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Evaluating Teaching Grammar In Specific Constraints Of Context: A Pilot Study In The Developmental Writing Program At Seminole State College

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EVALUATING TEACHING GRAMMAR IN SPECIFIC CONSTRAINTS OF CONTEXT:
A PILOT STUDY IN THE DEVELOPMENTAL WRITING PROGRAM
AT SEMINOLE STATE COLLEGE

by

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ABSTRACT

This pilot study investigated the efficacy of a supplemental Active Learning intervention that was administered with grammar workbook software in remedial-level composition classrooms at Seminole State College. The study analyzed student response data in a pre-test and post-test instrument in four classrooms; two followed standard methods while two incorporated the additional experimental intervention. The groups are identified in this study as either "Standard" or "Experimental," according to the method administered in the classroom.

The intervention was designed based on five grammar topic areas which correspond with content assessed in the pre-test and post-test. The Active Learning method required students to prepare a short, guided presentation on selected grammar topics. Findings showed that there was no significant change in improvement between the pre-test and post-test among the Standard or the Experimental groups, due in part to a relatively small sample size. A positive change approaching significant level occurred in the Experimental group in topic areas related to critical thinking. No significant or near-significant change was observed in the topic areas related to memorization in either group.

Recommendations were made for further sampling, modification, and future applications of the intervention used in the study and for continued testing of grammar software used for instruction in Developmental Writing classes at Seminole State College.

This thesis is dedicated to my loving wife, Lindsay. She is my best friend, a gifted music teacher, and my example of an educator who works tirelessly for the betterment of students.

ACKNOWLEDGMENTS

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LIST OF ACRONYMS/ABBREVIATIONS

CAI   Computer-Assisted Instruction

DWII   Developmental Writing II

ILT   Intelligent Language Tutor

IRB   Institutional Review Board

SSC   Seminole State College

UCF   University of Central Florida

CHAPTER ONE: INTRODUCTION

What am I Trying to Prove?

At Seminole State College (SSC), students who do not successfully pass the entrance exam in the area of writing do not meet the entrance expectations for English Composition, and they are assigned one of two remedial writing courses for additional learning and mastery. These courses are called Developmental Writing I/II, formerly called Fundamentals of Writing I/II. In the SSC Course Catalogue for 2011/2012, an official summary description of Developmental Writing II reads: "the focus of this course is to build writing skills, support written arguments and demonstrate command of standard written English" (266). Students are placed in this course to grow, correct, refine, and master the Academic Essay format of composition writing as well as develop proficient grammar understanding and performance. These two proficiencies are tested toward the end of each term in the form of the State Exit Objective and State Exit Essay Exams. On the Seminole State College website, the following description of the Exams reads: "In fall 1999, the State of Florida established the Basic Skills Exit Test for all students exiting a college prep program in reading, writing, or math." There is also a further description of these Exams on the SSC website: "The Florida State Exit Test for Composition Skills is divided into two parts: Objective Grammar Test and Essay. […] Fundamentals of Writing II students must score 65 percent or better on the objective test." Both of these exams must be successfully passed by students, along with all standard coursework, in order to pass Developmental Writing II.

At Seminole State College, the *ALLWRITE!*^{TM} software is an integral component of the current Developmental Writing II curriculum. The *ALLWRITE!*^{TM} software, specifically focuses

upon grammatical material, and it is therefore integral to the preparation for the Florida State

Exit Objective Exam as well as the eventual entrance into English Composition after passing all

Developmental Writing II course requirements. The *ALLWRITE!*^{TM} software is a grammar

lesson, practice, and quiz software developed by McGraw-Hill. The software is broken into three

primary groupings: Helping, Practicing, and Testing modes. The Helping mode is the prime

lesson material, and it is subdivided into general overview, specific detailed examples, and a

glossary component. The Practicing mode is a catalogue of subject-specific grammar quizzes

with a large number of randomly selected questions that students can choose to complete. The

Testing mode is a collection of questions from multiple grammar categories to allow for a more

comprehensive review. This software is standard in every Developmental Writing II curriculum

at Seminole State College and potentially at other remedial composition courses at other

community and state colleges.

The established SSC program requirements along with the legislated Exit Exams may

make it difficult for students to meet the mastery expectations of Developmental Writing II in the

time allotted, particularly while they are using the prescribed tools in these classrooms (Sloan

299). According to the official McGraw-Hill website, the *ALLWRITE!*^{TM} software is described

and presented as the following:

> A state-of-the-art interactive Windows-based software program designed to
>
> improve student writing and editing. A self-paced tutorial software,
>
> *ALLWRITE!*^{TM} covers basic grammar and usage (with additional tips for ESL
>
> students), punctuation, and spelling in context. […] Students do not merely watch

screen of data pass by, pressing a button to advance to the next screen. Rather, *ALLWRITE!*^{TM} incorporates graphics and interactive help screens to engage student interest. ("English - ALLWRITE!")

The design of the program is an instruction and multiple choice quiz style, divided by content and into modules. The method for instructing students using this program is consistent with technological learning tools that were available more than a decade ago. The multiple choice, drill-and-practice style of activities that take place on individual computer terminals in the writing classroom are consistent with the observations made by Burns (393), published in 1987, as well by Hawisher and Selfe (130), published in 1991. The *ALLWRITE!*^{TM} software is a 'one directional' grammar workbook for students that places them in a passive rather than a participatory role in the learning process. The concept of utilizing a grammar workbook, computer-based or printed, is not a new one in Basic Writing (Bartholomae 260). I suggest that the *ALLWRITE!*^{TM} software is outdated and does not completely meet the needs of students for learning/mastering standard written English grammar.

There are two important issues regarding the *ALLWRITE!*^{TM} software that are worth noting: 1) the mechanism is overwhelmingly multiple choice; and 2) the composition portions are not examined by the program for correctness, neither rhetorically nor grammatically. Furthermore, Instructors administering Developmental Writing II courses cannot review a student's past answers on any completed material; certainly, this limitation must hinder the Instructor's ability to maximize learning in the course because patterns of error are more difficult to identify without such tools in place within the learning program. Also, students cannot return

to previous lessons and review incorrect answers—once a quiz is completed and closed, the data cannot be saved by the program. This limitation can interfere with a student's ability to study and, by extension, learn and then apply the principles in future writing situations. The *ALLWRITE!*[TM] software provides no means for storing, reviewing, or comparing error data and progress over time; any result scores must be written down by students, and the erroneous selections cannot be retrieved at a later time for a more detailed explanation or review. Only aggregate scores are given, rather than particular sub-scores, and this lack of specific information makes it impossible for students to understand what they did incorrectly. Student progress is not saved, tracked, or analyzed by the program, and no individualization to particular needs or error trends is possible.

Decades of research have shown that although workbooks (both in printed and electronic formats) have been historically popular in writing classes, they leave gaps in student understanding, they do not adequately engage student learning or grammar mastery, and they are ineffective as the primary learning tool in a writing classroom (Bartholomae 98; Lunsford 214; Shaughnessy 183). Basic writers do not master these skills readily when the method of teaching removes grammar and mechanics from the students' own writing. The *ALLWRITE!*[TM] software does not allow for individual student writing to have a part within the assigned learning content, and it does not incorporate student experience into the learning plan over time, including: recording which drills have been covered; individual success rates for particular grammar categories; identification of particular areas of weakness requiring greater attention and explanation; and a method for Instructors to observe student progress through particular grammar categories. If success rates of students using this software were high on average, then perhaps

these factors would not indicate a gap between content, practice/test structure, and student learning goals. However, many students do not pass the Florida State Exit Objective Exam which tests the skills that the *ALLWRITE!*^{TM} software is administering to adequately prepare them. The program should be modified to address these issues, or a different teaching/practice plan should be developed or adopted, whether it is in the form of a learning software or in-person activities.

The potential of learning in the case of the *ALLWRITE!*^{TM} software hinges upon a student's ability to effectively utilize the software, progress in practice and mastery, and transfer this knowledge and skill set to standardized testing format. The limitations make it exceedingly difficult for students to be aware of where they are struggling specifically and what they should focus on to improve overall mastery. Due to its current limitations, students may be experiencing a level of grammar education and preparation that is not engaging and may not completely prepare them for grammar mastery (Dudley-Marling 388; Shaughnessy 183). Could there be included in the learning program measures to track, store, and analyze individual students' error data? Should the program be redesigned or updated to engage students in ways other than a one-directional, drill and practice method, perhaps utilizing an Intelligent Language Tutor (ILT) to provide "flexible feedback" to students (Godwin-Jones 7)? Until these potential program modifications are added to the *ALLWRITE!*^{TM} software, I believe that there should be a supplemental learning tool provided to students in order to help fill the gaps in the current version of the program. Addressing these problems will improve ease of learning and grammar mastery for students in Developmental Writing II at Seminole State College and in future courses like English Composition. I will set out to test these questions, and I believe that I will prove a

number of hypotheses in the process and where it should be reexamined and modified in future sections of the course.

- *Hypothesis 1: The ALLWRITE!^{TM} software fosters a pedagogical method that is not the most effective means to teach grammar.* It limits a student's learning tools and removes the role of personalization. Student learning progress and difficulties in particular content areas are not able to be tracked by the program, and by extension, the student or the Instructor. Students are not equipped to master these standardized skill sets in order to apply the concepts in testing and compositional scenarios.

- *Hypothesis 2: Gaps in content mastery by students using the ALLWRITE!^{TM} software alone illustrates the need for a supplementary learning tool.* Gaps in learning grammar content will show that there is a need to highlight particular content areas in class to help increase student learning. The creative student-led activities serve as an experimental pilot of such a supplement.

- *Hypothesis 3: The addition of a creative student activity related to ALLWRITE!^{TM} content increases overall mastery.* In courses receiving student-led activities in addition to their ALLWRITE!^{TM} grammar training, there will be a substantial increase in overall grammar mastery and performance on standardized grammar tests among students.

What are the Implications?

ALLWRITE!^{TM} has been a standard tool used in the preparation for Developmental Writing II students, and completion of the *ALLWRITE!^{TM}* curriculum is built into the

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standardized curriculum expectations, and it is the primary curriculum component that focuses exclusively on standard written English grammar. It is believed that students who score well in the *ALLWRITE!*[TM] lab work will pass the Objective Exam because it tests mastery of grammar content covered in the *ALLWRITE!*[TM] lessons; this assumption is evident because there is a college-wide requirement to include this software in all Developmental Writing II classes. It is also assumed that students who pass the Objective Exam have completed all necessary *ALLWRITE!*[TM] lessons as preparation. Additionally, the similar multiple-choice quiz formatting is consistent between the *ALLWRITE!*[TM] lessons and the Objective Exam. *ALLWRITE!*[TM] is perceived as a pedagogical tool that should prepare students to meet the expectations of passing the exam after all lessons are completed. I believe this assumed connection does not adequately engage student learning to fully prepare them to pass the Florida State Exit Objective Exam.

The inclusion of the creative counterpart tools to the *ALLWRITE!*[TM] software is expected to increase success rates of students taking the Objective Exam, increase success rates of students in Developmental Writing II, and better prepare students for entering into English Composition. Addressing issues with the *ALLWRITE!*[TM] software's role in effective grammar preparation could also lend weight to the need to revise elements of this software or even compel administrators to seek out an alternative standardized grammar program to be widely administered at Seminole State College, one which better prepares, tests, and reflects the grammar learning process and progress of Developmental Writing II students. The successful changes and improvements to these learning tools should then become standard usage among all Developmental Writing II courses at Seminole State College.

This counterpart element, if it is indeed necessary, should also include tools for

Instructors to track, review, and revisit elements that individual students have not yet mastered

through the *ALLWRITE!*^{TM} software. As it stands, there are some serious potential gaps left by

the *ALLWRITE!*^{TM} software in its current form in contemporary classrooms. While there are

potential upgrades in technology that could potentially make the grammar program more

pedagogically useful (e.g. rather than simply drill-and-practice), such features are not available

in the *ALLWRITE!*^{TM} software. These gaps could potentially be addressed by revising the

program in terms of its record-keeping, data analysis, and content emphasis for individual

students struggling with particular concepts (Burns 396; Godwin-Jones 7). To better understand

these gaps, the Pre-Test and Post-Test will be analyzed by grammar content groups. Also, in

classes utilizing the additional student-led mini-lessons, the overall effect of engaging students in

learning content groups will also be tested.

Through quantitative testing, it will be observable that the current standardized

ALLWRITE!^{TM} grammar software does not best engage student learning and results in one or

more gaps in grammar mastery. The success of the experimental counterpart tool will be

observable when comparing the quantitative testing results of classes adding this tool with those

only using the standardized curriculum. The analyzed results will require further testing of the

success rates of these counterpart tools in larger samples of Developmental Writing II students to

ensure that the best, most complete, and most valid counterpart tools are being identified in order

to drive the greatest student improvement in grammar mastery. Understanding this factor will

impact instruction methods, which should adapt to best address and equip students for exams,

course expectations, and post Developmental Writing courses like English Composition at Seminole State College.

Research Methods

A. *Overview of research activities:*

In order to test the effectiveness of the *ALLWRITE!^{TM}* grammar software in varying contexts, I will select four sections of Developmental Writing II, each comprised of a maximum of 20 students, to include in the research. Two of the four sections will be "Experimental" designation and complete the experimental student-led mini-lesson in addition to standard *ALLWRITE!^{TM}* lab work. The other two sections will be "Standard" designation and only receive the standard *ALLWRITE!^{TM}* lab work without the student-led mini-lessons. It is not possible to test for grammar acquisition and mastery among students not utilizing the *ALLWRITE!^{TM}* software because it is a required component of the Developmental Writing II course. Additionally, withholding the current grammar instructional materials would prove a harmful detriment to student success in Developmental Writing II exams as well as future composition classes. Therefore, all sections will utilize *ALLWRITE!^{TM}* as a consistent baseline for all students.

Student retention of learning concepts and application of these skills will be tested using a standardized pre-test and post-test. These tests can indicate quantitatively whether the program is meeting expectations. Additionally, a sample of classes incorporating the added role of an interactive student process will be used in conjunction with the standardized *ALLWRITE!^{TM}* tools to determine if such activities increase learning and retention of these skills. The pre-test and

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post-test will be used in order to have consistent comparison between classes in the Standard and in the Experimental group, all of which use the *ALLWRITE!^{TM}* software. There are several elements that will be involved in the process of gathering, tracking, and analyzing the data that will be collected from students in participating classes. Students will be informed of the research project and their ability to give or deny consent for their data to be included in the study. Students withholding consent will still be required to participate in all regular coursework expectations, but their information will not be included in the study. For those participating in the study, the research activities will include the following:

1) *Gather quantitative data through use of a pre-test and post-test:* Students in both classes will complete a pre-test and a post-test at the beginning and end of the semester, respectively. The questions on both exams are the same, although the order of the questions and the arrangement of answers are different in each version. These tests focus particularly on identification and correct use of grammatical topics, and answers are selected in standardized multiple-choice format. Test will be graded within the context of regular coursework, but they will also be retained post-administration for analysis. The scores for particular grammar sections as well as overall proficiency will be analyzed, both at the level of individual student success as well as classrooms as a collective whole. The particular and overall scores for the Standard students and classes will later be compared with their representative counterparts within the Experimental class data sets.

2) *Test the effectiveness of the ALLWRITE!^{TM} software in a Standard setting:* For the Standard classes, students will receive the standard *ALLWRITE!*^{TM} grammar instruction and materials. This format would include teacher assistance as requested, access to *ALLWRITE!*^{TM} software during the 30 minutes allotted during each class meeting, and periodic multiple-choice tests to test student progress and mastery of the grammatical materials. Students will have materials for individual logging of *ALLWRITE!*^{TM} quiz scores, as the software does not maintain a record of past quizzes or answers. There is an additional 10 minutes allotted in each class meeting for students to work on their homework. The Standard group participants will not incorporate student-led instruction into classroom time and expectations. They will be given a pre-test and post-test based upon grammar standards covered in the *ALLWRITE!*^{TM} software and in line with the Florida State Objective Exit Exam. The quantitative data will be collected according to University of Central Florida and Seminole State College IRB standards, and they will be subsequently analyzed according to a number of variables, described further in the Methods Chapter.

3) *Administer the Experimental component in addition to standardized ALLWRITE!^{TM} learning:* For classes having the Experimental designation, a student-led grammar mini-lesson will be administered. This mini-lesson is a development of a student-led grammar presentation on one primary grammar topic. Topics will be available for student selection, and have been chosen based on their presence in the pre-test/post-test examinations, as well as the Florida State Exit Objective Exam. Students each work alone on a mini-lesson, and it is part of the project guidelines that each participant must do a portion of study, development, and presenting to the class. A five-minute presentation will be prepared by a student and

presented during a pre-determined class date/time. This presentation describes the grammar topic, its potential misuse and correct usage, and he or she will answer in the presentation a series of questions about a particular grammar element, given as part of the project guidelines (included in attached materials). Students must also draft original sentences that will be given during the presentation; sentences showing an erroneous use of the topic, how to correct it, and an explanation why the correction is important to perform. Additional questions illustrating the grammar element will be prepared by student presenters. Students will turn in presentation materials after completing the mini-lesson.

4) *Test the effectiveness of ALLWRITE!^{TM} combined with an experimental learning component:* For the Experimental classrooms, students will receive the same *ALLWRITE!^{TM}* grammar instruction and materials as the Standard classrooms, but they will also have the additional component of completing a student-led grammar assignment. The grammar assignment is to develop and present a 5-minute mini-lesson on one grammatical element, which will be selected from a predetermined list (see Appendix B). The student-led grammar mini-lesson in the Experimental group will be incorporated into classroom time and will not require students to work extensively outside the classroom. The same 30 minutes are time allocated in each class meeting for students to work on *ALLWRITE!^{TM}* grammar practice, and students will have 5 minutes each class meeting to work on their mini-presentations. The remaining 5 minutes will be allocated for students to work on their homework, and when the scheduled presentations begin, that time will be used as presentation time for the students' mini-lessons. The student-led activity will be written in as part of the class assignments, and students will receive a participation grade for completion of the assignment requirements.

5) *Analyze and compare data gathered from the two class designations:*

    a. Comparative scores between pre-test and post-tests will be recorded and analyzed at individual, classroom, and global (all students) levels for both particular grammar topic mastery as well as overall proficiency developed between the pre-test and post-test. Examination of global data as well as the particular data will indicate impacts, both in particular facets as well as overall, of the *ALLWRITE!*[TM] learning software as well as allow for observation of the impacts of receiving a particular learning method, either Standard or Experimental, with regard to the identified target categories and overall grammar mastery.

    b. The gathered and analyzed data will yield information about several relevant topics explored in this thesis and specific to Developmental Writing II courses at Seminole State College. The data will relate to the effects/success of: 1) standardized teaching (Standard group); and 2) standardized teaching plus a student-led teaching element (Experimental group). This analysis will compare quantitative mastery in grammar types, individually and overall, between the two learning environments. The information gained by the analysis could illustrate the need for additional student-led activities in to the standardized grammar instruction. In addition, it will explore the practical use of the *ALLWRITE!*[TM] as a general grammar tool, despite the instructional style, and it could bring into question whether this tool is at present an effective one.

B. *Overview of data collection and analysis:*

a. No identifiable student information will be shared or used in the presentation of results. Each student will be assigned a randomly generated number which will represent their pre-test, post-test, and (if in the Experimental class) grammar mini-lesson materials prior to any data analysis. When the number is assigned and representative of a particular student, all student names will be removed from papers and replaced with the random placeholder number (see Methods Chapter).

b. The data collected will be analyzed using a "T-Test" (see Methods Chapter). This will be done to ensure that the 4 classrooms participating are not statistically different from each other.

c. During analysis, the individual questions on the pre-test and post-test will be tracked according to their grammatical topics. The data will be recording, tracking, and analyzing: 1) correct answers; 2) incorrect answers; 3) overall success; 4) categorical success; and 5) relative mastery between the pre-test and post-test.

    i. This data will be analyzed at an individual student level as well as a comparative classroom level and an overall level among multiple classrooms.

    ii. The analysis will explore the quantifiable data in grammar learning and mastery related to *ALLWRITE!*[TM] grammar software alone and (if applicable) in combination with student-led mini-lessons.

d. The results from the analysis will reflect the varying data sets and allow for observations that connect with the study questions presented, specific to ease of learning grammar in a standardized form, the role of student-led activities, and the

overall effectiveness of the *ALLWRITE!^{TM}* software as a learning tool for

Developmental Writing II students. The implications of this data will be discussed in

further detail in the Analysis chapter.

CHAPTER 2: LITERATURE REVIEW

Grammar and Error Analysis

The field of English instruction in freshman composition and basic writing has changed in some areas but not in others. A historically persistent view of English grammar instruction, in comparison with other academic fields, is that practitioners and academia in college-level English educate and train in order to "cure the ambiguities" in English (Glass 95). The concept of "fixing" student problems in order to train them to write in the standard written English style of academia is one which encounters issues in understanding error origination and addressing them in effective ways to improve grammar mastery. In addition to error-based inconsistencies, redundant problems may be encountered in resolving differences between regional dialects as grammatical anomalies inherent to the English language itself. A concern, therefore, is how theorists and practitioners in grammar should work to address these concerns and effectively teach students to master standard written English.

For the Basic Writing or Remedial Composition class, the necessary 'catch-up' grammar instruction is expected to take place, and since such courses are typically only 1-2 semesters, the implication is that it can be sufficiently "fixed" in that span of time. However, Bartholomae points out that such an expectation may not be reasonable. He writes that "a single type of error could be attributed to a variety of causes" (97). If the reasons for the error are potentially multi-faceted, then effective grammar instruction must adjust from a simple prescriptive method to one that meets the real potential variety. One such instruction method could be based upon error analysis. Bartholomae explains that "error analysis begins with a theory of writing […] that

allows us to see errors as evidence of choice or strategy among a range of possible choices or strategies. They provide evidence of an individual style of using the language and making it work; they are not a simple record of what a writer failed to do because of incompetence or indifference" (97).

A related topic in this discussion is not simply identifying grammar errors in students' writing, but understanding and interpreting those errors. This issue has some disconnect between theory and practice among practitioners, and others de-emphasize grammar instruction but not grammatical correctness. Sloan asserts that "although systematic instruction in grammar, usage, mechanics, and punctuation is on the wane in freshman composition courses, students are nevertheless commonly expected to avoid various types of 'errors.' (299). Following this line of thought, then, is that the burden of grammar instruction and learning is one that primarily exists outside the classroom. This problem is reinforced in popular practice because "usage handbooks remain among the most popular resources available to Instructors of freshman English" and they "create the impression that good writers steer clear of the kinds of errors defined and illustrated in the handbooks" (Sloan 299).

There has also been some important scholarship on error analysis, and Glynda Hull gives a clear explanation of the theory, writing that it "posits an active learner, one whose mistakes can be analyzed to reveal the application of consistent, if erroneous, rules. Error is viewed as a necessary and healthy outcome of language experimentation, rather than merely as the absence of correctness" (172). Such a perspective of error stands directly in opposition to those prescribing grammar handbooks or workbooks. If grammar errors are the result of simple student mistakes or inattention, then the 'one-size-fits-all' approach to grammar instruction is plausible;

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by extension, grammar workbooks which follow such a prescriptive method would therefore be widely beneficial and useful for 'fixing' the problems of grammar errors. However, if errors reflect student actively engaging in the learning process, then such activities should be encouraged toward the goal of eventual mastery in practice; by extension, grammar workbooks would be insufficient to encourage such progress. Unfortunately, there has been difficulty in actually translating that understanding into a fully articulated understanding and a practical method for instruction. Mike Rose reinforces this in asserting that "our scholars have not provided us with a comprehensive theory of error—a rich perceptual/cognitive/linguistic framework that will enable us to study error, see patterns in our students' errors, and provide guidelines on how to assist most effectively the student in understanding and remedying them" (199). A problem has been identified, and the solution is one that is still being developed through experimentation and practice.

Basic Writing and Grammar Workbooks

When students enroll at a College or University as an undergraduate, they are usually required to complete a series of placement tests in subject areas like mathematics, reading, and writing. When a student's performance on the writing test is inconsistent with standard written English, this notes a lack of understanding and mastery of standard grammar and mechanics. Such student performance is below what is expected for students entering freshman composition, and so the student will likely be placed in a Basic or Remedial writing class. Bartholomae writes that when an English teacher is presented with student writing that is not acceptable standard written English, "one could imagine a variety of responses to this. The first would be to form the

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wholesale conclusion that [the student] can't write and to send him off to a workbook. Once he had learned how to write correct sentences, then he could go on to the business of actually writing. Let me call this the 'old style' response to error. A second response, which I'll call the 'investigative approach,' would be to chart the patterns of error in this particular text" (260). Bartholomae's comments reinforce the distinction between the limiting 'fixing' view of error and the utilization of error analysis. The "old" and the "investigative" approaches to understanding error drives what methods and curriculum will be administered to the student to help him master standard written English grammar.

The most popular grammar teaching tool in Basic or Remedial writing classes is the grammar workbook. This tool utilizes an 'old style' approach to instruction, despite known limitations in its accessibility and usefulness to students. Andrea Lunsford posits that while many practitioners may agree that there is theoretical merit to exploring error for understanding, "in practice, meanwhile, my sense is that many, many basic writing classes depend primarily on grammar workbooks for their class structure and lessons" (215). Others scholars with similar views have been highlighted by Lunsford as well, particularly Mike Rose whom she says argues "for 'reflexive' and 'expository' discourse, and criticizes the 'flat' remedial courses that stress skills and workbook exercises over meaning and whole discourse" (221). It seems that many find the practicality of certain methods do not frequently translate to Basic or Remedial writing classes. "While most basic writing theorists are agreed that basic writers should engage in challenging texts and produce whole discourses, such theory does not always inform practice, and many basic writing classes continue to rely on drills of 'sub-skills' and workbook exercises" (222).

Although it is more popular to incorporate workbooks into grammar learning, there is not a consensus that such prescriptive tools greatly improve grammar mastery in practice. There is, in fact, scholarship indicating and asserting that workbooks may not as useful as may be imagined. Bartholomae was clear on this point, writing that "fifteen weeks of drill on verb endings might raise his test scores but they would not change the way [a student] writes" (262). Robert DeBeaugrande has also given a useful explanation of why this practice is problematic in grammar mastery. "The further grammar, as a set of procedures for forming and arranging words, gets removed from its use in natural communication and made into an isolated formality or exercise, the more likely average people are to lose control of it" (361). If workbooks are the primary source of writing practice and learning, then they do not adequately train students two write grammatically outside of a vacuum. Since academic writing is very interactive, grammar skills do not seem to transfer readily to the unfamiliar situation. Another reason that workbooks can be problematic, according to Bartholomae, is that "drills may reinforce generalizations, but not address irregularities" (98). If a student is performing differently than standard written English for a reason other than a simple lack of information, for example if the 'style' they used is consistent with a faulty understanding or a cultural norm, then standard drill and practice methods will not identify or correct the error effectively.

Further study by several scholars on the utility of available workbooks, testing whether they address grammar errors in ways that improve mastery and performance by students, indicate that they do not adequately encourage these improvements. In a 1973 study on multiple grammar workbooks, John Higgins explained that "the findings of this analysis, when measured against the contents of six recent remedial text-workbooks, indicate that what the student requires in

writing skills instruction is often quite different from what these workbooks stress" (188). Students using workbooks of that time were not receiving focused instruction many of the areas needing improvement, so these tools are incomplete at best and ultimately not helpful to students overall. Higgins concludes that, "if the sampling used here is representative, remedial text-workbooks are failing to meet a considerable portion of the remedial students' sentence-composition needs" (192). This conclusion was eventually proven to be a representative one, as Mina Shaughnessy cited Higgins nearly fifteen years later, asserting that he was able to "demonstrate that current text-workbooks do not address students' needs" (183).

With workbooks being clearly identified as lacking components necessary to freshmen students learning and mastering standard written English grammar, one response to the problem is to examine the potential utility of these workbooks may have had over time to students prior to enrolling as freshmen. Glynda Hull's research on error references the similar work of John Mellon, and Hull writes that "after noting that, according to the NAEP Data, error rates don't improve as students move through the grades, John Mellon takes care to argue against any increase in drill and practice on error correcting" (170). If the problem is contained in the tool used for learning, then the response is either to alter or replace the tool being used—increasing time spent with a problematic tool will not solve the fundamental problem. Hull and other theorists come to a similar perspective on this point, and she explains that "the recent tendency, clearly, is to deemphasize sentence-level correctness and to question the efficacy of drill and practice in improving it" (170). In her own examination of this scholarship, Shaughnessy's ultimately concludes that even over time, "traditional grammar has not made a difference" (196). The response, then, should be to limit or remove the grammar workbook as the primary (or only)

tool used in grammar mastery, and also to explore methods of learning beyond drill and practice

which may drive student learning and performance in standard written English grammar.

Computers as Electronic Workbooks

Another related topic in the discussion of grammar errors, workbooks, and Basic Writing

is the use of computers as teaching tools in writing classrooms. The computer has rapidly

developed over the last several decades in terms of power, potential, and access. This is true in

both the social and academic spheres, although the changes and developments have not been

uniform over time. Computers were used in writing classrooms primarily as electronic grammar

workbooks, under the name of Computer-Assisted Instruction (CAI). "The world of CAI [in the

early 1970s] was largely a world of drill and practice, a land of true-false and multiple choice"

(Burns 393). Much of the scholarship by Mellon, Hull, Shaughnessy, and others examining the

efficacy of workbooks had not been written yet, and so it is not surprising that computers would

be useful in streamlining efficiency in producing and reproducing grammar workbooks.

However, a decade later there emerged scholarship on the limitations of these tools. Curtis

Dudley-Marling was one voice in this issue, writing "of course, microcomputers are particularly

efficient for drill and practice, but when drill and practice programs are used for literacy

instruction, they tend to fragment written language, providing few opportunities for students to

discover the joy and utility of literacy" (388). The problems existent in traditional workbooks

were emerging similarly in CAI; the problem was not being solved, and workbooks were being

repackaged in the new technology. Dudley-Marling goes on to assert that "commercial software

that drills spelling, punctuation, and capitalization too often fragments writing and focuses on accuracy" (389).

The workbook disconnect found in CAI of that time contributed to many practitioners and theorists moving away from a standalone traditional system and looking for more adaptive and accessible methods to motivate student learning. Hugh Burns describes sentiment of the time, pointing out that "eventually, researchers wanted to supplement drill and practice programs with more 'open-ended' computer-assisted instruction" (394). If computers are going to remain a feature in many classrooms, then it is useful to improve its usefulness in ways that perhaps the traditional workbook could not, and one way to do so would be through less rigidly prescriptive CAI. Burns also show a larger perspective toward the rigid limitations of strictly workbook methods, regardless of whether they are on a computer screen or on sheets of paper. "Most teachers want to nurture more than an appreciation for language and its creative use. They want to nurture discovery and other creative instincts through language, so they leave the drill-and-practice mentality behind" (396). This of course further challenges what Glass and Bartholomae have called the 'curing' or 'fixing' approach to grammar errors, respectively. If grammar is an integral component of the larger field of learning and mastering writing, rather than a faulty mistake to me remedied prior to the 'real learning,' then it makes sense to improve CAI grammar programs and methods in ways that reflect this understanding.

Over time, there have been great and rapid changes to the potential usage of computers, and some may approach the new potential uses with some reluctance. Computers have become widely used for entertainment and communicative means, our culture has incorporated many

technological mediums for social and business activities, and the internet has made an incredible amount of information, as well as numerous potential erroneous grammatical influences, available to contemporary freshmen students. Furthermore, with the increased popularity and access to technological modes of communication as well as popular communication activities on the internet, the variety of styles and inconsistencies may be speeding an ever-diverging subdividing of the English language into numerous discourse micro-communities. These things may have had unforeseen changes upon expectations and practices of students, and their experience today with traditional workbook tools may be quite different than students decades earlier. Additionally, computers have and will continue to advance, whether they are in a classroom or not, and scholarship on this topic needs to examine these tools and interpret all challenges and/or opportunities that may be afforded to students. This has particular bearing on those teaching acquisition and mastery of standard written English grammar and on those utilizing CAI, either as workbooks or 'open-ended' tools.

The tension between appeal, access, and validity may indicate that new technological mediums and tools are potentially excellent supplementary sources of education, but they fail to altogether replace the need for some physical classroom instruction. Dudley-Marling indicated this sentiment and potential decades earlier, writing that "if micros are viewed as marvelous tools that can motivate and do some things particularly well, they may indeed improve our ability to teach children reading and writing. Used for drill and practice, they only provide more of the same" (391). As a supplement to engaging classroom learning, the computer and even the workbook (as a reference tool) may be an invaluable component of student learning of standard written English grammar. On the other hand, if the computer (as an electronic workbook) retains

primacy in instruction, different situations may occur: "students labor at isolated work stations on drill-and-practice software or in word processing facilities where computers are arranged […] so that teachers can examine each computer screen at a moment's notice to check on what students are writing" (Hawisher & Selfe 130). In this form, learning is more difficult because of the isolation and rigidity imposed, and although the teacher may have limited access to observe student performance, this form cannot fully assess or adapt to individual student needs, learning progress, or understanding of the concepts. This form also restricts meaningful examination of errors because it gives only a momentary snapshot rather than a progression or pattern of error by the student in particular grammar areas. Hawisher and Selfe go on to criticize this mis-incorporation of computers into grammar learning, asserting that "what many in our profession have yet to realize is that electronic technology, unless it is considered carefully and used critically, can and will support any one of a number of negative pedagogical approaches…" (130). An approach that removes the opportunities for teachers to observe error patterns and restricts the opportunities for students to explore the concepts individually is not conducive to driving learning and mastery of standard written English grammar.

Advancing Technology, Impact, and Perceptions

Some scholarship on the topic of computers and education address the urgency and importance of understanding how these tools can work together best for contemporary students. Chris Anson, for example, argues that "because technology is advancing at an unprecedented rate, we must learn to assess the impact of each new medium, method, or piece of software on

our students' learning" (276). Such an undertaking is neither simple nor easy, but it needs to be done to correctly utilize available resources. It is not only essential for educators to focus on whether technologies are immediately useful for teaching, but they must perceive the affects these technologies are already having upon learning, student development, and cultural expectations outside the classroom. Student use of learning tools and environments via technological modes is something that is increasingly relevant to students before they even enter the school environment (Lacina 247). Computers, particularly those using them for more than electronic workbooks, combined with internet access provide the most obvious short term benefit of such technologies: to "extend the learning process beyond the school time limit" (Arbeliaz & Gorospe 51). Beyond traditional homework, reading, and workbook assignments, students were limited to traditional classroom settings for interactive and non-isolated learning. To foster learning in a personalized, interactive, and accessible way has a great potential for improvement of the learning process.

On the topic of technology potentially interconnecting the social, academic, and cultural aspects of writing and communication, it is clear that literacy can no longer be thought about in isolation from those factors. With the prevalence of technology in so many arenas of English discourse, and so often with grammatical inconsistencies, two important questions to explore are: "what is the likely future of [traditional] literacy, and what are the likely larger-level social and cultural effects of that change?" (Kress 1). For example, it is important to explore what impact internet is having on language, and to note that new mediums are gaining prevalence at an incredible rate. However, much of the anxiety on the part of practitioners toward these things being a threat to the quality of grammar may be irrational and parallel to the negative reactions

toward the (then) new technology of the printing press in the 15th Century, calling it "an invention of Satan" (Crystal 2). It should also be emphasized that, due to some Instructors' unfamiliarity with the use of these technologies in learning methods, there is much that we should still learn about this system, and it is important to properly experiment with them to prove the validity and reliability of various 'new' practices (Anyanwu 407). This process follows what educational theorists/researchers have done in testing other 'new' tools in classrooms with methods and methodologies not tech-related. Examinations and considerations like these have direct bearing upon the direction practitioners and researchers should take in appropriating technology into learning frameworks. Unfounded enthusiasm to immediately incorporate new resources without proper examination would be just as unhelpful to understanding their potential for real learning opportunities as unfounded anxiety to resist the 'new' and hold to traditionalist methods. Simply being 'new' should neither impede nor drive the growth of learning in the classroom.

There has been some speculation and exploration into the potential advancement of CAI in writing classes. Burns conjectured a number of items that would be particularly useful to writing students using CAI. He wrote that "one of the important research issues is determining a way to coach particular students on particular mechanical matters in themes that they are actually writing" (396). He takes this concept of personalized, targeted, and relevant 'coaching' a step further in stating that "what would be particularly impressive would be taking information which text evaluation programs provide and derive 'on the fly' lessons for the student" (399). Others have echoed these concepts important to properly utilizing computers as learning tools. Robert Godwin-Jones stated that "another essential, though sometimes under-emphasized, part of

grammar education is individual(ized) discourse with the student on the governing principles

behind grammatical rules" (7), and this is particularly important to those classes still utilizing

computers as workbooks. He goes on to write that "while this is possible in traditional classroom

and tutoring settings, it may also become possible through Intelligent Language Tutors (ILTs).

These programs can, in theory, provide 'flexible feedback' which adapts to the particular

student's level, progress, and history within a complex, dynamic system (7). ILTs, used in

conjunction with Computer-Assisted Instruction that have workbook components, could extend

learning 'beyond the classroom' and extend the time a student could engage in the learning

process.

Additionally, concepts of contextually framing materials for students is something which

Godwin-Jones asserts must be more rigorously developed in order to adequately prepare students

for relevant scenarios when lessons learned would be quite useful (5). Once again returning to

the larger perspective beyond grammar mastery, it can be understood that students who write

about scenarios contextually relevant will be better prepared for similar expectations beyond

Basic Writing classrooms. Burns shows that although there is a great deal of prior examination

and experimentation that must be done using computers as learning tools, the results would lead

toward an improvement of learning. "As more and more research is completed in intelligent

computer-assisted instruction (CAI), the English composition teacher must do more than note it.

English educators will have to incorporate 'smart' algorithms for representing writer expertise,

for capturing writer performance, and intelligently providing the appropriate feedback" (400). If

such algorithms could be designed and incorporated into CAI, this would be a very useful tool to

improve student learning of standard written English grammar via computer-based instruction.

Changing Methods in Grammar Instruction

Among theorists and practitioners, the issue of grammar instruction has also been divided into comprehensive vs. specialized instruction. The comprehensive perspective approaches grammar instruction from a traditionalist perspective and purports instructional topics to cover all of grammar. "Within the 'comprehensive' approach to teaching, the belief is adopted that a superior way to teach is incorporating the apparent need for a holistic perspective of the language, field, or discipline" (Ellis 89). Such an approach faces the challenge of time and of depth of coverage, typically 1-2 semesters for Basic Writing. This is a similar problem to what has been observed with grammar workbooks lacking practical emphases. Observing this issue faced by the 'comprehensive' approach, those utilizing a specialized or "minimalist" approach elect instead to allocate resources and time to effectively address particular content to an acceptable depth within the given time (Swan & Walter 837). Using this method may increase the immediate practicality of instruction upon future student writing. However, the process of selecting materials which are 'most important,' and therefore covered most adequately, can raise the issue of how to decide what has the greatest utility in the classroom and beyond. Tensions between these two approaches are also present in perceptions of technology and willingness to reappraise the potential uses of workbooks as well as computers. For example, it has been asserted that if student motivations toward grammar shifted from a passive rulebook into a tool for learning mastery, then it would become a practical resource (Vannest & Lindquist 338).

Other approaches that move beyond comprehensive workbook learning include those which utilize collaborative learning among the students. Lunsford has expanded on this point in writing that "one of the best-established principles of learning theory is that learning most often occurs as part of an interaction, either between the learner and the environment or, more frequently, between the learner and peers" (225). Interaction in the learning process can be crucial to student learning, and it is something that has great potential for grammar learning and mastery. John Trimbur also examined the issue of collaborative learning in terms of writing, and explains the concept as "a generic term, covering a range of techniques […] such as reader response, peer critiques, small writing groups, joint writing projects, and peer tutoring in writing centers and classrooms" (87). The openness of collaborative learning as a concept lends itself to a variety of in-class activities which could be used to develop a meaningful understanding and mastery of grammar. This does shift away from the traditional teacher-student hierarchy of learning, but it is one that "offers a style of leadership that actively involves the participants in their own learning" (87). The "social interaction of the learners," Trimbur writes (89), has immediate access to student attention and a quickly allows the student to actively engage the material he is in the process of learning. This is something that has been explored in some classrooms with positive results: "educational innovations at leading colleges and universities […] indicate that collaborative learning moves students from a passive to an active role in their learning and revitalizes faculty interest in the social dynamics of teaching and learning" (Trimbur 91). Lunsford sees this movement as one that may finally address gaps in workbook usage and move those tools to secondary rather than primary place in learning. She conjectures

that "the tendency to emphasize drills and workbooks, which has worked against a collaborative classroom […] may finally give way to these trends" (225).

Other considerations and methods besides workbook use and collaborative learning have also been suggested in scholarship on English grammar. Lunsford points to the results from related research, writing "Hartwell concludes that teaching formal grammar is ineffective in the classroom" (214). She goes on to point out, however, that "direct instruction in the grammar of standard written English is essential to non-standard dialect speakers" (215). There should be direct instruction on grammar, but practitioners should utilize methods other than traditional drill-and-practice work on comprehensive grammar for greater effectiveness. Shaughnessy writes that "structural and transformational grammar are more productive" than traditional workbook activities (198), and Burns suggests that "it seems a logical procedure for an Instructor to provide as many invention techniques as possible for students, as well as make it relatively simple for the student to use those techniques" (396). These suggestions are useful in developing experimental methods of learning, and DeBeaugrande goes further to describe what sort of requirements should be met in any grammar learning material. He asserts that "to develop a truly 'basic grammar,' we will have to meet some complex and extensive prerequisites" and defines six requirements for grammar material:

> 1. It should be *accurate*, […] reflect what skilled writers do in their prose. 2. It should be *workable*, […] stated in such a way that the average student, regardless of background, can make it work. 3. It should be *economical*, […] demand a minimum of time and effort. 4. It should be *compact*, […] introduce

no more terms and patterns than are necessary for the needs of the student. 5. It should be *operational*, […] stated in sets of steps which […] will reliably lead to the desired result. 6. It should be *immediate*, […] mesh directly with the learner's prior skills and knowledge. (359)

These 'prerequisites' can be useful to practitioners developing activities in their own classrooms. These are also particularly useful over time as an assessment tool to observe whether the instruction and methods are producing the desired results in students, and what area(s) may need further modification in the future. Lynn Troyka also illustrates a potentially frustrating reality facing Basic Writing classes today:

With today's research about learning styles in mind, we can somewhat safely suggest that person A derives no benefit from grammar instruction; person B benefits when the material is derived solely from student writing, most often his or her own; person C likes learning arcane facts about grammar and language in action for their own sake; and person D "gets it" best on his or her own privately with repetitive drill with self-checking. With recent research in the theory of Multiple Intelligences in mind, we can responsibly hypothesize that persons E and F grasp concepts quickly and well if the information is presented visually, musically, or through other natural human modalities. (119)

Obviously, there has not been an agreement among scholars as to a simple and universally applicable process to teach grammar most effectively. There is work to be done at classroom level and at the individual student level, and the teacher must use methods that are most useful to

most students while working to identify which modifications are necessary for the given situation. Shaughnessy summarizes this balance well, writing that "whether a teacher uses games or computers or a grammar book to teach standard inflections […] the student who experiences the grammars and logics of academia as competitive with those he has acquired on his own is certain to have difficulty mastering his lessons unless his teacher is prepared to mediate between the two worlds" (193). The teacher must engage the student in the learning process by clearly framing the work within the scope of standard written English grammar, using tools available, and administering interactive activities that have meaningful, practical context to the student.

CHAPTER 3: METHODOLOGY

Background

The current foundational grammar-learning program utilized by Seminole State College (SSC) is the *ALLWRITE!*[TM] program. This software, which teaches various foundational elements of grammar, is utilized in Developmental Writing II, a remedial-level English Composition class at SSC. Developmental Writing II courses utilize the *ALLWRITE!*[TM] software to instruct students in standard written English grammar in order to prepare them to pass a required multiple-choice State Exit Objective Exam at the end of the semester, before entering English Composition. The *ALLWRITE!*[TM] software has been a standard tool consistently used at SSC for a number of years. The following is the course description that Instructors must include in the Developmental Writing II class syllabus:

> Developmental Writing II is a study of the various methods of organizing ideas and sentences into effective, coherent paragraphs. Methods of developing paragraphs into larger units of discourse are studied. The course reinforces and builds skills in usage, punctuation, sentence structure and other fundamentals of writing. Scheduled lab assignments are incorporated into class meetings.

The Learning Objectives for Developmental Writing II are the following:

Students should be able to…

1.   * Use parallel expressions for parallel ideas;

2.   * Recognize, use, and punctuate direct and indirect quotations;

3.   * Recognize and correct dangling modifiers;

4.   Formulate a topic sentence reflecting the purpose of the paragraph;

5.   * Develop the topic sentence by providing specific details and arranging details logically and effectively;

6.   Write summary paragraphs;

7.   Summarize and paraphrase published writing;

8.   Bring a paragraph or longer unit of discourse to a logical conclusion;

9.   * Provide transitional devices within a paragraph and between paragraphs;

10.   Limit the subject of an original essay to a topic that can be developed within the requirements of time, purpose, and audience.

(Items with an asterisk are next to those objectives which are relevant to this study.)

Each class section was 1hr and 40 minutes; 30 minutes were designated lab time; at the end of class, there were 10 minutes remaining for questions and homework. During lab time, students accessed the *ALLWRITE!*^{TM} by using lab computers that have the program installed on them. The results for completed quizzes in each grammar element series are neither recorded by the program nor available for review by the Instructor or the student once the program has been closed. This limitation may contribute to a gap in opportunity for review and may impede cumulative learning potential. Additionally, this program had been utilized for several years without any content/system updates. I hypothesize that students who use *ALLWRITE!*^{TM} plus an additional in-class, experimental assignment will score higher than those using *ALLWRITE!*^{TM} alone as a learning tool.

Setting of the Human Research

1. Overview of study objectives: What I propose to do is to test the effectiveness of the *ALLWRITE!*^{TM} software as a learning tool, comparing success over time by using a standardized testing tool. Additionally, I propose to test the effects of an experimental additional lesson component, given in conjunction with the *ALLWRITE!*^{TM} software and tests mentioned previously, to observe whether this intervention has an observable impact on learning.

2. Overview of the Experimental and Standard groups: These activities involved students each preparing a "mini-lesson" on one of the most common grammatical errors (e.g. semicolon usage, parallelism, the apostrophe, possessive forms) and presenting them on a

predetermined date in the semester. Additionally, there was additional teaching time spent emphasizing the grammatical elements in concert with writing the traditional 5-paragraph academic essay.

3. Explanation for not having a "Control" group: Having a control group is traditional in scientific research, but a control group could in this case mean including a group of students that is neither using *ALLWRITE!^{TM}* nor completing the grammar project in order to observe a clearer comparisons. However, because there are human subjects involved in this work, there are limitations to what is allowable. There cannot be such a control group which receives neither program, due to the harm it would have caused to students' learning; instead, the Standard learning classrooms are to be compared with the Experimental learning classrooms. In the Standard classrooms, traditional curriculum will be employed, and students in the Experimental classrooms will also participate in the additional student-led project.

4. Overview of pedagogical methods used: I developed the experimental material using the pedagogical method of Active Learning, and the in-class mini lesson project particularly features the traits of this approach. Active learning creates opportunities for students to "read, write, discuss, or be engaged in solving problems" (Bonwell & Eison, 1), and students will be personally, actively engaged as they are creating examples, forming answers to the supplied questions, and developing their procedural explanation on how to identify/correct their specific error type. Furthermore, the Active Learning method must promote student ownership of the project: "Essential to this approach is the view of the

learner as responsible for discovering, constructing and creating something new and the view of the teacher as a resource and facilitator" (Fern, Anstrom, & Barbara 1). In the study, this understanding is achieved through the final product of the 5-minute class presentation. Having the student presenter organize the presentation and create their own examples with their own explanations for the errors/corrections actively engages them in the materials and develops student Agency, greater awareness of their use of grammar, and drives understanding through their explaining the grammatical concept to the classroom. Additionally, it is also fostered through the semester during the students' in-class presentation preparation time, where they have time to use me as a resource to answer questions they may have. This engagement in learning toward producing a personalized product may also lead to the development of greater rhetorical awareness as a writer in terms of analysis, organization, and presentation during writing exercises.

Sampling

1. Target population for this research: The target population for this research was remedial-level writing students enrolled in remedial-level writing courses at Seminole State College, specifically those enrolled in Developmental Writing II. The accessible population was students enrolled in Developmental Writing II classes at Seminole State College (SSC), located in Altamonte and Sanford/Lake Mary, Florida. This population was also chosen because I have access to them as an SSC Instructor of Developmental Writing II. The sample target consisted of eighty students from diverse backgrounds, and

they are grouped by course section. The students have chosen their own section based upon their own convenience. The college has the historical practice of utilizing the *ALLWRITE!*^{TM} grammar program in Developmental Writing II courses offered, and their campus locations are in ethnically diverse areas. A random sampling method was used to select four classrooms in which I am the Instructor; two of the four sections were selected to be Standard and two were selected to be Experimental.

2. Demographic information for sample population: The demographics of this sample included up to twenty students in each class for a total of four different class sections. These students were between eighteen and 55 years old. There was an equal distribution of females and males in each course. The student population in each class section included traditional/non-traditional students, part/full-time enrollment in the college, and native/non-native English speaking students. The four courses met regularly, ranging from morning to evening course meeting times.

Research Design

The design of this study is a pilot study specific to the Developmental Writing Program at Seminole State College and incorporating an experimental intervention as an additional learning supplement. I used a pre-test/post-test method to test a Standard as well as an Experimental group. The groups were tested at two separate times. The Standard group was comprised of two class sections of Developmental Writing II, each section totaling approximately 20 students; both sections received the same materials and instruction. The Experimental group was comprised of

two class sections of Developmental Writing II, each section totaled approximately 20 students; both groups received the same materials and instruction as the Standard group, but they also received the additional experimental component of a student-led grammar project.

1. Participants in the Standard group received/completed the following:

    a) For each class session, 30 minutes were given to students to work in the *ALLWRITE!*[TM] grammar software. This program provided practice exercises and is standard to all Developmental Writing II courses at Seminole State College. It is a series of computer-based lessons and quizzes, each section focusing on a particular grammatical topic. There was a tracking handout sheet; students filled out their scores for each section as they complete the assignments.

    b) A pre-test and post-test, based on the Florida State Exit Exam requirements and focusing on grammatical topics. These tests are part of the assigned class curriculum. See Appendix A for a copy of the pre-test and post-test.

2. Participants in the Experimental group received/completed the following:

    a) Time in class (30 minutes) each meeting to work in the *ALLWRITE!*[TM] grammar software. This program provided practice and is standard to all Developmental Writing courses at Seminole State College. It is a series of computer-based lessons and quizzes, each section focusing on a particular grammatical topic. There was a tracking sheet; students filled out their scores for each section as they complete the assignments. See Appendix B for a copy of the tracking sheet.

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b) A pre-test and post-test, based on the Florida State Exit Exam requirements and focusing on grammatical topics. These tests are part of the assigned class curriculum.

c) A grammar topic presentation assignment. Students signed up for a particular presentation day and topic, and they worked on that topic area. They created a short presentation, approximately 5 minutes long, describing that grammatical topic. The presentation explained to the class what/how that grammatical topic relates to writing, and how it impacts a reader when it is used. They wrote 10 sentences which illustrated the concept and present them to the class, correcting/utilizing the topic in real-sentence scenarios. They turned in their notes after presenting to the class. These assignments took up 5 % of class time and were completed during the assigned question and study time. See Appendix B for a copy of the grammar topic presentation assignment sheet.

3. Participation in Standard and Experimental classrooms:

If the students enrolled in an Experimental classroom chose not to take part in the research, specifically electing to not release their scoring on the pre-test or post-test, their information was not included in the research. Students in both class types who were not participating in the research were still required to complete the pre-test and post-test and regularly scheduled 30 minutes of lab time, as those components remain part of the assigned course curriculum. Students who are enrolled in an Experimental class who chose not to participate in the research were also still be required to complete the pre-test and post-test, the regularly scheduled 30 minutes of lab time,

and the student-led grammar project, as they all remained part of the assigned course curriculum. If a student withdrew from the course or no longer attended class sessions, his or her participation in completing any remaining assessment(s) ceased, and his or her data was not included in the analysis or the final thesis report.

4. Course materials in Experimental classrooms:

The grammar project activities were considered part of the assigned classroom experience/requirements for the Experimental class. All students in the Experimental class were expected to participate in this procedure. Completion of the project was included as part of a class participation grade. The pre-test and post-test were also incorporated into the assigned classroom experience and requirements.

Study Design

1. Recruitment methods: The number of students in each participating class was a maximum of 20 students. The number of classrooms involved in the study was 4, which allowed for a maximum of eighty participants. Two of the classrooms were the Standard groups receiving standardized grammar instruction/practice. Two classrooms received the experimental instruction counterpart. Students were recruited in class through an informal in-class announcement and provided copies of the appropriate consent document for their review.

2. Inclusion and exclusion criteria: Inclusion criteria included: (1. registration in the appropriate course; and (2. consent given to include results in the study. No registered students in any class were excluded from potential participation.

3. Consent: A consent form was read aloud to students. Students were given time for students to ask any questions and/or voice any concerns they had with the project. There was no coercion or perceptions of coercion. It was emphasized that participation did not have any bearing whatsoever on class participation or grades, and I told them that the research would not be mentioned again after the announcement, except that I would be available to answer any concerns/questions students had. Students could give their consent at any time during the semester.

   a) The consent given by students electing to participate in the study permitted the inclusion of pre-test/post-test grades and grade to be (confidentially) included in the study.

   b) Process to Document Consent in Writing: *HRP-302a Consent Adult Form* had been completed and was submitted to students. (See Appendix C)

4. Study endpoints: The endpoints of the study are the completion and processing of the quantitative data and of grammatical mastery. Score data was compiled on a graph, comparing grammar mastery sections specifically and in general between each course section. All research was collected within the classroom during scheduled class meeting times.

5. Procedures involved in the human research: The tracking of the pre-test and post-test scores for classrooms involved Human Research. No personal or identifying student information was included in the research analysis. Students were identified as a random number to indicate the pre-test and post-test scores.

6. Data management: The electronic data was stored in a password-protected remote storage device (a USB drive), and the physical documents was locked in a storage container offsite. The test instruments were linked to participants via identifiers in the following ways:

    a) The identifiers were generated using a Random Sequence Generator, located on the internet at <http://www.random.org/sequences>, with numbering ranging from 1 to 500 and no repeating numbers. These specifications were able to be assigned using the generator on this web page. The generated list was recorded and kept in a read-only electronic document. Using this pre-made list of non-sequential, non-repeating, randomized numbers, each student's name from the alphabetical class rosters for all courses in this study (Standard and Experimental) were assigned the next available list number that had not yet been assigned. Each student was identified with this unique number. The name of the student on each particular document was then removed on all recorded documents, and the corresponding number replaced the removed name. All records conformed to this identification system.

b) The links between name and unique number was used following the completion of the course semester in order to re-identify student documents. When all documents were gathered, the assigned unique number was used to replace the name of each student on his or her pre-test and post-test, and grammar project (in the Experimental group). The name of the student was physically obscured from his or her documents after receiving the number identifier.

c) The only individual who has access to the linked data (showing what number was assigned to each name) besides me is Dr. Martha Marinara, my Thesis Committee Advisor. Dr. Marinara is overseeing my work and requires access to it in order to verify the validity of the random numbering list.

d) The linked data can be stored securely for an indefinite period of time. I have no plans on destroying this list, merely not referencing, referring to, or including it in the analysis of the collected data.

e) Unless it is explicitly recommended by the IRB and/or my Thesis Committee Advisor, I will not destroy this link following the analysis, but I will destroy it upon the acceptance of my thesis.

f) I have differentiated Standard class assessments from the Experimental grammar class assessments by recording on the coordinating randomized list where names were assigned a respective letter next to the number one of the following letters: either "S" for Standard or "E" for Experimental.

    i. This letter was not added to the student documents themselves, and it was only referred to after recording scoring. At that point, it became

useful to track scores among the overall data set along the two group lines.

7. Provisions to protect the privacy interests of participants:

   a) No personal or identifying student information was included in the research analysis or thesis report. The master list containing student names assigned to unique ID numbers will not be released to the public.

   b) The students were assigned a randomized number to signify their record. These numbers were randomized across all class sections, and they were attributed to the student work prior to any analysis of the material.

Instrumentation

1) Overview of student-led grammar project: In this study, I used a student-led grammar project assignment as an experimental instrument, the topics of which are selected and assigned based on standard grammar lesson topics addressed in the *ALLWRITE!*[TM] program and Florida State Exit Objective Exam (administered at the end of the term to Developmental Writing II students). Students presented a 5-minute mini-lesson their topics in class, during general lab time. In addition, students completed a standardized test that was administered both as a pre-test and as a post-test. The questions were based upon standard grammar topics, aligning with the *ALLWRITE!*[TM] program and Florida State Exit Objective Exam. The question/answer order was changed between the pre-test and post-test, but the content remained the same in both tests. This feature made it

possible to demonstrate and observe any performance gain after the interventions are provided.

2) Topics addressed in the student-led grammar project:

   a. The student-led grammar project allows students to select a particular topic from a list comprising grammatical areas, and they were selected based upon State Exit Objective Exam. The assignment handout presents students with guided questions to answer and materials to produce, and these materials comprise the expectations for their presentations. The following is a copy of the assignment description handout:

Grammar Project

Description:

You will choose a particular grammatical component from the assigned list and become a "specialist" on that topic. You will lead a short presentation on your topic in class (approx. 5 min). You will be given time in class to select your topic and prepare the presentation.

You will do the following:

1. *Present*: *Describe/Answer the following questions:*

   a. What is the grammatical topic?

   b. What does it do? How does it affect the writing?

   c. Why would we use it in our writing? What happens when we don't?

   d. Where and when should we use it?

   e. Even if it would be technically correct, are there times when we shouldn't?

2. *Practice*: *Prepare these materials for the class:*

   a. Examples of wrong usage of the grammar topic (5 or more)

      i. show examples on board

      ii. show how to correct the incorrect examples

   b. Provide practice samples that the class can complete (the samples can show how they are wrongfully used or missing something important)

      i. Corrections for the practice samples

3. *Report*: *Turn in materials, answer the following questions:*

   a. Answer the following:

      i. Were there any unexpected difficulties in preparing the project?

      ii. Was there anything you would change about this assignment?

   b. Turn in the examples you brought to class

b. The following topics were available for student selection in the grammar project. All

    topics had to be selected once before any duplicate selections could be made. The

    topic list included:

      i. *Capitalization;*

     ii. *Comma Splices;*

    iii. *Compound Sentences;*

     iv. *Run-on Sentences;*

      v. *Introductory Words and Phrases;*

     vi. *The Semicolon;*

    vii. *The Colon and Listing;*

   viii. *To, Two Too;*

     ix. *Affect, Effect;*

      x. *There, They're, Their;*

     xi. *Your, You're; Possessive Words.*

These categories align with concepts addressed on the pre-test and post-test, which was designed

to prepare students for the State Exit Objective Exam. The topics of the presentations can be

grouped into five primary categories: Spelling, Punctuation, Style/Sentences, Structure/Syntax, and Development. The questions on the pre-test and post-test will also be sorted based on these categories when performing the data analysis.

3) Rationale for student-led grammar project:

This method has been tested in a variety of school settings (Lunsford 225). Experimental instruments which incorporate active and/or collaborative learning have been tested in a variety of school settings (Trimbur 91), and the topics chosen are consistently emphasized grammar topics covered on the State Exit Objective Exam. Because it involves student-led elements, it can reinforce principles covered in standard materials/instruction, and it can identify areas of difficulty prior to examination periods, thereby assisting with the preparation for course grammar goals. Because all other materials remain consistent throughout Standard and Experimental classes, observable increases in mastery could lend weight to the validity of student-led interventions in increasing learning potential of standardized grammar in remedial-level writing courses.

Procedure

1) Overview of class selections: Two Developmental Writing II classrooms that I teach at Seminole State College will be chosen to receive the standard course instruments: the *ALLWRITE!^{TM}* grammar program, standard work time, practice materials, and instruction. These two classrooms will serve as Standard groups in this research, and they will

receive no intervention other than the established curriculum. Two other Developmental Writing II classrooms that I also teach at Seminole State College will receive, in addition to the standard course instruments, the experimental course instrument counterpart: a student-led grammar project. These two classes will serve as the Experimental groups in this research.

2) Overview of Experimental class timeline:

a. To obtain a baseline score, all students will be given the aforementioned pre-test before any intervention is introduced.

b. Following the pre-test, the Experimental groups will begin to receive additional instruction regarding the grammar project.

    i. The students will be able to select a topic from the available list, and they can work during the pre-determined lab work time until the date of presentation.

    ii. To ensure the fidelity of treatment, the same Instructor is administering all sections involved in this research.

    iii. The experimental instrument will be incorporated into regular curriculum in both Experimental classes, and students will be given the same amount of time in each section to develop their presentations as well as work on general *ALLWRITE!*^{TM} practice and ask questions of the Instructor.

c. The intervention will continue over a ten week period. After the end of the ten weeks, all students will be administered the post-test.

      i.   The time that the pre-test and post-test are given will be the same for all

          students.

     ii.   Scores from the pre-test and post-test will then be analyzed.

Data Analysis

1. Microsoft Excel will be used to log all the test scores of the pre-test and post-test. The

    mean and standard deviation between the scores in each group will be calculated.

2. A "T-Test" will be run to analyze the test scores of all groups. The "T-Test" will be used

    to analyze the significance between the scores of the two experimental groups.

Threats and Limitations

Four possible threats to the internal validity of this research proposal have been identified:

1. Mortality threat: Students dropping out of the study due to unforeseen circumstances

    (illness, family relocation, etc.). It is not uncommon to find 20% or more of subjects do

    not return their forms. This threat is not a significant problem if similar numbers drop

    from both groups; if there is a sizable difference between them (particularly if there is a

    disparity in socioeconomic status), methodology may appear more effective than it

    actually is. In this study, up to eighty students from diverse backgrounds are included

    because of their enrollment in Developmental Writing II at Seminole State College.

2. Location threat: The location of a particular school may create alternative expectations for results. In this study, courses receiving the experimental instrument were selected randomly from sections at two different campus locations, and each section has a unique, differing set of times/days scheduled for regular meetings. While it is not feasible to keep the location/time constant for all students, it is unknown whether particular times, weekdays, or locations systematically favor or jeopardize the validity of results. In this study, the classes are chosen depending on the course material and usage of the *ALLWRITE!*^*TM* software and their location in ethnically diverse areas.

3. History threat: One or more unplanned or unanticipated events could influence students and thereby the data collected. This topic covers a wide array of variables that could occur during the time of testing, such as guest speakers, construction noise, severe weather, social/political factors, changing Instructors, etc. Since researchers can never be sure that one group differs from another in experiences, it is crucial to continually stay updated on any influences that may happen in the particular schools. Continued awareness allows researchers to standardize the environment as much as possible across the various locations.

4. Subject attitude threat: The way that students view and participate in the study can threaten the validity. If students perceive the testing as unusual, silly, or intimidating, the scores will likely be lower for reasons other than aptitude. The Instructor presenting the instruments must make it clear that completing the assignment will comprise part of the participation grade for students. This study will test students who are remedial-level

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writers who have been placed in Developmental Writing II at Seminole State College, at both the Altamonte and Sanford/Lake Mary campus locations.

Timeline

1. Timeline for research activities in the Standard and Experimental classes:

Standard Class	Experimental Class
• *Summer 2011:* Selection of course sections will begin.	• *Summer 2011:* Selection of course sections will begin.
• *August 2011:* Fall Semester, the Standard and Experimental classes will begin at Seminole Community College.	• *August 2011:* Fall Semester, the Standard and Experimental classes will begin at Seminole Community College.
• *First week of class:* The explanation of research will occur in the first week of class, as the course syllabus and regular course materials are being discussed.	• *First week of class:* The explanation of research will occur in the first week of class, as the course syllabus and regular course materials are being discussed.
• *Second week of class:* Students introduced to the *ALLWRITE!^{TM}* software and given score sheets for the program quizzes.	• *Second week of class:* Students introduced to the *ALLWRITE!^{TM}* software and given score sheets for the program quizzes. • The Instructor will further explain and allow students in the Experimental classes to sign up for the grammar project.
• *Third week of class:* Pre-test instruments will be administered in the third week of class for all class sections.	• *Third week of class:* Pre-test instruments will be administered in the third week of class for all class sections

Standard Class	Experimental Class
• *Fourth week of class:* Continue student work on regularly scheduled classwork and activities.	• *Fourth week of class:* Presentations of grammar projects begin and will continue each week meeting until the beginning of the tenth week of class.
• *Tenth week of class:* The post-test will be administered to all students.	• *Tenth week of class:* The post-test will be administered to all students.
• *Fall 2011:* Recorded scores on pre-test and post-test will begin to be analyzed.	• *Fall 2011:* Recorded scores on pre-test and post-test will begin to be analyzed.

Aims and Uses of the Research

1) Overview of aims: The aim of this research is to better understand how remedial-level writing students at Seminole State College can improve their standardized test scores through objectively testing pre-test and post-test scores, adding an additional experimental instrument for two course sections, and analyzing the results of the intervention. Through these experiments and their analysis, it is the goal of this project to observe relationships in the area of grammar learning and mastery between standardized curriculum and those adding student-led activities. Additional observations may occur in identifying a baseline success rate data of all courses utilizing the *ALLWRITE!^{TM}* grammar program for primary grammar instruction. The improvements would be reflected in overall student comprehension and utilization of English grammar, as well as in raising standardized test scores used to assess student learning.

2) Uses of the research information: These results can be used to improve remedial-level writing courses, especially those utilizing *ALLWRITE!^{TM}*, at Seminole State College. These results may also lead to the modification and improvement of course components and design for Developmental Writing II classes offered at Seminole State College.

CHAPTER 4: FINDINGS

Significance of Results

The student pre-test and post-test data recorded were separated into subgroups of questions that aligned with the following topical categories: Spelling, Punctuation, Style/Sentences, Structure/Syntax, and Development. These topic areas also align to the student presentations present in the Experimental group classrooms. The analysis of the quasi-experimental data for the Standard and Experimental groups produced some noteworthy and potentially useful information about the experiment, the intervention, and the *ALLWRITE!*™ software. Table 1 below depicts the statistics from the Standard and Experimental group regarding the means for the pre-test and post-test, and divided into the five identified topical categories. Table 2 below depicts statistics regarding gains in the Standard and Experimental groups, also divided into the five identified topical categories.

Table 1

Group Statistics: Means (Pre-test and Post-test)

Test Type	Category	Group	Mean	Std. Deviation	Std. Error Mean
Pre-test	Spelling	Standard	4.32	1.75	0.35
		Experimental	4.36	1.99	0.42
Post-test	Spelling	Standard	5.04	1.46	0.29
		Experimental	4.77	1.41	0.30
Pre-test	Punctuation	Standard	1.36	0.57	0.10
		Experimental	1.27	0.70	0.15
Post-test	Punctuation	Standard	1.00	0.29	0.06
		Experimental	1.09	0.61	0.13

Test Type	Category	Group	Mean	Std. Deviation	Std. Error Mean
Pre-test	Style/Sentences	Standard	2.36	0.95	0.19
		Experimental	2.05	0.79	0.17
Post-test	Style/Sentences	Standard	2.44	0.77	0.15
		Experimental	2.68	0.78	0.17
Pre-test	Structure/Syntax	Standard	4.32	1.28	0.26
		Experimental	4.36	1.56	0.33
Post-test	Structure/Syntax	Standard	4.40	1.08	0.22
		Experimental	4.50	1.34	0.28
Pre-test	Development	Standard	3.00	1.22	0.24
		Experimental	2.86	1.04	0.22
Post-test	Development	Standard	3.36	1.08	0.22
		Experimental	3.55	1.10	0.23
Pre-test	TOTAL	Standard	13.24	3.10	0.62
		Experimental	12.63	3.39	0.72
Post-test	TOTAL	Standard	14.04	1.97	0.39
		Experimental	14.09	2.58	0.55

(Number of students involved in the study - 25: Standard, 22: Experimental)
(Data rounded to 2 decimal places)

Table 2

Group Statistics: Gains (Pre-test to Post-test)

Category	Group	Mean	Std. Deviation	Std. Error Mean
Spelling	Standard	0.72	2.03	0.41
	Experimental	0.41	1.40	0.30
Punctuation	Standard	-0.36	0.57	0.11
	Experimental	-0.18	1.01	0.21
Style/Sentences	Standard	0.08	1.19	0.24
	Experimental	0.64	1.05	0.22

Category	Group	Mean	Std. Deviation	Std. Error Mean
Structure/Syntax	Standard	0.08	1.41	0.28
	Experimental	0.14	1.67	0.36
Development	Standard	-0.04	1.37	0.27
	Experimental	0.68	1.25	0.27

(Number of students involved in the study - 25: Standard, 22: Experimental)
(Data rounded to 2 decimal places)

The data in Table 1 indicates that the findings were not statistically significant in terms of the mean gains made in any of the groups. This result may be due in part to the relatively small sampling involved in the research. Additionally, the Table 1 data indicates that there was no significant difference between the pre-test and post-test across all groups involved in the study. If further experimentation were to be conducted in order to expand the sampling sizes (e.g. 100 students from each group type), then the results could show a larger effect size.

Analyzing Two Notable Categories

While it is true that the results of the study were not statistically significant, the analysis from Table 2 does indicate that two of the five topical areas were approaching a significant gain. For both of these topic areas, the classes in the Experimental group had a higher mean gain over the classes in the Standard group.

The first topic area which showed an improvement trend that was approaching significant was Style/Sentences, Figure 1 below shows the gain in this area for the Experimental and the Standard group:
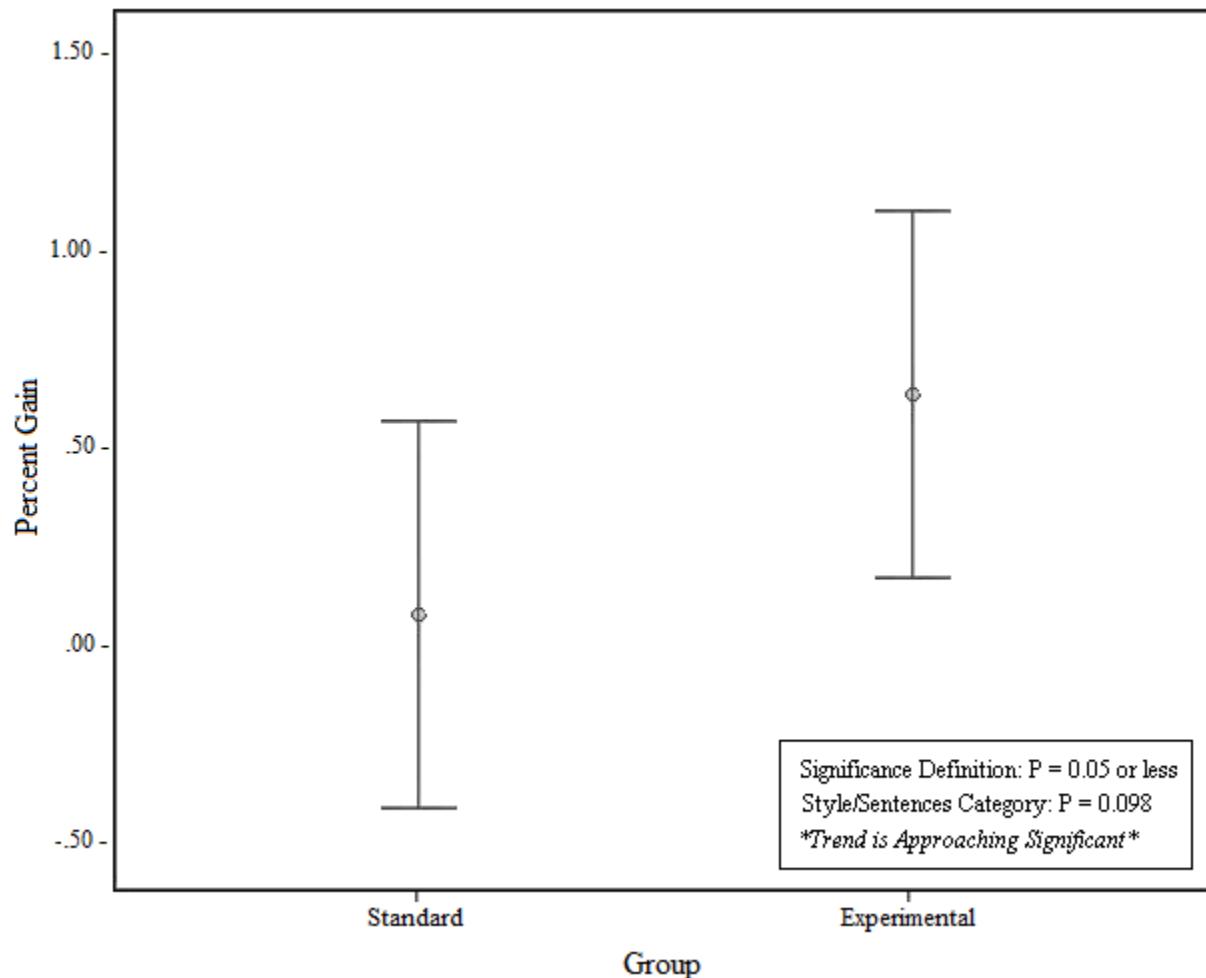
Figure 1: Gain Percentage Comparison in Style/Sentences Category

It may be observed that the range of mean improvement for both groups in the Style/Sentences

category was equivalent to one another. However, it should be noted that mean gain for the

Experimental group (0.64) is higher than any of the gains recorded in the Standard group.

Furthermore, the mean gain in the Standard group (0.08) is lower than any gain recorded from in

the Experimental group. Finally, it can be observed that the greatest gain occurred in the

Experimental group, while the least gain occurred in the Standard group.

The second topic area which showed an improvement trend that was approaching significant was Development, and Figure 2 below shows the gain in this area for the Experimental and the Standard group:
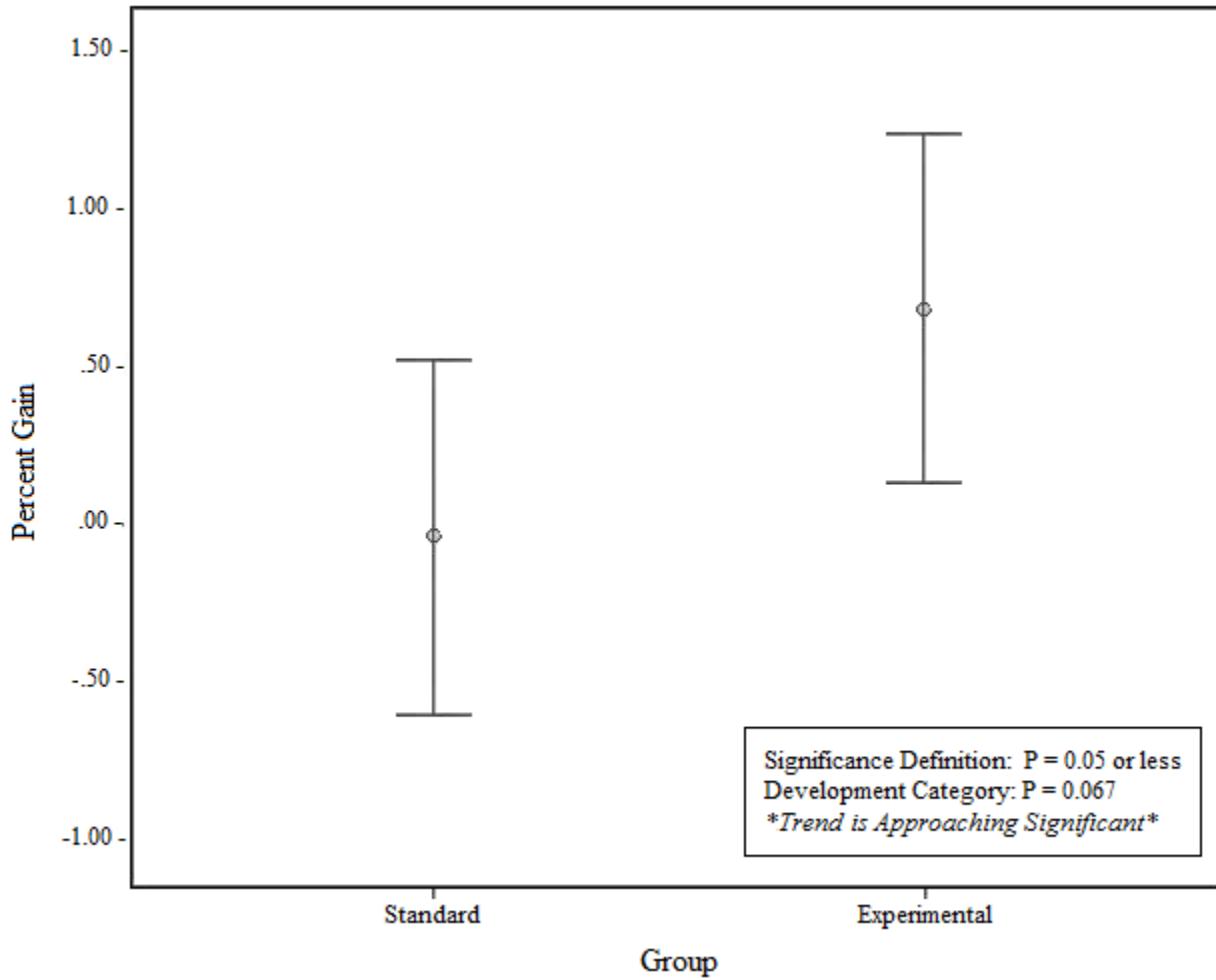
Figure 2: Gain Percentage Comparison in Development Category

It may be observed that, just as it was in the Style/Sentences category, the range of mean improvement in the Development category for both groups was equivalent to one another. However, it should be noted that mean gain for the Experimental group (0.69) is higher than any

of the gains recorded in the Standard group. Furthermore, the mean gain in the Standard group (-0.04) is not only negative, but it is also lower than any gain recorded from in the Experimental group. Finally, it can be observed that the greatest gain occurred in the Experimental group, while the least gain occurred in the Standard group.

The categories of Style/Sentences and Development may have shown a greater mean gain for the Experimental group because they share the concepts of decision making and creativity in writing. These aspects were encouraged in students in the Experimental classes through their creation of presentation materials, examples, and thinking critically about scenarios in which their examples appear. Agency was encouraged in the Experimental class through these projects, regardless of the particular presentation topics, and that development aligns well with the topics of Style/Sentences and Development in writing.

Analyzing Three Remaining Categories

While the differences in the remaining three categories were as strongly differing between the two groups as were Style/Sentences and Development, there is still some useful information that can be observed from the analysis. For the topic areas of Punctuation, Spelling, and Structure/Syntax, there were unique differences in each category regarding the mean gain between the Standard and Experimental groups.

The third topic area explored here is Spelling, and Figure 3 below compares gains in this area for the Experimental and the Standard group:
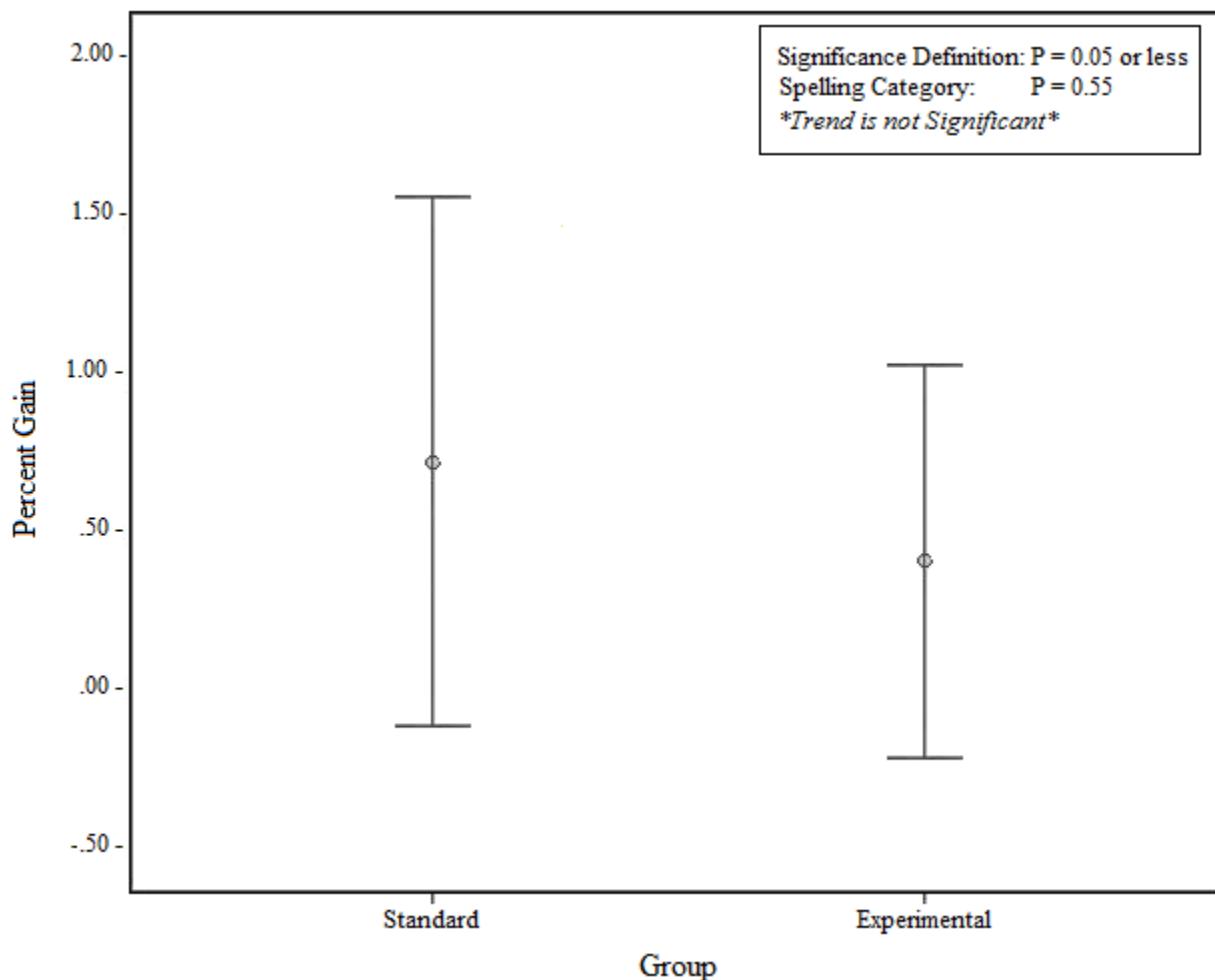
Figure 3: Gain Percentage Comparison in Spelling Category

It may be observed that the range of mean improvement in the Development category varied more widely in the Standard group than it did in the Experimental group. It should also be noted that mean gain for the Standard group (0.72) is actually higher than the mean gain in the Experimental group (0.41). Furthermore, it may be observed that the greatest gain occurred in the Standard group. While the least gain occurred in the Experimental group, the least gain in the Standard group was only slightly higher.

The higher mean of gain for the topic area of Spelling suggests that the *ALLWRITE!*™ software alone may have a greater impact on learning in this area. Therefore, the presentation topics that did address elements of Spelling in the Experimental group seem to have not been successful in promoting learning in this area. This may follow from the fact that Spelling as a topic relies more heavily upon memory rather than on a student's Agency because the concepts must be retained and accessible at will. As such, the encouragement of Agency through the presentation activities would not have had a great impact on learning in this category.

The fourth topic area explored here is Structure/Syntax, and Figure 4 below compares gains in this area for the Experimental and the Standard group:
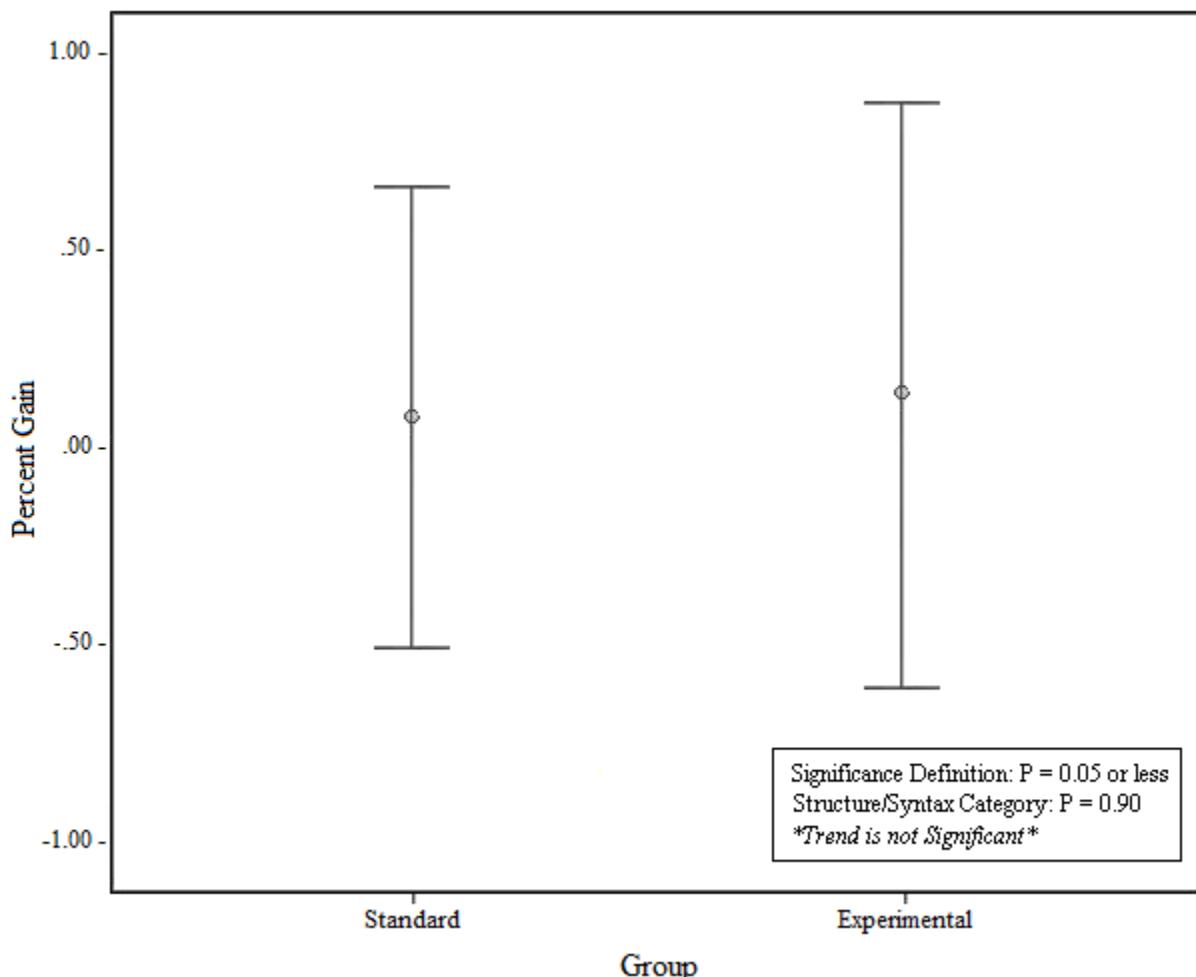
Figure 4: Gain Percentage Comparison in Structure/Syntax Category

It may be observed that the range of mean improvement in the Structure/Syntax category varied

somewhat more widely in the Experimental group than it did in the Standard group. It should

also be noted that mean gain for the Experimental group (0.14) is slightly higher than the mean

gain in the Standard group (0.08). Furthermore, it can be observed that the greatest gain as well

as the least gain both occurred in the Experimental group, and this indicates a wider range of results among students in this group.

The slightly higher mean gain in the Experimental group may suggest that the presentations have had a minor positive impact on learning for the topic of Structure/Syntax. The wider range of higher and lower gains in the Experimental group may also suggest that the presentation topics related to Structure/Syntax were not as consistently successful in promoting learning in this area. It may be beneficial to revise presentation topics related to these areas to improve success in future experimentation.

The fifth topic area explored here is Punctuation, and Figure 5 below compares gains in this area for the Experimental and the Standard group:
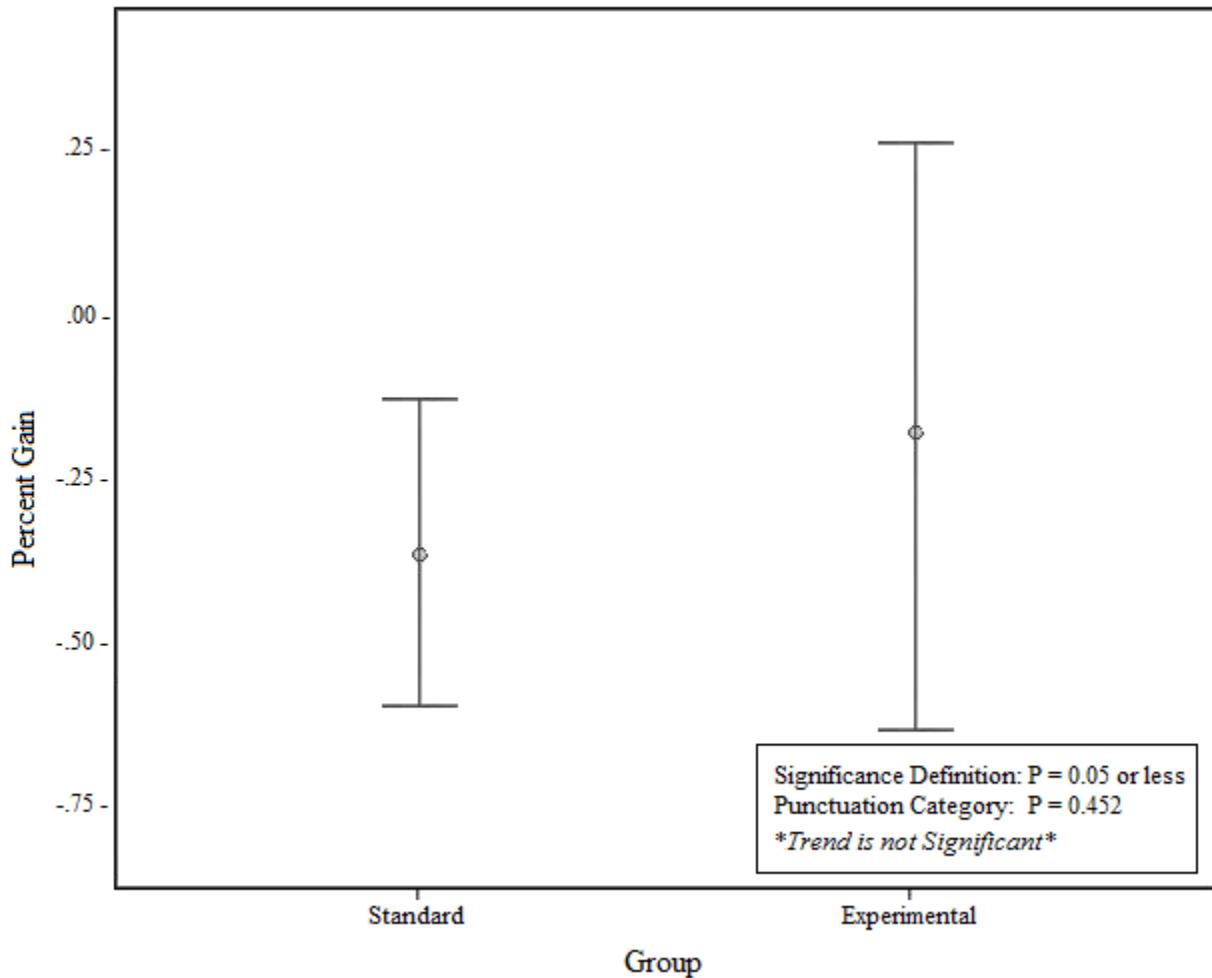
Figure 5: Gain Percentage Comparison in Punctuation Category

It should be observed first of all that neither group had positive mean gains in this topic area.

Additionally, the range of mean gains in the Punctuation category varied more widely in the

Experimental group than it did in the Standard group. However, it should also be noted that mean

gain for the Experimental group (-0.18) is higher than the mean gain for the Standard group

(-0.36). Moreover, it can be observed that the highest gain in the Standard group was still a

negative value, while the highest gain in the Experimental group was a positive value. The lowest gains for both the Standard and Experimental groups were very close in this topic area.

The negative mean gain for both groups in the Punctuation category indicates that there is a great need to re-address this topic in the *ALLWRITE!*™ as well as in the presentation materials, since neither contributed to a positive mean gain. With that in mind, the higher mean gain in the Experimental group suggests that the presentations have had some positive impact on learning Punctuation relative to those using *ALLWRITE!*™ alone. The wider range gains in the Experimental group may also suggest that the presentation topics related to Punctuation were not as consistently successful in promoting learning in this area. It may be beneficial to revise presentation topics related to these areas to improve success in future experimentation.

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Future Research Potential

There is potential use for future data collection and analysis related to this research and experiment, and there is more that could be learned about the impact of workbooks, Active Learning methods, and alternative learning tools on grammar learning and mastery. It would of course be beneficial to run the same experiment with a greater sampling in order to gain a greater statistical significance with more data to explore and analyze, but there are also other activities related to this study that could potentially be performed.

With the data that has been collected and analyzed for this study, there is potential merit to conduct a deeper analysis on the answers given in the pre-test and post-test among students. An analysis of the error types associated with wrong answer options on the pre-test and post-test

could be articulated, and analysis of the answer selections by students may produce further information on trends of learning. With this information, it may be possible to observe error differences between the Standard and Experimental Groups and derive information regarding initial thinking, improvement, and persistent erroneous thinking. The information derived from the experiment conducted could lead to revision of future experimental learning interventions with regard to topic areas and assignment design. The information on gains in Experimental areas could lead to the modification of category assignments among topic areas that did not show a positive gain.

Additionally, redesigning the assignment and reanalyzing the presentation topics could lead to improvement and gains in all categories. Because of the observable trends approaching significance in the Style/Sentences and Development, it may be beneficial to modify the experimental design to include more creative opportunities for students beyond the format of a guided presentation, including roleplaying, the use of multimedia resources, etc. Doing so may further affect the impact of these presentations on learning as well as potentially leading indirectly to use in future writing scenarios.

Furthermore, a pre-writing and post-writing test could be designed based on the Essay portion of the State Exit Exam. Error Analysis could be applied to the writings, and this would further explore the success of students in transferable grammar mastery. The inclusion of an additional pre-writing and post-writing exercise would be useful in exploring practical mastery of the concepts beyond the multiple-choice question format, and this information would be useful to understand the effect and merit of the standard and experimental materials on writing.

Another useful intervention tool to potentially include in future studies would be a survey instrument. Recording qualitative information would be valuable in further understanding student learning, development, and views related to grammar and writing. Some valuable topics to include in the survey would be questions related to perceptions on grammar concepts, their use in future classrooms, and their assessment of personal mastery level. This survey could be administered in a pre-survey and post-survey format to track changes that occurred as a result of the standard or experimental lessons. This could be useful in further redesigning and improvement of learning tools to better improve student engagement and likelihood of success.

SSC Update: ALLWRITE!^{TM} and Connect^{TM}

The lack of significant gains in all groups involved in the study lends some weight to the argument that the gaps in *ALLWRITE!^{TM}* software were so comprehensive that the program needs be updated in terms of its resources, presentation, and/or content. Further support of this view can be found in that, following the completion of this study, a notable change has occurred in the Developmental Writing Program at Seminole State College. The *ALLWRITE!^{TM}* program has been replaced in all Developmental Writing classrooms with a new program developed by McGraw-Hill called *Connect^{TM}*. This program replacement addresses all the limitation issues addressed in the Introduction regarding the *ALLWRITE!^{TM}* program with regard to access, tracking, analysis, and personalization, including:

- An updated presentation style that includes video and audio recordings.

- Greater accessibility for students to work outside the classroom through a completely online interface.

- Personal profiles that record individual student activities, including score data on multiple attempts of assignments, time spent in lessons, and making this data visible to both the student and the professor for review.

- An ILT which assesses student mastery through questions not only on the content but also tracks student confidence of the answers. With this data, it modifies lessons to revisit, to further explain, or alternatively, to move past materials which students have successfully (and confidently) mastered.

- The inclusion of an "E-Book" of lesson materials which contains learning modules on which students can "take notes" on through highlighting and writing personal "notes" onto the particular passages, and the program retains them for later review. The "E-Book" also returns to the page the student was last viewing upon their next login.

These features directly interact with all the issues raised regarding the limitations of the *ALLWRITE!*^{TM} software, and as a result, students and teachers are able to have a greater awareness of learning progress and areas of difficulty to focus upon. Such changes will likely have a strong impact on overall mastery.

It would be of interest to give a similar experimental intervention to students utilizing the *Connect*^{TM} program to observe the impact the change in program has made to grammar mastery. Additionally, further experimentation with this intervention used as an additional activity to standard *Connect*^{TM} program use would give insight into which gaps have been addressed in the

replacement and how effective an Active Learning component may be with this new computer-based learning tool.

Because the core program from the Standard group has now been replaced, it would be beneficial to run the same experimental component with students in classes that now use the *Connect*^TM program as a central grammar learning tool. This replacement would allow for a basis of comparison between two Standard groups as well as two Experimental groups. It would then be possible to analyze the improvement gains in the Standard classrooms between the two learning tools. It would also be possible to administer the same experimental component to students using *Connect*^TM in order to analyze the improvement gains in the five categories while using the new learning tool. The data analyses between the groups of this study and that experiment would be useful to further understand the benefits of this intervention in the 5 topic areas, to observe the impact of replacing *ALLWRITE!*^TM, and to assess the continued merit of computer-based learning tools and experimental interventions utilizing Active Learning in grammar mastery.

CHAPTER 5: CONCLUSION

Experiment Results and Significance

The results of the experiment were not statistically significant in terms of pre-test to post-test improvement among any of the experimental groups. A larger sampling size would increase the distinctness of the significance among the different groups in the specific categories. However, in the categories of Style/Sentences and Development, the gain increase was nearing a significant level. In those categories, the Experimental group gain increases were much higher than the gain increases in the Standard group. This data may indicate that the critical thinking and development of student Agency, which was encouraged during the presentation development activities in the Experimental group, may have had a positive impact on these categories. Further sampling, testing, and analysis are necessary to better confirm and reinforce the validity of this connection.

Assessing Earlier Hypotheses

- Hypothesis 1: *The ALLWRITE!^{TM} software fosters a pedagogical method that is not the most effective means to teach grammar.*

    One of the findings in the data analysis was that no group involved in the experiment showed significant gains from the pre-test to the post-test. This lends credence to the likelihood that the program, when used as a primary source of grammar learning, does not reliably have a trend of success in grammar mastery. It is also supported by the development and implementation of the *Connect*^{TM} program as a replacement to

the AllWrite program that specifically addressing the problems inherent with

workbook-style curriculum (access, personalization, analysis, etc.).

- Hypothesis 2: *Gaps in content mastery by students using the ALLWRITE!^{TM} software*

  alone illustrates the need for a supplementary learning tool.

  The consistent lack of significant gains among all groups lends support to the

  ineffectiveness of the *ALLWRITE!^{TM} software*. Furthermore, two of the assessed

  category areas showed gains approaching significant in the Experimental group. The

  counterpart tool added had potentially increased gains in two category areas. Further

  development and testing could lead to further improvement in supplemental tools.

- Hypothesis 3: *The addition of a creative student activity related to ALLWRITE!^{TM} content*

  increases overall mastery.

  The creative activities tied to Style/Sentences and Development led to gains

  approaching a significant level in the Experimental group. The experimental areas

  which taught skills tied more closely to memorization did not show similar increases

  between the pre-test and post-test.

Active Learning Design Increased Potential

It is important to note that the particular intervention design and execution for this study

is only one way to drive student involvement in a process of Active Learning. Another

intervention design incorporating Active Learning methods in addition to standardized workbook

memorization could also increase learning and mastery as well or even better than what was used

in this study. For example, if an Instructor used an intervention based on Active Learning but

also experimented with re-defining grammatical terms according to the requirements suggested by DeBeaugrande, it is possible that such a combined method could increase the effectiveness in all categorical areas and particularly improve those not showing significant improvement in the original experimental design.

There is an old adage from Confucius that underscores the principle behind the design of the experimental intervention: "I hear and I forget. I see and I remember. I do and I understand." Getting the students to not just see or hear, but to actually do something with the content was essential. Certainly, the most important aspect of this experimental intervention was that it limited a passive and disconnected learning environment by encouraging one that was interactive and more meaningful to students individually. The activity made students individually engage in learning, preparing, and teaching each other the materials. Any learning tool or activity which creates opportunities for students to move from passively learning to actively using the material will positively impact student attention, interest, perspective, learning, and retention of the material.

Although there is not sufficient data in this pilot study to support the claim that this project necessarily caused the student improvement, student engaged in learning was increased and so was their likelihood of success. Studies in the past have evidenced that an environment predominantly defined through workbook-use does not greatly promote learning. Even without an observable direct influence on mastery, the experimental intervention increased potential for success and indirectly contributed to a better learning environment..

APPENDIX A: PRE-TEST AND POST-TEST

Developmental Writing: Grammar/Mechanics Pretest

Read the entire passage carefully and then answer the questions. (Note: Intentional errors may have been included in this passage.)

¹ Mothers, according to popular belief, are super beings with awesome organizational skills, profound wisdom, infinite patience, and selfless compassion. ² They are creatures quite apart from the ordinary, and they are beings against whom most women can never really measure up. ³_____ ⁴ The perfect mother featured in ladies' journals and on television has an exquisite home, a strong and loving husband, and children who look like clothing catalog models. ⁵ Her house is in perfect, lovely order. ⁶Her house is always ready for unannounced visitors, especially if they pop by around dinner time. ⁷ Those guests will have a culinary delight whipped up while they sip cocktails and have hors d'oeuvres. ⁸ _____ , my reality as a mother is much different. ⁹ My husband is no help, and my daughter is a slob. ¹⁰ My house is constantly a mess. ¹¹ As I move about the house, I must avoid the array of clothes and toys that cover every inch of the floor. ¹² Believe it or not, I used to be a maid, too. ¹³ Something from the microwave oven takes the place of the homemade dinner most weeknights. ¹⁴Unexpected visitors had better have made reservations if they're planning on eating at my house. ¹⁵ Perfect mothers also have the best jobs to complete their perfection. ¹⁶ They earn huge salaries in their careers as lawyers, doctors, writers, artists, or corporate executives.

1. Which numbered sentence is **least** relevant to the passage?
   A. sentence 7
   B. sentence 8
   C. sentence 12
   D. sentence 14

2. Which of the numbered sentences is **not** supported by sufficient details?
   A. sentence 6
   B. sentence 9
   C. sentence 10
   D. sentence 14

3. Which word or phrase, if inserted in the blank in sentence 8, would make the relationship of the ideas between sentences 6, 7, and 8 stronger?
   A. Also
   B. On the other hand
   C. Indeed
   D. Furthermore

4. Which of the numbered sentences should be used at the beginning of a **new** paragraph?
   A. sentence 5
   B. sentence 6
   C. sentence 15
   D. sentence 16

5. Which of the following sentences, when inserted in the blank labeled number 3, would serve as the **best** thesis statement for the **entire** passage?
   A. Certainly, society expects women to keep their houses in perfect order.
   B. I believed all these unrealistic ideas until I recently decided that I could, in fact, be the perfect mother.
   C. While I once felt pressured by all the unrealistic ideals of being the perfect mother, I eventually recognized and became comfortable with my differing reality.
   D. However, it seems true that perfect mothers do make perfect families.

DIRECTIONS: Choose the option that corrects errors in the underlined portion(s). If no error exists, choose "No change is necessary."

6. The short story anthology the instructor chose for our literature class was enjoyable to read. They had collected several interesting stories in a single volume.
    A. the Instructor
    B. the editors of the book
    C. it
    D. No change is necessary.

7. Cheryl had an ^A uneventful, long weekend, but she studied her lessons ^B well and slept ^C good.
    A. uneventfully
    B. good
    C. well
    D. No change is necessary.

8. Neither the shift manager nor the kitchen staff members seem very concerned about their rude behavior or inability to get customers' orders correct.
    A. his
    B. her
    C. its
    D. No change is necessary.

9. Driving ^A slow, Mickey carefully made his way down 17-92 on an undersized spare tire. Still, under those conditions and in heavy traffic, we were ^B really surprised that he got home so ^C quickly.
    A. slowly
    B. real
    C. quick
    D. No change is necessary.

10. Not one of ^A us guests knew ^B who the masked man in the Zorro costume was, but that didn't stop us from having fun guessing ^C whom he was.
    A. we
    B. whom
    C. who
    D. No change is necessary.

11. They had ^A forgotten to turn off ^B their headlights, and the car ^C will not start the next morning.
    A. forgot
    B. they're
    C. did
    D. No change is necessary.

12. Thomas ^A spoken to his ^B teacher about the English Quiz ^C right after he turned it in.
    A. spoke
    B. Teacher
    C. write
    D. No change is necessary.

13. Each of Joni's customers has ^A <u>their</u> preference when it comes to the brand of mayonnaise ^B <u>he or she</u> <u>likes</u> in ^C <u>her</u> special recipe potato salad.

      A. his or her
      B. they like
      C. their
      D. No change is necessary.

14. The villain chuckled and said the evil ^A <u>rite</u> would ^B <u>proceed</u> no matter what the heroes did to try ^C <u>to</u> stop it.

      A. right
      B. precede
      C. too
      D. No change is necessary.

15. The <u>principal</u> gave Pete and me some <u>advise sense</u> he couldn't prove <u>weather</u> we were responsible for throwing the brick <u>through</u> Ms. Taggart's classroom window.

      A. principal, advice, since, whether, through
      B. principle, advice, since, whether, threw
      C. principal, advise, since, wheather, threw
      D. No change is necessary.

16. I refuse to <u>except</u> Tony's excuses when he clearly thinks <u>it's</u> a good idea to belittle everybody else's ideas <u>accept</u> his own. He's <u>suppose to</u> be the group's leader, and he <u>should've</u> known that he was ruining everyone's morale.

      A. except, its, accept, suppose to, should of
      B. accept, it's, except, supposed to, should've
      C. accept, its, except, supposed to, should of
      D. No change is necessary.

17. The radio station gave three front-row concert tickets to Sam and <u>me</u>.

      A. Me
      B. I
      C. we
      D. No change is necessary.

18. Everybody and <u>his or her</u> family had to bring his or her own food to the company picnic because the supervisors are trying to cut back on <u>their</u> spending.

      A. their, its
      B. there, it's
      C. their, their
      D. No change is necessary.

19. George and she want to visit Delphi with Cassandra rather than with Apollonie and <u>them</u>.

      A. they
      B. I
      C. we
      D. No change is necessary.

Grammar/Mechanics Pretest p.3

DIRECTIONS: *Choose the option that corrects errors in the underlined portion(s). If no error exists, choose "No change is necessary."*

20. The clever ^A <u>magican</u> could ^B <u>effortlessly</u> fool the minds of his ^C <u>unsuspecting</u> audience.
    A. magician
    B. effortlesly
    C. unsupecting
    D. No change is necessary.

21. At the end of the story, the ^A <u>council</u> met together to finally ^B <u>proceed</u> with their decision to ^C <u>accept</u> the new member.
    A. counsel
    B. precede
    C. except
    D. No change is necessary.

22. The host's pompous ^A <u>pronounciation</u> of ^B <u>various</u> French place names was ^C <u>ridiculous</u>.
    A. pronunciation
    B. varios
    C. ridiclous
    D. No change is necessary.

23. Which of the two McDonnell boys is the <u>quickest</u> runner?
    A. quicker
    B. more quicker
    C. fastest
    D. No change is necessary.

24. Melvin is the <u>most happy</u> person I know even though Beth gave him the <u>worse</u> cold he's ever had.
    A. most happiest, worse
    B. happiest, worst
    C. happier, worst
    D. No change is necessary.

25. Although Damon had <u>throughly</u> prepared for the English test, he was still <u>nerveous</u> because <u>grammer</u> was <u>definitely</u> not his strength.
    A. throughly, nerveous, grammar, definately
    B. thoroughly, nervous, grammar, definitely
    C. thoroughly, nervous, grammer, definately
    D. No change is necessary.

Developmental Writing: Grammar/Mechanics Posttest

Read the entire passage carefully and then answer the questions. (Note: Intentional errors may have been included in this passage.)

[1] Mothers, according to popular belief, are super beings with awesome organizational skills, profound wisdom, infinite patience, and selfless compassion. [2] They are creatures quite apart from the ordinary, and they are beings against whom most women can never really measure up. [3] _____ [4] The perfect mother featured in ladies' journals and on television has an exquisite home, a strong and loving husband, and children who look like clothing catalog models. [5] Her house is in perfect, lovely order. [6] Her house is always ready for unannounced visitors, especially if they pop by around dinner time. [7] Those guests will have a culinary delight whipped up while they sip cocktails and have hors d'oeuvres. [8] _____ , my reality as a mother is much different. [9] My husband is no help, and my daughter is a slob. [10] My house is constantly a mess. [11] As I move about the house, I must avoid the array of clothes and toys that cover every inch of the floor. [12] Believe it or not, I used to be a maid, too. [13] Something from the microwave oven takes the place of the homemade dinner most weeknights. [14] Unexpected visitors had better have made reservations if they're planning on eating at my house. [15] Perfect mothers also have the best jobs to complete their perfection. [16] They earn huge salaries in their careers as lawyers, doctors, writers, artists, or corporate executives.

1. Which of the following sentences, when inserted in the blank labeled number 3, would serve as the **best** thesis statement for the **entire** passage?
   A. Certainly, society expects women to keep their houses in perfect order.
   B. While I once felt pressured by all the unrealistic ideals of being the perfect mother, I eventually recognized and became comfortable with my differing reality.
   C. However, it seems true that perfect mothers do make perfect families.
   D. I believed all these unrealistic ideas until I recently decided that I could, in fact, be the perfect mother.

2. Which of the numbered sentences is **not** supported by sufficient details?
   A. sentence 6
   B. sentence 9
   C. sentence 10
   D. sentence 14

3. Which numbered sentence is **least** relevant to the passage?
   A. sentence 7
   B. sentence 8
   C. sentence 12
   D. sentence 14

4. Which word or phrase, if inserted in the blank in sentence 8, would make the relationship of the ideas between sentences 6, 7, and 8 stronger?
   A. On the other hand
   B. Also
   C. Furthermore
   D. Indeed

5. Which of the numbered sentences should be used at the beginning of a **new** paragraph?
   A. sentence 5
   B. sentence 6
   C. sentence 15
   D. sentence 16

DIRECTIONS: Choose the option that corrects errors in the underlined portions. If no errors exist, choose "No change is necessary."

6. I refuse to <u>except</u> Tony's excuses when he clearly thinks <u>it's</u> a good idea to belittle everybody else's ideas <u>accept</u> his own. He's <u>suppose to</u> be the group's leader, and he <u>should've</u> known that he was ruining everyone's morale.
 A. accept, its, except, supposed to, should of
 B. except, its, accept, suppose to, should of
 C. accept, it's, except, supposed to, should've
 D. No change is necessary.

7. The <u>principal</u> gave Pete and me some <u>advise</u> <u>sense</u> he couldn't prove <u>weather</u> we were responsible for throwing the brick <u>through</u> Ms. Taggart's classroom window.
 A. principle, advice, since, whether, threw
 B. principal, advice, since, whether, through
 C. principal, advise, since, wheather, threw
 D. No change is necessary.

8. The villain chuckled and said the evil ^A <u>rite</u> would ^B <u>proceed</u> no matter what the heroes did to try ^C <u>to</u> stop it.
 A. right
 B. precede
 C. too
 D. No change is necessary.

9. Each of Joni's customers has ^A <u>their</u> preference when it comes to the brand of mayonnaise ^B <u>he or she likes</u> in ^C <u>her</u> special recipe potato salad.
 A. his or her
 B. they like
 C. their
 D. No change is necessary.

DIRECTIONS: Choose the option that corrects errors in the underlined portion(s). If no error exists, choose "No change is necessary."

10. Everybody and <u>his or her</u> family had to bring his or her own food to the company picnic because the supervisors are trying to cut back on <u>their</u> spending.
 A. their, its
 B. there, it's
 C. their, their
 D. No change is necessary.

11. George and she want to visit Delphi with Cassandra rather than with Apollonie and <u>them</u>.
 A. they
 B. we
 C. I
 D. No change is necessary.

12. The radio station gave three front-row concert tickets to Sam and <u>me</u>.
 A. Me
 B. I
 C. we
 D. No change is necessary.

DIRECTIONS: Choose the option that corrects errors in the underlined portion(s). If no error exists, choose "No change is necessary."

13. Neither the shift manager nor the kitchen staff members seem very concerned about their rude behavior or inability to get customers' orders correct.
    A. his
    B. her
    C. its
    D. No change is necessary.

14. Not one of ^{A} us guests knew ^{B} who the masked man in the Zorro costume was, but that didn't stop us from having fun guessing ^{C} whom he was.
    A. we
    B. whom
    C. who
    D. No change is necessary.

15. The short story anthology the instructor chose for our literature class was enjoyable to read. They had collected several interesting stories in a single volume.
    A. the Instructor
    B. the editors of the book
    C. it
    D. No change is necessary.

16. Driving ^{A} slow, Mickey carefully made his way down 17-92 on an undersized spare tire. Still, under those conditions and in heavy traffic, we were ^{B} really surprised that he got home so ^{C} quickly.
    A. slowly
    B. real
    C. quick
    D. No change is necessary.

17. Thomas ^{A} spoken to his ^{B} teacher about the English Quiz ^{C} right after he turned it in.
    A. spoke
    B. Teacher
    C. write
    D. No change is necessary.

18. Cheryl had an ^{A} uneventful, long weekend, but she studied her lessons ^{B} well and slept ^{C} good.
    A. uneventfully
    B. good
    C. well
    D. No change is necessary.

19. They had ^{A} forgotten to turn off ^{B} their headlights, and the car ^{C} will not start the next morning.
    A. forgot
    B. they're
    C. did
    D. No change is necessary.

DIRECTIONS: Choose the option that corrects errors in the underlined portion(s). If no error exists, choose "No change is necessary."

20. Melvin is the most happy person I know even though Beth gave him the worse cold he's ever had.
    A. happier, worst
    B. most happiest, worse
    C. happiest, worst
    D. No change is necessary.

21. Which of the two McDonnell boys is the quickest runner?
    A. quicker
    B. fastest
    C. more quicker
    D. No change is necessary.

22. The host's pompous ^A pronounciation of ^B various French place names was ^C ridiculous.
    A. pronunciation
    B. varios
    C. ridiclous
    D. No change is necessary.

24. The clever ^A magican could ^B effortlessly fool the minds of his ^C unsuspecting audience.
    A. magician
    B. effortlesly
    C. unsupecting
    D. No change is necessary.

23. Although Damon had throughly prepared for the English test, he was still nerveous because grammer was definitely not his strength.
    A. thoroughly, nervous, grammer, definately
    B. thoroughly, nervous, grammar, definitely
    C. throughly, nerveous, grammar, definately
    D. No change is necessary.

25. At the end of the story, the ^A council met together to finally ^B proceed with their decision to ^C accept the new member.
    A. counsel
    B. precede
    C. except
    D. No change is necessary.

APPENDIX B: CLASS SYLLABUS AND MATERIALS

Seminole State College
ENC 0025C — Developmental Writing II
Fall 2011
August 22nd – December 9th

Contact Information:
Professor J. Roney
roneyj@seminolestate.edu

*Syllabus used in All Classes
involved in the experiment*

Required Textbook:
- College Writing Skills with Readings, 8th Edition. Langan, John. New York: McGraw-Hill, 2010

Required Supplies & Materials:
- ENC 0025C Portfolio Folder
- College-Rule Notebook Paper
- Writing utensils (pencil and blue/black ink pen)
- A validated Seminole State ID/Library Card

Course Description:
Developmental Writing II is a study of the various methods of organizing ideas and sentences into effective, coherent paragraphs. Methods of developing paragraphs into larger units of discourse are studied. The course reinforces and builds skills in usage, punctuation, sentence structure and other fundamentals of writing.
- Scheduled lab assignments are incorporated into class meetings.
- Credit is not applicable toward the A.A. or A.S. degrees.

Measurable Course Objectives:
Upon completion of this course, students will be able to:
- Use parallel expressions for parallel ideas.
- Recognize, use, and punctuate direct and indirect quotations.
- Write summary paragraphs.
- Recognize and correct dangling modifiers.
- Summarize and paraphrase published writing.
- Formulate a topic sentence reflecting the purpose of the paragraph.
- Develop the topic sentence by providing specific details and arranging details logically and effectively.
- Provide transitional devices within a paragraph and between paragraphs.
- Bring a paragraph or longer unit of discourse to a logical conclusion.
- Limit the subject of an original essay to a topic that can be developed within the requirements of time, purpose, and audience.

Core Assignments: (requirements to complete in order to pass the course)
- Maintain the equivalent of a "C" or better on coursework.
- Complete grammar lab assignments.
- Pass the Objective Portion AND the Essay Portion of the Florida State Exit Exam.

Course Policies and Requirements:
- Class participation and regular attendance are expected. Attendance will be taken regularly, and both class participation and attendance will be factors in determining the final course grade. Two occurrences of tardiness will be considered as one absence.
  ***If you miss class, it is your responsibility to find out what you missed and to cover that material on your own. I reserve the right to withdraw you from class as a result of excessive absences (i.e., 10% of classes).
- Each student is to keep a portfolio of his or her writing, quizzes, handouts, and evaluations. This portfolio is to be brought to all classes and kept until the final grade is received.
- Reading assignments should be completed before the assigned class day. Each student should be prepared to discuss these readings in class.
- All papers must comply with the format given by the instructor, and will be collected at the start of class on the given due dates.
- This class includes a variety of in-class writings and activities. When missed due to absence or tardiness, a student will receive a zero for such assignment(s). ***Exception: A student may makeup/retake Lab Tests. See Course Outline for lab makeup/retake date(s).
- Assignments will be given a percentage value as it applies to the final grade. *Diagnostic Test* =10%; *Attendance & Participation* =20%; *In-Class Writing* =20%; *Lab Assignments* =15%; *Library Assignment* =10%; *Final Argumentative Essay* =25%
- Grade Scale: A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 0-59%
- Silence or turn off your cell phone upon entering the classroom. If you need to you your cell phone in an emergency situation, quietly leave the classroom and return in the same manner.
- Plagiarism: Taking credit for another writer's work is a serious offense and will result in an automatic zero for that assignment.

***Seminole State College Plagiarism and Academic Integrity Statement.
As members of the Seminole State College of Florida community, students are expected to be honest in all of their academic coursework and activities. Academic dishonesty, such as cheating of any kind on examinations, course assignments or projects, plagiarism, misrepresentation and the unauthorized possession of examinations or other course-related materials, is prohibited.

Plagiarism is unacceptable to the college community. Academic work that is submitted by students is assumed to be the result of their own thought, research or self-expression. When students borrow ideas, wording or organization from another source, they are expected to acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass-off such work as the student's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized.

Students who share their work for the purpose of cheating on class assignments or tests are subject to the same penalties as the student who commits the act of cheating.

When cheating or plagiarism has occurred, instructors may take academic action that ranges from denial of credit for the assignment or a grade of "F" on a specific assignment, examination or project, to the assignment of a grade of "F" for the course. Students may also be subject to further sanctions imposed by the judicial officer, such as disciplinary probation, suspension or dismissal from the College.

* Standard Group *

University of
Central Florida

EXPLANATION OF RESEARCH

Title of Project: Dynamic vs. Standardized Grammar Classwork

Principal Investigator: Joshua Roney (jroney@ucf.edu)

Faculty Supervisor: Martha Marinara, PhD

You are being invited to take part in a research study. Whether you take part is up to you.

- The purpose of this study is to analyze the overall effect of student-driven learning in Grammar topics among students using the *AllWrite!*™ software.

- Score data in the Pre/Post Grammar Tests among study participants will be collected and analyzed. The collected data will be Confidential and participant names will not be publically available or included in the research analysis report. No personal student information will be shared with the public, and participating student names will not be shared in the research results. Student names and individual scores from the Pre/Post Grammar Test information will be kept Confidential. The Pre/Post Grammar Tests will be given in regular meeting classroom during regularly scheduled class time. The time involved in completing the Pre/Post Grammar Tests will take approximately 40 minutes each.

- Participation in the above study is voluntary. Students electing to not participate in the study will be able to continue using class time for completion of regularly scheduled homework. Whether participating or not, students must complete the Pre/Post Grammar test as part of usual course requirements. Students must be 18 years of age or older to participate.

Study contact for questions about the study or to report a problem: If you have questions, concerns, or complaints contact: Dr. Marinara, Faculty Advisor, UCF College of English, at mmarinar@ucf.edu or at 407-823-1340.

IRB contact about your rights in the study or to report a complaint: Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board (UCF IRB). This research has been reviewed and approved by the IRB. For information about the rights of people who take part in research, please contact: Institutional Review Board, University of Central Florida, Office of Research & Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at (407) 823-2901.

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* Experimental Group *

University of
**Central
Florida**

EXPLANATION OF RESEARCH

Title of Project: Dynamic vs. Standardized Grammar Classwork

Principal Investigator: Joshua Roney (jroney@ucf.edu)

Faculty Supervisor: Martha Marinara, PhD

You are being invited to take part in a research study. Whether you take part is up to you.

- The purpose of this study is to analyze the overall effect of student-driven learning in Grammar topics. The *AllWrite!*™ software does not encourage student creativity or discussion, and it does not retain previous work/scores for review at a later date. Student grammar projects, however, have check-ins and there is a reviewable product at the end. If students show market growth in grammar mastery, this will lend support to student-led learning activities benefiting grammar mastery. If successful, this will lead to future course curriculum adjustments to best encourage student learning of grammar. The activities described below are for research purposes.

- Score data in the Pre/Post Grammar Tests among study participants will be collected and analyzed. The collected data will be Confidential and participant names will not be publically available or included in the research analysis report. No personal student information will be shared with the public, and participating student names will not be shared in the research results. Student names and individual scores from the Pre/Post Grammar Test information will be kept Confidential. The Pre/Post Grammar Tests will be given in regular meeting classroom during regularly scheduled class time. The time involved in completing the Pre/Post Grammar Tests will take approximately 40 minutes each.

- Participation in the above study is voluntary. Students electing to not participate in the study will be able to continue using class time for completion of regularly scheduled homework. Whether participating or not, students must complete the Pre/Post Grammar test as part of usual course requirements. Students must be 18 years of age or older to participate.

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IRB contact about your rights in the study or to report a complaint: Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board (UCF IRB). This research has been reviewed and approved by the IRB. For information about the rights of people who take part in research, please contact: Institutional Review Board, University of Central Florida, Office of Research & Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at (407) 823-2901.

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DEVELOPMENTAL WRITING II LAB: GRAMMAR REVIEW STUDY GUIDE

_____ 1. Adjectives and Adverbs: ALLWRITE Chapter 8, Objectives 28-33

	Less than 7 correct, do another 10 Practice items for this objective	Less than 7 correct, do another 10 Practice items for this objective	Less than 7 correct, do another 10 Practice items for this objective
Chapter 8: Objective 28	/ 10	/ 10	/ 10
Chapter 8: Objective 29	/ 10	/ 10	/ 10
Chapter 8: Objective 30	/ 10	/ 10	/ 10
Chapter 8: Objective 31	/ 10	/ 10	/ 10
Chapter 8: Objective 32	/ 10	/ 10	/ 10
Chapter 8: Objective 33	/ 10	/ 10	/ 10

_____ 2. Apostrophe: ALLWRITE Chapter 12, Objective 54

	Less than 7 correct, do another 10 Practice items for this objective	Less than 7 correct, do another 10 Practice items for this objective	Less than 7 correct, do another 10 Practice items for this objective
Chapter 12: Objective 54	/ 10	/ 10	/ 10

_____ 3. Capitalization: ALLWRITE Chapter 13, Objectives 55-57

	Less than 7 correct, do another 10 Practice items for this objective	Less than 7 correct, do another 10 Practice items for this objective	Less than 7 correct, do another 10 Practice items for this objective
Chapter 13: Objective 55	/ 10	/ 10	/ 10
Chapter 13: Objective 56	/ 10	/ 10	/ 10
Chapter 13: Objective 57	/ 10	/ 10	/ 10

_____ 4. Comma Splices, Run-ons, and Fragments: ALLWRITE Chapter 2, Objectives 3-5

	Less than 7 correct, do another 10 Practice items for this objective	Less than 7 correct, do another 10 Practice items for this objective	Less than 7 correct, do another 10 Practice items for this objective
Chapter 2: Objective 3	/ 10	/ 10	/ 10
Chapter 2: Objective 4	/ 10	/ 10	/ 10
Chapter 2: Objective 5	/ 10	/ 10	/ 10

_____ 5. Comma Uses: ALLWRITE Chapter 11, Objectives 44-49

	Less than 7 correct, do another 10 Practice items for this objective	Less than 7 correct, do another 10 Practice items for this objective	Less than 7 correct, do another 10 Practice items for this objective
Chapter 11: Objective 44	/ 10	/ 10	/ 10
Chapter 11: Objective 45	/ 10	/ 10	/ 10
Chapter 11: Objective 46	/ 10	/ 10	/ 10
Chapter 11: Objective 47	/ 10	/ 10	/ 10
Chapter 11: Objective 48	/ 10	/ 10	/ 10
Chapter 11: Objective 49	/ 10	/ 10	/ 10

_____ 6. Coordination and Subordination: ALLWRITE Chapter 11, Objectives 42-43 and Objective 50

	Less than 7 correct, do another 10 Practice items for this objective	Less than 7 correct, do another 10 Practice items for this objective	Less than 7 correct, do another 10 Practice items for this objective
Chapter 11: Objective 42	/ 10	/ 10	/ 10
Chapter 11: Objective 43	/ 10	/ 10	/ 10
Chapter 11: Objective 50	/ 10	/ 10	/ 10

_____ 7. Development and Organization: ALLWRITE Chapter 14, Objectives 63-66

	Less than 7 correct, do another 10 Practice items for this objective	Less than 7 correct, do another 10 Practice items for this objective	Less than 7 correct, do another 10 Practice items for this objective
Chapter 14: Objective 63	/ 10	/ 10	/ 10
Chapter 14: Objective 64	/ 10	/ 10	/ 10
Chapter 14: Objective 65	/ 10	/ 10	/ 10
Chapter 14: Objective 66	/ 10	/ 10	/ 10

_____ 8. Modifiers: ALLWRITE Chapter 3, Objectives 6-7

	Less than 7 correct, do another 10 Practice items for this objective	Less than 7 correct, do another 10 Practice items for this objective	Less than 7 correct, do another 10 Practice items for this objective
Chapter 3: Objective 6	/ 10	/ 10	/ 10
Chapter 3: Objective 7	/ 10	/ 10	/ 10

_____ 9. Parallelism: ALLWRITE Chapter 3, Objective 8

	Less than 7 correct, do another 10 Practice items for this objective	Less than 7 correct, do another 10 Practice items for this objective	Less than 7 correct, do another 10 Practice items for this objective
Chapter 3: Objective 8	/ 10	/ 10	/ 10

_____ 10. Pronoun-Antecedent Agreement: ALLWRITE Chapter 5, Objectives 16-17

	Less than 7 correct, do another 10 Practice items for this objective	Less than 7 correct, do another 10 Practice items for this objective	Less than 7 correct, do another 10 Practice items for this objective
Chapter 5: Objective 16	/ 10	/ 10	/ 10
Chapter 5: Objective 17	/ 10	/ 10	/ 10

_____ 11. Pronoun Case and Avoiding Vague Pronoun Usage: ALLWRITE Chapter 7, Objectives 24-27

	Less than 7 correct, do another 10 Practice items for this objective	Less than 7 correct, do another 10 Practice items for this objective	Less than 7 correct, do another 10 Practice items for this objective
Chapter 7: Objective 24	/ 10	/ 10	/ 10
Chapter 7: Objective 25	/ 10	/ 10	/ 10
Chapter 7: Objective 26	/ 10	/ 10	/ 10
Chapter 7: Objective 27	/ 10	/ 10	/ 10

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_____ 12. Spelling, Diction, and Tone: ALLWRITE Chapter 9, Objectives 36-38; Chapter 10, Objective 40; and Chapter 13, Objective 59

	Less than 7 correct, do another 10 Practice items for this objective	Less than 7 correct, do another 10 Practice items for this objective	Less than 7 correct, do another 10 Practice items for this objective
Chapter 9: Objective 36	/ 10	/ 10	/ 10
Chapter 9: Objective 37	/ 10	/ 10	/ 10
Chapter 9: Objective 38	/ 10	/ 10	/ 10
Chapter 10: Objective 40	/ 10	/ 10	/ 10
Chapter 13: Objective 59	/ 10	/ 10	/ 10

_____ 13. Subject-Verb Agreement: ALLWRITE Chapter 4, Objectives 10-15

	Less than 7 correct, do another 10 Practice items for this objective	Less than 7 correct, do another 10 Practice items for this objective	Less than 7 correct, do another 10 Practice items for this objective
Chapter 4: Objective 10	/ 10	/ 10	/ 10
Chapter 4: Objective 11	/ 10	/ 10	/ 10
Chapter 4: Objective 12	/ 10	/ 10	/ 10
Chapter 4: Objective 13	/ 10	/ 10	/ 10
Chapter 4: Objective 14	/ 10	/ 10	/ 10
Chapter 4: Objective 15	/ 10	/ 10	/ 10

_____ 14. Topic Sentence and Thesis: ALLWRITE Chapter 14, Objective 62

	Less than 7 correct, do another 10 Practice items for this objective	Less than 7 correct, do another 10 Practice items for this objective	Less than 7 correct, do another 10 Practice items for this objective
Chapter 14: Objective 62	/ 10	/ 10	/ 10

_____ 15. Transitions: ALLWRITE Chapter 14, Objectives 63-64

	Less than 7 correct, do another 10 Practice items for this objective	Less than 7 correct, do another 10 Practice items for this objective	Less than 7 correct, do another 10 Practice items for this objective
Chapter 14: Objective 63	/ 10	/ 10	/ 10
Chapter 14: Objective 64	/ 10	/ 10	/ 10

_____ 16. Verbs and Verb Tenses: ALLWRITE Chapter 3, Objective 9 and Chapter 6, Objectives 18, 19, and 21

	Less than 7 correct, do another 10 Practice items for this objective	Less than 7 correct, do another 10 Practice items for this objective	Less than 7 correct, do another 10 Practice items for this objective
Chapter 3: Objective 9	/ 10	/ 10	/ 10
Chapter 6: Objective 18	/ 10	/ 10	/ 10
Chapter 6: Objective 19	/ 10	/ 10	/ 10
Chapter 6: Objective 21	/ 10	/ 10	/ 10

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Grammar Project

Description:

You will choose a particular grammatical component from the assigned list and become a "specialist" on that topic. You will lead a short presentation on your topic in class (approx. 5 min). You will be given time in class to select your topic and prepare the presentation.

Complete the following:

1. Describe/Answer the following questions:
    a. What is the grammatical topic?
    b. What does it do? How does it affect the writing?
    c. Why would we use it in our writing? What happens when we don't?
    d. Where and when should we use it?
    e. Even if it would be technically correct, are there times when we shouldn't?

2. Practice:
    a. Examples of wrong usage of the grammar topic (5 or more)
        i. show examples on board
        ii. show how to correct the incorrect examples
    b. Provide practice samples that the class can complete (either because they are wrongfully used or missing something important)
        i. Corrections for the practice samples

3. Report:
    a. Answer the following:
        i. Were there any unexpected difficulties in preparing the project?
        ii. Was there anything you would change about this assignment?
    b. Turn in the examples you brought to class

Grammar Presentation Topics

1. <u>Capitalization:</u>   (1) _____

     (2) _____

2. <u>To, Two, Too; Affect, Effect:</u>   (1) _____

     (2) _____

3. <u>There, They're, & Their:</u>   (1) _____

     (2) _____

4. <u>Compound Sentences:</u>   (1) _____

     (2) _____

5. <u>Comma Splices:</u>   (1) _____

     (2) _____

6. <u>Run-On Sentences:</u>   (1) _____

     (2) _____

7. <u>The Colon & Lists:</u>   (1) _____

     (2) _____

8. <u>The Semicolon:</u>   (1) _____

     (2) _____

9. <u>Introductory Words & Phrases:</u>   (1) _____

     (2) _____

10. <u>Possessive Words:</u>   (1) _____

     (2) _____

APPENDIX C: IRB APPROVAL LETTERS

Approval of Exempt Human Research

From: **UCF Institutional Review Board #1**
FWA00000351, IRB00001138

To: **Joshua Roney**

Date: **November 23, 2011**

Dear Researcher:

On 11/23/2011, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review:	Exempt Determination
Project Title:	Dynamic vs. Standardized Grammar Classwork
Investigator:	Joshua Roney
IRB Number:	SBE-11-07857
Funding Agency:	
Grant Title:	
Research ID:	N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Signature applied by Joanne Muratori on 11/23/2011 02:40:20 PM EST

Joanne Muratori

IRB Coordinator

Seminole State College of Florida
Institutional Review Board

EXEMPT PROTOCOL SUMMARY FORM

ACTIVITIES EXEMPT FROM COMMITTEE REVIEW

Research activities involving human subjects in the following categories may be exempt from review by the Institutional Review Board of Seminole State College. The principal investigator/project director is authorized to make the first determination of eligibility for exemption; however, the College bears the responsibility for concurring in that determination based on notice provided by the principal investigator to the Institutional Review Board.

*The following exemptions do **NOT** apply when (a) **deception** of subjects may be an element of the research; (b) subjects are under the age of eighteen; (c) the activity may expose the subject to discomfort or harassment beyond levels encountered in daily life; or (d) fetuses, pregnant women, human in vitro fertilization, children, or individuals involuntarily confined or detained in penal institutions are subjects of the activity.*

EXCEPT FOR THE ABOVE EXCLUSIONS, the federally-approved Categories of Exemption are:

1. Research conducted in established or commonly accepted educational settings involving normal educational practices, such as: (a) research on regular and special education instructional strategies; (b) research on the effectiveness of or the comparison among instructional techniques curricula, or classroom management methods.

2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (a) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; **and** (b) any disclosure of the human subjects' responses outside the research reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

3. Research involving the use of educational tests (cognitive, diagnostic, aptitude, or achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under Category 2 if: (a) the human subjects are elected or appointed public officials, or candidates for public office, **or** (b) federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

4. Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified directly or through identifiers linked to the subjects.

5. Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (a) public benefit or service programs; (b) procedures for obtaining benefits or services under those programs; (c) possible changes in or alternatives to those programs or procedures; or (d) possible changes in methods or levels of payment for benefits or services under those programs.

6. Taste and food quality evaluation and consumer acceptance studies: (a) if wholesome foods without additives are consumed, or (b) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe by the U.S. Food and Drug Administration or approved by the U.S. Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

Exempting an activity from review does not absolve the investigator(s) of the activity from ensuring that the welfare of subjects in the activity is protected and that methods used and information provided to gain subject consent are appropriate to the activity.

Questions about whether a research activity may be exempt from human subjects review can be directed to the Director, Institutional Research.

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11 / 11 / 11	Seminole State College of Florida	005
Date Submitted	**Institutional Review Board**	**File Number**

Exempt Protocol Summary Form

Dynamic vs. Standardized Grammar Classwork

Title of Research Project

Dr. Martha Marinara	UCF College of English	407-823-1340	Martha.Marinara@ucf.edu
Principal Investigator/Project Director	**Department**	**Phone Extension**	**Email address**

Joshua Roney	English		Roneyj@seminolestate.edu
Co-investigator/Student Investigator	**Department**	**Phone Extension**	**Email address**

Co-investigator/Student Investigator	**Department**	**Phone Extension**	**Email address**

Anticipated Funding Source: N/A: Thesis Project

Projected Duration of Research: 5   months   **Projected Starting Date:**   11/16/11

Other organizations and/or agencies, if any, involved in the study: _____

Exempt under code (see definitions on page one – check one) 1 ☐   2 ☐   3 ☐   4 ☐   5 ☐   6 ☐

SUMMARY ABSTRACT: Please supply the following information below: BRIEF description of the participants, the location(s) of the project, the procedures to be used for data collection, whether data will be confidential or anonymous, disposition of the data, who will have access to the data. **Attach copy** of the Informed Consent Form and/or the measures (questionnaires) to be used in the project.

The purpose of this study is to analyze the overall effect of student-driven learning in Grammar topics. The AllWrite software does not encourage student creativity or discussion, and it does not retain previous work/scores for review at a later date. Student grammar projects, however, student creativity is encouraged and there is a reviewable product at the end. If students show a marked growth in grammar mastery, this will lend support to student-led learning activities benefiting grammar mastery. If successful, this will lead to future course curriculum adjustments to best encourage student learning of grammar. The activities described below are for research purposes.

Students will be asked to complete a survey on their perceptions of the grammar project as well as the AllWrite software. The survey will be Anonymous and names will not be recorded. In addition, score trends in the Pre/Post Grammar Tests will be analyzed. No personal student information will be identified or shared with the public.

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The individual student grades on the Pre/Post Grammar Tests will not be shared in the research results. Student names and individual scores from the Pre/Post Grammar Test information will be Confidential. The survey and Pre/Post Grammar Tests will be given in regular meeting classroom during regularly scheduled class time. The time involved in completing the survey is approximately 30 minutes, and the Pre/Post Grammar Tests will take approximately 40 minutes each.

Participation in the above activities is voluntary. Students electing to not participate in the Survey will be able to continue using class time for completion of regularly scheduled homework. Students electing to not participate in the Pre/Post Grammar test will be given alternative Grammar assignments to complete during that time for classroom/coursework participation credit; the assignments will be taken from the course textbook and assigned on the days that the Pre/Post Grammar Tests will be given. Students must be 18 years of age or older to participate.

RESPONSIBILITIES OF THE PRINCIPAL INVESTIGATOR:
- Any additions or changes in procedures in the protocol will be submitted to the IRB for written approval prior to these changes being implemented
- Any problems connected with the use of human subjects once the project has begun must be communicated to the IRB Chair
- The principal investigator is responsible for retaining informed consent documents for a period of three years after the project.

_____ (1 /4/(1)   _____ / /
Principal Investigator Signature   Co-Investigator/Student Signature (if appropriate)

Signature of IRB Committee Chair:		Date: 11 /4/ 11
IRB Chair: Check 1 box:	☒ Approved ☐ Approved with Conditions	☐ Refer to Full Committee Review
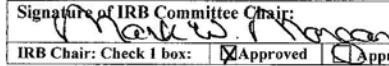
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APPENDIX D: CITI TRAINING CERTIFICATION

CITI Collaborative Institutional Training Initiative

Human Research Curriculum Completion Report
Printed on 9/29/2012

Learner: Joshua Roney (username: joshuaroney)
Institution: University of Central Florida
Contact   Department: Research and Commercialization
Information   Phone: 407-882-2223
           Email: jroney@mail.ucf.edu
Group 2.Social / Behavioral Research Investigators and Key Personnel:

Stage 1. Basic Course Passed on 01/19/10 (Ref # 3962008)

Required Modules	Date Completed	Score
Introduction	01/11/10	no quiz
History and Ethical Principles - SBR	01/11/10	4/4 (100%)
Defining Research with Human Subjects - SBR	01/11/10	5/5 (100%)
The Regulations and The Social and Behavioral Sciences - SBR	01/14/10	5/5 (100%)
Assessing Risk in Social and Behavioral Sciences - SBR	01/14/10	5/5 (100%)
Informed Consent - SBR	01/14/10	4/4 (100%)
Privacy and Confidentiality - SBR	01/14/10	3/3 (100%)
Research with Prisoners - SBR	01/19/10	4/4 (100%)
Research with Children - SBR	01/19/10	4/4 (100%)
Research in Public Elementary and Secondary Schools - SBR	01/19/10	4/4 (100%)
International Research - SBR	01/19/10	3/3 (100%)
Internet Research - SBR	01/19/10	5/5 (100%)
Research and HIPAA Privacy Protections	01/19/10	2/2 (100%)
Conflicts of Interest in Research Involving Human Subjects	01/19/10	2/2 (100%)
UCF	01/19/10	no quiz

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI participating institution. Falsified information and unauthorized use of the CITI course site is unethical, and may be considered scientific misconduct by your institution.

Paul Braunschweiger Ph.D.
Professor, University of Miami
Director Office of Research Education
CITI Course Coordinator

CITI Collaborative Institutional Training Initiative (CITI)

Humanities Responsible Conduct of Research Curriculum Completion Report
Printed on 9/29/2012

Learner: Joshua Roney (username: joshuaroney)
Institution: University of Central Florida
Contact   Department: Research and Commercialization
Information   Phone: 407-882-2223
                  Email: jroney@mail.ucf.edu

Humanities Responsible Conduct of Research: This course is for investigators, staff and students with an interest or focus in the **Humanities** research. This course contains text, embedded case studies AND quizzes.

Stage 1. Basic Course Passed on 02/16/10 (Ref # 3962009)

Elective Modules	Date Completed	Score
Introduction to the Responsible Conduct of Research	01/19/10	no quiz
Research Misconduct 4-1497	01/19/10	6/6 (100%)
Data Acquisition, Management, Sharing and Ownership 4-1525	01/19/10	5/5 (100%)
Publication Practices and Responsible Authorship 4-1533	01/28/10	5/5 (100%)
Peer Review 4-1534	01/28/10	5/5 (100%)
Mentor and Trainee Responsibilities 01234 1250	02/16/10	5/5 (100%)
Using Animal Subjects in Research 13301	02/16/10	8/8 (100%)
Conflicts of Interest and Commitment 4-1624	02/16/10	5/5 (100%)
Collaborative Research 4-1058	02/16/10	5/5 (100%)
Human Subjects 13566	02/16/10	5/5 (100%)
The CITI RCR Course Completion Page	02/16/10	no quiz

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI participating institution. Falsified information and unauthorized use of the CITI course site is unethical, and may be considered scientific misconduct by your institution.

Paul Braunschweiger Ph.D.
Professor, University of Miami
Director Office of Research Education
CITI Course Coordinator

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