The Reed & Kellogg System of Sentence Diagramming and Its Implementation in Higher Education

Abstract

The purpose of this study was to research whether or not the intervention of the Reed & Kellogg System of sentence diagramming would make a significant difference in the acquisition, retention, and comprehension of the basic grammatical skills including parts of speech, complements, phrases, clauses, and sentence structures on the higher educational level. Institutions of higher education have not implemented the Reed & Kellogg System to bring concrete and abstract together to meet the needs and to match the learning styles of a wide variety of adult learners to the end goal of improving their writing skills.

Three ENG 101/111 Fundamentals of Composition classes that met 5 days a week at Northland International University (est. 1976) were the setting for this experiment. The freshmen for the fall 2011 were block registered, randomly placed into each class, by the Registrar’s Office via an online registration program. For 5 weeks of the semester, weeks 4 through 8 of a 15-week semester, the students in the only 3 English classes that met 5 days a week utilized the exact same syllabus for ENG 101/111 Fundamentals of Composition; however, one class of the 3 received the intervention of the Reed & Kellogg System. At the end of the 5-week experiment, a posttest was administered to analyze the differences between the mean scores of the three classes. Following the experiment, a seminar with the same treatment was conducted for the control group.
The results of the experiment indicated that there was no significant difference in the experimental group \((n = 24)\) as compared to the control group \((n = 22)\). The control group scored slightly better in posttest results.