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**AN INVESTIGATION OF THE RELATIONSHIPS AMONG VARIOUS  
LANGUAGE SKILLS OF FRESHMAN ENGLISH STUDENTS  
AT SOUTH DAKOTA STATE COLLEGE**

**BY**

**PAUL A. ELSNER**

**A thesis submitted  
in partial fulfillment of the requirements for the  
degree Master of Science, Department of  
English, South Dakota State  
College of Agriculture  
and Mechanic Arts**

**March, 1959**

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**AN INVESTIGATION OF THE RELATIONSHIPS AMONG VARIOUS  
LANGUAGE SKILLS OF FRESHMAN ENGLISH STUDENTS  
AT SOUTH DAKOTA STATE COLLEGE**

This thesis is approved as a creditable, independent investigation by a candidate for the degree, Master of Science, and acceptable as meeting the thesis requirements for this degree; but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

~~\_\_\_\_\_~~  
Thesis Adviser

~~\_\_\_\_\_~~  
Head of the Major Department

2661b

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## CHAPTER I

## INTRODUCTION

One important distinction that we find in freshman English teaching at the college level is that, generally, the three primary areas of writing, reading, and basic mechanics are taught with a higher degree of integration. Integrated teaching is probably more necessary at the college level because the average college student is exposed to only one year of English. The result has often been a compact, but highly general, nine-months "wonder" course.

Frances E. Crook has stated that "at one time, reading, spelling, and other language abilities were considered to be relatively compartmentalized and distinct from one another, and the school day, accordingly, used to include separate periods devoted to each of these subjects. More recently, the trend has been toward integration and coordination in the teaching of various language arts."<sup>1</sup>

The communications approach, which was initiated in the early forties, has attempted to solve the problem of teaching English under such conditions. Essentially, the communications point-of-view would have no skill taught separately from the others. The term itself implies coordination or integration of the basic language skills. Wesley Wiksell in an article written in 1947 defined the objectives of a communications

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<sup>1</sup>Frances E. Crook, "Interrelationships Among a Group of Language Arts Test," Journal of Educational Research, vol. 51, 305, Dembar Publications, Incorporated: Madison, Wisconsin, 1957.

course: (1) To develop the ability to assimilate ideas effectively through reading. (2) To develop the ability to write clearly and correctly. (3) To develop the ability to speak clearly, easily, and correctly with pleasing and acceptable voice quality. (4) To develop the ability to assimilate ideas effectively through listening.<sup>2</sup>

The attitude that we must relate these skills while teaching them has been partly an outgrowth of communications and partly the result of having to "cramp" into a year an adequate year's study of English.

#### Objectives of the Study

In view of the generally accepted integration of language teaching by many English departments, the primary objective of this study would be to determine the interrelationships of various language skills. For example, if one skill is more highly related to all others, we might suppose that it could be used as a "core" or pivotal area around which others would be taught.

Furthermore, as Vergil Hughs states, there is the implication that a knowledge of the interrelationships of some selected language abilities should help a teacher in the preparation of his materials so that he can do a better job of developing these abilities.<sup>3</sup>

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<sup>2</sup>"The Communications Program at Stephens College," College English, vol. 9, University of Chicago Press: Chicago, Illinois, 1947.

<sup>3</sup>Vergil H. Hughs, "A Study of the Relationships Among Selected Language Abilities," Journal of Educational Research, vol. 47, 104-105, Dembar Publications, Incorporated: Madison, Wisconsin, 1953.



A minor objective of this study would be to determine the degree of improvement among students in several skill areas. How much improvement was made? And in what areas did the students improve? However, it would probably be beyond the purposes of this study to offer adequate appraisals of the program.

This study suggests still another value. The results could be applied to further studies that relate to performances of average and below-average freshman English students.

#### The Nine Variables

The nine variables used in this investigation were derived from the Diagnostic Reading Tests Survey Section, Form B,<sup>4</sup> and the scores from three areas of the Freshman English program itself.

The Diagnostic Reading Test that was administered in the fall of 1958 yields five scores: (1) reading rate, (2) story comprehension, (3) vocabulary, (4) comprehension administered fall of 1958, and (5) general comprehension. This study used reading rate and vocabulary scores for two variables, and the third was total comprehension, which is the sum score of both general comprehension and story comprehension.

The Diagnostic Reading Tests were re-administered in the spring of 1959, providing three additional variables, which could give an indication of the students' improvement in the three respective skills.

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<sup>4</sup>Published and distributed by the Committee on Diagnostic Reading Tests, Incorporated: New York, New York, 1947.

The remaining three variables, writing performance, fundamentals of grammar and usage, and comprehension of the short story and novel as measured by weekly reading quizzes, composed the freshman program for the lower two-thirds group. The total number of variables were nine, which included six from both the fall and spring diagnostic tests and three from the English program itself.

### Procedure

Preliminary phases for this investigation began in March, 1959. The first stage involved gathering each student's reading scores from the Diagnostic Test administered in the fall of 1958 and his reading, writing, and grammar-usage grades from each quarter of freshman English.

In the second stage, grades were taken from each instructor's grade record and compiled on a general list. Letter grades were converted to numerical values, letters "F" to "A" becoming "0" to "4" respectively. Averages for the year were calculated from these figures, and carried to two decimals. This is the same method used in determining grade-point averages at South Dakota State College.

At the completion of the 1958-1959 academic year, all the data gathered, including the raw scores from the fall and spring diagnostic reading tests, was punched on IBM cards. The data was then tabulated by an IBM machine to determine the degree of improvement and the nature of the relationship of the various measurable language abilities. The results were then studied and final observations and conclusions were made.

### Description of the Freshman Program

The sample upon which this investigation is based consists of freshman English students who ranked in the lower two-thirds of their class on the South Dakota State College English Placement Test given in September, 1958.<sup>5</sup> Those who ranked in the upper one-third were placed in a more intensive and advanced English course.

The lower two-thirds group took English 1, 2, and 3. The upper one-third took a sequence called English 4, 5, and 6. It was impossible to include both levels in this investigation because the course of study, which would include tests, level of material, and general objectives, was quite different.

Approximately 550 students were assigned to English 1 of whom 420 completed English 3. Of these, 393 were available for the re-administered spring Diagnostic Reading Tests. Because of complications in sequence and a few transfer students and upper-classmen enrolled in the spring-quarter freshmen sections, 329 students' scores were useable for this investigation.

The Diagnostic Reading Test, from which six of the nine variables were taken, was administered collectively under different conditions in the fall and spring. Although the time limit was the same, the fall test was administered collectively to all the students while the spring

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<sup>5</sup>The South Dakota State College English Placement Tests are designed and constructed by members of the English department staff at South Dakota State College of Agriculture and Mechanic Arts, Brookings, South Dakota.

test was administered over a period of seven hours to seven different groups. It was necessary to administer the spring tests in this manner because of normal class conflicts during a regular quarter schedule.

The conditions of motivation might possibly have been different during the re-administered spring test. There was less urgency to the spring test because the students knew that the test would not affect their grade-standing.

The English 1, 2, and 3 sequence consisted of three major areas of concentration: reading, writing, and fundamentals of usage and grammar. A grade was computed in each area each quarter. Instructors attempted, whenever an opportunity presented itself, to integrate these areas. For example, an instructor might assign themes that related to the reading material and then make an analysis of points of grammar and usage while reviewing the students' written themes in class.

The reading assignments in the lower sections included short stories, novels, and non-fiction. An Anthology of Famous American Stories,<sup>6</sup> presented a varied array of short stories reflecting varied styles and methods of narration or description. In reading this anthology, students were exposed to various techniques of development, and they also had an opportunity to distinguish between different

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<sup>6</sup>Angus Burrell and Bennett Cerf, Random House Incorporated: New York, 1956.

levels of colloquial and formal language. This text book offered some of the finest examples of short story craftsmanship.

The first novel, Babbitt,<sup>7</sup> was taught in the second quarter. It offered an excellent example of social satire centering around value conflicts. This novel required the students to be more watchful of subtle implications, or the work would be grossly misinterpreted.

The second half of the winter quarter the students read a considerably different type of work, The Sea Around Us by Rachel F. Carson.<sup>8</sup> The Sea Around Us treated in a scientific manner the origins, the nature, and the importance of the sea in the evolution of life. Many scientific phenomena of the ocean were described in interesting essay-like passages. Here the student was exposed to a number of different techniques in writing, which included analogy, comparison, and deductive and inductive reasoning.

During the third quarter, the students read Giants in the Earth, a novel written about the struggles of a Norwegian settlement in a newly pioneered South Dakota,<sup>9</sup> and more stories from An Anthology of Famous American Stories.

Comprehension of the reading material was measured by weekly 15-item quizzes. (See appendix.) The fiction quizzes required the student to identify the characters in the work by recognizing selected

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<sup>7</sup>Sinclair Lewis, Harcourt Brace and Company: New York, 1922.

<sup>8</sup>The New American Library of World Literature, Incorporated: New York, 1950.

<sup>9</sup>Ole Rolvaag, Harper and Brothers Publishers: New York, 1929.

quotations. These questions were also designed so that context clues could be extremely helpful to the student. Style, point-of-view, tone, level of language, and vocabulary were supposed to be factors in the identification of the quotation. Occasionally, the quizzes contained vocabulary questions which were actually quotations taken from the context of the work. The student was given multiple choice in deciding what the one underlined word in the quotation meant. Often the definition of the vocabulary word could have been inferred from the context of the quotation.

The non-fiction quizzes over The Sea Around Us consisted of objective multiple-choice and vocabulary questions. The students were usually allowed from ten to twenty minutes to take the quiz, which was generally administered during the first part of the period. Alternate forms were used to minimize cheating with different items or the same items arranged in different order. It was also the practice to administer an alternate form test with different items of similar difficulty toward the end of the day whenever students met in later class periods.

The writing area of the freshman program was fairly well integrated with the basic fundamentals of usage and grammar area. Each quarter seven to eight themes were assigned. The first three to four were single paragraphs. The student was taught to develop his ideas at the paragraph level. Later, the students wrote longer compositions, keeping in mind the principles of development they used in paragraph writing. This paragraph-to-composition approach was used

all three quarters with the emphasis on fundamentals of usage, grammar, and basic sentence structure in the first quarter to analysis of organization and development in the second quarter to analysis of style in the third quarter.

The themes were corrected by the instructor for basic errors, organization, and development. Any paper containing a total of five illiterate errors of spelling or usage was to be given a conditional grade of "F". If all of these errors were corrected by the student, the instructor could--at his own discretion--change the grade. The following were considered illiterate errors by the English staff: comma fault, fused sentences, fragments, lack of agreement between pronoun and antecedent, lack of agreement between subject and verb, misspelled words, and the use of non-standard verb forms. Also, such illiterate or dialectal usages as "ain't," "hissself," and "theirselves" constituted basic errors.

After the instructor had graded a paper, the student was to correct and revise it as indicated by the instructor and return it at the next meeting of the class. The student was expected to make corrections in pencil between lines, above the mistake. If the organization or content was at fault, the part in question was to be rewritten and both copies handed in.

At the end of each quarter, the students were required to write a final theme, which counted more heavily on the final grade in writing than any of the previous themes. The English department encouraged the practice of having more than one instructor grade failing, borderline

themes.

The third part of the program, fundamentals of usage and grammar, received the heaviest emphasis in the first quarter. The text used for this area was the Writer's Adviser for Freshman Composition.<sup>10</sup> This text was used for both the areas of writing and fundamentals, but it offered a substantial guide for the latter.

Tests were given each quarter covering various points of grammar and usage, and the final examination covered exclusively the fundamentals area.

Grades were derived, then, from all three areas of the program. The grades for these areas are part of the basic material which make up the raw data for this investigation.

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<sup>10</sup>Irwin Griggs and David Webster, American Book Company: Chicago, Illinois, 1957.



## CHAPTER II

### REVIEW OF LITERATURE

A review of the investigations related to this study reveals varied and conflicting conclusions. Some of the investigations found no relationship between the various language skills while others found "marked" or "positive" relationships. Also, these investigations were conducted under varied conditions. Some used samples from the elementary level, some the secondary level, and one the college level. While some studies equated their samples by socio-economic status, intelligence and aptitude, others merely took for their samples groups of students by grade-standing only.

#### Strom Study

The Strom study intended to answer the most persistent questions concerning the claim that a knowledge of grammar aids the reader. The study was especially concerned with the relationship existing between the ability to read and the ability to analyze the syntax and grammar of the sentences read. In addition, it aimed to discover the effect of the following factors upon the above relationship: intelligence, socio-economic status, sex, knowledge of vocabulary, and understanding of foreign languages. In order to investigate these problems, it was necessary for Strom to construct valid and reliable tests of reading, vocabulary, and grammar and syntax on the same passages; to administer these tests to pupils in a selected group of schools; and then to work

out the necessary correlations among reading, vocabulary, and grammar and syntax.<sup>11</sup>

Strom used 327 sophomores from fifteen cooperating high school classes for her study. Her measuring instruments consisted of (1) the Minnesota Socio-Economic Rating Scale, (2) The California Test of Mental Maturity, Non-Language Section, Grades 9 to Adult, 1951 Edition, and (3) the test battery, How Well Do You Read?

This test battery was devised by Strom and consisted of three sections on reading, vocabulary, and grammar and syntax. "The pupils were tested in the reading section on their comprehension of ten literary or informative passages; in the vocabulary section on their knowledge of the vocabulary in the selections; and in the section on grammar and syntax, on their knowledge of grammar and syntax of the sentences composing the reading passages."<sup>12</sup>

The coefficients of reliability for the ten selections ranged from .62 to .86. A coefficient of .50 is the lowest coefficient acceptable for group prediction.<sup>13</sup>

For each of the three sections of the test battery, How Well Do You Read?, coefficients of reliability were computed and found to be .83 on the reading section, .93 on the vocabulary section, and .94 on

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<sup>11</sup>Ingrid M. Strom, "Does Knowledge of Grammar Improve Reading?", English Journal, vol. 45, 129-133, National Council of Teachers of English: Champaign, Illinois, 1956.

<sup>12</sup>Ibid., p. 130.

<sup>13</sup>Ibid.

the section of grammar and syntax.<sup>14</sup>

Strom's findings were that, in general, there was little, if any, relationship between the pupil's comprehension of ten selected passages of poetry and literary prose and their ability to classify crucial elements of grammar and syntax in the sentences in these passages, except in a group of four classes from experimental schools. Strom notes, however, that "the average percents of accuracy for each of the ten passages in the test battery ranged from 61.72 to 88.51 in reading and 33.89 to 44.69 in grammar and syntax. In reading, the median score among the average percents of accuracy was 70.97; in grammar and syntax, it was 39.87."<sup>15</sup>

Strom found that there was a considerable difference in the performance of students in public and private schools so the two groups were considered separately. Her findings revealed that between reading and grammar, the correlations were .57 for the public schools and .39 for the private schools. Or more specifically, the correlation between the ability to read and the knowledge of grammar was appreciably higher among public school students than among private school students.

Strom also sought to determine whether socio-economic backgrounds were a factor in this difference in correlation, but she found "that the coefficients of correlation were fairly constant for the pupils in all

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<sup>14</sup>Ibid., p. 131.

<sup>15</sup>Ibid.

four categories of paternal occupations."<sup>16</sup> The occupation of a pupil's parent by classification as skilled, semi-skilled, professional, etc., had little or no effect on the above correlation.

### Laycock Study

This study attempts to measure the relationship between spelling ability and vocabulary level. In this study, Laycock used a spelling test to screen out one hundred university freshmen who had not studied English composition or spelling beyond high school, and whose knowledge of English was not affected by foreign extraction or unusual experience. Their spelling scores were distributed normally from high to low. Each of these freshmen had written as part of the entrance examination in English a 500-word essay, and had been warned that choice of words, clarity of expression, mechanical errors and misspellings were important in the evaluation of his ability. Scores were assigned to each essay to indicate the average frequency of appearance of the words used, based on a list of 10,000 English words most commonly used in writing. Each student's spelling and vocabulary were compared.<sup>17</sup>

Laycock offered three hypotheses in his investigation: (1) the complexity of prose vocabulary correlates positively with spelling ability (so that poor spellers restrict their written vocabulary to

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<sup>16</sup>Ibid., p. 132.

<sup>17</sup>Frank Laycock, "Spelling Ability and Vocabulary Level of One Hundred College Freshmen," The Journal of Educational Psychology, vol. 45, 485-591, Warwick and York, Incorporated: Baltimore, Maryland, 1954.

words they can spell); (2) vocabulary complexity shows no correlation with spelling ability; and (3) vocabulary complexity correlates negatively with spelling ability.<sup>18</sup>

Laycock found that an inspection of selected cases revealed only a chance relationship between spelling ability does not noticeably hamper vocabulary choice when there is pressure to write as well as possible.

Laycock's conclusions are outlined as follows: (1) College freshmen vary in spelling ability and written vocabulary. Spelling variation in the group tested was similar to that in the general population, although about a higher mean. Vocabulary varied, too, but there was no general population data for comparison. (2) Of the three hypotheses set up for testing, only the second was justified; vocabulary complexity shows no correlation with spelling ability. There is no evidence in this study that freshmen inhibit their written vocabulary because of fear of misspelling. (3) Since there is no relationship between spelling and vocabulary, spelling improvement by itself should not be expected to lead to better or freer written vocabulary.<sup>19</sup>

#### The Crook Study

Frances E. Crook attempted to gain a greater insight on the

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<sup>18</sup>Ibid., p. 485.

<sup>19</sup>Ibid., p. 490.

nature of the relationships among various language abilities. For his sample, he took 141 tenth-grade students in one community and subjected them to tests that covered fifteen separate language abilities. Table I presents the intercorrelations of the language abilities.

According to Crook, his results would appear to indicate "that the tests examined measure two important aspects of ability in the field of language arts. The chief component of one group of tests was general verbal ability, while the second group was more closely related to specific language skills. But he adds that the factors defined by the tests in each group were in themselves rather highly correlated."<sup>20</sup>

#### The Hughs Study

The Hughs study more closely approximates this investigation; however, it dealt with fifth-grade students. Hughs recognized the need for a more adequate and objective appraisal of the degree of relationship among certain selected language abilities. The purposes outlined by Hughs for this study were to answer the following questions:

1. To what extent are certain language abilities related?
2. To what extent is achievement in one particular language ability indicative of comparable achievement in another?<sup>21</sup>

The following language abilities or skill areas were included in

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<sup>20</sup>Ibid., p. 310.

<sup>21</sup>Hughs, op. cit., p. 97.

TABLE I. INTERCORRELATIONS OF LANGUAGE ARTS TESTS  
(All Entries in Hundreths)

| Test Variable              | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 |
|----------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1. IQ                      | -- | 70 | 58 | 51 | 63 | 53 | 66 | 67 | 62 | 60 | 42 | 57 | 58 | 30 | 57 |
| 2. Listening Comprehension | 70 | -- | 61 | 40 | 65 | 54 | 64 | 65 | 61 | 51 | 24 | 60 | 52 | 25 | 58 |
| 3. Capitalization          | 58 | 61 | -- | 51 | 66 | 69 | 64 | 57 | 54 | 40 | 31 | 56 | 57 | 22 | 49 |
| 4. Spelling                | 51 | 40 | 51 | -- | 55 | 59 | 49 | 38 | 52 | 39 | 43 | 58 | 51 | 13 | 27 |
| 5. Sentence Structure      | 63 | 65 | 66 | 55 | -- | 67 | 72 | 55 | 53 | 44 | 30 | 66 | 55 | 19 | 48 |
| 6. Punctuation             | 53 | 54 | 69 | 59 | 67 | -- | 68 | 49 | 55 | 36 | 38 | 69 | 56 | 18 | 42 |
| 7. Usage                   | 66 | 64 | 64 | 49 | 72 | 68 | -- | 62 | 54 | 47 | 31 | 66 | 58 | 21 | 51 |
| 8. Paragraph Comprehension | 67 | 65 | 57 | 38 | 55 | 49 | 62 | -- | 63 | 55 | 39 | 46 | 53 | 28 | 47 |
| 9. Directed Reading        | 62 | 61 | 54 | 52 | 53 | 55 | 54 | 63 | -- | 69 | 54 | 57 | 57 | 29 | 52 |
| 10. Retention of Details   | 60 | 51 | 40 | 39 | 44 | 36 | 47 | 55 | 69 | -- | 42 | 39 | 54 | 30 | 48 |
| 11. Reading Rate           | 42 | 24 | 31 | 43 | 30 | 38 | 31 | 39 | 54 | 42 | -- | 44 | 37 | 23 | 27 |
| 12. Dictionary             | 57 | 60 | 56 | 58 | 66 | 69 | 66 | 46 | 57 | 39 | 44 | -- | 60 | 26 | 42 |
| 13. Index                  | 58 | 52 | 57 | 51 | 55 | 56 | 58 | 53 | 57 | 54 | 37 | 60 | -- | 32 | 57 |
| 14. Sources of Information | 30 | 25 | 22 | 13 | 19 | 18 | 21 | 28 | 29 | 30 | 23 | 26 | 32 | -- | 30 |
| 15. Graphs, Maps, Tables   | 57 | 58 | 49 | 27 | 48 | 42 | 51 | 47 | 52 | 48 | 27 | 42 | 57 | 30 | -- |

Source: Francis E. Crook, "Interrelationships Among a Group of Language Arts Tests," Journal of Educational Research, vol. 51, 307, Dembar Publications, Incorporated: Madison, Wisconsin, 1957.

Hughs' study: reading, spelling, word meaning, language usage, capitalization, punctuation, sentence sense, and paragraph organization. According to Hughs, these abilities were selected because they were the important skills and abilities uniformly included in all fifth-grade courses of study and because they lent themselves to objective analysis and appraisal.

The data for this investigation was secured from a series of tests purporting to measure the above eight language areas. The tests required a total testing time of about two and one-half hours and they were administered to 332 fifth graders. The data that was useable for this study provided for 196 cases. Table II presents Hughs' findings and shows the extent of relationships among the selected language abilities of reading, spelling, language usage, punctuation, paragraph organization, word meaning, capitalization, and sentence sense.

Of the twenty-six coefficients of correlation reported in Hugh's study, sixteen fall between .40 and .70 which are "marked" or "substantial" relationships. The other ten coefficients of correlation were between .20 and .40 which is a "slight" but "present" relationship. The language abilities or skill areas where the greatest amount of relationship was found were as follows: word meaning and spelling, .64; word meaning and reading, .61; word meaning and language usage, .52; reading and language usage, .56; reading and sentence usage, .55; reading and paragraph organization, .53; and reading and punctuation, .50.<sup>22</sup>

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<sup>22</sup>Ibid., p. 101.



TABLE II. CORRELATION OF MEASURED ACHIEVEMENT IN SELECTED LANGUAGE ABILITIES  
(N = 196)

|                        | Reading | Spelling | Word Meaning | Language Usage | Capitalization | Punctuation | Sentence Sense | Paragraph Organization |
|------------------------|---------|----------|--------------|----------------|----------------|-------------|----------------|------------------------|
| Reading                | (.93)*  | .49      | .61          | .56            | .49            | .50         | .55            | .53                    |
| Spelling               | .53     | (.91)    | .64          | .37            | .39            | .39         | .42            | .23                    |
| Word Meaning           | .63     | .69      | (.96)        | .52            | .49            | .49         | .48            | .48                    |
| Language Usage         | .67     | .45      | .61          | (.75)          | .38            | .34         | .38            | .31                    |
| Capitalization         | .52     | .42      | .51          | .45            | (.95)          | .46         | .38            | .33                    |
| Punctuation            | .55     | .42      | .52          | .41            | .49            | (.93)       | .42            | .38                    |
| Sentence Sense         | .60     | .46      | .51          | .46            | .41            | .45         | (.92)          | .36                    |
| Paragraph Organization | .60     | .26      | .53          | .39            | .37            | .43         | .41            | (.85)                  |

\*Bracketed numbers are the reported reliability coefficients of the measuring instruments used. The zero order correlation coefficients are above the brackets; the correlation coefficients corrected for attenuation are below the brackets.

Source: Vergil H. Hughs, "A Study of the Relationships Among Selected Language Abilities," Journal of Educational Research, vol. 47, 99, Dembar Publications, Incorporated: Madison, Wisconsin, 1953.

By comparing the achievement of the fifty highest and fifty lowest achievers in the criterion area with the pupils' achievement in each of the other areas, Hughs found that achievement in one area indicated comparable achievement in other areas.

Hughs found that there was appreciable overlap in achievement between various language skills. For example, ninety percent of the fifty highest achievers in reading achieved above the median in word meaning. On the other hand, ninety percent of the fifty lowest achievers in language usage also achieved below the median in word meaning.<sup>23</sup>

Hughs cites the following conclusions as being valid.<sup>24</sup>

1. The correlations as a whole tended to show that each of these selected language abilities studied was related in a positive manner to the other language abilities.
2. A "marked" or "substantial" relationship exists between word meaning and the other seven language abilities studied.
3. Between reading and the other seven language abilities studied, there existed a "marked" or "substantial" relationship.
4. In general, high achievement in any one language ability or skill area studied tended to be associated with higher than average achievement in the other seven abilities studied. The converse of his statement was also true to approximately the same degree. This

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<sup>23</sup>Ibid., p. 102.

<sup>24</sup>Ibid., pp. 102-104.

relationship varied, of course, with the skills being compared.

5. High achievement in five of the eight language abilities studied (reading, spelling, language usage, punctuation, and paragraph organization) appeared to be accompanied by high achievement in word meaning.

6. Low achievement in four of the eight language abilities studied (reading, spelling, language usage, and paragraph organization) appeared to be accompanied by low achievement in word meaning.

### The Hunt Study

The principal purpose of the Hunt study was to discover, by the method of correlation, the relationship among vocabulary, structural analysis, and reading at the college level.<sup>25</sup> By structural analysis Hunt meant the analysis of words into their structural elements, such as prefix, stem or root word, suffix, or syllables, as an aid toward obtaining meaning.

The Hunt study was conducted in the Spring semester of 1948, with students enrolled in the introductory course in Educational Psychology at the University of California as the subjects. Of the 168 students who participated, 69 were men and 99 were women, classified as follows: sophomores, 10; juniors, 112; and seniors, 45. Graduate and special students were excluded from the study. Hunt states "that

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<sup>25</sup>Jacob T. Hunt, "The Relation Among Vocabulary, Structural Analysis, and Reading," The Journal of Educational Psychology, vol. 44, 193-202, Warwick and York, Incorporated: Baltimore, Maryland, 1953.

38 different major subjects or areas were represented, indicating that the group was made up of students with heterogeneous interests and academic backgrounds."<sup>26</sup>

Hunt computed correlation coefficients for 15 variables by means of scattergrams and the formula for  $r$  when deviations were taken from the assumed means of the two distributions. Zero-order coefficients for 13 variables are presented in the top right half of Table III; partial correlation with intelligence held constant are given in the lower half of the same table.

First-order correlations, upper-right, Table III, reveal that although correlations were not high, intelligence, vocabulary, reading, and measures of structural analysis were significantly related.

The standardized tests used in Hunt's study were the A.C.E. Psychological Examinations, 1941 series, and the Cooperative Reading Test, C2, Upper Level, form T. The reading tests gave scores for vocabulary, speed of comprehension, and level of comprehension. Other tests, constructed by Hunt, purported to measure vocabulary, rate, and comprehension, and four tests combined to indicate ability in structural analysis: word-derivation, word-elements, word-meaning construction, and context. The reliability coefficient of each test was .60 or higher, with a median  $r$  of .82.<sup>27</sup>

Hunt's study revealed marked relationships between total word

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<sup>26</sup>Ibid., p. 196.

<sup>27</sup>Ibid., p. 198.

TABLE III. ZERO-ORDER AND PARTIAL COEFFICIENTS OF CORRELATION FOR 13 VARIABLES  
(N = 168)\*

|                               |   | Zero-order Correlations |    |    |     |     |    |    |    |    |    |    |    |
|-------------------------------|---|-------------------------|----|----|-----|-----|----|----|----|----|----|----|----|
|                               |   | 2                       | 3  | 4  | 5   | 6   | 7  | 8  | 9  | 10 | 11 | 12 | 13 |
| 1. A. C. E.                   | Partial Correlations<br>(Intelligence Constant) | 56                      | 48 | 57 | 26  | 33  | 45 | 39 | 30 | 47 | 42 | 41 | 34 |
| 2. Vocabulary                 |   |                         | 58 | 58 | 26  | 29  | 44 | 35 | 34 | 39 | 53 | 30 | 38 |
| 3. Level                      |   | 43                      |    | 71 | 19  | 39  | 31 | 28 | 25 | 27 | 50 | 30 | 34 |
| 4. Speed                      |   | 38                      | 61 |    | 38  | 38  | 37 | 29 | 30 | 35 | 38 | 39 | 37 |
| 5. Rate                       |   | 14                      | 08 | 30 |     | -03 | 23 | 20 | 20 | 18 | 13 | 20 | 09 |
| 6. Comprehension              |   | 14                      | 28 | 25 | -12 |     | 28 | 23 | 10 | 30 | 25 | 18 | 25 |
| 7. Word-elements              |   | 24                      | 11 | 16 | 13  | 15  |    | 87 | 81 | 88 | 44 | 36 | 52 |
| 8. Prefix                     |   | 17                      | 12 | 09 | 12  | 12  | 85 |    | 44 | 55 | 31 | 27 | 41 |
| 9. Suffix                     |   | 22                      | 13 | 16 | 14  | 01  | 79 | 37 |    | 43 | 21 | 30 | 40 |
| 10. CF                        |   | 17                      | 05 | 24 | 06  | 18  | 85 | 45 | 34 |    | 44 | 34 | 41 |
| 11. Context                   |   | 39                      | 37 | 19 | 03  | 13  | 31 | 17 | 10 | 30 |    | 42 | 51 |
| 12. Word-meaning construction |   | 10                      | 12 | 20 | 11  | 05  | 21 | 14 | 21 | 18 | 30 |    | 46 |
| 13. Word-derivation           |   | 24                      | 28 | 19 | 07  | 16  | 43 | 33 | 34 | 31 | 43 | 37 |    |

\*Decimal points and plus signs omitted.

Read zero-order correlations from the top right half of the table; partial correlations with intelligence constant, lower left half.

Source: Jacob T. Hunt, "The Relation Among Vocabulary, Structural Analysis, and Reading," The Journal of Educational Psychology, vol. 44, 197, Warwick and York, Incorporated: Baltimore, Maryland, 1953.

elements tests and word derivation (.52), intelligence (.45), vocabulary (.44), and context (.44). Context showed a marked relationship (.40 or above) with seven other measures, while word-meaning construction was most closely related to word derivation, context, and intelligence. And vocabulary, level of comprehension, and modern language<sup>28</sup> show correlations of approximately .30 with word-meaning construction.<sup>29</sup>

Table IV shows Hunt's findings with intelligence and vocabulary held constant. In the upper right half, vocabulary is held constant; in the lower left half, intelligence is held constant; and in the lower left half, word-elements are held constant.

Hunt states that "the general effect of partialling out intelligence, vocabulary, or word-elements is to lower most of the correlations and to lower a considerable number below the level of significance. Partialling out either intelligence or vocabulary has a greater effect on the correlations than does partialling out word elements except in certain cases such as in the correlation between word-derivation and Latin when a knowledge of word elements is an important factor in each."<sup>30</sup>

"The Hunt study offers the following conclusions as valid in the light of its findings and limitations: (1) Vocabulary, structural

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<sup>28</sup>Hunt's sample included students who had studied a modern language and some others who had studied Latin.

<sup>29</sup>Ibid.

<sup>30</sup>Ibid.

TABLE IV. COEFFICIENTS OF CORRELATION WITH VOCABULARY AND WORD ELEMENTS PARTIALLED OUT (N = 168)\*

|                               |                        | Vocabulary Constant |    |    |    |     |     |    |    |    |    |     |    |     |  |
|-------------------------------|------------------------|---------------------|----|----|----|-----|-----|----|----|----|----|-----|----|-----|--|
|                               |                        | 1                   | 2  | 3  | 4  | 5   | 6   | 7  | 8  | 9  | 10 | 11  | 12 | 13  |  |
| 1. A. C. E.                   | Word-Elements Constant |                     |    | 24 | 36 | 14  | 22  | 28 | 25 | 14 | 34 | 18  | 31 | 17  |  |
| 2. Vocabulary                 |                        | 44                  |    |    |    |     |     |    |    |    |    |     |    |     |  |
| 3. Level                      |                        | 42                  | 52 |    | 57 | 05  | 29  | 07 | 10 | 07 | 06 | 28  | 16 | 16  |  |
| 4. Speed                      |                        | 48                  | 50 | 66 |    | 29  | 28  | 16 | 12 | 13 | 16 | 11  | 27 | 20  |  |
| 5. Rate                       |                        | 15                  | 19 | 13 | 33 |     | -13 | 13 | 13 | 13 | 08 | -01 | 13 | -01 |  |
| 6. Comprehension              |                        | 23                  | 19 | 34 | 31 | -10 |     | 16 | 14 | 01 | 22 | 12  | 10 | 16  |  |
| 7. Word-elements              |                        |                     |    |    |    |     |     |    | 85 | 78 | 86 | 27  | 26 | 42  |  |
| 8. Prefix                     |                        |                     |    |    |    |     |     |    |    | 37 | 48 | 16  | 19 | 32  |  |
| 9. Suffix                     |                        |                     |    |    |    |     |     |    |    |    | 34 | 03  | 22 | 32  |  |
| 10. CF                        |                        |                     |    |    |    |     |     |    |    |    |    | 30  | 25 | 31  |  |
| 11. Context                   |                        | 27                  | 42 | 42 | 26 | 03  | 15  |    |    |    |    |     | 29 | 39  |  |
| 12. Word-meaning construction |                        | 30                  | 17 | 21 | 30 | 13  | 09  |    |    |    |    |     | 31 | 39  |  |
| 13. Word-derivation           |                        | 13                  | 19 | 22 | 22 | -03 | 13  |    |    |    |    |     | 36 | 34  |  |

\*Decimal points and plus signs omitted.

Read correlations with vocabulary constant from the top right half of the table; with word-elements constant, lower left half.

Source: Jacob T. Hunt, "The Relation Among Vocabulary, Structural Analysis, and Reading," The Journal of Educational Psychology, vol. 44, 199, Warwick and York, Incorporated: Baltimore, Maryland, 1953.

analysis, and reading showed moderate interrelationships. Structural analysis was related somewhat less to vocabulary and reading than were vocabulary and reading related to each other. (2) Of the four tests of structural ability, context was most closely related to vocabulary and reading. (3) The tests of structural ability were interrelated and tended to have a cumulative effect. (4) The more intelligent students were likely to possess greater ability in using structural analysis than the less intelligent, even among a somewhat select university group. Ability to use structural analysis is more than a matter of general intellectual ability, since it tended to be related to reading and vocabulary even when the effect of intelligence was controlled. (5) Level of comprehension tended to be related more to the analytical skills involved in structural analysis than did speed of comprehension. (6) Latin or modern language study had a low or negligible relationship to structural analysis, reading, or vocabulary."<sup>31</sup>

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<sup>31</sup>Ibid., p. 201.



## CHAPTER III

### RESULTS OF THE INVESTIGATION

The kind of coefficient of correlation computed for the nine variables for this investigation was the standard Pearson's product-moment coefficient. A total of 25 scatter diagrams were constructed from the nine variables, reading quiz average, writing average, fundamentals of usage and grammar average, spring and fall comprehension, spring and fall reading rate, and spring and fall vocabulary scores.

#### Improvement

This investigation attempted during the initial phases of the computations to determine if those students who showed substantial improvement in one specific language skill correspondingly showed improvement in other language skills.

Very slight or negative correlations existed between improvement in one area and improvement in another. Those instances where there existed slight "positive" correlations were attributed to mere chance.

In general, it is safe to conclude that marked improvement took place among students investigated in this study. Table V presents a summary of the general improvement and losses incurred by the students who had taken English 1, 2, and 3 in the 1958-1959 school year.

It would be logical to assume that if a student's grades remained the same over three quarters, he has improved somewhat because (1) by the time he has reached the third quarter, a substantial number of

TABLE V. SUMMARY OF PERCENTAGE OF STUDENTS WHO IMPROVED, LOST, OR GAINED IN READING, WRITING, AND USAGE AND GRAMMAR IN THEIR FRESHMAN YEAR, 1958 AND 1959

| Percentage for skill area |                        |         |                   |
|---------------------------|------------------------|---------|-------------------|
|                           | Weekly reading quizzes | Writing | Usage and Grammar |
| 1. Registered losses      | 19.14                  | 32.82   | 41.94             |
| 2. Remained the same      | 46.50                  | 43.76   | 40.42             |
| 3. Improved               | 34.34                  | 23.40   | 17.62             |
| *A. One letter grade      | 25.53                  | 18.23   | 14.89             |
| B. Two letter grades      | 7.90                   | 4.86    | 2.12              |
| C. Three letter grades    | .91                    | .30     | .60               |

\*A, B, and C are included with those who improved.

failures have been taken from his class, which consequently subjects him to greater competition, and (2) departmental curves, which are fairly constant over a period of three quarters, place greater demands on him.

It is evident by Table V that a high percentage either improved or remained the same in all three language areas. In general, the students improved the most in reading; and they improved the least in usage and grammar skills. Similarly the greatest losses were registered in usage and grammar and the least amount of loss was recorded in reading skill. Writing skill seemed to fall midway between the two extremes of

reading and usage and grammar.

There was a greater "marked" improvement in the percentage of students who improved on the basis of the Diagnostic Reading Tests Survey Section. In terms of available grading systems, the reading battery shows a clearer picture of the performances of the students. Of approximately 320 students who were available for fall and spring comparisons, 55.61 percent improved in reading skill for the average of all three areas. Table VI presents a summary of these percentages. The greatest percentage improved in reading comprehension.

Table VII shows the means for both fall and spring for each reading skill. The greatest mean increase occurred in comprehension. Vocabulary and speed showed about the same mean increase.

A graphic representation of improvement on the Diagnostic Reading Tests Survey Section is given in Figures 1, 2, and 3. It can be seen that comprehension in Figure 3 showed the greatest improvement for the whole class, while rate and vocabulary showed definite improvement, but less than comprehension.

#### Relationship Between Language Abilities

It should be remembered that our sample does not include the highest ranking or most exceptional students. No students in the upper sections of freshman English were included in this investigation. This eliminates most of those who would normally do "A" or high "B" level of work. For this reason there was an evident centralizing of grade averages and scores on the reading tests. This was especially the

TABLE VI. SUMMARY OF PERCENTAGE OF STUDENTS WHO IMPROVED, LOST, OR GAINED IN THE READING SKILL AREAS OF SPEED, COMPREHENSION, AND VOCABULARY ON THE BASIS OF THE DIAGNOSTIC READING TESTS SURVEY SECTION ADMINISTERED IN THE FALL AND SPRING OF 1958-1959

| Percentage for skill area |       |               |            |
|---------------------------|-------|---------------|------------|
|                           | Speed | Comprehension | Vocabulary |
| 1. Improved               | 52.88 | 63.80         | 50.15      |
| 2. Remained the same      | 4.55  | 9.20          | 6.99       |
| 3. Registered losses      | 42.55 | 26.99         | 42.85      |

TABLE VII. SUMMARY OF FALL, SPRING, AND INCREASED MEANS FOR DISTRIBUTION OF SCORES ON THE DIAGNOSTIC READING TESTS SURVEY SECTION IN SPEED, COMPREHENSION, AND VOCABULARY

|  | Fall mean | Spring mean | Mean increase |
|--|-----------|-------------|---------------|
| Rate (speed) - derived from a total possible 131 lines   | 69.39     | 72.30       | 2.91          |
| Comprehension - derived from a total possible 100 points | 60.03     | 63.90       | 4.87          |
| Vocabulary - derived from a total possible 80 points     | 41.98     | 44.68       | 2.70          |

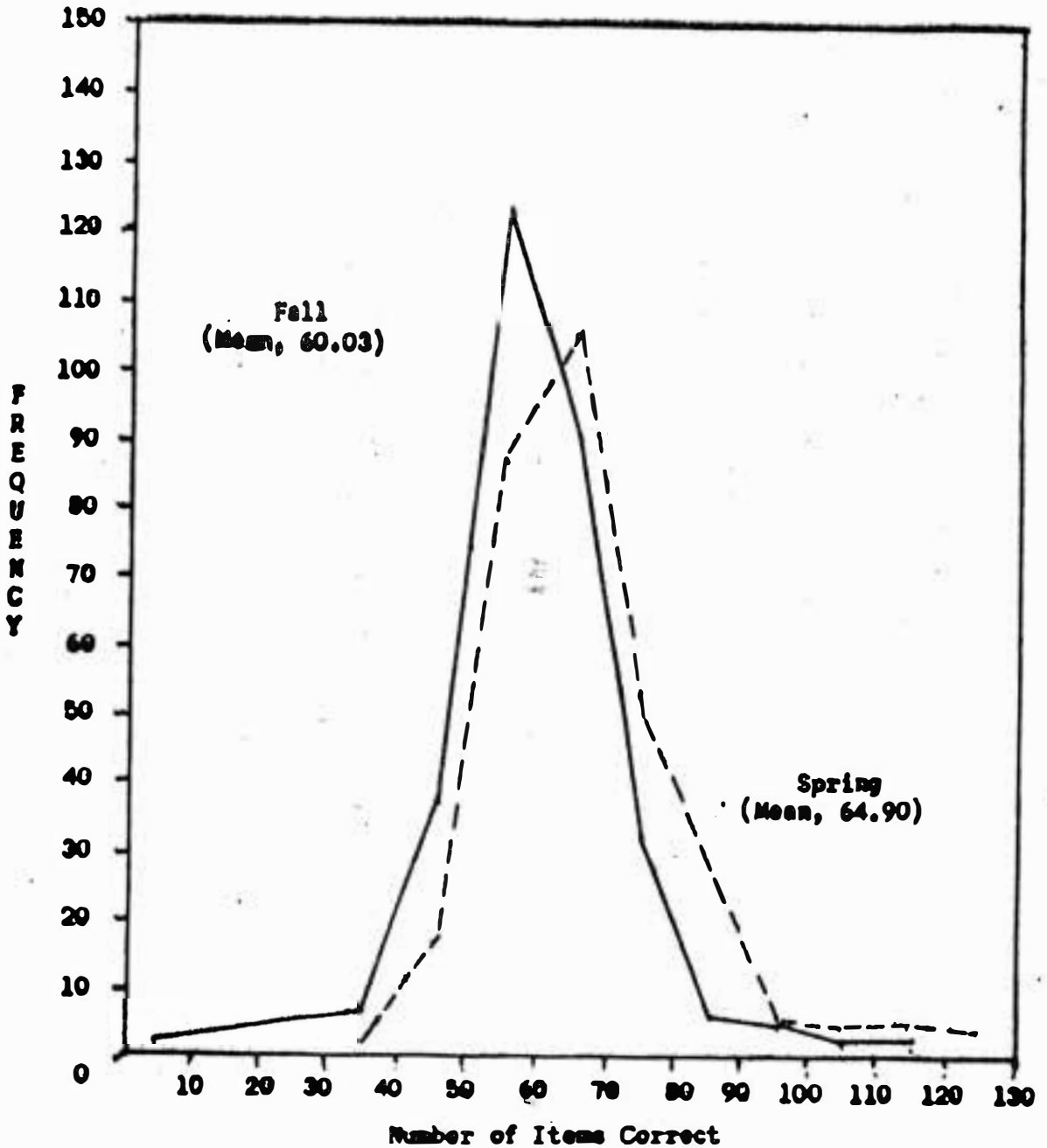


Figure 1. Summary of Fall, 1958, and Spring, 1959, Distribution of Scores on Total Reading Comprehension Tests

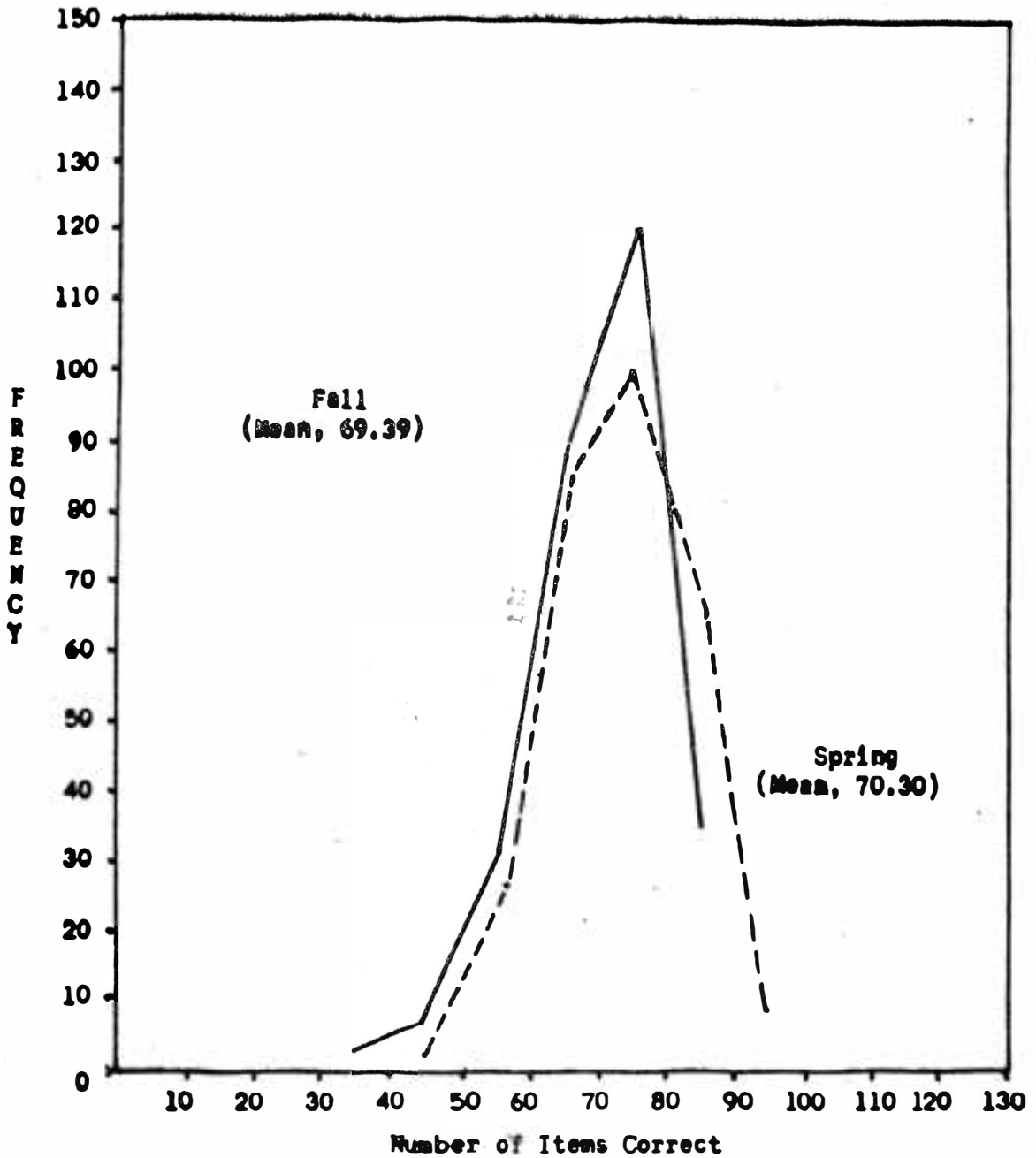


Figure 2. Summary of Fall, 1958, and Spring, 1959, Distribution of Scores on Reading Rate (Speed) Tests

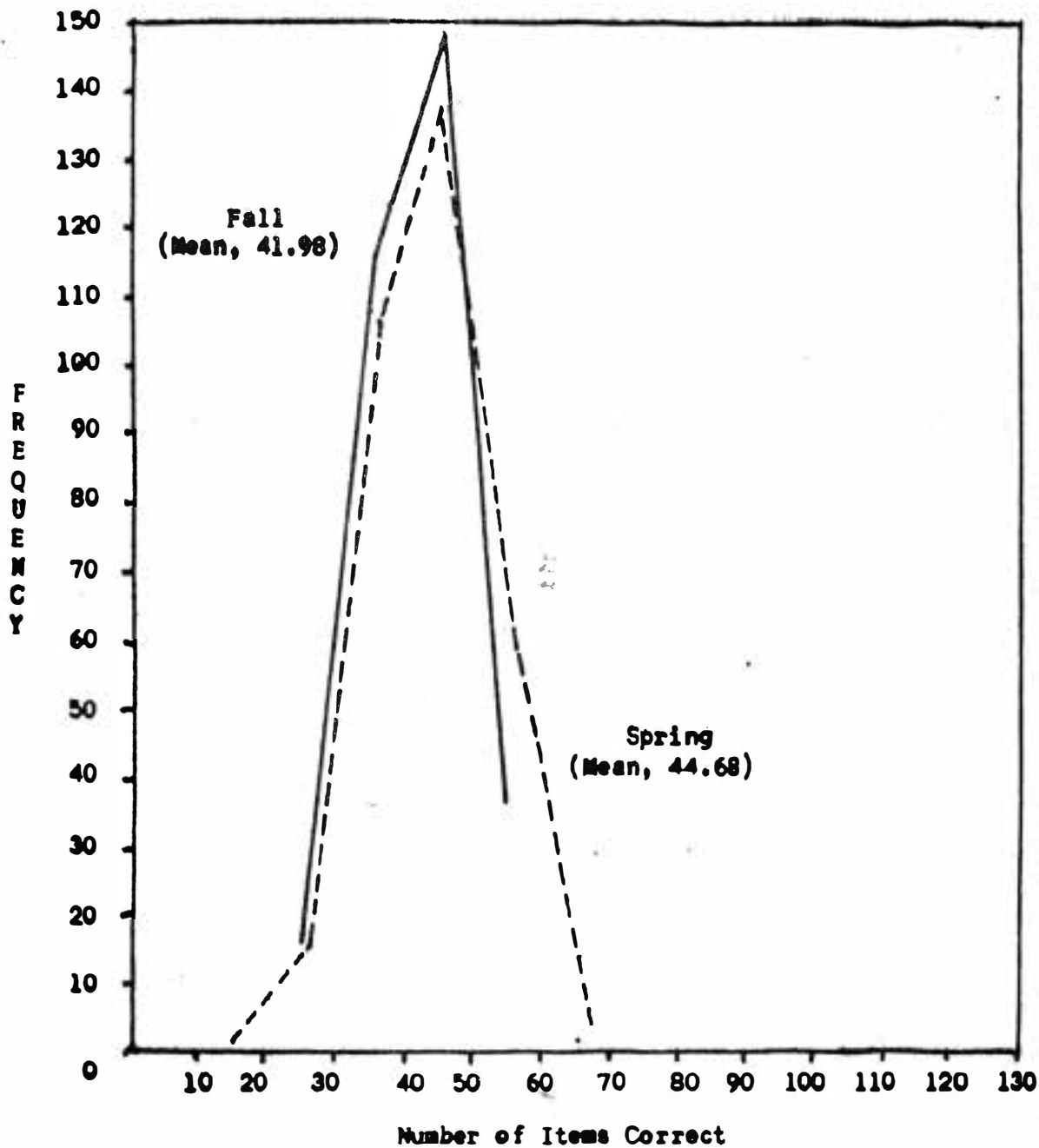


Figure 3. Summary of Fall, 1958, and Spring, 1959, Distribution of Scores on the Vocabulary Level Tests

case with the attempts to measure the relatedness of improvement in specific areas. Where we might normally consider a correlation of .20 very slight or quite negligible, it would be definite for our purposes.

A second point that should be considered is that the three variables, reading quiz average, writing average, and usage and grammar average, are derived from instructor letter-grade evaluations. Similarly, there is likely to be a centralizing tendency in the instructor's evaluations. It has been the experience of most instructors that maintaining objective grading practices is a very difficult task when dealing with borderline students. That is, if a student borders on a "B" and a "C" or a "D" and a "C", he is far more likely to receive an uncommitted "C" than a "B" or a "D". The coefficients of correlation for 21 of the 25 comparisons presented in this study have one of the three instructor-graded areas operating as a variable.

Table VIII presents the 25 coefficients of correlation that were computed by the Pearson's product-moment method. It can be readily observed that where  $r$  was computed from two similarly derived variables, the coefficients of correlation were much higher. For example, the three language areas derived from the actual freshman course showed higher correlations when correlated with each other. And the language areas derived from the Diagnostic Reading Tests Survey Section when correlated against each other were also higher than the others.

The 25 correlations ranged from near zero .010 to a positive .520. The greatest correlation existed between the final usage and grammar averages and the writing averages (.520). It is also interesting to



TABLE VIII. SUMMARY OF COEFFICIENTS OF CORRELATION COMPUTED BY PEARSON'S PRODUCT-MOMENT METHOD FOR NINE VARIABLES DERIVED FROM THE FRESHMAN ENGLISH PROGRAM AT SOUTH DAKOTA STATE COLLEGE, 1958-1959

| Variable X                  | Variable Y             | Number | Standard deviation X | Standard deviation Y | r for XY |
|-----------------------------|------------------------|--------|----------------------|----------------------|----------|
| 1. Reading quiz average     | Comprehension (Fall)   | 329    | .398                 | 10.32                | .268     |
| 2. " " "                    | Comprehension (Spring) | 320    | .396                 | 9.91                 | .267     |
| 3. " " "                    | Reading rate (Fall)    | 326    | .395                 | 12.04                | .051     |
| 4. " " "                    | Reading rate (Spring)  | 312    | .333                 | 12.87                | .079     |
| 5. " " "                    | Vocabulary (Fall)      | 329    | .398                 | 7.51                 | .149     |
| 6. " " "                    | Vocabulary (Spring)    | 320    | .396                 | 8.32                 | .204     |
| 7. Writing average          | Comprehension (Fall)   | 329    | .322                 | 10.32                | .047     |
| 8. " " "                    | Comprehension (Spring) | 320    | .322                 | 9.91                 | .094     |
| 9. " " "                    | Reading rate (Fall)    | 326    | .321                 | 12.04                | .193     |
| 10. " " "                   | Reading rate (Spring)  | 312    | .325                 | 12.87                | .184     |
| 11. " " "                   | Vocabulary (Fall)      | 329    | .322                 | 7.51                 | .010     |
| 12. " " "                   | Vocabulary (Spring)    | 320    | .322                 | 8.32                 | .083     |
| 13. " " "                   | Reading quiz average   | 329    | .322                 | 19.88                | .325     |
| 14. Final usage and grammar | Comprehension (Fall)   | 329    | .1408                | 10.32                | .207     |
| 15. " " " "                 | Comprehension (Spring) | 320    | .1420                | 9.91                 | .081     |
| 16. " " " "                 | Reading rate (Fall)    | 326    | .1409                | 12.04                | .037     |
| 17. " " " "                 | Reading rate (Spring)  | 312    | .1411                | 12.87                | .077     |
| 18. " " " "                 | Vocabulary (Fall)      | 329    | .1408                | 7.51                 | .152     |
| 19. " " " "                 | Vocabulary (Spring)    | 320    | .1420                | 8.32                 | .116     |
| 20. " " " "                 | Reading quiz average   | 329    | .1408                | .596                 | .351     |
| 21. " " " "                 | Writing average        | 329    | .1408                | .486                 | .520     |
| 22. Reading rate (Fall)     | Comprehension (Fall)   | 326    | 12.04                | 11.70                | .204     |
| 23. Reading rate (Spring)   | Comprehension (Spring) | 311    | 12.90                | 9.68                 | .353     |
| 24. Vocabulary (Fall)       | Reading rate (Fall)    | 326    | 7.46                 | 12.04                | .343     |
| 25. Vocabulary (Spring)     | Reading rate (Spring)  | 312    | 8.21                 | 12.87                | .330     |

note that reading comprehension correlated higher with reading rate (.353). But the fact that the fall correlation between reading rate and comprehension is considerably less (.204), remains unaccounted for.

The correlations between reading rate and vocabulary were also comparatively high (.330-.343), but the correlations between reading rate and the performances on the reading quizzes were both extremely low, (.051-.179).

Table IX reveals an interesting point concerning the relationship of comprehension to the other skill areas. According to the findings of this investigation, a reader who comprehends well enjoys success in the areas of speed, usage and grammar, and the reading quiz results, but he does not succeed necessarily in writing. The coefficient of correlation between comprehension and speed was .203; between usage and grammar .207; and between reading quiz averages .268. But the correlation between comprehension and writing was a .047.

A closer observation of Table IX reveals that, conversely, a higher correlation exists between reading rate and writing (.193) than between reading rate and the reading quiz averages (.051) and the usage and grammar averages, (.037). But it is also interesting to note that reading rate correlates comparatively high with vocabulary (.343).



## CHAPTER IV

## SUMMARY AND CONCLUSIONS

It has been the purpose of this investigation to determine the degree of relationships (if any) between various measures of language skills among lower ability freshmen at South Dakota State College.

A secondary purpose was to cite what skills the students improved in, and to what degree they improved, but it was beyond this study to appraise the degree of improvement.

Generally, there was a "marked" or "positive" relationship between most language skills. The following observations can be made:

1. There existed a positive but slight correlation between the reading quiz averages and the comprehension and vocabulary scores derived from the Diagnostic Reading Tests Survey Section battery.
2. There was a slight correlation between the writing averages and the reading rate scores and a comparatively high correlation between the writing averages and the reading quiz averages.
3. The usage and grammar averages correlated positively with the comprehension scores and the vocabulary scores. And usage and grammar correlated substantially higher with the reading quiz averages and markedly higher with the writing averages.
4. There was consistently a higher positive correlation between reading rate and comprehension and between reading rate and vocabulary.
5. A very low correlation existed between the following: reading quiz averages and vocabulary; writing averages and comprehension and

vocabulary; and grammar-usage and reading rate.

6. On the basis of substantial mean increases, there was improvement in all three areas of vocabulary, reading rate, and comprehension, with the greatest mean increase in comprehension.

7. In general, it can be assumed that the class improved as a whole in the three separate areas of the freshman program, for approximately three-fourths the sample improved or remained the same in grade-point averages.

The lack of consistency in the relatedness of certain language abilities among these lower ability students would seem to indicate that there are undoubtedly more complex problems concerning the designing of sufficient programs in language skills for lower ability students.

Investigations that follow this one should attempt to have at their disposal sound testing programs that can reliably and validly measure basic language skills. If we admit that finding a "core" skill, around which other skills can be developed, is important, then investigations that would add to this study would be valuable.

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**APPENDICES**

## APPENDIX I - INSTRUCTION SHEET

ENGLISH 1-2-3: GENERAL INSTRUCTIONS  
1958

Keep This in Your Notebook  
for the Whole Year

## AIMS OF THE COURSE

1. General

There is no known short cut for proficiency in using our language. Every student is urged to keep his ears and eyes open to the differences between his own language and that of people with more education. He should then adopt early in his college career those forms generally accepted, and he should discard those forms limited to dialect or uneducated uses.

In his writing, the student should aim toward the development of a vigorous, concise style worthy of the ideas and the knowledge of an adult.

2. Specific

a. Reading skill. Many outside assignments will consist of readings. Objective quizzes over reading assignments--quizzes designed to discover how accurately you read and how well you remember what you have read--will be given over the reading assignments.

b. Effective writing. You will write a number of papers each quarter. The instructor will assist you in improving the development and organization of your papers.

c. Correctness in the mechanics of writing. Some of the class time will be spent in review and drill in grammar, punctuation, and usage. An examination covering this work will be given each quarter.

d. Improvement in diction and familiarization with the dictionary. You should improve your use of the words already in your vocabulary and add new words whenever opportunity offers.

## EQUIPMENT

1. Griggs, Writer's Adviser, Second Edition.
2. Famous American Stories (Modern Library).
3. Webster's New Collegiate Dictionary, published by the G. & G. Merriam Company.
4. Selected Reprints.
5. Pen and ink, and 8½ X 11 white theme paper (these must be brought to class for all written assignments.)



## PREPARATION OF PAPERS

See Griggs, p. 258, "Manuscript Form".

## HANDLING OF PAPERS

1. After papers have been graded, the student is to correct and revise them as indicated by the instructor, and return them at the next meeting of the class. Corrections should be made in pencil between lines, above the mistake. If the organization or content is at fault, the part in question should be rewritten and both copies handed in. Separate grades may be given (at the instructor's discretion) for the original paper and the revision.
2. Papers will be filed by the English Department after corrections have been made.

## GRADES

Final course grades will be based on the following:

1. Reading quizzes.
2. Compositions.
3. Examinations in grammar, usage, and punctuation.
4. Classroom participation.

The student must achieve a passing grade in each part of the course work--reading, writing, and grammar and usage--if he is to pass the course.

The experience of the English Department is that no student who has been absent from twenty-five percent or more of the meetings of the class can do satisfactory passing work in English. Near-perfect attendance is necessary for most students who wish to make sense from the sequence of assignments and exercises.

## ENGLISH 11 (Remedial)

English 11 is offered for those who cannot be expected to complete in three terms the regular three quarters of freshman English without extra help and effort. Those students whose initial performance falls below a minimum level of proficiency must expect to put more time on their English courses than other students do.

English 11 will help those students who need and want help in overcoming deficiencies in their knowledge and use of American English.

## PAPERS -- MINIMUM REQUIREMENTS

- I. Any paper containing a total of five illiterate errors of spelling or usage may be given a conditional "F". If all of these errors are corrected by the student, the instructor may-- at his own discretion--change the grade. (Page references are to Griggs, *Writer's Adviser*):
- A. Comma Fault (unless indicated by "CF" written on margin of paper). Example: We played for three hours, after that I was ready to rest. (pp. 29-31)
- B. Fused Sentences. Example: We came late however we were allowed to enter at once. (pp. 29-31)
- C. Fragment (unless indicated by "Frag" written on margin of paper). Example: A good example of what can be done with brains and an imagination. (pp. 28-29)
- D. Lack of agreement between pronoun and antecedent. Example: Speaking as you wish is something that makes a person feel at ease. (p. 109)
- E. Lack of agreement between subject and verb. Example: The merits of such a man deserves praise. (pp. 99-101)
- F. Spelling. (Each different misspelled word to count as one error.) (pp. 205-210)
- G. Use of nonstandard verb forms. (pp. 102-104)  
 Examples: I seen Mary yesterday  
 John almost drowned.  
 Tom has went away.  
 Have you wrote home?  
 (Also see Webster's Collegiate Dictionary).
- H. The following illiterate or dialectal usages.
- |                               |                         |
|-------------------------------|-------------------------|
| Ain't                         | Everywheres             |
| A, an (wrong form)            | Had of                  |
| And etc.                      | Had (hadn't) ought      |
| Anyways                       | Hisself                 |
| Anywheres                     | In regards to           |
| Bust                          | Its, it's (confused)    |
| Can't hardly                  | Learn (to mean "teach") |
| Complected                    | Nowheres                |
| Could of, should of, would of |                         |
| Didn't ought                  |                         |

Scarcely (in double negative)  
Somewheres  
Suspicion (as a verb)  
Take and  
That there  
Theirselves  
There, their (confused)  
This here  
Used to could  
Where at  
Which, who (confused)

II. In addition to being graded for the above errors, a paper ordinarily will be given a grade of "D" or "F" if it

1. is markedly careless in other mechanics
2. lacks unity or coherence
3. reports errors made on previous themes
4. is returned to the instructor without careful revision
5. does not follow the assignment.

The absence of errors does not guarantee a high mark. The student is reminded of what is said in the second paragraph under General Aims.

KEEP THIS IN YOUR NOTEBOOK

## APPENDIX II - ASSIGNMENT SHEETS

English I - South Dakota State - Fall Quarter - 1958

MF58

Quiz: a test given before discussion.

- Sept. 22-Monday Introduction to course. Paragraph 1, written in class.  
 Sept. 24-Wednesday Stories, Quiz 1 and discussion: Hawthorne, "Rappaccini's Daughter" p. 60; Bierce, "An Occurrence at Owl Creek Bridge" p. 33/.
- Sept. 26-Friday Griggs: pp. 1-14. Discussion. Paragraph 2, written in class.
- Sept. 29-Monday Griggs: "Minimum Grammar," Exercises A, B, p. 23.  
 Oct. 1-Wednesday Stories, Quiz 2 and discussion: Poe, "The Purloined Letter" p. 126; Harte, "The Outcasts of Poker Flat" p. 328; Stockton, "The Lady or the Tiger?" p. 248.
- Oct. 3-Friday Griggs: "Minimum Grammar," Exercises C, D, pp. 24-25. Paragraph 3, outside of class. No "errors".
- Oct. 6-Monday Griggs: "Minimum Grammar," Exercises E, F, pp. 25-26.  
 Oct. 8-Wednesday Stories, Quiz 3 and discussion: Wharton, "The Mission of Jane" p. 4/7; Poe, "The Pit and the Pendulum" p. 113; O'Hara, "Do You Like It Here?" p. 1246.
- Oct. 10-Friday Griggs: "Minimum Grammar," Exercises G, H, pp. 26-27. Paragraph 4, outside of class. No "errors".
- HOBO DAY
- Oct. 13-Monday Test on "Minimum Grammar."  
 Oct. 15-Wednesday Stories, Quiz 4 and discussion: O'Higgins, "Big Dan Reilly", p. 615; Garland, "Return of a Private" p. 451.
- Oct. 17-Friday Griggs: "Common Sentence Faults," Exercises A, B, C, D, pp. 33-36.
- Oct. 20-Monday Test on "Common Sentence Faults." Paragraph 5, outside of class. No "errors".
- Oct. 22-Wednesday Stories, Quiz 5 and discussion: Glaspell, "A Jury of Her Peers", p. 816; O'Henry, "A Municipal Report" p. 511.
- Oct. 24-Friday Griggs: "Outlines" and "Giving Directions," pp. 37-44. Theme I, outside of class. No "errors".
- Oct. 27-Monday Griggs: "Choosing the Right Words," Exercises, pp. 51-53.
- Oct. 29-Wednesday Stories, Quiz 6 and discussion: Twain, "The Man That Corrupted Hadleyburg" p. 260.

- Oct. 31-Friday Griggs: "Writing an Illustration," pp. 54-59. Theme 2, outside of class. No "errors".
- Nov. 3-Monday Griggs: "Punctuation", Exercises, pp. 63-65.  
Nov. 5-Wednesday Stories, Quiz 7 and discussion: Lardner, "Some Like Them Cold" p. 851; Wilkins, "A New England Nun" p. 466; Twain, "The Celebrated Jumping Frog" p. 254.
- Nov. 7-Friday Griggs: "Defining a Term," pp. 66-70. Theme 3, outside of class. No "errors".
- Nov. 10-Monday Griggs: "Punctuation and Mechanics," Exercises A, B, C, D, pp. 89-92.

## VETERANS DAY - HOLIDAY

- Nov. 12-Wednesday Stories, Quiz 8 and discussion: Crane, "The Open Boat" p. 580; Lardner, "The Golden Honeymoon" p. 867.
- Nov. 14-Friday Griggs: "Punctuation and Mechanics," Exercises E, F, G, pp. 92-95.
- Nov. 17-Monday Test on Punctuation and Mechanics.
- Nov. 19-Wednesday Stories, Quiz 9 and discussion: Winslow, "A Cycle of Manhattan" p. 978.
- Nov. 21-Friday Griggs: "Writing a Summary", pp. 96-98. Theme 4, outside of class. No "errors".
- Nov. 24-Monday Griggs: "Verbs," Exercises A, B, C, pp. 106-108.
- Nov. 26-Wednesday Griggs: "Verbs," Exercises D, E, p. 108.

## THANKSGIVING VACATION

- Dec. 1-Monday Griggs: "Pronouns," Exercise A, pp. 114-115.
- Dec. 3-Wednesday Stories, Quiz 10 and discussion: Hemingway, "The Killers" p. 1089; Saroyan, "The Daring Young Man" p. 1250; Shaw, "Act of Faith" p. 1274.
- Dec. 5-Friday Griggs: "Pronouns," Exercise B, pp. 115-116.
- Dec. 8-Monday Griggs: "Writing a Contrast or Comparison", pp. 117-121. In class, theme 5. This is the final examination in writing.
- Dec. 10-Wednesday Stories, Quiz 11 and discussion: Steinbeck, "The Red Pony" p. 1113.
- Dec. 12-Friday Griggs: "Cumulative Exercise I," pp. 121-122.
- Dec. 15-Monday Griggs: "Adjectives and Adverbs," Exercises A, B, C, pp. 129-130.
- Dec. 17-Wednesday Review of Verbs, Pronouns, Adjectives and Adverbs.
- Dec. 18-Thursday Evening at 7:00. Final examination: Verbs, Pronouns, Adjectives, Adverbs.

## ENGLISH 2 - WINTER, 1959

- Jan. 7 Introduction: Instructor's name, texts, course outline, aims, etc. Lost students go to English office to find where they belong. Introductory paragraph.
- 9 Paragraph 2 in class.
- 12 Babbitt, Chapters I-IV. Introductory discussion of Babbitt. Review of English 1 final. Each student will profit from a careful examination of his trouble areas. The same problems will be used on the final for English 2.
- 14 Babbitt, Chapters V-VII. Quiz 1. Discussion.
- 16 Continue review of English 1 final.
- 19 Babbitt, Chapters VIII-XI. Continue review of English 1 final.
- 21 Babbitt, Chapters XII-XV. Quiz 2. Discussion.
- 23 Paragraph 3, outside of class. No "errors."
- 26 Babbitt, Chapters XVI-XIX. Basic discussion of problems still existing in how to write good paragraphs.
- 28 Babbitt, Chapters XX-XXV. Quiz 3. Discussion.
- 30 "Dangling and Misplaced Modifiers." Exercise, pp. 134-135.
- Feb. 2 Babbitt, Chapters XXVI-XXIX. Paragraph 4, in class. No "errors."
- 4 Babbitt, Chapter XXX-Eng. Quiz 4. Discussion.
- 6 Theme 1 outside of class: "Writing an Analysis," pp. 136-142. No "errors."
- 9 The Sea Around Us, Chapters 1, 2. Introductory discussion of The Sea Around Us.
11. The Sea Around Us, Chapters 3, 4. Quiz 5. Discussion.
- 13 "Your Vocabulary: How to Increase It and How to Use It." Dictionary exercises: B, C, D, pp. 145-146. Discussion of resources in a good dictionary.
- 16 The Sea Around Us, Chapters 5, 6. Griggs, Exercise E, pp. 146-147. Continued discussion of dictionary resources.
- 18 The Sea Around Us, Chapters 7, 8. Quiz 6. Discussion.
- 20 Theme II, no "errors."
- 23 The Sea Around Us, Chapter 9. Class time out for a basic discussion of what is right and what is wrong with the writing done by students in this class.
- 25 The Sea Around Us, Chapters 10, 11. Quiz 7. Discussion.
- 27 "Expansion and Wordiness: How to Develop a Thought and How Not to," pp. 148-153.

- Mar. 2 The Sea Around Us, Chapter 12. Continuation of discussion, Exercises, pp. 152-153, Griggs.
- 4 The Sea Around Us, Chapters 13, 14. Quiz 8. Discussion.
- 6 Discussion, "A Theme of Persuasion," pp. 154-160.
- 9 Theme III (A Theme of Persuasion). No "errors."
- 11 "Sentence Variety," pp. 161-166. Exercise A, p. 164.
- 13 Exercises B, C. pp. 165-166.
- 16 Discussion, "Writing a Character Sketch," pp. 168-171.
- 18 Final Theme of the quarter, in class.
- 20 Cumulative Exercise II, pp. 166-167. Cross-reference work with preceding chapters dealing with appropriate topics.
- 23 Concluding review.
- 24 Final Examination, Tuesday evening, March 24, 7:00.

English 3 -- Spring Quarter  
1959

- March 31-April 3
1. Verification of class rolls, placement of lost students. Introduction: Instructor's name, textbooks, specific and general goals of the course, general procedures during the term, review of principles governing form and content of papers, assignment of Paragraph 1.
  2. Paragraph 1, (or Theme A), preparation before class. Begin review of English 2 final.
- April 6-10
1. Brush, "Night Club," p. 1215.  
O. Henry, "The Furnished Room," p. 493.  
Harris, "Brer Rabbit, Brer....," p. 408.  
Steele, "The Man Who Saw Through Heaven," p. 881.  
Continue review of English 2 final.
  2. Parker, "Big Blonde," p. 928.  
Aldrich, "Marjorie Daw," p. 299.  
Quiz 1 and discussion.
  3. Paragraph 2, (or Theme B), preparation before class. Conclude review of English 2 final.
- April 13-17
1. Cather, "Paul's Case," p. 681.  
Welty, "The Hitch-Hikers," p. 1255.  
Anderson, "I Want to Know Why," p. 722.  
Discussion of problems arising out of student paragraphs.
  2. Fitzgerald, "The Rich Boy," p. 1045.  
Anderson, "I'm a Fool," p. 712.  
Quiz 2 and discussion.
  3. Paragraph 3, (or Theme C), in class.
- April 20-24
1. Porter, "Maria Concepcion," p. 1024.  
Schulberg, "My Christmas Carol," p. 1289.  
Clark, "The Portable Phonograph," p. 1268.
  2. Aiken, "Silent Snow, Secret Snow," p. 913.  
Faulkner, "A Rose for Emily," p. 1081.  
Thurber, "The Secret Life of Walter Mitty," p. 1040.  
Quiz 3 and discussion.



3. Griggs, Further Problems in Sentence Structure, Exercises A, B, C, pp. 180-182.
- April 24-Friday Last day for Inc. make-up examination for winter quarter.
- April 27-May 1
1. Giants in the Earth, pp. 3-46. Introduction to Giants, background material.
  2. Giants in the Earth, pp. 46-94. Quiz 4 and discussion.
  3. Griggs, "Further Problems," Exercises D, E, F, pp. 182-184.
- May 4-8
1. Giants in the Earth, pp. 94-137. Concluding discussion of "Further Problems..."
  2. Giants in the Earth, pp. 137-188. Quiz 5 and discussion.
  3. "Writing about a Personal Experience," pp. 185-188. Theme 1, prepared before class.
- May 8-Friday Mid-Quarter reports due.
- May 11-15
1. Giants in the Earth, pp. 188-232.
  2. Giants in the Earth, pp. 232-279. Quiz 6 and discussion.
  3. Griggs, "Paragraph Development," pp. 189-197.
- May 18-22
1. Giants in the Earth, pp. 280-323. In class, Theme 2, consisting of two separate paragraph topics, as on pp. 197-198.
  2. Giants in the Earth, pp. 323-370. Quiz 7 and discussion.
  3. Griggs, "Writing a Critical Review," pp. 199-202. Preliminary work toward a mature Theme 3 next week after concluding Giants in the Earth.
- May 25-29
1. Giants in the Earth, pp. 370-418.
  2. Giants in the Earth, pp. 418-end. Quiz 8 and discussion.

3. Theme 3, a review of Giants in the Earth. In class, cumulative Exercise III, p. 202-204.

Memorial Day - May 30-Saturday

June 1-5

1. Griggs, "Spelling," pp. 205-210. Exercises to be assigned.
2. Griggs, survey of "Glossary" and Exercises, pp. 211-224.
3. Final Theme 4, in class. Topics to be assigned.

June 8-12

1. Griggs, exercises on problems in "Writing Examinations," pp. 226-230.
2. Final review, including cumulative exercises IV and V, pp. 224 and 230.
3. Final Examination, Thursday Evening, June 11, 7:00.

## APPENDIX III - READING QUIZZES

NAME \_\_\_\_\_ INSTRUCTOR \_\_\_\_\_ SEC. \_\_\_\_\_ English I, Quiz X, Form I

- |                         |                  |                 |
|-------------------------|------------------|-----------------|
| A. the daring young man | C. Captain Taney | E. Ole Anderson |
| B. Olson                | D. Jacob         | F. Welch        |
|                         |                  | G. Seeger       |

TO WHOM DOES THE UNDERLINED WORD IN EACH PASSAGE REFER?

- a b c d e f g 1. He began to perceive the definiteness of the course of his life.
- a b c d e f g 2. He had not been like that. He was young, he was big and healthy and easy-going and people of all kinds had seemed to like him all his life, in the army and out.
- a b c d e f g 3. He stared unseeingly out in front of him. Maybe, he thought, maybe it would've been better to have been killed in the war, like Lewis. Simpler.
- a b c d e f g 4. He's not coming.
- a b c d e f g 5. He lay with his head on two pillows.
- a b c d e f g 6. "He never talks to me about the war and he refuses to go to a psychoanalyst, and from time to time he is his own bouncing, cheerful self, playing tennis, and going around with a large group of girls."

WHO IS SPEAKING IN EACH QUOTED PASSAGE?

- a b c d e f g 7. "I told the captain I'd see him tonight around 8 o'clock in front of the Lion d'Or Hotel. You got five hours to make up your mind. Plenty of time."
- a b c d e f g 8. "Do you know what I paid for a bottle of champagne on the Place Pigalle in September...?"
- a b c d e f g 9. "What he's trying to say...is we withdraw the request. If you want to sell it, O. K. If you don't, don't do it for our sake. Honest."
- a b c d e f g 10. "There isn't anything I can do about it."
- a b c d e f g 11. "I would like to take every bloody chair-warming old lady in the Finance Department and wring their necks."

- a b c d e f g 12. "My wife complains I don't tell her I love her often enough. Been married fifteen years. You'd think she'd know by now."
- a b c d e f g 13. "What do you think I could get from the French for my combat jacket?"
- a b c d e f g 14. "I have one cent."
- a b c d e f g 15. "These raincoats, most ingenious invention of the war. Highest saturation point of any modern fabric. Collect more water per square inch and hold it, than any material known to man."



- a b c d e f g h 11. "I know, but--oh, I want to--contribute--I wish I were working in a settlement-house."

TO WHOM DOES THE UNDERLINED WORD IN EACH PASSAGE REFER?

- a b c d e f g h 12. "Just compare a real human like you with these neurotic birds like Lucile McKelvey--all highbrow talk and dressed up like a plush horse!"
- a b c d e f g h 13. ".... (he) was president of the Boosters' Club, a weekly lunch-club, local chapter of a national organization which promoted sound business and friendliness among Regular Fellows. He was also no less an official than Esteemed Leading Knight in the Benevolent and Protective Order of Elks...."
- a b c d e f g h 14. Himself, he could not have given the average salary of teachers in Zenith or anywhere else.
- a b c d e f g h 15. "He had an enormous and poetic admiration, though very little understanding, of all mechanical devices."

NAME \_\_\_\_\_ INSTRUCTOR \_\_\_\_\_ Sec. \_\_\_ English 2, Quiz 7, Form A

- a b c d e 1. Height of surf and the roughness of the sea are important factors in (a) estimating shore-line erosion, (b) predicting weather, (c) planning amphibious attacks in wartime, (d) all of these, (e) only "a" and "c".
- a b c d e 2. The highest wave (not a breaker) reliably measured had a height of (a) 23 feet, (b) 52 feet, (c) 112 feet, (d) 340 feet.
- a b c d e 3. The currents of the Indian Ocean do not follow the same paths every season of the year because (a) the continent of India protrudes far out into the ocean, (b) its monsoons do not blow in the same direction all the time, (c) of undersea mountain ranges, (d) the Indians are mystics and do not follow scientific laws.
- a b c d e 4. A bore is a pseudo-tide (a) that makes caverns in seawalls, (b) that is influenced by winds more than the moon, (c) caused by unusual climatic conditions, (d) that moves up a river.
- a b c d e 5. The Gulf Stream flows (a) south and west, (b) north and east, (c) only from the Gulf of Mexico to Maine, (d) past Brazil and Argentina.
- a b c d e 6. The first man who ever measured the force of a ocean wave was (a) Benjamin Franklin, (b) Thomas Jefferson, (c) Thomas Stevenson, (d) John Tuke.
- a b c d e 7. The spinning of the earth on its axis, which now takes 24 hours to make a complete rotation, is constantly slowing; and mathematicians say that this retarding will continue until the day is (a) 5, (b) 10, (c) 50, (d) 1000 times as long as it is now.
- a b c d e 8. When two opposing currents meet (a) the stronger takes in the water mass of the weaker, (b) the cold water current kills all of the fauna in the water, (c) nothing happens because water is water, (d) strange, exciting phenomena occur.
- a b c d e 9. The wide distribution of deep sea fauna is explained by Carson as possibly being the result of (a) the undersea currents, (b) natural migration habits of the fauna, (c) omnipresence of life, (d) the spinning of the earth.

- a b c d e 10. In addition to the sun and moon, which of the following also affect the strength of a tide at any given location: (a) slope of bottom of continental shelf, (b) depth of a channel, (c) width of a bay's entrance, (d) all of these, (e) only "b" and "c".
- a b c d e 11. The theory of tidal oscillation explains (a) the power of undersea earthquakes, (b) local differences in the rise of water at high tide, (c) the erosive effect of tides, (d) the gravitational attraction of the moon.
- a b c d e 12. The Guano of Peruvian birds is valuable as a fertilizer because (a) the birds eat fish, (b) Peruvian soil is very poor, (c) the Humboldt current comes from the cold Antarctic, (d) Peruvian natives are superstitious about birds.
- a b c d e 13. So-called tidal waves (a) occur at regular intervals, (b) are caused by earthquakes, (c) occur only when the sun and the moon are on a line with the earth, (d) always move in an easterly direction.

SELECT THE BEST MEANING FOR THE UNDERLINED TERM

- a b c d e 14. The Amazon is remarkable for the distance its bore travels upstream--some 200 miles--with the result that... 5... may actually be moving up the river at one time. (a) whirlpool, (b) flood tide, (c) small steamships.
- a b c d e 15. When finally the length of the day and the month coincide, the moon will no longer rotate relatively to the earth, and there will be no lunar tides. (a) flood tides, (b) lengthy tides, (c) moon-induced tides, (d) high tides.