

THE 2007 SURVEY ON TEACHING WRITING

**American public opinion on
the importance of writing in schools**

**Conducted for
The National Writing Project**

March 2007

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Appendix A: Questionnaire with response totals

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I. Introduction and Executive Summary

A. Introduction

Results recently released from the National Assessment of Educational Progress reveal a decline among American students in reading and math proficiency, two of the traditional “Three R’s.” The American public also believes we are falling behind in the third “R,” writing, according to the 2007 Survey on Teaching Writing conducted for the National Writing Project.

The survey on teaching and writing reported here follows our prior research for NWP examining public opinion about the need for good writing skills and the importance of teaching writing at all levels. In this year’s study, we update our findings on American attitudes about the importance of learning to write. The survey includes many questions on learning to write and the importance of writing skills that we first asked in a 2005 survey for NWP – thus establishing key measures on attitudes that may be tracked over time. The results reported here show little or no change in views between 2005 and 2007 on the issues covered. Percentages for 2005 and 2007 are included in tables and graphs in this report for questions asked in both years.

In addition to the tracking questions, we include a segment on the interface between computer technology and writing, using a new set of questions about the impact of increased use of computers on learning to write and on the need for good writing skills.

B. Executive Summary

Overview

The 2007 National Writing Project monitor looks at public opinion on how well we are preparing young Americans to write, and reveals a number of key findings in two areas: the important task of teaching writing and the increasing role of computers in writing education.

The survey shows that the public places a great deal of importance on teaching students to write well, but feels that our schools are underachieving in writing instruction.

Americans believe computers and other new technologies have more positive than negative impact on teaching students to write well, but find some uses of the computer are more helpful than others. The public is of two minds as to whether writing instruction and learning is enhanced or hindered by spell-check and grammar programs, and whether reliance on computers helps students in editing and revising their work or makes them more careless writers.

Despite reservations, new technology generally is recognized as an integral part of teaching writing. Learning to use computers follows immediately after the "Three R's" in terms of the priorities Americans have for their schools, and they endorse learning to use a computer at a very young age.

Writing education for a lifetime

- The 2007 survey reveals that Americans believe good writing skills are more important than ever – especially for higher education and professional and white-collar occupations.
- One-half says writing instruction should begin in the first grade or earlier, and nearly everyone agrees it should be introduced before the fifth grade.
- Americans fear our children are falling behind, not learning to write as well as students a generation ago. Half say students are writing less today than when they were in school.

Acquiring other skills and climbing the education ladder

- Learning to read and learning to write go hand in hand, according to a great majority of the public – rejecting the view that reading skills need to come first. Further, learning to write well is perceived as a key ingredient to acquiring other skills such as communications, grammar and critical thinking.
- More than four fifths say students should learn to write well as a requirement for high-school graduation. More than seven in ten say giving all students daily writing assignments and teaching writing in all subjects are ideas that should be put into practice now.
- Americans say students need writing skills to succeed in college, expressing a stronger belief that writing is essential for college than it is for any occupation.

What teachers need

- Americans want to see teacher training programs include writing instruction in undergraduate programs and professional development for current teachers.
- By a margin of two to one, the public prefers putting more resources into helping teachers teach writing, rather than putting those resources into testing students to see how well they are learning to write.

The new age, new technology

A key topic for this survey was the impact of the increased presence of computers into our daily lives on the importance of writing and on the teaching of writing.

- Although we have not reached complete coverage, most students, at all socio-economic levels, have access to computers both at home and at school, according to their parents.
- Learning to use a computer at a very young age is a widely endorsed goal. Computer use follows immediately after the “Three R’s” in terms of the priorities Americans have for their schools. Nearly as many Americans say becoming proficient in computers should be a requirement, as say reading

and writing should be demanded of students before they are allowed to graduate from high school.

The intersection of learning to write and computers

Americans have mixed views on the influence of computers on learning to write.

- Generally, the public believes computers and other new technologies have a more positive than negative impact on teaching students to write well. Better quality of student work on tasks such as research and reports are positive outcomes that most people see from computer use.
- Americans generally agree that a variety of applications that young people use in their school and social activities -- creating PowerPoint presentations, doing homework on their computer, creating web pages, writing blogs and emailing friends and family -- are contributing positively to their growth as writers.
- Instant messaging, however, gets thumbs down. And Americans are of two minds on whether the use of computers and the Internet are harming young people's attention spans.
- There are two opinion camps on the question of whether writing instruction is enhanced or damaged by spell-check and grammar programs.
- Americans are also divided as to whether using computers to write makes students more careless, as they zip through their work, or helps them become better at writing because it makes it easier to revise and edit.

II. Methods

This public opinion research reported here is a national survey conducted January 3 to 16, 2007 by telephone. The survey was carried out among a representative probability sample of 1,501 adults residing in the US. In June of 2006 prior to the survey, BRS conducted six focus groups – two each among parents, teachers and teens – exploring the interface between the use of computers and learning to write. The findings of the focus group discussions, which were reported separately, were instrumental in the development of the questionnaire for the survey.

The questionnaire for the survey was written by BRS and approved by the National Writing Project. It repeats many of the same questions we first put to the public in a 2005 survey for NWP, as well as new questions regarding the relationship of technology and writing among students today.

Professional, fully-trained and supervised telephone interviewers, using a computer-assisted telephone interviewing system, conducted the fieldwork. A briefing session was conducted to familiarize the interviewers with the sample specifications and the instrument for this study. The sampling frame was a list of randomly created telephone numbers (a technique known as random digit dial or RDD) for telephone exchanges across the US. Survey Sampling, Inc. provided the sample. Supplemental random sample was used to target African-American and Hispanic households. Interviewers randomly selected respondents by requesting to speak with the adult 18 or older in the household who had the most recent birthday.

The demographic characteristics of the sample were matched to the most recent Census estimates and the data have been weighted statistically in order to bring race, age and income into their proper proportions. The margin of sampling error (or sampling tolerance) for the survey is plus or minus 2.5 percentage points at the .95 confidence level. Tables in the report use many cross tabulations, based on smaller subgroups and the margin of error for these is higher.

Reading this report: The questionnaire is attached in Appendix A. Illustrative graphs accompany the narrative of this report, and longer crosstab tables appear in Appendix B. Tables and graphs included in the text of this report highlight selected relevant survey findings and are expressed in percentages. The base for each table is all respondents (n = 1,501) unless otherwise noted. In reading these data, when the percent sign (%) appears at the top of a column, the numbers add vertically; when % appears at the left of a row, the numbers add horizontally. An asterisk (*) indicates less than 1%; a double hyphen (-) indicates zero.

Due to weighting, rounding, omission of “don’t know,” “refused,” and other responses, or, in the case of multiple response questions, percentages may add to more than or less than 100%.

Description of banner points: Most of the banner points in the tables are self-evident; however, a few points should be noted.

Writers: The survey asked Americans: “In your paid job or as a volunteer, do you sometimes have to write reports, correspondence, email or other text?” We divided the responses into four categories:

- None- Those who say they do not write at work or as a volunteer.
- Write 1 page or less - Those writing a page or less each day.
- Write 1-4 pages per day- Those who between one and five pages at work.
- Write 5+ pages at work - Those who write five or more pages at work per day.

Parents: For this survey we considered as parents anyone with children 25 or under.

Parents elementary: Parents of students in elementary schools

Parents middle/HS: Parents of students in middle or high school

Region: The banner points are as follows:

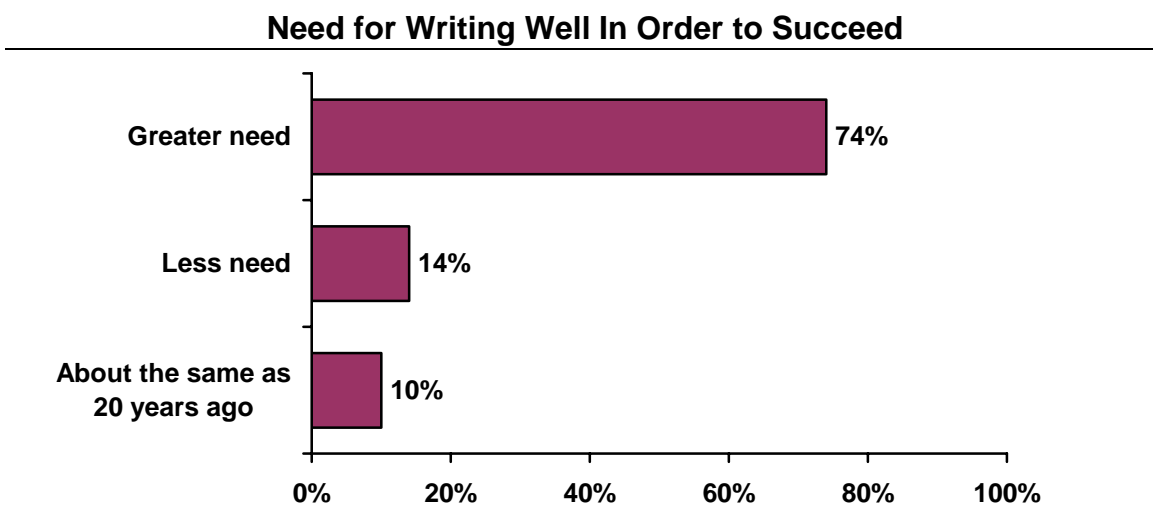
Northeast (18%)	Midwest (20%)	Deep South (20%)	South Atlantic (16%)	Rocky Mtn. (8%)	Pacific (17%)
Connecticut	Illinois	Alabama	Delaware	Arizona	California
Maine	Indiana	Arkansas	District of Columbia	Colorado	Oregon
Massachusetts	Iowa	Kentucky	Florida	Idaho	Washington
New Hampshire	Kansas	Louisiana	Georgia	Montana	
New Jersey	Michigan	Mississippi	Maryland	Nevada	
New York	Minnesota	Oklahoma	Virginia	New Mexico	
Pennsylvania	Missouri	Tennessee	North Carolina	Utah	
Rhode Island	Nebraska	Texas	South Carolina	Wyoming	
Vermont	North Dakota		West Virginia		
	Ohio				
	South Dakota				
	Wisconsin				

III. Detailed Findings

A. Value of writing

1. Success in the world of work

Americans believe writing skills are essential to get ahead today. Nearly three quarters (74%) say there is a “greater need” than there was “twenty years ago for a person to be able to write well in order to succeed.”



Q14. Do you think in today's world there is a greater need or less of a need than there was twenty years ago for a person to be able to write well in order to succeed?

Those especially inclined to believe in the need for writing include these groups:

- African Americans (86%);
- Residents of the South (South Atlantic 82%; Deep South 80%);
- Women 55+ (80%); and
- Mothers without college education (80%).

While most Americans believe that writing well is more important today than 20 years ago, is writing equally important to success in all areas? To explore this question, we asked the public about the importance of writing in determining success in a number of fields and sectors.

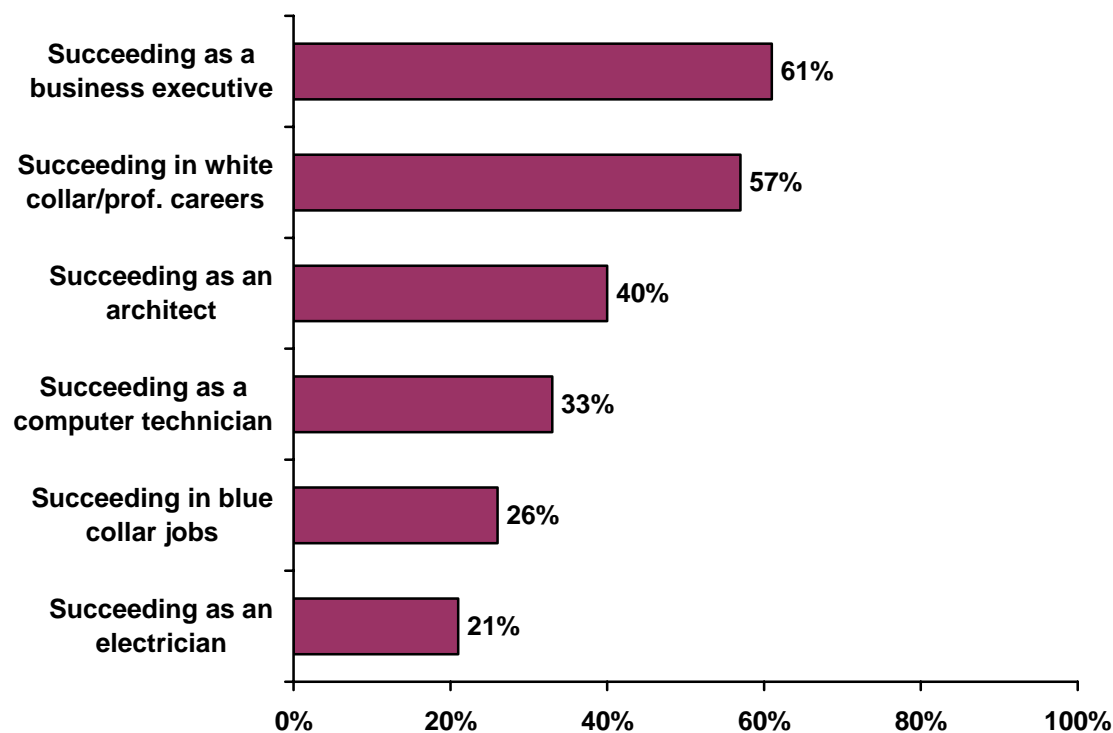
The results reveal a wide difference in beliefs about the importance of writing for individuals in blue-collar occupations as opposed to white-collar and professional fields. According to the public, success in blue-collar jobs is not highly tied to writing. Only one in four (26%) believe that writing well is “essential” to success in “blue-collar jobs,” and one in five (21%) see it as essential to “succeeding as an electrician.”

On the other hand, writing is closely linked to success as a “business executive” (61% call it “essential”) or in “white-collar and professional careers” generally (57%).

However, for some white-collar and professional careers writing does not seem so necessary. Despite the strong connection that most Americans say exists between white-collar and professional success and writing well, just four in ten believe that writing is essential to success as an architect. And only one in three (33%) see writing as necessary to succeeding as a computer technician.

Writing's Importance for Success in Careers

% saying "essential"



Q27-32. Now I would like you to tell me if, in your view, learning to write well is essential, important, not very important, or not at all important for each of the following. (n = 744 for Q27, 28) (n=757 for Q29-32)

Americans tend to say there is a need for writing in the jobs similar to the ones they themselves perform, regardless of what type of job that is. Writing is not just a skill needed by "the other guy."

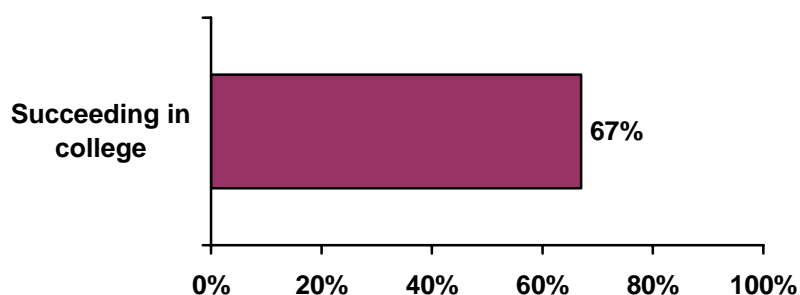
- Individuals who have an education beyond high school are much more likely to see a relationship between writing and success in white-collar and professional occupations.
- People who earn the least and have the least education – those most likely to be employed in blue-collar jobs – are the most likely to say that writing is important to blue-collar jobs or as an electrician.

2. Success in education

Qualifying for many jobs today requires a college education and Americans believe learning to write well is particularly important for success in higher education. More (67%) identify learning to write well as essential for success in college than called it that necessary for any particular job, as we saw in the preceding section.

Writing's Importance for Success in College

% saying "essential"



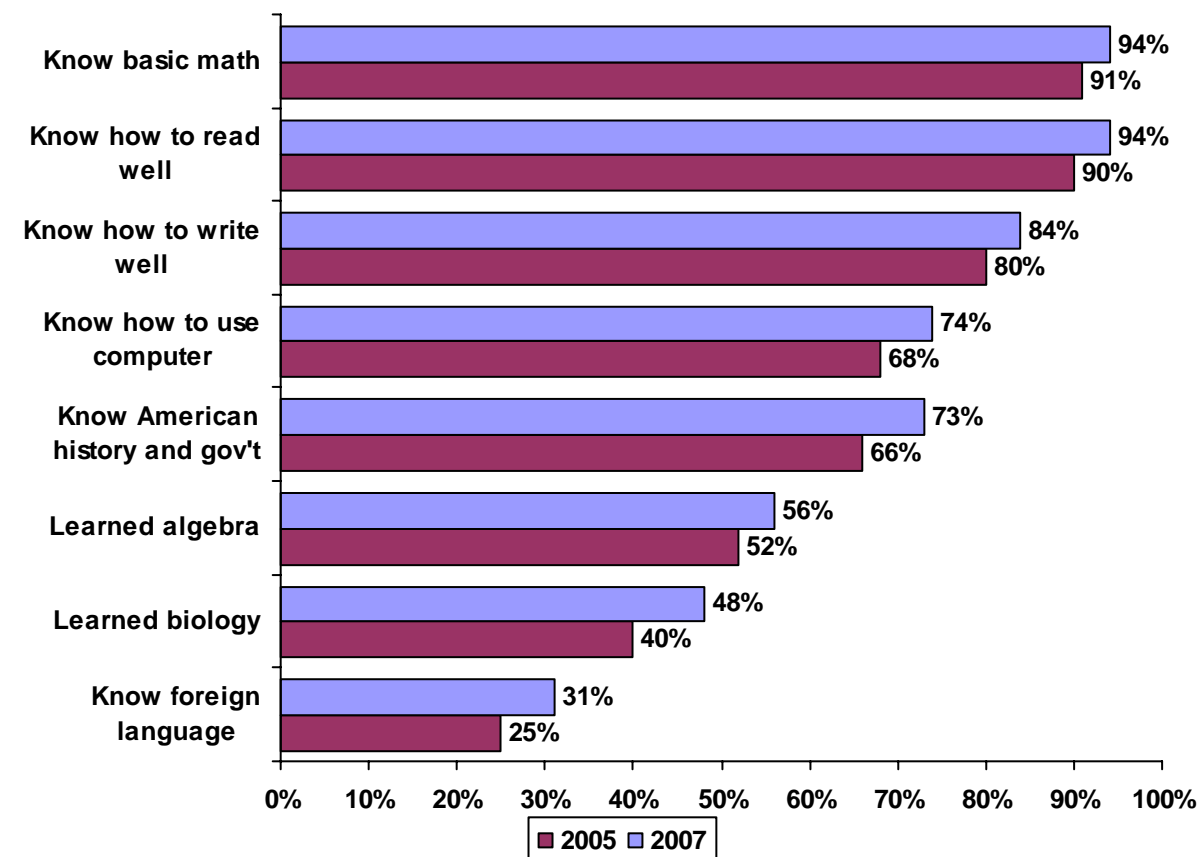
Now I would like you to tell me if, in your view, learning to write well is essential, important, not very important, or not at all important for each of the following.

Americans believe that high school graduates should be required to write well, reinforcing the status of writing as one of the three basic "R's." More than eight in ten (84%) Americans say knowing how to write well is a skill that should be required for graduation from high school. Only basic math skills (94%) and knowing how to read well (94%) are cited more often than writing.

It is noteworthy that the skill that most closely follows the "Three R's" is computer literacy which is recognized as an extremely important skill that all high schoolers should know. Fully 74% say students should master the use of computers before they can graduate. Technological skills have become, in the public's view, as important as knowing American history and government (73%) and more important than algebra (56%), biology (48%) or a foreign language (31%).

Requirements for High School Graduation

% saying "required"



Q3-10. Thinking about what students learn in high school, please tell me if you think each of the following skills should be: required for high school graduation, is very important but should not be a graduation requirement, is only somewhat important, or is not very important: Q6. Be able to do addition, subtraction, multiplication and division; Q5. Know how to read well; Q7. Know how to write well; Q8. Know how to use a computer; Q10. Know American history and government; Q3. Have learned algebra; Q9. Have learned biology; Q4. Know a foreign language.

While support for writing as a graduation requirement is strong among all groups, it is particularly high for some, including:

- Those who write 5+ pages per day; 93%);
- College-educated mothers (91%);
- Residents of the Pacific (89%); and
- Those earning more than \$50,000 a year (89%).

Belief in the importance of computer savvy is strongest among:

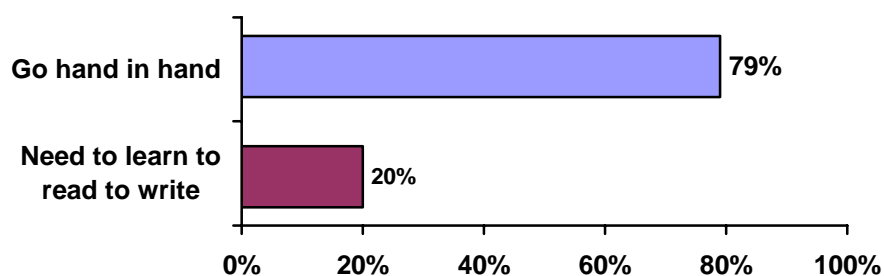
- Parents with middle school and high school students (83%) and
- Those with the most education (Post-grads 81%).

3. The relationship of writing to reading and other learning

Learning to read, to communicate, to analyze, and to think critically are life skills that rely on learning to write well, according to majorities of Americans.

In particular, Americans believe that writing has a strong connection to learning to read. Indeed, nearly eight in ten (79%) agree “writing and reading go hand-in-hand, so students should learn them both at the same time.” Only 20% say instead that children must learn reading “in order to learn to write.”

Learning to Write, Learning to Read



Q33. Please tell me which of the following views you agree with more [ROTATE STATEMENTS]: That children need to learn to read in order to learn to write, OR, That writing and reading go hand-in-hand, so students should learn them both at the same time.

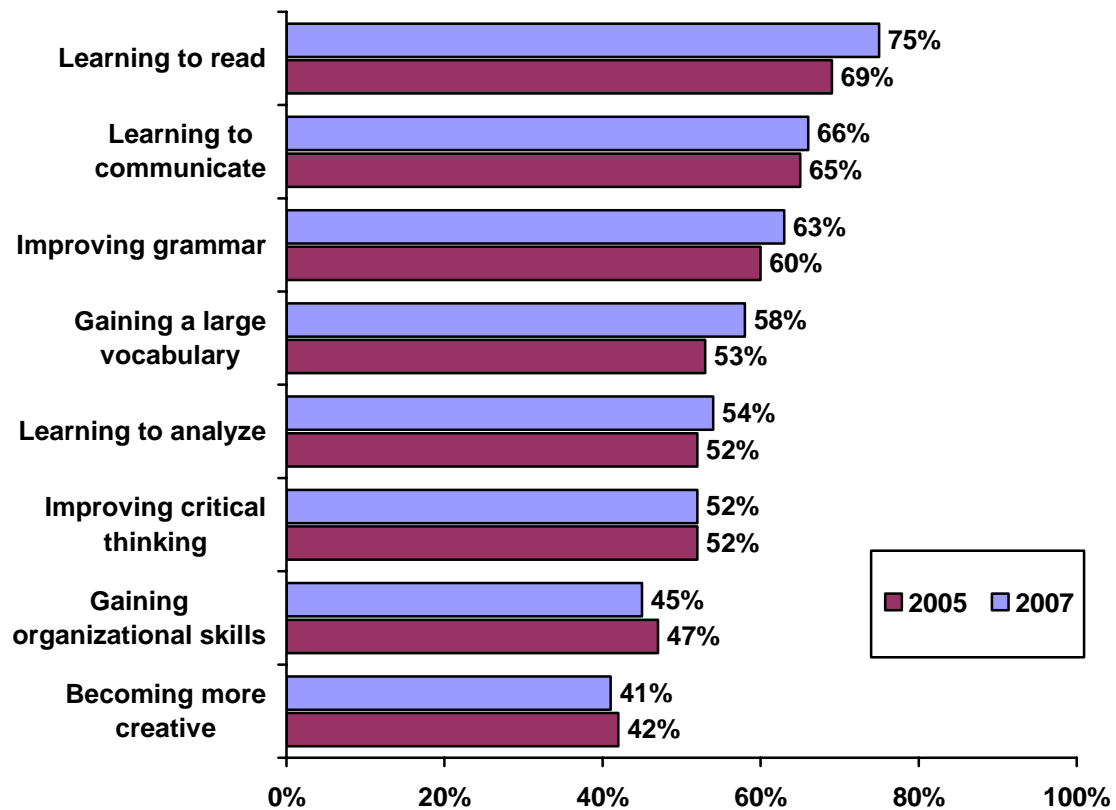
Perceptions of a strong connection between reading and writing show up again in a series of questions regarding the relationship between writing and eight other skill sets. Three quarters of the public (75%) say learning to write well is essential for developing reading skills, and nearly everyone (97%) say it is essential or important.

The public agrees – but in a softer voice – that writing enhances development of many other important abilities. Looking at the “essential” figures only, two-thirds call writing essential for communication skills (66%) and “improving grammar” (63%). Majorities also believe writing is essential to build vocabulary (58%) as well as for more abstract intellectual development such as learning to analyze (54%) and critical thinking (52%).

The public is less likely to see how writing relates to other areas; slightly less than a majority feel learning to write well is “essential” to “gain organizational skills” (45%) or to “become more creative” (41%) – yet these, too, are strong endorsements. These figures remain similar to those found in 2005.

Importance of Learning to Writing in Other Academic Areas

% saying "essential"



Q18-25. Now I would like you to tell me if, in your view, learning to write well is essential, important, not very important, or not at all important for each of the following: Q23. Learning to read; Q19. Learning how to communicate effectively; ; Q21. Improving a person's grammar; Q24. Gaining a large vocabulary; Q25. Learning to analyze and bring details together; Q18. Improving a person's critical thinking; Q22. Gaining organizational skills; Q20. Becoming more creative.

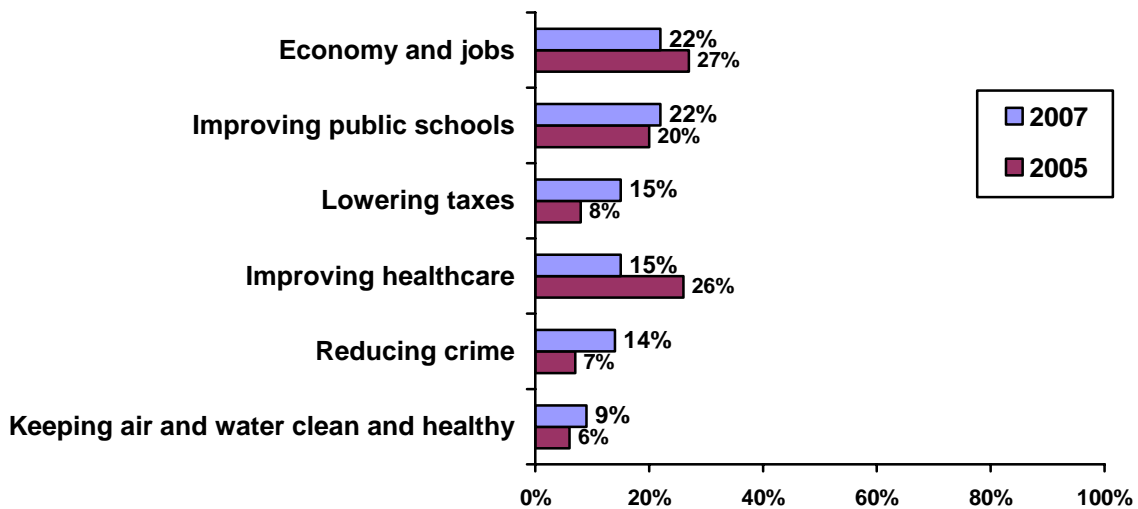
B. The effectiveness of schools today

1. The importance of and grades for local schools

Improving the public schools continues to be a top priority for the American public. In this poll and in 2005, we asked respondents to select among six possible priorities for their communities. More than two in ten (22%) cite “improving the public schools” as the biggest need in their community, the same number (22%) as mention “improving the local economy.” These two concerns stand above all the others that we included in our questionnaire.

Education’s importance has stayed at the same high level over the past two years, while concern in other areas has varied. Notably “improving health care” has declined while “lowering taxes” and “reducing crime” have risen.

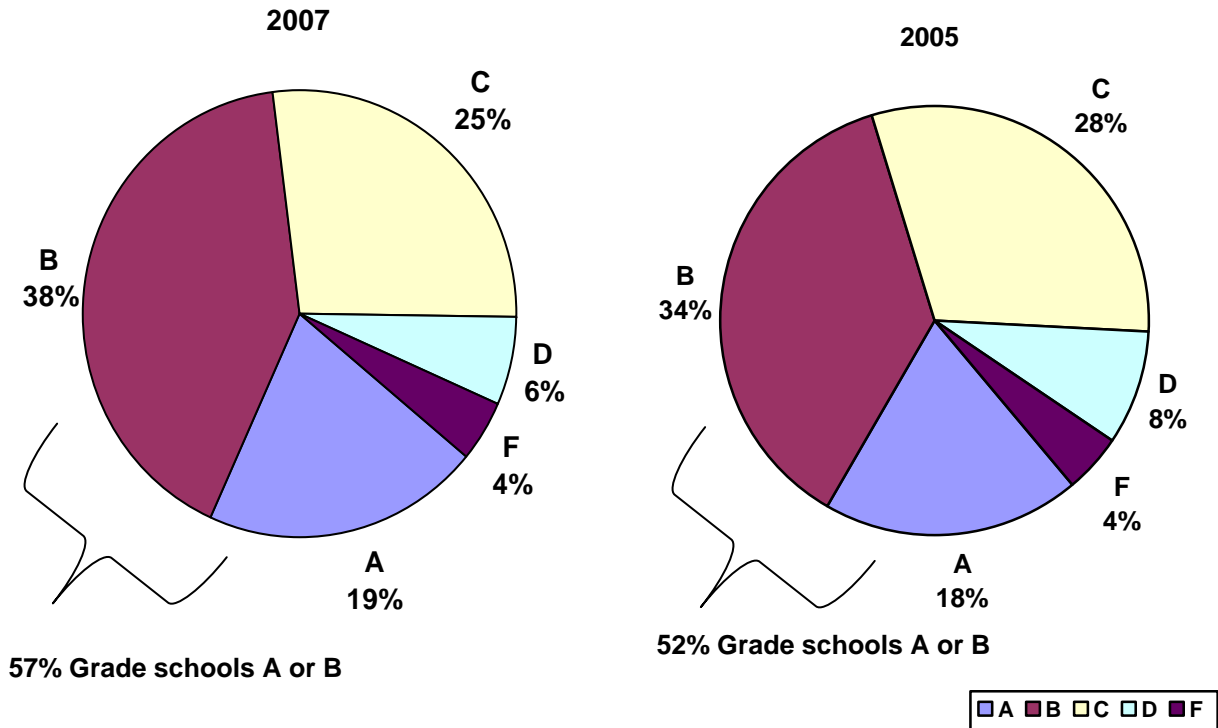
Biggest Need in Your Community



Q1. Which of these do you think is the biggest need facing the community you live in?

The public registers relatively positive views of their local schools. When asked to grade the schools in their community more than half (57%) give the schools an "A" or "B." Again these figures are very similar to the findings two years ago.

Grading Schools in Your Community



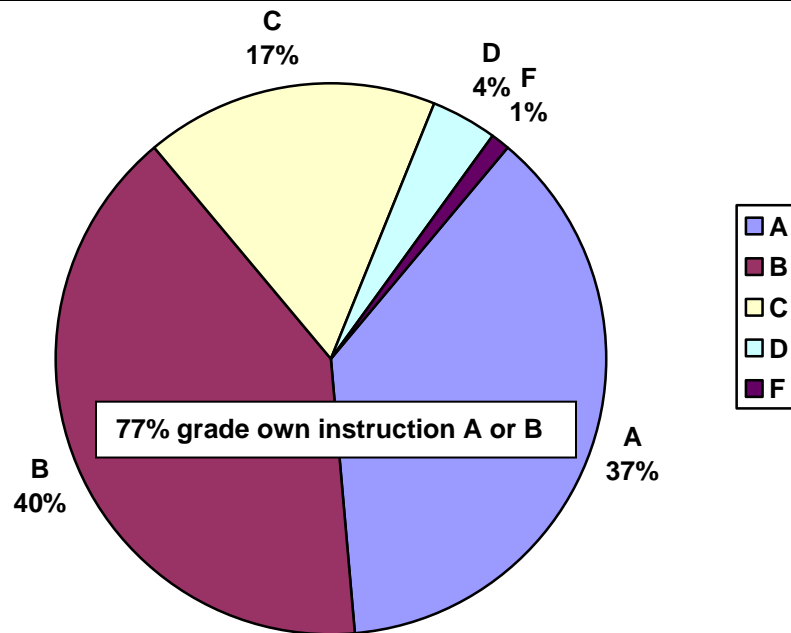
Q2. How would you grade the schools in your community overall?

- Those most satisfied with the schools in their community include Caucasians (20% "A") and Hispanics (20%).
- African Americans (8% "A") and blue-collar workers (10%) have more lukewarm views of the schools in their area.

2. Writing in school -- then v. now

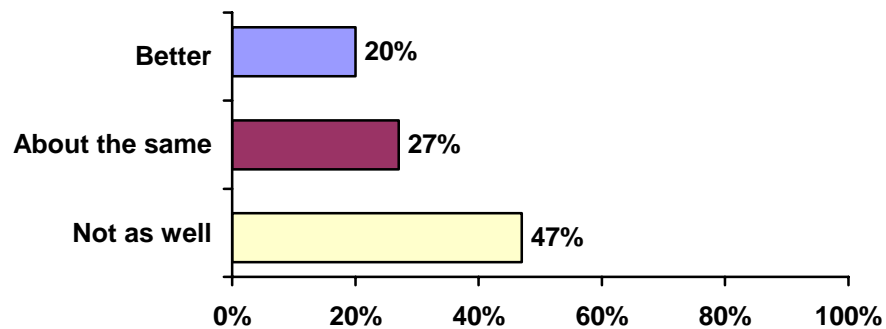
Most Americans believe they received a good writing education; more than three-fourths (77%) grade their writing instruction as an "A" or "B." However, they are less confident about writing instruction today. Nearly half (47%) say that high school students today are not learning to write as well as when they were in school; another quarter (27%) says about the same. Just 20% believe today's students are learning to write better.

Grading Own Writing Instruction



Q11. How would you grade the quality of writing instruction you received in school – that is grades K through 12?

How Well High School Students Are Learning to Write Comparatively

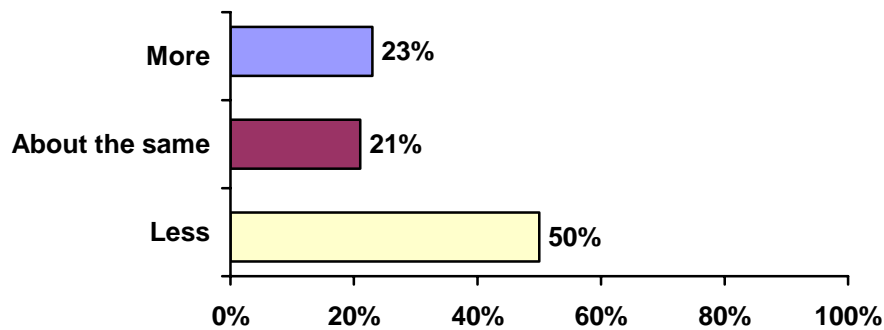


Q12. Do you think high school students today are learning to write better, not as well, or about the same as when you were in high school?

- Those groups who recall their own experience in school as favorable express the least confidence in today's students. In particular, older Americans, especially women 55 and over, view their own education as quite stellar (50% grade their own education "A"), while rating the education of today's students harshly (63% say students are learning to write "not as well").
- This is in stark contrast to Hispanics who take a more measured view of their own education (28% "A") while rating current schools far better (32% "better" today).

Further, half of Americans (50%) believe that students today are writing less than when they were in school. Fewer than one in four (23%) believe that students write more than before and 21% say it is "about the same."

Students Writing More or Less Comparatively

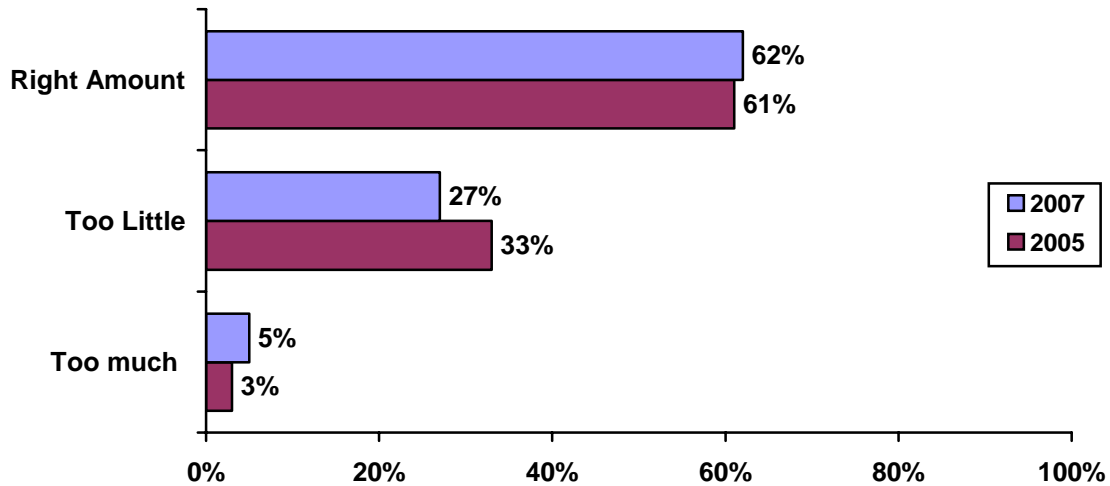


Q13. Is your impression that students today are writing more, less, or about the same as they were when you were in school?

- Older Americans, particularly men over 55, are most likely to have a pessimistic view on this score (61% "writing less").
- On the other hand, Hispanics (30% "more"), African Americans (29%) and those with a high school education only (31%) are among the most likely to believe that students are writing more now than when they were in school.

Both parents and non-parents say students today are writing less. Yet, more than six in ten (62%) parents of school-aged children believe their child's school puts the "right amount" of emphasis on writing. More than a quarter (27%) believe their child's school emphasizes writing "too little," contrasted to the five percent who believe schools emphasize it "too much."

Parents' Views on Writing Emphasis in Child's School



Q61. In your own view, does that child's school emphasize writing too much, too little, or about the right amount? (Base for 2007: N = 430 respondents who have a child or children in elementary, middle or high school. Base for 2005: N = 309.)

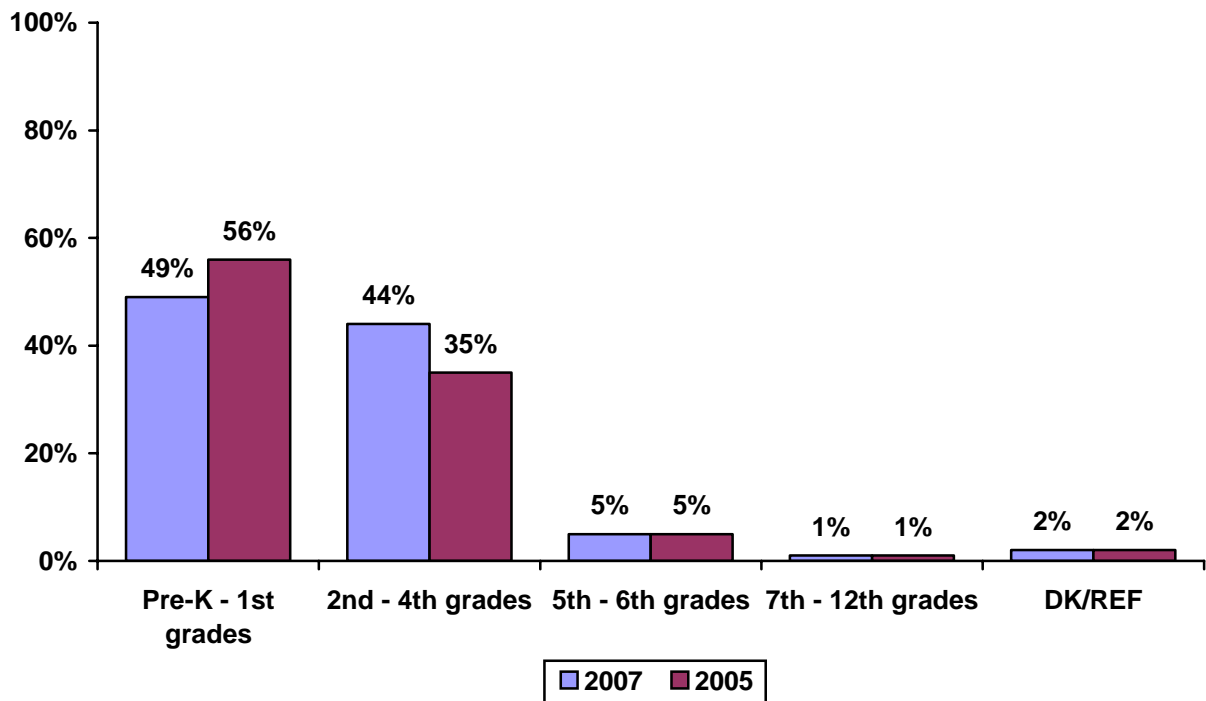
C. Expanding the teaching of writing

The American public strongly endorses measures to help teachers teach writing and to push students to write earlier and more often.

1. Beginning writing instruction

The importance of writing is underscored by the early age at which the majority believe instruction should begin. Half (49%) of all Americans believe that children should begin their writing instruction before the second grade. Almost everyone else (44%) believes that teaching children to write should start in second, third, or fourth grade – leaving only a fraction supporting a later start.

Grade in Which Writing Instruction Should Begin



Q17. What grade in school do you think is the right grade to start teaching children to write?

Those groups most likely to think that children should begin their writing instruction before the second grade include:

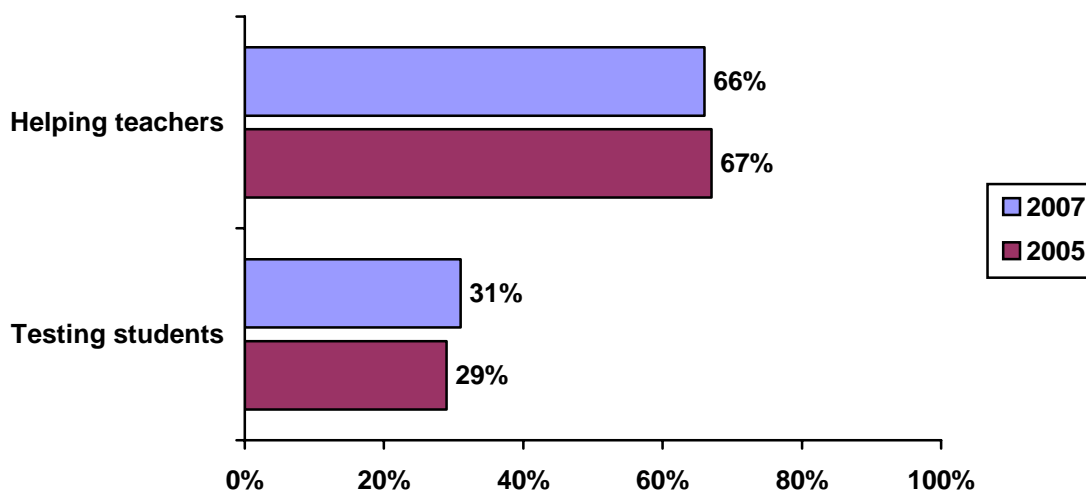
- Those earning between \$75K-100K a year (62%);
- Teachers (60%);
- Women (55%), particularly women under 55 years of age (58%); and
- Residents of the South Atlantic (58%).

2. Teacher training

In many school districts today, there is a tug-of-war in process between competing ideas of how to improve schools. In the case of teaching writing, the survey reveals that the public has a strong preference for putting resources into helping teachers teach writing effectively, as opposed to trying to use testing to measure student progress.

As we found in 2005, two thirds (66%) of Americans believe that putting additional resources into helping teachers teach writing will yield better writers, as opposed to investing those resources in testing students at various grade levels to see how well they are learning to write (31%).

Invest Resources in Testing Writing or in Helping Teachers Teach It



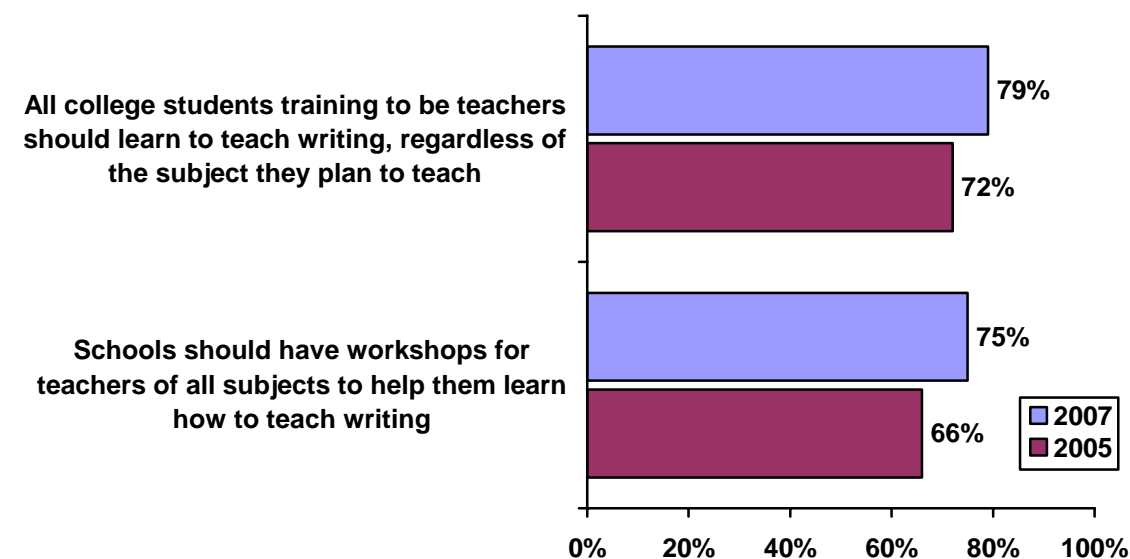
Q16. Which of these two options do you think would help students become better writers: If schools put more resources into testing students at various grade levels to see how well they are learning to write; or if schools put more resources into helping teachers teach writing to their students. (*Options were rotated.*)

Americans strongly favor training those who will become teachers and current teachers in how to teach writing. Eight in ten (79%) believe the proposal that “all college students training to become teachers should learn to teach writing regardless of the subject they plan to teach” is a “good idea and should be put into practice.” A similarly large proportion of Americans, say a proposal to provide school-based workshops for current “teachers of all subjects that help them to learn how to teach writing” is also ready for adoption without further study.

These proposals meet with strong approval across all the subgroups. Only very small percentages reject these ideas or say they need more study.

Proposals to Improve Teacher Training

% saying “good idea, put into practice”



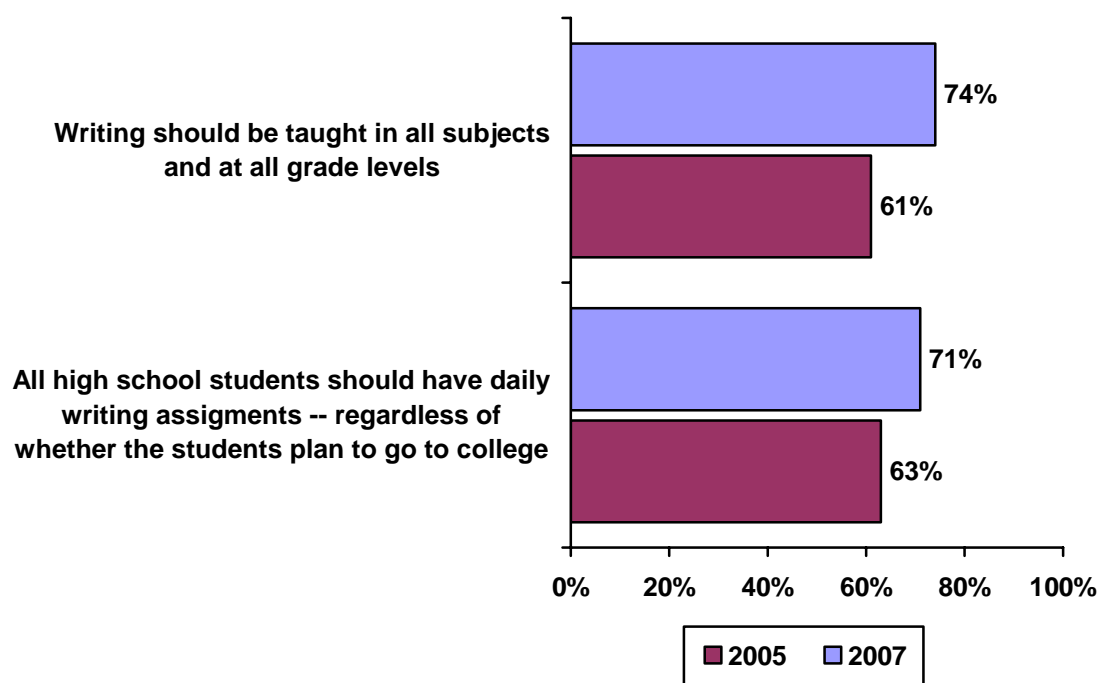
I'm going to read you a list of ideas for schools in your area. Please tell me in each case if you think it is a good idea that should be put into practice now, that it is possibly a good idea but should be studied more, or is not a good idea for the schools in your area. [RANDOMIZE Q34-Q37]

3. Amount of student exposure

Americans favor broadening and expanding the teaching of writing in our schools. Two very popular proposals we put forth are to give high school students writing assignments everyday (71% say “good idea, should be put into practice”) and to teach writing throughout grades K-12 and in all subjects (74%).

Proposals to Expand the Teaching of Writing

% saying “good idea, put into practice”



Q35-36. I'm going to read you a list of ideas for schools in your area. Please tell me in each case if you think it is a good idea that should be put into practice now, that it is possibly a good idea but should be studied more, or it is not a good idea for the schools in your area.

- The great enthusiasm for these measures cuts across all demographic groups. However, African Americans are particularly supportive: nearly nine in ten (86%) say the teaching of writing in all subjects is a good idea and 80% voice similar opinions about assigning students writing daily.

D. Impact of computers on writing

A key objective of this year's survey was to explore the public's view of the connection between computers and writing. The results reveal a public that believes computers and other new technologies generally have a positive impact on teaching children to write well and most Americans endorse children learning to use computers at an early age. However, the public expresses reservations about some of the uses and impacts of computers.

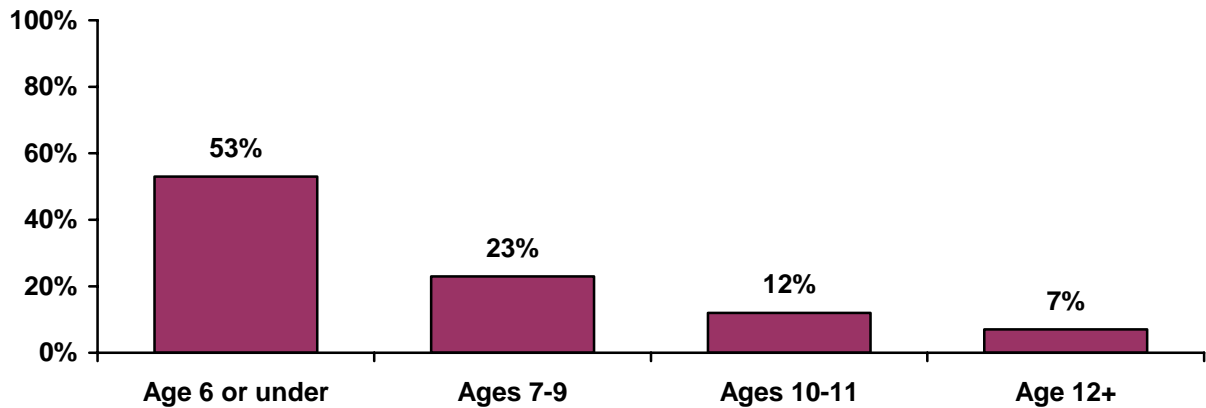
Majorities see computers as helping students learn to communicate clearly and to enable them to produce high-quality, well-researched reports. On the other hand, the public is divided on computers' contributions to shorter attention spans among young people and its impact on their spelling and grammar.

When it comes to specific uses, large majorities believe writing is enhanced by students getting on-line, making web pages, writing a blog, and even writing emails to friends and family. Instant messaging, however, is seen as counter productive by a sizable majority.

1. Starting young

Americans believe that children should begin to use computers at an early age. Half (53%) say that children should learn to use computers by age six, and an additional 23% believe that children should begin in the seven to nine range. This desire for getting children started early on the computer tracks closely with demands for writing instruction to be introduced in pre-K and early grades.

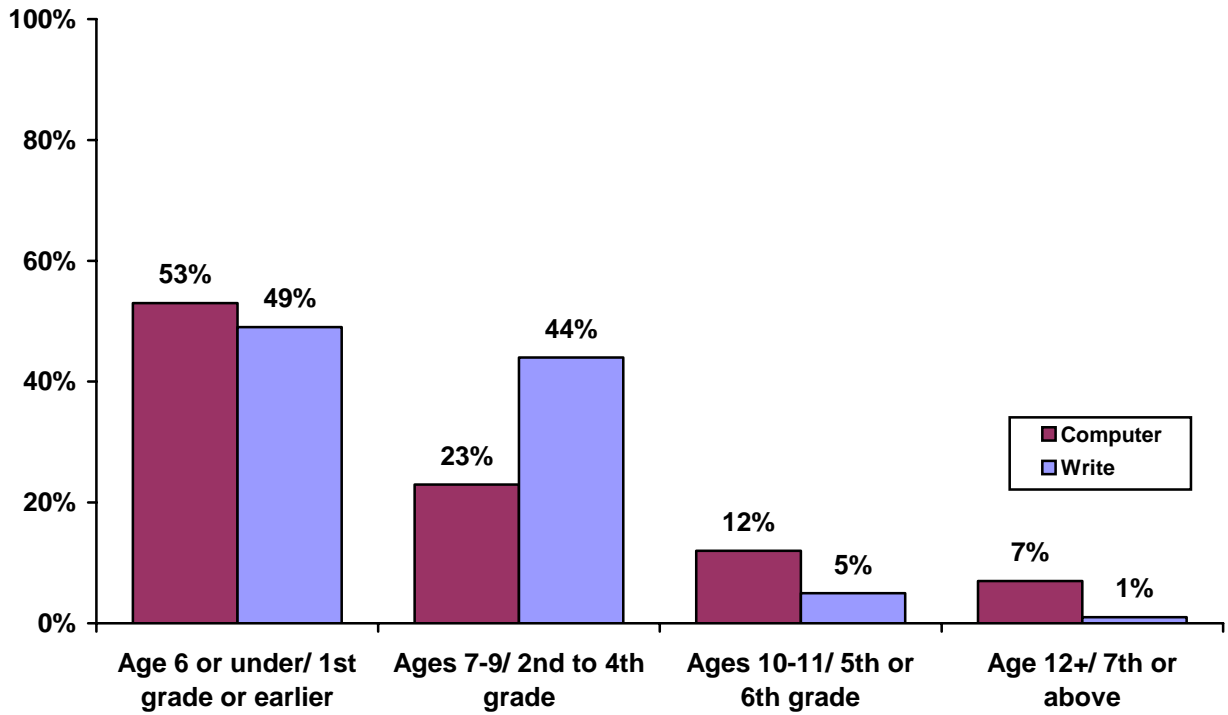
At What Age Should Children Learn to Use Computers



Q55. At what age should children be taught to use computers?

- Teachers are more likely than any other sub group to support instructing children on computers before they reach seven years of age (70%).
- Parents are more likely than those without children (under age 25) to believe that children should be taught computers before age seven (57%).

At What Age Should Children Learn to Use Computers Compared to Learn to Write



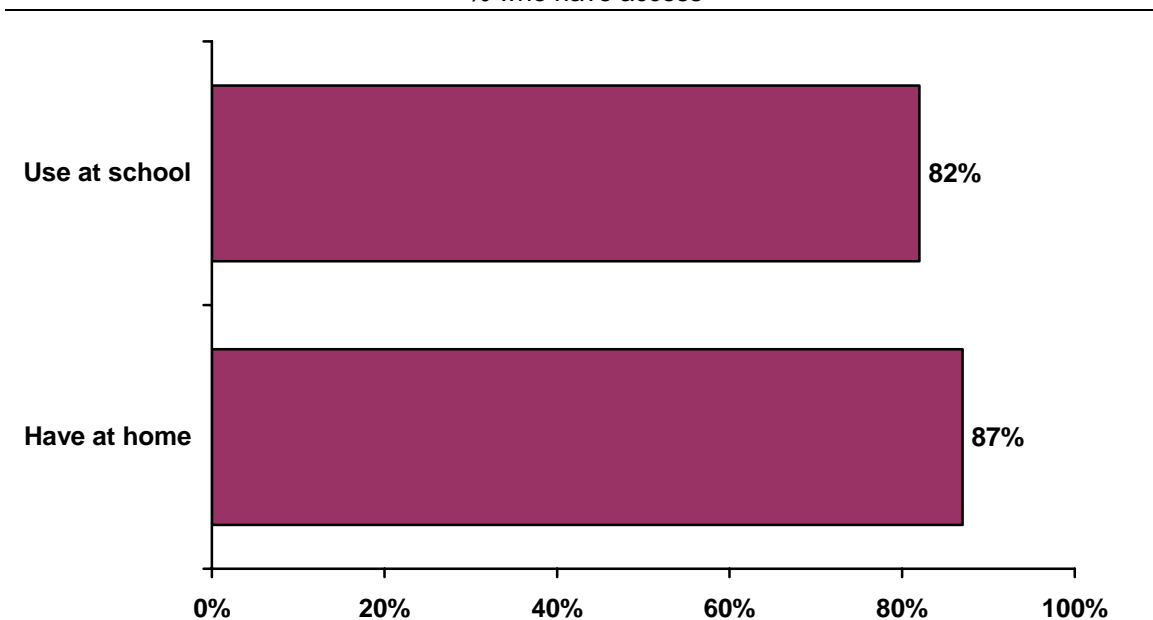
Q55. At what age should children be taught to use computers?

Q17. What grade in school do you think is the right grade to start teaching children to write?

The vast majority of parents of school age children say that their children have access to computers at home (87%) and school (82%). These results hold across each of the subgroups, suggesting that for the most American children computers are available during the day, either at school or home, or both.

Access to Computers

% who have access



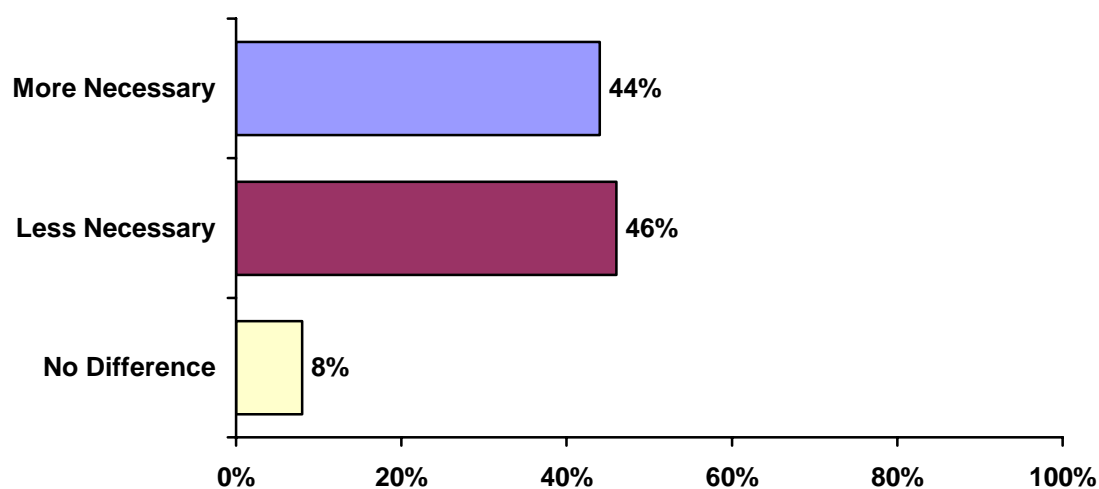
Q62. As far as you know does [he/she] use computers at school? Q63. Is there a computer at home that [he/she] has access to? [N=430]

2. Positive or negative outcomes

There is no consensus about whether the availability of computers has made writing more or less important a skill to have. And Americans believe that computers can serve the cause of teaching writing, but not that computer use *ipso facto* makes students better writers.

Necessity of writing skills given increased use of computers: Americans are split as to whether the advent of a computer society has altered the importance of writing skills. Forty-four percent believe that the increasing use of computers makes it more necessary to have writing composition skills, but another 46% say that computers make it less so and eight percent volunteer that it makes no difference.

Computers Impact on Need for Strong Writing Composition Skills



Q15. Do you think the increasing use of computers is making it more or less necessary for a person to have strong writing composition skills?

Those sub groups who believe that computers *increase* the need for strong writing composition skills include:

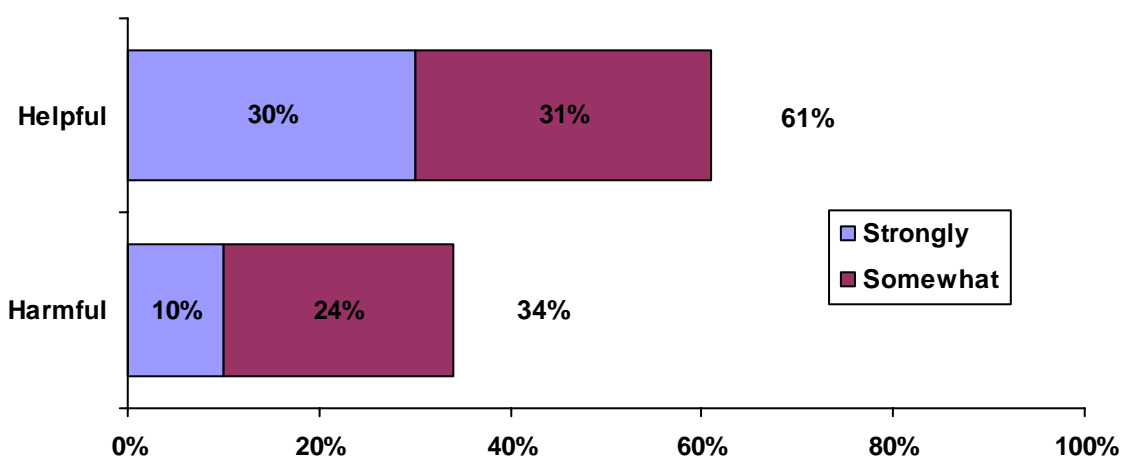
- Those who write 5+ pages per day (58%);
- 18 to 24 year olds (53%);
- Younger men (50%); and
- Hispanics (50%).

Those most likely to think that the increasing use of computers is making these skills *less* necessary include:

- Those with only a high school education (53%);
- Middle-aged adults (45-54; 53%);
- Less active writers (51% those writing less than a page per day); and
- Women (51%).

Teaching writing and learning writing mechanics with new technologies: Turning to the issue of how helpful computers are in learning to write, the survey indicates the public has mixed views. On the one hand when we ask whether new technologies including computers are helpful or harmful in teaching students to write well, six in ten (61%) say they are helpful and only 34% call them harmful.

New Technologies' Help or Harm on Teaching Writing



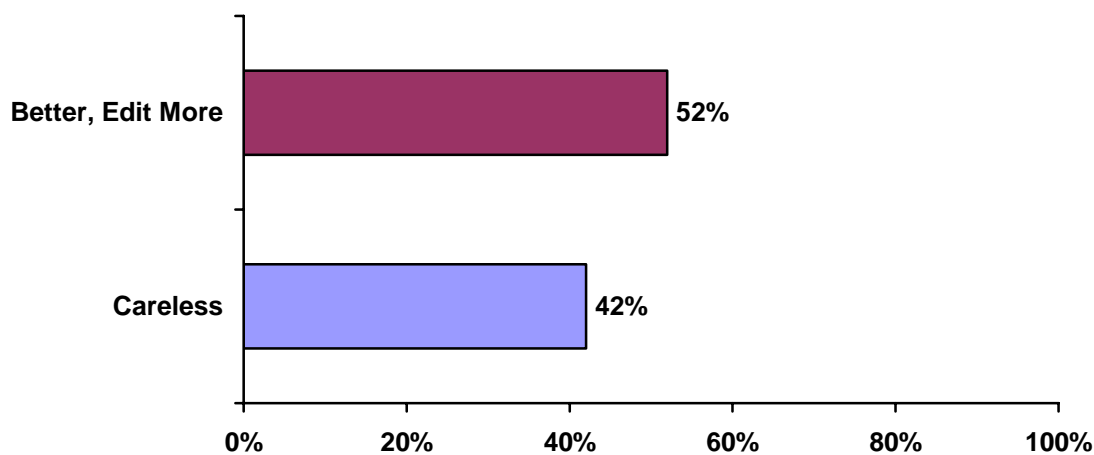
Q38. Do you think that in general computers and other new technologies are helpful or harmful in teaching students to write well? Is that strongly or somewhat?

The positive position is especially strong among:

- Those who write 5+ pages per day (70%); and
- African Americans (68%) and Hispanics (69%).

However, the results for a number of other questions probing the effect of computers on learning to write are less positive. In a forced-choice question, a slight majority (52%) choose the point of view that computers help students “become better writers because they write, revise and edit more.” However, fully four in ten (42%) choose instead the statement that computers make students “careless writers because they write so fast that they do not think about what they are writing.”

Computers' Impact Makes Students Careless or Better Writers?



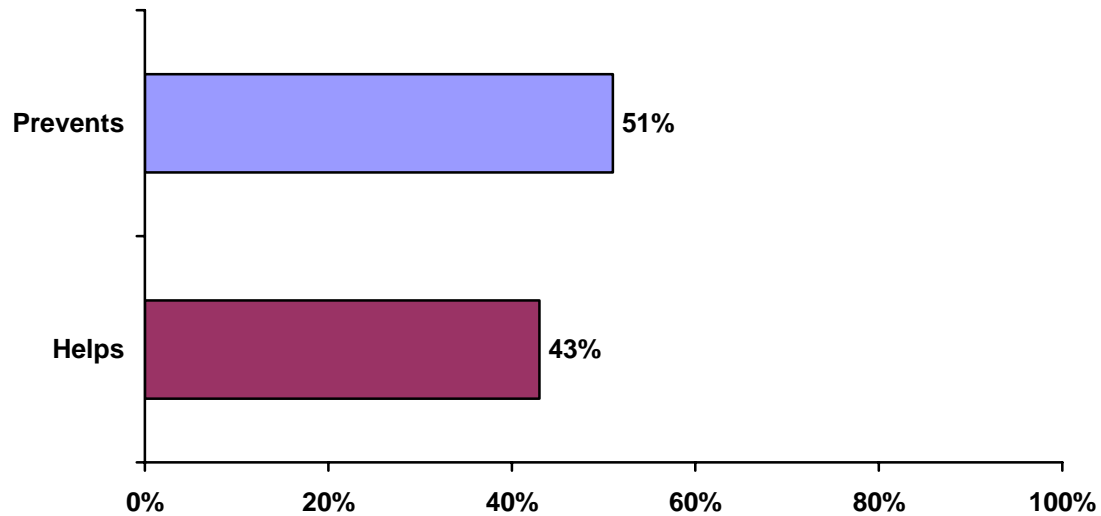
Q53. Which of the following statements do you agree with more: Do you agree [ROTATE STATEMENTS] more that using computers to write makes students careless writers because they write so fast they do not think about what they are writing, OR, more that computers enable students to become better writers because they write, revise and edit more?

Those sub groups who see computers contributing to the improvement of writing by making editing and revision easier and more likely include:

- White-collar workers (63%);
- Mothers (61%); and
- Those who write 5+ pages per day (61%).

The public is similarly split on the question of computers' impact on spelling. Half (51%) say that having a spell-check program prevents students from learning to spell, while slightly more than four in ten (43%) say such aids help students learn to spell. Our focus groups among parents, teachers and students also found these groups divided in their view of the impact of spell-check on learning to spell well.

Computers' Impact on Spelling

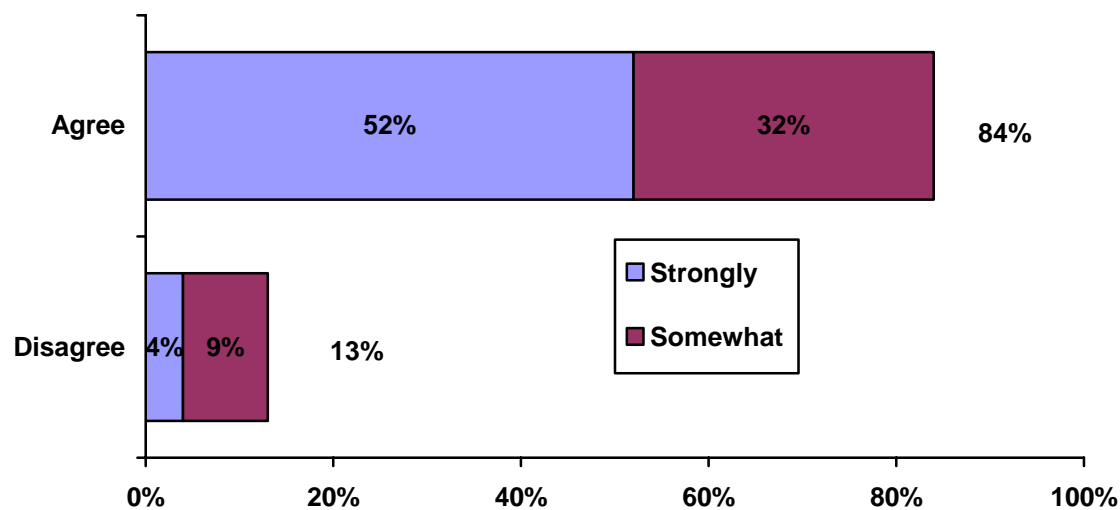


Q54. Do you agree [ROTATE]: more with those who say having a spell-check program on computers prevents students from learning to spell, OR, more with those who say that spell-check helps students learn to spell?

- Those most likely to believe that having a spell-check program on computers prevents students from learning to spell include, those with higher incomes and Caucasians (55%).

And the great majority (84%) agree with the assertion that computers make writing faster and easier, but *not* better.

Computers Make Writing Faster and Easier, not Better



Q39. Do you agree or disagree that computer technology makes writing faster and easier but not better? Is that somewhat or strongly?

Most sub groups hold similar opinions about the role computers play in making writing better.

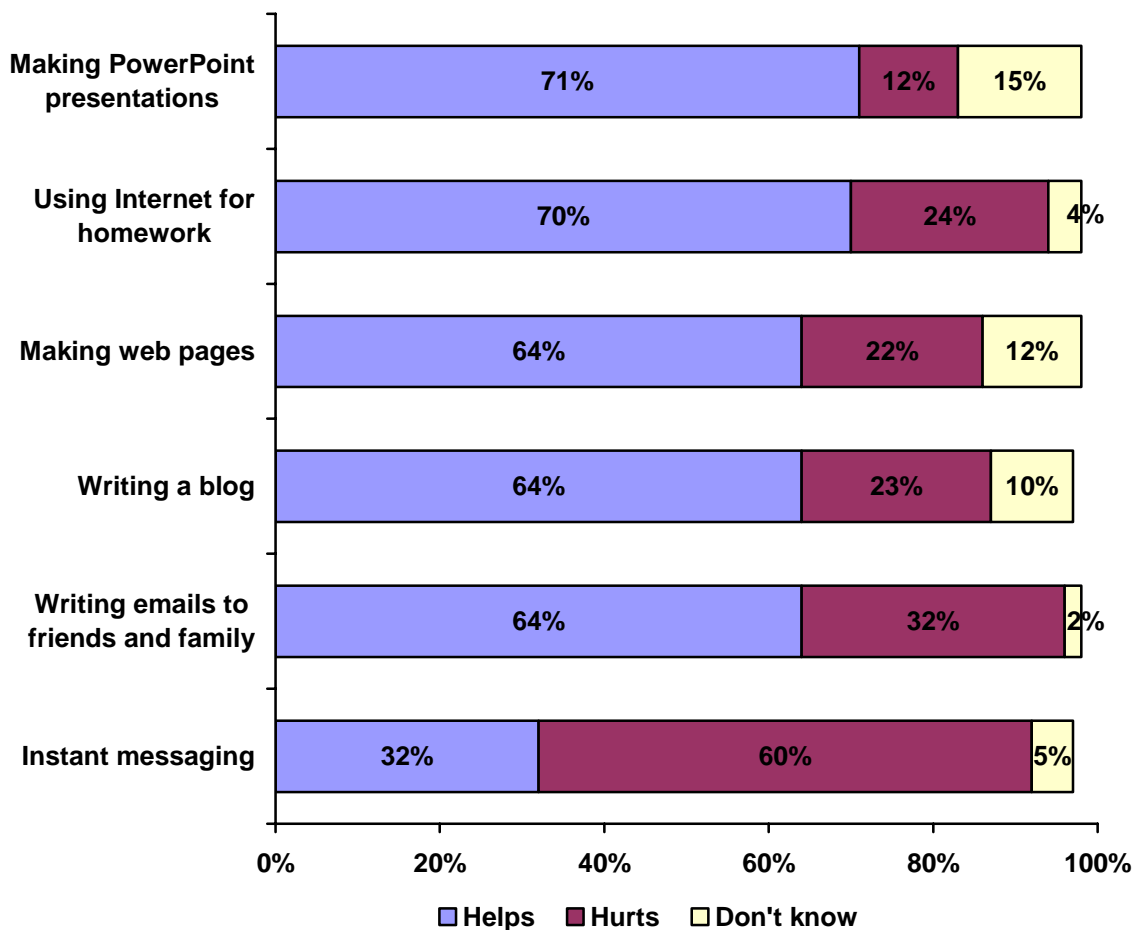
- One group that does stand out is parents of school-aged children, who are more likely than others to strongly agree with the assertion that computers do not make writing better (58% parents “strongly agree” compared to 47% for non-parents).

Writing more, using computer applications: Some education experts have suggested that practicing writing – even without guidance – leads to better writing skill. Others complain that the advent of computers and cell phones has led to too much slang and short hand working its way into the writing that young people produce.

We presented six ways that today’s students are using their computers asking if each help or hinder the development of writing, in the public’s view. We found that strong majorities deem most of the uses and applications we presented as being “helpful in becoming better writers” rather than getting “in the way.” At least seven in ten believe that making “PowerPoint presentations” (71%) and

“using the Internet for homework” (70%) help young people become good writers. More than six in ten say that “making web pages” (64%), “writing a blog” (64%) and “emailing friends” (64%) are also uses of the computer which help young people improve their writing.

Various Uses of Computers and the Impact on Writing



Q40-45. Here are some things that young people do on the computer. For each one tell me if you think it helps young people become good writers or gets in the way of their becoming good writers. Is that a great deal or somewhat?

Here are groups that are most enthusiastic about the positive applications:

- **PowerPoint:** Younger adults (18 to 24 year olds; 87% “helps”), Hispanics (79%), mothers (81%) and those who write 5+ pages per day (83%) are more likely than others to agree that using PowerPoint helps young people become good writers.

- **Using the Internet for homework:** Younger adults (18 to 24 year olds; 78% “helps”), Hispanics (77%) and less educated mothers (80%) are more likely than others to agree that using the Internet for homework helps young people become good writers.
- **Making web pages:** Those who write 5+ pages per day (78% “helps”), adults 35 to 44 years old (75%), mothers (71%), those with graduate education (70%) and residents of the Rocky Mountain states (73%) are more likely than others to agree that making web pages helps young people become good writers.
- **Writing a blog:** Younger adults (18 to 24 year olds; 75% “helps”) and college educated mothers (74%) are more likely to agree that writing a blog helps young people become good writers.
- **Writing emails to friends and family:** Younger adults (18 to 24 year olds; 72% “helps”) and African Americans (72%) are more likely than others to agree that writing emails to friends and family helps young people become good writers.

While most applications are seen as beneficial, instant messaging is another matter. Six in ten (60%) see instant messaging as *hurting* rather than helping students improving as writers. Only 32% defend instant messaging as helpful.

- **Instant messaging:** Those with more education and income are more likely to agree that instant messaging “gets in the way” of young people becoming good writers. Those earning between \$75,000 and \$99K (78% “gets in the way”), college educated parents (72% fathers; 73% mothers) and those with post graduate education (68%), are more likely than others to agree that instant messaging gets in the way of young people become good writers.

Computers' impact on output: In addition to considering the influence of computers on students' writing, we also asked about perceptions of their impact on a number of specific scholastic areas. Once again, we found the public sees some good and some not-so-good outcomes.

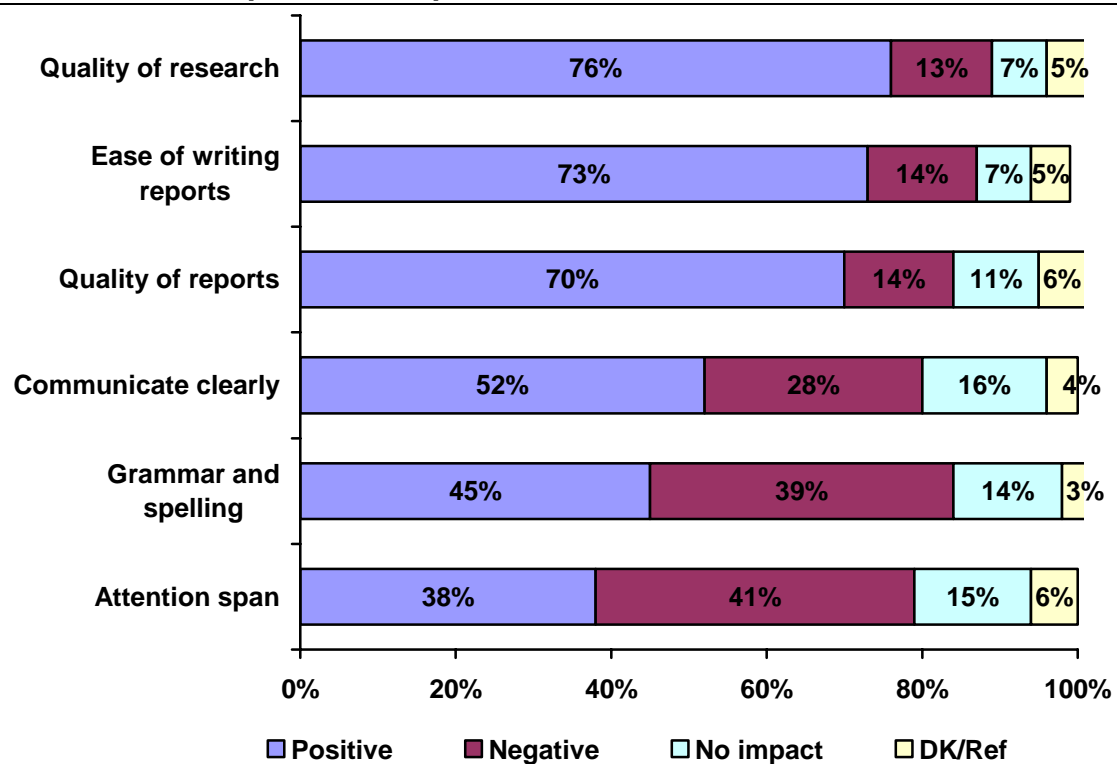
On the constructive side, a large majority says computers have had a positive impact on the quality of research students do for school assignments (76% "positive"), the ease with which they write reports (73%) and the quality of those finished reports (70%).

There is less certainty about computers' impact on students' ability to communicate. A slight majority (52%) sees the influence of computers as positive, while nearly three in ten (28%) feel they have had a negative effect.

The public is split on computers' affect on students' ability to use grammar and spell and attention spans; these are the only areas in which a majority does not see positive impact. In the case of spelling and grammar, 45% view computers as positively affecting these skills, while 39% feel it is negative. Children's attention spans have suffered because of the use of computers according to a small plurality: 41% say computers' impact on attention spans has been "negative" and while 38% call it "positive."

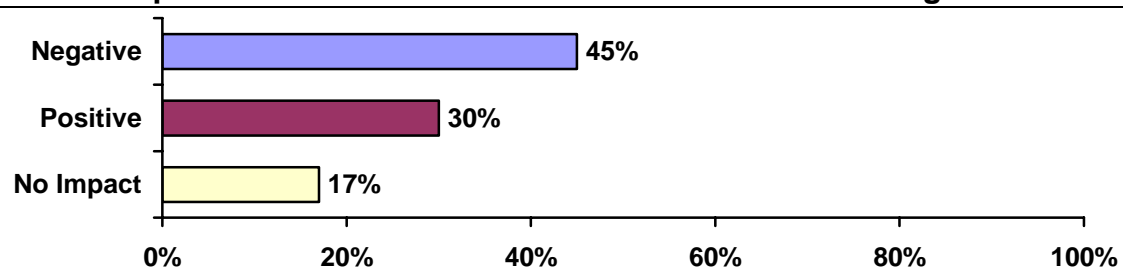
In a separate question, 45% say that playing video games is harmful and only 30% say it is helpful to children's critical thinking skills.

Impact of Computer Use in Six Scholastic Areas



Q46-51. Using computers has changed many things for young people. I'd like you to tell me if, in your opinion, the frequent use of computers and the Internet for school and social activities has had a positive, negative, or no impact on young people in each of the following areas?

Impact of Video Games on Children's Critical Thinking Skills



Q52. Do you believe that playing video games has a positive, negative, or no impact on children's critical thinking skills?

Below are the key groups who believe computers are having good results in the various academic areas. Across the broad spectrum of areas, Hispanics are more likely than are others to believe that computers are having a positive impact.

- **Research:** Hispanics (85%) are more likely than any other group to say that computers have had a positive impact on the quality of research.
- **Ease of writing:** Those who write 5+ pages per day are particularly likely to believe that computers have made it easier to write (83%).
- **Quality of finished reports:** Hispanics (78%) and residents of the South Atlantic (78%) are more likely than other groups to say computers have a positive impact on the quality of finished reports.
- **Ability to communicate:** Hispanics (67%), African Americans (61%) and young adults (18 to 24 years old; 65%) are particularly likely to believe computers have a positive impact on student's ability to communicate.
- **Spelling and grammar:** Hispanics (62%) are more likely than any other group to say computers have a positive impact on spelling and grammar.
- **Attention span:** African Americans (53%) are the only sub group where a majority of members believe computers have a positive impact on student's attention span.

Appendix A:

**2007 Questionnaire with Response
Totals**

**2007 and 2005 Questionnaires
Compared**

BELDEN RUSSONELLO & STEWART

RESEARCH AND COMMUNICATIONS

NWP 2007 Survey Results

Interviewing conducted January 3-January 16, 2007

N = 1501 adults

Margin of sampling error is $\pm 2.5\%$

The data have been weighted by age, race and income.

Percents may add to 99% or 101% due to rounding.

* indicates less than 1%; -- indicates zero.

Hello, my name is _____, and I am an interviewer with BRS, an opinion research company. We are conducting a public opinion survey and your telephone number was selected at random. We are not selling anything and we will not ask you for a contribution. May I please speak to the person 18 years old or older in your household who had a birthday most recently? (IF NECESSARY ARRANGE FOR A CALL BACK AND RECORD DATE AND TIME. REPEAT INTRODUCTION AS NECESSARY)

Q1. First, which of these do you think is the biggest need facing the community you live in? Is it [RANDOMIZE: improving the economy and jobs, improving public schools, keeping air and water clean and healthy, reducing crime, improving health care, or lowering taxes?]	ECONOMY AND JOBS	22%
	IMPROVING PUBLIC SCHOOLS	22
	KEEPING AIR AND WATER CLEAN AND HEALTHY	9
	REDUCING CRIME	14
	IMPROVING HEALTHCARE	15
	LOWERING TAXES	15
	DK/REF	3

Q2. How would you grade the schools in your community overall - A, B, C, D, or F?	A	19%
	B	38
	C	25
	D	6
	F	4
	DK/REF	7

Thinking about what students learn in high school, please tell me if you think each of the following skills should be required for high school graduation, is important but should not be a graduation requirement, is only somewhat important, or is not very important. Here's the first one, the student should: [RANDOMIZE Q3-Q10]

[READ ITEM] Should this be required for high school graduation, is important but should not be a graduation requirement, is only somewhat important, or is not very important?

	Req.	Imp but not req	Smwht imp	Not very imp	DK/ REF
Q3. Have learned algebra.	56%	28	11	4	1
Q4. Know a foreign language	31%	40	18	11	*
Q5. Know how to read well.	94%	4	1	*	*
Q6. Be able to do addition, subtraction, multiplication and division.	94%	5	1	*	*
Q7. Know how to write well.	84%	13	3	*	*
Q8. Know how to use a computer.	74%	21	4	1	*
Q9. Have learned biology.	48%	32	15	4	1
Q10. Know American history and government.	73%	19	6	2	*

Now I have some questions about writing. We are using the term "writing" to mean composing sentences, paragraphs, and longer pieces. We are NOT referring to penmanship or how one shapes letters.

Q11. How would you grade the quality of writing instruction YOU received in school - that is in grades K through 12? A, B, C, D or F	A	37%
	B	40
	C	17
	D	4
	F	1
	DK/REF	1

Q12. Do you think high school students today are learning to write better, not as well, or about the same as when you were in high school?	BETTER	20%
	NOT AS WELL	47
	ABOUT THE SAME	27
	DK/REF	6

Q13. Is your impression that students today are writing more, less, or about as much as they were when you were in school?	MORE	23%
	LESS	50
	ABOUT AS MUCH	21
	DK/REF	5

Q14. Do you think in today's world there is a greater need or less of a need than there was twenty years ago for a person to be able to write well in order to succeed?	GREATER NEED	74%
	LESS NEED	14
	ABOUT THE SAME (VOL.)	10
	DK/REF	1

Q15. Do you think the increasing use of computers is making it more or less necessary for a person to have strong writing composition skills?	MORE NECESSARY	44%
	LESS NECESSARY	46
	MAKES NO DIFFERENCE (VOL.)	8
	DK/REF	2

Q16. Which of these two options do you think would help students become better writers: [ROTATE]: If schools put more resources into testing students at various grade levels to see how well they are learning to write; OR If schools put more resources into helping teachers teach writing to their students?	MORE RESOURCES INTO TESTING	31%
	MORE RESOURCES INTO HELPING TEACHERS	66
	DK/REF	3

Q17. What grade in school do you think is the right grade to start teaching children to write, meaning composing sentences, paragraphs, and longer pieces, NOT penmanship or how one shapes letters? Is that pre-kindergarten, kindergarten, first grade, second grade, third grade, fourth grade, fifth grade, or after fifth grade? [IF AFTER FIFTH: Which grade is that?]	PRE-KINDERGARTEN	5%
	KINDERGARTEN	15
	1 ST	29
	2 ND	19
	3 RD	17
	4 TH	8
	5 TH	3
	6 TH	2
	7 TH	1
	8 TH	*
	9 TH	*
	10 TH	*
	11 TH	--
	12 TH	*
	DK/REF	2

Now, I'm going to ask you about the impact of learning to write well on several things. [RANDOMIZE Q18-Q32] How important is learning to write well to [READ ITEM], is it essential, important, not very important or not at all important? [IF RESPONDENT SAYS "VERY IMPORTANT" ASK: Is that "essential" or "important"?)

	Essential	Imp.	Not very imp.	Not at all imp.	DK REF
Q18. Improving a person's critical thinking.	52%	43	4	1	*
Q19. Learning how to communicate effectively.	66%	32	2	*	
Q20. Becoming more creative.	41%	50	7	1	*
Q21. Improving a person's grammar.	63%	35	2	*	--
Q22. Gaining organizational skills.	45%	49	5	1	*
Q23. Learning to read.	75%	22	1	*	*
Q24. Gaining a large vocabulary.	58%	36	5	1	*
Q25. Learning to analyze and bring details together.	54%	42	3	*	*
Q26. Succeeding in college.	67%	30	2	*	1

Now, I'm going to ask you about the impact of learning to write well on several things. [RANDOMIZE Q18-Q32] How important is learning to write well to [READ ITEM], is it essential, important, not very important or not at all important? [IF RESPONDENT SAYS "VERY IMPORTANT" ASK: Is that "essential" or "important"?)

	Essential	Imp.	Not very imp.	Not at all imp.	DK REF
Q27. [SPLIT SAMPLE A n = 744] Succeeding in White-collar and professional careers.	57%	36	5	1	1
Q28. [SPLIT SAMPLE A n=744] Succeeding in blue-collar jobs.	26%	54	17	3	1
Q29. [SPLIT SAMPLE B n=757] Succeeding as a business executive.	61%	30	8	*	1
Q30. [SPLIT SAMPLE B n=757] Succeeding as an architect.	40%	41	16	1	2
Q31. [SPLIT SAMPLE B n=757] Succeeding as a computer technician.	33%	48	17	1	2
Q32. [SPLIT SAMPLE B n=757] Succeeding as an electrician.	21%	49	26	2	1
<hr/>					
Q33. Please tell me which of the following views you agree with more: [ROTATE STATEMENTS]: That children need to learn to read in order to learn to write, OR, That writing and reading go hand-in-hand, so students should learn them both at the same time.			NEED TO READ IN ORDER TO WRITE WRITING AND READING GO HAND IN HAND		20%
			DK/REF		79 1
<hr/>					

I'm going to read you a list of ideas for schools in your area. Please tell me in each case if you think it is a good idea that should be put into practice now, that it is possibly a good idea but should be studied more, or is not a good idea for the schools in your area. Here's the first one: [RANDOMIZE Q34-Q37] Is this a good idea that should be put into practice now, possibly a good idea but should be studied more, or is it not a good idea for the schools in your area?

	Good idea put in practice	Poss. good, study more	Not good idea	DK/REF
Q34. Schools should have workshops for teachers of all subjects to help them learn how to teach writing	75%	20	5	1
Q35. Writing should be taught in all subjects and at all grade levels.	74%	18	8	*
Q36. All high school students should have daily writing assignments - regardless of whether the students plan to go to college.	71%	23	5	1
Q37. All college students training to be teachers should learn to teach writing, regardless of the subject they plan to teach.	79%	16	4	1
<hr/>				
Q38. Do you think in general that computers and other new technologies are helpful or harmful in teaching students to write well? Is that strongly or somewhat [help/harm]?	STRONGLY COMPUTERS HELPFUL			30%
	SOMEWHAT COMPUTERS HELPFUL			31
	SOMEWHAT COMPUTERS HARMFUL			24
	STRONGLY COMPUTERS HARMFUL			10
	DK/REF			5
<hr/>				
Q39. Do you agree or disagree that computer technology makes writing faster and easier but NOT better? Is that strongly or somewhat?	STRONGLY AGREE			52%
	SOMEWHAT AGREE			32
	SOMEWHAT DISAGREE			9
	STRONGLY DISAGREE			4
	DK/REF			3

Here are some things that young people do on the computer. For each one tell me if you think it helps young people become good writers or gets in the way of their becoming good writers? If you aren't familiar with some of these, just tell me and we will go on. Here's the first one: [RANDOMIZE Q40-Q45] Does [READ ITEM] help young people become good writers or does it get in the way of their becoming good writers? Is that [helps/gets in the way] a great deal or somewhat?

	Helps		Gets in way		Depends (vol)	DK/REF
	Grt. deal	Smwt	Smwt	Grt. deal		
Q40. Writing emails to friends and family	23%	41	22	10	2	2
Q41. Instant messaging instead of talking on the telephone	11%	21	31	30	3	5
Q42. Writing a blog, that is, an online journal	23%	41	15	8	2	10
Q43. Making web pages	26%	38	16	6	3	12
Q44. Using the Internet for homework	34%	36	15	8	2	4
Q45. Making PowerPoint presentations	39%	33	9	3	2	15

Using computers has changed many things for young people. I'd like you to tell me if, in your opinion, the frequent use of computers and the Internet for school and social activities has had a positive, negative, or no impact on young people in each of the following areas. [RANDOMIZE Q46-Q51] First, how about the impact on [READ ITEM]. Has the frequent use of computers and the Internet for school and social activities had a positive, negative or no impact on that?

	Positive	Negative	No Impact	DK/REF
Q46. Their attention span	38%	41	15	6
Q47. Their ability to use correct grammar and spelling	45%	39	14	3
Q48. Their ability to communicate clearly with others in writing	52%	28	16	4
Q49. The ease with which they write reports for school.	73%	14	7	5
Q50. The quality of the finished reports that they write for school	70%	14	11	6
Q51. The quality of research they do for school assignments	76%	13	7	5
<hr/>				
Q52. Do you believe that playing video games has a positive, negative or no impact on children's critical thinking skills?	POSITIVE			30%
	NEGATIVE			45
	NO IMPACT			17
	DK/REF			7
<hr/>				
Q53. Which of the following statements do you agree with more. Do you agree [ROTATE STATEMENTS]: more that using computers to write makes students careless writers because they write so fast they do not think enough about what they are writing, OR, more that computers enable students to become better writers because they write, revise and edit more?	SLOPPY WRITERS, WRITE SO FAST			42%
	BETTER WRITERS, EDIT MORE			52
	DK/REF			6
<hr/>				

Q54. Do you agree [ROTATE]: more with those who say having a spell-check program on computers prevents students from learning to spell, OR, more with those who say that spell-check helps students learn to spell?	PREVENTS STUDENTS FROM LEARNING TO SPELL	51%
	HELPS STUDENTS LEARN TO SPELL	43
	DK/REF	6

Q55. At what age should children be taught to use computers?	1	*%
	2	2
	3	7
	4	9
	5	20
	6	14
	7	11
	8	9
	9	3
	10	9
	11	2
	12	4
	13	2
	14	*
	15	*
	16	1
	17	--
	18	*
SHOULD NOT BE TAUGHT	*	
DK/REF	5	

Q56. Changing gears just a little, do you have any children under the age of 25?	YES	46%
	NO	53
	DK/REF	1

Q57. If any of your children are currently in school, are they in elementary school, middle or junior high school, high school, college, or graduate school? [ACCEPT MULTIPLE RESPONSES] [n=687]	ELEMENTARY SCHOOL	42%
	MIDDLE OR JUNIOR HIGH	11
	HIGH SCHOOL	13
	COLLEGE	11
	GRAD. SCHOOL	2
	NO CHILDREN IN SCHOOL	16
	DK/REF	5

Q58. [IF ELEMENTARY, MIDDLE OR HIGH SCHOOL IN Q57 n=430] Thinking of just your children in kindergarten through 12 th grade, what grade is your [ROTATE: youngest/oldest] child in?	1 ST	10%
	2 ND	8
	3 RD	6
	4 TH	9
	5 TH	9
	6 TH	6
	7 TH	6
	8 TH	8
	9 TH	6
	10 TH	6
	11 TH	6
	12 TH	5
	KINDERGARTEN	14
DK/REF	2	

Q59. Is that child a boy or girl? [n=430]	BOY	51%
	GIRL	48
	DK/REF	1

The next questions refer specifically to the educational experiences of that child, so please keep [HIM/HER] in mind as you answer

Q60. In this school year so far, have you communicated with any of [HIS/HER] teachers over email or not [n=430]	YES	32%
	NO	67
	DK/REF	2

Q61. In your own view, does [HIS/HER] school emphasize writing too much, too little, or about the right amount? [n=430]	TOO MUCH	5%
	TOO LITTLE	27
	ABOUT RIGHT	62
	DK/REF	6

Q62. As far as you know, does [HE/SHE] use computers at school? [n=430]	YES	82%
	NO	13
	DK/REF	5

Q63. Is there a computer at home that [HE/SHE] has access to? [n=430]	YES	87%
	NO	12
	DK/REF	1

Q64. Now thinking about YOU, in your paid job or as a volunteer, do you sometimes have to write reports, correspondence, email or other text?	YES	68%
	NO	31
	DK/REF	1

Q65. [IF YES IN Q64] Thinking about all the things you write, would you say that on an average day you write less than a page, about a page or more than one page? [IF MORE THAN ONE] Is that more than five or less than five pages?	LESS THAN A PAGE	27%
	ABOUT A PAGE	22
	MORE THAN A PAGE	20
	MORE THAN ONE LESS THAN FIVE	17
	MORE THAN FIVE	12
	DK/REF	1

Q66. How often do you use a computer to write reports, correspondence, e-mail or other text: Every day, several times a week, once a week, once a month, or less than that?	EVERY DAY	45%
	SEVERAL TIMES A WEEK	15
	ONCE A WEEK	9
	ONCE A MONTH	5
	LESS THAN THAT	21
	DK/REF	5

Here are a few final questions to help us classify this interview.

D1. What was the last grade of school you yourself completed [READ LIST IF NECESSARY]?	LESS THAN HIGH SCHOOL	6%
	HIGH SCHOOL GRAD/GED	29
	SOME COLLEGE/TECH SCHOOL/2-YR	23
	COLLEGE GRAD/4-YR/BA OR BS	26
	GRADUATE WORK OR DEGREE	15
	DK/REF	1

D2. What is your occupation? [OPEN END	TEACHER	7%
	PROFESSIONAL WHITE-COLLAR	22
	MANAGERIAL WHITE-COLLAR	3
	TECHNICAL WHITE-COLLAR	3
	SALES WHITE-COLLAR	2
	CLERICAL WHITE-COLLAR	11
	SKILLED BLUE-COLLAR	9
	UNSKILLED BLUE-COLLAR	12
	HOMEMAKER	6
	MILITARY	1
	STUDENT	3
	RETIRED	15
	DISABLED	1
	UNEMPLOYED	1
OTHER	*	
DK/REF	3	

D3. In terms of your political outlook, do you usually think of yourself as: [READ LIST, REVERSE ORDER] very conservative, somewhat conservative, middle of the road, somewhat liberal, very liberal?	VERY CONSERVATIVE	14%
	SOMEWHAT CONSERVATIVE	26
	MIDDLE OF THE ROAD	31
	SOMEWHAT LIBERAL	16
	VERY LIBERAL	8
	DK/REF	5

D4A. In what year were you born? Are you between...	18 and 24	11%
	25 and 34	21
	35 and 44	21
	45 and 54	17
	55 and 64	12
	65 or older?	16
	DK/REF	2

D5A. Do you consider yourself to be of Hispanic or Latin(o/a) descent? Would you say you are white, black or African American, Asian or Pacific Islander, Native American, or something else?	CAUCASIAN	69%
	AFRICAN-AMERICAN	12
	HISPANIC/LATINO	13
	ASIAN/PACIFIC ISLANDER	3
	NATIVE AMERICAN	1
	DK/REF	2

D6. Stop me when I come to the category in which your total <u>household</u> income fell before taxes in the last year. Your best estimate is fine.	Less than \$25,000	20%
	\$25,000-\$49,000	29
	\$50,000-\$74,000	20
	\$75,000-\$99,000	10
	More than \$100,000	11
	DK/REF	10

GENDER	MALE	47%
	FEMALE	53

REGION 4 WAY	NORTHEAST	18%
	MIDWEST	20
	SOUTH	36
	WEST	25

REGION 5 WAY	NORTHEAST	18%
	MIDWEST	20
	DEEP SOUTH	20
	ATLANTIC SOUTH	16
	WEST	25

REGION 6 WAY	NORTHEAST	18%
	MIDWEST	20
	DEEP SOUTH	20
	ATLANTIC SOUTH	16
	ROCKY MOUNTAIN	8
	PACIFIC COAST	17

BELDEN RUSSONELLO & STEWART

RESEARCH AND COMMUNICATIONS

NWP 2007 and 2005 Survey Results

Interviewing conducted January 3-January 16, 2007

N = 1501 adults

Margin of sampling error is $\pm 2.5\%$

The data have been weighted by age, race and income.

Percents may add to 99% or 101% due to rounding.

* indicates less than 1%; -- indicates zero.

Hello, my name is _____, and I am an interviewer with BRS, an opinion research company. We are conducting a public opinion survey and your telephone number was selected at random. We are not selling anything and we will not ask you for a contribution. May I please speak to the person 18 years old or older in your household who had a birthday most recently? (IF NECESSARY ARRANGE FOR A CALL BACK AND RECORD DATE AND TIME. REPEAT INTRODUCTION AS NECESSARY)

Q1. First, which of these do you think is the biggest need facing the community you live in? Is it [RANDOMIZE: improving the economy and jobs, improving public schools, keeping air and water clean and healthy, reducing crime, improving health care, or lowering taxes?]		2007	2005
	ECONOMY AND JOBS	22%	27%
	IMPROVING PUBLIC SCHOOLS	22	20
	KEEPING AIR AND WATER CLEAN AND HEALTHY	9	6
	REDUCING CRIME	14	7
	IMPROVING HEALTHCARE	15	26
	LOWERING TAXES	15	8
	DK/REF	3	6

Q2. How would you grade the schools in your community overall - A, B, C, D, or F?		2007	2005
	A	19%	18%
	B	38	34
	C	25	28
	D	6	8
	F	4	4
	DK/REF	7	9

Thinking about what students learn in high school, please tell me if you think each of the following skills should be required for high school graduation, is important but should not be a graduation requirement, is only somewhat important, or is not very important. Here's the first one, the student should: [RANDOMIZE Q3-Q10]

[READ ITEM] Should this be required for high school graduation, is important but should not be a graduation requirement, is only somewhat important, or is not very important?

		Req.	Imp but not req	Smwht imp	Not very imp	DK/ REF
Q3. Have learned algebra.	2007	56%	28	11	4	1
	2005	52%	25	15	7	1
Q4. Know a foreign language	2007	31%	40	18	11	*
	2005	25%	36	23	15	1
Q5. Know how to read well.	2007	94%	4	1	*	*
	2005	90%	9	1	*	*
Q6. Be able to do addition, subtraction, multiplication and division.	2007	94%	5	1	*	*
	2005	91%	7	1	*	*
Q7. Know how to write well.	2007	84%	13	3	*	*
	2005	80%	16	3	1	*
Q8. Know how to use a computer.	2007	74%	21	4	1	*
	2005	68%	23	6	3	*
Q9. Have learned biology.	2007	48%	32	15	4	1
	2005	40%	30	21	9	1
Q10. Know American history and government.	2007	73%	19	6	2	*
	2005	66%	22	9	2	*

Now I have some questions about writing. We are using the term "writing" to mean composing sentences, paragraphs, and longer pieces. We are NOT referring to penmanship or how one shapes letters.

Q11. How would you grade the quality of writing instruction YOU received in school - that is in grades K through 12? A, B, C, D or F	A	37%
	B	40
	C	17
	D	4
	F	1
	DK/REF	1

Q12. Do you think high school students today are learning to write better, not as well, or about the same as when you were in high school?	BETTER	20%	
	NOT AS WELL	47	
	ABOUT THE SAME	27	
	DK/REF	6	
Q13. Is your impression that students today are writing more, less, or about as much as they were when you were in school?	MORE	23%	
	LESS	50	
	ABOUT AS MUCH	21	
	DK/REF	5	
Q14. Do you think in today's world there is a greater need or less of a need than there was twenty years ago for a person to be able to write well in order to succeed?	GREATER NEED	74%	
	LESS NEED	14	
	ABOUT THE SAME (VOL.)	10	
	DK/REF	1	
Q15. Do you think the increasing use of computers is making it more or less necessary for a person to have strong writing composition skills?	MORE NECESSARY	44%	
	LESS NECESSARY	46	
	MAKES NO DIFFERENCE (VOL.)	8	
	DK/REF	2	
Q16. Which of these two options do you think would help students become better writers: [ROTATE]: If schools put more resources into testing students at various grade levels to see how well they are learning to write; OR If schools put more resources into helping teachers teach writing to their students?		2007	2005
	MORE RESOURCES INTO TESTING	31%	29%
	MORE RESOURCES INTO HELPING TEACHERS	66	67
	DK/REF	3	3

		2007	2005
Q17. What grade in school do you think is the right grade to start teaching children to write, meaning composing sentences, paragraphs, and longer pieces, NOT penmanship or how one shapes letters? Is that pre-kindergarten, kindergarten, first grade, second grade, third grade, fourth grade, fifth grade, or after fifth grade? [IF AFTER FIFTH: Which grade is that?]	PRE-KINDERGARTEN	5%	6%
	KINDERGARTEN	15	16
	1 ST	29	34
	2 ND	19	14
	3 RD	17	15
	4 TH	8	6
	5 TH	3	3
	6 TH	2	2
	7 TH	1	1
	8 TH	*	*
	9 TH	*	--
	10 TH	*	*
	11 TH	--	--
12 TH	*	--	
DK/REF	2	2	

Now, I'm going to ask you about the impact of learning to write well on several things. [RANDOMIZE Q18-Q32] How important is learning to write well to [READ ITEM], is it essential, important, not very important or not at all important? [IF RESPONDENT SAYS "VERY IMPORTANT" ASK: Is that "essential" or "important"?)

		Essential	Imp.	Not very imp.	Not at all imp.	DK REF
Q18. Improving a person's critical thinking.	2007	52%	43	4	1	*
	2005	52%	42	4	1	2
Q19. Learning how to communicate effectively.	2007	66%	32	2	*	
	2005	65%	34	1	*	*
Q20. Becoming more creative.	2007	41%	50	7	1	*
	2005	42%	49	7	1	1
Q21. Improving a person's grammar.	2007	63%	35	2	*	--
	2005	60%	37	2	1	*
Q22. Gaining organizational skills.	2007	45%	49	5	1	*
	2005	47%	47	5	1	1
Q23. Learning to read.	2007	75%	22	1	*	*
	2005	69%	28	2	*	*
Q24. Gaining a large vocabulary.	2007	58%	36	5	1	*
	2005	53%	41	5	*	*
Q25. Learning to analyze and bring details together.	2007	54%	42	3	*	*
	2005	52%	43	3	1	1
Q26. Succeeding in college.		67%	30	2	*	1

Now, I'm going to ask you about the impact of learning to write well on several things. [RANDOMIZE Q18-Q32] How important is learning to write well to [READ ITEM], is it essential, important, not very important or not at all important? [IF RESPONDENT SAYS "VERY IMPORTANT" ASK: Is that "essential" or "important"?]

	Essential	Imp.	Not very imp.	Not at all imp.	DK REF
Q27. [SPLIT SAMPLE A n = 744] Succeeding in White-collar and professional careers.	57%	36	5	1	1
Q28. [SPLIT SAMPLE A n=744] Succeeding in blue-collar jobs.	26%	54	17	3	1
Q29. [SPLIT SAMPLE B n=757] Succeeding as a business executive.	61%	30	8	*	1
Q30. [SPLIT SAMPLE B n=757] Succeeding as an architect.	40%	41	16	1	2
Q31. [SPLIT SAMPLE B n=757] Succeeding as a computer technician.	33%	48	17	1	2
Q32. [SPLIT SAMPLE B n=757] Succeeding as an electrician.	21%	49	26	2	1
<hr/>					
Q33. Please tell me which of the following views you agree with more: [ROTATE STATEMENTS]: That children need to learn to read in order to learn to write, OR, That writing and reading go hand-in-hand, so students should learn them both at the same time.	NEED TO READ IN ORDER TO WRITE WRITING AND READING GO HAND IN HAND				20%
	DK/REF				79
					1

I'm going to read you a list of ideas for schools in your area. Please tell me in each case if you think it is a good idea that should be put into practice now, that it is possibly a good idea but should be studied more, or is not a good idea for the schools in your area. Here's the first one: [RANDOMIZE Q34-Q37] Is this a good idea that should be put into practice now, possibly a good idea but should be studied more, or is it not a good idea for the schools in your area?

		Good idea put in practice	Poss. good, study more	Not good idea	DK/ REF
Q34. Schools should have workshops for teachers of all subjects to help them learn how to teach writing	2007	75%	20	5	1
	2005	66%	25	8	2
Q35. Writing should be taught in all subjects and at all grade levels.	2007	74%	18	8	*
	2005	61%	28	10	1
Q36. All high school students should have daily writing assignments - regardless of whether the students plan to go to college.	2007	71%	23	5	1
	2005	63%	27	10	1
Q37. All college students training to be teachers should learn to teach writing, regardless of the subject they plan to teach.	2007	79%	16	4	1
	2005	72%	19	8	1

Q38. Do you think in general that computers and other new technologies are helpful or harmful in teaching students to write well? Is that strongly or somewhat [help/harm]?	STRONGLY COMPUTERS HELPFUL	30%
	SOMEWHAT COMPUTERS HELPFUL	31
	SOMEWHAT COMPUTERS HARMFUL	24
	STRONGLY COMPUTERS HARMFUL	10
	DK/REF	5

Q39. Do you agree or disagree that computer technology makes writing faster and easier but NOT better? Is that strongly or somewhat?	STRONGLY AGREE	52%
	SOMEWHAT AGREE	32
	SOMEWHAT DISAGREE	9
	STRONGLY DISAGREE	4
	DK/REF	3

Here are some things that young people do on the computer. For each one tell me if you think it helps young people become good writers or gets in the way of their becoming good writers? If you aren't familiar with some of these, just tell me and we will go on. Here's the first one: [RANDOMIZE Q40-Q45] Does [READ ITEM] help young people become good writers or does it get in the way of their becoming good writers? Is that [helps/gets in the way] a great deal or somewhat?

	Helps		Gets in way		Depends (vol)	DK/REF
	Grt. deal	Smwt	Smwt	Grt. deal		
Q40. Writing emails to friends and family	23%	41	22	10	2	2
Q41. Instant messaging instead of talking on the telephone	11%	21	31	30	3	5
Q42. Writing a blog, that is, an online journal	23%	41	15	8	2	10
Q43. Making web pages	26%	38	16	6	3	12
Q44. Using the Internet for homework	34%	36	15	8	2	4
Q45. Making PowerPoint presentations	39%	33	9	3	2	15

Using computers has changed many things for young people. I'd like you to tell me if, in your opinion, the frequent use of computers and the Internet for school and social activities has had a positive, negative, or no impact on young people in each of the following areas. [RANDOMIZE Q46-Q51] First, how about the impact on [READ ITEM]. Has the frequent use of computers and the Internet for school and social activities had a positive, negative or no impact on that?

	Positive	Negative	No Impact	DK/REF
Q46. Their attention span	38%	41	15	6
Q47. Their ability to use correct grammar and spelling	45%	39	14	3
Q48. Their ability to communicate clearly with others in writing	52%	28	16	4
Q49. The ease with which they write reports for school.	73%	14	7	5
Q50. The quality of the finished reports that they write for school	70%	14	11	6
Q51. The quality of research they do for school assignments	76%	13	7	5
<hr/>				
Q52. Do you believe that playing video games has a positive, negative or no impact on children's critical thinking skills?	POSITIVE			30%
	NEGATIVE			45
	NO IMPACT			17
	DK/REF			7
<hr/>				
Q53. Which of the following statements do you agree with more. Do you agree [ROTATE STATEMENTS]: more that using computers to write makes students careless writers because they write so fast they do not think enough about what they are writing, OR, more that computers enable students to become better writers because they write, revise and edit more?	SLOPPY WRITERS, WRITE SO FAST			42%
	BETTER WRITERS, EDIT MORE			52
	DK/REF			6
<hr/>				

Q54. Do you agree [ROTATE]: more with those who say having a spell-check program on computers prevents students from learning to spell, OR, more with those who say that spell-check helps students learn to spell?	PREVENTS STUDENTS FROM LEARNING TO SPELL	51%
	HELPS STUDENTS LEARN TO SPELL	43
	DK/REF	6

Q55. At what age should children be taught to use computers?	1	*%
	2	2
	3	7
	4	9
	5	20
	6	14
	7	11
	8	9
	9	3
	10	9
	11	2
	12	4
	13	2
	14	*
	15	*
	16	1
	17	--
	18	*
	SHOULD NOT BE TAUGHT	*
DK/REF	5	

Q56. Changing gears just a little, do you have any children under the age of 25? [ACCEPT MULTIPLE RESPONSES]	YES	2007	2005
	ELEMENTARY	46%	47%
	MIDDLE OR JUNIOR HIGH	20	21
	HIGH SCHOOL	5	10
	COLLEGE	6	12
	GRADUATE SCHOOL	5	7
	NOT IN SCHOOL	1	1
	NO	7	11
	DK/REF	53	53
		2	*

Q57. [PARENTS n= 687] If any of your children are currently in school, are they in elementary school, middle or junior high school, high school, college, or graduate school? [ACCEPT MULTIPLE RESPONSES]	ELEMENTARY SCHOOL	42%
	MIDDLE OR JUNIOR HIGH	11
	HIGH SCHOOL	13
	COLLEGE	11
	GRAD. SCHOOL	2
	NO CHILDREN IN SCHOOL	16
	DK/REF	5

Q58. [IF ELEMENTARY, MIDDLE OR HIGH SCHOOL IN Q57 n=430, n=309 (2005)] Thinking of just your children in kindergarten through 12 th grade, what grade is your [ROTATE: youngest/oldest] child in?		2007	2005
	KINDERGARTEN	14%	10%
	1 ST	10	10
	2 ND	8	7
	3 RD	6	6
	4 TH	9	8
	5 TH	9	5
	6 TH	6	7
	7 TH	6	6
	8 TH	8	8
	9 TH	6	8
	10 TH	6	6
	11 TH	6	9
	12 TH	5	8
DK/REF	2	2	

Q59. Is that child a boy or girl? [n=430]	BOY	51%
	GIRL	48
	DK/REF	1

The next questions refer specifically to the educational experiences of that child, so please keep [HIM/HER] in mind as you answer

Q60. In this school year so far, have you communicated with any of [HIS/HER] teachers over email or not [n=430]	YES	32%
	NO	67
	DK/REF	2

Q61. In your own view, does [HIS/HER] school emphasize writing too much, too little, or about the right amount? [n=430]		2007	2005
	TOO MUCH	5%	3%
	TOO LITTLE	27	33
	ABOUT RIGHT	62	61
	DK/REF	6	4

Q62. As far as you know, does [HE/SHE] use computers at school? [n=430]	YES NO DK/REF	82% 13 5
Q63. Is there a computer at home that [HE/SHE] has access to? [n=430]	YES NO DK/REF	87% 12 1
Q64. Now thinking about YOU, in your paid job or as a volunteer, do you sometimes have to write reports, correspondence, email or other text?	YES LESS THAN A PAGE ABOUT A PAGE MORE THAN A PAGE MORE THAN ONE LESS THAN FIVE MORE THAN FIVE NO DK/REF	2007 68% 19 15 14 12 8 31 1 2005 68% 16 19 21 n/a 12 32 *
Q65. [IF YES IN Q64] Thinking about all the things you write, would you say that on an average day you write less than a page, about a page or more than one page? [IF MORE THAN ONE] Is that more than five or less than five pages?	LESS THAN A PAGE ABOUT A PAGE MORE THAN A PAGE MORE THAN ONE LESS THAN FIVE MORE THAN FIVE DK/REF	27% 22 20 17 12 1
Q66. How often do you use a computer to write reports, correspondence, e-mail or other text: Every day, several times a week, once a week, once a month, or less than that?	EVERY DAY SEVERAL TIMES A WEEK ONCE A WEEK ONCE A MONTH LESS THAN THAT DK/REF	45% 15 9 5 21 5

Here are a few final questions to help us classify this interview.

D1. What was the last grade of school you yourself completed [READ LIST IF NECESSARY]?		2007	2005
	LESS THAN HIGH SCHOOL	6%	7%
	HIGH SCHOOL GRAD/GED	29	31
	SOME COLLEGE/TECH SCHOOL/2-YR	23	29
	COLLEGE GRAD/4-YR/BA OR BS	26	20
	GRADUATE WORK OR DEGREE	15	13
	DK/REF	1	*

D2. What is your occupation? [OPEN END	TEACHER	7%
	PROFESSIONAL WHITE-COLLAR	22
	MANAGERIAL WHITE-COLLAR	3
	TECHNICAL WHITE-COLLAR	3
	SALES WHITE-COLLAR	2
	CLERICAL WHITE-COLLAR	11
	SKILLED BLUE-COLLAR	9
	UNSKILLED BLUE-COLLAR	12
	HOMEMAKER	6
	MILITARY	1
	STUDENT	3
	RETIRED	15
	DISABLED	1
UNEMPLOYED	1	
OTHER	*	
DK/REF	3	

D3. In terms of your political outlook, do you usually think of yourself as: [READ LIST, REVERSE ORDER] very conservative, somewhat conservative, middle of the road, somewhat liberal, very liberal?		2007	2005
	VERY CONSERVATIVE	14%	14%
	SOMEWHAT CONSERVATIVE	26	26
	MIDDLE OF THE ROAD	31	30
	SOMEWHAT LIBERAL	16	17
	VERY LIBERAL	8	7
	DK/REF	5	6

D4A. In what year were you born? Are you between...		2007	2005
	18 and 24	11%	11%
	25 and 34	21	21
	35 and 44	21	21
	45 and 54	17	18
	55 and 64	12	12
	65 or older?	16	16
DK/REF	2	*	

D5A. Do you consider yourself to be of Hispanic or Latin(o/a) descent? Would you say you are white, black or African American, Asian or Pacific Islander, Native American, or something else?		2007	2005
	CAUCASIAN	69%	72%
	AFRICAN-AMERICAN	12	12
	HISPANIC/LATINO	13	12
	ASIAN/PACIFIC ISLANDER	3	2
	NATIVE AMERICAN	1	1
	DK/REF	2	1

D6. Stop me when I come to the category in which your total <u>household</u> income fell before taxes in the last year. Your best estimate is fine.		2007	2005
	Less than \$25,000	20%	20%
	\$25,000-\$49,000	29	29
	\$50,000-\$74,000	20	20
	\$75,000-\$99,000	10	10
	More than \$100,000	11	11
DK/REF	10	10	

GENDER		2007	2005
	MALE	47%	48%
	FEMALE	53	52

REGION 5 WAY		2007	2005
	NORTHEAST	18%	18%
	MIDWEST	20	23
	DEEP SOUTH	20	19
	ATLANTIC SOUTH	16	18
	WEST	25	22

REGION 6 WAY		
	NORTHEAST	18%
	MIDWEST	20
	DEEP SOUTH	20
	ATLANTIC SOUTH	16
	ROCKY MOUNTAIN	8
PACIFIC COAST	17	

Appendix B: Selected Crosstabs

Need for Writing Well In Order to Succeed By Crosstab

Q14. Do you think in today's world there is a greater need or less of a need than there was twenty years ago for a person to be able to write well in order to succeed?

	Greater need	Less of a need	About the same	DK/REF
Total	74%	14	10	1
Male	72%	16	10	1
Female	76%	13	10	1
18-24	73%	21	5	1
25-34	71%	17	11	1
35-44	71%	13	13	3
45-54	74%	14	10	1
55-64	79%	12	8	1
65+	78%	9	10	2
Men <55	71%	17	11	1
Men 55+	77%	13	8	2
Women <55	74%	15	10	1
Women 55+	80%	9	10	2
Caucasian	72%	14	12	2
African-American	86%	8	5	1
Hispanic	73%	18	7	1
< HS to HS	74%	14	10	2
Some college	77%	14	8	2
College graduate	74%	14	10	2
Graduate work	71%	14	15	--
Parent	72%	16	11	1
Non-parent	76%	12	10	2
Non college father	71%	17	11	2
College father	70%	18	13	--
Non college mother	80%	11	8	1
College mother	67%	19	12	2
Parents elementary	69%	20	11	1
Parents middle/HS	75%	11	12	2
Write per day				
None	75%	14	9	3
1 page or less	74%	16	10	1
1 - 4 pages	72%	14	13	1
5 or more pages	77%	9	13	*
Northeast	73%	17	10	1
Midwest	71%	14	13	3
Deep South	80%	13	6	1
South Atlantic	82%	9	7	1
Rocky Mountain	64%	20	14	2
Pacific	69%	14	15	2

Writing's Importance for Success in College and White-Collar/Professional Careers by Crosstab

Now I would like you to tell me if, in your view, learning to write well is essential, important, not very important, or not at all important for each of the following. Q29 [n=757] Succeeding as a business executive. Q27 [n=744] Succeeding in White-collar and professional careers. Q30 [n=757] Succeeding as an architect. Q31 [n=757] Succeeding as a computer technician.

% saying "essential"	Succeed as a business exec	Succeed in white- collar careers	Succeed as an architect	Succeed as a computer tech
Total	61%	57%	40%	33%
Male	59%	58%	39%	34%
Female	63%	56%	41%	32%
18-24	56%	51%	33%	28%
25-34	60%	53%	35%	31%
35-44	58%	55%	43%	40%
45-54	62%	65%	45%	38%
55-64	71%	64%	51%	30%
65+	60%	53%	34%	24%
Men <55	57%	53%	39%	36%
Men 55+	64%	69%	42%	29%
Women <55	62%	59%	41%	34%
Women 55+	65%	49%	40%	25%
Caucasian	64%	59%	39%	31%
African-American	54%	52%	46%	41%
Hispanic	55%	43%	39%	35%
< HS to HS	53%	43%	36%	29%
Some college	70%	58%	47%	42%
College graduate	64%	64%	40%	31%
Graduate work	63%	72%	41%	30%
<\$25,000	60%	49%	40%	36%
\$25K - 49K	62%	53%	44%	34%
\$50K - 74K	60%	59%	41%	32%
\$75K - 99K	67%	74%	40%	29%
\$100K+	63%	67%	38%	30%
Parent	62%	55%	44%	36%
Non-parent	61%	59%	37%	31%
Parents elementary	61%	50%	45%	39%
Parents middle/HS	58%	53%	45%	34%
Write per day				
None	60%	47%	32%	32%
1 page or less	62%	56%	44%	34%
1 - 4 pages	58%	66%	42%	37%
5 or more pages	69%	70%	45%	22%
Northeast	51%	68%	32%	27%
Midwest	64%	55%	38%	33%
Deep South	57%	52%	43%	39%
South Atlantic	68%	59%	50%	38%
Rocky Mountain	57%	50%	30%	31%
Pacific	67%	53%	44%	26%

Writing's Importance for Success in Blue-Collar Occupations by Crosstab

Now I would like you to tell me if, in your view, learning to write well is essential, important, not very important, or not at all important for each of the following. Q28 [n=744] Succeeding in blue-collar jobs. Q32 [n=757] Succeeding as an electrician.

% saying "essential"	Succeeding in blue-collar job	Succeeding as electrician
Total	26%	21%
Male	27%	23%
Female	24%	20%
18-24	20%	15%
25-34	23%	20%
35-44	23%	25%
45-54	31%	21%
55-64	24%	21%
65+	30%	22%
Men <55	26%	22%
Men 55+	29%	25%
Women <55	23%	20%
Women 55+	26%	19%
Caucasian	24%	22%
African-American	32%	29%
Hispanic	30%	13%
< HS to HS	28%	22%
Some college	27%	24%
College graduate	26%	21%
Graduate work	18%	16%
<\$25,000	32%	31%
\$25K - 49K	28%	25%
\$50K - 74K	26%	14%
\$75K - 99K	19%	20%
\$100K+	17%	17%
Parent	26%	21%
Non-parent	25%	22%
Parents elementary	29%	25%
Parents middle/HS	27%	18%
Write per day		
None	24%	22%
1 page or less	25%	22%
1 - 4 pages	29%	24%
5 or more pages	26%	8%
Northeast	30%	12%
Midwest	22%	23%
Deep South	25%	23%
South Atlantic	31%	28%
Rocky Mountain	23%	22%
Pacific	23%	20%

Writing's Importance for Success in College by Crosstab

Now I would like you to tell me if, in your view, learning to write well is essential, important, not very important, or not at all important for each of the following. Q26. Succeeding in college.

% saying "essential"	Succeeding in college
Total	67%
Male	67%
Female	67%
18-24	70%
25-34	69%
35-44	71%
45-54	65%
55-64	69%
65+	59%
Men <55	68%
Men 55+	63%
Women <55	69%
Women 55+	63%
Caucasian	68%
African-American	69%
Hispanic	69%
< HS to HS	63%
Some college	69%
College graduate	70%
Graduate work	69%
<\$25,000	66%
\$25K - 49K	66%
\$50K - 74K	69%
\$75K - 99K	77%
\$100K+	67%
Parent	69%
Non-parent	66%
Parents elementary	70%
Parents middle/HS	67%
Write per day	
None	64%
1 page or less	68%
1 - 4 pages	68%
5 or more pages	76%
Northeast	64%
Midwest	63%
Deep South	70%
South Atlantic	75%
Rocky Mountain	67%
Pacific	66%

Writing Well as Requirement for High School Graduation by Crosstab

Thinking about what students learn in high school, please tell me if you think writing well: should be required for high school graduation, is very important but should not be a graduation requirement, is only somewhat important, or is not very important. Q7. Knowing how to write well.

	Required for Graduation	Very Important	Somewhat Important	Not Very Important
Total 2007	84%	13	3	*
Total 2005	80%	16	3	1
Male	82%	14	3	1
Female	86%	11	3	*
18-24	77%	21	2	--
25-34	86%	12	2	1
35-44	89%	7	3	*
45-54	85%	11	3	1
55-64	78%	18	4	1
65+	82%	14	3	*
Caucasian	85%	13	2	*
African-American	77%	16	5	2
Hispanic	89%	9	3	--
< HS to HS	78%	18	4	*
Some college	85%	10	4	1
College graduate	89%	10	1	*
Graduate work	89%	10	*	1
Parent	84%	12	3	1
Non-parent	84%	13	3	*
Non college father	80%	13	5	2
College father	84%	14	--	2
Non college mother	83%	13	4	*
College mother	91%	8	1	--
Parents elementary	87%	9	3	1
Parents middle/HS	86%	10	3	--
<\$50K	80%	15	4	*
\$50K+	89%	10	1	1
Write per day				
None	78%	17	4	*
1 page or less	86%	11	2	*
1 - 4 pages	85%	13	1	1
5 or more pages	93%	3	3	1
Northeast	86%	12	1	*
Midwest	82%	13	4	1
Deep South	82%	14	4	1
South Atlantic	85%	11	3	1
Rocky Mountain	79%	18	3	--
Pacific	89%	10	1	--

**Knowing How to Use a Computer
as Requirement for High School Graduation by Crosstab**

Thinking about what students learn in high school, please tell me if you think writing well: should be required for high school graduation, is very important but should not be a graduation requirement, is only somewhat important, or is not very important. Q8. Knowing how to use a computer.

	Required for Graduation	Very Important	Somewhat Important	Not Very Important
Total 2007	74%	21	4	1
Total 2005	68%	23	6	3
Male	75%	20	4	1
Female	73%	21	5	1
18-24	62%	28	7	1
25-34	78%	18	3	1
35-44	79%	17	3	*
45-54	71%	24	4	1
55-64	72%	22	6	--
65+	73%	21	5	1
Caucasian	74%	21	4	1
African-American	67%	27	4	1
Hispanic	80%	16	4	--
< HS to HS	72%	21	5	2
Some college	74%	20	5	*
College graduate	73%	23	4	--
Graduate work	81%	17	2	1
<\$50K	72%	22	5	1
\$50K+	77%	19	3	*
Parent	77%	18	4	1
Non-parent	71%	23	5	1
Non college father	74%	17	7	2
College father	80%	17	1	1
Non college mother	81%	14	5	--
College mother	75%	24	1	--
Parents elementary	77%	19	4	--
Parents middle/HS	83%	14	2	1
Write per day				
None	72%	19	7	2
1 page or less	73%	23	4	*
1 - 4 pages	75%	22	2	*
5 or more pages	79%	18	4	--
Northeast	76%	19	5	*
Midwest	75%	20	5	*
Deep South	72%	22	5	2
South Atlantic	76%	22	*	1
Rocky Mountain	68%	19	11	2
Pacific	74%	23	3	--

Grading Schools in Your Community by Crosstab

Q2. How would you grade the schools in your community overall?

	A	B	C	D	F	DF/REF
Total	19%	38	25	6	4	7
Male	17%	40	24	8	4	7
Female	20%	37	27	5	4	8
18-24	11%	38	29	12	4	6
25-34	14%	41	28	4	5	8
35-44	23%	36	23	5	6	8
45-54	22%	36	25	7	4	6
55-64	16%	38	29	8	3	6
65+	22%	40	22	6	2	9
Caucasian	20%	39	24	6	4	8
African-American	8%	39	37	8	5	2
Hispanic	20%	34	27	6	5	8
< HS to HS	17%	39	27	5	4	7
Some college	17%	37	27	8	3	9
College graduate	22%	38	23	4	4	9
Graduate work	19%	43	22	8	5	3
<\$25,000	15%	34	31	4	4	12
\$25K - 49K	17%	40	27	6	3	6
\$50K - 74K	21%	41	21	9	5	4
\$75K - 99K	17%	47	19	7	5	5
\$100K+	24%	36	24	5	3	8
White-collar	22%	38	23	5	3	9
Professional	21%	36	25	8	3	7
Teacher	21%	37	25	9	7	--
Blue-collar	10%	40	30	6	7	8
Parent	21%	38	26	6	5	4
Non-parent	17%	39	25	6	3	10
Parents elementary	21%	39	26	5	7	3
Parents middle/HS	24%	35	27	8	6	1
Write per day						
None	15%	37	29	7	4	8
1 page or less	21%	41	23	6	3	6
1 - 4 pages	19%	38	24	6	5	8
5 or more pages	19%	34	27	5	5	10
Northeast	18%	43	19	7	3	8
Midwest	21%	38	25	5	3	8
Deep South	23%	39	20	7	5	5
South Atlantic	20%	39	25	5	5	6
Rocky Mountain	17%	32	29	10	4	8
Pacific	10%	36	37	6	3	9

Grading Own Writing Instruction by Crosstab

Q11. How would you grade the quality of writing instruction you received in school – that is grades K through 12?

	A	B	C	D	F	DK/REF
Total	37%	40	17	4	1	1
Male	32%	43	18	5	1	1
Female	41%	37	16	4	2	1
18-24	27%	51	19	--	3	--
25-34	31%	45	20	4	1	--
35-44	39%	39	15	5	1	2
45-54	33%	38	18	6	3	2
55-64	46%	33	16	4	--	1
65+	43%	34	14	5	2	2
Men <55	30%	46	18	4	1	1
Men 55+	37%	37	18	5	1	2
Women <55	37%	39	17	4	2	1
Women 55+	50%	31	12	4	1	1
Caucasian	38%	39	16	4	1	1
African-American	37%	40	15	5	3	--
Hispanic	28%	43	24	5	1	--
< HS to HS	33%	40	20	5	2	1
Some college	38%	36	20	4	1	1
College graduate	39%	40	14	5	1	1
Graduate work	39%	44	11	3	1	2
<\$25,000	37%	39	16	6	2	*
\$25K - 49K	36%	40	18	4	1	1
\$50K - 74K	38%	35	21	4	2	1
\$75K - 99K	35%	50	11	3	--	1
\$100K+	38%	42	13	2	1	4
White-collar	44%	36	17	3	*	*
Professional	38%	40	13	4	2	2
Teacher	33%	43	17	5	--	2
Blue-collar	29%	44	23	3	1	*
Parent	31%	40	21	5	1	2
Non-parent	42%	39	13	4	2	1
Parents elementary	29%	38	24	6	2	2
Parents middle/HS	34%	37	22	4	1	2
Write per day						
None	37%	37	18	6	2	1
1 page or less	34%	39	20	4	1	1
1 - 4 pages	40%	44	12	3	1	1
5 or more pages	34%	40	17	5	1	2
Northeast	36%	41	16	5	2	1
Midwest	37%	37	19	3	2	2
Deep South	41%	38	14	5	2	*
South Atlantic	43%	37	14	4	1	1
Rocky Mountain	35%	40	17	7	1	*
Pacific	28%	45	20	4	*	3

High School Students Learning to Write Better or Not as Well by Crosstab

Q12. Do you think high school students today are learning to write better, not as well, or about the same as when you were in high school?

	Better	About the Same	Worse
Total	20%	27	47
Male	20%	30	43
Female	20%	23	51
18-24	22%	47	28
25-34	21%	33	38
35-44	22%	24	47
45-54	21%	21	51
55-64	15%	20	62
65+	18%	18	57
Men <55	22%	33	39
Men 55+	17%	23	55
Women <55	21%	27	45
Women 55+	17%	15	63
Caucasian	18%	26	48
African-American	23%	25	48
Hispanic	32%	25	41
< HS to HS	27%	29	38
Some college	15%	30	49
College graduate	17%	24	52
Graduate work	17%	20	58
<\$25,000	24%	25	43
\$25K - 49K	23%	25	45
\$50K - 74K	20%	26	49
\$75K - 99K	14%	32	52
\$100K+	17%	20	57
Parent	23%	26	44
Non-parent	17%	27	50
Parents elementary	25%	26	38
Parents middle/HS	25%	28	45
Write per day			
None	21%	29	42
1 page or less	23%	27	44
1 - 4 pages	17%	22	57
5 or more pages	15%	31	45
Northeast	21%	26	47
Midwest	17%	27	49
Deep South	27%	28	40
South Atlantic	24%	22	48
Rocky Mountain	10%	29	53
Pacific	16%	28	50

Students Writing More or Less by Crosstab

Q13. Is your impression that students today are writing more, less, or about the same as they were when you were in school?

	More	About the Same	Less
Total	23%	21	50
Male	23%	21	50
Female	23%	22	50
18-24	23%	43	32
25-34	26%	23	46
35-44	29%	20	45
45-54	17%	20	59
55-64	19%	14	63
65+	22%	13	56
Men <55	24%	25	46
Men 55+	20%	12	61
Women <55	24%	25	47
Women 55+	21%	14	57
Caucasian	20%	24	50
African-American	29%	18	50
Hispanic	30%	14	56
< HS to HS	31%	20	45
Some college	20%	21	54
College graduate	17%	25	53
Graduate work	21%	20	54
<\$25,000	28%	13	51
\$25K - 49K	26%	25	44
\$50K - 74K	20%	22	53
\$75K - 99K	15%	23	60
\$100K+	18%	21	56
Parent	26%	20	51
Non parent	21%	22	50
Parents elementary	29%	21	46
Parents middle/HS	28%	20	52
Write per day			
None	27%	18	48
1 page or less	21%	23	52
1 - 4 pages	23%	23	51
5 or more pages	18%	26	47
Northeast	26%	23	47
Midwest	19%	21	54
Deep South	31%	16	48
South Atlantic	26%	23	49
Rocky Mountain	13%	25	51
Pacific	18%	25	53

Emphasis on Writing in Child's School by Crosstab

Q61. In your own view, does that child's school emphasize writing too much, too little, or about the right amount? (Base for 2007: N = 430 respondents who have a child or children in elementary, middle or high school. Base for 2005: N = 309.)

	Too Much	Too Little	About Right	DK/REF
Total	5%	27	62	6
Male	6%	22	64	8
Female	4%	31	61	5
18-24	--	48	39	12
25-34	8%	18	68	5
35-44	6%	28	63	4
45-54	*	33	63	4
55-64	5%	28	42	25
65+	--	60	40	--
Caucasian	5%	27	62	6
African-American	6%	33	60	2
Hispanic	7%	27	61	5
< HS to HS	9%	28	57	6
Some college	2%	26	65	6
College graduate	2%	26	69	2
Graduate work	4%	26	61	9
<\$25,000	--	29	61	10
\$25K - 49K	10%	27	61	1
\$50K - 74K	5%	26	60	9
\$75K - 99K	1%	26	70	3
\$100K+	5%	28	63	5
Parent	5%	27	62	6
Non-parent	--	--	--	100
Parents elementary	5%	21	69	6
Parents middle/HS	6%	37	51	7
Write per day				
None	4%	31	59	7
1 page or less	6%	26	63	5
1 - 4 pages	6%	29	59	6
5 or more pages	4%	14	78	4
Northeast	4%	20	60	16
Midwest	6%	34	55	5
Deep South	4%	29	60	6
South Atlantic	9%	15	73	3
Rocky Mountain	--	25	75	--
Pacific	5%	33	58	4

Grade in Which Writing Instruction Should Begin by Crosstab

Q17. What grade in school do you think is the right grade to start teaching children to write?

	Pre-K - 1 st	2-4 th Grade	5-6 th grade	7-12grades
Total	49%	43	5	1
Male	43%	47	6	2
Female	55%	40	3	1
18-24	52%	41	5	2
25-34	55%	40	3	2
35-44	51%	40	6	*
45-54	47%	45	5	1
55-64	42%	48	6	2
65+	46%	48	4	*
Men <55	44%	47	5	2
Men 55+	39%	49	9	2
Women <55	58%	36	4	1
Women 55+	49%	48	2	1
Caucasian	48%	44	5	1
African-American	51%	40	8	1
Hispanic	50%	44	2	1
< HS to HS	46%	44	6	1
Some college	45%	48	4	2
College graduate	54%	42	3	1
Graduate work	55%	37	5	1
<\$25,000	48%	44	5	2
\$25K - 49K	46%	44	7	2
\$50K - 74K	46%	48	3	*
\$75K - 99K	62%	32	5	1
\$100K+	50%	44	2	2
White-collar	44%	46	5	3
Professional	54%	41	3	1
Teacher	60%	37	3	--
Blue-collar	46%	45	6	2
Parent	54%	39	5	1
Non-parent	46%	47	4	1
Parents elementary	58%	36	5	1
Parents middle/HS	52%	43	3	1
Write per day				
None	46%	46	6	*
1 page or less	48%	44	4	2
1 - 4 pages	52%	40	5	1
5 or more pages	51%	45	*	1
Northeast	48%	45	2	1
Midwest	50%	40	6	1
Deep South	45%	47	6	2
South Atlantic	58%	37	4	1
Rocky Mountain	41%	49	6	4
Pacific	50%	46	3	1

Proposals to Improve Teacher Training by Crosstab

I'm going to read you a list of ideas for schools in your area. Please tell me in each case if you think it is a good idea that should be put into practice now, that it is possibly a good idea but should be studied more, or is not a good idea for the schools in your area. Here's the first one: [RANDOMIZE Q34-Q37] Q37. All college students training to be teachers should learn to teach writing, regardless of the subject they plan to teach. Q34. Schools should have workshops for teachers of all subjects to help them learn how to teach writing.

	Train to teach writing in college			Workshps. so all learn to teach writg.		
	Good idea	Poss. good	Not good	Good idea	Poss. good	Not good
Total	79%	16	4	75%	20	5
Male	75%	17	6	71%	21	7
Female	82%	15	2	78%	19	2
18-24	72%	24	3	68%	27	4
25-34	73%	21	5	75%	21	3
35-44	82%	14	4	76%	20	3
45-54	86%	10	3	77%	17	4
55-64	77%	15	5	75%	15	9
65+	80%	15	3	74%	19	5
Caucasian	78%	17	4	73%	20	5
African-American	78%	17	3	77%	22	1
Hispanic	83%	13	4	81%	18	1
< HS to HS	79%	16	3	74%	22	3
Some college	80%	15	4	73%	20	5
College graduate	79%	17	3	77%	19	4
Graduate work	76%	16	5	73%	18	8
<\$25,000	82%	13	4	77%	20	2
\$25K - 49K	79%	16	4	76%	19	4
\$50K - 74K	78%	17	3	73%	19	7
\$75K - 99K	82%	15	3	73%	21	6
\$100K+	76%	20	3	76%	20	4
Parent	83%	13	3	74%	21	4
Non-parent	75%	19	5	75%	20	5
Parents elementary	86%	11	2	73%	23	3
Parents middle/HS	83%	11	2	74%	18	7
Write per day						
None	79%	16	4	75%	20	4
1 page or less	80%	16	3	78%	18	3
1 - 4 pages	75%	18	5	71%	21	6
5 or more pages	81%	14	2	71%	24	5
Northeast	78%	15	3	76%	17	6
Midwest	81%	15	3	68%	25	6
Deep South	79%	15	5	78%	17	5
South Atlantic	78%	17	3	81%	16	2
Rocky Mountain	72%	26	2	70%	26	4
Pacific	81%	14	5	73%	22	4

Writing in All Subjects and Daily Writing Assignments by Crosstab

Q35. Writing should be taught in all subjects and at all grade levels. Q36. All high school students should have daily writing assignments – regardless of whether the students plan to go to college.

	Writing in all subjects			Daily writing assignments		
	Good idea	Poss. good	Not good	Good idea	Poss. good	Not good
Total	74%	18	8	71%	23	5
Male	68%	21	11	66%	26	7
Female	79%	16	5	75%	20	4
18-24	69%	22	9	68%	24	8
25-34	73%	21	7	72%	24	4
35-44	72%	19	8	76%	20	3
45-54	78%	14	8	75%	19	6
55-64	70%	21	9	67%	23	9
65+	79%	14	6	65%	28	4
Caucasian	71%	20	8	69%	24	6
African-American	86%	10	4	80%	15	5
Hispanic	79%	16	6	77%	19	4
< HS to HS	77%	18	4	73%	22	5
Some college	71%	18	10	74%	20	5
College graduate	72%	18	10	68%	26	5
Graduate work	72%	20	8	68%	23	7
<\$25,000	77%	14	7	75%	19	3
\$25K – 49K	75%	18	6	71%	24	4
\$50K – 74K	74%	21	5	67%	27	6
\$75K – 99K	70%	22	8	73%	21	6
\$100K+	70%	16	14	73%	18	8
Parent	75%	19	6	71%	24	5
Non-parent	73%	18	9	72%	22	5
Parents elementary	74%	21	5	74%	23	3
Parents middle/HS	78%	13	8	71%	22	6
Write per day						
None	76%	16	8	70%	23	7
1 page or less	74%	19	6	73%	22	4
1 – 4 pages	70%	20	9	70%	24	6
5 or more pages	75%	19	6	70%	25	5
Northeast	73%	21	6	72%	23	4
Midwest	74%	17	8	61%	30	7
Deep South	78%	16	5	79%	15	5
South Atlantic	77%	16	7	76%	17	6
Rocky Mountain	63%	26	10	64%	31	4
Pacific	72%	18	10	71%	24	5

At What Age Should Children Learn to Use Computers by Crosstab

Q55. At what age should children be taught to use computers?

	1 to 6	7 to 9	10 to 11	12 to 18	DK/REF
Total	53%	23	12	7	5
Male	49%	25	13	8	5
Female	56%	21	11	6	5
18-24	32%	25	26	14	3
25-34	50%	29	15	4	3
35-44	58%	22	8	8	4
45-54	58%	22	9	6	4
55-64	55%	23	11	6	5
65+	57%	16	8	5	12
Caucasian	54%	21	11	7	5
African-American	62%	17	10	8	2
Hispanic	38%	31	16	6	9
< HS to HS	46%	22	14	10	7
Some college	52%	26	14	4	3
College graduate	59%	24	9	6	3
Graduate work	61%	18	10	5	6
<\$25,000	52%	18	13	5	11
\$25K - 49K	51%	24	12	8	3
\$50K - 74K	56%	22	13	6	2
\$75K - 99K	53%	27	13	6	1
\$100K+	56%	25	9	5	3
White-collar	61%	22	8	6	3
Professional	52%	24	14	5	5
Teacher	70%	19	6	2	2
Blue-collar	44%	31	12	7	5
Parent	57%	23	11	6	3
Non-parent	50%	23	12	8	7
Parents elementary	59%	24	10	4	3
Parents middle/HS	53%	28	8	6	5
Write per day					
None	44%	24	13	9	9
1 page or less	57%	22	10	7	4
1 - 4 pages	59%	21	12	6	2
5 or more pages	54%	24	15	4	3
Northeast	56%	24	14	4	2
Midwest	55%	19	11	6	8
Deep South	49%	22	12	9	7
South Atlantic	56%	22	11	5	5
Rocky Mountain	51%	28	5	9	5
Pacific	49%	24	15	8	3

Access to Computers at School by Crosstab

Q62. [n=430 Parents of children under 25] As far as you know, does [He/She] use computers at school?

	Yes	No	DK/REF
Total	82%	13	5
Male	74%	19	7
Female	87%	9	4
18-24	28%	39	33
25-34	80%	14	6
35-44	86%	10	4
45-54	84%	12	3
55-64	67%	30	3
65+	100%	--	--
Caucasian	81%	14	5
African-American	91%	7	2
Hispanic	83%	11	6
< HS to HS	81%	14	5
Some college	83%	10	7
College graduate	81%	15	4
Graduate work	86%	12	1
<\$25,000	86%	7	7
\$25K - 49K	84%	12	4
\$50K - 74K	77%	21	2
\$75K - 99K	86%	7	7
\$100K+	84%	15	1
Parent	82%	13	5
Non-parent	--%	--	100
Parents elementary	80%	14	5
Parents middle/HS	85%	11	4
Write per day			
None	77%	18	5
1 page or less	85%	10	5
1 - 4 pages	82%	15	3
5 or more pages	87%	7	6

Computers Impact on Need for Strong Writing Skills by Crosstab

Q15. Do you think the increasing use of computers is making it more or less necessary for a person to have strong writing composition skills?

	More	Less	Makes no difference
Total	44%	46	8
Male	48%	41	9
Female	41%	51	7
18-24	53%	40	7
25-34	50%	43	6
35-44	45%	44	8
45-54	35%	53	9
55-64	43%	48	9
65+	38%	47	9
Men <55	50%	39	9
Men 55+	41%	44	10
Women <55	41%	51	6
Women 55+	39%	50	8
Caucasian	42%	47	8
African-American	40%	51	6
Hispanic	50%	41	7
< HS to HS	39%	53	6
Some college	44%	48	5
College graduate	49%	40	9
Graduate work	45%	38	14
<\$25,000	39%	52	7
\$25K - 49K	43%	46	7
\$50K - 74K	47%	43	8
\$75K - 99K	48%	44	8
\$100K+	47%	42	11
Parent	43%	49	6
Non-parent	44%	44	9
Parents elementary	41%	51	6
Parents middle/HS	46%	47	5
Write per day			
None	37%	51	8
1 page or less	40%	51	6
1 - 4 pages	50%	38	10
5 or more pages	58%	33	9
Northeast	44%	42	12
Midwest	41%	51	7
Deep South	43%	47	7
South Atlantic	49%	41	6
Rocky Mountain	39%	52	7
Pacific	46%	45	6

Computers' Impact on Teaching Writing by Crosstab

Q38. Do you think that in general computers and other new technologies are helpful or harmful in teaching students to write well? Is that strongly or somewhat?

	NET		Helpful		Harmful	
	Helpful	Harmful	Strongly	Somewhat	Somewhat	Strongly
Total	61%	34	30	31	24	10
Male	64%	33	33	31	24	9
Female	58%	36	28	30	25	11
18-24	67%	28	28	39	21	7
25-34	63%	34	34	29	27	7
35-44	63%	32	35	28	20	12
45-54	62%	33	33	29	22	11
55-64	60%	33	27	33	21	12
65+	51%	42	21	30	32	10
Caucasian	58%	37	27	31	27	10
African-American	68%	27	38	30	16	11
Hispanic	69%	26	37	32	20	6
< HS to HS	60%	35	27	33	24	11
Some college	56%	38	31	25	27	11
College graduate	63%	33	33	30	22	11
Graduate work	64%	29	31	33	24	5
<\$25,000	60%	35	28	32	22	13
\$25K - 49K	59%	35	30	29	27	8
\$50K - 74K	63%	33	31	32	21	12
\$75K - 99K	54%	40	29	25	31	9
\$100K+	66%	28	37	29	17	11
Parent	63%	32	33	30	22	10
Non-parent	59%	36	28	31	26	10
Parents elementary	65%	33	33	32	21	12
Parents middle/HS	65%	31	37	28	21	10
Write per day						
None	56%	37	25	31	25	12
1 page or less	61%	36	28	33	25	11
1 - 4 pages	64%	31	35	29	24	7
5 or more pages	70%	21	43	27	20	1
Northeast	61%	32	34	27	23	9
Midwest	56%	40	26	30	28	12
Deep South	60%	35	31	29	26	9
South Atlantic	65%	31	36	29	20	11
Rocky Mountain	61%	34	25	36	25	9
Pacific	64%	33	29	35	23	10

Computers Make Writing Faster and Easier, Not Better by Crosstab

Q39. Do you agree or disagree that computer technology makes writing faster and easier but not better?
Is that somewhat or strongly?

	Agree		Disagree	
	Strongly	Somewhat	Somewhat	Strongly
Total	52%	32	9	4
Male	51%	30	11	5
Female	53%	34	7	3
18-24	43%	40	12	4
25-34	55%	29	8	6
35-44	56%	29	9	4
45-54	54%	30	10	5
55-64	55%	29	9	6
65+	44%	39	6	3
Caucasian	54%	31	7	4
African-American	42%	38	13	3
Hispanic	48%	36	13	2
< HS to HS	47%	35	11	4
Some college	55%	31	7	4
College graduate	54%	35	5	5
Graduate work	57%	24	11	5
<\$25,000	51%	32	7	4
\$25K - 49K	48%	36	10	4
\$50K - 74K	55%	34	4	5
\$75K - 99K	58%	29	9	4
\$100K+	56%	24	13	6
Parent	58%	28	8	4
Non-parent	47%	36	9	4
Parents elementary	56%	28	11	2
Parents middle/HS	64%	24	5	7
Write per day				
None	50%	32	10	3
1 page or less	51%	36	6	4
1 - 4 pages	55%	27	12	5
5 or more pages	48%	37	7	4
Northeast	48%	32	7	8
Midwest	50%	34	7	4
Deep South	53%	33	11	2
South Atlantic	54%	28	11	3
Rocky Mountain	52%	33	7	6
Pacific	55%	31	8	4

Computers' Impact Makes Students Careless/Better Writers? by Crosstab

Q53. Which of the following statements do you agree with more. Do you agree: more that using computers to write makes students careless writers because they write so fast they do not think about what they are writing, OR, more that computers enable students to become better writers because they write, revise and edit more?

	Better, Edit More	Careless	DK/REF
Total	52%	42	6
Male	51%	44	5
Female	54%	39	7
18-24	54%	45	1
25-34	59%	38	4
35-44	53%	42	5
45-54	52%	41	7
55-64	53%	41	6
65+	42%	44	14
Caucasian	51%	43	7
African-American	59%	37	4
Hispanic	49%	45	5
< HS to HS	48%	45	7
Some college	53%	40	6
College graduate	54%	41	5
Graduate work	56%	36	8
White-collar	63%	33	4
Professional	49%	46	5
Teacher	55%	38	7
Blue-collar	49%	47	4
<\$25,000	45%	44	11
\$25K - 49K	56%	39	5
\$50K - 74K	53%	43	3
\$75K - 99K	48%	47	5
\$100K+	58%	37	5
Parent	54%	41	5
Non-parent	51%	42	7
Fathers	46%	47	7
Mothers	61%	35	4
Parents elementary	52%	45	3
Parents middle/HS	59%	34	7
Write per day			
None	46%	45	9
1 page or less	55%	41	5
1 - 4 pages	54%	41	5
5 or more pages	61%	33	7
Northeast	52%	41	7
Midwest	55%	40	5
Deep South	47%	49	4
South Atlantic	53%	42	6
Rocky Mountain	48%	46	7
Pacific	57%	34	10

Computers' Impact on Spelling by Crosstab

Q54. Do you agree [ROTATE]: more with those who say having a spell-check program on computers prevents students from learning to spell, OR, more with those who say that spell-check helps students learn to spell?

	Prevents	Helps	DK/REF
Total	51%	43	6
Male	48%	46	6
Female	53%	41	6
18-24	52%	46	1
25-34	56%	42	2
35-44	53%	42	6
45-54	47%	48	5
55-64	55%	38	6
65+	41%	44	16
Caucasian	55%	37	7
African-American	41%	56	4
Hispanic	40%	58	2
< HS to HS	49%	45	6
Some college	52%	43	5
College graduate	52%	40	8
Graduate work	51%	44	5
<\$25,000	49%	40	11
\$25K - 49K	45%	51	4
\$50K - 74K	52%	45	3
\$75K - 99K	62%	33	5
\$100K+	54%	39	6
Parent	54%	43	3
Non-parent	48%	44	8
Parents elementary	54%	42	4
Parents middle/HS	51%	45	4
Write per day			
None	45%	45	9
1 page or less	55%	40	5
1 - 4 pages	53%	44	3
5 or more pages	50%	45	6
Northeast	51%	45	4
Midwest	51%	40	9
Deep South	54%	42	4
South Atlantic	48%	46	6
Rocky Mountain	51%	40	9
Pacific	47%	46	6

Various Uses of Computers and the Impact on Writing by Crosstab

Q40-45. Here are some things that young people do on the computer. For each one tell me if you think it helps young people become good writers or gets in the way of their becoming good writers? Is that a great deal or somewhat?

	PowerPoint		Use Internet for hmwk		Web page	
	Helps	Hurts	Helps	Hurts	Helps	Hurts
Total	71%	12	70%	24	64%	22
Male	73%	12	69%	23	65%	21
Female	70%	11	71%	24	62%	23
18-24	87%	9	78%	18	70%	24
25-34	79%	14	71%	25	63%	30
35-44	74%	11	72%	22	75%	13
45-54	74%	11	74%	22	68%	21
55-64	67%	11	63%	29	58%	28
65+	48%	12	61%	25	43%	19
Caucasian	68%	13	68%	25	63%	20
African-American	75%	11	71%	25	60%	28
Hispanic	79%	8	77%	19	68%	22
< HS to HS	64%	12	67%	26	55%	26
Some college	69%	13	74%	20	66%	19
College graduate	78%	11	69%	25	67%	21
Graduate work	82%	10	72%	21	70%	19
<\$25,000	55%	17	65%	28	52%	27
\$25K - 49K	70%	10	69%	23	63%	21
\$50K - 74K	81%	9	74%	22	69%	21
\$75K - 99K	81%	9	71%	26	65%	22
\$100K+	76%	16	74%	21	69%	23
Parent	79%	12	73%	23	68%	23
Non-parent	65%	12	67%	24	59%	21
Parents elementary	80%	14	73%	26	69%	22
Parents middle/HS	77%	11	74%	22	63%	25
Fathers	76%	13	72%	23	64%	24
Mothers	81%	11	74%	22	71%	22
Non college father	73%	13	69%	26	62%	25
College father	81%	14	76%	19	68%	21
Non college mother	78%	10	80%	19	69%	23
College mother	85%	12	69%	26	73%	22
Write per day						
None	56%	14	62%	28	50%	22
1 page or less	76%	11	73%	22	67%	24
1 - 4 pages	79%	11	74%	22	70%	21
5 or more pages	83%	14	75%	20	78%	17
Northeast	70%	9	68%	25	61%	24
Midwest	71%	10	67%	24	65%	16
Deep South	73%	11	66%	30	59%	26
South Atlantic	69%	16	73%	20	61%	27
Rocky Mountain	72%	15	74%	22	73%	16
Pacific	73%	13	75%	19	65%	20

Various Uses of Computers and the Impact on Writing by Crosstab, (Cont)

Q40-45. Here are some things that young people do on the computer. For each one tell me if you think it helps young people become good writers or gets in the way of their becoming good writers? Is that a great deal or somewhat?

	Writing a Blog		Emails to Friends		Instant messaging	
	Helps	Hurts	Helps	Hurts	Helps	Hurts
Total	64%	23	64%	32	32%	60
Male	64%	23	66%	29	34%	59
Female	64%	24	62%	34	31%	62
18-24	75%	19	72%	27	45%	53
25-34	71%	22	67%	29	31%	64
35-44	67%	22	66%	32	26%	66
45-54	67%	24	59%	35	36%	58
55-64	52%	32	62%	34	27%	65
65+	51%	21	60%	32	32%	53
Caucasian	62%	25	62%	34	29%	64
African-American	69%	18	72%	24	44%	47
Hispanic	71%	17	64%	32	40%	52
< HS to HS	61%	23	63%	33	36%	55
Some college	62%	25	69%	26	35%	59
College graduate	70%	21	62%	33	28%	66
Graduate work	63%	27	62%	36	26%	68
<\$25,000	58%	23	61%	34	35%	54
\$25K - 49K	62%	25	65%	31	35%	57
\$50K - 74K	69%	21	68%	29	30%	65
\$75K - 99K	71%	22	58%	37	20%	78
\$100K+	64%	28	68%	29	34%	62
Parent	67%	23	63%	34	31%	64
Non-parent	61%	24	65%	30	33%	57
Parents elementary	71%	21	69%	31	30%	66
Parents middle/HS	64%	25	62%	34	26%	69
Fathers	62%	26	63%	34	28%	66
Mothers	71%	21	63%	34	33%	63
Non college father	62%	25	64%	32	31%	62
College father	63%	27	62%	37	24%	72
Non college mother	68%	24	68%	29	39%	54
College mother	74%	18	58%	39	25%	73
Write per day						
None	58%	20	61%	32	32%	55
1 page or less	69%	21	67%	31	35%	60
1 - 4 pages	67%	27	64%	31	29%	65
5 or more pages	63%	33	63%	35	29%	67
Northeast	61%	26	63%	33	30%	61
Midwest	63%	24	63%	33	28%	63
Deep South	64%	24	59%	36	35%	57
South Atlantic	66%	22	70%	25	34%	59
Rocky Mountain	69%	19	61%	38	28%	67
Pacific	63%	23	67%	28	35%	59

Impact of Computers in Six Scholastic Areas by Crosstab

Q46-51. Using computers has changed many things for young people. I'd like you to tell me if, in your opinion, the frequent use of computers and the Internet for school and social activities has had a positive, negative, or no impact on young people in each of the following areas?

	Quality of research		Ease of writing		Quality of reports		Ability to comm.		Spell. and grammar		Attention span	
	Pos	Neg	Pos	Neg	Pos	Neg	Pos	Neg	Pos	Neg	Pos	Neg
Total	76%	13	73%	14	70%	14	52%	28	45%	39	38%	41
Male	77%	11	72%	14	69%	14	53%	28	44%	38	37%	39
Female	74%	14	74%	14	70%	14	50%	29	45%	39	39%	43
18-24	81%	12	77%	13	76%	15	65%	20	51%	37	41%	43
25-34	74%	17	79%	13	72%	13	50%	31	44%	46	33%	46
35-44	77%	13	72%	14	68%	13	52%	27	47%	37	36%	47
45-54	81%	11	73%	17	73%	12	50%	29	44%	38	38%	38
55-64	73%	12	71%	13	63%	19	48%	33	41%	37	37%	40
65+	71%	10	68%	15	67%	14	51%	26	43%	33	44%	30
Caucasian	73%	15	72%	15	68%	14	47%	31	39%	44	33%	44
African-American	79%	13	72%	17	75%	13	61%	25	54%	29	53%	31
Hispanic	85%	7	78%	7	78%	7	67%	16	62%	27	48%	35
< HS to HS	78%	12	71%	15	70%	14	52%	28	50%	34	42%	36
Some college	75%	12	73%	14	72%	11	53%	27	44%	41	38%	40
College graduate	77%	13	77%	12	70%	15	52%	29	43%	39	35%	43
Graduate work	70%	17	73%	17	65%	17	45%	32	36%	45	30%	50
<\$25,000	74%	10	66%	15	68%	11	50%	28	47%	35	41%	38
\$25K - 49K	80%	11	78%	12	74%	12	54%	28	50%	36	45%	34
\$50K - 74K	72%	17	74%	15	72%	13	52%	29	43%	43	34%	49
\$75K - 99K	79%	14	78%	16	70%	17	51%	32	40%	42	30%	46
\$100K+	76%	13	75%	12	64%	20	46%	31	35%	42	32%	45
Parent	78%	13	74%	14	74%	12	51%	30	46%	39	37%	44
Non-parent	74%	12	72%	14	66%	15	53%	27	43%	38	38%	38
Parents elementary	79%	12	75%	14	71%	15	48%	33	48%	36	35%	49
Parents middle/HS	78%	14	70%	15	76%	9	53%	23	52%	33	47%	33
Write per day												
None	72%	13	66%	18	66%	15	51%	28	46%	35	40%	34
1 page or less	79%	11	77%	12	73%	12	52%	30	47%	39	39%	42
1 - 4 pages	77%	15	74%	15	68%	14	51%	27	42%	39	35%	44
5 or more pages	77%	14	83%	8	75%	10	53%	26	34%	55	29%	50
Northeast	76%	11	70%	17	68%	12	52%	29	40%	43	39%	38
Midwest	75%	13	69%	14	69%	12	50%	30	44%	38	36%	41
Deep South	76%	13	76%	12	70%	14	54%	27	50%	35	41%	36
South Atlantic	74%	13	75%	16	78%	14	57%	24	54%	31	42%	42
Rocky Mountain	81%	13	79%	14	69%	11	44%	34	40%	43	35%	50
Pacific	75%	14	73%	14	64%	17	49%	28	38%	43	32%	43