CALIFORNIA STATE UNIVERSITY, NORTH RIDGE

SOAP OPERA:
A MOTIVATIONAL DEVICE IN COMMUNICATION SKILLS DEVELOPMENT
FOR REMEDIAL HIGH SCHOOL STUDENTS

A thesis/project submitted in partial satisfaction of the requirements for the degree of Master of Arts in Secondary Education, with A Specialization in Reading Improvement

by

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DEDICATION

This thesis/project is dedicated to our husbands, Herb Shaw and Larry Turner, who have shown great patience and understanding, and whose constant encouragement and affirmation of love enabled a major goal to become a reality.

Loving thanks go to our families: Bob and Geri Whitaker, whose parental encouragement and belief in me has never wavered; Julie, Bob, Alicia, and Laura Shaw, who kindly endured an absentee mother, and whose love and assurance enabled me to strive for individual development and growth.
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ABSTRACT

SOAP OPERA: A MOTIVATIONAL DEVICE
 IN COMMUNICATION SKILLS DEVELOPMENT
 FOR REMEDIAL HIGH SCHOOL STUDENTS

by

Jeanne M. Shaw
Terri Ann Turner

Master of Arts in Secondary Education
With a Specialization in Reading Improvement

This study proposed that the television media could be used as a motivational device to promote the development of the integrated language arts - listening, speaking, reading and writing, for senior high school remedial reading students. The soap opera format was chosen for its presentations of social situations and topics of interest to adolescents. It was intended to provide a stimulus for dis-
cussions on social awareness, sex stereotypes, and to serve as an impetus towards the development of oral and written communication skills.

The review of the literature cited studies that provided background information on reading achievement in the United States, state and federal mandates, the profile of the remedial student, and the integrated language arts/holistic approach in the teaching of reading. The development of television and its role as an educational tool, soap operas, and the higher levels of comprehension were also discussed.

This descriptive study was comprised of three phases. Within each phase, instructional objectives were prepared and coordinated with reading materials; procedures and methodologies were delineated.

To evaluate the program, a pretest and posttest were administered in vocabulary and comprehension. It was found that students made significant gains in posttest raw scores when tested at .01 level of significance.

It was concluded that soap operas could be used as one motivational device in the development of communication skills. Recommendations were made for further research in teaching remedial reading students.
CHAPTER I

STATEMENT OF THE PROBLEM

Introduction

Students in remedial reading classes often have a background of failure, both in school subjects and reading classes. Often the failure has reflected a lack of interest or ability in reading. Throughout the educational process, these students have developed negative attitudes and low self-concepts (Bruckner, 1977). Mickulecky's study has shown the majority of students read only for class and homework assignments. Positive attitudes and habits towards school studies have deteriorated with each successive year the remedial reading students are in school (Bullen, 1972 and Mickulecky, 1976). Attitudes of apathy and reluctance have usually been carried into remediation programs designed to help students improve their reading abilities.

Certain negative attitudes are common among remedial students; for example, demanding, excitable, stubborn, and tense behaviors (Srivastava, 1972). Feelings of unhappiness, fears of failure, and a perception of school life that was less satisfying than the average student have been associated with the profile of the remedial student. Educators have expressed concern regarding these statistics which indicate that a student's successful educational performance may be impeded by negative attitudes, fears, perceptions, and behaviors.

Television and radio have now become predominant modes of
communication among American youth. This fact can be used to advantage in developing remedial reading programs. For example, one study demonstrated the utilization of multi-media learning experiences in helping students develop oral and written communication abilities (Cromer, 1975).

Using a media, television, which American youth have grown up with and have enjoyed, this study attempted to capitalize on a familiar communication system as a motivational device to promote the development of language skills. This study descriptively examined the development and improvement of oral and written communication skills and comprehension. The study was intended to develop the skilled use of listening, speaking, reading, and writing skills through an integrated language arts/holistic approach, utilizing a television soap opera as a thematic base. The incorporation of a holistic approach has involved "using the student's own natural abilities to predict, confirm, comprehend and self-correct..." (Smith, 1980).

Survival skills in daily adult living include problem-solving techniques which encompass the aforementioned competencies. Self-sufficiencies must be initiated into the reading program to enable remedial reading students to develop and practice these vital proficiencies. Problems with remedial reading students have included their lack of motivation and their negative attitudes toward academically oriented activities (Gnagy, 1979).

The soap opera format was chosen for its presentation of social situations and topics of interest to adolescents (Dashow, 1976). It was intended to provide a stimulus for discussions on social awareness,
sex stereotypes, and to serve as an impetus towards the development of oral and written communication skills.

**Importance of the Problem**

One of the major problems faced by the remedial teacher has been the lack of motivation by the students to participate in a learning situation (Gnagy, 1979). The remedial reading student has been reticent to develop positive reading habits due to the inundation and over-emphasis of structural analysis and grammar-related instruction (Mickulecky, 1976).

A common consequence of the trepidation and procrastination displayed by these students is often reflected in the accelerated percentages of high school drop-outs. This occurrence has many costly effects both to society and to the individual (Basic Skills Assessment Around the Nation, 1977). When the student does not achieve a minimal degree of literacy in the classroom, and then abandons the school environment, the individual experiences difficulties in procuring and maintaining a job which would support the individual.

One study suggested that insecurity and dissatisfaction in school are conducive to school vandalism (Goldman, 1961). Blyth (1978) concluded in a study of school crime that individuals with low-esteem may be more vulnerable to involvement in illegal activities than students with high self-esteem. According to Caplan (1975), a major distinction between delinquents and non-delinquents is a belief by the delinquents that their chances of finishing high school and getting a job were poor.
Society is accountable for the financial restitutions of material damages and/or losses. The financial burdens of legal proceedings and incarcerations of liable individuals are assumed by the tax payers; these are extremely costly, both monetarily and socially. The funding of the legal system is magnified by the increasing numbers of adolescent participants. The loss of conceivably productive citizens is a major loss to the society (Heminway, 1980).

Therefore, it is imperative that the public supports the efforts of educators to sustain positive and viable educational experiences. Educators are now attempting to utilize techniques and equipment that students are familiar with and enjoy.

An average eighteen-year-old student has watched fifteen thousand hours of television, five thousand hours more than the individual has spent in school (Dashow, 1976). Numerous researchers, including Niemi (1972), Dashow (1976), Spatafora (1976), and Cromer (1975) stated that television has been used as an effective educational tool. Motivation, a prime concern within a remediation program, could be achieved by taking advantage of this visual form of communication.

Soap operas have had an audience of six million viewers; two-point-one million were teenagers (Siegel, 1979). Inasmuch as students were familiar with the television medium, the content within the soap opera program used in this study lent itself to the promotion of the basic communication skills—listening, speaking, reading and writing (Belloni, 1975).

Dealing with secondary students who are streetwise, yet are
limited in their academic background due to poor reading abilities, lack of motivation, and low-esteem, the remedial teacher must utilize a technique and develop resource materials which hold relevancy and immediacy for this population. In addition, the teacher must provide a viable learning experience which will initiate a positive interest toward school achievement, increase self-confidence, self-awareness, and self-esteem, while working towards the ultimate goal of a well-adjusted and productive citizen of the future.

Statement of the Problem

Purposes

The purpose of this study was to develop a remedial reading program using a television soap opera. The program was designed:

1. to develop listening skills
2. to develop speaking skills
3. to develop reading skills
4. to develop writing skills
5. to develop a vocabulary building program
6. to develop higher levels of comprehension
7. to increase motivation to participate in a remedial reading program.

Questions

This project involved the development of a remedial reading program based on a television soap opera that was intended to increase motivation and interest in reading. More specifically, the project
was concerned with the following questions:

1. Did students participate in listening exercises?
2. Did students participate in oral discussions?
3. Was there a significant increase between the pretest raw scores and posttest raw scores?
4. Was there involvement by students in writing assignments?
5. Were students exposed to a vocabulary building program?
6. Were students exposed to a comprehension developmental program?
7. Did students participate in remedial reading activities?

Definitions

Back-to-Basics

A movement to reinstate the importance of fundamental survival skills in reading, writing and computation.

Competency Based Education

Education based on mastery of those skills necessary for success in life beyond high school.

Continuum

A systematic approach to building skills.

Fantasy (as related to Soap Operas)

Fantasy as related to soap operas is defined as vicarious involvement in personal life stories that focuses on courtship,
marriage, adultery, divorce, pregnancy, and other intimate relations.

Language Arts

The interaction of communication skills: listening, speaking, reading and writing.

Language Experience

The totality of an individual's background, which includes oral, aural, visual, olfactory and tactile experiences, prior knowledge of his own world, and private attitudes and values; what the student brings to the act of reading.

Levels of Comprehension

1. Literal comprehension -- recall and recognition of factual statements presented in the written text.

2. Interpretive Comprehension -- the formation of opinions and ideas that is not explicitly written in the text.

3. Applicative Comprehension -- the association and integration of information concepts and values significant to the individual's background or the application of that knowledge in another area.

4. Critical Comprehension -- analysis or evaluation of the ideas or presentations; in general, the development of effective problem-solving techniques.

Message

Those elements that make up "the good life" which include: (1) clothes, homes, travel, income, education; (2) social drinking of
hard liquor, not beer or wine; (3) nonexistence of world and national problems, such as taxes, recession, inflation, or unemployment; (4) a punishment/reward system portrayed as the female who stays at home and has babies will become a "real woman," and is rewarded with a prosperous, loving husband, a comfortable home, and high praise (Ramsdell, 1973).

Minimal Competencies Standards

State-mandated evaluations required for all students in the California public school system that determine minimum proficiencies in reading, writing and math. A high school diploma is awarded on the basis of passing the proficiency tests.

Multi-Media

A combination of verbal, pictorial and audio print used to communicate any message.

Oral Literacy

Transmission of a spoken communication received and interpreted in an accurate translation.

Sex Stereotypes

Generalizations of certain characteristics pertaining to male/female gender. Examples of this in a soap opera context are: women portrayed as inferior to men, male characters never include the working class; and career women are frequently depicted as "villainous or emotionally unstable" (Ramsdell, 1973).
CHAPTER II
REVIEW OF RELATED LITERATURE

This project was initiated on the premise that a senior high school remedial reading program could utilize a television soap opera format as a thematic base to develop communication skills. Chapter II reviews literature pertinent to the understanding of the remedial reading student. Declines in reading achievement scores at a national level led to public demands for legislative action to halt the decline of communication abilities. In reviewing the Eighth Annual Gallup Poll of the Public's Attitudes Toward the Public Schools (1976), fifty-one percent of the nation's adults responded that greater emphasis and instruction in basic skills would be the best method of improving the quality of public school education (Heminway, 1980). State and federal mandates were established and implemented into the educational system. In response to these mandates, educators have applied the integrated language arts/holistic approach, as well as using multi-media as an educational tool.

The contention of the research-team has been that the use of a soap opera as a learning device and socializing activity would develop reading abilities, increase motivation, promote oral and written communication skills, develop an awareness of social values, and promote the higher levels of comprehension.

The literature related to this project has been reviewed in
The Holistic Approach

A technique that focuses on the development of listening, speaking, reading and writing skills within a given theme (Smith, 1980).

The Nelson Reading Test involves the use of context clues to determine appropriate use of vocabulary terms, the locating of specific information (literal comprehension), and the drawing of conclusions about what has been read (inferential comprehension).

Visual Literacy

Recognition, association, and interpretation of visual symbols into a meaningful message.

Limitations

The limitations of this project were as follows:

1. The available sample used in the development and testing of the program may not be representative of the school population that might be motivated most effectively by the use of this program.

2. The available sample consisted of tenth, eleventh, and twelfth grade high school students. Due to the combined grade levels within each class, it was not possible to determine whether the program could be more effective with a single grade level.

3. The available sample of eighty-three students (Hispanic 61%, Black 34%, and Anglo 5%) did not represent a large enough population to constitute a generalization of this
4. The program encompassed difficulties due to the limited availability of the television set, its proper use, and the conflict of scheduling the program on a regular basis.

**Delimitations**

This project focused upon the development of oral and written vocabulary, comprehension skills, and creative writing for a selected group of students in grades ten through twelve. The program was tested for ten weeks in a remedial reading program with a group of eighty-three students. The reading score derived from The Nelson Reading Test was the only criterion used for determining the level of comprehension skills and written vocabulary for individual students. Teacher-prepared tests were used to evaluate the development of written vocabulary, comprehension skills, and creative writing; these tests were not used to determine a reading grade level.

**Organization of the Remainder of the Project**

The remainder of the project was organized as follows:

Chapter II is a review of the related literature. Chapter III describes the samples, measuring procedure, study design, and statistical analysis. Chapter IV is the presentation and analysis of the data. Chapter V contains the summary, conclusions, and recommendations of the project.
the following sequence:

1. Status of reading achievement in the United States
2. Concept of back-to-basics
   A) The Hart Bill
   B) AB 65
   C) SHARP, WRITE, and TOPICS SENIOR
3. Background of remedial students
4. Integrated language arts/holistic approach in the teaching of reading
5. Development of television and the role it has played in American society
6. Media used as an educational tool
7. Soap operas: a learning device and socializing activity
8. Examination of higher levels of comprehension.

Status of Reading Achievement in the United States

Although reading and writing have been in existence for at least five thousand years, it was not until the nineteenth century that these subjects were formally introduced into the educational system (Gilstad, 1979). Startling statistics revealed that in today's society reading skills have declined at an alarming rate. Mickulecky's study indicated that in 1969, fifty-eight percent of American adults never finished a book. In 1975, only twenty-six percent of adults read magazines. Mickulecky defined this trend in American society as "aliteracy," as increasing numbers of capable readers were choosing not to read (Mickulecky, 1978).

In 1969, Mann found that the percentages of citizens in Canada...
Britain, Australia, and Germany who read books were two to three times greater than Americans. The majority of adult reading in the United States took place on the job during the week, with the daily average of one hour forty-six minutes. According to Monteith (1980), the newspaper was the most common reading activity in the United States.

One area which reflected the decline in communication abilities has been the current standards set by the United States Army. Recruits have needed only a fourth grade reading level to be accepted, yet literacy classes were required for fifty-two percent of its recruits (Seymour, 1979).

College Scholastic Aptitude Test scores also have indicated a drastic drop in communication skills as the College Entrance Examination Board in 1975 noted "the biggest drop" in verbal skills in two decades (Wallace, 1978). Written compositions by thirteen to seventeen year olds were far more "awkward, incoherent, and disorganized than the efforts of those tested six years ago," according to the National Assessment of Education Progress (Los Angeles Times, 1976).

Studies have shown the majority of students read only for class and homework assignments. Positive attitudes and habits have deteriorated with each successive year students have spent in school (Bullen, 1972 and Mickulecky, 1976). During summer vacations, reading of adolescents was extremely limited. Out of one hundred randomly surveyed teenagers, twenty-five percent reported their reading was less than ten minutes per day. The reported mean reading time was 36.9 minutes. In contrast, the mean reading time during the school year was 66.9 minutes, but reading homework assignments accounted for
eighty percent.

Recognition of these depressing facts in the lack of literacy in today's society led to public outcry for educational reform. These public demands for legislation advocated a Back-to-Basics program in the educational system.

**Concept of Back-to-Basics**

The concept of Back-to-Basics embodies the ideal that all students should learn how to read, write, calculate, listen, and learn. During the mid-sixties through the mid-seventies, rapid expansion of testing in various content areas, such as reading, writing, and math led to major revisions in legislation related to public education. According to Anastasi (1966), it was during this period that "tests were widely misunderstood, misused and misinterpreted."

Vast interest in education based on mastery of those skills necessary for success in life beyond high school has persisted since this time. Due to national concern that excessive numbers of high school graduates were seriously deficient in the basic survival skills, many states were initiating programs that required their students to demonstrate mastery of fundamental academic skills before they could graduate. The goal of these programs was to ensure that every graduated student possessed basic skills essential to being a productive adult citizen, capable of functioning in a complex society" *(Basic Skills Assessment Around the Nation, 1977).*

In 1976, the Hart Bill, AB3408, mandated that school districts would install competency based education requirements and proficiency
testing in grades four through twelve. As a by-product of the Hart Bill, AB65 legislation was initiated and became law on September 17, 1977. The intent of this bill was to encourage the improvement of elementary and secondary schools to the extent that they would meet the personal, educational and career needs of all individuals. According to this legislation, a major emphasis was that schools would recognize the uniqueness of students and aid them in becoming responsible and contributing members of society (Spotlight, L.A. City Schools, November 22, 1977). Other objectives of AB65 included:

1. Assistance in achieving proficiency in content areas of reading, writing, speaking English, and mathematics

2. Development of self-esteem and esteem for others

3. Provision for alternatives in instructional settings, in deference to individual learning capabilities.

Legislation requiring proficiency in the three basic skills of reading, writing and computation led the Los Angeles City School District to implement the Senior High Assessment of Reading Performance (SHARP), WRITE-SENIOR, and Test of Performance in Computational Skills (TOPICS). In actuality, these proficiency tests were in the developmental stages by the Reading Support Service Center (Spotlight, February 10, 1978). Beginning in 1979, graduating students were required to pass SHARP, and beginning in 1981, graduating students would also be required to pass TOPICS and WRITE-SENIOR in order to be awarded a high school diploma (Basic Skills, Programs and Tests, Performance Tests and the High School Diploma, 1979).

The first SHARP Test was administered in the fall of 1976.
Out of 42,000 tenth grade students who were tested, seventy-five percent passed. In the fall of 1978, the test was given to 37,234 tenth grade students. Of that group, 30,265 students passed (Pinion Office of Instruction, Los Angeles Unified School District, 1980). The SHARP Test consisted of three sections which pertained to forms and documents used by adults in everyday life. All three sections contained illustrations, known as displays, which had to be carefully studied before questions could be answered. Such illustrations included library card applications, unemployment insurance claims, utility bills, and other related information-gathering devices. Remediation and several opportunities to take the test were provided for those who failed.

WRITE-SENIOR, a two-part test, was field-tested and validated at the tenth and twelfth grade levels in twelve senior high schools which represented the socio-economic and geographic composition of the district in the spring of 1978. The test was administered to 37,240 students, out of which 25,804 individuals passed (Pinion, 1980). In the first part, the application of composition skills was required in various forms, such as business and personal letters, business forms, summaries of reports and events, autobiographical resumes, persuasive communications, and reasons for opinions. The second section of the test required students to demonstrate ability to actually write two given writing samples.

TOPICS was field-tested, revised, and then field-tested again in November, 1977 in twelve senior high schools, one from each of the
twelve administrative areas. In the fall of 1978, the test was given to 36,241 tenth grade students. Of this group, 18,966 individuals passed TOPICS (Pinion, 1980). TOPICS measured the skills of students in mathematics required for everyday living, such as installment buying, recipes, advertising rates, checkbook balancing, and budgets. As of June, 1981, all graduates would be required to pass TOPICS to receive a diploma (Spotlight, February 10, 1978).

According to McDonald (1978), "reading literacy" needed to replace the term "minimal competencies," which expressed a negative connotation. The ability to gain comprehension from print, solve simulations of "real world" problems involving words and meanings, and use reading as a means to grow as a person suggested a "more positive measurement of a person's ability to be productive in this society" (McDonald, 1978).

Legislation, in response to public demand, primarily through the Hart Bill and AB65, has required the state educational system to develop, implement, and integrate minimal competency standards and assessment criteria to achieve and raise the fundamental skills that were essential to graduating students. The SHARP, WRITE, and TOPICS were the three major Los Angeles Unified School District tests used to measure communication and computational skills for students who intended to graduate. The failure of any one of these tests resulted in remediation and subsequent opportunities to be tested again. District policy mandated that all twelfth grade students who had demonstrated satisfactory attendance and deportment while meeting all of the course and credit requirements for graduation, but who did not meet any or
all of the requirements established by the District, would be granted a high school certificate and be permitted to participate in the graduation ceremony and related activities (Guidelines for Instruction, 1979). For the remedial student who read at a first through fourth grade level, the achievement of these tests was minimal, and in many cases, not feasible.

Background of Remedial Students

According to Erickson's fifth stage of Psychosocial Theory of Development, the adolescent has faced the "crisis" of self-clarification. Within this period the adolescent has asked the questions: "Who am I?; Where do I fit into society?; Do I have skills for a specific occupation?" Other major concerns included the involvement with the peer group, and seeking approval and acceptance from peers, rather than the family unit (Taubenheim, 1979).

The description of the "well-behaved" student has suggested an individual who has perceived school life as more satisfying, classes more interesting, and teachers more effective (Gnagy, 1979). The disciplined student has been generally "more intelligent, a better abstract thinker, more persevering, rule-bound, reflective, internally restrained, and willing to act" (Srivastava, 1972).

In comparison, the remedial student has displayed inappropriate and reckless behaviors, and has had greater attention and recognition needs (Duffy, 1971). A less-than-average achievement record has been usually associated with an individual who tended to be "more excitable, impatient, demanding, overactive, assertive, independent, aggressive,
stubborn, dominant, and tense" (Srivastava, 1972).

Maslow asserted that a person's "lower needs" must be satisfied before he could begin to fulfill his potential. This has been indicative of the remedial student's preference for teachers who he felt were interested in him as an individual (Gnagy, 1979). As Horace Mann stated in 1945:

The teacher can neither transfuse knowledge by any process of decanting, nor inject it by any force into the mind of a child; but the law of the relation subsisting between them is that he must have the child's conscious assent and concurrence before he can impart it. He cannot impart, unless the child consents to receive. (Mann, Ninth Annual Report of the Secretary of the Board of Education, December 10, 1945).

Integrated Language Arts:

A Holistic Approach in the Teaching of Reading

In the acquisition of language, a child first listens before he speaks, speaks before he learns to read, and learns to write concurrently as he learns to read (Lynch, 1978). These communication skills - listening, speaking, reading and writing - overlapped and occurred in an integrated manner. A structured and well-balanced reading program includes the integration of the language arts.

Individuals have brought two basic and significant features of their backgrounds to the act of reading: their knowledge of the world and their oral language (Handbook for Planning an Effective Reading Program, 1979). "The co-occurrence of what students can learn with what they might be taught in a course determines what
should be taught" (Estes and Vaughan, 1978). Therefore, the curriculum must be based upon relevant and meaningful experiences for the individuals.

Strategies for teaching reading content materials have involved each of the communication arts. This holistic approach has utilized "specialized graphophonic, syntactic, semantic and information cue systems. Without these arts, transmission of ideas would be impossible" (Smith, 1980).

The holistic learning experience has not isolated any of the communication skills, but has embodied each element as an essential component of the group of skills known as the language arts. The holistic approach embraced the idea of using a main theme as a foundation for curriculum development. As an example, the teaching of Moby Dick has lent itself to activities in which students could actively participate, such as following directions, making sailor knots (macrame), reading and interpreting ticket information for whale-watching expeditions, and writing a descriptive essay on a seashell. In addition oral and written vocabulary development, recognition of components of grammar, structural analysis, and techniques of skimming and scanning could be incorporated into the unit as each chapter has lent itself to a particular area. The interpretive, literal, analytical, and critical levels of comprehension may be accomplished throughout the story. Perhaps one of the most difficult objectives to achieve has been the interaction of students' responses and thought processes pertaining to the story line and beyond. When this has occurred, the totality of the holistic approach has been fulfilled, as the basic
communication skills have been incorporated within the framework of the reading unit (Smith, 1980). The emphasis on a holistic approach in any content area has been to introduce each skill as the reading material has initiated the need for that particular instruction (Van Patten, 1979).

Observation of today's students has revealed that television has played a primary role in the daily routine of these individuals. Acknowledging this tremendous interest in the media, the development of a remedial reading program could involve the use of television as a motivational device. The holistic approach, integrated throughout the communication arts of reading and writing, could be promoted through the use of this media.

**Development of Television**

In the first years of television, this media was used primarily as a form of entertainment. As technology developed and accessibility to purchase televisions increased for consumers, the role of television gradually changed. News events, as they were happening, were broadcast by satellite to countries around the world.

Today television has reshaped communication inside schools, businesses, and industry. Spatafora (1976) viewed the broadening use of television as revolutionary and suggested television has played a valuable role in society, exceeding its original function as a form of entertainment.

Cromer (1975) viewed the importance of television as "the predominant form of mass communication in our culture" that has replaced
Multi-media, which has included closed circuit, educational, and commercial television as well as video and radio, has reshaped the ways in which people have viewed themselves and others.

Multi-media has offered methods for communicating that made use of fast-moving, verbal and visual imagery. Cromer viewed these communication modes as more nearly resembling what one has perceived taking place in his mind, which could be a more accurate representation of one's thoughts than print.

The average child by first grade has watched four thousand hours of television. The average eighteen year old student has watched fifteen thousand hours of television, five thousand more than he has spent in school. The Gallup Poll has shown television as the media that has affected children the most (Dashow, 1976).

One study conducted by undergraduate students dealt with the effect of television on nuns who had recently gained access to television. The nuns chose newscasts as their favorite program. Viewing influenced grocery buying habits, made them more politically and socially aware, and space shots and Olympics entered their lives (Felsenthal, 1973).

In another study, ninety-six people were interviewed in four major American cities to examine television viewing habits, attitudes and perceptions of public versus commercial programs. The research showed that the average person watched television forty to fifty hours per week. The role of television ranged from background noise to educational tool. People with positive attitudes toward television planned their viewing time; those with negative attitudes had the
tendency to turn the set on and switch channels. Programs such as 
Roots and Holocaust were viewed as controversial immediacy and topics 
of social intercourse. Education was seen as the function of public 
television and relegated more for the intellectual and academic. Com-
mercial television was seen as entertainment. Many women enjoyed 
soap operas, but not sports, while for the men, it was just the oppo-
site (Office of Communication Research, 1978).

The development of multi-media, television included, has 
shaped society and replaced print as the predominant mode of communica-
tion. Throughout the years, television has made a drastic transition 
from a means of entertainment to a valuable educational tool.

Media Used as an Educational Tool

By 2001, students will be expected to know 5.6 times the 
volume of knowledge held by a 1950 graduate. Education will be the 
function of many groups; learning will be seen as a continuous process 
emcompassing varied learning styles and stimuli. Personalized teach-
ing, training in creative survival skills, and flexible scheduling will 
prevail. Educators of today must prepare students to cope creatively 
with change (Andrusin, 1976). Efforts in this direction have been 
initiated by teachers throughout the world. Television, in particular, 
has created a new awareness, stimulated learning, and has been respon-
sible for new educational trends in different areas.

An advanced television system in an Iowa school district 
existed where a student could pick up a special telephone, request any 
one of eight hundred teacher-produced curriculum tapes and then watch
and learn in front of a television (Stensrud, 1978).

On a voluntary basis, teachers prepared lessons for their subject area presentations and wrote scripts. Subjects included auto mechanics, typing, journalism, English grammar, and Physical Education.

Students have expressed positive feelings about the program. They enjoyed seeing their teachers on television. The teacher's image was enhanced and the star quality that most people have attached to seeing one on television was demythologized. Studies indicated the system worked. It helped learning, and opened avenues of discovery for most students (Stensrud, 1978).

In American Samoa, a program of cooperative instruction made maximum use of educational television for elementary and senior high school students. The instructional team consisted of a studio teacher, research teacher, producer-director, librarian, classroom teacher and technical director. This team prepared cooperatively the various stages of each tele-lesson.

The lessons were televised to as many as two hundred students in one of four "fales," huge circular classrooms designed for large class television instruction (Stoltz, 1967).

The most recent closed circuit educational television system in London schools that has achieved immediate success was a French language course, known as ECLAIR. It was designed for use in comprehensive schools for first and second year secondary students where a full range of ability was found and motivation of less able students was an important feature. In 1975-76, it was used by over ten-thousand students, and ninety-nine percent of the teachers continued with the
program in the second year. The main reason for the success in the program appeared to be the quality and experience of the production team and teachers and careful preparation. Much time was also devoted in promoting the series by bringing teachers together for discussions, training, and previews of materials, which gave them confidence when the time came to use them (Wykes, 1977).

In yet another study, a series of ten half-hour quiz shows called "You Owe It To Yourself" proved that a quiz show could be an effective format for teaching consumer education. The production was designed to help consumers learn the basics of managing family finances. Allen Ludden was quiz master. Linking entertainment with knowledge on specific aspects of family finance was the premise of the show format. This format allowed viewers to match their knowledge with those of contestants and guest experts. Responses of competing couples were judged by two consumer experts (Wilson & Meade, 1977).

Over four-thousand learners viewed at least one of the quiz shows and completed pretests and posttests. There were no data, nor was the project set up to acquire any for comparing this technique with any other, but evidence and figures showed the participants had learned. Tests showed a range of eighteen to thirty percent increase in knowledge from exposure to these consumer education programs (Wilson, 1977).

A study of television in Norway, demonstrated by its subtitling process, provided a continuing reading activity for viewers of all ages and educational levels. Since television programs must be translated, a reading-related method to make the programs understandable for
the average Norwegian was used.

The first item in the reading-related process was the Program Bladet, or program guidebook for television and radio published weekly by the government broadcasting agency. In addition to listing the week's radio and television shows, Program Bladet previewed with weeks-in-advance introductions to future shows. Program Bladet provided information on the series, each of the programs in the series, and profiles of the actors and of the characters they played. In general, Program Bladet allowed the audience to "preread" television shows.

The introduction was followed a week before the first showing by a verbal introduction from announcers. More information and the story line were given. The first show was "plugged" and stills were used to illustrate the announcer's version of the first episode. Since the show was in a foreign language, the average viewer had to know the story before he attempted to watch it.

On the morning of the first episode, the Norwegian newspapers described the show and put the characters in perspective. In the evening, an announcer gave a final introduction before the show was aired. Then the subtitled show was presented. Afterward, the announcer summarized the show.

Despite the proficiency in English by many people, studies showed they preferred to "preread" Program Bladet, the newspapers, and read the Norwegian subtitles rather than listen to the original languages of the show (Peters, 1974).

A new technique for using videotaped educational materials was called Tutored Videotaped Instruction (TVI). The TVI technique
responded to educational needs of students by combining positive features of lectures with those of small group discussions. Lectures provided for depth and continuity in subject matter, while discussions afforded a means of making the lectures respond to individual needs and differences. Students felt free to ask questions, make comments, and discuss concepts. The TVI format allowed the students and the tutor to manage the lecture themselves and thereby created an intellectually stimulating environment which enhanced learning and created a positive attitude toward the subject (Gibbons, 1977).

In June of 1975, the use of television for teaching in the junior high schools in Great Britain was explored. Information was collected from two-hundred teachers in different areas to see if there was any difference of usage in the urban and rural school.

Forty percent of the teachers found that a third or more of the class found difficulty in understanding parts of science, math, and English programs. Problems included the pacing of programs, too much program content, and difficult vocabulary. The latter was particularly emphasized in comments made by urban teachers on programs that relied heavily on the spoken word.

Most teachers agreed that it was worth overcoming the difficulties of language to enable children to have an insight into a different way of life. Thirty-four percent of all teachers found that difficulties were caused for a third or more of the class through language (Beacham, 1975).

The aforementioned studies have given evidence to the effective use of television as an educational device that could enhance the
traditional methods of instruction. These studies have shown the utilization of various programs, reinforcement of language skills, and the promotion of positive attitudes towards learning. Examination of the success in these programs has indicated the need for educators of today to choose, establish, and incorporate relevant programs that could be effectively initiated into the course content. Daytime serials, otherwise known as soap operas, have provided a format conducive to utilization in the classroom.

Soap Operas: A Learning Device and Socializing Activity

In view of the statistics indicating the appeal of soap operas to the general public, the question has arisen, "Why is this particular format attractive to such a large percent of the population?"

Porter (1977) and Ramsdell's (1973) investigations revealed that soap operas dangled affluent consumption standards. The "good life" was characterized by clothes, homes, travel, income and education. Male characters never portrayed the working class, and women were portrayed as inferior to men. They did not portray the real world, but a mythical American suburb, with upper middle class professionals and wealthy business people who were never seen participating in the mundane activities of life. Their country had no history, politics, religion, unemployment, recession, inflation, taxes or union dues. Problems dealt with centered on courtship, marriage, adultery, divorce, pregnancy, and other intimate relationships.

Porter's investigation of soap operas reflected an analysis of this format on a more literary basis, in comparison to Ramsdell's
interpretation. Porter viewed daytime serials as one's "animated talking picture book." Conflicts were raised, but in such a manner that potential problems were neutralized. Porter viewed soap operas as the only genre of drama whose duration year after year was co-extensive with that of the calendar year. This continuity lent itself to a kind of heightened realism. Soaps belonged to a separate genus entirely composed of "an indefinitely expandable middle with no beginnings or endings. They offered process without progression, not a climax and a resolution, but mini-climaxes and visual denouements, which never eclipse the suspense experienced for associated plot lines."

Ramsdell delved more deeply into the portrayals of social issues and characterizations which were represented in the soap opera format. Blacks appeared in token numbers, always middle class with good jobs, never unemployed or on welfare. Illegitimacy was common on soaps; two-thirds of the present children were conceived extramaritally. Soaps were more accepting on this issue than United States society in general. Abortion was considered on soaps; a liberated woman recently obtained an abortion and faced the dissolution of her marriage. Divorce was common and given realistic treatment with respect to superficial problems involved. Death was handled realistically; psychological factors were grief-related. Economic concomitants of death were largely ignored. Lovers appeared in marriages within traditional contracts and with no legal contracts. Senior citizens were never shown in retirement homes or on Social Security. Some were depicted as respected advisors. Juvenile delinquents and drug addiction were related factually and realistically, in most respects. There was
a tendency to make delinquents a product of the broken home. Social drinking was shown as an essential ingredient of the "good life." Hard liquor was shown; never beer or wine. Primary characters with serious drinking problems were rare and were quickly rehabilitated or written out of the script. Insularity of soaps was a given; world or national problems did not exist. Soaps had, however, given information on diseases, rehabilitation of paraplegics, psychotherapy and more. Skilled trades and service occupations were ignored. There was a punishment/reward system portrayed; staying at home and having babies would make a female a "real woman." These women were rewarded with prosperous, loving husbands, comfortable homes, and high praise. The question of reality must arise.

The societal issues portrayed by the soap opera and the various methods of analyzing, coping, and solving these problems indicated a program worthy of viewing by young people today. Certainly, it has given the teacher a format from which meaning could be derived from the medium, fantasy from reality could be distinguished, and the implications of stereotyping could be considered, not to mention the examination of socializing effects in such popular programming and the propitious opportunity to increase higher levels of comprehension through analysis.

### Examination of Higher Levels of Comprehension

One of the main objectives in the reading process has been to gain meaning from the printed word. Without this perception, reading would be pointless. Therefore, all reading programs have been based
upon the fundamental objective of anticipating and deriving meaning from language, and comprehending information at various cognitive levels (Handbook for Planning an Effective Reading Program, 1979).

Research has indicated that multi-media learning experiences could help further develop the visual literacy that students have acquired from watching television. Thus, a major goal has been the development of creative thinking abilities, which has been the basis for rich verbal expression (Cromer, 1975). An individual has brought to the act of reading his experiential background, which included oral, aural, visual, olfactory, and tactile experiences, prior knowledge of his own world, and private attitudes and values. The diversities within the language experiences of individuals have accounted for disparities of cognition and interpretation. Literal comprehension has been the first step toward the higher comprehension levels: interpretive, applicative, and critical. Educators have developed various terminology to designate the higher levels of comprehension (Bloom, 1956, Herber, 1970; Smith, 1972).

The progression of basic understanding has been the formulation of opinions and ideas that were not explicitly written in the text. This component within the reading process has been known as interpretive comprehension. The association of and integration of information, values, and concepts significant to the individual's background, or the application of that knowledge in another area, has been known as applicative comprehension. The highest level of comprehension, defined as critical, has been attained through analysis or evaluation of the ideas or presentations "on such grounds as accu-
racy, significance, generalizability, and distortion by omission; in general, developing effective problem-solving techniques" (Handbook for Planning an Effective Reading Program, 1979).

The promotion of the higher levels of comprehension could be attained when written material was presented at the oral vocabulary level, or instructional activities were presented that developed concepts and vocabulary necessary to the understanding of the material. Until an individual has achieved mastery of the denoted meaning, the achievement of more complex thinking could not occur (Bloom, 1956).

In attempting to achieve the higher levels of comprehension, "teachers implement the many suggestions in the Teachers' Guides for developing the pupils' powers of questioning, of reasoning, of analyzing, or seeking truth, of understanding values and value conflicts, and the motivations underlying human behavior" (Gertrude Noar, unknown). In this endeavor, teachers have been seeking to improve the individual's ability to cope with real-life situations, and have been attempting to prepare the productive citizen of the future. Soap operas have presented many of the ingredients necessary to elicit the higher levels of comprehension.

Summary of Literature Reviewed

Reading and writing achievement scores have revealed a startling decline of literacy in the United States. California state legislation has responded and the Los Angeles Unified School District has developed reading, writing, and computational assessment instruments: SHARP, WRITE, and TOPICS. Failure of any one of these tests
resulted in remediation. If remediation has proven to be unsuccessful, a student has been granted a certificate of completion, rather than a high school diploma.

Adolescence has been a period of physiological and psychological changes and development. Research has indicated that the remedial student has possessed greater attention and recognition needs than the successful student. Remedial students have shown preferences for teachers who have been concerned with their individual differences. In response to remedial students' needs, teachers have utilized a holistic approach in the teaching of reading by way of the integrated language skills—listening, speaking, reading, and writing.

Media has influenced today's students to such an extent that students have spent more time watching television than actual hours spent in school. Here and abroad, television has been used as a tool in educational programs. One format from the vast variety of television programs implemented as an educational tool has been the soap opera. This type of presentation has been conducive to literary analysis, development of oral and written vocabulary, recognition and identification of social stereotypes, clarification of values, and development of the higher levels of comprehension.
CHAPTER III

PROCEDURES AND METHODOLOGY

Overview

This project was a descriptive study of a ten week senior high school remedial reading program which used a television soap opera as a format intended to increase student motivation to participate in reading-related activities. Other purposes of the program were to promote oral and written communication skills, increase reading ability, initiate a vocabulary and comprehension developmental program, and develop an awareness of social values.

The program was implemented in the fall semester of 1979 at San Fernando High School in San Fernando, California, in three phases. Phase I involved the organization of the program in which three combined remedial reading classes, totaling eighty-three students with reading abilities of four-point-nine grade level or below, became participants in the program. The available sample of students participating consisted of sixty-three percent males and thirty-three percent females. Of these students, sixty-one percent were Hispanic, thirty-four percent were Black, and five percent were Anglo. The study included tenth graders (eighty percent), eleventh graders (eight percent), and twelfth graders (twelve percent).

In Phase II, instruction by three team-teachers took place in two separate classrooms. Two episodes of the television soap opera,
"The Edge of Night," were viewed once a week for four weeks. Class discussions focused on social values, sex and social stereotypes, and the progression of the storyline. A vocabulary and comprehension developmental program was presented in a holistic manner: the communication skills of listening, speaking, reading and writing were promoted through the use of the thematic base of the soap opera. In addition, a unit on self-awareness was introduced as a complement to the examination of soap opera characters and social awareness activities. Individual student involvement toward self-awareness was the main emphasis.

In Phase III, the final component of the project was initiated during the last three weeks of the program. It consisted of the organization and development of plots, dialogues, settings, characterizations, and the filming and taping of three class-produced adolescent soap operas.

**Development of the Program**

**Background**

Development of the remedial reading program was based on a holistic approach which incorporated language arts and a soap opera as a thematic base. The program was conducted during daily fifty-minute class periods and covered a span of ten weeks. Students in the remedial reading program were required to take an additional remedial class which emphasized composition skills.

Participants enrolled in the remedial reading program at San Fernando High School included only students with reading abilities of four-point-nine grade level or below. This was not a random sample,
Chart 5: Management Overview for the Development of the Remedial Reading Program

**PHASE I: Development and Organization**

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<th>Week of Program</th>
<th>Objectives Met</th>
<th>Appendix</th>
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<td>Semantic Differential Scale</td>
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<td>Test on Social Values</td>
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<td>1.e 3.c</td>
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<td>Introductory Letter</td>
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<td>&quot;Making Inferences&quot;</td>
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<td>&quot;Making Predictions&quot;</td>
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<td>U.S.S.R.</td>
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<td>4.e 7.b 7.c</td>
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<td>Summary</td>
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<td>Autobiographical Lessons</td>
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**PHASE II: Viewing of Soap Opera Episodes**

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<td>Oral Exercises</td>
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<td>Related Written Exercises</td>
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<td>Summary</td>
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**PHASE III: Student Production of Adolescent Soap Opera**

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<td>Props</td>
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<td>Summary</td>
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but an available sample of students in the remedial reading program. It was necessary to design a program that would increase motivation and encourage participation in the integrated language arts. Therefore, the use of televised soap opera episodes as an educational and motivational device provided the thematic base for development of communication skills.

Components

The components of this program included evaluation instruments, televised episodes of the soap opera titled "The Edge of Night," reading and writing materials related to the soap opera and self-awareness, class discussions, vocabulary and comprehension exercises, and student productions of adolescent soap operas.

The objectives formulated for this ten week reading program, presented in following sections, were implemented in three phases:

Phase I. Organization and development of the program.

Phase II. Use of televised soap opera, "The Edge of Night."

Phase III. Student production of adolescent soap opera.

Phase I and II were implemented during the first seven weeks of the program. Phase III was initiated during the eighth week. The ninth week was devoted to filming and taping. Editing of the three productions and class evaluations took place during the tenth week of the program.

Chart I presents the management overview for the remedial reading program. The phases of the program are listed in the left hand column, with the activities and the objectives by number and
letter, which are delineated and which correlate with the activities of this study. The appropriate appendices are listed in the far right hand column. The management overview is delineated by the arrows.

**Objectives of the Program**

The purpose of this study was to develop a holistic remedial reading program using a television soap opera as a thematic base. The objectives of the reading program were implemented through the teaching of the language arts: listening, speaking, reading and writing.

The objectives of the remedial reading program were:

1. to promote listening skill, the student will:
   a. listen to teacher-read soap opera related articles and identify relationships between characters.
   b. listen to the soap opera, "The Edge of Night," and identify subplots, characterizations, and theme.
   c. listen to each others' attitudes and viewpoints in small and large group discussions.
   d. listen and follow teacher directions, such as development of student production.

2. to develop speaking skills, the student will:
   a. articulate opinions and attitudes about soap opera episodes.
   b. discuss predictions of future soap opera episodes.
   c. discuss adolescent problems in small groups, then in large groups determine the direction for the class project.
   d. discuss dialogue of characters in student soap opera production.

3. to develop reading skills, the student will:
   a. participate in a daily silent independent reading
period of twenty minutes.

b. read soap opera related articles.

c. read and complete all teacher-produced materials, such as: opinionnaire, follow-up exercises, and tests.

d. read dialogue for taping of student production.

4. to develop writing skills, the student will:

a. write a daily summary of independent reading.

b. write a weekly prediction of soap opera plot.

c. write individual responses to general questions about "The Edge of Night."

d. write a script and dialogue for the student production.

5. to develop a vocabulary building program, the student will:

a. recognize and identify meanings of words used in context and soap-related literature.

b. recognize and identify literary terms and apply to the student production.

c. recognize and identify camera shots and angles.

d. recognize slang usage of terms related to soap opera topics such as lids, dimes, and busts.

6. to develop higher levels of comprehension, the student will:

a. recognize and identify sex and social stereotype statements and their implications.

b. analyze soap opera subplots and theme.

c. evaluate the validity of portrayals of characters and events depicted within the soap opera format.

d. synthesize and utilize all information acquired during the first seven weeks of the program in order to design and produce a student soap opera.

7. to increase student motivation to participate, the teacher will:
a. increase the use of television media as an instructional instrument.

b. increase verbal interaction between students, small groups and large groups.

c. require students to participate in developing self-awareness through a personal pictorial statement.

Materials

In Phase I of the project, teacher-produced instruments were administered to obtain an indication of the students' predisposition toward soap operas. The instruments included a test on social values, a semantic differential scale, and an opinionnaire on day-time serials. An introductory letter to the students that explained the purpose, goals, and expectations entailed within the program was presented, and established the direction of the program.

In preparation for future assignments in Phase II, lessons on making inferences and making predictions were presented. TV: Behind the Tube (Scholastic, 1974) and Movies: The Magic of Film (Scholastic, 1974) were the books provided for the daily periods of uninterrupted sustained silent reading, which were initiated in Phase I and continued through Phase III. Following this daily activity, students were required to write a brief summary based on the independent reading. A teacher-designed autobiographical assignment was utilized in Phase I to provide an introduction to the mini-unit on self-awareness, implemented later in Phase II.

Phase II utilized taped episodes of the soap opera, "The Edge of Night," on a weekly basis. Following each viewing, students were
required to write individual predictions of the plot. Oral lessons based on this format were supplemented with articles from soap opera magazines and newspapers. Contextual vocabulary lessons and vocabulary tests were developed from the aforementioned articles and were administered on a periodic basis during this phase. Lessons composed of literal and analytical comprehension questions, definitions of literary elements, and the application of the terms to the soap opera format were developed from the literature. A subscription to a soap opera magazine was presented and was followed by a lesson on filling out a subscription form. A television guide excerpt was utilized to require students to classify programs, identify stars of shows, and determine time and channel scheduling. Oral and written responses were promoted regularly through the reading and discussion of a monthly publication, patterned after "Dear Abby," in a soap opera magazine.

For the mini-unit on self-awareness, a teacher-made lesson was developed which required individuals to evaluate and identify personal values. This lesson preceded the development of individual silhouettes. Materials required for the completion of the silhouettes included an overhead projector, colored posterboard, chalk for the tracing of profiles, scissors, magazines with picture, and glue.

The final week of Phase II involved students in closely scrutinizing elements in the soap opera, such as characterizations, details in the setting, and the use of camera angles. A teacher-made exercise provided an outline of the criteria that should have been noted in viewing the soap opera episodes. Application of this information to the student productions was concluded in Phase III.
Phase III was devoted to the organization and development of student-produced adolescent soap operas. A teacher-made lesson on plot development required students to delineate adolescent problems and social situations familiar to them. This lesson promoted the initial composition of individual plot developments, and was proceeded by an additional teacher-made lesson which required the expansion of plot outlines and the incorporation of literary elements, such as conflicts and denouements, in the form of a short story. After the completion of the written adolescent soap operas, a thirty-five millimeter camera was used to make slides of the production. Students furnished props necessary for the productions. Cassettes were used in the recording of the dialogue. Equipment necessary for class evaluations of the final productions included a slide projector and a cassette player.

The aforementioned written materials may be found in the Appendices and are listed with the appropriate assignments.

Site

Instruction took place at San Fernando High School in two separate classrooms. One room contained the video equipment and served as the meeting place for the weekly viewing of two soap opera episodes for all three classes (R₁). Only one video outlet was permitted to the reading program which necessitated this transfer of classes. The other classroom functioned as the regular site for instructional purposes for one class only (R₂). R₂ was utilized by two combined remedial reading classes during period 3 for four days per week. Combined classes for periods 2 and 6 were held in R₁.
In both classrooms, designated areas contained the Scholastic books on movies (Howard, 1974) and television (Claro, 1974) for the daily periods of uninterrupted sustained silent reading (commonly known as U.S.S.R.). In addition, various other paperback books were available for independent reading during the U.S.S.R. periods. In all classes, students had access to soap opera literature which they could read at their leisure.

The Teaching Team

Three reading specialists involved in the program received their credentials through the reading program at California State University at Northridge. Therefore, they shared a common philosophical and methodological framework for the teaching of reading, which contributed to the effectiveness of the implementation and achievement of objectives.

The two research teachers were responsible for the development of assignments relevant to the thematic concept of soap operas. These responsibilities included:

1. locating appropriate materials relevant to the theme.
2. devising written exercises, such as:
   a. contextual vocabulary worksheets
   b. vocabulary tests
   c. literal and interpretive comprehension assignments
   d. plot development
3. composing creative writing assignments
4. discriminating between available materials, and selecting those most suitable for the holistic approach:
   c. Scope Visuals (1976)

5. developing a mini-unit on self-awareness, which included:
   a. a mini-autobiography worksheet
   b. the format for the silhouette project
   c. accumulating art materials, overhead projector, and magazines for the silhouette project

6. contacting and scheduling a security personnel agent to give class presentations on drug-related offenses:
   a. the legalities of arrests of minors and adults
   b. judicial decisions
   c. statistical information on incidences of drug offenses at San Fernando High School

7. contacting the school audio-visual coordinator and organizing the taping of "The Edge of Night" for weekly class viewing

8. procuring and utilizing audio-visual equipment for the taping of the three class soap opera productions.

Although the research team-teachers were responsible for the framework of this study, there was a total commitment by all three reading specialists in the instructional implementation and achievement of objectives. Introductions to activities and explanations of various concepts were shared jointly by the three teams.
Participants in the Program

This study was conducted at San Fernando High School in San Fernando, California, during the last ten weeks of the fall semester in 1979. The school population consisted of 68% Hispanic, 19% Black, 11% Anglo, and 2% Asian. Composition of the available sampling contained eighty-three students in the tenth (56%), eleventh (22%), and twelfth (22%) grades, enrolled in a Communication Arts Program, a remedial reading/writing curriculum designed for students with reading abilities of four-point-nine grade level or below. The Communication Arts Program consisted of two hour sections; one period was devoted to the promotion of reading skills, and the other period to writing skills. This remedial program focused upon the development of those communication skills required for success as an adult in our society. Six reading classes were grouped in pairs and were team-taught by three reading specialists.

Classroom Procedures

The overview presented in Chart 2 for the weekly classroom procedure for each phase, shows all three reading specialists implementing the uninterrupted sustained silent reading program (U.S.S.R.). This daily twenty minute independent reading period, followed by written summaries, was initiated the second day of Phase I and was continued through week ten of Phase III. Phase I included the following:

1. Test on Social Values
2. Semantic Differential Scale
CHART 2
Weekly Classroom Procedure

<table>
<thead>
<tr>
<th>PHASE I</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. U.S.S.R.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Summary</td>
<td></td>
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</table>

<table>
<thead>
<tr>
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<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>3. Vocab. lessons</td>
<td>4. Written Exercises</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Reading Related Literature</td>
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</table>

<table>
<thead>
<tr>
<th>PHASE III</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. U.S.S.R.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Summary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Plot development</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Literary development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*5. Photography</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*6. Taping</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>**7. Synthesis of final production</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>*8. Evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Two days only
** One week only
3. Opinionaire on daytime serials
4. Introductory letter
5. Assignments on making predictions and making inferences
6. Introduction to autobiographical assignment

In Phase II, U.S.S.R. and written summaries were continued, with the exception of Wednesdays, the day two videotaped programs were seen. After the students and teachers had viewed two segments of "The Edge of Night," a class discussion was held. Such topics as sex stereotypes, social stereotypes, the distinction of reality from fantasy, and the message of the program were discussed and restated to clarify particular concepts. Any new vocabulary words were written on the board; students then brainstormed their knowledge of the various words or subjects. The remainder of Phase II included the following:

1. Written projections by the students
2. Creative writing assignments
3. Self-awareness unit
   a. Written assignment
   b. Pictorial silhouette
4. Vocabulary exercises
   a. Contextual assignments
   b. Tests
5. Oral readings of soap opera articles
6. Discussions (small and large groups).
Phase III consisted of student-produced adolescent soap operas. Components in this phase included:

1. Plot development exercises
2. Discussions of literary elements, followed by a written assignment
3. Discussion and identification of adolescent problems
4. Class agreement on theme for production
5. Development of basic plot elements and settings
6. Composition of script and dialogue
7. Research of pertinent information related to the production
8. Presentation of factual information by qualified sources
9. Involvement of student-volunteer actors and actresses
10. Photography and taping of productions
11. Collating, editing and evaluating final productions

The time frame of this program is represented in Chart 1 and Chart 2. In addition, the objectives met are correlated with the aforementioned assignments; appendices refer to written activities.

**Evaluation of the Program**

The purpose of the evaluation of the program was to obtain data useful in the development of a remedial reading program for low achieving students in the tenth, eleventh, and twelfth grades. This program was initially designed to be implemented in remedial reading classes at San Fernando High School and could be adopted by secondary remedial and general classes in other schools.

The primary evaluation instrument used to obtain pretest and
posttest reading ability scores was Form A and Form B of *The Nelson Reading Test*. A teacher-produced test on social values was administered in addition to an opinionaire and rating scale on soap operas.

*The Nelson Reading Test* consisted of two parts: part one was a ten minute vocabulary test, and part two was a twenty minute comprehension test. This test has been used as the screening instrument for the past three years at San Fernando High School to determine reading ability levels for all students.

An attitudinal survey on social values and prejudices was administered in the forms of a teacher-made test (Appendix B). Responses to the test allowed the teachers to determine the basic perceptions brought to the class by individual members. Information garnered from the test revealed the occurrences of changes and attitudes toward the roles of males and females in today's society.

A teacher-made opinionaire was designed to gather information on students' feelings about soap operas in general, the kinds of people who watched daytime serials, students' knowledge of situations portrayed on soap operas, and social problems they felt should be depicted within the soap opera format.

A semantic differential rating scale, which measured individual responses to the concept "soap opera," provided teachers with an indication of students' initial reactions to this form of entertainment. The rating scale (Appendix C) consisted of two columns of words with positive and negative connotations. A rating scale of one to seven indicated preference and dislike for terms as they were applied to soaps.
The class productions of adolescent soap operas provided teachers with an indication of skill development in the language arts of listening, speaking, reading and writing. In addition to a skills assessment, individual students' contributions and participation in the program were tabulated and recorded in percentages.

**Treatment of the Data**

This study used a one group pretest-posttest design to determine whether or not the use of the soap opera as a thematic base, the treatment, could be effectively used as one motivation device which would help the development of communication skills in a remedial reading program. The use of a soap opera as a motivational tool was studied within a quasi-experimental design because it lent itself more readily to a descriptive approach rather than does a true experimental design. Therefore, the results of this study are limited to the observation and description of objectives, teaching strategies, implementation, individual student responses, overall class responses, and motivation of individuals to participate in reading activities.

A paired t-test was used to analyze the variance in pretest and posttest scores obtained from The Nelson Reading Test. The t-test allows the comparison of two mean scores to determine the probability that the difference between those means is a real, rather than a chance difference (Tuckman, 1972). For this study, a significance level of .01 was established.

The responses obtained from the Opinionnaire and the Semantic Differential Scale were summarized, and the focus of the general class...
attitude toward soap operas was derived from them. The responses from the Opinionaire were tabulated and recorded in percentages.

Responses on the Semantic Differential Scale were tabulated and expressed as either trending toward the positive or negative attitude, according to the responses for each pair of words. A general trend toward the positive would indicate a positive attitude toward soap operas; a trend toward the negative would indicate a negative attitude toward soap operas. The attitudes inferred from both the Opinionaire and the Semantic Differential Scale provided some insight into the students' predisposition toward the program.

**Summary**

Chapter III outlined the procedures used to develop a senior high school remedial reading program which incorporated the use of a television soap opera as the thematic base into the development of communication skills through the integration of the language arts. Characteristics of the student sample were described, and a description of the procedures and methodologies utilized in the implementation of the soap opera program was explained. Responsibilities and functions of the three team-teachers were delineated, and examples of selected materials suitable to the development of communication skills were provided.

The primary evaluation instrument used to determine development of reading ability was The Nelson Reading Test. The data obtained from the pretest and posttest administrations were analyzed with a paired t-test. Initial student attitudes toward soap operas were
inferred from the administrations of a teacher-made Opinionnaire and a Semantic Differential Scale.

The organization and development of the final class project, which focused on the production of a student-produced adolescent soap opera in three combined remedial reading classes, were described. These projects were evaluated by the researchers and provided an indication of students' growth in the language arts.
CHAPTER IV
FINDINGS

The purpose of this study was the development of a remedial reading program which incorporated the integrated language arts/holistic approach, utilizing a soap opera as a thematic base. It was intended to increase motivation and participation of remedial high school students in the development of reading and writing skills through the use of a familiar and enjoyable medium.

Collection of data was based on the aforementioned objectives for the project and was intended to seek answers to specific questions. This study resulted in the coordination of instructional objectives with specific materials in the development of a thematic-based remedial reading program as delineated in Chart 1.

Phase I: Assessment Instruments

Participants numbered eighty-three in the program. Due to irregular attendance, the number of recorded responses correlated to the number of students in attendance on the days of each assessment. The assessment instruments used in Phase I of this project were: the Opinionaire, the Semantic Differential Scale, and the Test on Social Values.
TABLE 1
Recorded Student Responses to Soap Opera Opinionnaire

<table>
<thead>
<tr>
<th>Questions</th>
<th>Male Answers</th>
<th>Female Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Would you rather go to the movies or watch T.V.?</td>
<td>Movies: 72.7%</td>
<td>T.V.: 27.3%</td>
</tr>
<tr>
<td></td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>3. Approximately how many hours of T.V. do you watch a week?</td>
<td>14.9</td>
<td>24.4</td>
</tr>
<tr>
<td>4. What night is your favorite T.V. night?</td>
<td>M 6 T 2 W 1 TH 2 F 13 S 6</td>
<td>S 4 M 2 T 2 W 3 TH 2 F 3 S 4</td>
</tr>
<tr>
<td></td>
<td>17.6% 5.9% 2.9%</td>
<td>3.9% 38.2% 17.6% 11.8%</td>
</tr>
<tr>
<td>5. Do you like daytime T.V.?</td>
<td>Yes: 50%</td>
<td>No: 50%</td>
</tr>
<tr>
<td></td>
<td>Yes: 71.4%</td>
<td>No: 28.6%</td>
</tr>
<tr>
<td>7. Have you ever watched a T.V. soap opera?</td>
<td>26.5%</td>
<td>73.5%</td>
</tr>
<tr>
<td></td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>9. Do you think soap operas are real-life stories?</td>
<td>23.1%</td>
<td>71.9%</td>
</tr>
<tr>
<td></td>
<td>63.2%</td>
<td>36.8%</td>
</tr>
<tr>
<td>10. Do you think soap operas are unreal or fantasy-type stories?</td>
<td>59.3%</td>
<td>40.7%</td>
</tr>
<tr>
<td></td>
<td>75.0%</td>
<td>25.0%</td>
</tr>
<tr>
<td>12. Do you think you could be an actor or actress on a soap?</td>
<td>17.9%</td>
<td>82.1%</td>
</tr>
<tr>
<td></td>
<td>33.3%</td>
<td>66.7%</td>
</tr>
<tr>
<td>18. Do you think there are more males or females portrayed on the soaps?</td>
<td>Male: 15.8%</td>
<td>Female: 84.2%</td>
</tr>
<tr>
<td></td>
<td>Male: 33.3%</td>
<td>Female: 66.7%</td>
</tr>
</tbody>
</table>
Opinionaire

The Opinionaire was the first evaluation instrument administered. It was designed to give the teachers insights into initial students' attitudes toward soap operas. Specific questions were chosen for evaluation as shown in Table 1. These responses provided fundamental background information pertinent to the initiation of the program.

Of the eighteen questions in the Opinionaire, nine were designed to provide the information relevant to this study, and the remaining questions served as distractors to augment the validity of the instrument. Questions one and three were designed to establish general student attitudes toward watching television; questions four and five were used to determine basic attitudes toward actual television viewing; questions seven, nine, ten, twelve and eighteen were designed to determine attitudes specifically about soap operas.

In response to question one, the majority of the males and females (72.7% and 70%, respectively) stated preference for going to movies, rather than watching television, which was preferred by the majority of males and females (27.3% and 30%, respectively). Question three found that females watch more television than males, spending an average of 24.4 viewing hours per week, compared to an average of 14.9 hours per week for the males.

The results of question four showed that the largest number of males (38.2%) preferred Friday as their favorite television viewing night, with Monday and Saturday distant seconds (17.6%). Females' choices were divided evenly throughout the week, with Saturday being
given the greatest preference (25%), followed closely by Wednesday and Friday (18.3%). Sunday, however, was given the least preference (0%) by the females, and Wednesday was given the least preference (2.9%) by the males. In answering question five, males were equally divided in their inclination toward viewing daytime television programs. The majority of females, on the other hand, indicated a strong preference (71.4%) for viewing daytime television.

In response to question seven, a large majority of the males (73.5%) indicated that they had not viewed a television soap opera, whereas the majority of the females (60%) reported that they had watched soap operas. The responses to question nine paralleled the responses to question seven, with the majority of males (71.9%) indicating that they did not think soap operas were real-life stories, while the majority of females (63.2%) expressed the opinion that soaps are real-life stories. The majority of both males (59.3%) and females (75.0%) responded affirmatively to question ten, indicating that they felt that soap operas were unreal or fantasy type stories. When asked if they thought they could be an actor of actress in a soap opera (question twelve), both males (82.1%) and females (66.7%) responded that they could not perform in a soap opera. In response to question eighteen, males overwhelmingly expressed the opinion (84.2%) that females were portrayed more frequently on soap operas than males, while the majority of females (66.7%) were of the same opinion.
Semantic Differential Scale

The Semantic Differential Scale, as shown in Appendix C, was the second evaluation instrument administered. It was designed to provide an expeditious assessment of students' predispositions toward the topic of soap operas. The scale consisted of randomly positioned pairs of terms with positive and negative connotations. In evaluating the scales, Tables 2A and 2B, all positive values were positioned on the left, and negative values on the right in order to achieve consistency and to enable recognition of trends more readily. The redistribution of pairs also provided consistency in determining mean values and in comparing pairs. Each pair was evaluated in the following manner: a value of one (1) was extremely positive; a value of seven (7) was extremely negative; a neutral value was represented by four (4). Numbers of total responses for each semantic pair varied slightly because some students did not respond to all pairs.

Most of the values tended to be close to neutral for both males and females. All male values were slightly above neutral, ranging from 4.0 to 5.45. Most mean values were slightly negative for the females, but the values for two pairs (nice/awful, young/old) were slightly positive. Mean values for females ranged from 3.56 to 5.44. Overall, both males and females had a slightly negative attitude toward soap operas at the initiation of the program. For both males and females, the mode was also found to be negative, and in a large number of pairs, the mode fell at the most negative value (7), with both males and females responding extremely negative in seven out of twelve pairs. The mode fell on the extreme positive value in
**TABLE 2A**

Semantic Differential Scale

Frequency of Distribution & Mean Values for Males

<table>
<thead>
<tr>
<th>Positive Terms</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Negative Terms</th>
<th>N</th>
<th>( \overline{X} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>NICE</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>AWFUL</td>
<td>24</td>
<td>4.04</td>
</tr>
<tr>
<td>YOUNG</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>OLD</td>
<td>22</td>
<td>4.36</td>
</tr>
<tr>
<td>POWERFUL</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>POWERLESS</td>
<td>21</td>
<td>4.1</td>
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<td>1</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>11</td>
<td>UNHELPFUL</td>
<td>22</td>
<td>5.45</td>
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<td>1</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>7</td>
<td>WEAK</td>
<td>23</td>
<td>5.0</td>
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<td>QUIET</td>
<td>5</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td></td>
<td>NOISY</td>
<td>23</td>
<td>4.26</td>
</tr>
<tr>
<td>ALIVE</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>8</td>
<td>DEAD</td>
<td>23</td>
<td>4.83</td>
</tr>
<tr>
<td>DEEP</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>SHALLOW</td>
<td>22</td>
<td>4.0</td>
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<tr>
<td>GOOD</td>
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<td>3</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>8</td>
<td></td>
<td>BAD</td>
<td>22</td>
<td>4.5</td>
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<td>FAST</td>
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<td>1</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td></td>
<td>SLOW</td>
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<td>3</td>
<td>5</td>
<td>5</td>
<td>8</td>
<td></td>
<td>SOUR</td>
<td>24</td>
<td>4.79</td>
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<tr>
<td>BIG</td>
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<td>1</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>9</td>
<td></td>
<td>LITTLE</td>
<td>20</td>
<td>4.6</td>
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TABLE 2B

Semantic Differential Scale

Frequency of Distribution & Mean Values for Females

<table>
<thead>
<tr>
<th>Positive Terms</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Negative Terms</th>
<th>N</th>
<th>( \bar{x} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>NICE</td>
<td>6</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td></td>
<td>AWFUL</td>
<td>16</td>
<td>3.56</td>
</tr>
<tr>
<td>YOUNG</td>
<td>3</td>
<td>1</td>
<td>6</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
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<td>16</td>
<td>4.19</td>
</tr>
<tr>
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<td>4</td>
<td>1</td>
<td>4</td>
<td></td>
<td>1</td>
<td>4</td>
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<td>3.93</td>
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<tr>
<td>HELPFUL</td>
<td>5</td>
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<td>2</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td></td>
<td>UNHELPFUL</td>
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<tr>
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<td>1</td>
<td>1</td>
<td>4</td>
<td>7</td>
<td></td>
<td>WEAK</td>
<td>17</td>
<td>5.18</td>
</tr>
<tr>
<td>QUIET</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td></td>
<td>NOISY</td>
<td>17</td>
<td>4.71</td>
</tr>
<tr>
<td>ALIVE</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td>DEAD</td>
<td>16</td>
<td>5.44</td>
</tr>
<tr>
<td>DEEP</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td></td>
<td>SHALLOW</td>
<td>16</td>
<td>4.19</td>
</tr>
<tr>
<td>GOOD</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>7</td>
<td></td>
<td></td>
<td>BAD</td>
<td>16</td>
<td>4.94</td>
</tr>
<tr>
<td>FAST</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>SLOW</td>
<td>17</td>
<td>4.12</td>
</tr>
<tr>
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<td>5</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td></td>
<td></td>
<td>SOUR</td>
<td>14</td>
<td>5.36</td>
</tr>
<tr>
<td>BIG</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td></td>
<td>LITTLE</td>
<td>15</td>
<td>4.06</td>
</tr>
</tbody>
</table>
only one of the pairs in the female table and none of the pairs in the male table. For both males and females, the modes for the remainders of the pairs, except two cases, fell on the neutral value, and in the exceptions, the mode was shared by the most positive (1), the neutral (4), and the most negative (7) responses.

Test on Social Values

The Test on Social Values, as shown in Appendix B, was designed to provide an indication of students' attitudes toward common social queries. The questions were grouped according to similarity of foci and are presented in Table 3. Responses to each of the seventeen questions were recorded in terms of the sex of the respondents. The responses were reported as percentages in order to provide more meaningful comparisons of values held by male and female students.

Questions one through five focus on the familial and financial obligations of working spouses. Questions six and seven examine students' attitudes toward the financial status of working women. Questions eight and nine focus on students' attitudes toward male and female employment in stereotypical professions. Questions ten, eleven, twelve and thirteen consider the students' attitudes toward the effects of divorce on spouses and children. Questions fourteen and fifteen consider the economic obligations of young adults. Questions sixteen and seventeen examine students' attitudes toward marital pertinacity.

In response to question one, the majority of the males (59%)
### TABLE 3

Recorded Student Responses to Test on Social Values

<table>
<thead>
<tr>
<th>Questions</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Raw Score</td>
<td>Percent</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>1. Should a married woman work?</td>
<td>24</td>
<td>17</td>
</tr>
<tr>
<td>2. Should a married woman with a family work?</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>3. Should a husband help with household chores?</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>4. Should a husband help with household chores if his wife doesn't work?</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>5. Should a wife help her husband with outside chores such as yardwork,</td>
<td>22</td>
<td>19</td>
</tr>
<tr>
<td>taking out trash, etc.?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Should women get paid the same salary as men if they perform the same</td>
<td>31</td>
<td>10</td>
</tr>
<tr>
<td>job?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Is it okay for a wife to earn more money than her husband?</td>
<td>22</td>
<td>19</td>
</tr>
<tr>
<td>8. Should men consider the following professions:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Airline Steward</td>
<td>10</td>
<td>29</td>
</tr>
<tr>
<td>B. Nurse</td>
<td>8</td>
<td>29</td>
</tr>
<tr>
<td>C. Beautician</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>D. Telephone Operator</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>9. Should women consider the following professions:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Construction Worker</td>
<td>6</td>
<td>31</td>
</tr>
<tr>
<td>B. Bus Driver</td>
<td>23</td>
<td>17</td>
</tr>
<tr>
<td>C. Truck Driver</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>D. Police Officer</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>E. Fire Person</td>
<td>6</td>
<td>32</td>
</tr>
<tr>
<td>10. Do you think people lose respect for a woman who is divorced?</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>11. Do you think people lose respect for a man who is divorced?</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>12. Do you think children should always go with the mother if there is a</td>
<td>11</td>
<td>30</td>
</tr>
<tr>
<td>divorce?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Do you think children should go with the father if there is a divorce?</td>
<td>22</td>
<td>18</td>
</tr>
<tr>
<td>14. Do you think a person should be out on their own if they've reached the age of eighteen?</td>
<td>35</td>
<td>7</td>
</tr>
<tr>
<td>15. Should children contribute to the household if they continue to live at home after they've turned 18?</td>
<td>31</td>
<td>9</td>
</tr>
<tr>
<td>16. Should two people stay in a marriage if they both are unhappy but there are children involved?</td>
<td>14</td>
<td>27</td>
</tr>
</tbody>
</table>
and the majority of the females (83%) felt that a married woman should work. In question two, the majority of the males (62%) felt that a married woman with a family should not work, and the majority of the females (56%) felt that a married woman with a family should work. Question three found that the majority of the males (61%) felt that a husband should not help with household chores, while the majority of the females (80%) felt that a husband should help with household chores. In question four, males overwhelmingly felt (68%) that a husband should not help with household chores if his work does not work, while the majority of the females (52%) were of the same opinion. In response to question five, the majority of both males (54%) and females (56%) expressed the opinion that a wife should help her husband with outside chores.

The results of question six showed that the majority of both males (76%) and females (84%) were strongly in favor of equal salaries for males and females in the same job. A slight majority of the males (54%) approved of a wife earning more money than her husband, as stated in question seven, while a large majority of the females (71%) responded affirmatively to this question. In response to question eight, the males replied negatively to men considering employment in traditionally female occupations listed, with a very large negative response for nursing (65%), whereas females felt, with the exception of nursing, that men should consider employment in traditionally female occupations. Of the traditionally male occupations listed in question nine, the majority of males (58%) indicated that a woman should consider the occupation only in the case of bus driver, and
were very strongly opposed (84%) to a woman considering the occupations of construction worker or fire person. Females responded affirmatively for all occupations listed except fire person, for which case the majority (67%) were opposed.

Both males and females responded negatively to question ten (62% and 58%, respectively), indicating that they do not feel people lose respect for a woman who is divorced. Responses to question eleven paralleled those to question ten, with the majority of the males (71%) and the majority of the females (58%) responding negatively to the question of a man who is divorced losing respect. The majority of the males (73%) responded negatively to question twelve, "Do you think children should go with the mother if there is a divorce?", while the majority of females (67%) responded affirmatively to this question.

Both males and females responded affirmatively (83% and 57%, respectively) that an eighteen year old should be on his own. The majority of both males (78%) and females (86%) agreed that an eighteen year old should contribute to the household if he continues to live at home, as stated in question fifteen.

Of the students queried, the majority of the males (90%) and the majority of the females (96%) responded very strongly that people should not remain together in an unhappy marriage (question sixteen). In response to question seventeen, the majority of the males (66%) and the majority of the females (54%) indicated that an unhappily married couple with children should not remain together.
Phase II: Point System

Evaluation in Phase II was determined primarily by teacher observation of individual students' success in the following:

A. Vocabulary assignments and tests
B. Comprehension assignments and tests
C. Group discussions
D. Composition exercises
E. Written summaries
F. Participation in remedial reading activities

Completion of the aforementioned activities resulted in the acquisition of points toward each individual's final grade. The point system was utilized throughout the three phases of the ten week program to promote participation in all reading and writing activities. One point was awarded every correct answer on all tests or written exercises turned in by individual students. Points were also given for group participation, reading orally, and for artistic endeavors in the self-awareness unit and the camera shots and angles unit.

At the end of the ten week program, all points were accumulated and then divided by the number of assignments to derive the final score. Grades were then determined on the class average for each combined class.

Phase III: Criteria for Student Soap Opera

In Phase III, the instrument used in the evaluation of student-produced adolescent soap operas is presented in Chart 3. An example
### CHART 3
Criteria for Evaluation of Student-Produced Adolescent Soap Opera

<table>
<thead>
<tr>
<th>Literary Components</th>
<th>Originality</th>
<th>Creativity</th>
<th>Credibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plot</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Characterizations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dialogue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation of Independent Contributions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Small Group Work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large Group Work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentence Structure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar - Related Components</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarity of Expressions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Participation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Participation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Enthusiasm</td>
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<td></td>
</tr>
</tbody>
</table>
of one student-produced dialogue is located in Appendix W. Teacher observation of individuals' overall participation in oral and written activities and the student production of the soap opera, coupled with students' peer evaluation, determined final grades for all participants. Evaluation criteria were delineated, as shown in Chart 3.

**Summary of the Data Related to the Questions of the Study**

**Phases I, II and III**

Questions formulated in this study were based upon the purposes of this project established for the soap opera program which used an integrated language arts/holistic approach in the development of oral and written communication skills. Charts 4, 5 and 6 delineate in three phases the amount of time expended per activity, the percentage of time, and the frequency of each activity per phase. The total number of class periods and total time are shown within each phase.

In Phase I, the greatest percentage of time expended to an activity was U.S.S.R. (38.0%). As stated previously in Chapter III, an agreement was made by the teachers in this study that daily periods of silent reading would be strongly emphasized throughout the program. Written summaries supplemented daily U.S.S.R. periods (Phases I and III, 9.3%, Phase II, 7.5%). The second largest expenditure of time was devoted to the autobiographical lessons (16.0%). These lessons were presented on a weekly basis and focused primarily on the development of self-awareness and sensitivity to others.

U.S.S.R. represented the majority of time expended on an
### CHART 4
Activity Participation

#### Phase I: Development and Organization

<table>
<thead>
<tr>
<th>Activity</th>
<th>Minutes Per Phase</th>
<th>Percent Expended to Activity</th>
<th>Frequency Per Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opinionaire</td>
<td>20</td>
<td>2.7</td>
<td>1</td>
</tr>
<tr>
<td>Semantic Differential Scale</td>
<td>15</td>
<td>2.0</td>
<td>1</td>
</tr>
<tr>
<td>Test on Social Values</td>
<td>30</td>
<td>4.0</td>
<td>1</td>
</tr>
<tr>
<td>Introductory Letter</td>
<td>20</td>
<td>2.7</td>
<td>1</td>
</tr>
<tr>
<td>&quot;Making Inferences&quot;</td>
<td>60</td>
<td>8.0</td>
<td>3</td>
</tr>
<tr>
<td>&quot;Making Predictions&quot;</td>
<td>60</td>
<td>8.0</td>
<td>3</td>
</tr>
<tr>
<td>U.S.S.R.</td>
<td>280</td>
<td>38.0</td>
<td>14</td>
</tr>
<tr>
<td>Summary</td>
<td>70</td>
<td>9.3</td>
<td>14</td>
</tr>
<tr>
<td>Autobiographical Lessons</td>
<td>120</td>
<td>16.0</td>
<td>4</td>
</tr>
<tr>
<td>Discussion</td>
<td>75</td>
<td>9.3</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>750</td>
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</tr>
</tbody>
</table>

**Phase I - Total Classes:** 20
### CHART 5

**Activity Participation**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Minutes Per Phase</th>
<th>Percent Expended to Activity</th>
<th>Frequency Per Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Edge of Night&quot;</td>
<td>160</td>
<td>16.0</td>
<td>4</td>
</tr>
<tr>
<td>Vocabulary Lessons</td>
<td>75</td>
<td>7.5</td>
<td>6</td>
</tr>
<tr>
<td>Comprehension Questions</td>
<td>70</td>
<td>7.0</td>
<td>5</td>
</tr>
<tr>
<td>Oral Exercises</td>
<td>35</td>
<td>3.5</td>
<td>12</td>
</tr>
<tr>
<td>Related Literature</td>
<td>80</td>
<td>8.0</td>
<td>5</td>
</tr>
<tr>
<td>Related Written Exercises</td>
<td>55</td>
<td>5.5</td>
<td>5</td>
</tr>
<tr>
<td>Self-Awareness</td>
<td>90</td>
<td>9.0</td>
<td>4</td>
</tr>
<tr>
<td>U.S.S.R.</td>
<td>300</td>
<td>30.0</td>
<td>20</td>
</tr>
<tr>
<td>Summary</td>
<td>75</td>
<td>7.5</td>
<td>20</td>
</tr>
<tr>
<td>Discussions</td>
<td>60</td>
<td>6.0</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Phase II: Total Classes:** 20
CHART 6

Activity Participation

Phase III: Student Production of Adolescent Soap Opera

<table>
<thead>
<tr>
<th>Activity</th>
<th>Minutes Per Phase</th>
<th>Percent Expended to Activity</th>
<th>Frequency Per Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plot Development</td>
<td>200</td>
<td>26.6</td>
<td>7</td>
</tr>
<tr>
<td>Written Exercises</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Script/Dialogue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photography</td>
<td>50</td>
<td>6.7</td>
<td>2</td>
</tr>
<tr>
<td>Taping Dialogue</td>
<td>50</td>
<td>6.7</td>
<td>2</td>
</tr>
<tr>
<td>Props</td>
<td>20</td>
<td>2.7</td>
<td>2</td>
</tr>
<tr>
<td>Class Evaluations</td>
<td>30</td>
<td>4.0</td>
<td>2</td>
</tr>
<tr>
<td>U.S.S.R.</td>
<td>280</td>
<td>37.3</td>
<td>15</td>
</tr>
<tr>
<td>Summary</td>
<td>70</td>
<td>9.3</td>
<td>15</td>
</tr>
<tr>
<td>Discussions</td>
<td>50</td>
<td>6.7</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>750</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Phase III -- Total Classes: 15
activity (30.0%) in Phase II. The second largest expenditure of time was delegated to the viewing sessions of the televised soap opera episodes (16.0%). Various oral and written activities stemmed from the episodes, such as vocabulary, comprehension, and the examination of sex and social stereotypes. Motivation to participate in the aforementioned activities was enhanced through the use of this medium.

U.S.S.R. utilized the majority of expended time in Phase III (37.3%), and was followed in time by oral and written activities focusing on plot development (26.6%). Individual and small group research and development of script and dialogue were entailed within this segment of the phase.

Chart 7 illustrates the interrelationship of the holistic approach in the selection of assignments. The integration of the language arts - listening, speaking, reading and writing - is represented through the identification of communication skills utilized in each of the assignments. The assignments listed represent the activities implemented throughout the three phases of the program. Chart 7 summarizes the integration of the language arts in each of the three phases. In Phase I, introductory exercises provided teachers with insights into the students' attitudes and biases related to soap operas, sex and social stereotypes, and self-awareness. Listening and reading were the primary communication skills utilized in Phase I.

The communication skills of speaking and writing were emphasized to a greater extent in Phase II. The activities in this phase promoted the integration of these communication skills.

The totality of the integration of the language arts was cul-
### CHART 7
Integration of Language Arts

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Phase</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opinionnaire</td>
<td></td>
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<td></td>
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<td></td>
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<td>X</td>
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<td>Semantic Differential Scale</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Test on Social Values</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Introductory Letter</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>&quot;Making Inferences&quot;</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>&quot;Making Predictions&quot;</td>
<td></td>
<td>X</td>
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<td>X</td>
<td></td>
</tr>
<tr>
<td>U.S.S.R.</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<td></td>
<td>X</td>
</tr>
<tr>
<td>Autobiographical Lessons</td>
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minated through the activities engaged in Phase III, as evidenced in Chart 7. The use of the holistic approach enabled the teachers to promote the development of communication skills through participation in the program.

Each of the formulated questions for the study is discussed in relationship to each of the charts. Answers to the questions are supported by the collection of data represented in Charts 4, 5, 6, and 7.

Question 1. Did students participate in listening exercises?

Yes, participation in listening exercises was evidenced in Phase I by students' listening and following oral directions in completing the following assignments:

A. Opinionnaire  
B. Semantic Differential Scale  
C. Test on Social Values  
D. Autobiographical introduction

In Phase II, listening skills were developed during class discussions which followed each weekly viewing session of the soap opera. Subjects of discussions included:

A. Plot development  
B. Comprehension of characterizations and main ideas  
C. Vocabulary within the context of dialogue  
D. Individuals' opinions and attitudes on sex and social stereotypes  
E. Teacher-read soap opera articles

Listening skills in Phase III included:

A. Listening to suggestions of class members relating to plot and theme for student productions  
B. Listening to the oral development of dialogue in the scripts
C. Listening to each other's responses to the final productions
D. Listening to presentations on factual information relevant to the adolescent soap operas.

Question 2. Did students participate in oral discussions?

Yes, student participation in oral discussions in Phase I included:

A. Individual oral responses to the Semantic Differential Scale
B. Individual oral responses to the Test on Social Values
C. Large-group discussion of Introductory letter
D. Large-group discussion of responses to inferential and prediction assignments
E. Small-group discussion of personal values and possessions pertinent to the pictorial statement

Oral activities in Phase II included:

A. Discussion of basic plot elements in soap opera episodes
B. Discussion of individuals' predictions and inferences related to the soap opera episodes
C. Discussion of sex and social stereotypes and social values as represented in the soap opera
D. Discussion of teacher-read soap opera articles
E. Discussion of contextual vocabulary in related literature
F. Student articulation of opinions and attitudes about character portrayals, credibility and validity of soap opera episodes
G. Discussion of camera shots and angles

Oral activities in Phase III included:

A. Articulation of opinions and attitudes about the student production
B. Small and large-group discussions of adolescent problems
C. Discussion to determine the direction for student production, preliminary to the written composition
D. Dialogue discussion
E. Oral evaluations of final productions

Question 3. Was there a significant increase between pretest raw scores and posttest raw scores?

Yes, the data shows for the Nelson Reading Test that the difference between mean scores on the pretest administration and mean
scores on posttest administration was real and did not occur by chance when tested at .01 level of significance (Table 4). The pretest and posttest administrations showed an average increase of 8.1 points, with a standard deviation of 12.3. A t score of 4.67 in this sample of fifty students is significant at the .01 level of significance.

Table 4
The Nelson Reading Test
Pretest and Posttest

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<tr>
<td>Pretest</td>
<td>72</td>
<td>41.6</td>
<td>14.3</td>
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<tr>
<td>Posttest</td>
<td>68</td>
<td>49.7</td>
<td>15.6</td>
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</table>

Difference 8.1 12.3

**Significant at .01

Question 4: Was there involvement by students in writing assignments?

Yes, in Phase I through Phase III, students wrote daily summaries of independent readings. In addition, written responses were required in Phase I for the following:

A. Opinionnaire
B. Test on Social Values
C. Inferential and prediction assignments
D. Semantic Differential Scale
E. Autobiographical introductory assignment

In Phase II, students wrote:

A. Weekly predictions of soap opera plot
B. Individual responses to general questions about "The Edge of Night"
C. Individual responses to general questions about self-awareness
D. Individual responses to questions on vocabulary, comprehension and evaluation of related soap opera materials

Written assignments in Phase III included:

A. Activities focusing on theme and plot for student production
B. Individual composition of an original story
C. Small-group written development of individual scenes for student production
D. Small-group written development of dialogue for individual scenes
E. Large-group written revisions of initial script and dialogue

Question 5: Were students exposed to a vocabulary building program?

Yes, students recognized and identified orally and in writing meanings of words used in context in soap-related literature throughout all three phases of the program. Specifically, Phase I included introduction to terms related to the following:

A. Sex stereotypes
B. Social stereotypes
C. Making inferences
D. Making predictions

Vocabulary development in Phase II included:

A. Oral and written contextual vocabulary assignments
B. Recognition and identification of camera shots and angles
C. Introduction to literary terms

Vocabulary development in Phase III included:

A. Recognition and application of slang terms pertinent to student productions
B. Introduction to legal terminology relevant to student productions
C. Recognition, identification and application of literary terms to student productions

Question 6: Were students exposed to a comprehension developmental program?
Yes, students were exposed to a comprehension developmental program in Phase I through the following:

A. Completion of Opinionaire, Semantic Differential Scale, and Test on Social Values
B. Utilization of inferential techniques
C. Utilization of prediction methods
D. Synthesis of independent readings in the form of written summaries
E. Delineation of material and personal values

In Phase II, comprehension was achieved through the following:

A. Recognition and identification of sex and social stereotype statements and their implications
B. Analysis of soap opera sub-plots and theme
C. Evaluation of the validity and credibility of portrayals of characters and events depicted within the soap opera format

Comprehension development was achieved in Phase III through the following:

A. Synthesis and utilization of all information acquired during Phase I and Phase II as preparation for the design and production of adolescent soap operas
B. Synthesis and utilization of given criteria to evaluate final productions (Chart 3).

Question 7: Did students participate in remedial reading activities?

Yes, students participated in remedial reading activities as evidenced by completion of the following in Phase I:

A. Opinionaire
B. Semantic Differential Scale
C. Test on Social Values
D. Inferential and prediction assignments
E. U.S.S.R. periods
F. Daily written summaries of independent reading
G. Autobiographical assignments

Phase II included participation in the following:

A. Viewing of videotaped soap opera episodes
B. Oral and written vocabulary lessons
C. Small and large-group discussions  
D. Development of self-awareness through a personal pictorial statement

Phase III included participation in the following:
A. Design and production of adolescent soap operas  
B. Evaluation of student productions

Summary
This chapter reported the results of the coordination of instructional objectives in the language arts of listening, speaking, reading and writing and in motivation of remedial high school students. The continuous evaluation of the collection of data throughout the three phases of the program was presented in Chapter IV. Charts and tables provided visual illustrations of the findings. Collection of data provided answers to specific questions based on the objectives of the program. The Activity Participation Charts 4, 5, and 6 delineated the percentage of time expended per activity per phase.
CHAPTER V
SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

The summary and conclusions presented here were based on the purposes of the remedial reading program and the implementation of the integrated language arts in this thematic study based on the soap opera as delineated in Chart 1: Management Overview for the Development of the Remedial Reading Program. The major outcomes of the study have been summarized in terms of the results provided by the assessment instruments and the activities within each phase of the program.

Phase I

Phase I included the introduction of assessment instruments, the concepts of making inferences and predictions, U.S.S.R. periods which were followed by written summaries, and autobiographical lessons. Results from the Opinionaire, the Test on Social Values and the Semantic Differential Scale provided teachers with basic insights of students' attitudes pertinent to the program. The amount of time, percentage of total time expended, and frequency of activities within Phase I are represented in Chart 4.

Data compiled from the Opinionaire indicated that the females viewed television at a greater weekly rate than the males. However,
the majority of both males (72.7%) and females (70%) expressed a preference for going to the movies, rather than watching television. The majority of females admitted to having watched a soap opera, and interpreted the soap opera episodes as real-life stories (60% and 63.2%, respectively). In contrast, the majority of males denied ever watching a soap opera, and did not interpret them as reality (73.5% and 71.9%, respectively).

Results of the Semantic Differential Scale indicated slightly negative attitudes toward soap operas for both males and females. Female responses to two pairs of terms were slightly positive, in comparison to the total male responses, which leaned toward the negative.

In considering the familial obligations of working spouses in the Test on Social Values, the majority of males (61%) felt that a husband should not help with household chores, while the majority of the females (80%) felt that a husband should help with household chores. However, the majority of both males (54%) and females (56%) expressed the opinion that a wife should help her husband with outside chores. In response to male and female employment in stereotypical professionals, the majority of both males (78%) and females (62%) expressed opposition to male participation in the nursing field. The majority of females approved of male participation in the other professions listed, in contrast to the opposition to all of the listed professions in this category expressed by the majority of males. The only occupation approved by the majority of males (58%) was that of bus driver. The majority of females, on the other hand,
expressed affirmation for all occupations listed for consideration by women, with the exception of fire person (67%).

Phase II

Phase II promoted oral and written activities, utilizing the integration of language arts, as represented in Chart 7, through the weekly viewing of televised soap opera episodes from "The Edge of Night," and related literature. Vocabulary and comprehension development, combined with activities focusing on self-awareness, were integral components within this phase. These activities are expressed in Chart 5 in terms of time expenditure percentage of total time, and frequency within Phase II. The point system adopted for evaluation purposes measured individual and group participation in oral and written activities.

Phase III

The production of adolescent soap operas was the central focus within Phase III. Plot development entailed oral and written activities conducive to the completion of the class productions. Taping and photography sessions were included in this segment of the program. Final productions were concluded with individual class evaluations. Criteria for the evaluation of the student productions have been listed in Chart 3. The Nelson Reading Test measured the significant increase of reading abilities between pretest and posttest raw scores of individual students.
Conclusions

Careful analysis of the data provided by the assessment instruments and teacher observation led the research team to derive the following conclusions and observations. Although the Opinionaire indicated that females admitted to viewing more television, specifically soap operas, the Semantic Differential Scale expressed a majority of female negative responses toward soap operas. Males, on the other hand, were consistent in their negative responses toward all soap opera related questions. Negative male verbal expressions directed toward soap operas reiterated this attitude in class discussions. This opposition toward the theme of the program constituted a major obstacle for the teachers.

In the Test on Social Values, the majority of females expressed affirmation toward consideration of stereotypical professions by males and females, with the exception of male nurses and female fire persons. In contrast, the majority of males expressed opposition toward all of the listed stereotypical professions except one, with female bus drivers receiving the single male majority approval. The majority of males also expressed disapproval of a husband helping with household chores, in contrast to overwhelming approval by the females on this issue. Mutual approval by males and females was expressed in the opinion that a wife should help her husband with outside chores. These findings generally indicate a biased attitude toward male and female societal and familial roles by the males, whereas females generally
displayed more tolerant and open attitudes about these issues.

Results from The Nelson Reading Test indicated a significant development of reading abilities. The researchers attributed this improvement in part to the actual practice of silent independent reading, initiated through the continual periods of U.S.S.R., and the incorporation of the integrated language arts throughout the program.

Teacher observation of student participation in the autobiographical and self-awareness units indicated an increase of sensitivity toward peers and the individual. These sessions were initiated in a relaxed atmosphere and created a sense of class unity and openness. This environment was conducive to the interaction of students effectively working together in small and large groups throughout the program.

Student motivation to participate in the final class productions of adolescent soap operas must be attributed to the gradual preparation in all three phases. Although the majority of both males and females did not feel that they could participate as actors or actresses in a soap opera, as expressed in the Opinionaire, teacher observation indicated a general reversal of this initial attitude in Phase III.

The use of a familiar medium, television, provided the foundation for oral and written exercises, which led to the recognition, development and incorporation of literary elements within the project. In contrast to the generally negative responses expressed by males to the soap opera theme in Phases I and II, teacher observation indicated that the majority of males displayed enthusiasm in participating
In Phase III activities. The concept of being photographed in a production series, of taping dialogue, and assuming responsibility for provision of props must be considered in relationship to an increase of motivation to participate.
Recommendations

The recommendations which came out of this study were the following:

1. This project was limited to a one case study, therefore it is recommended that further studies be conducted utilizing the thematic based approach integrating the language arts to support the validity of the program.

2. Further studies might implement the soap opera program in one particular grade level, rather than the combined classes restricted to this study.

3. Evaluation instruments should include a daily teacher-written journal recording all pertinent information, a pretest and posttest on social awareness, and a teacher-kept log of individual student participation.

4. A television set should be designated solely for the program's use.

5. The establishment of soap opera materials, such as magazines and newspaper articles, and related televised programs such as discussion programs, could be of beneficial value to the teacher.

6. The program should be extended to a full semester to promote the interaction of students with soap opera fan clubs, soap opera columnists and studio personnel.
7. Teachers should recognize the possibility of adverse reactions by male students to a program based on soap operas and be prepared to deal with such conflicts accordingly.

8. The program should be implemented in single classes with one teacher, rather than team-taught combined classes, to alleviate possible personality conflicts among students and to promote greater individualized learning.

9. An optional program should be available to students who do not wish to participate to alleviate conflicts in attendance and discipline.

10. A control group, using attendance, participation and motivation as criteria, should be compared to participants in the soap opera program.

The purposes of this study included the development of a thematic based remedial reading program utilizing the integrated language arts and the television medium to promote the development of oral and written communication skills, higher levels of comprehension, and to increase motivation to participate. The fulfillment of the purposes of this study may be attributed to the integration of the language arts and the holistic approach, utilized within each phase of the program.
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APPENDICES
APPENDIX A

Additional References


APPENDIX B

Assessment on Social Values

1. Should a married woman work?   Yes   No
2. Should a married woman with a family work?   Yes   No
3. Should a husband help with household chores?   Yes   No
4. Should a husband help with household chores if his wife doesn't work?   Yes   No
5. Should a wife help her husband with outside chores such as yardwork, taking out trash, etc.?   Yes   No
6. Should women get paid the same salary as men if they perform the same job?   Yes   No
7. Is it okay for a wife to earn more money than her husband?   Yes   No
8. Should men consider the following professions?
   A. Airline steward   Yes   No
   B. Nurse   Yes   No
   C. Beautician   Yes   No
   D. Telephone Operator   Yes   No
9. Should women consider the following professions?
   A. Construction Worker   Yes   No
   B. Bus Driver   Yes   No
   C. Truck Driver   Yes   No
   D. Police Officer   Yes   No
   E. Fire Person   Yes   No
10. Do you think people lose respect for a woman who is divorced?   Yes   No
11. Do you think people lose respect for a man who is divorced?   Yes   No
12. Do you think children should always go with the mother if there is a divorce? Yes ___ No ___
13. Do you think children should go with the father if there is a divorce? Yes ___ No ___
14. Do you think a person should be out on their own if they've reached the age of eighteen? Yes ___ No ___
15. Should children contribute to the household if they continue to live at home after they've turned eighteen? Yes ___ No ___
16. Should two people stay in a marriage if they both are unhappy? Yes ___ No ___
17. Should two people stay in a marriage if they both are unhappy but there are children involved? Yes ___ No ___
APPENDIX C

Semantic Differential Scale

Directions: Rate the following subject by placing a check mark under the appropriate column number, depending on your feelings about the topic.

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APPENDIX D

Opinionnaire

1. Would you rather go to the movies or watch T.V.?
2. Which is your favorite T.V. program?
3. Approximately how many hours of T.V. do you watch a week?
4. What night is your favorite T.V. night?
5. Do you like daytime T.V.?
6. What are your favorite daytime programs?
7. Have you ever watched a soap opera?
8. What is your favorite soap opera?
9. Do you think soap operas are unreal or fantasy-type stories?
10. Do you think soap operas are real-life stories?
11. What kinds of situations do you think could be portrayed on the soaps that would be of benefit to their audience?
12. Do you think you could be an actor or actress on a soap?
13. If you were to design a soap opera, what one problem would you incorporate into your script?
14. Do you know how many hours of T.V. programming are devoted to soaps?
15. What kinds of people watch the soap operas?
16. Are you aware of the history of soap operas?
17. If you are a soap fan, do you have a favorite actor or actress on one of the shows? Who is it?
18. Do you think there are more males or females portrayed on the soaps?
Dear Students:

Welcome to a new and hopefully exciting reading program! Since an 18 year old has watched approximately 18,000 hours of T.V., (5,000 more hours than he/she has spent in school) we thought we would try to develop a program based around this media.

We have chosen a soap opera because we feel it presents a format which will allow us to examine our society's values, increase our knowledge of sex stereotypes, determine for ourselves the differences between fantasy and reality, as well as allowing us to determine the message from the medium. Many of these terms may be new to you, but these are our objectives and hopefully you will understand and be able to discuss these various aspects of life while developing your reading and writing skills.

The last four weeks of this program will be devoted to developing a class project: your own soap opera which will deal with some of the concerns that young people face today. This class will produce the following:

1. A script developed around problems you deal with.
2. A cast of actors and actresses from the class.
3. People to direct and produce a video tape of the soap opera (to be shown to two other classes).
4. People to help with a set, make-up and other necessary details.
5. People to make cue cards, title and credit cards.

This will be your program; we hope we can all have fun while learning and developing our skills.

The Reading Teachers,

Mrs. Marie Montanio
Mrs. Terri Turner
Mrs. Jeanne Shaw
APPENDIX F
Communication Arts/Soaps

Try your problem solving techniques! Can you figure out which members of the cast of "The Edge of Night" fit into the following categories?

HUSBAND ________________________________

WIFE ________________________________

HUSBAND ________________________________

WIFE ________________________________

HUSBAND ________________________________

WIFE ________________________________

HUSBAND ________________________________

WIFE ________________________________

HAVING AN AFFAIR: MAN ___________________ WOMAN ___________________

ENGAGED COUPLE: MAN ___________________ WOMAN ___________________

MEN INTERESTED IN DEBORAH: 1 __________ 2 __________ 3 __________

POLICE OFFICERS: 1 __________ 2 __________ 3 __________

BROTHER SISTER TEAM: ________________________________

BROTHERS: ________________________________

ALIAS NAMES FOR MICKEY DIALS: 1 __________ 2 __________

FAMILY:

FATHER: ___________________ MOTHER: ___________________ DAUGHTER: ___________________

SON-IN-LAW: ___________________
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APPENDIX G
Making Inferences

The mayor said the new law would make traffic move faster. "The increase in fines," she added, "will take the place of higher taxes. I think most people will be happy with this new law."

From what you have read above, which of the following things do you know are true?

1. The mayor knows a lot about traffic.
2. The mayor worked hard to get the new law passed.
3. The mayor is in favor of the new law.
4. The new law is expected to bring in more money than the old law.

You can't be sure the first two sentences are true. But you can figure out that 3 and 4 are true. You are not told these facts directly. But you are told enough, so that you can infer or guess that they are true.

Read the paragraph below. Then read the statements that follow. Check each statement that you can be sure is true.

My school has some rules that I don't like. We can't smoke on school grounds. We aren't allowed to talk during study period. At lunchtime, we can't leave the building. If we do, we might be sent to the principal's office. The principal sometimes makes students stay after school.

1. The school is a junior high school.
2. Both boys and girls go to the school.
3. The students eat lunch in school.
4. The Student Council tried to change some of the rules.
5. The school principal is a man.
6. The students have study periods.
7. A girl wrote this paragraph.
APPENDIX H

Making Predictions

Suppose you read the following book jackets. Would you be able to predict the kind of story you'd find inside? With each book, tell whether it would be romance, humor, science fiction, or chilling adventure. Then make up your own titles.

"Hands in the air! This is a stickup!" Ann and Peter couldn't believe it! They were in the middle of a bank robbery.

You'll laugh yourself sore as you read how the town takes on the dumbest crooks.

A modern vampire stalks the city streets looking for his next victim. Four broken, bloodless bodies are the only clues. Two people know the killer's secret. But can they stop this monster?

A scientist who's trapped in the past...young lovers fleeing an impossible present...an aging couple afraid of the future. These are just a few of the people who take a fantastic voyage through time.

Oh, to have a love of her own. Carla wants this more than anything. Then, one magical night, along comes Danny -- and Carla's dream becomes real! But will it last once she finds out the truth?

Here is the opening of another story. Then there are some predictions about the rest of the story. Some predictions are probable. They seem to go along with the information given. Others are not probable. There is nothing in the paragraphs to support them. Put a check in front of the predictions that make sense.
APPENDIX I

Vocabulary Exercise

Directions: Use context clues and a dictionary to find the meanings of the following underlined words.

1. Nola becomes disillusioned and disappointed because her husband doesn't think she's good enough to star in a new movie.

2. When Zal shoots Paige, it will look like Tobias is trying to stop the assassin, missed, and hit Steve.

3. They will both get their revenge.

4. Star tells an elated Calvin that she wants to marry him.

5. When Nola is given the news that she can star in the movie, she is ecstatic.

6. Geraldine thinks Raven is having an affair because her hours are erratic and she and Logan do not get along anymore.

7. Logan is bewildered when Sarah suggests that Raven is unfaithful.

8. Tobias deliberately shoots Zak.

9. As Steve reconstructs the events of the day, he realizes that Mickey's gun looked familiar.

10. April tactfully suggests to her mother that she could go away with Eliot on a fishing trip.

11. Eliot is stunned by Raven's behavior when Geraldine catches them in bed together.

12. Geraldine is having terrible qualms.

13. Steve discreetly leaves the room when Owen calls Deborah.

14. Nancy and Mike are perplexed, but decide not to mention the conversation.

15. Raven tries to pretend anger -- outraged that Logan would think she was having an affair.
APPENDIX J

Vocabulary Test

Part I. Matching:
Write the letter of the definition next to each word on a separate sheet of paper. Be sure to write each word and the letter on your paper.

1. revenge a. a hired murderer
2. stunned b. to punish one who has wronged oneself or another
3. erratic c. graceful
4. assassin d.Overpowered with sudden emotion; shocked
5. ecstatic e. having no certain course
f. extreme joy

Part II. Fill-Ins:
Use context clues to fill-in the following blanks. Choose from the word list below:

qualms stunned reconstructs elated bewildered disillusioned

1. Nola becomes _______ and disappointed because her husband doesn't think she's good enough to star in a new movie.
2. Star tells an _______ Calvin that she wants to marry him.
3. Logan is _______ when Sarah suggests that Raven is unfaithful.
4. As Steve _______ the events of the day, he realizes that Mickey's gun looked familiar.
5. Eliot is _______ by Raven's behavior when Geraldine catches them in bed together.
Part III. Context Definitions:
Read each sentence carefully. Use context clues to fill-in the blanks. Choose from the word list below.

outraged discreetly tactfully deliberately qualms perplexed

1. If you think long and carefully before doing something, you are acting ________________.

2. A person who becomes very upset and angry is said to be ________.

3. A ____________ person is puzzled and confused.

4. If you have no bad feelings about loaning a friend some money, you have no ____________ about making the loan.

5. If you ________________ handle a situation, you know how to act and what to say under the circumstances.
Appendix K

Soap Opera Plot Development

During the past few weeks, we have viewed six episodes of "The Edge of Night." We have discussed terms related to this art form, and we have examined some of the problems and social issues that have been raised within the context of this serial.

The final project for this program will be a class-designed soap opera, focusing on problems that youth face today.

I. List five problems that today's teenagers may encounter.

II. Choose one situation from your list above that you are most familiar with.

III. List a minimum of four characters that might be involved within this situation.

IV. Describe the setting in which the story takes place.

LOCATION: ____________________________
TIME OF DAY OR NIGHT: ________________________
SEASON: ____________________________
YEAR: ____________________________

V. CONFLICT is the problem that characters face within a given plot. Identify the conflict or main problem faced by major characters in your plot development.
APPENDIX L

Soap Opera Development

Part II

Group A -- Characters: Note the following:

A. Diction and Tone
B. Gestures (Body Language)
C. Attitudes displayed by characters (e.g. sinister, chauvinistic; macho; insecure)

Group B -- Title and Cue Cards: Note the following:

A. List of credits (when does the list appear?)
B. Lettering
C. Sequence of Credits (Director, Producer, Writer, Editor)

Group C -- Stage Crew: Note the following:

A. Placement of furniture
B. Props
C. Direction of lighting

Group D -- Directors of Staging: Note the following:

A. How people move on stage
B. Entrance and exit of characters
C. How characters face each other on stage
D. Transition of scenes

Group E -- Camera Crew: Note the following:

A. Following the actions
B. Framing of camera shots
C. Camera Angles (high, low, "Bird's eye view", close-up, etc.)
APPENDIX M

Development of Plot Unfolding

Prompt: Write a short story using ___________ as the theme. Develop a plot involving at least four main characters. Create a build-up of suspense. Each story must show at least one conflict and a denouement (crisis scene). Develop an ending to your story.

CHECK LIST:

Theme:
Plot: Protagonist:
Setting: Ending:
Characters: 1.
2.
3.
4.
APPENDIX N

OFFICE OF THE LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS
Division of Curriculum and Instructional Services

CAMERA SHOTS

Tight Shot: The tight shot is halfway between a close shot and a close-up. It is used to concentrate dramatic action. A tight 2-shot, for instance, would show the head and shoulders of two characters.

Zoom: Accomplished by means of a special camera lens, the zoom shot is a fast means of changing from a long shot to a close shot. It creates the effect of coming in for intense concentration on a scene, character, or object. For example, it is used to concentrate attention on a play in a football game, so that the viewer seems to be hurled from the grandstand right into the middle of the play. The effect can be highly dramatic.

Superimposition: A technique in which one scene is superimposed over another. Often used for titles or credits, it is also a useful way of showing an actor's thoughts. For example, if the main character is thinking of someone, this person's image can be superimposed on top of the scene.

Stock Shot: A ready-made film which is purchased or rented from a film library. These are standard scenes, used to provide realistic backgrounds or settings.

Full Shot: Shows the entire scene or setting where the succeeding action is to take place. Also called a geography shot, since it establishes locale of a scene.

Long Shot: A comprehensive view or full shot of a scene taken from a distance, as of a valley from a hill or mountaintop.

Medium Shot: A closer shot than either a long shot or a full shot. The actors are usually shown full length, with considerable detail of setting and background. A medium shot can be used as an establishing or geography shot.

Close Shot: Halfway between a medium shot and a close-up, the close shot is the "normal" shot in television. In a close shot the performers are seen from the knees or waist up.

Close-Up: The close-up is a shot taken at very short range in order to show an object without including any of the background. In a close-up the object or face of the performer fills the screen. A close-up allows the actor to convey his emotional reaction by means of his facial expression.

Cut: A cut is an abrupt switch from one scene or setting to another. Cuts provide variety and speed up the action. Thus, when a character is speaking, the camera may cut from a close-up full face to a close-up profile to a close shot which includes some of the setting. In a chase scene, rapid cuts increase the suspense and the tension.

Moving Shot: In a moving shot, the camera moves on its base, in contrast to a pan shot in which the base does not move.
APPENDIX 0

Velaka Advises

Q. I'm a mother of children, grandchildren, and great grandchildren. I'm not that old. I have a problem. I have a lady friend, but I just don't understand her because one day she's nice to me and the next day she's not. I'm always nice to her, but I just don't know what's going on with her, because our business is really good. I never want to have enemies and I love to have friends close to me. So please give me any advice you can offer me so I can have my friend again.

Ana, St. Thomas, V.I.

Q. I will be married almost four years within the next two months or so. The first year my husband and I were married, we were like lovers. But ever since he got his alien card (residence card), he has been renting cars and started going with his friends to bars, etc. So about the beginning of this month, I really got mad and told him that he was just about on my nerves. We really had a big fight about this situation, and now he wants to move to another state because we live in a two-family house with my parents. So he left the house two days ago. He calls me every night and tells me to make up my mind, but that he refuses to live anymore with my parents. I am separated from the man I really love, and it's between him and my parents. I am mixed up.

Anonymous

Q. I have a very serious problem. It started when we went to California for vacation. I am Black, but I met a very attractive male Caucasian and we really hit it off. While I was there, I became very attached to him, and ever since then, I have only been interested in white men. At school, most of my friends are White because my Black friends act as though they don't care and they don't really treat me as a person. This may be one of the reasons why I am becoming more attracted to White men. Naturally, it is harder for me to find a boyfriend. So I seem to be quite lonely. What should I do?

Lover

Q. I am living with a man and have been for a year. I want loose, but everytime I try, he cries and threatens to kill himself. My only wish is that he would wake up one morning and be gone. I care about him, but I'm nineteen and have a lot to live. Help me out of this mess.

Crowley, Texas
A party was held at the Madison home on the set of "EON," for their technical crew. It was the first time ever, that an Emmy was presented for Outstanding Technical Achievement of an entire crew.

The whole cast was on hand to congratulate their crew. Kim Hunter (Nola Madison), a veteran of stage and screen, was seen scrutinizing the Emmys and saying, "They're much prettier than the Oscars."

Emmys were given to the following people: Edward Atchison, audio engineer; Bill Edward, technical director; Joanne Goodhart, assistant director; Arie Hefter, cameraman; Bill Hughes, cameraman; Elliot Lawrence, music producer; Jay Millard, cameraman; Barbara Miller, music supervisor; Robert Saxon, sound effects; Roman Spiner, teleprompter; and Paul York, video operator.

It should be noted that some members of the technical crew did not receive Emmys, though the award was supposed to be for all of them. According to "Edge of Night" Executive Producer Erwin Nicholson, "The Academy had to draw the line somewhere. There has never been an award for technical excellence before. They had a meeting to discuss which people would get it and that was the decision. It was a great accomplishment and we must take one step at a time."

Answer the following questions on your own paper please:

1. Where was the party held?
2. Who was it being given for?
3. Who received the Emmy for Outstanding Technical Achievement?
4. Who was on hand to congratulate the crew?
5. Who thought the Emmys were prettier than the Oscars?
6. Who is the executive producer for the "Edge of Night"?
7. Has there ever been an award for technical excellence before?
8. Who was the video operator?
9. Who was in charge of sound effects?
10. Who is the technical director?
11. What role does Kim Hunter play?
12. Who is the music producer?
Answer the following questions on your own paper please:

1. What is the title of this magazine?
2. What is the address?
3. How much does a one year subscription cost?
4. How many issues do you get in a one year's subscription?
5. If you live in Canada or some other foreign country, how much is the one year subscription?
6. What are the two ways you can pay?
7. What should you do to correct or change your address?
8. How long should you allow for the first delivery?
9. What information is asked for from the subscriber?
10. What one word is written sidewise?
11. Make up as many words as you can from the word SUBSCRIPTION.
THURSDAY
2:30 PM to 4:30 PM

53 WORLD OPPORTUNITIES
54 TORNEO DE ESTRELLAS
55 MIKE DOUGLAS
56 BURKE'S LAW—Mystery
57 VILLA ALEGRE—Children

4 PM MATCH GAME

Guests are Bill Daily, Bert Braverman, Brett Somers, Marcia Wallace.

58 MARY TYLER MOORE—Comedy
Mary becomes the third side of a fractured triangle after her friends get a divorce. Jack: Bart Convy.

59 SAINT-Crime Drama
Simon goes treasure hunting with three unfriendly strangers, each of whom has a third of this treasure map. Templar: Roger Moore. Rawl: Jack Kodly. (60 min.)

60 SPIDER-MAN—Cartoon

61 ONCE UPON A CLASSIC
A four-part adaptation of Carlo Collodi’s “Pinocchio.” In the opener, a lonely old man (Derek Smith) carves a boy out of a magic block of wood. Blue Fairy: Rhoda Lewis.

62 VILLA ALEGRE—Children

3 PM THURSDAY NIGHT

50 MEHV GRUFF—Serial

51 INLAND EMPIRE—Report

52 FILM

53 TO BE ANNOUNCED

54 LOS HERMANOS GORAJE

55 PRAISE THE LORD!

56 MOVIE—Thriller

“Bluebeard.” (1944). John Carradine gives a fine performance as a Parisian puppeteer who murders for love. Jean Parker. (1 hr., 45 min.)

57 LOVELL THOMAS REMEMBERS

3:30 PM 77 A’S H

Hawkeye has a back ailment.

58 EDGE OF NIGHT—Serial

59 MEDICAL CENTER—Drama

A much-needed clinic is threatened with closure because the doctors refuse to turn wounded street fighters over to the police. (60 min.)

60 GREEN ACRES—Comedy
Kimball gets his foot stuck in the Douglas’es porch.

61 BUGS BUNNY, PORKY PIG

62 LOVE OF LIFE—Serial

63 PARA T OCO-LATINO

64 OVER THE JOURNEY—serial

65 LITTLE RASCALS—Comedy

66 HODPEEOCE LODGE—Children

67 ONCE UPON A CLASSIC

See 2 P.M. Ch. 29 for details.

2:30 PM CROSSWITS—Game

Guests: Lynda Goodfriend, Robert Ginty, Robert Pine and Jerri Fields.

59 BY THREE SOS—Comedy

With a private detective hot on their trail, Chip and Polly decide to elope.

60 DINAH!

The guests are Orson Welles, Robert Wagner, Betty White and comedian Fred Willard. (90 min.)

61 MOVIE—Comedy


62 MY FAVORITE MARTIAN

Trouble begins when Marton takes his spaceship for a short flight.

63 TOM AND JERRY—Cartoon

64 ROOKIES—Crime Drama

65 CARTOONVILLE

66 FELICITA—Documentary

“El rey del mar.” (2 hrs.)

67 VILLA ALEGRE—Children
APPENDIX R

Answer the following questions:

1. What time is EDGE OF NIGHT shown? ____________________________
2. What channels can EDGE OF NIGHT be seen on? ______ ______
3. What is EDGE OF NIGHT called? ____________________________
4. How long is EDGE OF NIGHT on? ____________________________
5. What program follows EON on Channel 7? ______________________
6. Who are the guests on the DINAH show? ______________________

7. What time does MY FAVORITE MARTIAN come on? ________________
8. On the previous page, what would be your favorite program? _____

9. List five different kinds of programs. Example: Comedy

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

10. Who plays Bluebeard in the movie on channel 52? ________________

_________________________________________________________________
APPENDIX S

You Kids Are All Alike

Let's suppose it's the week before Christmas and you're given the task of buying a present for each of the following people:

1. Harry Skinner, a cab driver
2. Marsha Truelove, a Red Cross volunteer
3. Freddy Faster, a sixth-grader "A" student
4. Abigail Watson, a senior citizen

Which of the following gifts would you choose for each?

1. a desk dictionary
2. a rocking chair
3. two tickets to the opera
4. a pair of skis
5. a leather jacket
6. a makeup kit
7. a David Cassidy album
8. a first-aid kit.

Did you choose?

The leather jacket for Harry because "it's the kind of clothing a cab driver wears";

The first-aid kit for Marsha since "it may come in handy the next time she helps out in an emergency";

The desk dictionary for Freddy who "can always use a dictionary to help him with his studies";

The rocker for Abigail who "probably doesn't get around too much and who spends most of her time staring out the window."

No doubt there are the "usual" choices. But the people on our list happen to be "unusual." They don't fit into such neat categories.

Harry is a voice student who drives a cab in his spare time.
He has nothing against leather jackets, but he'd prefer the opera tickets. He hopes to become an opera singer one of these days.

At 16, Marsha thinks David Cassidy is "super." She listens to his records while doing volunteer work in the Red Cross canteen every afternoon. She doesn't need a first-aid kit to serve coffee and cokes to servicemen.

Freddy is working on a clown routine for the school Talent Show right now. A makeup kit would help his act a lot more than a dictionary would.

Born in Vermont, Abigail still enjoys skiing down a powdery slope on a brisk winter's day. She would put those new skis to good use, and has no need of a rocking chair just yet.

Did the labels on these people mislead you into making the "usual" choices? Then, you read too much into them. To know a person well you need a great deal of information, more than you'll find on a label. With nothing but a word or two to go on, your mind produced a stereotyped picture rather than a real one.

In printing, a "stereotype" is a metal plate which reproduces the same picture over and over. In thinking, a stereotype is a mental picture. It has all people in a particular group looking and acting the same way. Stereotypes can cloud our judgment because they ignore the fact that no two human beings are identical. People just aren't.

Take the cab driver, for example. In your mind did you picture him as a middle-aged, rugged, boisterous, gabby family man? That is one stereotype of a "cabbie" -- the one you usually meet on TV or in the movies. But real cab drivers can be young or old, sensitive, edu-
cated, soft-spoken, shy, unmarried, and either male or female. Yet, when we think in stereotypes, we tend to ignore this.

Here are some other examples of stereotypes. Do you recognize them?

1. She wears her hair tied in a bun.
2. She wears horn-rimmed glasses.
3. She's a spinster.
4. She's always saying "sh" to people.
5. She spends her days surrounded by books.

She is a

He's fast talking and fast moving.
His secretary adores and worships him.
He's fearless and can take a beating as well as give one.
He usually outwits the police.
His clients often include beautiful women.

He is a

She's a big, meddlesome lady with a loud voice.
She pays surprise visits to her children.
She's fond of saying, "my poor baby."
She has been known to wreck some marriages.
She likes to spoil the children.

She is a

How true-to-life are these stereotypes? Usually a stereotype has some truth to it. There probably are some librarians who wear their hair in a bun, private eyes who are chased by beautiful women, and mothers-in-law who are pests. But there are many more who do not fit these descriptions. The danger in the stereotype is that it distorts our understanding of people by ignoring their differences.

Some adults have a way of stereotyping young people. Perhaps you have heard their argument. It goes something like this:

You kids are all alike. You show no respect for your elders, you have poor manners, and your speech
is as sloppy as your dress. You don't realize how good you have it. Now in my day .......

The harm here is that the person who believes in this stereotype may act on this belief. In the case just mentioned, you, as a young person, would be the victim. Maybe you've already had the experience. Have you ever met a merchant who doesn't trust kids in his store? A bus driver who hates all kids who go to that school on the hill? A teacher who is suspicious of a boy with long hair?

Stereotypes are often used by the mass media -- by TV, advertising, the movies, magazines, comics, etc. Sometimes these stereotypes are amusing and entertaining. The henpecked husband, the absent-minded professor, the bearded hippie, all make us laugh because they are such exaggerations of the real thing.

The mass media rely on the fact that all of us have certain stereotypes in our heads. For example, the column at the left lists a number of different types of people. Can you match the person to the quality in the right-hand column with which he or she is usually associated?

1. Blondes  a. lack of respect for adults
2. Fat People  b. aren't scholars
3. Redheads  c. smoke cigars
4. Athletes  d. have more fun
5. Professors  e. are glamorous
6. Politicians  f. are hot-tempered
7. Teenagers  g. are always jolly
8. Actresses  h. are absent-minded

Stereotypes distort the truth. They suggest that all people in a particular group behave in the same way. They also suggest that only these people behave that way. Neither is true.
When people begin to stereotype others on the basis of their race, religion, or nationality, the result is prejudice. Archie Bunker, the "lovable" bigot on TV's "All in the Family," is guilty of this. Archie, like most bigots, sees only what he wants to see. Instead of judging people on their merits and abilities, he identifies them with a race or religion or nationality and, then, either praises or blasts them.

It is important to remember that no one group in our society has a monopoly on brawling, laziness, ignorance, foreign accents, drinking, crime, greed, pushiness, etc. Nor does any one group have a monopoly on beauty, brains, glamor, strength, humor, talent, etc. Every group has its share of all of these human qualities.

To be sure, a certain amount of stereotyping is bound to occur. We all do it -- usually without thinking about it. But it's a good idea to remember that no two people in the world are identical. Thus, no label can be pasted on an individual or group that accurately describes that person or group. After all, labels belong on products, not people.
APPENDIX T

VALUES

Minding Your Own Business vs. Helping Those in Need

Read each of the eight situations below and try to identify what you would do in each case. Although not all the information is provided for any of the situations, make the best estimate you can of what you would do if you were faced with such a situation in the future. Try to be as realistic as possible in your choice of actions. When you are finished, try to summarize your position regarding the issues: Minding Your Own Business vs. Helping Those in Need.

1. You are walking down a busy shopping street in the middle of the afternoon. You hear screams across the street and see a man choking a woman in a doorway. Several persons on both sides of the street notice, but nobody moves as the woman continues to scream and as the man tries to drag her indoors by the throat.

2. You are in a group of persons with whom you would like to be friends. The members of the group begin to tease a nearby girl who has a very strange face. Others in the group join in, although a few are silent.

3. The young married couple that lives next to you has a little boy, three years old. During a friendly visit with them, you observe that they are energetically teaching that boy to hate a minority group.

4. An unpleasant-looking man approaches you on a corner and asks you for a dime for a cup of coffee.

5. Someone asks your advice on a tax law that must be voted on in the forthcoming election. The proposed law would not change the total amount of money collected, but it would increase taxes for those in the middle and upper income brackets and decrease taxes for those in the lower income brackets.
6. You hear that the Indians on the reservation in the next state are suffering from severe poverty and that nobody is doing much about it.

7. You read that Negroes in some areas of the South continue to suffer discrimination and that they are sometimes beat or even murdered and that the white persons in those areas are angry with those trying to interfere with the way things are.

8. You are asked to make a judgment about U.S. foreign policy. The leaders of country XYZ are about to be thrown out by the citizens there because they are not doing the kind of job that the majority of the citizens desire. Those leaders appeal to the U.S. for armed support, to keep the citizens from removing them. The U.S. government is concerned because the current leaders vigorously support the U.S.A. in international disputes while the new leaders that would probably emerge in that country are not expected to support the U.S.A. in international matters and would probably request the removal of a large American air base on their territory.
APPENDIX U

My Mini-Autobiography

Directions: After completing the information on this page, each member has one minute to tell his or her mini-autobiography to the rest of the group.

List 3 Adjectives that describe you. List 3 things that tell who you are and what you enjoy doing.

List 3 things that you consider important to a happy life. Where will you be and what will you be doing 10 years from now?
APPENDIX V

The You That Is!

Answer the following questions please:

1. What kinds of material things do YOU value?

2. What are your favorite things to do? Interests?

3. If you were guaranteed success, what three things would you want to accomplish in the next ten years?

4. Who are the people that are important in your life?

Please remember to keep those pictures which represent your interests and values within acceptable classroom standards. (Keep it clean!)
APPENDIX W

SOAP OPERA/ PERIOD II

THEME: DRUGS ON CAMPUS

SETTING: On campus; discussion between two friends.

SCENE I:

Girl #1: Hey __________, do you have any weed on you?

Girl #2: No, but I know of someone that sells it.

Girl #1: You do?

Girl #2: Yes, and if you want to deal with him, I'll tell you just exactly where you'll find him.

Girl #1: Where? Are you talking about Joe?

Girl #2: Yes, he's the only one who I know that sells weed to all the guys around school.

Girl #1: But how can I buy some weed from him? I hear that he got busted Monday in the PE field.

Girl #2: That's true, but he still hangs around the west side of the L building every Monday during nutrition.

Girl #1: Why don't you tell Joe that I'll meet him Monday during nutrition at the gate, and tell him to bring me a dime.

Girl #2: OK, but just be there on time so he won't look suspicious.

Girl #1: OK.

Girl #2: See you later.

Girl #1: Yeah.

Scene II:

SETTING: Behind the L Building

Dealer #1: Want to buy an ounce?
Girl #1: I haven't got enough money for an ounce.

Dealer #1: Will you have the money tomorrow? We've got other people who want to buy.

Girl #2: Tomorrow, meet us here at the same time.

Girl #1: Do you have any dimes?

Dealer #2: Yeah!

Girl #1: I want a dime.

Girl #2: I want an ounce.

Everyone leaves.

SCENE II: Next day, same place, students waiting for the dealers.

Girl #1: Hey, we're taking a big risk here. What if they're undercover narcs?

Girl #2: I've done this before; just trust me.

Dealers arrive.

Dealer #1: Have you got the money?

Girl #2: Yeah, we've got the money; have you got an ounce?

The marijuana and money are passed between the four people. Two narcs walk by and then come back and break it up. The dealers hop the fence and get away. The girls run through L building; one is caught and taken to the office. The female narc searches her and finds 1/2 ounce on her.

Narc: What is going on over here?

Girl #1: Nothing!

Narc #1: What do you have in your hand?

Girl #1: Nothing.

Narc #2: Let me see your hands.

Girl #1: No, you don't have any reason.
Narc handcuffs girl and walks her to the security office. Girl drops package of dope. He picks it up.

Girl #1: You don't have any reason to handcuff me. You don't have any proof that it's mine.

Narc #2: I found it on you. Who did you buy it from?

Girl #1: I'm not going to tell you!

They arrive at the office.

Narc #1: We'll get your friends sooner or later, so you might as well tell me.

Girl #1: I'll think about it. If I tell you, will I go to jail?

Narc #1: If you cooperate, we'll see what can be done, but we can't make any promises.

Girl #1: What have I got to lose? Okay, the dealers who sold it to us were John and Frank.

Narc #2: What are their last names?

Girl #1: Smith and Marshall.

Narcs go to attendance and check out files.

SCENE IV: School authority and narcs standing outside of classroom waiting for the two dealers to come out. Two dealers walk out; narcs walk up to them.

Narc #1: Come with us to the Dean's Office.

Dealer #1: What do you want me for? I don't got nothing on me.

Narc #1: We suspect you of selling drugs.

Narc #2: Alright, let's go!!!

Everyone starts walking towards the office.

Dealer #2: I told you there was going to be a bust!

Dealer #1: Shut up! Be cool, you don't got nothing to worry about.

Narcs take dealers to back room.
Narc #2: Empty out your pockets.

Dealers empty out their pockets; dealer #1 is caught with 1/2 ounce.

Narc #1: (to Dealer #2) You can go ahead back to class; you stay here! (Dealer #2 leaves).

Narc #2: (to Dealer #1) You have the right to remain silent. If you give up this right to remain silent, anything you say can and will be used against you in a court of law. You have the right to speak with an attorney and to have the attorney present during questioning. If you so desire and cannot afford one, an attorney will be appointed for you without charge before questioning.

Police officer arrives; parents are notified.

--------------------------------------------------------------------------------

SCENE V: Police officer arrives; takes handcuffed Dealer into car.

TITLE CARD: "MORAL OF THE STORY: DON'T MESS AROUND WITH MARIJUANA."