

## **Appendix A**

### **Letter 1**



BEDFORD/ST. MARTIN'S

75 Arlington Street  
Boston, Massachusetts 02116

617-426-7440  
FAX 617-426-8582

July 10, 1998

Mohammad Qadiri  
407 Hunt Club Road #37H  
Blacksburg, VA 24060

Dear Mohammad:

I thank you for your interest in using Diana Hacker's *Exercises to Accompany A WRITER'S REFERENCE* for your dissertation research at Virginia Tech. As I understand it, you plan to compare the completed exercises of two groups of students: one who have been taught grammar with cartoons, and one who have been taught without cartoons. Your expectation is that the use of cartoons will enhance the learning of grammar skills.

I have spoken with Diana Hacker, and we grant you permission to use the book in the way described above. We are pleased that you chose *Exercises to Accompany A WRITER'S REFERENCE* for your research. This book has been thoroughly class tested at a wide variety of colleges and universities, and it has sold more than 120,000 copies through three editions. We hope that it serves you well in your work.

Please feel free to contact me if you have any further questions.

Sincerely,

Michelle McSweeney  
Editor

cc: Diana Hacker, Joan Feinberg

Scientific American/St. Martin's College Publishing Group

## **Appendix B**

### **Letter 2 (Writing Center)**

September 30, 1998

Mr. Mohammad Qadiri  
407 Hunt Club Road NW  
Blacksburg, Virginia 24060

Dear Mr. Qadiri:

I am writing in regard to the text *A Writer's Reference*, written by Diana Hacker and published by Bedford Books. I understand that you wish to use examples from it and its companion exercise book in your dissertation work in the Educational Technologies Department here at Virginia Tech.

The Composition Committee in the Department of English, of which I am a member, reviewed a number of writing handbooks before choosing the Hacker book as a required text for all students in the First-Year Writing Program. At that time, the book was in its first edition. We still use it, in its third edition, having found that it continues to be a reliable and up-to-date source of valid information.

I concur with your decision to use the *Writer's Reference* books. I believe that you will find that they meet your need for reliable and up-to-date material, including exercises that can be used to measure students' mastery of English grammar and mechanics.

Sincerely,



Catherine H. Dennison  
Writing Center Director

# **Appendix C**

## **Dependent Measure**

## Appendix C

### The test : Comma splices and fused sentences

Revise any comma splices or fused sentences using any appropriate method.

- 1- The city had one public swimming pool, it stayed with children all summer long.
- 2- The building is being renovated, therefore at times we have no heat, water, or electricity.
- 3- Why should we pay taxes to support public transportation, we prefer to save energy dollars by carpooling.
- 4- We all make mistakes no one is perfect.
- 5- In Garvey's time the caste system in the West Indies was simple, the lighter the skin tone, the higher the status.
- 6- For the first time in her adult life, Lucia had time to waste, she could spend a whole day curled up with a good book.
- 7- Be sure to take your credit card, Disney has a way of making you want to spend money.
- 8- The next time an event is cancelled because of bad weather, don't blame the meteorologist, blame nature.
- 9- While we were walking down Grover Avenue, Gary told us about his Aunt Elsinia, she was an extraordinary woman.
- 10- The president of Algeria was standing next to the podium he was waiting to be introduced
- 11- On most days I had only enough money for bus fare, lunch was a luxury I could not afford.
- 12- There was one major reason for John's wealth, his grandfather had been a multimillionaire.
- 13- John positioned himself next to the smartest girl in class, he wouldn't cheat, of course, but it was comforting to know that the right answer was not far away.

14- Of the many geysers in Yellowstone National Park, the most famous is Old Faithful, it sometimes reaches 150 feet in height.

15- Before we arrived at the retirement home, I had learned a lot about great-Uncle Harry, he had been a regular man-about-town in his day. [*Restructure the sentence.*]

16- The trail up mount Finegold was declared impassable, therefore, we decided to return to our hotel a day early.

17- The duck hunter wet out his decoys in the shallow bay and then settled in to wait for the first real bird to alight.

18- The instructor never talked to the class, she just assigned busywork and sat at her desk reading the newspaper.

19- Researchers were studying the fertility of Texas land tortoises they X-rayed all the female tortoises to see how many eggs they had.

20- The suburbs seemed cold, they lacked the warmth and excitement of our Italian neighborhood.

21- Are you able to endure boredom, isolation, and potential violence, then the army may well be the adventure for you.

22- Jet funny cars are powered by jet engines, these engines are the same type that are used on fighter aircraft and helicopters.

23- If one of the dogs should happen to fall through the ice, it would be cut loose from the team and left to its fate, the sled drivers could not endanger the rest of the team for just one dog.

24- The volunteers worked hard to clean up and restore calm after the tornado, as a matter of fact, many of them did not sleep for the first three days of the emergency.

25- Nuclear power plants produce energy by fission, a process that generates radioactive waste.

26- After days of struggling with her dilemma, Rosa came to a decision, she would sacrifice herself for her people and her cause.

27- The Carrier Air Wing Eight, called CAG-8, is made up of ten squadrons, each has its own mission and role.

28- We didn't trust her, she had lied before.

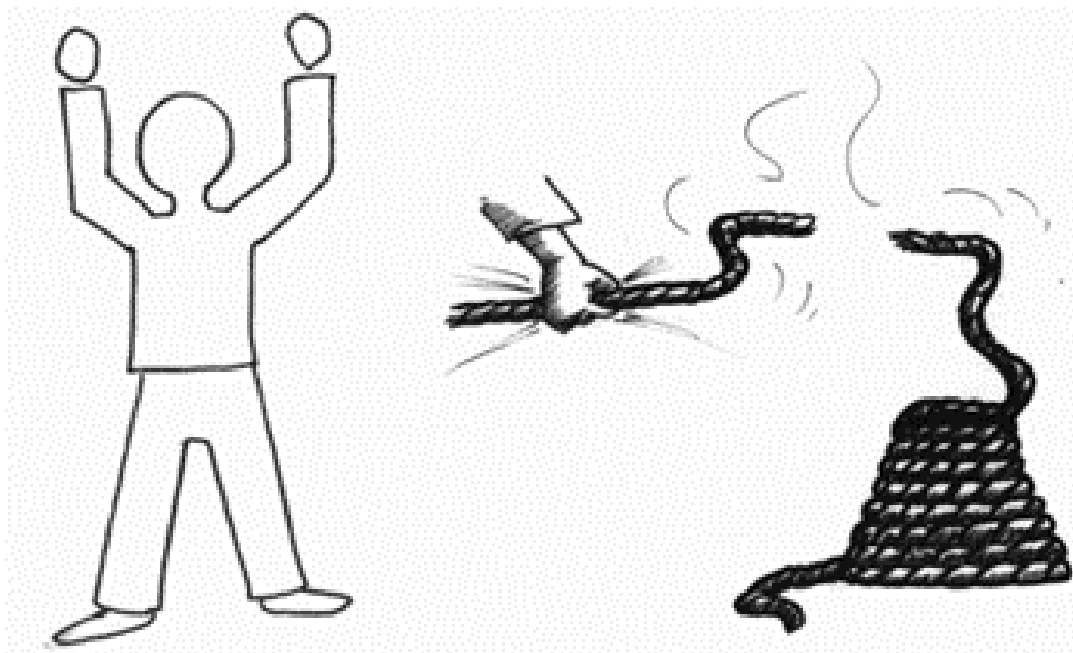
29- I pushed open the first door with my back, turning to open the second door, I encountered a young woman in a wheelchair holding it open for me.

30- If you want to lose weight and keep it off, consider this advice, don't try to take it off faster than you put it on.

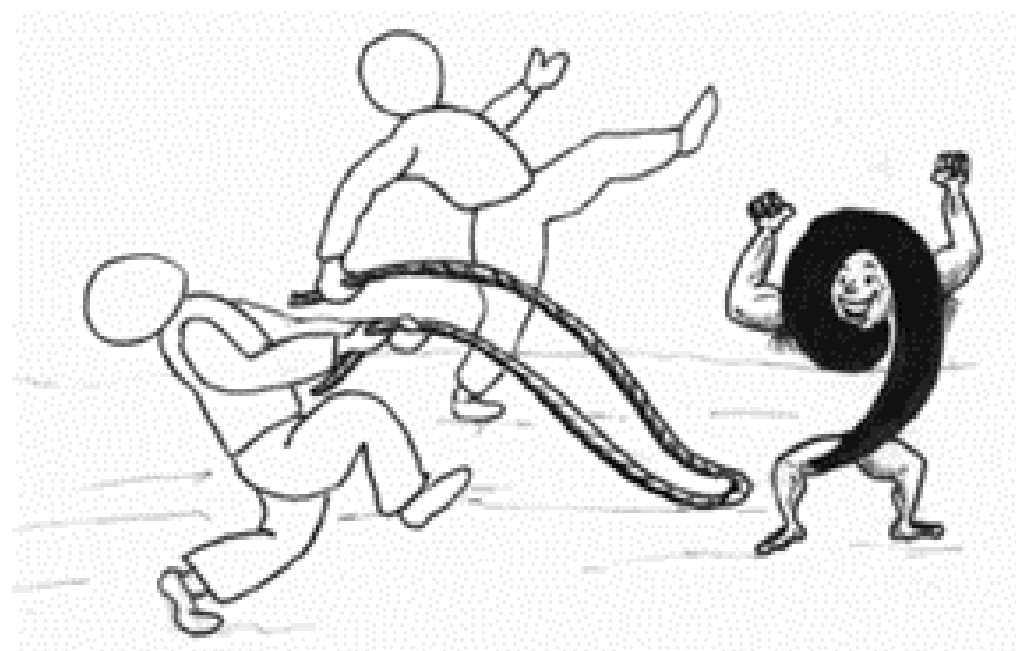
# **Appendix D**

## **Exaggeration**

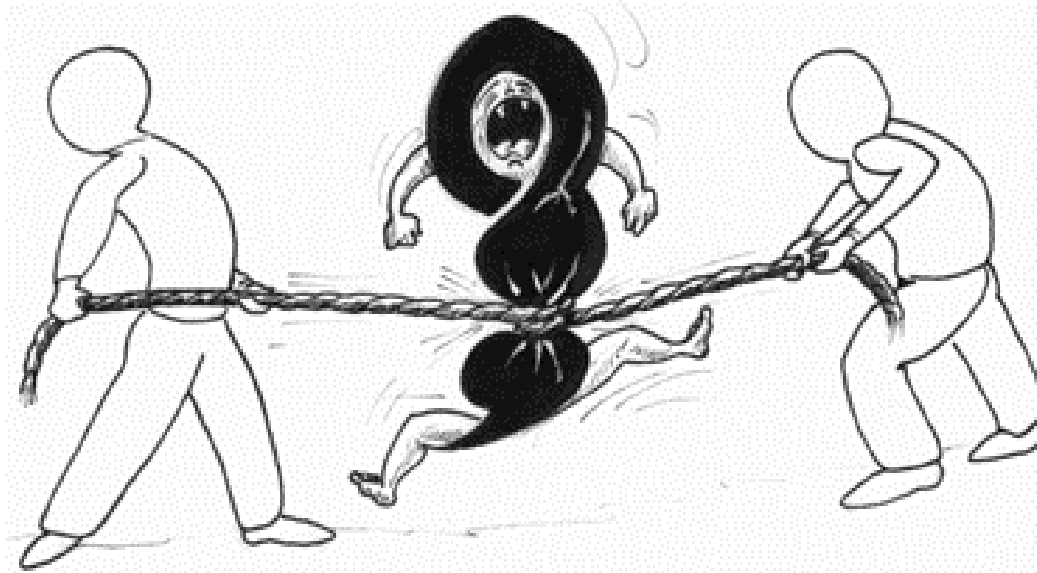
**Appendix D**  
**The Exaggeration Cartoons**



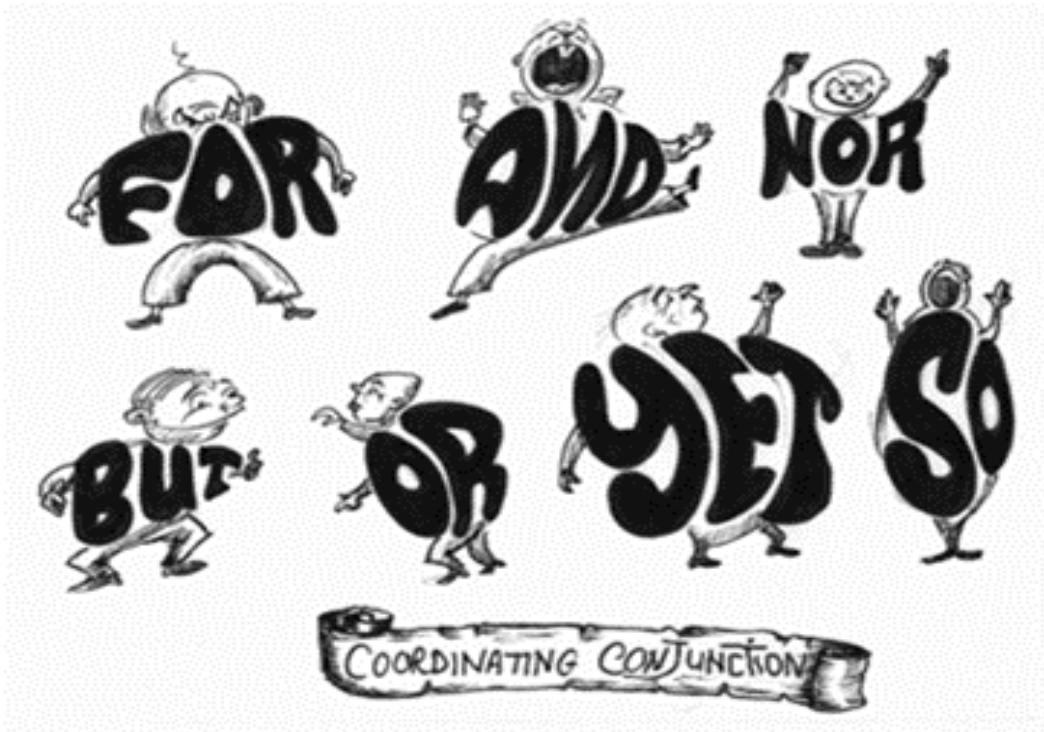
(Figure 1) The Independent Clause.



(Figure 2) Fused sentence



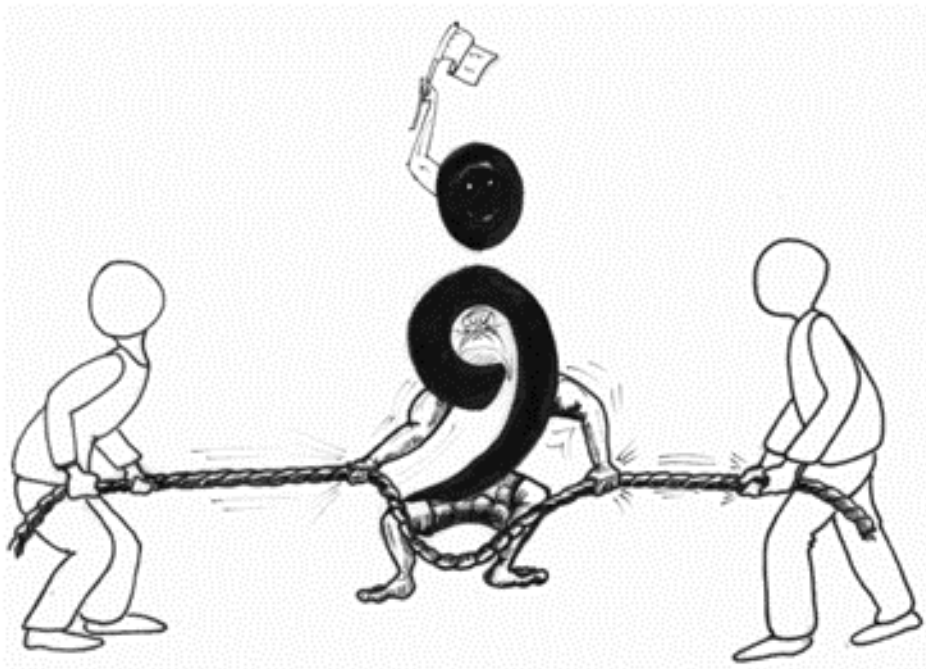
(Figure 3) Using Comma alone (Comma Splice)



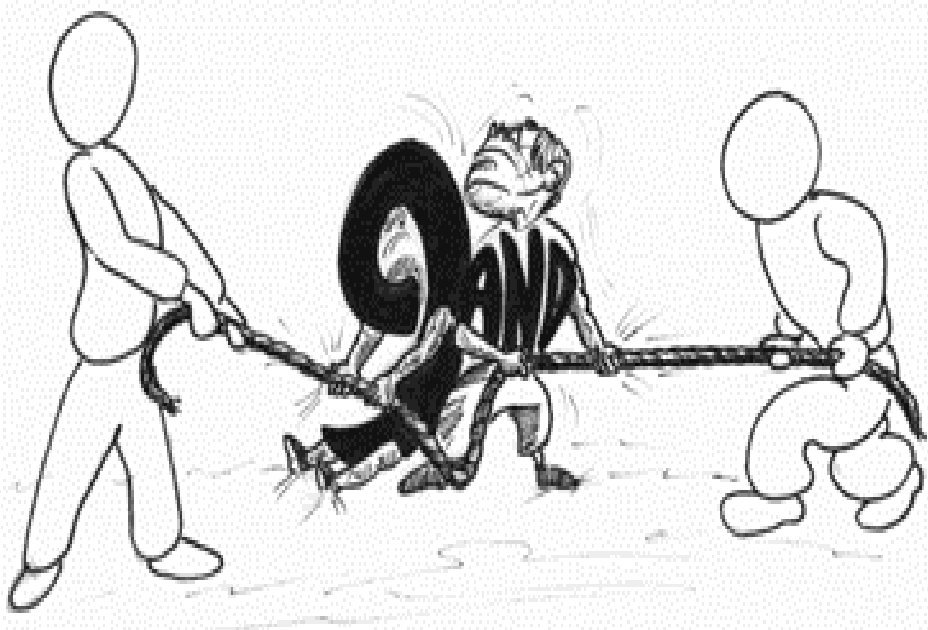
(Figure 4) Coordinating Conjunctions (Fanboys)



(Figure 5) Using *Coordinating Conjunction* alone (Comma splices)



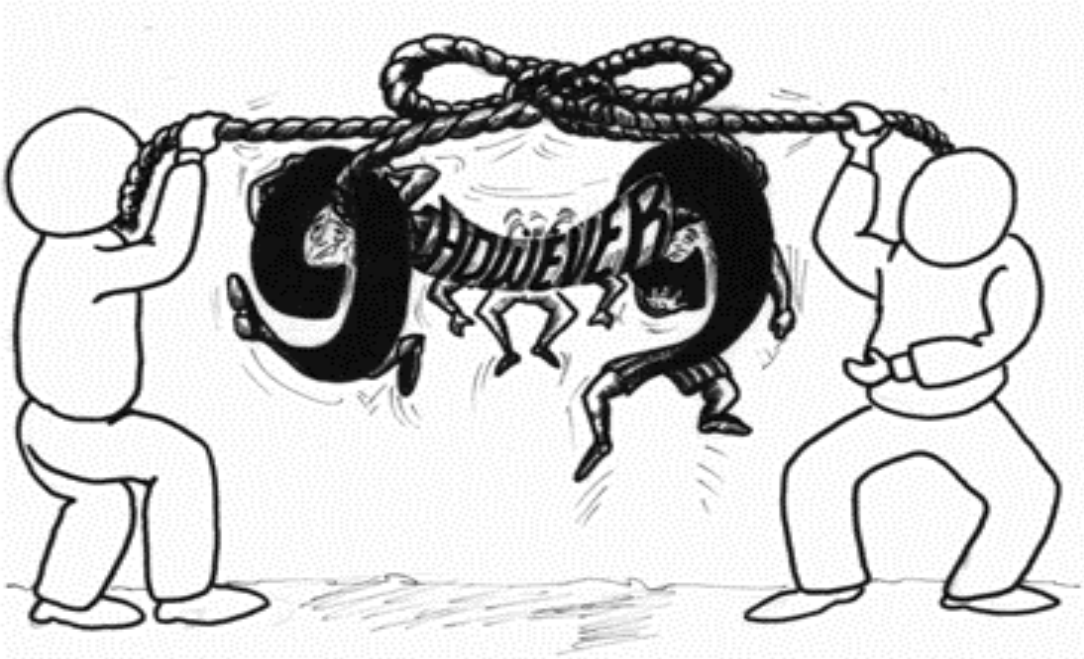
(Figure 6) Using *Semicolon* (strong enough to separate two independent clauses)



(Figure 7) Using Comma and Coordinating conjunction



(Figure 8) Conjunctive Adverbs and Transition Phrases



(Figure 9) Using *Conjunctive Adverb or Transitional Phrases* between two commas (comma splices)



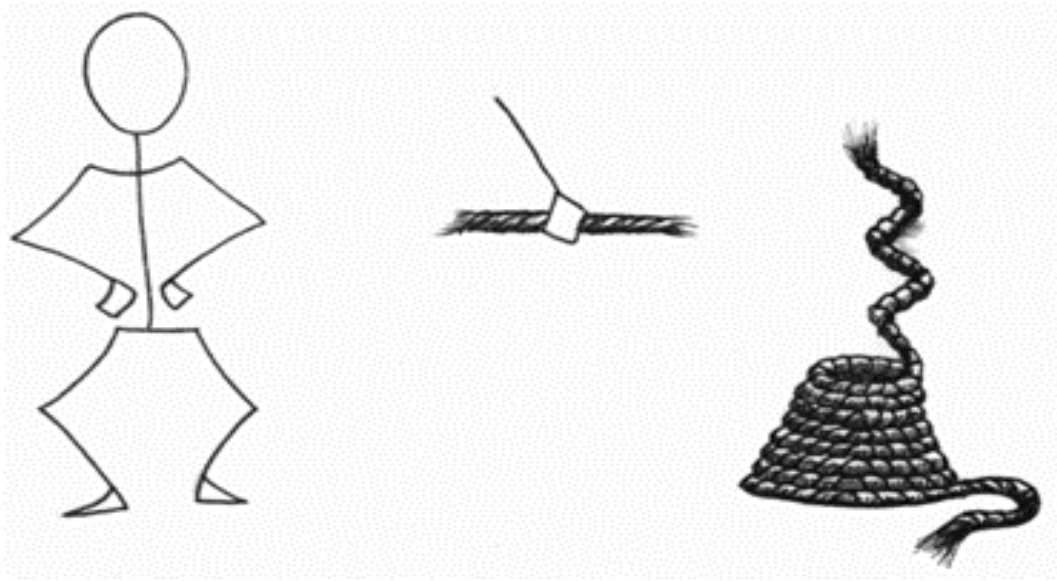
(Figure 10) Using *Conjunctive adverbs or Transition Phrases* after the semicolon and followed by a comma.



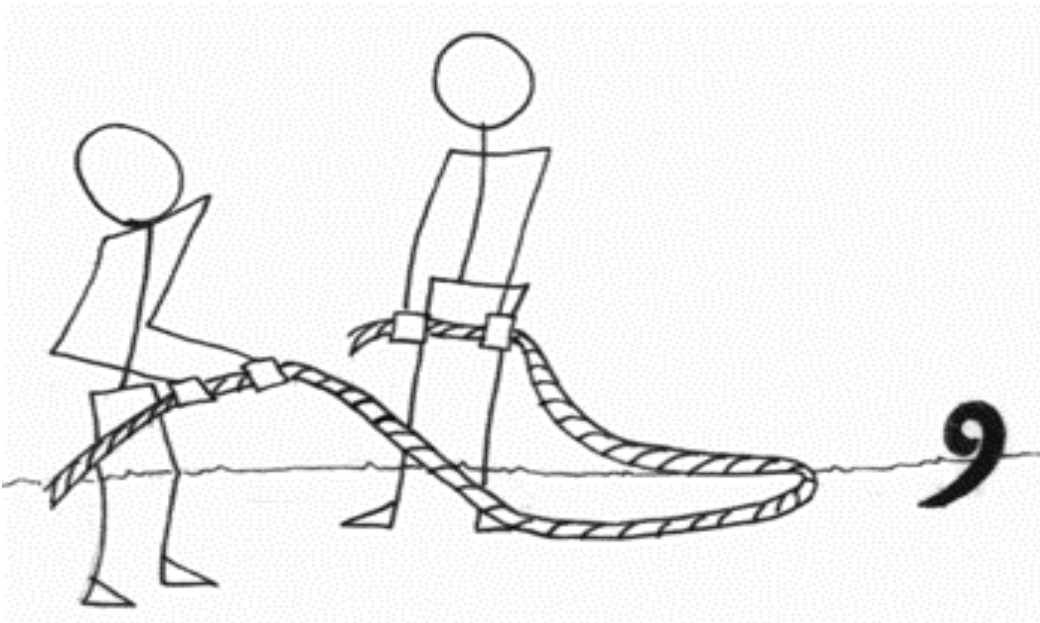
(Figure 11) The period separates two different independent clauses.

**Appendix E**  
**No-Exaggeration**

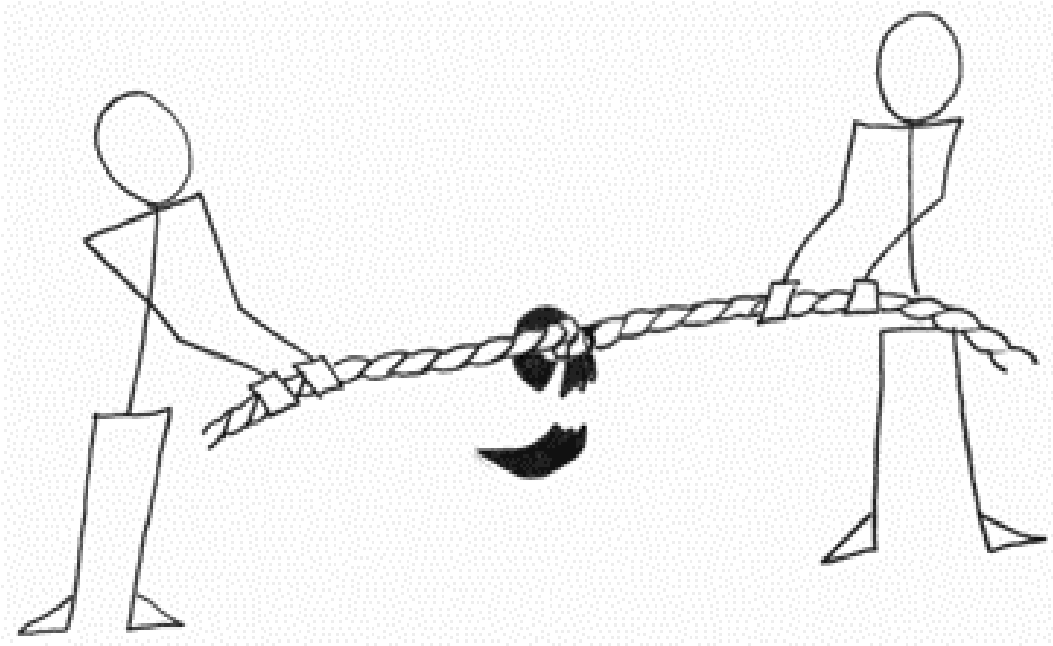
## Appendix E No-Exaggeration



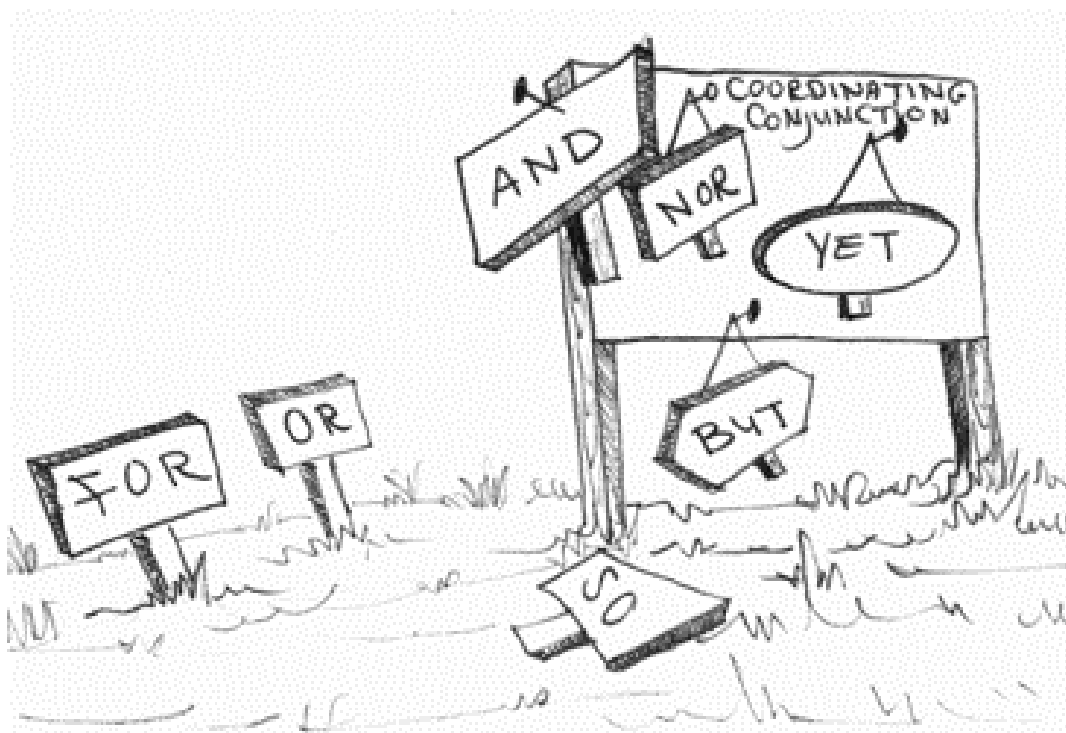
Independent Clause (Complete or Thought Sentence)



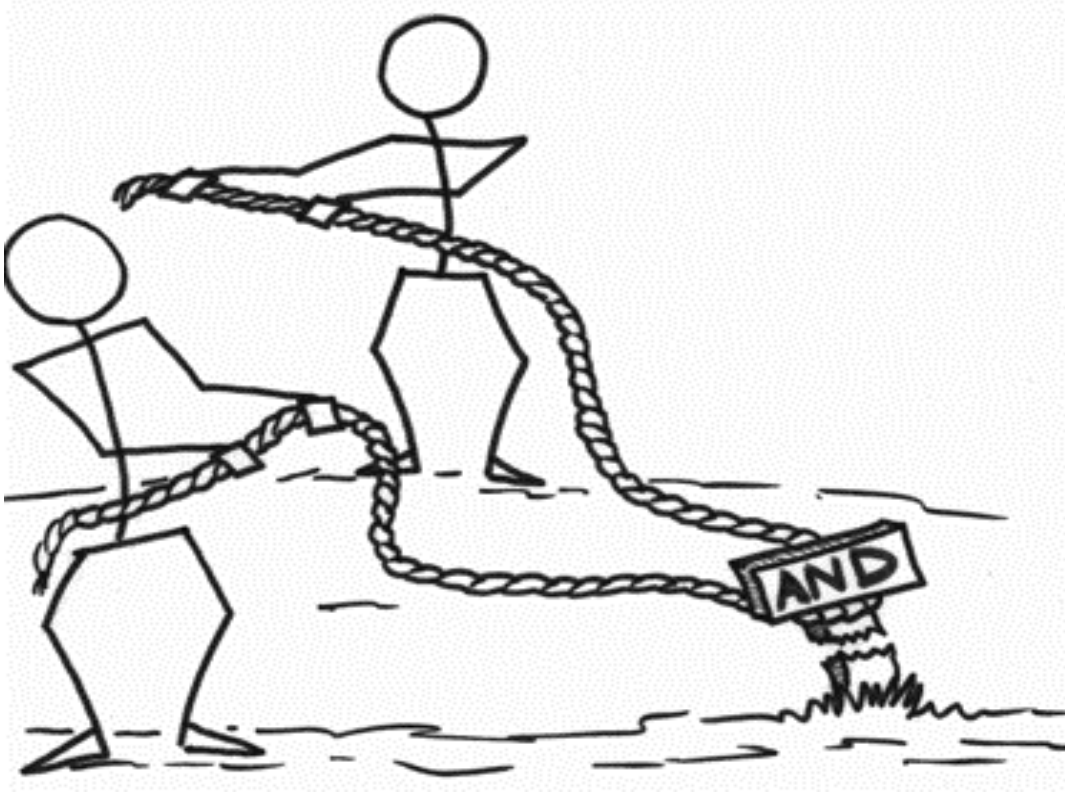
Fused Sentence



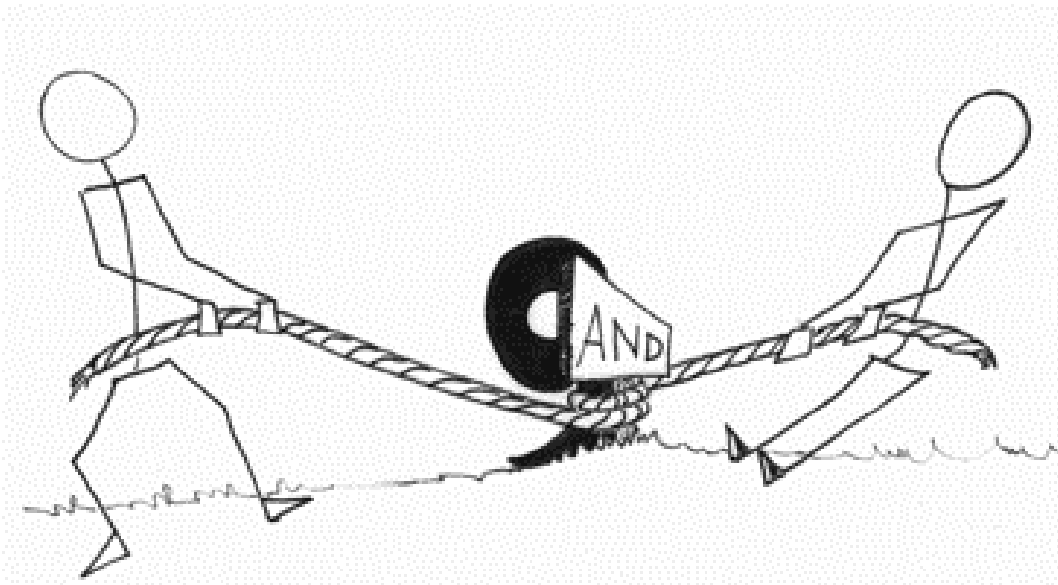
Comm Splice



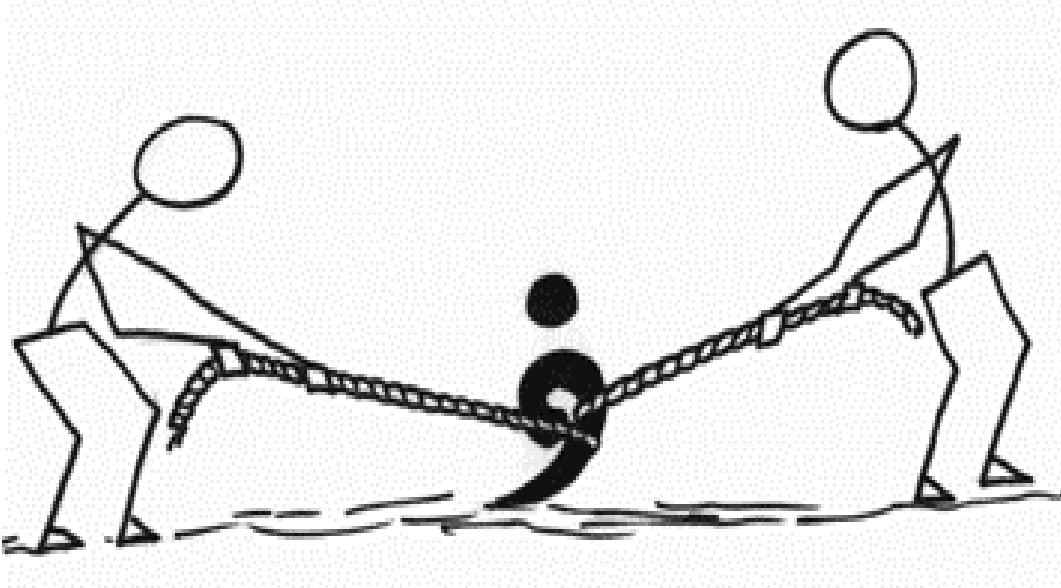
Coordinating Conjunctions



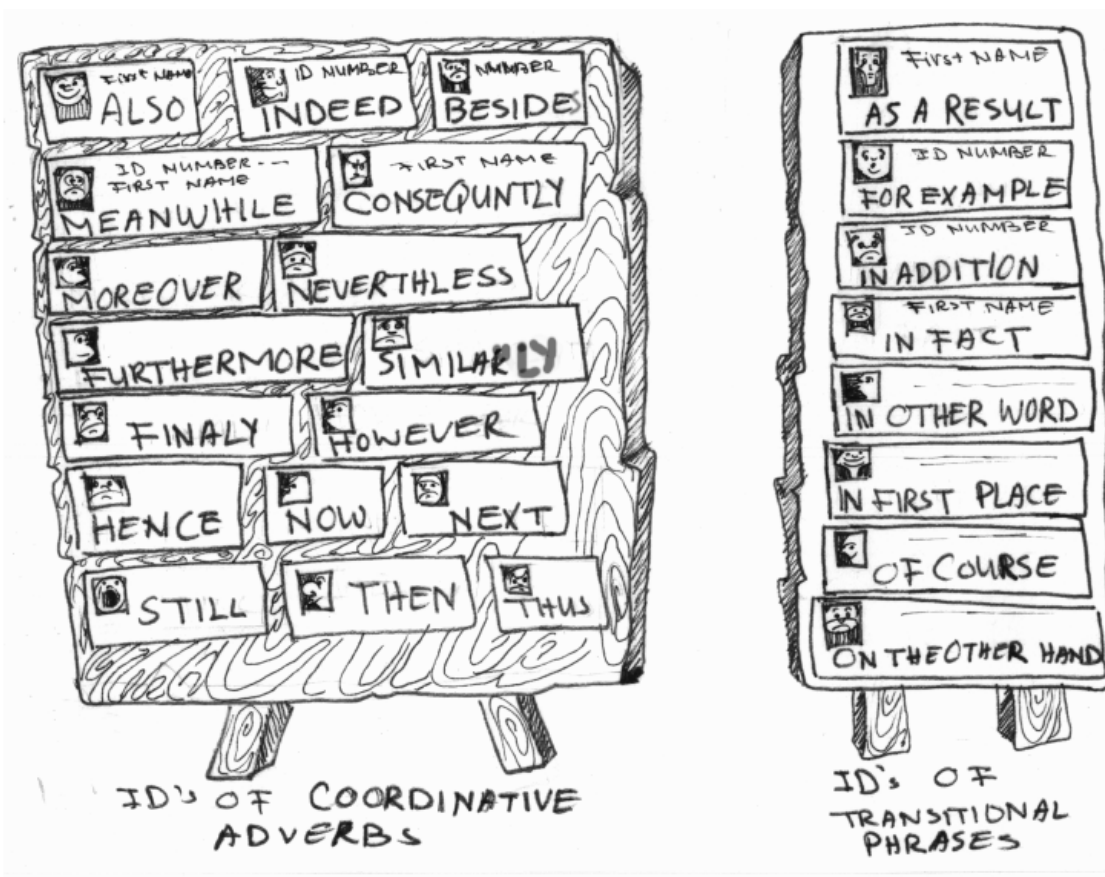
Comma Splice

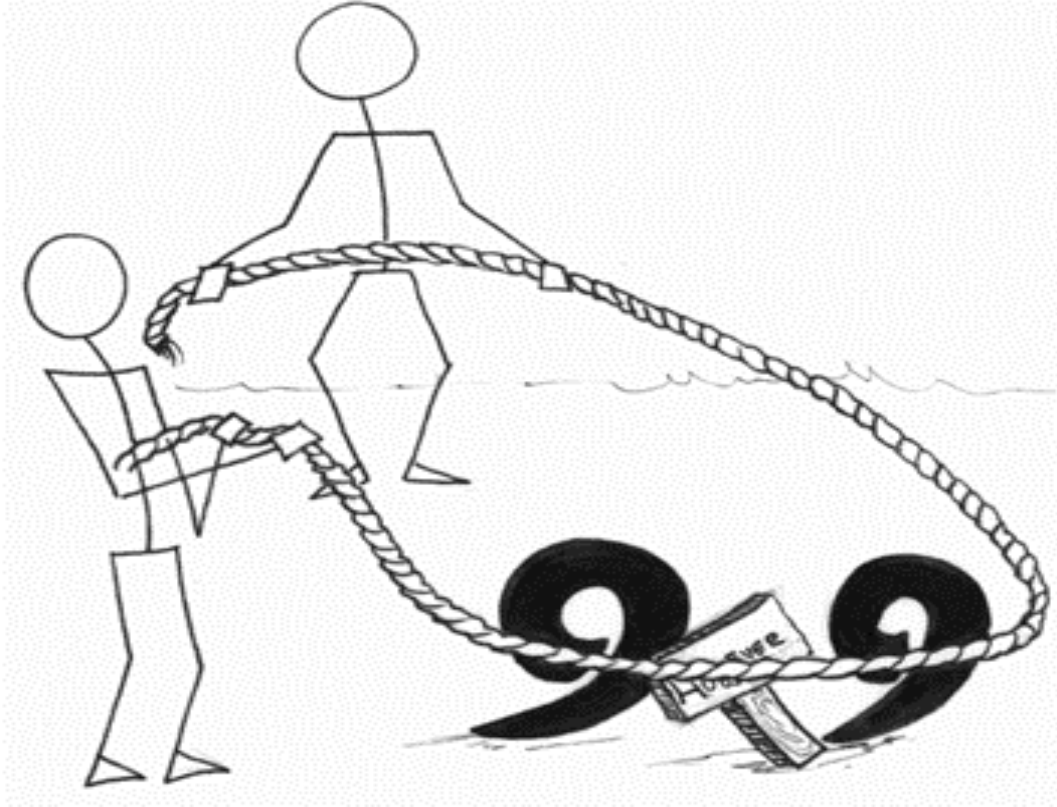


Comma and Coordinating Conjunction

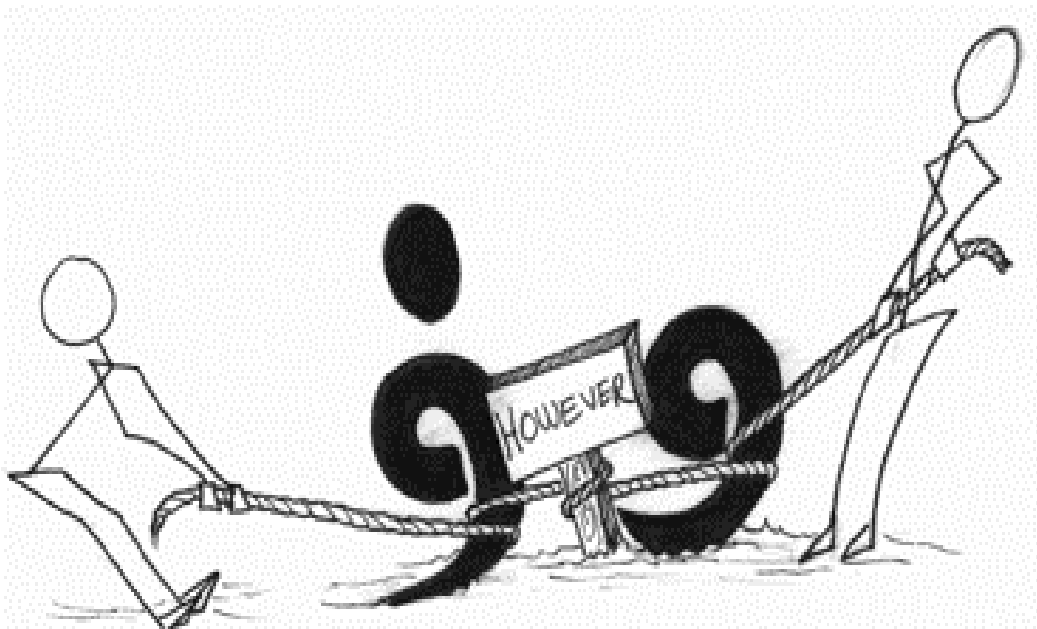


Using a Semicolon

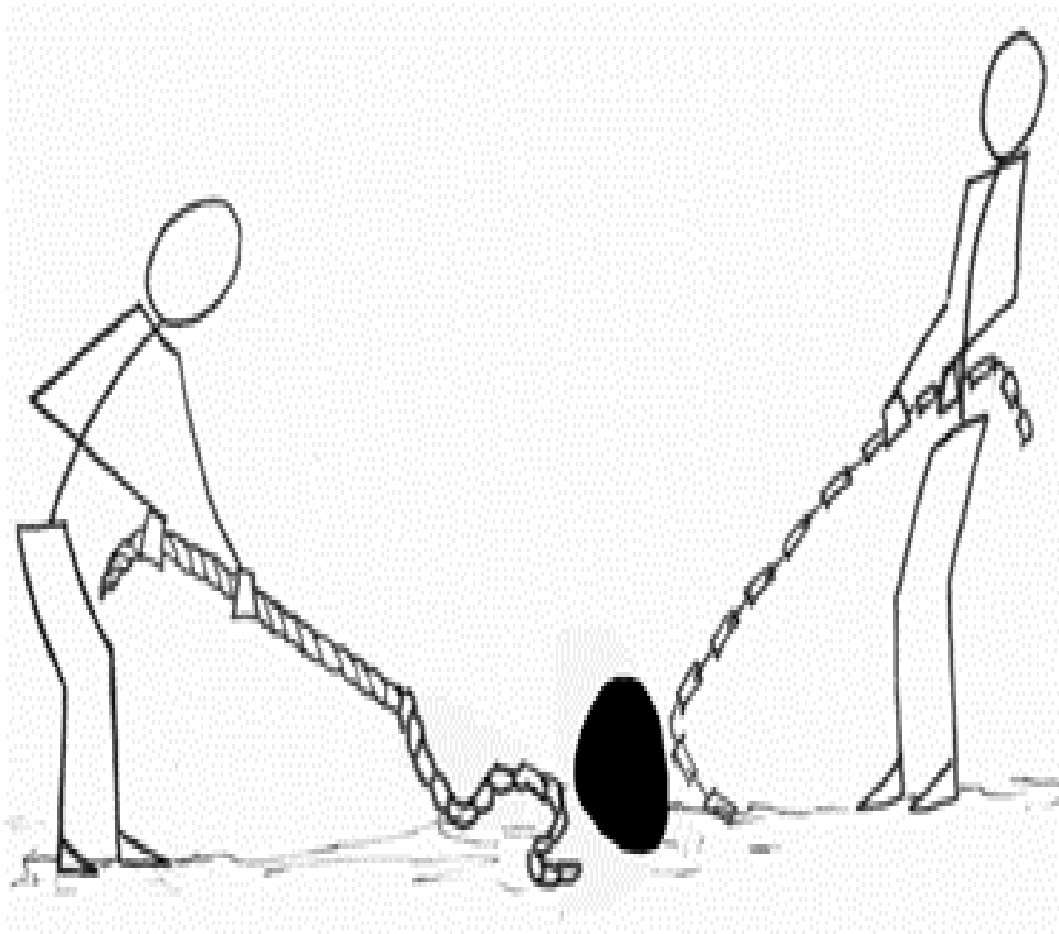




Conjunctive Adverbs or Transitional Phrases between two commas



A Semicolon preceding Conjunctive Adverbs or Transitional Phrases.



Two different independent clauses separated by a period.

**Appendix F**  
**GEFT FREQUENCIES**

**GEFT Frequencies**

GEFT	Exaggeration	No-exaggeration	Total
1	--	--	--
2	--	--	--
3	--	1	1
4	1	1	2
5	--	--	--
6	1	--	1
7	3	1	4
8	--	--	--
9	1	1	2
10	--	--	--
11	2	2	4
12	3	1	4
13	1	1	2
14	1	4	5
15	5	2	7
16	5	2	7
17	5	8	13
18	5	9	14
Total	33	33	66

Mean = 14.258

Standard Deviation = 4.032

**Appendix G**  
**ANOVA Tables**

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**ANOVA Tables**

**Table 2**  
**Summary ANOVA Table for Cognitive Style and Treatment**

SOURCE	DF	SS	MS	F	P
Cognitive Style	2	57.354	28.677	1.385	.2582
Treatment	1	1.196	1.196	.058	.8109
Cognitive X Treatment	2	48.623	24.311	1.174	.3161
Error	60	1242.387	20.706		

Note  
P<.05

**Table 4**  
**Summary One-way ANOVA**  
**Comparison of two treatment for field dependent only**

SOURCE	DF	SS	MS	F	P
Treatment	1	17.1	17.1	0.69	0.418
Error	16	396.0	24.7		

**Table 6**  
**Summary of one-way ANOVA table**  
**Comparison of field dependence and field independence in the exaggeration treatment only**

SOURCE	DF	SS	MS	F	P
Cognitive Style	1	60.6	60.6	2.90	0.105
Error	19	396.4	20.9		
Total	20	457.0			

\* P<.05

**Table 8**  
**Summary of one-way ANOVA table**  
**Comparison of Field Dependence and Field Independence in the N0 exaggeration Treatment only**

SOURCE	DF	SS	MS	F	P
Cognitive Style	1	6.2	6.2	0.36	0.553
Error	22	375.8	17.1		
Total	23	382.0			

\* P< .05

**Table 10**  
**Summary One-way ANOVA**  
**Comparison of two treatment for field-independent only**

SOURCE	DF	SS	MS	F	P
Treatment	1	0.5	0.5	0.03	0.857
Error	25	376.2	15.0		

**Appendix H**  
**INFORMED CONSENT FOR STUDENT**

# VIRGINIA POLYTECHNIC AND STATE UNIVERSITY

## INFORMED CONSENT FOR STUDENT

**TITLE:** The effect of cognitive style and exaggeration of cartoons on the performance of field dependent learners.

**INVESTIGATOR:** Mohammad A. Qadiri

**ADVISOR:** David M. Moore

**INSTRUCTOR:** Catherine Dennison

### **PURPOSE:**

For many years, individual differences among learners has been considered as an important area in educational research. Individual differences in learning are influenced by cognitive style variables. Cognitive style is a concept that refers to psychological dimensions that represent individual differences in acquiring and processing information. Field dependence-independence cognitive style is define as an analytic as opposed to global style of perception. A person characterized as field independent or with a relatively articulated cognitive style, experiences can be analyzed and the person is able to disembed and object from its surrounding field. A person characterized as field dependent or relatively global cognitive style, experiences are governed by the organization of the surrounding field. The cartoon is an art form that have used as a devices in classroom to facilitate learning for both children and adult. The exaggeration in the cartoon have interested and excited children, adolescents, and adults alike. Cartoons, exaggeration might be in lines, size, shape, and meaning. The purpose of this study is to find out if the cognitive style and the exaggeration of elements within cartoons packaged in two formats differentially affect the achievement of field dependent students possessing different levels of field dependence when they learn English grammar.

### **PROCEDURES**

The theory of field dependence or independence is considered to be a bipolar expression of individual differences: one end is not better or worse than the other and this booklet 's name is group embedded figure test (GEFT). The purpose of this booklet (GEFT) is to classify you as field dependent, field neutral, or field independent learner. If you would like to participate, I would like you to locate a simple figure in a complex geometric figure. This booklet contains twenty-five figures that are divided into three sections, the first section contains seven figures that you can use them as examples, this section will not be scored and the time limit for this section is two minutes. The remaining two sections contain nine figures each, these figures will be scored and you will be classified as field dependent, neutral or field independent according to your score in these two sections and the time limits for these two sections are five minutes each. The items that are not traced or disembedded are scored as incorrect. After the group embedded figure test, you will view power point computer presentations for ten minutes. The presentation will be about comma splices and fused sentences. After the presentation you will have a test for fifteen minutes about comma splices and fused sentences.

### **CONFIDENTIALITY/ ANONYMITY**

Your name will be placed with a code number and all identifying information will be changed, so someone reading the transcript will not be able to connect it to you. After the booklet of group embedded figure test (GEFT) and the grammar test have been transcribed and checked, you can have the materials that belong to you, otherwise they will be destroyed. In any report or articles that will be written about this study, you will be assigned a code number and any identifying information will be deleted

**BENEFIT AND RISKS**

From participating in this study, the risk should be no more than minimum. The benefit will be two fold. First, the group embedded figure test (GEFT) will provide you with information on your cognitive style. Second, you will receive extra instruction on the important grammatical concepts of comma splices and fused sentences. No extra credit will be given you for this experiment.

**FREEDOM TO WITHDRAW**

You are free to withdraw from this study at any time by simply informing the investigator or the instructor.

Your signature below indicates that you have read, understood, and agreed to the conditions of this project.

---

**Signature Date**

**Please check one:**

- I would like to have the materials that belong to me.
- Please destroy my materials.

**Investigator:**

**Mohammad Qadiri 552-8678**

**Advisor:**

**David M. Moore 231-5587**

**Instructor:**

**Catherine Dennison 231-6566**

**:**

**H.T.Hutd, Chair, IRB 231-8327**