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Santa Barbara

**Humor as an Enhancement of Writing Motivation
and Competence**

A Dissertation submitted in partial satisfaction of the
requirements for the degree of Doctor of Philosophy
in Education

by

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Michael Cornelius Harnett

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UCSB

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Glendale Community College

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ABSTRACT

Humor as an Enhancement of Writing Motivation and Competence

by

Michael Cornelius Harnett

This dissertation addressed the problem of low writing competence and performance among California's community college students. Noting these students' complaints about banal writing classes, the study proposed motivation as the well-spring of writing competence and experimented with humorous endogenous and exogenous prewriting activities as classroom writing motivators.

The dissertation developed a Conceptual Model where Writing Will enhances Active Engagement among students, which in turn fosters Writing Competence. This model was then operationalized into a research model where Humor was selected as the variable of Writing Will; Internalization was selected as the variable of Active Engagement; and Essay Scores were used to indicate Writing Competence.

The research model was tested in 6 English 101 classes at Glendale Community College in Fall, 2004. A 2-by-2 replicated Latin Square (crossover) design was employed with two stages of humorous in-class prewriting activities—one using exogenous humor, the other endogenous—being applied by three instructors. The independent variables for the study were the humor treatments; the dependent variables were pre-and posttest

survey scores for curiosity, internalization, and writing apprehension and posttest essay scores. Post-treatment interviews were also conducted with an availability sample of participating students and one participating instructor.

ANCOVA analysis of the survey data lent support to the hypothesis that endogenous humor activities enhance writing motivation more than exogenous activities. The interviews, too, endorsed the use of humor, particularly endogenous humor, as helpful motivational embellishments in these writing classes. The survey results did not translate into higher essay scores, however.

The dissertation concluded by recognizing some limitations of the study, including the need for more precise calibration of criteria for humorous activities and for more proximal essay writing to these activities. Still, despite these limitations, the study's findings seemed quantitatively and qualitatively tantalizing about the potential of using endogenous humor and other will-based motivational gambits in community college writing classes. In sum, the dissertation advanced writing instruction theory and practice by providing a modern motivational foundation for effective, enjoyable teaching at the community college level.

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Chapter One

The Problem

As children only do we laugh, and as we travel onward laughter sinks down and dies out, like the light of the oil-lit lamp. This signifies that to laugh you must be innocent, and pure of heart, lacking which qualities you purse your lips, drop your jaws, and knit your brow, after the manner of men hiding vices and impurities.—Honoré de Balzac, Prologue to *Droll Stories*, 1832. New York, Modern Library, n.d., page 4.

Since its inception, the California Community College system has taken seriously its mission to prepare the next generations of the nation's workforce. Accordingly, community colleges have provided various types of education, ranging from remedial classes to courses transferable to baccalaureate-granting colleges and universities (Knoell, 1997). One especially daunting problem among these diverse offerings is the teaching of academic essay writing. Not only is such writing critical to community college students' economic success, lest they simply miss out on the development of vital vocational critical-thinking and communication skills (e.g., McCabe, 1994; Tsui, 1999), it is also critical to their educational success, for failing community college writers simply cannot earn their Associate's degrees or transfer to universities. Along with vocational training, many community colleges see their primary mission to be, as expressed by Glendale Community College's Mission Statement, "to prepare students for successful transfer to colleges and universities" through development of such "critical skills" as "verbal and written communication."

Judging from a spate of recent reports, though, poor essay-writing performance—the failure to fulfill the standards of basic English composition classes—is endemic among not only California’s community college students but our state college and university students as well. Summary statistics from the Chancellor’s Office of the California Community College System (1997), for instance, show that 1 out of 3 students failed to earn a C or better, in all transferable courses (including English), in both Fall, 1996 and Fall, 1997. The joint Academic Senates of the California Community Colleges, California State Universities, and the University of California report similar numbers, writing that “Only about one-third of the students are sufficiently prepared for the two most frequently assigned writing tasks: analyzing information or arguments and synthesizing information from several sources” (Intersegmental Committee of the Academic Senates, 2000, p. 23).

The Students’ Point of View

Theoreticians of writing instruction and practitioners alike have scratched their heads over such results and wondered what is wrong with writing instruction in community colleges (e.g., OERI, 1993; Rochford, 2003; Van Kollenberg (ed.), 2003). But perhaps the best diagnosticians have been students themselves. In the recent and extensive Community College Survey of Student Engagement (CCSSE, 2004a), 133,281 students from 257 community colleges in 38 states were asked about the current state of the art in writing instruction. They speak of too much focus on narrow skills of

sentence structure, word choice, and grammar, skills often drilled into them with lectures and 5-paragraph essay activities that are frequently uninspiring (cf. Autrey, 1989; Gillespie, 1999). For instance, 2 out of 3 CCSSE student respondents report that their coursework emphasizes the analysis of written products “very much” or “quite a bit,” but 1 out of 3 students don’t actively participate in the in-class analytical process, and only 2 out of 5 transfer that analytic experience to a new paper or project, a writing experience that goes beyond the information and skills developed in class and that requires integrating ideas or information from various sources.

The students further speak about too much writing instruction presenting these skills in ways that limit their engagement in the learning-to-write process. To illustrate, about 2 out of 3 spend less than 10 hours preparing for class, and 7 out of 10 come to class sometimes unprepared. Moreover, when asked to write outside class, only about 1 out of 2 students typically elect to prepare several drafts of a paper or assignment, and 1 out of 5 never prepare more than 1.

The students responding to the CCSSE speak, too, about how little interaction they have in their learning with either their instructors or their peers. Most of their preparation is done alone inside of class and even more outside of class, with class ideas infrequently discussed with peers, family members, or co-workers and even more infrequently discussed with class instructors and tutors. Even most of those students labeled as being

“academically unprepared” do not use the “skill” labs that so many writing departments provide.

Finally, the students speak of the banality of their actual learning. While harder than expected, that learning does not pose anything but routine academic challenges for them. Yes, most of them have been taught to analyze a written communication into its most basic parts, but most also are rarely asked to use this skill to create new communications, especially those that require the higher-order mental processes of synthesis, application, and judgment.

Yet despite these testimonials by the ultimate consumers of their writing instruction, many community college writing faculty continue on their narrow, skills-oriented, limited-student-engagement, and banal learning path. So determined are those teaching writing in the community colleges to follow this path, in fact, that the Academic Senate of the State’s Community College System have joined the Senates from the California State University System and the UC System, and have seen the need to warn all segments of the higher education writing community in the state that they should be pursuing writing *competency* rather than skills alone. As the Intersegmental Committee of the Academic Senates (ICAS, 2000) writes: “We caution readers against seeing ‘competency’ as mere lists or sets of discrete ‘skills’; rather, we urge you to consider the contributions each makes to a larger, more holistic ‘competency’ or ‘ability’ in reading, writing, critical thinking, and the habits of mind that

prepare students for academic success.” The kind of competency the ICAS has in mind involves non-banal learning in two areas, including Invention (e.g., developing a thesis with source-support), and Arrangement (organization, logic, and coherence), as well as the more narrow skill area of Style/Expression (e.g., sentence structure, word choice, grammar). The kinds of “habits of mind” they have in mind encourage much greater student engagement in the writing process, “habits” of “academic literacy” such as curiosity, experimentation, challenge, engagement in discussions, enjoyment, initiative, persistence, attentiveness, and self-advocacy. The ICAS also includes the development of critical thinking, defined as the engagement “in probative questioning, rigorous analyzing, imaginative synthesizing, and evaluating of ideas,” as a central aspect of competency and academic literacy.

The ICAS report additionally shows that college faculty recognize two aspects of writing competency: 1) “writing as a recursive process”—one involving invention (pre-writing or planning), drafting, revision, and editing—not in linear steps but used as needed during writing, much of which students must manage outside of class on their own; and 2) “writing as a way of learning”—noting that students are expected to be able to “critically analyze the ideas or arguments of others; summarize ideas and/or information contained in a text; synthesize ideas from several sources; and report facts or narrate events.” To succeed at their writing assignments, the report goes on to say, students will need to be able to “generate an effective thesis; develop it

convincingly with well-chosen examples, good reasons, and logical arguments; and structure their writing so that it moves beyond formulaic patterns that discourage critical examination of the topic and issues.”

In the third and final part of their report, the ICAS offers recommendations for improving student academic literacy and writing competence. Among the many recommendations provided, the ICAS advises that high-school teachers instill important values, such as “the value of taking notes in class as a means to facilitate both retention and discovery,” and “the value of listening to and respecting others' points of view in order to engage in critical debate,” to name two, as ways of encouraging engagement and a sound thinking abilities with an attitude of “healthy skepticism.” They also recommend that teachers in high school and college should provide writing practice across the curriculum, with an eye on exposing students to “the wide variety of writing tasks required of educated citizens, the relationship between audience and expression, and the potential of writing itself as an aid to learning.” They add that this practice should involve “writing tasks that demand analysis, synthesis, research, and critical thinking skills to extend students' writing abilities.”

A New Approach to Competence

This dissertation focuses upon the ICAS’s challenge to improve writing competence among California’s community college students. The dissertation recognizes that to meet this challenge, conceptual alternatives to the current

skill-based model of community college writing instruction must be developed. Taking cues from the students themselves and from a growing body of literature that the root of the writing problem is that current skill-based approaches do not sufficiently engage students in the writing process, this dissertation will test a WILL-based rather than a skill-based model of instruction instead.

This alternative model conceptualizes the root problem in writing to be a *motivational issue* of getting community college students more actively engaged in the writing process. According to the model, writing well is primarily viewed as a function of the student's "habits of mind," namely his or her WRITING WILL. This WRITING WILL, in turn, affects the degree to which the student becomes ACTIVELY ENGAGED in the writing process. The more engaged the student becomes, the more WRITING COMPETENT the student becomes.

For purposes of this research, "WRITING WILL" will be conceived as a *motivational variable*, a variable that occasions the student to select the execution of some writing activities over others, that directs the student's energies in these activities, and that occasions the student to persist in the activity until it is complete (cf. Maehr, 1984). This research is not the first, of course, to propose more will-based conceptions for improving student writing (e.g., Cleary, 1991; Pajares, 2003; Press, 1979). McLeod (1997), for instance, has advanced an influential will-based conception in her book *Notes on the*

Heart: Affective Issues in the Writing Classroom. Here, McLeod argues that effective goal-setting is the key to increasing student effort (a motivational variable) and confidence (an affect variable). While McLeod's conceptions of the motivation are somewhat narrow, judging from current research and writing in the motivation-to-learn field addressing important variables (see Malone & Lepper, 1987) such as *challenge* (Le Pine, Le Pine, & Jackson, 2004), *curiosity* (Litman, 2005), *control* (Harris, 2004), and *fantasy* (e.g., Deuchar, 2005), in addition to goals and feedback (e.g., Vollmeyer & Rheinberg, 2005), still she must be credited for highlighting motivational issues in writing research. Even major writing programs such as UCSB's South Coast Writing Project (SCWriP) and other affiliates of the National Writing Project make extensive use of motivational ideas in their writing practices without fully acknowledging and exploring the motivational base to these ideas. For example, Dixon and Horn (1995) advocate such motivating activities as "quick writes," "learning logs," "text rendering," "reader's theatre," and "cooperative learning and writing" to enhance the classroom atmosphere and encourage students to think critically on their own. Further, the NWP website's archive of publications from its own Center for the Study of Writing and Literacy does not list a title addressing motivation, though it includes such topics as creativity, cognition, classroom writing communities, and the nature of writing and composing, to name a few.

ACTIVE ENGAGEMENT will be conceived as a *behavioral variable*, a variable that reflects the student’s active participation in the writing activity. Again, this research is also not the first to acknowledge the role of active engagement in the learning of any subject, including writing. As with will-based instruction, active-engagement-based instruction has also made strides in improving student learning in a variety of school subjects (e.g., Remler, 2002; Siegler, 2005; Yoder & Hochevar, 2005). To name only a few of the many available practical examples, this area of research suggests in-class writing activities featuring “round-robin” small-group sharing, anonymous peer review, word choices that “show” rather than “tell” intended meanings, and using film as a model of “larger” meaning in essays (Platz, Lazar, Geyer, & Waddell, 2000).

WRITING COMPETENCE will be conceived as an *outcome-based variable*, a variable that reflects the actual quality of the student’s assigned writing tasks. Once again, this research is not the first to treat writing from an outcome-based perspective. Just as has been the case in K-12 education, where English teachers have been pressed for years now to generate certain State-approved outcomes in their student learning, community college education is moving to become more outcome-based, too. Although increasing numbers of writing programs and English departments make use of common rubrics such as the University of California’s “Subject A Scoring Guide,” competence, as conceived here, will be defined simply by the grades

reported in writing courses to reflect the quality of outcomes expected of students in their essays. This dissertation recognizes the efficacy of common standards, but quite often, teachers use their own grading standards. As such, a reported grade of C, on the common 4-point GPA scale, constitutes the minimum competence level at Glendale Community College.

While this research's conceptual model is not unique in its focus on the role of WILL, ACTIVE ENGAGEMENT, and COMPETENCE in modern writing instruction theory and practice, the model is unique in how it draws all three of these motivational, behavioral, and outcome-based variables together. Models such as McLeod's speak of the role of motivation in developing more competent writers, but stand relatively mute as to how motivation gets translated into action, and action into outcomes. This research's model suggests that ACTIVE ENGAGEMENT is a crucial intervening variable in the motivation-to-outcome process. Models of active engagement, too, often stand mute about the well-spring for student engagement. This research's model explicitly proposes that this well-spring is motivational in nature. Finally, many models of outcome-based learning have often been appropriately criticized as being too skill-oriented and insufficiently robust from a learning perspective. By contrast, this research's outcome-based model is robust in terms of the fields of student motivation in general and of writing instruction in particular.

Testing the Model

As unique as this conceptual model is, it still needs to be tested. The remainder of this dissertation reports a small-scale, experimental study in which the model was empirically tested. In this study, each of the components of the model was operationalized. WRITING WILL was operationalized by a will-variable called HUMOR. ACTIVE ENGAGEMENT was operationalized by an engagement-variable called INTERNALIZATION. WRITING COMPETENCE was operationalized by an outcome- variable called ESSAY SCORES. So, while the general conceptual model of interest in this research can be pictured as follows,

Figure 1.1

Conceptual Model



the will-based model actually tested is depicted in Figure 1.2 below:

Figure 1.2

Tested Model



HUMOR is proposed as a motivational variable that an instructor can use to tap a student's will to write. INTERNALIZATION is proposed as a behavioral variable that should be generated by the use of HUMOR and be evident in the

student's more active engagement in the writing process. ESSAY SCORES is proposed as the outcome-variable that should result from INTERNALIZATION and be apparent in the quality of the student's actual writing products.

In Chapter 2, the researcher will make a case that HUMOR is a WILL variable, that INTERNALIZATION is an ACTIVE ENGAGEMENT variable, and that ESSAY SCORES, as an indication of writing performance, is a WRITING COMPETENCE variable. In that chapter, the researcher will also make the case that the use of HUMOR in the community college classroom should lead to great INTERNALIZATION of the writing process for community college students. Next the researcher will make the case that greater INTERNALIZATION of the writing process should translate into great writing performance, as evidenced by ESSAY SCORES.

In Chapters 3 and 4, the researcher will then report the small-scale, empirical study that tested the linkage among HUMOR, INTERNALIZATION, and ESSAY SCORES. Based on the results of this study, the researcher will close in Chapter 5 by reconsidering the value of this particular WILL-based approach to the improvement of writing instruction, and by speculating on the potential of other WILL-based approaches in general.

Chapter 2

Review of Literature Relevant to Motivation in Education

The basic phenomenon to explain about humor is humorous amusement, henceforth simply “amusement,” and amusement is explained as the enjoyment of incongruity.—John Morreall (1989), “Enjoying Incongruity.” *Humor: International Journal of Humor Research*, 2(1), p. 7.

The previous chapter explained the need to move further from a skill-based approach to writing instruction and learning to a will-based model. Now, having considered the many possible ways of doing so, this chapter demonstrates how the researcher has sought to accomplish two important goals: 1) to test the model proposed in Chapter 1; and 2) to advance the field of writing instruction by basing the tested model on concepts and research on motivation in education. First, from a motivational perspective, the chapter shows how HUMOR is a WILL variable. Second, from a behavioral standpoint, it portrays INTERNALIZATION as an ACTIVE ENGAGEMENT variable. Third, taking an outcome-based view, it moves to an explanation of ESSAY SCORES as a WRITING COMPETENCE variable. In the next two sections, the chapter will argue that HUMOR enhances writing INTERNALIZATION, and that, in turn, INTERNALIZATION shapes high ESSAY SCORES.

HUMOR as a WILL Variable

The first, pivotal element of the Tested Model is HUMOR. Based upon relevant research and extensive teaching experience, this researcher selected HUMOR as an instructional vehicle to bring about enhanced WRITING WILL. To argue that HUMOR is a WILL variable, this section begins with an

explanation of writing will or motivation, especially how this dissertation builds upon the contributions of McLeod (1997) to show the prime importance of intrinsic motivation as a well-spring of learning and writing mastery. Next, the section shows how humor stimulates *curiosity*, one of four major personal intrinsic motivators.

Writing WILL

Motivation theory has two branches, intrinsic and extrinsic. In essence, intrinsic motivation refers to a person's internal incentives to learn or accomplish a task, while extrinsic motivation is based on rewards or incentives that are external, such as grades or praise (e.g., Csikszentmihalyi, 1990; Deci, 1975). Most motivational research agrees that while the two forms of motivation are not mutually exclusive, emphasis on the intrinsic motivation to learn is more effective than reliance upon extrinsic reward-and-punishment systems, which can, in fact, prove ultimately harmful to any motivation (e.g., Deci, 1975; Lepper & Greene, 1978; Reeve, 2006). All learning, including writing, is inherently interesting, a pursuit that anyone could follow and enjoy (e.g., Malone & Lepper, 1987). Thus, the problem for teachers lies in bringing students to see this and creating an environment that enhances motivation to learn (de Charms, 1984), given the host of factors that tend to affect their motivations at school and in daily life (e.g., Csikszentmihalyi & Nakamura, 1989).

McLeod and Writing Motivation: A rare example of writing research that addresses this intrinsic-motivational issue is McLeod's (1997). Her work seeks to account for cognitive, affective, and social aspects of college students' writing processes, emphasizing the motivational domain.

McLeod surveys the basics of motivational theory over the years. In particular, she reviews de Charms' (1968, 1976) "origin" and "pawn" concept of intrinsic motivation; in this perspective, students who can see themselves as "origins" or agents of their own success proceed confidently and more independently than do "pawns" (cf. Csikszentmihalyi, 1990). McLeod also notes Deci's (1971) and Lepper and Greene's (1978) findings that extrinsic rewards, such as grades, can undermine motivation. She points out that early theories of "need achievement" and writing apprehension have largely given way to recent work in attribution theory, which seeks to account for a student's beliefs about his or her success or failure.

Then, McLeod claims, citing Dweck (1989), that the "situation" for college writing students is "rather more complex" than past motivational theorists contend. For instance, she notes that Csikszentmihalyi's (1991) observation that students do not learn because "they do not wish to" and that educators underemphasize the enjoyment of learning (p.47) is too simple. So, to improve writing instruction, she proposes a more complex and comprehensive solution: teaching intelligence theories and "motivational strategies" to writing students; training students to devote effort in the face of

high challenges or failures; showing them “to use their affective states as cues to spur them on”; learning metacognitive strategies; and, above all, pursuing goals effectively for “learning” (emphasizing process and the building of confidence and effort) more than for “performance” alone (p. 62). The context for such writing instruction, she argues, should be a “student-centered, collaborative classroom” (p. 50).

This broad approach to writing instruction has been influential in the writing field, and this dissertation seeks to build upon it. The dissertation takes a narrower approach to writing instruction than McLeod’s and focuses on intrinsic motivation alone, because motivation, not affect, directly shapes behaviors (Ames & Ames, 1984; Maehr, 1984). Affect is certainly involved and can influence motivation and behavior (e.g., Graham, 1984; Weiner, 1984), but the writing field needs a better understanding of the intrinsic motivation to write itself.

Also, this dissertation focuses on enjoyment as a key element of intrinsic motivation, as theorists since Aristotle have maintained (e.g., Csikszentmihalyi, 1990; de Charms, 1984) and as writing theorists have characterized in similar terms such as “play” (e.g., Moffett, 1985). While McLeod asserts that enjoyment alone is not sufficient for learning, a point borne out by some leading motivational research (e.g., Brophy, 1983), there is also much to indicate that enjoyment, also called “optimal experience” or “flow,” is more important than that: for instance, it shapes learning goals and

subsequent achievement in school (e.g., Carli, Delle Fave, & Massimini, 1988; Nakamura, 1988). Focusing on writing instruction, but within the motivational field, Larson (1988) suggests that “enjoyment as both cause and effect contributes to creating and sustaining flow in writing, [and] that the conditions that create enjoyment and that create good writing are closely related” (p. 170).

Curiosity: So as to focus on matters of intrinsic motivation and writing instruction, the multi-faceted nature of intrinsic motivation must be examined more closely. For this purpose, Malone and Lepper (1987) provide an excellent and useful taxonomy of elements of an intrinsically motivating learning environment. According to them, such environments contain one or more of four elements—*challenge, curiosity, control, and fantasy*. Challenge refers to a level of difficulty in a task, which inspires meaningful goals in a person. Curiosity is the fundamental desire to discover meanings or resolve conflicting information. Control encompasses the feelings of power, freedom of choice, and understanding that a motivated person seeks. Fantasy is defined as the manipulation of thoughts and imagined scenarios that a motivated person conjures.

A large amount of writing research has addressed these factors, especially control (e.g., Emig, 1971; Hayes & Flower, 1986; Perl, 1990; Pianko, 1979; Scardamalia & Bereiter, 1987) to understand students’ learning and mastery of writing, including self-regulation. In the same way, challenge

(especially goal-setting) has been approached in writing or language-arts settings (e.g., Goodwyn & Stables, 2004), and to a lesser degree, so have curiosity (e.g., Audet & Jordan, 2005) and fantasy, that is, the use of simulations and other imaginative scenarios, as opposed to real-life situations, for instructional enhancement (e.g., Deuchar, 2005).

This dissertation will concentrate on the role of one of these variables in greater detail, namely curiosity. Malone and Lepper (1987) assert that “curiosity is the most direct intrinsic motivation for learning” (p. 235). According to their “structural anomaly” theory of curiosity, “an apparent inconsistency” can be presented in an educational situation (p. 237, 236). In essence, a person is drawn by the inconsistency or anomaly to attempt to make sense of it and thus restore cognitive order for him or herself. Malone and Lepper provide the following two statements as an example:

John brought Mary roses.
Mary was angry.

The inconsistency of Mary being angry in spite of the roses from John represents “a structural anomaly which the reader would be motivated to remove” (p. 237). The curious person, says Berlyne (1960), acquires knowledge to resolve incongruities such as this that are posed.

Kashdan, Rose, and Fincham (2004) link two aspects of curiosity with the motivation to learn: flow (Csikszentmihalyi, 1990), which they prefer to call “absorption,” and the pursuit of novel ideas and experiences, which they

call “exploration” (p. 292). They and other researchers describe curiosity in two ways: by prevailing “trait” features or by situational or “state” aspects (Kashdan, Rose, & Fincham, 2004). The “state” aspect of curiosity is of primary interest for this dissertation.

HUMOR

If WRITING WILL and especially the Intrinsic Motivation to Write is important in the field of writing instruction, à la McLeod, and if curiosity is an important element of the Intrinsic Motivation to Write, then how might curiosity be generated in the classroom? This dissertation proposed that one way is through the use of humor. This section clarifies the nature of humor, shows how it is integrally related to curiosity, and explains how humor relates to the motivation-related element of play.

Humor Overview & Incongruity Theory: Humor is readily observable by its results, in that it represents “laugh-or-smile-provoking stimuli” (Gruner, 1996, p. 288; cf. Morreall, 1983; Shultz 1976). Its goal may be simply to amuse or to accomplish other purposes (Gruner, 1996), including the enhancement of learning and writing.

Humor is defined variously in terms of three main traditions of theory: tension-relief, superiority, and incongruity, though many sources (e.g., Monro, 1988) assert that the three are probably not mutually exclusive, since more than one may be in play in any humor instance. In brief, the tension-relief theory of Freud says that humor provides opportunities to express

otherwise inappropriate statements or behaviors, allowing repressed tensions and thoughts to be released (Monro, 1988). As a simple example, a parent's game of "peek-a-boo" with a child places the parent in an inappropriate role, first by hiding from the child's view, then by suddenly reappearing. The child's relief that it is only the smiling parent who has popped back into view causes laughter.

Superiority theory maintains that humor is a placing of a person into a position of "vainglory" or high self-esteem, allowing him or her to laugh at someone's inferiority (Monro, 1988) or have a feeling of "winning" (Gruner, 1996). As an example:

[Henri] Bergson cites the story of the customs officers who went bravely to the rescue of the crew of a wrecked ship. The first thing the customs men said when they finally got the sailors ashore was: "Have you anything to declare?" Here, Bergson says, we have the blind, automatic persistence of a professional habit of mind, quite regardless of altered circumstances. (Monro, 1988, p. 351)

Incongruity theory holds that humor represents a confounding of expectations, including what we think is proper, yet in a way that is pleasant and not harmful (Monro, 1988). For instance, Monro explains that

Oscar Wilde's witticism, "Work is the curse of the drinking classes," is funny, not merely because of its close resemblance to the wording of the conventional remark which it replaces ["drinking is the curse of the working classes"], but because it presents us with a quite different, but perhaps equally appropriate, evaluation of the social fact referred to. (p. 352)

Of these three main humor theories, incongruity is most applicable to this dissertation's educational aims. Although tension-relief is certainly

helpful, the removal of tension or other writing blocks does not necessarily mean that enjoyment results, much as White (1959) criticized Freud's drive theory. Also, superiority humor potentially runs counter to educational aims, since the victim of it may become distracted or upset, destroying the potential to learn (Zillmann & Bryant, 1983).

So, in educational settings, the best characterization of humor for this dissertation's purposes is as "enjoyable incongruity" (Morreall, 1989)—something that causes students to laugh, smile, or otherwise have humor responses in ways that above all, foster enjoyment or the intrinsic motivation to learn and participate in a given classroom activity, as has been shown in a dissertation study of business education classes (Lyttle, 2001). The "enjoyable incongruity" of humor, says Beeman (2000), is

heavily dependent on equal cooperative participation of actor and audience. The audience, in order to enjoy humor, must "get" the joke. This means they must be capable of analyzing the cognitive frames presented by the actor and following the process of the creation of the humor.

Beeman goes on to explain this process of humor-creation:

Typically, humor involves four stages, the *setup*, the *paradox*, the *dénouement*, and the *release*. The setup involves the presentation of the original content material and the first interpretive frame. The paradox involves the creation of the additional frame or frames. The *dénouement* is the point at which the initial and subsequent frames are shown to coexist, creating tension. The release is the enjoyment registered by the audience in the process of realization and the release resulting therefrom. (cf. Marmysz, 2001; Paulos, 1980; Veatch, 1999)

Humor and Curiosity: How are humor as "enjoyable incongruity" and curiosity interrelated? Berlyne (1960) notes that humor and curiosity

present the same kind of conflict and arousal through the presence of incongruity. He maintains that the same conditions exist for fear, curiosity, and humor, noting that when an audience is presented with humor, there is usually “a pause followed by laughter” (p. 261). During that pause, people are relying on “objectivity” and working to resolve the conceptual incongruity that they perceive (p. 261). He says that “we revel” even in “severe distresses” that we encounter with humor; thus, our motivation to pursue the understanding of the humor is strong, as it is with curiosity (p. 261). The “aptness or felicity” of the humorous material influences whether it is enjoyable or not, he notes (p. 254).

Humor and Play: Similarly, how is humor as “enjoyable incongruity” related to WILL? The key conceptual linkage is the WILL-related phenomenon of *play*, which Miracle (1987) defines:

Play is consummatory behavior, with a genetic basis, that is voluntary and pleasurable, and which results in an altered state of consciousness while leaving one in control of one’s actions. Play can only be realized in contrast to nonplay behaviors. The experience of the play state may be sufficient motivation for engaging in play behavior. (pp. 42-43)

Max Eastman, in 1936, linked humor to play, noting that “An atom of humor is an unpleasantness or a frustration taken playfully” (qtd. in Paulos, 1980, p.6). Eastman describes the incongruity of humor as a “derailment” from people’s previous mindsets (Paulos, 1980, p. 6), which may stem from “a desire to escape from boredom and monotony,” as D. H. Monroe wrote in 1951 (qtd. in Paulos, 1980, p.7). Gregory Bateson (1958) and W. F. Fry, Jr. (1963)

termed the context for humorous interactions as the “play frame,” which the participants establish by means of “metacues,” such as facial expressions or a “mock-serious tone,” which signal that the situation is humorous rather than real (Paulos, 1980, p.52).

In sum, HUMOR functions as a WRITING WILL variable, chiefly because of its connections with Curiosity. The next section argues that INTERNALIZATION is the motivational framework for ACTIVE ENGAGEMENT.

INTERNALIZATION as an ACTIVE ENGAGEMENT Variable

The second part of the Tested Model asserts that INTERNALIZATION is an ACTIVE ENGAGEMENT variable. McLeod’s (1997) emphasis on goals and the affective domain is one way to keep students actively engaged in their writing. This section defines and explains another way, through the motivational concept of INTERNALIZATION, which embodies this dissertation’s idea of ACTIVE ENGAGEMENT more precisely than other motivational frameworks.

Internalization

The goal of a motivational approach to instruction is to get students to engage in learning simply for the joy of it (e.g., Csikszentmihalyi, 1990; Larson, 1988). For a sizeable majority of these students, however, any enjoyment derived from school-related writing tasks comes only after some kind of motivational enhancement by the instructor (cf. de Charms, 1984).

For this reason, this researcher turned to a framework of INTERNALIZATION, through which “initially external regulations can be transformed into internal regulations” or autonomy (Black & Deci, 2000, p. 328). Through internalization at the highest level, the powerful benefits of intrinsic motivation apply almost precisely (Deci, Vallerand, Pelletier, & Ryan, 1991; cf. Malone & Lepper, 1987).

One of these benefits is the connection found between “perceived competence” and the highest levels of autonomy (Deci, Vallerand, Pelletier, & Ryan, 1991, p. 334). An autonomous student has “an internal perceived locus of causality,” experiences behaviors as “volitional,” and performs these behaviors “out of interest or personal importance” (Black & Deci, 2000, p. 741). In classrooms, research by Deci and his colleagues consistently has found that autonomy-supportive instruction benefits students’ “self-determined forms of motivation (viz., intrinsic motivation and identified self-regulation)” (p. 337).

Internalization consists of four levels: external, introjected, identified, and integrated regulation (e.g., Deci, Vallerand, Pelletier, & Ryan, 1991). The first (lower) two levels represent controlled regulation, while the second (higher) two embody autonomous regulation, or autonomy. As the student progresses to higher levels, he or she completes a given task with increasingly powerful incentives. First, an *externally* regulated student participates in classroom prewriting activities or writes an essay solely for rewards such as

praise or a high grade or in order to avoid punishment or low grades. Second, an *introjected* student has internalized rules and requirements of a writing assignment or activity that put pressure on him or her, but still in reference to external rewards or punishments. Third, a student who writes an essay chiefly out of a belief that it is important to succeed at writing engages in *identified* regulation, completing the essay in order to satisfy him or herself—the first level of autonomy. The optimal level of internalization, *integrated* regulation, occurs when the student’s participation or writing becomes “personally important for a valued outcome” (Deci, Vallerand, Pelletier, & Ryan, 1991, p. 330), not for external rewards or praise. At this integrated level, writing has evolved into being part of the student’s very identity and is self-regulated—again, all but identical to the intrinsic motivation to write.

Means of INTERNALIZATION

How does a writing instructor bring writing students to greater levels of internalization and, hence, ACTIVE ENGAGEMENT? One key to this internalization is curiosity. The instructor takes a crucial role in fostering student curiosity and autonomy. Autonomy-supportive instruction involves elements such as positive feedback presented in a non-controlling or non-pressuring way (Deci, Vallerand, Pelletier, & Ryan, 1991, p. 336).

Curiosity and Active Engagement: Curiosity appears to be an important factor in active engagement. Sharafi, Hedman, and Montgomery (2006), for instance, showed that student engagement is linked to five motivational

factors, including curiosity, in their study of students' use of computers and instructional technology. In addition, Paris and Ayres (1994) maintain that curiosity as a component of self-regulation is a key to students' active engagement. Further, Burns and Gentry (1998) proposed that curiosity can create a "manageable" "tension to learn" that provides for students' "absorptive capacity"—that is, their engagement—in a well-planned activity of experiential learning. Also, Johnson and Johnson (1985) argue that collaborative learning situations tend to bring about "epistemic curiosity and continuing interest in learning based on intellectual challenge and jointly searching for the best conceptualization of the issue being discussed" (pp. 254-255).

In summary, then, this dissertation's use of INTERNALIZATION as an ACTIVE ENGAGEMENT variable is supported by the literature on curiosity.

ESSAY SCORES as a WRITING COMPETENCE Variable

The fourth part of this dissertation's review of research involves ESSAY SCORES as a WRITING COMPETENCE variable. In this section, WRITING COMPETENCE as a combination of writing will and skill is outlined. Next, this review shows conceptual and actually tested ways of evaluating WRITING COMPETENCE in the form of ESSAY SCORES for this dissertation study.

Writing Competence

Writing skill is commonly described in terms of the competencies from the Intersegmental Report mentioned in Chapter 1, restated here: Invention

(e.g., developing a thesis with source-support), Arrangement (organization, logic, and coherence), Style/Expression (e.g., sentence structure, word choice, grammar), and “habits of mind” that include curiosity, experimentation, challenge, engagement in discussions, enjoyment, initiative, persistence, attentiveness, and self-advocacy. Whereas *competence* denotes the qualities and abilities of a student, *performance* in writing, as indicated by essay evaluation or scoring, attempts to measure competence levels, following a theory of Carol Dweck (qtd. in McLeod, 1991). But a student might well be competent and yet perform poorly (e.g., Snow, Porche, Tabors, & Harris, 2007), which explains the distinction that must be drawn. Taking this into account, this dissertation focuses on competence and shows links between it and motivation. It also uses essay scores as an important, if imperfect, indicator of competence.

In the motivation literature, competence has long been a topic of great interest, and White’s (1959) seminal article not only paved the way for intrinsic motivation theory, but showed how competence and motivation are integrally related. White suggested that competence should be defined “broadly” and “biologically” as “an organism's capacity to interact effectively with its environment” (p. 297), and that incentives for competence come not from “primary drives” but from what he termed “effectance motivation,” that is, the motivation to enjoy or engage in an activity for its own sake, which provides a feeling of efficacy. Since then, motivation research has built on this

idea of intrinsic motivation being connected to competence, in terms of self-efficacy (e.g., Bandura, 1989; Schunk, 1991); achievement (e.g., Covington, 1984; Maehr, 1984; Nicholls, 1984; Stipek, 1984); and attribution theory (e.g., Dweck, 1989; Weiner, 1984), to name significant works in three key areas of recent motivational theory.

Writing theory and research also indicate that competence encompasses much more than the correct and effective development of essays; ideas related to motivation factor in heavily. Bitzer (1968) describes “exigence,” a reason to write, such as a problem, an urgency, or another need to express oneself in order to convey meaning and bring about action. Blau (1986) asserts that competence in writing means a combination of “commitment” (persistent effort) and “detachment” (“empathy” or mental flexibility along with an ability to distance oneself from his or her own writing) working in concert, as preparation for effective performance. Once this motivation to write is enacted, writing can be a means of “knowledge transforming,” as children typically utilize “conversation” as “rehearsal” for writing, while adults tend to use their preliminary jottings as stimuli for ideas (Bereiter & Scardamalia, 1987, pp. 10-21). Writing research for all students also advocates “thinking-aloud protocols” (Hayes & Flower, 1986; Dixon & Horn, 1995).

Writing-process research also describes the development of self-regulatory or metacognitive strategies among students as a component of

writing competence, as McLeod (1997) recommends. It is well-established that, during all phases of writing, students need to be able to “reflect” on their goals, ideas, and feedback on their writing processes as they approach their writing topics (Bereiter and Scardamalia, 1987; Blau, 2003; Pianko, 1979; cf. Bransford, Sherwood, Vye, and Rieser, 1986; Dixon & Horn, 1995; Emig, 1971; Perl, 1990).

Essay Scores

With the multi-faceted nature of WRITING COMPETENCE now outlined, this review now moves to its Tested Model’s variable of writing performance in the form of ESSAY SCORES. This aspect of the model represents the attempt in practice to measure student WRITING COMPETENCE. Several options for this are possible, including well-established, normed rubrics such as the University of California’s Subject A Scoring Guide, and the Northwest Regional Education Laboratory’s “6+1 Trait Writing Scoring Continuum” (available online—see References). A third option is the instructor’s own criteria, which was followed for this study.

The first option, the Subject A rubric, has been in use, with some alterations, for more than 100 years, and represents a standard of holistic scoring for transfer-level writing. Using this rubric, raters assign a score of from 1 to 6, leaving some room for instructors to interpret these scores and assess grades. A score of 1 is given if the following description applies to the student essay in question:

A 1 paper suggests severe difficulties in reading and writing conventional English. It may disregard the topic's demands, or it may lack any appropriate pattern of structure or development. It may be inappropriately brief. It often has a pervasive pattern of errors in word choice, sentence structure, grammar, and usage.

A score of 3 is based on the following description:

A 3 paper is unsatisfactory in one or more of the following ways. It may respond to the text illogically; it may lack coherent structure or elaboration with examples; it may reflect an incomplete understanding of the text or the topic. Its prose is usually characterized by at least one of the following: frequently imprecise word choice; little sentence variety; occasional major errors in grammar and usage, or frequent minor errors.

At the top of the Subject A scale is the rating of 6:

A 6 paper commands attention because of its insightful development and mature style. It presents a cogent response to the text, elaborating that response with well-chosen examples and persuasive reasoning. The 6 paper shows that its writer can usually choose words aptly, use sophisticated sentences effectively, and observe the conventions of written English.

The second option, the “6+1 Trait” scale, is a primary-trait rubric. It is composed of six essential traits for writing assessment (Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions), and 1 optional trait, Presentation. Each of the traits is scored on a scale of 1 to 5, with an additional comment of “Exceeds Expectations” above that. The description of a score of 1 reads, “Not Yet: a bare beginning; writer not yet showing any control.” A score of 3 is given when the rater agrees that the writer is “Developing: strengths and need for revision are about equal; about half-way home.” For a

score of 5, the writer is seen as “Strong: shows control and skill in this trait; many strengths present.”

The third option, individualized teacher rating, is the one used for this dissertation study. While this individualistic path may be criticized for the problems in reliability and validity it could cause, the determining of student grades in this way remains common practice. Also, teachers could argue that their own grading is as reliable and valid as the normed scales, since rater accuracy may or may not be consistent, even on essay tests conducted by testing services (e.g., Johnson, Penny, & Gordon, 2000).

For this dissertation study, then, WRITING COMPETENCE in the Conceptual Model was put into operation in the Tested Model by ESSAY SCORES as determined by the individual participating instructors.

HUMOR as a Vehicle of INTERNALIZATION

Putting together the variables that have been defined so far, this dissertation now reiterates two assertions, which are at the heart of the Tested Model (see Fig. 2.1 below). The first assertion is that HUMOR functions as a means of enhancing the INTERNALIZATION of community college student writing incentives. The second assertion is that this INTERNALIZATION occasions high ESSAY SCORES.

Figure 2.1

Tested Model



First, HUMOR in the community college writing classroom, as a WILL variable, should lead to great INTERNALIZATION, an ACTIVE ENGAGEMENT variable. To date, no research is found to address this connection between HUMOR and INTERNALIZATION directly. Yet, “humorous instructional interventions” have been shown to ameliorate student attitudes, “reduce anxiety,” and enhance grades among undergraduate and graduate statistics students (Berk & Nanda, 1998). In addition, psychology students reported that their enjoyment was enhanced by humorous instructional delivery (Lawson & Reardon, 1997). Further, St. Pierre (2001) found that students paid attention and showed comparatively high recall of lecture content by teachers using self-disparaging humor as opposed to situations without attempts at the self-disparaging humor.

The Effect of INTERNALIZATION on ESSAY SCORES

Next, the researcher makes the case that greater INTERNALIZATION of the writing process should translate into great writing performance, as evidenced by ESSAY SCORES, this dissertation’s WRITING COMPETENCE variable.

No research specifically addresses internalization’s impact on writing competence and performance. However, research has shown the effects of self-regulation on the development of students’ writing skills (Bereiter & Scardamalia, 1987; Zimmerman & Kitsantas, 1999). Also, Walberg and

Ethington (1991) found a modest correlation between interest and writing performance in their study of 17-year-olds. In addition, feedback from instructors seems to bring benefits to students' self-efficacy and writing competence in ways that are similar to internalization and autonomy support (e.g., Schunk & Swartz, 1993; Fritzsche, Young, & Hickson, 2003).

Further, some links between humor and learning lend credence to the Tested Model's overall claim that humor enhances writing competence and performance. Some studies have found that humor in instructional delivery improves learning (Zillmann & Bryant, 1983), creativity (Ziv, 1980), or critical thinking and writing quality (Reeves, 1996), although at least one study contradicts findings such as these (Gruner, 1978).

Literature Review Summary

In all, then, this dissertation's Conceptual Model and Tested Model present some powerful interconnections related to the motivation of students and the effective teaching of writing. Thus, this dissertation argues that HUMOR brings benefits to both ACTIVE ENGAGEMENT and WRITING COMPETENCE, as indicated by INTERNALIZATION and ESSAY SCORES, respectively.

Study Questions

Based on the proposed model and the research reviewed above, this dissertation undertook in this study to probe the following:

- 1) Is HUMOR a WRITING WILL variable? Does humor enhance curiosity?
- 2) Does HUMOR enhance the INTERNALIZATION of writing incentives?
- 3) Does HUMOR result in high ESSAY SCORES?
- 4) Does HUMOR enhance students' INTERNALIZATION, and through that their ESSAY SCORES?
- 5) From the student and teacher perspectives, does HUMOR succeed as the basis of in-class prewriting activities, and if so, why?

To examine the study questions listed above, this researcher conducted a classroom study in 6 English 101 classes at Glendale Community College during the Fall, 2004 semester. The study set out to determine whether humorous, in-class, small-group activities, conducted as close to an upcoming essay as possible, enhanced curiosity, promoted shifts toward internalization, lowered writing apprehension, and produced high essay scores among students. This study's method is described in detail in the next chapter.

Chapter 3

Method

It is most praiseworthy to want to investigate these things, and to leave nothing unsounded, following the path of the ancients, using their methods and adding to them our new variations. But inasmuch as we prize those who by their strong curiosity have advanced us considerably and have in their study sifted diligently the occurrences of such great marvels, I am astonished that not one of these noble authors who have gone before us has undertaken the search for the causes which move us to laugh, considering that it is one of the most astounding actions of man, if one examines it closely. Indeed, who would not be amazed upon seeing in an instant the entire body thrown into motion and shaking with an indescribable stir for the pleasure of the soul (so it would appear), were we not already so used to it—so much so that one scarcely takes notice?—Laurent Joubert, *Treatise on Laughter* (1568), p. 16.

As Joubert did over 400 years ago, this study investigated a phenomenon involving laughter. Specifically, it examined whether the use of humor could increase student internalization of the writing process and lead to better writing competence and performance, the researcher conducted a quasi- experimental classroom study in 6 English 101 classes at Glendale Community College in the Fall semester, 2004. In choosing an experimental approach to the study's design, this dissertation followed the examples of past major psychological studies on humor (e.g., Berk, 1996), on internalization of incentives to participate in a course (e.g., Black and Deci, 2000), and on writing competence (e.g., Bereiter and Scardamalia, 1987).

This chapter unpacks this study's method in the following sections: Design Overview, Piloting Procedures, Finalizing Procedures, and Analysis. The Design Overview explains the quasi-experimental design selected to set in motion the Tested Model and the components of that design. The Piloting Procedures section details how the design elements were developed, adjusted, and calibrated to prepare for the study. The Finalizing Procedures section

presents the study as it was actually executed. The Analysis section explains the statistical and qualitative analyses performed on the study's survey and interview data.

Design Overview

This section outlines the overall design components of the dissertation study. Those components included the Design, Setting, People Involved (Student Subjects and Instructors), Treatments, and Instruments.

Design

This study employed a nonrandomized, replicated "Latin square" design, a special case of a "Counterbalanced" or "Crossover" design (Campbell & Stanley, 1963). After a great deal of thought and consideration of available designs, the researcher selected this one, mainly because it allows for all students in the participating classes to receive all treatments through the course of the study, with no one being deprived of exposure to the humor treatment. True experimental designs were not chosen for the study because college classes are already grouped, making random sampling extremely difficult. Nor were other quasi-experimental "parallel" designs selected, such as the Equivalent Time-Samples and Equivalent Materials designs, since the crossover design better accounts for the differences in effects of the 2 kinds of humor (Jones & Kenward, 2003). In all, this Latin-square design provides for the strongest internal validity of a quasi-experimental design, especially in key areas such as history, maturation, testing, instrumentation, regression,

selection, and mortality (Campbell & Stanley, 1963). For analysis, the Latin square design offers greater efficiency as well, since “In analysis of variance terms, the design...appears to provide data on three main effects in a design with the number of cells usually required for two” (Campbell & Stanley, 1963, p. 221). The 3 main effects are the treatments, the classes, and the stages in which the observations were made.

The basic quasi-experimental design for the study was a set of three replicated 2 x 2 Latin Squares. The advantage of this particular design, which typically runs 2 groups (classes) through 2 different treatments in 2 periods or stages, is that it allows *within-subjects* analysis. That means that analysis of the same student’s scores can be done through each period—in addition to comparisons *between* groups that parallel designs accomplish (Jones & Kenward, 2003).

The independent variables in the design were 2 kinds of treatments involving humor, the exogenous and endogenous in-class activities. The dependent variables were INTERNALIZATION and ESSAY SCORES, as outlined in Chapter 2. Each of the 3 instructors, teaching 2 classes each, was rotated through each treatment per Latin Square design principles. This meant that in the first stage, one of each instructor’s classes did an exogenous activity while the other class did an endogenous activity, both in preparation for the same essay assignment. Then in the second stage of the study, the classes switched treatments so that each class did both kinds of treatment.

Table 3.1 below shows the basic model of the replicated Latin Square design used for each of the 3 instructors. Two generic classes, Class A and Class B, are shown.

Table 3.1

Individual Latin Square Design

Stage 1	Stage 2
Class A _{exo}	Class A _{endo}
Class B _{endo}	Class B _{exo}

In the first stage, Class A_{exo} indicates that Class A ran an exogenous activity, while Class B_{endo} indicates that Class B ran an endogenous activity; the table shows that the classes switched exogenous and endogenous activities in the second stage. Observations for each of the cells of this table indicated the degrees of INTERNALIZATION, through surveys, and the ESSAY SCORES, from class papers graded by the instructors, resulting from each activity.

In the actual study, a further replication used each of the 3 participating instructors, P, A, and R. Each instructor ran exogenous and endogenous activities in the stages indicated in Figure 3.2 below: 3 stages for P (1 more than the standard), 2 each for A and R. The table shows an added Pretest stage for the administration of surveys to measure INTERNALIZATION levels going into the study. For observations of the effects of the treatments, the table also shows the administration of the same 3 surveys at each stage, plus essays for P's and R's classes, and interviews for some of P's and R's students. In brief, the surveys investigate student curiosity

(CEIS), internalization (SRQ-L), and writing apprehension (WA); these surveys are explained in much greater detail in the Instruments section later in this chapter.

Table 3.2

Latin-Square Design for the 6 Classes of the Study

<u>Instructor and class</u>	<u>Pretest Surveys</u>	<u>Stage 1</u>	<u>Stage 2</u>	<u>Stage 3*</u>
P (12:00)	CEIS SRQ-L WA	Endo 1 10/11 Surveys Interviews Essay	Exo 2 10/27 Surveys Interviews Essay	Endo 3 11/22 Surveys Interviews Essay
P (1:15)	CEIS SRQ-L WA	Exo 1 10/11 Surveys Interviews Essay	Endo 2 10/27 Surveys Interviews Essay	Exo 3 11/22 Surveys Interviews Essay
A (TuTh)	CEIS SRQ-L WA	Exo 1 9/23 Surveys	Endo 2 11/18 Surveys	---
A (6:30)	CEIS SRQ-L WA	Endo 1 9/23 Surveys	Exo 2 11/18 Surveys	---
R (TuTh)	CEIS SRQ-L WA	Exo 1 9/16 Surveys Interviews Essay	Endo 2 11/23 Surveys Interviews Res. Paper	---
R (MW)	CEIS SRQ-L WA	Endo 1 9/13 Surveys Interviews Essay	Exo 2 11/24 Surveys Interviews Res. Paper	---

*Stage 3 run with P's classes only.

In Table 3.2 above, the reader will note that the researcher added a third stage for P's classes only, making a 2-by-3 subdesign. Here, P's classes

again reversed their humor treatments from Stage 2 so as to maintain an alternating pattern through all three stages of her classes' treatments. This additional stage was added because, after completing Stage 2, Instructor P related some concerns that the activity was not done in typical circumstances for that class. Thus, Stage 3 provided results more relevant to P's normal teaching and learning conditions, so that stage replaced Stage 2 data in some analysis. Data from all 3 stages are reported in Chapter 4.

Setting

The setting of this study was Glendale Community College, where the researcher is an Associate Professor of English. The College was founded in 1927 and is situated on a suburban, hillside campus with a headcount enrollment of 15,784 students taking courses for credit in the Fall 2004 semester, according to the *GCC Campus Profile* for 2005. Of those students, 4,873 were enrolled full-time. An additional 7,313 non-credit students were enrolled in that semester. GCC's rate of transfer to California's two state university systems was 33.5% for the 1995 cohort, the latest official statistics available, according to a study prepared by the California Senate Office of Research (2003). This report also shows that Glendale Community College is quite typical in terms of its size and transfer rate; it is about average in enrollment and above average in transfer rate, which ranges from the low teens to the high 40's in percentiles statewide.

People Involved

This section describes in detail the two kinds of people who participated in the study. The first group of participants is the students; the second group is the instructors. Both groups were always identified through the course of the study by means of codes and aliases to protect their anonymity.

Students: The subjects for this study (N=157) were students enrolled in 6 sections of English 101 (transfer-level composition) during the 16-week semester of Fall 2004. Prior to this, additional students (N=111) enrolled in 4 sections of English 101 during the Spring, 2004 semester, 1 section during the Summer, 2004 semester, and 1 section during early Fall, 2004 participated in pilot work. All of these students were largely representative of the GCC population in terms of ethnicity, gender, and age, as far as could be determined. In terms of ethnicity, Glendale Community College's student body has been diverse, including Caucasian/Armenian (33%), Caucasian/European/Anglo (17%), Latino/Hispanic (24%), Asian/Pacific Islander (11%), Black/African-American (3%), American Indian (0%), Other (4%), and Unknown (2%) ethnicities in the Fall, 2004 semester, according to the *GCC Campus Profile 2005*. The College's combined Caucasian population (Armenian and European/Anglo) of 50% in Fall, 2004 shows only a small difference from the California Community Colleges Chancellor's Office report of the statewide average, which makes no distinction for Armenians: 626,623

“White” students out of the grand total of 1,632,902 enrolled in the Fall, 2003 semester, the latest data available, making 38.4%.

Also, the gender, age, and economic demographics of GCC are typical of the California community colleges at large. A large proportion—59% in Fall 2004—was female, a trend observed in the state system as well (56.2% statewide in Fall, 2003, as reported by the Chancellor’s Office). Typical of the community colleges, GCC students’ ages are mostly in the late teens and early twenties (36% were age 20 and under in Fall, 2004); the 2 largest other age groups in that semester were 21 to 24 (26%), and 31 to 50 (24%). These figures compare very closely to the statewide counts for that term of 22% of students being under 19, according to the Chancellor’s Office. Forty percent of GCC students received some kind of financial aid in the 2002-2003 school year, compared to about 50% of students statewide in the same year, according to the Chancellor’s Office.

The ethnicities of the students who actually participated in the dissertation study were not reported, but students’ surnames suggested that 39 of the 157 students (25%) in all 6 classes were Caucasian/European/Anglo; 47 were Armenian (30%); 51 were Hispanic/Latino (32%); 11 were Filipino (7%); 9 were Asian/Pacific Islander (6%); and 0 were Black. These figures are close to the GCC and statewide figures as a whole. In all 6 classes, 64 of the 157 students were male (40%) and 94 were female (60%), again close to the GCC and statewide figures. Information about the students’ specific ages or

SES was not obtained, though there were 8 students under 18, as indicated by the signatures of a parent or guardian on their consent forms.

Instructors: Five, full-time, English 101, GCC instructors participated in the pilot work and study itself. Instructors P, A, R were the principal instructor participants, engaging in both the substantial pilot work in Spring, 2004, and the main study in Fall, 2004. In addition, Instructor D carried out pilot work in Summer, 2004, and Instructor M did pilot work in early Fall, 2004.

Like Glendale's student body, its faculty is fairly typical of community colleges across the state, though more GCC faculty were "White" than other colleges. In the 2004-2005 school year, 241 of 505 faculty members were full-time; 191 of these (79%) were classified as "White" in the *GCC Campus Profile 2005*, while 7% were Hispanic, 7% Asian, 3% Black, 2% Filipino, and 1% American Indian. Across the state of California, 66.1% of all employees in the California Community College system were White/Non-Hispanic, 13.8% were Hispanic, 7.3% Asian, 6.7% Black, 1.6% Filipino, and 1% American Indian. Fifty percent of the full-time faculty were female, almost exactly matching the statewide figure of 51% for tenured or tenure-track employees for the Fall, 2004 semester. The average faculty age at GCC was 50.4 in Fall 2004, as reported by the California Community Colleges Chancellor's Office (2006), very close to the statewide average of 50.6 for that semester.

GCC's English 101 faculty members were quite typical in experience and workload. Of the 11 full-time professors teaching English 101 in Fall 2004, 7 had more than 15 years of teaching experience, and 6 were over the age of 50. State data on years of experience were not available, but about 60% of tenure-track faculty statewide were age 50 or older.

The Chancellor's Office reported that in Fall, 2004, GCC had a combined total of the equivalent of 249.9 full-time, tenured employees, a statistic indicated as Full-Time Equivalency or FTEs. This rate of FTEs appears to be typical for a college of GCC's size, judging from the statewide figures. For example, nearby Los Angeles Valley College showed 260.0 FTEs by tenured employees. In the English Division, there were 21 full-time faculty and 47 part-timers in Fall, 2004, and there was a total of 66.4 Full-Time Equivalent Faculty (FTEF) in English Division at GCC for the 2004-2005 year. This full-to-part-time ratio of about 31% to 69% is comparable to the statewide average ratio of 37.8% to 62.2% in Fall, 2004, according to data from the Chancellor's Office (2005).

The required semester course load for full-time GCC English faculty is 14 units, usually entailing five 3-unit courses for 2 of every 3 semesters and 4 courses every third semester. This required load is offset by "released time" positions in which many instructors coordinate or participate in a variety of administrative, outreach, research, and development programs, including Title V. These instructors' workload, then, is basically similar to the teaching

load of other GCC and statewide faculty, though some divisions offer more 4- and 5-unit courses than the 3 units that typify most English courses, including 101.

Like faculty across the state, GCC English instructors are expected to teach core composition courses, including English 101 and 120 (one level below 101). In addition, instructors may teach developmental reading and writing, literature, advanced composition, and creative writing, plus some interdisciplinary Humanities courses. In Fall 2004, 44 sections of 101 were taught, 17 by full-time faculty. The seatload for regular English Division composition classes is 27, a figure that is typical statewide, though some larger community college composition classes have 35 students or more.

The instructors participating in the study itself, P, A, and R, were all female and differentially experienced in teaching at Glendale, though all had been teaching for some time. They were reasonably typical of community college English professors at GCC and across the state. In the semesters involved with the dissertation study, all were teaching full loads with no released-time assignments. Instructor P had taught at GCC and elsewhere for more than 30 years, while Instructors R and A were new to GCC. Instructor R had taught at the community college level for approximately 6 years elsewhere, though, and Instructor A had done the same for 7 years. This combination of instructors who were experienced and new to GCC is typical of recent Division-wide and statewide trends. In Fall 2005, for instance, two

GCC English professors retired, continuing the need for new hires by Spring, 2006. GCC's number of new hires across the college were somewhat typical for a college of GCC's size according to recent Chancellor's Office figures, though the numbers vary greatly: in Fall, 2004, GCC had 7 new hires and 234 returning tenured or tenure-track faculty, while Cerritos College had 27 new and 263 returning, but Los Angeles City College had only 4 new and 1,383 returning, to name 3 examples.

Treatments

The treatments developed for the study were in-class, small-group, humor-based activities planned by the researcher in collaboration with the participating instructors. These activities were designed to address a major problem: how to implement a means for instructors to deliver the humor during the prewriting for their different essay and research assignments in a way that was consistent across treatments and yet natural to their teaching styles. After studying many possible kinds of activities for participating instructors to plan and use, this researcher considered three different delivery options: activities that were preplanned, ethnographic observations of teachers' spontaneous humor statements as they naturally occurred, or the development of prompts of kinds of humorous statements for instructors to make as part of their class discourse. The researcher then decided to maximize "the internal validity of the experiment" (Campbell & Stanley, 1963,

p. 222), by selecting the planned humor-based activities, which could be summarized and distributed on printed handouts.

The activities were planned by working closely with the instructors, allowing them to choose from options developed by the researcher. These planned activities had the advantage of allowing each instructor to follow his or her own lesson plan and personal style in conducting the activities. At the same time, the planned activities represented a valid and reliable intervention, since each student in a given class received the same basic prompt. The researcher could thus note whether the introduction of each distinct activity brought about humor responses and changes in motivation (as defined in Chapter 2 as INTERNALIZATION) and essay competence. In addition, the planned activities increased the likelihood that the same kind of humor treatment was given to both participating classes. Lyttle (2001) used randomly distributed handouts and printed materials for the kinds of humor that he presented to groups of students in his study. Also, Bereiter and Scardamalia (1987) used cue cards for their participating students' self-regulatory activities designed to develop "reflective processes" (p. 305).

There were 2 kinds of planned humorous activities developed for the study—exogenous and endogenous activities. Table 3.3 summarizes the basic features of each kind of activity:

Table 3.3

Basic Features of Exogenous and Endogenous Activities

exogenous activities	endogenous activities
small-group setting activity on handout cooperative or social oral or kinesthetic <i>enjoyable incongruity</i>	small-group setting activity on handout cooperative or social oral or kinesthetic <i>enjoyable incongruity</i>
unrelated to essay topic	directly related to essay topic

Both kinds of activities, endogenous and exogenous, involved students in groups of 3 to 4 each. A printed handout describing the activity and directions was given to each student, prompting the group to work together to complete the assigned task. Such tasks called for some kind of oral (and possibly kinesthetic) action, such as joke- or storytelling, mimicry, role-playing, and discussion and strategy making. The key to each activity was the “enjoyable incongruity” that was presented, that is, something that confounded the usual expectations about the topic while being enjoyable, not troubling or hurtful. The activities differed only in their endogeneity or exogeneity with respect to the essay topic.

The **exogenous** activities all shared the same basic features and were not designed with the topic of the essay in mind. First, all of the exogenous activities intended to create occasions for laughter and humor responses from participating students. These humor occasions came from the nature of the given activity distributed on a handout, such as a prompt to share a joke with

the group, a paragraph of euphemisms to decode and rewrite more simply, or a challenge to describe one person in the room without using names. These exogenous activities, though, were unrelated to the given essay topic. They were introduced by the instructors as “warm-ups” or some other kind of activity not germane to the essay.

For example, one exogenous activity handout, used for Instructor P’s and R’s classes at Stage 1, prompted humor responses from students through the enjoyable incongruity of guessing a person’s identity from written descriptions read aloud:

Warm-up

***Describe one other person** in this room (from the neck up; not necessarily within your group) without giving his or her name or location. Write precise and useful notes to describe this person; your job is to show what is there, not to give opinions or judgments. Exchange papers within your group. Guess people from their descriptions.

As a second example, Instructor A’s Stage 1 exogenous activity prompt read as follows:

Warm-up

Think of your favorite joke. Write its **punchline only** and one at a time, share it (just the punchline) with the group. Once everyone has done this, decide as a group which complete joke you’d most like to hear. Then share it.

These joke punchlines generate humor responses, though the material is not related to the writing topic. In addition, the activity promotes epistemic

curiosity about the jokes leading to the punchlines, but again, not curiosity specifically about the writing topic.

Other exogenous activities used for the study prompted students to do verbal and sometimes kinesthetic manipulations they saw fit to achieve that laughter. The first such activity asked students find a way to *make others laugh*, used in Stage 2 by Instructor P:

Warm-up in small group

“Make Me Laugh.” In Pairs: Have one person as the Tryer and one as the Denier. The object is for the Tryer to get the Denier to laugh, while the Denier resists. Tryer: Use your creativity and do whatever it takes to get the Denier to laugh: say something funny, make faces, get up and perform, etc. Then make notes of what the Tryer did to try to get the Denier to laugh. Choose one or more successful efforts with the whole class.

Both P (in Stage 3) and R (in Stages 1 and 2) used the exogenous activity that asked students to revise some extraordinarily unclear *euphemisms*. The handout from P’s class is shown below. The students were orally prompted to revise the original paragraph’s word choices to be clearer, and they were shown the first sentence’s revision that is included.

English 101, 1:15 class

Group Work: Word Choices

Original Paragraph:

1. The subject featured in the following information suffers from fictitious disorder syndrome. 2. He is reliable to a negative extent. 3. We do know that there was a negative gain in the mayor’s property, and that the member of the species *homo sapiens* that the office of our responsibility has accepted for non-voluntary accommodations, Milton Mentirosa, gains credibility in qualifying as an excellent candidate. 4. Mentirosa claims that the temporarily displaced inventory was transferred to a reutilization marketing yard by an outside party. 5. He adds that normal gratitude, expressed in

reserve notes, motivated this transfer. 6. If this transfer had not occurred, he claims, there existed a promise of a substantive negative outcome, or at least the delivery of differences in structural and superficial human components, requiring minimally the use of a thermal therapy kit. 7. Because of this potential outcome, Mentiroso claims that the outside party's options were simplified. 8. By contrast, representatives of the municipal constable had employed intelligence methods featuring the sense of smell and followed noxious lower-intestinal-tract fumes traced to Mentiroso himself, who was removing himself in a reversed position in passage through the standard intersection toward the public space from the interior of the mayor's domestic structure. 9. This investigation entirely removes uncertainty about a positive outcome of the hypothesis that Mentiroso meets the criteria for federally funded rehabilitation.

Revision: 1. The source of this story is a liar.

Finally, A's Stage 2 exogenous activity prompted students to provide on-the-spot *laughter samples* that would provoke genuine laughter within the groups:

Small-Group Writing Exercise

One at a time, *give a sample of your laughter* for the group. Listen carefully as each person laughs. **What laughter pattern does each person follow**—hahahahaha, hehehehehe, hohohohoho, hohahahaha, or something else? Make sure that each person has a turn at laughing while the others listen and identify each laugh pattern. You might have to start with forced laughter, but be creative and find ways to get people to laugh for real. You might want several samples from each person in order to see a pattern. Use the table below to chart each person's laugh pattern. List all of these in 5-beat patterns like the examples listed above.

In addition, write down **any and all observations** that you make as everyone provides laugh samples while the others listen and chart the patterns. What do you discover or notice about laughter and people as your group proceeds? The whole class will share these patterns and observations when everyone has finished.

The **endogenous** activities necessarily varied with the essay topics, but as with the exogenous activities, the researcher always included the basic humor features for the sake of consistency across treatments from essay to

essay: a topic related to the essay readings and/or assignment; an enjoyable incongruity involving this topic; and some kind of social, oral, cooperative task to perform.

Following are examples of the endogenous activities used in the instructors' classes for the study.

First, the Stage 1 endogenous activity related to an essay examining advertising in P's class was introduced with the following handout:

Stage 1 Endogenous Activity, Instructor P
Small Group Activity: Making a Pitch

Assignment:

- 1) Write a one-paragraph advertising pitch. You are promoting a new bottled water line that features a new **special additive**. It is up to you to find a way to appeal to the emotions of customers. Write the paragraph so that it includes the following information, in whichever order you choose:
 - (a) The name of the water, for example, *Hunger of Thirst*.
 - (b) The special additive and what it offers, for example, *ginko extract for improved memory*. Your creativity here makes the product unique!
 - (c) Statements that make the customer want and need your product, for example, *Oh no! You didn't forget your cell phone, keys, and homework again! You're a mess! Now there's Hunger of Memory water, with ginko extract!* Etc. etc.
 - (d) Any other elements of emotional appeals in advertising as we have discussed in class.
- 2) Share completed ads within your group. Select one that you all agree is highly effective and convincing.

This activity featured the groups' creation of ads for bottled water with humorously incongruous additives, such as one for "Beauty Water," which claimed that when people drank this product, their hair would be colored for

them at the same time. Plans for these ads were discussed, notes taken, and the ads were shared orally with the group and then with the whole class.

Instructor P's Stage 2 endogenous activity featured the sharing of *gender-role reversal* stories, relevant to the essay topic of family and gender roles, particularly the topic choices of identity, "pressures of being male," and definitions of male and female. Here the enjoyable incongruity came from the stories about violations of expected social norms, recounted in the social setting of the small groups and the whole class.

For P's Stage 3 endogenous activity, related to the technology and society essay topic, students were asked to come up with a proposal for an *invention* that would benefit society in some way but yet be incongruously and humorously beyond the pale of the everyday.

The Stage 1 endogenous activity for Instructor A's race and ethnicity topic was a round of the game *Fool the Guesser*, in which students wrote genuine and fabricated quotations; others in the groups were to guess whether they were indeed genuine or not. At the conclusion of the Fool the Guesser game, students discussed their relative successes in fooling others and whether they themselves were fooled by anyone. The discussion that followed returned focus to the essay assignment itself, building on the examples from the readings that the students had been using for the game, as well as on the playful frame of mind that the game intended to foster.

For Instructor A's stage 2 endogenous activity, *inaccurate summary repairs*, focusing on Luis J. Rodriguez' short-story collection *The Republic of East LA*, students were given a pathetically inaccurate summary of a specific passage from one of the stories, which they were then to rewrite accurately.

For example, on the students' handout, the first sentence of the misinterpreted summary of a passage from the story "Miss East L.A." reads,

He has the love for words, but they've been stuck in his blood and his growth was stunted. He thinks that maybe he'll push them out so they can fly out of his hair, which is rusted.

The students were instructed to locate the original paragraph, and then write a correct summary of the given passage, which in this case appears on pp. 178-179 of that book:

I wanted to carve out the words that swam in the bloodstream, to press a stunted pencil onto paper so lines break free like birds in flight—to fashion words like hair, lengths and lengths of it, washed with dawn's rusting drizzle.

Here the intention was first to elicit humor responses from students as they recognized the errant interpretations of the passage once they located the original, then to have them focus on summarizing the passage correctly.

Instructor R's first essay assignment addressed miscommunication; accordingly, the incongruity presented in the Stage 1 endogenous activity preceding that essay exaggerated the use of euphemisms, challenging students with a cryptic passage to decode. In doing this exercise, students recognized often ridiculously euphemistic and overly complicated phrases, to their

amusement, while at the same time practicing clear and simple word choices and usage as they revised the passage. For example, the first sentence of the original, euphemism-laden paragraph reads, “The subject featured in the following information may suffer from fictitious disorder syndrome.” This complicated sentence might be revised more simply as “The source of this story may be lying.” There were 8 other sentences in the paragraph to revise in this manner, resulting in a simplified and clarified paragraph.

Again, all of these endogenous activities were directly linked to the assigned essays in a clear way, by either the topics or the essay-writing process.

Table 3.4 below summarizes the treatments, in the form of the exogenous and endogenous humorous prewriting activities, that were implemented for this dissertation study. For clarity, the table also shows the corresponding essay topics for each activity in the classes, through all stages of the study (see Appendices B (exogenous) and C (endogenous) for all activity prompts). These essay topics will be described in the Instruments section below.

[continued on next page]

Table 3.4**Treatments: In-Class Small-Group Humor Activities**

instructor	stage	essay topic	type of humor	activity
P	1	advertisements	endogenous	water-additive ad
P	1	advertisements	exogenous	identify person from description
P	2	family/gender roles	endogenous	gender-role-reversal stories
P	2	family/gender roles	exogenous	make others laugh
P	3	technology and society	endogenous	invention
P	3	technology and society	exogenous	euphemisms
A	1	race & ethnicity	endogenous	Fool the Guesser
A	1	race & ethnicity	exogenous	favorite joke
A	2	short-story analysis	endogenous	inaccurate story-summary repairs
A	2	short-story analysis	exogenous	laughter samples
R	1	miscommunication	endogenous	euphemisms
R	1	miscommunication	exogenous	identify person from description
R	2	panopticism research	endogenous	Fool the Guesser
R	2	panopticism research	exogenous	euphemisms

The reader will note in this Table that some of the activities were used more than once. This was done to provide the most consistent basis for comparison among the treatments. One such activity that was described above, “euphemisms,” for instance, was used 3 times, twice as an exogenous activity for P’s and R’s classes, and once as the Stage 1 endogenous activity for R’s class. The euphemisms activity asked students to revise a paragraph that was incongruously laden with euphemisms, so much so that it was difficult to

read; thus, it was an example of miscommunication, the topic of the essay, making it an endogenous activity for that assignment. The activity also had students write incorrect interpretations, creating another incongruity that is also germane to the essay topic. But for the other 2 classes, the essay topics did not involve euphemisms or communications, so the activity was exogenous in those cases.

The prompt for R's stage 1 endogenous activity, for example, was as follows:

Stage 1 Endogenous Activity Handout: Instructor R
Writing Activity in Groups: Euphemisms.

Directions:

1. Have one person in your group read the following paragraph aloud (or have several take turns).
2. As a group, decide what you think the author's intended meaning was, including the overall point and supporting details.
3. Decide also what an *incorrect* interpretation of the intended meaning would be, including the incorrect overall point and supporting details.
4. Rewrite the paragraph so that your group's interpretation of the intended meaning is clear. Do your best to make the paragraph precise and its meaning hard to mistake.
5. When all groups finish with their revisions, you will receive further instructions.

Original Paragraph:

The source of the following information may suffer from fictitious disorder syndrome. We are certain to a negative extent. We do know that there was a negative gain in the mayor's property, and that the source, Milton Mentirosa, may qualify as an excellent candidate. Mentirosa claims that the temporarily displaced inventory was transferred to a reutilization marketing yard. He adds that normal gratitude, expressed in reserve notes, motivated this transfer. If this transfer had not occurred, he claims, there existed a promise of a substantive negative outcome, or at least the delivery of differences in structural and superficial human components, requiring at least the use of a thermal therapy kit. Because of these potential features, Mentirosa claims that his options were simplified. This investigation now will see if he actually meets the criteria for federally funded rehabilitation.

The “Fool the Guesser” activity was used twice, by A and R, both times as endogenous activities, too. The prompt for the activity for A’s race and ethnicity essay looked like this, and was essentially the same for R’s

Panopticism topic:

Fool the Guesser: Expand one of the subtopics on your sentence outline into a paragraph of several sentences, including examples from your source(s) if available. Number the sentences (with a small numeral at the start of each sentence). Option: Insert or include one or more *fake* sentences—that is, sentences that are not at all supportive of your point in this paragraph, sentences that present false information, misleading statements, made-up pseudo-facts, etc. Try to make these fake sentences as believable as you can, and to make it difficult to tell fake from genuine sentences. You may choose to have no fake sentences. Share paragraphs within your group, and make your guesses, keeping a list of them by sentence number (e.g., 1. Fake 2. Genuine 3. Genuine 4. Fake etc.). Then go to the original writer to see if you are correct; even here, you may encounter falsehoods! Have the group resolve any disputes.

Here, the activity was endogenous to the writing of the essay itself. It promoted humor responses through the enjoyable incongruity of intentionally falsified information from sources, playfully violating an academic taboo. At the same time, the activity called attention to the research process of selecting, using, and citing information from sources correctly.

In sum, then, the treatments for the dissertation study represented planned, in-class, small-group activities that featured exogenous and endogenous humor in accordance with the Latin square design. The next

section describes the instruments used to probe whether HUMOR fostered INTERNALIZATION and ESSAY SCORES.

Instruments

Surveys were the primary means for probing the intended INTERNALIZATION as a result of the HUMOR treatments. The surveys were also supplemented by student and instructor interviews. Student ESSAY SCORES indicated whether WRITING COMPETENCE was, in turn, enhanced by the ACTIVE ENGAGEMENT characterized by INTERNALIZATION from the WRITING WILL variable of HUMOR.

Surveys

Three surveys probed students' ACTIVE ENGAGEMENT in terms of their curiosity, levels of internalization, and writing apprehension, all 3 indicative of their INTERNALIZATION of writing incentives. These surveys were administered as pretests early in the semester and then as posttests after the completion of each humorous prewriting activity.

The **curiosity** survey—Curiosity, Exploration, and Investigation—State (CEI-S)—was developed by Kashdan, Rose, & Fincham (2004). The CEI-S asked students to characterize their feelings as they completed the humor activities—how much they could concentrate, how interested they were in the activity, and how much they wanted to pursue it. The CEI-S form is shown below. The degree to which students felt these ways was indicated by means of a 7-point Likert scale (1=Not at all true, 7=Completely true).

CEI-S Survey Form

Date: _____

CEI-S

Using the scale shown below, please respond to each of the following statements according to how you are feeling **AT THIS PRESENT MOMENT**. There are no right or wrong answers.

1	2	3	4	5	6	7
Strongly Disagree			Neither Agree nor Disagree			Strongly Agree
1. I am actively seeking as much information as I can.	1	2	3	4	5	6 7
2. I feel so involved in what I am doing that I have been losing track of time.	1	2	3	4	5	6 7
3. I am looking for new opportunities to grow as a person (e.g., information, resources).	1	2	3	4	5	6 7
4. I am <i>not</i> trying to probe deeply into new situations or things.	1	2	3	4	5	6 7
5. It takes a great deal to interrupt my interest in what is happening.	1	2	3	4	5	6 7
6. I feel intensely involved in what I am doing.	1	2	3	4	5	6 7
7. I am purposely seeking out new experiences.	1	2	3	4	5	6 7

The CEI-S is one of two versions of a CEI (total) instrument first developed by Kashdan, Rose, and Fincham. CEI-S is considered a State version of CEI and CEI-T a Trait version. CEI-S was selected for use in this research over CEI-T because it captured the situational aspect of the curiosity that the researcher wanted to probe. The CEI-T addresses trait characteristics of curiosity that are not so applicable to responses to a situational treatment in the classroom. Administering the CEI-S alone, too, helped keep the survey administrations as brief as possible for the sake of the participating instructors.

CEI-total, as well as CEI-S and CEI-T, has Absorption and Exploration subscales. CEI-total has high discriminant, incremental, and divergent validity (Kashdan, Rose, & Fincham, 2004). It also has reasonable reliability:

“Cronbach [alphas] ranged from .63 to .74 for CEI-Exploration; .66 to .73 for CEI-Absorption; and .72 to .80 for CEI-Total...[which is] in the acceptable range for a research instrument....Test-retest reliability was high for the CEI-Exploration, $r = .78$, $p < .001$, and CEI-Absorption, $r = .74$, $p < .001$. Given the alpha reliabilities of our scale across studies (.63 to .80...), the temporal stability correlations approached the maximum value” (p. 5). Unfortunately, Kashdan, Rose, & Fincham (2004) do not report any validity or reliability data on the CEI-S alone. (p. 5). Unfortunately, Kashdan, Rose, & Fincham (2004) do not report any validity or reliability data on the CEI-S alone.

The **Internalization** survey was adapted from Deci, *et al.*'s instrument, the *Self-Regulation Questionnaire-Learning* (SRQ-L) (Black & Deci, 2000). While Black & Deci's surveys addressed students' medical interviewing skills in one case and incentives for participating in their organic chemistry classes in another, this dissertation's adaptation addresses reasons for participating actively in the humor activities, for following instructions, and for working to expand their writing skills in English 101. Like the CEI-S, this survey also used a 7-point Likert scale (1=not at all true; 4=somewhat true; 7=very true). The SRQ-L has two subscales, Autonomous (derived from items 1, 4, 8, 9, 10) and Controlled (from items 2, 3, 5, 6, 7,11,12). In addition, a Relative Autonomy Index (RAI) is calculated by subtracting the Controlled score total from the Autonomous total. Below is the adapted SRQ-L:

Questionnaire: Reasons for Participating in Today's Activity
adapted from E. L. Deci's SRQ-L

The following questions relate to your reasons for participating actively in today's in-class activity. Different people have different reasons for their participation, and we want to know *how true* each of the reasons is for you. Please use the following scale to indicate how true each reason is for you:

1 2 3 4 5 6 7

not at all true somewhat true very true

I participated actively in today's activity:

- ___1. Because I feel like it's a good way to improve my understanding of the material.
- ___2. Because others might think badly of me if I didn't.
- ___3. Because I would feel proud of myself if I did well.
- ___4. Because a solid understanding of writing is important to my intellectual growth.

I am likely to follow my instructor's suggestions:

- ___5. Because I would get a bad grade if I didn't do what he/she suggests.
- ___6. Because I am worried that I am not going to perform well in the course.
- ___7. Because it's easier to follow his/her suggestions than come up with my own ideas and writing strategies.
- ___8. Because he/she seems to have insight about how best to learn to write well.

I worked today to expand my knowledge of writing:

- ___9. Because it's interesting to learn more about the nature of writing.
- ___10. Because it's a challenge to write a good essay.
- ___11. Because a good grade in English 101 will look positive on my record.
- ___12. Because I want others to see that I am intelligent.

The Self-Determination Theory website does not report any validity data for the SRQ-L. It does report reliability data, though, for the two

subscales of the SRQ-L: “In past studies, the alpha reliabilities for these two subscales have been approximately 0.75 for controlled regulation and 0.80 for autonomous regulation.”

The **Writing-Apprehension** survey asks students to respond to 24 statements about their feelings about writing, using a 5-point Likert scale (a=very true, c=not sure, e=not at all true). Because of its focus on apprehension, this survey was intended to tap any drop in worries about writing if the activities engendered humor responses, curiosity, and/or internalization.

This instrument is a variation of the 26-item survey developed by Daly and Miller (1975a) designed to tap students’ writing apprehension. That instrument had an internal consistency reliability of .940 and a test-retest reliability over one week of .923 (Daly and Miller, 1975a). Daly and Miller do not report on the instrument’s validity.

Interviews

As a follow-up to the surveys, the researcher conducted 19 interviews (see Spradley, 1979) with students from P’s and R’s classes. Most of these interviews were conducted with one student alone, though some were conducted with pairs or groups of 3 students at once, with the researcher noting and tape-recording the responses of each students. Some students participated in interviews following 2 stages, but most students did only one

interview. These interviews were conducted on the same day as the given treatment activity, in most cases, and within a week of it, in all cases.

The interviews were structured, though not rigidly so. The researcher worked from the same set of questions for all interviews, asking students to describe the activities that they did, and the effects that they felt that those activities had on their motivation and writing performance. He also made sure to ask all students to comment on whether they would like to do more activities like those for the ones developed for this study and about the potential of humor in writing classes. Those questions appear below:

Student Interview Questions

1. Describe how your instructor introduced and assigned the activity, and exactly what you did:
2. Was this activity different from other activities that you have done in this class so far? How, if so?
3. Describe how you were feeling BEFORE the activity started: Were you having a good day? Were you happy, preoccupied, etc.? What were you expecting as the activity was announced?
4. Describe how you felt DURING the activity: Were you focused and able to concentrate? Did you feel confident and comfortable doing it? Were you curious about it and how it would turn out? Did time go by quickly or slowly? What were your thoughts and feelings? Etc. (answer & explain as many of these as apply to you)
5. Did you find anything funny? Did you smile, laugh, or otherwise have a humor response? (Describe in detail. What was funny and why was it funny to you?)
6. Describe how you were feeling AFTER the activity: If your description was shared, how was it for you? Did you feel satisfied? Happy? Interested? Inspired? Embarrassed? Frustrated? Again, describe your exact thoughts and feelings.
7. Give some adjectives to describe your overall experience of the activity, and explain why you choose these words:
8. How do you think that this activity will affect your essay-writing in this class?
9. How will this activity affect your motivation or desire to participate in class

activities and devote attention to essay-writing in and out of class?

10. Would you like to do other activities like this in the future? Why?

11. Other comments to help me understand your thoughts and feelings about this activity? Is humor valuable in classes? (see also Appendix SS)

For back-up purposes, each interview was tape-recorded, too.

The researcher also conducted an in-depth interview with Instructor P on January 18, 2005. A and R expressed interest in participating in interviews also, but only P was available during the month that was set aside for them.

Using a prepared worksheet of questions (see also Appendix RR), the researcher asked P to describe her experiences and observations in running the various stages of the activities and about the effect of the humor activities on students' apparent curiosity, internalization, and writing apprehension, as well as their grades on the subsequent essays. The researcher then asked Instructor P to comment on the merits and potential of employing humorous activities and using humor in the classroom in general. As the interview drew to a close, the researcher encouraged her to share any other insights that she had that arose from the collaboration between her and the researcher for the project. Below are the instructor interview questions:

Instructor Interview—P, Fall 2004, 1-18-2005

2 sections, 3 stages

Brief impressions or insights about:

1. Intro and Pretests:
 - a. How much about the study were students told?
 - b. How was the study introduced?
 - c. What were students' apparent responses or attitudes about participating in a study?
 - d. What were your expectations?

- e. Describe your typical uses of humor in classes.
- 2. Stage 1: 12:00—describe and ID another person (Ex); 1:15—water ads (En)
 - a. Humor
 - b. Classroom climate
 - c. Curiosity
 - d. Internalization
 - e. Writing apprehension
 - f. Writing competence and performance
 - g. Instructor
 - h. Other
- 3. Stage 2: 12:00—broken gender stereotypes (En); 1:15—make others laugh (Ex)
 - a. Humor
 - b. Classroom climate
 - c. Curiosity
 - d. Internalization
 - e. Writing apprehension
 - f. Writing competence and performance
 - g. Instructor
 - h. Other
- 4. Stage 3: 12:00—invention using tech for school or home (En); 1:15—euphemisms decoding (Ex)
 - a. Humor
 - b. Classroom climate
 - c. Curiosity
 - d. Internalization
 - e. Writing apprehension
 - f. Writing competence and performance
 - g. Instructor
 - h. Other
- 5. Surveys
 - a. Comments from students
 - b. Is 3 too many?
- 6. Other means of gathering information
 - a. interviews
 - b. videotaping
 - c. audiotaping
 - d. in-class observations by me
 - e. others?
- 7. Pointed questions:
 - a. Does humor seem to enhance student motivation to engage in writing classes or essay-writing? _____ For what percentage of a given class? _____

- b. Did students seem to internalize writing incentives, take ownership of their writing over time?
 - i. External regulation
 - ii. Introjected regulation: guilt if not done
 - iii. Identified regulation: participate to satisfy self
 - iv. Integrated regulation: personally important; task is part of identity; similar to intrinsic motivation
 - c. Did exogenous or endogenous humor seem to be more powerful for motivation? _____ Why?
 - d. What connection do you see between humor and curiosity?
 - i. Did this show up among students during the humor activities?
 - e. Did students write better as a result of the humorous activities?
 - f. What are the advantages and disadvantages of planned humor vs. spontaneous humor in English 101?
 - i. Advantages
 - ii. Disadvantages
 - g. What is the potential for using humor in writing classes?
8. Other comments:

More informal feedback from instructors P, A, and R was also noted, since the impressions of the instructors through the course of the study was important. This additional feedback was recorded in notes written during meetings and through email messages. It is summarized in Chapter 4 as part of the results.

Essays

Each humor treatment was a prewriting activity for an essay or research paper assigned by each instructor. Table 3.5 below shows each instructor's essay topics through the course of the study. All of these essay/paper assignments were solely designed by the instructors themselves with no input from the researcher so as to constitute normal writing instruction practices.

Table 3.5

Essay Topics

instructor	stage	essay topic
P	1	advertisements
P	2	family/gender roles
P	3	technology and society
A	1	race & ethnicity
A	2	short-story analysis
R	1	miscommunication
R	2	panopticism research

For example, Instructor P’s essay corresponding to the Stage 1 activities focused on advertisements. Specifically, students were to create an advertisement of their own, implementing emotional appeals as discussed in class, then describe and analyze the ad’s effectiveness in terms of those appeals. P’s Stage 2 essay, an in-class illustration-essay assignment, addressed family and gender roles, giving the following topic options referring to readings in *The McGraw-Hill Reader*:

TOPIC OPTIONS

- CHILDCARE: #3; Etzioni and Dillard required
- NEW FORMS OF IDENTITY: #6; 2 sources from Atwood, Etzioni, Theroux, Rodriguez
- PRESSURES OF BEING MALE: #8; Theroux and Anglier required
- DEFINITION of MALE or FEMALE: #9; 2 sources from Atwood, Theroux, Rodriguez, Tannen, or White

P’s Stage 3 essay topic asked students to explain how innovations in technology have affected society, again using examples from class readings.

Instructor A’s Stage 1 Essay assignment was as follows:

In 750-1000 words, write an essay in which you address the following question: Should we, as Americans, strive to place a greater emphasis on race and ethnicity, or should we strive to place less emphasis on race/ethnicity and more emphasis on other qualities? Discuss ways in which institutions in our society (i.e. corporations, universities) emphasize issues of race or downplay them. You may want

to consider, in your discussion, the significance of programs such as affirmative action. Include information from at least one (no more than two) outside sources, preferably “experts” in this area. Your sources may include periodicals, book excerpts, essays, editorials. You may include personal experience and observed experience. Aim for concrete, real examples to support your thesis. Avoid being too general or abstract. DUE: THURSDAY, September 23, Sentence Outline DUE: THURSDAY Sept. 30, Completed Essay Read: (From the textbook *The Writer's Presence*) “Aria: A Memoir of a Bilingual Childhood,” 221; “How to Tame a Wild Tongue” 229; “When Principles Get in the Way,” 643 Bharati Mukherjee, “Two Ways to Belong in America” p. 453; Alberto Alvaro Rios, “Green Cards” p. 217; Orlando Patterson, “Race Over,” p. 725; Eric Liu “Creating an Asian American Identity.”

For Stage 2, Instructor A assigned an analysis of a selected short story from Luis J. Rodriguez’s collection *The Republic of East LA* (for A’s day class) and from T. C. Boyle’s collection *After the Plague* (for A’s night class), focusing on the student’s choice of prominent features to explain, such as character, theme, or symbol.

Instructor R’s Stage 1 assignment focused on miscommunication, explained through narrative:

Essay Topic

Compose a narrative (story) in which you describe a short event in your life that serves as an example of either a moment of miscommunication or a moment in which you realize how hard it can sometimes be to write or speak well enough to function successfully in your community.

R’s Stage 2 assignment was a research paper involving the concept of panopticism:

Essay Topic

Choose to focus your paper on one of the two possibilities:

a) *1 to 3 different historical events* that took place in your space. If you choose to write on more than 1 event, make sure to point out the different locations in which those events occurred.

(For example, you can either write about 1 to 3 particular events that all happened at the Studio 54 Dance club or you can write on three different events that happened at three different dance clubs.)

b) *One historical phenomenon* which yielded three actual events that you will focus on. (For example, a historical phenomenon is California's current investment in intersection cameras. Related to this phenomenon are several events—particular attempts on the part of citizens to destroy or remove cameras illegally, state enactment of the laws supporting their right to use cameras, televised debates on the topic that impact the popularity of particular politicians, editorials by disgruntled tax-payers, etc..)

Suggestions: The following recent events covered by the media would provide several excellent possibilities:

Major Department Store: Winona Ryder shoplifting case and those of other celebrities.

LA Traffic Intersection with Cameras: Debate between LA citizens trying to get rid of the cameras and state administrators trying to add more.

High Schools: Installation of metal detectors and other security devices due to student violence in US high schools. Any events regarding students gunning down or planning to kill others at their high school through bombs, etc.. Debate about requiring unannounced drug testing.

Dance Club: *Studio 54, Splash* (club with men's room TVs in Manhattan), and June 1, 2001 suicide bombing of the *Dolphinarium*, a popular dance club in Tel Aviv.

Summary of Design Overview

To sum up the Design Overview, this study set out to test the model proposed in Chapter 1 and developed in Chapter 2. That testing employed a Latin-Square Research Design executed in a reasonably typical community-college setting, with representative Students and Teachers. The study featured endogenous and exogenous Humor Treatments and Instruments for tapping student active Engagement (Internalization) and Essay Scores (Writing Competence) so as to check the efficacy of those treatments. The next section, Piloting Procedures, will discuss, in depth, how these components of the design were conceived and modified.

Piloting Procedures

To develop the above-described components of this dissertation's design, the researcher did extensive pilot work.

Beginning in Fall, 2003, he sought study volunteers from the small pool of full-time English 101 instructors at GCC, instructors who were teaching at least 2 sections of English 101. Instructors with multiple sections were required because the researcher had settled on 2 treatment conditions in a crossover design.

Instructors, P, A, R at first, and later D and M, did volunteer. Then the researcher used these volunteers to calibrate an efficient means of executing the research design and of gathering data from it. A major component of this calibration was the development of effective treatments. Instructors P, A, and R participated in the Spring 2004, pilot work, by allowing the researcher to introduce endogenous and exogenous activities into some of their English 101 classes: 2 classes for P, 1 class for A, and 2 for R. In this pilot work, the researcher met individually with each instructor and then proposed a humorous activity, endogenous or exogenous, for each selected essay topic in their respective courses. Next, after some back-and-forth revisions of the activities by the researcher, the instructors ran the revised activities in class, administered surveys, and met with the researcher to present their impressions of the activities' effectiveness. With P's pair of classes, the researcher also ran a trial Latin-Square design, alternating the exogenous and endogenous treatments for the two classes through 2 stages. Finally, he interviewed several students from R's and P's classes, asking them to describe the effects of the activities on their motivation, participation, and writing

experiences. All participating students signed consent forms (with a parent's signature if they were under 18), and their identities were kept anonymous by means of numerical coding for surveys and alphabetical coding for interviews. Most of the pilot surveys were left uncoded and thus completely unidentified, before the researcher decided to track each student for within-subjects analysis in the main study.

The following Summer, 2004, term, Instructor D conducted several activities, activities this time designed collaboratively rather than by the researcher alone. The emphasis here was on developing the researcher's skill in composing effective endogenous activities for any given essay topic. After running the activities in D's class, the researcher conducted a focus group on July 27, 2004, as a way of gaining insights, primarily about the students' impressions of the activities and the potential uses of humor in classes.

As the Fall, 2004 term began, the researcher decided to involve Instructor M's class, too, in order to pilot 6 variations of exogenous activities plus 2 endogenous activities. The researcher administered these activities himself so that he could observe students' participation and apparent curiosity, internalization, and writing apprehension firsthand. This allowed the researcher to prepare the most effective activities for the actual study.

Piloting of Treatments

One of the major drawbacks of experimental and quasi-experimental research is that sometimes the proposed treatments are so poorly piloted that when they are delivered, other researchers cannot be sure whether what was actually delivered matched what was intended. Accordingly, this research took pains to develop and thoroughly pilot the planned exogenous and endogenous humor activities. The purpose here was to calibrate and try as many different kinds of exogenous and endogenous humor activities as possible, looking for common features of an exogenous or endogenous activity that maximized the humor response among students. The researcher also planned to apply the idea of prewriting as including thought, speech, and even bodily motion, as described in Chapter 2. Also, the use of small groups was pursued from the beginning, again noting the prevailing theory and practice, again as presented in Chapter 2. The essential basis of the humor itself, incongruity, was recognized from the beginning, as shown in Chapter 2, but the most effective way of defining and putting it into practice via prewriting activities needed to be tested and honed on a trial basis. After running many variations of oral, bodily-kinesthetic, written, observational, and reading-based exogenous activities, the researcher found that those featuring some kind of genuinely *enjoyable incongruity* brought smiles and laughter to most involved. As a result, the criteria shown in Table 3.3 (above) were affirmed enough to proceed with the study proper.

Table 3.6 (below) summarizes the piloted treatments developed during the Spring, Summer, and Fall, 2004 semesters. Of the 17 different activities that were run on 20 separate occasions this pilot phase, 11 were endogenous and thus specifically tailored to the given essay topic. Two of the exogenous activities, Laughter Sample and I Fooled the Guesser, were piloted 3 and 2 times, respectively.

Table 3.6
Piloted Treatments

Instructor	Date	Essay Topic	Type of Treatment	Description of Activity
P (12:00)	4/30	Science & Technology's Effects on People's Lives	Exogenous	Laughter Sample
P (1:15)	4/30	Science & Technology's Effects on People's Lives	Endogenous	Invitation with No References to Common Measures of Time
P (12:00)	5/20	Multicultural Issue	Endogenous	Violations of Personal Space
P (1:15)	5/20	Multicultural Issue	Exogenous	Laughter Sample
A	5/27	Character, Theme, or Symbol Analysis of <i>The Tortilla Curtain</i>	Endogenous	What Would an Idiot Do?
R (MWF)	5/14	Panopticism Research	Endogenous	I Fooled the Guesser
R (Tu)	5/18	Panopticism Research	Endogenous	I Fooled the Guesser
D	6/30	Diagnostic	Endogenous	Grammar Contest
D	7/8	Illustration	Exogenous	Cartoons
D	7/12	Morality (Gould)	Endogenous	Morality Scenarios
D	7/19	Morality (MLK, Thoreau)	Endogenous	What Would You Go to Jail For?
D	7/26	Beauty Standards	Endogenous	Dreamboat—Describe Opposite of Beauty Ideal
M	9/17	-----	Exogenous	6 Small-Group Activities:

				<ul style="list-style-type: none"> • <i>The Scream</i> Imitation and Description • Identify a Person from Description • Pass It On • Mad Libs • Laughter Sample • Favorite Joke
M	10/13	Government's Position as Shown in <i>Farewell to Manzanar</i>	Endogenous	Absurd Rule and Punishment
M	10/13	Beauty stds.	Endogenous	Assemble Ideal & Ugliest Faces

The following paragraphs describe in detail the development of these treatments.

Instructor P's 2 classes (N=31) ran a pilot 2-stage Latin square of endogenous and exogenous activities. For Stage 1, the assigned essay focused on science and technology as they affect people's everyday lives, citing examples from readings in *The McGraw-Hill Reader*. In planning the stage 1 endogenous activity, the researcher proposed the following ideas for each of the selected topics from 3 of the 5 readings, shown below:

1. "Downloading human consciousness"/ advances in tech to allow for immortality, security, "autonomy from nature" (Rifkin 556-557).
 - Write an ad/make an oral pitch/commercial for a new disk/CD/USB drive available for surgical installation in humans
 - New def of intelligence=amount of RAM used/available?
 - "How to avoid interpersonal hacking during an exam."
 - Develop your own AI product for what you want: in-class note-taker/printer, etc.
2. Invention of the clock/division of days into hours, minutes first as order, then becoming dominant but necessary for industrial society (Mumford 549).
 - how about the 25-hour clock?
 - The 61-minute hour clock? (for GCC)

- The FUN Clock (adjustable to slow down).
 - Leap Year ages?
 - The super-precise clock based on actual sunrise/sunset at home each day?
 - People who set clocks WAY ahead so they won't ever be late?
 - Individualized clocks?
 - Differences in Palm Pilots, day planners, etc.?
4. How it is a mistake to view nature as moral (Gould 597).
- Name and interact with an inanimate object.
 - Interact with a person without ANY moral content.

The researcher developed these potential activities based on the theories of humor-as-incongruity (reviewed in Chapter 2) that feature an expected or normal phase of information presented, an “enjoyable incongruity,” then an opportunity to resolve that incongruity via humor responses. All of the proposed activities were directly related to the given readings. Through discussion, Instructor P and the researcher developed a new activity, deemed better than the ones listed in Item 2 above, related to the reading by Mumford about how people rely upon standards of time more than they might realize. For the “enjoyable incongruity” for this topic, the researcher and Instructor P came up with the idea of removing time standards from a precise communication about time, such as an invitation to an important upcoming event. The researcher then developed this new activity in the following form, which was the handout for the class:

Writing Activity for “Science and Technology” Mini-Research Paper.
Readings: based on Mumford (545-549).

1. Work in groups of 3-5.
2. Your goal: *Generate important ideas involved with science and technology issues from the readings* through a focused written and oral exercise.

3. **Write an invitation** or another kind of arrangement for an important meeting or event with another person or group, such as a party, a concert, dinner, classes, etc., *without any references to days, hours, or any other standard measurements of time*. This might be about 3 or 4 sentences long: what the meeting/event is, where it will be, when, etc. After everyone has written and shared his or her invitation with your group, choose one person's invitation to share with the whole class.

The handout included the statement of the goal of the activity as a way of indicating its endogeneity.

In Stage 2, P assigned an in-class essay focusing on multicultural issues, with a choice of topics including the following:

1. *Explore how different cultures see space or use space in building housing or in use of public and private space.*
2. *Explore a problem or issue (or problems/issues) related to a multinational society.*
3. *Take a position on some aspect of the role of parents and relatives in helping a person become "a citizen of the world" (i.e, living successfully in a diverse environment.)*

Given these topics, the researcher made the following notes of *expected* and *incongruous* ideas related to each topic as a way of preparing "enjoyable incongruity":

NOTES FOR ACTIVITY PLANNING:

1. **Expected:** using walls for privacy & to mark property
****Incongruity:** no walls or need for privacy, property boundaries
2. **Expected:** stereotyping is short-sighted, is narrow-minded, inaccurate, counterproductive
****Incongruity:** a society of TOTAL stereotyping—every possible stereotype enacted and voiced
3. **Expected:** parents/relatives help a person become a "citizen of the world" by role-modeling, teaching, discipline re: pluralism and respect, etc.
****Incongruity:** disrespect, too much respect

The researcher made some changes, then prepared some possible activities with an eye on the features of endogenous and exogenous humor activities, as listed in Table 3.3 earlier in this chapter. Those notes are shown below:

Possible activities: (emailed to P on 5/9/04)

1. Argue for a completely relaxed, even anarchist, standard of punctuality for school, as in Brazil for social gatherings—variation of topic on use of space
2. Assumptions exercise—determine the race, gender, etc. of person in painting *The Scream*? Other painting or photo? Students imitate gesture, body language of figure in painting (humor via bodily/kinesthetic interpretation), then interpret emotions, situation, race, gender, etc--limit the list. Related to stereotyping, problems of multicultural society.
3. Who needs parents? Describe a "modest proposal," à la Swift, to remove all parents, role-models from homes/society once kids turn 13.

Together with P, the researcher selected Topic 1 (standards of space) as most promising, then came up with an improvement to allow for bodily-kinesthetic movement as part of the activity, one of the elements of a humorous activity shown in Table 3.3.

In brief, the researcher and Instructor P realized that the “comfort zone” of personal space, which varies from one culture to the next, represents incongruity when it violates one culture’s standard of respectful distance from another person. To make this activity work without everyone in each group becoming overly self-conscious, it was decided to have one “insider” in each group who would violate standards of personal space while the group was working on their topic, not knowing that the insider was testing the others’ comfort zones. The resulting activity lesson plan for this topic is shown below:

Argument: What zones of personal space suggest about Americans and others

1. Hand out 2-3 handouts to the group; 1 only to the pre-briefed “insider.” No apparent differences in handouts.
2. Group topic: people in this country *fear intimacy, are not open to others, are stand-offish, etc.* Develop an argument pro or con and support with examples.
3. Insider instruction: as the group works on the argument, approach one person in the group, gradually positioning yourself about *one foot or less* from that person as you speak to him or her. Note any response. Repeat with 1 other person or more. Note responses, including body language.
4. Continue work on argument without mention of the insider experiment.
5. Insider instruction: as the group continues work, gradually move *away* from the person to whom you are speaking—at least 8-10 feet, outside of the apparent boundary of the group. Note responses. Repeat with another person. Note responses, including body language.
6. Share insider experiment with group; discuss what the insider’s actions and the responses suggest about norms of personal space, etc., and possible implications about Americans’ levels of openness, etc.; modify or append original argument.
7. Whole-class sharing, discussion of arguments on personal space and what the group activity implies about people of different cultures (at least with respect to personal space).
8. Examples, observations, and insights derived from this activity form the basis for research on specific topics about cultural norms and intercultural comparisons/evaluations.

For the piloting of exogenous activities with P’s classes, the researcher asked P to run one activity based on a technique of Provine (2000). This activity, announced as a Warm-Up, simply asks students to provide samples of their laughter (see Appendix B). As a means of diverting students’ attention from the true focus of the activity—to produce genuine humor responses—the prompt includes Provine’s chart of common laugh patterns, as well as “forbidden” patterns, that students could use. According to Provine, a person who gives a perfunctory sample of laughter will usually induce real laughter among his or her group. The instructor was given the option of doing the oral laughter-sampling and responses or also to have the groups write a description of the activity as an observation of laughter and how it influences groups.

With **Instructor A**'s class, the researcher developed an endogenous activity to precede an essay involving the novel *The Tortilla Curtain* by T. C. Boyle. In particular, the essay assignment asked students to develop an analysis of their choice of the following:

- Essay Topics:** (a) character analysis of 1 or more of 4 people in the novel: Delaney, Kyra, Candido, America
(b) analysis of a theme of the novel: illegal immigration, social stratification, etc.
(c) analysis of a symbol of the novel: dog carried off by a coyote, etc.

At the researcher's request, Instructor A supplied a set of 11 summary statements of key events of the novel, so as to make sure that the activity would be addressing that which she wanted to emphasize as the students prepared for their essays (see Appendix F). For example, one of the summary statements was:

7. The men from Arroyo Blanco Estates blame the fire on the Mexicans. They become filled with hatred and begin to seek revenge. Delaney sees Jose Navidad and attacks him (286-290).

To make the activity humorous, the researcher proposed 4 activities that featured incongruous manipulations of selected ideas. The first option, "Tortilla of Fortune", was a game modeled after "Wheel of Fortune" whose goal is to have students become familiar with key examples the novel by spinning one of three "tortillas", round pieces of cardboard divided into sections: one for selected story characters, one for themes, and one for symbols. The incongruity comes from the playful, game-show treatment of the normally serious task of identifying and developing important examples for

an essay. The second choice was “Fool the Guesser,” a game in which students are given a passage from the novel and asked to quote or summarize it, infusing false statements with genuine ones, which other students are to guess whether they are factual or not. The incongruity here is the violation of the expectation that all statements in an essay will automatically be true. The third choice was “A Little Satirical Music,” an exercise in which students write an explanation of the significance of a selected key passage, then select one such passage from their group. The selected passage is shared with the whole class, accompanied by the group’s choice of musical accompaniment from CD’s provided by the researcher, adding an incongruous air of humor and satire to the presentations.

As the notes below indicate (also see Appendix F), Instructor A selected Activity (b), entitled “WWID—What Would an Idiot Do?” Here, the incongruity is the exaggeration of normal decision-making by characters into descriptions of the most inept actions students can think of. Then the activity invites students to compare the absurdly incongruous decisions and actions that they thought up with actual ones done by characters in the novel. In this way, the goal of practicing with the use of examples from the novel as support for the essay, an aspect that Instructor A felt that the class needed to improve, could be pursued.

Competencies desired: ability to develop analytical thesis and argument through selection and expression of effective examples, chiefly from the novel but (possibly) also from Xeroxed article(s).

Desired Time for Activity: about 1 hour

Goal for Activity: develop ability to make use of examples for any of the essay topics

Possible Activities: in groups by essay topic: select 1 or more scenes from the novel as support.

- (a) **Tortilla of Fortune!:** Divide into groups of 3-4 according to topic of choice: character, theme, symbol. Each group receives a marked tortilla to spin one at a time. Place pencil or pen on desk in front of student, spin tortilla—pencil points to item=topic for explanation via examples from novel—different wheels for characters, themes, symbols. Tortilla marked with numbers /keywords corresponding to sheet of characters, themes, symbols. Within groups: spin for topic, all contribute to write-up/presentation then share with class/audience OR

Then groups compete as whole class for Big Spin for overall discussion topics and oral answers. If tortilla spins to your group's number, then your group has a chance to win "fabulous prizes" by "solving puzzle" = explaining an in-depth insight about topic??

- (b) **SELECTED: WWID—What Would an Idiot Do?** Given a scene from the novel, students write descriptions of the most idiotic way of proceeding from that point. Then they are to compare and contrast this way with what actually happens, citing page numbers for verification. Share in writing and orally within groups. Each group focuses on an important scene, with the class as a whole covering much of the novel in "jigsaw" fashion. Discuss how close the characters seem to come to being the most idiotic overall, and what the novel's satiric message may include.

[Discuss how *The Tortilla Curtain's* characters show various levels of stupidity and other traits. Discuss how the novel's satire brings out themes. Discuss how symbols clarify the characters, themes, and other aspects of the novel.

Further discussion: Now **explain** how this most idiotic action **compares or differs** from what actually happens in the novel. For example, if in the novel a character is given a dollar and actually spends it immediately on candy, you might argue that this could be stupid too, but at least the character got something for the dollar.]

- (c) **Fool the Guesser:** Given an important scene with a page reference to start, students are first to quote a representative excerpt that characterizes it. Then they are to add supporting quotes, with the option of fabricating false quotations, as many or few as they wish. The resulting paragraph is then given to the others in the group, who attempt to determine which quotes are genuine and which are fake. Students score points for most successful foolings of others, and for most correct guesses of genuine and fake quotes. Prizes for highest point totals.
- (d) **A Little Satirical Music:** Students find one major scene in the novel and briefly explain its significance in a paragraph, citing page numbers. Groups select one of these for whole-class presentation. In addition, groups select

accompanying music that they find most dramatic for that presentation. Music on CDs is supplied:

- i. Pink Floyd, *The Wall* (“Tear Down the Wall”)
- ii. Wagner, “The Ride of the Valkyries”
- iii. Rossini, *William Tell Overture*
- iv. Queen, “Another One Bites the Dust”
- v. Queen, “Bohemian Rhapsody” (excerpt—“nothing really matters”)
- vi. Kansas, “Carry On Our Wayward Son”
- vii. Morrissey, “The More You Ignore Me, The Closer I Get”
- viii. Johnny Cash, various
- ix. Other?

Instructor R’s 2 classes were both assigned a research paper involving Michel Foucault’s (1995) concept of Panopticism. The topic for the paper was given in the following way:

Essay Topic

Choose to focus your paper on one of the two possibilities:

a) *1 to 3 different historical events* that took place in your space. If you choose to write on more than 1 event, make sure to point out the different locations in which those events occurred.

(For example, you can either write about 1 to 3 particular events that all happened at the Studio 54 Dance club or you can write on three different events that happened at three different dance clubs.)

b) *One historical phenomenon* that yielded three actual events you will focus on.

(For example, a historical phenomenon is California’s current investment in intersection cameras. Related to this phenomenon are several events—particular attempts on the part of citizens to destroy or remove cameras illegally, state enactment of the laws supporting their right to use cameras, televised debates on the topic that impact the popularity of particular politicians, editorials by disgruntled taxpayers, etc..)

For the endogenous-humor activity for this topic, the researcher suggested 4 possible activities, all intending to address Instructor R’s goals of

students finding and employing useful research sources, and developing their critical-thinking skills. Those possible activities are shown below:

Proposed small-group activities (about 2 or 3 students in each)

[Selected by R]1. **I Fooled the Guesser**: Write a quote, paraphrase, or summary of a relevant fact from a source for your paper and cite correctly. Then write a fictitious item with a made-up citation, making it possible via clues in the item to be able to tell that it is false (e.g., impossible future dates, unlikely authors. This can be done subtly with careful thought.). Yet make the false item plausible, since you want to fool your reader. Partners determine which is the real item for the paper. Awards for correct guesses and for fooling guessers.

a. Alternative: “Plagiarize! Don’t let another’s work evade your eyes!” (Tom Lehrer): Writer deliberately incorporates plagiarized source material (undocumented, missing quotation marks, partially or minimally altered phrasings, etc.), then correctly incorporates another fact from a source, both contributing to a relevant point of the research paper. Reader must identify which part of a brief paragraph using source material is genuine and which is plagiarized, referring to the source itself.

2. **Derailed Train of Thought**: Establish a simple point that is relevant to your topic for a brief paragraph. Write a topic sentence. Correctly apply one fact from a source that is clearly relevant to your research paper (one point being made). Then apply one fact from a source that is clearly not relevant (possibly from another source). Reader attempts to discern and summarize the writer’s intended train of thought as completely as possible.

3. **Works Cited Race!** In groups of 3, prepare 2-item Works Cited pages for all 3 team members. Follow correct MLA format. First team to finish with correct entries/fewest errors wins a prize (which I will provide). [Option: use a handbook to allow students to judge each other’s work and arrive at a winner.]

Briefly, each activity aimed to introduce *enjoyable incongruity* to the task of developing ideas from research and critical thinking skills. The incongruity in each potential activity involved some kind of distortion of facts, the writing of which gives the student increased audience awareness. In spite of the incorrect information involved, the activity nonetheless constitutes practice in research, and the ability to discern false from genuine statements, for instance, requires critical thinking.

As the notes above show, R also selected Activity 1, “I Fooled the Guesser,” the same basic game as was piloted in A’s class, this time featuring the manipulation of statements supposedly from research on Panopticism and the specific topic chosen by the student. For this activity, the researcher added prizes for each class game-winners (pens, ink-stamp sets, and the like) after discussing the desirability of such extrinsic incentives with Instructor R. This addition of prizes was also done to see the effect of a mixture of intrinsic and extrinsic rewards on students’ writing motivation.

Instructor D’s class in Summer, 2004 (N=16) participated in 5 activities, 4 of them endogenous. On the first day of that course, D altered the format of a diagnostic grammar test to make it a lively “Grammar Contest,” an endogenous activity. Students participated in a game-show format, responding to test items orally, with D acting as the host. As students walked into the writing lab for an in-class essay a week later, D handed out literary cartoons that were not related to their essay topic but which were meant to elicit humor responses and set a tension-free tone for the essay-writing period.

Two later endogenous activities focused on readings related to an essay topic addressing morality. The first of these was not a humor activity designed by the researcher, but one which featured four scenarios written by Instructor D, scenarios she instructed the students to discuss in order to arrive at a moral judgment:

Scenario 1: A student, Barney, is feeling ill. He already had his one late paper for the semester. The topic he needs to write on (but feels too ill to work on) is one that his cousin, Nick, wrote a paper on last semester. Nick earned a B+ on the paper. Barney currently has a B- average in class and feels he has worked hard for that grade, but not turning in the paper will lower his average to a C-. Nick offers Barney the paper. Barney accepts and turns in Nick's paper.

Scenario 2: A man, Lou, walks into his bedroom and sees a man standing there. Lou has no idea who the stranger is and is frightened that there is a stranger in his home. The stranger looks surprised and confused but offers no explanation for his presence. Without asking questions, Lou shoots the stranger.

Scenario 3: For months, American soldiers have had it drilled into their minds that Iraqi's are dangerous enemies. The American soldiers have lived in terrifying conditions for months, their lives constantly threatened, not enough food, intense heat, and few chances to bathe. The stress is almost unbearable. When put in the position to guard Iraqi prisoners, the reason they are forced to be separate from their families and loved ones, they torture and humiliate their charges.

Scenario 4: Mauricio the cat loves mice. He doesn't actually eat them, but they're so cute with those little whiskers and those tiny feet that he bats them around constantly, sometimes knocking them unconscious, though, of course, Mauricio doesn't realize his own strength and doesn't intend to knock them unconscious. Once the mice are knocked out, of course, they no longer hold his attention—no skittering around or squealing in terror. They're just dull, and Mauricio takes off in pursuit of birds.

Although the scenarios are not humorous, they do present incongruities in the form of moral dilemmas. So, the researcher decided to include them in the pilot work in order to see if the students would create their own humor responses because of these incongruities, and if so, for which ones. The Iraqi prisoners scenario, for instance, was an extremely sensitive topic that D wanted to include, one from which the researcher expected very little in the line of humor responses. In fact, all of these scenarios posed risks of offending students, which would run exactly counter to the intended result of the activity.

The next endogenous activity for D's class pertained to "Letter From Birmingham Jail" by Martin Luther King, Jr., and an excerpt from "Civil Disobedience" by Henry David Thoreau. For this activity, students were divided into 4 groups, with each group receiving a prompt, as follows:

Group 1: What would you be willing to go to jail for? For how long? What law would you be willing to pay a fine for if you don't obey? The "authorities" are now regulating music listening. If you want to listen to music, they have it all picked out for you. Your choices are barbershop quartet music, children's nursery rhymes (two—played over and over), or a new kind of music that consists of lengthy recordings of cats in heat, cats coughing up hairballs, and dogs coughing up something inedible. Will you listen to the music, live in silence and feel sorry for those who wish they had other music choices, or listen to what you like and risk jail time?

Group 2: What would you be willing to go to jail for? For how long? What law would you be willing to pay a fine for if you don't obey? Men, you're being made to wear fussy, frilly pink tutus on all dates before you get married; ladies, you're being made to wear fake noses & moustaches on all dates before you get married. It's the LAW. Will you obey the law? Quit dating? Go to jail?

Group 3: What would you be willing to go to jail for? For how long? What law would you be willing to pay a fine for if you don't obey? You will go to jail if you refuse, at airport security, to go through the karaoke test—in order to board the plane, you must sing karaoke to cheesy songs from the 1970s. Your refusal to sing is tantamount to admitting you have nefarious motives. Will you sing or go to jail?

Group 4: What would you be willing to go to jail for? For how long? What law would you be willing to pay a fine for if you don't obey? It's the year 2050. At this time, EVERYONE has to be entertaining; if someone is NOT entertaining, he or she must stay home. Therefore, the "authorities" say that in order to go to the beach, to a restaurant, or even to the doctor's office, one must have a routine: a stand-up comedy piece, a choreographed dance piece, a dramatic rendition of a famous scene from reality TV, etc. Will you oblige the authorities and come up with something every time you leave your house, stay home a lot, or go to the beach "unprepared" and face jail time?

Here, the “enjoyable incongruity” was intended to come from students’ playful responses to the outlandish scenarios, such as being required to sing karaoke in order to pass airport security. The researcher wanted to see if this outlandishness offset the seriousness of the idea of going to jail in the minds of the students.

The final endogenous activity run in D’s class involved readings on standards of feminine beauty, including a review of Naomi Wolf’s *The Beauty Myth* by Laura Bryannan (see Appendix F) and two poems, “In the Department Store” and “Barbie Doll” by Marge Piercy (see Appendix F). This final activity, entitled “Dreamboat,” asked students to come up with descriptions of a physical features that were as completely *opposite* to their actual ideals of beauty as possible. Here, the researcher wanted to see if students’ inspirations of the *ugliest* possible personal features brought humor responses, since the descriptions were hypothetical, not based on actual people. Thus, an atmosphere of play, rather than hurtfulness, might prevail in the classroom as students prepared for their upcoming essay.

Instructor M’s class participated in exogenous-activity piloting on September 17, 2004, and in endogenous activities on October 13, 2004. First, 6 exogenous activities, introduced early in the class period as “warm-ups,” were run simultaneously in groups of 3-4 students each (see Appendix F for prompts). Those activities were the following:

- *The Scream* Imitation and Description
- Identify a Person from Description

- Pass It On
- Mad Libs
- Laughter Sample
- Favorite Joke

Briefly, the *The Scream* activity had students imitate the figure shown in Edvard Munch's famous painting and then prepare a precise description of the scenario that caused the figure to make such an expression; the Identify a Person activity asked students to write a precise description of a person in the room without giving that student's name or location, from which others were to guess the object of the description; the Pass It On activity was an exercise in adding to a sentence, **Recently I heard something that made me very curious**, to create a humorous paragraph; the Mad Libs activity featured students writing a "copy-change" revision of Mark Twain's famous statement, "A fool and his money are soon parted," prompted in the following way: A _____ and his/her _____ are soon _____. From here, the group was to come up with a paragraph to illustrate their interpretation of the statement. The next activity, Laughter Sample, was the same activity as the one piloted in P's classes. The final activity, Favorite Joke, had students share only the punch-line of their favorite joke, after which the group selected the one that they most wanted to hear in its entirety. Here, the incongruity was in the absence of the buildup to the punch-line; epistemic curiosity was intended to be aroused as a result.

The students in each group were given instructions for each activity in a handout. For example, the second of these, Identify a Person, read as follows:

***Describe one other person** in this room (from the neck up; not necessarily within your group) without giving his or her name or location. Write precise and useful notes to describe this person; your job is to show what is there, not to give opinions or judgments. Exchange papers within your group. Guess people from their descriptions.

The first endogenous activity for Instructor M's class preceded an essay investigating the absurdity of the government's position regarding the Japanese internment during World War II, as depicted in Jeanne Wakatsuki Houston's (1973) *Farewell to Manzanar*. For this activity, students were given the following prompt:

Absurdity: Name one habit, clothing style, behavior, etc. that people do that really bothers you—enough to want it outlawed! (*I hate it when _____.*) Write a *rule* forbidding this, and a *punishment* for its violation. Be creative with the rules and punishments. Share with your group and select the most absurd rule and punishment.

Here, the enjoyable incongruity was intended to come from creating a rule and punishment that were humorous for their absurdity, as a way of playing with and understanding this theme of the book more completely than they might have otherwise.

The second endogenous activity for Instructor M's class focused on an essay topic about standards of beauty for women. The researcher photocopied pictures of women's faces, all of whose features differed significantly, from the book *Face Forward* by Kevin Aucoin (2000). Then, the researcher cut the

faces into thirds—forehead and eyes, nose, and mouth—and put them, mixed together, into envelopes. The groups of students were each given an envelope and a prompt to carry out the following activity:

Standards of beauty for women: As a group, assemble the facial features from your envelope that come closest to your ideal for each feature (eyes, nose, mouth). How well does the combination match your ideas of the perfect woman's face? Now construct the *ugliest* face possible, using the same elements and your creativity. Write a brief description of this masterpiece in ugliness. (Suggested reading: Aucoin, Kevin. *Face Forward*. Boston: Little, Brown, 2000.)

Here, the incongruity comes from the instruction to focus on ugliness rather than beauty, and from the students' willful violation of beauty standards, in much the same way as with the Dreamboat activity piloted in D's class, but based upon a different reading.

Pilot Surveys, Interviews, and Feedback

Through the course of the pilot work in Spring and Summer, 2004, the researcher sought feedback from the participating instructors and students. By doing this, he hoped to gain insights so as to confirm the features of successful endogenous and exogenous activities, mainly the endogenous activities, for the purposes of the dissertation study. To do this simply at this preliminary stage, the students' internalization, curiosity, writing apprehension, and intrinsic motivation were probed informally through the piloting of several surveys—again, with students' anonymity protected through numerical coding on surveys and alphabetical coding in interviews. Also, the researcher observed M's class, conducted pilot interviews and

collected emailed comments from students in P's, R's, and D's classes, conducted informal focus groups in D's and M's classes, and solicited emailed and verbal feedback from participating instructors. The following sections summarize these preliminary indications from the pilot work.

Pilot Surveys

Following the piloted activities in P's, A's, R's, D's classes, the instructors administered the surveys selected for this study: the CEI-S (curiosity), the SRQL (internalization), and Writing Apprehension questionnaires. In addition, D administered the SRQL one additional time early in the term, not associated with an activity, to derive some indications of the students' overall internalization with respect to the whole class. This survey was entitled "Questionnaire: Reasons for Participating in This Class."

Further, for comparative purposes, D administered Deci et al.'s (n.d.) IMI-Intrinsic Motivation Inventory (Activity), which has 25 items and is scored for 3 subscales—Interest/enjoyment (I), Value/usefulness (V), and Perceived choice (P)—although Deci advised to use the SRQL instead because IMI's Interest/enjoyment subscale addresses intrinsic motivation, which is not identical to internalization. IMI's Interest/enjoyment subscale indicates students' interest and enjoyment of the particular activity. The Value/usefulness subscale suggests students' perceptions of how important the activity was for them. The Perceived choice subscale shows the degree to which students felt that they could choose to participate in the activity or not.

M's classes, unlike D's, were not surveyed, since by that time, Fall, 2004, the finalized study was already underway, and the focus with M's class was on calibration of the treatments.

Next, survey means were calculated, focusing on P's 2 classes as the Latin-square trial, to provide some indications of the effects of the treatments on students' INTERNALIZATION and ESSAY SCORES. Table 3.7 below shows the mean survey scores for each measure, sorted by instructor, activity type, stage (only for P's classes), and date.

Table 3.7

Means for P, R, A, and D Pilot Surveys

Instructor, Activity Type & Stage, Date	CEIS score (item mean)	SRQL-A	SRQL-C	SRQL-R	WA	IMI
P Exo 1 4/30	31.15 (4.45)	6.09	4.67	1.42	86.08	---
P Endo 1	34.8 (4.97)	4.42	3.66	0.76	77.5	---
P Exo 2	27.75 (3.96)	4.79	3.77	1.02	84.56	---
P Endo 2	33.25 (4.75)	5.48	4.43	1.04	79.0	---
A Endo 5/27	32.0 (4.57)	5.25	3.26	1.98	78.6	---
R (MWF) Endo (5/14)	32.79 (4.68)	5.87	4.64	1.23	83.0	---
R (Tu) 5/25	34.5 (4.93)	5.35	4.80	0.55	71.29	---
D Endo 7/1	36.6 (5.23)	---	---	---	---	---
D [control] 7/6	---	6.26	3.92	2.34	---	---
D Endo 7/8	---	5.95	4.55	1.40	85.75	---
D Endo 7/15	---	---	---	---	---	I: 4.55 V: 5.42 P:

						4.66
D Endo 7/22	39.5 (5.64)	---	---	---	---	---
D Endo 7/27	---	5.75	4.17	1.58	---	---
Mean	33.59	5.52	4.19	1.33	80.72	na
Standard Deviation	3.35	0.58	0.52	0.54	5.08	na
Mean, Endo only	34.78	5.35	4.16	1.19	77.88	na
Standard Deviation, Endo only	2.57	0.51	0.60	0.53	4.23	na

The mean scores of the surveys for the pilot classes suggested that the treatments were having some useful effects, enough so to warrant the full study. The mean for the CEIS in all of the classes after the endogenous treatments only was 34.47, higher than the overall mean of 33.59. Both of these means are slightly above an average per-item score of 4, suggesting that the students' curiosity level in both treatment cases was higher than average.

The mean for the Autonomous subscale of the SRQL (5.52, s.d.=0.58) is noticeably higher than that of the Controlled subscale (4.19, s.d.=0.52), and, in turn, the Relative Autonomy Index mean leans in favor of the Autonomous side (1.33, s.d.=0.54). These results suggest that the students may have been more motivated than average to engage in the activities, and their essay topics, as they participated in the humor treatments.

The mean for the Writing Apprehension survey scores, 80.72 (s.d.=5.08), suggests a relatively low level of writing apprehension, with a per-

item average of 3.33 on the 5-point Likert scale, since a higher score indicates lower apprehension.

In all, the sample sizes for each class were quite small (less than 10) in several administrations of the treatments and pretests, so those data should be considered merely as useful indicators.

Pilot Interviews & Focus Groups

At the same time as the pilot treatments and surveys were being administered, the researcher pilot-interviewed several students from the participating classes. Feedback was also obtained through informal focus groups. These interviews and focus groups were meant to supplement the survey indications of how effective the humor activities were at enhancing their curiosity and internalization, while reducing their writing apprehension and improving their essay-writing motivation and performance as a result. The interviews and focus groups were also meant to allow students to express their reactions to the activities in ways that the surveys could not capture. In addition, the researcher wanted to see what kinds of questions enabled students to describe their experiences as freely and precisely as possible. The questions could then be modified as needed for the actual study in Fall, 2004.

Instructor P sent students for individual interviews from each of the 2 stages of her part of the pilot study: 3 students from the class that did the Laughter Sample exogenous activity in Stage 1; 3 students from the Stage 1 endogenous Invitation Without References to Common Measures of Time

activity; 3 from the Stage 2 endogenous Violations of Personal Space activity; and 2 from the Stage 2 exogenous Laughter Sample activity. From these students' responses, the researcher then developed and adjusted the interview questions so that they increasingly focused on student perceptions of the humor and its intended effects on their motivation and writing performance, as follows:

First, with P's classes, 11 questions were written for the Stage 1 pilot interviews, beginning with the importance of English 101 to the student, how well the student was doing, and the student's attitudes about writing in general. Then the next several questions focused on the student's interest in the assignment before the activity, participation in it, thoughts and feelings encountered, motivations to write after the activity, effects of more activities like this one on the student's course grade and writing motivation, and other comments about the activity.

The Stage 2 endogenous-activity questions for P's classes, for the interviews conducted on May 19, 2004, were reduced to 8, removing the items about the importance of the course grade, the student's status in the class, writing attitudes, and interest in the topic. These items were eliminated primarily to allow focus on the actual reactions to the activity itself. Instead, the questions were more direct. The focus was on the students' participation; feelings before, during, and after the activity; specific questions for "Insiders" who were given special instructions for the activity to see how they felt and if

they were curious; how others reacted to the Insiders' violations of personal space; whether anyone smiled or laughed during the activity; whether the activity was useful for the paper that would be written; and any other comments. Because the researcher was not present for the classes, he needed to know whether the students found the activities humorous or not.

The Stage 2 exogenous Laughter Sample questions were reduced to 6 items, focusing on descriptions of the students' participation in the activity; thoughts and feelings before, during, and after the activity; whether the students smiled or laughed; the effect of the activity on the students; whether the activity was helpful for the class and the paper to be written; and other comments.

At this preliminary stage of the pilot work, the researcher tape-recorded all but one of the student interviews (one requested no taping) and handwrote notes of the responses during the interviews as well. The notes were simply organized according to the prepared questions as categories (e.g., Zimmerman & Pons, 1986). Doing this, the researcher noticed that students did not always respond specifically or on-topic, so the questions were adjusted for later interviews. For example, item 7 of the Stage 1 questions was, "Describe your motivations to work on and write the assigned essay after doing this activity." The written notes for this item show that Student C "doesn't know. More enthusiastic. Talked about it after class. Not really a help on essay," which is an on-topic response. But student A said, according to the

written notes: “interesting. Not expected. Curious about other activities. Wonder about purpose of activity. More interest. [Instructor P] more approachable,” which does not really address essay-writing motivations. This was noted and adjusted for the next set of pilot interviews with R’s classes, as described later in this section.

To summarize, most of P’s students that were interviewed described the activities as welcome breaks from their normal class routines. Also, nearly all of them found the activities interesting and enjoyable, and they experienced humor responses during the activities in their small groups. The students indicated some preference for the endogenous activities over the exogenous ones, because of a tendency to want all activities to relate directly to their assignments. In addition, some critical comments about the exogenous activity supported the findings reviewed in Chapter 2 about untoward and even damaging uses of humor to avoid.

About the Stage 1, exogenous Laughter Sample activity in P’s class, Student A said that it “got us to talk,” that it was “a more fun, interactive activity,” and that “there was more to do” than was the case in most class sessions. Student A also found the activity “interesting” and “not expected,” and was “curious about other activities” that might be run in the future. She noted that the activity made Instructor P “more approachable,” and that the group’s experience helped her to “get to know people,” “[relieve] fears,” and “[bring] closeness” and “confidence.” She summed up her experience with the

humor activity by saying, “I don’t feel so goofy now that everyone did this goofy activity.”

Student B affirmed the effectiveness of the small-group setting and the contagious effect of the Laughter Sample activity, saying that the prompt to laugh was “crazy” and that his group resisted it at first, but then they “all laughed,” not upon Instructor P’s urging to give an answer, but once they were left to themselves: “A girl in the group made me laugh.” Student B also said, though, that the activity had no effect on the class or on his essay attitude, which may have been a product of the exogeneity of the activity.

Student C said that the group activity was “unusual,” and that he had walked into the class feeling “serious” but laughed during the Laughter Sample activity and had “fun.” He also commented on the lack of relevance of the exogenous activity to the essay topic: “What’s this for?” But he also felt that it “can’t be bad if it made me laugh” and that although he was “not excited about English,” his feelings changed when “everyone laughed” -- it “cheered me up.” Student C said that the activity was “not really a help on the essay,” but that he did feel “cheerful” and had “plans for going home and working on the paper.” He also noted that Instructor P was “different” during the activity: “she participated.” This showed “a new side of her,” according to C. “Any teacher could do it,” he noted in conclusion.

The 3 students in Instructor P’s Stage 1 endogenous Invitation Without Standard Measures of Time activity found it enjoyable and interesting overall.

All 3 remarked that the activity, though related to the topic of the readings, was not exactly the chosen topic of their essays, so the activity was not a direct help for those essays. Nonetheless, Student D said that his group's writing of an invitation to a Fourth of July celebration by referring to sounds of bands playing and fireworks was "challenging" and added to his "interest in the topic." During the activity, Student D said that he thought, "How can I be the most unique and innovative?" Student E said that he found the activity "kind of fun" and that it was "interesting to work around limitations." He said that his group "picked on him a bit," so he "went on" with the activity "so that they wouldn't think he was too sensitive." He added that this actually helped him to "do something in class," and "not just be bored, passive." Student F noticed that "everyone thought their own invitation was clever, funny," and he enjoyed hearing others'. Student F's interest in the topic increased, he said, because it was "creative, different, [and] allows outside thinking not a formula." He described the class as "alive" and "happy" during the activity, noting that the class was "boring usually" because "the subject matter stinks." He pointed out that Instructor P "tries to get us interested" and that this activity was "a better way to look at it." More activities like this one, said Student F, would be "effective for interest in topics."

Later in the semester, on May 19, 2004, immediately after Instructor P's Stage 2 endogenous activity about Violations of Personal Space, the 3 interviewed students said separately that they generally found the activity

interesting, fun, humorous, and somewhat useful for their essay on the Citizens of the World topic that addressed cultural differences. But there were some aspects of this assignment that appeared to cross the line between “enjoyable incongruity” and humor at another’s expense or even embarrassment instead of humor. First, Student H said that compared to the Stage 1 activity, this one was “more like an assignment—people took it on as more important.” She felt that it “went well, though” and although she “didn’t laugh today,” “some others laughed.” Students I and J were “Insiders” who were given the special instructions, unbeknownst to the other members of the class, to violate the American norms of personal space by standing too close, then too far from a selected group member. Student I said that doing this was “fun” and that he “got *involved* in the assignment.” He said that these were “fun classes” in which he laughed and smiled and in which the “discussion was way more interesting” than usual. He also found the activity “useful for the paper.” Student J commented that it was “good to do little activities to act out and get into the readings.” He described the activity as “funny, at first,” “then serious” as the group got to work. When student backed away from each other, there was laughter, which Student J described as “a substitute for anger.” He nonetheless said that the activity was “good to do” and that it aroused curiosity in both other groups’ reactions and in the essay topic itself. He “didn’t mind the experiment.”

Responding to questions about Instructor P's Stage 2 exogenous Laughter Sample activity, the 2 students interviewed gave both affirming and critical descriptions of their experiences. Student K said that the laughter produced from the activity made him "feel better" and "comfortable." He added that the "unpredictable" nature of the activity "spices up the class" and makes it "less boring," "easier to concentrate" as a "wake-up." Student K commented that the activity seemed "out of place" and "off-topic," and he asked if "juggling" would be next. But he felt that humor in classes "allows the teacher and students to be at ease in class," making it "easier to teach," and "students more willing to listen." Student L gave some mixed comments, as well. She felt that the activity "seemed completely separate" from the class syllabus and that it was "not English." She was "instantly uncomfortable at first" and felt "vulnerable," noting that her group "did not want to look like dorks." The activity was "awkward," but the group did "smile and have a good time." But Student L wondered if the activity was "not age-appropriate." She said that "genuine laughter happened," as described by Provine (2000), "but uncomfortably, at the ridiculousness" of it. Student L summed up her description of her responses by saying that an activity "doesn't have to be related [to the essay topic], but having a point helps." She pointed out the need to be "involved with a subject" as a "morale-booster." She contrasted this exogenous activity with the Stage 1 endogenous one, noting that the endogenous activity was "more subtle" and "fun" while not making students

“self-conscious.”

Instructor R’s students were pilot-interviewed in an informal focus group (N=16), and later with 4 other students who were interviewed individually. For this stage of pilot interviews, the questions about students’ performance and motivations in the class and other such matters were eliminated; thus, the focus group session began immediately with students’ descriptions of how the activity was introduced and how they proceeded with it. This change in interviewing allowed for more focus on the salient issues of the students’ involvement and then enjoyment of the activity. In addition, the students were asked about the prizes that were offered to the winners of the game, plus a direct question of whether the students experienced humor responses during the activity. This focus allowed for crucial evaluations of the treatments from the students’ perspective. Further, the researcher solicited the students’ opinions on whether the endogeneity of the activity mattered or not, as an informal way of testing the hypothesis that endogenous activities would prove more motivational, again from the students’ point of view.

Below are the modified interview questions used with Instructor R’s students:

Interview Questions

Following in-class writing activity: Fool the Guesser (Kwa, Spring 2004)

Introduction: *First of all, I really appreciate your help! Thank you for volunteering. You’ve already helped me by participating in the in-class activity and by completing 3 surveys. The purpose of this interview is to get a clearer idea of how your class*

went. Since I wasn't there, I need you as a source of information. I'd like to know what you did in that class and your impressions of it. I'd like your opinions, too.

Please answer as precisely as you can.

1. How was the activity introduced?
2. Describe your participation in the activity: what exactly did you do?
3. Describe your thoughts/feelings/emotions as you went through the activity.
4. Did you receive a prize? Describe any effect that the prize had on you and others.
5. Describe your motivation to work on and write the assigned essay after doing this activity.
6. What effect do you think that the activity will have on your performance/grade on the essay?
7. Did you laugh, smile, or find anything humorous during any part of this activity? Did anyone else seem to?
8. What effect would more activities like this have on your writing motivation?
9. Would it matter whether the humorous activity were directly related to your assigned writing topic or not?

In response to these questions, Instructor R's students, like P's, gave strong affirmations of both the use of humor in general as a motivator to engage in class activities, with the curiosity it embodies, and for endogenous humor in particular for prewriting activities. After describing the introduction of the Fool the Guesser activity and their participation in it, R's students responded to Question 3 above, commenting that "it was exciting for the writers," meaning the part of the activity in which students created their paragraphs with the intention of fooling those who read them. About the incongruous aspect of writing false and faked statements and citations, students said that they felt an "interest in getting away with it," and in "finding out" whether their guesses of the veracity of the paragraphs they read were correct.

About the prizes, the students said that they were “a good surprise,” since they had had “low expectations” of “cheesy” rewards. In response to Question 5, the students said that the activity “got [them] to read the sources [for their research papers.” The Fool the Guesser game “relieved stress,” the students emphasized and took “the mind off the paper itself,” making the game a welcome “reprieve” and a chance to “breathe a little bit.” They said that this was “a good time to try something like this,” since “class had been a little mundane up to this point” and the “string of papers” they had written was very “tiring.” By contrast, the activity made it “easier to write,” because during the game there was “no pressure.” The students were not certain how the activity would affect their actual grades on the research paper, but they again noted the benefit of it as a break from their “stressful” class routines. Everyone, the students said, laughed or smiled during the activity, an important affirmation of the effectiveness of the intended humor involved.

When asked Question 7, the students all said that they would certainly like to do such activities more often, “about one or two times a month” or perhaps “one time for every three papers,” at a minimum. Finally, the students in R’s class, as did P’s, showed a clear preference for endogenous activities over exogenous ones as a “productive” way to “try out-of-the-box activities” to get the most out of their assignments.

Three of the other 4 students in R’s classes --Students G, M, and N, when interviewed individually, said that they experienced humor responses as

well during the activity and that the activity was “fun” (a term used by all of them), curiosity-provoking, and a welcome game to ease tensions and pressures during a challenging and intimidating assignment. The fourth Student O was “not sure” if she enjoyed the activity, but she did describe it as “pleasant,” “unique,” “creative” and indicated that teachers should “definitely use” activities like this one in their classes.

All of these students emphasized, as did P’s, the effect of distancing that the game had on them: it did not feel like work to play it, they all said, and it was a welcome change or relief for them. Student N said that “if an activity is not fun, then it’s not interesting!” Student M noted that “since the topic seemed cluttered, the game helped to open or start the paper off.” She added that the game “gave direction” and “helped clarify the topic and information” that they needed for it. She further added that this activity, though even “silly,” was “more concrete” than other activities for papers in the class. In fact, she said, “the sillier the better! People want to participate more” in the humorous activities, and the class experienced “no real hesitation to engage,” as far as she could tell.

With **Instructor D’s** class in Summer, 2004 (N=14), the researcher conducted an informal focus group, in the classroom, on the day after their last piloted activity. Here the purpose was to gain insight into the students’ perceptions of several humorous activities, most of them endogenous, as a whole, before making plans for the formal study to be run in Fall, 2004. Here

the questions focused on whether students found the activities fun by their definition, whether the activities were germane and useful to the students, whether they felt comfortable doing them, and some questions about the best ways to present and deliver the humorous activities. This set of questions appears below. These questions followed a brief overview of the activities that were run during that class, as a reminder to the students.

Pilot Focus Group Questions for Instructor D's Class, Summer, 2004

1. How easy were the activities? How fun were they?
2. Were the activities too far off from regular classroom activities?
3. Explain whether you were uncomfortable or not during the activities.
4. Did it matter whether the activities were directly related to the essay topic or not? Explain why or why not.
5. What if the humor were delivered verbally by the instructor rather than in the group activities? What is the best instructor role for the humorous activities?
6. What kinds of humorous activities would not work?
7. Any comments?

The students said that the activities were not hard to do, characterizing them as “not effortless, but efficient.” All of them agreed that they were fun as well. They said that the activities were “not like a regular class” and that they had a “light tone” which allowed them to be “focusing on the topic” but “not *concentrating*” too much. They felt “playful” while doing them, they said. The class felt that the activities were “maybe” too far off from regular classroom assignments but that they were “different” and “unexpected.” They explained that they were “laughing” during them “but [that was] better” for their memory and focus on their topics.

They were “not really” uncomfortable during the activities, explaining that the departure from normal classroom procedures was noteworthy, but not anything that was threatening or negative for them. Asked about the importance of endogeneity, the students said that they preferred endogenous activities in the interest of feeling that everything in class was worthwhile.

In response to Question 5 about the instructor’s delivery of the humor, there was a clear preference among the students for the small-group activities: “Better to be able to think on our own in groups rather than just [having the humor come] from the teacher,” one student said, and most of the class said that they agreed. In response to the last question, the students said that “lame jokes” would not work as effective humor activities nor would “off-topic” activities. This last statement appears to reinforce the students’ preference for endogenous activities. In sum, they enjoyed out-of-the ordinary activities featuring humor, and they appreciated the fun that they engendered. They wanted them to be useful, though, in a well-defined way for their course success.

In a much shorter time-frame than for Instructor D’s class—in the last 15 minutes of his class visit—the researcher conducted an informal focus group with **Instructor M**’s students, this time immediately following the running of the activities. For this informal focus group, the researcher simply asked the students in each group to describe how the given activity was for them. The responses by participating students to the exogenous activities

piloted in Instructor M’s class are shown below in Table 3.8. The table also includes in-class observation notes by the researcher and the researcher’s indications of whether the activities were or were not preferred.

Table 3.8

Evaluation of Instructor M Piloted Exogenous Activities

Activity	Observation Notes	Student Feedback	Preferred (√) or Not (---)
<i>The Scream</i> mimicry and description	Serious, attentive	Hard to start, then fun	---
Identify a Person	Laughter, sharing, some embarrassment	Fun, funny	√
Pass It On	Smiles	Easy and fun	---
Mad Libs	Not engaged at first, laughs when shared	OK	---
Laughter Sample	Resistance at first; completed quickly	All right; weird at first; contagious	---
Favorite Joke	Laughter when shared	Fun; wanted to know joke	√

The criterion for evaluating preferred activities was the degree of “fun” that the students showed and described, which this researcher took as an indication of INTERNALIZATION or ACTIVE ENGAGEMENT as characterized in this dissertation’s model. As Table 3.8 shows, 2 of the exogenous activities, Identify a Person and Favorite Joke, were identified as Preferred, based primarily on the students’ descriptions.

Firsthand Observations

The researcher decided to observe Instructor M's piloted activities firsthand in order to see how students responded. This observation was intended to provide the clearest possible feedback regarding students' active engagement, in conjunction with the student perspectives as expressed in the surveys and interviews, just prior to running the formal study.

As the small group proceeded with the Identify a Person activity, the researcher observed that the students appeared to encounter enjoyable incongruity. This incongruity likely arose because the students needed to look closely at another student to prepare a useful description, but, at the same time, they felt some pressure to do so without attracting attention or making the object self-conscious. This self-consciousness caused some embarrassment, but nonetheless the activity appeared to remain fun enough to laugh about for everyone in the group. After each student had prepared a description of a person, some as bulleted lists and some as paragraphs, the group shared them orally and made guesses of the described people, all with a high amount of apparent attentiveness. The researcher noted that the students frequently laughed during this portion of the activity as well, perhaps at the descriptive terms used and perhaps because of the embarrassment associated with singling out another student. But none of the students seemed distressed; in fact, they all seemed happily animated.

By contrast, other activities from this set did not seem to produce such strong humor responses and apparent fun among the students, and thus they were not selected as Preferred. For example, the group participating in the activity featuring *The Scream* said that the activity was “hard to start,” though then it was “fun.” Students in the Pass It On group described that activity as “easy and fun,” so it was not selected because of its apparent lack of challenge. The Mad Libs/Copy Change activity earned only an appraisal of “OK” by the students in that group. The Laughter Sample group described that activity as “all right” and “weird at first,” so it was not selected as Preferred. However, that group also described the activity as “contagious,” referring to the laughter that was derived, so it remained in consideration as an exogenous activity.

For the endogenous activities in M’s class, the researcher observed the students as well. While students carried out the first activity, writing an absurd rule and punishment based on pet peeves, students were observed to be smiling, laughing, and eager to share with others, very likely in the interest of getting laughs for their creative and outrageous efforts. During the second activity, the one focusing on violating standards of beauty, the students readily engaged in the physical tasks of putting different features together in the effort to distort the face as much as possible, mismatching features and turning some pieces upside-down, for example. This engagement and playful manipulation of the features brought smiles and laughter to everyone in the groups. They also quickly turned to the task of writing a description of the

ugliest face they made, which they seemed to enjoy as well, judging from their smiles and laughter here, too.

Instructor Feedback

Through the course of the pilot work, the researcher asked for and received specific feedback from 2 of the 3 participating instructors, P and R. Instructor A also provided general feedback through in-person meetings. This valuable feedback, especially that from P and R, served as an additional set of guidelines for the designing of effective activities that satisfied the criteria of the Tested Model, this time from the instructors' perspectives.

Instructor P sent a detailed description of the Stage 1 pilot activities by email on April 30, 2004. The email also includes comments on the procedures, which the researcher noted for the fall study. In brief, the notes showed that the activities were reasonably successful, though the exogenous activity appeared to enhance student engagement more than did the endogenous one. As a result, the researcher worked more closely with the instructors to develop endogenous activities that were timed most effectively with the instructor's procedures for preparing the classes to write the essays, while satisfying the criteria for humorous activities listed in Table 3.3. The notes also show the suggestions P made, such as one for including a space for students to print their names legibly.

Instructor P's Notes after 1st Round of Exo and Endo

Activities, 4-30-04

Michael,

NOON CLASS:

The ha ha activity went over well.

I pre-arranged the room into PODS of 3 chairs each (one had a 4th person). As the students came in, I directed each one to sit in a pod. Luckily, I have one kid who dives into things and he helped spark it. They did well. One guy said, "I don't laugh" but later on, he did, naturally.

We added up the patterns: 5 Ha Ha's and 6 he he's.

At the end of the class I handed out step by step instructions, including 6 prompts for the topic of technology. Before handing out the instructions, I gave each pod 2 of the prompts and they generated possible ways to go with the prompt. We shared ideas as a class, with me writing and guiding the discussion. We had a lively and useful discussion.

Then, I gave out the 3 surveys: do #1, come up and hand it in and take #2, etc. I did have time for all 3. After the surveys, I handed out the instruction sheet and asked them to use the prompts to find a thesis. They are to have the thesis statement written for Monday; they are also to review the instructions about the number of sources. They may start writing too; the paper is due a week from Monday, or May 9th.

One student said at the end, the HA HA session was good. She felt the group worked together better. I was surprised at who said this since this student is usually quiet and sometimes seemingly somewhat confused. I asked if she'd be willing to be interviewed and she said yes. Several others offered too.

A good time to interview would be Monday, May 3, 2004, since I'll be working in small groups and individually with the students and if students leave for a few minutes to talk with you it would be fine.

I left 15 minutes for the surveys, too much time. I did not take the time to go over the whole assignment as I might have if I'd know they'd do the surveys so fast. But, I did tell them to write their thesis and read the instructions--and start the paper. T

1:15 class--low attendance today???

Again, pods of 3 (one with 4). Handed out prompt for invitations. Students had fun. One group shared more as they wrote and had similar ones. Several pods worked individually and each student had a different response--overall more creative ones. Many used the moon obliquely or sunset. One said, "When the crickets start to chirp, . . . "

The creativity level was okay but not great. After the group sharing, we came up with more--when the geese fly south, when the cicadas start (I have 2 students from Albuquerque), when the ants dig little mounds at the sidewalk cracks. Then I remembered the current NEW YORKER, the last page, has several drawings to suggest spring. One was the great variety of birds on a doorstep.

Then we did the surveys. I had 15 minutes to brainstorm as a whole class on the 6 prompts. Several students are willing to be interviewed. Again, I suggest Monday 5/3 at 1:15.

FINAL REMARKS.

Despite my trepidations, the HA HA exercise went the best, perhaps because I had practiced it once. Also, the students played along well; I have one gregarious extrovert who really got into in and helped get it going. The small group discussion went pretty well--one group with the harder prompts stalled. The large group sharing went very well. The mood was also good at the survey stage and when they left. As I said, at least one student, on her own, verbalized how it made the group activity go better.

The non-clock time exercise, the one that seemed more directly connected to one of the readings, drew comments from several people about the topic being a good idea for an assignment but the level of energy was a bit low. Perhaps it would have been better placed as a motivator for the Mumford essay, done before they had read it. Friday may also have not been the best day. Perhaps if this pre-writing prompt were co-generated, by research and teacher, we could get optimum connection and timing.

I know the results reverse your expectations. It is too bad you do not have many many classes trying these things for more results.

I'll answer any questions.

And, I'm ready for another go around.

I guess you'll need more information. Also, I found out the students were deliberately writing "creative" signatures, i.e., smears hard to read. I assume you need usable names? I could ask them to help me figure them out.

Hope this is useful.

P

Instructor A provided verbal comments about her class' activity run on April 23, 2004. She noted that the end of the year was extremely stressful and that the participating class was "introverted." The activity "didn't really work," she said, "because it seemed too different from her style," making the students "suspicious." She also suggested that the consent forms be completed well in advance of the actual running of the activity and surveys to minimize any self-consciousness among the students.

Instructor R sent comments over email, primarily in response to the researcher's questions about the planning of activities, as shown below:

Emailed Planning Comments from Instructor R, 5-12-2004

I like your "Fool the Guesser" game very much and would like to use it in both sections of 101. Could you please [provide] more examples about ideas for false citations aside from impossible future dates and unlikely authors? I'd like to find a way to keep the game challenging. Also, are the students supposed to work all the citations into a paragraph or are they supposed to just list their citations?

I was just wondering, for the purposes of your dissertation, do you want to provide more detail about how to administer the game? Amount of time for coming up with the citations? Amount of time for guessing? How many false and how many true citations should each person come up with? Any format for discussion afterwards that analyzes the learning experience?

The students are already in groups of 4-5, so this activity works out nicely. I'd like to administer the activity to one 101 class on Fri morning (9:30 am) and the other this coming Tues night (6:30 pm).

Best,

R

Instructor D sent the following comments by email on July 14, 2004, referring to the activity run on July 12, 2004, plus the focus group that the researcher conducted in class two days later. The comments show that the activity was successful in terms of humor responses and ensuing class discussion of the essay to be written.

Comments from Instructor D, Summer, 2004

On “Nonmoral Nature” activity

Hi Michael ~ I decided to do a kind of variation on your first suggestion and gave them the topics below. We started the class (before reading the Gould) by working in groups of four to five students. First in their groups, they discussed what they considered “moral” and “immoral”—I had some lead questions on the board to get them started (things like “Is war immoral?” “Is lying immoral? Always?” “Is there such a thing as ‘cruel to be kind?’” etc.)—and what they considered the basis for morality. Then we went on to the following scenarios (I wrote these at the last minute since I had other work yesterday—if I’d spent more time on them, I would have pulled something better together). After the general discussion of morality, each group took a scenario and discussed it together and then shared their individual thoughts with the class. I got a LOT of discussion out of what is sometimes a rather taciturn group (compared to other classes I’ve had), and there was a fair amount of laughter going on lot of laughing going on (with the final one designed to be the fairly humorous scenario—IS Mauricio cruel? Is he immoral? What is his intent? One student suggested we train animals so that they don’t perform what WE consider cruel actions). They ended up (through no prompting of mine) finding humor in all of it (especially 2—lots of discussion on this one). I think they enjoyed the exercise a lot, but we ended up taking over an hour of the class to do it (so we’re cutting out “Carrie Buck’s Daughter”). I also think it gave them more bonding time and loosened them up. Anyway, I hope this is close enough to what you had in mind to work. Tomorrow, we get in groups again and discuss the topic for Thursday’s paper—when they experience nature (through whatever channels—viewing the beauty of nature, witnessing what we consider horrible—death and destruction, watching something on the Nature or Discovery channel, etc.—whatever their interaction with nature), do they find that there is a design, and if there is a design, does it suggest a god or God, and if so, is that god/God benevolent, angry, indifferent, cruel, etc?

That’s it for now! (I was afraid I’d get confused if I did the numbers one and would blow it, and I worried that, much as I liked the idea of “That’s What I’m Talking About,” it might put pressure on the students to be funny, so I wasn’t 100% comfortable trying that).

Note from in-person discussion, Wed, 7-14-04: Several students who had never spoken in class before contributed to the discussion. Everyone seemed to find the activity humorous and interesting. The discussion was very lively.

Instructor M sent the following email at the researcher’s request after the six exogenous activities were piloted on September 15, 2004:

The exercise seemed to loosen the students up a little and made them a little chattier, at least with each other. Hopefully this type of ice breaker can open the students up more for discussion and a willingness to express their opinions to the group as a whole.

As a result of this pilot work and feedback, by September, 2004, the researcher had improved the development of effective activities. Below are the main improvements:

- Confirmation of essential elements of humorous activities, endogenous and exogenous, summarized in Table 3.3
- Ability to apply these elements to a wide variety of essay topics to create effective activities
- Effective communication with instructors:
 - Understanding their goals and requirements with assignments
 - Responding to their requests and feedback to make assignments most effective for them while satisfying this dissertation's theoretical framework
- Development of surveys, including methods of obtaining consent, coding, and providing clear instructions for instructor survey administration
- Development of interview techniques, including the determination of format and setting of interviews (focus group or individual or small group), composition of questions, collection of information, and recording, noting, and organizing responses

Pilot Work Staff Development

During the pilot work, the researcher worked closely with all of the participating instructors, to learn as much as possible about instructors' expectations and constraints, the amount of detail needed in instructions and lesson plans, timing of activities both in terms of the class sessions and the duration of the study through the semester, turnaround time for planning, and other such practical matters of running a classroom study with multiple sections. Generally speaking, the instructors would select in-class and out-of-class essay assignments that they wanted to use for the study, then the researcher would develop ideas for activities preceding each essay. For each assignment, the researcher would provide several options for activities from which the instructor could choose. Once they selected activities, the instructors would then provide feedback and suggestions for changes to make the activities better fit the assignments that they had in mind, as well as revisions to the content of the proposed activities for accuracy and desired emphasis. The researcher would then prepare a lesson plan for the instructors and a photocopied set of handouts for the classes.

Finalizing Procedures

Once the pilot work was completed, the researcher immediately began the study proper in Fall, 2004. This section describes the elements of the final procedures for the study itself: Treatment Procedures, Staff Development, and Data Collection.

With subjects (English 101 community college students), instructors (P, A, and R), humor treatments (exogenous and endogenous), writing will indicants (surveys and interviews) and competence indicants (essays) in hand and with confidence that the research design was executable, the researcher executed the planned quasi-experimental Latin square design described earlier in this chapter. Table 3.2 reiterates that design.

Table 3.2 (repeated for convenience): Complete Tested Design

Instructor & Class	Pretest	Stage 1	Stage 2	Stage 3
P 12:00	CEIS SRQL_A SRQL_C RAI WA --- ---	CEIS SRQL_A SRQL_C RAI WA ESSAY Interviews	CEIS SRQL_A SRQL_C RAI WA ESSAY Interviews	CEIS SRQL_A SRQL_C RAI WA ESSAY Interviews
P 1:15	CEIS SRQL_A SRQL_C RAI WA --- ---	CEIS SRQL_A SRQL_C RAI WA ESSAY Interviews	CEIS SRQL_A SRQL_C RAI WA ESSAY Interviews	CEIS SRQL_A SRQL_C RAI WA ESSAY Interviews
A TuTh	CEIS SRQL_A SRQL_C RAI WA ---	CEIS SRQL_A SRQL_C RAI WA ESSAY	CEIS SRQL_A SRQL_C RAI WA ESSAY	---
A Th PM	CEIS SRQL_A SRQL_C RAI WA ---	CEIS SRQL_A SRQL_C RAI WA ESSAY	CEIS SRQL_A SRQL_C RAI WA ESSAY	---
R TuTh	CEIS SRQL_A SRQL_C RAI WA ---	CEIS SRQL_A SRQL_C RAI WA ESSAY Interviews	CEIS SRQL_A SRQL_C RAI WA Res. Paper Interviews	---
R MW	CEIS SRQL_A SRQL_C RAI WA ---	CEIS SRQL_A SRQL_C RAI WA Essay Interviews	CEIS SRQL_A SRQL_C RAI WA Res. Paper Interviews	---

Also, reiterated below in Table 3.4 are the humorous activities, endogenous and exogenous, for each essay topic for the participating classes, through all stages of the study [see Appendices B (exogenous) and C (endogenous) for all activity prompts].

Table 3.4 Treatments: In-Class Small-Group Humor Activities

instructor	stage	essay topic	type of humor	activity
P	1	advertisements	endogenous	water-additive ad
P	1	advertisements	exogenous	identify person from description
P	2	family/gender roles	endogenous	gender-role-reversal stories
P	2	family/gender roles	exogenous	make others laugh
P	3	technology and society	endogenous	invention
P	3	technology and society	exogenous	euphemisms
A	1	race & ethnicity	endogenous	Fool the Guesser
A	1	race & ethnicity	exogenous	favorite joke
A	2	short-story analysis	endogenous	inaccurate story-summary repairs
A	2	short-story analysis	exogenous	laughter samples
R	1	miscommunication	endogenous	euphemisms
R	1	miscommunication	exogenous	identify person from description
R	2	panopticism research	endogenous	Fool the Guesser
R	2	panopticism research	exogenous	euphemisms

Treatment Procedures

All of the treatments, the endogenous and exogenous prewriting activities, were run close to the time of the due dates for out-of-class essays or in-class writing days. The procedure for running each activity was designed to be consistent across classes, essay or paper topics, and treatment types. Each activity was introduced with the essay or paper assignment already well known to the classes. The activity was announced and described by the instructor, and a handout with instructions was distributed. Students were divided into small groups of 3-5 each, in which they did some individual written work, oral brainstorming and other discussion, perhaps some bodily movement as well, then a selection of one example to share with the whole class. After the activity, the classes returned to a discussion of the upcoming writing assignment. The last several minutes of the class session were dedicated to the administering of the 3 surveys to tap student INTERNALIZATION.

P's first-stage endogenous activity, for instance, was run as the class was preparing for an in-class essay that was to analyze an advertisement that the students had previously created. Thus, the activity constituted prewriting and possibly even the actual creation of the ads themselves for the assignment. In the small groups, students were asked on the handouts to come up with their own ads for some kind of invented water additive. They were reminded to make use of the emotional appeals that the class had been

learning to make the best ad pitch for the most creative product they could think of. The groups were instructed to share their ideas, then select one ad to share with the whole class. At that point of whole-class sharing, everyone made an advertising pitch as dramatically as possible to be both humorous and authentic to ad language. The activity concluded with discussion of the merits of the various ads and their appeals, then with preparatory information about the coming in-class assignment. The activity invites creativity in a highly enjoyable forum of familiar advertising language, made into enjoyable incongruities through outlandish additives, the next more hilarious than the previous one.

For P's Stage 1 exogenous activity, also in preparation for the same essay on advertisements, P's second class was prompted to engage in a game of describing a person in the room as precisely as possible, without using names or identifying the person's location. The descriptions were collected, and then when they were read aloud, the class guessed whom was being described. The incongruity of not knowing whose description would be read, and especially how various students attempted to describe others—some vaguely, some with humorously scientific precision—were intended to bring enjoyment to the class. The activity functioned as a warm-up for the discussion and activities in preparation for the upcoming in-class essay.

Staff Development

As with the pilot work, the execution of the design naturally involved some considerable staff development work with each instructor to insure that the various humor treatments were designed and delivered effectively and efficiently. For the study proper, the participating instructors met with the researcher early in the Fall, 2004 semester to select essay topics and dates for the study's humor activities. Then, as the date for a given activity drew near, the researcher wrote a handout for each humorous small-group activity, then revised it as necessary, following the instructor's suggestions, to best fit each assignment. At times, for example, the instructor would provide important examples from a reading that s/he wanted to include. Once the plan and handouts were complete, the researcher then supplied each instructor with class sets of activity handouts plus the 3 surveys. From this point, with activity handouts and surveys in hand, the instructors ran the activities and administered the surveys as natural features of their own classes.

Despite the close collaboration between the Instructors and the researcher that generated these activities, for the duration of the study, the researcher did not divulge his theoretical convictions or hypotheses with the instructors. Instead, our planning and follow-up discussions were merely excellent examples of collegiality and collaboration in the pursuit of effective pedagogy. By providing only minimal theoretical information, the researcher hoped to prevent both instructors and students from becoming overly self-

conscious or distracted into trying too hard to be humorous, in spite of the extensive pilot work in which the instructors had already participated. The researcher thought also that the nature of the activities, which the instructors simply introduced routinely to their classes and which was distributed as a handout, would provide the humor in and of themselves and via the natural subsequent humor that their incongruities inspired.

It should be pointed out, however, that the focus on humor became clear to them not long after the study began. For example, Instructor A commented that she told jokes to the class after the second-stage exogenous treatment on November 11, 2004. She had noted that the class seemed more at ease following the activity in which students shared laughter samples and that they were more willing to ask questions, so she decided to continue in a humorous vein.

The researcher also did not explain to the instructors what the surveys and interviews addressed or what the results were, during the study's duration. After the completion of the study, though, the researcher offered to share accounts of both the theory and study results with all students and their Instructors. He also contacted the English Division chair, the co-chair of the Writing Across the Curriculum committee, and the Superintendent/President of Glendale College and offered to present at least one staff-development project for other interested instructors in both the English Division and in others.

Data Collection

The study's data were collected from the first week of September through the last week of November in Fall, 2004. The study involved all or parts of three class periods for the pretest and two stages of treatments and observations with Instructors A and R and four class periods for three stages for Instructor P, within the normal flow of the semester's instruction. The study began in each class with the signing of consent forms and the assigning of codes to protect the identities of students. The participating instructors then administered the 3 survey instruments as pretests using these coded numbers. They next ran the stages of the humor activities in the order specified by the research design. Then they re-administered the survey instruments as post-tests, again using the coded numbers, and followed by administering the essays themselves. Lastly, the researcher entered to conduct interviews and focus groups, often on the same day but certainly within a week in all events. Here, he changed student names to aliases to protect their identities. Table 3.9 below lists the participating students in the interviews, most individually, but some in pairs or trios. The groupings were not made for any reason other than convenience for students arrived at his office at the same time, if they were from the same class, so that they would not have to wait.

Table 3.9**List of Interview Groupings**

Code Names	Instructor, Humor Type, Stage	Activity
Victor, Iola	P, Exo, 3	Euphemisms
Rae	P, Exo, 3	Euphemisms
Sammy	P, Endo, 3	Invention
James	P, Endo, 3	Invention
Barbara; Yves & Christine	P, Endo, 3	Invention
Lynn	P, Endo, 3	Invention
Deborah, Inez	P, Endo, 3	Invention
Laura, Megan	P, Endo, 3	Invention
Zoe	R, Exo, 1	Description of person; identity from description
Ingram	R, Exo, 1	Description of person; identity from description
Bart	R, Exo, 1	Description of person; identity from description
Gaylene	R, Exo, 1	Description of person; identity from description
Charlotte	R, Exo, 1	Description of person; identity from description
Charlotte, Zoe	R, Endo, 2	Fool the Guesser: Panopticism research sources
Lonny	R, Endo, 1	Euphemisms--miscommunication topic
Donna	R, Endo, 1	Euphemisms--miscommunication topic
Selma	R, Endo, 1	Euphemisms--miscommunication topic
Zenia	R, Endo, 1	Euphemisms--miscommunication topic
Trajan	R, Exo, 1	Description of person; identity from description

See Appendix TT for complete interview data.

Instructor P conducted her 3 stages of treatment activities and surveys between October 11 and November 22, 2004. Instructor A conducted her 2

treatments and surveys on September 23 and November 11 and 17, 2004. Instructor R conducted her 2 stages of treatments and surveys between September 13 and November 24, 2004. Thus, each instructor's pair of classes ran the stages of the study in varying intervals. Also, as described earlier with the layout of the design, P conducted her third stage in late November after volunteering to plan and run another set of exogenous and endogenous activities.

While this variation and these gaps in the timing of the execution of the design within teachers are a little unorthodox in terms of quasi-experimental design, they could not be avoided because of the instructors' idiosyncratic syllabus planning. In fact, Jones and Kenward (2003) strongly recommend the use of "wash-out periods of adequate length between treatment periods" (p. 49), which this study provides. Also, the researcher thought it better to honor the instructor's wishes as to timing than to press the issue and lose the opportunity to execute his design in the natural setting. This honor principle is found in the work of other researchers who strived to embed their research within authentic teaching and learning situations, most notably in the work of Deci and his colleagues, who tracked undergraduate and medical students, respectively, over most of a term (Black & Deci, 2000; Williams & Deci, 1996).

Besides staggering the delivery of the various treatments to fit instructors' wishes, the researcher also staggered his interviews across the semester. These interviews involved students from P's and R's classes; A's

students were not interviewed, since none of A's students responded to the interview opportunity.

R's students were interviewed about their Stage 1 exogenous activities (topic: identify a person from a description read aloud) and their Stage 2 endogenous activities (Fool the Guesser, Panopticism research paper topic). Some of P's students were interviewed about their Stage 3 exogenous activities (euphemisms decoding) while others of P's students were interviewed about their Stage 3 endogenous activities (topic: invention, technology and society).

Although the researcher had the same questions for all of the interviews in the study, there was some variation in the actual use of them. This variation in the actual questions occurred as a consequence of allowing students to emphasize and expound upon some points more than others (see Spradley, 1979). For instance, in one interview of three students together following Instructor P's Stage 3 activity featuring an invention for the Science and Technology topic, the question about students' feelings before the activity was not asked. This omission occurred because the students, coded as Barbara, Christine, and Yves, immediately focused on the activity itself, so it would have been an interruption of their train of thought to ask about their feelings before the activity. Also, their comments about the activity showed how it affected their feelings from before it. The researcher's notes from their comments on their feelings after the activity that they felt

Good, as with earlier activities. Look forward to it, comfortable with others, come up with ideas.

In this way, the researcher sought to allow the students to express themselves freely to provide the best representation of their true thoughts. All interviews were hand-recorded, using sheets indicating interview questions (see Appendice RR and UU).

Analysis

Once the survey and interview data for the study were collected, they were analyzed. The following sections show first how the data were scored and coded, then how statistical and qualitative analyses were run.

Data Scoring and Coding

The data from the 3 kinds of instruments—surveys, interviews, and the essays—were then scored and coded. First, the scores from the 3 surveys were hand-scored, following available scoring information. The CEI-S included only one item that was reverse-scored because of its negative wording (“I am *not* pursuing new knowledge...”), thus converting a score of 2 to a 6, a 5 to a 3, with a 4 remaining a 4, and so on. Then, the seven response scores were added to obtain a total score per Kashdan, Rose, and Fincham (2004). In their own validation studies of the CEI (Trait and State forms) among university students, Kashdan et al. reported an average score of between 4 and 5 on each scale item or an average score of between 28 to 35 on each form.

Deci and his colleagues (2006) have provided scoring guides on the Self-Determination Theory website to help interpret their internalization survey, SRQ-L, which the researcher had adapted for this study. The scoring involves averaging scores on 4 of the items to indicate Autonomous Regulation, and averaging 7 other items to indicate Controlled Regulation. For example, an average score of 2 on the scale of 1 to 7 on the Autonomous Regulation subscale indicates that the student respondent is low in autonomous regulation. If the same student averages, say, 6 on the Controlled Regulation subscale, this indicates that the student's level of internalization is rather low, probably in the external level.

Following Deci et al., all student sub-scores were collectively averaged for each class at each level. Further, all students' Relative Autonomy Indices were calculated by subtracting the Controlled subscale score from the Autonomous subscale score, in the hypothetical case mentioned here yielding an index of -4 , suggesting that this student relies upon external motivating factors. On the other hand, a Relative Autonomy Index (RAI) greater than 0 suggests increasingly strong autonomous regulation and thus relatively strong writing internalization at that observation (see Black & Deci, 2000).

The Student Writing Apprehension survey had 24 items, 13 of which were reverse scored (see Appendix P). For example, one such negatively worded statement reads, "I avoid writing." The 5-point Likert scale (a=strongly agree, c=uncertain, e=strongly disagree) was converted to scores,

i.e., $a=5$, $c=3$, $e=1$. For this study, reverse-scored, negatively-worded items were simply added to positively-scored and -worded responses to derive a total from 24 to 120, with the lower scores more strongly suggesting high writing apprehension and higher scores indicating low writing apprehension. This scoring method made higher scores indicate a positive state, i.e., less writing apprehension, and differed from Daly & Miller's (1975a) scoring, which made higher scores reflect more apprehension.

After scoring all the surveys, the essays were scored next by each instructor, entirely independent of the researcher, according to their normal practices for grading papers. As such, each instructor followed her own rubric. While the researcher had wanted to use a more well-established rubric for evaluating writing performance, such as the University of California Subject A grading standards, the participating instructors requested that the essays not be independently scored and that they follow their own grading standards.

Instructor P's rubric for all of her assigned essays included the following criteria:

- ❑ Thesis as acceptable response to prompt
- ❑ Structure, unity, coherence
- ❑ Evidence: logical argument supported by logical analysis and 6-8 cited quotations
- ❑ Level of skill in punctuation, grammar, and spelling: 0-4 pts for A, 5-8 pts for B, 9-12 pts. for C; 12-15 for D; 16+ for F (-2 per sentence fault; -1 other)

These criteria were scored on a 100-point scale by Instructor P.

Instructor A did not provide a rubric for the essays assigned in her classes. In her discussions with the researcher, though, she mentioned that

the essays were graded for their thesis development and grammar/expression that is expected for college-level writing.

Instructor R included the following “Grading Standard” in her course syllabus:

Essay grades are determined by the quality of the paper’s 1) facility with language (including grammar), 2) organization, and 3) argumentation/content. All three areas will be weighed equally, and the paper must pass all three areas in order to pass overall. For instance, a paper with an excessive number of grammar errors will fail even if the paper is well organized and has a brilliant argument.

R also stipulated separate “Organizational Requirements” for each assignment, assigning a point total for each. For the first essay on miscommunication, worth 50 points or 5% of the course grade, organizational requirements included a title in MLA format, “paragraph division” to make an essay and not a single paragraph, and “dialogue, literary techniques, and sensory descriptions,” to provide a clear description. For the Research Paper on Panopticism, worth 150 points or 50% of the course grade, the Organizational Requirements included Introduction, Thesis Formation, Body Paragraph Organization and Unity, Topic Sentences, Title, Conclusion, Quotations, Counterargument and Rebuttals, Footnotes, Transitions, and a Works Cited in MLA format. Also, the paper required a Working Draft.

Finally, all survey and essay scores were entered into spreadsheets for each instructor’s classes. The Appendices contains those spreadsheets. The survey data spreadsheets were organized one per stage for each instructor, making 6 spreadsheets for P, and 4 each for A and R. The column headings for

all of the spreadsheets included the coded student numbers and the students' scores for the CEIS, SRQL (autonomous, controlled, and RAI), and WA surveys. As an example, Table 3.10 below shows the Stage 1 survey data for 3 of P's stage 1 students:

Table 3.10
Portion of Survey Spreadsheet

Student #	CEIS St 1	SRQL-A St1	SRQL-C St 1	SRQL-RAI St 1	WA St 1
48	34	6	3.43	2.57	77
49	31	5	4	1	78
50	41	6	6.14	-0.14	87

As the excerpt from this spreadsheet shows, the scores for each survey all corresponded to the student numbers in each row. This anonymous identification of the individual students allowed each student's scores to be tracked through all stages plus the pretests.

Data from the students' and the instructor's interviews were then summarized, too, and entered onto a large spreadsheet. Appendix E contains that spreadsheet. In coding and summarizing these data, the researcher proceeded as follows: For analysis, the responses were recorded and entered onto an EXCEL spreadsheet with columns for each question. An effort was made to preserve the interviewees' actual statements, so they were not revised or corrected for grammar. For instance, the response shown below was placed into the column with the heading "Comments/Other (Potential of Humor)":

Made a difference. Helps people who aren't used to having fun associated with writing. New approach.

This comment about the Stage 1 euphemisms activity by R's student coded as Lonny was entered verbatim into the cell corresponding to the interview question

10. Other comments to help me understand your thoughts and feelings about this activity? Is humor valuable in classes?

The responses of all students to the interview questions were compiled in the same way.

Analysis of Survey, Essay, and Interview Data

The main analyses of the dissertation data involved the survey and essay data (see Appendices). In addition, the ancillary student and instructor interview data were analyzed as well.

The survey data for all 3 instructors' classes, and essay-score data from P's and R's classes, were analyzed by means of repeated-measures Analysis of Covariance (ANCOVA) on the SPSS software program, with the assistance of Edward Karpp, PhD, director of research and planning at Glendale Community College, in January through May, 2005, and in April through August, 2006. Through the analysis Professor John Cotton of UCSB was consulted for guidelines, resources, and verifications of the design and analysis.

Survey Analysis: The first analysis focused on the survey data from all 3 instructors' classes and used repeated-measures ANCOVA with three factors, plus one covariate. The dependent variables were the scores for the

CEIS, SRQL-Autonomous (SRQL-A), SRQL-Controlled (SRQL-C), SRQL-Relative Autonomy Index (RAI), and Writing Apprehension (WA) scores. The within-subjects factor was Treatment (endogenous vs. exogenous). The between-subjects factors were Instructor and Sequence (endogenous-first vs. exogenous-first). The covariate was the pretest score, so the analysis attempted to statistically hold the students' initial score on each test constant and only compare differences after the treatments, adjusting for the initial score.

In determining how best to analyze these survey data, the researcher took some important factors into account. One of these involved the famous Lord's Paradox, the problem of deriving 2 completely different results from the same data, depending on whether they are run by means of covariance or by gain or posttest scores (Rubin, Stuart, & Zanutto, 2004). For this analysis, through consultation with Professor Cotton, analysis of covariance was selected, since covariance analysis would be indicated only if the survey scores associated with endogenous or exogenous treatments were "a linear function" of the pretest score, "with a common slope but varying intercept" for endogenous and exogenous treatment conditions (Rubin, Stuart, & Zanutto, 2004, sec. 2.2-2.3). Here, that assumption applied, so covariance was employed, as recommended by Jones and Kenward (2003, p.61).

Essay Scores Analysis: The essay-score analysis addressed essay scores from P's and R's classes with respect to the exogenous and endogenous

treatments that immediately preceded those essays. The analysis used ANCOVA with 2 factors, Treatment (endogenous vs. exogenous, within-subjects) and Instructor and Sequence (endogenous first vs. exogenous first, between-subjects). For this analysis, only the first endogenous and exogenous essay scores were included, those most closely associated with the treatments, instead of all essays written for the semester. All scores were converted to percentages. Data were only analyzed for students who had nonzero endogenous and exogenous essay scores.

Correlations Analyses of Survey and Essay Data

The researcher also conducted correlational analyses of the survey and essay scores, in the interest of exploring the connection between the INTERNALIZATION and ESSAY SCORES variables in the Tested Model. For the first such correlational analysis, the first essay scores for Instructors P and R's classes, those who supplied essay scores, were compared to each Stage 1 survey score (CEIS, SRQL-A, SRQL-C, SRQL-RAI, Writing Apprehension) to derive correlation coefficients (r). For the second correlational analysis, the first essay scores for P and R's classes were compared to the difference between the Stage 1 survey score and the survey pretest. The same was done for the second essay scores and the survey scores.

Student Interview Analysis

The tape and handwritten student interview notes were analyzed by noting trends of common responses (e.g., Spradley, 1979). To accomplish this,

the responses were summarized on a spreadsheet having as column headings these items: code names, the students' real names, the instructor, humor type, and stage, the activity, an example from the group work, and then students' comments: whether the activity was different from others that semester, their feelings before, during, and after the activity; whether they smiled or laughed during the activity; descriptors used by students; the activity's effects on their motivation and writing; indications of whether they would like to do the activity again; and comments on the potential of humor in writing classes. When possible, students' verbatim statements were used. When several students said similar responses, those responses were noted as significant trends. For example, of the 24 students interviewed, all 24 indicated humor responses during the activity in question—a clear trend.

As another example, the column of responses to the question

10. Would you like to do other activities like this in the future? Why?

appears like this on the spreadsheet:

Like to do again?

Sure

yes--it was fun

Very cool. I'd like that

Yes--helps people get into a momentum. Teamwork gets people excited.

Yes--Did better on this essay than on others.

Yes!

Yes

Yes--fun with groups

Yes--group activities like this/interactions help get ideas for writing
yes, but if they were just like this, he wouldn't learn much about writing
Yes--because it's out of the ordinary learning experience. Not formatted in traditional
way of teaching
Yes
Yes, especially as a group. Learn what others think, learn to think differently
Yes--get in group, social aspect, share, communicate
Yes--enjoyment. Refreshing.
Yes--groups make it fun. Not whole class. Easier to share. Everyone gets a say
Yes--like getting answers to questions
Yes, maybe every time. No tendency to wander off
Yes, definitely. Group work, creativity.

From this recording and organizing of student responses, trends became
obvious. In this case, the spreadsheet column shows that students
unanimously agreed that they would like to do activities similar to those done
for this study again.

For other responses that were not so uniform, the researcher identified
positive, negative, and ambivalent statements, as with the responses to the
question

8. How do you think that this activity will affect your essay-writing in this
class?

The spreadsheet column of responses for this question appeared like this:

Affect writing?

Yes--especially if easier than this exercise! Learned to stay with less complicated
diction & to play with language
unusual words presented, but no real effect

I felt like I was at my best as a writer.

Yes--C: tried humor in paper! Ideas flowed better. Efficiency instead of writer's
block. Thinks she did well on paper. Y: got creative juices going! Improved student-

teacher relationships. Group support helps enthusiasm; group + goofiness & humor = excitement. Good preparation for in-class essays. B: Stimulates mind during prewriting. Good way to start.

Helped in-class essay--helped with readings; easier to give own perspective. Used others' ideas from this activity. Made preparation for essay more thorough--thinking before writing

D: No real effect on class--not related to research. Ads activity (Endo 1) helped. I: Enjoyment helped me to do my best work

Not as many mistakes with magic pen!

not really other than precision of descriptions

not really, but will attend class

description--show rather than tell; improved--details make essay more enjoyable, interesting to read

more descriptive with details; writing not boring after this activity--more fun, interesting; not so negative

taught her to focus on details & give reader information

helps learn correct way to cite sources

learned something new--doublespeak as what not to do. Exaggeration vs. clear writing

not much

Can do other hard stuff; learned to write simply; be aware of reader interest, awareness

help to get more specific with essays--details, reader awareness/understanding; enhanced ability to see others' views.

Describe better. Make writing more interesting for readers. Show, not tell. Metaphors, etc.

Here, 14 of the student responses affirm that the activity would positively affect their essay writing in their respective classes, while 6 indicate no effect or do not express their thoughts clearly, referring specifically to the statement, "Not so many mistakes with magic pen!"

Instructor Interview Analysis

The instructor interview was then summarized, following the order of those questions, emphasizing those that applied most directly to the Conceptual and Tested Models of the study. These interview data were also hand-recorded, like the student interview data. These responses were not backed-up by tape-recording, though, because P declined such recording. Again, all statements were recorded as closely to the interviewee's actual statements as possible. For instance, P's response to the question about the potential of humor vis-à-vis curiosity was noted as follows:

Potential of Humor vis-à-vis curiosity:

humor encourages students to:

pursue a writing topic

Take risks

Take ideas out of norm

Several students surprised PH in this

This statement responded to a central idea of this dissertation: the integral connection between humor and curiosity. The researcher did not ask such a question directly to the participating students in order to avoid leading them, but for the instructor interview, after the completion of the study, it was useful to see if the instructor saw any such connection herself.

Summary of Analysis

The analysis of the data for this study intended to take advantage of two ways of probing this dissertation's study questions. The first and primary way was the statistical analysis of the survey and essay data. The second way was the student and instructor interview analyses. Together, the quantitative and ethnographic data might offer some useful results, more so than if only one or the other had been run.

Summary of Methods

To reiterate this dissertation study's methods, this chapter has provided a Design Overview, Piloting Procedures, Finalizing Procedures, and Analysis. The methods included a substantial description of procedures in particular, since a large part of the study involved the calibration of treatments for the quasi-experimental design.

The next chapter exhibits the results of the study as it was executed and analyzed in the ways just described.

Chapter 4

Results

Even Juan laughed then. Everyone laughed. And suddenly the bus was not full of strangers. Some chemical association was formed. Norma laughed hysterically. All the tension of the morning came out in her laughter.—John Steinbeck, *The Wayward Bus*, p. 126.

The results of the analyses of data collected for this study, as described in Chapter 3, are reported here. First, a Summary of All Data Analyses is given. Then, a section of Results of Survey Data Analysis is presented, followed by the Results of the Essay Scores Analysis and the Results of Correlational Analyses. After that, this chapter provides results from the interviews of 24 student participants of the study. Also included in this chapter are statements of an interview with Instructor P, plus informal feedback from Instructors A and R.

Summary of All Data Analyses

This section presents the results of this study's analyses in response to the study questions. To reiterate, those questions were:

- 6) Did the HUMOR activities enhance the INTERNALIZATION of writing incentives?
- 7) Did HUMOR result in high ESSAY SCORES?
- 8) Did HUMOR's enhancement of INTERNALIZATION affect, in turn, ESSAY SCORES?
- 9) Why did the humor succeed, as the basis of in-class prewriting activities, from the student and teacher perspectives?

In brief, the analyses yielded the following results:

- 1) Endogenous humor activities did seem to enhance somewhat the INTERNALIZATION of writing incentives in terms of curiosity and lowered writing apprehension. The endogenous humor seemed to enhance students' autonomous regulation somewhat.
- 2) The endogenous humor activities appeared to influence ESSAY SCORES positively to some degree, particularly when exogenous humor was used first in the Latin square sequence. However, there was no Treatment effect.
- 3) In spite of the univariate indications from the survey and essay data, no significant correlations among HUMOR, INTERNALIZATION, and ESSAY SCORES were evident.
- 4) Interviewed students indicated that the humor activities worked for them largely because they were fun, novel classroom experiences, especially in the case of endogenous humor. The interviewed instructor felt that endogenous humor promoted student involvement, rapport, creativity, and staff collegiality.

Table 4.1 below summarizes these results.

Table 4.1

Summary of Results

Question	<i>Answer</i>	<i>Instrument and Analysis</i>	<i>Highlighted Results</i>
1. Did HUMOR enhance INTERNALIZATION?	Qualified Yes, for endogenous humor, especially in terms of curiosity and lowered writing apprehension	CEIS, ANCOVA	Significant Instructor x Sequence x Treatment interaction favoring endogenous Marginally significant Instructor x Treatment interaction favoring endogenous for 2 of 3 instructors
		SQRL, ANCOVA	Marginally significant effects favoring endogenous
		WA, ANCOVA	Significant Treatment effect favoring

			endogenous
2. Did HUMOR occasion high ESSAY SCORES?	Qualified Yes	ESSAY SCORES from instructors, ANCOVA	Significant Sequence effect when exogenous activity run first, but no Treatment effect
3. Did HUMOR's effect on INTERNALIZATION in turn affect ESSAY SCORES?	No, not significantly	Correlations of survey and essay score data	No significant positive correlations
4. Students and instructor: why did HUMOR work?	<u>Students</u> : It's fun <u>Instructor</u> : It gets students involved, promotes creativity for teachers as well as students	Qualitative interview analyses	<u>Students</u> : unanimous humor response to activities; all would like more humor activities, especially endogenous <u>Instructor</u> : endogenous humor breaks barriers to learning & teaching

Results of Survey Data Analysis

The results of the statistical analysis of the survey data are summarized below. An alpha level of .05 was used for all of this analysis.

Study Question 1: Did HUMOR Enhance the INTERNALIZATION of Writing Incentives?

The basic answer to the first question was a qualified Yes: the endogenous humor activities seemed to positively affect the students' levels of INTERNALIZATION to write essays, at least where some of the interactions were concerned. For this dissertation, INTERNALIZATION was defined as student incentives to engage actively in their writing activities in class, and on

the corresponding essays or papers done in or out of class. The indications of INTERNALIZATION were based on the data from the 3 surveys that were administered as pretests and then immediately following each endogenous or exogenous treatment: the CEIS (focusing on curiosity), the SRQL (focusing on autonomous vs. controlled regulation as components of internalization), and the Writing Apprehension (WA) surveys. These data were analyzed by means of ANCOVA, with between-subjects factors of Instructor (P, A, and R) and Sequence (endogenous treatment run first in the Latin square or exogenous treatment run first). Also, Treatment (endogenous or exogenous activities) was a within-subjects factor. Pretest scores for each survey were held constant as covariates.

What is called “aliasing” means that quite different labels may be given to the same carryover. Thus, “Sequence” may be called “stage” or “period.” Jones and Kenward (2003, Chapter 2) and others point out that significant carryover in a 2 x 2 Latin square design invalidates the other usual *F*-tests, requiring an alternate analysis. Fortunately, no significant carryover effects were found in this experiment.

CEIS Results: The 7-item CEIS looked into students’ levels of curiosity as they participated in the exogenous or endogenous treatment activities. In particular, these surveys aimed at measuring students’ Absorption and Exploration levels during the humor activities. The range of scores on the CEIS was from 7 to 49; a score of 35, for example—an average of

5 on the scale of 1 to 7—is interpreted as higher than average (Kashdan, Rose, & Fincham, 2004). The scores from these surveys were sorted by 2 between-subjects factors, Instructor and Sequence, and by one within-subjects factor, Treatment—the survey scores for each student associated with the endogenous and exogenous activities through the stages of the study. The scores at each stage were compared to the covariate, the CEIS pretest scores.

Table 4.2 below shows the CEIS results for all participating classes.

Table 4.2

CEIS ANCOVA Results

Dependent Variable: CEIS

Between-Subjects Factors: Instructor and Sequence (Endogenous first vs. Exogenous first)

Within-Subjects Factors: Endogenous vs. Exogenous measurements (Treatment)

Covariate: Pretest CEIS score

Source	SS	df	MS	F	Sig.
Instructor	4.52	2	2.26	0.05	0.95
Sequence	17.82	1	17.82	0.4	0.528
Treatment	6.89	1	6.89	0.33	0.57
Instr x Seq	171.32	2	85.66	1.93	0.152
Instr x Treat	129.34	2	64.67	3.05	0.053 <i>marginal</i>
Seq x Treat	30.45	1	30.45	1.44	0.234
Instr x Seq x Treat	138.71	2	69.35	3.27	0.043 *
Between Subjects Error	3593.75	81	44.37		
Within Subjects Error	1738.79	82	21.2		

**Instructor x Sequence x Treatment Interaction (statistically significant)*

The table shows that no main effects occurred for Instructor, Sequence, or Treatment, nor for the interaction of Instructor x Sequence. However, for the tests involving Treatment (exogenous or endogenous), two within-subjects effects occurred. First, the analysis showed a marginally significant Instructor-by-Treatment interaction, $F(2, 82)=3.05, p=0.053$. Second, the

analysis showed a statistically significant instructor-by-sequence-by-treatment interaction, $F(2, 82)=3.27, p=0.043$.

CEIS Interactions: The marginally significant Instructor x Treatment interaction of the CEIS scores is clarified in Table 4.3 and graphically in Figure 4.1. The marginality is not as important as the fact that two of the instructors' classes, P's and A's, show differences in favor of the endogenous treatments, which is the hypothesized result, particularly for P's classes. The table and figure show substantially higher CEIS scores for the endogenous treatments in P's classes, a very slightly higher mean score for the endogenous treatments in A's classes, and a slightly lower mean in R's classes. A possible source of the varying results and success of the endogenous activities may lie in the nature of the activities themselves, or in the development and implementation of the activity, vis-à-vis students' curiosity. In particular, P's endogenous activities—the water-additive ad, and the gender-role reversal stories, along with A's endogenous activities (the Fool the Guesser game and inaccurate story-summary repairs) appear to have been simply more interesting for students than R's euphemisms exercise on a worksheet and the Fool the Guesser game. The lump sum of P's and A's activities invited greater curiosity than R's, though the differences were not enormous, and the CEIS mean of 32.600 for R's classes—a per-item average of 4.66—is still certainly indicative of more than passing curiosity.

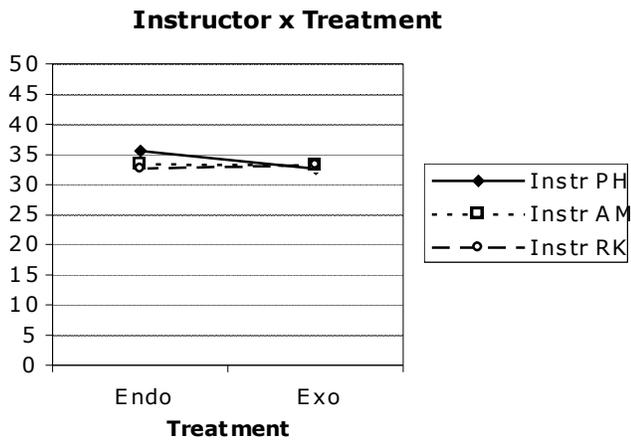
Table 4.3

CEIS Instructor x Treatment Interaction (marginally significant, $p=.053$)

Instructor	Endo	Exo
Instr PH	35.539	32.583
Instr AM	33.357	33.170
Instr RK	32.600	33.257

Figure 4.1

Graph of CEIS Instructor-by-Treatment Interaction



Next, to clarify the significant instructor-by-sequence-by-treatment interaction, Table 4.4 below indicates the mean scores on the CEIS when the endogenous activities were run first in the sequence of activities for the study with the three instructors. The three-way interaction is difficult to interpret, but in general, we can say that the differences among the instructors' classes were modified by the factors of sequence and treatment. In this analysis, the table shows that when the endogenous activities were run first of the two stages, the CEIS mean scores following the endogenous activity were higher than the exogenous-activity scores for Instructor P, and lower for Instructors A and R. When the exogenous activity was run first, the endogenous scores

were higher for all three instructors' classes. Figure 4.2 below graphically shows the interaction when the endogenous activities were run first. Table 4.5 and Figure 4.3 show that the CEIS mean scores for classes that ran the exogenous activities first in the study were higher for the endogenous activities than for the exogenous activities for all three instructors' classes. The fact that the 2 graphs, Figures 4.2 and 4.3, are of different shapes suggests a three-way interaction, and so it is useful to examine them separately.

Table 4.4. CEIS Mean Scores

Endogenous First		
Instructor	Endo	Exo
Instr PH	35.62	33.33
Instr AM	32.50	32.31
Instr RK	32.24	36.81

Table 4.5. CEIS Mean Scores

Exogenous First		
Instructor	Endo	Exo
Instr PH	35.44	32.05
Instr AM	34.30	33.61
Instr RK	33.20	30.26

Figure 4.2

Graph of CEIS Mean Scores for Endogenous-First Classes

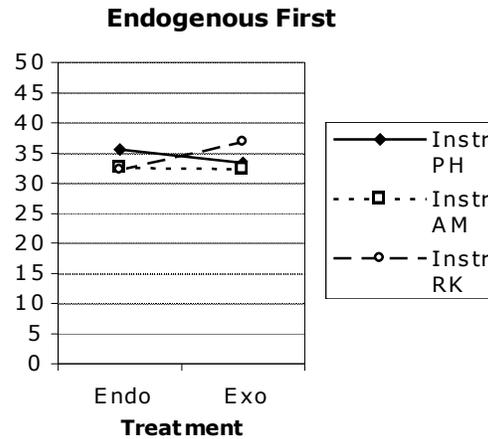
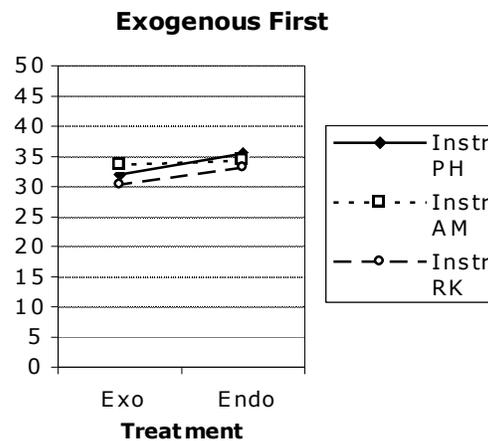


Figure 4.3

Graph of CEIS Mean Scores for Exogenous-First Classes



The exogenous-first sequence is of particular interest here, with respect to this dissertation's hypothesis, because in the exogenous-first condition, it appears that when the endogenous treatments were run, students experienced deeper levels of curiosity in all 3 instructors' classes. The graph of the results

shown in Figure 4.3 clearly shows the upward trend in favor of the endogenous activities. This suggests that the endogeneity of the treatments, run second in the sequence of treatments, inspired students to explore and absorb themselves in the writing activities more than the exogenous treatments did at that point in the semester. Which instructor was involved in this condition seemed to matter less than the treatments themselves and the time (first or second, with weeks in-between) at which they were given.

With the endogenous-first sequence, P's and A's classes showed higher CEIS scores for the endogenous treatment, while R's scores were lower, as shown in Table 4.4 and Figure 4.2. Thus, in spite of the overall result for this sequence, the analysis of the endogenous treatments as run in 2 of the 3 instructors' classes lends support to this dissertation's hypothesis. Once again, it may be the nature of the activities, or their implementation in class, that affected R's results, since the activities are not identical. Also, at the later point in the sequence, and in the semester, it could be that student attention and motivation to focus on endogenous activities, so as not to feel that they are wasting time, might account for a higher CEIS score for any activity given later in the sequence. But this is true only for R's class in the endogenous-first sequence; all of the other classes showed higher CEIS scores, and presumably deeper curiosity, with the endogenous activities, no matter when they were run in the sequence.

No other sources showed marginal or significant differences in CEIS mean scores.

SRQ-L Results:

The 12-item SRQ-L probed students' internalization of incentives to engage in the class writing activities. The survey scores were reported in subscales indicating whether students felt autonomous (Autonomy subscale) or controlled by the instructor (Controlled subscale). SRQ-L subscale scores were averaged to the per-item range of 1 to 7. A score of 5 or higher would be considered a strong indication of autonomous or controlled regulation. It is important to note here that a high SRQL-A score indicates strong INTERNALIZATION, while a high SRQL-C score indicates the opposite—lower INTERNALIZATION, since the student's incentives are more under the aegis of the instructor than himself. Also, a Relative Autonomy Index (RAI) was calculated by subtracting the Controlled score from the Autonomy score, yielding a result ranging from -6 to 6; an RAI higher than 0 indicates that a student is more autonomous than controlled. Results for the SRQ-L analysis involved the Autonomous Regulation (SRQL-A) and Controlled Regulation (SRQL-C) subscores, and the Relative Autonomy Index (RAI) scores.

The analysis of the Autonomous subscores of the SRQ-L (referred to as SRQL-A) showed a marginally significant Instructor x Sequence x Treatment interaction, $F(2, 82)=2.97, p=0.057$. Table 4.6 summarizes this analysis.

Table 4.6**SRQL-Autonomous Subscale ANCOVA Results****SRQL_A**

Between-Subjects Factors: Instructor and Sequence (Endogenous first vs. Exogenous first)

Within-Subjects Factors: Endogenous vs. Exogenous measurements (Treatment)

Covariate: Pretest SRQL_A score

Source	SS	df	MS	F	Sig.
Instructor	3.04	2	1.52	1.45	0.24
Sequence	0.21	1	0.21	0.2	0.658
Treatment	1.38	1	1.38	2.59	0.112
Instr x Seq	2.01	2	1	0.96	0.388
Instr x Treat	0.81	2	0.41	0.76	0.469
Seq x Treat	0.57	1	0.57	1.07	0.305
Instr x Seq x Treat	3.17	2	1.58	2.97	0.057 <i>marginal</i>
Between Subjects Error	84.76	81	1.05		
Within Subjects Error	43.73	82	0.53		

The table shows that two between-subjects factors were involved, Instructor and Sequence (Endogenous first or Exogenous activity run first in the Latin square sequence). One within-subjects factor, Treatment, compared the survey scores for each student associated with the endogenous and exogenous activities through the two stages of the study.

As Table 4.7 shows below, all 3 instructors' classes who did the endogenous activity first for the study showed higher mean scores on the SRQ-L (Autonomy) subscale for the endogenous activity than for the exogenous activity. In particular, the endogenous-activity SRQL-A means of 5.72, 5.60, and 5.71 for Instructors P, A, and R, respectively, are very strongly in the Autonomous Regulation range, meaning that students' levels of internalization during these activities were very high. Table 4.8 shows that when the exogenous activities were run first, Instructor R's classes' mean

score (5.60) was higher for the endogenous treatment than for the exogenous treatment, while Instructor P's (5.33) and A's (5.31) class means were lower to a small degree. Instructor P's and A's endogenous scores in the exogenous-first scenario were lower than their respective exogenous scores, but they were still comfortably in the Autonomous Regulation range, suggesting that the students also were internalizing these endogenous activities to a significant degree.

Table 4.7

SRQ-L (Autonomy) Mean Scores, Endogenous-First Sequence

<i>Endogenous First</i>		
Instructor	Endo	Exo
Instr PH	5.72	5.28
Instr AM	5.60	4.83
Instr RK	5.71	5.64

Table 4.8

SRQ-L (Autonomy) Mean Scores, Exogenous-First Sequence

<i>Exogenous First</i>		
Instructor	Endo	Exo
Instr PH	5.33	5.75
Instr AM	5.31	5.33
Instr RK	5.60	5.05

Figure 4.4

Graph of SRQ-L (Autonomy) Means, Endogenous Treatment First

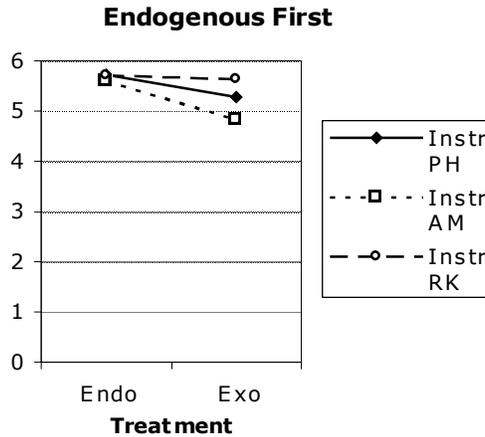
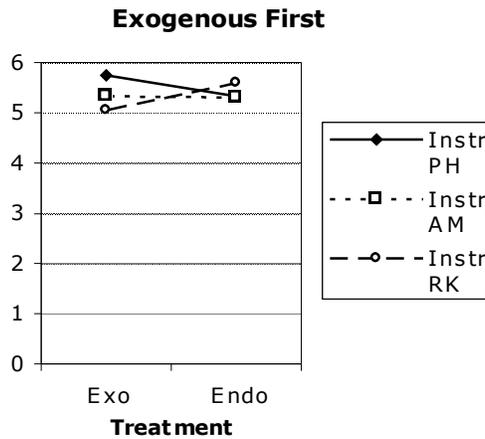


Figure 4.5

Graph of SRQ-L (Autonomy) Mean Scores, Exogenous Treatment First



SRQL-A Interactions: The interpretation of the 3-way interaction of the SRQL-A data was done in a way similar to that of the CEIS data—by examining the 2 graphs separately, recognizing that their different shapes is a sign of a 3-way interaction, as seen in Figures 4.4 and 4.5. Looking at Figure 4.4, corresponding to the scores shown in Table 4.7, the endogenous-first sequence, all 3 instructors' higher class means for the endogenous treatments

than for the exogenous ones suggest that those students more readily internalized the incentives to participate in those endogenous activities at that point relatively early in the semester. However, in the reverse sequence, exogenous first, shown in Figure 4.5 and Table 4.8, the lack of uniformity of the scores suggests that not only is the endogeneity affecting the students' internalization, but so are the factors associated with their particular instructor and class (including the writing assignment itself), as well as the timing of the activity within the dissertation study and the semester. Why were P's and A's endogenous means lower than the exogenous ones in the exogenous-first sequence? Looking at the activities run as well as the mean scores, it is likely that P's endogenous Water-Additive Ad activity and A's Fool the Guesser game run in Stage 1 enhanced internalization more than P's gender-role reversal stories and A's inaccurate story-summary repairs did in Stage 2. Also, P's Stage 2 exogenous Euphemisms and A's Stage 2 exogenous Laughter Samples activities apparently fostered autonomy better than P's endogenous Stage 2 Gender-Role Reversal Stories and A's Stage 2 Inaccurate Story-Summary Repairs did, in conjunction with the conditions of the class, instructors, and assignment, plus the time in the course that the activities were run. At that point in time, it could have been that students had not done the readings for the assignment or were otherwise ill-prepared, and were thus less likely to internalize their writing incentives via the endogenous activity, while the exogenous activity required no preparation and could thus enhance

the internalization of the writing incentives without any negative thoughts or guilt, even though the activity might not have been as helpful for the actual assignment as the endogenous exercise was designed to be.

Thus, looking at the SRQL-A results in all, although the hypothesis of this dissertation was that Treatment alone would account for differences in SRQL-A scores, it is still reasonable to conclude that endogeneity was indeed a factor, or at the very least that it cannot be ruled out, but also that the factors of Instructor and Sequence cannot be ignored and account for some of the differences in mean scores. We may also conclude here that to some extent, students felt more autonomous, an indication of high ACTIVE ENGAGEMENT and INTERNALIZATION of their incentives to participate in their writing assignments, more so with the endogenous activities than with the exogenous ones.

No other sources showed a marginal or significant effect for the SRQ-L Autonomy subscores.

Table 4.9 below summarizes the results of the ANCOVA run on the SRQ-L (Controlled Regulation) subscale.

Table 4.9

SRQ-L Controlled Subscale ANCOVA Results

SRQL_C

Between-Subjects Factors: Instructor and Sequence (Endogenous first vs. Exogenous first)

Within-Subjects Factors: Endogenous vs. Exogenous measurements (Treatment)

Covariates: Pretest SRQL_C score

Source	SS	df	MS	F	Sig.
Instructor	0.86	2	0.43	0.44	0.648
Sequence	0.44	1	0.44	0.45	0.504
Treatment	2.29	1	2.29	3.49	0.065 <i>marginal</i>
Instr x Seq	0.67	2	0.34	0.34	0.71
Instr x Treat	2.48	2	1.24	1.89	0.157
Seq x Treat	0.77	1	0.77	1.17	0.283
Instr x Seq x Treat	0.87	2	0.43	0.66	0.519
Between Subjects Error	79.62	81	0.98		
Within Subjects Error	53.87	82	0.66		

For the SRQ-L Controlled subscale, there was a marginally significant Treatment effect, $F(1, 82)=3.49, p=0.065$). The subscores mean for the endogenous activities was higher than that for the exogenous activities, as indicated in Table 4.10 below, and as shown graphically in Figure 4.6.

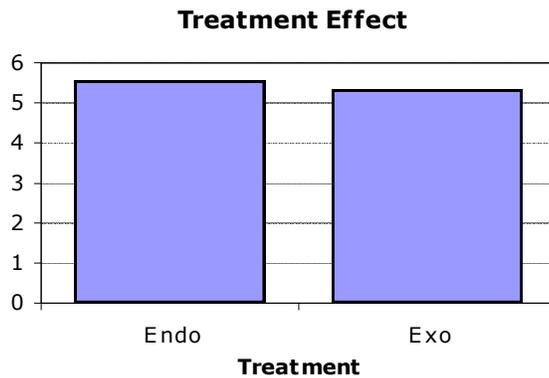
Table 4.10

SRQL-C Scores Treatment Effect (marginally significant, $p=.065$)

Treatment	SRQL_C
Endo	5.56
Exo	5.33

Figure 4.6

Histogram of SRQL-C Scores



The fact that the SRQL-C scores were higher for the endogenous treatments than for the exogenous ones indicates that to some extent, students felt more controlled by their instructors than autonomous while participating in the endogenous activities. The endogeneity of the activity did not have the desired effect on student INTERNALIZATION from the students' point of view here, though with both means over 5, it seems likely that most students felt some degree of controlling influence from their instructors, which is not too surprising in any classroom. In addition to the general controlling nature of many community-college classrooms, it may be that because the endogenous activities were more involved than the exogenous ones, the students felt that they needed to rely on their instructors more; the relevance of the endogenous activities to the writing assignments also may have made the activities seem more important to their success and grades,

thus making students rely more on their instructors for information and guidance.

Table 4.11 below summarizes the Relative Autonomy Index results.

Table 4.11

RAI ANCOVA Results

Between-Subjects Factors: Instructor and Sequence (Endogenous first vs. Exogenous first)
 Within-Subjects Factors: Endogenous vs. Exogenous measurements (Treatment)
 Covariates: Pretest SRQL_R score

Source	SS	df	MS	F	Sig.
Instructor	3.71	2	1.86	0.94	0.396
Sequence	2.48	1	2.48	1.25	0.266
Treatment	0.03	1	0.03	0.05	0.826
Instr x Seq	0.5	2	0.25	0.13	0.882
Instr x Treat	0.45	2	0.22	0.38	0.686
Seq x Treat	2.13	1	2.13	3.62	0.06 <i>marginal</i>
Instr x Seq x Treat	1.87	2	0.93	1.58	0.211
Between Subjects Error	160.56	81	1.98		
Within Subjects Error	48.26	82	0.59		

The RAI analysis showed a marginal Sequence-by-Treatment interaction, $F(1, 82)=3.62, p=0.06$). The RAI for the endogenous activities showed a higher mean score when the endogenous activities were run first, but a lower mean when the exogenous activities were run first. Nonetheless, the overall effect favored autonomy, since all RAI means were greater than 0, somewhat more so for the endogenous treatments than for the exogenous ones. This interaction is summarized in Table 4.12 and shown graphically in Figure 4.7 below.

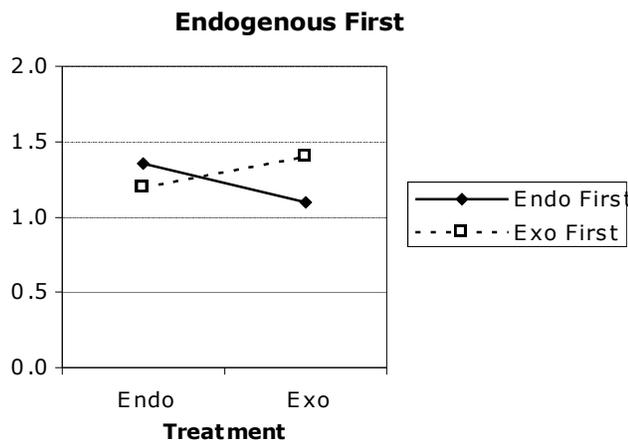
Table 4.12

RAI Mean Scores by Sequence and Treatment

Treatment	Endo First	Exo First
Endo	1.36	1.20
Exo	1.10	1.40

Figure 4.7

Graph of RAI Mean Scores by Sequence and Treatment



Looking at the Sequence-by-Treatment interaction shown in the table and graph, the endogenous treatment brought a larger mean when run first in the sequence, while the exogenous treatment brought a larger mean when it was run first. Thus, each treatment has an advantage if it is run first. If the main variables were changed to endogenous vs. exogenous, and if the preferred treatment (endogenous) were placed first in the sequence, students might benefit more from it then as opposed to later in the semester. This runs contrary to the results of the CEIS, where deeper curiosity was evident with

the endogenous activities run later in the semester, but is consistent with the results of the SRQL-A subscores.

Writing Apprehension Results: The 24-item Writing Apprehension (WA) survey investigated students’ thoughts and feelings—apprehension vs. confidence—about academic writing. Scores ranged from a possible low of 24, indicating extremely high writing apprehension, to a maximum of 120, indicating extremely low writing apprehension. Although for this study, a simplified scoring system was used that was not identical with that described by Daly and Miller (1975a), a score of 80 or higher still would be considered above average for confidence or low apprehension.

Table 4.13 below shows the results of the Writing Apprehension survey analysis.

Table 4.13

Writing Apprehension ANCOVA Results

WA

Between-Subjects Factors: Instructor and Sequence (Endogenous first vs. Exogenous first)

Within-Subjects Factors: Endogenous vs. Exogenous measurements (Treatment)

Covariates: Pretest WA score

Source	SS	df	MS	F	Sig.
Instructor	21.49	2	10.75	0.12	0.888
Sequence	47.79	1	47.79	0.53	0.468
Treatment	176.12	1	176.12	4.23	0.043*
Instr x Seq	227.94	2	113.97	1.27	0.287
Instr x Treat	28.95	2	14.47	0.35	0.707
Seq x Treat	2	1	2	0.05	0.827
Instr x Seq x Treat	4.78	2	2.39	0.06	0.944
Between Subjects Error	6926.75	77	89.96		
Within Subjects Error	3243.99	78	41.59		

The analysis of the Writing Apprehension scores showed a significant

Treatment effect, $F(1, 78)=4.23, p=0.043$). For the endogenous activities, the

Writing Apprehension mean scores were higher than those for the exogenous activities. Table 4.14 shows this, and Figure 4.8 depicts the result graphically.

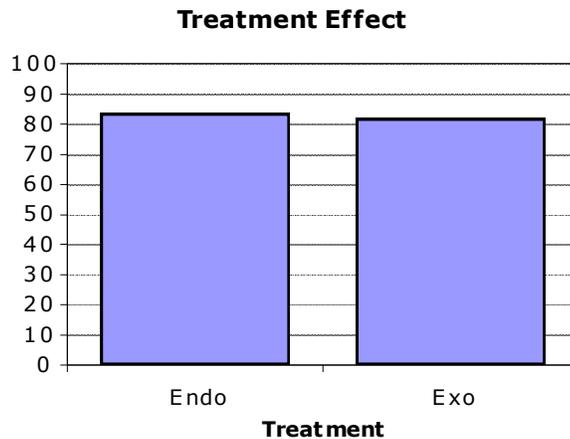
Table 4.14

Writing Apprehension (WA) Mean Scores by Treatment

Treatment	WA
Endo	83.68
Exo	81.88

Figure 4.8

Histogram of Writing Apprehension Scores (Treatment Effect, $p=0.043$)



The Treatment effect of the WA scores clearly favors the endogenous activities. The WA mean scores for both kinds of treatments were above 80 (81.88 for exogenous, 83.68 for endogenous), so the humor in general aided in easing students' writing apprehension. Beyond this general benefit of the humorous activities, it appears that the endogenous activities did significantly more to lower student writing apprehension than the exogenous activities did. This means that although both kinds of activities seemed to allow students to feel low writing apprehension and thus somewhat high confidence with the

writing assignments, having an endogenous humor activity made a noticeable difference. This difference was a product of the treatment alone, not the instructor or the sequence, and thus it supports this dissertation’s hypothesis with respect to low writing apprehension as an indicator of INTERNALIZATION. As such, the fact that the activities bore relevance to the students’ writing assignments, along with the humorous nature of all of the activities, encouraged students to put their fears or worries about writing aside, at least for the time being.

Study Question 2: Did the HUMOR result in high Essay Scores?

The answer to this question is a Qualified Yes. There was no Treatment effect, meaning that the endogenous and exogenous treatments brought about the same effect in ESSAY SCORES. However, when analyzed by Sequence, a significant result appeared. The analysis of the essay scores, as derived by the respective instructors and then converted to percentages, is summarized in Table 4.15 below. Instructors P and R reported the essay scores.

Table 4.15
Essay Scores ANCOVA Results for Instructors P and R’s Classes

Dependent Variable: Essay Score
 Within-Subjects Variable: Treatment (endogenous vs. exogenous)
 Between-Subjects Variables: Instructor and Sequence (endogenous 1st vs. exogenous 1st)

Source	SS	df	MS	F	Sig.
Instructor	0.000	1	0.000	0.170	0.678
Sequence	0.100	1	0.100	9.530	0.003 *
Treatment	0.010	1	0.010	2.080	0.154
Instr x Seq	0.020	1	0.020	1.730	0.193
Instr x Treat	0.000	1	0.000	0.840	0.363
Seq x Treat	0.000	1	0.000	0.150	0.703
Instr x Seq x Treat	0.000	1	0.000	0.000	0.994
Between Subjects Error	0.690	64	0.010		
Within Subjects Error	0.290	64	0.000		

Upon analysis of the essay scores submitted by Instructors P and R, the Sequence variable had a statistically significant effect, $F(1, 64)=9.530$, $p=0.003$. Essay scores for students in the exogenous-first classes were higher than those for students in the endogenous-first classes. The Treatment effect was not significant (i.e., essays written after the endogenous treatment received about the same scores as essays written after the exogenous treatment). The Sequence Effect is shown in Table 4.16 below.

Table 4.16

Essay Scores Results Showing Sequence Effect for P's and R's Classes

Sequence	Mean Essay Score	N
Endogenous First	76.3	33
Exogenous First	82.0	35

The fact that Sequence made a difference for the students' essay scores suggests that the timing of the endogenous activity later in the semester was important to some degree. At that point in the course, when grades seemed to matter more to many students as opposed to earlier in the semester, having activities directly related to the topics seemed to be more helpful for their success on the assignments than doing the relevant activities earlier in the semester. The sequence appears to have influenced student scores by about half of a grade, from C range (76.3) to low B range (82.0).

Study Question 3: Did HUMOR's enhancement of INTERNALIZATION affect, in turn, ESSAY SCORES?

The answer to this question is No, there was no significant confirmation of a relationship among humor, internalization, performance as investigated in this study.

After completing the univariate analyses of the surveys indicating students' INTERNALIZATION of writing incentives after experiencing the exogenous and endogenous humor activities, and the analysis of their ESSAY SCORES, the researcher then ran correlational analyses. Four such analyses were run, involving data from Instructor P's and R's classes (Instructor A did not provide essay scores): the first essay vs. survey scores for Instructor P's and R's classes; the first essay vs. the difference between the survey pretest and the Stage 2 survey scores; the first essay vs. the survey scores in Stages 1 and 2 of P's classes only; and the second essay vs. the difference scores of the

pretest and each stage's surveys. These correlational analyses were intended to show any causal effect of the students' enhanced motivation on their writing performance. The following paragraphs describe those results.

Results of Correlational Analyses

The results of the 4 correlational analyses are summarized below.

For the first correlational analysis, Table 4.17 below shows the correlation coefficients (r) for the relationships between the first essay and each of the survey scores (CEIS, SQRL-A, SQRL-C, RAI, and WA) for Instructor P's and R's classes. As the table indicates, none of the correlations was significant. However, the relationship between the first essay and the SQRL-C scores—that is, the measure of controlled regulation—is closer than the others to a correlation, a negative one ($r=0.200$, $p=0.093$). That might suggest that high scores on the essay correspond somewhat with reduced feelings of being controlled by the instructor, an indication in line with this dissertation's hypothesis. Also, the slightly positive correlation between the SQRL-R scores and the essay scores suggest that a high RAI, indicating autonomy over controlled regulation, may correspond with high essay scores ($r=0.143$, $p=0.230$). Again, though, these are not significant correlations.

Table 4.17

Correlations: First Essay with Second Survey Scores

	r	N	Significance
CEIS	0.061	73	0.609
SRQL-A	-0.012	72	0.918
SRQL-R	0.143	72	0.230
SRQL-C	-0.200	72	0.093
WA	0.041	73	0.729

For the second correlational analysis, Table 4.18 below shows the correlation coefficients for the relationships between the first essay written in Instructor P’s and R’s classes and the difference between each survey pretest and the second survey score. In this analysis, the negative correlation with the Writing Apprehension (WA) survey was significant ($r=-0.266$, $p= 0.031$), with a confidence interval of -0.477 to -0.026 .

Table 4.18

Correlations: First Essay with Survey Difference Scores

	r	N	Significance		
CEIS	0.043	71	0.723		
SRQL-A	-0.079	70	0.518		
SRQL-R	-0.098	70	0.419		
SRQL-C	0.027	70	0.824		
WA	-0.266	66	0.031	r conf int	-0.477 -0.026

For the third correlational analysis, Table 4.19 below shows the correlation coefficients for the relationships between the second essay written by the students in Instructor P’s classes only, and each of the survey scores. As shown in the table, none of the correlations was significant. The result closest to a correlation was the second essay assigned vs. the Stage 1 CEIS ($r= 0.269$,

p=0.097), suggesting that a high score on the curiosity survey (CEIS) was linked with a high essay score, though the correlation was not significant. Also close to correlation was the second essay vs. the Stage 2 SRQL_R (r=0.263, p=0.139). This might suggest that a high RAI for the Stage 2 activities corresponded with a high essay score, but again, this is not a significant result.

Table 4.19

Correlations: Second Essay With Survey Scores (Instructor P only)

	Surveys Stage 1			Surveys Stage 2		
	r	N	Sig	r	N	Sig
CEIS	0.269	39	0.097	0.109	33	0.548
SRQL-A	-0.057	38	0.735	0.048	33	0.789
SRQL-R	-0.011	38	0.946	0.263	33	0.139
SRQL-C	-0.044	38	0.795	-0.239	33	0.180
WA	0.125	39	0.448	0.094	33	0.601

For the fourth and final correlational analysis, Table 4.20 below shows the correlations between Instructor P's second essay scores and the difference scores from Stage 1 minus the Pretest, Stage 2 minus Stage 2, and Stage 3 minus Stage 1. As the table shows, none of the correlations was significant. In fact, the correlations were either negative or close to 0.

Table 4.20

Correlations: Second Essay With Difference Scores

	Stage 1 Minus Pretest			Stage 3 Minus Stage 2			Stage 3 Minus Stage 1		
	r	N	Sig	r	N	Sig	r	N	Sig
CEIS	-0.009	38	0.959	0.03	30	0.873	-0.2	30	0.293
SRQL-A	-0.254	37	0.129	0.032	30	0.868	-0.07	30	0.727
SRQL-R	-0.215	37	0.200	0.113	30	0.551	-0.09	30	0.632
SRQL-C	0.099	37	0.560	-0.11	30	0.567	0.034	30	0.86
WA	0.035	36	0.838	-0.16	30	0.412	-0.03	28	0.88

Study Question 4: Why did the humor succeed, as the basis of in-class prewriting activities, from the student and teacher perspectives?

As a way of deriving more precise information about the students' motivations and reactions to the humor activities in which they participated and the subsequent essays that they wrote, the 19 interviews with 24 students from P's and R's classes were analyzed. The following section provides a detailed overview of those interviews, with representative responses from several students provided for each interview question. Although this data is ancillary and relatively informal, it nonetheless offers valuable insights about being a student, and about how teachers affect their motivation, in the students' own words.

Results of Student Interviews

The results of the interviews conducted with students from P's and R's classes are summarized in some depth below, first focusing on the exogenous activities, then on the endogenous ones. Trends in responses to the interview questions are indicated, and some representative statements by students are paraphrased (see Appendix TT for complete Interview results). Overall, the interviews show that students enjoyed the exogenous and endogenous humor activities in all of the participating classes. The students indicated a preference for the endogenous activities, and most of those interviewed felt

that the endogenous activities were more helpful for their essay performance than the exogenous ones.

Interviews About Exogenous Activities

The following paragraphs summarize the 9 interviews about exogenous activities among students in Instructors P and R's classes (3 from P's classes and 6 from R's classes). The exogenous activities involved were the Euphemisms Decoding (for P's classes), and the Identify-a-Person-From-a-Description activities. Selected questions and responses are highlighted below.

Was the activity different from other activities in class?

All students said "Yes" to this question. One student in P's class said that the exogenous activity was "harder" than before; another described this difference as "jarring." Of R's 6 students interviewed about the exogenous activity, 3 mentioned that it was a change to engage in group work, and that they interacted with other students more than before; and 3 said it was a nice change and made things more lively. 2 students also wondered how the activity was related to the course and whether it was meant for "killing time."

Describe how you were feeling before the activity:

The general response was that students felt neutral to worried about the course and other aspects of life. One of P's students was worried about the upcoming in-class essay, for which the humor activity was meant to help them to prepare. Among the responses from R's students, one, coded as Zoe, said

that as the Identify-a-Person-From-a-Description activity was described, she felt worried, embarrassed, self-conscious about being stared at and described. 3 other students in R's class said that this activity sounded "weird" or "strange" as it was introduced. Others felt "normal," "tired," or "distracted and preoccupied" as the activity was about to begin.

Feelings during activity:

In general, students said either that the exogenous activities were challenging or that they had fun doing them. 1 of P's student said that he felt "worse" during the activity; 1 student described her feelings as "fun." R's students said that the activity was "challenging," causing them to focus on finding ways to describe a person accurately; one student commented that it was "hard to avoid being offensive" with the descriptions. Another of R's students, Ingram, said that the activity "Felt like fun—free time." Others said that they felt "more focused" and that "outside thoughts disappeared"; that it felt "pretty easy"; and that they "enjoyed it—liked writing about the person." Trajan said that it was "exciting" to proceed with the activity, and that as he was working, he was curious about how people would guess from his description and others'.

Feelings after activity:

When asked about their feelings as the activity concluded, students generally said that their curiosity was provoked. P's student Victor said that he "understood" after the instructor went over it, but "still didn't see the point

of it.” Of R’s students, a majority reported some kind of positive feelings after the activity, saying that they felt “fun,” and interested and that “time went quickly,” among other positive comments. R’s student Zoe said that as descriptions were read and identities were guessed, she “wanted to hear more--mine!” 2 other students said that they were curious and wanted to hear and guess about more descriptions. Other students in R’s classes commented that the descriptions written by others were “very obvious.” Bart said that when another student guessed correctly from his description, he “felt good” and thought that he did a “good job with the description.” Gaylene said that when hers was read, she felt “curious,” but “not nervous.” One of R’s students, Ingram, said that although extra credit was offered, he did not participate. Two others of R’s students had neutral feelings about the exogenous activity, 1 saying that it was “not bad, not amazing,” while the other said that while the activity was “good,” she was “more depressed about a bad grade” on a previous essay.

Did you smile or laugh during the activity?

To this question, all of the students who were interviewed said Yes. P’s student Victor said that the Euphemisms Decoding activity was “kind of funny,” while Iola said that it presented “odd and unexpected material.” Rae said that she laughed “while trying to figure it out.”

R’s students also described humor responses during the Identification-of-a-Person-From-a-Description exogenous activity in Stage 1. Zoe said that

she laughed “when the instructor was giving instructions” and “also during reading of descriptions with the whole class.” Bart said that he had humor responses while “listening to others' descriptions,” while making “comments with others,” and when he found some descriptions “too personal,” as he felt others did too; nonetheless, Bart added, “Everyone seemed to smile or laugh.” Gaylene said that although the activity had seemed “strange at first--what will happen?”, she “laughed when others read”; she added that “people didn't know” she'd “be able to describe others.” Charlotte described herself as laughing “during the whole time--everyone laughed at special features that we all noticed.” Trajan said that he noticed “everyone laughing--like a skit,” and that the activity was “funny, like acting.”

Adjectives to describe your overall experience of the activity:

The general trend of descriptors students offered to characterize their experiences with the exogenous activities was toward words such as “interesting” and “different.” P's students said that they would use the words “different,” “difficult,” “stumbling,” and “random.” R's students use the words “fun,” interesting,” “different,” “interactive,” “curious,” “useful for research,” and “extra credit nice.” Charlotte added the descriptor “bothersome” to show her reaction to one student dominating the class' attention.

Will this activity affect your motivation?

In general, student responses to this question were divided between affirmations of the motivational benefits and neutrality or uncertainty about

any benefits of the exogenous activities. Among P's students, Victor said that the exogenous activity inspired him "to learn new words." Iola said that the activity "shows new possibilities for paragraphs," and that writing is "not cut-and-dried," but that "second meanings are possible in writing." Rae said that the activity was "kind of fun, but not much help." R's student Zoe said that the activity "makes us think of adjectives" and "want to make the essay interesting." Bart said that the activity "could help" his motivation to participate and engage in essay-writing, "depending on the topic," and that it seemed geared for "especially descriptions." Bart added that he felt motivated then to "fool around with clay in my hands," "tell reader what I want them to see," and to "remember the importance of details" as a writer. Gaylene said that she was motivated to pay more attention to details, adding that the activity "makes writing more fun, social, [and] involved," increasing "energy with people." Charlotte reported "no real change" in her writing motivation, but added that the activity was "fun." Trajan admitted that he was "not sure" and said that the activity was "maybe more motivating." He went on to say that in presenting materials and activities in writing classes, "Loose is better than serious. More interesting." Ingram answered that the exogenous activity was "not really" motivating for him, but that it did make him "maybe more likely to attend class."

How do you think that this activity will affect your essay-writing?

The general trend of responses to this questions indicated that the exogenous activity made students realize, if they saw any effect at all, the need to write clearly and precisely and pay attention to details—to “show, not tell” what they mean. P’s student Victor said, laughing, that his essay-writing would improve, “especially if it’s easier than this exercise!” Iola said that she “learned to stay with less complicated diction and to play with language.” Rae commented that there were “unusual words presented,” but that the activity had “no real effect” on her writing.

Two of R’s students, Bart and Trajan, specifically said that they learned or remembered the idea of “show, don’t tell” in descriptive writing though this activity. Gaylene and Charlotte both noted the need for audience awareness as writers through the activity. Zoe said that the activity did “not really” help her writing, “other than” with “precision of descriptions.” Ingram commented that although he did not see any real benefits of the activity for his writing, he would continue to come to class.

Would you like to do activities like this again?

All of the students who were interviewed said Yes to this question. In general, they appreciated the social setting that activity provided in the groups. P’s student Rae said, “yes, it was fun.” R’s student Zoe said that “group activities like this” and “other kinds of interactions” in class “help get

ideas for writing.” Charlotte also affirmed the group format, saying that in that setting, she can “Learn what others think,” and “learn to think differently.” Trajan also appreciated the group aspect of the activity, and noted the activity’s benefits for his “creativity.” Bart liked it “because it's out of the ordinary learning experience,” and that the activity was “not formatted in the traditional way of teaching.” Ingram said that he would like to do something in class similar to the Identification-of-a-Person-From-a-Description activity, but added, “If they were just like this, I wouldn't learn much about writing.”

Comments on potential of humor:

When asked to add comments on the exogenous activity, and on the potential of humor in writing classes, the students who were interviewed generally said that humor is a benefit. P’s student Victor said, “Humor is good, refreshing; [it] takes your mind away from everyday, monotonous routines,” but also that the “activity seemed too hard to figure out.” Iola said that she is “normally terrified by writing,” but that a “fun activity helps me relax and feel less writing anxiety.” Rae noted that “Humor loosens us up, [and] refocuses the class from boredom,” making it “interesting.” R’s student Zoe said that “The activity seemed unrelated to the essay at first, but this was OK!” because she “later saw the connection.” Ingram thought that the Identify-a-Person-from-a-Description activity was “good to do on the first day” of the semester. Gaylene felt that the activity was a “well-thought-out

program” that was “good for a change” in the class. She added that playful activities like this one have “good potential,” are “less boring,” and that one like this “changes moods.” She went on to say that an activity like the exogenous activity is “good for any topic, whether related to the essay or not” when I asked if the activity being related to the essay was important. Charlotte said that the exogenous activity “helps give practice in details,” while “humor helps break tension [and] make it fun.”

Interviews About Endogenous Activities

The 16 students who described their experiences with the endogenous humor activities for this study were also from Instructors P and R’s classes. 10 of P’s students described their impressions of the Stage 3 endogenous activity (the proposal of an invention using technology in a humorous way). Also, 4 of R’s students described their Stage 1 endogenous activity (decoding and revising of euphemisms, related to the essay topic of miscommunication). 2 of R’s students described how they felt about the Stage 2 endogenous activity (the Fool the Guesser game, related to the research paper).

Following are some selected responses to questions for those student interviews. In general, they show the powerful motivational effects of the endogenous humor activities, plus they indicate the potential of humor as a more regular part of the writing classroom.

Was the activity different from other in-class activities?

All interviewees said Yes to this question. Among P's students, Sammy said that the invention activity "opens everyone's thinking," encouraging everyone to come up with "crazy, bizarre ideas." Lynn said that the activity was "better, more fun, interesting," and that "everyone in the class [got] involved." Inez observed that the activity brought about participation from the whole class, as opposed to a lecture, allowing students to come up with their "own ideas," which was a "big help." Laura said that the invention activity was different in that it was "more creative," "fun," involved groups and different "material," and inspired her "imagination." James noticed that the activity "gets the class into it," and that that the activity did seem similar to the water-ads activity for Stage 1, an observation made by 2 other students from that class as well. Of R's students, Charlotte and Zoe (interviewed together) found the Fool the Guesser game "sort of" different from other class activities, though "group activities [are] common," but that the "source of materials" was different. Lonny felt that the stage 1 euphemisms activity was "funny," while Donna described it as a "good change." Selma said that it was "more difficult than expected," and "like a puzzle," but "almost like other group activities." On the other hand, Zenia "immediately got into it," and did not find it hard to do.

Feelings before activity:

P's students came into the Stage 3 endogenous activity "expecting a boring lecture," feeling "hectic, tense, [and] busy" at the "end of the semester," and worried about grades, though Sammy was "anticipating something good." R's students Charlotte and Zoe said that they were "looking forward to Thanksgiving to catch up on research," although the "activity looked relaxing after turning in" several papers recently. R's other students all described their feelings before the Stage 1 euphemisms activity as "normal" or "regular," though Lonny added that "English seems long." The activity sounded "strange" to Selma and came as a "surprise."

Feelings during activity:

As the Stage 3 endogenous activity involving the inventions unfolded in P's class, 3 students used the word "fun" to describe their feelings. James said that the activity "helps idea-creation" and "helps others and myself," adding that "thinking is refreshing." Barbara, Yves, and Christine, interviewed together, said that the activity "broke the ice" and was "a way to be creative," allowing the group to "feed off each other." Lynn said that she experienced a "mood change—finally!" and that the activity was "what we want to do." Deborah and Inez agreed that "sharing helps." Laura and Megan both said that they "tried to do a good job" on the activity. During their Stage 2 endogenous activity, Fool the Guesser, Charlotte and Zoe felt that they "couldn't tell fake from real" in the game and that they "needed more time."

Also, they found that one group had an “obvious fake quote,” while someone in another group “did it wrong.” In R’s stage 1 euphemisms activity, Lonny expressed that to her, it felt “new,” that she “got into it” and “liked it so much more” [than normal class activities]. She added that she “talked with [her] group about who wrote this” and found it “fun! Because of the way it was written; I enjoyed decoding.” The other 3 of the interviewed students from R’s Stage 1 endogenous class described their feelings as “good” or “fun.” Donna said that she was “reticent at first” but that she made “progress through corrections [and] revisions of mistakes.” Selma said that she felt “productive, relying more on some people,” and that the activity was “educational,” “interesting,” and “fun in a group” as she “worked to get answers.” Zenia felt “happy” and was “laughing” as she was “trying to see what the next sentence would be.”

Feelings after activity:

Most of P’s students said that they felt “good” or “better,” or that it was “funny to hear everyone’s inventions,” as Lynn said. Sammy was “excited to share my ideas and hear others’.” Barbara, Yves, and Christine said that they felt “comfortable with others” and “looked forward to it” as people “come up with ideas.” Deborah and Inez found it “funny to hear everyone’s inventions,” such as one for a “brain chip,” or a “remote for turning people off.” Megan said that she felt “good but more depressed after getting a bad grade on an essay.” After the Fool the Guesser activity in R’s class (Stage 2), Charlotte and

Zoe felt “not worried” since the activity was “not graded”; there were “no wrong answers,” and they “learned to summarize and use sources.” After R’s Stage 1 activity (euphemisms), Lonny said that she and others “kept talking in groups” and that she “liked it” and found “interest” in it. Donna felt “glad it was done” and that it was “good to work together,” since “time went quickly.” Selma noted that it was “OK,” though “some did more or less work” in the groups,” and that it was “easy afterwards.” Zenia felt “not much different; not bad, not amazing,” and that the activity had been “something we had to do.”

Did you smile or laugh at any time?

As with the exogenous activity, all interviewed students said that they smiled or laughed during most or all of the endogenous activity for their respective classes. Out of P’s students after the Stage 3 endogenous activity with the inventions, Sammy said that he “smiled and laughed all the time,” that he had “great interactions with other group members,” and that these humorous interactions allowed him to “get to know classmates.” James said that his group would “add to others’ ideas” to “improve” them, “make [them] funnier,” and “played out consequences,” and “had fun” in so doing. Barbara, Yves, and Christine “tried to be serious at first, but [it was] too funny!” Christine added, “I like this class.” Deborah and Inez laughed “in the sharing part,” which they found “funny,” and noted that “some ideas were impossible, but fun.” Laura and Megan observed that everyone smiled or laughed, and that “the teacher liked it.”

Adjectives to describe your overall experience of the activity:

When asked to give descriptors related to the endogenous activities, P's students participating in the Stage 3 invention activity used words such as "fun, enjoyable, curious to see others' thoughts" as Sammy did. James said that the activity was "interesting" and involved "creativity" and "curiosity"; as he went through it, he thought, "what if I did invent this? Would I be famous?" He went on to describe a "good feeling" he had about the activity, that it has "relevance to students," summarizing the activity as "serious fun." Barbara called it "interestingly funny"; Christine termed it "humorous"; Yves said that it "didn't feel like an assignment," and that it was "a nice distraction, but brought us back to the topic." Lynn described the activity as "different, not boring—what *we* thought and came up with." Deborah said that she was "curious about what others would create" and "what I'd create," noting that there was "competition between groups" as some were "stealing ideas!" Charlotte and Zoe described the Stage 2 endogenous activity in R's class as "fun," noting that this was because they were "with [a] group [and] friend," and because they were "not worried about grades and can socialize." Describing R's Stage 1 endogenous euphemisms activity, Lonny expressed that "it was work (had to do it) but felt like play—enjoyed it." Other terms Lonny used to describe the experience were "ridiculous and fun," "interesting," "curiosity," "different," and "thought-provoking." Selma used

these words and phrases to describe the activity: “complex,” “educational,” “describes life,” “hard,” “confusing at first,” and “satisfying to complete.”

Will this activity affect your motivation?

The responses to this question about the endogenous activities were unanimously affirmative. In P’s class, referring to the Stage 3 inventions activity, Sammy said that the activity “creates a free atmosphere” and that it “helps” in that it makes students “want to know what others are thinking. If fear were the motivator instead, then [it would] not [be] as good.” James felt that “having lots of ideas is better.” Barbara, Yves, and Christine noticed that they “wanted to” involve themselves in the “thinking and preparation” that the essay-to-come entailed. Zenia opined that the activity was “fun in groups,” and that it would provide for “better grades” because of “less pressure.” About R’s Stage 2 endogenous activity, Charlotte said that it showed them the “need to improve” and that it “got me started to learn how to cite.” Zoe added that she perceived an “option to take [the topic] seriously or not.” Commenting on R’s Stage 1 euphemisms activity, Lonny observed that it helped “participation” and “raised interest a lot” because it was “fun” and she “wanted to do it.” Donna believed that the group nature of the activity made it “easier to write in and out of class.” Selma said that the activity “helped” her motivation to “overcome challenges” and “simplify” writing for her, also that it “encouraged me to use sources.” Laura and Megan felt “excited about the assignment” and that it was “not boring.”

How do you think this activity will affect your essay-writing?

Some of the interviewed students in P's class felt that the Stage 3 endogenous activity affected their subsequent writing in positive ways. Sammy said, "I felt like I was at my best as a writer." Christine related that she "tried humor in [the assigned in-class] paper" [associated with the activity]. As she did so, she noticed that "ideas flowed better"; she experienced "efficiency instead of writer's block," and "think[s] [she] did well on the paper." For Yves, the activity "got [the] creative juices going!" He believes that it may have "improved student-teacher relationships. Group support helps enthusiasm; group + goofiness & humor = excitement." He characterized the activity as "good preparation for in-class essays." To Barbara, the endogenous activity "stimulates [the] mind during prewriting" and is to her a "good way to start." Lynn felt that the activity "helped the in-class essay" and "helped with readings," making it "easier to give [my] own perspective." The activity had "no real effect on class," since it was "not related to research," according to Deborah, though she added that the Stage 1 activity helped with her preparation of the essay about advertising. Inez stated that "enjoyment helped me to do my best work." Laura and Megan joked that they did "not [make] as many mistakes with [the] magic pen" that their group proposed as an invention during the activity. R's students Charlotte and Zoe responded that the Stage 2 Fool the Guesser activity "helps [them] learn the correct way to cite sources." Describing the Stage 1 endogenous euphemism

activity in R's class, Lonny said that she "learned something new— doublespeak as [sic] what not to do," and the distinction between "exaggeration vs. clear writing." Donna said that there was "not much" of an effect that she noticed. Selma felt that after the activity, she "can do other hard stuff," and that she "learned to write simply" and "be aware of reader interest and awareness." Zenia saw the activity as "help to get more specific with essays," paying attention to details and the reader's...understanding." She thought that the activity provided an "enhanced ability to see others' views."

Comments on the potential of humor:

All interviewed students made statements affirming the use of endogenous humor in writing classes. P's student Sammy said that humor has "good potential" in that it can "get everyone's perspective on [a] topic" and allow everyone to "share crazy ideas as opposed to having an atmosphere of fear." James offered the statements that "this kind of activity would make things more exciting—more people involved," adding that students would be "more attracted, not bored. New experiences are always fun: like a curve ball [that] keeps us on our toes." Barbara said, about P's Stage 3 activity as well: "If humor [is] directly related to [the] topic, [it's] better and easier. [It] help[ed] skills, opened eyes." Christine felt that P's Stage 1 activity helped her to do her "best work" because it enhanced her "creativity." It was "not like an assignment, but fun," and "helped me to think like ad people think." Yves said

that for him, the “activity [and] humor broke down [the] barrier of [an] essay to write.” It encouraged him to be “still taking things in stride” and to “keep going.” It was “an unexpected activity,” and he was “excited for next time.” Lynn said that humor’s potential lies in the “fun” that it presents, and in the way that it makes the writing experience “better—more comfortable to write and be in class.” She can, she said, “learn from others” through such activities, and she believes that “involvement helps us to do our best.” Inez thought that humor might be useful as the basis of an entire writing course, saying that an activity such as this “helps us think for ourselves.” Laura and Megan stated that while with a lecture format, there is “only one point of view,” an activity like the one they experienced for this study offers a “variety of ideas,” and that they “liked it.” R’s students Charlotte and Zoe suggested that humor “calms nerves when stressed.” The activity was “relaxing work but it helps,” they said. However, they also felt that humor “might make one unfocused” as well, “depend[ing] on the person.” For Lonny, the humor “made a difference” and “helps people who aren’t used to having fun associated with writing.” To Zenia, “interaction is key.” Humor, she said, can make work into “a playlike activity,” “depending on the person.”

Instructor Interview Findings

In her interview on January 18, 2005, Instructor P generally affirmed the efficacy of the humorous activities, particularly the endogenous ones. She commented on the pretests and 3 stages that she ran for the study, plus she

responded to some pointed questions about the use of humor as a motivational tool in writing classes. The following paragraphs summarize her statements on each point.

Introduction to the Study and Pretests: P began by saying that she had said little to the students about the study, just that it was about teaching techniques and that it was for an instructor's PhD. The students' response was generally "whatever," she said, though some students said that they did not want to participate. P added that she had actually expected more resistance to the study than what occurred.

P described her typical use of humor in classes as "confident," adding that she "can use humor to work for a cheap laugh." She described her use of a *persona* and a *shtick* of ad-libbing in the classroom, and sometimes planned humor as well. She said that she "engages in youthful humor" and "laughs at [her]self," feeling "in flow often doing this." She finds humor a "great way to cure boredom."

Stage 1, endogenous activity—water ads: P noted that the students in her 1:15 class did indeed show humor responses during the activity. The classroom climate that she saw was "open," characterized in her words by "hilarity," "freedom," and "fun." The degree of creativity exhibited by the students was "impressive" to her, and she thought that their ideas for the water ads were "inventive." She also noted that most of the students were well involved in the activity, "often when others had not been previously

involved.” Even a “laid-back male” participated and showed signs of ownership in the activity. Writing apprehension and nervousness in general may have been affected initially to some degree by the presence of a class visitor for a library project early in the period, but later, P said, the students seemed “fine.” She did not note any particular changes in writing competence and performance as a direct or immediate result of the activity. As an additional observation of the Stage 1 endogenous activity, P said that she herself invested energy to accomplish “lots of preparation,” including the discovery of “props: water bottles” for actual products with additives, along the lines of the more exaggerated and humorous ads created by the students.

Stage 1, Exogenous activity—Identify a Person From a

Description (12:00 class): P’s assessment of this activity run on the same day was that it “didn’t work very well.” The description and identification activity had a feel “similar to an early-semester activity. Students didn’t seem too engaged,” she said. She noted that one “bold student with attitude” was a volunteer for the reading and guessing, but that he “didn’t return to class after that.” P feared that he had become embarrassed because of that activity, but she was not sure.

Stage 2, Endogenous Activity—Broken Gender Stereotypes

(12:00 class): P noticed that the second-stage endogenous activity was “harder to get into” for the students, and that more examples to demonstrate the idea of violated gender roles was needed. Lacking these, P said that she

“led with [her] own stories.” Because this activity involved material that was “more personal,” P wondered whether it was “too sensitive” for some students. As a result, P said, “the classroom climate not as engaged, not as well set up,” and students seemed “hesitant.” P did say that “A couple of groups produced good ones,” however, referring to the anecdotes. Because of the “hesitance to share,” P surmised that the group’s writing apprehension was relatively high during this activity. As for herself, P was “sweating bullets” due to her own worries about getting the class to respond and engage in the activity.

Stage 3, Endogenous Activity—Invention Using Technology

(12:00 class): This activity, according to P, “went quite well.” The humor responses to the fantasy inventions thought up in the small groups that she observed ranged “from wry appreciation to out-and-out laughter.” The classroom climate because of this, she said, was characterized by “excitement, fun, [and] comfort” because the students recognized that the activity was much like the successful and enjoyable water-ads activity in Stage 1. Students were “not as self-conscious” as they were during the Stage 2 activity, the one involving the gender-role anecdotes. She observed “relaxed body language, laughter, [and] good humor” among both the students and herself. Everyone seemed “comfortable being silly.” P added that she “suddenly realized that she was like everyone in the class” during the activity, noting improved student-teacher rapport.

In response to the Pointed Questions I asked about the usefulness of classroom humor, P offered the responses that are summarized below.

Does humor seem to enhance student motivation to engage in writing classes or essay-writing? P replied, “Yes, definitely for a 102 class [second-semester composition] too,” noting that the humor fosters an “atmosphere of interaction and humor” that “allows different personalities a chance to contribute. Humor encourages productive behavior.” The instructor has a responsibility to use humor constructively and appropriately, she cautioned: “The teacher has sense: *read the students* to draw them out, including the use of humor. Not just untamed humor, but in boundaries and focused.” This last statement indicates, P said, that the humor should have a clear purpose, well-defined and understood by the students. Thus, P felt that endogenous humor is most often preferable.

Other comments: As a teacher, P appreciates students who speak out *and* those who are quiet—the listeners as well as contributors.

P believes that humor is “part of a teacher’s rapport with students,” adding that “It’s important to wake up students.” Yet, she added, “There is a risk that humor might damage the dignity of students”; thus there is “a need for control vs. flexibility, responsiveness, and a creative dynamic” as an instructor teaches.

As another comment, P observed that “Lessons for this study were different from usual in that they were planned.” The interaction with the

researcher as we collaborated on lesson plans for the activities for this study “refreshed my teaching,” she said. It was, she said, “a creative collaboration: teachers need this! People want to keep ideas to themselves—there is too much competition in teaching! Humor with colleagues as well as students is important.”

There is, P said, a “great need for students to be relaxed and comfortable in writing classes.” To that end, she feels that “Humor gets people involved.” It is an “inclusive activity” that encourages a “common humanity [to be] brought out.” It is, she said, “better than attack methods in teaching,” since it allows the teacher to “celebrate strengths” of students.

Potential of Humor Vis-à-Vis Curiosity: P said that “Humor encourages students to pursue a writing topic, take risks, and take ideas out of the norm.” Several students surprised P in their responsiveness and creativity during and as a result of the humor activities. Also, she added, “As a result, students write less boring papers!” The humorous activities “Show that writing is a way to express oneself, not just a way to get a grade, and that writing is a lifelong fun activity when curiosity and fun are engaged.”

Because “abstract thinking is an advanced skill,” P believes that “There is a progression of growth; education is part of this, and it continues on after college. [Teachers] need to engage students at their levels of connection with their own lives first, then move on to the abstract. Humor, anecdotes, film, real-life examples help this. Higher education is farther from everyday life and

involves a code language....Humor gives some confidence to go further than they would have otherwise. [There is] safety via humor. [The] teacher is someone who can help this, not someone to push them into the abyss.”

In closing her interview, P stated that there is a “continuum of learning. All students have potential for growth. Things that help this growth include humor, sequential lessons, inspiration, and rewards—grades—and a smile.” She concluded by saying, “It is fun to see students emerge. Teaching is exciting; what could be more so?”

Informal Instructor Feedback

To supplement Instructor P’s interview, following are two selections of comments from Instructors A and R, given to the researcher soon after running the activities in their classes.

Instructor A’s Comments:

Following the Stage 2 exogenous Favorite Joke activity run on November 11, 2004, Instructor A noted in person to the researcher that the class seemed “at ease” and was “more willing to ask questions.” The students “laughed [more easily] throughout class” and were “more light-hearted,” she added. Instructor A even told some jokes herself during the remainder of that class period, she reported. She summarized the experience by saying that she and the students had “good rapport already, but the attempt at humor helps the instructor” to move “out of teacher mode.” As a result, she said, the student-teacher relationship is enhanced.

Instructor R's Comments:

Following the Stage 1 endogenous (Fool the Guesser) and exogenous (Euphemisms) activities run in her classes, Instructor R sent the following comments via email:

Hi, Michael:

Here are some thoughts on the Fool the Guesser and Euphemisms activities for my 101 classes:

Fool the Guesser:

The students really enjoyed the activity. They talked and laughed as they read each other's paragraphs and tried to find the bogus source information. Even as class was drawing to a close, the students did not seem to notice the time passing; I didn't see the usual glances at the clock or the early attempts to pack up. The students asked a few questions while I was going over the instructions because they seemed a little daunted at first at the complexity of the assignment. Soon, however, they caught on as they actually carried out the activity.

Passing out the candy as an added bonus instead of a competition prize was a superb idea. Last time I did this activity in my 101 [during the pilot study], the candy was given as a prize and the students were so eager to see if they won that they rushed through the activity. This time, the atmosphere was one of doing the activity for the sake of learning, which I thought was a far more positive element in the activity.

My only recommendation is that a sample paragraph be provided with the instructions so that the students can get a sense of what they are supposed to do more quickly. Also, the chart at the bottom still looks a little daunting and might fare better as a boxed chart rather than empty lines.

Euphemisms

I had the students break into groups of 3 for this activity. The students were also very engaged in figuring out the meaning of each sentence. The activity took much longer than I predicted. Even after giving the students 20 minutes to guess, some of the groups had not completed the assignment. (I had to cut off the time because the class was coming to a close and wanted to go over the answers.)

The students were less intimidated by the language than I would have thought. Many groups surprisingly came up with the same analysis even though they were working separately. The atmosphere when they were doing

the activity was one of intense concentration—you could have almost heard a pin drop while the students were thinking.

Perhaps next time, different groups could get different paragraphs just for the sake of variety.

Please feel free to email me if you have any questions. I felt that your activities really helped to enhance my classes. Thanks!

Best,
R

Summary of Instructor Interview and Feedback

As the interview and these examples of feedback from the participating instructors show, the humor activities, both exogenous and endogenous, appeared to benefit their teaching. These benefits seem to include the inspiration to develop new and creative ways of approaching their teaching, infusing an element of fun and playfulness. The benefits also appear to extend to a personal level, in that the humor improved the instructors' moods as well as those of their students, perhaps encouraging them to collaborate with other instructors more than they might have before. On the other hand, some of the activities designed by the researcher appeared to have been too complicated or involved for the classes and/or instructor, which may have diminished the students' curiosity and internalization somewhat while possibly heightening writing apprehension. But the benefits seem likely to have outweighed the detrimental effects.

Summary of Results

In all, the analyses of the data collected for this study indicated the relative efficacy of the exogenous and endogenous humor treatments in terms

of several conditions of survey score differences, essay score differences, student interviews, and an instructor interview. From these results, humorous prewriting activities, especially endogenous ones, appear to provide some enhancements for student INTERNALIZATION of their writing incentives. At this point, the results do not support this dissertation's hypothesis that the internalization fostered by the humor will in turn bring about high essay scores. The next chapter discusses some implications of these results, including the assertion that a causal relationship among humor, motivation, and performance indeed exists, as well as some insights about the potential of humor in education.

Chapter 5

Discussion

“People mutht be amuthed.”

—Mr. Sleary, the lispy circus leader, to the Fact-minded but eventually reforming educator Thomas Gradgrind in *Hard Times* by Charles Dickens, 1854. Ed. Paul Schlicke. New York: Oxford UP, 1998, pages 53 and 297.

Dissertation Summary

This dissertation addressed a pervasive and endemic problem, focusing particularly upon community college writing students. The following paragraphs summarize the dissertation’s approach to this problem.

What Is the Problem? As indicated in Chapter 1, the immediate problem is inadequate writing competence and unsatisfactory writing performance in California’s community colleges. At a deeper level, the problem stems from well-intentioned but misdirected instruction that focuses upon skill only, rather than including will, which has come to the attention of the Joint Academic Senates of California’s community colleges and state universities (ICAS, 2000). In essence, students themselves report that their writing classes are uninspiring and that they carry out their writing assignments in a perfunctory manner, signaling that their motivation is directed to something other than writing mastery (CCSSE, 2004a). As a result, they do not engage in their writing as fully as they might and do not perform at it as well as they could.

Why Is the Problem Problematic? As explained in Chapter 1 as well, low writing performance is a problem because the fulfillment of the community colleges’ mission relies fundamentally upon the effective teaching

and learning of writing. Every student pursuing an Associate's or Bachelor's degree must be competent in academic writing for graduation, but instruction appears to focus mostly upon skill-development without addressing and enhancing student motivation to learn. Recognizing that student performance depends upon such motivation, the problem of engaging students in their writing emerges as the primary focus.

What Has Been Done About the Problem? In Chapter 1, the dissertation reviewed studies that have investigated several individual aspects of motivation to learn, specifically challenge, curiosity, control, and fantasy. Also mentioned were examples of work in the areas of student engagement and competence, sometimes showing causal relationships. In Chapter 2, the dissertation reviewed composition research, noting that a few works, such as McLeod's (1997) book, do include some treatment of the writing problem with reference to the motivational literature. In addition, other writing research has addressed motivation-related aspects such as self-regulation, but it has tended to focus more on skills alone or the study of student writing processes rather than on a systematic, motivation-based approach to active engagement.

What Did this Dissertation Do that Is Different? This dissertation approached the community college writing problem with a pronounced focus on motivation and the active engagement of students in their writing tasks. To develop this motivational approach, Chapter 1 outlined a model to account for both the motivational and performance elements of the

problem, uniquely connecting three elements that others have addressed, but never together. This model has two parts: a Conceptual Model (see Figure 5.1 below) and a Tested Model (see Figure 5.2).

Figure 5.1

Conceptual Model



Figure 5.2

Tested Model



Through the Conceptual Model, in Chapter 2 the dissertation made the case that Writing Will leads to Active Engagement, which in turn results in Writing Competence. Each variable of the model was described from the perspective of motivation research and was then applied to a variable of the Tested Model for the dissertation study. The chapter described Writing Will as the motivation to pursue writing mastery, including the key intrinsic motivation of curiosity. With this conceptualization in mind, the researcher recognized and selected Humor, defined here as “enjoyable incongruity” that a person seeks to resolve, as a motivational variable of Writing Will, owing to the connections between humor and curiosity, as well as links between humor and play. Second, the researcher selected Internalization, the process by

which a student becomes motivated to pursue an initially uninteresting task, as the behavioral variable of Active Engagement, again with a connection to curiosity. Finally, the researcher explained the outcome-based variable of Writing Competence as a multi-faceted set of “habits of mind” that include motivational factors in addition to writing skills themselves. Essay Scores, as determined by individual instructors, was selected (primarily by the participating instructors, who did not wish to submit to normed grading of the essays) as the means of indicating students’ Writing Competence. Chapter 2 then concluded by showing how Humor should occasion Internalization, as indicated by students’ attention and enjoyment in class, and how Internalization should bring about high Essay Scores, suggested by studies of variables similar to internalization such as self-regulation, autonomy support, and self-efficacy and their effects upon writing competence or performance.

How Did this Dissertation Do Something Different? Next, as explained in detail in Chapter 3, this dissertation explained how the Tested Model was applied for the study. This application was accomplished in two main stages: extensive pilot work, then the study itself. The pilot work included selecting a design for the study; delineating the key features of humorous activities; planning humorous activities with participating instructors; selecting and adapting surveys of student curiosity, internalization, and writing apprehension; collecting and analyzing the survey data; developing interview questions; conducting and analyzing interviews

with students; evaluating options for essay scoring; and collecting and analyzing essay scores.

Building upon the insights gained from the pilot work, the actual study featured a quasi-experimental, modified Latin-Square design in three pairs of community college freshman writing classes. Analysis of this study's data included ANCOVA of survey scores for curiosity, internalization, and writing apprehension, essay scores, plus correlational analyses. Ancillary data in the form of student and instructor interviews supplemented the survey data, building on the insights gained from the pilot work.

What Results Did the Dissertation Study Find? The results, as described in Chapter 4, lent some support to the dissertation's hypothesis, and they present tantalizing potential for future developments in motivation in writing classes. Most important of all, the results supported, to some degree, the idea that endogenous Humor is a classroom motivator for students. First, the statistical analyses of survey scores showed signs of student internalization of writing incentives due to the endogenous humor activities; these results indicated enhanced curiosity and autonomous regulation with lowered writing apprehension among students. The endogenous humor activities may have occasioned high essay scores, as shown among students who participated in the exogenous activities in the first stage of the study, and the endogenous activities in the following stage.

Some strong affirmations of endogenous Humor's benefits for student motivation came from students themselves, the guiding voices in this study. Students said in the follow-up interviews that the endogenous humor activities were welcome relief from the banal routines of their writing classes, making class, and their prewriting, fun. They saw excellent potential for the use of endogenous humor in writing classes, as did the interviewed participating instructor, who also affirmed the benefits of humor for student active engagement, rapport with each other as well as the instructor, and creativity.

This chapter now concludes the dissertation by addressing three aspects of the study and its results. First, it outlines some important limitations of the study. Second, it explains key implications of the results. Finally, it offers suggestions for further study where humor could be involved with the enhancement of motivation and competence.

Study Limitations

Before attempting to interpret the study's findings, note must be made that there were several aspects of the study that may have compromised these results. These aspects included perceived limitations of the design, treatments, surveys, essays, interviews, analysis, and staff development. While the study as it was run was effective to some degree in supporting the dissertation's assertions about endogenous humor as an enhancement of motivation, recognition of these limitations seems wise in the interest of

understanding misuses and misconceptions about humor in writing classrooms.

Design Limitations: This study employed a true experimental design, namely a nonrandomized, replicated Latin square design. The selection of this design was made carefully, with consideration given to all other known designs, because of its strong internal validity allowing all groups to receive both kinds of treatments (Campbell & Stanley, 1963). While a Latin Square was judged to be the best design for this study, it could be that another design, such as case studies, would be more effective for testing student internalization over the course of a semester, rather than the isolated treatments and observations that were made. But for overarching indications and for reliability and validity, the Latin square design remains a viable choice, given the impracticality of running a true experimental design.

Treatment Limitations: Several unanticipated problems arose with some of the classes during the study. As a result, some of the treatments were not as effective as they might have been. The largest of these problems occurred in Instructor A's day class, where one treatment, Endogenous Stage 2, relied upon students having read a short story. But on the day of the activity, a significant number of students, possibly half or more of them, had not read it. Because of this, the endogenous activity involving exaggerated and misinformed summaries could not proceed as planned. As a result, the

treatment may not have had a full chance to provide the motivational enhancement it sought.

The same may have been true to some degree with the endogenous activities in the other classes: if students were not prepared, they would not be able to derive the same benefits as those who are current with the class readings and assignments. This is certainly a common problem for all teachers in every class; thus, the results remain authentic to everyday teaching.

In the case of A's class, running another stage of treatments was not feasible, since A was already experiencing difficulties that prevented her from providing essay-scores and other data. Instructor P, though, *was* willing to run a third stage with her classes, as mentioned in Chapter 3. This re-run was intended to elicit the best possible results by carefully ensuring that both instructor and students were fully prepared, by and large, to engage in the prewriting activities. To do this, Instructor P took extra pains to motivate her students to read and annotate the readings for the essay assignment.

In running the additional third stage activities for just P's class and not A's and R's, it could be argued that these extra efforts were mistaken and that the researcher was searching for better findings. But this argument seems unlikely, based on the survey and interview results for all three instructors' classes, which indicate some measure of genuine enjoyment and involvement by most of the students. For example, the CEIS mean scores for all three

instructor's classes, presented again in Tables 5.1 and 5.2 below, show that Instructor P's mean scores for the endogenous activities in both sequences (endogenous-first and exogenous-first) are already higher than those for A and R. These results probably would not have changed much if the third stage activities were added to the other classes.

Table 5.1. CEIS Mean Scores, Including Stage 3 for Instructor P

<i>Endogenous First</i>			
Instructor	Endo	Exo	Endo
Instr PH	35.62	33.33	33.88
Instr AM	32.50	32.31	
Instr RK	32.24	36.81	

Table 5.2. CEIS Mean Scores, Including Stage 3 for Instructor P

<i>Exogenous First</i>			
Instructor	Endo	Exo	Exo
Instr PH	35.44	32.05	32.53
Instr AM	34.30	33.61	
Instr RK	33.20	30.26	

In any event, even though the extra stage was run for P's class, that run did not yield results that were significantly different from those of the other 2 stages and so the third stage was not included in the analysis. This exclusion allowed for all 3 instructors' classes to be analyzed in the Latin Square design.

The fact that extra credit was offered in R's classes may also have altered the motivational orientation of the activity. Although the actual effect of this extrinsic motivator on this students' curiosity, internalization, and writing apprehension is not completely clear, in their interviews, a few students did mention the extra credit as a benefit and even as an incentive for participating. This incentive may have influenced their internalization scores

in particular, though R's mean scores for the SRQL-A are consistently high in the endogenous-first sequence: 5.71 for the endogenous activity, 5.64 for the exogenous activity. As a result, the extra credit could have accounted for the students' high levels of autonomous regulation of the incentive to participate and write. But the disparity in R's exogenous-first sequence (5.60 for the endogenous activity, 5.05 for the exogenous activity) suggests that if there was any impact from the extra credit, it was not so apparent for the class that ran the exogenous activity first. Otherwise, we would expect the scores to be closer together. Thus, we cannot rule out the possibility that the extra credit influenced student internalization, but it is also possible that the activities themselves influenced it, too.

The effectiveness of the treatments may have been further compromised by the fact that the activities occurred at least one day before the actual writing of the in-class essays, and several days before the out-of-class essays. So, the treatments may have enhanced student motivation during prewriting activities, as shown in the survey results, but not the writing of the essays themselves, indicated perhaps by the lack of significant correlations between survey and essay scores. The important finding, though, is that the activities brought about benefits to student motivation in the classroom at all. Improving the carryover from prewriting to essay-writing remains as a challenge for the future. One way to improve that carryover could be to conduct more humor treatments throughout the semester, design humorous

essay topics, or provide other ways to allow for continuing motivation to write.

Besides problems with the endogenous activities, there were problems with the exogenous ones, too. Some of the activities were too difficult for many of the students, as some indicated in the interviews. Thus, instead of humorous responses and engagement in the euphemism-decoding activity, for instance, some students were bewildered. Care must be taken to ensure that all activities are neither too easy nor too difficult. To accomplish this, a more systematic way of defining and then applying essential elements of effective humorous activities is needed. Pilot work, such as that which this researcher conducted, is essential in order to determine just what students can understand, as well as what students find humorous and curiosity-provoking.

Survey Limitations: There were no major problems with the selection, adaptation, and utilization of the CEIS, SRQL, and Writing Apprehension instruments. However, there are some shortcomings in them as testing tools of INTERNALIZATION. First, the CEIS measures only State curiosity, while continuing (Trait) curiosity is also of interest. Although the researcher decided not to include the Trait questionnaire in the interest of keeping the survey time brief, it may have been better to include it.

Second, the SRQL Autonomous and Controlled subscales were adapted to address the course and activities in which the students were participating,

and Deci and his colleagues have developed this instrument for several class contexts (such as chemistry and medical courses) with high reliability. But it could be that this researcher's adaptations were not as effective or reliable, though every effort was made to emulate the originals. The researcher also was concerned that administering pretests and then 2 or especially 3 more sets of the same surveys was too much for the students.

In addition to these potential problems with the surveys, the dissertation's focus on humor could have benefited from a survey of humor itself, to determine which activities most reliably occasioned humor responses. The interviews addressed this, but a comprehensive survey may have been preferable.

Interview Limitations: Since the interviews were approached as ancillary data, they were conducted and analyzed informally. Twenty-four students were interviewed, some of them in pairs or groups of 3, the others by themselves. This difference in format might have influenced the responses of those in pairs or trios.

Also, although a standard set of questions was used for all interviews, not all of the questions were asked of each student, though nearly all were. Further, the fact that the questions were set may have prevented some students from voicing their true thoughts or addressing the aspects of the humor activities that they felt were most important.

Essay Limitations: There were some potential problems with the essays. First, because each instructor gave different readings and writing assignments, there was difficulty ensuring the validity and reliability of the essays as instruments across the three instructors. On the other hand, though, giving instructors freedom to select their own assignments allowed them, in collaboration with the researcher, to design different innovative essay topics that were consistent with their teaching styles and preferences.

Second, some people might believe that the fact that the essays were self-graded by the instructors may have compromised the validity of the ESSAY SCORES as well, since they were using different standards to grade their classes' essays. However, community college English departments tend to operate under an assumption that instructors have a similar grading standard, and in fact, some of the other English courses at Glendale Community College, namely English 187, 189, 191, and 120, do have common rubrics and common final exams. English 101 has a division rubric also, but no common final. In addition, all instructors are guided to adhere to course outlines, which delineate exit standards for each course. Further, GCC has been developing Student Learning Outcomes as additional means to measure and ensure student learning in all courses. These factors, plus the normal collegial English Division meetings, email exchanges, and conversations that routinely occur among faculty, lend some support to the idea that a common

standard might be approached to some degree. Also, a given teacher is likely to be internally consistent with essay grading.

Another problem arose from the fact that only 2 of the 3 instructors provided ESSAY SCORES, making the set of data incomplete. Yet, each instructor's scores were probably about as reliable as those derived through other normed methods (Johnson, Penny, & Gordon, 2000). Also, measurable improvement in student writing competence likely takes more time to develop than the very short time between prewriting and the essay itself, and even longer than a full semester in many cases. Thus, while student motivation showed marked improvement immediately due to the humor treatments, there was not enough time to see the corresponding gains in the essay scores.

Survey Data Analysis Limitations: The analysis of the survey data may well have been correctly run, but there are some limitations in the interpretation of those data. First, this dissertation aimed to probe its hypothesis that humor treatments occasioned enhancements in INTERNALIZATION and ESSAY SCORES, but there was no known way to prepare a MANOVA that could account for causes and effects. So correlation analyses were run, which is a much weaker test. Second, the 2-way and especially 3-way interactions are extremely difficult for anyone to interpret, so conclusions were elusive and possibly equivocal.

Staff Development Limitations: Perhaps the greatest limitations of the study came in the area of staff development—that is, the participation and

training of instructors for the study. From the start, it was very difficult to find instructors who were willing to participate in the study at all and even more difficult to find ones who were teaching at least 2 sections of English 101 so that the Latin Square could be run. None of the participating instructors was comfortable having video- or audio-taping, and not all of the instructors acquiesced to personal visits to class sessions by the researcher. As noted in the preceding section, it was also not possible to utilize common essay topics, a common rubric, or third-party independent raters of the essays. These last factors may have compromised the results of the study, particularly the ESSAY SCORES, a part of the data analysis that did not yield the desired results.

Implications of Results

In light of these study limitations, it is useful to review those study results that seem to stand up and those that seem to fall down or waver. The most solid findings involve the potential motivational benefits of using endogenous humor in classrooms for prewriting. First, endogenous humor could enhance student motivations to write, and benefit their curiosity in particular, an idea supported by the motivational literature, indicated to some degree by the survey results, and strongly affirmed by the interview results. The potential and actual implications of the results of the study greatly contribute to a foundation for improving upon the kind of banal writing-class experiences reported by students in Chapter 1 (CCSSE, 2004a). Instead of

missing the point by addressing skills only, writing instruction can address the most powerful and fundamental factors that influence writing competence and performance. Humor is only one possible variable that might actively engage student learning and thus form a true motivational enhancement for writing. It, and a variety of other motivational variables, could work.

Yet, the endogenous humor treatments developed for this study, which aimed to enhance students' writing motivation, nonetheless require further calibration, owing to the flaws of the treatments and the temporal gaps between treatments and the actual writing of the essays. In particular, the treatments will need to show correlational effects from motivation to competence and performance so that the students' motivational active engagement will continue from prewriting through the completion of the essay itself. Also, the dosage length, that is, the number and amount of humor treatments during prewriting for essays throughout a course, not simply 2 or 3 instances, should be increased. Once the process of motivating students is improved, the students' writing competence and performance on essays will likewise improve.

Implications of Survey Results: All of the surveys (Curiosity and Exploration Inventory—State (CEIS), Self-Regulation Questionnaire—Learning—Autonomy subscale (SRQL-A), SRQL—Controlled Regulation subscale, Relative Autonomy Index (RAI), and Writing Apprehension) yielded at least 1 significant or marginal difference that favored the use of endogenous

humor activities over exogenous ones. The strongest support for endogenous humor treatments was seen in the Treatment effect for the Writing Apprehension results. The marginally significant two-way interactions also tended to favor the endogenous treatments in the CEIS (Instructor-by-Treatment interaction) and the Relative Autonomy Index (RAI) results (Sequence-by-Treatment interaction). The endogenous treatments found additional favor in two three-way interactions in the CEIS (Instructor-by-Sequence-by-Treatment interaction) and the SRQL Autonomous subscale results (Instructor-by-Sequence-by-Treatment interaction), both of which showed statistically significant effects, though the three-way interactions were more difficult to interpret.

In general, students indicated through the CEIS survey results that they wanted to absorb themselves in the endogenous activities and explore the topics that were involved, because the activities aroused their curiosity at least to some degree. This positive motivational state differs from simply feeling happy, hopeful, or other positive motivational experiences, because it stems directly from the activity itself (Kashdan, Rose, & Fincham, 2004). This enhanced curiosity in the treatment situation is a key factor, as this dissertation has argued, in getting students to do their best work at writing: student attention can be “derailed” from distractions or apathy and “tracked” on the writing topics—exactly what any teacher wants to happen. In addition, the curiosity may encourage a positive social affect within groups, creating an

enjoyable and productive environment for group work (Kashdan, Rose, & Fincham, 2004).

The concomitant Treatment Effect shown in the Writing Apprehension survey results shows that worries about writing were eased while students involved themselves in their small-group endogenous-humor activities, more so than with the exogenous activities. Kashdan, Rose, and Fincham (2004) explain that the exploration and absorption characteristics of curiosity do, in fact, obviate apprehension. A high score on the Writing Apprehension survey, such as a score of 100 or higher on the scale from 24 to 120, indicates low apprehension and, thus, a high probability that a given student is curious enough to explore novel experiences and become absorbed in the group activity. At least at the time of the activities, this low writing apprehension (or high writing confidence) implies a beneficial level of comfort in the classroom and with writing.

The results of the Self-Regulation Questionnaires were mixed. On the one hand, the SRQ-L (Autonomy) subscale results showed a marginally significant Instructor-by-Sequence-by-Treatment interaction favoring the endogenous activities when the endogenous activity was run first, followed by the exogenous activity for the next essay assignment. This interaction was interpreted in Chapter 4 to mean that the endogenous activities, when run first, and influenced by the instructor, brought students to internalize their writing incentives more than with the exogenous activities. Then, though, the

results for the SRQ-L (Controlled regulation subscale) showed a marginal Treatment effect in the direction of external incentives to write, meaning that the students remained well aware of their desire to earn high grades on the essay and in the class even as they participated in these activities. This indication of extrinsic motivation along with internalization is hardly a surprising result for any population of students who are enrolled in a required core general-education course. However, the overall indicator of internalization, the RAI, showed a marginal Sequence-by-Treatment effect in favor of the endogenous treatment, when the endogenous activities were run first.

Thus, the results suggest that students may have deepened their internalization of writing incentives slightly over the course of the study, as indicated by the survey scores, since the balance of their autonomous vs. controlled regulation tipped slightly toward the autonomous side because of the endogenous humor activities in which they participated, in the endogenous-first order. The reason that this order brought the significant results is not clear, though the students' heightened awareness of external incentives at that point in the semester may also have been accompanied by a slightly stronger desire to be involved in an interesting activity at that time, too.

Implications of Essay Scores: The fact that the essay scores were significantly higher in the exogenous-first sequence across the 2 reporting

instructors' pairs of classes suggests that enhanced writing motivation could possibly lead to improved writing competence and performance, at least under conducive conditions. Because the Treatment effect was not statistically significant in this dissertation study, meaning that the essay scores following exogenous and endogenous treatments were technically about the same, this researcher cannot go so far as to claim that endogenous humor activities in and of themselves occasion higher essay scores.

But why did the essay scores in the exogenous-first sequence occasion such profound differences from the endogenous-first sequence, and why was the Treatment effect not significant? The first problem, the treatment order, may be a function of the proximity of the endogenous treatment to the actual writing of the essay—if the students experienced the endogenous humor during prewriting, just prior to going off to write the essay itself, perhaps they would then have stronger motivation to proceed than they would having simply enjoyed the exogenous activity. The second problem, the lack of a strong Treatment effect, is more difficult to explain. First, it should be pointed out that the Treatment result of $F(1, 64) = 2.080$, $p = 0.154$ is not terribly far away from significance. Second, since the result is not significant nonetheless, the problems mentioned above with calibrating the treatments so as to provide more reliably and validly for continuing motivation may well account for the lack of carryover from motivation to Essay-Score performance. With

retooled treatments and a more effective treatment process, the results could be much improved.

Implications of Student Interviews: Although the student interviews were ancillary data, they did provide some very valuable insights, from the student perspective, for which the surveys did not necessarily account. Some powerful indicators came in the unanimity of some responses to the interview questions.

For one, every interviewed student laughed, smiled, or otherwise experienced “humor perception” (Veatch, 1999) during the in-class endogenous humor activities for this study. This fact lends enormous credence to the idea of providing endogenous humor as the main motivational feature of prewriting activities. Key and recognizable motivational elements, such as enjoyment and playfulness, are apparent in the smiles and laughter, making the continuation of the essay process more appealing from the students’ point of view and more effective from the instructors’ as well.

All students also said that they would like to do more activities like the humorous prewriting treatments that they did, and that the endogenous activities in particular enhanced their writing motivation, explaining that English and writing classes are often boring or anxiety-provoking for them. This finding lends support, as did the survey findings about curiosity, writing apprehension, and internalization, to this dissertation’s initial assertion that writing competence and performance is a problem of writing motivation.

Many students said that the humor activities were a welcome change from the routines of the class. Recognizing this desire for novelty is a strong part of a motivational approach to a competence and performance problem.

Although the exogenous activities seemed to heighten many students' enjoyment of the classroom environment and sometimes benefited their writing motivation, they seem risky to implement. Several students' comments revealed that they expect, by and large, to address their course subject-matter directly and do not want to waste their time. If the humorous activities are not relevant to the essay topics or processes, then their value is limited to the setting of a mood or tone in the classroom, which may not reliably lead to writing motivation and competence.

Endogenous activities that students find humorous, by contrast, have the advantage of setting a tone at the very same time that the students are learning about writing, investigating essay topics and readings, and prewriting their essays. A well-planned endogenous activity draws students to pursue a topic through curiosity and enjoyment, and once the motivation to write is activated, students should also be motivated to build the necessary competence to succeed at their writing tasks. This motivation to write well, when most deeply internalized, continues of the student's own volition, a most desirable condition.

Implications of Instructor Interview: Instructor P's interview included some excellent insights from an experienced professor of English.

The value of this interview comes in several forms. First, the interview supports, from the instructional point of view, the idea that the endogenous humor activities can bring student motivation to efficacious levels. In particular, P noted the transformation of several students from uninvolved presences in the classroom to active, confident, motivated learners, as they participated in the activities. She felt that the multifaceted teaching and learning environment to which the activities contributed had a strong role in these transformations. Also, P's observation that the students—and she—could laugh and share jocular moments in the classroom, which allowed all involved to feel comfortable to take risks, suggests just how important the instructor is in inviting students to learn.

Second, the interview with P points out the tremendous benefits that result from high teacher energy and collegiality. Perhaps other teachers could participate as actively as P did while planning activities with the researcher. She found the collaboration rejuvenating and inspiring of an increasing amount of new teaching ideas. Would other instructors be likely to feel the same way? From working with A and R as well, this seems likely. All of the teachers with whom this researcher worked for this study, including the pilot work, seemed willing and happy to collaborate for so great a cause as improved student motivation and performance. But they were those who volunteered to help. More research is needed on teacher attitudes, motivations, willingness to try humor, risk-taking, collaboration, and other

factors that influence their effectiveness in the classroom when it comes to motivating students to do their best work.

Call for Further Study

This dissertation raises the possibility of employing humor for the express purpose of enhancing writing motivation. It now raises the possibility, and the need, for continuing research and investigation along the several aspects of this exciting topic. These aspects include uses of humor as a motivator; connections among motivation, competence, and performance; links among humor, curiosity, and motivation; the design of motivating class assignments and writing activities; the design of effective experimental and ethnographic studies, among others, including staff-development considerations; and the development of survey, interview, and direct observation techniques, to name some possibilities.

Effective Conceptions and Uses of Humor as a Motivator: One of the problems with research and instruction featuring the use of humor comes from the general views and prejudices that many people have concerning humor. These people mistake the idea of *humor* with simply the *telling of jokes* or time-wasting, *frivolous* activities in the classroom. Given this misconception, teachers might hesitate to employ humor for fear of being misunderstood by students and colleagues. Certainly, irrelevant and inappropriate humor, including that which causes distractions from effective writing mastery or insults others, has no place in writing pedagogy or

education at large. Also, exogenous humor makes some students feel that they are wasting time, according to interviews. But the conception of endogenous humor as intended here in this dissertation, not as jokes, but as a playful, optimistic attitude, an enhancement of writing experiences, and as a positive mindset to convert an often daunting task, as writing is, into a truly enjoyable activity and learning situation, deserves much attention for future research and development. This approach to humor would keep the focus on the motivation to write. A systematic approach to writing motivation is clearly in order, and humor simply represents a way of accomplishing that, out of many available motivational options. The bad connotations of humor need to be overcome; further research needs to address ways to accomplish that goal, such as by characterizing the treatments in different terms, such as *creativity*, *school play*, *endogenous “enjoyable incongruity,”* or other variable labels.

Research in Writing Motivation, Competence, and Humor:

The essential connections among **writing motivation, competence, and performance** certainly need to be investigated rigorously and thoroughly, continuing the work begun by many studies reviewed in Chapter 2. But very few, if any, of those studies take this dissertation’s point of view concerning motivation and skill, namely, that instead of goals or challenge, a student might be invited and guided by an instructor to follow his curiosity and intrinsic motivation to learn, both situational and continuing.

Since the approach here assumes that students are extrinsically motivated to engage in writing, at least as they enter a required writing course, more research is needed addressing extrinsic motivation, and on the deleterious effects of external incentives on intrinsic motivation, internalization, and competence and performance (e.g., Deci, 1971; Lepper & Greene, 1978), focusing specifically on college-level academic writing. In addition, more research on the internalization of writing incentives, instructor autonomy support for writing, and other aspects of student's self-determination as writers is needed.

Next, links among **humor, curiosity, motivation, and skill** (competence and performance) need to be understood. No study, before now, has tackled such a connection, one which delineates and captures powerful well-springs of learning as a branch of intrinsic-motivation theory and practice. The potential for research and applications that are based on these links is hugely important and virtually unlimited, in the teaching of writing.

Humor and Curiosity: Turning to the will determinant of humor, more research is needed on the connection between humor and curiosity, and the ways in which endogenous humor can most effectively enhance internalization of writing incentives, in particular, and motivation to learn, in general. This research is in the interest of deriving ways to capture students' attention and desire to pursue writing activities and assignments with a full sense of exploration and absorption. It would be useful for writing instructors

to have a resource that identifies properties of activities that are curiosity-provoking through the nature of their humorous basis, as Table 5.3, a reproduction of Table 3.3, below, attempted to do. A set of properties describing intrinsically motivating or autonomy-supportive writing activities, building on Malone and Lepper's (1987) taxonomy, for instance, as a general guide for designing motivational enhancements in writing classrooms, would be even more useful and should be a goal of future work in this field.

Table 5.3.

Basic Features of Exogenous and Endogenous Activities

exogenous activities

small-group setting
 activity on handout
 cooperative or social
 oral or kinesthetic
enjoyable incongruity
unrelated to essay topic

endogenous activities

small-group setting
 activity on handout
 cooperative or social
 oral or kinesthetic
enjoyable incongruity
directly related to essay topic

Looking at the elements of the table, we see that this dissertation chose to emphasize the difference between endogenous and exogenous activities. This feature appeared to spell differences favoring endogenous humor in some cases as the study was run and analyzed. Also, the key feature of humor that enhances motivation was identified as “enjoyable incongruity.” But the term needed to be further delineated in a way that allows a given instructor to identify and produce activities that are truly enjoyable and incongruous in humorous ways, as opposed to disturbing or demeaning incongruities, to

name two examples of inappropriate uses of humor for writing classrooms. Further research needs to focus upon endogenous humor alone and investigate ways that it might foster motivation and competence more effectively. It seems likely that an understanding of these properties, as this dissertation has begun to delineate, represents a crucial key to getting students to do their best work on more assignments, motivated precisely by their desire to explore the writing topic and invest their energy and attention in their writing.

Endogenous Humor and Internalization: A more thorough understanding of the possible long-term potential of endogenous humorous activities is needed. What if instructors made use of endogenous humor in various forms, including spontaneous verbal statements, as many instructors already do; planned activities such as those employed in this dissertation study; films and other multi-media presentations; and other possibilities for endogenous humor? What effects on motivation and performance would an entire course featuring such an array of humor have on students who entered the course with external incentives, if any, to learn to write?

Endogenous Humor and Writing Apprehension: Research could also consider writing apprehension, procrastination, and other kinds of blocking in greater detail, given the close inverse relationship that appears to exist between apprehension and curiosity or internalization. In fact, this dissertation's genesis was writing procrastination as a motivational problem,

though the researcher decided early on to change to a proactive, positive-psychology topic (cf. Csikszentmihalyi, 1990), one that might preclude the motivational problems. But why is writing in particular so fearsome a pursuit? It appears that nothing requires so much attention to produce competent work; writing demands immense concentration and presents more possibilities for distractions and motivational derailments than most activities, it seems. Even people who *enjoy* writing, novices and experts, experience writing blocks and other problems; the delaying of writing is not simply a problem of not wanting to write. Writing invites, even demands, creativity, and this aspect should be addressed further in light of motivational theory and research. Further research on both the nature of writing as an activity, and on how to influence the frames of mind that student writers (as well as other writers) experience, could focus more on the lowering of writing apprehension that endogenous humor seems to bring: how reliably could endogenous humor in prewriting or the writing topic itself, for instance, maintain a feeling of low apprehension and relatively high confidence in a person? Does motivation tend to lower writing apprehension? How can it be done systematically, using endogenous humor? Because endogenous humor is only one possible motivational variable, further research should investigate other variables of curiosity, fantasy, challenge, and control (cf. Malone and Lepper, 1987).

Tapping Performance: Although the participating instructors followed normal practice by grading their own classes' essays, it is reasonable to assert that more reliable and valid data would be derived from standardized scoring, using a rubric such as Subject A or the 6+1 Assessment. However, there is likely to be no more distortion than any other grade recorded at the College. Thus, instructor grades are authentic, if not experimentally desirable. Further research should find ways to convince instructors to allow scoring by a common rubric. Another possibility is to provide scoring by one of the computer-based scoring systems that are now available.

Motivation and Carryover to Performance: Also, more research, taking the lead from this study, is needed to probe the factors that influence writing performance. Further research is needed as well to investigate the links between motivation and competence and performance, featuring endogenous humor treatments, or other motivational embellishments that tap students' curiosity, or that challenges them, optimizes their sense of control, or inspires fantasy (Malone & Lepper, 1987). Better treatments and treatment processes need to be developed, so that the motivation that the humorous activities enhance can carry over through the entire writing process, thus boosting writing performance.

In general, how can instructors improve the transfer of benefits from the motivational realm to actual essay performance? From the literature reviewed in this dissertation, and from this study's results, we can see that

there is a need to improve students' internalization. Autonomy support must be enhanced through the students' processes of preparing for out-of-class and in-class essays. The humor activities developed here as treatments did not really address that; they are more situation-specific and may not have affected continuing motivation much at all. But a pattern of teaching that includes regular uses of endogenous humor (activities and oral statements, films, etc.) may very well set a tone that enhances autonomy support and internalization over an extended period or course term. In such an environment, students might expect to enjoy the classroom humor activities, and thus expect to be motivated and perform well on the resultant essays. More research on areas such as this is needed.

Designing Effective Studies: Working from a more well-defined and extensive knowledge of motivation that employs endogenous humor and curiosity, the design of motivating class assignments and activities needs continued work. A galaxy of possible approaches to writing assignments across the curriculum waits to be found and explored. Such a set of teaching approaches would accompany the continued delineation of the elements of effective humor activities, not necessarily limited to prewriting but encompassing all aspects of the writing process and the teaching of writing.

Future classroom studies on this subject might probe the effects of more frequent and consistent endogenous humor treatments on students' internalization of writing incentives in particular. Such studies might also

discover whether there is a limit to the amount of humor employed, or how different means of delivering or inspiring the humor might affect motivation and performance. For example, individual and whole-class settings could be designed; the humor could emphasize superiority or tension-relief more than “enjoying incongruity” alone, provided that such a shift in the purpose of the humor were truly beneficial to students motivation and competence; or the humor could be delivered orally by the instructor and/or other students, to name a few possibilities. Handouts and other ways of prompting the humor activities, such as video instruction via the Internet, as is commonly done in online classes and distance learning, are possibilities for any writing class too.

Design and Analysis: There are some considerations for future research on this topic regarding the design and analysis. As its foremost consideration, this dissertation operated by the guiding conviction that the most valid and reliable design and method of analysis was one based in the collection of quantitative data, specifically using the replicated Latin square design. Research on the teaching of writing in recent years has tended to emphasize qualitative research, but not much quantitative work at all. More quantitative studies on the teaching of writing and the development of writing motivation would prove very helpful for writing educators and researchers. For one benefit, such hard research on student motivation and engagement could validate claims made by qualitative and other classroom research, building on the work of Emig (1971) and those who have followed. The results

of such proposed quantitative studies would be readily interpreted and compared to other studies and situations, since the experimental study tends to provide valid and reliable data.

In addition, this dissertation's research orientation did not preclude the use of interviews, in an effort to provide the best possible indications of student motivations that might have been influenced by the treatment activities. The possibility of developing more quantitative research in the area of writing motivation, and more ethnographic studies, plus more studies that combine both kinds of research, is an important consideration.

In fact, the qualitative work of this study was an immense help in supporting the dissertation's hypothesis. Representing a huge body of writing research, going back to Emig (1971), ethnographic studies of writing instruction and processes have proven invaluable. Since this dissertation study used interviews and other such feedback only as informal or ancillary data, the potential of deriving insights from the students' and instructors' perspectives has only begun to be realized. Future studies could make much more systematic and extensive use of interviews, and the analysis of them might follow other methods of transcription, for instance. Beyond interviews, techniques of direct observation, such as in-person or participant observation, might prove extremely valuable in characterizing the writing classroom as the humor treatments are being enacted. The decision might be made to develop an entire study based on ethnographic descriptions of one or more

individuals, groups, or classes, which would deepen those characterizations of students and instructors in action.

The motivation-to-learn field has also benefited from the insights derived from close descriptive study of educational contexts and situations. The “perspective perspective”—in which the researcher investigates and experiences the points of view of both the student and the teacher—is one powerful way that such research has approached such areas. The work of Barrie (2005), for example, which chronicled the researcher’s experience taking the role of a student among a group of 13-to-14-year-old Outward Bound students, is a thorough extension of this dissertation’s attempt to understand and address the teaching and learning situation in the most effective way—from the point of view of the participants themselves. This insider perspective seeks to uncover and enhance some techniques that are rife with motivational lessons to make classrooms more effective. Further studies that took a true insider’s perspective—that is, taking the role of a student—would prove greatly helpful in understanding and developing student motivation, the potential of humor, and the possibility of other motivational enhancements that would improve competence and performance.

Considering future quantitative studies on the topic of humor, motivation, and performance, a different Latin Square might be warranted; what treatments might be featured instead of endogenous vs. exogenous

humor? In such a design, perhaps representative treatments of the 3 kinds of humor theories—superiority, incongruity, and tension-relief—would be useful, for instance. Better yet, since this dissertation argues that the three theories are still basically incongruity theory, treatments employing newly developed elements of humorous activities, going beyond the features listed in Table 3.3 of this dissertation (reproduced as Table 5.3 in this chapter), could be the focus. As an alternative, the kind of humor delivery might be altered, so as to incorporate planned oral, planned written, and spontaneous oral humor while holding constant the endogeneity of all treatments. These suggested variations would involve 3 treatments and would require 3 groups and 3 stages for a Latin Square. This will complicate the analysis in some respects, and it is probably simpler to use a replicated 2-by-2 design. Some other possibilities for design include longitudinal studies, especially for further research on internalization, and case studies, to probe more precisely the nature of humor perceptions, curiosity (trait and state), writing apprehension, writing competence and performance, and other important factors. Ethnographic studies of writing students, in response to instruction featuring humor as a motivational enhancement, would be highly useful as well to complement these quantitative studies.

Looking at the analysis itself, the Lord's Paradox issue of difference analysis vs. covariance remains a factor to consider if a different design were adopted. The researcher chose analysis of covariance for this study, but

another design might be better served with difference analysis. Also, further research should be conducted on the SAS program if at all possible (Cotton, 1998; Edwards & Bland, 1993).

Development of Surveys: This dissertation's original intent was to probe internalization levels only, but the situational aspect of the activities brought the researcher to include curiosity (State) and writing apprehension at the time of the activity. Thus, the surveys represented snapshots of student motivation as they prepared to write essays, but further research in this area also needs to address Trait aspects of curiosity, continuing motivation, and personal investment (e.g., Maehr, 1984) and the deeper levels of internalization, as have Deci and his colleagues.

Internalization is a most important factor to address, since it shapes a student's entire mindset and allows expansion of competence, as this dissertation has argued. How can the internalization of incentives to write be fostered and tapped most effectively? Although this study collected student internalization data through much or even most of a semester, it may be that other instruments, or a combination of the SRQ-L with others, focusing specifically on writing, could be useful.

Since internalization is only one motivational phenomenon, research in other aspects of motivation as it pertains to writing and learning, especially intrinsic motivation to learn, should be investigated as well, along the lines of Malone and Lepper (1987). Such research works from the assumption that

since learning is intrinsically motivating, classroom environments and activities can be designed that are inherently motivating.

There may very well be a need to develop a survey that focuses specifically on the humor response, but also account for writing apprehension, curiosity, and internalization. The survey instrument could alternatively address other important factors of choice. For example, it seems likely that a survey that focused more on the climate and social ecology of the writing classroom (e.g., Moos, 1979) may reveal some fundamental insights about what brings students to invest their energy and attention on writing. But such a survey would need to go beyond previous work on classroom climates and address motivation. Although the survey data for this dissertation study indicate that endogenous activities seem to occasion deeper levels of curiosity and lower writing apprehension in particular, a more precise survey that indicated the effects of endogenous humor on motivational factors is needed.

Staff Development Considerations: Several factors need to be considered in order to provide for the best and most representative participation by instructors in studies such as this dissertation's. In addition to working to motivate students, attention must be paid to motivating instructors to participate and be willing to try new techniques. Getting instructors to participate is not a simple proposition, since a design such as the one run for this dissertation study would require the following factors, if it

is to be done at least as effectively, or more so, than the present study.

Instructors must:

- Be teaching at least 2 sections of 101 in the given semester, for the Latin Square design
- Be willing to employ common reading and writing assignments, graded by independent raters according to a common rubric, such as the UC Subject A Grading Standards
- Be willing to have audio- or videotaping, and/or in-person observation of activities as they are run
- Be willing to share essay scores and grade data
- Send students for interviews and be available for instructor interviews

Beyond these factors, and the extensive cooperative work with the researcher and other instructors to attempt to make the study efficient and with high internal reliability and validity, through well-run staff development efforts, future study participants will need to decide upon the most effective delivery of humor: How can the treatments be designed and employed in the classroom in reliable and valid ways? To do this, as mentioned above, the elements of humor activities absolutely must be delineated more clearly so that any instructor, working with the researcher or on his or her own, could create efficacious humor prewriting activities. As an alternative, a different motivational embellishment, other than humor, would be developed, and the

participating instructors would need to decide upon its delivery as a treatment. Such treatments would require the use of video- and audio-taping to ensure that each activity was run consistent with the others. The goal with all of this is to find ways for *any* instructor to be able to utilize endogenous humor or another variable for the motivational and performance benefits that this dissertation has hypothesized and to be able to study the effects of the treatment most accurately. All of these possible means of featuring humor or motivation in writing classes requires the careful training of instructors, which will involve a commitment not only of a few instructors, but at least a significant part of a college's English division, department, or writing program.

Conclusions

Looking to the future of research involving humor in educational settings, it is wise to consider ways to understand a strategy's level of contribution to relevant fields. In particular, is the use of endogenous humor in small-group prewriting activities a "practical," "pragmatic," "programmatic," or "protean strategy"? (Block, 1987, pp. 263-264). It is evident that, as described and manipulated in this study, the humorous activities constitute a practical strategy, with implied applications of the other more far-reaching strategies. It is a "practical" strategy in that humor activities such as those developed for this dissertation represent a "subject matter specific technique" that makes writing "more playlike" (p. 263).

As many people already know, humor is a personal strategy that can help us to cope with hardships of many kinds, such as writing, and it is often associated with “optimal experiences” (cf. Csikszentmihalyi, 1990). For the purposes of writing pedagogy, endogenous humor represents a tantalizing motivational variable that could be developed as strategy to engage writing students more than teaching that emphasizes skill-development alone, or outcomes without considering motivation, would.

In all, then, this dissertation has investigated humor as a potential motivational variable that may be able to enhance writing competence and performance. The dissertation has aimed to offer new theoretical perspectives, practical classroom applications, and quantitative and qualitative analyses of humor in writing classes as examples upon which others might follow and improve. It is directed at writing instructors, but also professionals and other interested people who wish to play with and benefit from humor as a motivator. As Henry David Thoreau advised, writing in his *Summer Journal*, “Not by constraint or severity shall you have access to true WISDOM, but by ABANDONMENT and CHILDLIKE MIRTHFULNESS. If you would know aught, be gay before it.” Such advice would be well-taken by writing instructors, and endogenous humor may well help foster an increasingly pervasive mindset that enhances the teaching and learning of writing at the college level.

Appendix A

Consent Form: English 101 Research Project Michael Harnett, Fall, 2004

Information about the project: Your instructor is participating in a research project that Michael Harnett is doing for his PhD in Education at the University of California at Santa Barbara. The purpose of this research is to improve the teaching of writing in community colleges, so that students do their very best. Your instructor will teach as he/she normally does, and on a small number (2 or 3) of those class days, she/he will use a prewriting and planning activity designed for the research project. Right after that, you will be asked to complete 3 surveys that will provide information about your experiences about that activity. You will then continue through the remainder of the course. The prewriting and planning activities are the experimental focus of my research project. We want to see if they help your motivation to write well and improve your essay performance. There are no serious risks involved, and the activities are very similar to what could occur in any community college class. We will protect your confidentiality: your name will not ever be used at all for any analysis or writing about this project. To ensure that, the essays and surveys studied for this project will be coded so that individual names won't be shown. After the project, I will share complete information about it with your instructor and you.

Contact Information: If you have any questions about this project, or about your rights as a research participant, or if there are any injuries or problems related to this research, please contact Michael Harnett at mharnett@glendale.edu. I am an assistant professor of English at Glendale Community College, though I am on sabbatical in 2004 to do this research. I can also be reached by phone there at (818) 240-1000, extension 5699; leave a message and I will return the call. My office is in LB 211 on campus. If you have questions about your rights as a research participant, contact the UCSB Human Subjects Committee at (805) 893-3807 or graham@omni.ucsb.edu.

Participation Information: Your participation in this project is **voluntary**. That means that you may refuse to complete the surveys or take part in any discussions about this research project without any penalty or loss of benefits that you are entitled to as a member of this class. You may discontinue your participation in them at any time with no penalty or loss of benefits. Please note, however, that the essays are part of the course, so you still are obligated to complete all course requirements. Alternative prewriting and planning activities may be arranged with your instructor if you do not participate in the ones for this project.

After reading the information above, please sign below if you would like to participate. You may detach and keep the upper portion of this form for your information.

Print Name _____

Signature _____ Date _____

Parent's/Guardian's Signature if you are under 18: _____

Appendix B: Exogenous Activity—Favorite Joke

Warm-up

Think of your favorite joke. Write its **punchline only** and one at a time, share it (just the punchline) with the group. Once everyone has done this, decide as a group which complete joke you'd most like to hear. Then share it.

Warm-up

Think of your favorite joke. Write its **punchline only** and one at a time, share it (just the punchline) with the group. Once everyone has done this, decide as a group which complete joke you'd most like to hear. Then share it.

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Appendix C: Exogenous Activity: Identify Person from Description

Warm-up: Use the back of this paper

***Describe one other person** in this room (from the neck up) without giving his or her name or location. Write precise and useful notes to describe this person; your job is to show what is there, not to give opinions or judgments. Exchange papers within your group. Guess people from their descriptions.

Warm-up: Use the back of this paper

***Describe one other person** in this room (from the neck up) without giving his or her name or location. Write precise and useful notes to describe this person; your job is to show what is there, not to give opinions or judgments. Exchange papers within your group. Guess people from their descriptions.

Warm-up: Use the back of this paper

***Describe one other person** in this room (from the neck) without giving his or her name or location. Write precise and useful notes to describe this person; your job is to show what is there, not to give opinions or judgments. Exchange papers within your group. Guess people from their descriptions.

Warm-up: Use the back of this paper

***Describe one other person** in this room (from the neck up) without giving his or her name or location. Write precise and useful notes to describe this person; your job is to show what is there, not to give opinions or judgments. Exchange papers within your group. Guess people from their descriptions.

Warm-up: Use the back of this paper

***Describe one other person** in this room (from the neck up) without giving his or her name or location. Write precise and useful notes to describe this person; your job is to show what is there, not to give opinions or judgments. Exchange papers within your group. Guess people from their descriptions.

Appendix D: Exogenous Activity: Identify Person from Description—Lesson Plan

Exogenous Activity Lesson Plan for 1:15 class

10-11-04

1. Announce this simply as a **Warm-up** (no mention of my study). Option: arrange chairs in a circle.
2. Handouts on small slips of paper. Students might choose to write on the back.
3. Object of this activity: **provide an accurate description of one other person in this room, without using that person's name, location, or other giveaways.** Precision and *objective* attention to detail are critical.
4. Students may **write notes or sentences** for their descriptions. Encourage students to get up and look closely at their subjects for their descriptions. Have them hand in the papers, with their names on them if they want them back.
5. Ask class: "What's the best way to test the accuracy of these descriptions?" Announce that yes, reading them and having students guess each subject is it. **Read** (or have a student read) **the descriptions out loud. Students guess** (might work better in a circle, but not essential). Great fun for all. Note: in my experience, some students invariably choose me as their subject. You can choose which descriptions you want to read. Avoid any that might embarrass anyone.

Handout:

Warm-up: Use the back of this paper

***Describe one other person** in this room (from the neck up) without giving his or her name or location. Write precise and useful notes to describe this person; your job is to show what is there, not to give opinions or judgments. Exchange papers within your group. Guess people from their descriptions.

Time: about 15-20 minutes (or more, depending on how many descriptions you read for students to guess).

Appendix E: Exogenous Activity: Euphemisms

English 101

Group Work: Word Choices

Original Paragraph:

1. The subject featured in the following information suffers from fictitious disorder syndrome. 2. He is reliable to a negative extent. 3. We do know that there was a negative gain in the mayor's property, and that the member of the species *homo sapiens* that the office of our responsibility has accepted for non-voluntary accommodations, Milton Mentiroso, gains credibility in qualifying as an excellent candidate. 4. Mentiroso claims that the temporarily displaced inventory was transferred to a reutilization marketing yard by an outside party. 5. He adds that normal gratitude, expressed in reserve notes, motivated this transfer. 6. If this transfer had not occurred, he claims, there existed a promise of a substantive negative outcome, or at least the delivery of differences in structural and superficial human components, requiring minimally the use of a thermal therapy kit. 7. Because of this potential outcome, Mentiroso claims that the outside party's options were simplified. 8. By contrast, representatives of the municipal authority had employed intelligence methods featuring the sense of smell and followed noxious lower-intestinal-tract fumes traced to Mentiroso himself, who was removing himself in a reversed position in passage through the standard intersection toward the public space from the interior of the mayor's domestic structure. 9. This investigation entirely removes uncertainty about a positive outcome of the hypothesis that Mentiroso meets the criteria for federally funded rehabilitation.

Revision: 1. The source of this story is a liar. 2.

Appendix E: Exogenous Activity: Euphemisms, continued

English 101

Group Work: Word Choices

Possible Revision:

1. The source of this story is a liar. 2. He is absolutely not reliable. 3. We do know that the mayor was robbed, and that the person we have in custody, Milton Mentiroso, is the prime suspect. 4. Mentiroso claims that someone else took the stolen goods to a junkyard. 5. He adds that a bribe, paid off in cash, motivated the robbery. 6. If that person had not done the job, he claims, he had been threatened to be killed, or at least beaten up with broken bones and cuts that would require an icepack or more. 7. Because of this threat, Mentiroso claims that the other person had no choice. 8. But police officers had smelled a fart, which led them to Mentiroso himself, who was backing out of the mayor's front doorway. 9. The investigators are sure that they can convict Mentiroso himself for the crime and send him to prison.

Backward Revision: 1. The subject featured in the following information suffers from fictitious disorder syndrome. 2.

Appendix F: Endogenous Activity (P, stage 3): Invention

English 101, 12:00 class

Group Work: Technology

You are familiar with the benefits and problems of technology from our readings. Others have proposed brain-detectors for teachers to check homework, and in-car monitors for parents to supervise their sons' and daughters' away-from-home activities. Other than these, **propose an invention that would use technology of your imagination for a clear purpose at school and/or at home.** Describe how the invention would work as clearly as possible. Then explain some key issues involved with it: for example, who would be happy to see such an invention, and who wouldn't like it? What are the best and worst possible things that could happen with it? What else do people need to know about it?

English 101, 12:00 class

Group Work: Technology

You are familiar with the benefits and problems of technology from our readings. Others have proposed brain-detectors for teachers to check homework, and in-car monitors for parents to supervise their sons' and daughters' away-from-home activities. Other than these, **propose an invention that would use technology of your imagination for a clear purpose at school and/or at home.** Describe how the invention would work as clearly as possible. Then explain some key issues involved with it: for example, who would be happy to see such an invention, and who wouldn't like it? What are the best and worst possible things that could happen with it? What else do people need to know about it?

English 101, 12:00 class

Group Work: Technology

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Appendix G: Instructor copy: P, Stage 3 endogenous activity: Invention

Group Work: Technology

You are familiar with the benefits and problems of technology from our readings. Others have proposed brain-detectors for teachers to check homework and in-car monitors for parents to supervise their sons' and daughters' away-from-home activities. Other than these, **propose an invention that would use technology of your imagination for a clear purpose at school and/or at home.** Describe how the invention would work as clearly as possible. Then explain some key issues involved with it: for example, who would be happy to see such an invention, and who wouldn't like it? What are the best and worst possible things that could happen with it? What else do people need to know about it?

Inventions to mention to inspire creativity and humor:

- a. Some examples of inventions for the body (at home or school):
 - i. Throat or stomach implants for breath-freshening
 - ii. Anal implants to diffuse odors
- b. Examples of inventions for school:
 - i. Brain memory for sale at bookstore—any subject
 - ii. Ultrasonic motivation treatments at classroom entrances—causes students to want to learn any subject in any class
- c. Examples of inventions at home:
 - i. Child mute button—for meals or quiet time
 - ii. Taste-receptor manipulator—enhances taste of any food
 - iii. Guilt alerts—personal alarm lights or sounds activated when child knows he or she has done something wrong
 - iv. Pet intelligence and dexterity enhancer—cat, dog, etc. enabled to do homework for child (rather than being blamed for it not being done)

After working in groups, have whole-class sharing. Discussion of issues following.

Appendix H: Endogenous Activity: Summary Repairs (A, Stage 2—lesson plan)
English 101 **Small-Group Assignment: Summary**
Repairs.

Directions: *The paragraph below is an attempt to summarize an important passage from one of the stories in The Republic of East LA. That attempt has failed, as you can see.*

Your group's job: *1. Find the original passage in the book. Do this by using clues in the absurdly mistaken summary. Write down the page and paragraph where the original passage occurs:*

Page(s) _____,
paragraph(s) _____.

2. Write a more accurate summary in a paragraph. Work as a group, but write your own.

Summary 1A: The protagonist expresses a lifelong desired vocational outcome in the business of verbal transaction. Several images describe this profound personal investment. For example, the protagonist compares verbal units to vital fluid, escaping flying birds, and to lengthy human follicles cleansed by rain. These verbal units are further expressed as indigestion from chile peppers, the fluid produced from crying, household products, and natural phenomena, including the male component in procreation. The process of the protagonist's creations brings contrasting effects, like laughter, apparent discoloring of faces, and passionate music out of previous quiet. As a result, protagonist imagines that the product seems slow, harsh, disruptive, or overwhelming.

[“Miss East LA” 178-179]

English 101 **Small-Group Assignment: Summary**
Repairs.

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Page(s) _____,
paragraph(s) _____.

2. Write a more accurate summary in a paragraph. Work as a group, but write your own.

Summary 1: See, this guy says he doesn't know what writing is for but wants to be a writer or something. He has the love for words, but they've been stuck in his blood

and his growth was stunted. He thinks that maybe he'll push them out so they can fly out of his hair, which is rusted. He couldn't talk right as a kid, and got scared, so one night at midnight he set his house on fire. He ate too much lemon-meringue pie (I don't think he spelled it right), so he tried all kinds of stuff to help it, even his tears, some bones, hairspray, and ocean water. People laughed at him for that, and his face broke out, so he decided to become a singer instead. He walked out of prison, but hurt his back and got soaked in the rain. Man, is he ever messed up.
["Miss East LA" 178-179]

English 101
Repairs.

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Page(s) _____,
paragraph(s) _____.

2. Write a more accurate summary in a paragraph. Work as a group, but write your own.

Summary 2: This guy thinks he's special. He got thrown out of his neighborhood for playing his stereo too loud. He can't be related to the gang-bangers and wants to live, as long as he doesn't have to dance in public. He hurt himself dancing and his body isn't flexible anymore although he still sweats a lot. It's probably because he drinks too much beer, even while he's waiting to get new tires, which some place must deliver to his backyard. He knows of bars where people actually drink that reddish sauce that they put on burritos, but he doesn't like it. He must have gotten ripped off by some people selling him a cheap suit when all he wanted was a couch or a car or something. No wonder he doesn't like banks or stores—he lost all his money on Atlantic Boulevard because he can't talk fast enough. Oh, he's special all right!
["My Ride, My Revolution," 5]

English 101
Repairs.

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Summary 3: In the good old days, this old Chinese guy would come to dinner, but took all the food and thought it was funny, but Mona didn't. She'd trained everyone to communicate by banging forks on plates, hitting glasses together, or even making sounds with the teeth. He passed on rice, because he ate too much of it anyway. Everyone thought that was funny. If people got bored and turned on the radio, the Chinese guy would flip off everyone, then dance like Fred Astaire, who everyone knows had a lot of calluses. ["Finger Dance," 81]

English 101

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Repairs.

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Summary 4: This guy thinks he's a know-it-all, since he lived as a child on the Queen Mary. (He spelled it wrong. Actually, he spelled a lot of words wrong.) Somehow his family had a dirt yard on the ship. So he had birthday parties and invited all these farm animals, who only made a mess and naturally didn't bring any presents. The adults didn't know anybody's name because they were drunk and got into fights. Somehow they were able to grow a tree there, but all these people tried to sit on one chair propped up against it, and so of course, there was a fight and some people ran off. They showed *A Clockwork Orange* there once, but everyone ran to the bedroom to hide before the violence in the movie got too bad. I don't blame them: that's a scary movie.

["Oiga", 138-139]



Repairs.

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Summary 5: This guy pushed a truck driver's eyes into his sockets and pulled a gasket over his mouth. But all the time he was thinking of this girl who owns a lamp factory. She stared at him because of what he did to the truck driver, and so he waved. She was fierce even though she smiled, but she failed to climb over the fence, or pull it down, I guess. The guy was childishly infatuated with fashion, but he tried to catch the poor girl with fishing line and a hook or something.

["Chain-Link Lover" 155-156]

Repairs.

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Summary 6: This guy gets a note, but he doesn't know how to read. So a woman reads it for him. Maybe the note isn't for him, since the name is wrong, and he probably misunderstands it, since the note says not to worry. He tries to sleep, but he is dumb and walks all around in dark places until he gets lost. He tries lifting weights that he makes out of a bunch of beers. He ends up in someone else's room; he must be dreaming, because it says he discovers that a woman's stomach-muscle is gone. It doesn't say what happened to the rest of her. He's drunk from all the beers now, and

makes the mistake of blaming her for taking her own stomach-muscle out. She doesn't answer (she obviously can't, without a stomach-muscle), so the guy runs up and down the street looking for it. He says he shouldn't have given up looking for it earlier.

["Mechanics" 127-128]

English 101
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Summary 7: Someone pinched this guy, so he tells the other guy how stupid he was then. He says his wife, a high-priced lawyer named Jones, was working on some case, maybe their divorce, so he got desperate. He shot some Communists on the way to the store he wanted to rob for matches that were too small. He tried to trick the people working there by asking where the fair was, but it didn't work. The girl at the counter gave him coins instead of matches, and the police came after him. He dropped the coins and a lot fell out, so he was nice and helped put them back. That earned him three meals a day, though he wanted more for his trouble, and I think he got constipated. That's what made him feel stupid. ["Boom, Bot, Boom" 98-99]

Student Impressions of activity:

Fun/funny?

Curiosity-provoking?

Useful for essay-preparation?

English 101
Repairs.

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English 101
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["Chain-Link Lover"]

English 101
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["Mechanics"]

English 101

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Repairs.

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Appendix I: Endogenous Activity (P, stage 1)

English 101

10-11-04

Small Group Activity: Water Ads

Assignment:

- 3) Write a one-paragraph advertising pitch. You are promoting a new bottled water line that features a new **special additive**. It is up to you to find a way to appeal to the emotions of customers. Write the paragraph so that it includes the following information, in whichever order you choose:
 - a) The name of the water, for example, *Hunger of Thirst*.
 - b) The special additive and what it offers, for example, *ginko extract for improved memory*. Your creativity here makes the product unique!
 - c) Statements that make the customer want and need your product, for example, *Oh no! You didn't forget your cell phone, keys, and homework again! You're a mess! Now there's Hunger of Memory water, with ginko extract!* Etc. etc.
 - d) Any other elements of emotional appeals in advertising as we have discussed in class.
- 4) Share completed ads within your group. Select one that you all agree is highly effective and convincing.

Appendix J: Endogenous Activity: Gender-Role Reversals (P, stage 2)
Activity for Week of November 1, 2004 (PH—12:00 Exo, 1:15 Endo)

TOPIC OPTIONS—Note: New forms of identity topic (f) selected

-CHILDCARE: #3; Etzioni and Dillard required

“A Modest Proposal for Childcare”: In 1729, Jonathon Swift (author of *Gulliver’s Travels*) jokingly proposed that the hunger problem could be solved by eating infants (boiled, roasted, etc.). He noted that this would also reduce overpopulation and aid the economy.

Now write your own “modest proposal” to help solve the problem of childcare. Make a list of PROPOSED ACTIONS and REASONS that are at least as absurd as Swift’s idea was. Then choose the one that is most outrageous, yet logical.

PROPOSED ACTIONS

REASONS

[rejected] Child leash law—all under 5 must be on leash at all times responsibility

-NEW FORMS OF IDENTITY: #6; 2 sources from Atwood, Etzioni, Theroux, Rodriguez

- (a) New name a la Sandra Cisneros, “My Name” or Cree naming ritual to show true personality, identity—after a car, sport, etc., with creative spin. Then explain the name and its meanings, etc. and why it’s appropriate for you. Choose the most creative one, the one that makes the best statement about the person.
- (b) Change last name traditions: after favorite _____ (food? Car? ??) instead of father’s last name (many already take mother’s).
- (c) Equality/Equally Obscure: Last names hyphenated/added to show mother, father, hero, best friend, hometown, favorite sport/activity/other—add as many as desired, then **combine**, e.g., *Michael Moore Harnett In&Out Burger Tiger Woods Ojai Golf* = *Michael Maringerwailf*.
- (d) Names based not on family but _____.
- (e) Dating rules that supercede chivalry;
- (f) √ reversed rules—the date from *Mr. Pine’s Mixed-up Signs*.---write a description of date horror stories involving gender roles.

-PRESSURES OF BEING MALE: #8; Theroux and Angier required machismo extreme. Hyper-chivalry.

[rejected]

Small-group activity

Develop a list of as many examples of extreme macho attempts or behaviors that you have seen, done, or imagine as possible, given these roles (choose one):

As a teacher

As a florist

As a caterer

As a male nurse

other: _____

As an artist
As a poet
As a waiter
As a telephone operator

-DEFINITION of MALE or FEMALE: #9; 2 sources from Atwood, Theroux, Rodriguez, Tannen, or White

A man/woman is definitely NOT _____[, because he/she is supposed to _____]. [list of qualities or descriptive paragraph]

√

Write a one-paragraph invitation to an event or meeting (such as a dinner, party, or a more formal business gathering) *as you would if you were of the opposite gender* (that is, write as a male if you are female, and vice-versa). Use words, expressions, and other aspects of written communication to convey messages that are distinctly masculine or feminine. Exaggerate these as much as possible in order to be unmistakable.

Appendix K: Endogenous Activity (R, stage 1)

Writing Activity in Groups: Euphemisms.

Directions:

6. Have one person in your group read the following paragraph aloud (or have several take turns).
7. As a group, decide what you think the author's intended meaning was, including the overall point and supporting details.
8. Decide also what an *incorrect* interpretation of the intended meaning would be, including the incorrect overall point and supporting details.
9. Rewrite the paragraph so that your group's interpretation of the intended meaning is clear. Do your best to make the paragraph precise and its meaning hard to mistake.
10. When all groups finish with their revisions, you will receive further instructions.

Original Paragraph:

The source of the following information may suffer from fictitious disorder syndrome. We are certain to a negative extent. We do know that there was a negative gain in the mayor's property, and that the source, Milton Mentiroso, may qualify as an excellent candidate. Mentiroso claims that the temporarily displaced inventory was transferred to a reutilization marketing yard. He adds that normal gratitude, expressed in reserve notes, motivated this transfer. If this transfer had not occurred, he claims, there existed a promise of a substantive negative outcome, or at least the delivery of differences in structural and superficial human components, requiring at least the use of a thermal therapy kit. Because of these potential features, Mentiroso claims that his options were simplified. This investigation now will see if he actually meets the criteria for federally funded rehabilitation.

Appendix L: Endogenous Activity (R, stage 2)
Research Game: Fool the Guesser

English 101

Object: Tell whether information from sources is genuine or fake.

Procedure: Write on your own first, then exchange papers and make your guesses.

1. Select one **point or idea** to write as a paragraph—a little piece of a research paper. Write a **topic sentence** that expresses this point or idea that your paragraph will help prove. Keep it simple.
2. Select at least 3 **useful and relevant quotations from your sources** that support your point. **Mark them** so you can find them again later.
3. Make up one or more **fake quotations from fake sources**, making every effort to give them a genuine appearance. All of the quotations may be false or genuine—the choice is yours. You are trying to fool people!
4. **Write the paragraph**, making sure that it is focused and is supported by **at least 3 genuine and/or fake quotations**. (More quotes make it harder to guess.) Also decide whether to keep the quotes as they are, word for word, or to paraphrase them. If a quote is lengthy, you may decide to summarize it. In all events, cite the author (or article title word if no author is listed) and the page number of the quote (if the source has page numbers), parenthetically in MLA format.
5. Exchange papers with ___ people, writing the name of each person in the spaces below on this page. Read the paragraphs and **make your guesses of genuine and fake material** by listing the citations below (see the Sample).
6. Find out if your guesses are correct! Do this by **checking the sources and talking to the writers**. (Ask to see the sources. People will be approaching you for the same reason.) If you can't find an author's name that appears in the paragraph you read among the sources, the quotation (or paraphrase or summary) must be a fake!
7. Keep track of your right and wrong guesses of fakes in the **# Correct** column

below. The highest total of correct guesses wins! (√=correct, X=wrong)

Name	Genuine	Fake	# Correct
Sample___	Bentham 112√ “Club” A12+ √	Kwa 101 X___	2 (Kwa not
	fake)_		
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Total Correct Guesses _____

Appendix M: CEIS Observation Form Surveys

Directions: There are 3 surveys to complete. Please write your assigned number for Michael Harnett's study in the blanks provided. (The number is written on your consent form. If you don't have it, write your name clearly and I will change it to your number for you.) Also write the date that you are taking these surveys. Follow the directions for each survey carefully. If you have any questions, ask your instructor or me. Once again, I thank you for your participation!

Sincerely,

Michael Harnett

Instructor: _____

Day and Time of Class (for example, MWF 8:00 AM): _____

Date _____ # _____

CEI-S (obs)

Using the scale shown below, please respond to each of the following statements according to how you felt while you were participating in the in-class activity today. There are no right or wrong answers. Notice that #4 below is phrased negatively.

1	2	3	4	5	6	7
Strongly Disagree		Neither Agree nor Disagree			Strongly Agree	

- | | |
|---|---------------|
| 1. I am actively seeking as much information as I can. | 1 2 3 4 5 6 7 |
| 2. I feel so involved in what I am doing that I have been losing track of time. | 1 2 3 4 5 6 7 |
| 3. I am looking for new opportunities to grow as a person (e.g., information, resources). | 1 2 3 4 5 6 7 |
| 4. I am <i>not</i> trying to probe deeply into new situations or things. | 1 2 3 4 5 6 7 |
| 5. It takes a great deal to interrupt my interest in what is happening. | 1 2 3 4 5 6 7 |
| 6. I feel intensely involved in what I am doing. | 1 2 3 4 5 6 7 |
| 7. I am purposely seeking out new experiences. | 1 2 3 4 5 6 7 |

Appendix N: CEIS Survey & Scoring

Date _____

CEIS

Using the scale shown below, please respond to each of the following statements according to how you are feeling **AT THIS PRESENT MOMENT**. There are no right or wrong answers.

1	2	3	4	5	6	7
Strongly Disagree			Neither Agree nor Disagree			Strongly Agree

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. I am actively seeking as much information as I can. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. I feel so involved in what I am doing that I have been losing track of time. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. I am looking for new opportunities to grow as a person (e.g., information, resources). | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. I am <i>not</i> trying to probe deeply into new situations or things. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. It takes a great deal to interrupt my interest in what is happening. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. I feel intensely involved in what I am doing. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. I am purposely seeking out novel experiences. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Notes. Item 4 is reverse-scored before summing; to reduce potential subject error, we suggest that “*not*” be italicized. Items 1, 3, 4, and 7 refer to the Exploration subscale and items 2, 5, and 6 refer to the Absorption subscale. Reprinted from Kashdan, T.B., Rose, P., & Fincham, F.D. (in press). Curiosity and exploration: Facilitating positive subjective experiences and personal growth opportunities. *Journal of Personality Assessment*

Appendix O: Observation SRQL Form

Date _____

Questionnaire: Reasons for Participating in Today's Activity

adapted from E. L. Deci's SRQ-L

The following questions relate to your reasons for participating actively in today's in-class activity. Different people have different reasons for their participation, and we want to know *how true* each of the reasons is for you. Please use the following scale to indicate how true each reason is for you:

1 2 3 4 5 6 7

not at all true somewhat true very true

I participated actively in today's activity:

- ___1. Because I feel like it's a good way to improve my understanding of the material.
- ___2. Because others might think badly of me if I didn't.
- ___3. Because I would feel proud of myself if I did well.
- ___4. Because a solid understanding of writing is important to my intellectual growth.

I am likely to follow my instructor's suggestions:

- ___5. Because I would get a bad grade if I didn't do what he/she suggests.
- ___6. Because I am worried that I am not going to perform well in the course.
- ___7. Because it's easier to follow his/her suggestions than come up with my own ideas and writing strategies.
- ___8. Because he/she seems to have insight about how best to learn to write well.

I worked today to expand my knowledge of writing:

- ___9. Because it's interesting to learn more about the nature of writing.
- ___10. Because it's a challenge to write a good essay.
- ___11. Because a good grade in English 101 will look positive on my record.
- ___12. Because I want others to see that I am intelligent.

Scoring information for this SRQ-L (chemistry—adapted for writing).

Begin by calculating the two subscale scores by averaging the items on that subscale. They are:

Autonomous Regulation: 1, 4, 8, 9, 10

Controlled Regulation: 2, 3, 5, 6, 7,11,12

In past studies, the alpha reliabilities for these two subscales have been approximately 0.75 for controlled regulation and 0.80 for autonomous regulation. Analyses can be done with the two separate subscales, or a Relative Autonomy Index can be formed by subtracting the controlled subscale score from the autonomous subscale score.

References concerning the SRQ-L

Black, A. E., & Deci, E. L. (2000). The effects of instructors' autonomy support and students' autonomous motivation on learning organic chemistry: A self-determination theory perspective. *Science Education*, 84, 740-756.

Williams, G. C., & Deci, E. L. (1996). Internalization of biopsychosocial values by medical students: A test of self-determination theory. *Journal of Personality and Social Psychology*, 70, 767-779.

Appendix P: Writing Apprehension (WA) Survey

Date _____

Writing Survey (developed by Daly & Miller)

Directions: Below is a series of statements about writing. There are no right or wrong responses to these statements. In the blanks before each item, please fill in the letter that best corresponds to your response to each statement:

a = strongly agree

b = agree

c = uncertain

d = disagree

e = strongly disagree

Although some of these statements may seem repetitious, take your time and try to be as honest as possible.

1. ___ I avoid writing.
2. ___ I have no fear of my writing being evaluated.
3. ___ I look forward to writing down my ideas.
4. ___ I am afraid of writing papers when I know they will be evaluated.
5. ___ Taking a writing course is a very frightening experience.
6. ___ Handing in a paper makes me feel good.
7. ___ My mind seems to go blank when I start to work on a paper.
8. ___ Expressing ideas through writing seems to be a waste of time.
9. ___ I would enjoy submitting my writing to magazines for evaluation and publication.
10. ___ I like to have my friends read what I have written.
11. ___ I'm nervous about writing.
12. ___ People seem to enjoy what I write.
13. ___ I enjoy writing.
14. ___ I never seem to be able to clearly write down my ideas.
15. ___ Writing is a lot of fun.
16. ___ I expect to do poorly in writing classes even before I enter them.
17. ___ I like seeing my thoughts on paper.
18. ___ Discussing my writing with others is an enjoyable experience.
19. ___ I have a terrible time organizing my ideas in a writing course.
20. ___ When I hand in a paper I know I'm going to do poorly.
21. ___ It's easy for me to write good papers.
22. ___ I don't think I write as well as most other people.
23. ___ I don't like my papers to be evaluated.
24. ___ I'm no good at writing.

Appendix Q: Instructor A Th PM class Pretest Survey Scores

student #	CEIS-pre	SRQL-auto/pre	SRQL-contr/pre	SRQL-RAI/pre	WrtgAp/pre
270	34	6.2	5.71	0.49	79
271	25	6.2	4	2.2	104
273	32	4.4	4.43	-0.03	76
274	42	7	4.14	2.86	89
275	22	4	3.57	0.43	77
276	36	5	5.14	-0.14	78
277	35	5.2	4	1.2	79
278	28	5	3.29	1.71	89
279	35	5.8	5	0.8	93
280	35	6.4	4.86	1.54	51
281	37	6.4	3.71	2.69	59
282	37	6.6	4	2.6	90
283	31	5.8	3.86	1.94	80
284	39	6	3.86	2.14	94
285	31	5.4	3.71	1.69	77
286	30	4	4.43	-0.43	76
287	34	5.2	5	0.2	68
288	32	6.2	2.71	3.49	98
289	39	6.8	4.71	2.09	83
290	37	6	5	1	92
291	36	5.8	4.71	1.09	81
292	41	7	3.14	3.86	82
293	29	5.8	5.86	-0.06	62
294	37	6	5.43	0.57	92
295	35	5.2	4.57	0.63	98
296	29	6.2	3.29	2.91	65
averages	33.76923077	5.753846154	4.312692308	1.441153846	81.23076923
pretests					

Appendix R: Instructor A Th PM class Stage 1 Survey Scores

student #	CEIS/st1	SRQL-auto/st1	SRQL-contr/st1	SRQL-RAI/st1	WrtgApp/st1
270	na	na	na	na	na
271	30	6.2	3.43	2.77	104
273	36	4.8	5	-0.2	81
274	45	7	4.43	2.57	99
275	16	4	3.57	0.43	73
276	24	6.2	4.43	1.77	77
277	na	na	na	na	na
278	26	4.8	2.71	2.09	85
279	38	4.2	3.43	0.77	104
280	28	5.8	4.29	1.51	53
281	28	6.4	4.29	2.11	55
282	29	5.8	3	2.8	79
283	37	5.8	4.57	1.23	83
284	34	6.4	3.86	2.54	93
285	28	5.6	2.29	3.31	89
286	32	4	5.43	-1.43	80
287	33	5.6	5.86	-0.26	66
288	33	5.8	2.29	3.51	96
289	na	na	na	na	na
290	39	6.2	4.71	1.49	97
291	32	4.8	4.86	-0.06	74
292	na	na	na	na	na
293	na	na	na	na	na
294	na	na	na	na	na
295	na	na	na	na	na
296	na	na	na	na	na
298	41	6	4.14	1.86	106
299	35	6.4	4.14	2.26	78
300	33	5.2	3.14	2.06	65
301	38	6.2	4.86	1.34	107
	32.5	5.6	4.033181818	1.566818182	83.81818182

stage 1 (endo--Fool Guesser)

Appendix S: Instructor A Th PM class Stage 2 Survey Scores

student #	CEIS/st2	SRQL-auto/st2	SRQL-contr/st2	SRQL-RAI/st2	WrtgApp/st2
270	28	4	4	0	80
271	na	na	na	na	na
273	27	3.4	3.57	-0.17	80
274	38	7	3.57	3.43	91
275	11	1.6	3.29	-1.69	69
276	na	na	na	na	na
277	na	na	na	na	na
278	35	2.8	2.29	0.51	79
279	33	5.2	4.29	0.91	97
280	33	4	3.86	0.14	53
281	na	na	na	na	na
282	34	6	3.57	2.43	90
283	32	5.4	4.57	0.83	78
284	37	6.4	3.86	2.54	94
285	31	5.2	2.43	2.77	81
286	na	na	na	na	na
287	na	na	na	na	na
288	na	na	na	na	na
289	na	na	na	na	na
290	37	5.8	5.29	0.51	85
291	31	5.2	5.29	-0.09	70
292	na	na	na	na	na
293	na	na	na	na	na
294	na	na	na	na	na
295	38	6.2	5.29	0.91	94
296	35	4.2	3.57	0.62	74
297	na	na	na	na	na
298	37	6.2	2.71	3.49	105

32.3125 4.9125 3.840625 1.07125 82.5
stage 2 (Ex--laugh
for group)

Appendix T: Instructor A TuTh Class Pretest Survey Scores

student #	CEIS-pre	SRQL- auto/pre	SRQL- contr/pre	SRQL- RAI/pre	WrtgApp/pre
219	35	5.6	3.86	1.74	94
220	29	5.4	2.86	2.54	55
221	38	6.8	4.43	2.37	92
222	36	6.4	5.57	0.83	69
223	25	5	3.71	1.29	86
224	30	4.6	3.71	0.89	86
225	36	5.2	5.86	-0.66	88
226	34	5	3.71	1.29	78
227	32	6.2	4.71	1.49	98
228	33	6	3.71	2.29	71
229	23	5.8	4.71	1.09	62
230	28	5.2	6	-0.8	59
231	35	3.6	3.14	0.46	112
232	39	5.6	5.29	0.31	83
233	44	6.8	4.57	2.23	80
234	42	6.2	3.86	2.34	99
237	39	6.2	4.86	1.34	104
238	27	5.6	5.29	0.31	85
239	30	2.8	2.57	0.23	67
240	32	6	4.86	1.14	53
241	33	5.6	3.71	1.89	92
242	41	6.8	5.57	1.23	85
243	37	5.4	3.57	1.83	100
245	42	7	5.29	1.71	105
246	34	6.2	4.86	1.34	86
247	20	5.6	4.14	1.46	54
248	33	6	4.14	1.86	81
249	26	6.6	4.43	2.17	89
250	28	5.6	4.14	1.46	62
251	28	4.2	4.71	-0.51	90
252	na	na	na	na	na
253	na	na	na	na	na
	32.96666	5.633333333	4.394666667	1.238666667	82.16666667
	667				
	pretests				

Appendix U: Instructor A TuTh Class Stage 1 Survey Scores

student #	CEIS/st1	SRQL-auto/st1	SRQL-contr/st1	SRQL-RAI/st1	WrtgApp/st1
219	30	4.2	3.14	1.06	90
220	35	4.2	3.14	1.06	50
221	34	7	5	2	85
222	29	5.4	4.43	0.97	74
223	26	4.6	3.57	1.03	81
224	31	5.2	2.14	3.06	104
225	32	6.2	6	0.2	76
226	34	6.6	2.29	4.31	82
227	11	5.8	4.71	1.09	107
228	28	6.4	3.71	2.69	73
229	33	5.8	3.57	2.23	73
230	33	4.6	5.57	-0.97	55
231	39	3.4	2.57	0.83	118
232	41	6.6	6	0.6	77
233	43	5.8	6.43	-0.63	81
234	42	6.4	4.14	2.26	89
237	41	6	4.71	1.29	102
238	33	5.2	5.43	-0.23	80
239	40	3	2.14	0.86	68
240	37	5	3	2	67
241	36	5	3.29	1.71	87
242	32	5.6	4.29	1.31	72
243	39	3.6	1	2.6	107
245	37	7	3.14	3.86	115
246	na	na	na	na	na
247	27	4.8	2.29	2.51	68
248	37	7	5	2	85
249	39	6.6	4.57	2.03	87
250	29	4.8	3.29	1.51	67
251	30	4	3.86	0.14	82
252	30	2.6	3.14	-0.54	74
253	34	6.8	5.14	1.66	74
	33.61290323	5.329032258	3.893548387	1.435483871	82.25806452

stage 1--ex (joke)

Appendix V: Instructor A TuTh Class Stage 2 Survey Scores

student #	CEIS/st2	SRQL-auto/st2	SRQL-contr/st2	SRQL-RAI/st2	WrtgApp/st2
219	na	na	na	na	na
220	27	5.2	2.71	2.49	57
221	na	na	na	na	na
222	33	6.2	4.86	1.34	72
223	na	na	na	na	na
224	na	na	na	na	na
225	38	5.6	2.86	2.74	87
226	39	6.4	1.57	4.83	79
227	na	na	na	na	na
228	34	5.4	3.29	2.11	90
229	35	6.8	5.29	1.51	81
230	33	4.8	6.14	-1.34	62
231	47	4.6	3.43	1.17	116
232	43	6.6	5.71	0.89	78
233	na	na	na	na	na
234	27	6	4.43	1.57	89
237	29	5	3.57	1.43	99
238	31	3.8	4.86	-1.06	80
239	32	3.8	3.71	0.09	77
240	37	5.6	2.86	2.74	79
241	na	na	na	na	na
242	na	na	na	na	na
243	29	3.2	4.43	-1.23	99
245	49	6.8	6	0.8	108
246	na	na	na	na	na
247	na	na	na	na	na
248	40	6	4.86	1.14	87
249	22	5.8	4.71	1.09	85
250	27	4.8	4.29	0.51	64
251	34	3.8	4.71	-0.91	86
252	na	na	na	na	na
253	na	na	na	na	na
	34.3	5.31	4.2145	1.0955	83.75

stage 2--en
(summary repair
Rep E LA)

Appendix W: Instructor P 12:00 Class Pretest Survey Scores

student #	CEIS/pre	SRQL-auto/pre	SRQL-contr/pre	SRQL-RAI/pre	WrtA/pre
41	35	5.6	4.14	1.46	91
43	39	6.2	4.57	1.63	84
46		5.6	4	1.6	86
48	28	5.6	5.29	0.31	81
49	32	5.6	3.14	2.46	85
50	34	5.6	5.29	0.31	93
51	34	5.6	3.57	2.03	93
52	33	5	5.57	-0.57	81
55	36	6.6	5.43	1.17	82
56	28	3.6	4.71	-1.11	69
57	40	5.6	5.43	0.17	84
58	25	4.6	5.14	-0.54	81
59	32	7	4.71	2.29	90
60	34	5.4	4.29	1.11	92
61	41	6.4	6.43	-0.03	74
62	29	5.6	4.86	0.74	85
63	34	5.4	4.71	0.69	87
64	22	5.4	5.14	0.26	81
65	44	5.2	3.43	1.77	114
66	31	6.6	5.43	1.17	65
68	41	7	4	3	110
69	32	4.8	5.57	4.83	73
70	19	4.4	6.14	-1.74	64
74	na	na	na	na	na
75	na	na	na	na	na
76	na	na	na	na	na
77	40	6.4	3.29	3.11	90
78	40	6.8	5.29	1.51	78
Avg	33.13636364	5.664	4.7828	1.1052	84.52

pretests

Appendix X: P 12:00 Class Stage 1 Survey Scores

Student #	CEIS/stage 1	SRQL-auto/st 1	SRQL-contr/st 1	SRQL-RAI/st 1	WrtAp/st 1
41	na	na	na	na	na
43	na	na	na	na	na
46	37	5.4	4.29	1.11	97
48	34	6	3.43	2.57	77
49	31	5	4	1	78
50	41	6	6.14	-0.14	87
51	41	5.6	2.43	3.17	99
52	na	na	na	na	na
55	36	6.2	4.71	1.49	83
56	na	na	na	na	na
57	na	na	na	na	na
58	38	5.6	5.29	0.31	87
59	22	6.6	5	1.6	93
60	na	na	na	na	na
61	42	6.6	4.86	1.74	87
62	36	6.4	4.71	1.69	86
63	na	na	na	na	na
64	34	6	4.86	1.14	83
65	35	5.8	3.14	2.66	99
66	43	6.4	4.29	2.11	93
68	42	6.2	5	1.2	104
69	29	4.2	5.29	-1.09	75
70	20	3.2	4.71	-1.51	71
74	37	5.6	4.71	0.89	101
75	30	5	4.57	0.43	67
76	40	6	6	0	103
77	38	6.8	3.86	2.94	93
78	42	5.6	4.43	1.17	85
	35.61904762	5.723809524	4.558095238	1.165714286	88

stage 1--En (water ads)

Appendix Y: P 12:00 Class Stage 2 Survey Scores

Student #	CEIS/stage 2	SRQL-auto/st2	SRQL-contr/st2	SRQL-RAI/st 2	WrtgApp/st 2
41	34	5.6	4.57	1.03	97
42					
43	na	na	na	na	na
46	36	5.2	3.29	1.91	95
48	20	6.4	4.71	1.69	81
49	32	4.6	4	0.6	79
50	35	7	6.29	0.71	98
51	36	5.8	2.71	3.09	99
52	na	na	na	na	na
55	33	5.8	5.43	0.37	72
56	na	na	na	na	na
57	na	na	na	na	na
58	36	4	3.71	0.29	98
59	na	na	na	na	na
60	na	na	na	na	na
61	na	na	na	na	na
62	na	na	na	na	na
63	na	na	na	na	na
64	na	na	na	na	na
65	42	5.8	3	2.8	110
66	na	na	na	na	na
67	35	5.4	3.57	1.83	94
68	37	6.4	5.57	0.83	96
69	25	3.6	4.86	-1.26	72
70	21	2.8	4	-1.2	66
74	na	na	na	na	na
75	na	na	na	na	na
76	na	na	na	na	na
77	38	4.8	4.71	0.09	85
78	40	6	4.57	1.43	74
Averages	33.33333 333	5.28	4.332666 667	0.947333 333	87.73333 333

stage 2--
ex (make
laugh)

Appendix Z: P 12:00 Class Stage 3 Survey Scores

Student #	CEIS/st 3	SRQL-auto/st3	SRQ L-cont r/st 3	SRQL-RAI/st3	WrtgAp p/St3
41	na	na	na	na	na
42	31	5.6	6	-0.4	80
43	na	na	na	na	na
46	42	5.4	3.43	1.97	93
48	na	na	na	na	na
49	25	4.4	3.71	0.69	80
50	45	7	7	0	102
51	34	5.8	2.57	3.23	103
52	na	na	na	na	na
55	35	5.8	5.43	0.37	78
56	na	na	na	na	na
57	na	na	na	na	na
58	na	na	na	na	na
59	na	na	na	na	na
60	na	na	na	na	na
61	40	6.2	5.86	0.34	69
62	na	na	na	na	na
63	na	na	na	na	na
64	23	3.4	3.57	-0.17	96
65	39	5.4	3.14	2.26	100
66	38	5.6	5.29	0.31	68
67	36	6.6	5	1.6	94
68	41	6.2	5.43	0.77	106
69	29	4.6	2.43	2.17	57
70	19	2.8	4.57	-1.77	58
74	na	na	na	na	na
75	30	4.8	5.71	-0.91	73
76	na	na	na	na	na
77	30	6.2	5.29	0.91	85
78	39	6.8	4.43	2.37	84
	33.8823	5.4470588	4.63	0.80823	83.8823
	5294	24	882	5294	5294
			352		
			9		

stage 3:En
(invention)

Appendix AA: P 1:15 Class Pretest Survey Scores

student #	CEIS/pre	SRQL-auto/pre	SRQL-contr/pre	SRQL-RAI/pre	WrtgApp/pre
79	29	5.8	3.86	1.94	86
80	30	6.2	3.29	2.91	60
81	32	6.4	3.29	3.11	86
82	40	7	6.86	0.14	72
83	39	7	6.86	0.14	49
84	18	6.8	3.86	2.94	73
85	36	6.4	4.57	1.83	86
86	33	5.4	5.29	0.11	82
87	30	6.8	2.71	4.09	100
88	34	5.8	4.71	1.09	80
89	34	5.2	3.29	1.91	93
90	35	4.4	2.43	1.97	88
91	40	6.4	4.57	1.83	98
92	37	4.8	4.43	0.37	82
93	34	5.2	4.14	1.06	78
94	35	7	4.86	2.14	89
95	39	7	3	4	90
96	33	5.8	5.14	0.66	74
97	28	6.8	5.14	1.66	83
98	31	3.8	4	-0.2	59
99	31	6.4	6.43	-0.03	60
100	38	4.6	4.14	0.46	84
101	32	6.8	5.29	1.51	76
102	33	5	4.86	0.14	72
103	36	5.8	4.29	1.51	78
104	40	6.6	5	1.6	NA
105	38	6.6	5.71	0.89	NA
106	36	6	5	1	75
107	na	na	na	na	na
19	na	na	na	na	na
averages	33.96428571	5.992857143	4.536428571	1.456428571	80.5
stage	pretests				

Appendix BB: P 1:15 Class Stage 1 Survey Scores

student #	CEIS/stage	1SRQL-contr/st	1SRQL-auto/st	1SRQL-RAI/st	1WrtgApp/st	1
79	28	4.6	4.29	0.31	81	
80	na	na	na	na	na	
81	na	na	na	na	na	
82	42	6	5.71	0.29	66	
83	37	7	4.57	2.43	52	
84	na	na	na	na	na	
85	23	6	3.43	2.57	83	
86	30	na	na	na	80	
87	37	6.4	3.29	3.11	104	
88	35	6	4.86	1.14	89	
89	na	na	na	na	na	
90	na	na	na	na	na	
91	31	6.4	4	2.4	95	
92	34	5.4	4	1.4	94	
93	30	5.2	4	1.2	81	
94	na	na	na	na	na	
95	40	6.2	3	3.2	92	
96	na	na	na	na	na	
97	34	5.4	5.29	0.11	96	
98	28	5.2	4	1.2	63	
99	na	na	na	na	na	
100	21	4.4	3.71	0.69	77	
101	33	7	5	2	70	
102	na	na	na	na	na	
103	24	4.8	4.57	0.23	66	
104	42	6.6	5.14	1.46	86	
105	28	5.6	4	1.6	100	
106	33	5.4	3.29	2.11	57	
107	33	6.2	5	1.2	78	
19	30	5.2	5.14	0.06	47	

averages 32.04761905 5.75 4.3145 1.4355 78.9047619
stage stage1 Ex/descr

Appendix CC: P 1:15 Class Stage 2 Survey Scores

student #	CEIS st 2	SRQL-auto/st2	SRQL-contr/st2	SRQL-RAI/st2	WrtgApp/st2
79	30	4.8	4.57	0.23	86
80	34	5.6	5.14	0.46	64
81	na	na	na	na	na
82	37	6.2	4	2.2	62
83	44	7	5.29	1.71	36
84	na	na	na	na	na
85	na	na	na	na	na
86	34	5	4.57	0.43	80
87	37	5.8	3.29	2.51	107
88	42	6	4	2	83
89	na	na	na	na	na
90	na	na	na	na	na
91	49	5.8	4.43	1.37	120
92	27	3.8	3.29	0.51	88
93	34	5	3.71	1.29	83
94	na	na	na	na	na
95	41	5.4	3.43	1.97	88
96	na	na	na	na	na
97	38	5.8	4.43	1.37	93
98	na	na	na	na	na
99	na	na	na	na	na
100	26	4.4	3.86	0.54	89
101	na	na	na	na	na
102	31	4.4	3.86	0.54	77
103	28	4.8	4.29	0.51	64
104	41	6.6	5.43	1.17	88
105	30	5.6	4.71	0.89	90
106	35	4	3.57	0.43	68
107	na	na	na	na	na
19	na	na	na	na	na

averages 35.44444444 5.333333333 4.215 1.118333333 81.44444444
stage 2 En/gender

Appendix DD: P 1:15 Class Stage 3 Survey Scores

student #	CEIS St 3	SRQL-auto/st3	SRQL-auto/st3	SRQL-RAI/st3	WrtgApp/st3	st3
79	29	4	4.57	-0.57	79	
80	na	na	na	na	na	
81	na	na	na	na	na	
82	37	6	3.86	2.14	62	
83	42	6.4	5.29	1.11	30	
84	na	na	na	na	na	
85	na	na	na	na	na	
86	na	na	na	na	na	
87	38	6	2.71	3.29	104	
88	36	5.8	4.14	1.66	77	
89	na	na	na	na	na	
90	na	na	na	na	na	
91	na	na	na	na	na	
92	35	4.8	4.43	0.37	85	
93	21	4.6	3.57	1.03	78	
94	na	na	na	na	na	
95	40	6	3.43	2.57	86	
96	na	na	na	na	na	
97	na	na	na	na	na	
98	22	3.4	4.14	-0.74	58	
99	na	na	na	na	na	
100	25	6	4.29	1.71	94	
101	36	6.2	5.43	0.77	79	
102	25	3.6	3.14	0.46	78	
103	na	na	na	na	na	
104	35	4.6	3.57	1.03	83	
105	31	5.8	5	0.8	93	
106	36	4.4	3	1.4	68	
107	na	na	na	na	na	
19	34	5.8	5.86	-0.06	64	
averages	32.625	5.2125	4.151875	1.060625	76.125	
	stage3 Ex/euph					

Appendix EE: Instructor P 12:00 Class Essay Scores

student #	essay 1 (in class)	essay 2 (at home)	essay 3 (at home)
41	77	83	0
42	83	83	78
46	78	80	60
48	78	60	84
49	70	75	75
50	55	80	83
51	94	78	93
52	65	na	na
53	0	74	0
55	60	60	71
58	78	74	88
59	79	60	73
61	81	60	60
62	65	80	85
64	80	74	na
65	76	91	94
66	83	55	83
67	85	68	75
68	85	60	81
69	73	90	75
70	80	93	84
75	83	83	0
77	80	60	74
78	73	60	73

Note: All out-of-class essay grades are first drafts only. No revisions are counted here. 0=no essay for unexcused absence. Na=missing grade. Essays 4 (endo), 5 (exo), & 7(endo) were involved with the treatments for the study.

Appendix FF: Essay Scores, Instructor P's 12:00 Class, continued

student #	essay4 (in)end o	essay 5 (in) exo	essay 7 (in) endo
41	81	0	76
42	85	78	78
46	73	60	71
48	85	0	na
49	82	55	80
50	60	84	75
51	95	94	94
52	na	na	na
53	0	0	0
55	55	63	60
58	81	0	na
59	71	0	na
61	68	83	na
62	74	73	0
64	81	63	na
65	91	78	na
66	65	82	na
67	75	60	80
68	90	78	88
69	84	81	83
70	72	84	85
75	80	0	84
77	65	84	74
78	55	73	73

Appendix GG: P 1:15 Class Essay Scores

student #	essay 1 (in class)	essay 2 (at home)	essay 3 (at home)
79	89	85	81
79	92	91	84
80	65	74	74
82	65	90	74
83	55	50	75
84	0	0	0
85	50	79	75
86	0	70	74
87	90	74	87
88	90	74	91
91	89	0	81
92	90	60	74
93	55	82	68
94	84	0	0
95	70	80	85
96	78	0	0
97	78	70	81
98	75	58	68
100	91	84	0
101	82	79	80
102	69	78	91
103	71	73	85
104	78	84	74
105	84	84	0
106	70	75	90

Note: grades shown for first drafts of out-of-class essays.
Essays 4 (exo), 5 (endo), & 7 (exo) used for this study.

Appendix HH: P 1:15 Class Essay Scores for continued

student #	essay 4 (in)	exoessay 5 (in)	endoessay 7 (in)	exo
79	92	93	83	
79	98	90	85	
80	78	78	60	
82	85	83	78	
83	83	74	68	
84	0	0	0	
85	55	0	0	
86	55	60	0	
87	94	94	65	
88	74	74	77	
91	75	81	75	
92	84	84	78	
93	74	74	85	
94	0	0	0	
95	95	95	85	
96	0	0	0	
97	90	90	77	
98	74	74	65	
100	75	81	74	
101	84	85	94	
102	0	91	91	
103	90	78	85	
104	83	91	88	
105	88	83	93	
106	93	81	72	

Appendix II: R TuTh Class Pretest Survey Scores

Student #	CEIS/pre	SRQL-auto/pre	SRQL-contr/pre	SRQL-RAI/pre	WrtgApp/pre
120	41	na	na	na	68
121	37	5.6	2.57	3.03	104
123	35	3	3.43	-0.43	98
125	35	4.8	4.86	-0.06	86
126	36	6.2	3.71	2.49	na
127	37	7	6.43	0.57	64
128	28	6	6.29	-0.29	80
129	34	6.4	5.14	1.26	82
130	34	5	5	0	80
131	na	na	na	na	93
132	32	5.4	5.57	-0.17	66
133	30	4.4	2.14	2.26	80
134	36	4	4.29	-0.29	105
135	36	6.4	4.14	2.26	na
136	35	4.8	5.71	-0.91	86
137	30	7	4.57	2.43	98
138	34	4.8	2.86	1.94	91
139	25	4.8	4.86	-0.06	52
140	25	6.6	4.86	1.74	85
143	26	5.4	5	0.4	69
144	22	1	1.14	-0.14	64
145	33	5	4.29	0.71	62
146	26	4.6	4.86	-0.26	76
147	18	5.4	3.71	1.69	77
148	32	4.2	4.43	-0.23	na
149	29	6.6	6.57	0.03	93
151	38	na	na	na	na
152	na	na	na	na	na
153	na	na	na	na	na
	31.6923077	5.183333333	4.434583333	0.74875	80.82608696

Appendix JJ: R TuTh Class Stage 1 Survey Scores

Student #	CEIS/st1	SRQL-auto/st1	SRQL-contr/st1	SRQL-RAI/st1	WrtgApp/st1
120	29	5.2	2.57	2.63	58
121	32	5.6	2.43	3.17	99
123	na	na	na	na	na
125	na	na	na	na	na
126	32	6.8	2.43	4.37	78
127	na	na	na	na	na
128	28	4.8	3.71	1.09	74
129	36	6.6	4.14	2.46	79
130	34	5.4	4.29	1.11	79
131	20	7	4.57	2.43	94
132	33	5.2	5.71	-0.51	66
133	na	na	na	na	na
134	33	4.8	5	-0.2	104
135	32	4.8	3.29	1.51	94
136	34	4.6	3.71	0.89	91
137	30	5.8	3.71	2.09	100
138	34	5.6	4.43	1.17	87
139	30	3.6	3.57	0.03	50
140	na	na	na	na	na
143	32	5.2	4.57	0.63	59
144	16	1	1.57	-0.57	71
145	na	na	na	na	na
146	29	5.2	4.71	0.49	71
147	27	4.2	2.43	1.77	75
148	34	4.6	4.29	0.31	74
149	na	na	na	na	na
151	na	na	na	na	na
152	na	na	na	na	na
153	na	na	na	na	na
30.2631579	5.052631579	3.743684211	1.308947368	79.10526316	
stage 1--ex describe person					

Appendix KK: R TuTh Class Stage 2 Survey Scores

Student #	CEIS/st2	SRQL-auto/st2	SRQL-contr/st2	SRQL-RAI/st2	WrtgApp/st2
120	na	na	na	na	na
121	37	5	2.57	2.43	99
123	na	na	na	na	na
125	na	na	na	na	na
126	40	6.2	3	3.2	na
127	na	na	na	na	na
128	na	na	na	na	na
129	41	6.8	4.29	2.51	76
130	36	5	6.14	1.14	77
131	38	6.6	5.43	1.17	91
132	na	na	na	na	na
133	na	na	na	na	na
134	na	na	na	na	na
135	30	4.6	3.14	1.46	86
136	37	4.6	4	0.6	88
137	na	na	na	na	na
138	21	5.2	3.43	1.77	82
139	29	5	4.86	0.14	65
140	na	na	na	na	na
143	37	5.2	5.43	-0.23	72
144	17	6.4	6.43	-0.43	78
145	na	na	na	na	na
146	na	na	na	na	na
147	36	5.6	3.29	2.31	76
148	35	5.2	4.86	0.34	56
149	na	na	na	na	na
151	na	na	na	na	na
152	36	6.4	4.43	1.97	104
153	28	6.2	3.14	3.06	99
33.3846154	5.492307692	4.374615385	1.262307692	78.83333333	
stage 2--en (fool guesser)					

Appendix LL: R MW Class Pretest Survey Scores

student # CEIS-pre SRQL-auto/pre SRQL-contr/pre SRQL-RAI/pre

168	na	na	na	na	
169	na	na	na	na	
170	34	5.8	5.57	0.23	
171	41	6.8	4.71	2.09	
172	30	5.2	5.71	-0.51	
173	38	5.6	5.57	0.03	
174	31	5.8	4.57	1.23	
175	33	5.4	4	1.4	
176	28	4.8	4.29	0.51	
177	25	5.6	4.86	0.74	
178	38	6.4	5.14	1.26	
179	33	4.4	4.57	-0.17	
180	31	6.2	5	1.2	
181	37	6.6	4.14	2.46	
182	44	5.8	5	0.8	
183	37	6	4	2	
184	29	6	5.14	0.86	
185	34	5.2	4.86	0.34	
186	36	6	4	2	
187	33	4.8	4	0.8	
189	25	6.4	4	2.4	
190	33	6	3.86	2.14	
191	32	5.2	5.86	-0.66	
192	40	6.8	6.43	0.37	
193	29	5.2	3.14	2.06	
194	36	6	4.43	1.57	
195	41	6.8	4.29	2.51	
196	34	3	2.86	0.14	
averages	33.9231	5.684615385	4.615384615	1.069230769	

Appendix MM: Stage 1 Survey Scores for R's MW Class

student #	CEIS/st1	SRQL- auto/st1	SRQL- contr/st1	SRQL- RAI/st1	WrtgApp/st1
168	41	6	4.57	1.43	74
169	39	5.8	4.14	1.66	114
170	26	5.8	4.71	1.09	114
171	27	5.8	3.57	2.23	87
172	30	5	5.57	-0.57	66
173	37	5	5.43	-0.43	94
174	27	5.6	4	1.6	86
175	26	5	4.43	0.57	82
176	31	5	3.57	1.43	63
177	33	5.8	5.29	0.51	83
178	40	6.8	4.14	2.66	91
179	37	5.4	4.29	1.11	94
180	28	5.6	5.29	0.31	61
181	35	6.6	3.29	3.31	55
182	na	na	na	na	na
183	39	6.2	3.57	2.63	85
184	na	na	na	na	na
185	32	4.8	3.71	1.09	74
186	22	5.6	3.86	1.74	82
187	29	5.2	4	1.2	54
189	26	6.6	3.86	2.74	70
190	35	6.8	4.86	1.94	64
191	28	4.8	4.29	0.51	90
192	40	6.4	5.71	0.69	99
193	26	5	5.29	-0.29	93
194	32	5.8	4.57	1.23	95
195	40	6.4	3.43	2.97	89
196	na	na	na	na	na
averages	32.24	5.712	4.3776	1.3344	82.36
	stage 1 (en euph)				

Appendix NN: Stage 2 Survey Scores for R's MW Class

student #	CEIS/st2	SRQL-auto/st2	SRQL-contr/st2	SRQL-RAI/st2	WrtAp/st2
168	na	na	na	na	na
169	na	na	na	na	na
170	39	5.6	4.57	1.03	76
171	na	na	na	na	na
172	35	5.8	4.86	0.94	74
173	36	5.4	5.29	0.11	73
174	43	6.6	5.86	0.74	93
175	33	5	2.14	2.86	73
176	na	na	na	na	na
177	27	5.4	3.14	2.26	79
178	48	6.8	4.57	2.23	95
179	35	5.4	4	1.4	95
180	37	1.6	3.29	-1.69	73
181	na	na	na	na	na
182	na	na	na	na	na
183	na	na	na	na	na
184	na	na	na	na	na
185	26	4.6	3.86	0.74	68
186	20	5.8	5.71	0.09	84
187	na	na	na	na	na
189	na	na	na	na	na
190	48	7	2.71	4.29	81
191	36	4.4	4.71	-0.31	73
192	39	7	6.14	0.86	100
193	na	na	na	na	na
194	46	7	5.71	1.29	89
195	41	6.8	3.29	3.51	90
196	na	na	na	na	na
	36.8125	5.6375	4.365625	1.271875	82.25

stage 2 (ex--euphemisms)

Appendix OO: R TuTh Class Essay Scores

Student #	Essay1 (exo)	Research (endo)	Course Grade
121	42	126	831 B
126	43	126	831 B
128	43	0	406 F
129	37	126	854 B
131	40	126	811 B
132	37	115	807 B
134	42	0	593 D
135	33	126	824 B
136	45	130	863 B
137	45	126	836 B
138	42	130	880 B
130	42	120	792 C
139	40	126	873 B
143	41	126	822 B
144	38	126	812 B
147	38	120	840 B
148	33	111	741 C
149	32	0	334 F
Averages	39.61111111	103.3333333	763.8888889
Total possible points	50	150	1010

Appendix PP: R MW Class Essay Scores

Name	Essay 1(endo)	Research (exo)	total points	Course Grade
170	38	120	829	B
172	33	120	785	C
173	40	111	729	C
174	42	111	712	C
175	33	105	735	C
177	40	126	847	B
178	42	126	853	B
179	42	115	805	B
180	42	120	815	B
181	37	111	756	C
185	38	120	825	B
186	37	0	453	D
190	42	120	870	B
191	33	120	845	B
192	37	126	825	B
194	33	120	790	C
195	42	126	846	B
Averages	38.2941176 5	111.5882353	783.5294118	
Total possible points	50	150	1010	

Appendix QQ: Subject A Scoring Guide

In holistic reading, raters assign each essay to a scoring category according to its dominant characteristics. The categories below describe the characteristics typical of papers at six different levels of competence. All the descriptions take into account that the papers they categorize represent two hours of reading and writing, not a more extended period of drafting and revision.

6

A 6 paper commands attention because of its insightful development and mature style. It presents a cogent response to the text, elaborating that response with well-chosen examples and persuasive reasoning. The 6 paper shows that its writer can usually choose words aptly, use sophisticated sentences effectively, and observe the conventions of written English.

5

A 5 paper is clearly competent. It presents a thoughtful response to the text, elaborating that response with appropriate examples and sensible reasoning. A 5 paper typically has a less fluent and complex style than a 6, but does show that its writer can usually choose words accurately, vary sentences effectively, and observe the conventions of written English.

4

A 4 paper is satisfactory, sometimes marginally so. It presents an adequate response to the text, elaborating that response with sufficient examples and acceptable reasoning. Just as these examples and this reasoning will ordinarily be less developed than those in 5 papers, so will the 4 paper's style be less effective. Nevertheless, a 4 paper shows that its writer can usually choose words of sufficient precision, control sentences of reasonable variety, and observe the conventions of written English.

3

A 3 paper is unsatisfactory in one or more of the following ways. It may respond to the text illogically; it may lack coherent structure or elaboration with examples; it may reflect an incomplete understanding of the text or the topic. Its prose is usually characterized by at least one of the following: frequently imprecise word choice; little sentence variety; occasional major errors in grammar and usage, or frequent minor errors.

2

A 2 paper shows serious weaknesses, ordinarily of several kinds. It frequently presents a simplistic, inappropriate, or incoherent response to the text, one that may suggest some significant misunderstanding of the text or the topic. Its prose is usually characterized by at least one of the following: simplistic or inaccurate word choice; monotonous or fragmented sentence structure; many repeated errors in grammar and usage.

1

A 1 paper suggests severe difficulties in reading and writing conventional English. It may disregard the topic's demands, or it may lack any appropriate pattern of structure or development. It may be inappropriately brief. It often has a pervasive pattern of errors in word choice, sentence structure, grammar, and usage.

Appendix RR: Instructor Interview Questions—P, Fall 2004, 1-18-2005

2 sections, 3 stages

Brief impressions or insights about:

8. Intro and Pretests:
 - a. How much about the study were students told?
 - b. How was the study introduced?
 - c. What were students' apparent responses or attitudes about participating in a study?
 - d. What were your expectations?
 - e. Describe your typical uses of humor in classes.
9. Stage 1: 12:00—describe and ID another person (Ex); 1:15—water ads (En)
 - a. Humor
 - b. Classroom climate
 - c. Curiosity
 - d. Internalization
 - e. Writing apprehension
 - f. Writing competence and performance
 - g. Instructor
 - h. Other
10. Stage 2: 12:00—broken gender stereotypes (En); 1:15—make others laugh (Ex)
 - a. Humor
 - b. Classroom climate
 - c. Curiosity
 - d. Internalization
 - e. Writing apprehension
 - f. Writing competence and performance
 - g. Instructor
 - h. Other
11. Stage 3: 12:00—invention using tech for school or home (En); 1:15—euphemisms decoding (Ex)
 - a. Humor
 - b. Classroom climate
 - c. Curiosity
 - d. Internalization
 - e. Writing apprehension
 - f. Writing competence and performance
 - g. Instructor
 - h. Other
12. Surveys
 - a. Comments from students
 - b. Is 3 too many?

13. other means of gathering information
 - a. interviews
 - b. videotaping
 - c. audiotaping
 - d. in-class observations by me
 - e. others?
14. Pointed questions:
 - a. Does humor seem to enhance student motivation to engage in writing classes or essay-writing? _____ For what percentage of a given class? _____
 - b. Did students seem to internalize writing incentives, take ownership of their writing over time?
 - i. External regulation
 - ii. Introjected regulation: guilt if not done
 - iii. Identified regulation: participate to satisfy self
 - iv. Integrated regulation: personally important; task is part of identity; similar to intrinsic motivation
 - c. Did exogenous or endogenous humor seem to be more powerful for motivation? _____ Why?
 - d. What connection do you see between humor and curiosity?
 - i. Did this show up among students during the humor activities?
 - e. Did students write better as a result of the humorous activities?
 - f. What are the advantages and disadvantages of planned humor vs. spontaneous humor in English 101?
 - i. Advantages
 - ii. Disadvantages
 - g. What is the potential for using humor in writing classes?
8. Other comments:

Appendix SS: Student Interview Questions

1. Describe how your instructor introduced and assigned the activity, and exactly what you did:
2. Was this activity different from other activities that you have done in this class so far?
How, if so?
3. Describe how you were feeling BEFORE the activity started: Were you having a good day? Were you happy, preoccupied, etc.? What were you expecting as the activity was announced?
4. Describe how you felt DURING the activity: Were you focused and able to concentrate? Did you feel confident and comfortable doing it? Were you curious about it and how it would turn out? Did time go by quickly or slowly? What were your thoughts and feelings? Etc. (answer & explain as many of these as apply to you)
5. Did you find anything funny? Did you smile, laugh, or otherwise have a humor response? (Describe in detail. What was funny and why was it funny to you?)
6. Describe how you were feeling AFTER the activity: If your description was shared, how was it for you? Did you feel satisfied? Happy? Interested? Inspired? Embarrassed? Frustrated? Again, describe your exact thoughts and feelings.
7. Give some adjectives to describe your overall experience of the activity, and explain why you choose these words:
8. How do you think that this activity will affect your essay-writing in this class?
9. How will this activity affect your motivation or desire to participate in class activities and devote attention to essay-writing in and out of class?
10. Would you like to do other activities like this in the future? Why?
11. Other comments to help me understand your thoughts and feelings about this activity? Is humor valuable in classes?

Appendix TT: Interview Responses Spreadsheet

Code Names	Instructor, Humor Type, Stage	Activity
Victor, Iola	P, Exo, 3	Euphemisms
Rae	P, Exo, 3	Euphemisms
Sammy	P, Endo, 3	Invention
James	P, Endo, 3	Invention
Barbara; Yves & Christine	P, Endo, 3	Invention
Lynn	P, Endo, 3	Invention
Deborah, Inez	P, Endo, 3	Invention
Laura & Megan	P, Endo, 3	Invention
Zoe	R, Exo, 1	Description of person; identify from description
Ingram	R, Exo, 1	Description of person; identify from description
Bart	R, Exo, 1	Description of person; identify from description
Gaylene	R, Exo, 1	Description of person; identify from description
Charlotte	R, Exo, 1	Description of person; identify from description
Charlotte, Zoe	R, Endo, 2	Fool the Guesser: Panopticism research sources
Lonny	R, Endo, 1	Euphemisms--miscommunication topic
Donna	R, Endo, 1	Euphemisms--miscommunication topic
Selma	R, Endo, 1	Euphemisms--miscommunication topic
Zenia	R, Endo, 1	Euphemisms--miscommunication topic
Trajan	R, Exo, 1	Description of person; identify from description

Code Names	Instructor, Humor Type, Stage	Different from other activities?
Victor, Iola Rae	PH, Exo, 3 PH, Exo, 3	Yes: jarring--no sense of what to do at first; clues--progress yes--harder
Sammy	PH, Endo, 3	Yes: opens everyone's thinking--crazy, bizarre ideas
James	PH, Endo, 3	Yes, though similar to ads activity (Endo stage 1). Gets class into it.
Barbara; Yves & Christine	PH, Endo, 3	Yes--though 1 or 2 others--remembered water ads (Endo stage 1)
Lynn	PH, Endo, 3	Yes--better, more fun, interesting. Everyone in the class involved.
Deborah, Inez	PH, Endo, 3	Yes--I: Participation from whole class, not lecture. Own ideas. Big help.
Laura & Megan Zoe	PH, Endo, 3 RK, Exo, 1	L: Kind of different--like ads activity (Endo 1) M: More creative. Fun. Groups and material. Imagination.
Ingram	RK, Exo, 1	Yes--discussion of 2nd essay. Group work. This was different, weird. Not so serious. Killing time?
Bart	RK, Exo, 1	Yes--usually not much interaction. This livened things up a bit
Gaylene	RK, Exo, 1	Yes--interactive, all involved. Nice change--good to interact with all in class, other perspectives
Charlotte	RK, Exo, 1	Yes--everyone surprised; wondered how activity was related to essay/course
Charlotte, Zoe	RK, Endo, 2	Yes, sort of. Group activities common. Different source of materials!
Lonny	RK, Endo, 1	Reading different, though lots of paraphrasing activity each class. Funny!
Donna	RK, Endo, 1	Yes--annotate by self or work in groups. Good change. Break down into individual tasks
Selma	RK, Endo, 1	Yes--more difficult than expected. People got different interpretations. Like a puzzle. Almost like other group activities
Zenia	RK, Endo, 1	Yes--immediately got into it--not hard; not much group work
Trajan	RK, Exo, 1	n/a

Code Names	Instructor, Humor Type, Stage	Feelings before activity
Victor, Iola	PH, Exo, 3	
Rae	PH, Exo, 3	worried re: in-class essay
Sammy	PH, Endo, 3	just going through my thoughts, anticipating something good
James	PH, Endo, 3	How's it relevant?
Barbara; Yves & Christine	PH, Endo, 3	
Lynn	PH, Endo, 3	Expected boring lecture
Deborah, Inez Laura & Megan	PH, Endo, 3	hectic, tense, busy--end of semester, make grades
Zoe	RK, Exo, 1	Worried about grades--overwhelming
Ingram	RK, Exo, 1	a little embarrassing; makes person feel weird b/c of staring
Bart	RK, Exo, 1	weird; not focused; worried about next class
Gaylene	RK, Exo, 1	distracted, preoccupied
Charlotte	RK, Exo, 1	Normal; end of day--tired, but nothing unusual
Charlotte, Zoe	RK, Endo, 2	Had 3-hr break before class; worry about who'd describe her
Lonny	RK, Endo, 1	Looking forward to Thanksgiving to catch up on research; hard week; this activity looked relaxing, after turning in 2 essays, journal, reaction paper
Donna	RK, Endo, 1	Normal, English seems long
Selma	RK, Endo, 1	Normal--school only. Not tired. Encouraged to hear this was extra-credit! (thought there'd be none)
Zenia	RK, Endo, 1	regular. Good--this will be easy if I'm prepared. But this was a surprise--strange
Trajan	RK, Exo, 1	normal, happy
		n/a

Code Names	Instructor, Humor Type, Stage	Feelings during activity
Victor, Iola	PH, Exo, 3	
Rae	PH, Exo, 3	worse
Sammy	PH, Endo, 3	Fun Helps idea-creation, helps others/self; thinking is refreshing.
James Barbara; Yves & Christine	PH, Endo, 3	Broke the ice--a way to be creative. Easier to start with group-- <i>feed off each other</i> .
Lynn	PH, Endo, 3	More fun. Mood change--finally! What we want to do. Attention on activity--fun, creative! Examples--felt pretty good. Sharing helps.
Deborah, Inez Laura & Megan	PH, Endo, 3	tried to do a good job
Zoe	RK, Exo, 1	challenging: what differentiates one person from another? told person he was being described; felt fun--like free time
Ingram Bart	RK, Exo, 1	more focused; outside thoughts disappeared Hard to find a person! Wanted an easy one; looked for unique person. Pretty easy.
Gaylene	RK, Exo, 1	stayed in seat while writing; hard to do--avoid being offensive; easy with giveaways
Charlotte Charlotte, Zoe	RK, Exo, 1 RK, Endo, 2	couldn't tell fake from real! Needed more time; group 1: obvious fake quote; group 2: 1 person did it wrong. New: got into it; liked it so much more; talked with group about who wrote this; fun! Because of the way it was written; enjoyed decoding Good. Reticent at first; progress through corrections/revisions of mistakes
Lonny	RK, Endo, 1	Productive, relying more on some people. Educational.
Donna	RK, Endo, 1	Interesting. Fun in group. Worked to get answers. happy, fun, laughing, trying to see what next sentence
Selma	RK, Endo, 1	would be enjoyed it. Liked writing about chosen person--what came to mind, how he felt about the person. Exciting. Curious about person guessing from his description, others'
Zenia	RK, Endo, 1	
Trajan	RK, Exo, 1	

Code Names	Instructor, Humor Type, Stage	Feelings after activity
Victor, Iola	PH, Exo, 3	understood after instructor went over it, but still doesn't
Rae	PH, Exo, 3	see point of it
Sammy	PH, Endo, 3	Excited to share my ideas and hear others'
James	PH, Endo, 3	
Barbara; Yves & Christine	PH, Endo, 3	Good, as with earlier activities. Look forward to it, comfortable with others, come up with ideas
Lynn	PH, Endo, 3	Sharing--good to hear others & interact with them
Deborah, Inez Laura & Megan	PH, Endo, 3	Funny to hear everyone's inventions, e.g., brain chip, remote for turning people off
Zoe	RK, Exo, 1	L: better M: good but more depressed after getting bad grade on essay
Ingram	RK, Exo, 1	Wanted to hear more--hers! Others were very obvious extra points offered for sharing/guessing; didn't participate
Bart	RK, Exo, 1	when papers collected: curious to see descriptions; choose me? Wanted to read and guess; someone read, someone guessed correctly: felt good--good job with description
Gaylene	RK, Exo, 1	Hers was read: curious, not nervous
Charlotte	RK, Exo, 1	Fun; most guessed correctly
Charlotte, Zoe	RK, Endo, 2	Managed to fool one person. Not worried, not graded. No wrong answers--learned to summarize and use sources
Lonny	RK, Endo, 1	Kept talking in groups--liked it. Interest
Donna	RK, Endo, 1	Glad it was done. Good to work together; time went quickly
Selma	RK, Endo, 1	One person shared--OK--differences in interpretations.
Zenia	RK, Endo, 1	Some did more/less work. Easy afterwards! not much different; not bad, not amazing--something we had to do
Trajan	RK, Exo, 1	No one read his. Enjoyable; acting it out--involved, interesting

Code Names	Instructor, Humor Type, Stage	Smile or laugh?
Victor, Iola Rae	PH, Exo, 3 PH, Exo, 3	Yes: kind of funny; odd & unexpected material Yes--while trying to figure it out Yes--smiled and laughed all the time. Great interactions with other group members--get to know classmates, see different side
Sammy	PH, Endo, 3	Yes--at ideas people shared, fun inventions: bizarre, random. We'd add to others' ideas, improve, make funnier, played out consequences--had fun
James	PH, Endo, 3	Yes--a lot at others' ideas. Tried to be serious at first, but <i>too funny!</i> C: I like this class.
Barbara; Yves & Christine	PH, Endo, 3	Yes!--the whole time Yes, in the sharing part--funny! Some ideas were impossible, but fun.
Lynn	PH, Endo, 3	Yes--All did! The teacher liked it. Yes--fun--laughed when instructor was giving instructions; also during reading of descriptions w/whole class
Deborah, Inez Laura & Megan	PH, Endo, 3 PH, Endo, 3	Smiling when he couldn't guess correctly--should have known; no hesitating Yes--listening to others' descriptions; comments with others--too personal; others too: everyone seemed to smile/laugh
Zoe	RK, Exo, 1	Yes--Strange at first--what will happen? laughed when others read; people didn't know she'd be able to describe others
Ingram	RK, Exo, 1	Yes--during whole time--everyone laughed at special features described that all noticed
Bart	RK, Exo, 1	Yes--everyone laughed at mistakes, then explained them and offered suggestions; wondered what it was? Funny to see what people wrote
Gaylene	RK, Exo, 1	Yes--a lot throughout.
Charlotte	RK, Exo, 1	Yes--reactions to original writer Yes--funny to read euphemisms, to see differences--then work toward what's right.
Charlotte, Zoe	RK, Endo, 2	Yes--at different interpretations, some funny; make fun of it.
Lonny	RK, Endo, 1	Yes--everyone laughing--like a skit. Funny, like acting.
Donna	RK, Endo, 1	
Selma	RK, Endo, 1	
Zenia	RK, Endo, 1	
Trajan	RK, Exo, 1	

Code Names	Instructor, Humor Type, Stage	Descriptors
Victor, Iola Rae	PH, Exo, 3	Different; difficult; stumbling Random
Sammy	PH, Endo, 3	Fun, enjoyable, curious to see others' thoughts interesting; creativity; curiosity--what if I did invent this? Would I be famous? Good feeling--relevance to students. <i>Serious fun</i>
James Barbara; Yves & Christine	PH, Endo, 3	B: Interestingly funny; C: humorous; Y: Didn't feel like assignment; nice distraction, but brought us back to topic Different; not boring--what <i>we</i> thought and came up with. Talking, sharing
Lynn Deborah, Inez	PH, Endo, 3	Curious about what others would create, what I'd create. Competition between groups, stealing ideas!
Laura & Megan	PH, Endo, 3	Interesting (e.g., computers replacing soul); Fun Fun, interesting, curiosity-provoking, group activity
Zoe	RK, Exo, 1	rather than other kinds of work Fun to try to guess; curious; useful for research; extra credit nice
Ingram	RK, Exo, 1	Fun; interactive; out of the ordinary; didn't have to hide; not so strict, everyone loosened up; open; Not so intensely school-like; not droning on and on, with no interaction with students--this: open environment; felt he wanted to talk & others to listen
Bart	RK, Exo, 1	Fun throughout; interesting; different; interactive interesting--words others would use; one person became focus--bothersome
Gaylene	RK, Exo, 1	Fun--with group, friend, not worried about grades & can socialize. It was work (had to do it) but felt like play--enjoyed it.
Charlotte Charlotte, Zoe	RK, Exo, 1 RK, Endo, 2	Ridiculous and fun. Interesting. Curiosity. Different. Thought-provoking.
Lonny	RK, Endo, 1	different; fun (good in groups). Educational (new words to learn)
Donna	RK, Endo, 1	Complex, educational, describes life, hard (would be easier step by step). Confusing at first. Satisfying to complete.
Selma	RK, Endo, 1	Fun, interesting, nice with group
Zenia	RK, Endo, 1	interesting, lot of fun
Trajan	RK, Exo, 1	

Code Names	Instructor, Humor Type, Stage	Affect motivation?
Victor, Iola	PH, Exo, 3	Yes--to learn new words; shows new possibilities for paragraphs--not cut-&-dried, but 2nd meanings possible in writing
Rae	PH, Exo, 3	kind of fun, but not much help creates a free atmosphere; helps--want to know what others are thinking. If fear were motivator instead, then not as good
Sammy	PH, Endo, 3	not as good
James Barbara; Yves & Christine	PH, Endo, 3 PH, Endo, 3	Yes--knowledge of having lots of ideas is better.
Lynn	PH, Endo, 3	Thinking and preparation--wanted to!
Deborah, Inez	PH, Endo, 3	Yes
Laura & Megan	PH, Endo, 3	More--fun in groups; better grades, less pressure Yes--makes us think of adjectives, want to make essay interesting
Zoe	RK, Exo, 1	interesting
Ingram	RK, Exo, 1	not really, but maybe more likely to attend class Could help, depending on topic, especially descriptions; details; fool around with clay in my hands; tell reader what I want them to see
Bart	RK, Exo, 1	Remember importance of details; makes writing more fun, social, involved; energy with people
Gaylene Charlotte	RK, Exo, 1 RK, Exo, 1	no real change, but fun More--need to improve; got me started, learn how to cite; encouraged me to learn how to cite--option to take seriously or not
Charlotte, Zoe	RK, Endo, 2	Participation: raised interest a lot--fun, wanted to do it.
Lonny	RK, Endo, 1	Care about it--obviously
Donna	RK, Endo, 1	Yes--groups. Easier to write in and out of class helped! Overcome challenges--simplify. Encouraged me to use sources.
Selma	RK, Endo, 1	excited about assignment, good to see everyone else;
Zenia	RK, Endo, 1	not boring
Trajan	RK, Exo, 1	Not sure--maybe more motivating. Loose is better than serious. More interesting.

Code Names	Instructor, Humor Type, Stage	Affect writing?
Victor, Iola Rae Sammy	PH, Exo, 3 PH, Exo, 3 PH, Endo, 3	Yes--especially if easier than this exercise! Learned to stay with less complicated diction & to play with language unusual words presented, but no real effect
James	PH, Endo, 3	I felt like I was at my best as a writer. Yes--C: tried humor in paper! Ideas flowed better. Efficiency instead of writer's block. Thinks she did well on paper. Y: got creative juices going! Improved student-teacher relationships.
Barbara; Yves & Christine	PH, Endo, 3	Group support helps enthusiasm; group + goofiness & humor = excitement. Good preparation for in-class essays. B: Stimulates mind during prewriting. Good way to start. Helped in-class essay--helped with readings; easier to give own perspective. Used others' ideas from this activity. Made preparation for essay more thorough--thinking before writing
Lynn Deborah, Inez Laura & Megan	PH, Endo, 3 PH, Endo, 3	D: No real effect on class--not related to research. Ads activity (Endo 1) helped. I: Enjoyment helped me to do my best work Not as many mistakes with magic pen!
Zoe Ingram	RK, Exo, 1 RK, Exo, 1	not really other than precision of descriptions not really, but will attend class description--show rather than tell; improved--details make essay more enjoyable, interesting to read
Bart	RK, Exo, 1	more descriptive with details; writing not boring after this activity--more fun, interesting; not so negative
Gaylene Charlotte Charlotte, Zoe	RK, Exo, 1 RK, Exo, 1 RK, Endo, 2	taught her to focus on details & give reader information helps learn correct way to cite sources learned something new--doublespeak as what not to do.
Lonny Donna	RK, Endo, 1 RK, Endo, 1	Exaggeration vs. clear writing not much Can do other hard stuff; learned to write simply; be aware of reader interest, awareness
Selma	RK, Endo, 1	help to get more specific with essays--details, reader awareness/understanding; enhanced ability to see others' views.
Zenia	RK, Endo, 1	Describe better. Make writing more interesting for readers.
Trajan	RK, Exo, 1	Show, not tell. Metaphors, etc.

Code	Names	Instructor, Humor Type, Stage	Like to do again?
	Victor,		
	Iola	PH, Exo, 3	Sure
	Rae	PH, Exo, 3	yes--it was fun
	Sammy	PH, Endo, 3	Very cool. I'd like that
	James	PH, Endo, 3	Yes--helps people get into a momentum.
	Barbara;		Teamwork gets people excited.
	Yves &		
	Christine	PH, Endo, 3	Yes--Did better on this essay than on others.
	Lynn	PH, Endo, 3	Yes!
	Deborah,		
	Inez	PH, Endo, 3	Yes
	Laura &		
	Megan	PH, Endo, 3	Yes--fun with groups
			Yes--group activities like this/interactions help get ideas for writing
	Zoe	RK, Exo, 1	yes, but if they were just like this, he wouldn't learn much about writing
	Ingram	RK, Exo, 1	Yes--because it's out of the ordinary learning experience. Not formatted in traditional way of teaching
	Bart	RK, Exo, 1	
	Gaylene	RK, Exo, 1	Yes
	Charlotte	RK, Exo, 1	Yes, especially as a group. Learn what others think, learn to think differently
	Charlotte,		Yes--get in group, social aspect, share, communicate
	Zoe	RK, Endo, 2	
	Lonny	RK, Endo, 1	Yes--enjoyment. Refreshing.
			Yes--groups make it fun. Not whole class. Easier to share. Everyone gets a say
	Donna	RK, Endo, 1	
	Selma	RK, Endo, 1	Yes--like getting answers to questions
			Yes, maybe every time. No tendency to wander off
	Zenia	RK, Endo, 1	
	Trajan	RK, Exo, 1	Yes, definitely. Group work, creativity.

Code Names	Instructor, Humor Type, Stage	Comments/other (potential of humor)
		Humor is good, refreshing; takes mind away from everyday, monotonous routines. Doesn't matter whether exo/endo. Activity seemed too hard to figure out. (female) Normally terrified by writing; fun activity helps me relax and feel less writing anxiety
Victor, Iola	PH, Exo, 3	
Rae	PH, Exo, 3	humor loosens us up, refocuses class from boredom; interesting
Sammy	PH, Endo, 3	Good potential--get everyone's perspective on topic. Share crazy ideas as opposed to having atmosphere of fear.
James	PH, Endo, 3	This kind of activity would make things more exciting--more people involved. More attracted, not bored. New experiences are always fun, like a curve ball: keeps us on our toes.
Barbara; Yves & Christine	PH, Endo, 3	B:If humor directly related to topic, better & easier. Helps skills, opened eyes. C: did best work--creativity. Not like an assignment, but fun. Helped me to think like ad people think. Y: activity/humor broke down barrier of essay to write. Still taking things in stride--keep going. An unexpected activity; excited for next time.
Lynn	PH, Endo, 3	Did you design the water-ads activity too? Fun. Better--more comfortable to write and be in class. Learn from others. Involvement helps us to do our best.
Deborah, Inez & Laura & Megan	PH, Endo, 3	Like it a lot. Helps. Very enjoyable. Creativity is essential. Whole course?--Helps us think for ourselves. Sharing ideas useful.
Zoe	RK, Exo, 1	Lectures--only one point of view. This: variety of ideas; liked it. activity seemed unrelated to essay at first, but this was OK! Later saw the connection.
Ingram	RK, Exo, 1	good to do on the first day
Bart	RK, Exo, 1	well-thought-out program; good for a change; Play--good potential. Less boring. Changes moods. Good for any topic, whether related to essay or not.
Gaylene	RK, Exo, 1	
Charlotte	RK, Exo, 1	helps give practice in details; humor helps break tension, make it fun
Charlotte, Zoe	RK, Endo, 2	calms nerves when stressed. Relaxing work but it helps; depends on person--might make one unfocused
Lonny	RK, Endo, 1	Made a difference. Helps people who aren't used to having fun associated with writing. New approach.
Donna	RK, Endo, 1	
Selma	RK, Endo, 1	Why write like that? Lesson on how not to write. Better to have a longer paragraph.
Zenia	RK, Endo, 1	interaction is key. Depends on person (group or individual preference). Work was a playlike activity.
Trajan	RK, Exo, 1	Liked it. Is it related to the essay we wrote about our fathers (narrative)?

Appendix UU: Instructor P Interview With Responses

Instructor Interview—PH, Fall 2004, 1-18-2005

2 sections, 3 stages

Brief impressions or insights about:

1. Intro and Pretests:

- a. **How much about the study were students told?** Little, just that it was about teaching techniques and that it was for an instructor's PhD
- b. **How was the study introduced?**
- c. **What were students' apparent responses or attitudes about participating in a study?"** 'whatever' for most. Some said that they didn't want to participate
- d. **What were your expectations?** More resistance to it than actually occurred
- e. **Describe your typical uses of humor in classes.** Confident: Can use humor to work for a cheap laugh. Uses a persona/shtick of ad-libbing, sometimes planned humor. Engages in youthful humor, laughs at self; in flow often doing this. Great way to cure boredom.

2. Stage 1: 1:15—water ads (En)

- a. **Humor response**—Yes!
- b. **Classroom climate** open, hilarity, freedom, fun
- c. **Curiosity** creativity—impressive (by students), inventive, involvement by most, often when others had not been previously involved; most participated
- d. **Internalization** ownership—yes, even very laid-back male
- e. **Writing apprehension** visitor in class for library project made some students nervous as activity handed out; later fine
- f. **Writing competence and performance** nothing
- g. **Instructor**
- h. **Other** lots of preparation for this activity with water ads. Found props: water bottles.

12:00—describe and ID another person (Ex) Didn't work very well. Similar to an early-semester activity. Students didn't seem too engaged. Bold student with attitude as volunteer, didn't return to class after that (because of that? Embarrassed?)

3. Stage 2: 12:00—broken gender stereotypes (En)

- a. **Humor** harder to get into, more examples needed. PH led with own stories. More personal—too sensitive?
- b. **Classroom climate** not as engaged, not as well set up, hesitant. A couple of groups produced good ones.
- c. **Curiosity**
- d. **Internalization**
- e. **Writing apprehension** students hesitant to share
- f. **Writing competence and performance**

- g. **Instructor** sweating bullets!
 - h. **Other**
4. **Stage 3: 12:00—invention using tech for school or home (En)**
- a. **Humor** from wry appreciation to out-and-out laughter
 - b. **Classroom climate** excitement, fun, comfort because of the previous stage [stage 1] ads activity?
 - c. **Curiosity**
 - d. **Internalization**
 - e. **Writing apprehension** not as self-conscious as with #2
 - f. **Writing competence and performance**
 - g. **Instructor**
 - h. **Other** worked quite well. Relaxed body language, laughter, good humor; [students and teacher?] comfortable being silly. PH suddenly realized that she was like everyone in the class!
5. **Surveys**
- a. **Comments from students**
 - b. **Is 3 too many?**
6. **other means of gathering information**
- a. **interviews**
 - b. **videotaping**
 - c. **audiotaping**
 - d. **in-class observations by me**
 - e. **others?**
7. **Pointed questions:**
- a. **Does humor seem to enhance student motivation to engage in writing classes or essay-writing?** Yes, definitely for a 102 class too—atmosphere of interaction and humor; allows different personalities a chance to contribute. Humor encourages productive behavior. The teacher has sense: *read the students* to draw them out, including the use of humor. Not just untamed humor, but in boundaries and focused.
 - b. **What are the advantages and disadvantages of planned humor vs. spontaneous humor in English 101?**
 - i. **Advantages** PH will try this (planned) more in the future to develop an increased repertoire. Humor does seem to reduce writing anxiety.
 - ii. **Disadvantages**
 - c. **What is the potential for using humor in writing classes?**
8. **Other comments:** As a teacher, PH appreciates students who speak out *and* those who are quiet—the listeners as well as contributors. Humor as part of rapport with students. Teacher must “know when to hold ‘em...” It’s important to wake up students. There is a risk that humor might damage dignity of students, like Lucy Ricardo; need for control vs. flexibility, responsiveness, creative dynamic.

Lessons for this study were different from usual in that they were planned.

Interaction with me refreshed PH's teaching. Creative collaboration: teachers need this! People want to keep ideas to themselves—competition in teaching! Humor with colleagues as well as students is important. Evaluator of instructor using humor must be perceptive as well.

Great need for students to be relaxed and comfortable in writing classes.

Humor gets people involved:

- Inclusive activity

- Common humanity brought out

Better than attack methods in teaching.

- Celebrate strengths, as Emeril does, e.g. Not a life-or-death situation.

Potential of Humor vis-à-vis curiosity: humor encourages students to:

- pursue a writing topic

- Take risks

- Take ideas out of norm

 - Several students surprised PH in this

As a result, students write less boring papers!

Shows that writing is a way to express self, not just a way to get a grade; writing is a lifelong fun activity when curiosity and fun are engaged.

101: topics close to students' lives are needed. Cross-curricular readings are often far away from that. Note Freire's insight about the need to engage and involve students with relevant material. Male students: lecture/test; females: shared community in PH's observation.

Abstract thinking is an advanced skill. PH's theory: there is a progression of growth; education is part of this, and it continues on after college. Need to engage students at their levels of connection with their own lives first, then move on to the abstract. Humor, anecdotes, film, real-life examples help this. Higher education is farther from everyday life and involves a code language. People have chosen to participate in this.

Range of topics allows students to choose something important to them.

Humor gives some confidence to go further than they would have otherwise. Safety via humor. Teacher is someone who can help this, not someone to push them into the abyss. Saw examples of this working in the Learning Center.

Continuum of Learning: all students have potential for growth

Things that help this growth:

Humor

Sequential lessons

Inspiration

Rewards—grades, a smile

Honesty is crucial: truth, but not flattery or something hurtful, in grading and other interactions with students.

Need to be positive and constructive, not cynical. A student is not a bad person when he or she gets an F.

It is fun to see students emerge. Teaching is exciting; what could be more so?

Appendix VV: Pilot Work: Lesson Plan: Endogenous Activity—*The Tortilla Curtain* by T. C. Boyle—Instructor A, Stage 1

N=23

Handouts: Consent form

Activity handout

Discussion questions (?)

3 surveys: CEI-S, Questionnaire: Reasons for Participating in Today's Activity, Writing Survey

Essay Topics: (a) character analysis of 1 or more of 4 people in the novel: Delaney, Kyra, Candido, America

(b) analysis of a theme of the novel: illegal immigration, social stratification, etc.

(c) analysis of a symbol of the novel: dog carried off by a coyote, etc.

Competencies desired: ability to develop analytical thesis and argument through selection and expression of effective examples, chiefly from the novel but (possibly) also from Xeroxed article(s).

Desired Time for Activity: about 1 hour

Goal for Activity: develop ability to make use of examples for any of the essay topics

Possible Activities: in groups by essay topic: select 1 or more scenes from the novel as support.

- (e) **Tortilla of Fortune!**: Divide into groups of 3-4 according to topic of choice: character, theme, symbol. Each group receives a marked tortilla to spin one at a time. Place pencil or pen on desk in front of student, spin tortilla—pencil points to item=topic for explanation via examples from novel—different wheels for characters, themes, symbols. Tortilla marked with numbers /keywords corresponding to sheet of characters, themes, symbols. Within groups: spin for topic, all contribute to write-up/presentation then share with class/audience OR

Then groups compete as whole class for Big Spin for overall discussion topics and oral answers. If tortilla spins to your group's number, then your group has a chance to win "fabulous prizes" by "solving puzzle" = explaining an in-depth insight about topic??

- (f) **SELECTED: WWID—What Would an Idiot Do?** Given a scene from the novel, students write descriptions of the most idiotic way of proceeding from that point. Then they are to compare and contrast this way with what actually happens, citing page numbers for verification. Share in writing and orally within groups. Each group focuses on an important scene, with the class as a whole covering much of the novel in "jigsaw" fashion. Discuss how close the characters seem to come to being the most idiotic overall, and what the novel's satiric message may include.

[Discuss how *The Tortilla Curtain*'s characters show various levels of stupidity and other traits. Discuss how the novel's satire brings out themes. Discuss how symbols clarify the characters, themes, and other aspects of the novel.

Further discussion: Now **explain** how this most idiotic action **compares or differs** from what actually happens in the novel. For example, if in the novel a character is given a dollar and actually spends it immediately on candy, you might argue that this could be stupid too, but at least the character got something for the dollar.]

- (g) **Fool the Guesser:** Given an important scene with a page reference to start, students are first to quote a representative excerpt that characterizes it. Then they are to add supporting quotes, with the option of fabricating false quotations, as many or few as they wish. The resulting paragraph is then given to the others in the group, who attempt to determine which quotes are genuine and which are fake. Students score points for most successful foolings of others, and for most correct guesses of genuine and fake quotes. Prizes for highest point totals.
- (h) **A Little Satirical Music:** Students find one major scene in the novel and briefly explain its significance in a paragraph, citing page numbers. Groups select one of these for whole-class presentation. In addition, groups select accompanying music that they find most dramatic for that presentation. Music on CDs is supplied:
- a. Pink Floyd, *The Wall* ("Tear Down the Wall")
 - b. Wagner, "The Ride of the Valkyries"
 - c. Rossini, *William Tell Overture*
 - d. Queen, "Another One Bites the Dust"
 - e. Queen, "Bohemian Rhapsody" (excerpt—"nothing really matters")
 - f. Kansas, "Carry On Our Wayward Son"
 - g. Morrissey, "The More You Ignore Me, The Closer I Get"
 - h. Johnny Cash, various
 - i. Other?

**Appendix WW: Pilot Work, Instructor A, Stage 1:
Scene Summaries of *The Tortilla Curtain***

1. Initial accident scene: Delaney runs over Candido.
2. America gets a job.
3. America is raped by Jose Navidad (140-142).
4. Kyra runs into Jose Navidad at one of her prized properties, the DaRos House (also her dream house). She tells him that he is trespassing and later someone writes “*pinche puta*” on the wall (160-165; 223).
5. Someone gives Candido a turkey, and his barbecue turns into a brushfire, nearly burning down Arroyo Blanco Estates. The Da Ros house is burned down, much to Kyra’s dismay (266-271; 274).
6. Baby Socorro is born in a shed (295-298).
7. The men from Arroyo Blanco Estates blame the fire on the Mexicans. They become filled with hatred and begin to seek revenge. Delaney sees Jose Navidad and attacks him (286-290).
8. After the “*Pinche Puta*” incident, Delaney rigs up some cameras so that he can catch the Mexicans in the act. He sees Candido on the film, but the tagger turns out to be Jack Jr., his friend’s son, an all-American boy. Jack Sr., however, can no longer be reasonable. He still wants to get the Mexicans (318+).
9. The baby is sick. America thinks that the baby is blind (328; 350).
10. Kyra finds a new dream house (338).
11. Delaney gets his gun to go after the Mexican (Candido). Just as he finds them in their shack, just as he is about to shoot, the mountain collapses in a flood. They struggle to survive. In the end, the baby is lost, but Candido reaches a hand out to Delaney (352-end).

**Appendix XX: Pilot Work:
Possible Exogenous Activities**

HAHAHA: laugh sample & categorization using Provine, 2000

Possibilities other than HAHAHA (all in small groups):

- ***image of a person** (e.g., *The Scream*): imitate figure and hypothesize situation leading to that gesture/expression. Choose explanation that is most fun.
 - ***describe one other person** (head and shoulders) without name or location; others guess person from description (objectivity, observation, clarity/precision)
 - *write without punctuation; compare intended vs. interpreted meanings
 - *write with non-dominant hand, with pen in mouth, etc.
 - *write in simple code (e.g., pig-Latin, other code that adds or rearranges syllables)
 - *use initials and acronyms for all nouns (A P is worth a thousand W, according to B).
 - *have writing-race: teams have handicap (in mouth, off-hand, upside-down, etc.); all must rewrite an error-ridden paragraph
 - *invisible writing (from Blau, 1983a, 1983b, Marcus and Blau, 1986): on computer with monitor off; on paper with carbon-paper (use stylus or pen without ink—press hard) or with lights out or blindfolded or “promise to keep eyes shut.” Contests for fewest errors, straightest lines, etc.
 - *musical writing: play song to signal writing to begin; when music stops, writers must switch papers and continue. Paper they hold at the end is judged for logic and grammar.
- Alt: **Pass it on**: begin with one statement (Recently I heard something that made me very curious). Add one statement at a time; 1 or 2 circuits until you receive your paper back. Try for funny stories.
- *think of your **favorite joke**; write and share punchline only; decide which jokes to hear in their entirety & to share with class (PG-rated please!)
 - ***Mad-Lib/Copy Change**: start with a given famous statement. Fill in blanks of revision with words/phrases/sentences of choice. Continue and complete a paragraph that describes and explains what your revision statement means. PG-rated! Choose funniest paragraph from your group.

Piloted Exogenous Activities in Instructor M’s Class:

Mad-Lib/Copy Change
favorite joke
Pass it on
describe one other person
image of a person
HAHAHA

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