Con 32	69.000	60.00	61.00	62.90
Exp 32	72.000	62.00	54.00	62.12
Con 33	60.000	63.00	63.00	62.07
Exp 33	59.000	62.00	65.00	62.10
Con 34	61.000	62.00	62.00	61.65
Exp 34	61.000	63.00	62.00	62.02
Con 35	55.000	62.00	62.00	59.89
Exp 35	56.000	66.00	60.00	60.99
Con 36	58.000	60.00	61.00	59.68
Exp 36	56.000	65.00	60.00	60.62
Con 37	60.000	62.00	56.00	59.29
Exp 37	66.000	54.00	58.00	58.75
Con 38	50.000	59.00	60.00	56.62
Exp 38	45.000	68.00	54.00	56.45

*CON = Control Group

**EXP = Experimental Group

A table of differences was then computed on the 38 pairs. This Table (Table 2) shows that the pairs are statistically comparable. Differences between pairs were determined by subtracting the pre-test average score of a control-group student from the pre-test average score of an experimental-group student with whom this student had been matched. Hence a minus point difference means, in Table 2, that the control-group student in a pair received a higher average score from the graders on the pre-test; a plus point difference means that the experimental-group student received a higher average score. A t-test computed on all such differences reveals that they were not statistically significant (Table 2). Hence the paired groups used in this experiment did not differ significantly in initial writing skill (Petersen, 1966).

The Control and Experimental Classes

Every effort was made to conform to the "Syllabus for Writing 111," dittoed and distributed by the English Department at the beginning of Fall term in 1964, which the teachers of conventionally taught sections were required to follow. For example, the same texts were used in the experiment as those listed in the syllabus for the conventional sections:

1. Brown and Perrin, A Quarto of Modern Literature, 5th ed.
2. Perrin-Smith, Handbook of Current English, 2nd ed.

Table 2. Table of Differences* Between Pairs

High Group	Medium Group	Low Group
1 -2.13	14 0.19	26 0.24
2 -1.22	15 0.22	27 0.55
3 -2.61	16 0.88	28 1.72
4 -3.05	17 0.11	29 1.20
5 -1.44	18 0.64	30 0.55
6 -0.25	19 0.99	31 0.63
7 1.86	20 0.47	32 0.78
8 2.46	21 0.32	33 -0.03
9 2.49	22 0.13	34 -0.37
10 2.01	23 -0.15	35 -1.10
11 2.22	24 -0.88	36 -0.94
12 1.29	25 -0.93	37 0.54
13 0.85		38 0.17

Total Differences in each sub-group of pairs:

$$\begin{aligned} \text{Exp} &= 1.48 \\ \bar{x} &= .11 \end{aligned}$$

$$\begin{aligned} \text{Exp} &= 1.99 \\ \bar{x} &= .16 \end{aligned}$$

$$\begin{aligned} \text{Exp} &= 3.94 \\ \bar{x} &= .19 \end{aligned}$$

Total Differences for all pairs:

$$\begin{aligned} \text{Exp} &= 7.41 \\ \bar{x} &= .19 \end{aligned}$$

T-test for each sub-group of pairs:

$$.192^{**}$$

$$.903^{**}$$

$$1.376^{**}$$

T-test for all pairs: .913^{**}

*Differences determined by subtracting Control score on the pre-test from Experimental score on the pre-test in each pairing (each number from 1 to 38 stands for a pair)

**Not a significant difference statistically, using the table of values on p. 602 of Li (1964)

3. An acceptable college dictionary (Webster's Collegiate, Webster's New World, or American College).

Consequently, the "Material of the Course" section of the syllabus was closely adhered to. Equal emphasis was "placed on reading and composition," and essay topics did arise from a treatment of the texts read by the class. The syllabus, too, required students "to produce a minimum of about 2500 words per term exclusive of examinations and tests." This requirement was observed in the experimental classes. Appendix A presents the syllabus as dittoed by the English Department at OSU. However, the teacher of the televised classes endeavored to use teaching methods best adapted to television. For instance, the straight lecture was avoided and visual aids were constantly used even when a given presentation contained a certain amount of lecture. Of course the instructors of the conventional sections employed their usual methods. Appendix B shows a television script typical of those used by the teacher of the televised classes throughout the term.

Material for twenty-six class meetings was video-taped for closed-circuit television use for the experimental group. Four class periods were conducted without television: two class periods were needed for the pre-tests and post-tests; one class period was utilized for an impromptu essay; and one class period was devoted to a mid-term examination (Appendix C). The mid-term examination was a

test on grammar, sentence structure, and usage, devised by members of the English Department at OSU. It had formerly been used as the departmental final examination for Writing 111 (Appendix D).

While the instructors of conventionally taught students saw their students three times a week, the television teacher met with the class only the first period and last period of the term in order to supervise the pre-test and post-test. This difference points up an unusual feature of this television experiment. Whereas most experiments in television have not depended solely upon television for instruction in the experimental groups, this study employed closed-circuit television tapes for all classroom instruction. Student monitors, both seniors, called the roll and monitored the televised sections.

Further, in the present study, the television instructor employed student graders to correct the student essays; hence he saw only corrected essays which he occasionally sampled or discussed with a student in his office. However, at the first class meeting students were encouraged to visit the instructor in his office. This encouragement was repeated continuously throughout the term. The monitors announced the instructor's office hours periodically. Finally, the instructor was in his office two hours in the morning and two hours in the afternoon five days a week. This exceeded considerably the eight office hours recommended by the English Department at OSU for

all its instructors. Slightly more than half the students in the experimental group did, in fact, consult the instructor in his office at least once.

Objective Tests Versus Writing Samples as Measures

Objective tests can be described as "examinations which can be scored with a minimum of influence from the scorer's opinion or attitude" (Baron and Bernard, 1958). Obviously, then, objective tests minimize unreliability arising from scorer inconsistency; i. e. "the inconsistency of one scorer from one occasion to another and the disagreement that may occur among different scorers." Such objectivity in scoring "has led to the term objective test" (Wood, 1961).

Objective tests which measure writing competency are usually the familiar multiple-choice tests. A variation was the interlinear test developed over ten years ago by the Educational Testing Service; it approximated the editing phase of composition in that it presented a student with a passage he was to edit in thirty minutes by crossing out incorrect and awkward expressions and inserting his corrections and improvements between the lines. Readers were trained and provided with lists of pre-evaluated possible responses for each of the "problems" of a passage. These readers assigned each student's response a number of points, depending upon which of the listed possibilities the student's response most closely approximated. A

test reliability of .81 and a reader reliability of .95 to .96 were reported for the interlinear test (Swineford, 1960).

However, there are serious objections to such interlinear tests as measures of writing competence. Responses at times do not match the lists of "possible" responses, for example. And readers sometimes disagree in evaluating responses not anticipated in the tests. Moreover, the interlinear test "doubtless is characterized by the problems common to the more usual multiple choice tests while much more expensive to score" (Braddock, et al., 1963).

But a more serious objection to multiple-choice tests--and a fortiori to all objective tests--as measures of writing competence is their lack of validity. They do not require the student to perform the behavior being measured, and they make little attempt to measure elements of composition beyond the sentence or paragraph level. In her contrast of a multiple-choice test and the rating of actual writing, Huddleston (1954) showed that the multiple-choice contained 27 punctuation items, 33 cases of idiom, 47 of grammar, and 70 of sentence structure. There were no items on unity, organization, or content, or on the specificity of supporting argumentation and evidence. Vordenberg (1952) found invalidity in the elements at and below the sentence level of composition, which the objective test attempted to cover. Analysis of the errors in freshman themes compared to the types of errors included in the test caused

Vordenberg to declare that capitalization errors were emphasized more on the test than their occurrence in writing justified; that the seriousness of sentence fragments in writing was not reflected in the weight they received in the test; that other types of errors were not properly represented in the test--for example, wordiness, unity, organization, and content.

Hence there is evidence to support a common objection of critics of multiple-choice tests as measures of writing competence: "That they do not require the examinee to select his own words and to compose--to formulate and organize his own ideas into paragraphs and sentences; such tests are, therefore, say these critics, inevitably not valid measuring instruments" (Braddock et al., 1963). But defenders of multiple-choice tests can point with justification to the lack of grader reliability in some of the research on the grading of writing samples.

For example, Diederich and two colleagues (1961) analyzed the way ten English teachers rated 300 two-hour compositions by college freshmen in comparison with 43 other raters--social scientists, natural scientists, writers, editors, lawyers, and business executives. The raters were given no criteria for judging, but were asked to sort the compositions into nine piles in order of over-all merit, with not less than four percent of the papers in any pile. Diederich et al. found "that 94 percent of the papers received either seven,

eight, or nine of the nine possible grades, that no paper received less than five different grades, and that the median correlation between graders was .31. Readers in each field, however, agreed slightly better with English teachers than with one another." Noyes (1963) reported disappointing correlations between graders for the one-hour English Composition Test included among the Achievement Tests used by the College Entrance Examination Board during 1943 and 1944. In six successive tests during 1943 and 1944, the highest correlation obtained "was about .57."

But such studies tend to overshadow other valuable research which reveals higher correlations as regards reader reliability coefficients; for instance, Noyes (1961) reported correlation coefficients of .87, .88, and .87 on the one-hour essay which was part of the CEEB Comprehensive Examination in English before World War II. Also Buxton (1958) found reader reliability coefficients of .91 and .88; Kincaid (1953) reported reader reliability coefficients ranging from .77 to .91. Finally, in an intensive study of reader reliability coefficients, Finlayson (1957) reported correlation coefficients ranging from .786 to .961 in the rating of one-hour papers written by 850 sixth graders in 21 Edinburgh primary schools. Such figures represent very high correlations (Froehlich and Hoyt, 1959) and demonstrate that high correlations are possible in grading writing samples, correlations which can minimize the danger of unreliable

grading in this present study.

Because of this possibility and because of the aims and practices of the English Department at Oregon State University, writing samples were used as measures of writing competence and achievement in this research. The aims and practices virtually dictated writing samples, for the English Department at Oregon State University emphasized actual writing as the measure of achievement rather than any form of objective testing. In fact, the great majority of the instructors of Writing 111 in this department who gave final examinations required essays as final examinations in Fall term, 1964.³

Writing Samples

The writing pre-test served as a criterion for matching pairs; it is also, like the post-test, the measure of writing performance in terms of the "ability to organize thoughts and to record them accurately," the specific kind of writing expected of first-term composition students at Oregon State University.

Two members of the English Department and one student grader at Oregon State University graded the pre-tests and post-tests.

³A few instructors required an essay test for the final examination which covered the reading assigned in literature for the term. Since the university did not require final examinations during Fall term of 1964, some instructors in the English Department did not give a final examination of any kind.

Although these three graders knew they were associated with an experiment in writing, they received no specific information about the nature of this research project. Each grader helped devise and improve a Scoring List during and after a number of trial runs.

This Scoring List was adapted from the list used in the Dartmouth College study of freshman writing (Kitzhaber, 1963).

Dr. Walter Foreman and Mr. Martin Ludwig of the English Department of Oregon State University aided in adapting the Dartmouth list to the objectives of Writing 111 as well as to the aims of this particular research study. The final version of this list, shown in Appendix E, is admittedly negative in approach. Kitzhaber explains its rationale clearly, especially in the present context of first-term college composition:

The readers found occasional favorable criticisms in the papers, but they were usually stated in such general terms that it did not seem profitable to record them as part of the data used in the analysis. Besides, if the categories include weaknesses in logic, rhetoric, and content . . . as well as more superficial matters, it may be argued that the absence of a defect ought to mean the presence of its corresponding virtue. If, for example, a paper is not marked as defective in point of view or organization or reasoning, one should be able to assume that in the teacher's opinion the point of view has been satisfactorily established and maintained and that the paper is effectively organized and well reasoned. The argument assumes, of course, that the teacher has read the paper attentively and marked it conscientiously . . .

The three graders for this experiment strove to read each writing sample attentively and to mark it conscientiously. Their

correlation coefficients suggest that their efforts were successful.

But there were problems of course. Some categories, for instance, overlap. Two of the most obvious examples of overlapping are found in Category 1, "specificity" under "Content" and in Category 3, "concrete and specific diction" under "Style." The graders had to decide whether or not the lack of specificity interfered with the communication of content or with the fitting or graceful flow of language under style. In making such judgments, the graders were guided by the Perrin-Smith Handbook of Current English, listed in the course syllabus.

The major problem, however, was the reliability of the subjective judgments of the graders which might make the writing samples unreliable as criteria for matching students and for evaluating achievement. This problem centers around the grader variable: the variable which may result from differences between graders rather than the writing achievement of the students.

Grader Variable

In order to check the variable that might result from differences between individual graders, a correlation coefficient between graders was necessary. The grades on the written pre-test and post-test were fed into an electronic computer to obtain a rank-order correlation, a correlation "appropriate when there are few ties and the

number of cases is relatively small (Best, 1959)." More specifically, rank-order correlation was chosen instead of the product-moment correlation because the former depends in no way upon a normal distribution based upon "a random sampling of some defined population," which would be necessary for application of the product-moment correlation (McNemar, 1955).

Hence the computer was programmed to compute the rank-order correlation for tie scores by a statistical formula listed in Edwards (1961). Experts in interpretation of such coefficients mention .70 as an acceptable level of correlation between graders of writing samples (Diederich, 1957) (Godshalk, Swineford, and Coffman, 1966). Therefore, a rank-order correlation coefficient of .70 or higher was the goal of this experiment as a criterion of acceptable grader reliability.

In this way possible unreliability of the writing samples, flowing from the subjective judgments of the graders involved in this study, could be minimized.

Content of Pre-test and Post-test

Both control and experimental pre-tests consisted of samples designed according to the writing samples used by the College Entrance Examination Board and listed in Appendix F. The directions reveal an emphasis on quality rather than quantity, an

emphasis on organization and specificity:

Express your ideas in a well-planned essay of 300 to 500 words, using several paragraphs to organize your discussion. Quality is more important than quantity. Your point of view should be supported by and illustrated from your own experience or by appropriate references to your reading, study, or observation. Be specific. You are expected to express your best thought in your best natural manner.

Post-tests were designed in terms of departmental aims and materials and were based on the readings listed in the syllabus, readings the English Department at Oregon State University considered of comparable difficulty. Appendix G in the Appendix shows the post-test used for the experimental group. Appendix H is a representative sample of the post-tests employed for the control group.

Testing the Assumption and the Hypothesis

The one assumption this study will, in fact, test is that learning does occur in the experimental and control groups. This assumption will be tested by comparing the average score of each individual of a pair on the pre-test and post-test. Subtracting the score on the pre-test from the score on the post-test will establish whether or not that individual showed a gain in achievement. Use of these computations will determine the mean gain for the control group and for the experimental group.

The hypothesis that freshman composition can be taught as effectively on television as in conventional classrooms was tested in terms of the average scores given by the graders of the post-test. The differences between the scores of each of the 38 pairs in the control and experimental groups was computed by subtracting the control student's average score from the experimental student's average score. A minus number means that the control student made a higher score; a plus number that the experimental student made a higher score. A t-test of significance was used to determine the statistical level of significance of these differences (Petersen, 1966).

In order to refine the testing of the hypothesis to compare achievement between various ability levels, the students were placed in rank-order for the experimental and control populations. In this way the hypothesis could be tested on special achievement groups: the top third, the next lower third, and the lowest third based upon a rank-ordering of the pre-test scores. Comparable sub-groups were established for the experimental group on the same basis so that sub-groups could be matched. The differences in terms of average scores on the post-test between comparable sub-groups of the control and experimental groups was then computed. A t-test was used to determine whether or not there was a statistically significant difference between the average scores of the experimental and control

sub-groups. Hence at the level of sub-groups, the hypothesis was tested (Petersen, 1966).

CHAPTER IV

ASSUMPTIONS AND LIMITATIONS

Chief Assumptions

Though this study assumed at the outset that learning did take place in the televised and conventional sections of English composition at Oregon State University, this assumption was tested statistically as an integral part of the research. Other assumptions could not be so tested.

For instance, this study assumed that the variable of individual differences between teachers of the control groups (taught in conventional classes) would not substantially affect the testing of the hypothesis. Also, it was assumed that comparison of the control and experimental groups in terms of writing sample exclusively would provide an adequate basis for matching pairs and for testing the assumption and the hypothesis.

Chief Limitations

Writing samples are limited as measures of writing competence because of the subjective element in grading such samples; yet standardized tests are also limited in an even more serious way as measures of writing competence and achievement, as shown above.

However, the limitations of writing samples was minimized by computing the coefficient of correlation between the graders.

In this study, too, the control group took the first term of English composition during Fall term, while the experimental group took the same course on television during Winter term. It was assumed that by matching to obtain comparable pairs from the experimental and control populations and by requiring a written pre-test and post-test the effect of this time differential could be minimized.

Finally the matching of pairs resulted in a relatively small sample (38 pairs). But the matched-pairs approach has special advantages over a more general or random sampling. Such pairing "leads to more nearly comparable groups . . . than can be obtained by choosing individuals at random." For the paired individuals in such groups can be matched on the basis of one or more characteristics which would affect the outcome of an experiment; for example, the scores on a direct measure of writing ability--writing samples. Also, the "use of paired individuals has a statistical as well as experimental advantage": sampling errors can be reduced without the necessity of increasing the number of cases. For instance, two groups selected by means of random sampling may not, in fact, be comparable in terms of writing ability as measured by direct measures (writing samples) or by indirect measures (e.g. multiple-choice tests on writing ability). Instead of running more random

sampling to increase the size of the sample and hence the probability of achieving comparable groups, the experimenter could match individual pairs without increasing the number of cases. If this pairing produced a set of closely matched pairs, the two groups would be comparable without an increase in the number of cases (McNemar, 1957).

One further practical advantage of pairing should be noted as regards research on classroom teaching: seldom is a random sampling possible because of administrative requirements such as class scheduling and the assignment of teachers. Hence pairing often becomes the only practical way of comparing students in an experiment. By virtue of this practical advantage the experiment can be replicated and hence checked with regard to its findings.

CHAPTER V

FINDINGS

The results of this study were achieved by comparing two approaches to instruction in freshman composition: instruction by television and conventional classroom instruction. The hypothesis tested was that, in terms of competency in writing, freshman composition (Writing 111) could be taught as effectively by using closed-circuit television as by using conventional classroom procedures; the assumption that learning occurred was also tested. A refinement in the testing of the hypothesis was provided by establishing achievement groups for the pairs taught by television and the pairs taught by conventional methods.

But more fundamental was the handling of the criteria for achievement in composition, the written pre-tests and post-tests, upon which the testing of the hypothesis and assumption rested. For if the three graders had not graded these tests so that the rank-order of the 38 students remained relatively stable no matter which grader was involved, the criterion measures would be rendered unreliable and hence useless for this experiment.

Grader Correlations

The rank-order correlation, computed between the scores given by the graders of the writing samples in this experiment, approximated .70, an acceptable level for a correlation coefficient established in a previous section of this study. The correlation coefficients on the pre-tests were as follows: .71 between graders one and two; .76 between graders one and three; .72 between graders two and three. The correlation coefficients on the post-test were at a level comparable to those on the pre-tests: .70 between graders one and two; .78 between graders one and three (the highest correlation coefficient on either post-test or pre-test); .70 between graders two and three.

Two interesting sidelights came out of these coefficients. First, the highest coefficient on either post-test or pre-test was found on the post-test. This was unexpected because the post-test correlation coefficients were based upon a smaller sample than the pre-test and because the writing topics employed in the post-test covered a wider range of topics than the pre-test. Secondly, the student grader (grader three) correlated closer with one of the college instructors (grader one) than the two instructors (graders one and two) correlated with each other. Graders one and three produced the highest correlation coefficients on the pre-test (.76)

and the post-test (.78).

Findings on the Assumption and Hypothesis

Analysis of the writing-sample scores indicated that both the control and experimental groups achieved a mean gain. Therefore the assumption that achievement in writing skills would take place was supported in this experiment. The mean gain of the experimental group was higher than the mean gain of the control group (Table 3).⁴

Table 3. Test of the Assumption

Group: sub-group	Gain*	Mean Gain of the Total Group
Control: high	-1.45	
medium	.68	
low	9.54	2.98
Exper.: high	1.51	
medium	5.88	
low	13.36	6.94

*Gain computed by subtracting the pre-test score from the post-test score

⁴The high sub-group in the control group was the only sub-group to score lower on the post-test than on the pre-test.

Differences between pairs provide the basis for testing the hypothesis of this study. Each number from one to thirty-eight in the first column of Table 4 represents a pair, one student from the experimental group matched with another from the control group; the scores expressed for each pair reflect achievement differences between individuals of a pair. These differences are computed by subtracting the control student's average score on the post-test from the experimental student's average score on the same test. Hence a minus number means that the control student made a higher average score; a plus number that the experimental student made a higher average score. The 38 pairs are arranged in three columns to represent high, middle, and low sub-groups in terms of the matching procedures as described above in Chapter III. In all the sub-groups, the experimental students made a higher average score on the post-test than the control students. The low sub-group in the experimental group made a greater gain, in relation to the comparable control sub-group, than the other experimental sub-groups. The gain registered by the high sub-group in the experimental group, in relation to the comparable control sub-group, was considerable, but reflected the fact that the high sub-group in the control group scored lower on the post-test than on the pre-test. A comparison of gain for all the experimental sub-groups with all the control sub-groups showed there was no statistically significant difference in terms of a

two-tailed t-test. Hence the hypothesis was confirmed: students taught by television achieved as well as students taught in conventional classrooms in terms of writing samples.

Table 4. Differences* in Achievement between Pairs

High Sub-group	Medium Sub-group	Low Sub-group
1 0.21	14 1.48	26 14.00
2 5.83	15 6.28	27 14.78
3 4.69	16 2.47	28 -3.12
4 1.02	17 2.60	29 -2.08
5 6.96	18 8.24	30 9.92
6 3.83	19 -17.92	31 0.90
7 -8.77	20 6.15	32 5.37
8 10.15	21 -13.89	33 .50
9 2.88	22 -2.11	34 -8.86
10 -8.28	23 -9.31	35 -3.89
11 4.45	24 18.07	36 3.81
12 2.03	25 12.00	37 6.83
13 2.60		38 4.04

Sum of differences:

$$\begin{aligned} \text{Exp} &= 27.60 \\ \bar{x} &= 2.123 \end{aligned}$$

$$\begin{aligned} \text{Exp} &= 14.06 \\ \bar{x} &= 1.171 \end{aligned}$$

$$\begin{aligned} \text{Exp} &= 42.20 \\ \bar{x} &= 3.261 \end{aligned}$$

Total differences of all pairs:

$$\begin{aligned} \text{Exp} &= 83.86 \\ \bar{x} &= 2.207 \end{aligned}$$

T-test for each sub-group of pairs:

1.369

.359

1.622

T-test for all pairs: 1.779**

*Computed by subtracting con. score from exp. score in each pair on post-test.

**Not significant, using the table of values on p. 602 of Li (1964).

Related Observations

The hypothesis that English composition could be taught as well by television as by conventional classroom procedures was confirmed. This finding agrees with most published investigations which compare televised and conventional instruction, for, in general, these investigations report no statistically significant differences between the two kinds of instruction (Schramm, 1960). An equally important finding of this study was, perhaps, that the low experimental sub-group made greater gains in achievement in relation to the comparable control sub-group than any of the other experimental sub-groups. This finding is in direct contrast to a result reported by Seibert (1958) in a similar experiment:

At the low ability level, the television student sub-group earned scores which averaged almost 15 points below those of comparable conventional student sub-groups. Thus the indication in this instance is that the televised instruction was less effective for students at lower ability levels than for those at higher ability levels.

The findings of the present investigation have a number of implications, especially in the light of the fact that the study employed monitors, graders, and closed-circuit television tapes to the exclusion of interaction of instructor and experimental students during scheduled class time. For example, if similar findings are obtained through duplication of the research design used in this study, students achieving at a low level in terms of a

written pre-test could be placed in Wr. 111 television classes, using television tapes like those employed in the present experiment. Considerations such as these, however, lead to conclusions and recommendations, the subject of the next chapter.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

Writing 111 was taught as well by closed-circuit television as by conventional classroom procedures, when writing achievement was measured by writing samples. Students in the lower third of the experimental group, as determined by a matching criterion, achieved at higher levels than comparable students in the control group in terms of scores on writing samples; the top third of the control group scored lower on the post-test than on the pre-test. Correlation coefficients for the graders of the writing samples were obtained at a level acceptable for research purposes; regular staff members and student graders employed by the English Department at Oregon State University were trained in such a way that high coefficients were obtained.

These findings establish the foundation for certain conclusions, which in turn suggest practical recommendations. This chapter will deal with both.

Conclusions

1. The findings of this research show that television is a desirable way to teach Writing 111 through the use of television

tapes similar to those employed in the present study.

2. The level of instruction in Writing 111 is not such as to affect the top third of the control population in this study. The students in conventional classrooms may be writing acceptable expository prose when they enroll in the course. Also, the progress high-ability students make in Writing 111 is less obviously measured than progress made by low-ability students, for the former may already have reached a fair level of competency. The low-ability student, however, having so much more room for improvement, may make greater measurable progress.

3. Lack of contact and discussion with the instructor of the televised classes in Writing 111 during scheduled class time does not seem to be a major factor in writing achievement as measured by writing samples.

4. Reliable grading of writing samples, acceptable for research purposes, is feasible.

Recommendations

1. Replicate this study to test the validity of its findings, but at the same time improve its sampling procedures; a random sample of the freshman class enrolled in Writing 111 should be made in order to avoid the limitations of a relatively small sample of 38 matched pairs. If a random sample is not feasible because of

scheduling, etc., the number of matched pairs should be markedly increased.

2. If replications show that the lower third of the experimental group consistently achieve at a higher level in relation to comparable control students, it may be profitable to enroll the lower third of the freshman class, as determined by writing samples, in Writing 111 television classes comparable to those used in this experiment.

3. Special studies could be carried out in the conventional sections of Writing 111 to discover whether students in the top third of the freshman class, as determined by writing samples, consistently fail to achieve in terms of writing ability or under what conditions they do improve.

4. If replications of this experiment support its findings, television could be employed for Writing 111 in order to release English department instructors from teaching and preparing for classes in first-term composition so that they may devote the time saved to the discussion and individualized correction of student essays. In this way the teaching load of each instructor could be lightened so as to provide maximum assistance to students in Writing 111.

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APPENDICES

APPENDIX A

Syllabus for Wr. 111 - Fall Term, 1964

First Meeting

- a. Have students sign a class roll.
- b. Announce class and section numbers, time and place of meeting, instructor's name, office number, and office hours.
- c. List texts:
 1. Brown & Perrin, A Quarto of Modern Literature, 5th ed.
 2. Perrin-Smith Handbook of Current English, 2nd ed.
 3. An acceptable college dictionary (Webster's Collegiate, Webster's New World, or American College).
 4. Paperback books as designated by the instructor, not to exceed two.
- d. Explain the basis for determining the grade, both for themes and for the course.
- e. Hand out "Instructions to Students."
- f. Make assignment for the following class.
- g. Discuss the aims of the course.
 1. One aim of Wr. 111, like that of the entire sequence of freshman composition courses, is to improve the student's ability to organize thoughts and to record them accurately. However, 111 differs from 112 and 113 in that greater emphasis is placed on basic organization (elemental planning and organizing a theme, a paragraph, and a sentence) and on matters of grammar as well as technical details (grammatical relationship and arrangement of parts in a sentence, punctuation, certain aspects of diction, and spelling).
 2. A second aim is to improve the student's cultural background and ability to read, to think, and to write by exposing the student to the various forms of literature.

Other First Week Meetings

- a. Call roll. Send to the English Office students whose names are not on the IBM lists.
- b. Make assignments.

Because of the varied meeting-times of classes a uniform schedule of assignments for all sections is impractical. It is recommended, however, that the instructor include in the first week's assignments the following:

1. a reading selection in Quarto.
2. "Prolog" in Perrin-Smith.
3. An impromptu theme (possibly related to the reading assignment).

The Material of the Course

- a. Equal emphasis should be placed on reading and composition.
- b. Theme topics, whenever possible, should arise from reading and discussion.

The Work for the Term

- a. Writing: Students will be required to produce a minimum of about 2500 words per term exclusive of examinations and tests. Some of the themes should be impromptu.
- b. Reading: The instructor should assign the reading of his preference in the essays, fiction, and poetry indicated for Wr. 111 on the attached sheet. He also has at his disposal the one or two supplementary paperbacks that he has had ordered from the Wr. 111 list.
- c. Grammar: The following sections of Perrin-Smith are assigned to 111: Chapters 1-16, 18-19, 21-22, 25-26. All materials not specifically assigned here are assigned to 112 and 113.
- d. Tests: Tests should be given on class material. The number and nature of tests is to be left to the discretion of the instructor.
- e. Final Examination: The final will be prepared and administered by the individual instructor.

Note: All freshman compositions are retained by the department. A complete file should be kept for each student by the instructor until the end of spring term.

Class roll sheets (grade record sheets, not IBM) are to be filed with the secretary at the end of the term.

APPENDIX B

TITLE: ENG. COMP. WR. III

TOPIC: "Blue Hotel"

ENGLISH COMP. WR. III

VIDEO	AUDIO
OPEN:	
Austin & super (subtitle (lose super) TITLE (on desk)	Theme: (Mono CL 2155) "Repeat" The Paul Winter Sextet JAZZ meets the Folk Song
Austin signs name	Theme under for brief period
Austin:	Austin: Ad Lib. on the aims of this class period.
PIX 1: Stephen Crane	Short sketch of Stephen Crane's life
Austin at desk	Ad Lib. on characters in "Blue Hotel!"
PIX 2: a hotel in Nebraska about the year 1890	Ad Lib. on background of the story in "blue Hotel"
PIX 3: The main character, the Swede	Ad Lib. on the Swede
PIX 4: Scully, the bartender	Ad Lib. on Scully
PIX 5: The Easterner	Ad Lib. on the Easterner
PIX 6: Johnnie, son of Scully	Ad Lib. on Johnnie
PIX 7: the Cowboy	Ad Lib. on the Cowboy
PIX 8: the little gambler who kills the Swede at the end of the story	Ad Lib. on the little gambler
Austin at desk	Ad Lib. about the group of students who have come to discuss the "Blue Hotel"
The discussion group	Lively Ad Lib. discussion (about 20 seconds while Austin moves to the set where the group has gathered)
Austin and discussion group	Ad Lib. discussion (about 30 minutes)

English Comp. Wr. III (Continued)

VIDEO	AUDIO
Austin (still with the discussion group)	Summary of the group discussion
PIX 11: an old-fashioned cash register	Ad Lib. (while moving from the set where discussion has taken place to the desk)
REPEAT: all the PIX shown above	Ad Lib. on "every sin is the result of collaboration."
SLIDE: "Every sin is the result of collaboration."	Silent spot
Austin at desk	Ad Lib. on the assignment
CLOSE:	
CU top of desk	
Austin writes out the assignment: Write a 300-word essay on one of these topics	Ad Lib. on the assignment
1-The concept of sin in "Blue Hotel"	
2-Irony as used in "Blue Hotel"	
3-The character of the Swede	
Austin writes his office hours	Theme music: "Repeat"
Austin signs name	Theme: "Repeat"
Austin places Title Card	

APPENDIX C

TV Wr. III (Winter Term)

- Jan. 6 Written Pre-test (no TV)
- Jan. 8 Introduction to Course
- Jan. 11 Impromptu Essay (no TV)
- Jan. 13 Levels of Language
- Jan. 15 Parts of Speech
- Jan. 18 Verbals and Clauses
- Jan. 20 Sentence Variety and Grammar
- Jan. 22 Correction of Themes
- Jan. 25 "Short Happy Life of Francis Macomber" (short story)
- Jan. 27 Basic Sentence Faults
- Jan. 29 Pronouns
- Feb. 1 Punctuation
- Feb. 3 Spelling
- Feb. 5 "Blue Hotel" (short story)
- Feb. 8 Sentences: length, economy and variety
- Feb. 10 Grammar Review
- Feb. 12 Mid-term (no TV)
- Feb. 15 The Short Story ("The Bear" by Faulkner)
- Feb. 17 The Meaning of Words
- Feb. 19 Writing Forceful Sentences
- Feb. 22 From Sentences to Paragraphs I
- Feb. 24 From Sentences to Paragraphs II
- Feb. 26 "Red Pony I" (Short story)

- March 1 Great Gatsby I (movie)
- March 3 Great Gatsby II (discussion)
- March 5 Great Gatsby III (lecture)
- March 8 Planning a Paper on Great Gatsby
- March 10 Writing a Paper on Great Gatsby
- March 12 "Death of a Hired Man" (poem)
- March 15 Written Post-test (no TV)

APPENDIX D

Name _____

Section _____

Instructor _____

FINAL EXAMINATION

Wr. 111

GRAMMAR (20 minutes)

The following selection contains errors in adjective-adverb use, case, agreement, and usage. If a line contains an error, cross out the error and write in the space at the left the single word that correctly replaces what you have removed. If there is no error, leave the space blank. There is no more than one error in any line.

Sample: _____ It was widely held that Agnes and Mervyn was incompatible.

_____ 1 John Birks and Ed Kennedy are obviously American's fore-
 _____ 2 most bandleaders, but of the two, John Birks has the most pop-
 _____ 3 ular band. The Birks band get better every year. Neither the
 _____ 4 Doover Brothers nor Ed Kennedy have ever gathered such a tal-
 ented group.

_____ 5 In 1947 Lefty Doyle, Sam Whistler, and we heard Birks in
 _____ 6 person at Aumsville. One of the local merchants was selling
 _____ 7 tickets, and he gave the three of us--Lefty, Sam, and I--passes
 _____ 8 to the dance. The merchant was a man whom everybody said
 _____ 9 was crazy, and the cigars he smoked smelled foully. But we
 _____ 10 were inclined to except his personality that day and even
 _____ 11 to feel bad about having called him crazy. Saying such things
 _____ 12 had always pleased Lefty more than I anyway, and Sam seemed

_____ 13 even more ashamed than I. But I digress.

_____ 14 When we got to the pavilion, John Birks' horn was laying on
_____ 15 the piano. But the rest of the musicians was playing well, and
_____ 16 nobody, as I recall, asked to have their money back. Although the
_____ 17 band clearly felt the affect of John's absence, everyone
_____ 18 on the floor clapped his hands happily. Goose Jackson, who was
_____ 19 one of those drummers who played well only during their solos,
_____ 20 sure played badly throughout the evening; and the violinist,
_____ 21 as well as the vocalist, were seen taking narcotics. Further-
_____ 22 more either Baby Transom or J. C. Skin habitually played their
_____ 23 first three notes too soon. These misdeeds shocked Lefty and me.

_____ 24 Still, the band's rendition of Redwing effected us all
_____ 25 strongly. Every man, woman, and child there are said to have
_____ 26 wept. Each of those many patrons was plainly moved. The whole
_____ 27 audience gave its approval generously. Goose Jackson was the
_____ 28 only one of the bandsmen who did not receive their share of the
_____ 29 crowd's extreme vigorous applause. Goose, who had knocked his
_____ 30 woodblock into the fourth row and thereby missed his solo, had
_____ 31 all ready left to sulk in the band bus. Its just as well that
_____ 32 he did leave. As mostanybody could have predicted, the crowd's
_____ 33 shouting and stamping was so violent that the riot squad broke
up the dance anyway.

SENTENCE STRUCTURE (25 minutes)

This selection contains errors in reference, parallelism, and subordination, as well as the following faults: misplaced parts, illogical constructions, needless shifts, omissions of necessary words, fragments, and dangling constructions. If a numbered, underlined passage is faulty, circle the letter at the left which marks the more satisfactory of the two alternate choices. If the original underlined passage is not faulty, make no marks.

- | | |
|---|--|
| 1) a. which was both noble and difficult. | Sir Anthony, noted sportsman, and |
| b. which was both noble and causing difficulty | Tallulah, his bride of a few month, came over to America from the Continent on a |
| 2) a. Albert being a gregarious spirit | quest ¹ <u>which was both noble and caused them many difficulties.</u> They had scoured |
| b. Albert, after all, was a gregarious spirit | England for a companion for Albert, the ghost inhabiting Sir Anthony's ancestral |
| 3) a. visited before and was anxious to again | manor. ² <u>Because Albert was a gregarious spirit</u> who did not enjoy haunting alone. |
| b. visited before and wanted to visit again | So now Sir Anthony and Tallulah hoped to find Albert a helpmate in the vast wilds |
| 4) a. trekking not only through swamps, but also over the highest mountains | of America, a country Sir Anthony had ³ <u>visited before and wanted to again.</u> |
| b. not only trekking through swamps but over the highest mountains also | They began their search in the New England wilderness, ⁴ <u>not only trekking through swamps, but also over the highest</u> |
| 5) a. After having continued for many days, | <u>mountains.</u> ⁵ <u>After continuing for many days,</u> a small white house appeared on the hor- |

- b. After they had continued for many days.
- 6) a. hurry toward it and discovered it was
- b. hurried toward it and discovered it was
- 7) a. one finds
- b. they find
- 8) a. Sir Anthony and Talullah were instructed by a note to enter on the door.
- b. A note on the door instructed Sir Anthony and Talullah to enter.
- 9) a. Inside the entrance hall they
- b. Inside the entrance hall is when they
- 10) a. and he was asked by Talullah, as well as Anthony,
- b. and they asked him
- 11) a. to for the time being remain on the New England job,
- b. to on the New England job for the time being remain,
- 12) a. or one could haunt the Tunnel of Love

izon late one afternoon. They ⁶ hurried toward it and discover it is vacant. However, in the New England countryside ⁷ you find houses which are not what they seem to be. ⁸ A note instructed Sir Anthony and Talullah to enter on the door. ⁹ Inside the entrance hall is where they were confronted by a pale ghost who called himself Henry David. Sir Anthony and Talullah liked Henry David at once, ¹⁰ and he was asked by them if he would care to resign his present post for one in a larger house. Henry David, however, said he was forced ¹¹ to remain on the New England job for the time being, for he was overseeing the construction of an amusement park at Walden Pond. There was a great future, he told Anthony and Talullah, in the Fun House racket or ¹² to haunt the Tunnel of Love. He also told them that, although he was sure that he and Albert would get along nicely, ¹³ he could not walk out on his friend Waldo for very good reasons. Anthony and Talullah left without a word,

- b. or in haunting the Tunnel of Love
- 13) a. for very good reasons he could not walk out on his friend Waldo.
- b. he could not walk out for very good reasons on his friend Waldo.
- 14) a. The following day sees them
- b. The following day found them
- 15) a. They in the hot sun searched the dry, dusty streets of Abilene
- b. They searched in the hot sun the dry, dusty streets of Abilene
- 16) a. He was a little old man named Hasenpfeffer who said he had
- b. A little old man named Hasenpfeffer saying he had
- 17) a. Anthony and Tallulah did not care for Mr. Hasenpfeffer.
- They did not think Albert would like him. They left the wizened ghost. They left him the first time he let them out of his sight.
- b. Anthony and Talullah did not care for Mr. Hasenpfeffer. nor did they think Albert would like him; so they left the wizened ghost the first time
- ¹⁴ The following day finds them in
- Abilene, Kansas, with still no companion for Albert.
- ¹⁵ In the hot sun they
- searched the dry, dusty streets of Abilene
- all day long, but found only one ghost.
- ¹⁶ A little old man named Hasenpfeffer,
- who said he had once been an important personage.
- ¹⁷ Because Anthony and Talullah did not
- care for Mr. Hasenpfeffer and did not think
- Albert would like him, they left the wizened
- ghost the first time he let them out of his
- sight. They slipped away during one of his reveries about his friendship with Warren G. Harding, and ¹⁸ he was never seen by them
- again. ¹⁹ To escape quickly, a fast freight
- for California was boarded.

- he let them out of his sight.
- 18) a. they never saw him again.
b. he was never again seen by them.
- 19) a. Escaping quickly, a fast freight for California was boarded.
b. To escape quickly, they boarded a fast freight for California.
- 20) a. to be interviewed for the job
b. to be interviewed for this
- 21) a. insisted on confusing a person
b. insisted on confusing him
- 22) a. their train pulls into
b. their train pulling into
- 23) a. offices. This disqualified them
b. offices, a limitation which disqualified them
- 24) a. There were also a number of young female ghosts with superb
b. There were a number of young female ghosts also with superb
- 25) a. and had then led Sir Anthony away,
b. and led Sir Anthony

In Texas, not far from the Alamo, the ghost of Davy Crockett flew into their boxcar²⁰ to be interviewed for it by Anthony and Talullah. He told them he hoped to resign his old post at the Alamo, because too many tourists²¹ insisted on confusing you with John Wayne. But because Anthony and Talullah thought that Albert would receive no pleasure from the company of so spirited a spirit. they rejected his application. Eventually²² their train pulled into the terminal in Hollywood.

There they found a number of third-rate ghosts, including young men with such names as Tab, Rock, Rip, and Boing. But their Haunting had been restricted to various producers'²³ offices, which disqualified them.
²⁴ There were a number also of young female ghosts with superb statistical qualifications, and Sir Anthony thought perhaps one of them might brighten up the old manse. Talullah put her foot down at this suggestion, however,²⁵ and had led Sir Anthony away, his face downcast in sorrow as he departed.

- 26) a. Oregon, Eugene, they
 b. Oregon Eugene, they
- 27) a. where the situation was
 b. where it was
- 28) a. pet; they
 b. pet, they
- 29) a. As they trudged the last mile
 of the road up to the old
 mansion, they spoke sadly
 b. They trudged the last mile
 of the road up to the old
 mansion, while they spoke
 sadly
- 30) a. beginning
 b. to begin
- 31) a. inserted this in that same
 aperture.
 b. inserted the key in that
 same aperture.
- 32) a. gave up the ghost and passes
 on
 b. gives up the ghost and passes
 on

Then their quest took them to ²⁶ Oregon.
Eugene, they discovered, offered a great
 many spirits, but very few ghosts. They
 traveled on to Corvallis, ²⁷ where this was
 completely different. There was, however,
 some talk in Corvallis that the ghosts of
 last spring's grosbeaks still haunted a few
 trees. Anthony and Talullah being reluc-
 tant to offer Albert anything less than an
 American eagle as a ²⁸ pet. They did not ac-
 cept the Corvallis mayor's generous offer
 to provide them with all the grosbeaks they
 could carry.

Finally Anthony and Talullah returned to
 their homeland empty-handed. ²⁹ They
trudged the last mile of the road up to
the old mansion, as they spoke sadly of
 their failure and the intense disappointment
 Albert was sure to feel. However, it so
 happened that Albert, in his eagerness
 either to welcome them back or perhaps ³⁰ he
was beginning a search of his own, was att-
 empting to slither through the keyhole in
 the great oaken door at the very instant
 that Sir Anthony ³¹ inserted it in that same

aperture. Albert, caught in the squeeze,
³²
gave up the ghost and passed on to a better
 world.

PUNCTUATION TEST (15 minutes)

INSTRUCTIONS: First, read the passage carefully and add punctuation marks where they belong.

Then encircle the number or numbers at the left to indicate your additions line by line. All punctuation marks already shown are correct; you simply add necessary marks. Do not change capitalization nor add periods. Confine your marks to those listed below.

- | | | |
|----------------------|----------------------|---------------------------|
| 1. one comma needed | 3. semicolon needed | 5. quotation marks needed |
| 2. two commas needed | 4. apostrophe needed | 6. hyphen needed |

EXAMPLE: 1 2 3 4 (5) 6 He wrote Captured, a short story, in 1940.

1 2 3 4 5 6 When Jernigan received his notice of admission he immediately
 1 2 3 4 5 6 called Charmaine who was also going to Happy State University.
 1 2 3 4 5 6 Jernigans scholastic record in high school a poor one at best had
 1 2 3 4 5 6 almost kept him out of the university. He knew that he had been
 1 2 3 4 5 6 fortunate to be accepted and that he would have to improve his
 1 2 3 4 5 6 attitude toward studies if he intended to last at the university.
 1 2 3 4 5 6 Charmaine was a first rate scholar Jernigan although not without
 1 2 3 4 5 6 talent had been an indifferent fun loving student. Jernigan knew
 1 2 3 4 5 6 that he still had numerous problems to solve and he wanted to
 1 2 3 4 5 6 talk about them with Charmaine.
 1 2 3 4 5 6 Charmaines parents did not approve of her friendship with Jernigan
 1 2 3 4 5 6 they thought him a spoiled boy and a waster of Charmaines time.

1 2 3 4 5 6 Aware of their opinions Jernigan suggested a meeting at the
1 2 3 4 5 6 Greasy Griddle a popular student rendezvous. In twenty-five
1 2 3 4 5 6 minutes they were huddled over sodas sandwiches and the university catalog.
1 2 3 4 5 6 Charmaine what do you think I ought to take? Jernigan asked.
1 2 3 4 5 6 Have you decided what youre going to take?
1 2 3 4 5 6 Sure she replied. Home economics.
1 2 3 4 5 6 Thats no help to me he said I can't take home economics!
1 2 3 4 5 6 Not unless you want to be a dietitian said Charmaine.
1 2 3 4 5 6 Whats a dietitian? asked Jernigan.
1 2 3 4 5 6 Charmaine told him that a dietitian is a person who is skilled
1 2 3 4 5 6 in the planning preparation and supervision of meals for large insti-
1 2 3 4 5 6 tutions. Jernigan who had always been an enthusiastic eater immediate-
1 2 3 4 5 6 ly became interested and resolved to become a dietitian himself.
1 2 3 4 5 6 In the fall Hernigan became the first male student at least as
1 2 3 4 5 6 an undergraduate ever to matriculate in home economics. When the
1 2 3 4 5 6 registrar examined the statistics he was sure there was an error.
1 2 3 4 5 6 But the dean assured him that she had one male in addition to her
1 2 3 4 5 6 462 females furthermore she thought that Jernigan would make
1 2 3 4 5 6 a highly satisfactory dietitian.

APPENDIX E
ESSAY SCORING LIST

CONTENT	0	1	2
1. Lack of specificity.			
2. Insufficient or faulty illustrations.			
3. Inadequate or inaccurate evidence.			
4. Unwarranted or mistaken assumption.			
5. Illogical reasoning.			
6. Inadequate or wrong interpretation.			
7. Irrelevance of ideas.			
8. Undue obviousness.			
9. Mistaken fact or facts.			
10. Wrong or inexact word.			
11. Inaccurate or incomplete comparison.			
12. Meager subject matter.			
ORGANIZATION	0	1	2
1. Central idea(s): not followed consistently or not clear.			
2. Central idea inadequately limited.			
3. Inadequate or ineffective development.			
4. Ineffective beginning.			
5. Ineffective ending.			
[Faulty paragraphing:]			
6. Inadequate central idea (expressed or implied).			
7. Inadequate development.			
8. Connection between ideas within the paragraph unclear.			

ESSAY SCORING LIST (Continued)

ORGANIZATION	0	1	2
9. Excessive length.			
10. Unnecessary or inaccurate paragraph division.			
11. Ineffective arrangement.			
12. Lack of transition or faulty transition.			
SENTENCE STRUCTURE, GRAMMAR, MECHANICS	0	1	2
1. Inaccurate parallelism.			
2. Lack of subordination, inaccurate or excessive subordination.			
3. Inexact or ineffective word order.			
4. Dangling or misplaced modifier.			
5. Unclear or inexact reference; error in pronoun antecedent.			
6. Wordiness or faulty repetition.			
7. Fragmentary sentence or missing words.			
8. Inconsistent construction or switching of tense.			
9. Errors in noun and pronoun usage: number and case.			
10. Errors in verb usage: number and case.			
11. Errors in adverb and adjective usage.			
12. Errors in punctuation.			
13. Errors in parenthesis, capital letter, abbreviation, numerals.			
14. Errors in spelling.			

ESSAY SCORING LIST (Continued)

STYLE	0	1	2
1. Inconsistent or inappropriate tone.			
2. Inappropriate usage.			
3. Failure to use concrete or specific diction.			
4. Inappropriate idiom.			
5. Triteness (including cliché).			
6. Mixed or inappropriate figure.			
7. Lack of euphony or undue harshness of sound.			

APPENDIX F

WRITING ASSIGNMENT: Pre-test for Wr. III

Writing time: one hour

"Answers, not questions, appear to be the keys to success in school and college. Education is becoming more the accumulation of facts than a process of inquiry and evaluation."

To what extent and in what ways do you agree or disagree with this statement?

Express your ideas in a well-planned essay of 300 to 500 words, using several paragraphs to organize your discussion. Quality is more important than quantity. Your point of view should be supported by and illustrated from your own experience, or by appropriate references to your reading, study, or observation. Be specific. You are expected to express your best thought in your best natural manner. After you have written your essay, underline the sentence which you think comes closest to summarizing your central idea.

SCRATCHWORK MAY BE DONE on the blank space below. You should not attempt to write a draft of your essay on this assignment sheet; you will not have time to copy a first draft. USE THE BLANK, WHITE SHEETS HANDED TO YOU FOR THE PRE-TEST. Write on one side of the paper only. Put your name on each page of the writing assignment.

APPENDIX G

FINAL EXAMINATION FOR WRITING 111

1 hour for an essay on one of the following topics.

1. The arguments Mary uses to convince Warren that the hired man should be sheltered in their home.
2. The character of Mary--what kind of person was she?
3. The character of Warren--what kind of person was he?
4. The symbolism in "Death of the Hired Man"--for example,

She put out her hand
Among the harp-like morning glory strings
Taut with the dew from garden bed to eaves,
As if she played unheard the tenderness
That wrought on him beside her in the night.

5. "Death of the Hired Man" insofar as it is dramatic or resembles a play.

APPENDIX H

Essay ONE of the following subjects in formal form (time: one hour)

1. Compare the last paragraph of The Inheritors with the last line of The Great Gatsby.

"Holding the ivory firmly in his hands, feeling the onset of sleep, Tuami looked at the line of darkness. It was far away and there was plenty of water in between. He peered forward past the sail to see what lay at the other end of the lake, but it was so long, and there was such a flashing from the water that he could not see if the line of darkness had an ending."

"So we beat on, boats against the current, borne back ceaselessly into the past,"

2. How does Joseph Conrad's explanation of the novelist's purpose apply to The Inheritors and The Great Gatsby?

"My task which I am trying to achieve is, by the power of the written word to make you hear, to make you feel--it is, before all, to make you see. That--and no more, and it is everything. If I succeed, you shall find there according to your deserts: encouragement, consolation, fear, charm--all you demand--and, perhaps, also that glimpse of truth for which you have forgotten to ask."

3. How do The Inheritors and The Great Gatsby illustrate the function of the novelist, as explained by Joyce Cary?