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degree.

A COMPARISON OF THE BAY AREA WRITING PROJECT
AND TRADITIONAL COMPOSITION METHODS

Advisor: Nancy

BY

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Submitted in partial fulfillment of the requirements
for the Master of Arts in Education degree
The Lindenwood Colleges
July, 1981



Thesis
B561c
1981

Accepted by the faculty of the Department of Education, The Lindenwood Colleges, in partial fulfillment of the requirements for the Master of Arts in Education degree.

ABSTRACT

This paper is a study of the effects of the Key Area Writing Project Method on the instruction of composition of the Key Area Writing Project Method and a control group that was taught composition through the Traditional Writing Method. The results were two-fold. Statistically, there was not a significant difference in post-test scores on a holistically graded composition, but it was concluded the number of students showing improvement and the increased mean score, the Key Area Writing Project Method was the better. The experimenter concluded that the Key Area Writing Project Method is an improved method of instruction, but more research should be done to identify other benefits of the Key Project that are most beneficial.

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ABSTRACT

This paper is a study of a means of improving the instruction of composition. It is a comparison of the Bay Area Writing Project Method to the Traditional Writing Method. An experiment was conducted using a treatment group that was taught composition through the Bay Area Writing Project Method and a control group that was taught composition through the Traditional Writing Method. The results were two-fold. Statistically, there was not a significant difference in post-test scores on a holistically graded composition, but if one considered the number of students showing improvement and the increased mean score, the Bay Area Writing Project Method was the better. The experimenter concluded that the Bay Area Writing Project Method is an improved method of instruction, but more research should be done to identify those aspects of the Bay Project that are most beneficial.

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CHAPTER I

INTRODUCTION

As an English teacher, I have been concerned for years with the decline of the writing ability of my students. This concern has been shared by the nation. Newsweek in "Why Johnny Can't Write" reported that the writing scores of the S.A.T. had been declining for twelve years. The reasons cited for the decline were television, use of audiovisual materials, teacher overload, and lack of teacher training.¹

At the present time, it is possible for an English teacher to be certified without ever taking a single advanced course in composition. Too often the teacher gives the student a topic and tells him to write. She gives him an assigned time to complete the paper, takes the paper, and covers it with red ink. She then returns it. This process may be repeated four times a year. The student has learned nothing; the teacher has taught nothing.

This problem has bothered most English teachers. Many professional journals have addressed themselves to this problem. Two of the most dramatic articles were Harriet Cholden's "Writing Assignments with Equal Writes,"² and Janet Banks' "Writing with No Strings Attached."³

Cholden's article carried the red marked paper one step further. The student threw the paper away without looking at it which indicated it was a total waste of effort for both parties. She decided to use a method that is now widely accepted and advocated by such programs as the Bay Area Writing Project. This was to allow the students to write a free writing that would not be subjected to the red pencil. The students would be writing to an audience, each other. They would read the paper aloud. The mechanical errors would be corrected in relation to the writing. An example of this would be to stick to only one type of error per paper. Thus, the students could write with freedom.

A similar plan was published by Albert Burton, Jr. in his article, "Tips from Tom, Ben and the Other '76-ers: Launching a Writers' Workshop."⁴ He suggested that writing is based on four activities: ideation, immersion, incubation, and interaction. He believed that writing is learning to think. He also felt that students can learn to write if they are given the freedom to write what they desire, the time to organize their thoughts, and the audience to appreciate their thoughts.

All of the concern about teaching composition caused the Bay Area Writing Project to come into being. James Gray from the University of California Berkeley Chapter and Miles Myers, an administrator from Berkeley,

headed a small group of San Francisco Bay educators who were concerned about the causes of a decline in writing skills. In 1971, they began to meet and formulate a plan of attack. This plan consisted of elementary, secondary, and college teachers meeting in inservice training programs that would stress composition.

In 1974, the first inservice program was financed and held at the University of California Berkeley Chapter. There were twenty-five teachers of writing from all grade levels who took part in this writing institute. These teachers met and shared ideas. The teachers were exposed to prewriting, writing, editing, peer editing, writing with the students, grammar in relation to writing, holistic grading, positive reinforcement, stimuli, audience sharing, and sentence combining. All of these ideas had been used with some success by some of the teachers. So the Bay Project encouraged teachers to combine these ideas and to be open to other ideas in the teaching of composition.

After this summer training, the original twenty-five teachers became writing consultants and went back to their school districts and held inservice programs for their fellow composition teachers. The response was so great that the University continued financing this project for five more years. At the present time, there is a National Writing Project which is a network of thirty centers at campuses throughout the nation. Each of these

centers is training teachers in the summer to become writing consultants so they can conduct inservice training in their home districts.⁵

The Bay project is based on four assumptions:

- 1) Curriculum changes cannot be accomplished by transient consultants who briefly appear never to be seen again, or by change agents who insist that everyone see the problem in the same way.
- 2) A substantial body of knowledge exists concerning the teaching of writing, much of it fairly new.
- 3) Curriculum change cannot be accomplished with a packet of teacherproof materials.
- 4) Field-based research could made a significant contribution to improvement of instruction.⁶

These four assumptions are not new, but research may show that they are workable and will help English teachers teach composition.

One aspect of the Bay Area Writing Project is to share ideas with other writing teachers.⁷ Thus, the professional publications are an excellent source. In "Talking Your Way into Writing," Mimi Schwartz told of the importance of the prewriting skills of conversation and brainstorming and how it worked for her.⁸ De Lois Garrett in her article, "Creativity and the Classroom,"

gave examples of using sense stimuli--a record, a pencil drawing, a piece of sculpture, an onion, or a piece of literature.⁹ John Marshall Carter in "Publish or Perish: Writing Inspiration and Reward,"¹⁰ advocated allowing the student to publish a magazine. In this way, they would have an audience, and they would work harder because they would want to be proud of the finished product. As one can see, there are varied options in teaching writing.

As an English teacher, my concern about composition is great. Thus, after studying the opinions of many experts in the field of composition, I found that the Bay Area Writing Project advocated many of the suggestions endorsed by the experts such as use of prewriting, sentence combining, stimuli to senses, peer editing, self editing, audience writing, grammar and literature in relation to writing, positive praise, truthful language, rewriting, and teacher writing. Thus, a study comparing the two methods, the Bay Area Writing Project Method and the traditional writing method could be useful to composition teachers. The experiment would be a comparison between a control group taught in the traditional method in composition and a treatment group taught in the Bay Area Writing Project Method in composition. The experimenter hypothesized that students who have been taught under the Bay Area Writing Project Method would score higher on holistic grading of a paper ranging from three to five paragraphs in length than students

who have been taught under the traditional writing method. The conclusion of the study would be helpful in giving English teachers information about the effectiveness of the Bay Area Writing Method of composition and would in a sense replicate some of the previous research.

1. Herbert Gelpi, "Writing Instruction with Social Values," Elementary English, 1957-58, 36, pp. 148-154.

2. Louis Carroll Baker, "Writing: How to Prepare Attached," Instructor, January 1958, p. 11.

3. Albert Barnes, "The Teacher's Role in the New Method: Learning a Writer's Skills," Language Arts, December 1955, pp. 417-426.

4. James Green and Helen Merrill, "The Bay Area Writing Method," The Delta Express, February 1958, p. 10.

5. Ibid., p. 111-113.

6. Mary Lee Allen, "A Look at the Bay Area Writing Method," California English, November 1957, p. 41.

7. Neil Roberts, "Writing Instruction: The Bay Area Writing Method," The English Journal, October 1958, pp. 12-14.

8. Paula Carter, "Writing and the Classroom," Elementary English, November 1957, pp. 40-42.

9. Lynn Mendenhall Jones, "Writing in the Classroom," Language Arts, December 1955, pp. 417-426.

FOOTNOTES

¹Merrill Sheils, "Why Johnny Can't Write," Newsweek, 8 December 1975, pp. 58-65.

²Harriet Cholden, "Writing Assignments With Equal Writes," Elementary English, February 1975, pp. 190-191.

³Janet Caudell Banks, "Writing with No Strings Attached," Instructor, June/July 1970, p. 71.

⁴Albert Burton, "Tips from Tom, Ben, and Other 76ers: Launching a Writer's Workshop," Language Arts, September 1976, pp. 637-644.

⁵James Gray and Miles Myers, "The Bay Area Writing Project," Phi Delta Kappan, February 1978, p. 110.

⁶Ibid., p. 111-113.

⁷Mary Lee Glass, "A Look at the Bay Area Writing Project," California English, September 1975, p. 16.

⁸Mimi Schwartz, "Talking Your Way into Writing," The English Journal, October 1979, pp. 42-44.

⁹DeLois Garrett, "Creativity and the Classroom," Instrumental Media, September 1973, pp. 62-64.

¹⁰John Marshall Carter, "Publish or Perish: Writing Inspiration and Reward," The English Journal, October 1979, pp. 53-57.

CHAPTER II

REVIEW OF LITERATURE

In the 1960's, Project English was funded by Congress for research. There were 107 composition studies made. They were unrelated, and there were no replications. Thus, the experiments showed no definite patterns of success because there were no definite relationships between experiments. The quality of research was poor because of inconsistency in the use of a particular type of measurement in the results.¹

Since Project English, many other researchers have done studies on some aspects of composition. For example, Roland Harris in 1962² investigated the functions and value of formal grammar in the teaching of composition. He used a three month pilot experiment and validated his criteria of measurement before he undertook his regular experiment. His regular experiment extended over a nine month period. He then checked the results again a year after the experiment was over.

Harris compared two classes of pupils in each of five London schools. These students ranged from all levels of abilities and socio-economic backgrounds. His experimental group in each school was taught composition

and grammar by using elements of sentence building and structure that were related to the compositions of the students. Harris also used peer editing, prewriting, and sentence combining with his experimental group. The time saved by not teaching traditional grammar was devoted to additional composition work. The control group was taught traditional grammar through the use of a textbook and composition as a separate entity.

Each class contained 24 boys. Each student was given a pretest and a posttest. Then, a year later, each student was given a composition test. The results revealed that the treatment group tested better in the posttest and the year later composition test than the control group that was taught composition and grammar as separate entities. Harris concluded that since the children came from all levels of abilities and backgrounds that the teaching of traditional grammar was not beneficial to any group in the learning of composition. He also concluded that peer editing, prewriting, and sentence combining could be beneficial. He recommended more study in that area.³

In 1973, Frank O'Hare did similar research on the value of traditional grammar in composition. He worked with a control and treatment group of secondary students. He allowed free writing, peer editing, sentence combining, and the use of stimuli with his treatment group that was taught composition without the use of traditional grammar.

He concluded as Harris concluded that traditional grammar was not necessary for good composition.⁴

In 1976, Warren E. Combs did an extensive experiment on sentence combining and the use of traditional grammar in composition. He did his experiment to validate the research of O'Hare in 1973.

Combs used suburban Minneapolis junior high students. There were a total of 100 white subjects. He used the pretest and posttest control design. He divided his 100 subjects into four classes, two were control classes and two were treatment classes. In the treatment group, no formal instruction in grammar was used; instead, formal instruction in sentence combining was used. In the control group, traditional grammar and composition were taught. Combs used free writing for the pretest and posttest. He concluded sentence combining can give students greater flexibility in writing. He also validated O'Hare's research.⁵

Richard Haskwell of Washington State University did a similar study with college freshmen. He worked with 99 students. He had 56 in the experimental group and 43 in the control group. The students in both groups exhibited a normal range of writing ability. All students were given a pretest and posttest. They were unaware they were in an experiment. The experiment lasted for two years. The experimental group used sentence combining while the control group used traditional composition without

this aid. The result was that sentence combining helped the slow students significantly in the treatment group while the better students did as well as the better students in the control group. The slow students in the control group did less well than the slow students in the treatment group. Haskwell concluded sentence combining is beneficial for slow students.⁶

Janet Emig in 1971 did a research experiment using twelfth graders. She used a pretest and posttest treatment control design. She had 100 students divided into four classes. In two of the treatment groups, she used prewriting which gave the student the opportunity to collect and organize thoughts. Prewriting was done through brainstorming, conversation or questioning. In the other two groups, she taught composition by assigning a topic and having the students write. She concluded that prewriting results in significant improvement in composition.⁷

Thomas Gee in 1972 worked on an experiment concerning the students' response to the teacher's comments. He used 139 eleventh grade students divided by I.Q. scores. He divided the 139 students into three groups: high, average, and low. He then divided these three groups into subgroups; those who received praise, those who received criticism, and those who received no comments. The experiment lasted four weeks. The students received no composition instruction. They wrote once a week for

fifty minutes. Each group wrote on the same topic. The only difference between the groups was that they received their graded compositions from the time before with comments of praise or criticism or no comments.

He then ran a survey of the students' feelings about writing. Those who received praise enjoyed writing. Those who didn't receive praise were negative about writing. He compared the improvement of the four papers. Those who received praise improved more than those who didn't. He concluded that praise was a significant factor in composition.⁸

Richard Thompson did a more detailed experiment than Christenburg and Lamberg who researched peer editing in 1980. Thompson suggested that students improve writing by using peer editing and peer grading. He also suggested that students can be used as graders in composition research.⁹

Thompson used nine different groups of college freshmen over a year's time. He gave the students criteria for grading and practice grading sessions. He used a cross-section method of grading in which different groups graded the same papers to check each grading group. Thompson used students with a wide range of abilities. He used the IOWA Test of Educational Development, Test 7, for all of his freshman college students as a pretest and posttest so he could compare those who had peer editing and peer grading experience to those who did not. There

was a significant improvement in the composition skills of those who had been given the peer editing and peer grading experience. The peer graders also learned to replicate a panel of teachers' grades with at least 80 percent accuracy. Thus, Thompson concluded peer editing and grading was beneficial to the composition skills of the students.¹⁰

All of these studies provide some indication of practices that can work in teaching composition, but they don't give the entire answer. Paul Van Blum states in "The Declining Quality of Student Writing at Berkeley," that we haven't succeeded teaching composition traditionally since composition scores have gone down dramatically in the last ten years."¹¹ He then suggested that we find a better way to teach composition. A better way might be the Bay Area Writing Project Method. It includes prewriting, sentence combining, stimuli to senses, peer editing, self-editing, audience writing, grammar and literature in relation to writing, positive praise, truthful language, rewriting, and teacher writing. At the present time, the Carnegie Corporation of New York has funded an evaluation study under the direction of Michael Scriven. This study is to determine the impact of the Bay Area Writing Project Method on the quality of student writing. The method used for evaluation is to collect writing samples from students of participants in the invitational summer program and of comparable teachers not taking part in the summer program.

Assuming that the quality of students remains fairly stable in both groups, or at least that changes are randomly distributed, instructional improvement resulting from the Invitational Summer Institute should be reflected in an increase in the quality of writing samples collected from the participants' students before taking part in the workshop and after taking part in the workshop.¹² Perhaps, the results of this study will answer many questions. Until then, we as teachers must evaluate The Bay Area Writing Project Method from personal teaching experience or from endorsements of certain aspects of the Bay Area Writing Project Method by researchers and experts of composition.

The Dartmouth Conference, the Anglo-American Seminar in the Teaching and Learning of English held in 1976, gave such an endorsement of the Bay Area Writing Project. The British educators shared many of the same ideas as the Bay Project. Language should be used to express personal experience of living, and grammar should not be isolated from writing but taught in conjunction with it. The Dartmouth Conference also stressed that more writing should be done and shared with an audience--the other students.¹³

Another of the aspects used in the Bay Area Project, peer editing is supported by two of the most distinguished authorities in composition, James Moffett and Betty Wagner, in their book, Student Centered Language Arts and Reading. Moffett and Wagner state that the peers should be taught to

edit by giving them definite criteria to respond to. This was one of the procedures used by Richard Thompson in his peer editing and peer grading research in 1981. Moffett and Wagner further state that the comments made by the peer editors should be constructive and divided into three categories: encouraging comments for improvement, comments on content, and suggestions for improvements. Moffett believes that with peer editing the students could write more often and learn to self-edit their own papers. There would be quicker feedback, and the students would be writing for an audience. Thus, he feels the students would improve in their writing skills.¹⁴

Ken Macrorie is another expert who believes in the validity of peer editing. In UpTaught, he states that peer editing broadens the writer's audience and becomes a powerful motivator. He also writes about "Engfish," an artificial discourse students write for English teachers. He feels that the answer is to emphasize personal experiences.¹⁵ In Telling Writing, Macrorie encourages teachers to raise the level of truth-telling in a class; to use the authentic voice of the students in writing and not that of the teacher's; and to create a seminar or workshop where the students help each other through peer editing, being an audience, and providing constructive criticism. He also suggests the teacher write and share his writing with the student group and allow the group to edit the teacher's work.

Macrorie advocates a suggestion offered by previous teachers-- publish the best writing so students can see it and feel pride in their efforts. He believes that this will help the students to see where they need improvement.¹⁶ In another book, Writing To Be Read, he makes a strong point for free writing. Students should write as they speak, using freedom of expression and language that is true to them and not to the English teacher.¹⁷

David M. Murray endorses many of the Bay Area's methods in A Writer Teaches Writing. The teacher should be responsive, give his students an audience, be willing to be flexible, write with his students, teach peer editing and self-editing, not grade the entire paper but give only one area of suggested improvement at a time, praise the student, emphasize rewriting, and stress the student's use of truth in language.¹⁸

Carl Koch and James M. Brazil give the same endorsement in Strategies for Teaching the Composition Process. They emphasize prewriting by using literature, sense stimuli, brainstorming, and questioning in much the same way Janet Emig did in her prewriting research in 1971. They move from prewriting to writing where sentence combining is used, and grammar is taught in conjunction with composition in a manner similar to Warren E. Combs in his sentence combining and traditional grammar research in 1967. Koch and Brazil also stress organization in thought. From

this step, they move to postwriting. Peer editing and sensibility to an audience occurs. After this, rewriting is done, and praise occurs for the finished product in much the same way Thomas Gee advocated praising the student in his study in 1972.¹⁹

David A. Sohn in Pictures for Writing advocates the Bay Area aspect of learning the entire truth through the stimuli of photographs and other literature. He also emphasizes seeing, looking at the whole, daily writing, writing in a diary, and rewriting.²⁰

Peter Elbow's controversial Writing Without Teachers suggests free writing exercises, diaries, and peer editing. He stresses truth and no fear in writing. Often students are afraid to write because of the teacher's red marks and expectations, but if the student is writing to an appropriate audience and has no fear, he will be able to write freely. Elbow says that rewriting is necessary, and editing is necessary after the creative process.²¹

There are many experts, Moffett, Wagner, Macrorie, Murray, Koch, Brazil, Sohn and Elbow who can provide some indication of practices that can work in teaching composition. There are many conclusions drawn from research that we can review. One is Harris' study in 1963 that traditional grammar doesn't help composition.²² Another is Gage's conclusion in 1963 that reading literature does help the writing process.²³ Still another study by Arnold and

Burton in 1963 found that peer editing, writing, discussion, and revision are useful.²⁴ In 1976, Combs proved that students can gain greater flexibility in writing through experience in combining or altering sentences.²⁵ Janet Emig in 1971 revealed the importance of prewriting²⁶ while Gee discovered the value of praise in composition in his study in 1972.²⁷

All of these studies and experts validate aspects of the Bay Area Writing Project. The Bay Area Writing Project includes the aspects of prewriting, sentence combining, stimuli to senses, peer editing, self-editing, audience writing, grammar and literature in relation to composition, positive praise, truthful language, rewriting, and teacher writing. Thus, if the experts and the research are correct, the Bay Area Writing Project may be a culmination of all their conclusions.

FOOTNOTES

¹Howard Pierson, Teaching Writing, (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1972) p. 76.

²Richard Braddock, Richard Lloyd-Jones, and Lowell Schoer, ed. Research in Written Composition, (Champaign, Illinois: N.C.T.C., 1963) pp. 71-83.

³Ibid., p. 83.

⁴Warren E. Combs, "Further Effects of Sentence Combining Practice on Writing Ability," Research in the Teaching of English, Fall 1976, pp. 137-139.

⁵Ibid., pp. 137-149.

⁶Richard H. Haskwell, "Within-Group Distribution of Syntactic Gain Through Practice In Sentence Combining," Research in the Teaching of English, May 1980, pp. 87-96.

⁷Janet Emig, "The Composing Process of Twelfth Graders," (Urbana, Illinois: N.C.T.E., 1971).

⁸Thomas Gee, "Students' Responses to Teacher Comments," Research in the Teaching of English, Fall 1972, pp. 212-221.

⁹Richard F. Thompson, "Peer Grading: Some Promising Advantages for Composition Research and the Classroom," Research in the Teaching of English, May 1981, pp. 172-174.

¹⁰Ibid.

¹¹Paul Von Blum, "The Declining Quality of Student Writing at Berkeley," California English, September 1975, p. 7.

¹²James Gray and Miles Myers, "The Bay Area Writing Project," Phi Delta Kappan, February 1978, p. 110.

¹³Robert P. Parker, "From Sputnik to Dartmouth: Trends in the Teaching of Composition," The English Journal, (September 1979) pp. 32-37.

- ¹⁴James Moffett and Betty Wagner, Student Centered Language Arts and Reading, (Boston, Massachusetts: Houghton Mifflin, 1976).
- ¹⁵Ken Macrorie, UpTaught, (Rochelle Park, New Jersey: Hayden Book Company, Inc., 1970).
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- ²⁰David A. Sohn, Pictures for Writing, (New York, New York: Bantam Books, 1969).
- ²¹Peter Elbow, Writing without Teachers, (London, England: Oxford University Press, 1973).
- ²²Richard Braddock, Richard Lloyd-Jones, and Lowell Schoer, ed. Research in Written Composition, (Champaign, Illinois: N.C.T.C., 1963) pp. 37-38.
- ²³N. L. Gage, ed. "Research on Teaching Composition and Literature," Handbook of Research on Teaching, (Chicago, Illinois: Rand McNally, 1963) pp. 974-982.
- ²⁴Lois V. Arnold and Dwight L. Burton, "Effects of Frequency and Intensity of Teacher Evaluation Upon High School Students' Performance in Written Composition," Cooperative Research Project No. 1523, (Tallahassee, Florida: Florida State University, 1963).
- ²⁵Warren E. Combs, "Further Effects of Sentence Combining Practices on Writing Ability," Research in the Teaching of English, Fall 1976, pp. 137-149.
- ²⁶Janet Emig, "The Composing Process of Twelfth Graders," (Urbana, Illinois: N.C.T.E., 1971).
- ²⁷Thomas Gee, "Students' Responses to Teacher Comments," Research in the Teaching of English, Fall 1972, pp. 212-221.

CHAPTER III

METHOD

Purpose

This study is a comparison of the Bay Area Writing Project Method with the traditional writing method. The researcher has hypothesized that students who have been taught by the Bay Area Writing Method would score higher on holistic grading of a paper ranging from three to five paragraphs in length than students who have been taught under the traditional writing method.

The Bay Area Writing Method is a procedure advocated by James Gray and Miles Myers from the University of California Berkeley. It consists of inservice training for the composition teachers in the areas of prewriting, sentence combining, stimuli to senses, peer editing, self-editing, audience writing, grammar and literature in relation to writing, positive praise, truthful language, rewriting, and teacher writing.

The traditional writing method is one in which the teacher assigns a topic, gives a definite time period for the paper to be turned in, and then grades the paper for all errors without giving explicit composition explanation.

Instead, she might refer to a grammar rule and not explain how it was used in the composition. The teacher marks all of these errors and makes comments but no suggestions for improvement.

Subjects

The population sampled was the junior class of St. Charles West High School, a relatively new school built in 1975. According to the evaluation of the North Central Association in October, 1980, the students were suburban and came from a background of lower-middle to higher-middle class socio-economically. St. Charles West has a population of 1200 students and is predominantly white in student population.

Junior English is required by the school board for all 412 junior students. The students were randomly placed in English classes by a computer. The computer does not group English students according to ability or any other means. The researcher taught two classes of junior English, each composed of twenty-four students. These classes were taught first and fifth periods. To complete the random selection, the researcher flipped a coin to decide which group would be the treatment group and which group would be the control group. The first hour class was the treatment group which was taught composition by using the Bay Area Writing Method, and the fifth hour

class was the control group which was taught composition by using the traditional method and Warriner's English Grammar and Composition textbook. (See list of materials under Appendix A.)

Testing

All students were given a pretest and posttest writing assignment which was given during the first thirty minutes of the class period. The examiner gave instructions that the students were to read the directions of the test and to follow them. The examiner notified the students they were to put only their phone numbers on the paper and to place no other identifying marks on the paper. She then told them they would have thirty minutes to complete the test. As they wrote, the examiner walked around the room supervising the students and making certain they followed the directions about identification. All students wrote on the topic of choosing an inanimate object that was precious to them. They were to describe the object and to explain its personal value to them in three to five paragraphs.

All papers were graded holistically by two of eleven teachers who had been trained to use the holistic method. Holistic grading is the ranking of papers by two teachers who decide which papers in the group are the best papers, which papers in the group are the average papers, and which papers in the group are the poorest papers.

The ranking ranges from a low of 0 to a high of 6. The highest rank each teacher is allowed to give is a 6, and the lowest rank is a 0. In this experiment, the rankings of two teachers were added together. Thus, the range of final scores on the students' papers was a low of 0 and a high of 12. The teacher established a rubric or standard to judge the papers by choosing a sampling of the 412 papers to be graded. After grading the sample papers according to the established criteria, the teachers established a rubric for this universe of 412 papers. The teacher then ranked all of the papers according to the rubric created by the sampling. (See Appendix B.)

The 412 papers were mixed together, and the teachers continually changed grading partners. The students were identified by phone number so no teacher recognized whose paper he or she graded. The papers were graded by the criteria of how well the student (A) followed the topic sentence, (B) used different sentence construction, (C) used examples, (D) organized thoughts in a logical progression, and (E) used proper mechanics. The teachers made no corrections; they only ranked the papers. (See Appendix B.)

Procedures

The students were assigned to the experimental and control classes by the computer. There were two classes of twenty-four students. The class which received the treatment was determined by a flip of the coin. Thus,

there was less danger of the Hawthorne effect even though the teacher knew of the experiment. The experimenter received inservice training in the Bay Area Writing Project. She had taught the traditional method for fourteen years. Thus, she was prepared to handle both methods. The experimenter taught both the treatment and the control groups. Therefore, the problem of comparing two different teaching personalities was eliminated.

The experiment lasted for ten weeks. The research design was Pretest-Posttest Control-Group Design. This meant both the treatment group and the control group were given a pretest and a posttest. The treatment group was given the treatment of being taught composition by the Bay Area Writing Method. The control group was given no treatment and was taught composition in the traditional method.

Both treatment and control groups were required by the St. Charles School Board to follow the required grammar and composition objectives for the first semester of the junior year. The treatment group was required by the examiner to follow Bay Area Writing objectives. Thus, the only difference between what was taught the two groups was the added Bay Area Writing objectives taught to the treatment group. (See Appendix A.)

Description of Teaching Procedures

Both the treatment group and the control group

wrote ten papers. The treatment group was assigned longer and more complicated papers. The control group was assigned papers of one paragraph ranging from five to ten sentences in length, while the treatment group wrote papers ranging from one paragraph to multi-paragraph papers three or more pages in length.

The control group wrote descriptive paragraphs only. They found five of their topics in Warriner's exercises. They followed the examples given in Warriner's in writing their paragraphs. The teacher gave them five additional assigned descriptive paragraphs to write. She again gave them examples from Warriner's to follow.

The first assignment for the treatment group was to write a descriptive narrative paragraph after being exposed to touch stimulus, the apple, and to the prewriting methods of discussion and an example of teacher writing. They then were exposed to sight stimulus, a cartoon, and to the prewriting method of discussion to help them write the second paper, a narrative using dialogue. The third, fourth, and fifth papers were examples of poetry or free writing. The students had the advantage of being stimulated by listening to a record and seeing a film. They also encountered the prewriting experiences of discussion and brainstorming. After an accumulation of sight and sound stimuli and the prewriting experiences of discussion and brainstorming, the treatment group wrote the sixth paper,

an expository paper which included examples of poetry and free writing. The seventh paper was still a different type of composition, a script. The students were stimulated by seeing a film and discussing it. Their assignment was to write the ending for the film in script form. The last three papers were descriptive narrative papers. The students discussed ideas after the teacher shared her examples of writing with them.

The treatment group had more varied experiences than the control group. The control students were only exposed to Warriner's textbook, lecture and explanation of the teacher, and the more rigid peer interchange of a traditional classroom. The treatment students were exposed to stimuli such as records, films, and pictures, prewriting experiences such as discussion and brainstorming, sentence combining, peer editing, audience writing, positive praise, truthful language, sharing teach writing, and seeing the results of a finished writing project on videotape.

Both treatment and control groups were taught the same required grammar and composition objectives, but the method differed. The control group learned grammar by doing exercises in Warriner's and by doing teacher-prepared worksheets. The treatment groups learned grammar through sentence combining, peer editing, and the class correction of errors in composition. The control group learned composition through examples from Warriner's

and teacher explanation while the treatment group learned composition through teacher writing, peer editing, self-editing, and presentation. (See Appendix A for more detailed lesson plans.)

Time Schedule

The experiment started the first week of school and ended the tenth week of the first semester. The pretest was administered the first week of school, and the posttest was administered the tenth week of school.

Limitations

Since all students were administered a pretest and a posttest and the research for both treatment group and control group was done at the same time, both the control and treatment groups were equally exposed to any environmental events in the school, to physical, emotional and intellectual maturing, and to any influence of the testing itself. The teachers were trained in holistic grading, the identity of the students was unknown, and the same trained teachers did both gradings and used the same criteria; therefore, there were no inconsistencies in the testing or the graders. Some other factors which could have influenced the results of the experiment were removed by random selection of the students and the use of a control group.

There were still factors that could not be controlled for. There was no way to insure that all students possessed

the same previous writing skills. This was certainly indicated when the experimenter compared the treatment group's pretest to the control group's pretest. There was no way to control for teacher bias since the experimenter was also the teacher and was obviously interested in the results. Another limitation was in the ten week span of the experiment. This was too short of a time to see definite trends in an area as extensive as composition. The experiment covered several variables which made it difficult to determine which variables were major influences in composition. There was also the possibility of an interaction of the variables which could influence the attitudes of the students and the researcher.

CHAPTER IV

RESULTS

A t test of dependent samples was used to compare pretest and posttest scores for both the treatment group and the control group. Results are shown in Tables 1 and 2 below.

TABLE I

t TEST FOR TREATMENT GROUP

	Mean	d	(d- \bar{d})	\bar{d}	S_d	t
Pretest	5.88					
Posttest	7.96					
Results		-48	160	-2.0	6.96	-1.41

TABLE II

t TEST FOR CONTROL GROUP

	Mean	d	(d-d)	d	S_d	t
Pretest	7.04					
Posttest	7.79					
Results		-18	202.28	0.75	9.06	- .53

It was assumed that a significant amount of improvement would occur in both groups purely as a result of ten weeks of either method of instruction. The result showed statistically there was no significant improvement for either group. There was improvement in both groups, but the improvement would have had to reach the range of ± 1.96 before it would void the null hypothesis that the pretest scores were equal to the posttest scores.

A t test of independent samples was used to compare the pretest scores of the treatment group with the pretest scores of the control group. See the results in Table 3.

TABLE 3

 t TEST FOR TREATMENT AND CONTROL GROUPS PRETEST

	Mean of \bar{X}	S^2	df	t
Treatment	5.88	7.76		
Control	7.04	9.52		
Results			46	-1.40

It was interesting to note the difference between the mean score of the treatment group and the control group. The t results was -1.40 at the pretest level before any instruction had been given. Thus, this would indicate that the treatment group entered into the experiment at a lower level of writing skills. The treatment

group and the control group were not entering the experiment at the same level of competence. Statistically the t score did not reach the range of ± 1.96 . This doesn't mean that there was no difference between the two groups; it only means there was not enough difference to be significant statistically.

A t test of independent samples was also used to compare the posttest scores of the treatment group with the posttest scores of the control group. The results are shown in Table 4.

TABLE 4

 t TEST FOR TREATMENT AND CONTROL GROUPS PRETEST

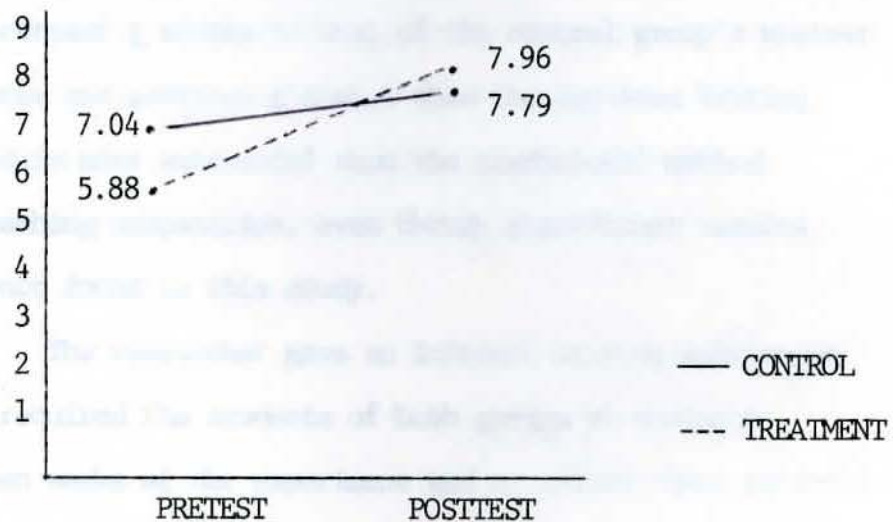
	Mean of \bar{X}	S^2	df	t
Treatment	7.96	5.34		
Control	7.79	6.43		
Results			46	0.25

The average score for the treatment group's pretest was 5.88 while the average score for the control group's pretest was 7.04 which indicates the groups were unequal in writing skills at the beginning of the experiment. The average score for the treatment group's posttest was 7.96 while the average score of the control group's posttest was 7.79. Thus, it would appear that the treatment group surpassed the obstacle of lower previous writing skills

with the aid of the Bay Area Writing Method to overcome the superior previous writing skills of the control group. A graph makes the differences more apparent. (See Table 5.)

TABLE 5

MEAN SCORES FOR PRETESTS AND POSTTESTS



Fifteen students in the treatment group increased their scores while twelve students in the control group did. Five students in the treatment group maintained the same scores while six students in the control group did. Therefore, a total of twenty students in the treatment group were helped or not hindered by being in the treatment group while only eighteen students were helped or not hindered by being in the control group. Individual student scores and computations are shown in Appendix C.

CHAPTER V

CONCLUSIONS

The experimenter concluded after comparing the improvement of the treatment group's pretest \underline{t} scores and posttest \underline{t} scores to that of the control group's pretest \underline{t} scores and posttest \underline{t} scores that the Bay Area Writing Method is more successful than the traditional method in teaching composition, even though significant results were not found in this study.

The researcher gave an informal writing assignment that required the students of both groups to evaluate the ten weeks of the experiment and to relate their personal feelings about composition and grammar. More than 80 percent of the treatment group gave positive evaluations while only 45 percent of the control group gave positive evaluations. The researcher also checked with the guidance department and found that over 33 percent more of the treatment group signed up for another composition course for the next year. This may have been due to the students' and the teacher's enthusiasm for the variety offered in the Bay Area Writing Method, but the researcher concluded that the affective qualities of positiveness and enthusiasm

APPENDIX A

Lesson Plans and Objectives

1. The student will be able to identify the 4 parts of a sentence.
2. The student will be able to identify the parts of a sentence.
3. The student will be able to identify the parts of a sentence.
4. The student will be able to identify the parts of a sentence.
5. The student will be able to identify the parts of a sentence.
6. The student will be able to identify the parts of a sentence.
7. The student will be able to identify the parts of a sentence.
8. The student will be able to identify the parts of a sentence.
9. The student will be able to identify the parts of a sentence.
10. The student will be able to identify the parts of a sentence.

Objectives

1. The student will be able to identify the parts of a sentence.
2. The student will be able to identify the parts of a sentence.
3. The student will be able to identify the parts of a sentence.
4. The student will be able to identify the parts of a sentence.
5. The student will be able to identify the parts of a sentence.

Required School Board Objectives For Both Groups

Grammar

1. The student will be able to identify the 8 parts of speech and the functions of each.
2. The student will be able to identify the parts of a sentence.
3. The student will be able to classify sentences by purpose.
4. The student will be able to identify phrases.
5. The student will be able to identify verbals and verbal phrases.
6. The student will be able to identify appositive and appositive phrases.
7. The student will be able to identify various types of clauses.
8. The student will be able to classify sentences by structure.

Composition

1. The student will be able to express ideas in complete sentences.
2. The student will be able to compose a compound sentence.
3. The student will be able to subordinate less important ideas by using subordinate clauses.
4. The student will be able to subordinate less important ideas by using phrases.

5. The student will be able to demonstrate ability to vary sentence patterns.
6. The student will be able to demonstrate the use of parallel structure.
7. The student will be able to compose a paragraph containing a topic sentence and at least five supporting sentences.
8. The student will be able to compose a paragraph that is correct in mechanics, spelling, and grammar and is in legible handwriting.

Bay Writing Objectives Required for Treatment Group

1. The student will be able to respond to stimuli.
2. The student will be able to prewrite.
3. The student will be able to peer edit.
4. The student will be able to self edit.
5. The student will be able to rewrite.
6. The student will be able to write for an audience.
7. The student will write for positive praise.
8. The student will be able to use truthful language.
9. The student will receive reinforcement.
10. The student will have something to show for his effort.

Lesson Plans for Control Group

Grammar (Six Weeks)

Day 1 -- Activities:

Read page 3 in Warriner's English Grammar and Composition book. Assign the students the diagnostic

test on page 4. Read the directions and give the students ten minutes to do the test. Allow each student to grade his own paper and correct his errors while the teacher goes over the test. The teacher should record the diagnostic scores as a means of checking improvement at the end of the chapter. The teacher should define and explain nouns and pronouns. The students should read pages 5-8 in the text. The teacher should then answer questions and give examples. Each student should do Exercise 1 on page 8.

Day 1 -- Objectives covered:

The students should be able to identify a noun or pronoun. The students should be aware of the different kinds of nouns and pronouns.

Day 2 -- Activities:

For the first thirty minutes of the period, the students take the composition pretest. The teacher follows the experimental procedure. After the pretest, students check and correct Exercise 1 as individual students give the correct answers with explanation. The teacher should answer any questions. The teacher should then define and explain the use of adjectives. The students should read pages 9-10 in the text and be assigned Exercise 2 on page 10.

Day 2 -- Objectives covered:

The students should be able to identify an adjective and to recognize the use of an adjective.

Day 3 -- Activities:

Students correct and check homework as individual students give the correct answer with explanation. The teacher should answer any questions. The teacher should define and explain verbs and adverbs. The students should read pages 11-16 in the text and be assigned Exercises 3, 4, and 5 on pages 14-17.

Day 3 -- Objectives covered:

The students should be able to identify verbs and adverbs.

Day 4 -- Activities:

Students correct and check homework as individual students give the correct answer with explanation. The teacher should answer any questions. The teacher should define and explain prepositions, conjunctions, and interjections. The students should read pages 18-23 in the text and be assigned Exercises 6, and 7 and Review Exercises on pages 19-23.

Day 4 -- Objectives covered:

The students should be able to do required grammar objective 1 which is identifying the 8 parts of speech and the functions of each.

Day 5 -- Activities:

Students correct and check homework as individual students give the correct answer with explanation. The teacher should answer any questions. The last thirty minutes of the period, the students will take a test over

Chapter 1 from Warriner's English Grammar and Composition
Test Booklet.

Day 5 -- Objectives covered:

The students should be able to do required grammar objective 1.

Day 6 -- Activities:

The students will receive their corrected test. The teacher will answer any questions. The students will return their test to the teacher. The teacher will read page 24 aloud from the text and assign the Diagnostic Test on page 25. The students will have ten minutes to complete the test. The students will check and correct their papers as the teacher goes over the correct answers. The teacher will keep a record of the scores as a comparison for improvement at the end of the chapter. The teacher will define a sentence and explain what a subject and predicate is. The students will read pages 25-29 in the text and be assigned Exercise 1 on page 29.

Day 6 -- Objectives covered:

The students will be able to identify the types of subjects and predicates in a sentence. The students will be able to define a sentence.

Day 7 -- Activities:

Students correct and check homework as individual students give the correct answer with explanation. The teacher should answer any questions. The teacher will

define and explain complements. The students will read pages 31-36 in the text and be assigned Exercises 2, 3 and Review Exercises on pages 33-36.

Day 7 -- Objectives covered:

The students will be able to define and to identify the different types of complements.

Day 8 -- Activities:

Students check and correct homework as individual students give the correct answer with explanation. The teacher should answer any questions. Each student is assigned to write ten original sentences with at least six of them having complements. After this is done, the students exchange papers. Each student must then underline the subject once, the verb twice, and the complement three times. He returns the paper back to the original writer who then checks it. The teacher then has each student write one of his sentences on the board with the subject underlined once, verb twice, and complement three times. The sentences are discussed by the class and teacher.

Day 8 -- Objectives covered:

The students are able to do required grammar objective 2 which is identifying the parts of a sentence.

Day 9 -- Activities:

The teacher explains the classification of sentences according to their purposes. Students read pages 36-37 in the text. Each student is assigned to write twelve

sentences, three of each type without using end punctuation. The students trade papers. Each student must write the classification beside the sentences and add end punctuation. The papers are returned to original owners who then grade them. Each student must put one sentence of each type on the board. The class and the teacher discuss them.

Day 9 -- Objectives covered:

The students are able to do required grammar objective 3 which is to classify sentences by purpose.

Day 10 -- Activities:

Students take a test from test booklet Chapter 2 during the first thirty minutes. Students exchange test and grade them as the teacher gives the correct answers. Students see their corrected test. Teacher answers any questions. Students return test to teacher.

Day 10 -- Objectives covered:

The students are able to do required grammar objectives 2 and 3.

Day 11 -- Activities:

The teacher reads page 40 from the text aloud and assigns the diagnostic test to the students. The students are given ten minutes to complete it. The students check and correct their papers as the teacher gives the correct answers and explanations. The teacher keeps record of their scores for comparison purposes at the end of the chapter. The teacher defines a phrase and introduces

the prepositional phrase. The students read pages 40-44 in text and are assigned Exercises 1 and 2 on pages 41 and 42.

Day 11 -- Objectives covered:

The students are able to define a phrase and to identify a prepositional phrase.

Day 12 -- Activities:

Students correct and check homework as individual students give the correct answer with explanation. The teacher should answer any questions. Teacher will define and explain verbal and participle phrases. Students will read pages 44-46 in text and be assigned Exercises 3 and 4 on pages 46-48.

Day 12 -- Objectives covered:

The students are able to define a verbal and identify a participle phrase.

Day 13 -- Activities:

Students correct and check homework as individual students give the correct answer with explanation. The teacher should answer any questions. The teacher assigns each student to write ten original sentences with participles. The students exchange papers. Then each student must underline the participle and its phrase. The papers are returned to the original owners who check them. Each student must take turns writing sentences on the board where they are checked by the class.

Day 13 -- Objectives covered:

Students are able to identify and to write a participle phrase.

Day 14 -- Activities:

Teacher defines and explains the gerund and its phrase. The teacher explains the difference between participles and gerunds. The students read pages 48-50 and are assigned Exercise 5 on page 49. After the students do the exercise, students check and correct their papers as individual students give the correct answer with explanation. The teacher answers any questions the students may have and writes extra examples on the board.

Day 14 -- Objectives covered:

Students are able to identify gerund phrases and to distinguish between gerund and participle phrases.

Day 15 -- Activities:

Teacher has students write ten sentences each. These sentences must contain a gerund phrase. The students then take turns writing the sentences on the board while the class as a whole works on finding the gerund and its phrase.

Day 15 -- Objectives covered:

Students are able to identify gerund phrases.

Day 16 -- Activities:

Teacher gives students a worksheet containing participle phrases, prepositional phrases, and gerund phrases. The students are to underline the phrases and

identify the type of phrase that it is. The students may use the teacher, notes and their books as sources. After the students complete the worksheet, they correct and check it as individual students give the correct answer and explanation. The teacher answers any questions and assigns each student to write fifteen sentences, five with prepositional phrases, five with participle phrases, and five with gerund phrases.

Day 16 -- Objectives covered:

The students are able to identify and to distinguish prepositional phrases, participle phrases, and gerund phrases.

Day 17 -- Activities:

Students take turns writing their sentences on the board. Teacher calls on different students to find the phrases and to identify them. The class discusses the sentences and the answers.

Day 17 -- Objectives covered:

The students are able to identify and distinguish prepositional phrases, participle phrases, and gerund phrases.

Day 18 -- Activities:

Teacher gives students three worksheets on phrases. They are able to use the teacher, books, and notes as sources. After the worksheets are completed, individual students write the sentences and their answers on the board. The class discusses the answers.

Day 18 -- Objectives covered:

The students are able to identify and to distinguish prepositional phrases, participle phrases, and gerund phrases.

Day 19 -- Activities:

Teacher defines and explains the infinitive and its phrase. She explains how they differ from other phrases. Students are to read pages 51-52 in the text and to be assigned Exercise 6 and Review Exercise A on pages 52-54.

Day 19 -- Objectives covered:

The students are able to identify an infinitive and its phrase and to distinguish the differences between the infinitive and other phrases.

Day 20 -- Activities:

Students correct and check their homework as individual students give the correct answer with explanation. Teacher answers any questions. Teacher assigns each student to write twenty sentences, five with prepositional phrases, five with participle phrases, five with gerund phrases, and five with infinitive phrases.

Day 20 -- Objectives covered:

The students are able to identify prepositional phrases and verbal phrases.

Day 21 -- Activities:

Students take turns writing sentences on the board. Teacher calls on different students to find and to identify

phrases. The class and teacher discuss the sentences and answers.

Day 21 -- Objectives covered:

The students are able to do required grammar objective 5 which is to identify verbals and verbal phrases.

Day 22 -- Activities:

Teacher explains and defines the appositive and its phrase. Teacher distinguishes between the appositive and all other phrases. Students read pages 54-55 and are assigned Review Exercise B page 55. After students finish the exercise, they check and correct their papers as individual students give the correct answer and explanation. Teacher answers any questions.

Day 22 -- Objectives covered:

The students are able to do required grammar objectives 4, 5, and 6 which are to identify phrases, to identify verbals and verbal phrases, and to identify appositive and appositive phrases.

Day 23 -- Activities:

Students take test from test booklet Chapter 3 for the first thirty minutes. Students exchange tests and grade them as teacher gives the correct answers. The students receive graded test back. The teacher answers any questions. The test is collected by the teacher.

Day 23 -- Objectives covered:

The students are able to do required grammar objectives 4, 5, and 6.

Day 24 -- Activities:

Teacher reads page 56 aloud and assigns the Diagnostic Test page 57. Students are allowed ten minutes to complete the test. After finishing the test, students grade and correct papers as teacher gives the correct answers and explanations. Teacher records scores for comparison at end of chapter. Teacher defines and explains clauses. She gives examples of independent and subordinate clauses. Students read pages 57-58 and are assigned Exercise 1 on page 58. After the students finish the exercise, they grade and correct it as individual students give the correct answer and explanation. The teacher answers any questions and assigns students pages 59 and 60 to read.

Day 24 -- Objectives covered:

The students are able to define and to distinguish between independent and dependent clauses.

Day 25 -- Activities:

Teacher explains adjective subordinate clauses. She assigns Exercise 2 to the students. After students finish exercise, they check and correct their papers as individual students give the correct answer and explanation. Teacher answers any questions and gives more examples on the board. Teacher assigns each student to write five original sentences with adjective clauses.

Day 25 -- Objectives covered:

The students are able to identify adjective clauses.

Day 26 -- Activities:

Students write their sentences on the board. Other students find the clause. Class and teacher discuss sentences and answers. Teacher defines and explains noun clauses. She gives examples on the board. She explains how the noun clause differs from the adjective clause. Students read pages 61-63 and are assigned Exercise 3 on page 63.

Day 26 -- Objectives covered:

The students are able to identify noun clauses and to distinguish between noun and adjective clauses.

Day 27 -- Activities:

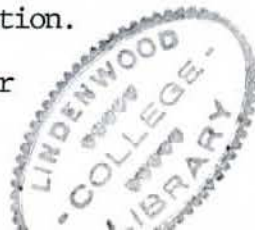
Students check and correct their own papers as individual students give the correct answer with explanation. Teacher will answer any questions. Teacher defines and explains adverbial clauses. She gives examples and explains how it differs from the noun and adjective clauses. The students read pages 63-65 and are assigned Exercise 4 on page 66. The students are also assigned to write fifteen sentences, five with adjective clauses, five with noun clauses, and five with adverbial clauses.

Day 27 -- Objectives covered:

The students are able to do required grammar objective 7 which is to identify various types of clauses.

Day 28 -- Activities:

Students check and correct their own papers as individual students give the correct answer with explanation. Teacher answers any questions. Students then write their



homework sentences on the board. Teacher calls on different students to find and to identify the clauses. Teacher and the class discuss sentences and answers.

Day 28 -- Objectives covered:

The students are able to do required grammar objective 7.

Day 29 -- Activities:

Teacher explains and defines simple, compound, complex, and compound-complex sentences. She shows the relationship of independent and subordinate clauses in making these sentences. Students read pages 67-69 and are assigned Exercises 5, 6, and Review Exercise.

Day 29 -- Objectives covered:

The students are able to do required grammar objective 8 which is to classify sentences by structure.

Day 30 -- Activities:

Students check and correct their homework as individual students give the correct answer with explanation. Teacher answers any question over the entire chapter. She gives examples of every thing covered in the chapter. The last thirty minutes, students take test from booklet over Chapter 4.

Day 30 -- Objectives covered:

The students are able to do required grammar objectives 7 and 8.

Composition (Four Weeks)

Day 31 -- Activities:

The teacher will define and give an examples of the types of sentences. The teacher will define and give examples of fragments. Students will read pages 199-202 and be assigned Exercises 1, 2, 3, and 4 on pages 200-205.

Day 31 -- Objectives covered:

The students are able to identify and correct sentence fragments.

Day 32 -- Activities:

The students will check and correct their homework as individual students give the correct answer and explanation. Teacher will answer any questions. Teacher will define and give examples of run-on sentences. She will show the students how to recognize and correct them. The students will read pages 206-208 in the text and be assigned Exercises 5 and 6 on pages 208-212. She will assign the students to write four original sentences: one simple sentence, one compound sentence, one complex sentence, and one compound-complex sentence.

Day 32 -- Objectives covered:

The students are able to do required composition objective 1 which is to express ideas in complete sentences.

Day 33 -- Activities:

Students will check and correct their own papers as individual students give the correct answer and explanation.

The teacher answers any questions. Students will write their original sentences on the board. Teacher will call on students to identify the type and to determine whether or not the sentence is a sentence or whether it is a run-on. Both teacher and class will discuss sentences and answers.

Day 33 -- Objectives covered:

The students are able to do required composition objective 1.

Day 34 -- Activities:

Teacher will introduce and explain the use of coordinating conjunctions. Teacher will combine sentences with the use of the conjunctions. Students will read pages 213-214 and be assigned to write five sets of two related simple sentences. They will exchange papers. Each student must connect each set with the use of an appropriate coordinating conjunction. The paper will be returned to the owner who will check the conjunctions. Then these sentences will be put on the board where the teacher and class can discuss them.

Day 34 -- Objectives covered:

The students are able to do required composition objective 2 which is to compose a compound sentence.

Day 35 -- Activities:

Teacher introduces the subordinate conjunction. She shows how it is used to introduce subordinate clauses.

She explains subordinate clauses are not as important as independent clauses. She writes two related sentences on the board and then combines them by making the less important idea into a subordinate clause. Students read pages 213-220 and are assigned Exercises 1, 2, and 3 on pages 216-222.

Day 35 -- Objectives covered:

The students are able to do required composition objective 3 which is to subordinate less important ideas by using subordinate clauses.

Day 36 -- Activities:

Students check and correct homework as fellow students read the correct answers with explanations. Teacher answers any questions. Teacher explains faulty construction and gives examples on the board. Students read page 222 in text and are assigned Exercises 4, 5, and Review Exercise on pages 222-225.

Day 36 -- Objectives covered:

The students are able to do required composition objective 3.

Day 37 -- Activities:

Students check and correct homework exercises as fellow students read the correct answers with explanations. Teacher answers any questions. Teacher connects related sentences on the board by using the five different types of phrases. Teacher gives a worksheet with ten sets of

two related sentences that must be connected by taking the sentence conveying the idea of less importance and making it a phrase. Teacher walks around the room helping students. After finishing the worksheet, the students exchange papers with fellow students and see how many different ways a sentence can be changed. The sentences are then put on the board and discussed by teacher and students.

Day 37 -- Objectives covered:

The students are able to do required composition objective 4 which is to subordinate less important ideas by using phrases.

Day 38 -- Activities:

Teacher gives students a worksheet composed of fifteen sets of two related sentences. The students must combine five sets with the use of coordinating conjunctions, five sets with the use of clauses, and five sets with the use of phrases. The students may use notes, the text, and the teacher as a source. The worksheet is graded and corrected by the students. Then the students must write fifteen sentences, five compound, five complex, and five compound-complex.

Day 38 -- Objectives covered:

The students are able to do required composition objectives 1, 2, 3, and 4.

Day 39 -- Activities:

Students write individual sentences on the board. Teacher and students discuss sentences. Teacher reviews composition objectives covered so far.

Day 39 -- Objectives covered:

The students are able to do objectives 1, 2, 3, and 4.

Day 40 -- Activities:

Students take test from test booklet over sentences and sentence construction, Chapter 12, for first forty-five minutes. Students exchange papers and grade them while the teacher gives the correct answers. The papers are returned to students for questions. Teacher collects test.

Day 40 -- Objectives covered.

Students are able to do required objectives 1, 2, 3, and 4.

Day 41 -- Activities:

Teacher explains natural and inverted sentence orders. Teacher gives examples of natural and inverted simple, complex, compound, and compound-complex sentences. Teacher shows with the use of the overhead projector how phrases and clauses can be moved from one side to the other of the word modified. Teacher explains parallel construction when phrases and clauses are combined. She shows examples of sentences not having parallel construction.

She and the class correct these sentences. The teacher gives the students two worksheets, one has twenty sentences that must be inverted or changed to natural order, and the other has twenty sentences where phrases and clauses must be moved and the meaning of the sentence unchanged.

Day 41 -- Objectives covered:

The students are able to do required composition objectives 5 and 6 which are to demonstrate ability to vary sentence patterns and to demonstrate the use of parallel structure.

Day 42 -- Activities:

Students grade and correct worksheets as fellow students read the correct answers with the explanations. Teacher answers any questions. Teacher explains what a topic sentence is. She shows examples of paragraphs with the use of the overhead projector. She and the students find the topic sentences. Students read 259-262 and do Exercise 1 page 263. Teacher answers questions and allows different students to read aloud their topic sentences for exercise. Students read 263-268.

Day 42 -- Objectives covered:

The students are able to identify and write a topic sentence.

Day 43 -- Activities:

Teacher explains the seven ways to develop a topic sentence. She gives examples of seven paragraphs on the overhead projector illustrating each way. She

gives ten more paragraphs using the overhead. She and the students discuss and decide what is the topic sentence of each and how is each developed. She answers questions and assigns Exercises 2, 3, 4, 5, 6, and 7 on pages 268-272. She gives directions for Exercises 2 and 3. Exercises 4, 5, 6 and 7 require writing one paragraph each. The teacher gives the students the criteria for writing a formal assignment. The students must have a rough draft, write legibly in ink and follow all rules of grammar, mechanics, and spelling.

Day 43 -- Objectives covered:

The students are able to do required composition objective 8 which is to compose a paragraph that is correct in mechanics, spelling, and grammar and is in legible handwriting.

Day 44 -- Activities:

Students check and correct homework as fellow students read the correct answer with explanation. Students turn in Exercises 4, 5, 6, and 7. Teacher assigns students to write a paragraph with a topic sentence AND AT LEAST FIVE SUPPORTING SENTENCES. This paper must follow the criteria for a formal paper. The teacher then grades Exercises 4, 5, 6, and 7 for all errors and helps any students who comes to her desk.

Day 44 -- Objectives covered:

The students are able to do required composition objectives 7 and 8.

Day 45 -- Activities:

Teacher returns graded Exercises 4, 5, 6, and 7. She answers any questions asked by the students. Students turn in assigned paragraphs. Teacher assigns students to write a paragraph containing a topic sentence and at least ten supporting sentences. In this paragraph, the student must have at least two sentences in inverted order, two complex sentences, two compound sentences, and one compound-complex sentence. The paper must follow formal paper criteria. The teacher then grades the turned in assignment and helps students as they come to her desk.

Day 45 -- Objectives:

The students are able to do required composition objectives 1, 2, 3, 5, 7, and 8.

Day 46 -- Activities:

Teacher returns corrected paragraphs to students. She answers any questions asked. Students turn in homework paragraph. Teacher explains and gives an example of a descriptive paragraph by using the overhead projector. She then reads aloud examples of descriptive paragraphs. She assigns the students to write a paragraph describing a person they know. The paragraph must be at least six sentences long and have a topic sentence. The teacher then grades the turned in homework for all errors and helps students as they come to her desk.

Day 47 -- Activities:

Teacher returns corrected papers and answers

questions. Teacher now assigns a descriptive paragraph of the personality traits of the same person the student physically described before. This paragraph must have a topic sentence and at least five supporting sentences. The teacher walks around the room helping students who need help.

Day 47 -- Objectives covered:

The students are able to do required composition objection 7.

Day 48 -- Activities:

Teacher now assigns the students to combine the two descriptive paragraphs. This combination must result in a paragraph with a topic sentence and at least seven supporting sentences. The combination must include sentences with phrases, clauses, and correlating conjunctions. All sentences must be parallel. The combination must have inverted and natural order sentences. The final paper must be written according to formal paper criteria. Teacher gives students help as needed.

Day 48 -- Objectives covered:

The students are able to do all required objectives.

Day 49 -- Activities:

Students turn in paragraph. Teacher goes over common errors students made in previous paragraph. Teacher shows examples of good paragraphs by using the overhead projector. Teacher assigns the student to write a descriptive paragraph of a place. The paragraph must have a topic

sentence and be at least ten sentences in length. The paragraph must adhere to formal paper standards. The teacher grades the combination paragraph for all errors and helps any students who come to her desk.

Day 49 -- Objectives covered:

The students are able to do required objectives 8 and 9.

Day 50 -- Activities:

Students take composition posttest for the first thirty minutes. Teacher gives required instructions and supervises. After the posttest, the teacher returns corrected combination paragraphs and answers questions. Students turn in homework. Teacher has some students read returned combination papers aloud for class and teacher discussion.

Day 50 -- Objectives covered:

The students are able to do required objectives 8 and 9.

Materials Used by Control Group

1. Warriner's English Grammar and Composition, Fifth Course, Harcourt Brace Jovanovich, 1977.
2. Warriner's English Grammar and Composition, Fifth Course Test Booklet, Harcourt Brace Jovanovich, 1977.

Lesson Plans for Treatment Group

Combination Plans for Grammar and Composition.

Day 1 -- Activities:

Students take pretest for the first thirty minutes of period. Teacher follows procedure of the experiment in giving instructions and the test. Last part of the hour, students are assigned to read Chapter 12 in Warriner's. Teacher tells students to keep all work in a notebook for future grading.

Day 1 -- Objectives completed:

The students are able to identify topic sentence and the means of developing a paragraph.

Day 2 -- Activities:

Students are divided by the teacher into groups of four. The teacher uses the composition section of Warriner's English Grammar and Composition Chapter 12 to explain the criteria of a good piece of writing. These are the same criteria used by the teachers who grade holistically. The teacher explains prewriting, writing to an audience, peer editing, and self editing. The teacher does this through the use of stimuli. She uses the apple approach. All students are given an apple. They are to look at it carefully. They are to touch and to become very familiar with the apple. Then, they verbally describe the apple to the members of their group. The teacher then takes the apples back and places them in a sack. She shakes the sack and dumps all the apples on the floor.

The students are then to find their own apples and to explain to their peer groups how they knew it was their apple. Then each peer group divides into sections and trades apples. By doing this, each person becomes familiar with two apples. They then write a story about the two apples using description and comparison and contrast. They must use an appositive phrase and a participle in description. The stories must have a topic sentence and at least five supporting sentences.

Day 2 -- Objectives covered:

The students are able to do required grammar objectives 6 and 7 which are identifying appositive and appositive phrases and identifying various types of clauses. The students are able to do required composition objectives 7 and 8 which are composing a paragraph containing a topic sentence and at least five supporting sentences and composing a paragraph that is correct in mechanics, spelling, and grammar and is in legible handwriting. The students are able to do required Bay objectives 1 and 2 which are to respond to stimuli and to prewrite.

Day 3 -- Activities:

The students share their stories with the peer group. Everyone is to make comments or suggestions about the stories. All four students read each other's papers and make corrections and suggestions. The writer reads the comments and suggestions on his paper and decides

whether or not he wants to rewrite his paper. The final paper must be in formal paper style. The final papers are read aloud to the entire class. To make this exercise truly meaningful, the teacher also goes through the entire exercise, using the entire class as her peer group. After the completion of the exercise, the teacher explains that touching, verbally describing, discussing the apple, and identifying the apple by finding it are methods of prewriting -- ways of making the students relax and form ideas. Breaking into groups, studying partner's apples, writing a story, sharing the story, making suggestions and comments are forms of peer editing. Reading over the suggestions and rewriting the paper are examples of self editing and revision. Reading the paper aloud is sharing with an audience. These same groups should continue working together for the entire semester.

Day 3 -- Objectives completed:

The students are able to do required grammar objectives 6 and 7. The students are able to do required composition objectives 7 and 8. The students are able to do Bay objectives 3, 4, 5, 6, and 8. These include: peer edit, self edit, rewrite, write for an audience, and use truthful language.

Day 4 -- Activities:

The teacher should take examples of sentence combining from Warriner's. She carefully explains the mechanics and

makes up some sentences to combine. She should write these sentences on the board and with class participation, she combines them and uses grammar and mechanics correctly. Each student writes ten sentences of his own. Then with a total of forty sentences for each peer group, the task is to combine these forty sentences for each peer group, into twenty sentences. Then the twenty sentences are combined into ten sentences and the ten sentences into five. The combination would be done by using phrases, clauses and conjunctions. The sentences would be shared with the entire class for sense value and mechanical errors.

Day 4 -- Objectives covered:

The students are able to do required composition objectives 1, 2, 3, and 4: to express ideas in complete sentences, to compose a compound sentence, to subordinate less important ideas by using subordinate clauses, and to subordinate less important ideas by using phrases. The students are able to do required grammar objectives 4 and 7 which are to identify phrases and to identify various types of clauses. The students are able to do Bay objectives 2, 3, and 8: to prewrite, to peer edit, and to use truthful language.

Day 5 -- Activities:

Teacher shows cartoons from newspapers and discusses the use of dialogue. Teacher and students draw cartoon figures on the board. The class writes dialogue for those

figures. Teacher stresses proper punctuation. Teacher also shows how the same cartoon character can use sentences of different purpose and change the entire cartoon. Teacher has each student write a story with dialogue where the character gives a command or request, asks a questions, makes a statement, or shows great surprise. The students exchange papers in peer groups. They make and receive suggestions. The student revises his paper and reads it aloud. Students are assigned Cahpter 1 in text to read.

Day 5 -- Objectives covered:

The students are able to do required grammar objective 3 which is to classify sentences by purpose. The students are able to do required composition objective 1 which is to express ideas in complete sentences. The students are able to do Bay objectives 1, 2, 3, 4, 5, 6, and 8.

Day 6 -- Activities:

Show the film "Poem as a Social Comment." Discuss the meaning of the film, the music, the artistic pictures, and the use of drama. Allow each student to give his personal opinion. Have all students try to write a poem following the pattern: the first line is a noun, the second line is two adjectives, the third line is three verbs, the fourth line is four adverbs, the fifth line is three verbs, the sixth line is two adjectives, and the last line is one noun. The teacher should also write a poem.

Day 6 -- Objectives covered:

The students are able to do Bay objectives 1, 2 and 6.

Day 7 -- Activities:

Read individual favorite poems by authors and individuals. Allow the students to read if they wish. Discuss the poems. Have the students write a limerick using a conjunction, interjection, and preposition. The teacher should give examples of the limerick and of the limerick with these three parts in it.

Day 7 -- Objectives covered:

The students are able to do required grammar objective 1. The students are able to do required Bay objectives 1, 2, 6, 7, and 8.

Day 8 -- Activities:

Listen to classical music. Allow the students to bring records with unusual sounds. Have the students doodle or brainstorm as they listen. The teacher should also do this. Have students play game of each student making three lists: two would be of ten nouns or pronouns, the third would be of ten verbs. Exchange lists in peer editing groups to make sentences that contain a subject, verb, and a complement. Then each peer editing group should try to put these sentences together to make a story. The story will be read aloud.

Day 8 -- Objectives covered:

The students are able to do required composition

objective 1. The students are able to do required grammar
 objective 2. The students are able to do Bay objectives
 1, 2, 3, 6, and 8.

Day 9 -- Activities:

Listen to "West Side Story" record and watch the
 film. Discuss the marriage between music and literature --
 mention how Day 7's activities stressed this also.

Day 9 -- Objectives covered:

The students are able to do Bay objectives 1 and
 2.

Day 10 -- Activities:

Show "Romeo and Juliet" film. Discuss "Romeo
 and Juliet" and "West Side Story." See if students can
 see any possible merger between these shows, music, and
 poetry.

Day 10 -- Objectives covered:

The students are able to do Bay Objectives 1 and
 2.

Day 11 -- Activities:

Show film "American Music from Folk to Jazz and
 Pop." Discuss the film. Talk about dancing, clothes
 and words. Mention the change of the beat. Tie in the
 changing beats to poetry.

Day 11 -- Objectives covered:

The students are able to do Bay objectives 1 and
 2.

Day 12 -- Activities:

Show "Braverman's Beatles." Discuss how the music of the Beatles changed. Show students newspapers of the Sixties. Discuss art and events of the Sixties. Compare and contrast the two films, "American Music" and "Braverman's Beatles."

Day 12 -- Objectives covered:

The students are able to do Bay objectives 1 and 2.

Day 13 -- Activities:

Show "I, Leonardo Da Vinci." Compare with pop art.

Day 13 -- Objectives covered:

The students are able to do Bay objectives 1 and 2.

Day 14 -- Activities:

Show "Norman Rockwell" and "Junk Yard." Be sure to emphasize beauty is everywhere and depends upon the viewer.

Day 14 -- Objectives covered:

The students are able to do Bay objectives 1 and 2.

Day 15 -- Activities:

Show "The Lorax." Play political ballads from the Sixties. Show political cartoons. Discuss the relationship of all art. Have students review Warriner's Chapter 12.

Day 15 -- Objectives covered:

The students are able to do Bay objectives 1 and 2.

Day 16 -- Activities:

Teacher uses sentence combining exercises from Cavalcade Magazine. First students combine sentences by making compound sentences. Then students combine sentences by using clauses. Then students combine sentences by using phrases. This is done as a class exercise by using the overhead.

Day 16 -- Objectives covered:

The students are able to do required grammar objectives 4, 5, 7, and 8 which are to identify phrases, identify verbals and verbal phrases, to identify various types of clauses, and to classify sentences by structure. The students are able to do required composition objectives 1, 2, 3, and 4 which are to express ideas in complete sentences, to compose a compound sentence, to subordinate less important ideas by using subordinate clauses, and to subordinate less important ideas by using phrases.

Day 17 -- Activities:

Use the same sentence combining sentences as on Day 16. This time the peer groups will combine them using a combination of phrases, clauses, and sentences. Then the peer group will go over the sentences for parallel construction.

Day 17 -- Objectives completed:

The students are able to do required composition objectives 1, 2, 3, 4, 5, and 6 which are to express ideas in complete sentences, to compose a compound sentence, to subordinate less important ideas by using subordinate clauses, to subordinate less important ideas by using phrases, to demonstrate ability to vary sentence patterns, and to demonstrate ability the use of parallel structure. The students are able to do required grammar objectives 4, 5, 7 and 8 which are to identify phrases, to identify verbals and verbal phrases, to identify various types of clauses, and to classify sentences by structure. The students are able to do Bay objectives 2 and 3 which are to prewrite and to peer edit.

Days 18-22 -- Activities:

Students should choose some aspect of poetry, music, and art to present as a project. The best projects will show a relationship of all areas. The students may choose any method of expression. The students will have five class periods to work on the project. The finished product must have a multi-paragraph explanation that is written according to the criteria for a formal paper. It must have all types of sentences with natural and inverted order combinations. Some sentences must be combined by using conjunctions, phrases, and clauses. The sentences must be parallel. The library and the teacher will be

available to the students for any needed help. The finished product will be presented to the class and turned in to the teacher.

Days 18-22 -- Objectives covered:

The students are able to do all required composition objectives. The students are able to do required grammar objectives 4, 5, 7 and 8. The students are able to do Bay objectives 6, 7, 8 and 9 which are to write for an audience, to write for positive praise, to use truthful language and to receive reinforcement.

Days 23-25 -- Activities:

Students will work in their peer editing groups. They will self-edit and rewrite. Teacher will act as advisor.

Days 23-25 -- Objectives completed:

The students are able to do all required composition objectives. The students are able to do required grammar objectives 4, 5, 7, and 8. The students are able to do Bay objectives 3-9.

Days 26-27 -- Activities:

Students will present the complete projects to the class. Comments and positive recommendations will be made. Final projects are turned in to be graded by the teacher for all errors.

Days 26-27 -- Objectives covered:

The students are able to do Bay objectives 7-10 which are to write for positive praise, to use truthful

language, to receive reinforcement, and have something to show for his effort.

Day 28 -- Activities:

Show the film, "The Lady or the Tiger." Discuss the film. Assign each peer editing group to write the ending of the film. Endings must be at least three pages and at the end of the project, the teacher must receive a copy in formal writing style with all types of sentences, combinations using phrases and clauses, and some sentences must be in inverted order. This must be written in script form and at the completion, it will be videotaped.

Day 28 -- Objectives covered:

The students are able to do all required composition objectives. The students are able to do required grammar objectives 4, 5, 7, and 8. The students are able to do Bay objectives 1-3.

Day 29 -- Activities:

Students work in groups on writing the ending. Teacher acts as advisor.

Day 29 -- Objectives covered:

The students are able to do all required composition objectives. The students are able to do required grammar objectives 4, 5, 7, and 8. The students are able to do Bay objectives 2, 3, 6, 7, and 8.

Day 30 -- Activities:

Teacher uses sentence combining exercises from Calvalcade Magazine. First students combine sentences

by making compound sentences. Then students combine sentences by using clauses. Then students combine sentences by using phrases. Then students combine the sentences by using combination of phrases, clauses and sentences. This is done as a class activity with the use of the overhead.

Day 30 -- Objectives covered:

The students are able to do required grammar objectives 4, 5, 7, and 8. The students are able to do required composition objectives 1-4.

Day 31 -- Activities:

Have students exchange scripts with another group so they can peer edit. After the scripts are returned, self-editing should occur.

Day 31 -- Objectives covered:

The students are able to do Bay objectives 3, 4, 5, 6, 7 and 8. The students are able to do all required composition objectives.

Day 32 -- Activities:

Scripts should be complete. The groups should assign parts within the group. Everyone must take part either as an actor, set or wardrobe designer, or sound technician.

Day 32 -- Objectives covered:

The students are able to do Bay objective 6-10.

Day 33-36 -- Activities:

Students learn lines. They bring clothing and parts for set. They decide the background noises.

Day 37 -- Activities:

Students have dress rehearsal. Teacher is available for comments and help.

Day 37 -- Objectives covered:

The students are able to do Bay objectives 6-10.

Day 38 -- Activities:

Students give final performances and are videotaped. These tapes can be shown to other classes if the players are willing. Also these tapes can be used at Parents' Night. The students feel a great deal of pleasure at actually being on television. Final scripts are turned in for teacher to grade for all errors.

Day 38 -- Objectives covered:

The students are able to do Bay objectives 6-10.

Day 39 -- Activities:

Teacher returns graded projects to students. Teacher goes over all grammar, mechanics, and sentence structure errors by giving examples of the errors on the overhead. The entire class and teacher discuss errors. Then each peer group gets together and corrects the errors using the teacher and Warriner's Chapters 1, 2, 3, 4, and 12 as a source.

Day 39 -- Objectives covered:

The students are able to do all required grammar objectives. The students are able to do required composition

objectives 1-6. The students are able to do Bay objective 3.

Day 40 -- Activities:

Teacher reads aloud a paper she has written on "My Most _____ Experience." The class and the teacher discuss it. Teacher assigns the same topic to the students. The paper must have from three to five paragraphs and be two pages long. The paper is due on Day 42. The student must read the paper aloud. He must write a rough copy that fulfills all the required composition objectives. Teacher oversees and gives help as needed.

Day 40 -- Objectives covered:

The students are able to do all required composition objectives. The students are able to do Bay objectives 1,2,6,7 and 8.

Day 41 -- Activities:

Students join peer groups, discuss papers, and edit each other's papers. Students then self-edit and rewrite.

Day 41 -- Objectives covered:

The students are able to do all required composition objectives. The students are able to do Bay objectives 2, 3, 4, 6, 7, and 8.

Day 42 -- Activities:

Students read papers aloud. Constructive criticism is given by teacher and class. Good points of papers are stressed.

Day 42 -- Objectives covered:

The students are able to do Bay Objectives 6-9.

Day 43 -- Activities:

Students play grammar add-on. The first person in the first seat in the first row says a word. The next person repeats the word and adds a word. This continues until a simple sentence, a compound sentence, a complex sentence, and finally a compound-complex sentence is made. The game starts over. The teacher writes all sentences on the board. At the end, the class tries to combine them into a paragraph.

Day 43 -- Objectives covered:

The students are able to do all required grammar objectives and 1-5 of the composition of the required composition objectives.

Day 44 -- Activities:

Teacher reads aloud a paper she has written on "The Most _____ Person I Know." The class and the teacher discuss it. Teacher assigns the same topic to the students. The paper must be from three to five paragraphs and be two pages long. The paper is due on Day 46. The students must read the paper aloud. They must write rough copies that fulfill all the requirements of the required composition objectives. Teacher oversees and gives help as needed.

Day 44 -- Objectives covered:

The students are able to do all required composition objectives. The students are able to do Bay objectives 1, 2, 6, 7, and 8.

Day 45 -- Activities:

Students join peer groups, discuss papers, and edit each other's papers. Students then self-edit and rewrite.

Day 45 -- Objectives covered:

The students are able to do all required composition objectives. The students are able to do Bay objectives 2, 3, 4, 6, 7, and 8.

Day 46 -- Activities:

Students read papers aloud. Constructive criticism is given by teacher and class. Good points of paper are stressed.

Day 46 -- Objectives covered:

The students are able to do Bay objectives 6-9.

Day 47 -- Activities:

Teacher returns graded scripts to groups. Teacher goes over all grammar, mechanics, and sentence structure errors by giving examples of the errors on the overhead. The entire class and teacher discuss errors. Then each peer group gets together and corrects the errors using the teacher and Warriner's Chapters 1, 2, 3, 4, and 12 as a source.

Day 47 -- Objectives covered:

The students are able to do all required grammar objectives. The students are able to do required composition objectives 1-6. The students are able to do Bay objective 3.

Day 48 -- Activities:

Students get in peer groups and go over all of their papers. They must decide which one paper they want graded in total. The others will be graded holistically. Papers graded in total will be of double value in points. They may rewrite or add anything they want to any papers. At the end of the hour, they turn in all papers with the one they want totally graded designated.

Day 48 -- Objectives covered:

The students are able to do Bay objectives 3, 4, and 5.

Day 49 -- Activities:

Teacher returns all papers graded holistically. Students write a paper describing one of their classmates giving physical and personality traits. The paper must be from three to five paragraphs long. Each paragraph must have a topic sentence and five supporting sentences. The paper must fit the requirements of a formal paper. Students write during the hour and work with peer groups. They edit and rewrite. Teacher helps students if they need help.

Day 49 -- Objectives covered:

The students are able to do required composition objectives 1-8. The students are able to do Bay objectives 3, 4, 5, 6, and 8.

Day 50 -- Activities:

Students take posttest for first thirty minutes. Teacher gives required directions. After posttest, students see the videotapes of their endings of "The Lady or the Tiger."

Day 50 -- Objectives covered:

The students are able to do Bay objectives 6-10.

Materials Used by Treatment Group

1. Warriner's English Grammar and Composition, Fifth Course, Harcourt Brace Jovanovich, 1977.
2. Calvalcade Magazine, Scholastic Publications, October-December, 1980.
3. Films:
 - "Poem as a Social Comment," Cooperating Film Districts of St. Louis Suburban Area, Inc., 1975.
 - "West Side Story," Cooperating Film Districts of St. Louis Suburban Area, Inc., 1957.
 - "Romeo and Juliet," Cooperating Film Districts of St. Louis Suburban Area, Inc., Franco Zeffirelli Productions, 1977.
 - "American Music from Folk to Jazz and Pop," Cooperating Film Districts of St. Louis Suburban Area, Inc., 1967.
 - "Braverman's Beetles," Cooperating Film Districts of St. Louis Suburban Area, Inc., 1973.
 - "I, Leonardo Da Vinci," Cooperating Film Districts of St. Louis Suburban Area, Inc., 1966.

"Norman Rockwell," Cooperating Film Districts of St. Louis Suburban Area, Inc., 1973.

"Junk Yard," Cooperating Film Districts of St. Louis Suburban Area, Inc., 1969.

"The Lorax," Cooperating Film Districts of St. Louis Suburban Area, Inc., 1972.

"The Lady or the Tiger," Cooperating Film Districts of St. Louis Suburban Area, Inc., 1970.

4. Records:

"West Side Story," Columbia Records, 1957.

"Mitchell Trio Protest," Mercury Records, 1964.

"Theme from Romeo and Juliet," Columbia Records, 1977.

"Brahms Concerto in D, Op. 77," R.C.A. Victor, 1955.

Choose an inanimate object that you have with you or at home that is precious to you. Describe the object and explain why it is precious to you.

(three to five paragraphs)

Criteria for Holistic Grading

1. The writer must follow a topic sentence.
2. The writer must use different sentence construction.
3. The writer must use examples or comparisons and contrasts.
4. The writer must have organized thoughts in a logical progression.
5. The writer must use proper mechanics, grammar, and spelling.

Rubric

1. Does not address topic or begins to address question but drifts completely off of the subject. Lacks definite clarity and may contain numerous structural and mechanical errors.
2. Begins to address question but either lacks detail and is marred by many errors or contains detail which lacks original thought.
3. Addresses question but fails to develop topic through adequate description or paper may be too brief to cover topic.
4. States its position and shows signs of imaginative development of topic: paper is limited by description, sentence structure, and/or mechanical errors.
5. Takes a clearly defined position but explores the position somewhat more generally and with less development and imagination than a #6 paper.
6. Takes a clearly defined position and explores it thoroughly with complex reasoning or supports it with two or more relevant reasons. Tends to be error free and have one or more of the following: especially effective diction, particular examples, and/or imaginative insights.

Remember the score on the final paper is the sum of two teachers' ranking.

APPENDIX C

Student Data

Student ID	Name	Grade	Score	Notes
101	John Doe	10	85	
102	Jane Smith	10	78	
103	Michael Johnson	10	92	
104	Sarah Williams	10	88	
105	David Brown	10	75	
106	Emily Davis	10	80	
107	Robert Miller	10	82	
108	Olivia Wilson	10	79	
109	James Taylor	10	87	
110	Mia Anderson	10	83	

TABLE 1

t Test for Treatment Group

$H_0: m_1 - m_2 = 0$	Dependent - two tailed Probability of error = .05
$H_1: m_1 - m_2 \neq 0$	$m_1 = \text{pretest}$
Formula $t = \frac{\bar{d}}{s_d/\sqrt{n}}$	$m_2 = \text{posttest}$

Subject	Pretest	Posttest	d	$(d-\bar{d})^2$
1TG	11	11	0	4
2TG	7	9	-2	0
3TG	9	9	0	4
4TG	3	7	-4	4
5TG	4	12	-8	36
6TG	9	9	0	4
7TG	7	6	1	9
8TG	5	6	-1	1
9TG	4	12	-8	36
10TG	3	6	-3	1
11TG	3	7	-4	4
12TG	7	9	-2	0
13TG	6	11	-5	9
14TG	3	5	-2	0
15TG	10	9	1	9
16TG	5	6	-1	1
17TG	8	8	0	4
18TG	4	8	-4	4
19TG	5	9	-4	4
20TG	2	6	-4	4
21TG	3	5	-2	0
22TG	12	11	1	9
23TG	6	5	1	9
24TG	5	5	0	4
			$\bar{d} = -48$	160

$$t = \frac{-2.0}{6.96/\sqrt{24}} = \frac{-2.0}{1.42} = -1.41$$

$$\bar{d} = -2.0$$

The null hypothesis is not rejected.

TABLE 2

t Test for Control Group

$$H_0: m_1 - m_2 = 0$$

Dependent - two tailed
Probability of error = .05

$$H_1: m_1 - m_2 \neq 0$$

$$\text{Formula } t = \frac{\bar{d}}{s_d / \sqrt{n}}$$

 $m_1 = \text{pretest}$ $m_2 = \text{posttest}$

Subject	Pretest	Posttest	d	$(d - \bar{d})^2$
1CG	5	4	1	3.06
2CG	6	8	-2	1.56
3CG	12	12	0	.56
4CG	7	2	5	33.06
5CG	2	8	-6	27.56
6CG	12	8	4	22.56
7CG	12	9	3	14.06
8CG	2	8	-6	27.56
9CG	9	9	0	.56
10CG	9	10	-1	.06
11CG	4	9	-5	18.06
12CG	12	8	4	22.56
13CG	6	6	0	.56
14CG	7	7	0	.56
15CG	8	11	-3	5.06
16CG	4	7	-3	5.06
17CG	2	4	-2	1.56
18CG	5	6	-1	.06
19CG	8	11	-3	5.06
20CG	6	4	2	7.56
21CG	7	11	-4	10.40
22CG	9	10	-1	.06
23CG	7	7	0	.56
24CG	8	8	0	.56
			$\bar{d} = -19$	208.28

$$t = \frac{-0.75}{9.06 / \sqrt{24}} = \frac{-0.75}{1.85} = -.53$$

$$\bar{d} = 0.75$$

The null hypothesis is not rejected.

TABLE 3

t Test for Treatment and Control Groups (Pretest)

$H_0: m_1 = m_2$

Independent
Directional - two tailed

$H_1: m_1 \neq m_2$

m_1 = treatment group
 m_2 = control group

Treatment Group		Control Group	
11	26.21	5	4.16
7	1.25	6	1.08
9	9.73	12	24.60
3	8.29	7	.00
4	3.53	2	25.40
9	9.73	12	24.60
7	1.25	12	24.60
5	.77	2	25.40
4	3.53	9	3.84
3	8.29	9	3.84
3	8.29	4	9.24
7	1.25	12	24.60
6	.01	6	1.08
3	8.29	7	.00
10	16.97	8	.92
5	.77	4	9.24
8	4.49	2	25.40
4	3.53	5	4.16
5	.77	8	.92
2	15.05	6	1.08
3	8.29	7	.00
12	37.45	9	3.84
6	.01	7	.00
5	.77	8	.92
141	178.52=Sd ²	169	218.92=Sd ²

$\bar{X}_1 = 5.88$

$\bar{X}_2 = 7.04$

$S_1^2 = 7.76$

$S_2^2 = 9.52$

$df = 24 + 24 - 2 = 46$

$$t = \frac{5.88 - 7.04}{\sqrt{\frac{23(7.76) + 23(9.52)}{24 + 24 - 2} \left(\frac{1}{24} + \frac{1}{24} \right)}} = -1.40$$

The null hypothesis is not rejected.

TABLE 4

t Test for Treatment and Control Groups (Posttest)

$H_0: m_1 = m_2$ Independent
 $H_1: m_1 > m_2$ Directional - two tailed

m_1 = treatment group

Probability of error = .05

m_2 = control group

Treatment Group

Control Group

11	9.24	4	14.36
9	1.08	8	.04
9	1.08	12	17.72
7	.92	2	33.52
12	16.32	8	.04
9	1.08	8	.04
6	3.84	9	1.46
6	3.84	8	.04
12	16.32	9	1.46
6	3.84	10	4.88
7	.92	9	1.46
9	1.08	8	.04
11	9.24	6	3.20
5	8.76	7	.62
9	1.08	11	10.30
6	3.84	7	.62
8	.00	4	14.36
8	.00	6	3.20
9	1.08	11	10.30
6	3.84	4	14.36
5	8.76	11	10.30
11	9.24	10	4.88
5	8.76	7	.62
5	8.76	8	.04
<u>191</u>	<u>122.92 = Sd²</u>	<u>187</u>	<u>147.86 = Sd²</u>

$\bar{X}_1 = 7.96$

$\bar{X}_2 = 7.79$

$S_1^2 = 5.34$

$S_2^2 = 6.43$

$df = 24 + 24 - 2 = 46$

$t = \frac{7.96 - 7.79}{\sqrt{\frac{23(5.34) + 23(6.43)}{24 + 24 - 2} \left(\frac{1}{24} + \frac{1}{24} \right)}} = 0.25$

The null hypothesis is not rejected.

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